



Public Higher Education Funding, Postgraduate Students, and Research Output, 2022

Supplement to
VitalStats 2022



PUBLIC HIGHER EDUCATION FUNDING, POSTGRADUATE STUDENTS AND RESEARCH OUTPUT, 2022

Supplement to
VitalStats 2022

The Council on Higher Education (CHE) is an independent statutory body established by the Higher Education Act, No. 101 of 1997 (as amended). The CHE is the Quality Council for Higher Education, advises the Minister responsible for Higher Education and training on higher education matters and is responsible for quality assurance and promotion through the Higher Education Quality Committee (HEQC).

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1 Quintin Brand Street
Persequor Technopark
Brummeria
Pretoria
South Africa
+27 12 349 3840
www.che.ac.za

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Foreword

The Council on Higher Education (CHE) is entrusted with the responsibility of monitoring developments in higher education and publishing information regarding developments in higher education, including reports on the state of higher education, on a regular basis. This mandate is stipulated in the Higher Education Act No. 101 of 1997, as amended.

One of the ways in which the CHE fulfils this mandate is through compiling and producing the *VitalStats* publication, which has been produced annually since 2012. This publication has become an invaluable resource for researchers, policymakers, institutional planners, funding agencies, and others interested in the trends of key variables within South Africa's higher education sector.

In response to the evolving information needs within the higher education landscape, the CHE has recognised the importance of expanding the scope of its data reporting. While the original *VitalStats* publication focused primarily on key indicators such as enrolment, graduation, and throughput, there has been growing interest in other critical parameters within the sector. To address this, the CHE introduced an annual supplementary volume to *VitalStats* that provides insights into areas such as funding, research, and postgraduate education. This supplement complements the original *VitalStats* publication by offering a more comprehensive view of the performance and development of South Africa's public higher education institutions.

Public Higher Education, Postgraduate Students and Research Output 2022: Supplement to VitalStats 2022 marks the third such supplement, offering insights into: (i) State funding of public universities; (ii) Master's and doctoral enrolments and graduates (iii) Master's and Doctoral students' first-time enrolment and completion; (iv) 2017 research cohort analyses for master's degrees by research and doctoral degrees; (v) research output and output grants. The most recent audited HEMIS data used in the publication is from 2022, as it was the latest available at the time of development of this publication.

The CHE encourages stakeholders to engage with the insights provided in *VitalStats 2022* and the *Supplement to VitalStats 2022* and to utilise them in research, policy making, and strategic and/or institutional planning. Additionally, comments and enquiries from readers are welcomed. Feedback can be sent via email to research@che.ac.za.

The CHE extends its gratitude to the Research, Monitoring and Advice (RMA) Directorate team and external experts who sourced, analysed, and presented the data in this volume with the highest standards of rigour and professionalism. Acknowledgment is also due to the external reviewers who ensured accuracy and clarity in the data and graphical presentations.

Copies of the *Public Higher Education, Postgraduate Students and Research Output, 2022: Supplement to VitalStats 2022* and other volumes in the *VitalStats* series are available on the CHE website: www.che.ac.za/publications. Printed hardcopies may be requested by writing to research@che.ac.za or collected in person at 1 Quintin Brand Street, Persequor Technopark, Brummeria, Pretoria.

Dr Whitfield J. Green
Chief Executive Officer
April 2025

Definitions

Classification of Educational Subject Matter or CESM categories:

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

Cohort:

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

Comprehensive Universities (CU):

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

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 and 16
- Business, Economics and Management Studies (Bus/Man): CESM 04
- Humanities (Other Hum): CESM 03, 05, 11, 12, 17, 18, 19 and 20
- Education (Ed): CESM 07

Full-time equivalent (FTE):

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.

Headcount:

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

Percentage accumulative (for Cohort Study):

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

Percentage non-accumulative (for Cohort Study):

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

Permanent employee:

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

Personnel categories:

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

- **Instruction/research professional (Academic):** A position in which (a) at least 50% of time is spent on instruction and/or research activities, and (b) the position requires a higher education qualification equivalent to at least 4 years of higher education study.
- **Executive/administrative/managerial professional (Senior Management):** A position in which (a) the primary function is the management of the institution or one of its major divisions or sections, and (b) the position requires an educational attainment equivalent to at least 4 years of higher education study.
- **Non-professional administration (Administrative):** A position in which (a) the primary function is clerical, secretarial or administrative duties, and (b) an educational attainment equivalent to 4 years of higher education study is not required.
- **Service staff:** A group of staff for whom the primary function comprises unskilled activities.

Staff member:

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

Temporary employee:

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

Throughput rate:

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

Traditional Universities (TU):

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

University of Technology (UoT):

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

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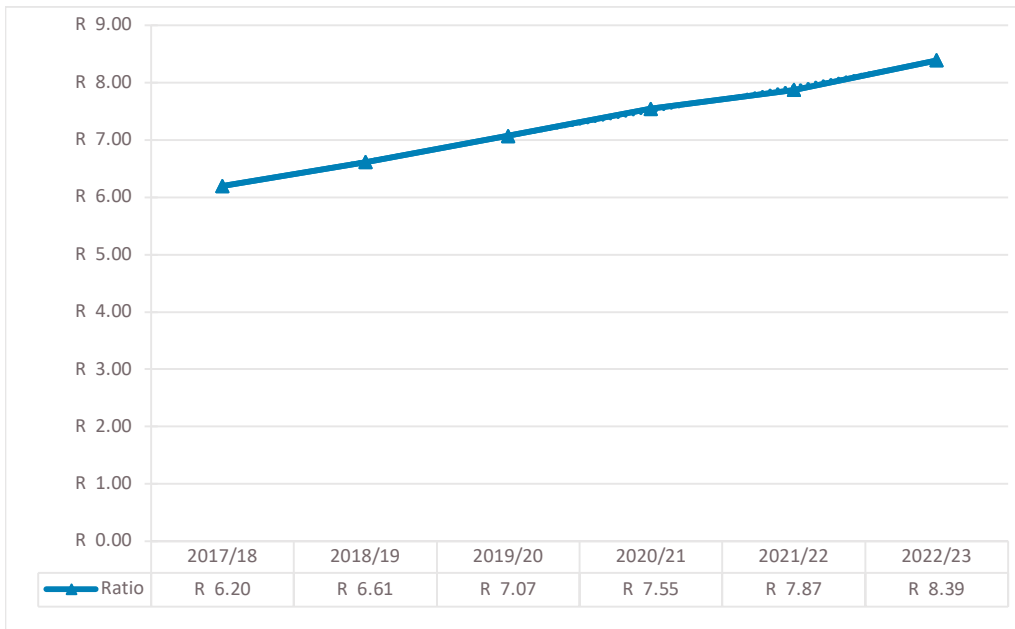
STATE FUNDING OF PUBLIC UNIVERSITIES

STATE FUNDING OF PUBLIC UNIVERSITIES

Figure 1: Funding allocated to universities in real and nominal terms for 2017/18 to 2022/23



Figure 2: Ratio: nominal to real for 2017/18 to 2022/23



NSFAS Source: www.treasury.gov.za>documents> Vote 17: Higher Education and Training, Table 17.3
 Source: University State Budget Reports, released in March each year

STATE FUNDING OF PUBLIC UNIVERSITIES

Figure 3: Funding allocated to universities as a percentage of GDP and of the state budget.

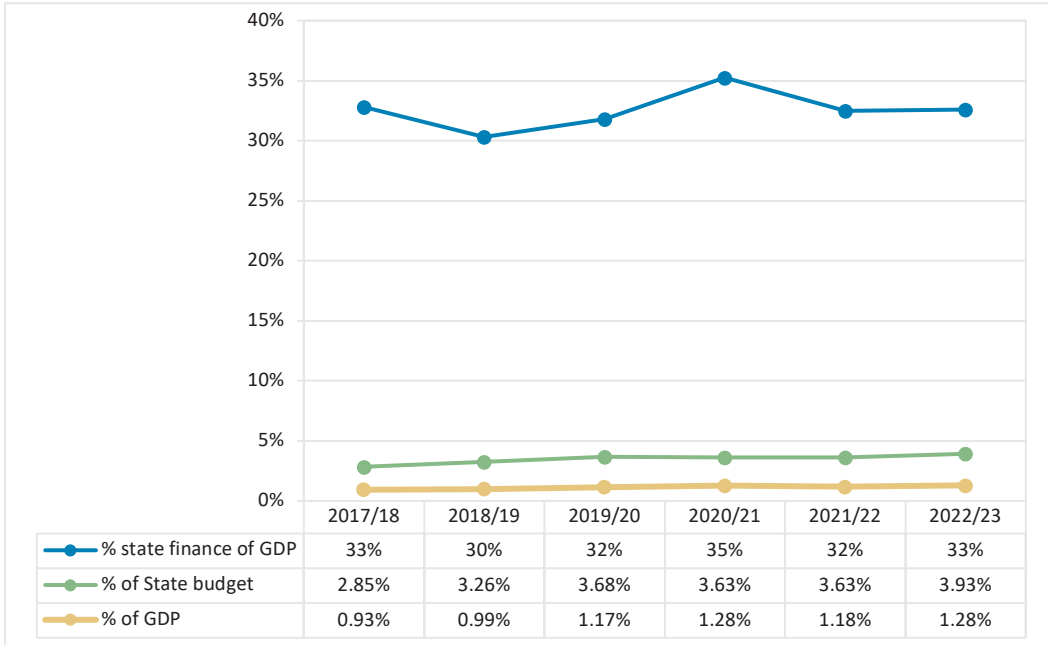
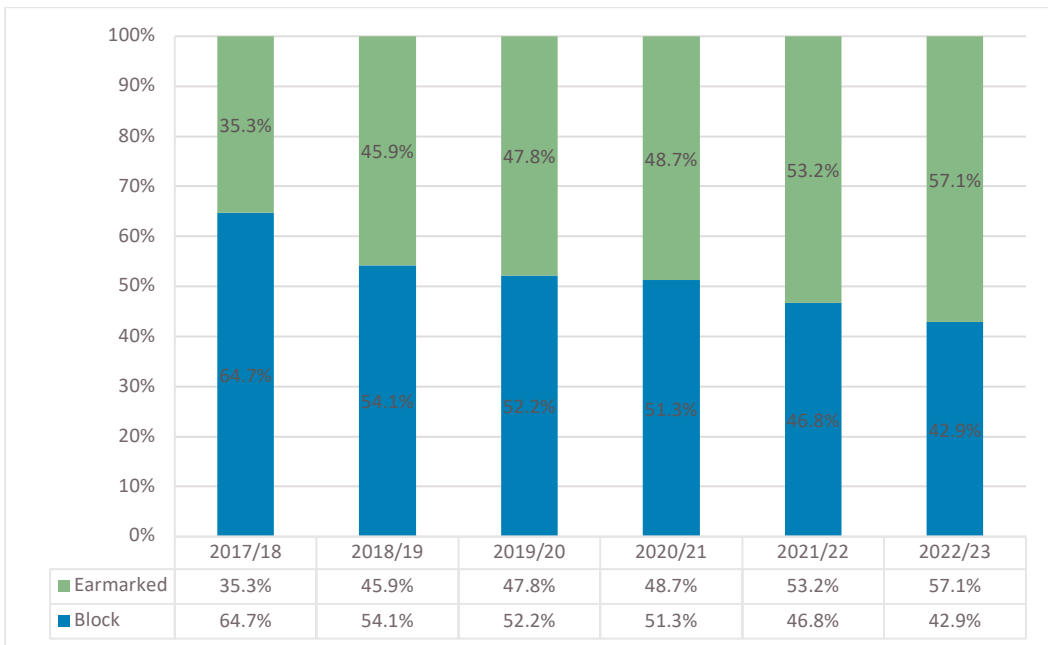


Figure 4: Proportion of block to earmarked funding (including NSFAS allocation) from 2017/18 to 2022/23



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

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

STATE FUNDING OF PUBLIC UNIVERSITIES

Figure 5: Block and earmarked funding (including NSFAS allocation) ('000) from 2017/18 to 2022/23

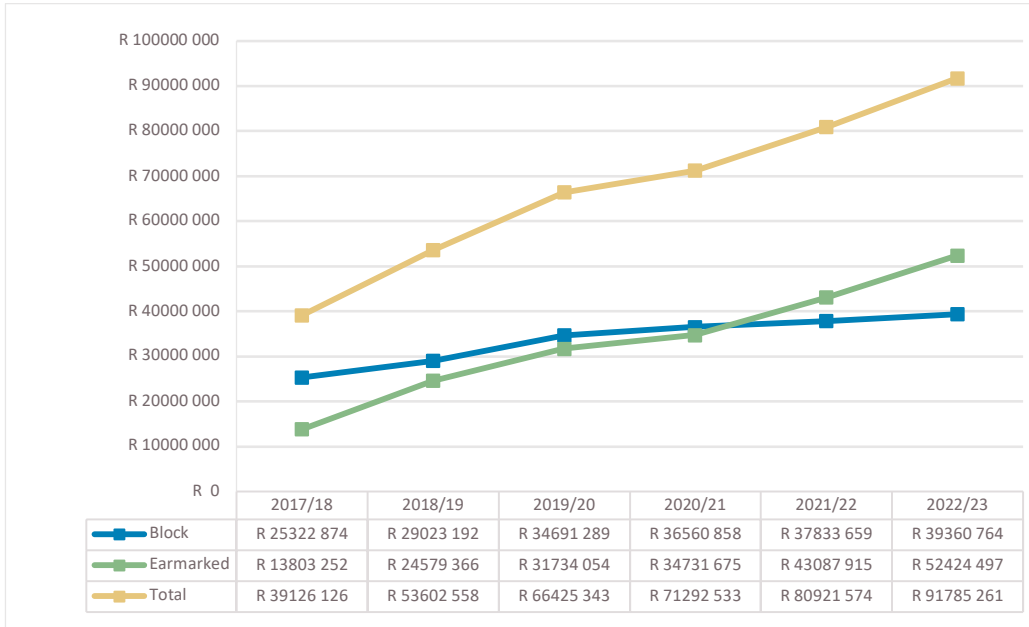
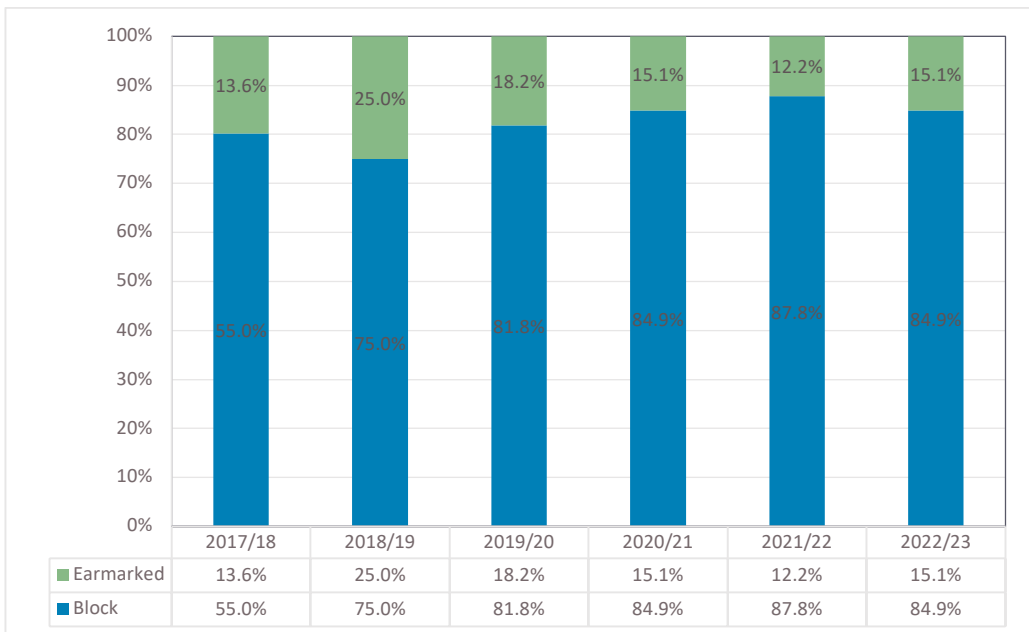


Figure 6: Proportion of block to earmarked funding (excluding NSFAS allocation) from 2017/18 to 2022/23



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

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

STATE FUNDING OF PUBLIC UNIVERSITIES

Figure 7: Block and earmarked funding (R'000) (excluding NSFAS allocation) from 2017/18 to 2022/23

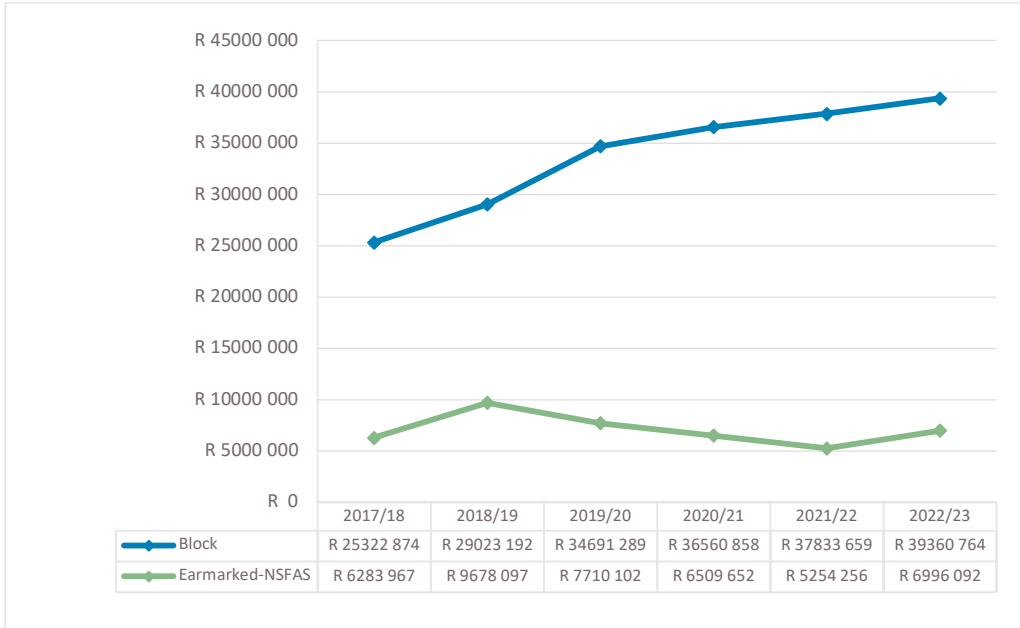
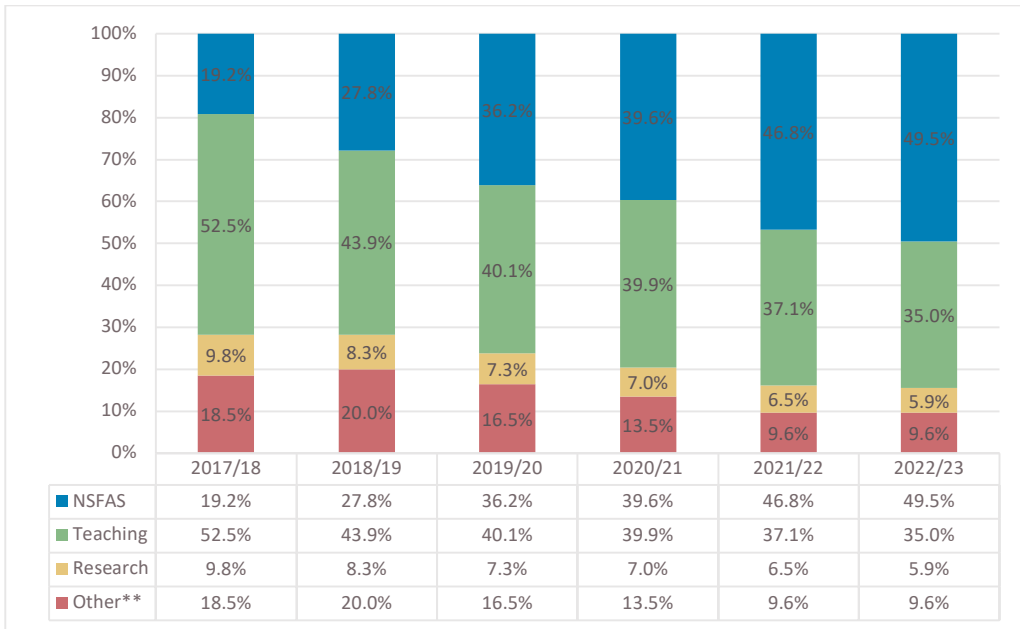


Figure 8: Disaggregated funding for NSFAS, teaching grants, research grants and other grants



STATE FUNDING OF PUBLIC UNIVERSITIES

Figure 9: Funding for NSFAS, teaching grants, research grants and other grants from 2017/18 to 2022/23

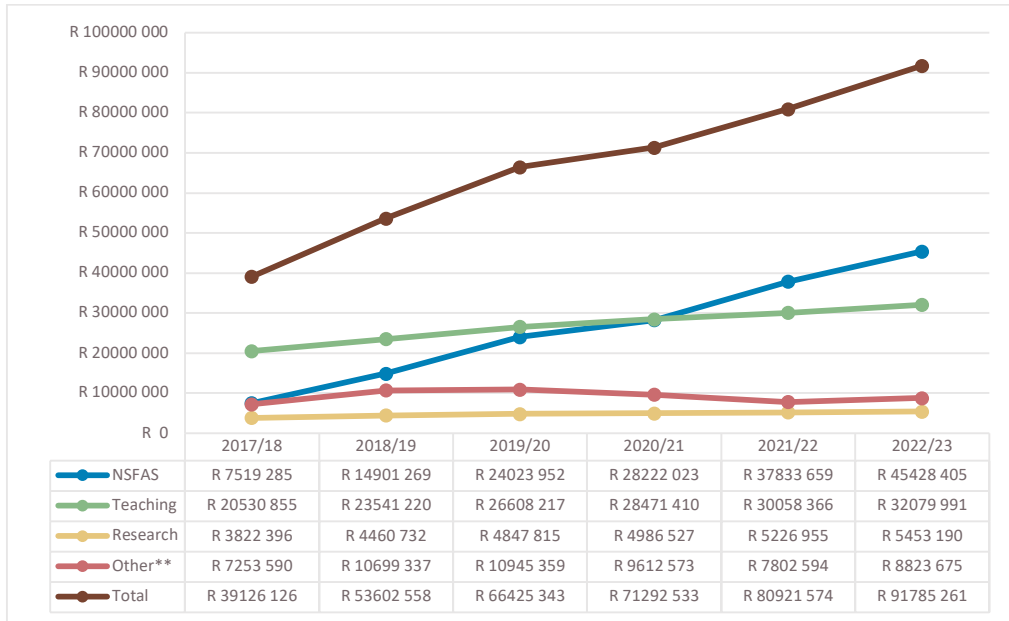
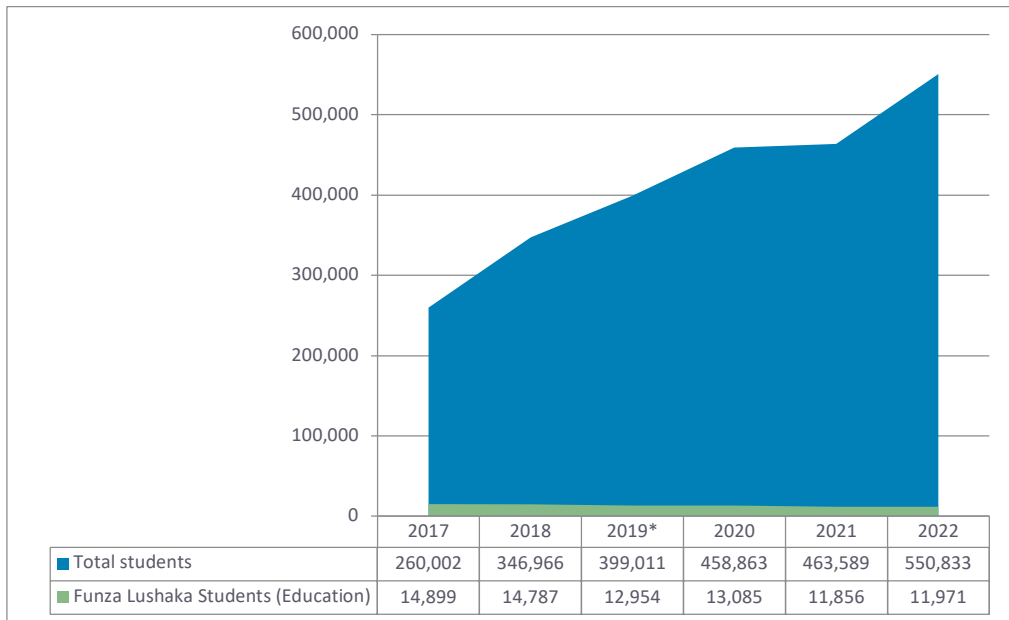


Figure 10: Headcount university students funded through NSFAS from 2017 to 2022 including Funza Lushaka Students (Education)



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

Source: DBE Annual Report 2022/23 Audited data

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

Figure 11: Proportion of institutional funding per source and institutional type 2022

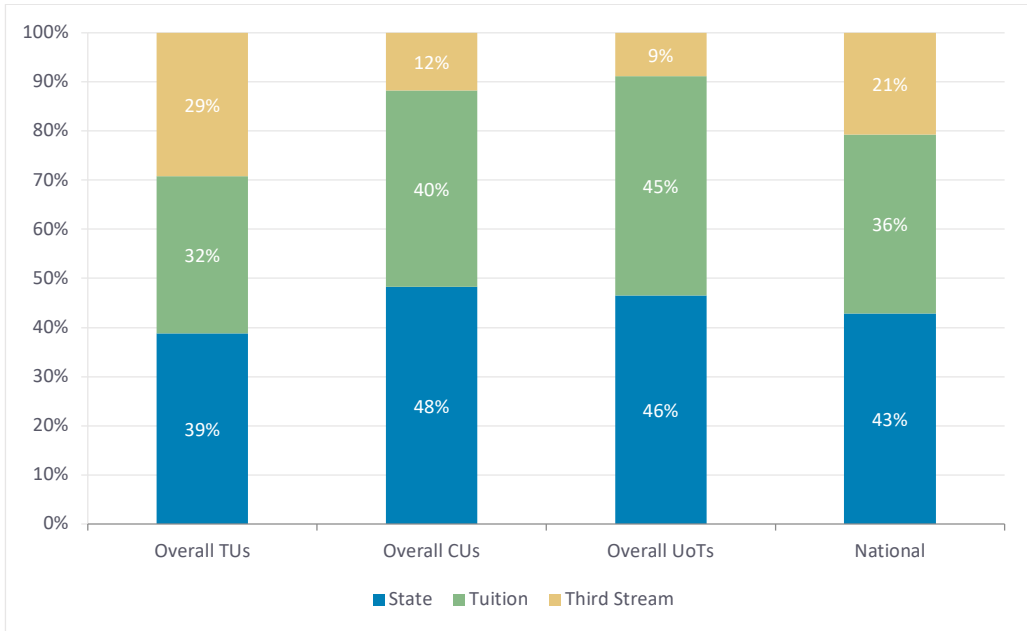
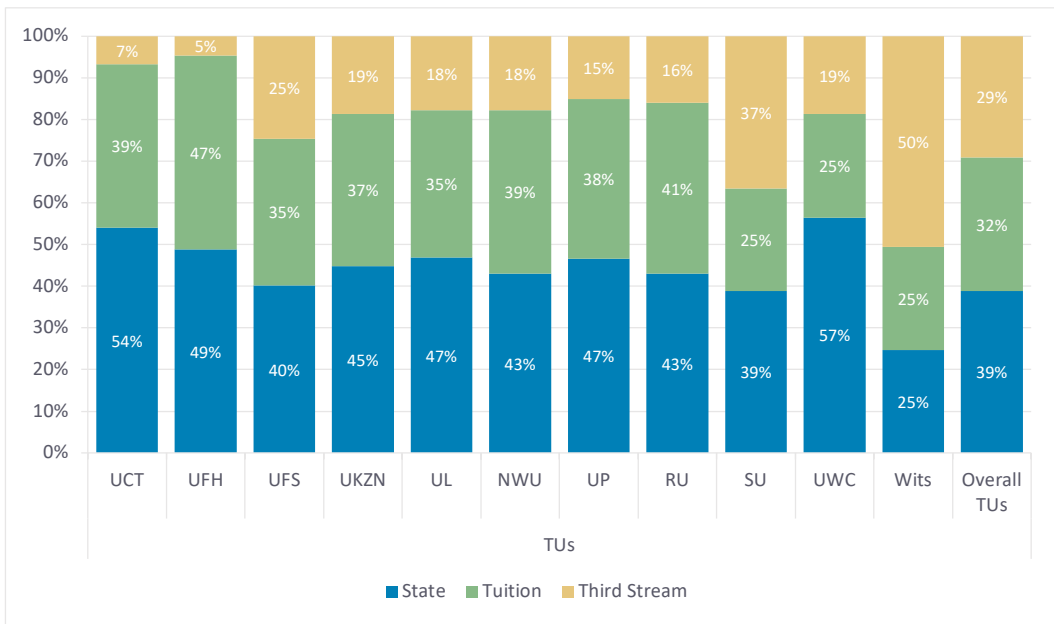


Figure 12: Proportion of institutional funding per source and institutional type 2022: Overall TUs*



STATE FUNDING OF PUBLIC UNIVERSITIES

Figure 13: Proportion of Institutional funding per source and institutional type 2022 Overall CUs

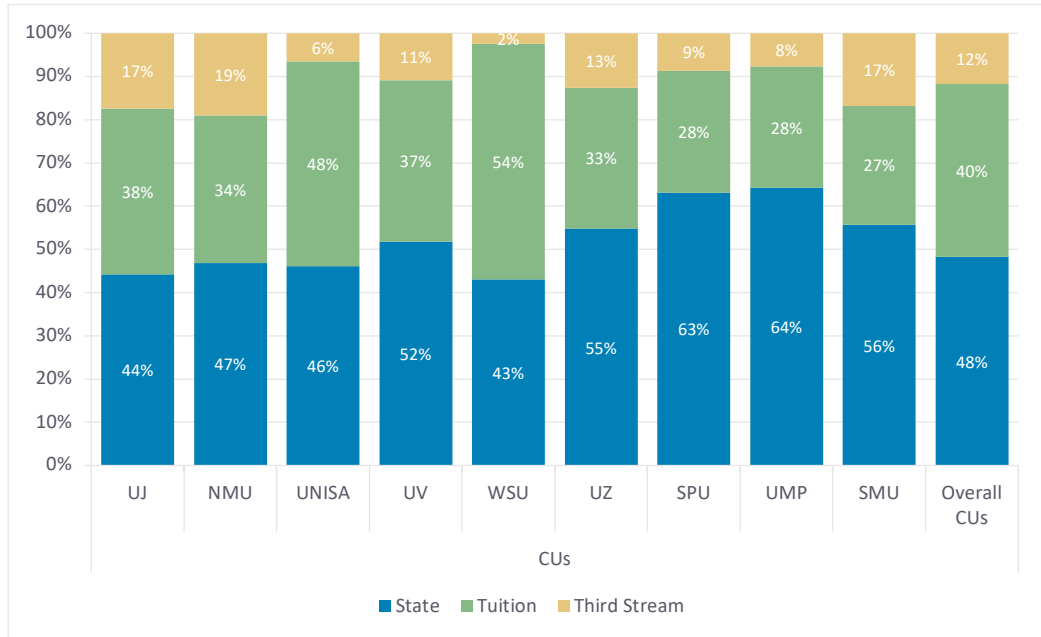
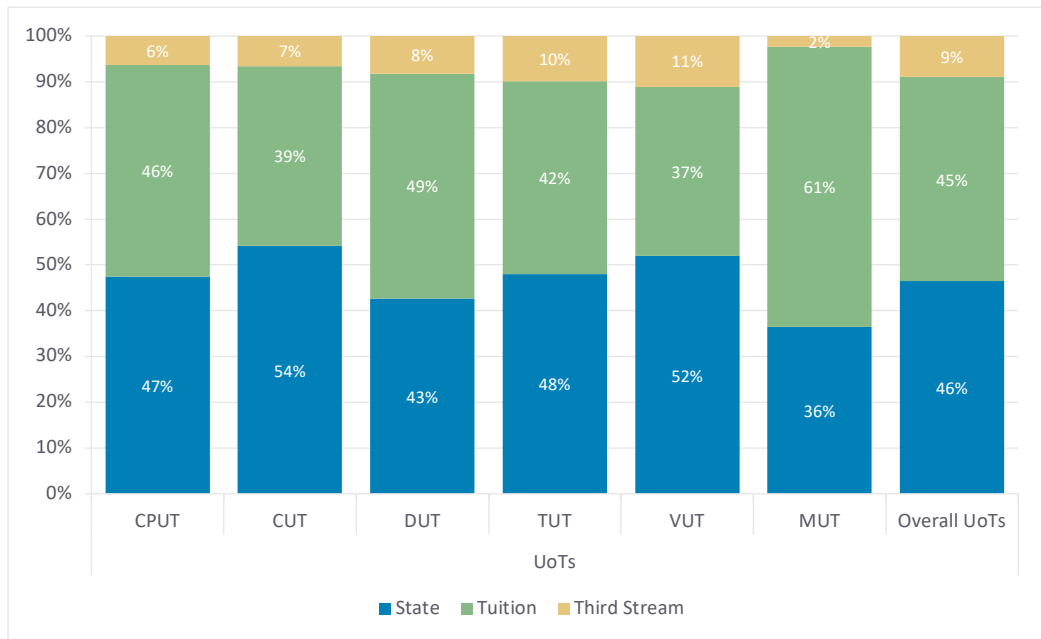


Figure 14: Proportion of Institutional funding per source and institutional type 2022 Overall UoTs



The data for the University of South Africa was not reported in 2022, therefore the proportions for 2021 was used.

Figure 15: Proportional disaggregation of institutional funding per source from 2017/18 to 2022/23

