REPORT ON THE MINISTERIAL COMMITTEE FOR THE REVIEW OF THE PROVISION OF STUDENT HOUSING AT SOUTH AFRICAN UNIVERSITIES

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MINISTERIAL COMMITTEE
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Acronyms

ACUHO-I(SAC)	Association of College & University Housing Officers International (SA Chapter)
ASAG	African Student Accommodation Group
CCTV	Closed Circuit Television
CHE	Council on Higher Education
CNOUS	Centre National des Oeuvres Universitaires et Scolaires
CPUT	Cape Peninsula University of Technology
CUT	Central University of Technology
DBSA	Development Bank of Southern Africa
DHET	Department of Higher Education and Training
DUT	Durban University of Technology
GDP	Gross Domestic Product
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
HESA	Higher Education South Africa
HSRC	Human Sciences Research Council
MUT	Mangosuthu University of Technology
NMMU	Nelson Mandela Metropolitan University
NSFAS	National Student Financial Aid Scheme
OECD	Organisation for Economic Co-operation and Development
PPP	Public-Private Partnership
RDP	Reconstruction and Development Programme
REAP	Rural Education Access Programme
RU	Rhodes University
SRC	Student Representative Council
TUT	Tshwane University of Technology
UCT	University of Cape Town
UFH	University of Fort Hare
UFS	University of the Free State
UJ	University of Johannesburg
UKZN	University of KwaZulu-Natal
UL	University of Limpopo
UNISA	University of South Africa
NWU or UNW	North West University
UP	University of Pretoria
USB	Stellenbosch University
UV	University of Venda
UWC	University of the Western Cape
UZ	University of Zululand
VUT	Vaal University of Technology
WITS	University of the Witwatersrand
WSU	Walter Sisulu University

MINISTER'S FOREWORD

The provision of accessible, decent, safe and academically conducive student accommodation in South African Universities is of great importance to the quality of the higher education system and the success of our students, especially those from a rural and poor background. Many of our students, particularly those studying in our historically black institutions, have been living in very poor conditions and this has often hampered their ability to succeed. We have also in the past witnessed boycotts and protests over the conditions in student residences. On taking office and visiting some of the institutions, it was glaringly apparent to me that student housing was a major problem in our public university system and that something needed to be done.

I therefore appointed a Ministerial Committee in August 2010 to review the provision of student accommodation at our universities and to benchmark South African universities against each other as well as against international institutions operating in similar environments. I requested the Committee to undertake research to determine the real need for student accommodation across all our public universities, to assess the various models of provision already in the system and to make recommendations on how to improve the situation.

The work of the Committee included an assessment of the various types of housing currently provided for university students, possibilities for the future, as well as potential funding models which could assist in alleviating the problem while simultaneously ensuring that the provision is affordable and does not detrimentally affect the operating budgets of our universities in the future. In undertaking these important tasks, the Committee engaged and consulted universities, student organisations, financial services organisations, Higher Education South Africa (HESA) and other key stakeholders.

The report does indeed confirm that there are major backlogs in the provision of student accommodation, and that in some instances students are living in appalling conditions. Many of our institutions have not been able to make sufficient investments in maintaining their infrastructure, and far too few students are accommodated. It is clear that massive investments are required to address the backlog that currently exists. This is primarily the responsibility of the state and, where feasible the universities themselves.

Private providers could play an important role in filling the gap that exists in the provision of affordable student accommodation. However, the report indicates that the provision of private student accommodation is unregulated, allowing widespread exploitation of students and exposure of students to various types and levels of risks. The private sector involvement must be seen as a response to the social need that exists. Private involvement in student housing projects can make a useful contribution but only if it is regulated to ensure sure that students are provided with quality accommodation which is affordable, academically conducive and sustainable into the future.

Research evidence suggests that being housed in a safe, well-managed residence is both socially and academically beneficial for students, particularly those from poorer backgrounds. It means that they do not have to spend hours commuting to and from the

university and that they live in conditions that are conducive to academic study. This is particularly important for first year students who are the most vulnerable group and need the most assistance to succeed academically. Decent and affordable student accommodation thus allows students to focus their energies on their academic endeavours, thereby improving the chances of success.

The importance of well managed and administered student accommodation cannot be over-emphasised as data provides conclusive proof that the throughput of students in residences is far better than those that reside off-campus and commute to universities. Furthermore, support in student residences plays an important role as it is far easier to access these students and provide support necessary for academic success. Closely linked to affordable student accommodation is the need to ensure that all students are provided with balanced meals of good nutritional value. There is evidence of hunger among students, something which we should never allow for both moral and academic reasons. The report makes recommendations in this regard as well.

The report makes far reaching and comprehensive recommendations which include, amongst others, the setting of minimum standards for student housing and accommodation, professionalisation of housing staff, and the setting of comprehensive residence admission and allocation policies. These recommendations have already been very useful for the Ministry particularly in guiding the resource allocations for the next round of infrastructure funding. In immediately responding to the challenges outlined in the report, special allocations have been made for student accommodation with focus being rightly placed on historically disadvantaged institutions and campuses so that they can improve their standards of student accommodation.

While the funds allocated thus far are inevitably still insufficient to address all the backlogs highlighted in the report, the department has already began exploring sources of funding other than the fiscus. I expect to make some major announcements in this respect during 2012.

I am very pleased with the outcome of the work of the committee and would like to thank Professor Rensburg, all committee members, the researchers and departmental officials who contributed to the development of this important report.

Dr B.E. Nzimande, MP
Minister of Higher Education and Training
February 2012

Chairperson's Introduction

On receiving the call from Minister Nzimande to chair a Ministerial Committee on Student Housing, I pondered over the significance of such a study given the several other challenges that confound our university system, ranging from the long-run per capita decline in funding, the imperative of more purposeful and strategic institutional differentiation to support institutional and national ambitions, through the contributions of the public schooling system to students' low success rates at universities as well as the nature of the formal and actual school curriculum, to the perennial governance and leadership crises, to mention only a few such matters.

Thus the questions arose: why establish such a Ministerial Committee, and what is the national crisis that sparked Minister Nzimande into establishing it? The Committee began its approach to these challenging questions by seeking an answer to the next question – or is it the prior one? – which is: why is planned student accommodation important?

As we are well aware, the university system that exists today emerged from an eclectic set of elite and historically disadvantaged institutions inherited from our apartheid past. Mergers of some universities with different historical funding arrangements, it was believed, would provide the opportunity to create from the bottom-up a more equitable system. The establishment of the Department of Higher Education and Training in 2009 added a new dimension to the transformative possibilities in higher education, such as the prospect of providing a single, seamless post school education and training system that will meet the aspirations of young people and adults. At the same time education and training initiatives would be challenged to respond to national imperatives that include enhancing economic growth, addressing rural development and contributing to the development of a well informed and critical citizenry. Achieving these goals has been no easy task, and many remain elusive. We know from various studies that participation, retention, throughput and graduation rates are low, and postgraduate enrolment must increase.

It is now well documented that the last decade has seen an explosion in student enrolment in our residential university system, with enrolment reaching 535 433 in 2010 (538 210 in 2011) and expected to grow at a rate of about 2%. Strikingly, the number of beds available at residential universities in 2010 totalled 107 598, or 20% of total enrolment. Research suggests that, internationally, about 50% of students live at home or with relatives; however, given the high levels of poverty in Africa and the unsuitability of the home environment for academic endeavour for the majority of students, suitable student accommodation needs to be provided for up to 100% of students in some contexts. The *ideal* bed capacity target recommended by the Committee ranges from 50% to 80%. This situation translates by 2013 into a shortage of 207 800 beds. This is a fundamental assumption that informs this work. The motivation is simple yet critical, if the university system is to achieve one of its fundamental goals, i.e., in respect of under-graduate education to create the conditions that will enable dependent adolescents to become wise adults – men and women of dignity and honour – who will be the country's future leaders, whose discoveries and innovations will be the source of national prosperity in the coming

centuries, and whose personal ethics will be the standards both of government and of corporate South Africa.[1]

Importantly for the work of this Committee, a large proportion of this enrolment growth is accounted for by young, black, low income, first generation university entrants, especially female entrants. Given the significant economic and social distributional value of university education, this is an extremely positive development for South Africa. However, given the twin factors of very slow growth in residential places in the university system over the last decade and the severely limited capacity of many parents and students to fully finance residential accommodation and meals, much of the potential of this positive development has been wasted since first year drop-out rates have remained stubbornly high, and it is incumbent upon us to explore and develop a fundamentally new approach to student accommodation that can remedy this situation. There is an additional rationale for this, too: spending one's first year at university in a well-led, well-managed, well-governed and well-maintained residence improves one's chance of graduating on time.

We have found that as a result of the exceedingly high demand for student housing, on-campus accommodation has been under pressure, often resulting in informal and unmanaged over-accommodation including 'squatting' and significant overuse and decay of existing infrastructure and utility services. Notwithstanding goodwill, much of the recent provision of off-campus student accommodation has been unplanned and reactive, with complicated and even questionable lease agreements and public-private partnerships that see universities, not the private provider, carrying risk. Often, such accommodation is simply bad and located in the worst and most unsafe parts of downtown metropolitan areas or in rural areas at a distance from campuses. Often, too, students, whether in on- or off-campus accommodation, go hungry or live on inadequate and unbalanced meals with very little nutritional value.

On-campus student residences are frequently poorly governed and managed or even not at all governed and managed. Many staff in charge of accommodation have not had the requisite training to manage their responsibilities, resulting in incompetent practices or simply inaction. Thus, instead of always providing our students with the best environments, on- or off-campus, within which they can flourish and achieve their, their families' and our ambitions, we are simply reproducing the cycle of incompetence, lack of compassion and poverty. As this report notes, residences located in university campuses are much more than bricks and mortar. They are living social communities that can either advance or detract from our shared university or societal goals. These communities also reflect and contest the diverse range of social and economic class paradoxes that exist in our society, including racism and gender-based and sexual orientation related violence.

Given such instances of squatting and decay, one wonders why there is such reluctance to act and why this situation has so quickly become the norm. Is it because of indifference, or because officials turn a blind eye, or because executives have simply allowed themselves to be bullied into inaction by some stakeholders? Whatever the reasons, we know that clear

[1] Lewis, H.R., *Excellence without a Soul: How a Great University Forgot Education* (New York: Public Affairs Books, 2006), pp. 17-19.

and deliberate action is urgently required so that we can provide the very best circumstances under which (especially undergraduate) students can flourish.

We have also found very good practices on all of these counts, some of which we record in this report and which inform our advice to the Minister. These very good practices demonstrate the value of well-considered and planned approaches to the provision of on- and off-campus accommodation. This report thus provides critical support for arguments for the success of South Africa's higher education ambitions for its citizens and of the collective nation-state. We intend for this report to stand out in eight aspects, viz.:

- To make the case for student residences to be living and learning communities that are critical to the success of the academic project;
- To develop the idea of student villages in metropolitan areas as appropriate environments for students to flourish socially, intellectually and academically;
- To establish the scale of the student accommodation quandary;
- To offer a well-motivated and justifiable differentiated framework for redressing this student accommodation quandary through establishing a typology of need based on relative access to private sector led provision and historical disadvantage;
- To provide government with a medium to long term financing framework within a fifteen year timeframe, in order to intercede in this situation;
- To provide ways in which the National Student Financial Aid Scheme loans can be improved to address qualifying students' dire states;
- To provide minimum standards for student accommodation, whether on- or off-campus; and
- To tackle poor student nutrition and hunger in our universities.

The dearth of research and knowledge in the field of student accommodation hampered the Committee's progress, and the establishment of a domestic centre of excellence in all dimensions of student accommodation is thus an urgent priority.

I wish to take this opportunity to acknowledge the contributions of members of the Committee. First, for their insights and wisdom, I am grateful to senior officials in the Department of Higher Education and Training, viz., Kirti Menon, Brenda Swart, Leonardo Cloete and, more recently, Shai Makgoba. I am also most indebted to our researchers, Dr Iain L'Ange and Michele Berger, for their detailed preparation and systematic approach to the work; and I wish to thank Rhodes University and its Centre for Higher Education Research, Teaching and Learning (CHERTL) for seconding Dr L'Ange for this work. Finally, I wish to express personal appreciation to Shireen Motala for her resolute stewardship of the research, and to my office staff, Thembeka Dlungwane, Annah Sekwele and, more recently, Thabo Mamabolo, for all of the fine logistical arrangements.

Professor Ihron Rensburg
Chairperson: Ministerial Committee for the Review of the Provision of Student Housing

Executive summary

This report documents the findings of the review of the provision of student housing in the public university education system in South Africa undertaken by the Ministerial Committee established in August 2010 by the Minister of Higher Education and Training. The scope of the review called for an assessment of the following specific aspects of student housing:

- Demand for student accommodation at university and national levels.
- Current mix of students in residences.
- Benchmarked findings across universities in South Africa and worldwide.
- Current and potential types of physical accommodation.
- Models of securing physical accommodation.
- Current levels of student payment for accommodation, including NSFAS provision.
- Sources of finance available to universities.
- Minimum standards for all residences.
- True ownership cost of new accommodation buildings and its impact on future operational budgets.
- Possible changes to funding frameworks.

Due to the complexity and the inter-relatedness of these aspects, an analytical and interpretive framework was developed which identifies the key and fundamental elements pertaining to the provision of university student housing and accommodation in South Africa today. The framework, which comprises of the following elements, also expresses the need to keep these elements in equilibrium, or creative tension:

- Access/equity/redress.
- Quality/standards.
- Cost/financing.
- Learning/success.
- Inclusion/integration.
- Governance/management.

A number of methods of data collection were utilised. First, an extensive desktop review of relevant literature in the areas specified by the Minister was conducted. Second, a comprehensive questionnaire was developed in consultation with senior officials of the Department of Higher Education and Training (DHET), and distributed to the Vice Chancellors of the twenty two universities with residences. Third, site visits to each campus of the twenty two universities were conducted, during which residences and related components of the residential system were inspected. Interviews with a number of relevant stakeholders were also conducted during the site visits. A total of 49 campuses were visited.

The literature review reflects the fact that most literature on student housing derives from Europe and North America and, to a lesser extent, Australia, with little research on student housing in developing country contexts, including South Africa. In Europe, most students live

at home, with relatives or on their own, rather than in residences; however, there are distinct regional and national differences in each of these categories.

In most countries, the demand for student housing currently tends to outstrip supply, and public funding of higher education is under increasing pressure everywhere. Student housing models range from traditional university residences to public-private partnerships (PPPs), city-university partnerships and the reuse of old buildings; and recent trends include an emphasis on residential learning (or 'living-learning') communities, more mixed and flexible housing forms, a focus on safety and security, sustainable and green campus developments, and greater consideration for the diversity of student housing needs.

While a large body of international research suggests that residence life can make a substantial positive contribution to student success, these findings are neither conclusive nor necessarily generalisable to a developing world context. More rigorous and focused research is needed in the South African context.

Nationally, the racial demographic profile of students in university provided accommodation is close to that of the national demographic. As might be expected, there are more female than male students accommodated. The number of university residence beds in 2010 was 107 598, which accommodated 20% of the total number of full-time contact students enrolled at the twenty two universities with residences. However, only 5.3% of first year students, those arguably in greatest need of accommodation, are in residences.

In 2010 some 71% of students housed in university residences received some form of financial assistance. Regarding students' geographic origins, the highest percentage of students housed in residences in 2010 originated from KwaZulu-Natal, followed by the Eastern Cape, and third highest were students from the Southern African Development Community (SADC).

While campuses are more or less evenly split between those with dining hall facilities and those which are self-catering, poor nutrition and student hunger are issues at all universities. The maldistribution of NSFAS funding for student accommodation at a number of universities is the direct cause of much suffering and hardship to students.

Residence staff-student ratios vary between 1:19 and 1:535, with staff remuneration and training varying just as widely.

Around a quarter of all infrastructure, fixtures, fittings and dining hall facilities are assessed by the universities concerned to be in an unsatisfactory or poor condition. Based on university estimates, the value of the current national maintenance and refurbishment backlog is R2.5 billion. If the existing residence stock is to be modernised to render the residences 'fit-for-purpose', then a further R1.9 billion is required.

In addition to these costs for maintenance, refurbishment and modernisation of existing residence stock, it is estimated that the current residence bed shortage is approximately 195 815. (This estimate is premised on the provision of residence accommodation for: 80% of full time contact student enrolments on campuses where off-campus accommodation is

unsuitable and/or unavailable, and for 50% of full time contact student enrolments on campuses where limited off-campus accommodation is available and is suitable, all at a per bed construction cost of R240 000.) In these terms, the cost of overcoming this shortage over a period of ten years is estimated at R82.4 billion, or R109.6 billion over fifteen years.

Universities reported a total of 39 incidents of student-housing related protests, of varying intensity and scope, during the past five years, several of which were sparked by dissatisfaction with residence maintenance and facilities.

The lack of sufficient and adequate on-campus housing is resulting in overcrowding, jeopardising students' academic endeavours and creating significant health and safety risks.

The private sector is a significant contributor and stakeholder in the provision of accommodation to university students in South Africa, as is the case internationally. Leaving aside those students who live at home or in their own accommodation, it is estimated that the number of student beds currently made available by both small and large scale private providers in South Africa is close to 10% of the total full-time contact enrolment at universities in 2010.

However, the conditions under which students are being housed in some university-leased buildings can only be described as squalid. Private student housing in the country appears to be completely unregulated.

The few existing partnerships between universities and private student housing developers offer high quality but also relatively expensive accommodation. Until now most universities have been using their own funds to finance residence infrastructure development, but variations on such public-private partnerships, perhaps involving multiple universities, existing state infrastructural development mechanisms and private sector funding, have the potential to be more cost-effective.

South African universities generated an overall surplus from their residence operations totalling R251.5 million from 2008 to 2010; this includes universities that recorded surpluses – four universities account for R316 million of the R450 million surplus – as well as universities that recorded losses – five universities account for R167 million of the R200 million loss.

Total student residence debt has grown from approximately R67 million in 2006 to approximately R85 million in 2009.

In 2010 the average residence fee without food was R13 283, and the average residence fee including meals was R30 924.

The challenges facing universities are enormous, making it all the more essential that each institution develops a proper student housing and accommodation strategic plan. The focus needs to shift to the development of strategies and mechanisms to increase access to university residences by poor working class and rural students and to develop sensitive support mechanisms for these students which empower and enable them to participate

fully in the academic, social and cultural life of the university, so that they too receive a holistic educative university experience.

Summary of recommendations

Residence admissions and allocations policies

1. A comprehensive residence admissions and allocations policy needs to be developed by each university, and rigorously implemented, managed and monitored.
2. Strategies and mechanisms need to be developed to increase and support access to university residences by poor working class and rural students.
3. Strategies and mechanisms need to be established to allow all new first year contact students in need of accommodation to be allocated to a residence for their first year.

Minimum standards for student housing and accommodation

4. Minimum standards for the accommodation and housing of students must be developed and made applicable to all providers of student housing, both public and private.

Private student housing and accommodation

5. Given the dire shortage of suitable student accommodation, public-private partnerships in the form of student villages, particularly in the metropolitan areas, should be explored further.
6. Mechanisms designed to foster and enhance cooperation between all stakeholders involved in the provision of student housing and accommodation need to be established, under the auspices of the DHET.

Residence management and administration

7. Residence staff to resident student ratios should not normally exceed 1:150 in the case of wardens, house parents, residence managers or the equivalent, and 1:100 in the case of student sub-wardens or the equivalent.
8. All universities should establish a board, council or similar body which represents all residences and oversees residence life.
9. Improving the professionalism, compensation and training of university housing staff is an urgent priority.
10. All complaints and allegations of maladministration, corruption and nepotism must be rigorously investigated by the DHET and strict action taken against offenders.

Role of residences in the academic project

11. Research needs to be conducted to explore ways in which the social and cultural milieu in residence systems impacts upon the ability of black working class students to succeed academically.

12. Research needs to be conducted to explore the broad and complex relationship between student housing and academic success.
13. Residences must become an integral part of the academic project and promoted as sites of academic endeavour.

Financing of student housing and funding of student accommodation

14. Residence bed capacities to accommodate 80% of full time contact student enrolment on campuses where off-campus accommodation is unsuitable and/or unavailable, and 50% of full time contact student enrolment on campuses where limited off-campus accommodation is available and is suitable, should be targeted.
15. Once the state has indicated what proportion of this target it is able to fund, the private sector should be invited to meet the remaining bed capacity target, in accord with minimum standards for the provision of student housing.
16. The complete separation of the residence budget and management accounts from the university budget and management accounts is needed.
17. Residence management accounts should be submitted on a quarterly basis to the University Council, and annual financial reporting must be standardised.
18. A 'wealth tax' mechanism should be explored as a way of increasing residence access to disadvantaged students.
19. An investigation into universities' use of reserves for priorities such as student housing should be undertaken.
20. An annual fixed national NSFAS residence fee for student board and lodging which meets minimum standards (including a minimum of two balanced meals per day) should be set at R30 500 for 2011.
21. The current range of NSFAS funding for residence accommodation should be increased.
22. Stricter guidelines should be developed for the administration of NSFAS funding, especially accommodation funding, by the universities.
23. The current system of infrastructure grants from the DHET should be maintained and strengthened, with clear guidelines and funding allocation criteria.
24. Requests for funding for new residence development and residence refurbishment must be accompanied by a comprehensive assessment and cost estimate from a registered quantity surveyor.
25. A differentiated or sliding residence infrastructure funding mechanism should be developed to enable campuses with low bed capacities to receive a higher percentage of the infrastructure funding 'pie' until they have caught up.

Condition of residence infrastructure

26. All universities are to conduct a professional quantity surveyor-led assessment of their residence infrastructure.
27. National minimum standards and service level agreement guidelines for the maintenance and refurbishment of residence infrastructure should be established.
28. Modular residence construction methodologies should be fully researched.

Future planning

29. All universities should develop a multi-year strategic plan (including a financial plan) for residence maintenance and refurbishment.
30. Those who are accountable for university student housing should be part of the planning process. The Chief Housing Officer should report directly to a member of the senior management team of the university.

1. Introduction

This report documents the findings of the review of the provision of student housing in the public university education system in South Africa undertaken by the Ministerial Committee established in August 2010 by the Minister of Higher Education and Training.

The terms of reference of the review, as specified by the Minister, are listed in summary form below and in full detail at the end of this report (Appendix A). The Committee was asked to specifically review the following aspects of student housing:

- Demand for student accommodation at university and national levels.
- Current mix of students in residences.
- Benchmarked findings across universities in South Africa and worldwide.
- Current and potential types of physical accommodation.
- Models of securing physical accommodation.
- Current levels of student payment for accommodation, including NSFAS provision.
- Sources of finance available to universities.
- Minimum standards for all residences.
- True ownership cost of new accommodation buildings and its impact on future operational budgets.
- Possible changes to funding frameworks.