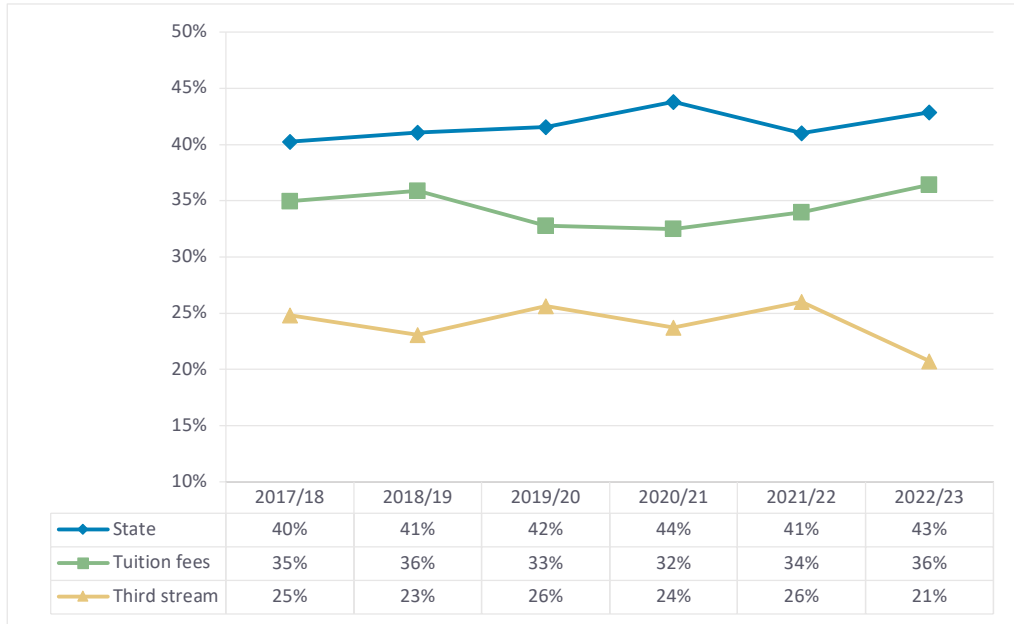


Figure 16: Developments funds

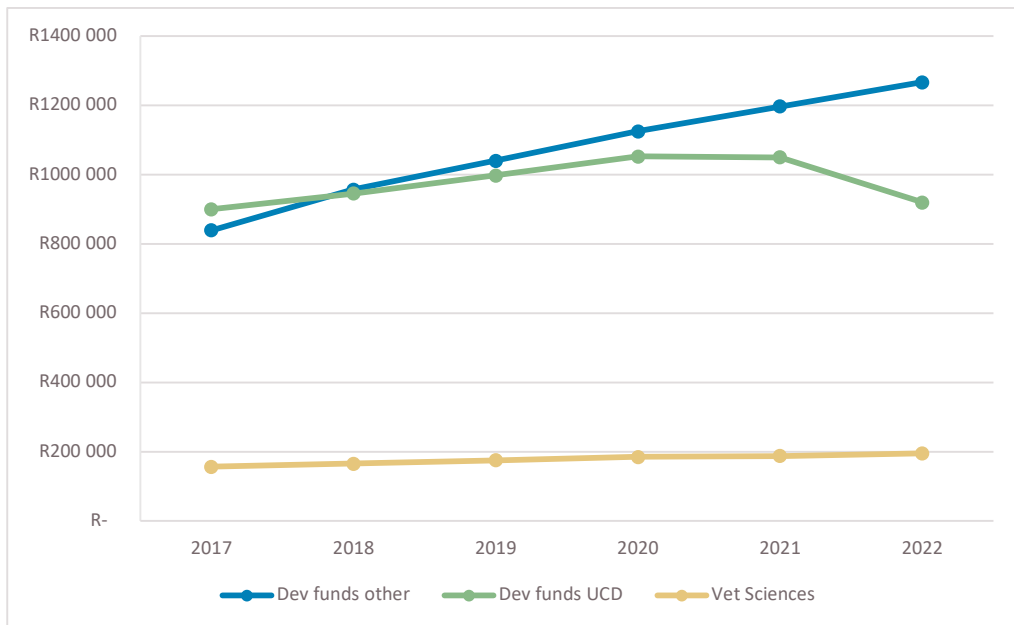


Figure 17: Teaching input grant 2017 to 2022 UoTs

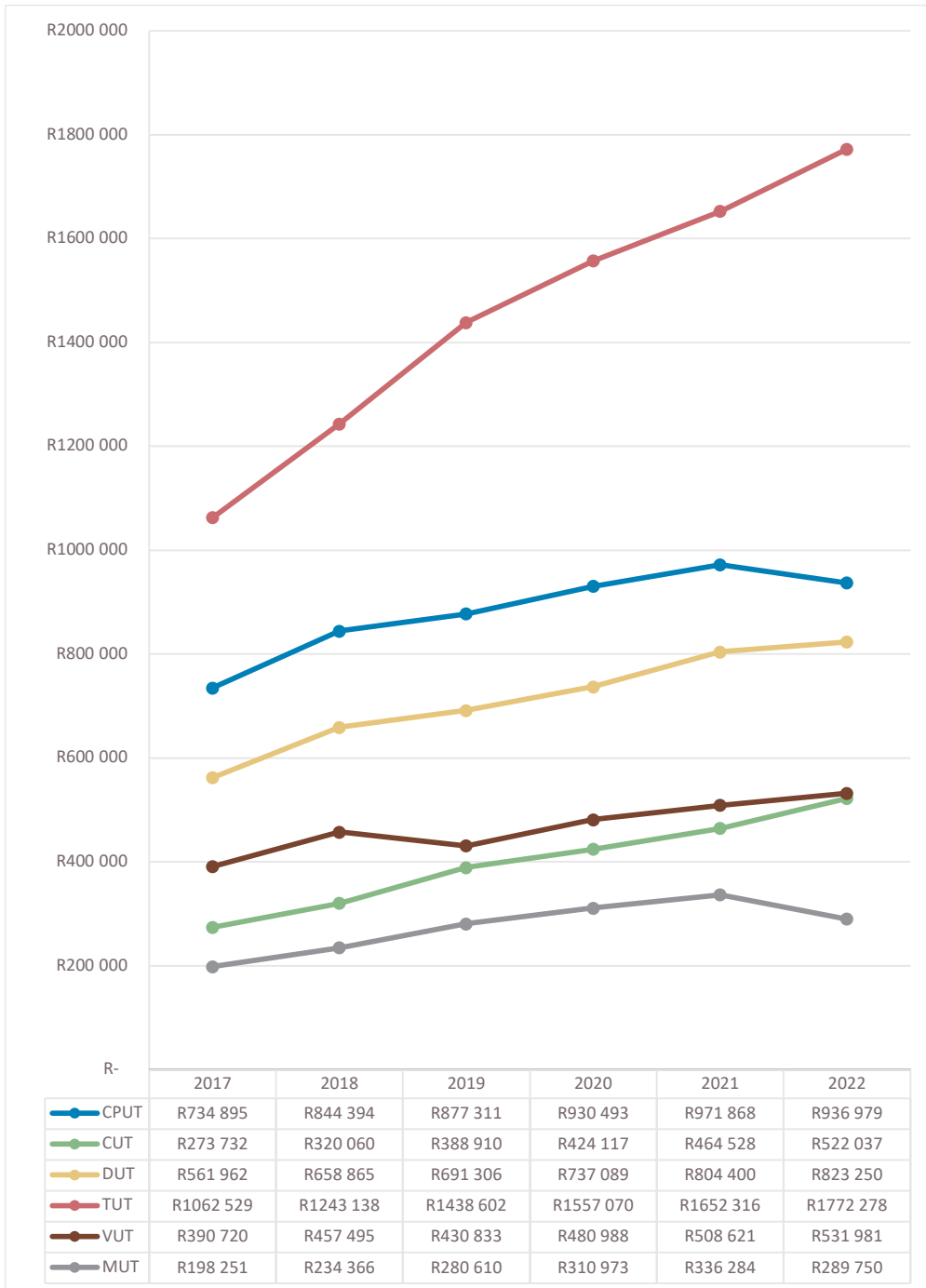


Figure 18: Teaching input grant 2017 to 2022: TUs

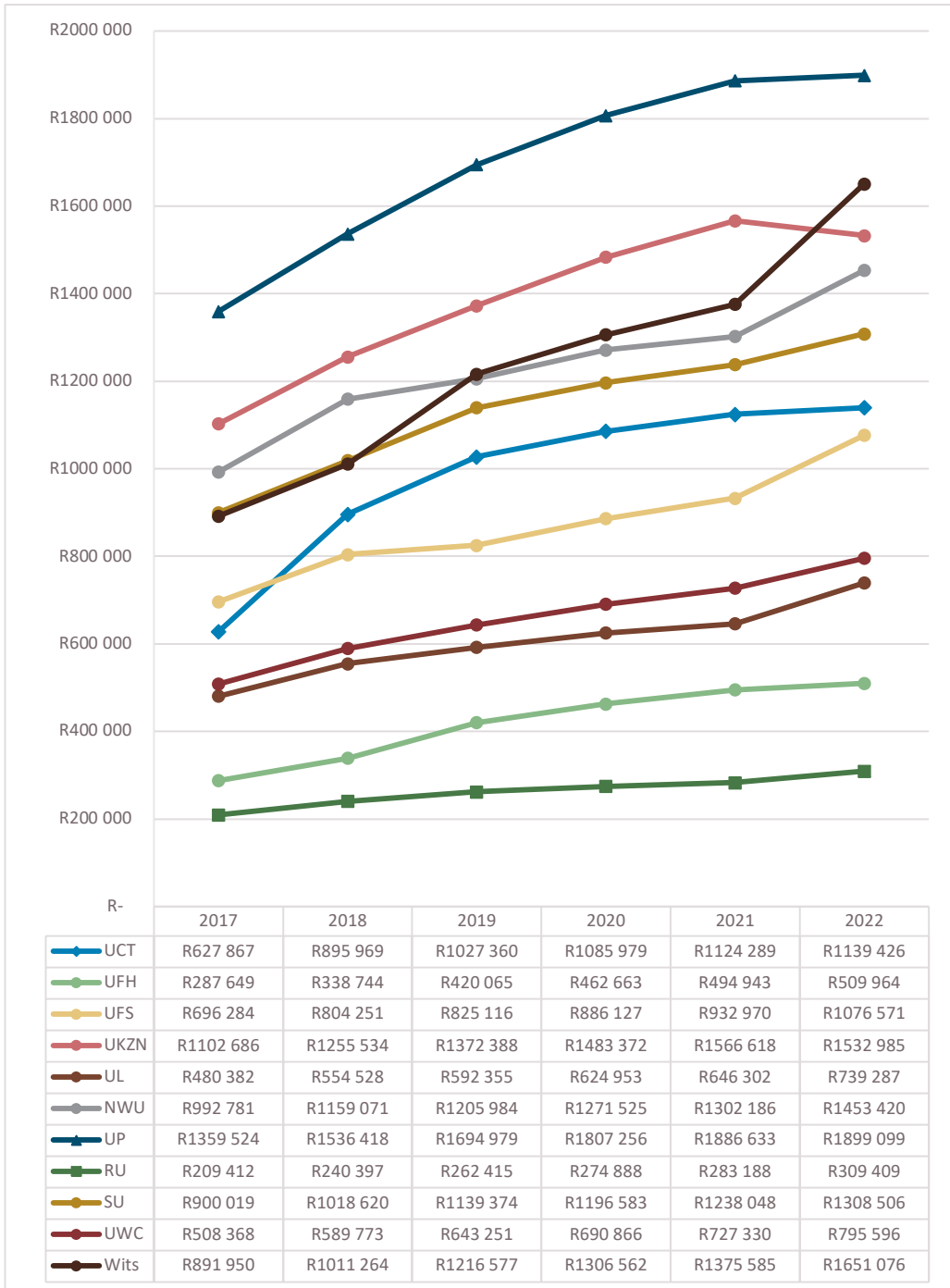


Figure 19: Teaching input grant 2017 to 2022: CUs

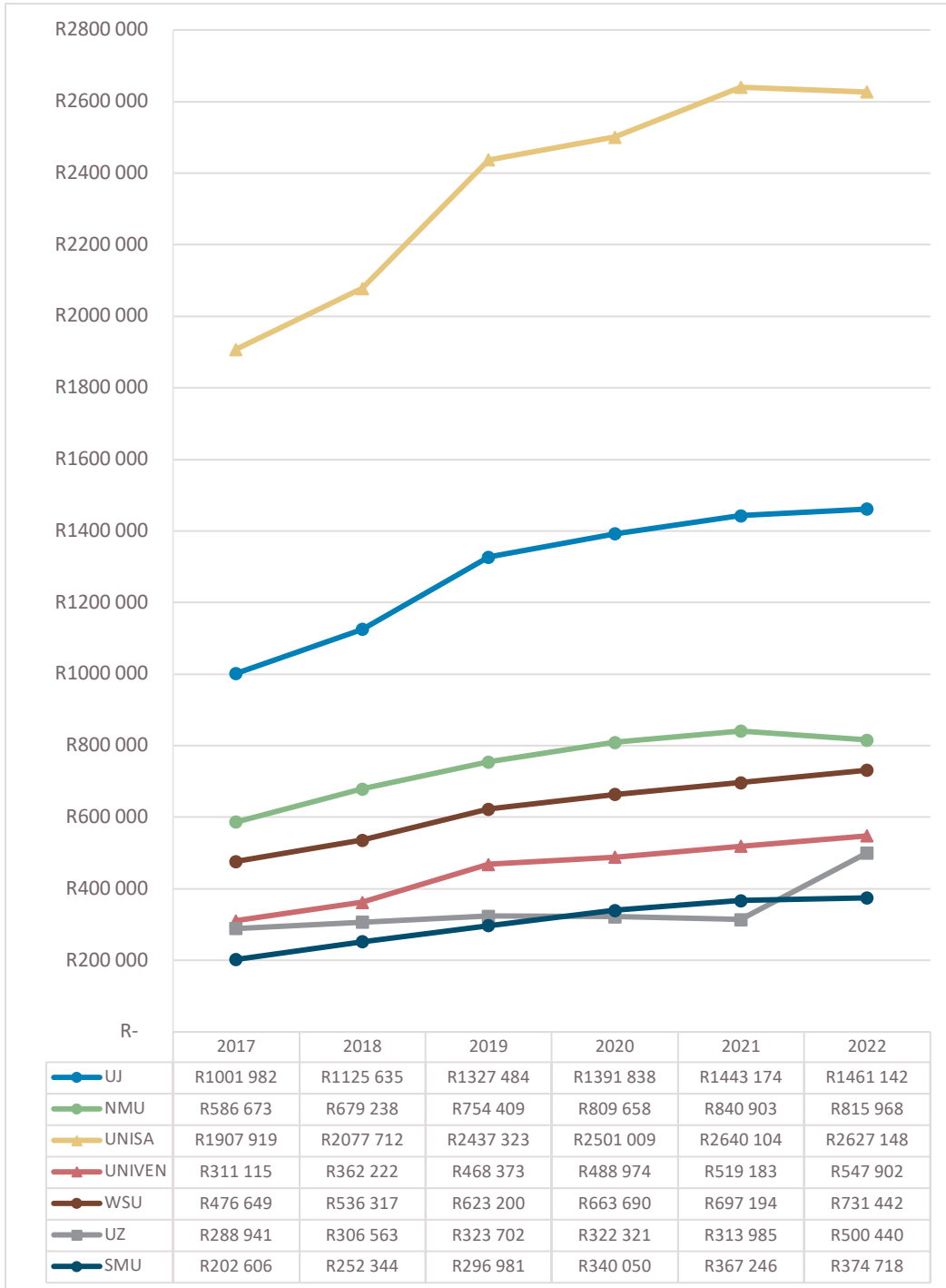


Figure 20: Teaching Input Units: UoTs

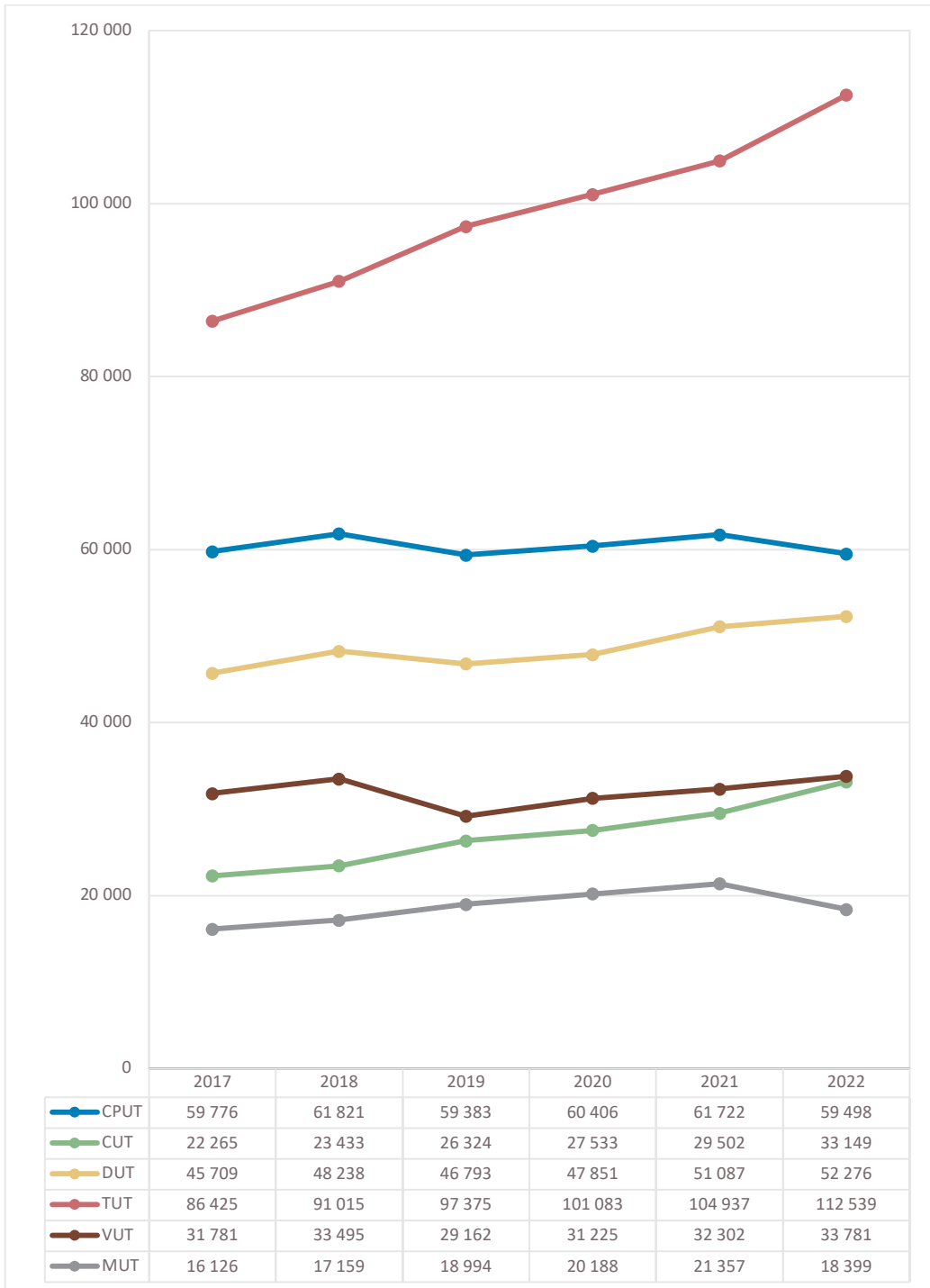


Figure 21: Teaching Input Units: TUs

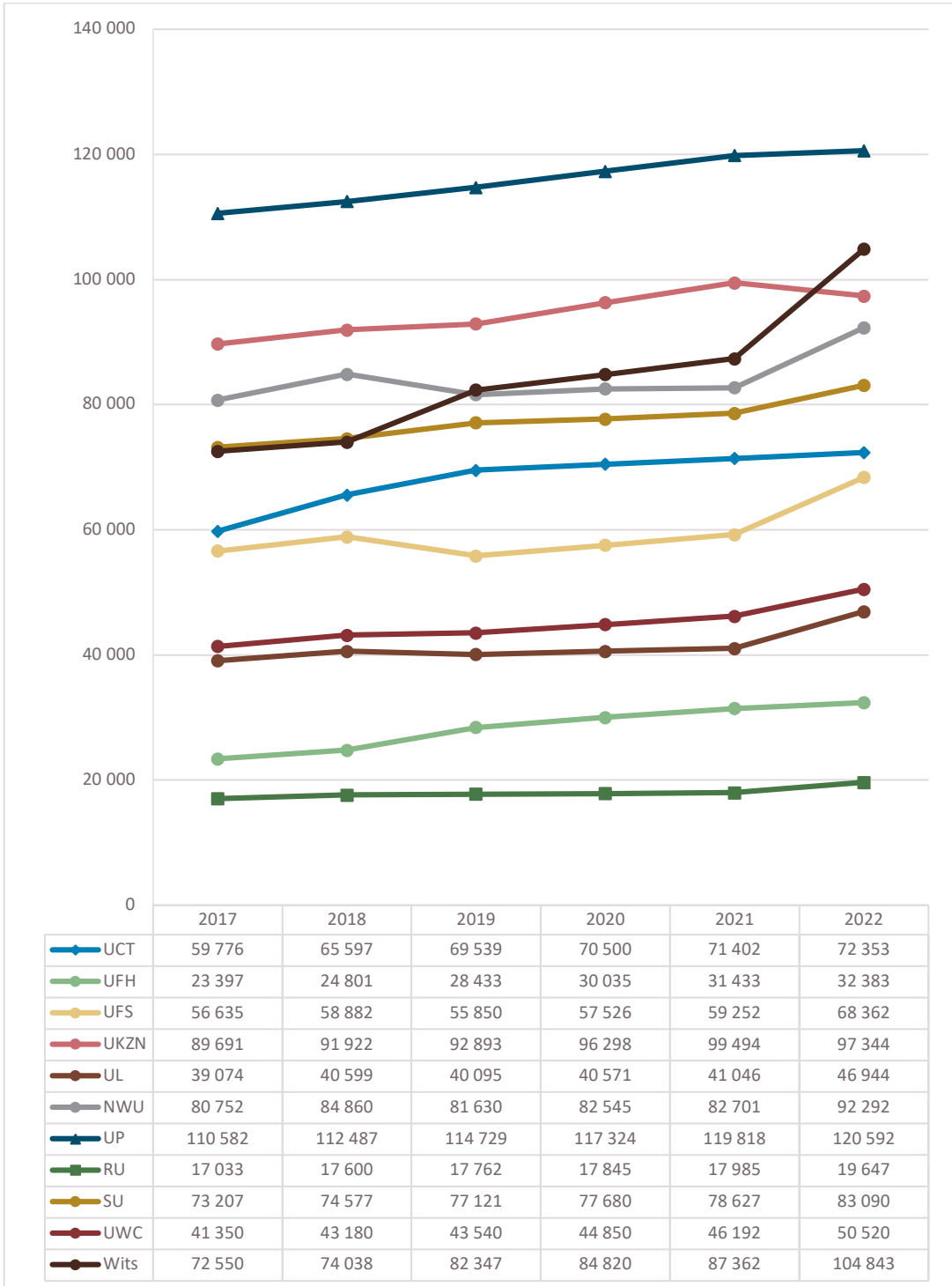


Figure 22: Teaching input units: CUs

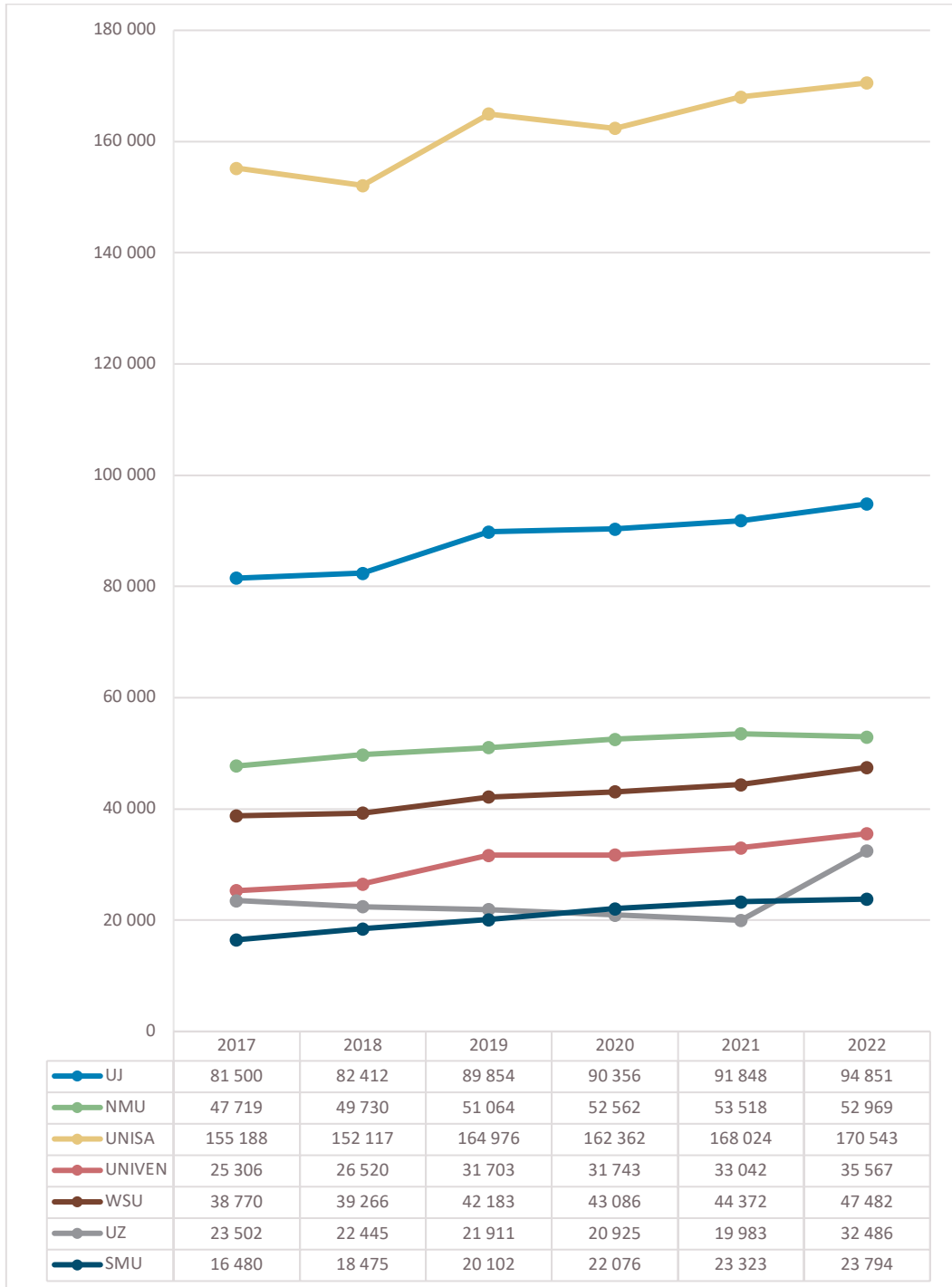
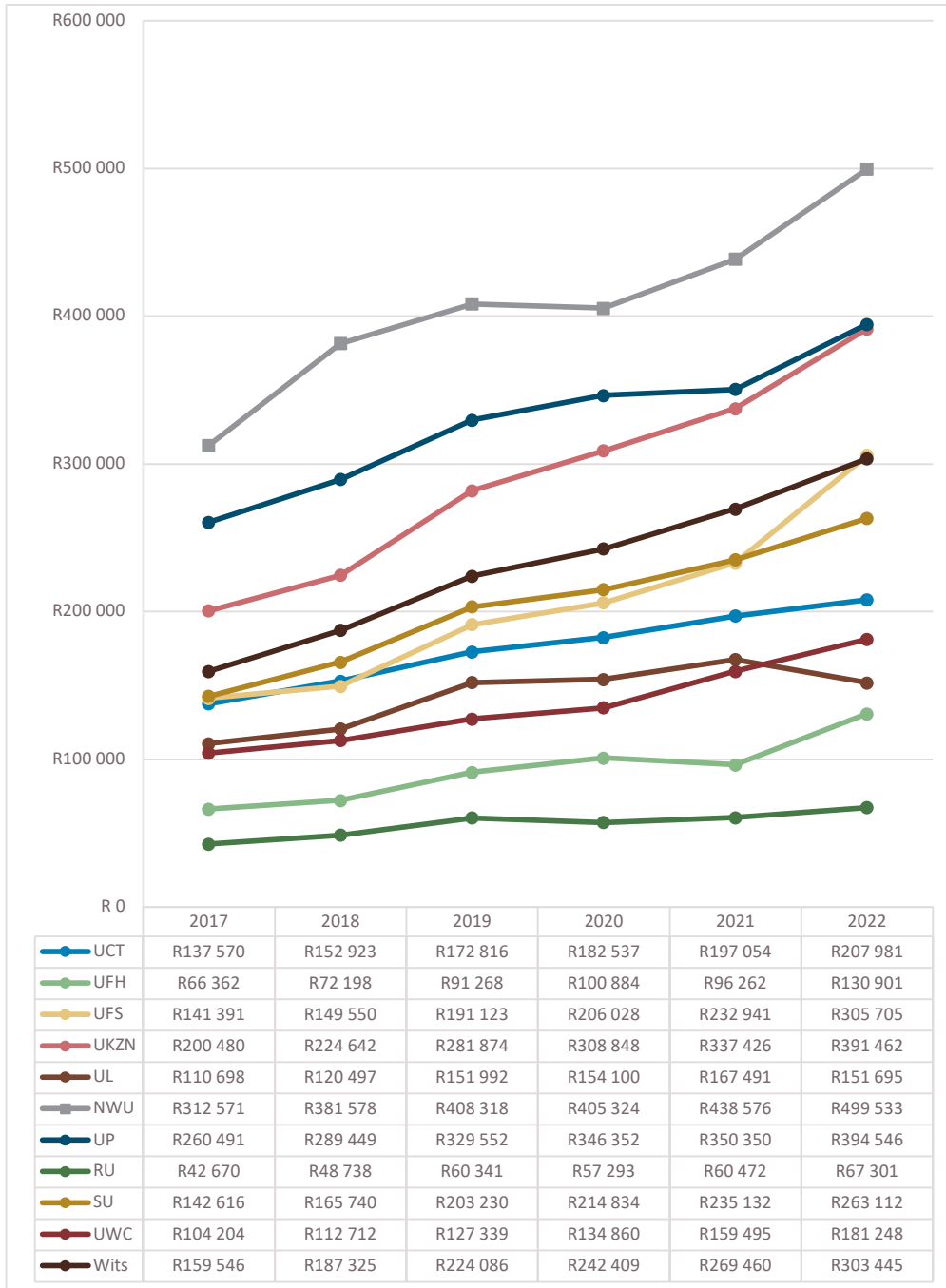


Figure 23: Teaching output units: TUs



Figure 24: Teaching output grants: TUs



STATE FUNDING OF PUBLIC UNIVERSITIES

Figure 25: Teaching output units: UoTs

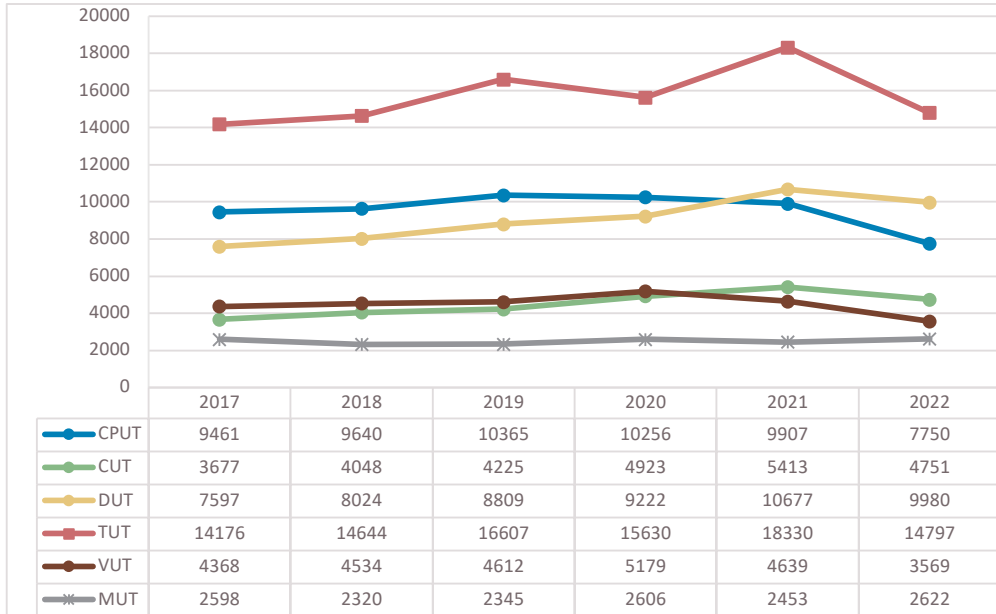


Figure 26: Teaching output grants: UoTs

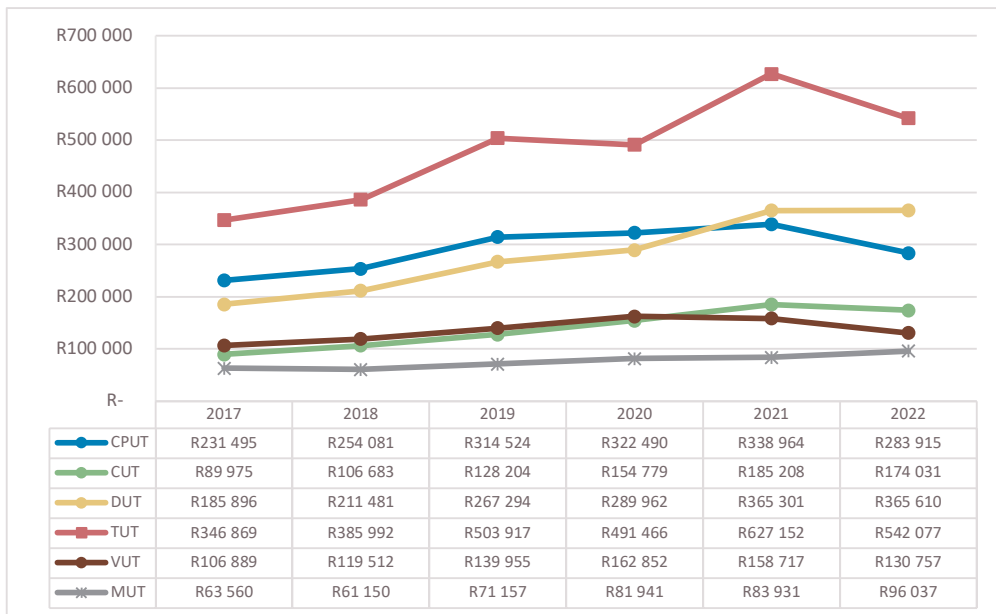


Figure 27: Teaching output units: CUs

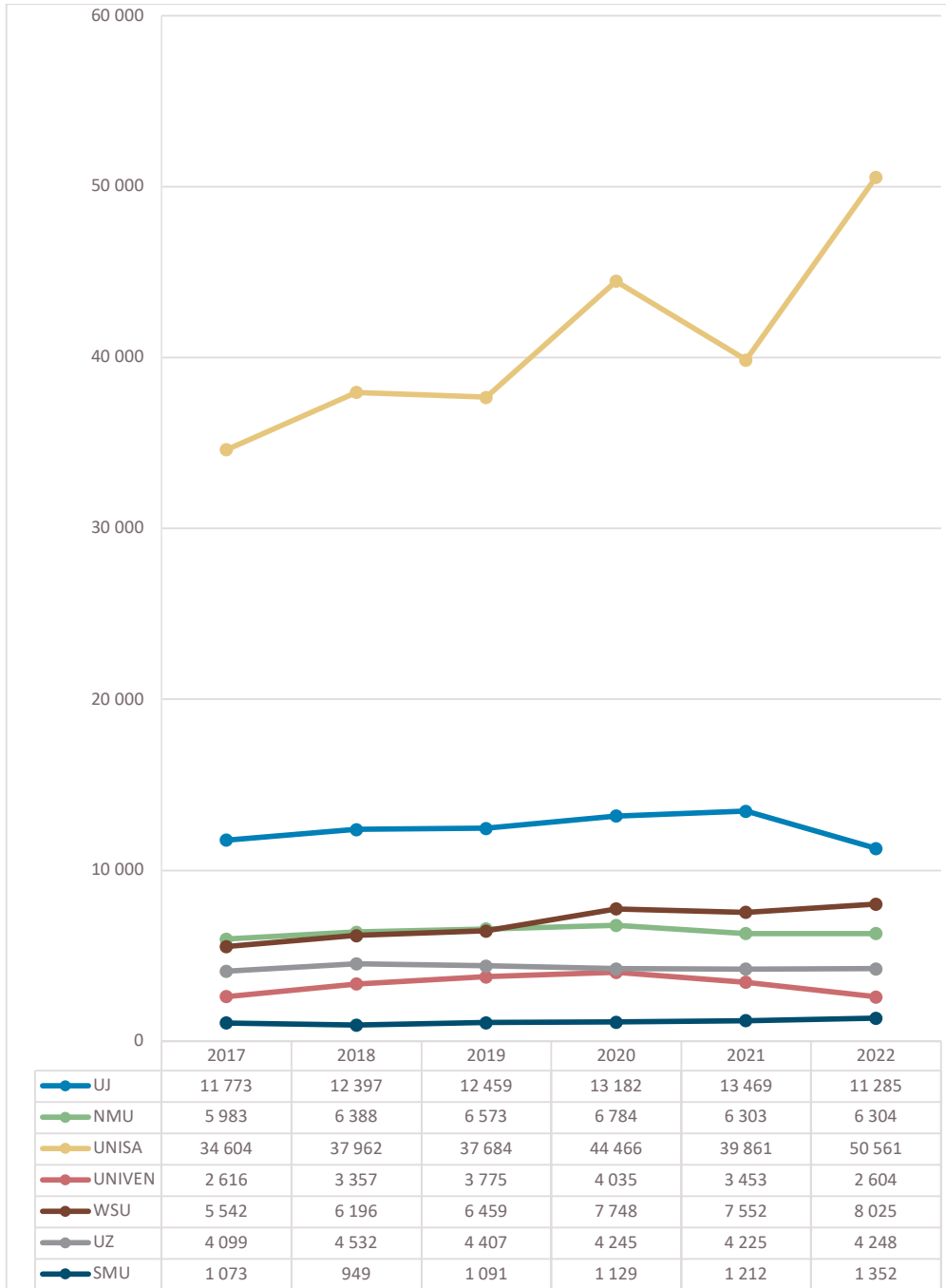
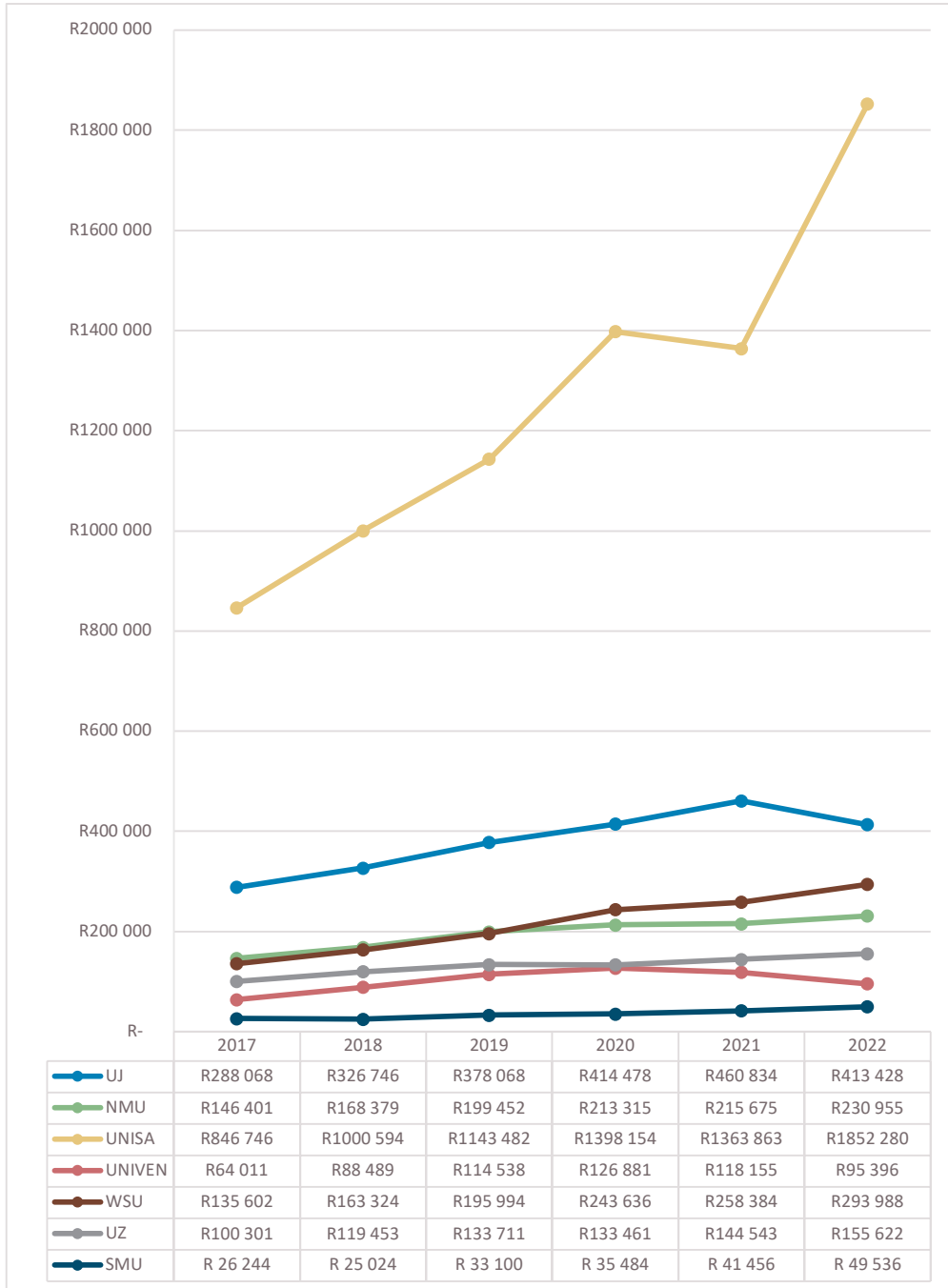


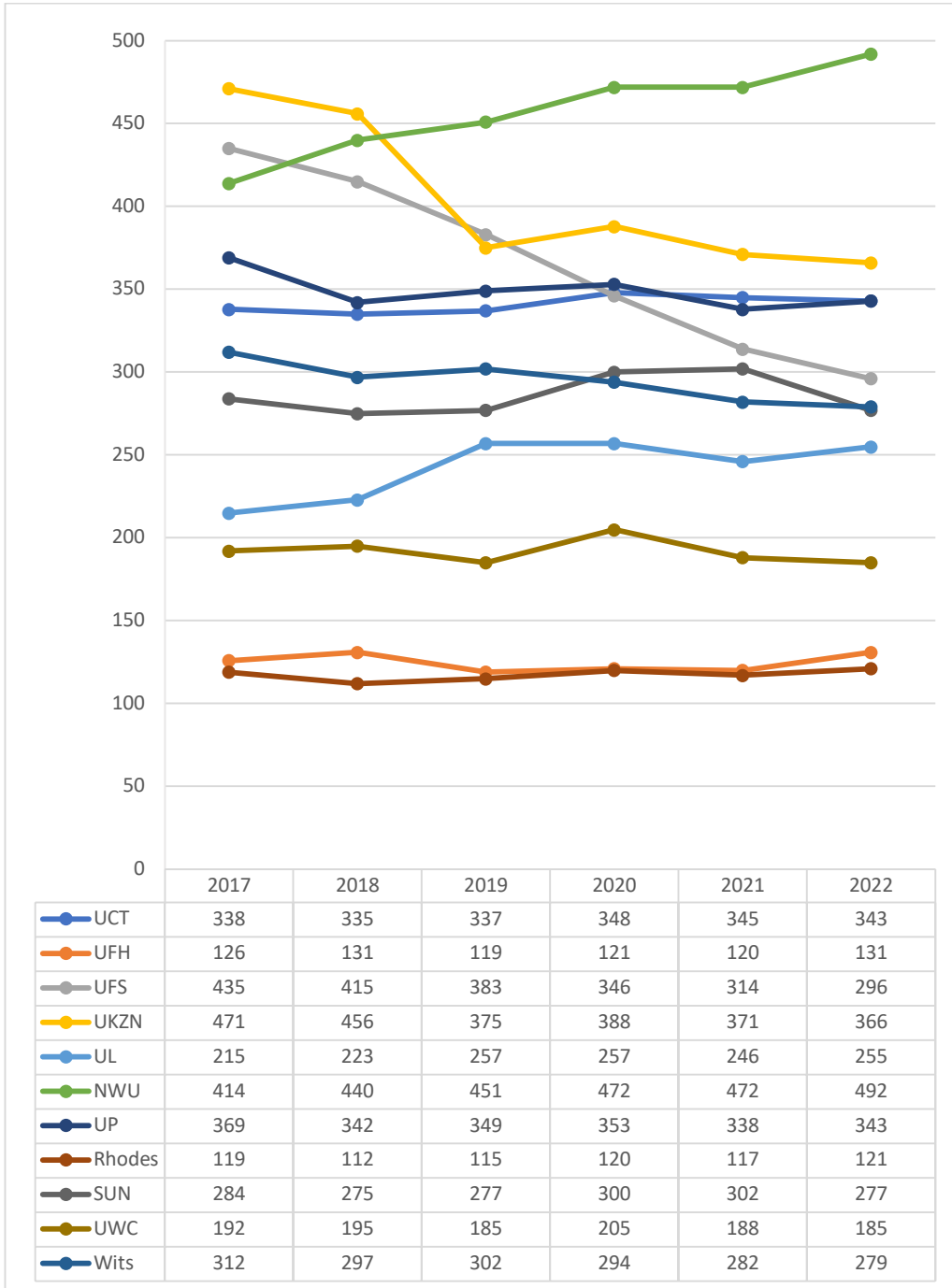
Figure 28: Teaching output grants: CUs



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

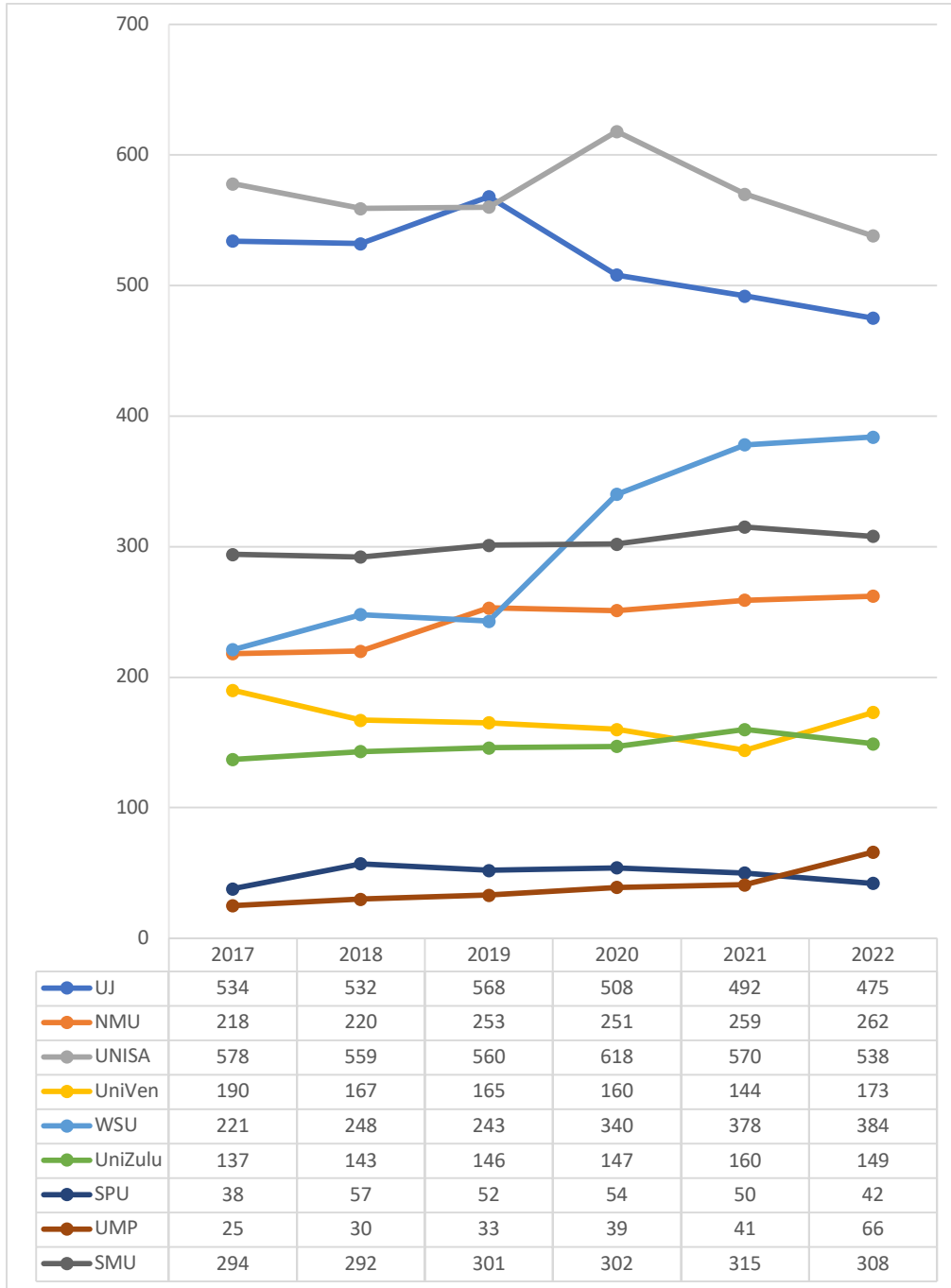
PERMANENT ACADEMIC STAFF WITH MASTER'S AND DOCTORAL QUALIFICATIONS

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



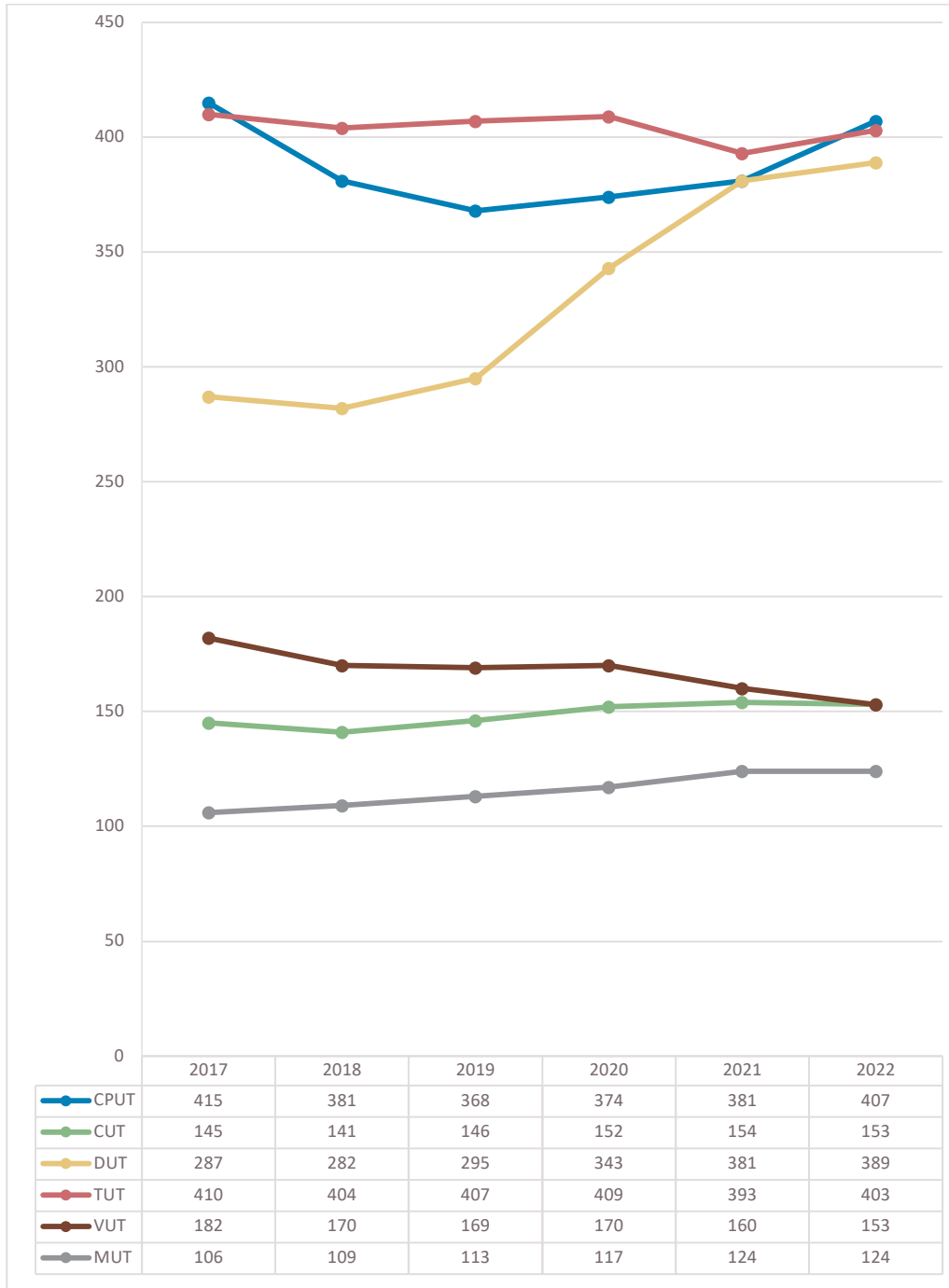
PERMANENT ACADEMIC STAFF WITH MASTER'S AND DOCTORAL QUALIFICATIONS

Figure 30: Headcount of permanent academic staff with master's as the highest qualification: comprehensive university