1.1 Analytical and interpretive framework

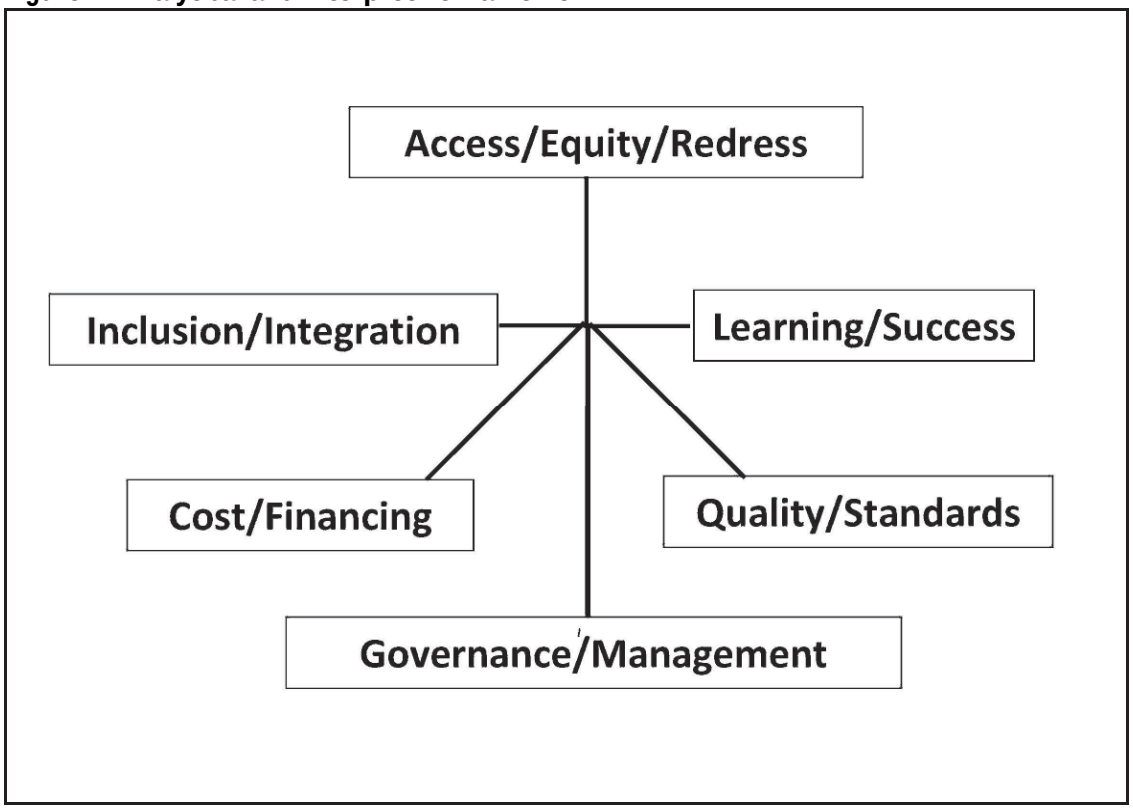
Due to the complexity and the inter-relatedness of these aspects, and the scarcity to date of student housing research in the country, the Ministerial Committee developed an analytical and interpretive framework to identify key elements pertaining to the provision of university student housing in South Africa today. The framework comprises the following elements:

- Access/equity/redress
- Quality/standards.
- Cost/financing.
- Learning/success.
- Inclusion/integration.
- Governance/management.

These elements, or critical issues, must be both taken into account individually and considered together, so that an appropriate 'equilibrium', or creative tension, between them can be achieved when planning the development of student housing.

Figure 1 seeks to express the interrelationship of these critical issues in diagrammatic form.

Figure 1: Analytical and interpretive framework



The critical issues identified by the Committee should be understood as follows:

- *Access/equity/redress*: Given the national imperative for both increased access to and opportunity within higher education and the transformation of higher education, these imperatives must constantly shape and mould policy, strategy, planning and implementation related to student accommodation.

- *Quality/standards*: In efforts to maximise access and opportunity, there is a danger of compromising on quality to the extent that the resulting accommodation is neither fit-for-purpose nor cost-effective (such that maintenance costs become disproportionately high). However, very expensive models will impact negatively upon access and equity by becoming unaffordable both for institutions and for many students.

- *Cost/financing*: Scarcity of available finances and financial constraints can often overwhelm the pursuit of access to quality accommodation which simultaneously impacts on pursuits to achieve equity and redress. Creativity, innovation and comprehensive due diligence are required to ensure that any student accommodation model is financially sustainable, adheres to appropriate building quality standards, and also enhances access, equity and redress.

- *Learning/success:* Effective and innovative design is required to ensure that student housing provides quality study spaces and environments which meet the learning styles and study needs of students. This applies not only to residence infrastructure and

architecture, but also to the establishment of effective and efficient residence leadership, management and administrative structures and procedures. Excellent buildings without effective leadership, management and administrative structures, programmes, codes and interventions which facilitate and provide supportive learning environments, actually constitute barriers to student learning and success.

- *Inclusion/integration:* University residences are prime loci both for socialising and interacting with peers from a variety of backgrounds and cultures, and for sustaining, developing and sharing academic skills and experiences. Sound residence management and leadership structures are essential for the establishment and provision of learning environments capable of overcoming exclusionary and discriminatory discourses and practices and promoting social justice and cooperation.

- *Governance/management:* Good university and residence governance is central to personal and institutional growth and innovation, and underpins policy formulation and implementation. Management is in turn accountable for the implementation of the policies established by the governing structures of the university. Sound and precise policies are meaningless without concomitant service delivery, and good management flounders in a vacuum without sound policy.

1.2 Methodology

The following methodologies were utilised in undertaking the review and compiling this report. First, a desktop review of literature relating to student housing in South Africa and internationally was conducted.

Second, a comprehensive questionnaire was developed by the Ministerial Committee in consultation with senior officials from the Department of Higher Education and Training (DHET). The questionnaire (Appendix B) was distributed to the Vice Chancellors of the twenty two South African universities with residences. The questionnaire requested input from each university relating to the following key aspects of student accommodation:

A. Institutional and housing student data
B. Student housing models and infrastructure
C. Private student housing
D. Residence management and administration
E. Academic indicators
F. Financing of student housing
G. Condition of residence infrastructure
H. Future planning

The data requested in the questionnaire consisted in the main of quantitative and descriptive data, aimed at providing the Committee with an understanding of the current student housing situation across the country.

Third, site visits to each campus of these universities were undertaken by the Committee, in some instances accompanied by officials from the DHET, in order to verify and clarify information provided in the questionnaire and to gather further information of a qualitative nature. The Chief Financial Officers and Chief Housing Officers from all universities were briefed in advance, and preliminary input was obtained. A total of 49 campuses were visited, between February and May 2011. During these site visits relevant stakeholders were interviewed and residences and other components of the residential system were inspected. Interviews were conducted with the following individuals, where available, at each university:

- The Vice Chancellor or Deputy Vice Chancellor responsible for student housing.
- The Chief Housing Officer.
- The SRC President and the SRC Residence Counsellor.
- Representatives from residence management staff.
- Representatives from elected student House Committee structures.

Site visits were made both to on-campus university-owned residences and to off-campus university-managed or -leased residences. The residences inspected by the Committee were pre-selected by the relevant university's officials according to the categories (a) best residence, (b) 'average' residence, and (c) worst residence, from the perspective of residences' overall condition. These selections were verified with the student stakeholders, and where these differed from the university's selection, inspections of residences identified by students were also undertaken. The following areas of each residence were viewed:

- A single student room.
- A double or multiple student room.
- An ablution facility.
- A common area.
- Cooking areas (if applicable).
- Dining hall facilities (where such are provided).

Particular attention was also paid to the grounds and environs of the residences, the state of housekeeping and security of the various buildings, and the 'fitness-for-purpose' of the buildings from a university student housing perspective.

In addition, all universities were given a second opportunity to submit additional, updated or amended data to the Committee during July 2011, and several universities took advantage of this opportunity.

Fourth, site visits were made to a sample of the accommodation facilities, and interviews were conducted with representatives, of the following providers of private student accommodation:

- South Point (Johannesburg).
- African Student Accommodation Group (ASAG) (Cape Town).
- Urban Nest (Pretoria).

- Kamdar (Durban).
- Real People (East London).

Input regarding each private provider's accommodation model was invited, including their views of the future of private student accommodation in South Africa.

In addition, input was obtained from, and/or interviews were conducted with:

- The Public Private Partnership (PPP) Unit of National Treasury.
- The Director of Business Development in the PPP Unit.
- Representatives of the Association of College and University Housing Officers.
- Representatives from the Development Bank of Southern Africa.
- The South African Union of Students.

1.3 Limitations of the report

The time-frames established for the completion of the report were very tight. Unfortunately, several institutions were unable to meet the deadlines for submission of completed questionnaires, which reduced the time available for analysis and interpretation. While most institutions availed themselves of extended deadlines to submit additional, amended or updated data, three universities were unable to do so. In some instances, certain categories of data were not available or were not submitted, and some data proved to be unusable.

1.4 Structure of the report

The following chapter, Chapter 2, reviews the available literature on university student housing. It examines, *inter alia*, student housing statistics; models of student housing development; recent trends in student housing; the relationship between being in residence and academic success; national student housing policies and regulatory frameworks; and the financing of student accommodation and infrastructure. Most of this literature derives from a developed country, specifically North American and European, context; hardly any student housing research has been undertaken in developing country contexts, including South Africa.

Chapter 3 presents the latest data on residence student demographics, including the number of students in residence, residence bed capacities and the proportions of undergraduate and postgraduate students in residence, and breaks down the residence student population by gender, race, level of study and geographic origins. It also investigates how long residence students take to graduate and how many are receiving financial aid.

Chapter 4 deals with student housing infrastructure and facilities. After identifying the main types of student housing, it examines residence room sizes, recreational facilities, access to computer and ICT facilities, and the availability of accommodation for students with

disabilities. It pays particular attention to the question of self-catering versus dining hall provision, and raises the issue of student hunger. The current state of infrastructure and facilities across all university campuses can at best be said to be average, and the chapter ends by quantifying the state of repair and estimating the cost of repairs and improvements.

Chapter 5 focuses on residence management and administration, including staff to student ratios, staff remuneration and training, security, student residence leadership structures and student support structures. The chapter also discusses residence selection and admission policies, especially academic admission criteria, and also makes reference to the relationship between student academic success rates and the provision of housing. The issues of subletting and corruption are raised, and the nature, causes and extent of student protests related to accommodation are probed.

Chapter 6 investigates private student accommodation. While data on the number of students living at home or in private accommodation is scarce, most private accommodation can be divided into one of three types. These types – two different kinds of privately owned residence accommodation together with public-private partnership (PPP) forms of accommodation – are examined in detail, with regard to their location, distance from campus, suitability, state of repair, lease or partnership arrangements, cost, provision of food and social cohesion.

Chapter 7 examines the financing of student accommodation and housing at public universities. It draws on data provided by universities with regard to whether their university and residence budgets are separate and whether they are producing a residence budget surplus, as well as their levels of unpaid student debt, residence fees, financial exclusions from residence, financial assistance to residence students, third stream residence income generation, funding of residence infrastructure development over the past decade, and lease and public-private partnership agreements. The chapter ends by analyzing the true ownership costs of new residences, what might constitute a fair and reasonable residence fee, and the extent of institutional future planning.

Chapter 8 provides an analysis of the findings in the previous chapters. It offers a typology of South African higher education campuses, based upon the capacity of the area surrounding each campus to provide suitable accommodation to students. This typology is used to illustrate the magnitude of the shortage of residence beds at South African universities, and to assess different ways in which the backlogs and the development required might be addressed. The overall findings are then analysed in the light of each of the categories of the analytical and interpretive framework discussed above, namely, access/equity/redress, quality/standards, cost/financing, learning/success, inclusion/integration, and governance/management.

Finally, Chapter 9 lists the Committee's recommendations. The recommendations are divided into eight sections, including:

- Residence admissions and allocations policies;
- Minimum standards for student housing and accommodation;
- Private student housing and accommodation;

- Residence management and administration;
- Role of residences in the academic project;
- Financing of student housing and funding of student accommodation;
- Condition of residence infrastructure; and
- Future planning.

A set of eight Appendices contain (A) the terms of reference for this report, (B) the research questionnaire sent to all universities, (C) a sample institutional profile, (D) a proposed Minimum Standards Code for Student Housing and Accommodation in South Africa, (E) a proposed Minimum Standards for Student Housing room specification manual, (F) a budget student meal plan, (G) financial models for new residences and (H) a preliminary analysis of the impact of student housing on academic success.

2. Student housing: A review of the literature

The following review of the literature summarises the results of a search for recent peer-reviewed research pertaining to the following aspects of student housing around the world:

- Student housing statistics, including where most students live while studying and the pros and cons thereof;
- Models of student housing development, from public-private partnerships through collaborations between cities and universities to the renovation or reuse of existing buildings;
- Recent trends in student housing, including residential learning communities, mixed housing, safety and security, sustainable and green housing and accommodating the diversity of student housing needs;
- The contribution of residence life to academic success, with particular reference to the nature of the first year student experience and the idea of living-learning programmes;
- National student housing policies and regulatory frameworks; and
- Financing of student accommodation and infrastructure.

This chapter draws primarily on literature on student housing in Europe and North America and, to a lesser extent, Australia. There is almost no research on student housing in developing country contexts. The little South African literature that makes any mention of student housing issues (viz., DHET, 2010; DoE, 2008; Jones, Coetzee, Bailey & Wickham, 2008; Moja, 2008; Radder & Han, 2009; Sebokedi, 2009; Swartz, 2010) is highlighted at relevant points in the discussion below. The specific findings of the Ministerial Committee's review of the provision of student accommodation at South African universities are presented in Chapters 3 through 7 of this report.

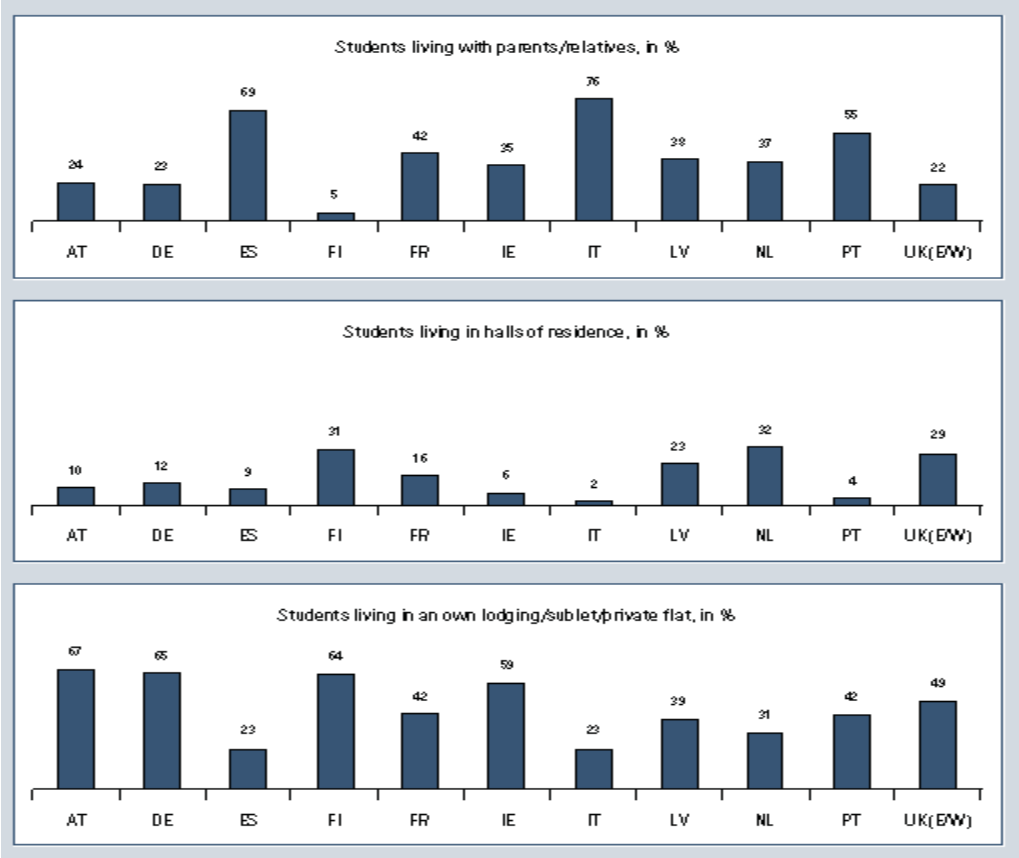
2.1 Student housing statistics

National-level data drawn from several European countries constitutes an instructive and comparative starting point for an investigation of student housing issues, characteristics and trends. The Eurostudent reports of 2005 and 2011 provide a number of indicators relevant to student housing, including where most students live while studying, and the influence that student age, the supply, cost and funding of accommodation, the size of the study location and students' socio-economic backgrounds have on students' choice of housing, among other details.

The Eurostudent report of 2005 (Eurostudent, 2005), which surveyed Austria, Finland, France, Germany, Ireland, Italy, Latvia, Portugal, Spain, the Netherlands and the United Kingdom (England and Wales), offers a snapshot of where most European students live while studying: with their parents or relatives, in halls of residence, or in their own lodgings.

In the USA and Europe, the term 'hall of residence' usually refers to a large, dormitory type residence which has a refectory-type of dining hall serviced by an on-site kitchen. In South Africa, a hall of residence traditionally referred to a cluster of residences grouped around a central, shared dining hall and kitchen. However, as more local universities have moved to the self-catering model, the term is now used loosely to include both the Anglo-American and the South African models.

Figure 2: Student type of residence per European country surveyed



Source: Eurostudent, 2005, p. 70. Notes: AT = Austria, DE = Germany, ES = Spain, FI = Finland, FR = France, IE = Ireland, IT = Italy, LV = Latvia, NL = Netherlands, PT = Portugal, UK(E/W) = United Kingdom (England and Wales).

As shown in Figure 2 (top chart), over half of students in Portugal, two-thirds of students in Spain and three-quarters of students in Italy live at home or with relatives, in comparison with less than a quarter of students in similar accommodation in countries like Austria, Germany and the United Kingdom. By contrast, students in Austria, Germany and Finland far prefer to live in their own lodgings (Figure 2, bottom chart). There are thus broad differences in culture and economic dependence between the northern and southern regions of Europe regarding where students live (Eurostudent, 2005, p. 71).

While only a relatively small number of all European students live in halls of residence, the proportion of these residential students also differs markedly between the European countries surveyed (Figure 2, middle chart). Almost a third of Finnish, Dutch and UK

students live in halls of residence, as well as almost a quarter of Latvian students, in comparison with fewer than 10% of students in such accommodation in Spain, Ireland, Italy and Portugal.

The most recent Eurostudent report (Eurostudent, 2011), which added Croatia, the Czech Republic, Denmark, Estonia, Lithuania, Malta, Norway, Poland, Romania, Slovakia, Slovenia, Sweden, Switzerland and Turkey to the survey, found that, "in most countries, living with parents is the dominant form of housing of all students" (Eurostudent, 2011, p. 167; see also Figure 3, below).

Other Eurostudent (2011) findings are that student age, the supply of student halls, the size of the study location and student socio-economic background significantly influence where students live:

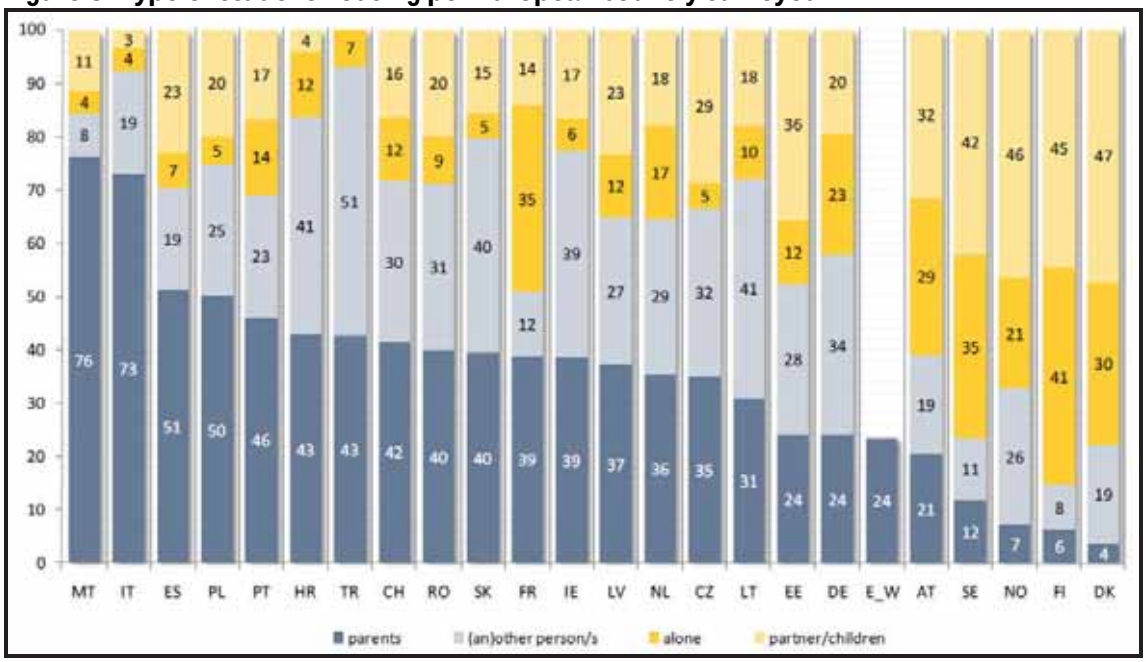
- Older students are more likely to live away from their parents' home. Also, older students more frequently live with a partner/children, and less frequently live with (an)other person/s.
- Student halls are usually the cheapest (and usually subsidised) form of student accommodation outside of parents' homes.
- The size of the study location, i.e., the urban area where the university is located, partially influences choice of housing type in that students at universities located in big cities are more likely to live with their parents than students in small cities; this is partly due to the relatively higher cost of living and accommodation in bigger urban areas.
- Most students from poor socio-economic backgrounds do not live at home, are likely to be living with a partner and/or children, and are slightly less likely than higher income students to be living in a hall of residence (Eurostudent, 2011, p. 167ff).

Most students are satisfied with their form of accommodation, particularly but not only those students living with their parents. However, living in halls of residence had the lowest average level of satisfaction, suggesting that the main reason for students choosing this form of housing may be due to its lower cost (Eurostudent, 2011, p. 167, 182). On average, a European student travels for almost half an hour from their home to their university, regardless of their chosen accommodation.

The Eurostudent report (2011) emphasises that, first, student housing is a significant variable in students' academic life, and that, second, funding for such accommodation plays a key role in the selection of student housing:

> Adequate accommodation is – together with sufficient funding – a main framework condition for the 'smooth operation' of studies. Financial concerns with accommodation as part of students' living expenses may have a negative impact on equity of access to higher education, especially for those potential students from families with lower income. For instance, students may have to make a choice between remaining with their parents and studying in the university nearest to this address or choosing an alternative study location, but having to work during studies to cover the expenses for rent (Eurostudent, 2011, p. 168).

Figure 3: Type of student housing per European country surveyed



Source: Eurostudent, 2011, p. 172. Notes: AT = Austria, CH = Switzerland, CZ = Czech Republic, DE = Germany, DK = Denmark, EE = Estonia, ES = Spain, E_W = England and Wales, FI = Finland, FR = France, HR = Croatia, IE = Ireland, IT = Italy, LI = Lithuania, LV = Latvia, MT = Malta, NL = Netherlands, NO = Norway, PL = Poland, PT = Portugal, RO = Romania, SE = Sweden, SK = Slovakia, SL = Slovenia, TR = Turkey.

The Eurostudent report (2011, p. 168) differentiates between four categories of housing for students (Figure 3, above):

- living with parents, or
- not living with parents, and
    - living alone, or
    - living with partner and/or children, or
    - living with (an)other person/s not mentioned above.

In the southern European countries of Malta, Italy and Spain, and also Poland, half or more of all students live with their parents, while living with a partner and/or children is most common amongst students in the Scandinavian countries.

There are several positive aspects of living in a residence on or near campus, as opposed to living on one's own, with one's parents or more generally at a distance from the university:

> Living in student halls enhances the integration and orientation of students, who might otherwise feel lost in big cities or big universities, or in academia in general. Living with fellow peers may be stimulating for intellectual development, be it in the context of respective studies or beyond. This stimulation might be enforced by extra-curricular services and offerings provided by the residence hall owner or management, or the related higher education institution. When living in student halls, it is likely that students see studying at a higher education institution as their main occupation in this period of

their life, which as a consequence may have a positive effect on their duration of study and grades (Eurostudent, 2011, p. 170).

On the other hand, the Eurostudent report (2011) noted a range of drawbacks with regard to various forms of student housing. For instance, living in a student hall of residence is said to be good for academic study, but the quality of the housing may not be very high (Eurostudent, 2011, pp. 168-9).

The quality of student residences and of services related to student housing is also of concern in the (little) South African research in the field. For instance, a recent survey (Radder & Han, 2009) of 430 Nelson Mandela Metropolitan University (NMMU) residential students residing in on-campus student housing found that across four dimensions with regard to the service quality of the housing – interaction, empathy, general amenities and room amenities – students believed that the service quality of on-campus residences was relatively low. Students were least satisfied with room amenities (being particularly concerned with bathroom facilities and lack of soundproofing between rooms) and most satisfied with general amenities (mainly parking). With regard to interaction, residence managers were viewed as unreliable service providers who failed to keep promises; and in terms of empathy, it was felt that service staff did not sufficiently understand students' specific needs (Radder & Han, 2009, p. 115). Separately, a small study of the quality of the student housing registration and placement process at CPUT also found inefficiencies and delays, a lack of inter-departmental communication and a "lack of monitoring, planning, and the absence of quality control points" (Sebokedi, 2009, p. 12).

Students' personal predilections, as in the form of preferences for a certain level of quality of room amenities, can overdetermine what kind of housing students choose. Youth and students are often at the forefront of the latest social trends, as well as being directly targeted by advertisers of anything new or up to date, and their expectations, or at least their aspirations, are correspondingly high. In this light, where they have a choice, all students in all locations are increasingly swayed by the quality and availability of housing services and amenities. For instance, both on- and off-campus students at the University of British Columbia emphasised the importance of proximity to shops and services (Knight & Parr, 2010, p. 16).

Other categories of student housing also have their advantages and their disadvantages: living with one's parents may be "comfortable and cheap", but may also be more restrictive in terms of personal liberty than living in one's own lodgings (Eurostudent, 2011, pp. 168-9). The same may apply to living in a residence on campus, however: in the United States, the National Multi Housing Council (NMHC) is reported as saying that many students may actually prefer living off campus because of the space, cost and freedom from university rules (NMHC, 2007, cited in Piotrowicz, 2009). In a survey conducted at a large Canadian university, however, over two-fifths (43%) of off-campus students would live on campus if they could (Knight & Parr, 2010, p. 20), with the majority saying that their housing distance from campus meant they could not participate sufficiently in campus life. In partial confirmation, more than three-quarters of the on-campus students placed particular emphasis on the academic and social benefits of on-campus living (Knight & Parr, 2010, p. 8).

There are other trade-offs. While greater personal freedom is assured when one lives alone, one might also have to find employment in order to support one's choice of housing (Eurostudent, 2011, pp. 168-9), which thus reiterates how financial issues often weigh heaviest on where and in what kinds of accommodation students end up living in.

Clearly, as the Eurostudent report (2011) concluded, there is no single type of housing which is best for all students. Conversely, there is no single kind of student for whom any kind of housing would be appropriate, but students with varying socio-economic backgrounds, age, gender, geographic locations, study interests and preferences.

It is also apparent that demand for student housing – and for specific types of housing – tends to outstrip supply in most of the countries surveyed here, although the extent of the supply varies widely. Most universities in Western Europe lack sufficient accommodation to house their students, "with very few accommodating more than 10%" (King Sturge, 2008, p. 2). The recent (31 August to 2 September 2011) second Australian Student Housing Summit focused on the growing demand for, and the shortage of, student housing in Australia. Using data from Universities Australia, it is estimated that there is only one bed available for every 20 students enrolled in Australian higher education institutions (Informa Australia, 2011). In Canada in 2007, student bed-space across all universities averaged at 16.8% (Knight & Parr, 2010, p. 25). The greatest student housing capacity was at the University of British Columbia, one of the largest Canadian universities by fulltime student headcount: it had bed-space for 28% of its fulltime students, while the least bed-space was 7.4%, at the University of Calgary (Knight & Parr, 2010, p. 25). In the United States in 2003, a survey of 118 public and private four-year colleges and universities, servicing 10% of all US students at the time, found that they were able to provide housing for an average of 23.5% of their students (i.e., for 20.6% of public and 38.6% of private college students) (Abramson, 2003, p. 22). At the University of California, Los Angeles, 52% of the student population is currently housed within one mile of campus, though not all this housing is university- owned (UCLA, 2011, p. 5).

As the terms of reference for this Report (Appendix A) indicate, the corresponding percentage in South Africa is just under 19%, i.e., there is enough student accommodation to house almost one-fifth of the country's total student population. Whether such provision of student housing places can be said to be adequate or inadequate is partly what the remainder of this Report seeks to establish.

In South Africa, universities are under great pressure to open the doors of learning and culture to all and to make further education available and accessible, in line with the Constitution and the Bill of Rights (Republic of South Africa, 1996). Much international literature emphasises that a student's accommodation is a key factor in making possible successful educative outcomes; hence, one of the purposes of this Report is to investigate the main characteristics of and current trends in the field of student housing in South Africa.

2.2 Models of student housing development

Historically, the English and German university traditions have had the greatest influence on modern day student housing trends. Originally, students at the earliest medieval universities sourced their own accommodation through rentals free from university control. The first residential colleges were established in Paris, in response to the need to provide accommodation to poorer students, and were soon duplicated at Oxford and Cambridge (Rashdall, 1895, p. 479). The English system differed from the original French structures primarily in that the heads of colleges were more likely to be appointed administrators than fellow teachers, but otherwise student housing continued to evolve along the same lines, involving the construction of student and faculty housing alongside academic facilities so that students and faculty could share knowledge and experience (Han, 2004, pp. 17-18). In this regard, pastoral care was part of the university obligation to students, as universities acted *in loco parentis* (Macintyre, 2003, p. 110). The medieval German system shared many characteristics with the French and English ones, but the consequences of the Reformation and, especially, the early nineteenth century Humboldtian reforms, placed greater emphasis on the university being purely a place for academic exchange, such that it became the responsibility of the student to source his or her own accommodation (Han, 2004, p. 21).

The growing demand during the 1960s for a university education, coupled with the assertion of the rights of youth and students, exposed the weaknesses in the established approaches to student housing. The shortage of accommodation compelled many universities to introduce systems like Cambridge University's "licensed lodgings", so as to provide bed and breakfast services to students (Hughes & Davis, 2002). The conservative traditions of authority imposed in formal halls of residence came to be seen as inappropriate and outdated (Macintyre, 2003, p. 110). Students were also becoming more demanding of the type and quality of accommodation they expected, and the universities themselves began to put a lot of emphasis on accommodation as a key selling point in their advertising to attract prospective students. As a result, new universities that were established during this time tended to follow "one of three models: non-collegiate dormitory residences, small-scale residences with shared facilities, or reliance on the private housing market in the surrounding areas" (Macintyre, 2003, p. 110).

Apart from the traditional model whereby universities finance and build their own new student housing facilities, since the 1990s three other models of student housing have become common in America and Europe.

2.2.1 Public-private partnerships

Public-private partnerships (PPPs) with regard to student housing development typically involve the transfer to a private provider of housing-related functions such as "land control, project ownership, property management and operation, design and construction, project financing, and residence life programs" (Han, 2004, p. 30). A PPP may be defined as:

> a contract where the university makes a fee for service payment for the delivery of certain infrastructure and related services over the long term. The private provider is typically contractually responsible for the financing, the construction and the maintenance of the new housing infrastructure, and also assumes responsibility for its condition and performance (Paxton, 2008).

Distinctions can be made within public-private contractual arrangements as well. A university may contract for the private provision of goods or services while retaining ownership and management of the process, or it may entirely privatize or outsource the operation but in the process lose control (Bekurs, 2007). The key differences between PPPs and traditional procurement models are said to be the following: PPPs "replace traditional procurement contracts with long term contracts", "interchange upfront milestone payments with ongoing performance-based payments" and "impose pre-agreed output-based specifications rather than input specifications typical of construction procurement" (Paxton, 2008).

In a context where student enrolments are growing and public funding of higher education is not keeping pace or even declining, PPPs are particularly useful when a university cannot afford to build its own student housing, or prefers not to take on the risks and future maintenance costs of doing so. An indirect advantage of a PPP for a university is that it can instead focus its own resources on what it does best, namely, higher education (Paxton, 2008). Private developers, being potentially more up to date with and attuned to modern trends and tastes, may be better suited to meet student needs, while the financing options provided by a joint venture can also "increase the total investment capacity … [and] preserve the debt capacity and tax-exempt advantage of the university" (Han, 2004, p. 31). By taking more risks, private developers in turn are usually guaranteed good returns (Macintyre, 2003).

In the United States, public-private partnerships for the provision of student accommodation are becoming a more common occurrence, though the trend began nearly twenty years ago (Johnson, 2010). Similarly, Australian universities are increasingly exploring public-private partnerships as the preferred means of funding, building and operating student accommodation projects (Paxton, 2008). Across Europe, from the United Kingdom to Finland, a range of partnerships between universities and the private sector are being supplemented by purely entrepreneurial developments which in many cases have created new housing markets from scratch (Macintyre, 2003).

While the PPP model is attractive to the extent to which it can quickly deliver much needed student housing, it has its detractors. Hughes and Davis (2002) argue that private participation in the construction of student housing blurs the commercial and educational provisions of accommodation and creates contexts where student housing does not constitute part of the experience of being a university student. Steakley (2005) cautions that developers are primarily interested in costs and that universities have to keep a watchful eye on development as they are in these partnerships for the long haul and need to do the best they can to maximise return on investment. The PPP model is also not suitable for all university accommodation projects, since it reduces the university's direct control and may require significant lead and planning time (Paxton, 2008). It follows that a robust analysis

and due diligence of the university's specific context and needs is vital if the PPP model is to be adopted for the provision of student housing.

> Student residence public-private partnerships are regarded with a great deal of suspicion by many student housing officials in South Africa. At the root of this suspicion is the perception that such partnerships are both expensive and unreliable. Many universities have had poor experiences with the private sector in leasing buildings for student accommodation; and some partnerships, such as one at the University of the Witwatersrand (The Junction), are reported to have collapsed. Using guidelines formulated by the PPP Unit of the National Treasury, an existing student housing PPP is evaluated in this report.

2.2.2 Partnerships between cities and universities

Universities play an important role in a city's intellectual, cultural and economic life. Because of the high rentals that university students are likely to pay if there is demand for accommodation, they end up taking spaces that could be occupied by neighbourhood families and an artificial inflation of housing prices is created which can have a negative effect on the local housing market (Macintyre, 2003, p. 112; Han, 2004, p. 32). In this regard, it becomes crucial for the city and its higher education institutions to work together to address housing concerns. A good case of this practice is the city of Boston, which since 1990 has added 16 324 beds for undergraduate and graduate students, resulting in the freeing of 4 100 housing units for use by the city's residents (Han, 2004, p. 32). The City of Boston Redevelopment Authority works closely with universities and colleges to develop and update their institutional master plans which address issues of demographics, land use, transportation and urban design, among others. This way, the city assists the universities in making certain of their long term plans, at the same time protecting the city's housing stock by reducing the number of students who occupy residential property (Han, 2004, p. 32).

Moreover, if the issue of student housing is not addressed by local authorities, or if permitted to be driven haphazardly either by private student initiatives or by university or developer property speculation, numerous socio-economic problems may arise. Well-planned student housing has the potential to revitalize neglected city areas (Macintyre, 2003, p. 117) but, when poorly integrated into existing patterns and demographics, student housing initiatives can have a negative impact on the economic, physical, cultural and social lives of communities (Smith, 2008). Regarding the economic impact, such 'studentification' (a phenomenon where large numbers of students move to traditionally non-student neighbourhoods) may contribute to (real or imagined) rises in house prices, through speculative buying for renting purposes. This has the impact of pricing out first time home buyers and promotes a large number of transient people in localities because of the high rental market. Considering physical space, student rental properties can present a problem of low maintenance standards, as the owner is not there to contribute to maintenance especially where facilities like gutters are shared. This may lead to deteriorating infrastructure, declining property values and potential ghettoisation of an area (Macintyre, 2003, p. 116). In relation to cultural impact, the transient nature of student occupation leads to less community involvement and cohesion. This transient lifestyle defeats the purpose of building sustainable communities being espoused by the English government. Students are

also perceived to have a 'work hard, play hard' attitude that affects relations with neighbours because of increased noise levels (Smith, 2008).

> The development of partnerships between universities and local municipalities should be seen as a critical aspect of any attempt to address the student housing backlog in South Africa. The need for such partnerships is illustrated in the Eastern Cape, where the development of on-campus student housing has been constrained on both the Rhodes and the Fort Hare (Alice) campuses due to municipal infrastructural incapacity. Such partnerships would be especially welcome where there is a lack of adequate public transport between student accommodation and university campuses.

2.2.3 Reuse of old buildings

A university may consider renovating some of its other properties in order to make them suitable for student housing. Usually, buildings targeted for this are within walking distance of the university, which makes them very convenient for student housing (Han, 2004, p. 33). It is also cheaper to finance renovations than to build new buildings. However, many considerations must be taken into account when deciding to reuse or renovate. Construction has to take cognisance of zoning laws. Abandoned buildings may be office buildings and the local council or municipality will have to approve their conversion into student accommodation if in a business district. Furthermore, there may be restrictions on noise, as these are different for residential and office areas (Remøy and Van der Voordt, 2007).

> This model of 'brownfields' student housing development has been embraced by the private sector in South Africa. Its merits and demerits are explored in detail in the report.

2.3 Recent trends in student housing

Growing demand for student accommodation worldwide is spurring new innovations and initiatives in the field. These include an emphasis on residential learning (or 'living-learning') communities, more mixed and flexible housing forms, a focus on safety and security, sustainable and green campus developments, and greater consideration for the diversity of student housing needs.

2.3.1 Residential learning communities

Residential learning communities try to integrate the academic and accommodation experiences. Also known as 'residential colleges' or 'living-learning communities' (on which more in the next section of this chapter), they are touted as improving retention, as students in such communities are reported to spend more time talking about their academics and studying outside the classroom. They are often associated with, but are

distinct from, 'green' or sustainable housing (see University of Cape Town & Stellenbosch University, 2010, and below in this section). However, because they tend to be premised on homogeneity (either course-based or level-based), critics of the trend argue that it undermines principles of diversity (Angelo & Rivard, 2003). This may a short-sighted observation, though, since diversity can be achieved through other variables: for example, students studying physics are similar only by course of study but are diverse in other ways. Furthermore, the actual physical architecture of residential housing, commonly ranging from corridor to cluster to pod constructions, must be considered, since this too can have integrating or individualizing effects and may or may not contribute to a sense of community (Devlin et al, 2008).

In South Africa, residential learning communities exist in various, largely embryonic, forms at several universities, and certain prominent aspects of these, at the Universities of Stellenbosch and the Free State, are discussed in Chapter 5. The only literature which alludes to residential learning communities in South Africa, however, appears to be a presentation made by the Vice Chancellor of Nelson Mandela Metropolitan University, Derek Swartz, at the 2010 national conference of the South African Chapter of the Association of College and University Housing Officers International (Swartz, 2010). Swartz argued that student residences are of strategic importance because they are ideal locations for both teaching and learning and social and recreational life, not least because they can create a sense of community. He suggested that student residences have, or ought to have, four key functions:

- A pedagogical function – *residences are places of teaching and learning, induction and orientation*;
- A cultural function – *clubs and societies are strongest in student residences*;
- A social function – *having fun is key to student life*; and
- A leadership function – *residences are a training ground for student leadership* (Swartz, 2010).

Apart from this presentation, the Stakeholder Summit on Higher Education Transformation (DHET, 2010) also makes mention of residential learning communities, in the form of calling for the establishment of living-learning communities.

2.3.2 Mixed student housing

Mixed housing in its simplest form accommodates the needs of both single and married students. Apartments with two or four bedrooms which can either house married students along with their families or can be shared by a group of single students are being constructed on some campuses. However, mixed housing comes with its own problems, especially when married and single students share such spaces, since their different needs may prove incompatible. In addition, the fact that student demand for housing rises and falls at different times of the year has encouraged some universities to develop more flexible models, like the 'double as a single' and the 'expanded housing' models, to cater for fluctuating demand and thus maximize revenue (Ryan, 2003). In this regard, some universities lease hotel rooms or alternate accommodation to meet the temporary demand by students. While high student enrolment can lead to pressures for accommodation,

planning for residency should also consider off-campus markets as these might be used for purposes of holiday accommodation and for conferences out of term time, should a university find itself struggling to occupy its rooms. The off-campus market can also help alleviate university residency challenges if they build affordable and comfortable housing for students (Ryan, 2003).

2.3.3 Safety and security

Safety and security is a major issue for students and parents, and universities are increasingly responding to this by improving access control and installing video cameras that monitor exits, lobbies, elevators and laundry rooms. Technology is important, but a human presence is sometimes essential: for example, at Boston University, although students gain access to the building by swiping their student cards, a security guard is stationed in the lobby to watch out for tailgating (Angelo & Rivard, 2003).

2.3.4 Sustainable campus housing

Sustainability and the development of green campuses are some of the ways in which universities and colleges are responding to the environmental challenge. In 2009, there were "87 self-described and self-reported sustainable campus housing initiatives in United States colleges and universities", though of these two-thirds were private institutions (Torres-Antonini & Dunkel, 2009, p. 14). Green residences are residence halls that "maximise energy, water and materials use and … minimise and ultimately eliminate negative impacts on human health and the environment throughout their life cycle" (US Green Building Council Research Committee, quoted in Torres-Antonini & Dunkel, 2009, p. 14).

In addition to using renewable sources of materials for construction, green campuses also promote sustainability, living-learning communities and hubs. The design features of sustainable residential buildings – through the use of reclaimed or renewable source materials, compact fluorescent lamps and solar panels, efficient water management systems, the provision of spaces for communal meals, facilities for recycling waste, or storage space for bicycles and other forms of alternative transportation – can deliver desired energy and resource efficiencies alongside environmental edification (Torres-Antonini & Park, 2009, p. 32). In South Africa, the Universities of Cape Town and Stellenbosch are implementing sustainable living-learning communities by promoting paper recycling and energy saving initiatives and educating around environmental issues (University of Cape Town & Stellenbosch University, 2010).

2.3.5 The diversity of student housing needs

In a context where there is a shortage of student housing, it is important to establish student needs so that future provision of housing can consider these needs in constructing accommodation suitable for students. Thomsen and Eikemo (2010) found that only 13.6% of the Trondheim, Norway, student population of 29 000 had access to rented institutionally-owned accommodation, while 78.2% rented from the private market. These students' needs varied depending on the context, but additional broad parameters influenced their personal

satisfaction with housing. Apart from the need to take into account the fact that student accommodation is temporary, and that students in a transient housing situation expect different things to that of students in a permanent one, such additional parameters include "personal factors at different phases of life, social and cultural background, financial situation, and expectations, but also … the architectural characteristics of a building or a dwelling" (Thomsen & Eikemo, 2010, p. 274). Today's students also have high expectations for up-to-date service delivery and facilities that provide value. Individuals responsible for student housing programmes must offer students safe and fully functioning facilities with modern amenities and programmes, all at reasonable cost (Ryan, 2003).

Leaving aside individual students' personal preferences, the diversity of student housing needs is especially pertinent in the context of issues of racial integration in student residences, and allocating accommodation in ways that take cognisance of sexual orientation. In the USA, several universities have tried to deal with these kinds of admissions issues by allocating accommodation to students of colour and to international students through a lottery system; but some universities have since abandoned this system, arguing that it is itself discriminatory (Hardi, 2000). In South Africa, Moja (2008) has argued that segregationist practices still exist in the allocation of student housing, under the guise of using 'culture' as a basis of this allocation on campuses that have a predominantly white student body. This is supported by the *Report of the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions* (DoE, 2008), which found that admission policies in residences are creating *de facto* segregation and discrimination in the allocation of housing to students and the employment of staff in residences.

Most universities worldwide have also implemented policies on mixed gender student housing, but the issue of access to housing by transgender couples is as yet unresolved. While a married woman or man can obtain couple accommodation relatively easily, same-sex and transgender couples have had to resort to lawsuits in the United States in an effort to be treated fairly (Wright, 2001). Moreover, where policy enables such access to couple accommodation, institutions still have the responsibility of guaranteeing the safety of these couples from homophobic students. Nevertheless, at last count in the United States at least, more than 50 campuses offered gender-neutral housing (Alexander, 2010).

2.4 The contribution of residence life to student success

The issue of the relationship between student housing and academic success has been mentioned more than once in this chapter. The recent trend towards 'sustainable living-learning communities', discussed in the previous section, is considered important precisely because such forms of accommodation are seen, in part, as encouraging and enabling students to persevere with and complete their studies. The Eurostudent report, too, as noted above, deemed that students living in halls of residence are likely to see studying as their main occupation, and this in turn, it is believed, "may have a positive effect on their duration of study and grades" (Eurostudent, 2011, p. 170).

Much research related to on-campus student housing and its impact on student persistence and performance emanates from the United States. This body of research indicates that living in on-campus housing at a four-year college or university has a positive impact on student retention, performance and adjustment (Pascarella & Terenzini, 2005). Living on-campus, studies have found, correlates positively with improved academic performance, student persistence and higher levels of student involvement in on-campus and extracurricular activities (Lowther & Langley, 2005). According to the Higher Education 2Research Institute at the University of California at Los Angeles, living in on-campus housing during a student's first year increases their chance of finishing college by 12% (Pascarella & Terenzini, 2005). Since this has been found to apply even when differing levels of academic ability are taken into account, students defined as high risk, or with lower academic credentials, may especially benefit from living in on-campus housing (Pascarella & Terenzini, 2005). Furthermore, regardless of race or gender, dormitory residents have been found to be more likely than commuters to obtain a degree, to report higher levels of social interaction, and to have higher levels of self-confidence and satisfaction with their college experience (Thompson, 1993).