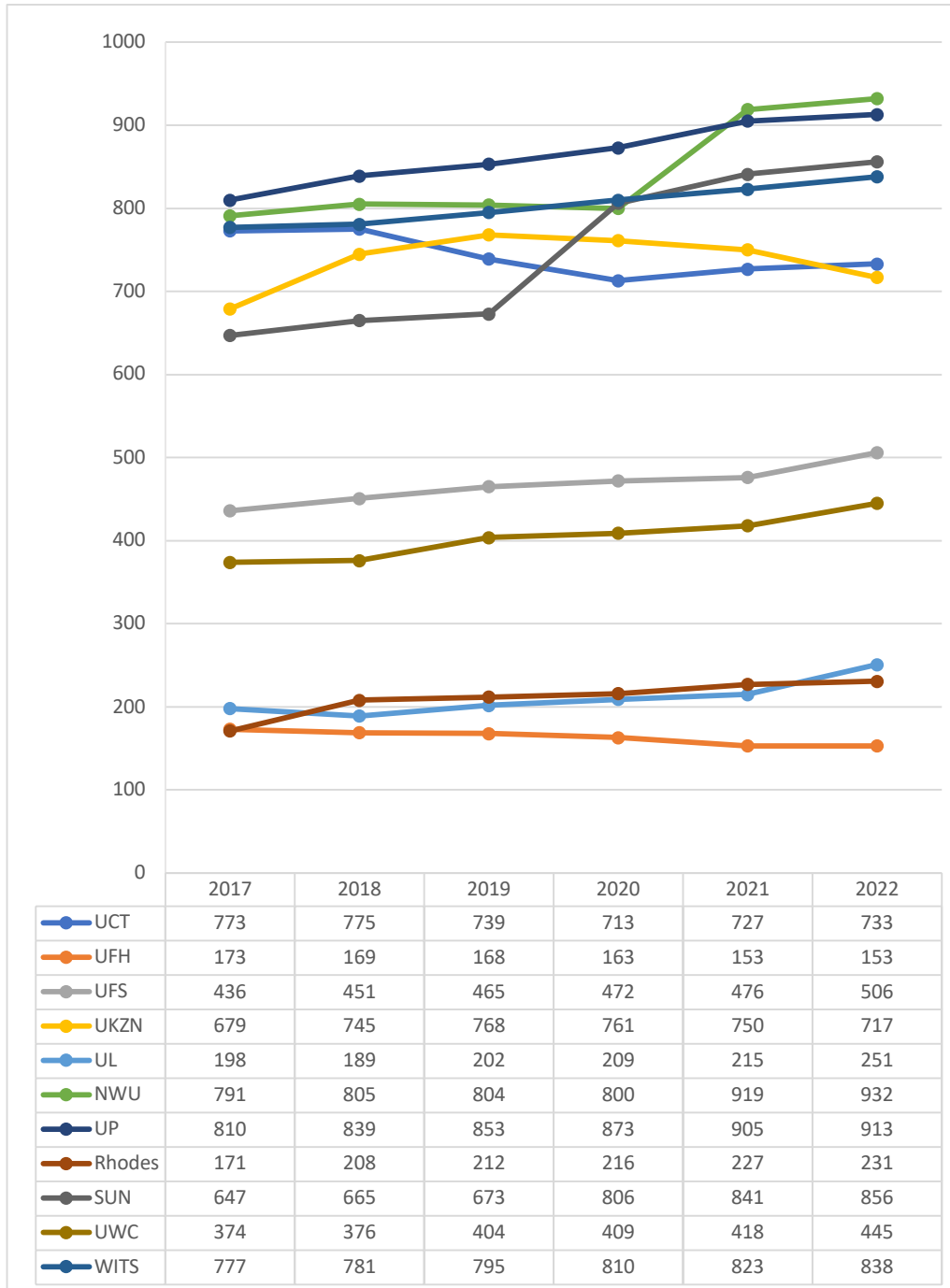
PERMANENT ACADEMIC STAFF WITH MASTER'S AND DOCTORAL QUALIFICATIONS

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



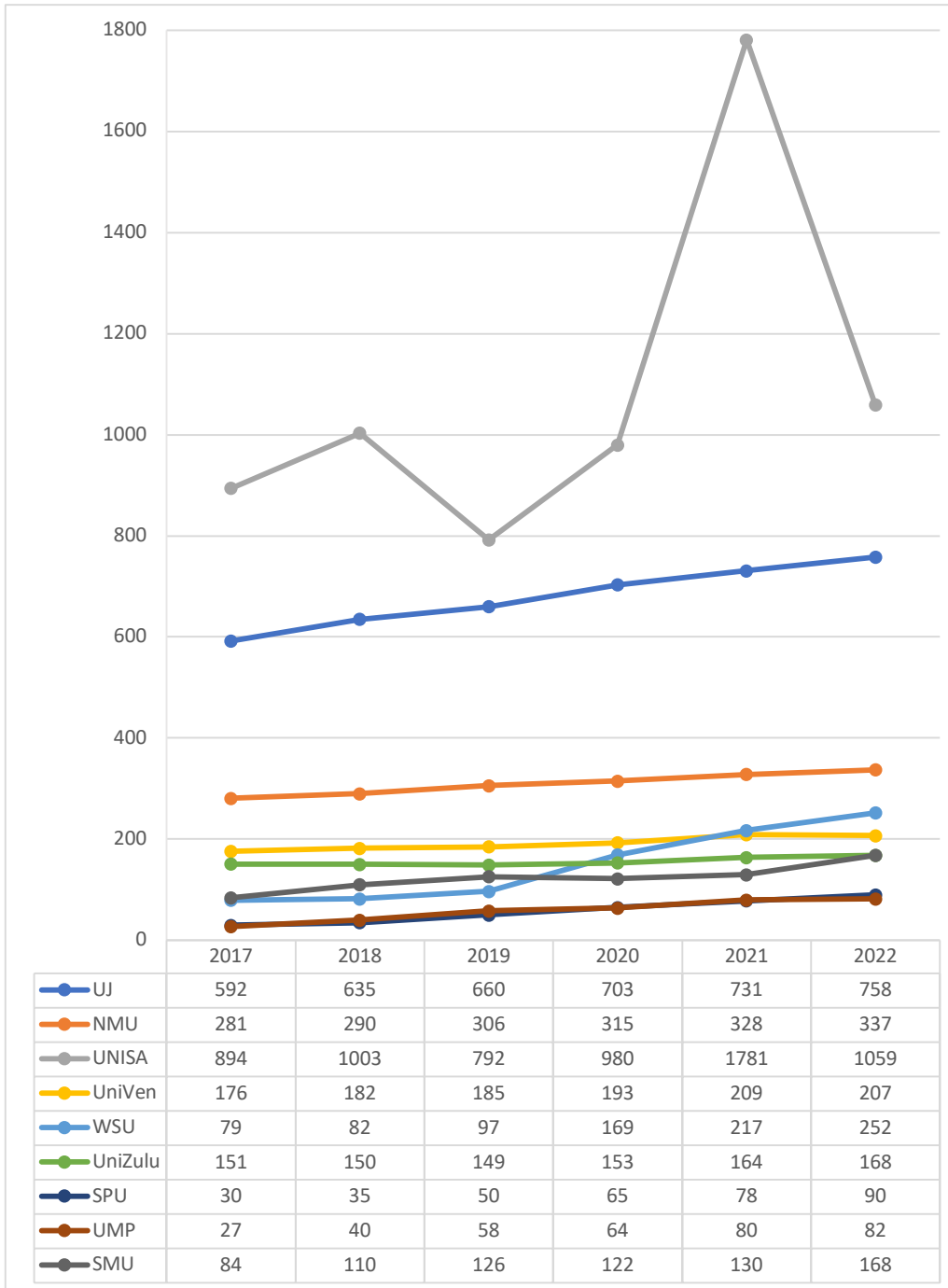
PERMANENT ACADEMIC STAFF WITH MASTER'S AND DOCTORAL QUALIFICATIONS

Figure 32: Headcount permanent academic staff with a Doctoral qualification per traditional university



PERMANENT ACADEMIC STAFF WITH MASTER'S AND DOCTORAL QUALIFICATIONS

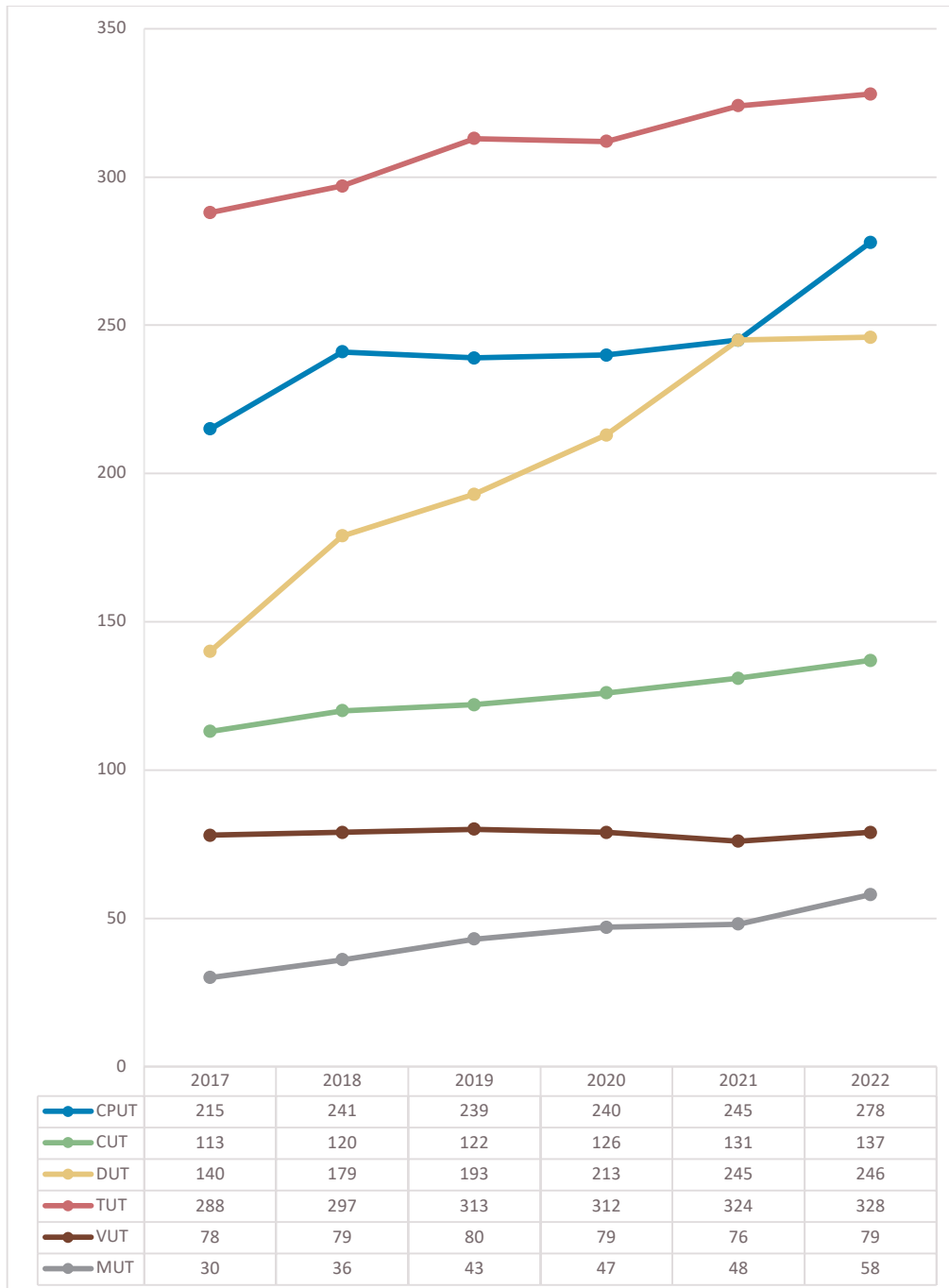
Figure 33: Headcount permanent academic staff with a Doctoral qualification per comprehensive university*



PERMANENT ACADEMIC STAFF WITH MASTER'S AND DOCTORAL QUALIFICATIONS

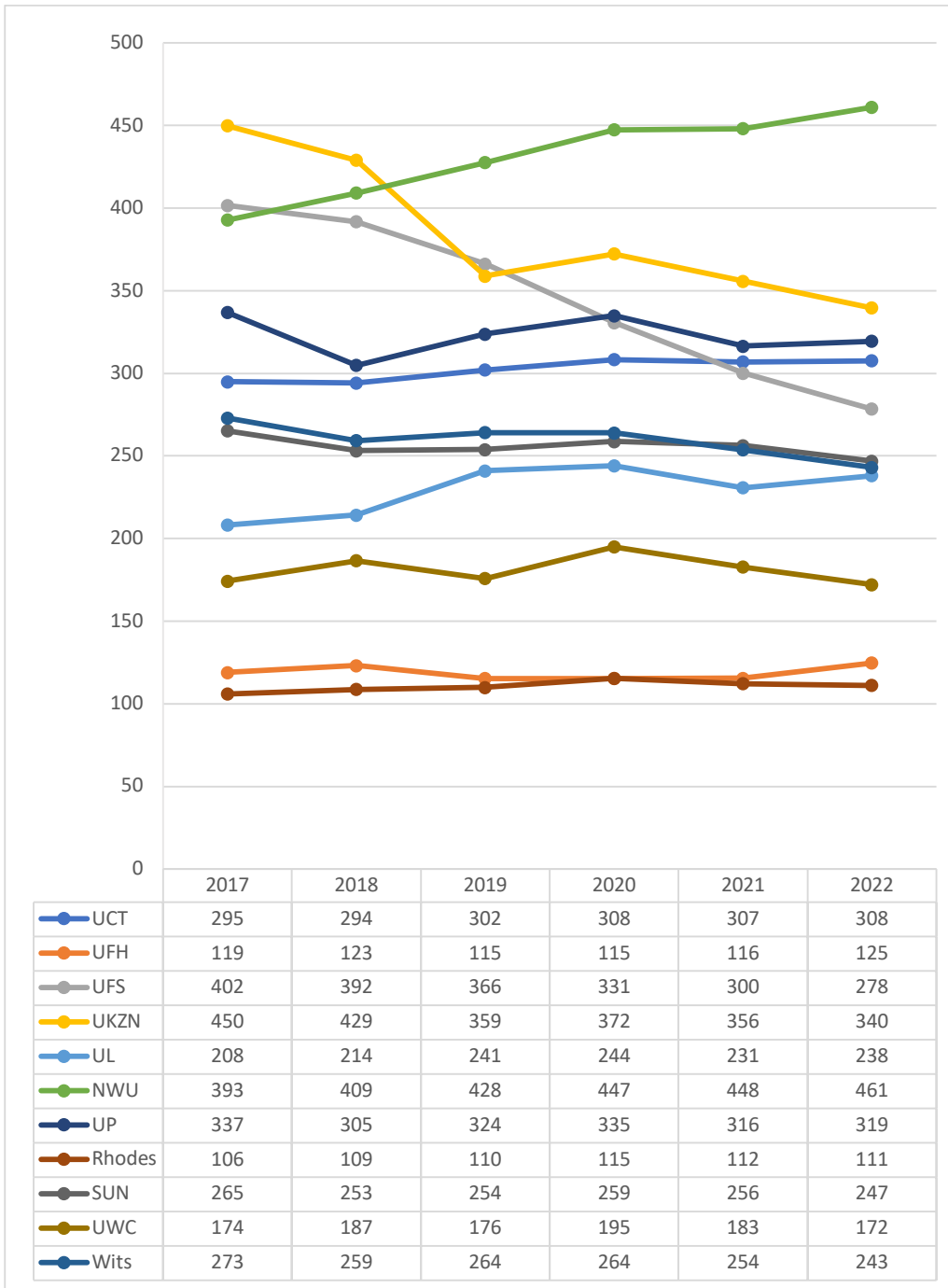
*It is clear that UNISA had a reporting error in 2021 where the Master's and Doctoral numbers where both reported under Doctoral

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



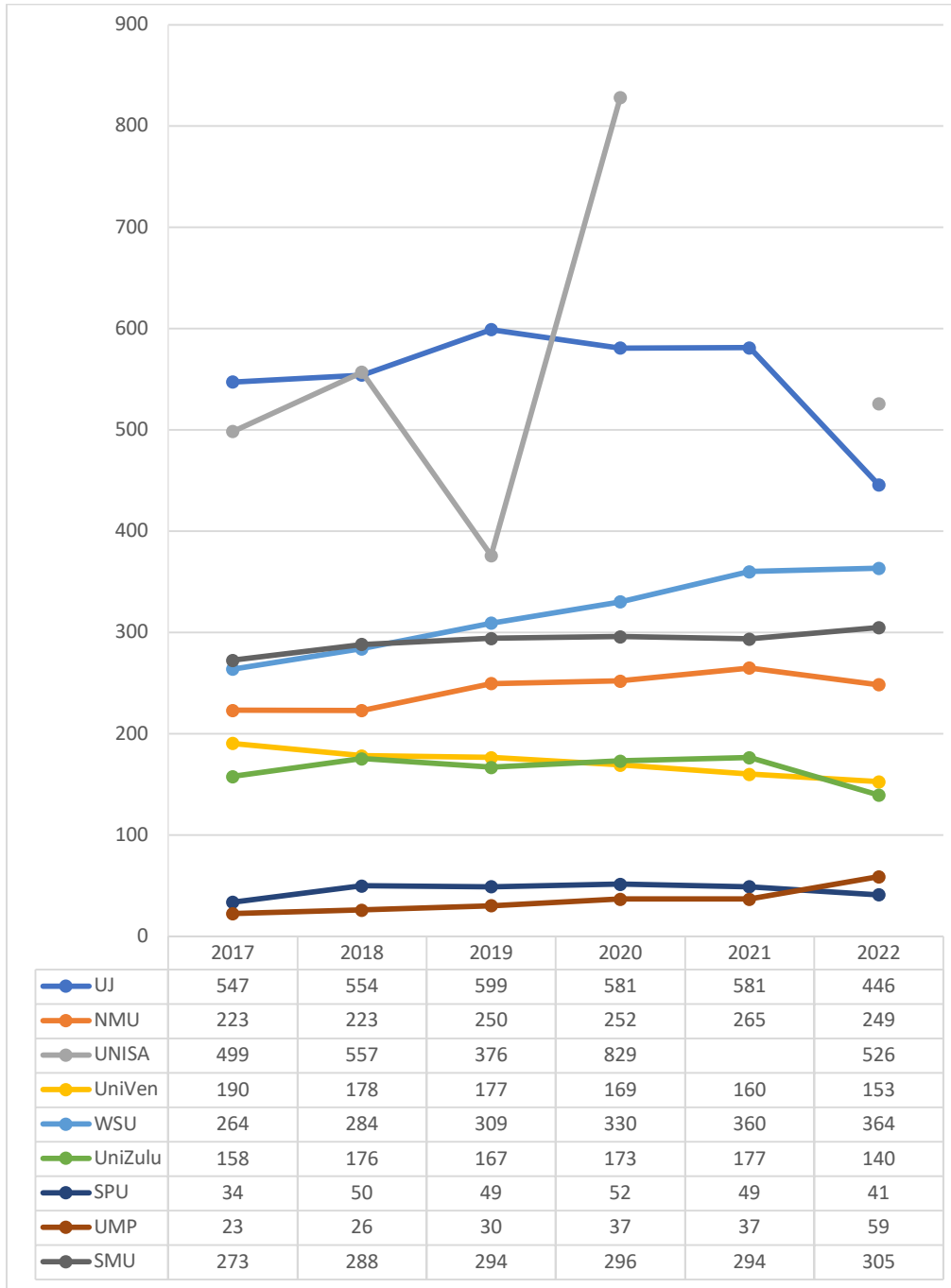
PERMANENT ACADEMIC STAFF WITH MASTER'S AND DOCTORAL QUALIFICATIONS

Figure 35: FTE academic staff with highest qualification a master's qualification per traditional university



PERMANENT ACADEMIC STAFF WITH MASTER'S AND DOCTORAL QUALIFICATIONS

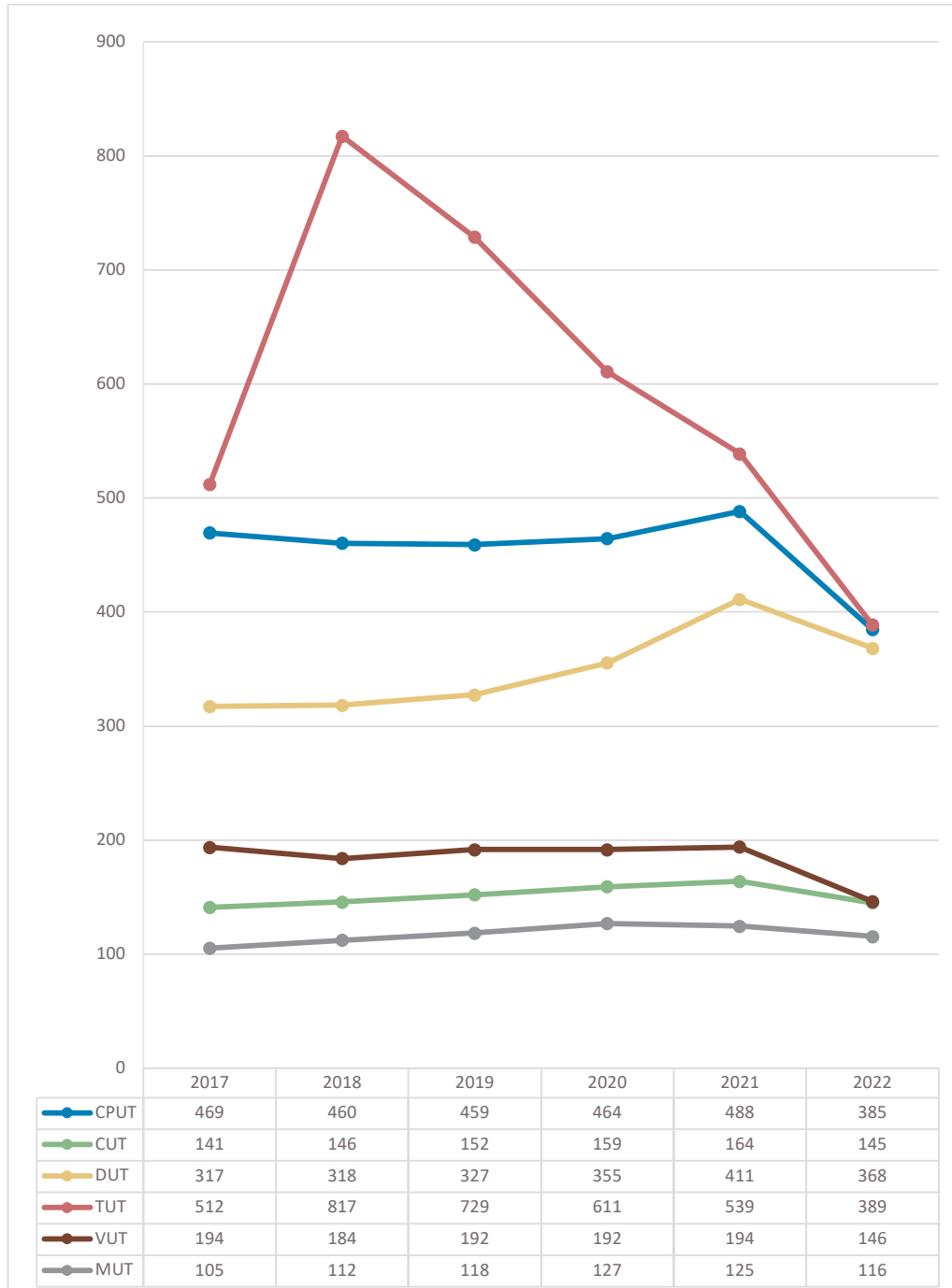
Figure 36: FTE academic staff with highest qualification a master's qualification per comprehensive university*



*It is clear that UNISA had a reporting error in 2021 where the Master's and Doctoral numbers were both reported under Doctoral

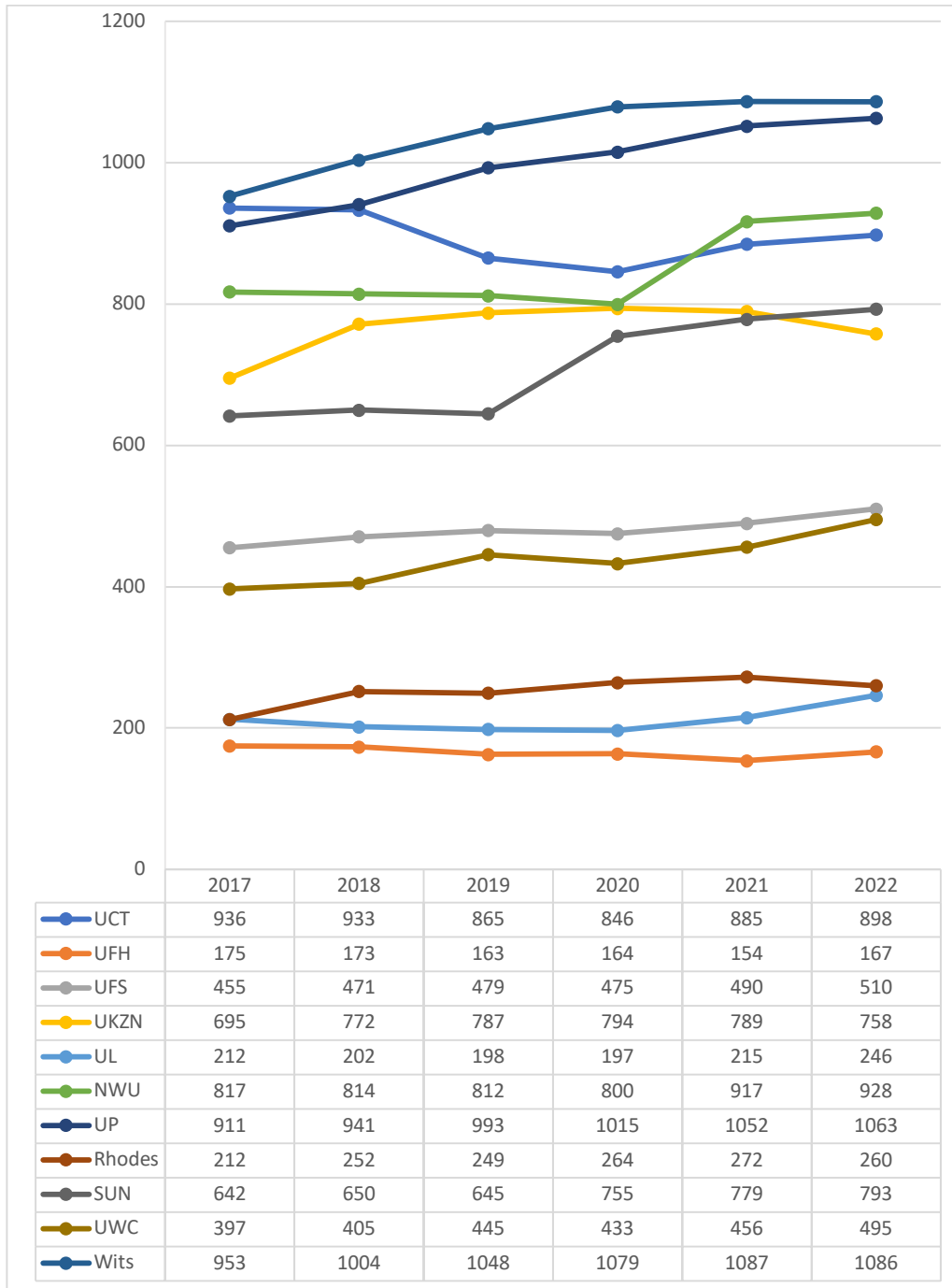
PERMANENT ACADEMIC STAFF WITH MASTER'S AND DOCTORAL QUALIFICATIONS

Figure 37: FTE academic staff with highest qualification a master's qualification per university of technology



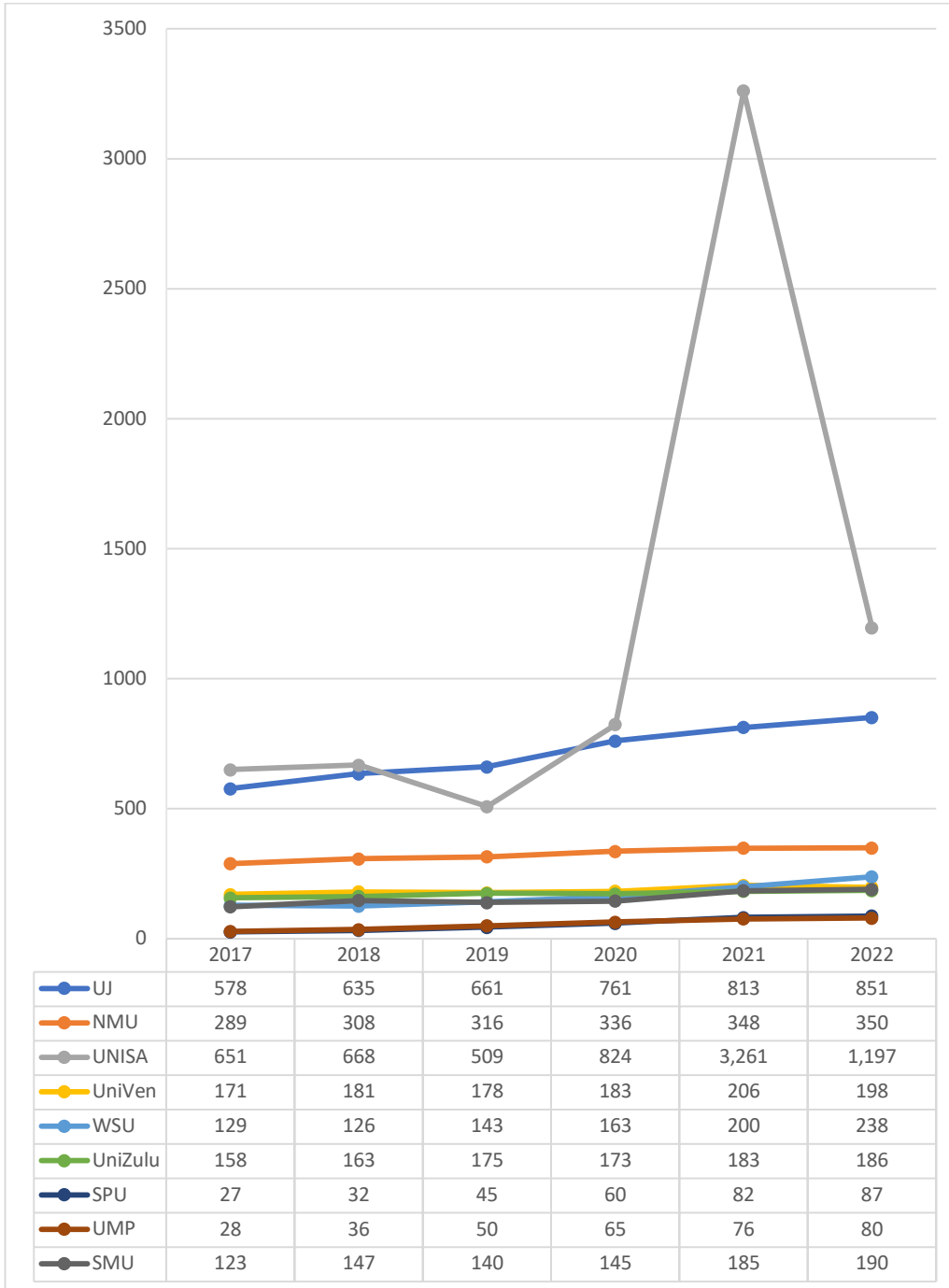
PERMANENT ACADEMIC STAFF WITH MASTER'S AND DOCTORAL QUALIFICATIONS

Figure 38: FTE academic staff with a Doctoral qualification per traditional university



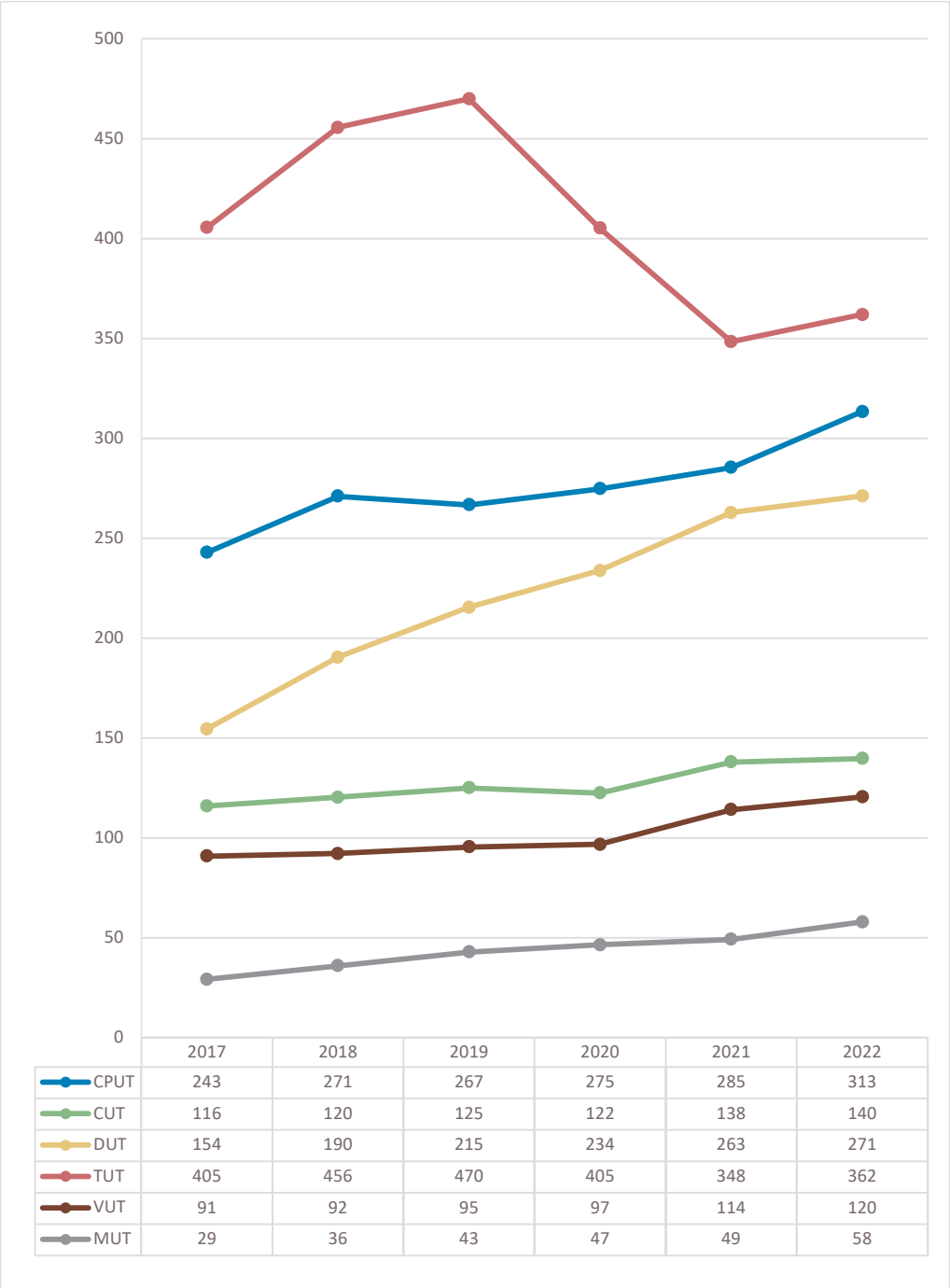
PERMANENT ACADEMIC STAFF WITH MASTER'S AND DOCTORAL QUALIFICATIONS

Figure 39: FTE academic staff with a Doctoral qualification per comprehensive university*



*It is clear there was an error in reporting the totals for UNISA in 2021 – Master's and Doctoral numbers were lumped together.

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



MASTER'S AND DOCTORAL ENROLMENTS AND GRADUATES

Figure 41: Master's Enrolments per CESM

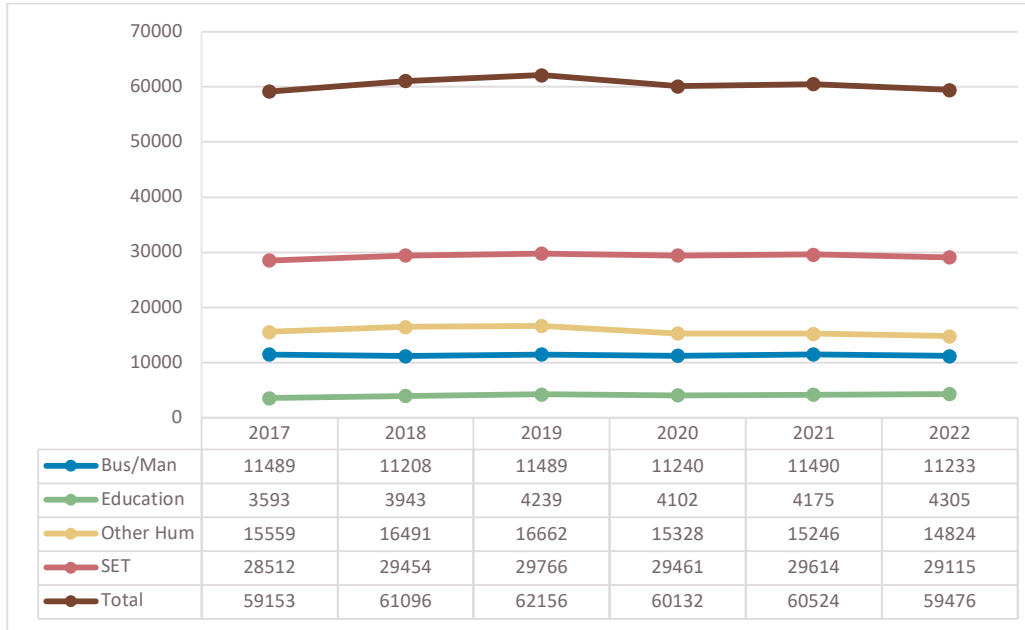


Figure 42: Doctoral Enrolments per CESM

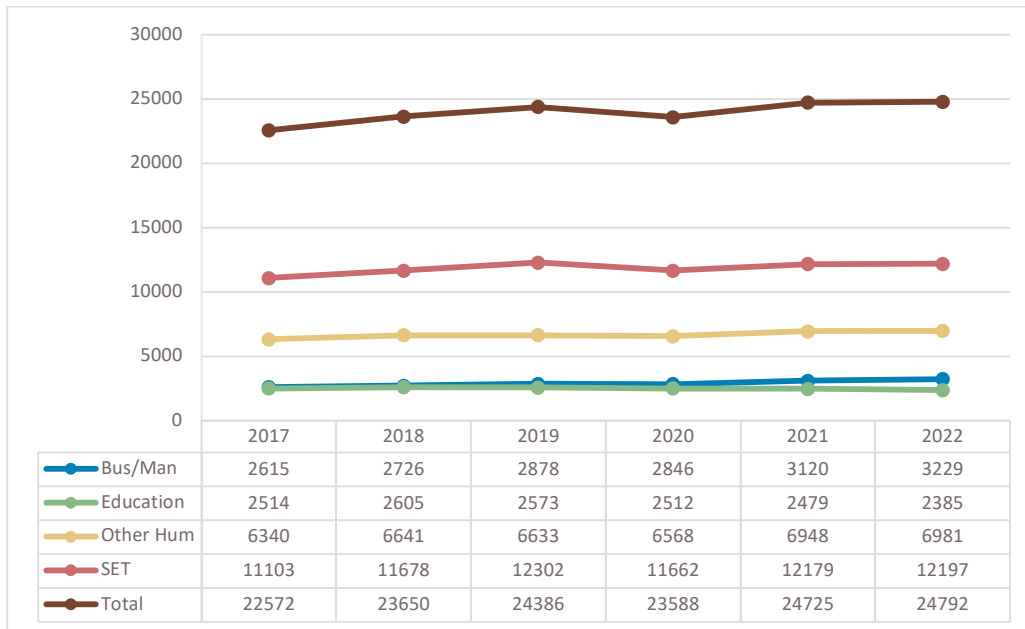


Figure 43: Master's Enrolments per Funding Group

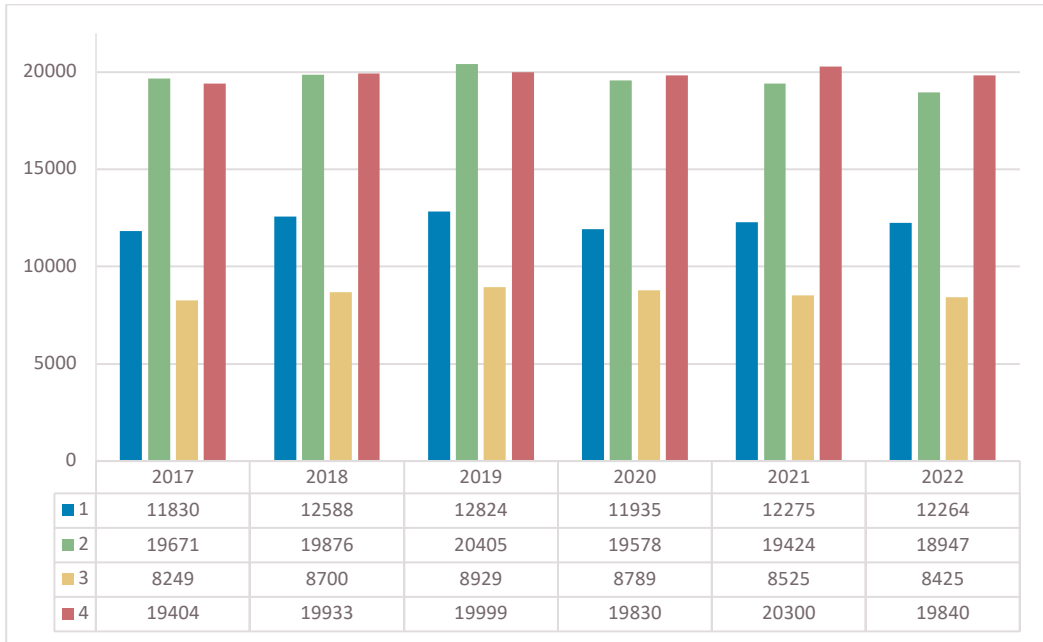


Figure 44: Doctoral Enrolments per Funding Group



Figure 45: Master's Graduates per CESM

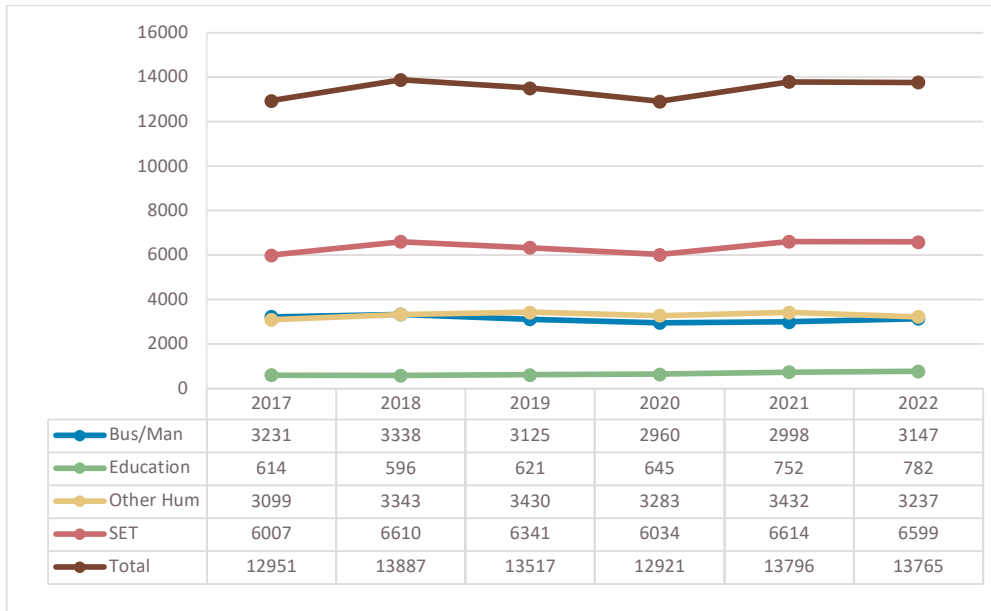


Figure 46: Doctoral Graduates per CESM

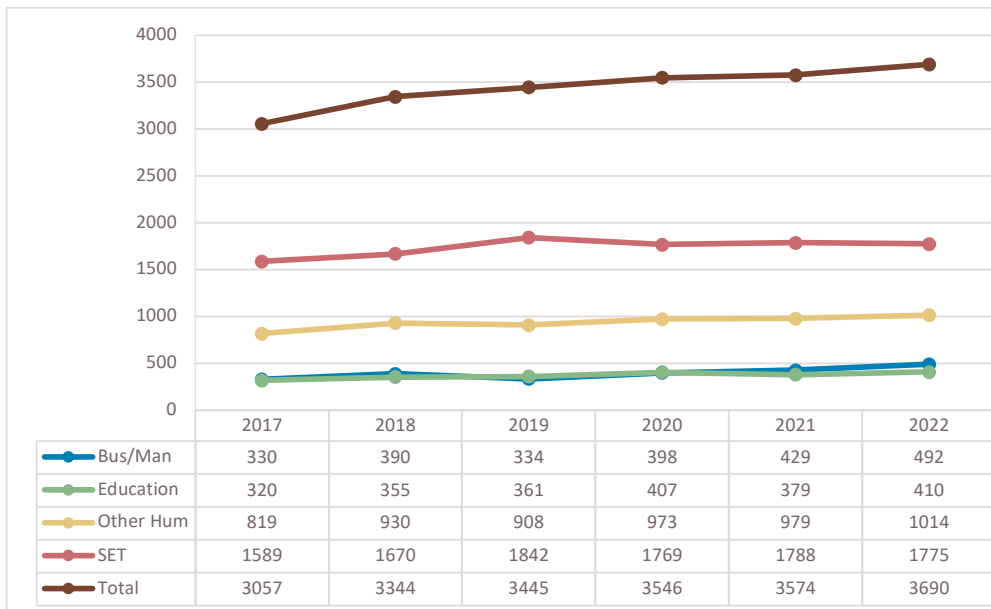


Figure 47: Master's Enrolments per Traditional University



Figure 48: Master's Enrolments per Comprehensive University



Figure 49: Master's Enrolments per University of Technology

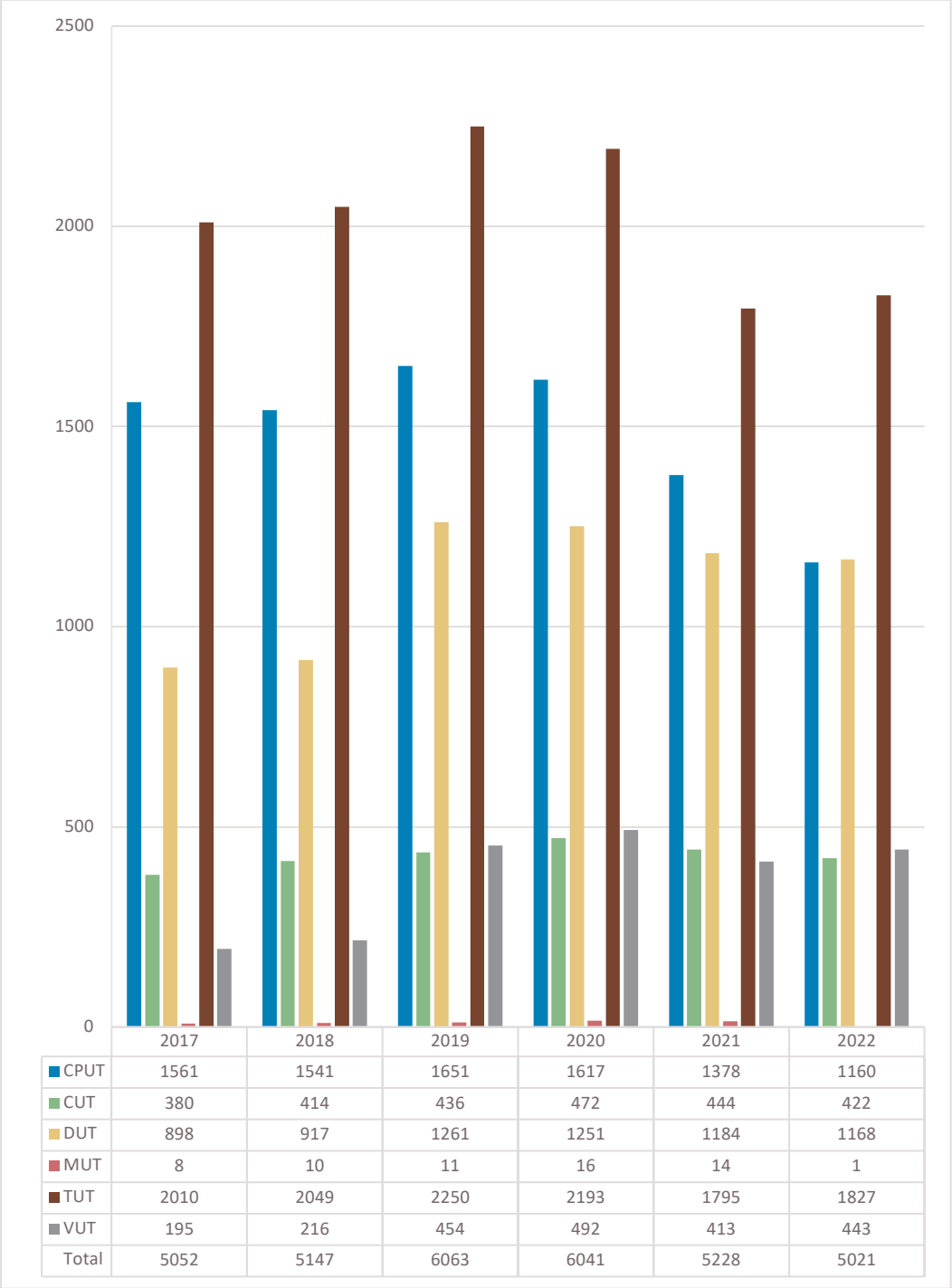


Figure 50: Doctoral Enrolments per Traditional University

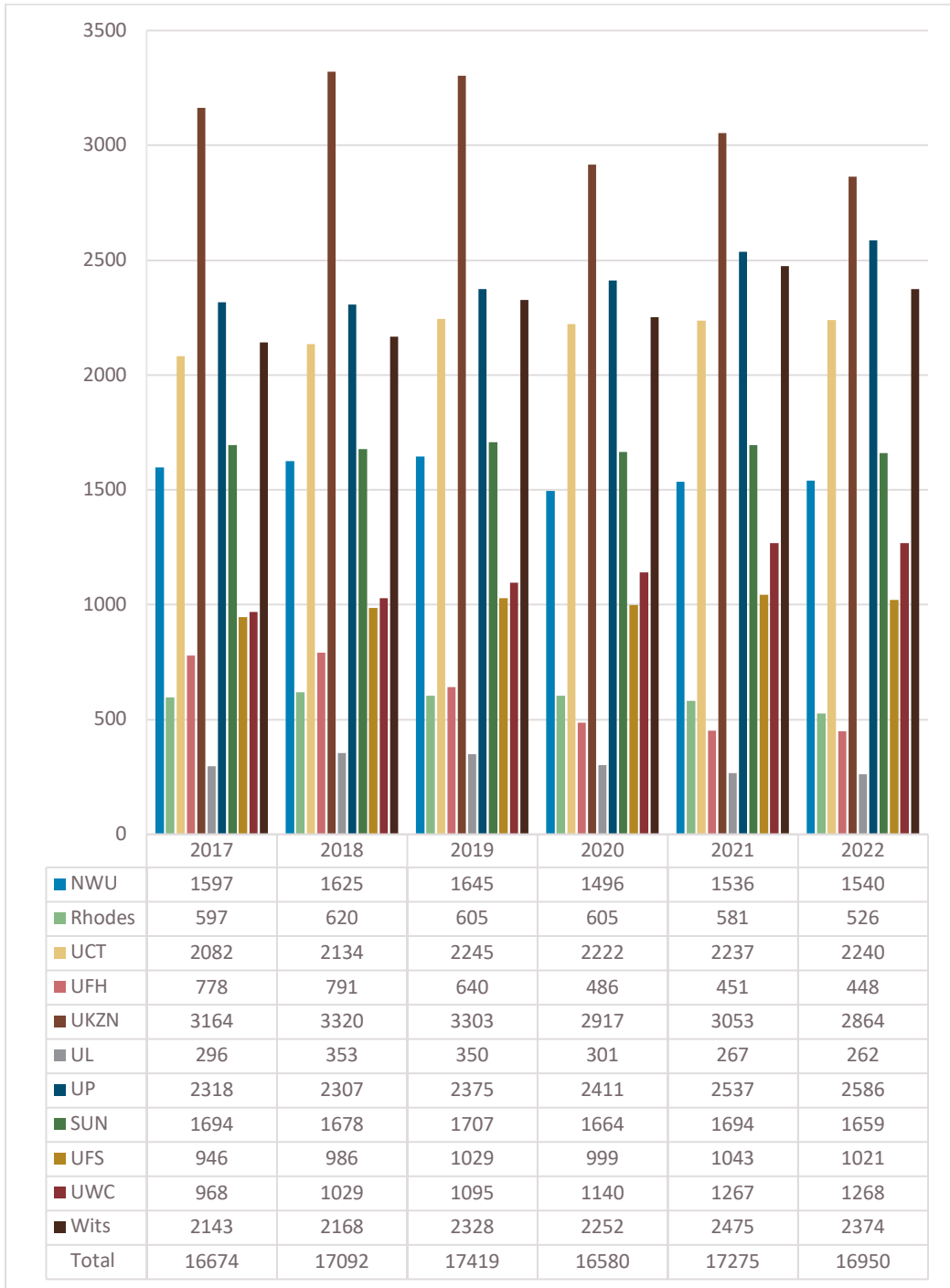


Figure 51: Doctoral Enrolments per Comprehensive University

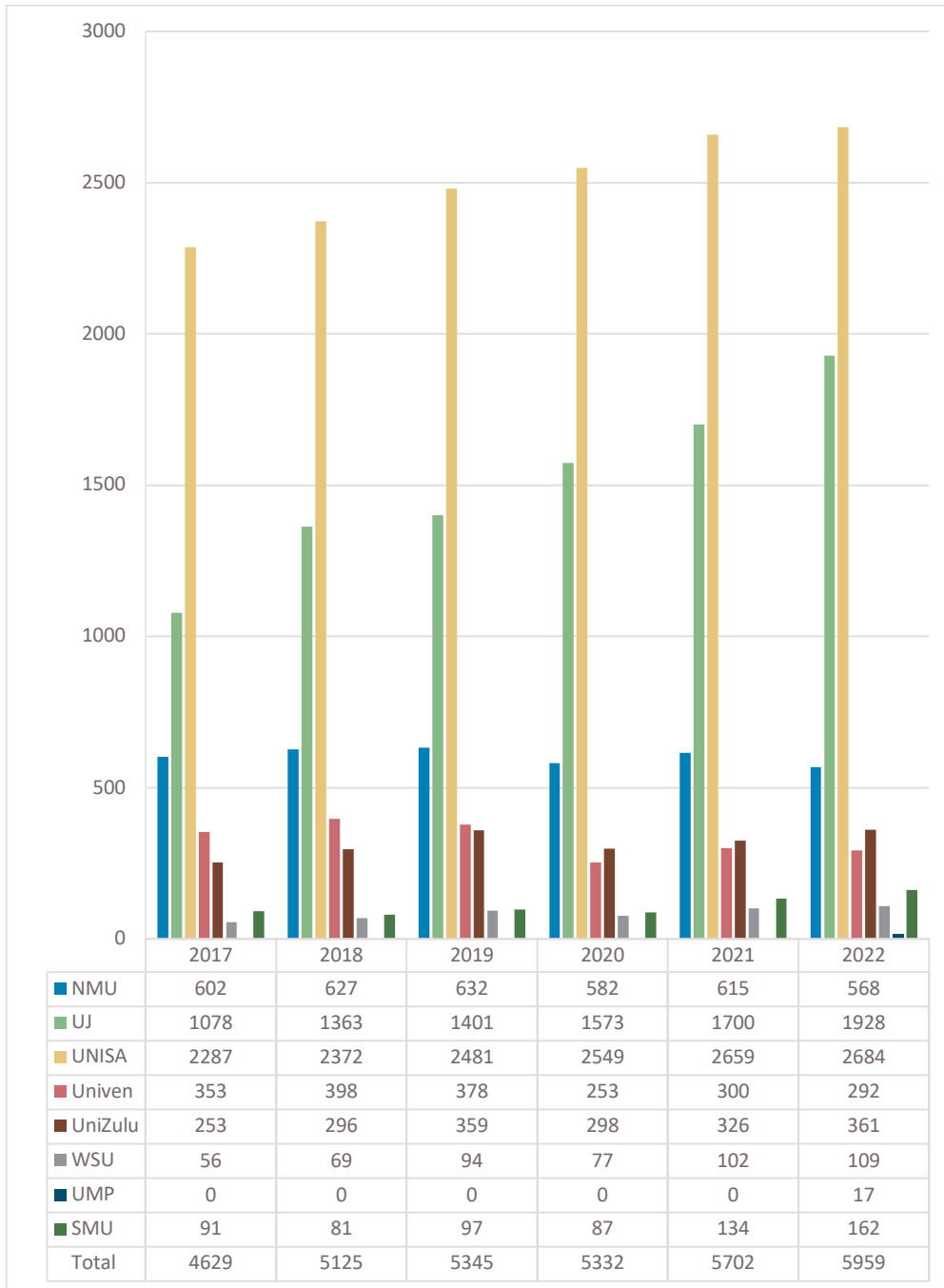


Figure 52: Doctoral Enrolments per University of Technology

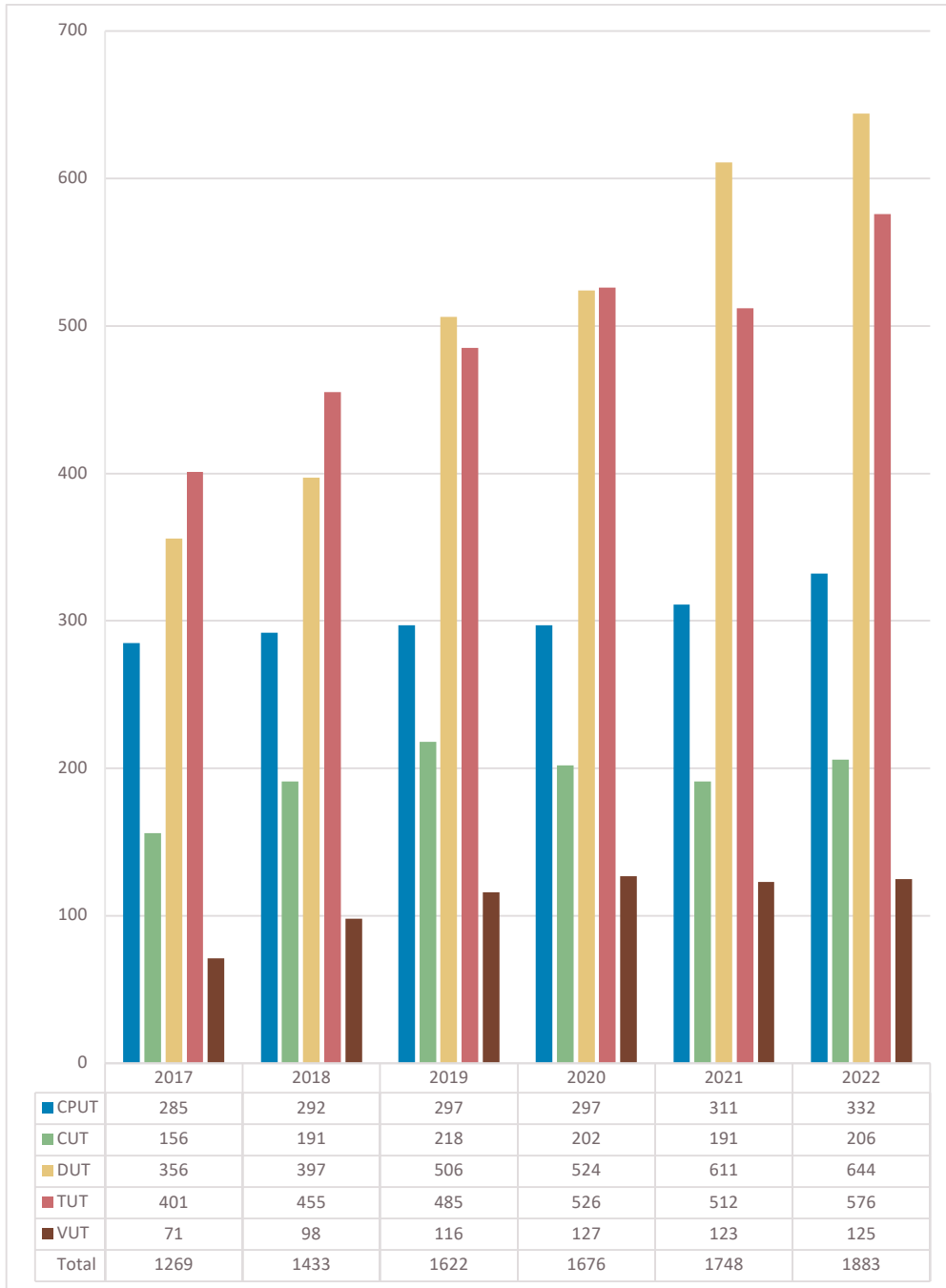


Figure 53: Master's Graduates per Traditional University

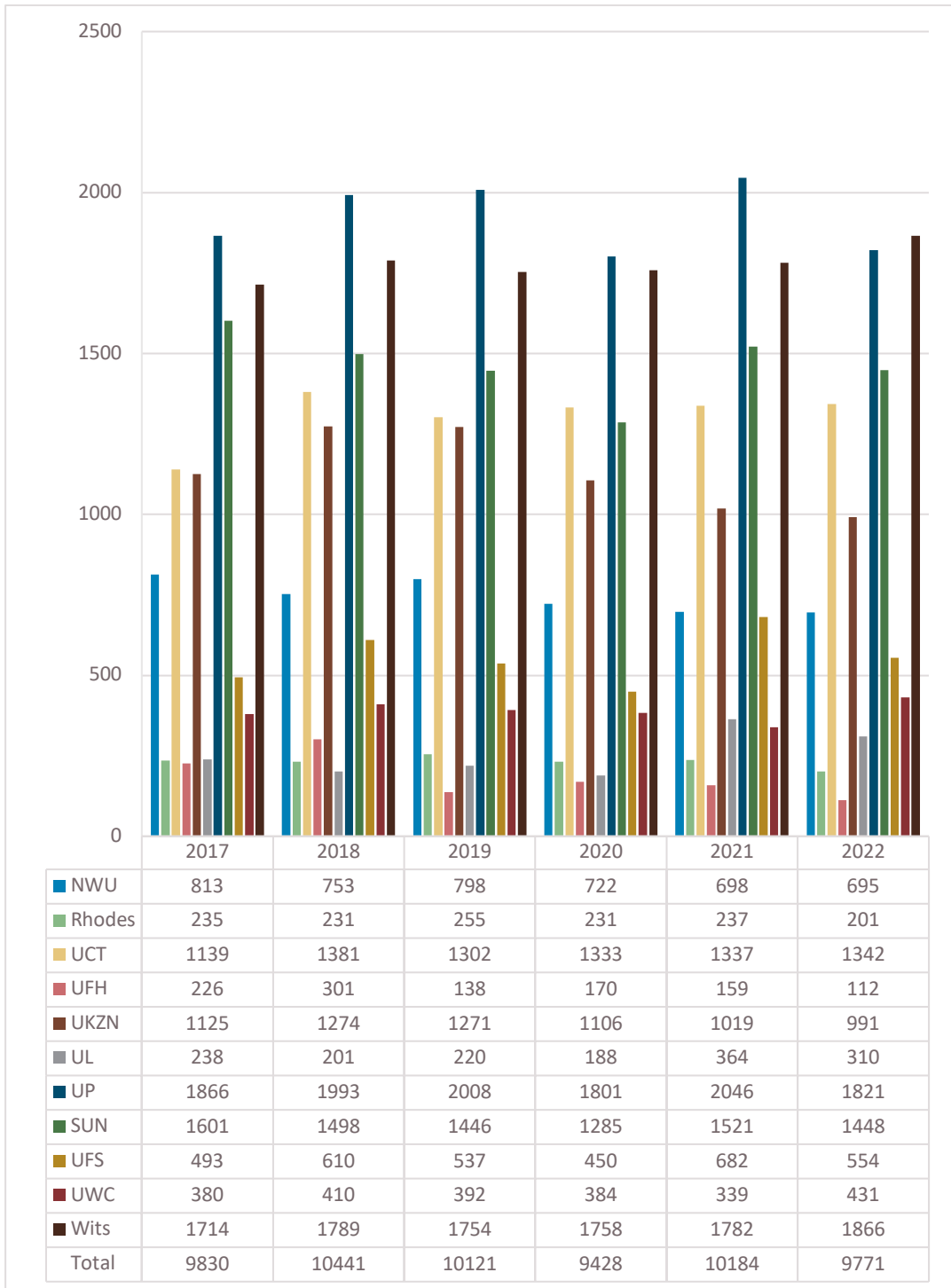


Figure 54: Master's Graduates per Comprehensive University

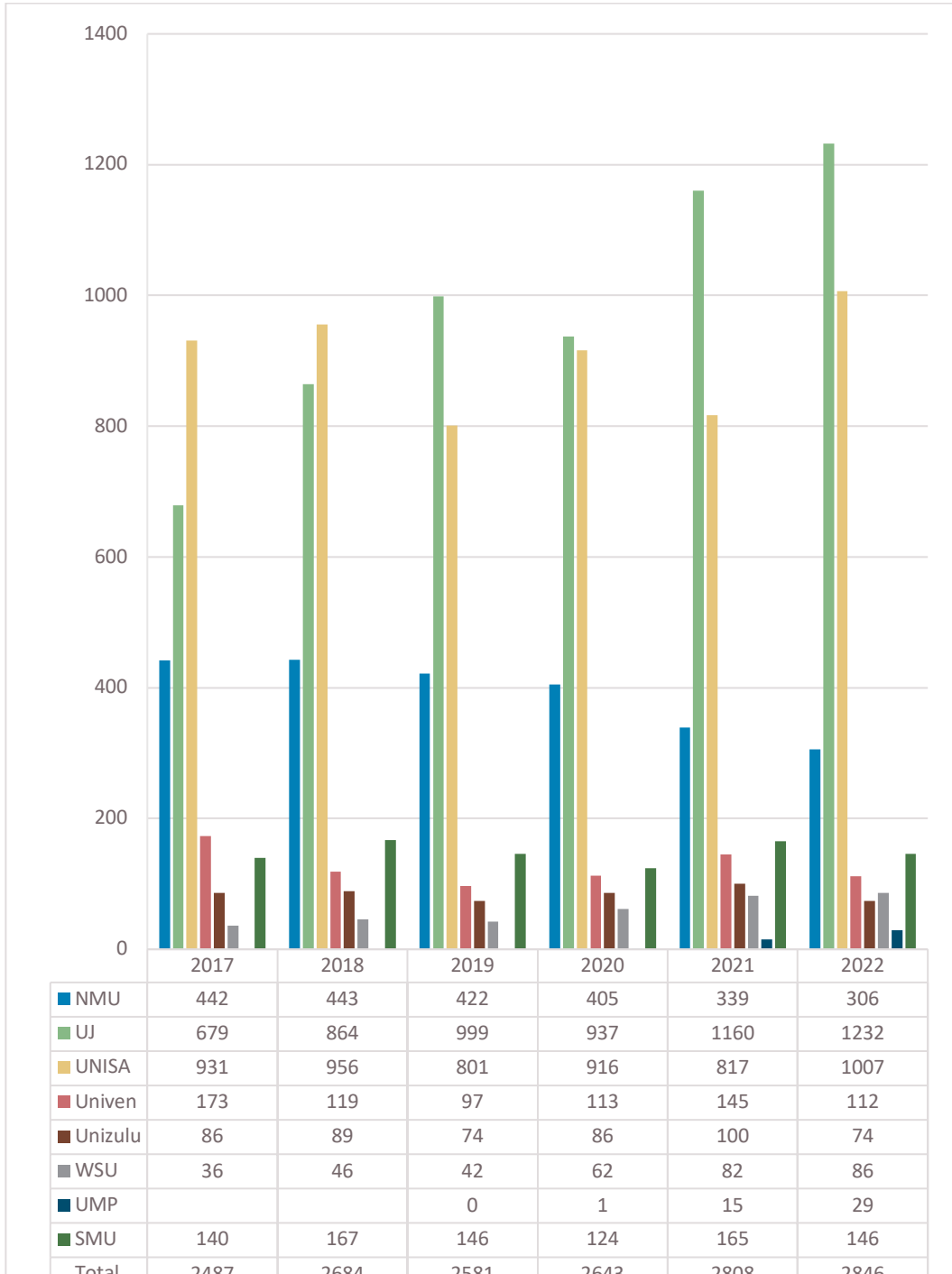


Figure 55: Master's Graduates per University of Technology

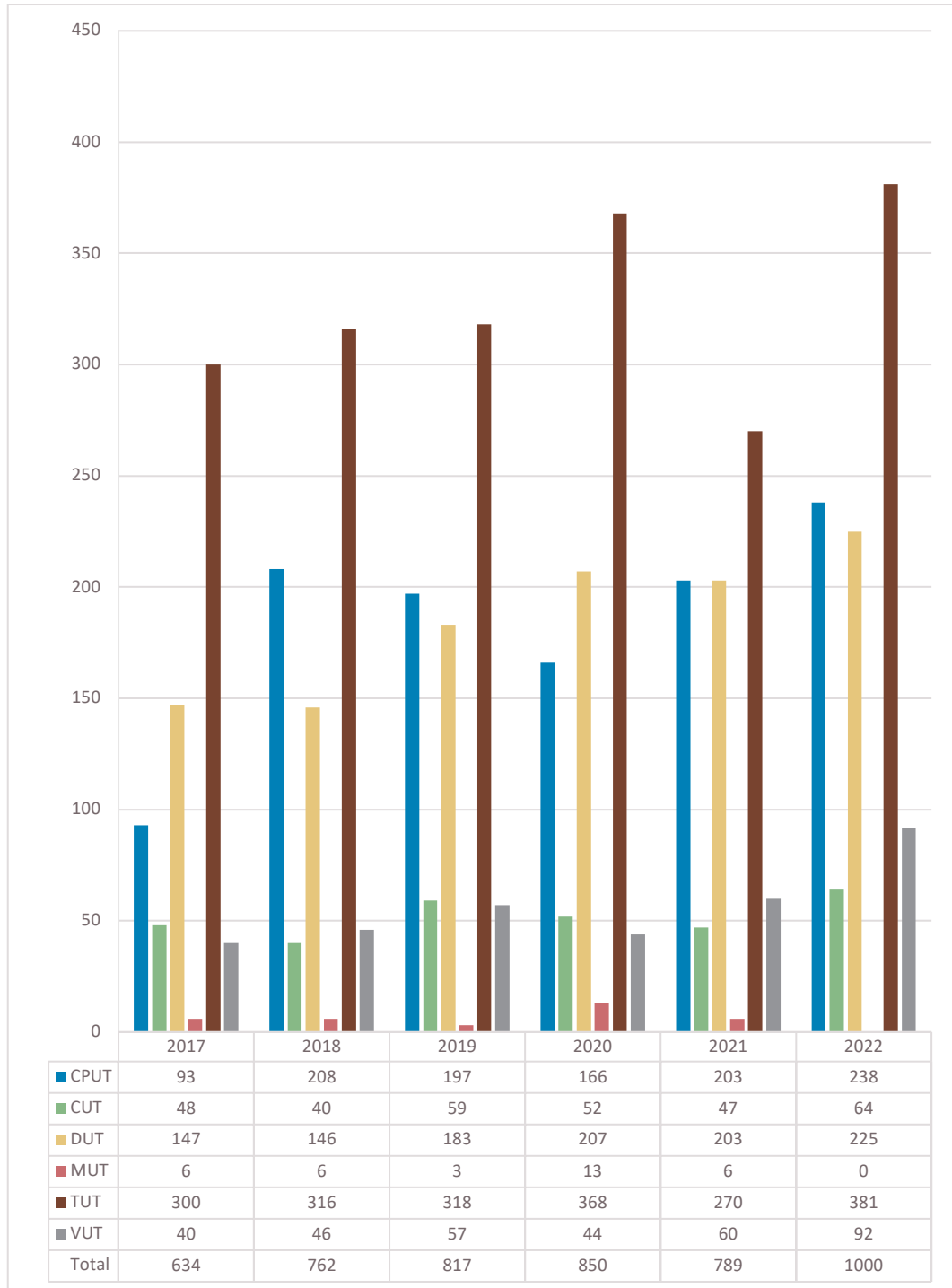


Figure 56: Doctoral Graduates per Traditional University

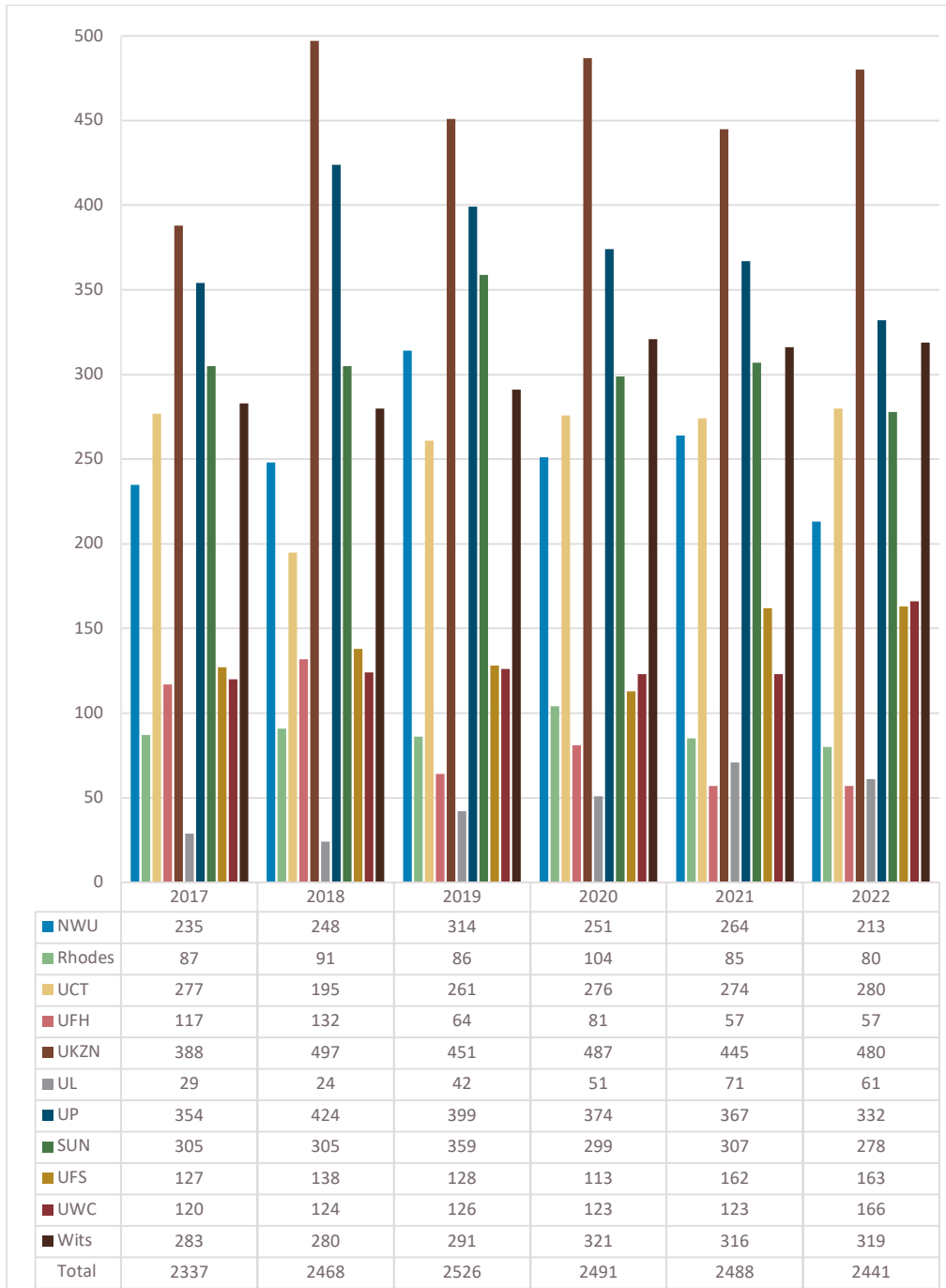
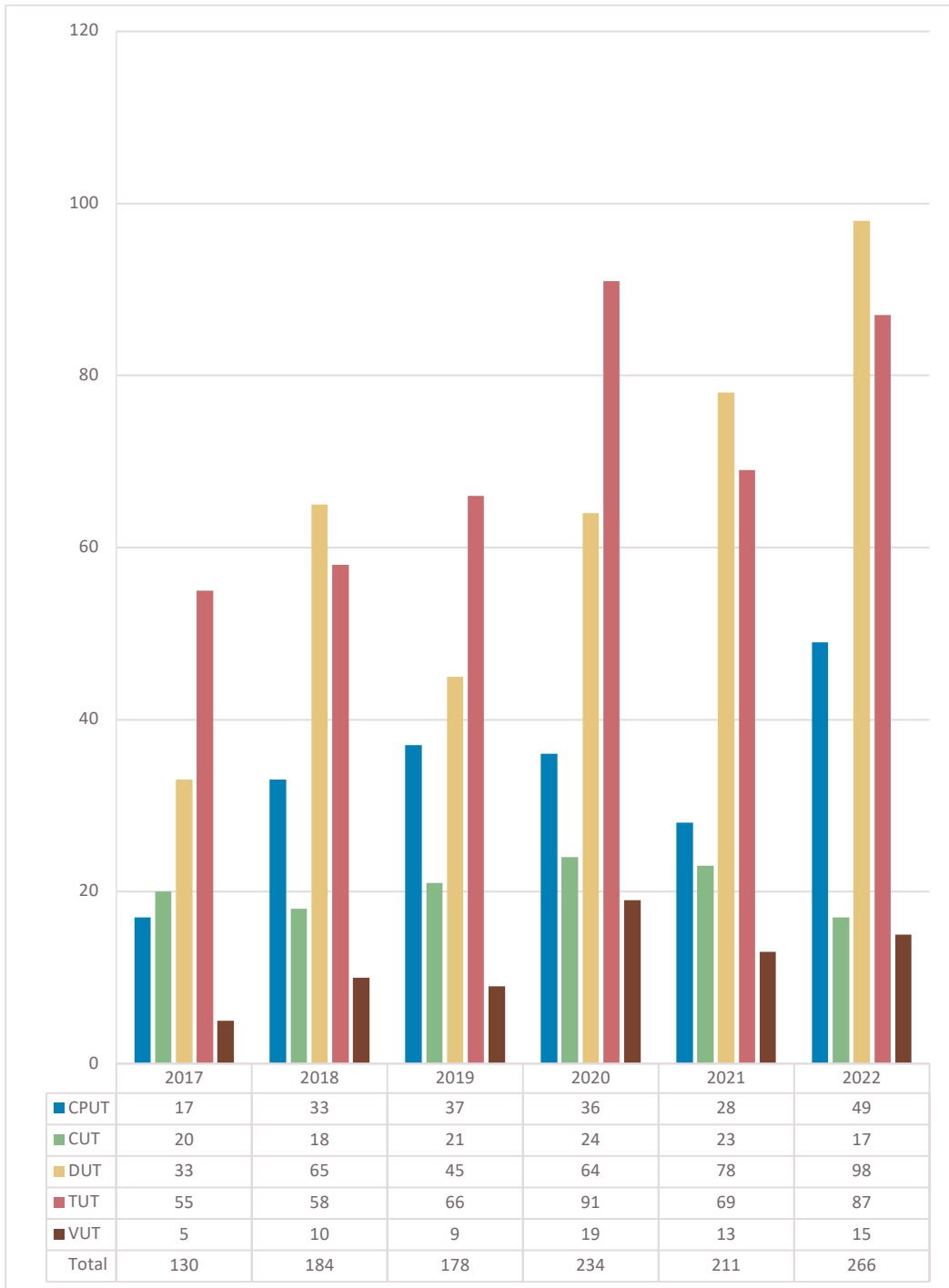


Figure 57: Doctoral Graduates per Comprehensive University



Figure 58: Doctoral Graduates per University of Technology



**2017 COHORT ANALYSES
FOR MASTER'S DEGREE(BY
RESEARCH) AND DOCTORAL
DEGREE STUDENTS**

Figure 59: Throughput rate for research Master's with first year of enrolment in 2017 (excluding UNISA)

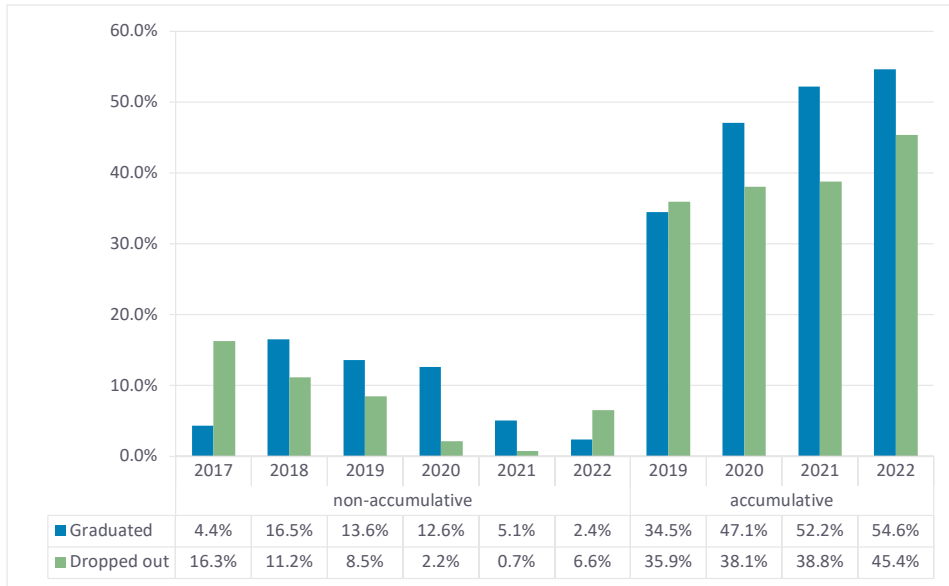


Figure 60: Throughput rates for research Master's with first year of enrolment in 2017 in Science (excluding UNISA)

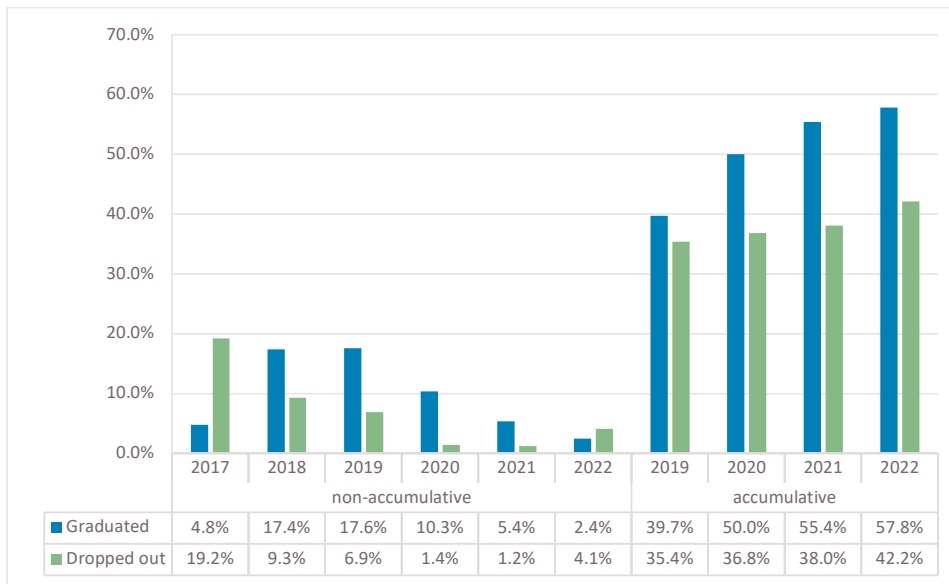


Figure 61: Throughput rates for research Master's with first year of enrolment in 2017 in Engineering (excluding UNISA)

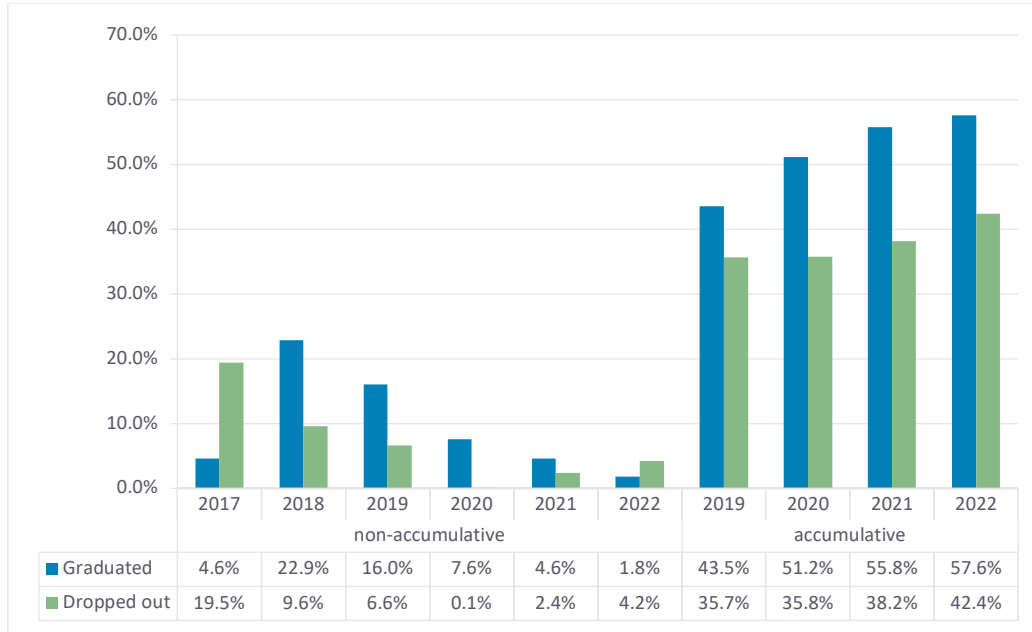
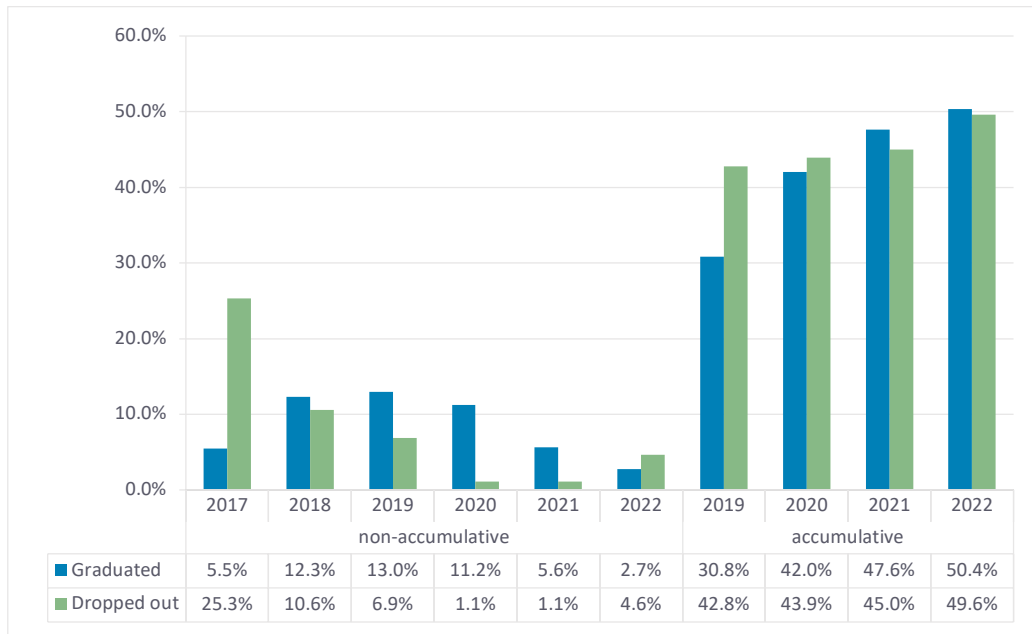


Figure 62: Throughput rates for research Master's with first year of enrolment in 2017 in Business and Management Science and Planning (excluding UNISA)



COHORT ANALYSES OF RESEARCH MASTER'S STUDENTS

Figure 63: Throughput rates for research Master's with first year of enrolment in 2017 in Health (excluding UNISA)

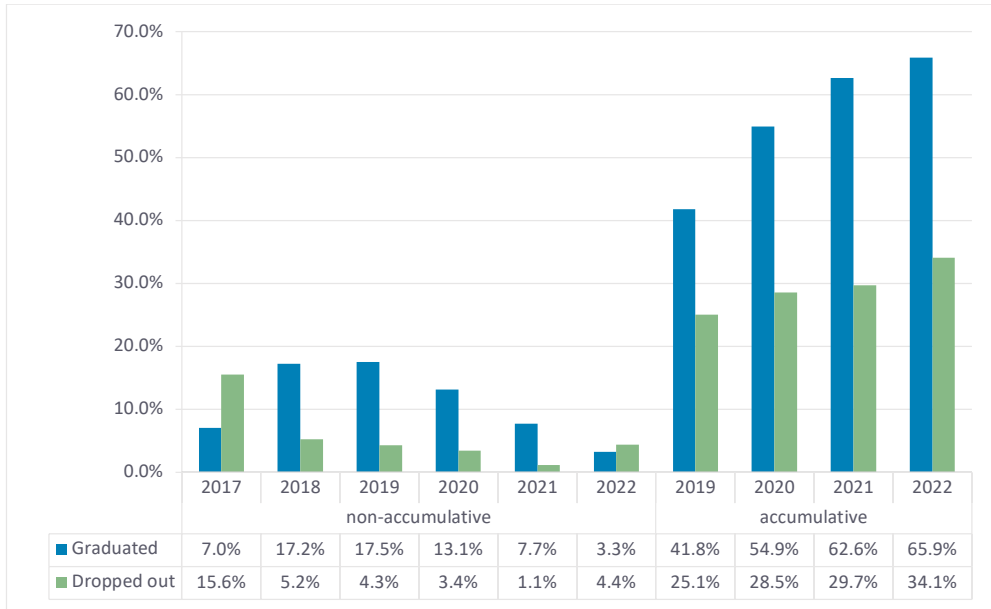
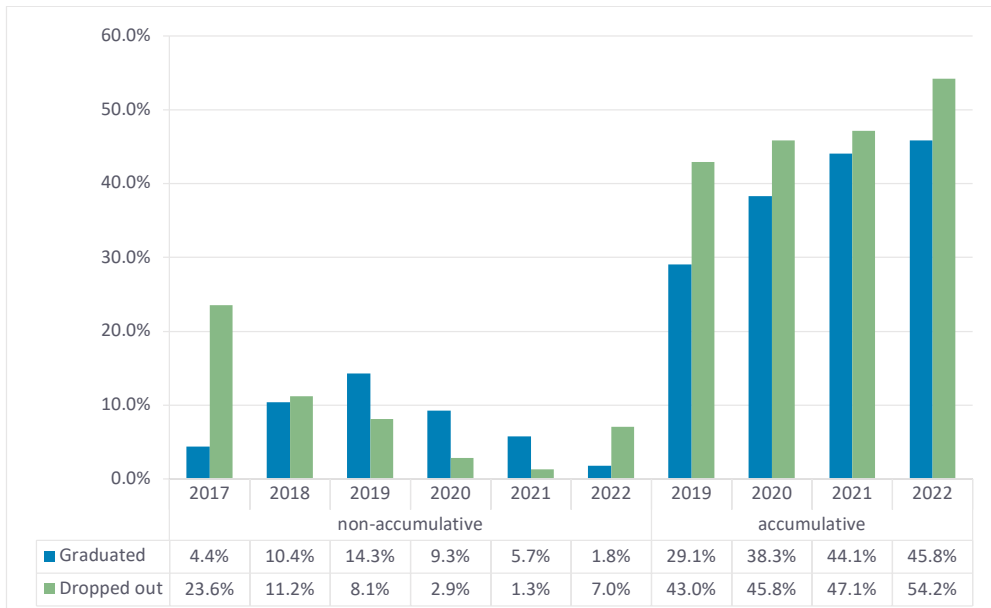


Figure 64: Throughput rates for research Master's with first year of enrolment in 2017 in Education (excluding UNISA)



COHORT ANALYSES OF RESEARCH MASTER'S STUDENTS

Figure 65: Throughput rates for research Master's with first year of enrolment in 2017 in Agriculture (excluding UNISA)