Forms of accommodation that are stable and of good quality are also associated with academic achievement and retention (Macintyre, 2003, p. 111). Studies have identified loneliness, housing problems and an inability to bond with the community as particular obstacles to student success and retention (Catt, 1998); and students who have been able to establish bonds in their new environment adjust better to university life than students who are isolated and not as successful at establishing new friendships (Enochs, 2006). On-campus housing environments have been likened to families, in terms of rules, boundaries, a sense of community and an atmosphere of care and concern for other students. Students living in on-campus housing, compared to those living off-campus, report a higher level of involvement in campus life and more friendships on campus (Barthelemy & Fine, 1995).

2.4.1 The first year experience and residence

A student's experiences during his or her first year at university are seen as particularly important. In the context of growing and increasingly diverse student populations, changing gender and ethnic profiles, mounting financial pressures and greater government, industry and parental demands that universities improve quality, retention and through-put rates, the nature of the first year student experience has seldom been out of the research spotlight. In South Africa, the first year experience is particularly relevant given the vast gap between the general quality of schooling and the expectations of universities, the need to redress decades of apartheid inequalities, inequities and inefficiencies, and the desire to remain internationally competitive.

International research on this topic indicates that the first year of study at a university is the most critical in terms of persistence. In the United States approximately 15% to 19% of each first year class is lost during or at the end of the first year. Reasons for this vary, but the lack of a strong connection to academic and social support services is believed to be a strong contributor (Lowther & Langley, 2005). Shapiro and Levine (1999) found a higher rate of retention among first year students living in residence halls and that these students were more likely to report satisfaction with their first year experience, more likely to contact

professors, more likely to act in leadership capacities, and less likely to suffer declines in academic self-esteem compared to those living off-campus. Conversely, first year students who struggle academically are frequently isolated, both socially and academically (Light, 2001). Catt (1998) found that first year students who attend community colleges that do not offer on-campus housing have less academic success than those living in on-campus housing at community colleges, in part because, unlike commuter students, students in on-campus housing can participate easily in campus activities and clubs. Apart from the ordinary student, student leaders living on-campus are naturally more available to members of their organisations, faculty sponsors, administrators and other interested parties (Catt, 1998).

On the other hand, in their comprehensive review of the literature on what they more accurately term the "multiplicity of first-year experiences", Harvey, Drew and Smith (2006, p. iv) also investigated the last twenty years' worth of international research on the impact of residence on the experience of first year students. Their assessment of the collective findings of this body of research is less sanguine and more tentative. First, while students in on-campus housing are more likely to remain at, persevere through and successfully complete their university studies than other students, such students have historically also been more economically and socially privileged (Harvey, Drew & Smith, 2006, pp. 58-9). Controlling for such differences, "there is ambiguous evidence about whether living in residences actually enhances grades" (Harvey, Drew & Smith, 2006, p. iii).

Second, several studies in the United States have found no significant or direct differences between living on or off campus, but only slight and indirect positive effects in the form of "the extent of [on-campus] students' interaction with faculty and peers" (Harvey, Drew & Smith, 2006, p. 59). To paraphrase one set of such findings (Pascarella, cited in Harvey, Drew & Smith, 2006, p. 59), among the slight advantages enjoyed by resident students, as opposed to students who commute, are that they:

- Participate in more on-campus activities;
- Interact more frequently and informally with academic staff and peers;
- Are more satisfied and more positive about their campus environment;
- Are more likely to persist and graduate;
- Show improved psychosocial development; and
- Attach more importance to aesthetic, cultural, and intellectual values, liberalism and secularism.

Third, research undertaken in Canada found, in contrast to much of the US literature, that students living with their parents obtained higher marks and had higher rates of classroom involvement than students living on campus; while research from the Netherlands concluded that on-campus students had more personal problems and spent less time on their studies. Coupled with this, an Australian study observed that the positive outlook and beliefs of students were more important to their first year experience than their actual on-campus circumstances (Harvey, Drew & Smith, 2006, p. 60).

Thus, in the light of these 'ambiguous' results, Harvey, Drew and Smith conclude that "the beneficial effects of residential living seem to be dependent on the context and may be

more beneficial in small institutions", noting at the same time that the most, though not overwhelming, benefits arise "where students live and learn together" (2006, p. iii, 61).

Another, more recent Australian study (Groen, 2009) has pointed out that much research suggesting that on-campus students get higher marks and demonstrate "higher gains in personal and social competence than their commuter student counterparts" has been limited to an American context and has not yet been shown to be generalisable (Groen, 2009, p. 4). Finding that "there is no clear cut pattern of which accommodation style fosters a more positive first year experience overall", Groen argues that "what is important is that students are individually matched to an arrangement that fosters their experience and this will change depending on a variety of individual factors and how well the student can cope with influences such as distractions or increased travel times" (Groen, 2009, p. 16).

2.4.2 Living-learning programmes and student outcomes

Research on the almost bewildering variety and complexity of living-learning programmes at higher education institutions in North America is still in its infancy (Inkelas & Soldner, 2011). At the simplest level, the concept of a living-learning programme is not far removed from the earliest and most traditional forms of student housing, in which residential and academic buildings existed in close proximity, if not in the same building. The emergence of the concept has been traced to some of the early US colonial colleges, including Harvard, William and Mary, and Princeton, where buildings were constructed containing not only lecture halls but also dining rooms, a kitchen, a library, and sleeping quarters for students and their tutors, and as a result these buildings were concerned not only with learning subjects but with the entire academic experience (Inkelas & Soldner, 2011). Since tutors lived in residence with students to oversee their learning and development, these buildings were unlike most modern university residences, which are often little more than hostels or buildings to house heads on pillows.

The general view of living-learning programmes today is that they are intended "to make possible the integration of the social, cultural, physical, spiritual, and intellectual growth of students in such a way that each complements the others" (Adams, cited in Inkelas & Soldner, 2011, p. 30). This view correlates with transformative and constructivist understandings of quality education which view the student as an active participant in a process of 'adding value' to his or her educative experience: "a transformative approach to quality [education] is about enhancing and empowering students, which requires a focus on the total learning experience – all aspects of students' experience that impact upon their learning" (Harvey & Knight, 2006, p. 39). This focus on an all-round academic experience is also common in the South African literature on academic development which, while it does not appear to explicitly address the concept of living-learning, occasionally makes reference to student housing-related issues. As far back as the early 1990s, for example, Mahatey and Kwenaite (1992) were reporting on an initiative at the University of the Western Cape which involved appointing senior students as residence assistants responsible for improving not only students' social lives but also their academic lives.

Similarly, international research also indicates that university environments which have the strongest impact on cognitive development and persistence are typically the result of

purposeful, programmatic efforts to integrate students' intellectual and social lives during their university years (Pascarella & Terenzini, 1991). Since student development and change, it is argued, consist less of individual deterministic experiences than of a collage of interrelated experiences over time, the critical question is how a university can 'shape its intellectual and interpersonal environments to invite increased student involvement' (Pascarella & Terenzini, 1991, p. 611):

> The more one's social experience reflects and reinforces one's academic experience, the greater will be the possibility for intellectual development. Put another way, the more complete the integration between a student's academic life and social life during college, the greater the likelihood of his or her general cognitive and intellectual growth (Pascarella & Terenzini, 1991, p. 159).

There is much plain common sense, as well as potential, inherent in the living-learning concept. However, Inkelas and Soldner (2011) caution that, while the propaganda on living-learning programmes makes them appear like the ideal undergraduate educational intervention, there is little agreement about what living-learning programmes should do, little insight as to how they should be run, and little evidence that they are always effective in the goals and objectives they are ostensibly created to achieve. Few practical definitions of living-learning programmes and concepts yet exist, a void in understanding which has created "a somewhat Wild West scenario" (Inkelas & Soldner, 2011, p. 30). In a personal communication with the Ministerial Committee, Professor Karen Inkelas added that "living-learning programs are not well-studied" and current definitions are "vague and misleading at best". She pointed out that "staffing and physical space research/assessment on living-learning programs are nearly non-existent", and called for "living-learning professionals to band together and create a definitive definition of living-learning programs" (Inkelas, personal communication, 2 December 2010).

2.5 National student housing policies and regulatory frameworks

Policy and regulatory frameworks for student housing exist in most developed countries. A brief overview of the policies and frameworks of just three countries – France, the United States of America and the United Kingdom – are presented here, as much to highlight the almost complete lack of such policies and frameworks in South Africa as to stimulate thinking around the development of appropriate and relevant guidelines and regulation in this country.

In France, the *Centre National des Oeuvres Universitaires et Scolaires* (CNOUS, 2009) heads a network that manages student social services, from housing to food to managing student financial aid. In the United States, while student housing regulation is fragmentary and lacks any apparent over-arching policy framework or support structure at either the federal or state levels, the National Association of Housing Co-operatives (NAHC), which works together with Canada through the North American Students Cooperation (NASCO), facilitates the provision of affordable housing through a network of local and regional cooperatives (ICA, 2007). In the United Kingdom, the Housing Act of 2004 (United Kingdom, 2004) exempts higher education institutions from having to license houses of multiple

occupants provided they sign up to the Universities United Kingdom (UUK) Code of Practice for University Managed Student Accommodation, which sets standards for health and safety, repair and maintenance, environmental quality, landlord and tenant relationships, health and wellbeing, anti-social behaviour and disciplinary procedures, and code administration and compliance.

By contrast, in South Africa there is as yet very little national policy and regulation in the field of student housing. South African legislation and policies on higher education, for instance, the Higher Education Act (Act no. 101 of 1997, as amended by the Higher Education Amendment Acts 55 of 1999, 54 of 2000 and 23 of 2001) and the National Plan for Higher Education in South Africa (DoE, 2001), do not include regulations on student housing.

Perhaps the first instance when student housing became a significant part of national higher education policy discourse was in April 2010, at the Stakeholder Summit on Higher Education Transformation (DHET, 2010). The Summit criticized the poor physical quality of student accommodation both on- and off-campus, raised concerns about the poor nutritional quality of residence food and the use of food allowance funds, and called for an integration of residential life into the core business of universities as well as the incorporation of residence life into the academic project of universities through the establishment of living-learning communities. The outcome of the summit was a Declaration containing fifteen recommendations, including an undertaking to develop mechanisms to promote student-centred and caring universities (which would include, *inter alia*, improvements in student services such as accommodation and catering) (DHET, 2010).

There are also no clear and coherent regulations governing the provision of student housing in South Africa, at either local/municipal, regional or national levels. This dearth of policy and regulation should be of particular concern since, as some international literature has shown, a lack of planning and oversight can lead to serious unintended and negative consequences (see Macintyre, 2003, and Smith, 2008, above). At the institutional level, while all South African universities which have campus accommodation have operational policies and protocols in place, only two institutions appear to have documented minimum standards for the provision of student accommodation, viz., the University of Johannesburg and Rhodes University, and these are not comprehensive in terms of either accommodation infrastructure norms or governance and management norms and standards.

Given the relative lack of regulations governing the provision of student housing in South Africa, a proposed Minimum Standards Code for Student Housing and Accommodation in South Africa is attached to this report as Appendix D.

2.6 Financing of student accommodation and infrastructure

Over the past few decades, public funding of higher education has been under severe and increasing pressure all over the world, as governments and citizens alike demand improved accountability, efficiency and outcomes even while expecting mass participation (Macintyre, 2003). Coupled with growing student enrolments, this situation is unlikely to change in the

near future, forcing universities to make hard choices between where and how they utilise their otherwise limited resources.

"In most countries some form of public financing of higher education is experienced" (De Villiers & Steyn, 2005, p. 3), and South Africa is no exception. Arguing in favour of increased public spending on education, and specifically higher education, De Villiers and Steyn (2005) compared public expenditure on higher education in South Africa with that in other countries.

> Total expenditure on higher education per student, both private and public, differs substantially among countries. In OECD countries, for example, this varied between $4 000 in Greece in 2003 to $20 000 in the USA. Also, if higher educational expenditure as a percentage of the GDP is used as a yardstick, America spends the highest percentage on education. Although extra funds per se do not guarantee greater efficiency and quality, it does seem as though America's higher education is more successful if it is compared with the systems in other developed countries (De Villiers and Steyn, 2005, pp. 3-4).

In South Africa, by comparison, the impact of relatively lower public spending on higher education as well as the escalating cost of higher education has contributed to the fact that "student debt [has] increased substantially over the years …, increasing by 79% over the period 2001-2003". At the same time, "student debt [was] written off by 102% from 2000-2003", without taking into account "institutions for which no data is available … [but] where large debts could be expected" (De Villiers & Steyn, 2005, p. 9).

The National Student Financial Aid Scheme (NSFAS) was introduced specifically to assist students from poverty-stricken backgrounds, whose desire for higher education but lack of means was translating either into complete exclusion from university or into a ballooning of student debt. The exponential growth in the NSFAS budget over the years has nevertheless been unable to keep pace with the ever-increasing demand for financial aid (DoE, 2009b, p. 2). While thousands of students have benefited from the scheme, it has been argued that one consequence of the channelling by the state of additional funds into NSFAS is that universities have been left with an even smaller percentage of the education budget: while "this policy [i.e., NSFAS] … helps to decrease student debt *it doesn't pay for expenditure of HE [higher education] institutions*"; moreover, "only a very small percentage of students benefit from [the] scheme" (De Villiers & Steyn, 2005, p.10, emphasis added).

These findings and conclusions are mirrored in the REAP Report (Jones, Coetzee, Bailey & Wickham, 2008):

> An analysis conducted by the HSRC and the CHE into South Africa's university drop-out rate, cited inadequate financial resources as the main reason for students dropping out of university (80% of respondents), and that this was a significantly greater factor for African and Coloured students than for White or Indian students. Financial constraints were found to manifest particularly in students having difficulty affording registration fees, accommodation, meals, books (including materials and equipment) and travel costs. Related financial factors, such as lack of a quiet space to study, living

> far from campus and pressure from their families to leave their studies in order to support them financially, also contributed significantly to student drop-out (Jones et al., 2008, p. 22).

Regarding the role of NSFAS in addressing these financial constraints and barriers to accessing higher education, the REAP report acknowledges that NSFAS is the single largest provider of financial aid to students in state higher education institutions in South Africa and is therefore critically important in providing financial access to higher education for large numbers of financially needy students who would otherwise not be able to afford it (Jones et al., 2008). The report also contends, however, that this contribution "can never be enough to meet the full scope of the need", which thus makes it the responsibility of the individual institutions to determine the size of the awards according to their student population profile. The report finds that although institutions make financial aid allocations according to prescribed means tests, they have the discretion to allocate funds according to different line items such as accommodation and registration fees. This, according to the report, has given rise to wide variations in financial aid practices among institutions, depending on the numbers and economic profile of their student populations that require such assistance, and that awards are more comprehensive in some institutions than in others.

Several instances are cited to support this finding:

> The NSFAS loan may cover the registration fee at some universities, but not at all institutions. It was also found to cover residence fees at four of the institutions in the sample, but not for first-year students, who are most at-risk of dropping out, at one institution. Generally, nonresidential accommodation was not covered by the loan, which resulted in an added financial burden for those who applied late, when the residences were already fully booked. Furthermore, although the NSFAS loan does make some allowance for the purchase of textbooks, this is not always sufficient, which is problematic for those students who cannot make up the shortfall. There were also complaints that the NSFAS living allowance was not only insufficient, but that it was sometimes paid out very late by financial aid departments, even as late as the end of the term, which caused students much personal hardship. Students are expected to make up these shortfalls in financial aid one way or another, but many cases were encountered of students who could not (Jones et al., 2008, p. 31).

This is well illustrated by a first year NSFAS-supported student, as follows:

> You have to survive with whatever you have and wait until the next deposit that you're going to get from home. NSFAS is only tuition and books so the food money comes from home. For someone like me it's very tough because money is a serious issue for me. I can't ask for money. Even when I've run out it's hard for me to pick up the phone and say; "Hey guys, I've got no food." So I just sit and wait and wait and wait until the day comes. Even if it means starving, I have a serious problem when it comes to asking for money. I don't think it's pride. For instance, at home, my mother is the only person working. So, whatever decisions I make, I first think; "Eish, this poor woman, she's already got enough on her plate." So the least I can do is just be

> patient and wait for her. When she's fine she'll give me whatever it is (Jones et al., 2008, p. 31).

Apart from inadequate access to funding, reflections such as these raise issues of food and nutrition. The nutrition of students did not form part of the terms of reference of the Ministerial Committee; however, during the site visits it soon became apparent that the lack of adequate food is a serious problem for many students at a number of South African universities (see also DHET, 2010). There is no doubt that nutritional status can have significant and sometimes profound effects on human mental performance (Rogers & Lloyd 1994, p. 443; Dani, Burrill & Demmig-Adams, 2005, p. 263; Lien, 2006, p. 425), that malnutrition, even with no clinical signs, affects intelligence (Quendler, 2002; Taras, 2005), and hence that adequate nutrition is vital for academic performance and success.

Leaving aside the large gap between NSFAS funding and student need in South Africa today, the allocation and use of such funding, together with the variations in financial aid practices among institutions, particularly in relation to student accommodation, need further investigation.

> The financial challenges and difficulties described by the REAP report (Jones et al., 2008) are, if anything, understated. The hardships confronting many students were encountered and observed by the Ministerial Committee, and are recounted in several sections of the report. The REAP report also expresses one of several tensions relating to the provision of student housing identified by the researchers, viz., the ongoing contestation as to whether NSFAS loan allocations should be larger, and cater more comprehensively for fewer students, or whether they should be smaller and offer wider access. This tension is explored in the funding and financing section of this report.

Furthermore, provision of financial support for student accommodation needs is only one aspect of the complex student housing equation; university residences and other forms of on- and off-campus accommodation must also be maintained, staffed and managed. At many US colleges and universities, as in South Africa, the challenges of ageing student housing infrastructure, the evolution of residential life programmes, the cost of and need for professional residence staff, and the financial implications of technology in the residence environment (Ryan 2003), are compounded by increasing student expectations for living options and cumbersome financial structures, all of which prevent an aggressive approach to renovation or new construction (Stoner and Cavins, 2003). Traditional funding options are no longer viable for many institutions, and additional options are needed to address the gaps between what is required of university housing facilities, what is desired by students, and what is affordable for the university and the student resident.

Alternative sources of funding could include: increasing residence fees or room rent; revision of residence budgets and programmes to reduce costs; the privatisation of residence halls and operations; addressing the funding gap through federal, state or municipal assistance, state initiatives and tax-exempt corporate models; leveraging special

events such as the hosting of major sporting events; and sponsorship by corporate or private donors (Stoner and Cavins, 2003).

> A coalition of funding sources must be compiled in order to secure the needed funds for projects envisioned for the future. Upgrading or constructing new facilities to meet future expectations will cost significantly more than can be legitimately attached to amortisation schedules from revenue bonds. Consortia of funding coupled with private gifts … have merit. Further, folding total project costs into the revenue bond model can no longer be considered the sole answer to funding. The rent cannot possibly be increased enough to cover project budgets envisioned for the future … It will become necessary to finance educational programs and academic enrichments within residential facilities from sources other than rental income (Stoner & Cavins, 2003, p. 26).

Similarly, La Roche, Flanigan and Copeland (2010) find that millennial students in the United States have significantly higher expectations for student housing than their parents did and are willing to pay an additional fee for certain amenities. They recommend that "given the current economic situation, universities may find it expedient to join forces with their prior competitors, private developers, and share in the lucrative revenue stream provided by student housing" (La Roche, Flanigan and Copeland, 2010, p. 274).

2.7 Conclusion

While many if not most students continue to live in their parents' homes while studying, the supply of adequate housing, on or off university campuses, for those who cannot or choose not to stay at home, cannot keep up with the demand. Hence the traditional, historical patterns of student housing are being supplemented with a range of other models, prominent among them being various forms of public-private partnerships, and at the same time greater attention is being given to satisfying the varying and not always complementary needs and demands of universities, parents and governments as well as students. The phrase 'mix and match' could be said to sum up many of the several recent trends in student housing, but quality and fitness for purpose remain all-important.

With regard to the contribution of residence life to student success, a substantial body of research suggests that students who live in on-campus housing perform at a higher level academically, and are more satisfied with their overall college experience, than their off-campus counterparts, even when differing levels of academic ability are taken into account. However, the findings are not conclusive, being tempered by research, from the USA as well as from other countries, which suggests that the influence of on-campus student housing on student engagement and academic life may be, at most, slight and indirect. All these findings, whether promising or questionable, await further research into the extent to which they are generalisable to other parts of the world, especially developing world contexts.

In South Africa, issues of access, equity and redress are especially important, as are those of quality and cost, among other student housing concerns. How to comprehensively and adequately finance student accommodation and infrastructure, and whether to draw on

public coffers or private sources or both, is a challenge that will exercise the minds of government policymakers and university managers, both here and around the world, for decades to come. In order to address this challenge, much more up to date information is required; unfortunately, there is a scarcity of research in South Africa, and in developing countries more generally, about these and all aspects of student housing (a state of affairs partly reflective of a lack of national policy and regulation in the field). There is also a lack of research, worldwide, into exactly which factors, initiatives, programmes and interventions actually contribute to the positive impact of residence accommodation and life upon the academic and the educative experience of students.

In particular, more rigorous and focused research into the relationship between student housing and academic success in South Africa, into first year experiences, and into the relevance and applicability of the concept of living-learning communities, is needed, not least because, given poor student performance, retention and through-put rates in the country, even slight and indirect advantages are worth exploring further, and fostering where possible.

> While there appears to be growing consensus amongst American student housing professionals that living in residence significantly advantages a student at university, the generalisation of these findings to other countries needs to be further researched. Among other things, this report seeks to establish whether any preliminary indicator trends with regard to the academic success of students in residence relative to commuter students can be identified at South African universities. However, more coordination between universities and further research is needed in this area.

3. Residence student demographics

This chapter examines the composition and characteristics of the national student body being accommodated in South African university residences. It provides data on the total number of residence students and the number of residence beds available, and breaks the total number of residence students down with regard to their undergraduate or postgraduate status, their gender, race, levels of study and geographic origins, the time taken to graduate and the extent of financial aid, wherever possible from 2008 to 2010 inclusive. It also compares national, student and residence student populations in South Africa.

3.1 Number of residence students and residence capacities

Table 1 below indicates the total number of students housed in residences (both university owned and leased) from 2008 to 2010 inclusive, as reported by the universities.

Table 1: Number of students in university residences, 2008-2010

Year	Total number of students in residences	Total % increase	Undergraduate students in residences	Postgraduate students in residences	Not classified*
2008	89 475		79 583	4 845	5 047
2009	99 053	10.71%	88 327	4 908	5 818
2010	104 440	5.44%	90 328	5 849	8 263

*Note: The 'not classified' column indicates residence students not classified in university returns as either undergraduate or postgraduate.

Table 2 below provides a breakdown of the number of registered university students and the number of beds per campus, in 2010.

Table 2: Registered students and bed space per university and campus, 2010

Institution	Campus	Number of registered students (DHET data)	Beds per campus	Beds per university	Bed capacity as % of 2010 enrolment
CPUT	CPUT Cape Town	21 497	3 048	5 843	18.24%
	CPUT Wellington		547		
	CPUT Mowbray		203		
	CPUT Bellville	10 540	2 045		
CUT	CUT	12 271	728	728	5.93%
DUT	DUT Durban	25 236	1 400	2 611	10.35%
	DUT Midlands		1 211		
MUT	MUT	10 046	1 270	1 270	12.64%

Institution	Campus	Number of registered students (DHET data)	Beds per campus	Beds per university	Bed capacity as % of 2010 enrolment
NMMU	NMMU SS South	21 782	1 431	2 811	12.34%
	NMMU SS North		955		
	NMMU 2 Ave		171		
	NMMU George	994	254		
RU	RU	7 149	3 503	3 503	49.00%
TUT	TUT Pretoria	36 993	4 012	10 164	27.48%
	TUT Emalahleni		198		
	TUT Mbombela		130		
	TUT Garankuwa	4 592	1 478		
	TUT Soshanguve	10 172	4 346		
UCT	UCT	23 610	5 579	5 579	23.63%
UFH	UFH Alice	6 205	4 006	5 089	48.25%
	UFH Buffalo City	4 343	1 083		
UFS	UFS Bloemfontein	19 289	3 382	4 435	19.19%
	UFS QwaQwa	3 824	1 053		
UJ	UJ AP-Kingsway	45 509	1 111	4 393	9.09%
	UJ AP-Bunting		1 350		
	UJ Doornfontein		1 796		
	UJ Soweto	2 815	136		
UKZN	UKZN Howard	34 066	1 743	6 924	20.33%
	UKZN Medical		165		
	UKZN Westville		2 349		
	UKZN Edgewood		802		
	UKZN Pietermaritzburg		1 865		
UL	UL Turfloop	14 103	5 935	5 935	42.08%
UL	UL MEDUNSA	3 879	2 748	2 748	70.84%
UZ	UZ Kwa Dlangeza	14 497	4 354	4 354	30.03%
UNW	UNW Mafikeng	6 522	2 233	8 096	27.31%
	UNW Potchefstroom	23 120	4 826		
	UNW Vaal Triangle		1 037		
UP	UP	41 796	7 650	7 650	18.30%
US	US Stellenbosch	26 418	5 965	6 874	26.02%
	US Tygerberg		909		
UV	UV	10 280	2 036	2 036	19.81%
UWC	UWC	18 031	3 656	3 656	20.28%
VUT	VUT	21 212	3 081	3 081	15.01%
WITS	WITS	29 741	4 464	4 464	15.01%
WSU	WSU Mthatha	21 901	2 776	5 354	24.45%
	WSU Mthatha Zama		686		
	WSU Butterworth		1 638		
	WSU Buffalo City	3 000	254		
	TOTALS	535 433	107 598	107 598	20.10%

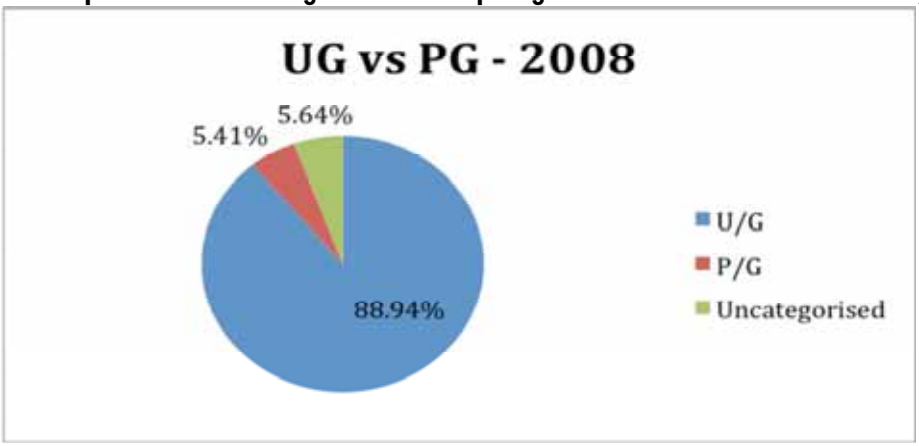
As indicated in Table 2, in 2010 South Africa's universities had the capacity to provide a bed, and thus a place in a residence, to only 20.1% of the total number of registered students. The universities of Limpopo, Rhodes and Fort Hare were able to accommodate the greatest proportions of students in that year, and the Central University of Technology, the University of Johannesburg and Durban University of Technology the least.

Comparing Tables 1 and 2, there is a discrepancy between the total number of beds at all universities (107 598 beds) and the total number of students reported to be in residence (104 440 students) in 2010 (specifically in February 2010, when it is reasonable to assume that all available beds will have been filled). The discrepancy of 3 158 apparently unallocated beds may be attributed to errors in the data provided by the universities. However, student leaders at several universities (DUT, MUT, UFH, UKZN, UL, UV and WSU) alleged during interviews that the housing allocation processes at these institutions were affected by maladministration, bribery, corruption and/or nepotism, allegations that require further investigation.

3.2 Proportions of undergraduate and postgraduate students in residence

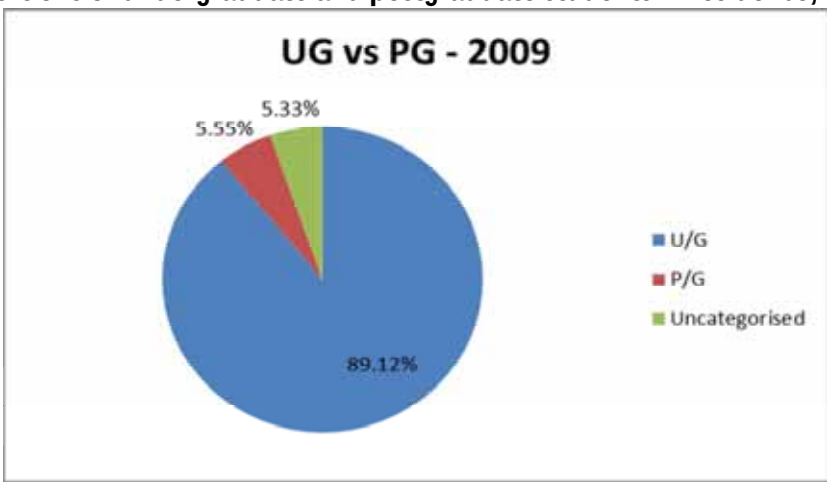
The total number of students in university residences per year over the past three years is broken down in Figures 4a-c below in terms of the relative proportions of undergraduate and postgraduate students.

Figure 4a: Proportions of undergraduate and postgraduate students in residence, 2008



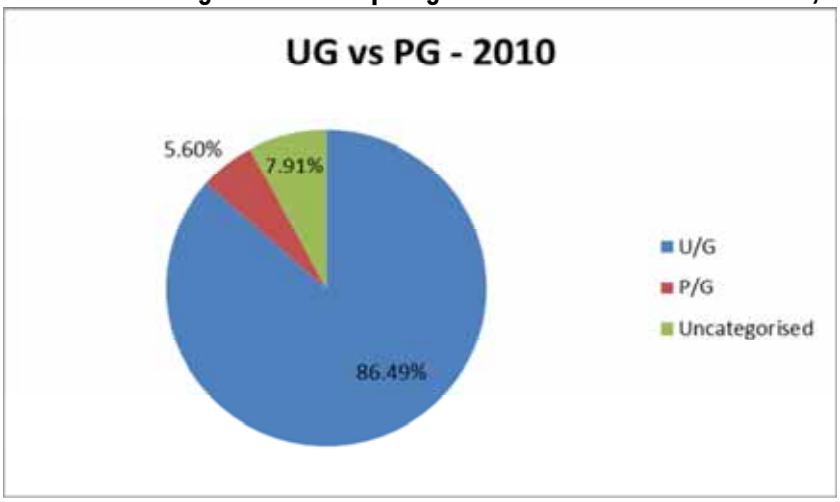
Notes: UG = Undergraduate; PG = Postgraduate.

Figure 4b: Proportions of undergraduate and postgraduate students in residence, 2009



Notes: UG = Undergraduate; PG = Postgraduate.

Figure 4c: Proportions of undergraduate and postgraduate students in residence, 2010



Notes: UG = Undergraduate; PG = Postgraduate.

Figures 4a-c indicate that, from 2008 to 2010, the proportion of undergraduate to postgraduate students housed in university-controlled accommodation has been stable – with the small decrease in the undergraduate percentage in 2010 attributable to the increase in the number of 'uncategorised' beds. From 2008 to 2010, the number of students housed in residence increased by 16%, including a 13.5% increase in the number of undergraduates, and a 20.7% increase in the number of postgraduates, housed. It is probable that the bulk of the 'uncategorised' proportions may be added to the undergraduate counts, in which case the undergraduate population increase during this period was 16.5%.

3.3 Gender

Figure 5a: Proportions of residence students by gender, 2008

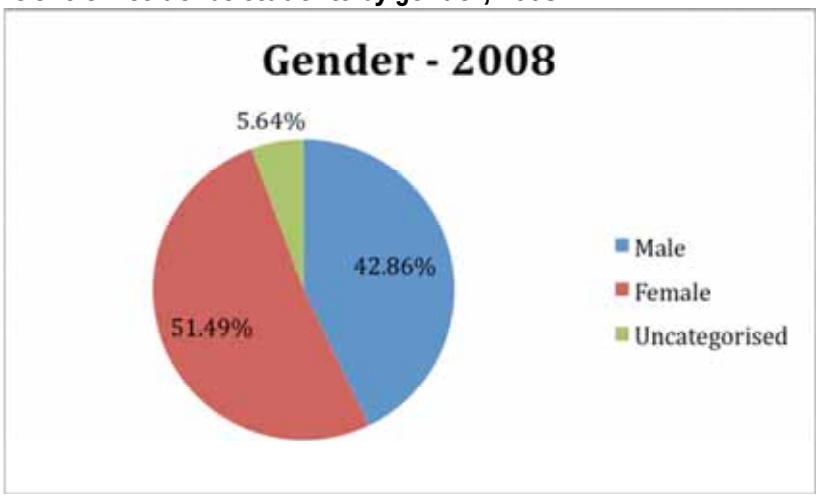


Figure 5b: Proportions of residence students by gender, 2009

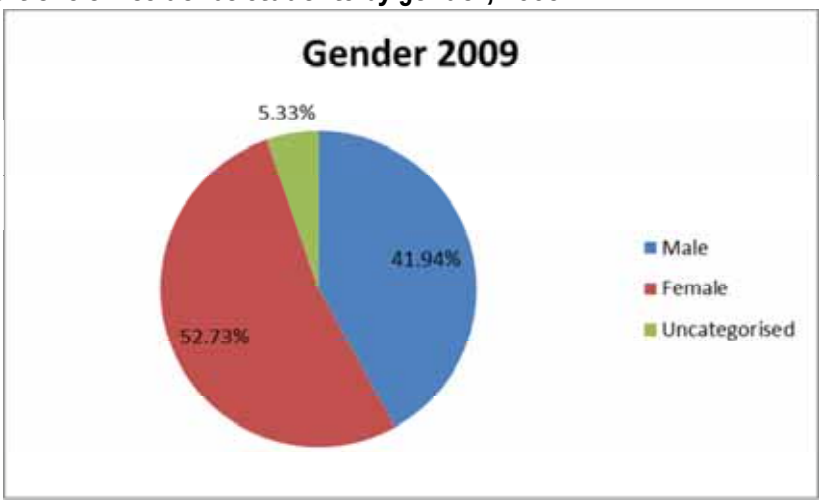
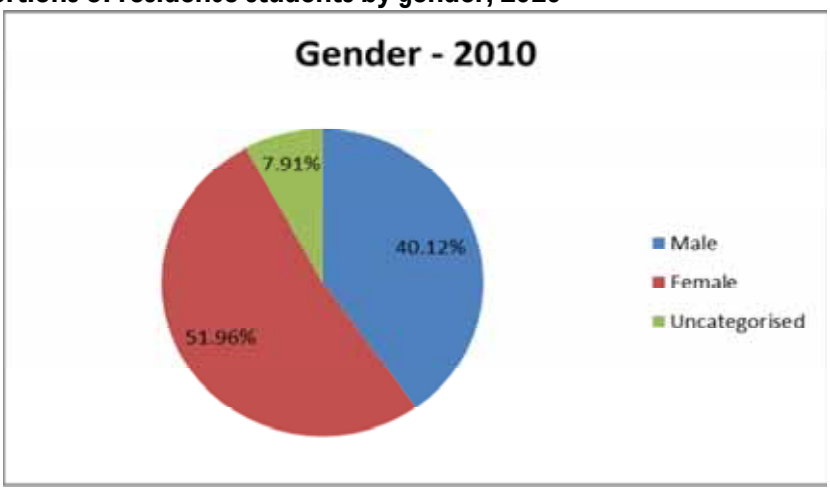


Figure 5c: Proportions of residence students by gender, 2010



The national gender balance of students housed in university-controlled residences has been stable over the three year period. Adjusting for the 'uncategorised' component, the national female to male ratio of students in residences is 55:45.

3.4 Race

Figure 6a: Proportions of residence students by race, 2008

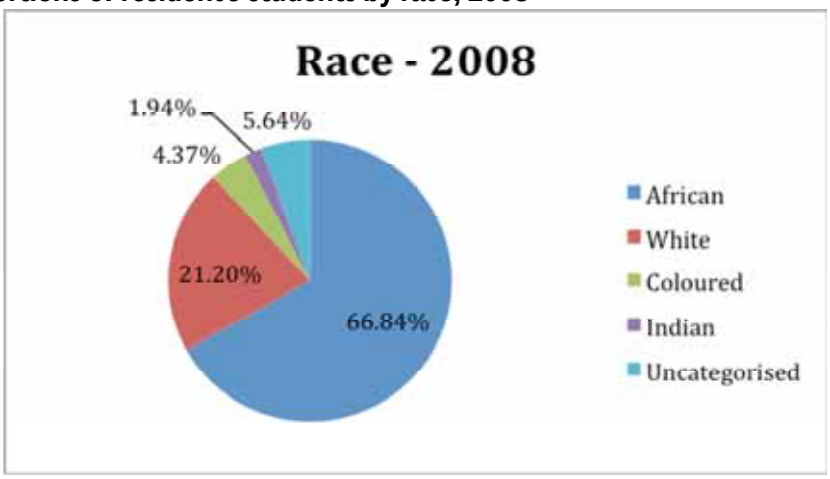


Figure 6b: Proportions of residence students by race, 2009

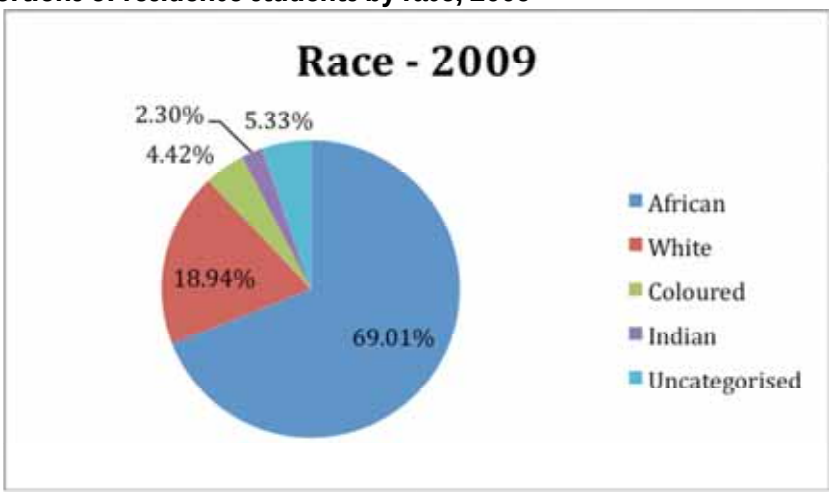
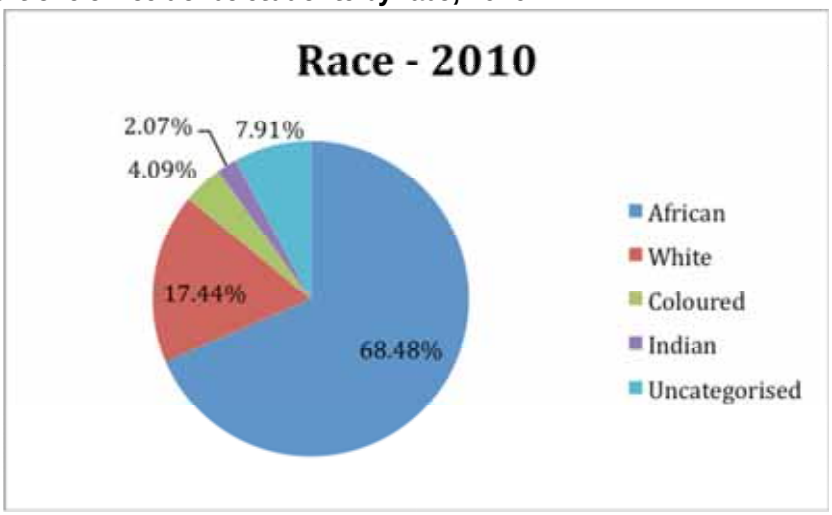


Figure 6c: Proportions of residence students by race, 2010

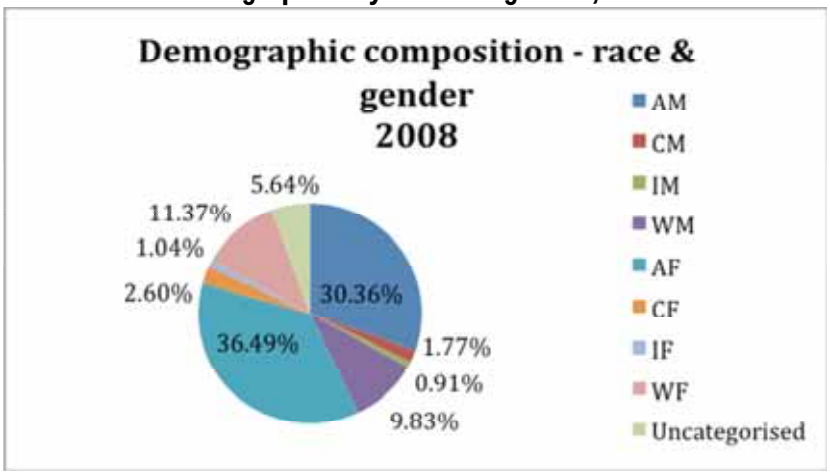


In 2010, just over two-thirds of students accommodated in university residences were African, with Indian and Coloured students combined making up just over 6% of the total. The proportion of white students appears to have declined by almost 4% over the three year period, which might be attributed to the increase in the number of 'uncategorised' students submitted by several universities or, as suggested by a number of interviewees, to a certain amount of 'white flight' from residences.

3.5 Race and gender

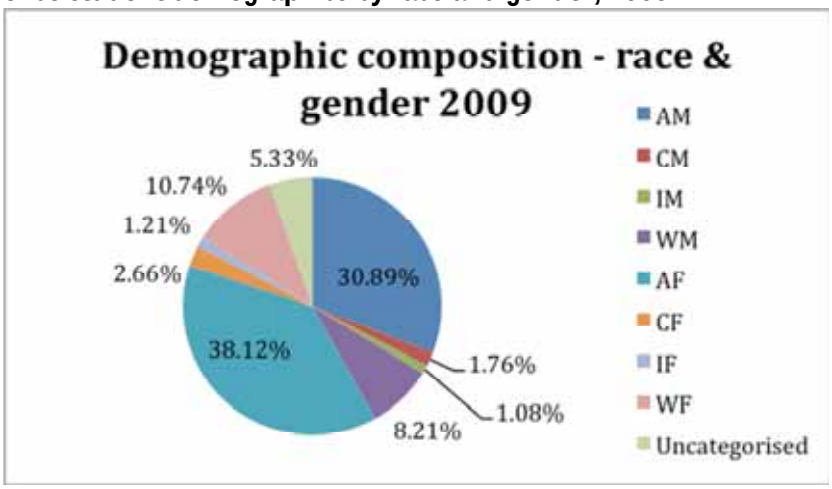
The demographics of students in residence are here broken down further by race and gender combined (Figures 7a-c).

Figure 7a: Residence student demographics by race and gender, 2008



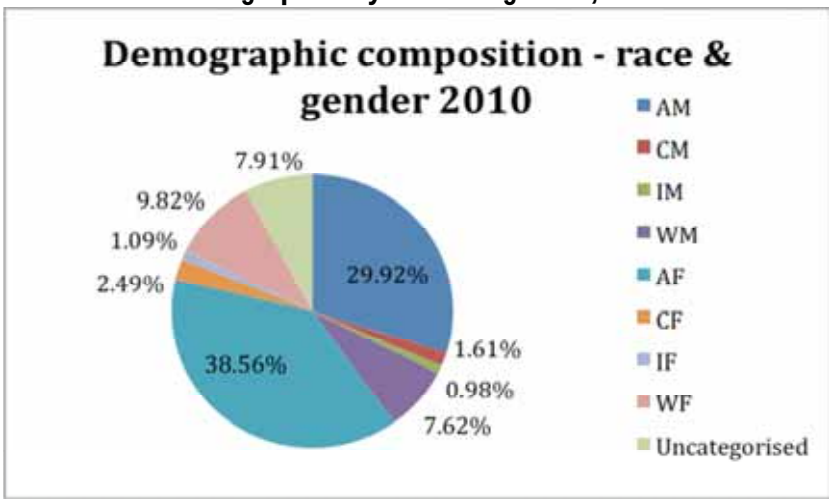
Notes: AM = African Males; CM = Coloured Males; IM = Indian Males; WM = White Males; AF = African Females; CF = Coloured Females; IF = Indian Females; WF = White Females.

Figure 7b: Residence student demographics by race and gender, 2009



Notes: AM = African Males; CM = Coloured Males; IM = Indian Males; WM = White Males; AF = African Females; CF = Coloured Females; IF = Indian Females; WF = White Females.