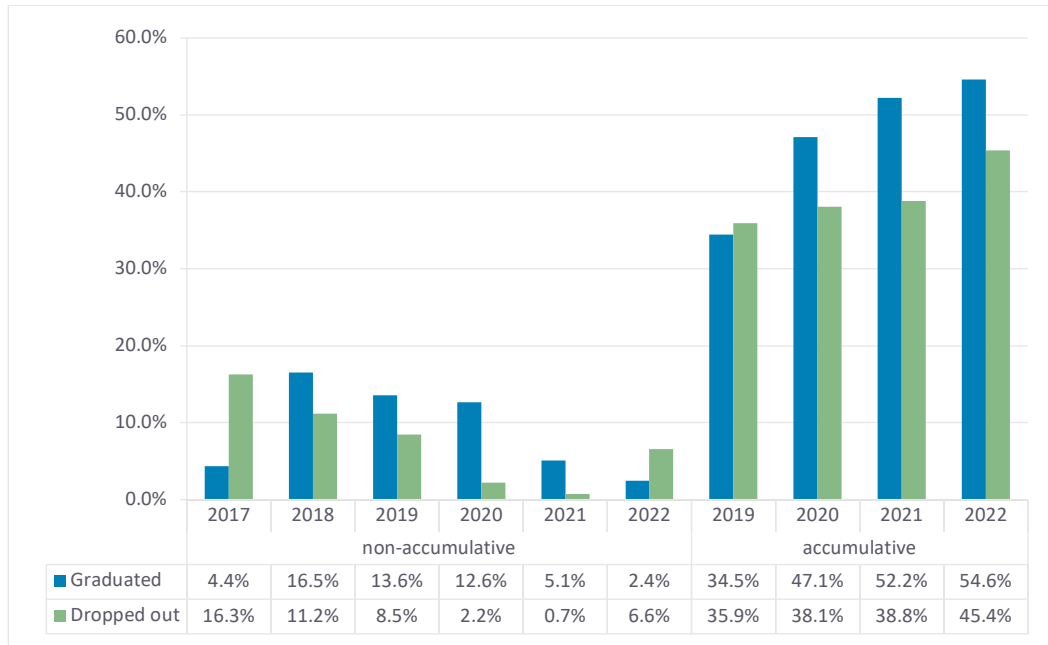
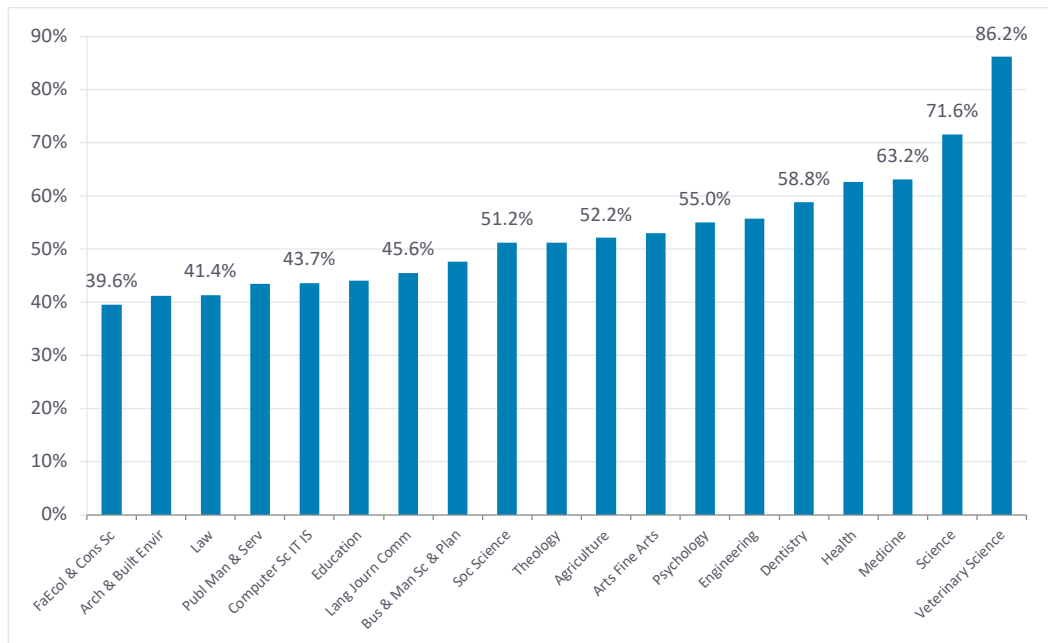


Figure 66: Percentage of the 2017 cohort doing research Master's that graduated in 5 years (by 2021)



COHORT ANALYSES OF RESEARCH MASTER'S STUDENTS

Figure 67: Headcount of the 2017 cohort doing research Master's that graduated in 5 years (by 2021)

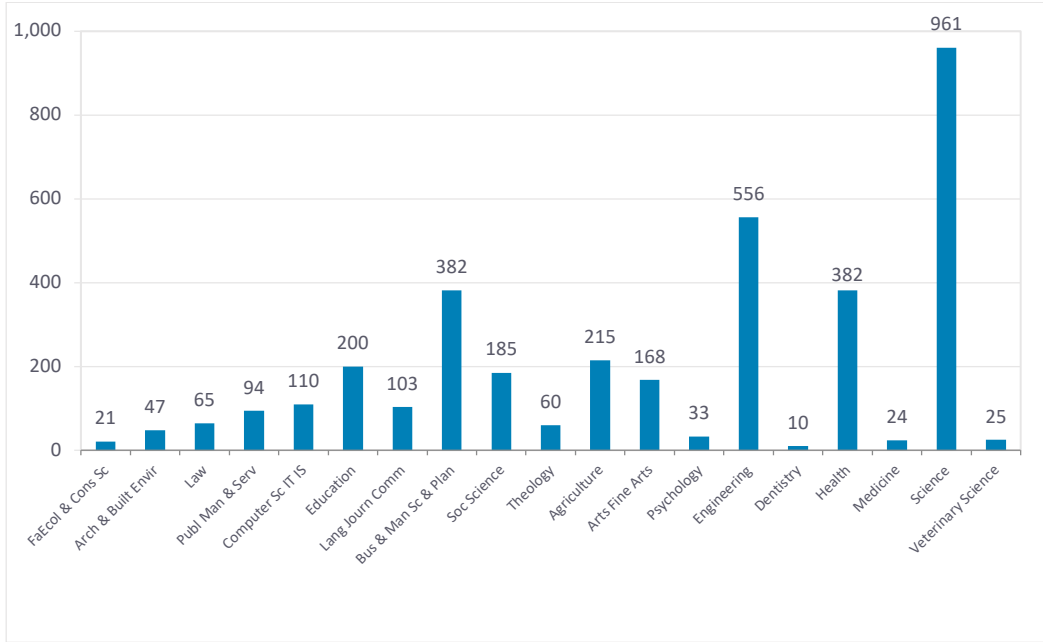
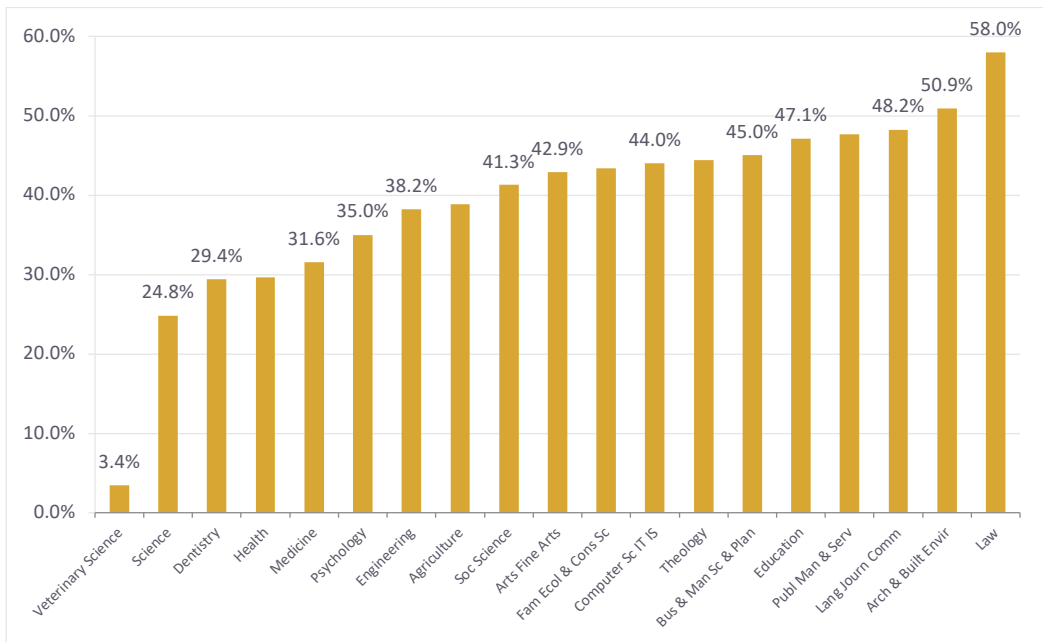


Figure 68: Percentage of the 2017 cohort doing research Master's that dropped out in 5 years (by 2021)



COHORT ANALYSES OF RESEARCH MASTER'S STUDENTS

Figure 69: Headcount of the 2017 cohort doing research Master's that dropped out in 5 years (by 2021)

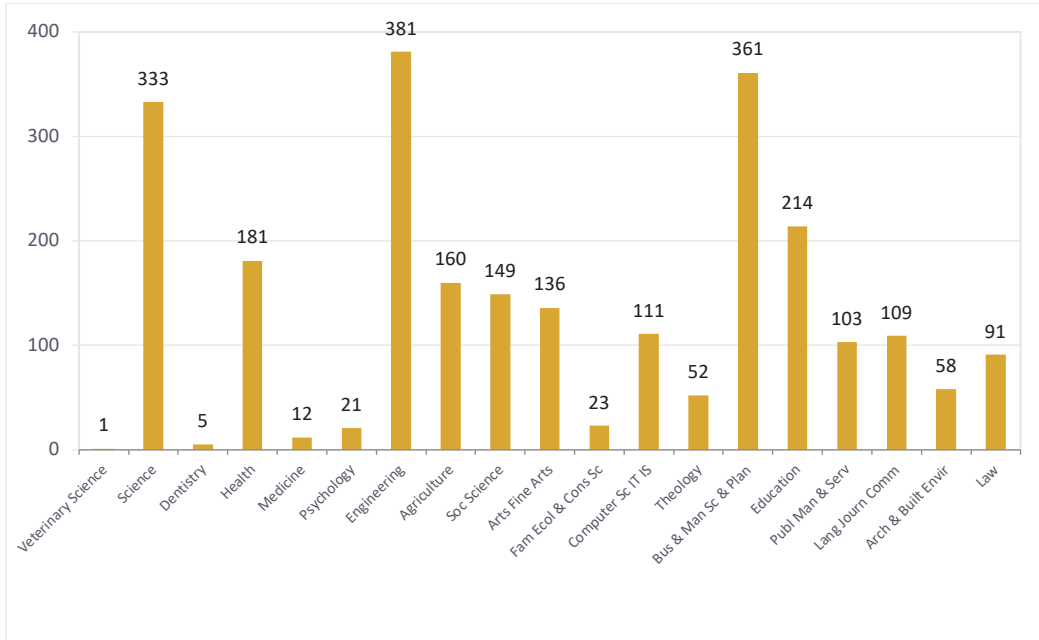
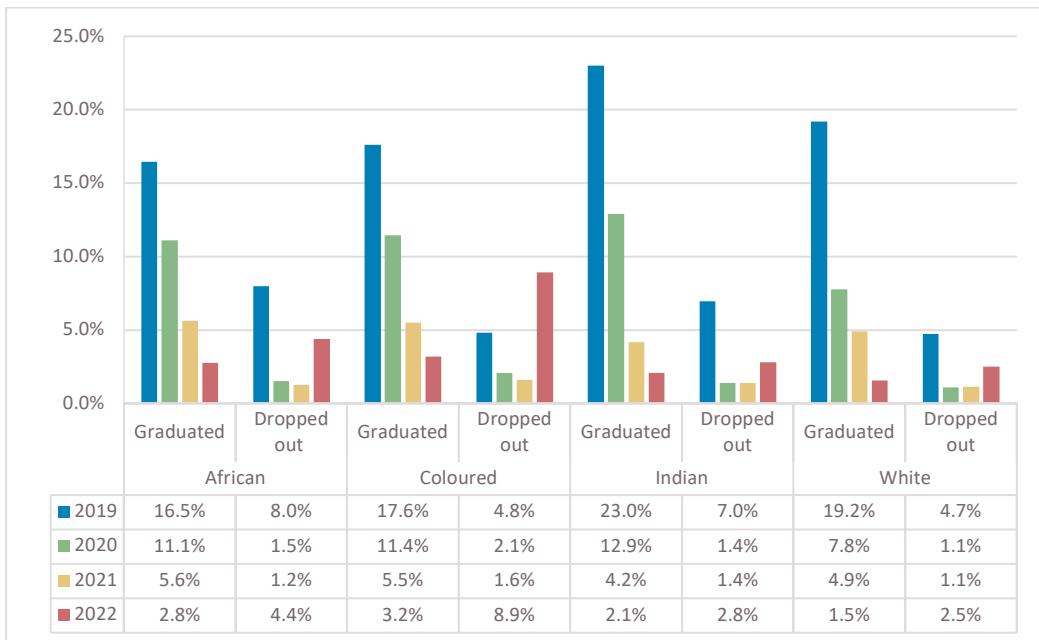


Figure 70: Throughput rates by race for Master's degrees with first year of enrolment in 2019 (excluding UNISA) – non-accumulative



COHORT ANALYSES OF RESEARCH MASTER'S STUDENTS

Figure 71: Throughput rates by race for Master's degrees with first year of enrolment in 2019 (excluding UNISA) – accumulative

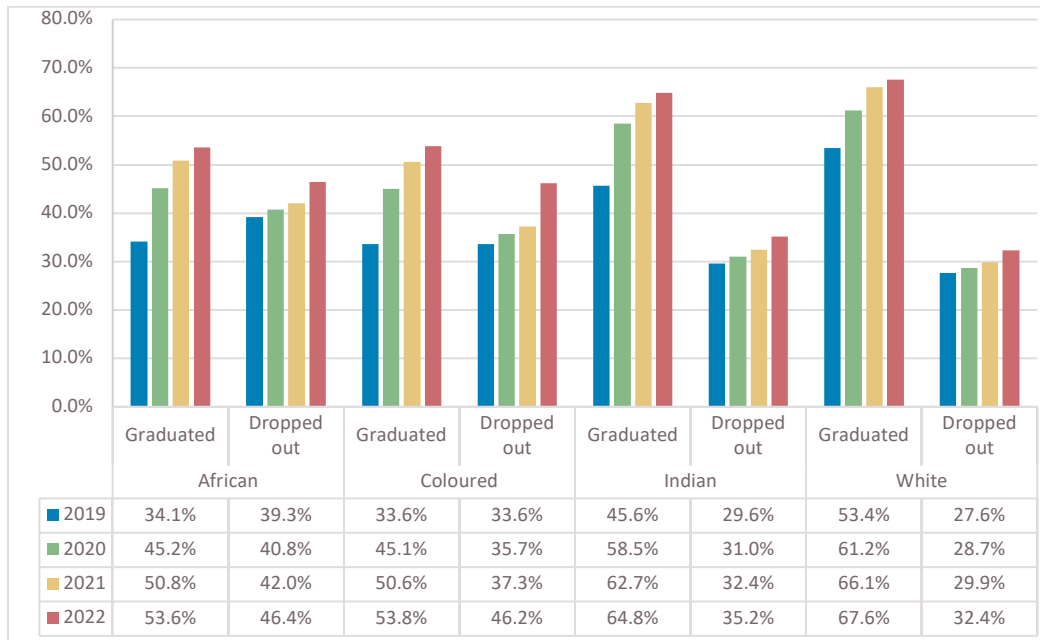


Figure 72: Throughput rates by gender for Master's degrees with first year of enrolment in 2019 (excluding UNISA) - non-accumulative

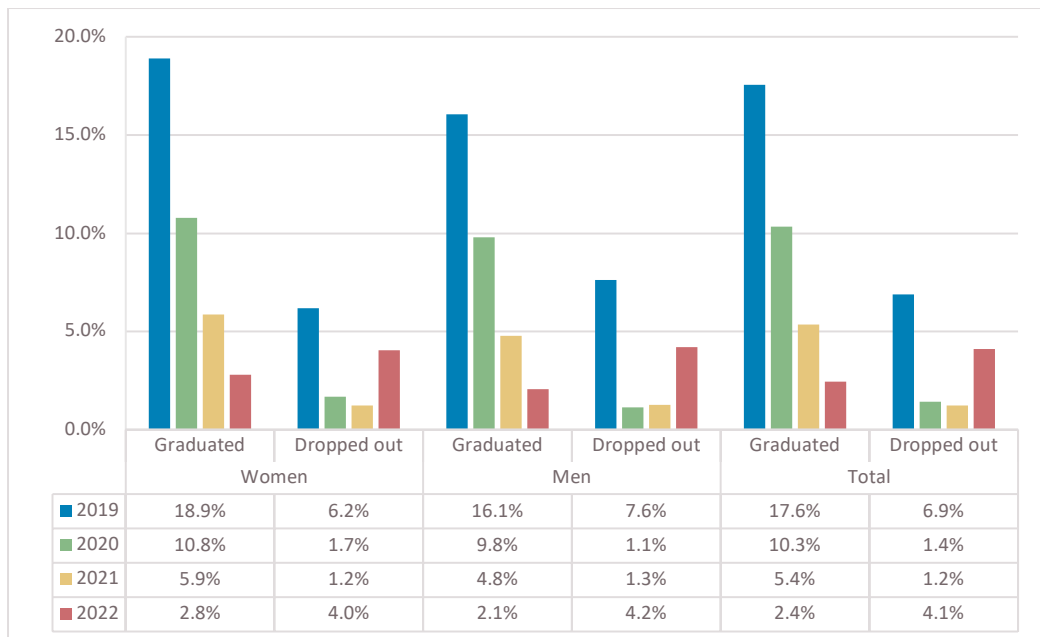
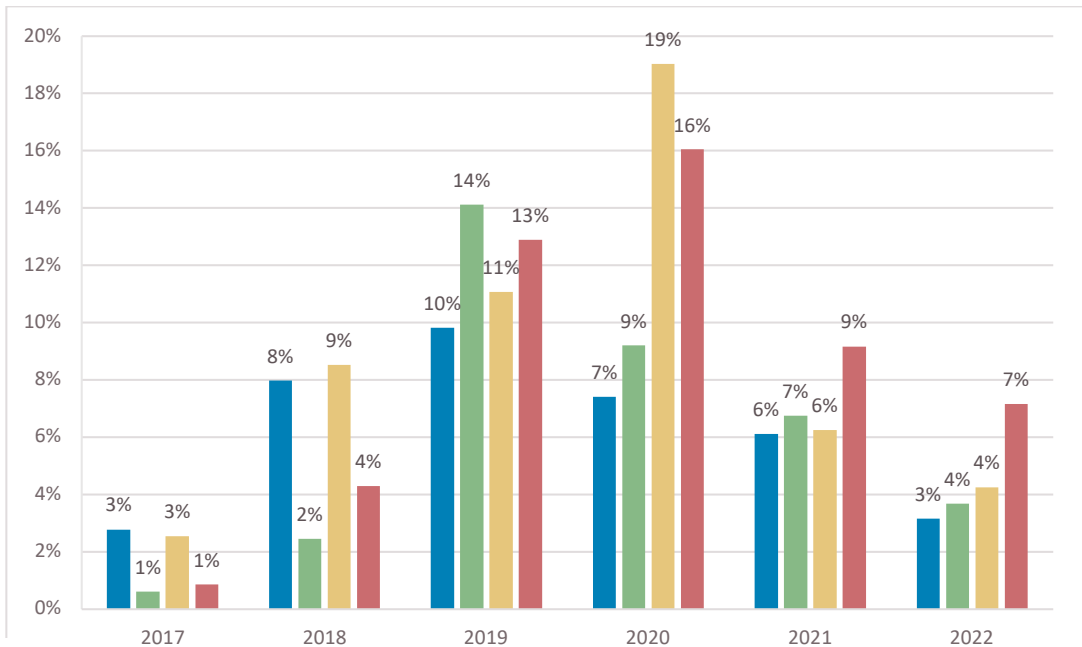


Figure 73: Throughput rates by gender for Master's degrees with first year of enrolment in 2019 (excluding UNISA) - accumulative



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



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

Figure 75: Master's Throughput per UoT, accumulative

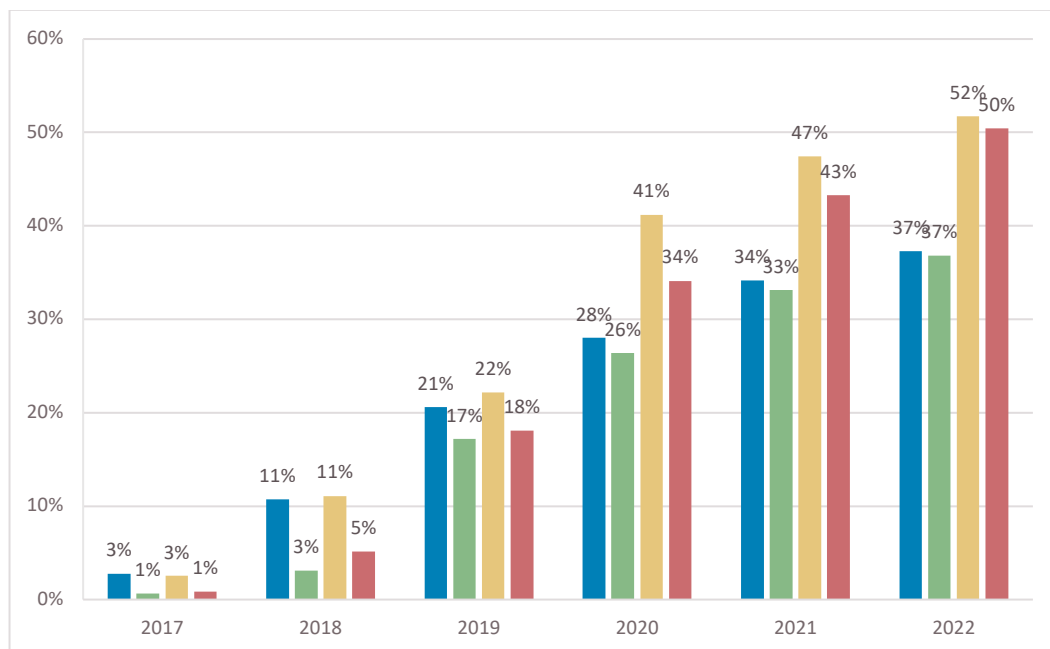


Figure 76: Master's Dropouts per UoT, non-accumulative

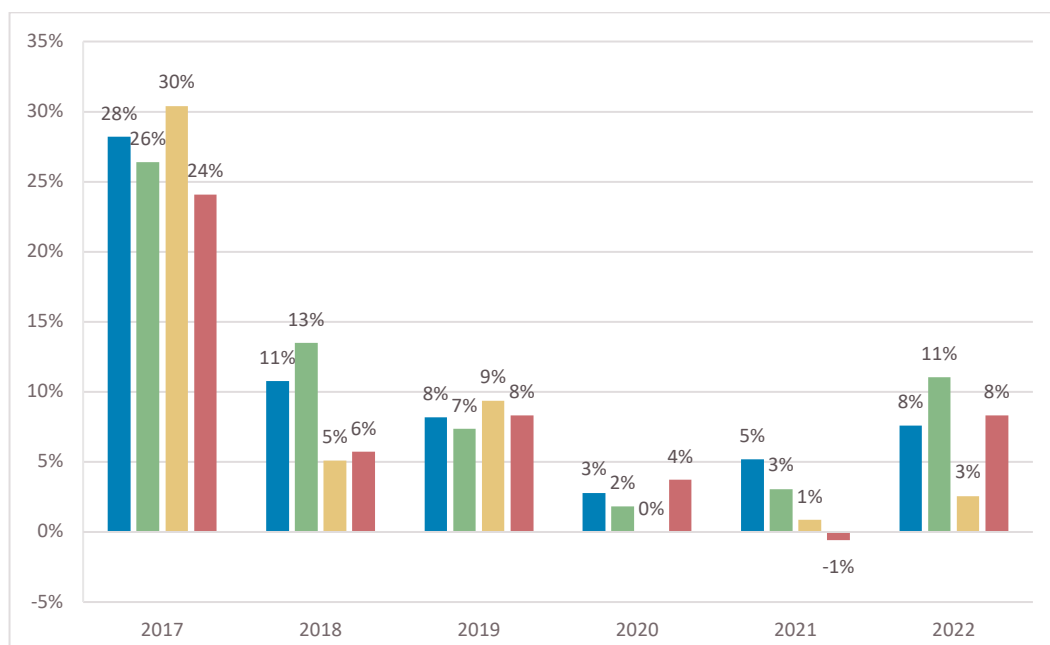


Figure 77: Master's Dropouts per UoT, accumulative

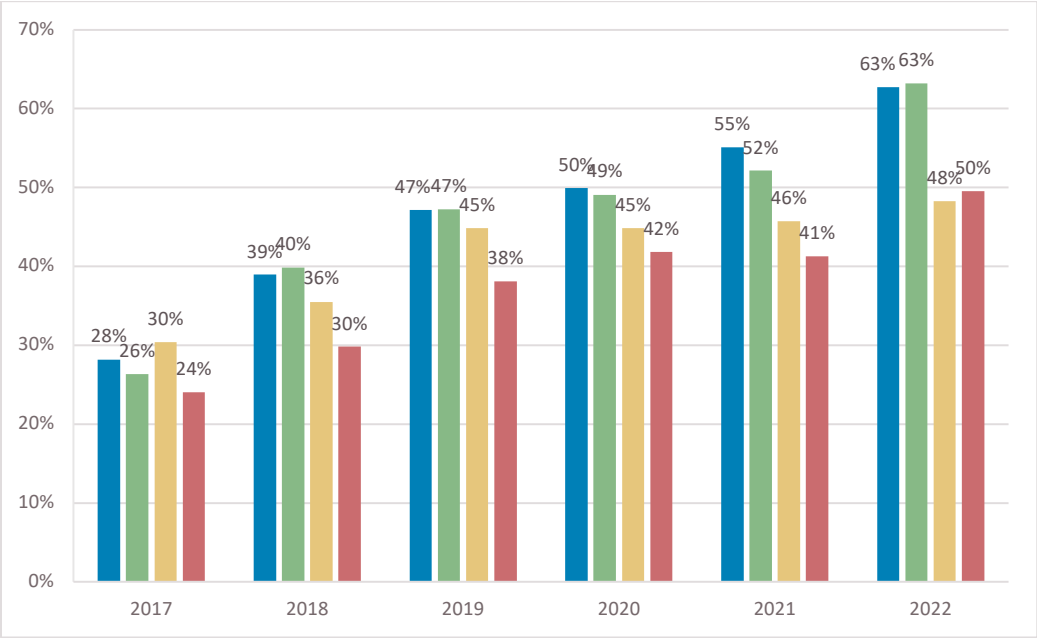


Figure 78: Master's Throughput per Traditional University, non-accumulative

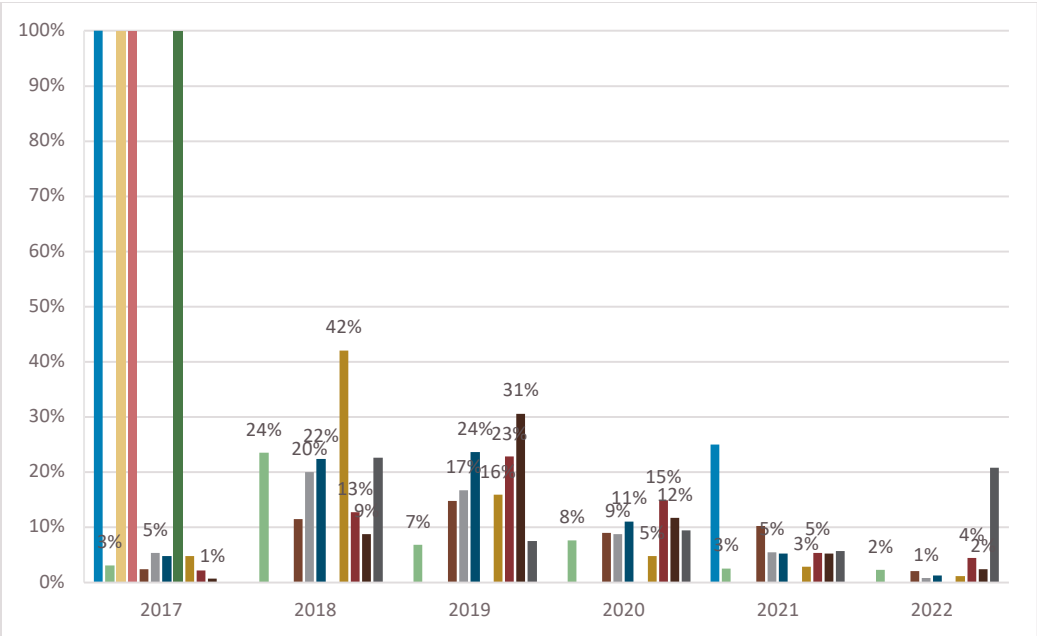


Figure 79: Master's Throughput per Traditional University, accumulative

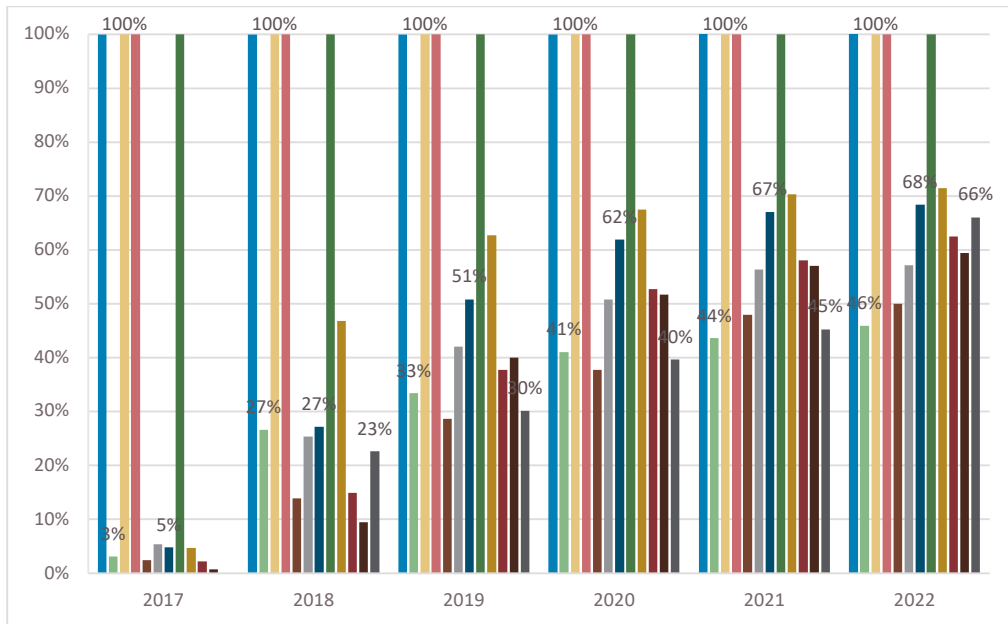


Figure 80: Master's Dropouts per Traditional University, non-accumulative

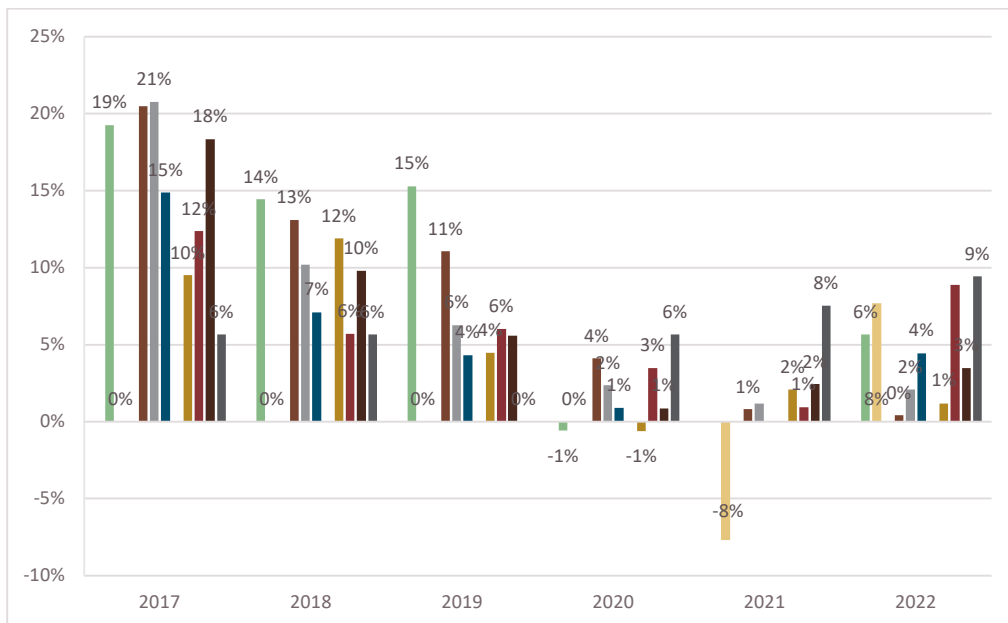


Figure 81: Master's Dropouts per Traditional University, accumulative

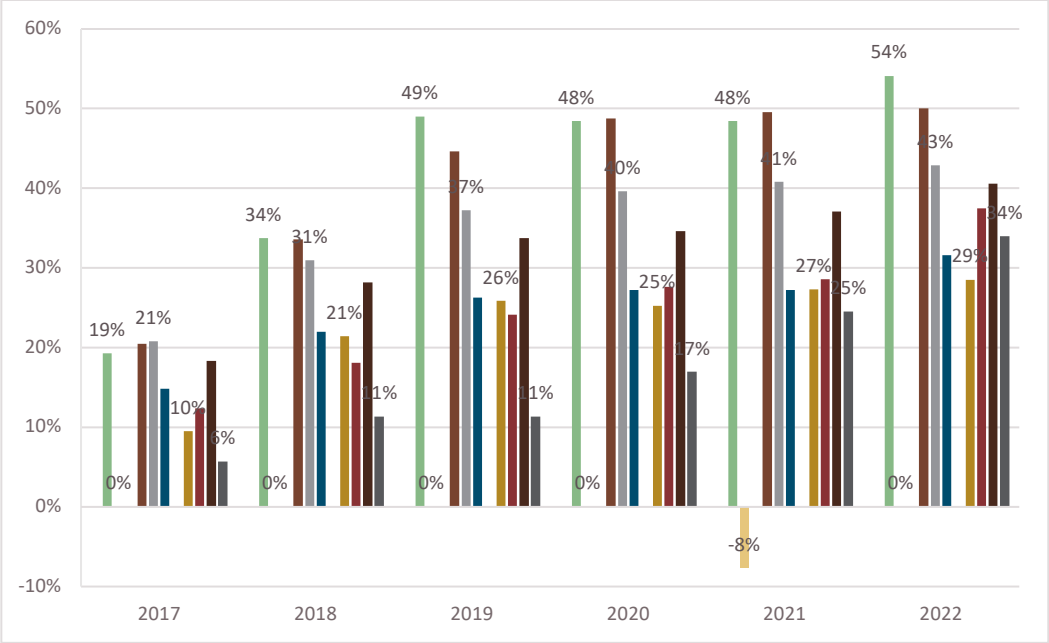


Figure 82: Master's Throughput per Comprehensive University, non-accumulative

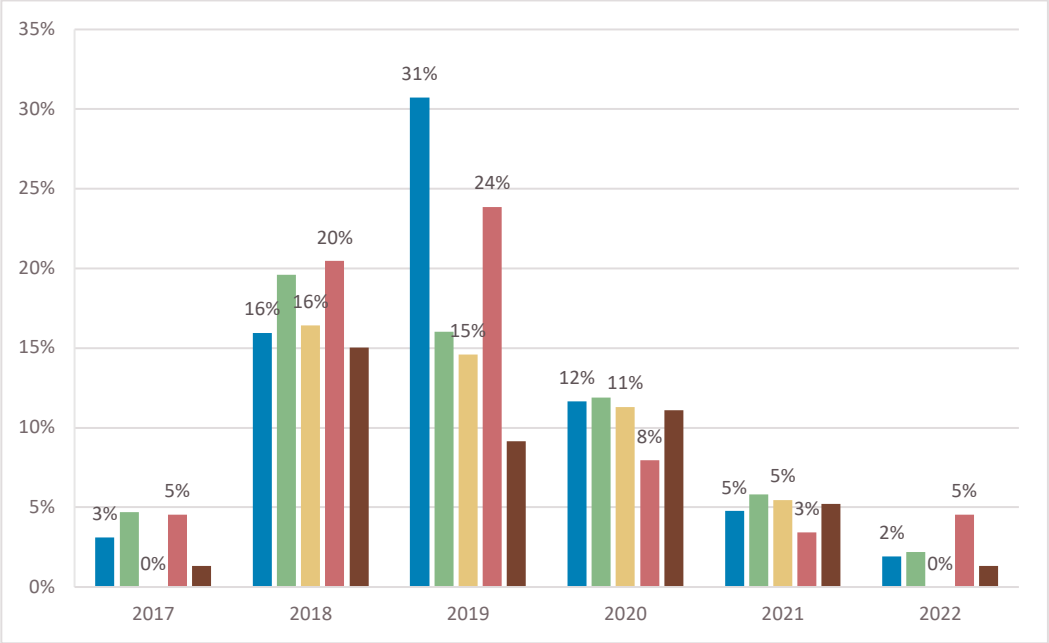


Figure 83: Master's Throughput per Comprehensive University, accumulative

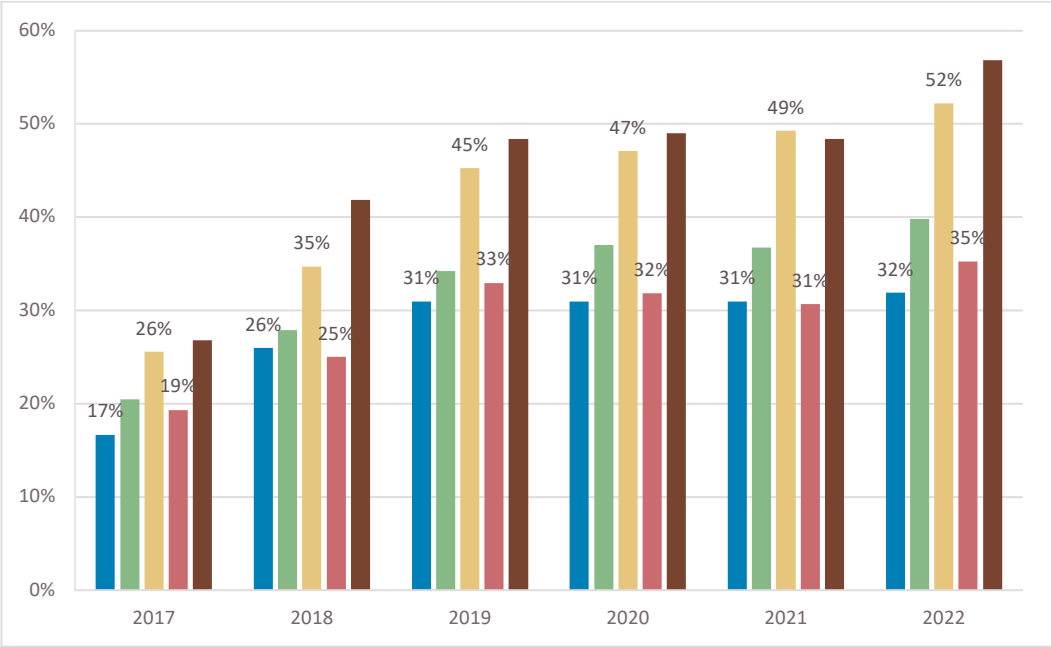


Figure 84: Master's Dropouts per Comprehensive University, non-accumulative

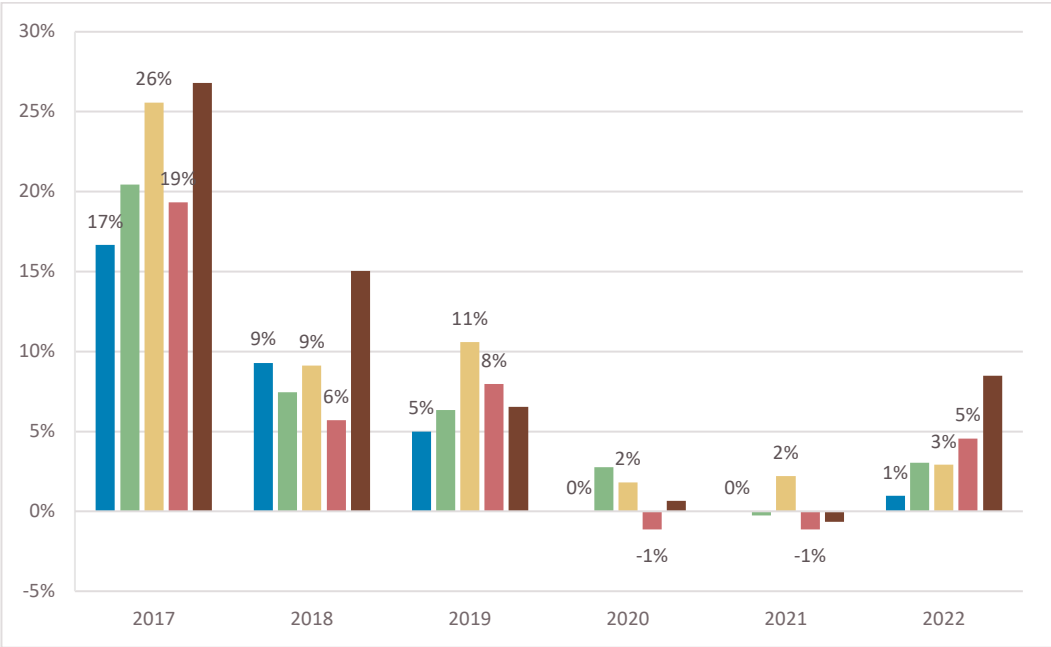
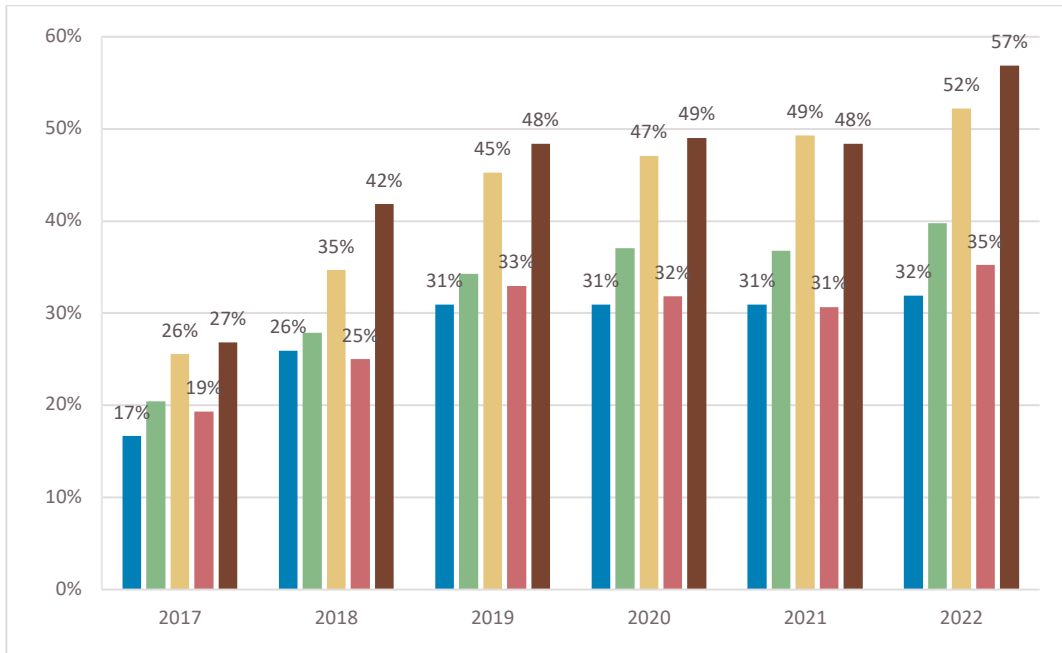


Figure 85: Master's Dropouts per Comprehensive University, accumulative



Doctoral Cohort Analysis

Figure 86: Throughput rates for Doctoral degrees with first year of enrolment in 2017 (excluding UNISA)