Figure 7c: Residence student demographics by race and gender, 2010



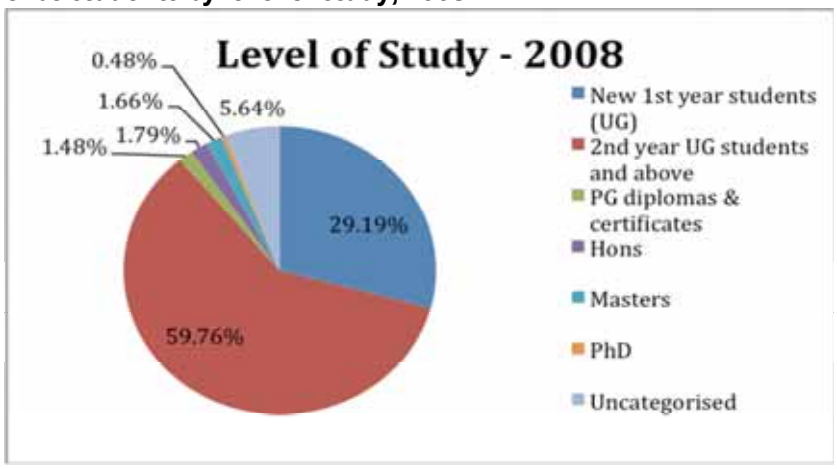
Notes: AM = African Males; CM = Coloured Males; IM = Indian Males; WM = White Males; AF = African Females; CF = Coloured Females; IF = Indian Females; WF = White Females.

African females constitute the largest grouping of students housed in South African university residences, followed by African males. The African female percentage appears to have increased over the three year period, whilst the African male percentage seems stable. Both white female and white male percentages show declines over the three year period, while the Indian and Coloured male and female percentages are stable.

3.6 Level of study

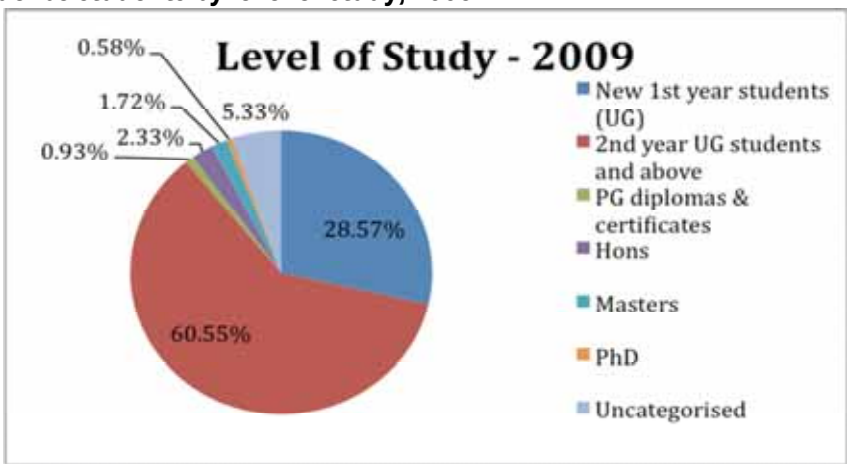
This section breaks the demographics of students in residence down by level of study (Figures 8a-c).

Figure 8a: Residence students by level of study, 2008



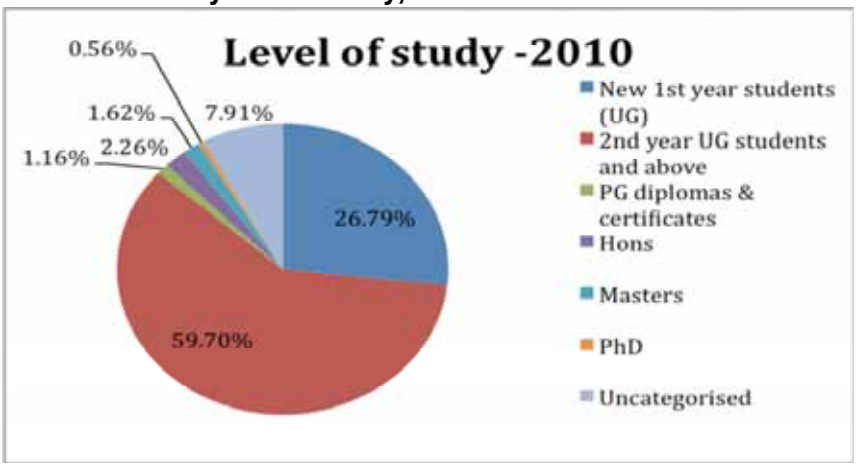
Notes: UG = Undergraduate; PG = Postgraduate.

Figure 8b: Residence students by level of study, 2009



Notes: UG = Undergraduate; PG = Postgraduate.

Figure 8c: Residence students by level of study, 2010

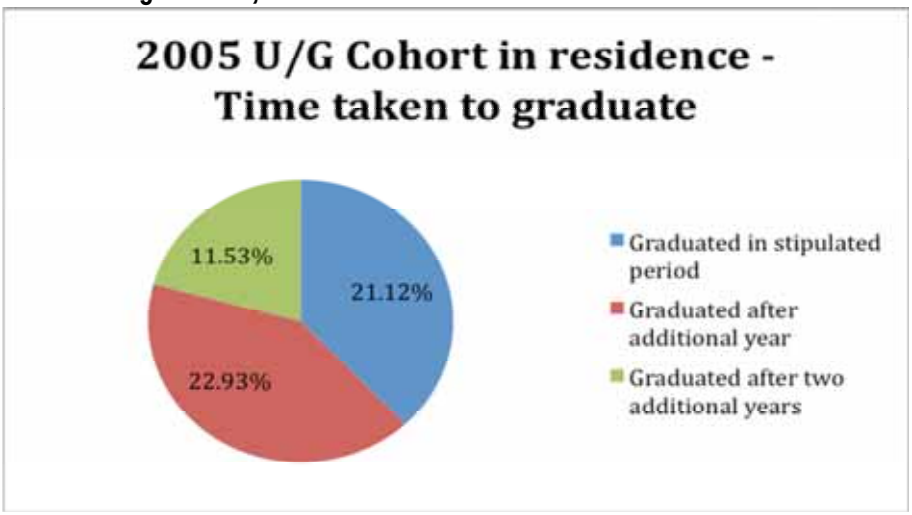


Notes: UG = Undergraduate; PG = Postgraduate.

According to Figures 8a-c, the largest proportion of residence beds are occupied by senior undergraduate students, and the second-largest proportion by new first year students. The proportion of beds occupied by first year students has declined over the three year period.

3.7 Time taken to graduate

Figure 9: Time taken to graduate, 2005 cohort

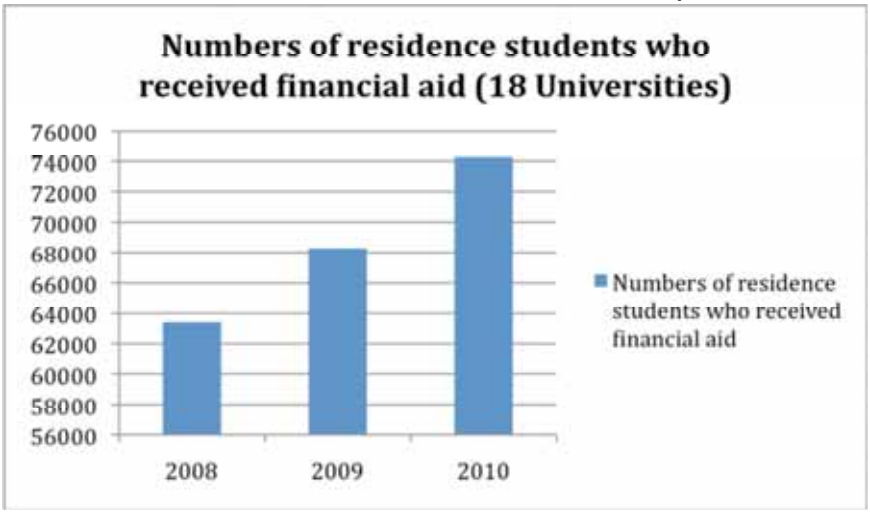


Note: U/G = Undergraduate.

Based upon 2005 cohort data, 21% of undergraduate students graduate within the normal period for the undergraduate degree, whilst 23% graduate after an additional year, and a further 11.5% graduate an additional two years after commencing. Insufficient data meant that the 2006 cohort could not be assessed.

3.8 Financial aid

Figure 10: Numbers of residence students who received financial aid, 2008-2010



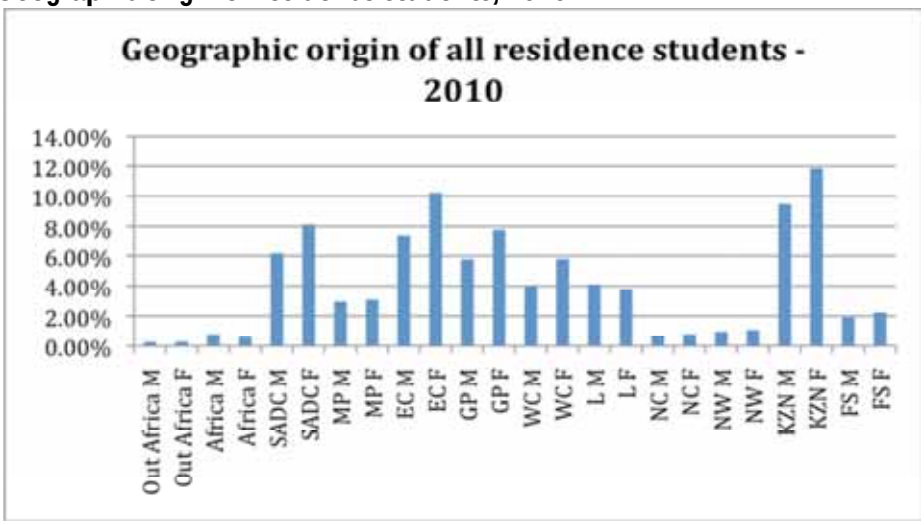
Note: Data is based on the returns of 18 universities. MUT, UFH, UP and USB did not supply data.

The number of students in residence receiving financial aid reflected year-on-year increases in 2009 and 2010 of 7.68% and 8.76% respectively, with a 17.1% increase between 2008 and 2010. Of the 104 440 students housed in university residences in 2010, just over 74 000, or 71%, received some form of financial assistance.

3.9 Geographic origins

Figures 11a-i below indicate the geographic origins of residence students, according to gender, year of study and disability, in 2010.

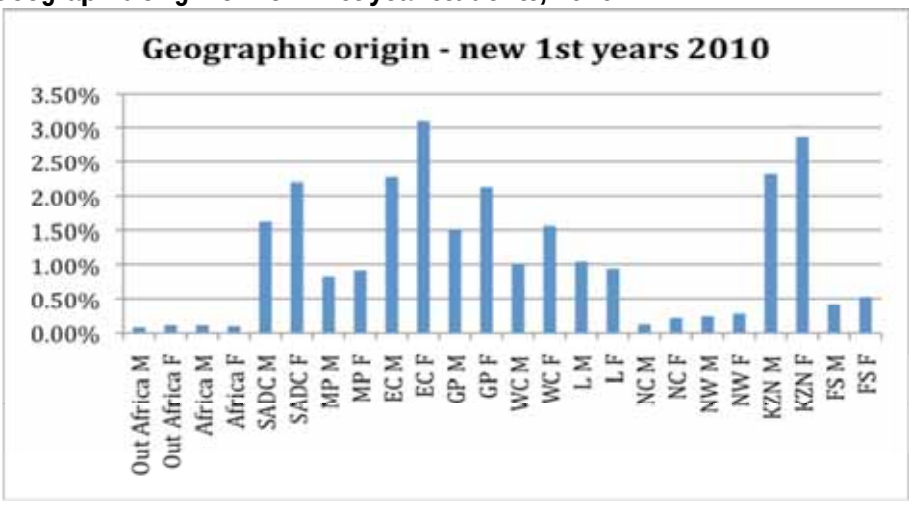
Figure 11a: Geographic origin of residence students, 2010



Notes: M = Male; F = Female; Out = Outside of; SADC = Southern African Development Community; MP = Mpumalanga; EC = Eastern Cape; GP = Gauteng; WC = Western Cape; L = Limpopo; NC = Northern Cape; NW = North-West; KZN = KwaZulu-Natal; FS = Free State.

The highest percentage of students housed in residences in 2010 originated from KwaZulu-Natal, followed by the Eastern Cape, and third highest were students from the Southern African Development Community (SADC). The Northern Cape is the provincial origin of the smallest percentage of South African students, with students from beyond the borders of Africa constituting the fewest of all. Female students comprise the higher percentage in most categories, the exceptions being Limpopo and the rest of Africa.

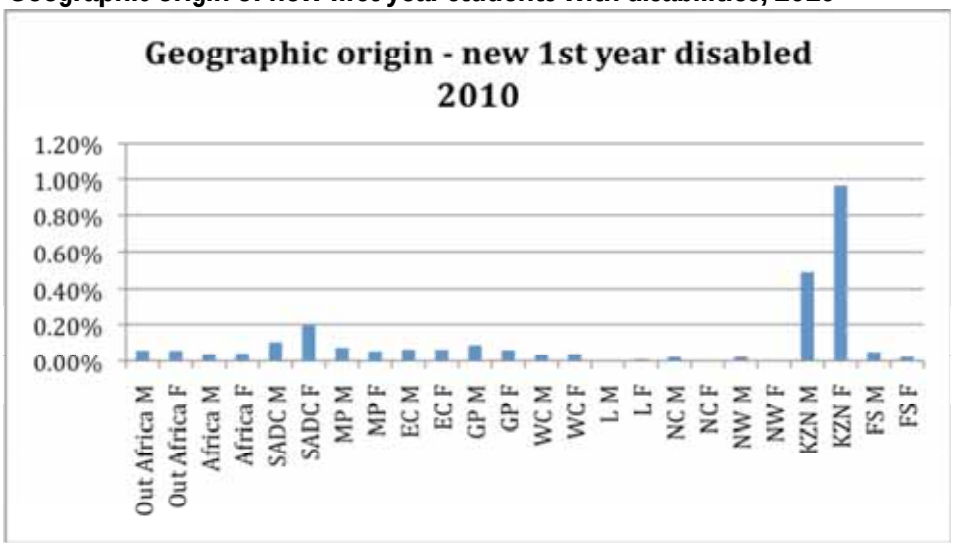
Figure 11b: Geographic origin of new first year students, 2010



Notes: As for Figure 11a above.

Of the new first year cohort housed in residences during 2010, the highest percentage originated from the Eastern Cape, followed by KwaZulu-Natal. Interestingly, the third highest proportion of new first years in residence originated from the SADC.

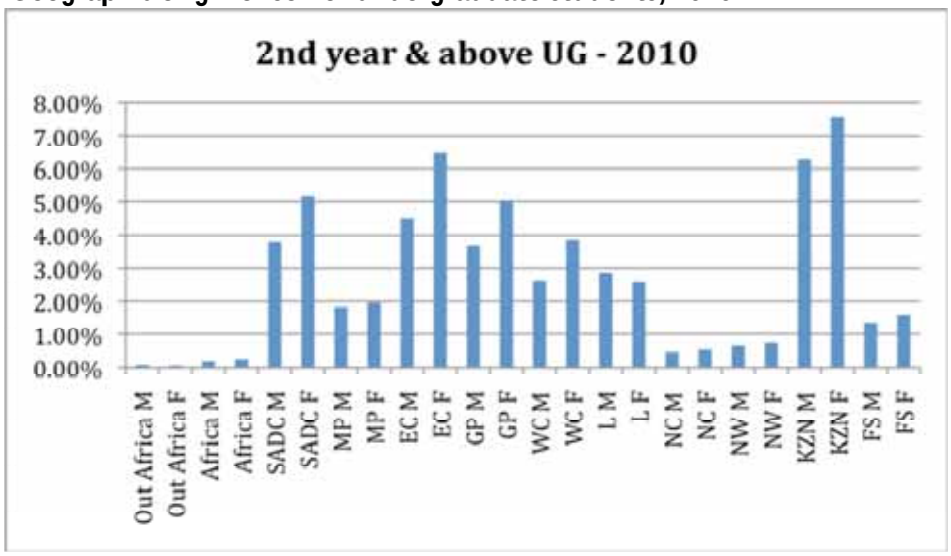
Figure 11c: Geographic origin of new first year students with disabilities, 2010



Notes: As for Figure 11a above.

By far the highest percentage of new first year students with disabilities originates from KwaZulu-Natal, followed by students from SADC countries.

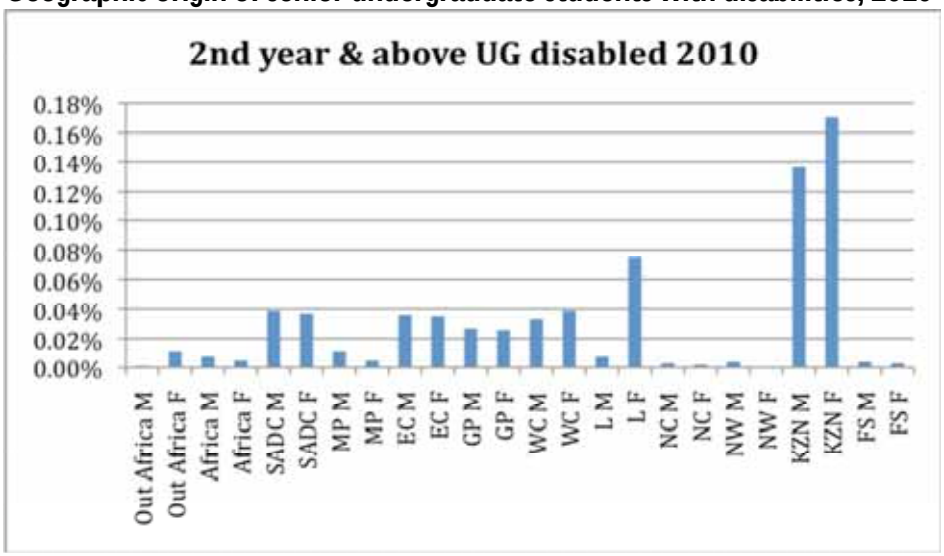
Figure 11d: Geographic origin of senior undergraduate students, 2010



Notes: As for Figure 11a above.

The origins of senior undergraduate students conform to the overall trend, with the largest single proportions from KwaZulu-Natal, the Eastern Cape and thereafter the SADC and Gauteng.

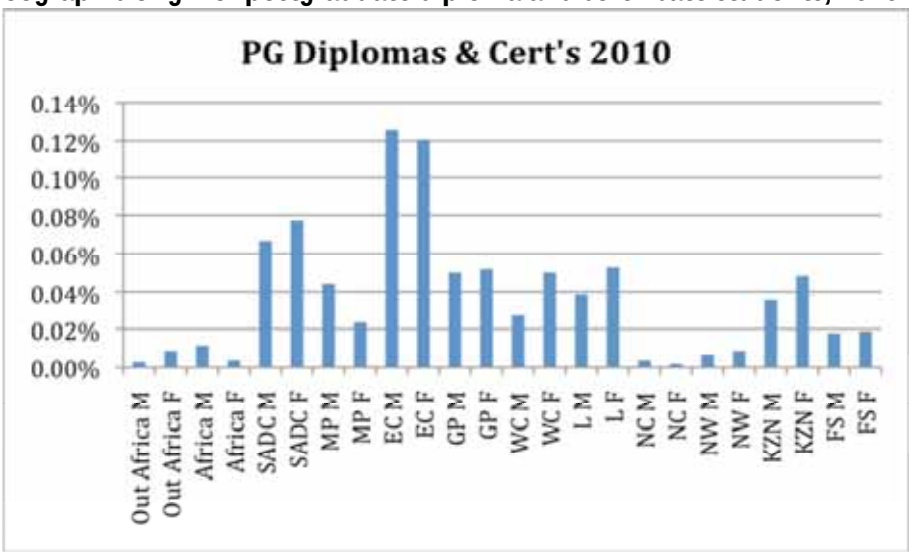
Figure 11e: Geographic origin of senior undergraduate students with disabilities, 2010



Notes: As for Figure 11a above.

The highest percentage of second year and above undergraduate students with disabilities originates from KwaZulu-Natal. A remarkably high percentage of senior undergraduate female students with disabilities originated from Limpopo.

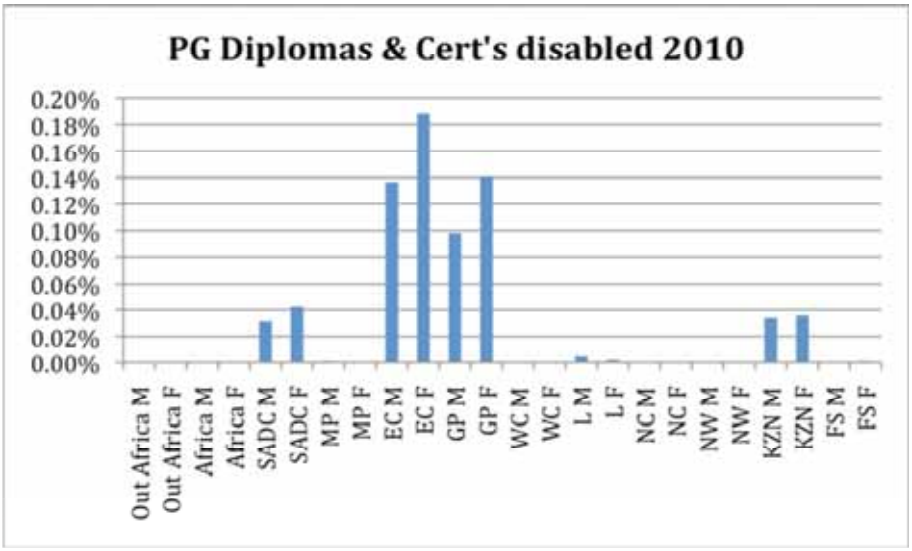
Figure 11f: Geographic origin of postgraduate diploma and certificate students, 2010



Notes: As for Figure 11a above.

The highest percentage of postgraduate diploma and certificate students in residence originated from the Eastern Cape, followed by the SADC.

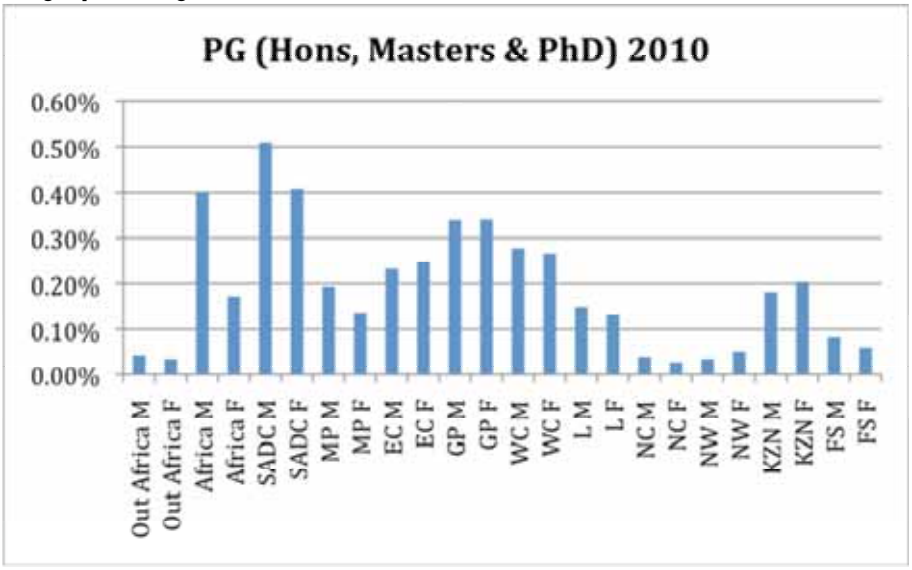
Figure 11g: Geographic origin of postgraduate diploma and certificate students with disabilities, 2010



Notes: As for Figure 11a above.

The Eastern Cape and Gauteng provided by far the highest percentages of postgraduate diploma and certificate students with disabilities.

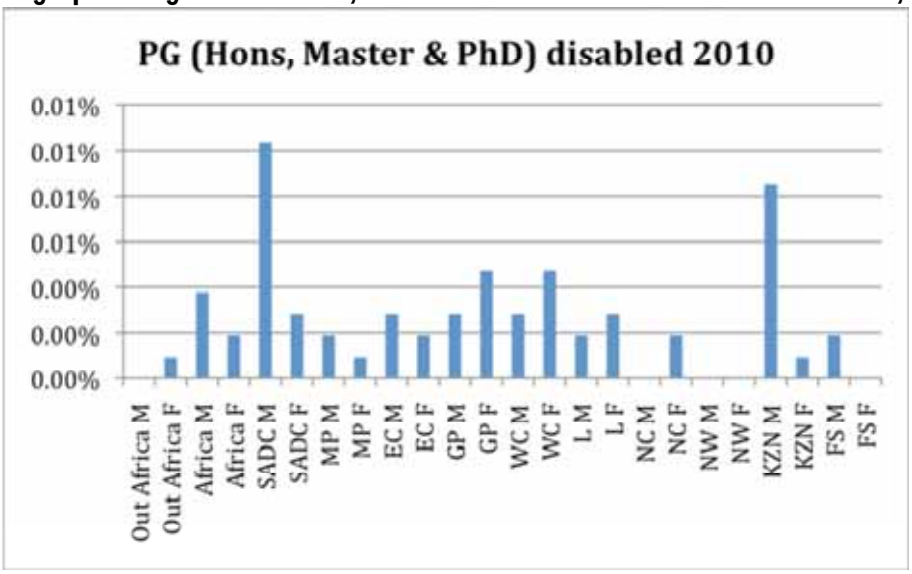
Figure 11h: Geographic origin of Honours, Masters and PhD students, 2010



Notes: As for Figure 11a above.

The highest percentage of Honours, Masters and PhD students in residences in 2010 originated from the SADC countries. Gauteng and the Western Cape were the provinces of origin of the largest proportions of South African students, accompanied by a significant proportion of students from the rest of Africa.

Figure 11i: Geographic origin of Honours, Masters and PhD students with disabilities, 2010



Notes: As for Figure 11a above.

The SADC region was the origin of the highest proportion of postgraduate (Honours, Masters and PhD) students with disabilities accommodated in residences in 2010.

To sum up the preceding graphs (Figures 11b-i): among students in residence in 2010, the largest single proportions of new first years, senior undergraduates, postgraduate diploma and certificate students, and Honours, Masters and PhD students, came from the Eastern

Cape, KwaZulu-Natal, the Eastern Cape, and SADC countries, respectively. Among students with disabilities in residence in 2010, the largest single proportions of new first year as well as senior undergraduate students came from KwaZulu-Natal, while the largest single proportions of postgraduate diploma and certificate students, and Honours, Masters and PhD students, came from the Eastern Cape and SADC countries, respectively. The percentage of disabled students in all years of study housed in university accommodation is 4.05%.

3.10 Comparing national, student and residence student populations in South Africa

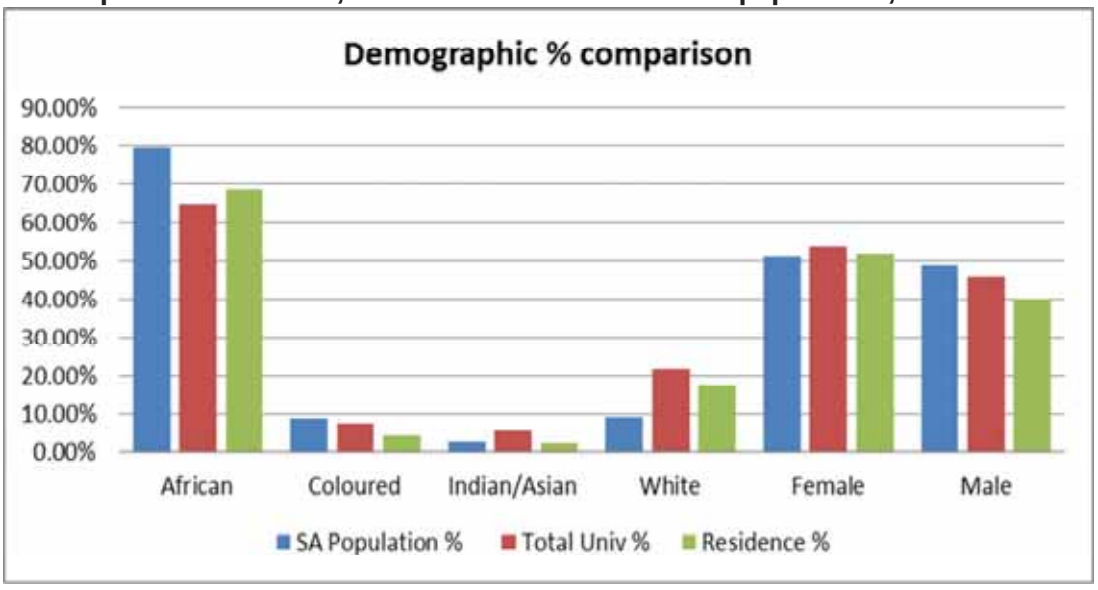
The latest available (June 2010) population statistics (Statistics South Africa, 2010) indicate that the racial and gender demographic composition of South Africa in relation to university enrolments is as follows:

Table 3: Population demographics and university enrolments in South Africa, 2010

Demographic category	SA number	SA %	Total university enrolment	Total university %
African	39 682 600	79.4%	355 291	65.08%
Coloured	4 424 100	8.8%	40 497	7.42%
Indian/Asian	1 299 900	2.6%	29 999	5.5%
White	2 341 700	9.2%	120 112	22%
Female	25 662 300	51.3%	294 917	54%
Male	24 329 000	48.7%	251 154	46%

Figure 12 below provides a graphic comparison of the different demographic category percentages for the national population, the total contact enrolment population at South African universities and the national student residence population.

Figure 12: Comparison of national, student and residence student populations, 2010



According to the data provided by the universities, the percentage of female students housed in university accommodation in 2010 matched that of the national percentage, but the percentage of male students in residence was some 8% below the national percentage. This is due to a combination of several factors:

- More female students choose to live in residence for safety reasons.
- There are more female than male students in higher education.
- More male students move out of residence accommodation earlier than female students.

In 2010 the percentage of African students housed in university accommodation was 11% below the national population percentage, but 3.5% above the national university enrolment percentage. The percentage of white students in university accommodation was 8.2% above the national population percentage, but 4.2% below the national university enrolment percentage. Both the Coloured and Indian in residence percentages are slightly below both the national percentage as well as the national university enrolment percentages. The white percentage is particularly interesting due to concerns expressed at several of universities about 'white flight' from the residences, and the desire of the residence leadership (both staff and students) at these institutions to have residences which are more reflective of the national demographic profile.

Figure 13 below provides a comparison of:

- The number of new first year contact students as a percentage of the total contact enrolment at South African universities.
- The number of second year and above contact students as a percentage of the total contact enrolment at South African universities.
- The number of new first year students in residence as a percentage of the total contact enrolment at South African universities.
- The total number of second year and above students in residence as a percentage of the total contact enrolment at South African universities.
- The total number of students housed in residence as a percentage of the total contact enrolment at South African universities.

Figure 13: Comparison of undergraduate students in relation to residence students and total enrolments, 2010

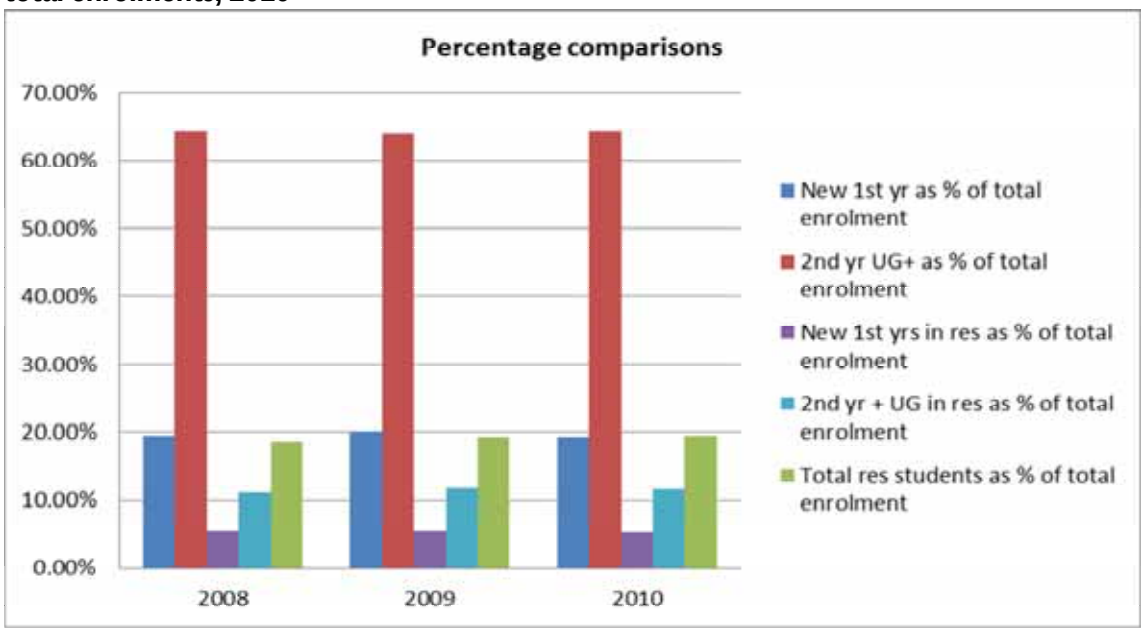


Figure 13 shows that, in 2010, only 5.3% of new first year contact students and only 11.7% of second year and above contact undergraduate students were accommodated in residence. Given that the first year of study at university is generally considered to be the most vulnerable and the most critical in terms of establishing solid and sustainable academic patterns, it is of concern that only 5.3% of the total number of new first year contact students was being housed in university residences.

The percentage of the total contact enrolment housed in residence in 2010 was 19.5%. As mentioned previously, the total bed count of 107 598 constituted enough beds for 20.1% of the total contact enrolment in 2010.

4. Student housing infrastructure and facilities

The provision of adequate and durable residence accommodation has become an urgent priority at virtually all higher education institutions in South Africa. The student accommodation component of the recent higher education infrastructure and efficiency funding grant made by the former Department of Education was significantly oversubscribed. This chapter investigates the different types of student housing at South African universities, and the quality of existing infrastructure and facilities. It pays particular attention to the pros and cons of self-catering versus dining hall facilities, not least given the finding of widespread student hunger. It ends by trying to quantify the current state of residence infrastructure and facilities, and estimates the cost of repairs and improvements.

4.1 Types of student housing

The following types of accommodation exist on various campuses across the country:

- **Residence halls:** These are blocks with large numbers of individual or twin rooms, with shared bathrooms on each floor. In self-catering residences, there is usually a shared kitchenette.
- **Flats:** These are units of between 2 and 10 single or twin rooms, with bathrooms in each unit.
- **Student villages:** These resemble townhouse or apartment complexes. Generally, eight to ten students in single or double rooms within a self-contained unit share a kitchen and bathroom facilities.

Tuks Village, UP

Student Village, UKZN

- **Off-campus privately owned accommodation:** This is generally in privately owned houses, where the home owner is on a list of available accommodation which students can access with assistance from university staff. It varies from large blocks of rooms similar to residence halls, through multiple-bedroom houses that house only students, to individual rooms in houses occupied by the home owner.

In addition, Stellenbosch University is currently testing a prototype residence built of lightweight steel. Thirty students will report on their experience in using the building, so that the design can be refined. This residence took only 40 days to complete, in comparison with more than eight months using traditional building methods, and the cost was nearly half that for traditional methods. Another advantage is that the structure can be dismantled and reused, which both reduces carbon footprints and allows it to be relocated should the need arise.

4.2 Room sizes

Rooms vary considerably in size across university campuses. A double room may be between 8 and 20 square metres, averaging at around 13 square metres. An average single room for undergraduate students is 9 square metres, the range being from 6 to 14.3 square metres; and an average single room for postgraduate students is 11 square metres, with the range being from 6 to 28 square metres.

The majority of students are officially allocated to 'single' or 'double' rooms, but the Committee came across instances of up to six students in a single, 40 square metre room at UZ. UZ also has 4-bedded rooms, as does TUT. UFS's QwaQwa campus has a few 3-sleeper rooms in its new residence, but this is the exception rather than the norm.

Students need space to study, eat and relax, and also to store their possessions. In some of the smaller rooms it could be very difficult to create an environment conducive to studying; many students consequently feel they can study only in the library. Since none of the kitchens have fridges, students must to bring their own – which take up additional space. In residences without kitchens, students need extra space for food preparation, cooking and storage.

4.3 Catering

In all university accommodation, there is a mix of self-catering and dining hall provision, where meals are included in the cost of the accommodation, or where students pay per meal that they consume. Forty-one per cent of campuses have dining halls; 40% are self-catering and 19% have both options available.

Mixed views were expressed with regard to self-catering versus catered meals. Self-catering is viewed as being the cheaper and more flexible option, but many student interviewees lamented that preparing meals is time-consuming. In addition, student as well as management interviewees admitted that students either will not eat for extended periods or will eat 'junk food'. A common view was that students would rather spend money on items other than food, or else send money home to support their families. Wits seeks to ensure that residence students receive adequate nutrition by requiring them to book at least 8 meals a week. At RU, meal costs are incorporated into the residence fee: all residence students are pre-booked for meals at the beginning of the year and may only unbook a maximum of 30% of meals per annum for a refund. Cooking in rooms at both Wits and RU is strictly forbidden.

Many kitchens observed during site visits were poorly furnished and equipped and, in some cases, as the University of Limpopo, had no stoves, with students expected to bring their own. On the UL Turfloop campus, except in newly refurbished buildings, students cook in their rooms because there are no kitchen facilities. Even on other campuses which do have kitchen facilities, some students still prefer to cook in their rooms, despite no provision for cooking or for storage of food and cooking utensils. Thus, desks are being used not only for studying but also for cooking; and dishes are being washed in bathroom sinks, causing regular blockages. Self-catering residences seldom have sufficient storage space in student rooms for food and cooking utensils; besides, students indicated that theft is a problem, hence their preference to store food and equipment in their rooms even when storage is provided in kitchens.

Food and nutrition are issues at all universities. During the site visits the Committee became aware of large numbers of students (both residential and non-residential) who are hungry. There is a general concern among residence managers and student leaders alike that students are not eating well, and that financial pressures are such that students go hungry or consistently eat poor quality or inadequately balanced diets (pap and milk was observed being prepared in many self-catering units). Stakeholders at UJ were of the opinion that 'some don't eat because they can't afford food. There are students who need meal cards to make sure they eat. A cafeteria would be good; the university should subsidise food to some extent. Some students don't eat for days'. Considered by university managers to be a particularly serious problem among first year students and those with bursaries, hunger and poor nutrition are believed to affect attendance, concentration during lectures and academic performance, and to lead to high drop out rates.

Campus health staff at UV indicated that students regularly faint on campus, and when brought to the health care centre are often found to be suffering from malnutrition. They related cases of students attempting to live on just one portion of fruit juice concentrate and water per day, in the mistaken belief that the high sugar content will sustain them. At MUT the prevalence of students begging for food has reached such proportions that a 'Students Against Hunger' society has been formed under the patronage of the Vice Chancellor, who has a box outside his office for the collection of food donations. Similarly, UFS's Bloemfontein campus has started a campaign called 'No Student Hungry', an independent project run from the Rector's office. The university's bursary programme also allocates R25 a day for meals for needy students, who must give back through volunteering. The community around the university is involved in this campaign through sponsorships, thus creating a sense of ownership.

NWU's Potchefstroom campus has an annual fundraising event where the *primarias* sit in a cage for three days and only take liquids, to raise money for residences to buy food, medicine or bus tickets home for needy students. Canned foods are also collected for needy students. At CPUT's Wellington campus a warden was encountered providing, at her own expense, two-minute noodles to students whose NSFAS funding for food had not been received two months into the academic year. Similar stories were encountered at UWC, DUT, UZ and WSU. Random interviews with students encountered in the residences during the site visit to WSU during May 2011 (i.e., four months into the academic year) revealed that they still had not received funding for food. At UFH the Deputy Vice Chancellor indicated that funds once allocated to sports clubs and cultural societies is now being used to provide food to students.

Stakeholders cautioned that students do not want to be branded as being in need, and poor students may adopt numerous strategies and lifestyles in order not to reveal their plight. In so doing they comply with dominant social discourses which pretend not to see or refuse to acknowledge widespread poverty. The title of a recent paper on student poverty in South Africa refers to these strategies in quoting a poor student who said,

> You know as a student, I cannot just show in public that I am poor, I am struggling … I do my washing, I keep myself clean … at least when you see me, you don't know I am poor (Firfirey & Carolissen, 2010).

This is a mirror of findings in the REAP report (Jones et al., 2008, p. 31), which, as indicated above, similarly quoted a student who had run out of food saying how difficult it was for him to ask for money from his equally-poor parents, such that he preferred to starve while patiently waiting for financial or other assistance.

No student interviewed during the site visits admitted to being hungry, but several recounted stories about fellow students who were starving, stories which were then confirmed by student leaders and student support staff. Given the stigma of poverty, the Committee is of the view that these stories are merely the tip of the iceberg that is student hunger. It is an indictment on all who live in this country that some of the greatest talents of the next generation, and many of its future leaders, are being suffered to live and learn under such appalling conditions. It is not only that the country's potential is being

squandered; it is literally being starved. This state of affairs cannot be permitted to continue, and it should be the first and most urgent duty of every stakeholder in higher education to ensure that it does not.

Stove under desk in student room, UL Turfloop

Meal being prepared on bedroom floor, UV

Room cupboard space used for food, clothing and books, TUT

Bookshelf used for food storage, UL Turfloop

4.4 Recreational facilities

Recreational facilities are rated as highly important by students. Most residences or flats have a common TV room, but very few offer a games room. Sports facilities are available after hours, but were often observed to be too few and too limited for the numbers of students they serve. Space for such facilities is sometimes used for other purposes, and not

always properly maintained. On a number of campuses, the lounge/TV room areas were dismal spaces, to which students have to bring their own chairs if they want to watch TV. Very few residences have comfortable seating.

TV room, DUT Midlands (note smashed TV)

TV room, UWC

Students overwhelmingly requested lounge areas, and games such as pool tables and dart boards. Very few examples of comfortable lounge areas were viewed during site visits; the lounge area at NWU Potch and the common room at UP's Tuks Village are two examples of what can be done to provide recreational space (below).

Lounge area, NWU Potchefstroom

Tuks Village common room, UP

4.5 Access to computer and ICT facilities

While many universities provide, or plan to provide, computer rooms for residence students, as well as Internet access in student rooms, there are still severe shortages. At one end of the spectrum is CUT, whose vision is to practice technology within the residences, but where there are no specific study rooms, the computer facilities in the library are insufficient, and students have to use the cold and noisy dining hall for study purposes. Somewhere in the middle is CPUT, at which only postgraduate residences are currently connected, while the Bellville campus has an IT lab which closes at midnight; still, promisingly, CPUT has set aside R4.6 million for IT upgrades across all five campuses. At the other end of the spectrum is NWU Potchefstroom, where almost all the residences are wired, students have access to computers, and the university is moving towards wi-fi.

4.6 Accommodation for students with disabilities

There is a severe shortage of accommodation for students with disabilities, and large differences in what is provided. Some campuses (such as UL MEDUNSA, CPUT Mowbray and Wellington, DUT Midlands, NWU Vaal Triangle and UFS QwaQwa) have no residences suitable for students who require wheelchair accessible buildings, rooms and bathroom facilities.

CUT claimed to have one accessible bathroom, but a step has been built across the entrance to the bathroom, apparently to keep water from leaking out.

Adapted shower for students with disabilities, CUT

Step blocking access to bathroom for students with disabilities, CUT

Some residence buildings have adapted bathrooms and others have adapted kitchens and laundry facilities (such as NWU Mafikeng). While NMMU has no specific adaptations on its George campus, it reports that all residence computer laboratories have magnification software for mobility, visual, hearing and learning impaired students, and students are able to borrow digital recording equipment to tape their lectures for later playback. Many universities offer adapted transport for students with disabilities. No universities have specific residence policies regarding accommodating students with disabilities, but most have special units on campus that assist such students and with whom the residences can liaise. Some universities indicated that students with disabilities are given priority for residence spaces.

Ramp to laundry, NWU Mafikeng

4.7 State of infrastructure and facilities

Most of the infrastructure observed during site visits is in an average condition. Universities struggle to strike a healthy balance between renovating and maintaining existing facilities, and providing additional rooms to house more students. Universities acknowledged the challenge of having to lose residence rooms during refurbishment periods. Only one campus (NWU Potchefstroom) has a 250-bed building which is specifically used to house students moved from their residences during refurbishment periods; the university has a revolving renovation policy, such that each residence is fully refurbished at least every ten years.

Other universities only renovate when the need is dire, and some do not seem to do even this. The University of Limpopo (Turfloop campus) has a number of buildings in very bad condition (though it was in the process of refurbishing two residences when the site visits took place), as do WSU, UV and UZ. Several photographs below attest to this. One building at UL Turfloop which houses 50 students has only one functioning toilet, and this is also being used by students residing in neighbouring prefabricated buildings which lack bathroom facilities.

The state of on-campus residence infrastructure and facilities at a number of universities is so inadequate that even the poorest students are being forced to find private off-campus accommodation, or else desperately seek a space in a room already occupied by several other students. However, as discussed in more detail in Chapter 6, in certain instances the private off-campus premises are even worse than that on-campus. Although only a few of these off-campus sites, specifically some near the University of Venda in Thohoyandou, were visited, they can only be described as appalling. Some of the photographs below pertain to these sites, and are included both for comparative purposes and to highlight the lack of regulation of private student housing in the country.