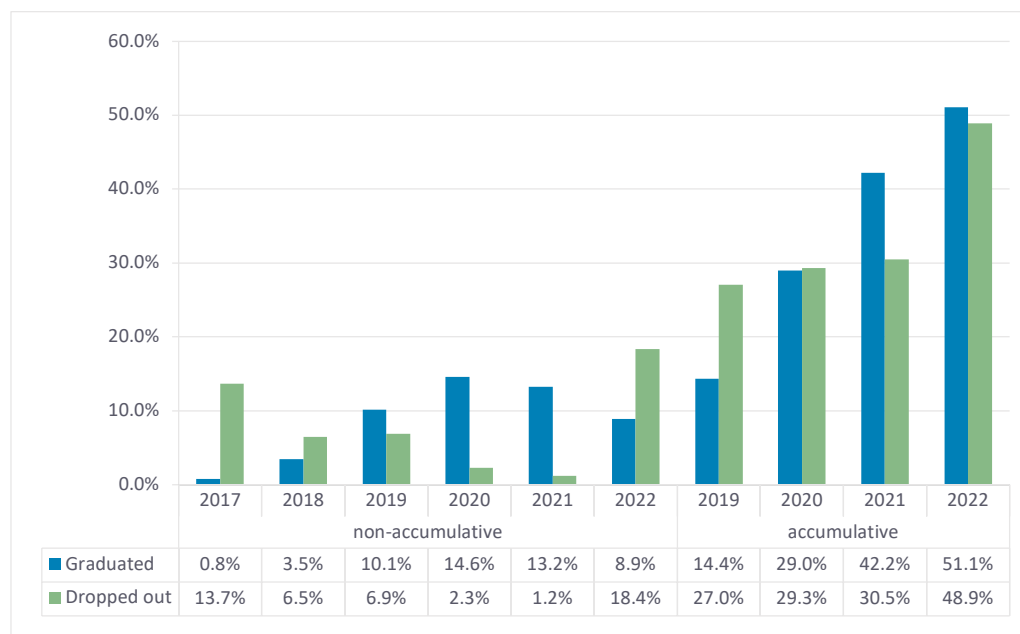


Figure 87: Throughput rates for Doctoral degrees with first year of enrolment in 2017 in Science (excluding UNISA)

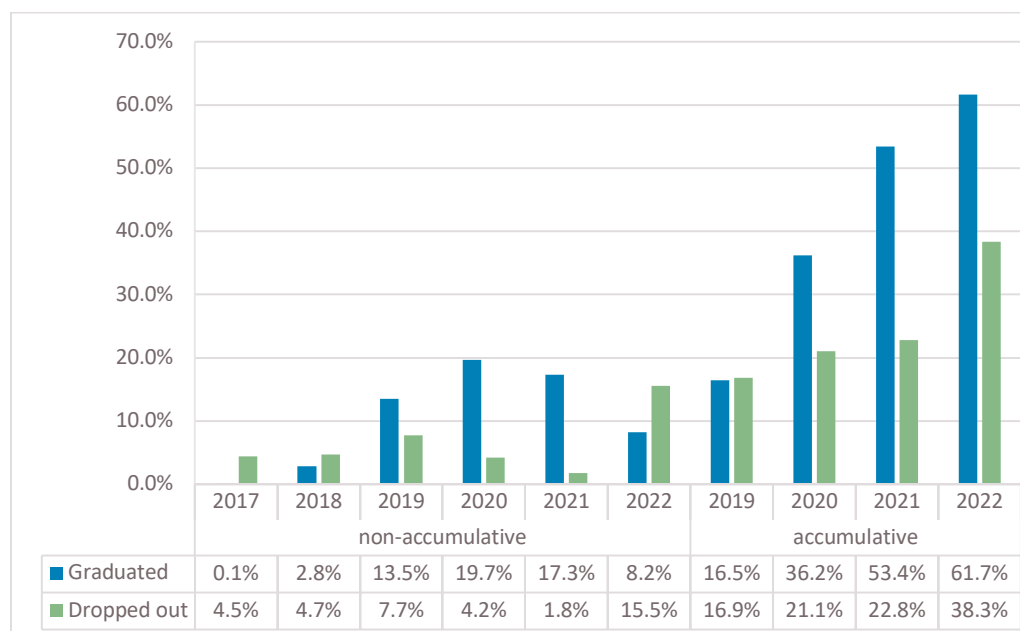


Figure 88: Throughput rates for Doctoral degrees with first year of enrolment in 2017 in Engineering (excluding UNISA)

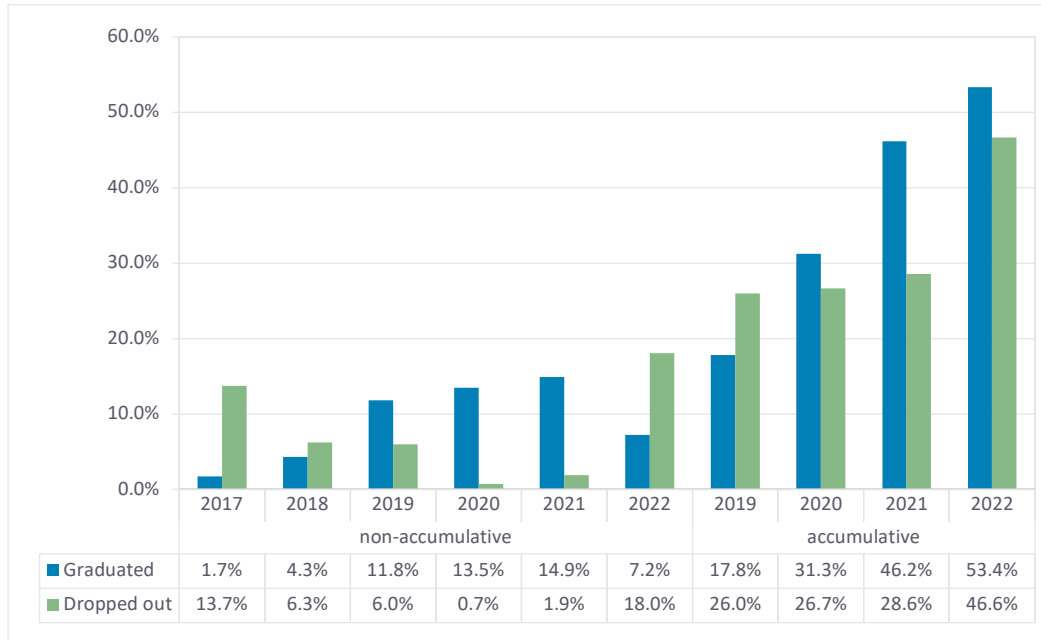


Figure 89: Throughput rates for Doctoral degrees with first year of enrolment in 2017 in Business and Management Sciences and Planning (excluding UNISA)

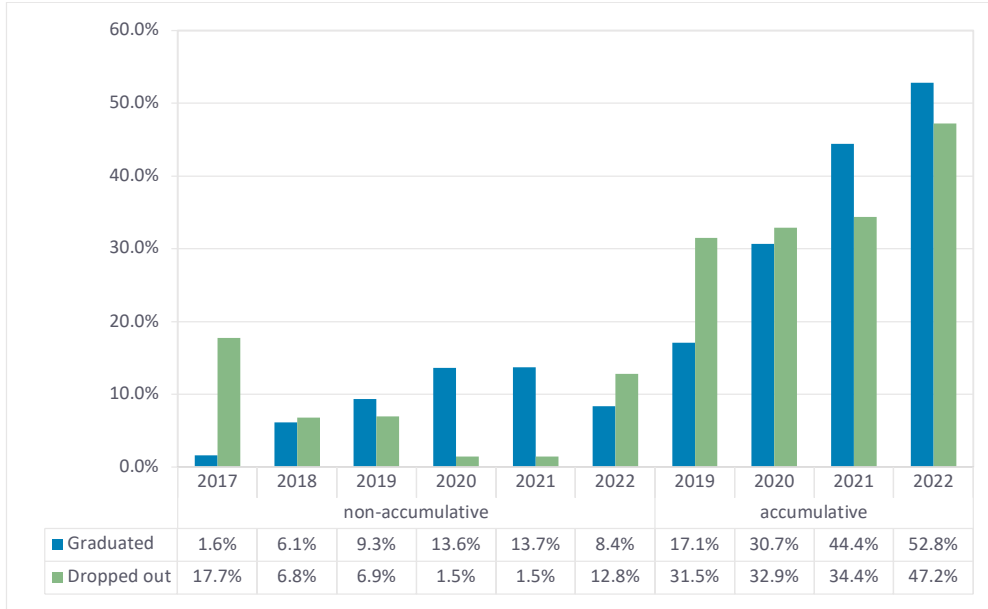


Figure 90: Throughput rates for Doctoral degrees with first year of enrolment in 2017 in Social Science (excluding UNISA)

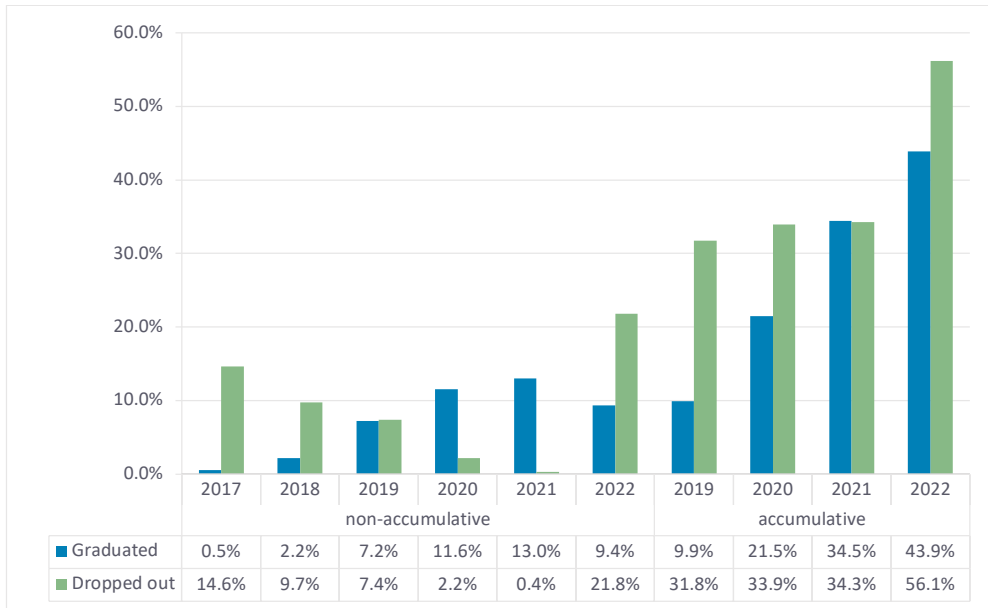


Figure 91: Throughput rates for Doctoral degrees with first year of enrolment in 2017 in Education (excluding UNISA)

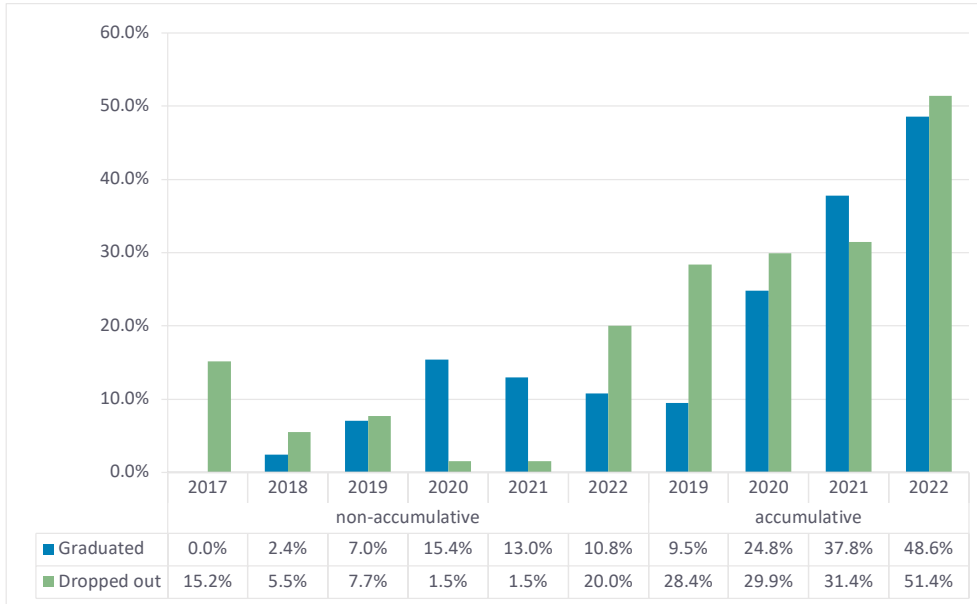


Figure 92: Throughput rates for Doctoral degrees with first year of enrolment in 2017 in Arts Fine Arts (excluding UNISA)

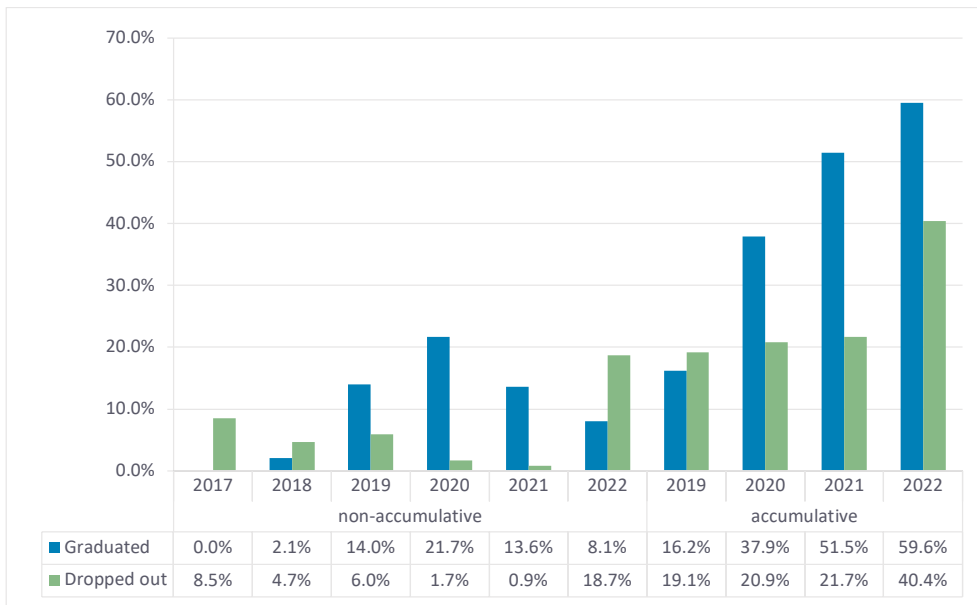


Figure 93: Percentage of the 2017 cohort doing Doctoral degrees that graduated in 5 years (by 2021)

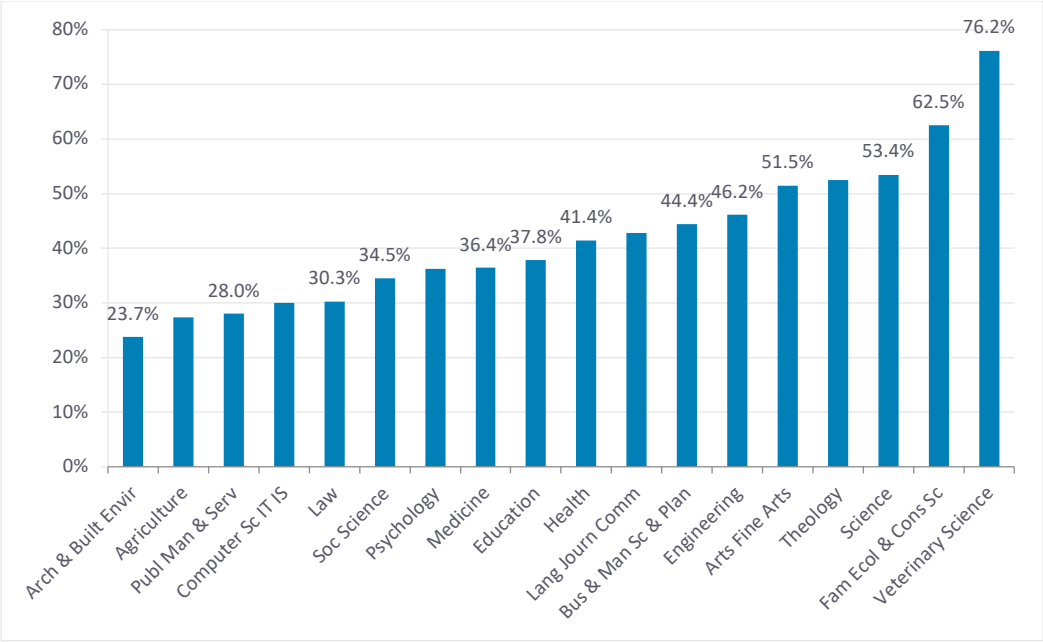


Figure 94: Headcount of the 2016 cohort doing Doctoral degrees that graduated in 5 years (by 2021)

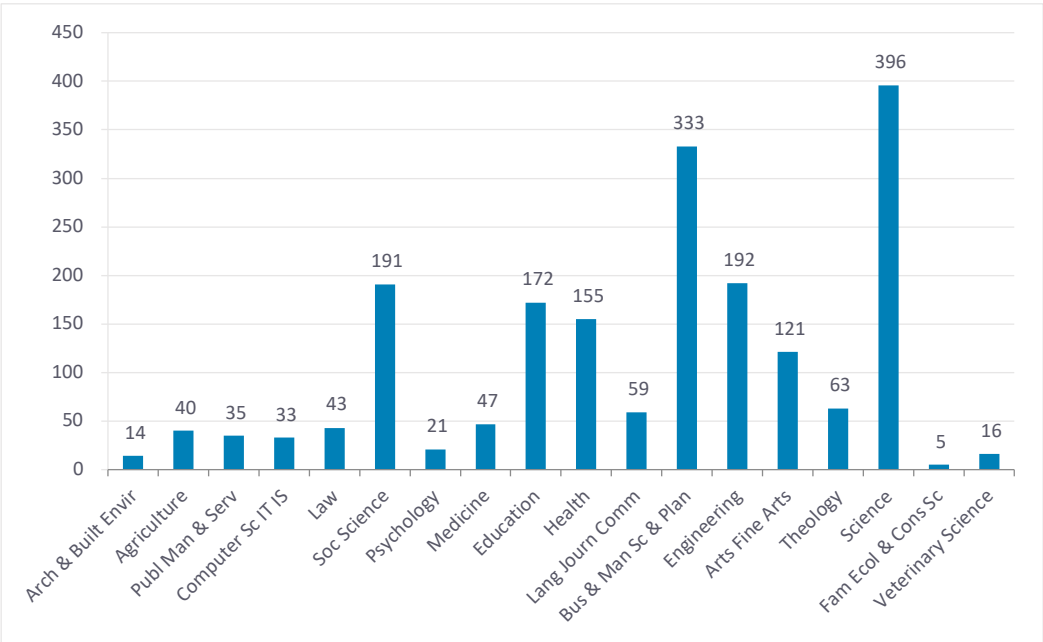


Figure 95: Percentage of the 2017 cohort doing Doctoral degrees that dropped out in 5 years (by 2021)

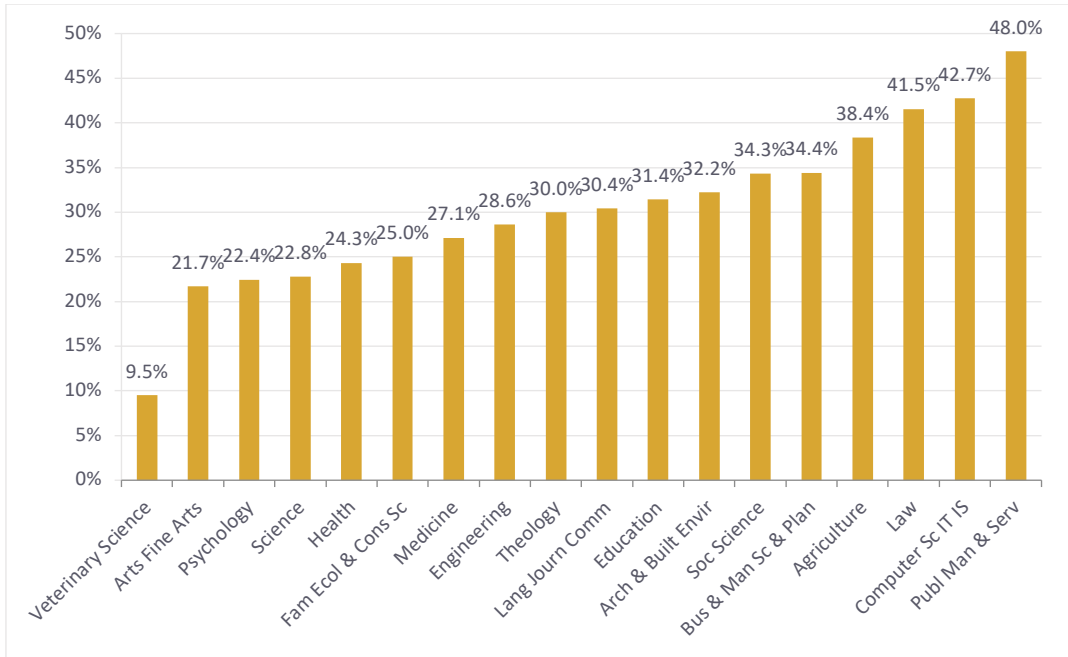
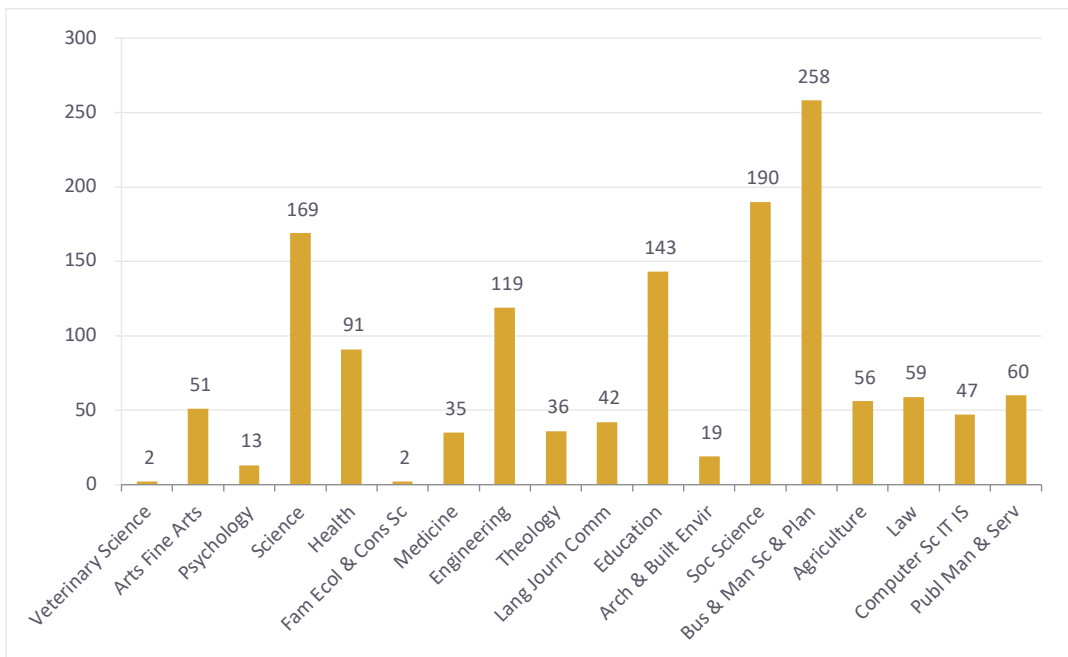


Figure 96: Headcount of the 2017 cohort doing Doctoral degrees that dropped out in 5 years (by 2021)



COHORT ANALYSES OF RESEARCH MASTER'S STUDENTS

Figure 97: Throughput rates by race for Doctoral degrees with first year of enrolment in 2017 (excluding UNISA) – non-accumulative.

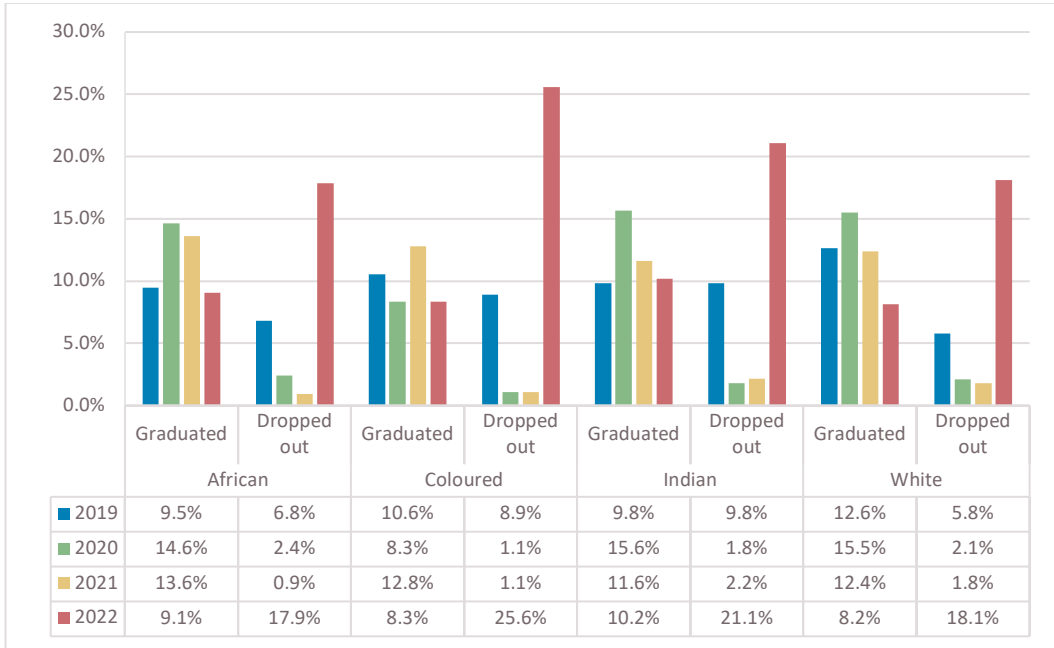
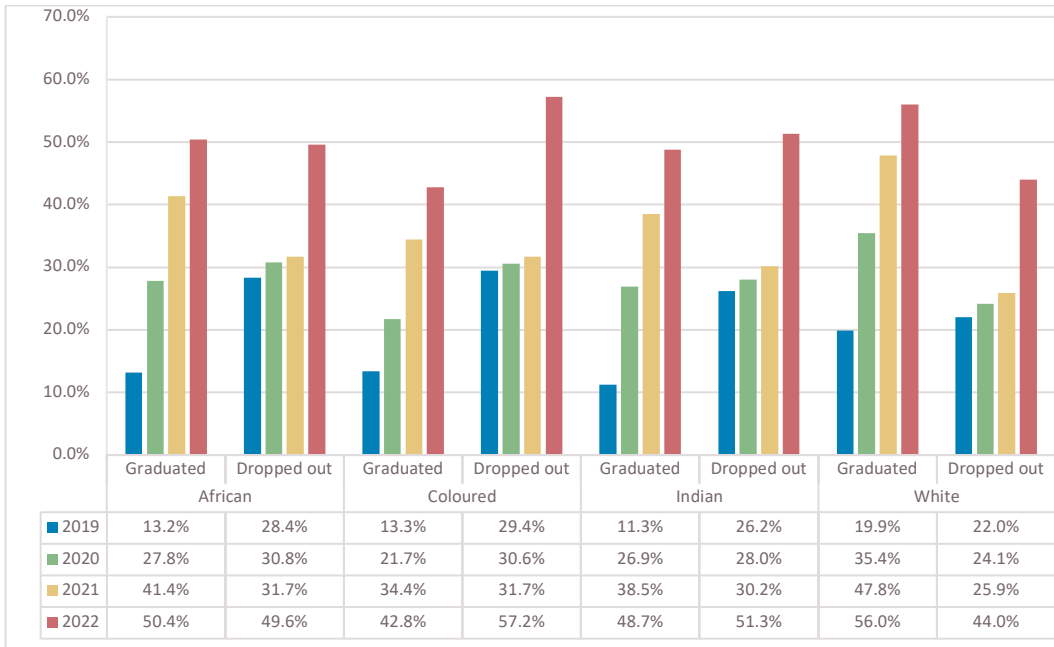


Figure 98: Throughput rates by race for Doctoral degrees with first year of enrolment in 2017 (excluding UNISA) – accumulative.



COHORT ANALYSES OF RESEARCH MASTER'S STUDENTS

Figure 99: Throughput rates by gender for Doctoral degrees with first year of enrolment in 2017 (excluding UNISA) - non-accumulative

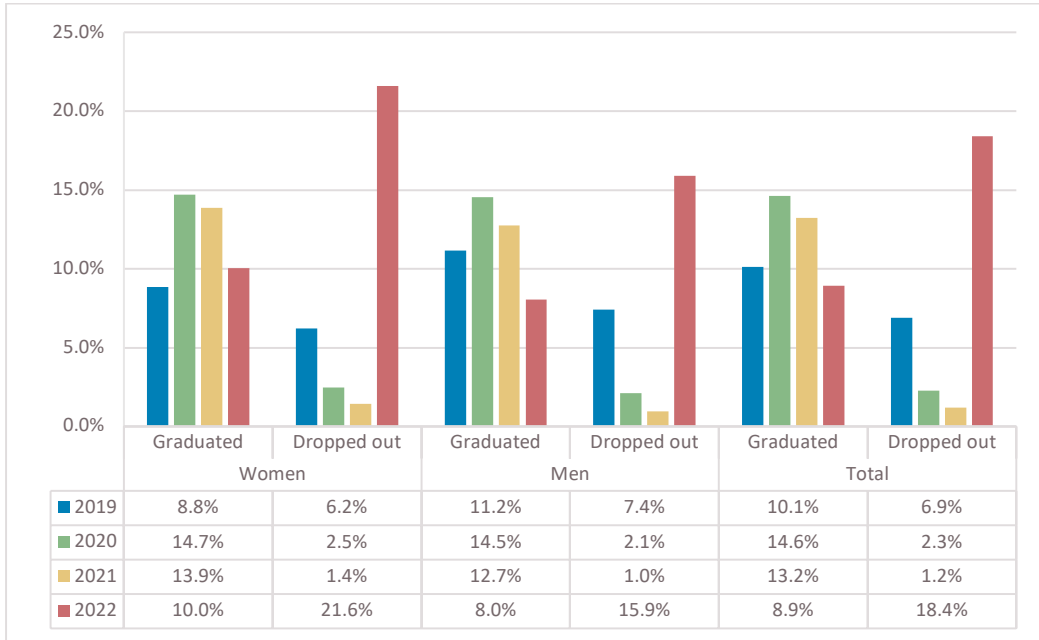


Figure 100: Throughput rates by gender for Doctoral degrees with first year of enrolment in 2017 (excluding UNISA) - accumulative

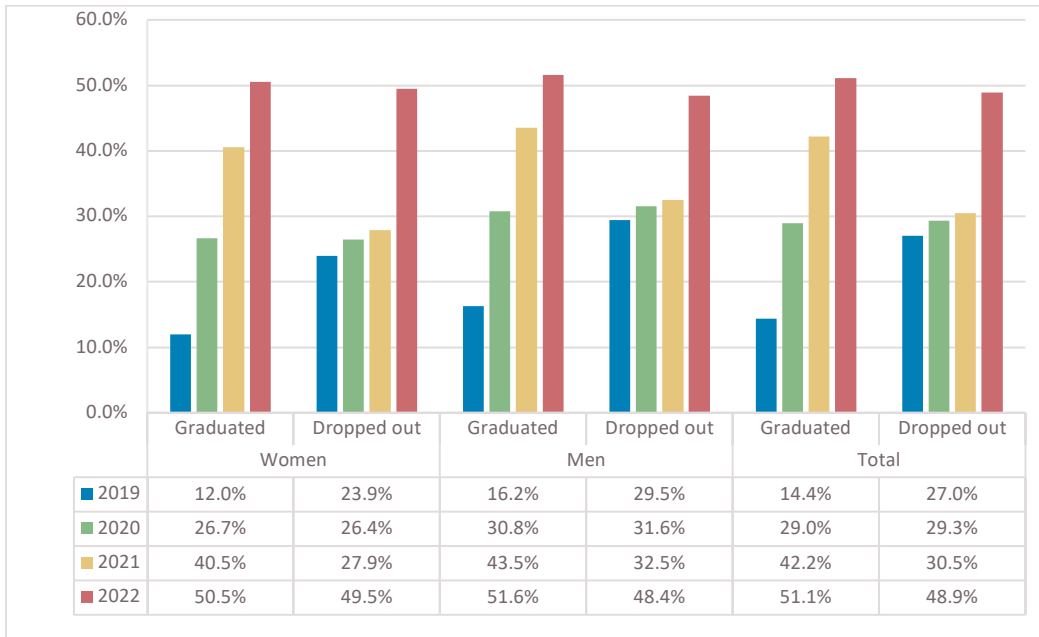


Figure 101: Doctoral Throughput per UoT, non-accumulative

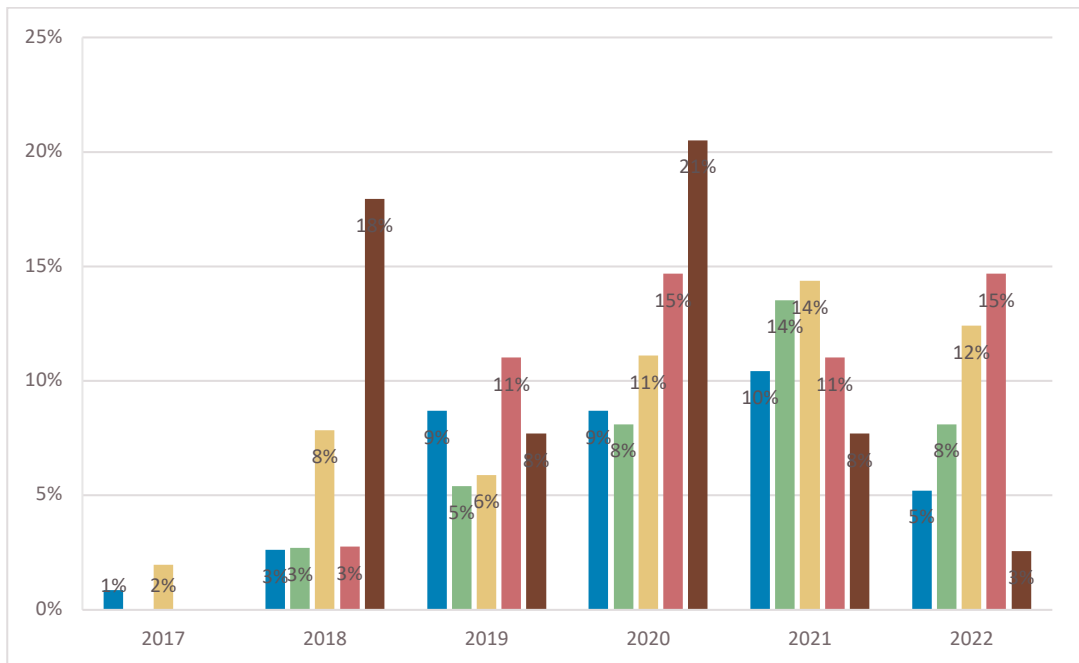


Figure 102: Doctoral Throughput per UoT, accumulative

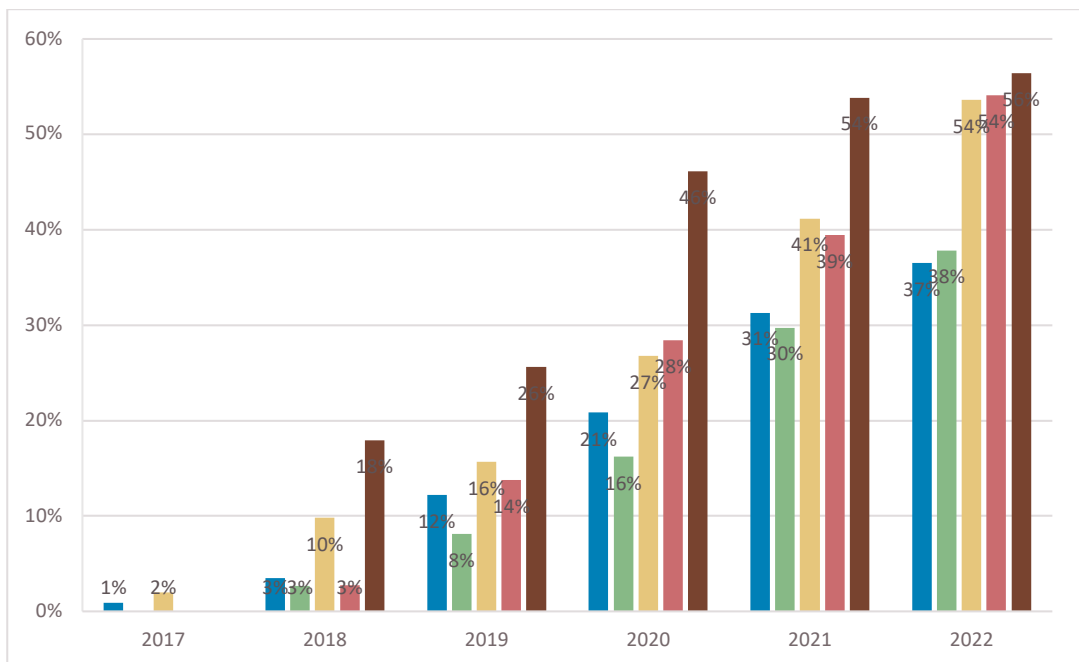


Figure 103: Doctoral Dropouts per UoT, non-accumulative

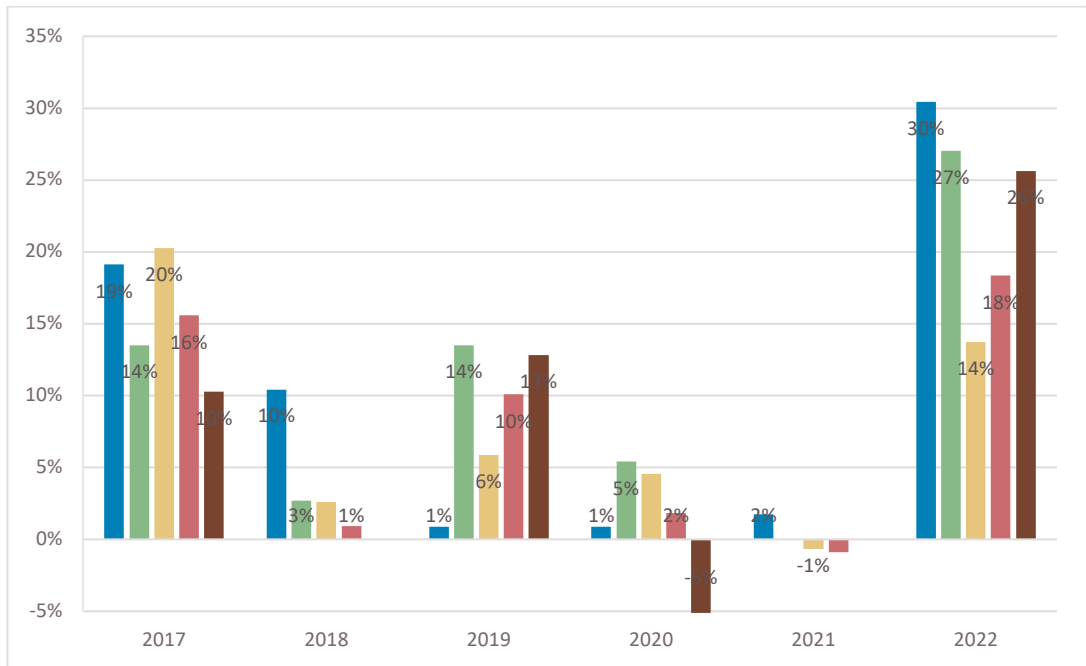


Figure 104: Doctoral Dropouts per UoT, accumulative

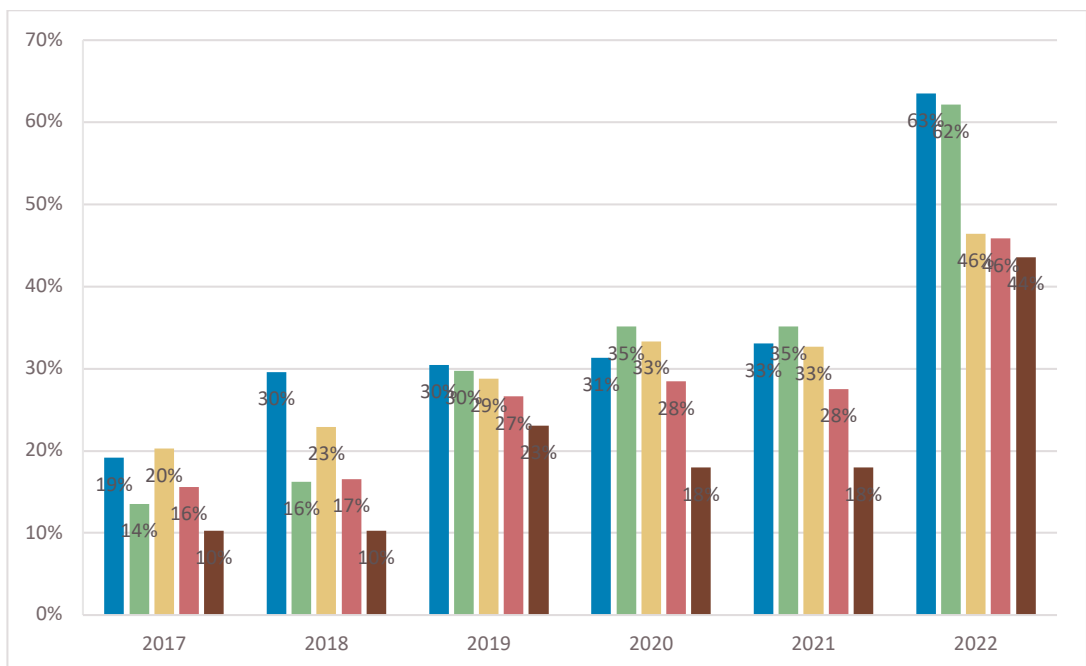


Figure 105: Doctoral Throughput per Traditional University, non-accumulative

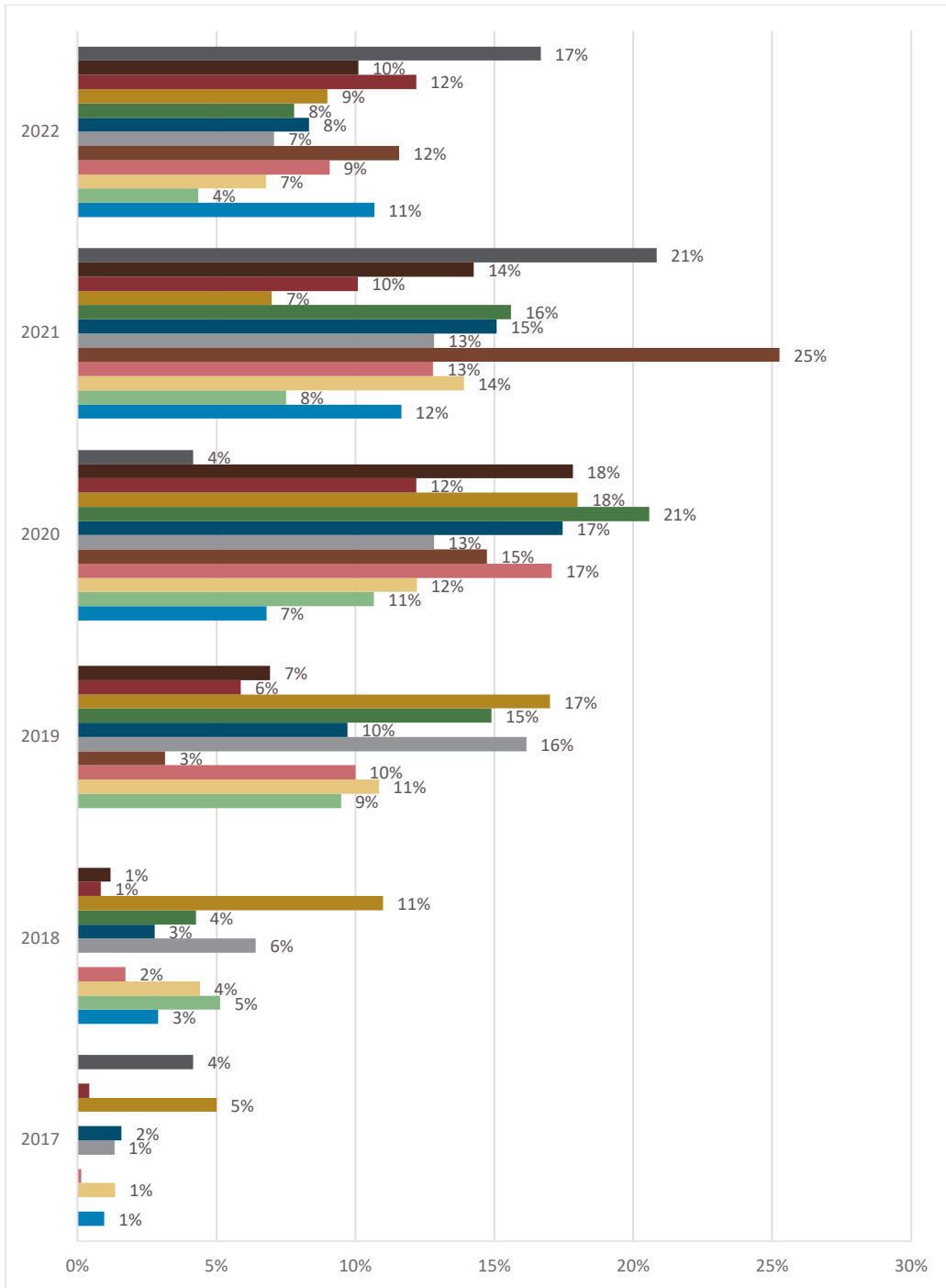


Figure 106: Doctoral Throughput per Traditional University, accumulative

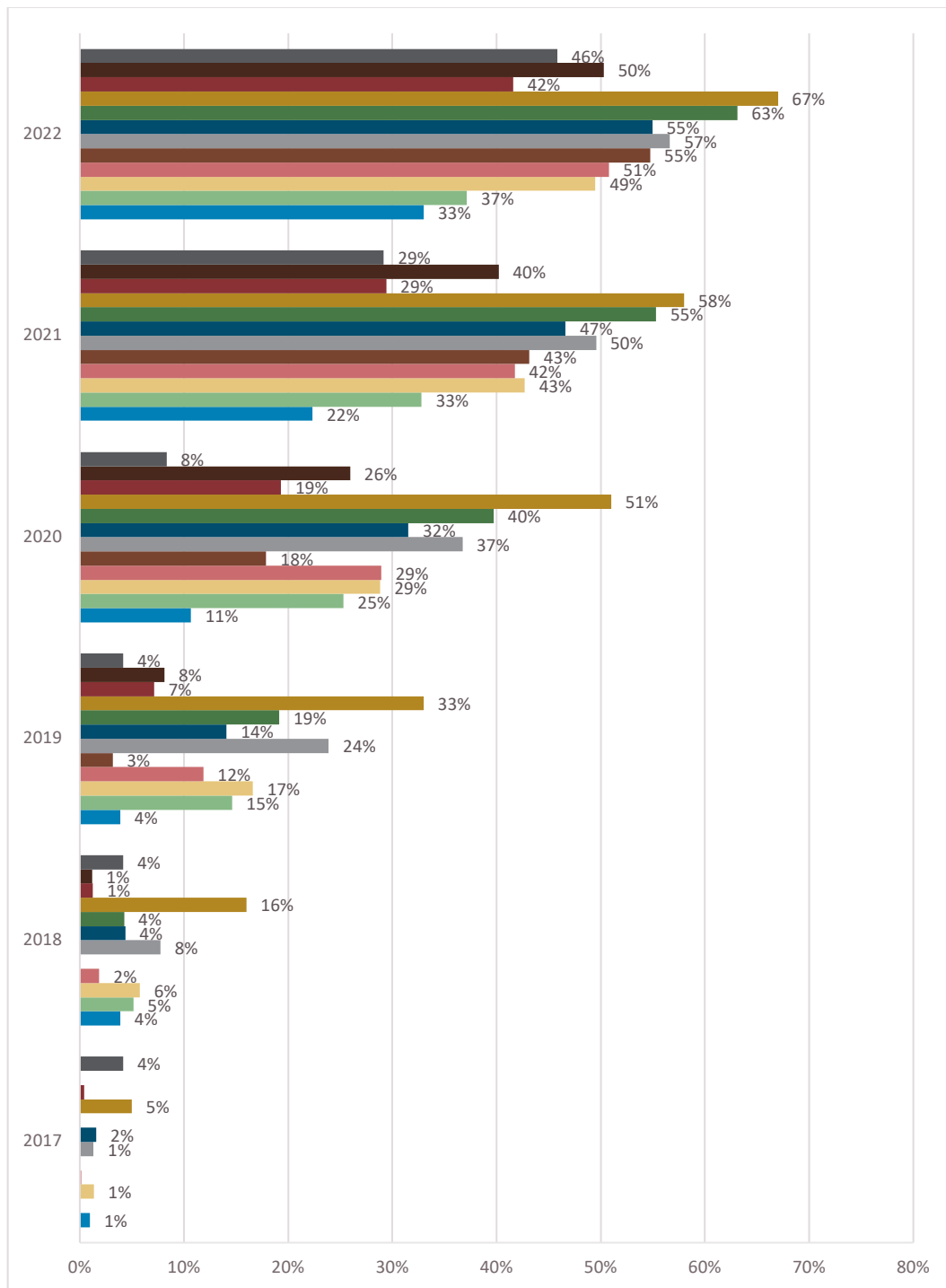


Figure 107: Doctoral Dropouts per Traditional University, non-accumulative

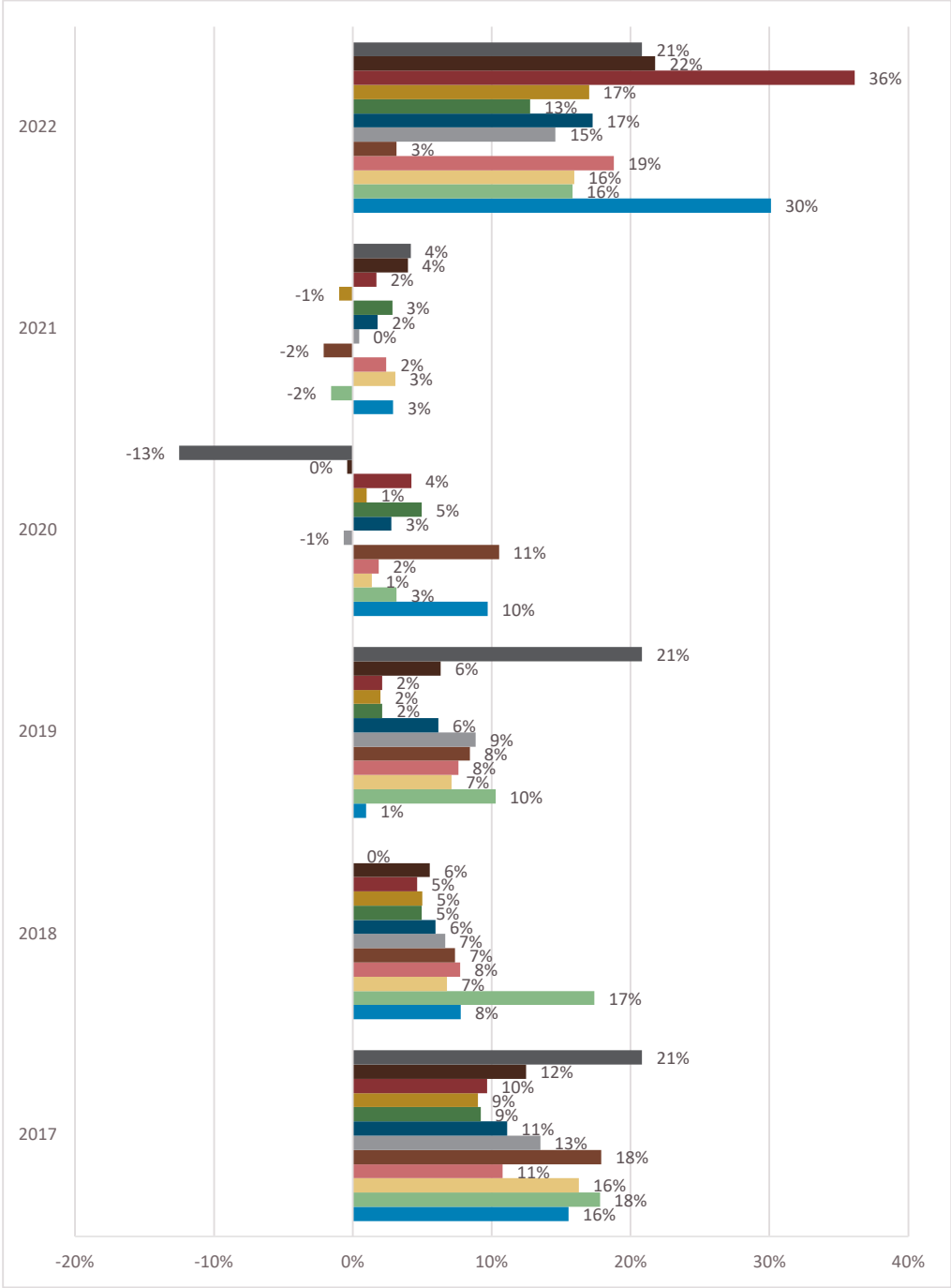


Figure 108: Doctoral Dropouts per Traditional University, accumulative

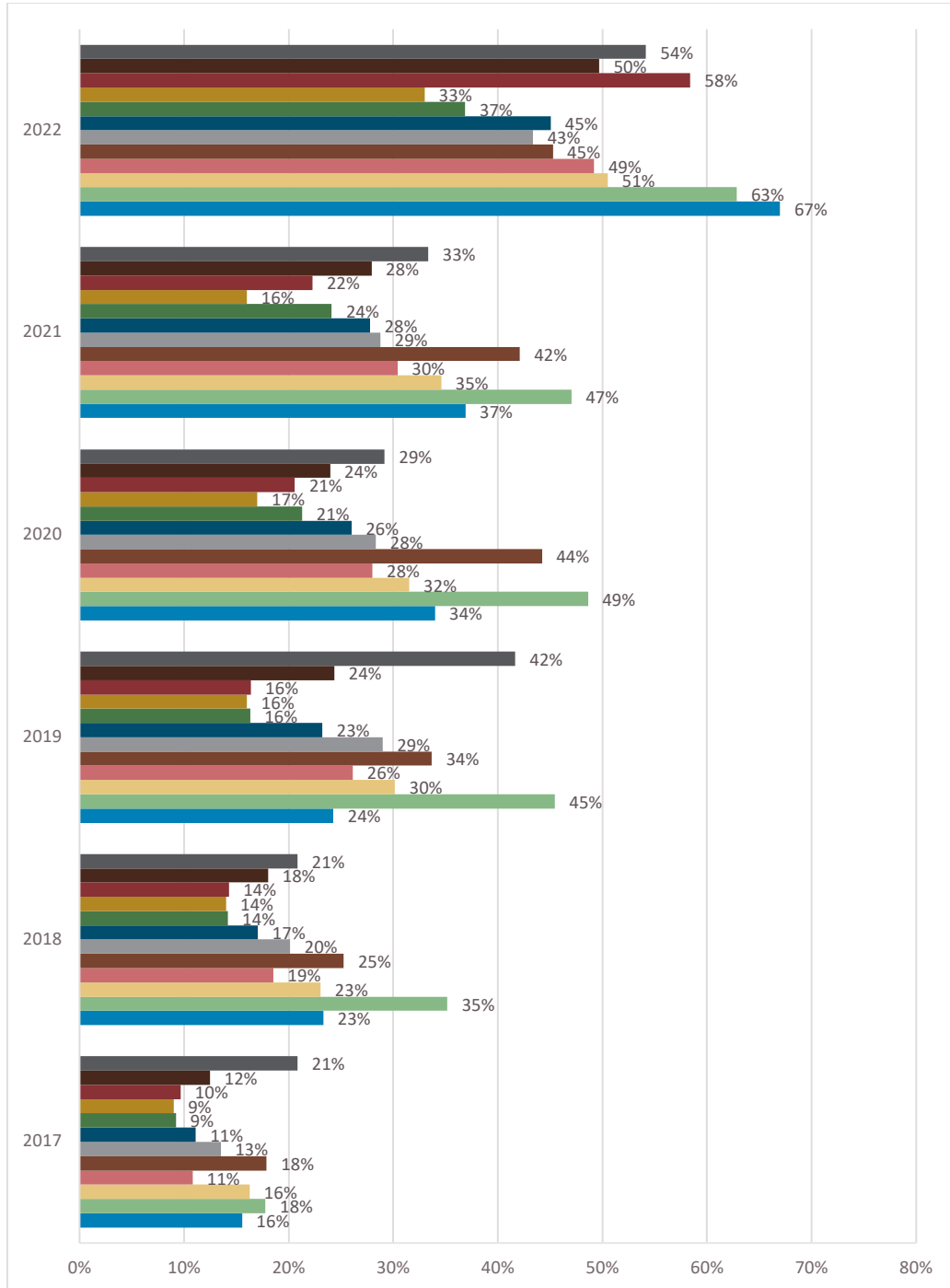


Figure 109: Doctoral Throughput per Comprehensive University, non-accumulative

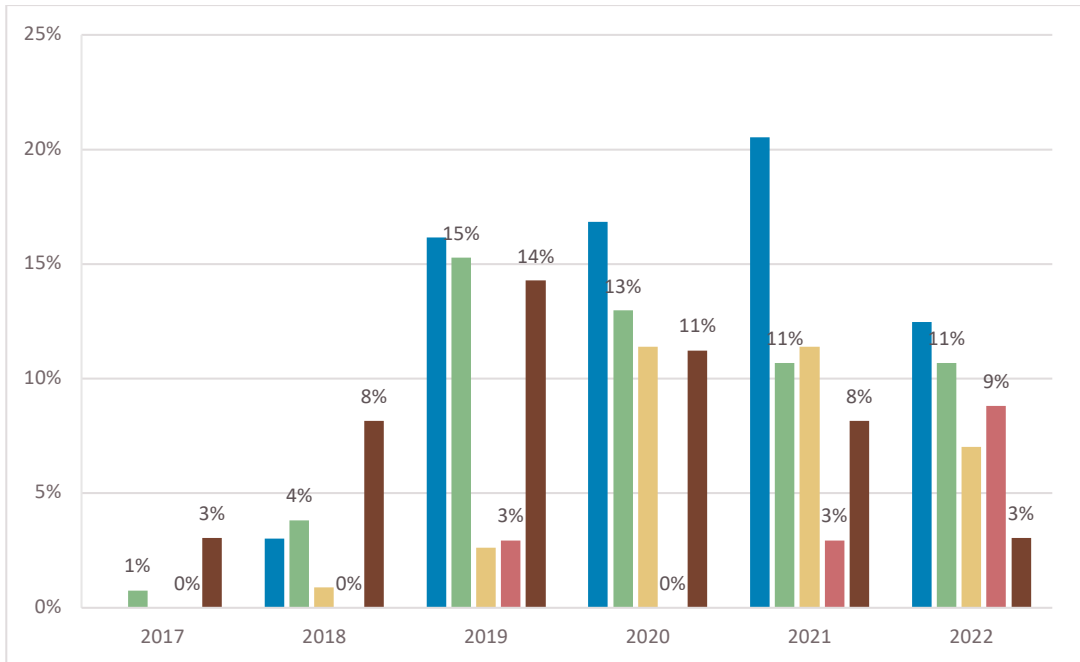


Figure 110: Doctoral Throughput per Comprehensive University, accumulative

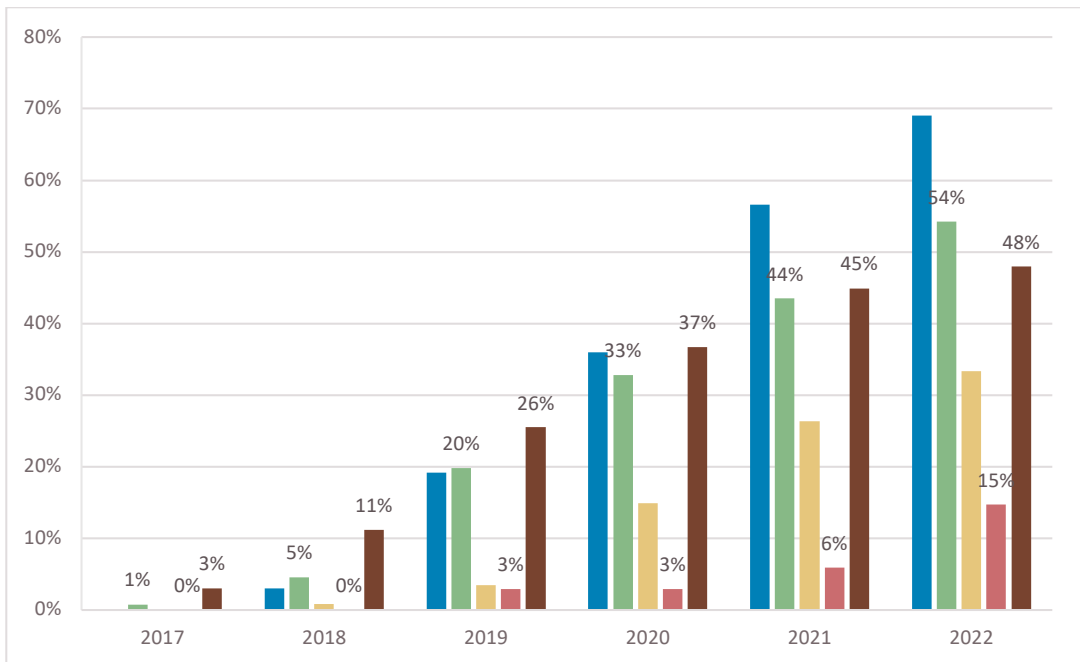


Figure 111: Doctoral Dropouts per Comprehensive University, non-accumulative

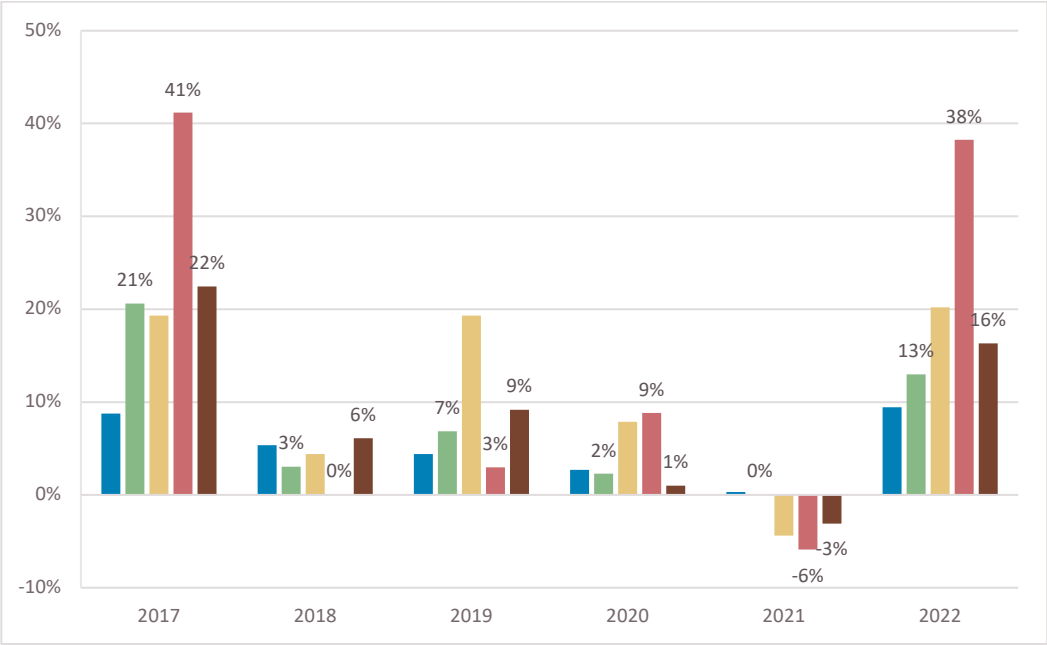
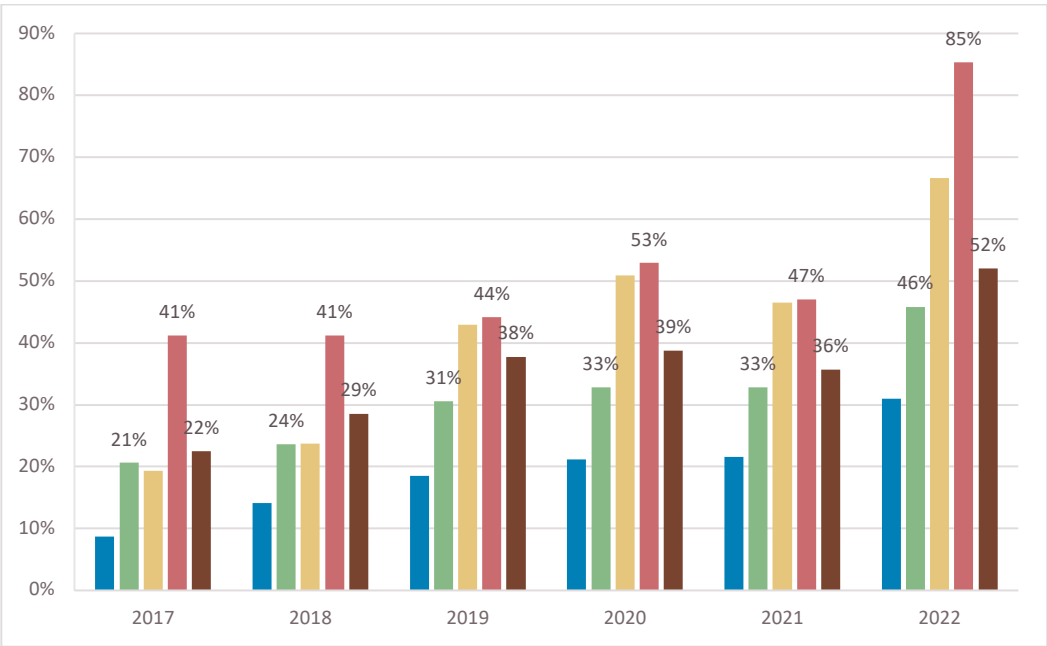


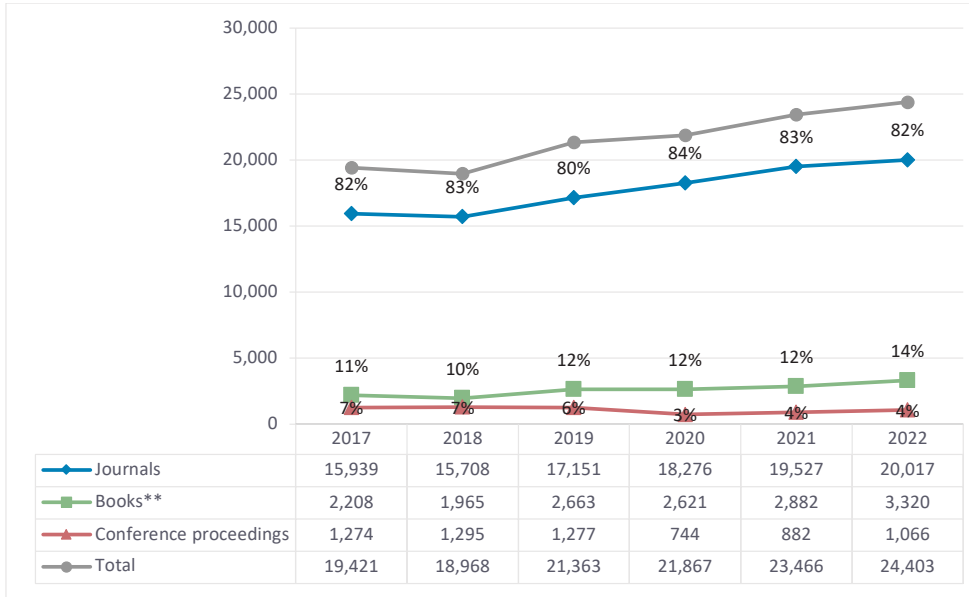
Figure 112: Doctoral Dropouts per Comprehensive University, accumulative



RESEARCH OUTPUT AND OUTPUT GRANTS

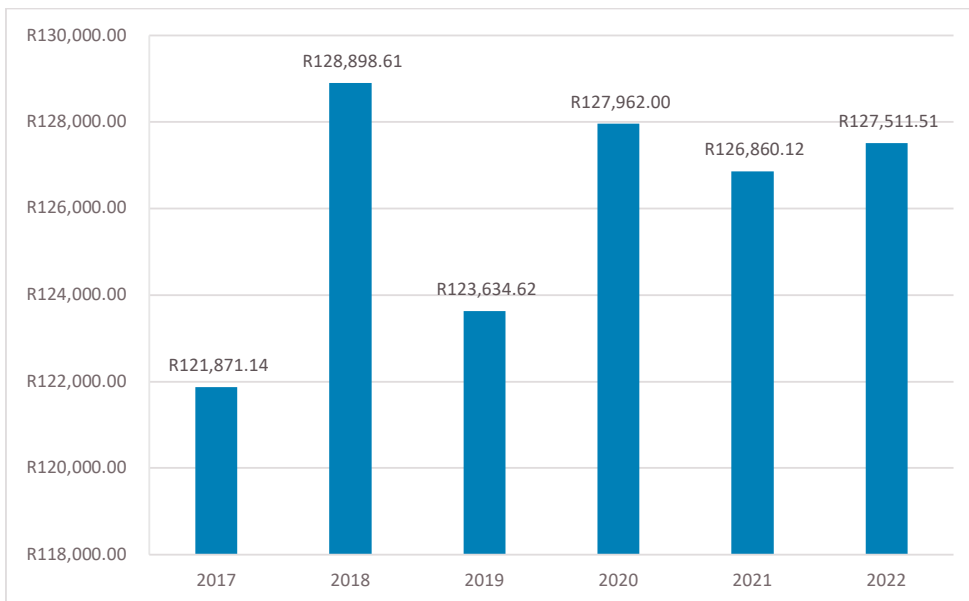
RESEARCH OUTPUT AND OUTPUT GRANTS

Figure 113: Research output units by publication type



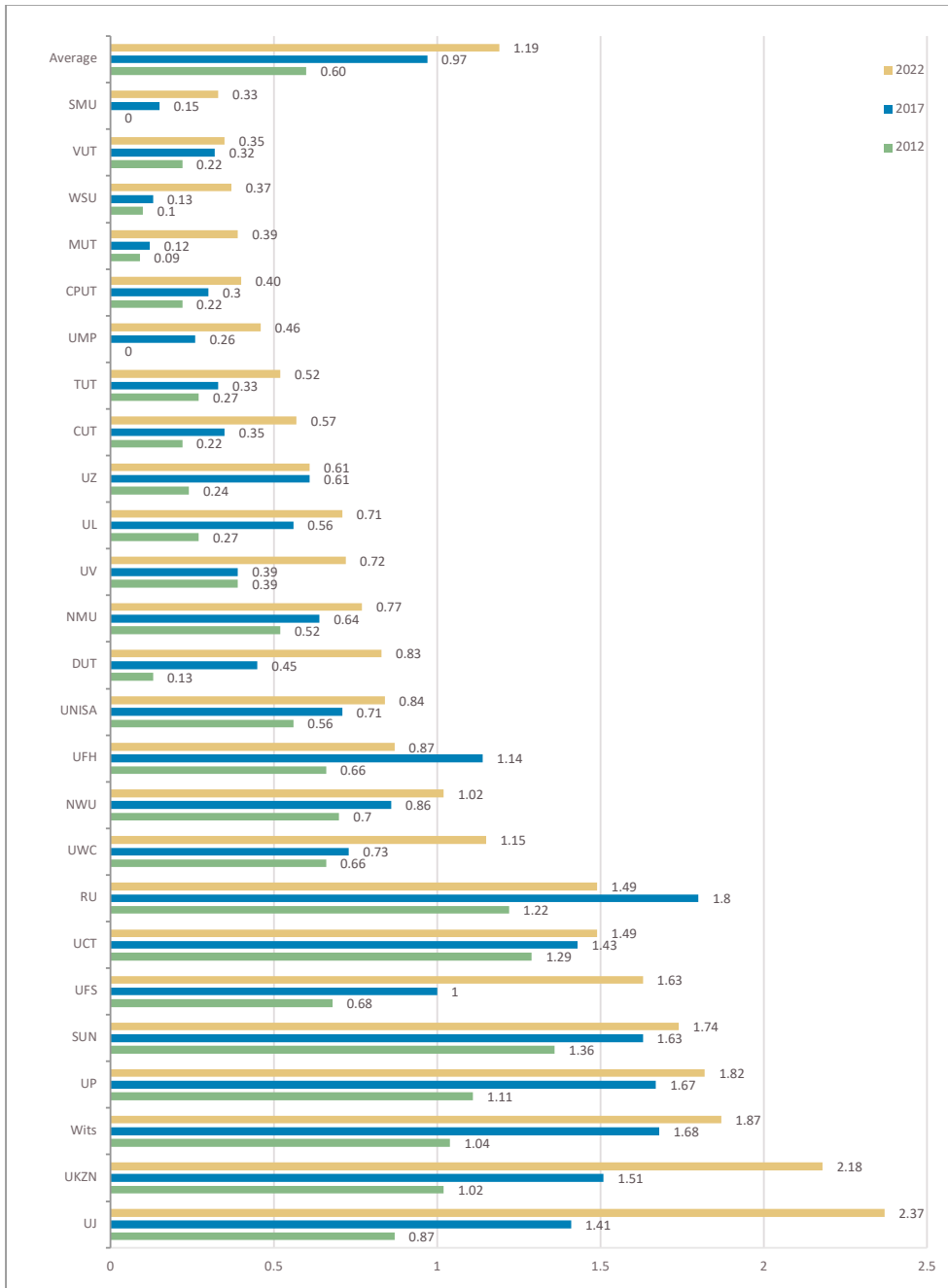
The 2022 RO Report, on page 11 and paragraph 1.2.2 states that the CESM has been minimised, because it is a tool for subsidy allocations and not suitable for research outputs, therefore this publication does not show the research output per CESM category anymore.

Figure 114: Value per research output unit



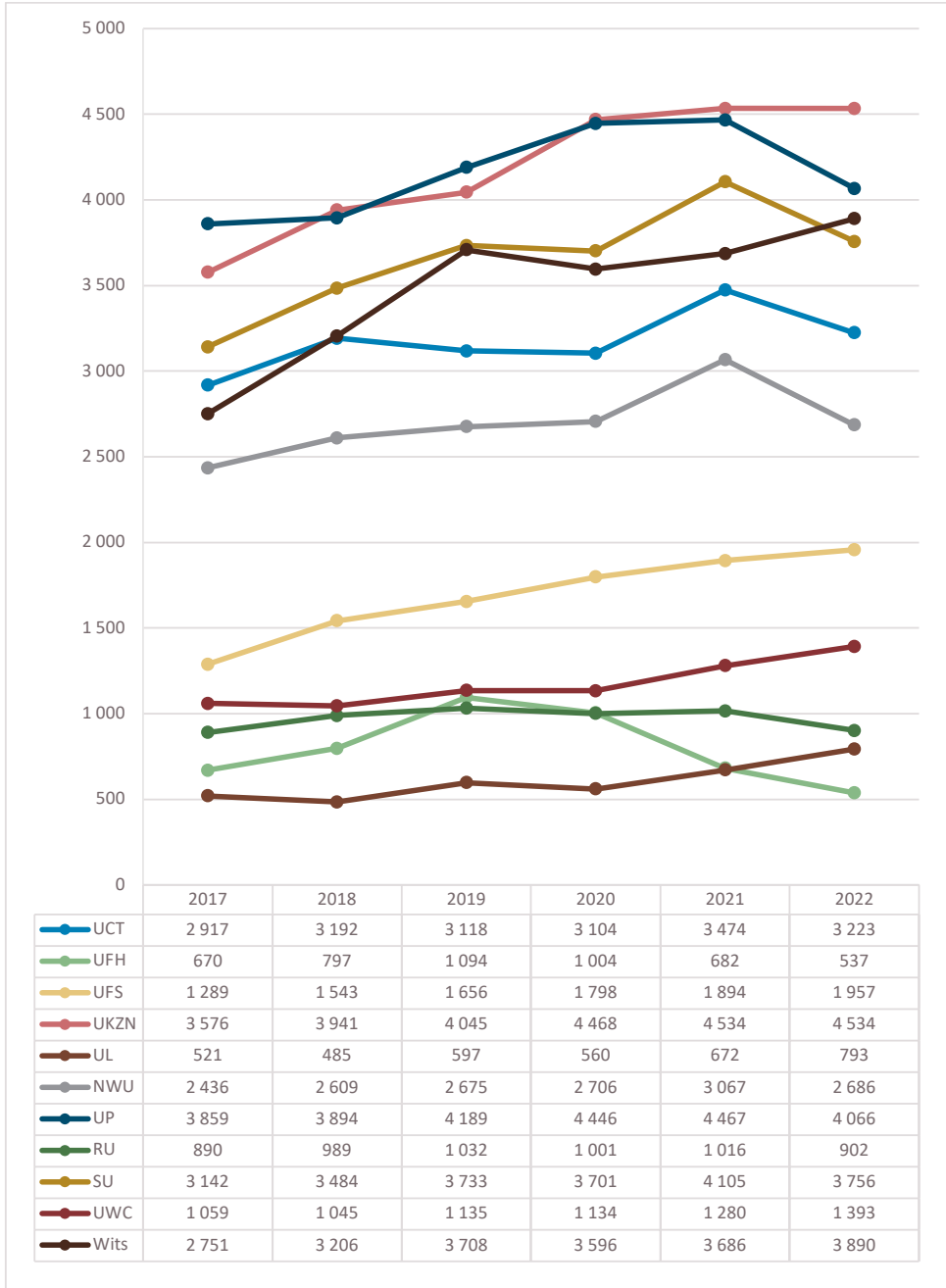
RESEARCH OUTPUT AND OUTPUT GRANTS

Figure 115: Research output units per capita by institution



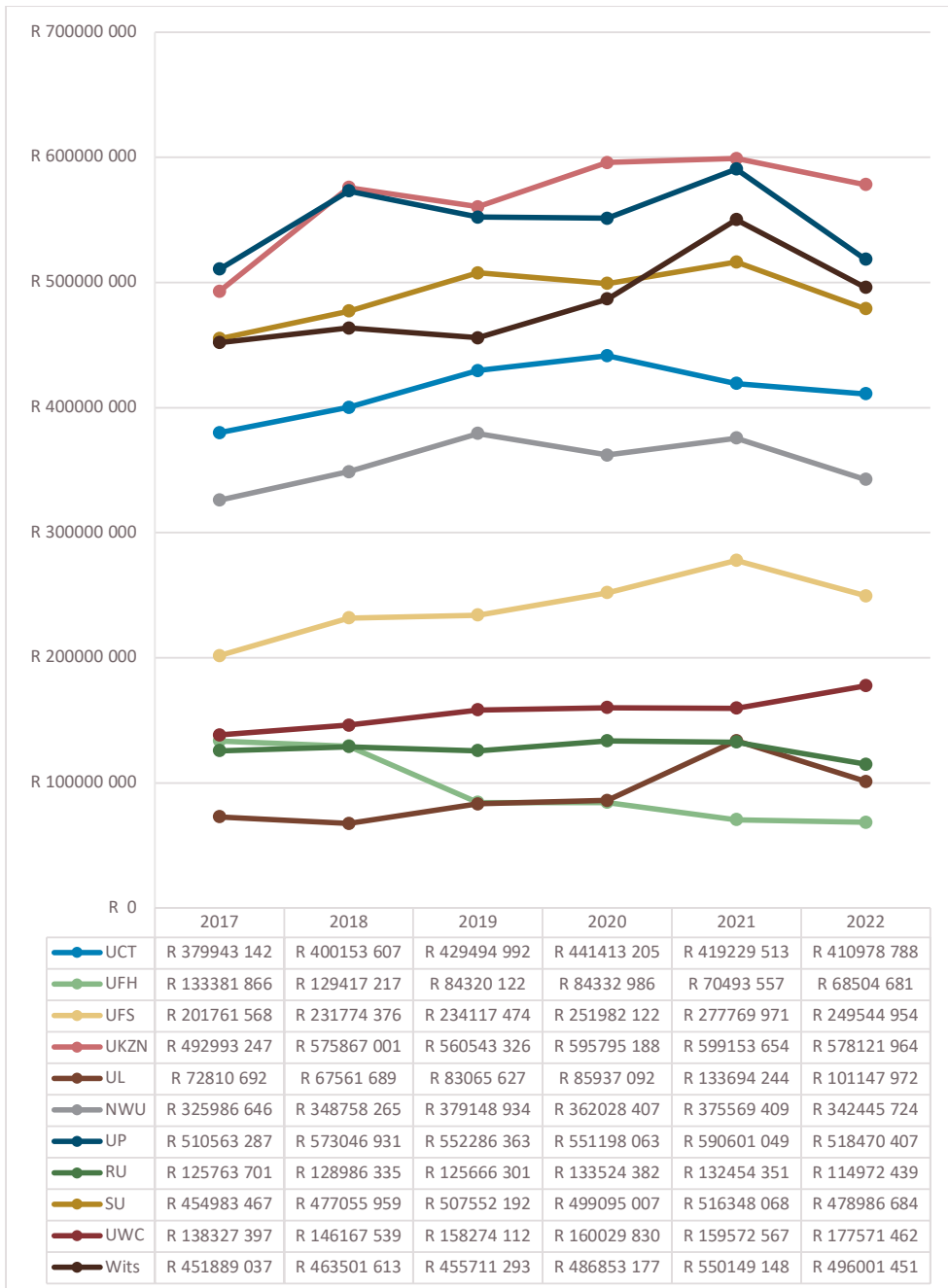
RESEARCH OUTPUT AND OUTPUT GRANTS

Figure 116: Weighted Actual Research Output Units: TUs



RESEARCH OUTPUT AND OUTPUT GRANTS

Figure 117: Actual Research Output Grants: TUs



RESEARCH OUTPUT AND OUTPUT GRANTS

Figure 118: Weighted Actual Research Output Units: UoTs

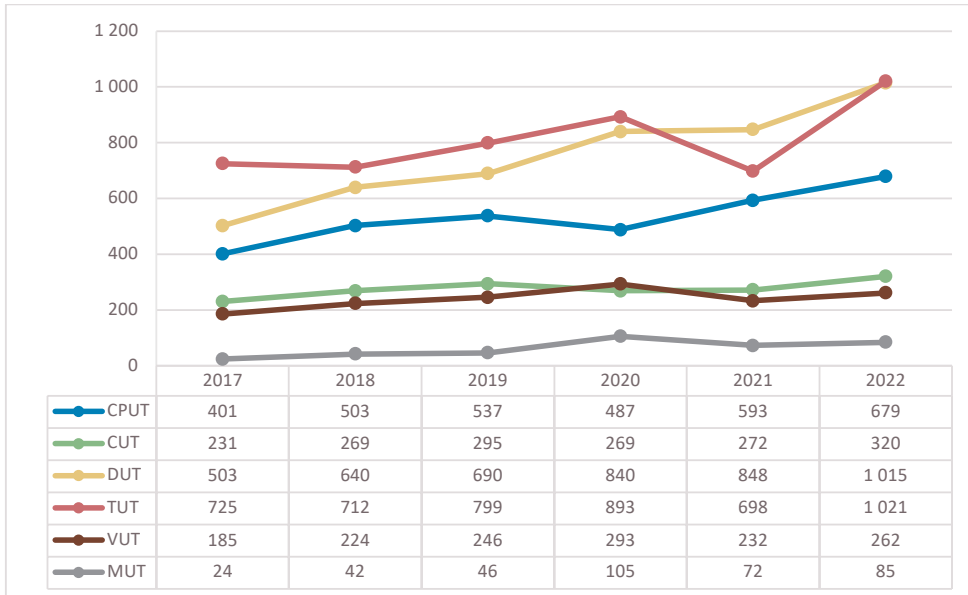
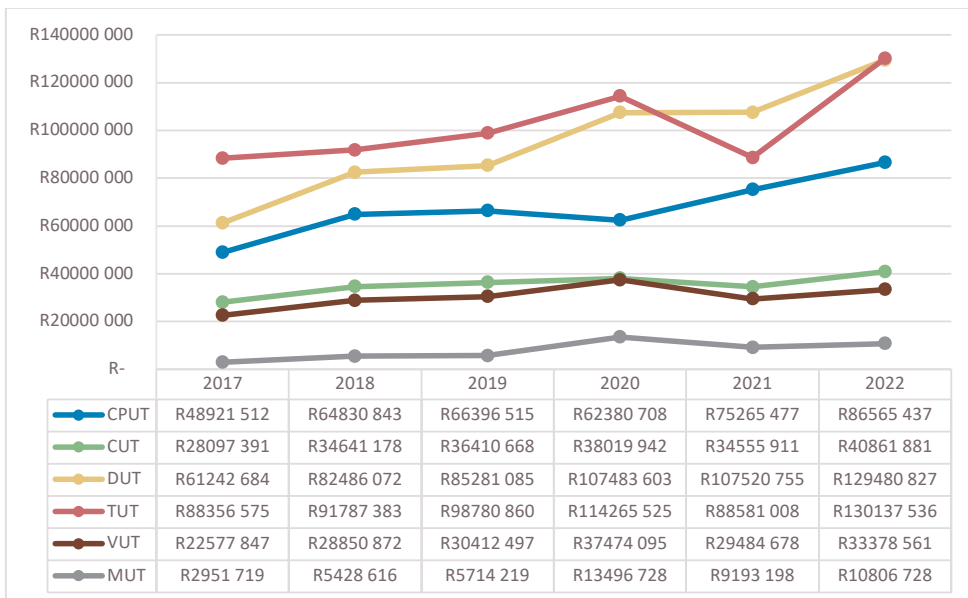


Figure 119: Actual Research Output Grants: UoTs



RESEARCH OUTPUT AND OUTPUT GRANTS

Figure 120: Weighted Actual Research Output Units: CUs

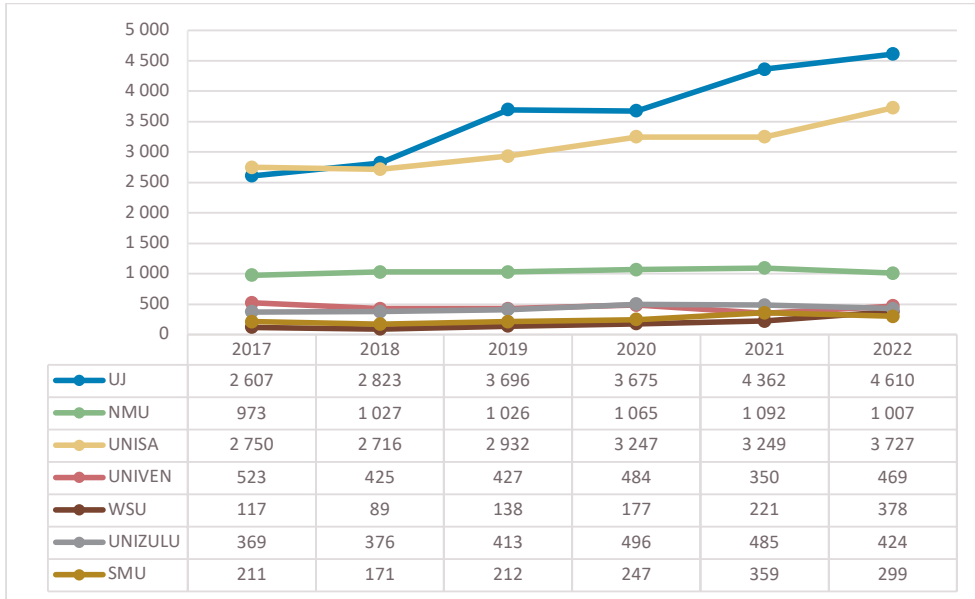


Figure 121: Actual Research Output Grants: CUs

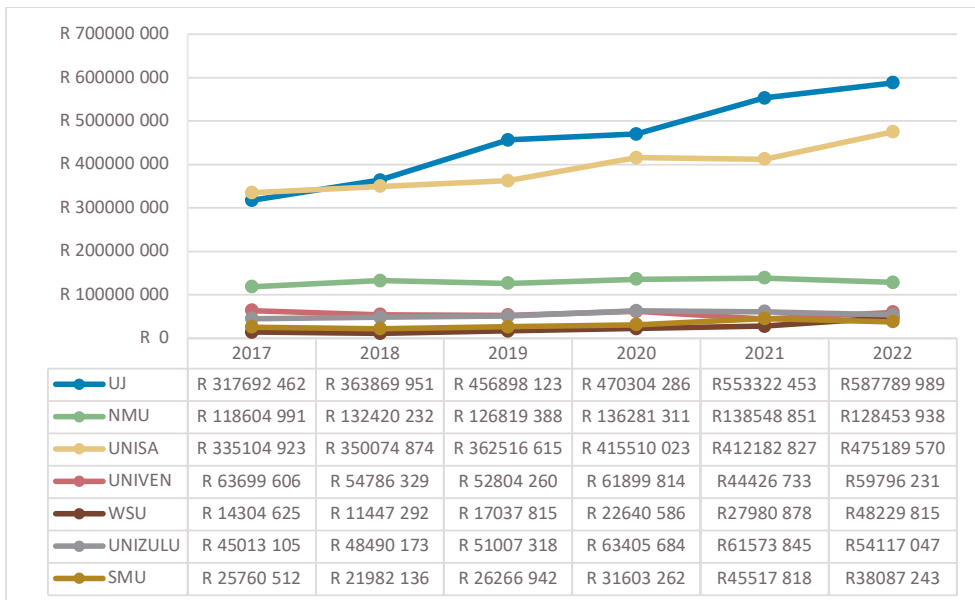
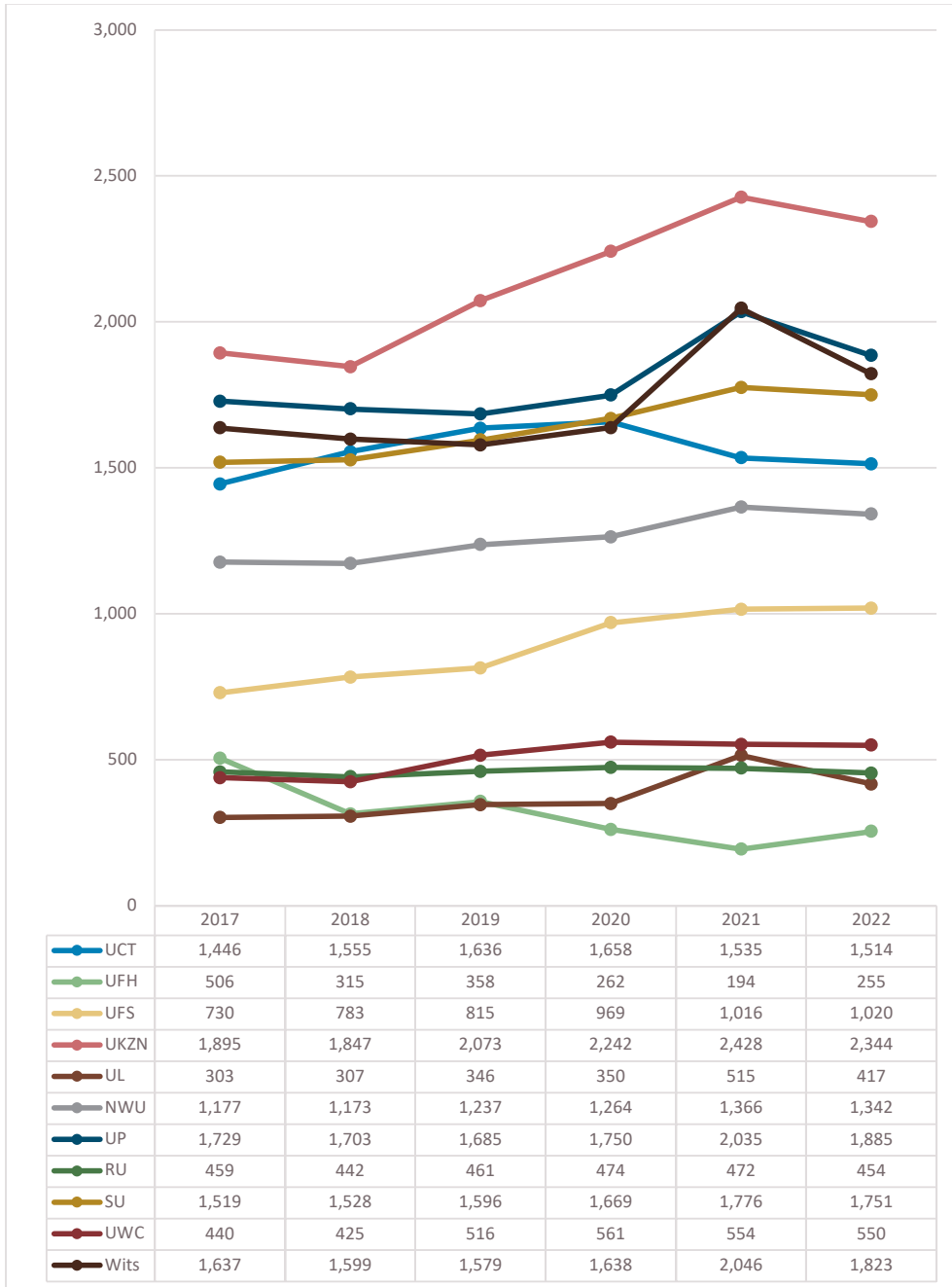


Figure 122: Journal Article research output units: TUs



RESEARCH OUTPUT AND OUTPUT GRANTS

Figure 123: Journal Article research output grants: TUs

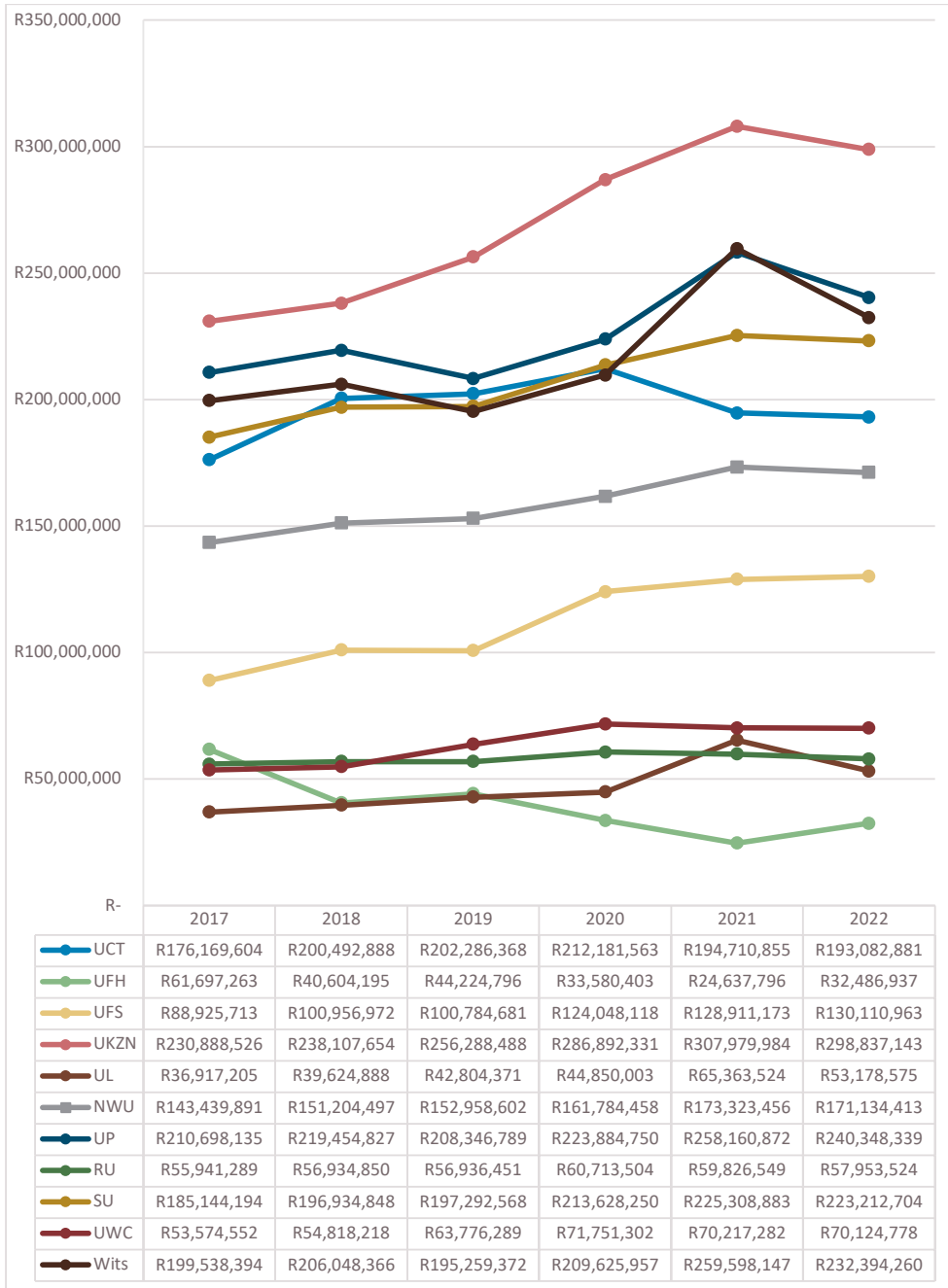


Figure 124: Journal Article research output units: UoTs

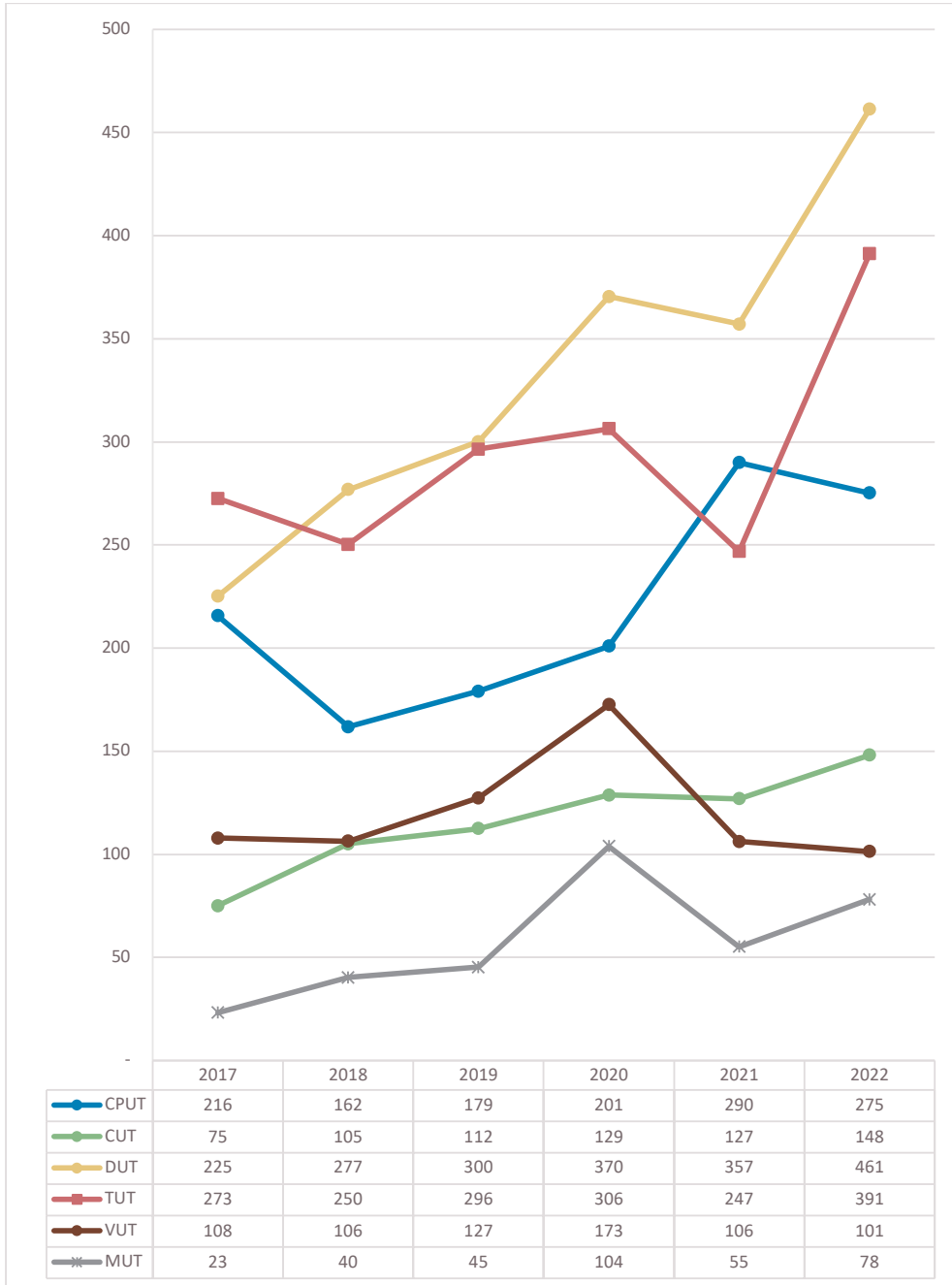


Figure 125: Journal Article research output grants: UoTs

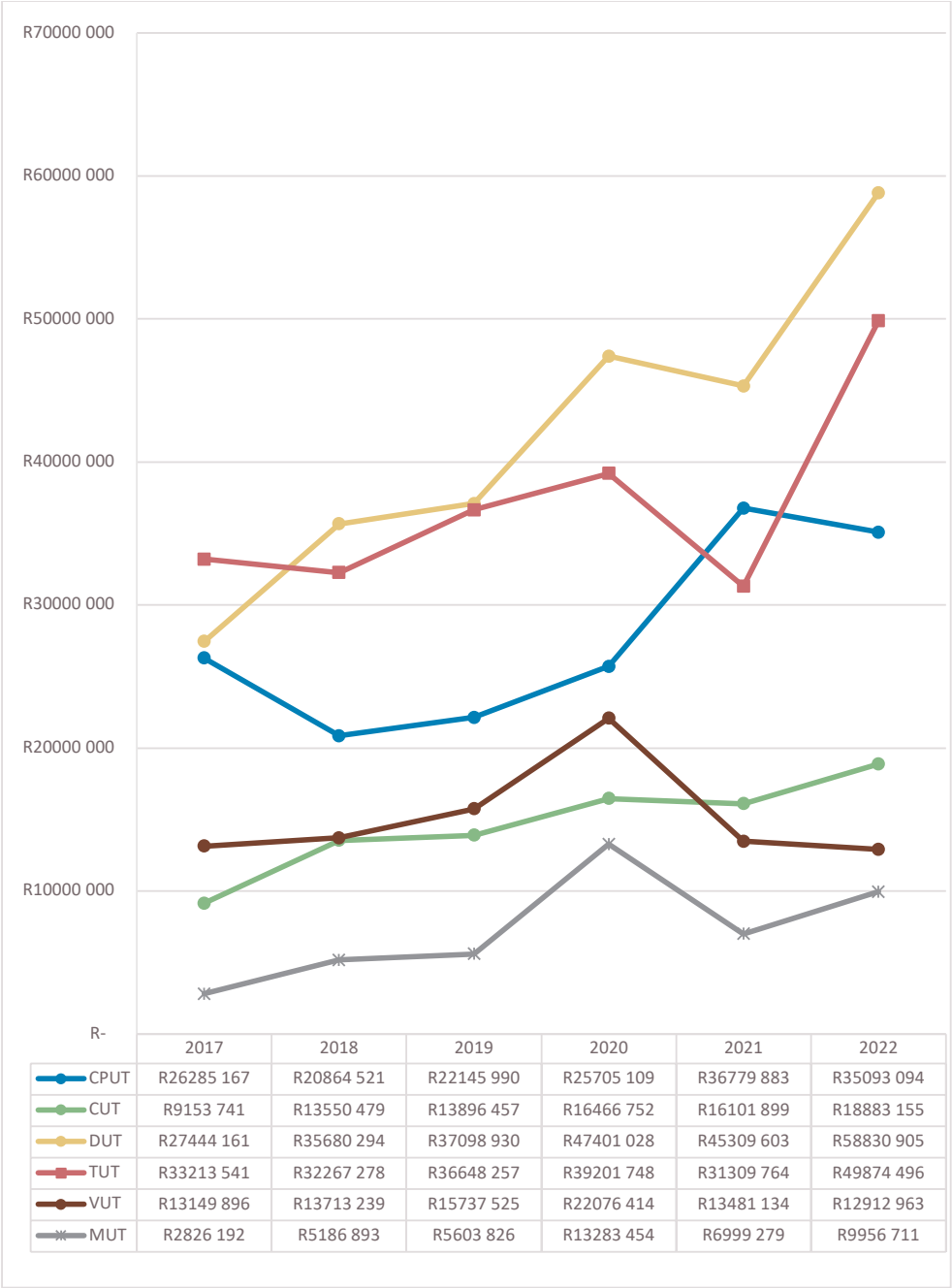
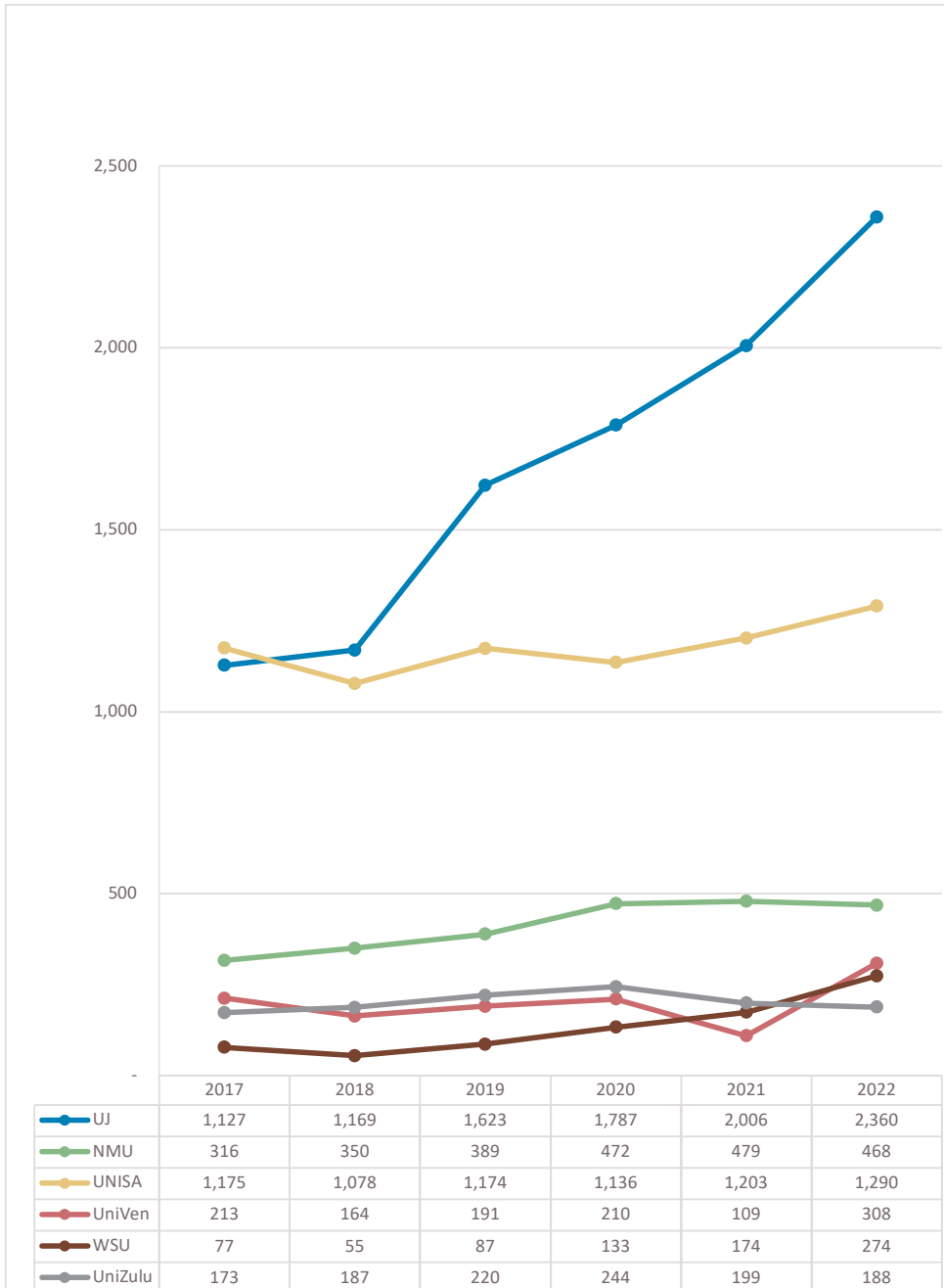


Figure 126: Journal Article research output units: CUs



RESEARCH OUTPUT AND OUTPUT GRANTS

Figure 127: Journal Article research output grants: CUs

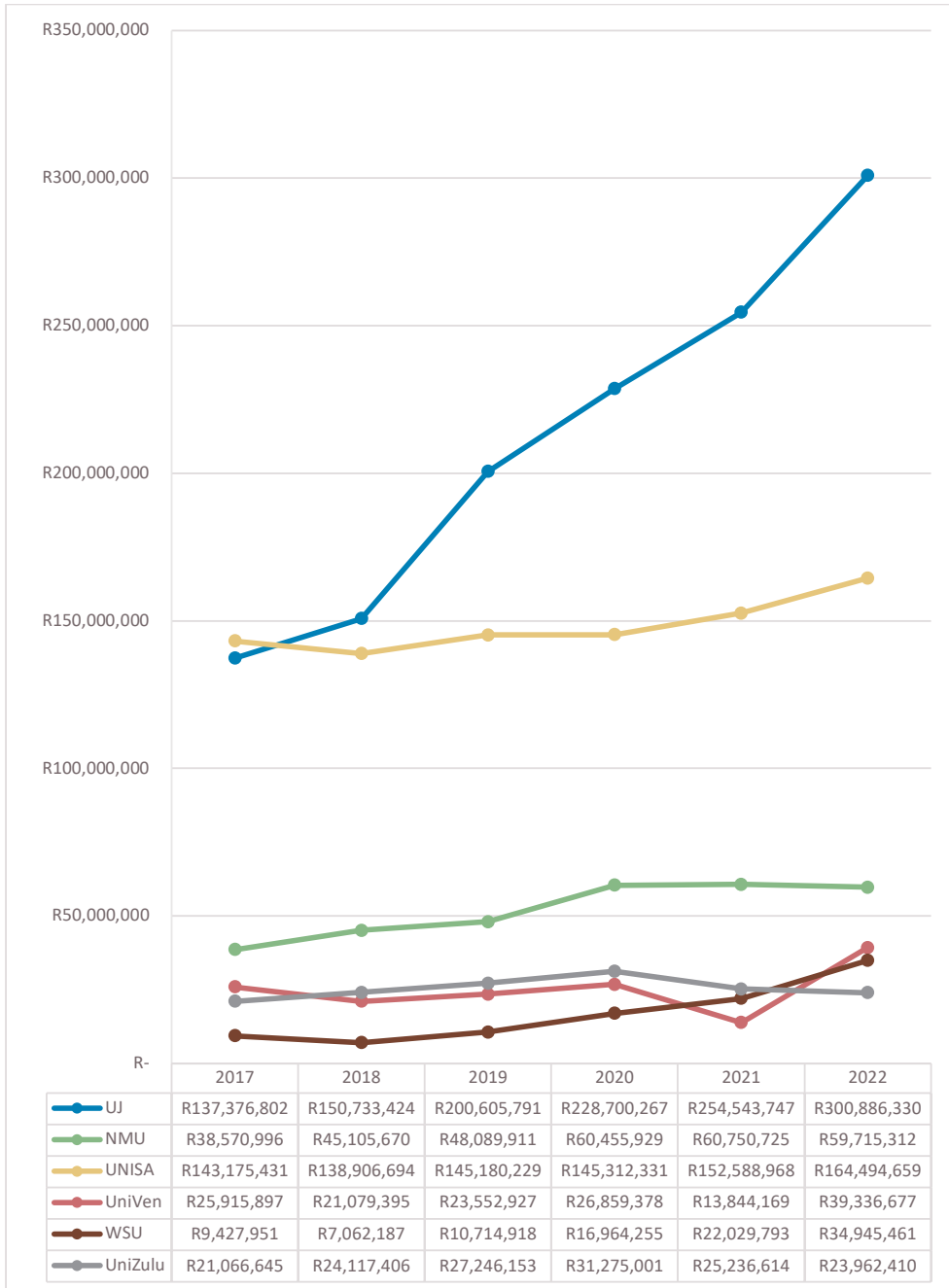
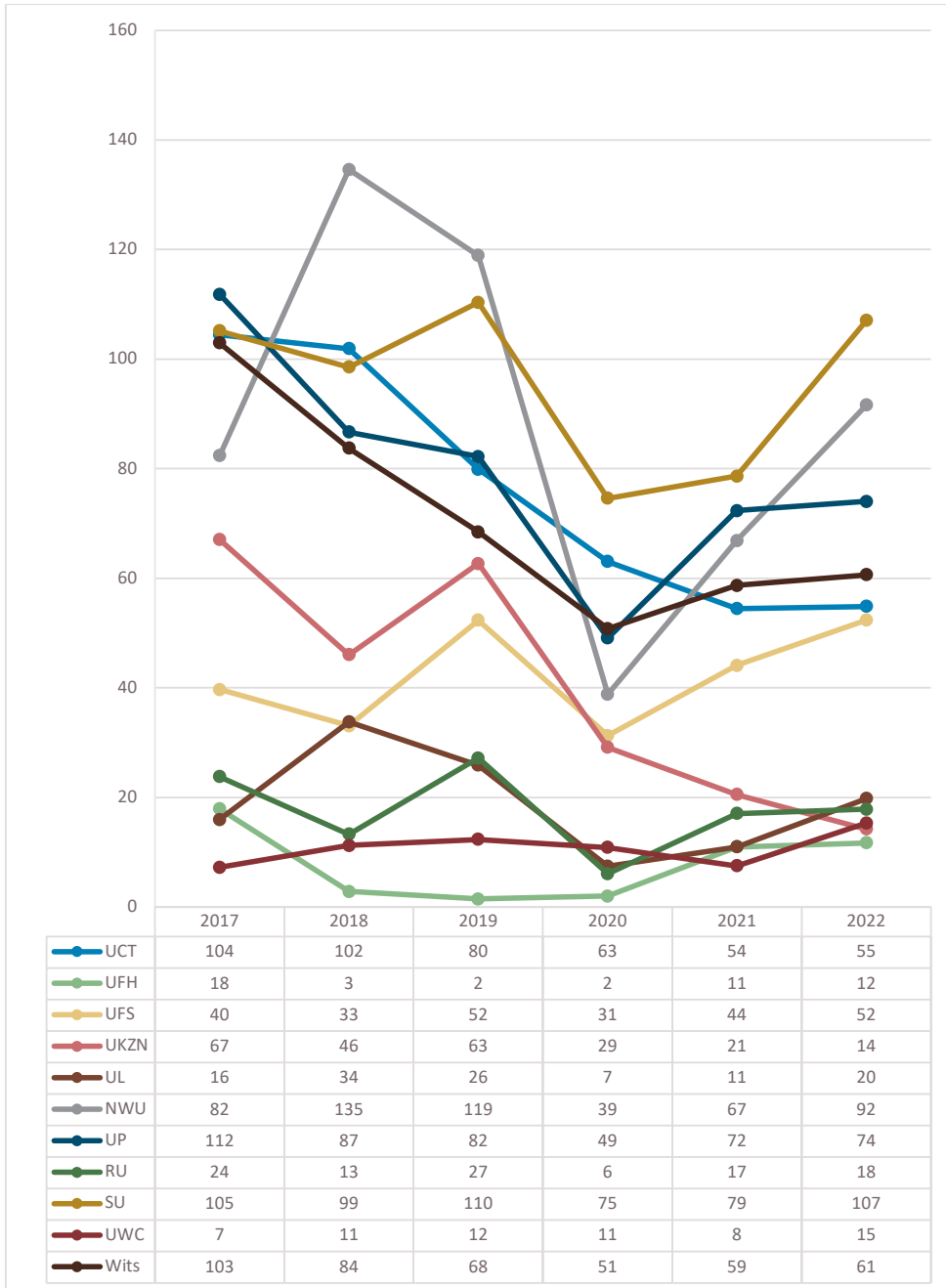
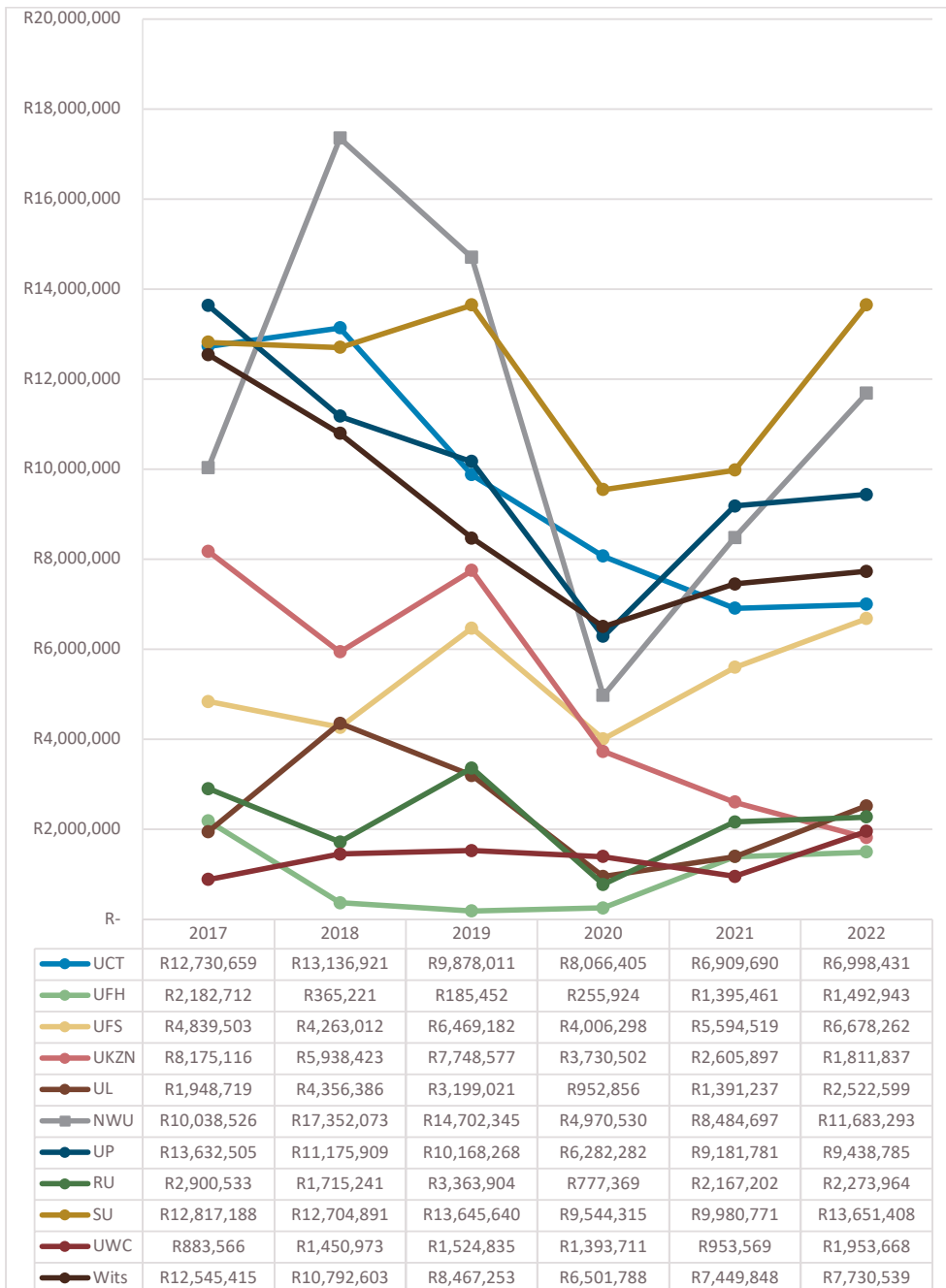


Figure 128: Conference proceedings research output units: TUs



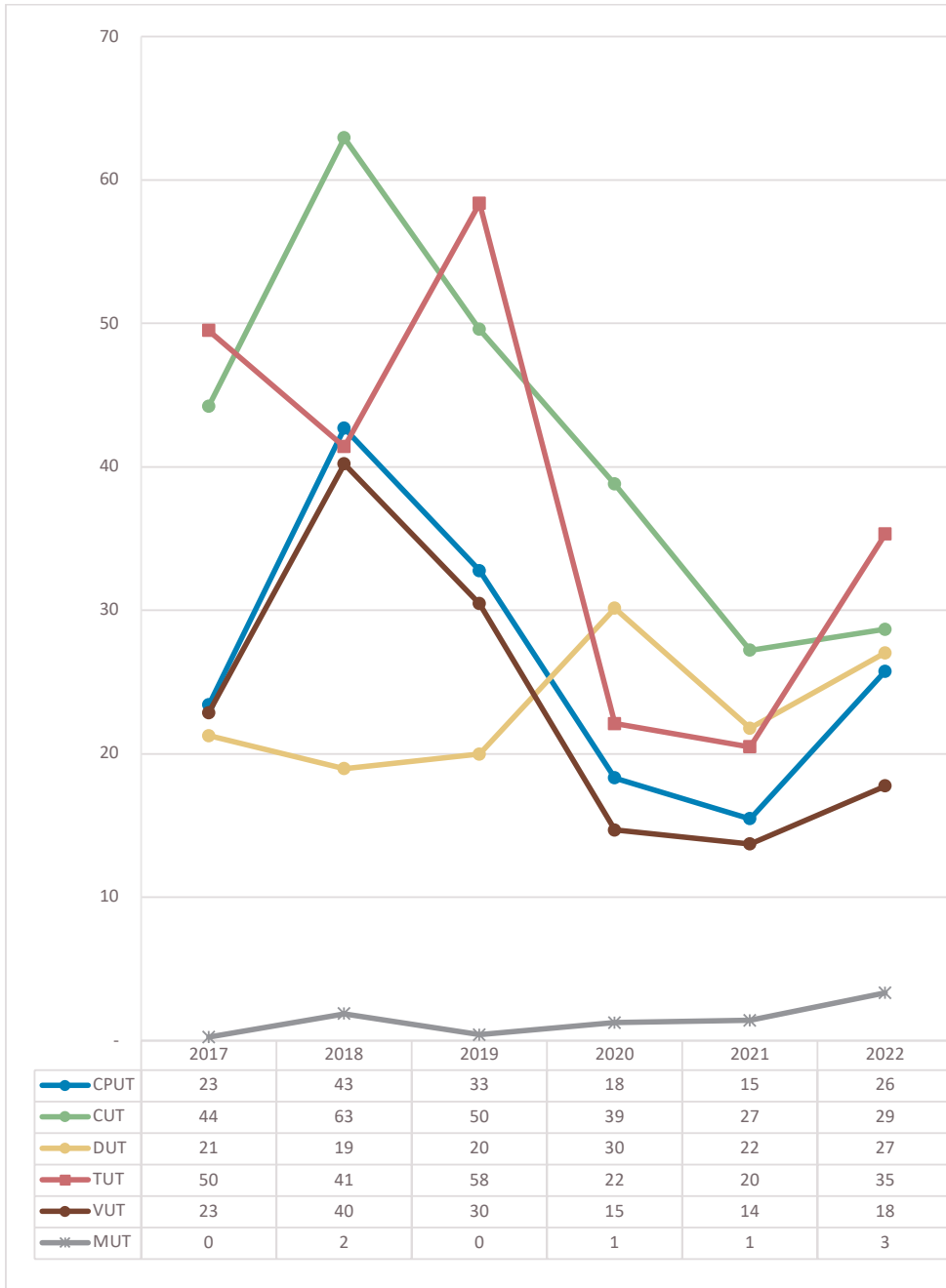
RESEARCH OUTPUT AND OUTPUT GRANTS

Figure 129: Conference proceedings research output grants: TUs



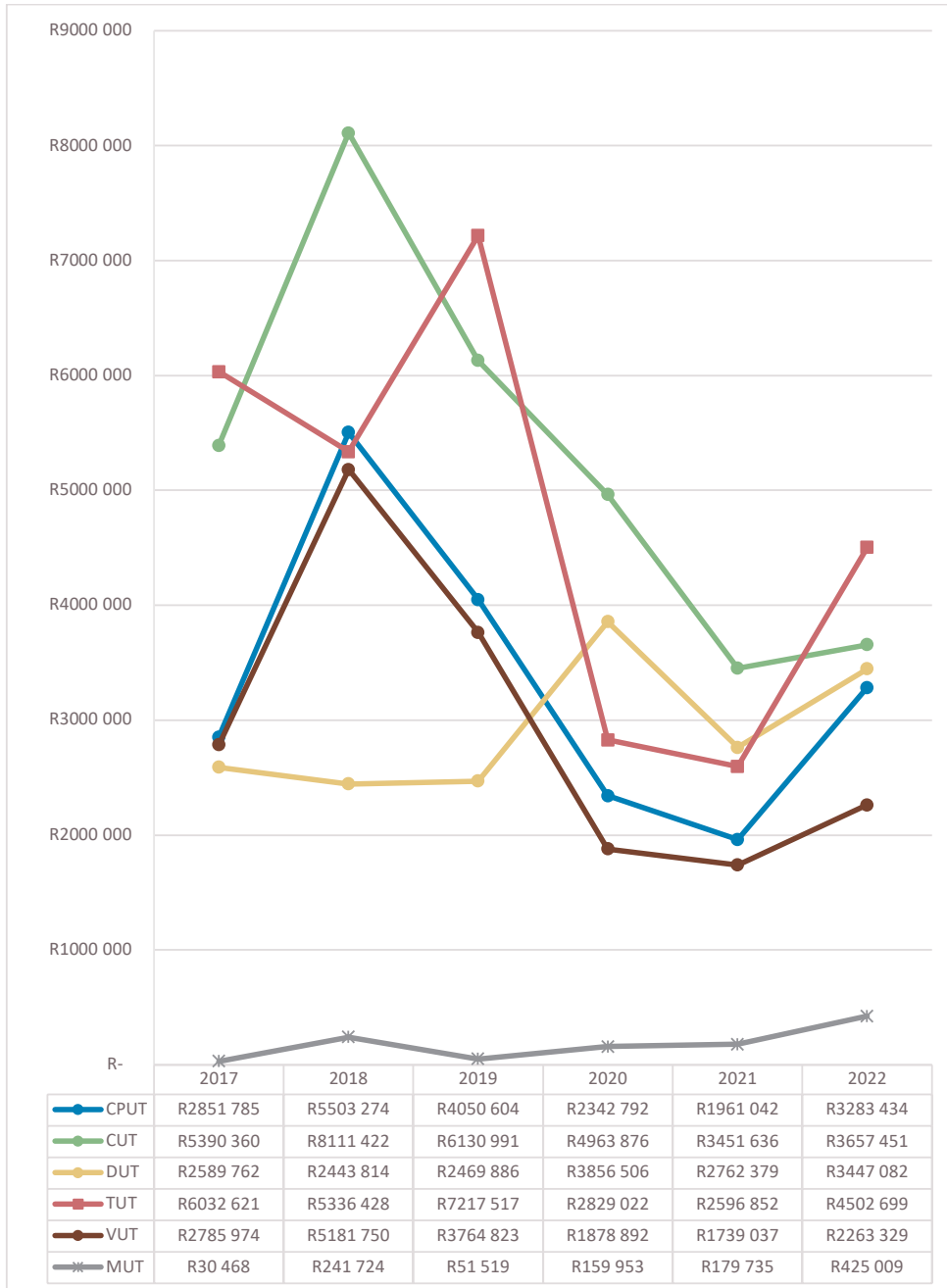
RESEARCH OUTPUT AND OUTPUT GRANTS

Figure 130: Conference proceedings research output units: UoTs



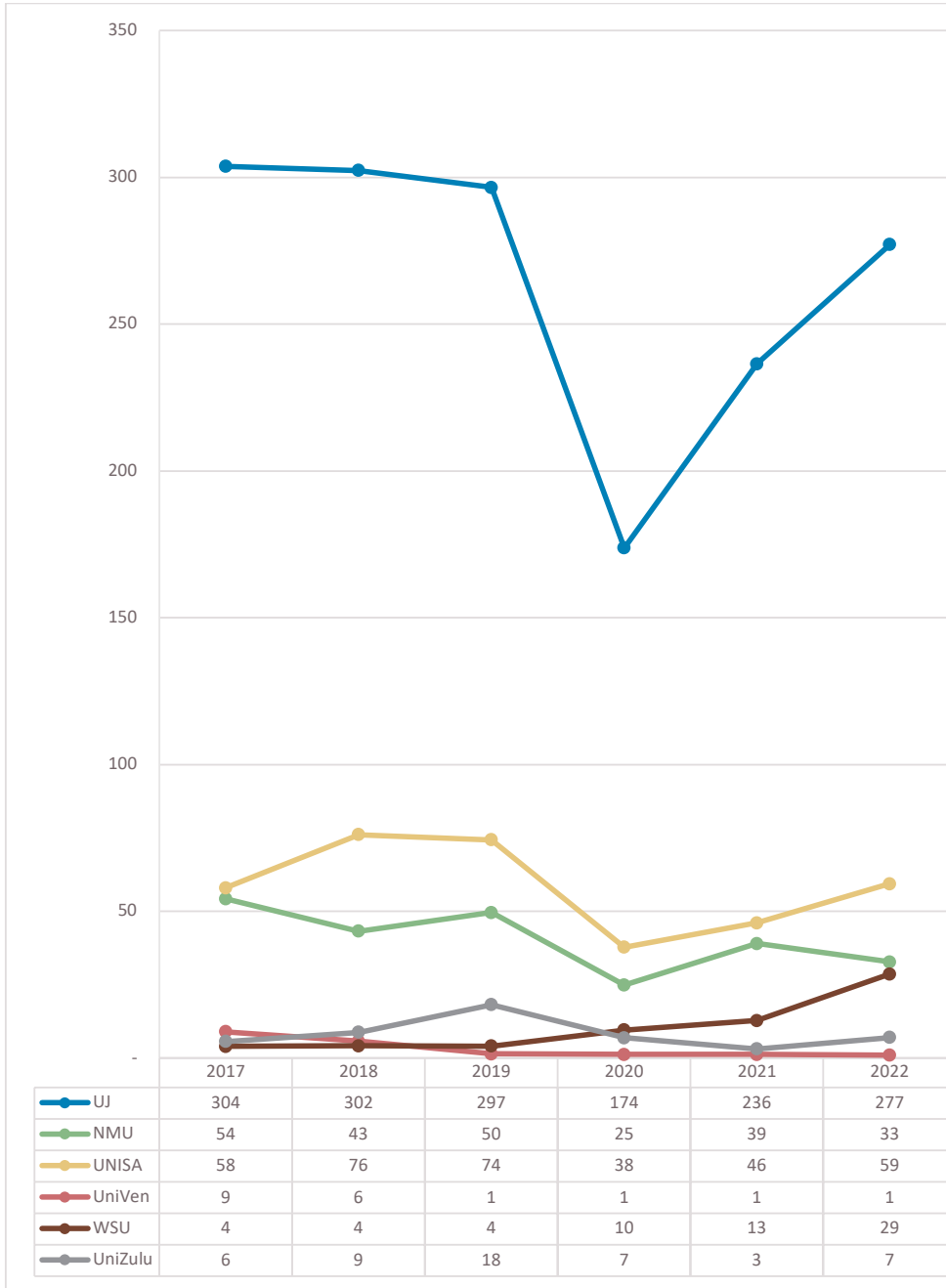
RESEARCH OUTPUT AND OUTPUT GRANTS

Figure 131: Conference proceedings research output grants: UoTs



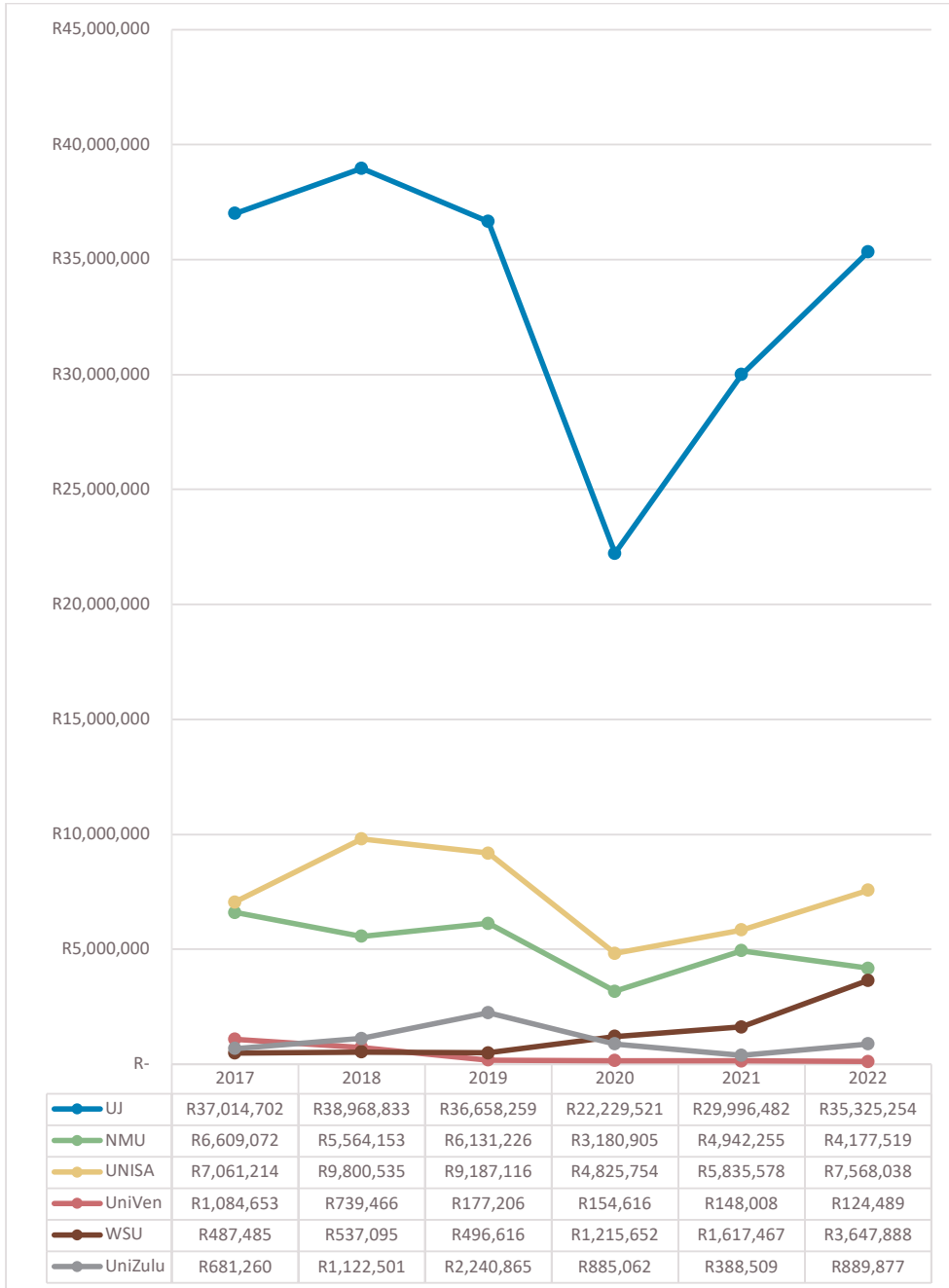
RESEARCH OUTPUT AND OUTPUT GRANTS

Figure 132: Conference proceedings research output units: CUs



RESEARCH OUTPUT AND OUTPUT GRANTS

Figure 133: Conference proceedings research output units: CUs



Appendix 1:

Public institutions by institutional type

Traditional Universities

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

Comprehensive Universities

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

Universities of Technology

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

Appendix 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

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Persequor Technopark
Brummeria
Pretoria
South Africa
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