Broken toilet, UL Turfloop

Broken basin, UL Turfloop

Inner courtyard, UL Turfloop

Sewerage flowing down exterior of building, UV

Overflowing sewerage manhole outside residence, UV

Floor of student room, UL Turfloop

Leaking pipe in ablution area, UL Turfloop

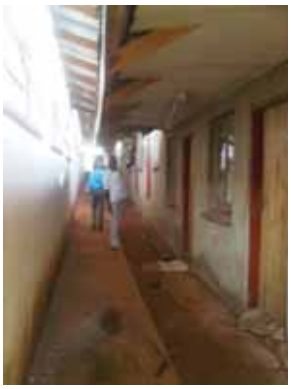
Four occupants in one side of double room (2 on bed, 2 on mattress on floor), hotplate visible, UV

Notice appealing for a place to rent in a residence, UL

Official occupant of room indicating number of actual occupants, WSU

Eight occupants of double room at supper time, WSU

Burn marks on wall and ceiling caused by oil fire, WSU



Collapsing ceiling which allows roofway access to rooms, Thohoyandou private accommodation

Unpaved walkway between blocks, Thohoyandou private accommodation

Exposed wiring, broken coverplate, Thohoyandou private accommodation

Broken & blocked drain, Thohoyandou private accommodation

Collapsing ceiling, Thohoyandou private accommodation

Shower, Thohoyandou private accommodation

Bathroom, Thohoyandou private accommodation

Student room without ceiling, Thohoyandou private accommodation

Resident notice above wash trough, Thohoyandou private accommodation

Trough where washing, laundry and cooking takes place, Thohoyandou private accommodation

Wings crammed as closely as possible to increase capacity, Thohoyandou private accommodation

4.8 Quantifying the state of repair

In order to provide a sense of the scale of the on-campus university-owned housing challenges being encountered, the Committee surveyed managers of university residences with regard to the state of repair of buildings, fixtures and facilities in each of the sites for which they were responsible. All told, there are some 554 residential sites, including 93 dining hall facilities, serving the 49 campuses of the 22 universities. A 5-point Likert scale was used, ranging from very poor (which in this context implies the need for significant investment and a radical change of approach) to excellent (which implies that such facilities could be used as benchmarks for longer term planning). In between these two extremes is 'average' (rather than 'satisfactory') accommodation, which could also be seen as the minimum acceptable standard. (Were unlimited funds available, one might instead set one's sights on 'good' as the norm, rather than 'average'.)

The following is an examination of the state of university accommodation assessed in terms of: the state of repair of infrastructure; the state of fixtures and fittings; and the state of dining room facilities. The intention is to bring about an accurate understanding of the size and scope of the challenges being faced in providing adequate accommodation both in terms of quantity and quality. It must be noted, however, that the data is not fully comprehensive as some universities failed to report on each residence in their system. For example, UP provided data on an audit of the state of its infrastructure, rather than a rating, while NMMU undertook a full quantity surveyor assessment of the state of its residences, which at least provided an accurate anticipated cost of refurbishment.

Table 4: State of repair of infrastructure

Assessment	Number of sites
Very poor	30
Unsatisfactory	96
Average	238
Good	150
Excellent	33
No response	7

Table 4 suggests that almost a quarter of all residential infrastructure is in an unsatisfactory or poor condition.

Table 5: State of fixtures and fittings

Assessment	Number of sites
Very poor	12
Unsatisfactory	138
Average	157
Good	88
Excellent	45
No response	114

Just over a quarter (27%) of all fixtures and fittings are said to be in an unsatisfactory or poor condition. At CPUT, students in some residences are using bathrooms as kitchens, since there are no kitchen facilities. Approximately 70% of CPUT's undergraduate residences are said to need urgent refurbishment and, while plans have been drawn up, there is no planned cycle of ongoing maintenance. Buildings on UFS' QwaQwa campus are old and maintenance- and thus capital-intensive. UFS has not engaged in high-scale refurbishment but has rather aimed to keep fees as low as possible. In addition, many respondents commented that universities need buffer residence space, which can be used when renovations are taking place. Moving students affects their study time; it also usually means that fewer students can be housed when renovations are taking place.

Table 6: State of dining room facilities

Assessment	Number of sites
Very poor	3
Unsatisfactory	18
Average	34
Good	25
Excellent	13

In relation to dining hall facilities (including food outlets) available to students, the need for improvement is similar in scale to that for infrastructure.

4.9 Estimating the cost of repairs and improvements

In response to the question, 'What is the current cost estimate of structural repair work that is needed per campus residential system?', facilities and residence managers indicated that 90 sites across the 49 campuses were in need of some sort of structural repair. Combining their cost estimates produces a figure of **R2 556 309 669 or R2.5 billion**. Having viewed many of the indicated sites and also checked some (though not all) of the individual estimates against what had been observed, it is the opinion of the Committee that this is a reasonable estimate. It is important to emphasise that this cost is for the repair and upgrading of existing accommodation; it does not include the cost of new buildings.

Facilities and residence managers were also asked: 'What is the current need for providing supporting structures to enhance learning in university residences / cost of modernisation of residences per campus?'. Their replies listed various improvements, such as disability access, sports facilities, improved security, wi-fi access and computer points, and recreational rooms. These may seem like 'nice-to-have' improvements, but they add real value to a residence student's overall experience. Sporting facilities and recreational rooms provide essential space for students to socialize and relax in between class and study sessions; security is essential to ensure the safety of students in residence; and wi-fi access and computer points mean that students can work from their rooms at times convenient to them, and without having to access computer rooms which may be at some distance from their residences. The cost estimates for improvements were added together and produced a total of **R1 932 043 373 or R1.9 billion**.

5. Residence management and administration

Considerable time was spent by the Committee obtaining a description of the management arrangements for residences and seeking the views of stakeholders on the levels of service provided by universities and experienced by the students. It became clear that staffing levels have a significant impact on service levels, though not necessarily in direct proportion to numbers. In other words, having reasonably good staff/student ratios does not necessarily mean higher levels of satisfaction, and satisfaction levels can be quite high where the staffing levels are relatively low. The overall perception, however, is that the better staffed universities are providing a better service to resident students.

Apart from staffing levels, the organisation, training and management of staff (including conditions of employment) also impact on effectiveness and efficiency, as does the relationship of residence management to student representative structures. It would appear that those universities that make a real effort to involve students create the conditions for far greater levels of satisfaction than those which make little effort or where the students choose not to be meaningfully involved. The chapter also considers residence selection and admission policies, academic admission criteria, problems of subletting and allegations of corruption, and student protests related to accommodation.

5.1 Staff to student ratios

There are various management structures, and varying ratios of staff to students in residences. Table 7 ranks universities according to staff-student ratios, from lowest to highest.

Table 7: Staff to student ratios per university

University	Number of staff responsible for student accommodation	Number of beds per university	Number of students per staff member
RU	186	3503	19
CUT	37	728	20
CPUT	146	5843	40
UCT	102	5579	55
UKZN	91	6924	76
MUT	15	1270	85
WITS	49	4464	91
UJ	46	4257	93
UWC	30	3656	122
NMMU	22	2811	128
UZ	26	4354	167
UFH	30	5089	170
UFS	22	4435	202

UL (Turfloop)	29	5935	205
USB	30	6874	229
NWU	35	8096	231
UP	29	7650	264
UL (MEDUNSA)	10	2748	275
DUT	8	2611	326
TUT	30	10164	339
VUT	8	3081	385
UV	5	2036	407
WSU	10	5354	535

The data in Table 7 shows that many of the historically better resourced universities located in the large and medium towns have much lower staff to student ratios than many of the historically less well resourced and rurally based universities. Further insights into the different levels of service were gleaned during site visits and interviews.

Interviewees at WSU lamented that residence staff numbers were wholly inadequate. For example, on the WSU Butterworth campus there are four residence managers for 1 638 official beds. Residence staff are viewed by students as unprofessional and incompetent. Training has not been provided, and it was alleged that, despite appeals to the university, nothing has been done. WSU residence staff felt that they are unable to provide an adequate residential environment with such high staff-student ratios. Similarly, on the DUT Midlands campus, two staff members must deal with some 1 200 students, with one of them being responsible for four separate buildings all at a distance from campus. No matter how dedicated and committed staff may be, in the face of such numbers even the provision of basic services is well-nigh impossible.

Where the staff-student ratios are slightly better, such as at TUT, greater satisfaction with service levels was expressed. TUT has a Housing Director, Heads of Department for each campus, full-time live-in residence advisors (managers or house fathers) in each residence as well as house committees. All residence managers have an M+3 qualification. Maintenance is done in-house and this results in a quick turnaround when damage or malfunction is reported.

A different model is in operation at the UFS QwaQwa campus, where there are two separate operations within residences – accommodation and residence life. Residence life has four residence managers, two of whom are full-time and two part-time. The ideal ratio they strive for is 100 students per residence manager, although in reality it may be as high as 200 per manager. Hall managers look after the scholarly aspects of residence life and play the role of 'Dean of Residence', making sure that academic life is well structured for residents. The campus also has handymen who take care of day-to-day maintenance; additional assistance is contracted-in only when a job is too complex for these employees.

At RU, the wardens or house parents are generally university staff members who are employed on campus during the day and then, at night, live in flats which are part of or

close to the residences for which they are responsible. At other universities (e.g. NWU), the post of house parent has been separated from that of warden: house parents, who are expected to be available to students at all hours, focus on the well-being of and provide emotional and academic support to students, whereas wardens are in charge of administration and maintenance.

5.2 Staff remuneration and training

At universities with high staff-student ratios, staff complaints that remuneration is inadequate were also high. At UZ, the work is a 24-hour, seven-days-a-week responsibility but staff are not paid for overtime. UFH wardens complained that they have to use their personal cell phones to make work-related calls, and expressed frustration at the lack of resources to enable them to do their jobs effectively and efficiently. Issues referred to management are not resolved.

There is little consistency across universities in relation to pay and conditions. Some staff receive what appear to be quite good salaries, along with allowances, discounts, accommodation, cell phone costs and other benefits such as medical aid and pension. At many universities, however, the salaries are low and there are few additional benefits.

The levels of training offered to residence staff and student leaders vary considerably, from nothing to full programmes. UZ has continuous training: once a year an external trainer conducts staff development and training, and staff are expected to attend at least one provincial or national conference or workshop every two years. Training and development also takes place in-house as part of scheduled monthly meetings, where challenges and concerns are presented and discussed with the intention of finding permanent solutions. RU has a formal two-day leadership camp for sub-wardens and house committees. There is also a morning training programme for sub-wardens with a range of invited speakers, successive mornings of training for house committee members, and additional afternoon sessions and mentors for new wardens. Wardens are supplied with an updated warden's manual annually.

UJ has an annual training camp for house committees, wardens and residence managers. The programme includes diversity, finances, dispute resolution, communication skills, HIV/AIDS and position profiles. There are also annual strategic planning sessions for house wardens and residence managers, as well as upskilling programmes, usually focusing on counselling, health and safety, first aid, HIV and AIDS, and team building. Other institutions also offer ITS training and customer care and mentoring training.

It was not possible to get an accurate indication of the quality of the training offered, but there can be no doubt that all staff and student house committee members should be trained to enable them to effectively undertake their jobs.

5.3 Security

Shortages of accommodation on campus have unintended security consequences, in that, particularly in areas where public transport is minimal or non-existent, students who are not staying on campus have to hitchhike or walk home. This means that they often prefer to leave campus before it gets dark, which reduces the time they might spend in the library and computer labs, while any compulsory activities that are scheduled after hours cause them additional stress.

Three-quarters of campuses provide a security-patrolled safe route through the residence system, and 70% offer front door card access control. This suggests that 30% are not able to offer adequate security for residents. The Committee viewed many residences where access is free for all, without even a security guard at the entrance. Examples of student-related safety incidents reported to the Committee included:

- On CPUT's Cape Town campus, access control measures have been improved after an attempted rape and the murder of a student by her boyfriend.
- Turnstiles and CCTV have been installed at DUT's Midlands campus after several security-related incidents.
- NMMU has instituted stricter alcohol importation rules after an incident in which a student was stabbed to death.
- At RU, after 81 thefts and four assaults over a two-year period, improved security measures include patrols, safe 'blue routes' patrolled by guards, CCTV in vulnerable residences, SOS panic buttons, fingerprint access control in all residences, improved lighting, perimeter fencing and burglar alarms.
- UFH and UL Turfloop reported security-related incidents but have not yet been able to improve their security. UL Medunsa, however, has installed CCTV cameras and increased security patrols.
- Minor thefts at UFS have resulted in the installation of cameras and lights, as well as increased disciplinary procedures and positive social programming.
- UKZN has installed CCTV and door chains and has employed additional security guards after thefts.
- At UZ, students and staff hold regular block and floor meetings, which are not just security-related but also involve academic and health advice and problem-sharing.

Security gates and guard, NWU Mafikeng

Broken access control and unlocked security gate, DUT Midlands

Security gate and card access system, UFS Bloemfontein

Broken and bypassed access to female residence, UFH

5.4 Student residence leadership structures

Students play an important role in running the residences, with most residences having house committees comprised of elected student representatives. However, not many universities have an All Residence Council (as does Wits), Board of Residences (as at RU) or similar body representing all residences and which meets regularly with the Housing Director of the institution. Such structures facilitate communication between residences and the institution's management, and provide a forum where issues and grievances can be debated and discussed. Nevertheless, it appears that all SRCs have a housing portfolio, though the student occupying this position is not necessarily a residence student or a member of a house committee; in such cases, it is not clear that the student can adequately represent the interests of the residence system.

In most cases, house committee members are elected by the student body in the residence; in some cases they are first vetted by university residence management and then put up for election by students. Most student house committee members receive some form of in-kind remuneration, most typically a bigger room.

At universities with higher staff-student ratios, student house committees tend to pick up the duties and responsibilities that might normally be associated with a sub-warden position. This can impact on these students' own academic work, a problem raised by CPUT students. At RU, house wardens are assisted by sub-wardens who are senior students appointed by the university, with an employment contract and a monthly allowance. At other universities, sub-warden positions are filled voluntarily, with students encouraged to apply in return for benefits such as free accommodation. All institutions, however, provide sub-wardens with some form of remuneration, whether a residence fee rebate, free board and lodging, an honorarium, allowance or stipend, or in some instances hourly remuneration. House committee members, on the other hand, may not receive any remuneration at all (such as at CPUT and MUT), or else receive an honorarium (CUT), a residence fee rebate or a stipend (NMMU), or simply first choice of a room.

5.5 Student support structures

There is a range of support structures operating in university residence systems and on campuses more broadly. Most institutions indicated that they provide a variety of residence programmes aimed especially but not exclusively at first year students, including mentoring, tutoring, peer education, orientation, counselling, health and wellness programmes, leadership development, career guidance, relationship guidance, drug awareness, diversity management, HIV/AIDS education, citizenship education, financial management and conflict management.

Two of the more comprehensive of these programmes are those offered by Stellenbosch and Free State universities. Stellenbosch University has implemented a mentor system within its residential system which functions on the basis of a peer counselling model.

Mentors aim to integrate the institutional, academic and social components of student life by encouraging personal development and independence amongst first year students, helping them to align their social and academic programmes and creating space for discussion. Mentors are involved with prospective students before they enter the university, by assisting with academic, residence and other enquiries, and on arrival mentors facilitate conversations regarding students' experiences and goals and help them find their way around campus and through registration. Mentors help with the formation of informal study groups and academic networks, and liaise between first years, residence heads and academic support structures. Each mentor is allocated seven first year students, and is expected to meet weekly with each mentee and hold group sessions once every two weeks, around prescribed co-curricular topics including the school-university transition and diversity. Mentors, who are carefully selected and provided with training, are also kept informed of mentees' academic performance so that they can provide support.

At Free State University, the goal of residence life, according to a residence handbook, is to inspire each student to reach his or her own potential. Towards this end, living-learning programmes, the clustering of residence, value-driven management and a peer educators' programme mediate the residence environment for first year students so that they have a transformative learning experience. Each peer educator is responsible for 12 first year students, and must facilitate eight group sessions with these students during the year, as well as meeting individually with students once a month. They provide academic advice and act as mediators between individual students and the residence environment.

5.6 Residence selection and admission policies

A variety of residence selection and admission policies exist at South African universities. All universities indicated that a selection and admission policy is in place, though student representatives from the majority of universities expressed concern that these policies were not always properly or fairly implemented. The policies range from a 'first-come, first-served' approach to more complex procedures which regulate admission into residence on the basis of some or all of the following criteria:

- Academic performance (Matriculation results in the case of a new first year student, and the previous year's results in the case of a returning student);
- Distance between a student's home and campus;
- Equity considerations; and/or
- Financial status.

Room allocation policies were also said to be in place, but the extent to which room allocations are actually regulated and monitored appears to vary widely. The Committee found that, at many universities, the process is transparent, carefully regulated and monitored to ensure equity and diversity; at some universities, however, junior residence staff or students are in charge of how rooms are allocated, without oversight by senior management, while at one institution it was alleged that room allocations are performed by one of the outsourced security guards.

Waiting lists for vacant rooms are variously administered, from lottery systems in which names are picked at random to 'first-come, first-served' lists. Returning residence students are for the most part not readmitted into residence at the beginning of a new year if their previous year's fees have not been settled; however, some universities allow mutually satisfactory financial arrangements to be made. It appears to be extremely difficult for returning or senior students to get into residence if they did not secure a place in their first year.

5.7 Residence academic admission criteria

Many South African universities use academic performance (Grade 11 and 12 results for new first year students, and the previous year's academic results in the case of returning students) as a criterion for admission to student housing. The residence *academic* admission criteria of the universities are summarised below.

Table 8: Residence academic admission criteria

Institution	Residence academic admission criteria
Cape Peninsula University of Technology	New 1st years: Acceptance into the University's academic programme. Returners: Satisfactory academic performance (65% of courses passed).
Central University of Technology	New 1st years: 'Academically deserving' applicants given priority. Returners: Satisfactory academic performance (65% of courses passed).
University of Cape Town	New 1st years: Acceptance into the University's academic programme. Returners: Satisfactory academic performance.
Durban University of Technology	New 1st years: Acceptance into the University's academic programme. Returners: Satisfactory academic performance (50% of courses passed).
University of Fort Hare	New 1st years: Acceptance into the University's academic programme. Returners: Satisfactory academic performance.
University of the Free State	New 1st years: Must achieve minimum of 30 admission points. Returners: Criteria not provided.
University of Johannesburg	New 1st years: Academic merit a distinct advantage. Returners: Academic merit.
University of KwaZulu-Natal	New 1st years: Acceptance into the University's academic programme. Returners: Satisfactory academic performance.
University of Limpopo	New 1st years: Acceptance into the University's academic programme. Returners: Satisfactory academic performance.
Mangosuthu University of Technology	New 1st years: Acceptance into the University's academic programme. Returners: Satisfactory academic performance.
Nelson Mandela Metropolitan University	New 1st years: Admission based on Admission Points Scores. Returners: Satisfactory academic performance.
North West University	New 1st years: Model academic performance (70% upwards). Returners: Satisfactory academic performance.

Institution	Residence academic admission criteria
University of Pretoria	New 1st years: Minimum academic placement score of 33. Returners: Minimum average of 55%.
Rhodes University	New 1st years: Acceptance into the University's academic programme. Returners: Satisfactory academic performance.
Stellenbosch University	New 1st years: 35% of 70% of bed capacity allocated on basis of academic superiority. Returners: Satisfactory academic performance.
Tshwane University of Technology	New 1st years: Acceptance into the University's academic programme. Returners: Minimum average of 50%.
University of Venda	New 1st years: Acceptance into the University's academic programme. Returners: Satisfactory academic performance.
University of the Western Cape	New 1st years: Acceptance into the University's academic programme. Returners: Satisfactory academic performance.
University of the Witwatersrand	New 1st years: Residence Admission Rating (RAR) in which academic performance is weighted at 56%. Returners: Satisfactory academic performance.
University of Zululand	New 1st years: Above average academic performance. Returners: Above average academic performance.
Vaal University of Technology	Not provided.
Walter Sisulu University	New 1st years: Acceptance into the University's academic programme. Returners: Academic merit.

At nine universities, academic performance is used as a criterion for admission of first year students into residence, and as a criterion for re-admission of returning students into residence at eight universities. At the remaining universities, acceptance into the university's academic programme is sufficient for admission into residence (with other admission criteria applying at each university, e.g. the distance from campus of a student's home, in the case of new first year students).

However, a problem with using academic performance as a criterion for admission into residence is that student housing then becomes a 'reward' for success when, in some cases, it might be a prerequisite for success. In other cases, depending on home circumstances, the conditions in the residence might be less conducive to academic success than conditions at home. All this suggests that the relationship between student housing and academic success is extremely complex.

As noted in Chapter 2, a large body of international research suggests that residence life can make a substantial positive contribution to student success. While these findings are not conclusive, being countered by other research and perhaps also specific to a developed world context, the Committee did give substantial thought to whether and how the research might be applied in a South African context. However, any attempt to correlate student academic success rates with the provision of housing ought also to consider other variables related to teaching and learning, including the quality of teaching, the reliability of assessment and the discipline of the learner. Further complicating the picture is the

relevance and validity of various potential indicators of success. One measure of whether there is a difference in academic success between students living in residence and those living outside of the university residence system would be the number of courses, credits or subjects passed and failed over a defined period. Another indicator could be the time taken by students in residence and students living outside of residence to successfully complete an academic qualification. A third measure might be the graduation rate, or the number of graduates as a percentage of the number of enrolments, albeit that the graduation rate is more a measure of size and intake versus outputs than a true measure of success. Note, too, that a student who starts their academic career in residence may not complete in residence and so measuring their success over a period of years may also not be a true reflection of the impact of access to student housing.

Bearing in mind these caveats and considerations, a preliminary and purely exploratory analysis of the percentage of courses, credits or subjects passed per year by students living in residence in comparison with students living off campus was undertaken on the basis of data supplied by a number of universities (see Appendix H). Unfortunately, the data provided was not comprehensive; in addition, the data was averaged, which necessitates even greater caution. On the basis of this data and preliminary analysis, it appears that the average percentage of courses/subjects/credits passed by first year students in residence is slightly higher than that for students not housed in residence. However, no firm conclusions can be drawn at this stage. Moreover, the finding is not mirrored in average cohort graduation rates; it emerges only at a small number of universities. There also appears to be no difference between the pass rates of students in residence and those outside residence at institutions which have residence academic admission criteria. Much more detailed research, including more complete and accurate data, with regard to the relationship between student academic success rates and the provision of housing, is required.

5.8 Subletting

Sub-letting, also referred to as squatting, is prevalent to varying degrees at many universities, being driven by the lack of available or affordable accommodation. All universities prohibit the practice, but subletting often goes undetected, given the lack of security measures at many residences. This means that entry is fairly easy for non-residents.

Several universities commented that subletting is a problem but that they are not able to monitor it or provide accurate statistics (UFH), and that it is less significant where proper access controls are in place and 24-hour security is provided (CPUT). UL Turfloop acknowledged a very high subletting rate, due to a lack of proper access control, as did UZ and WSU, due to a huge shortage of student rooms and the distance from the nearest town. Wits, which does not believe subletting to be a problem, noted that preventing it necessitates considerable effort and vigilance on the part of staff.

5.9 Corruption

Corruption was raised as a concern by some interviewees. On one campus visited, the housing manager was on suspension for alleged corrupt practices. At a number of universities, student leaders expressed concerns about maladministration in the provision of residence places, room allocations and room waiting lists; at four of these institutions, these claims were verified by top management, though in at least two of these cases an investigation found no evidence of corruption. Two universities are currently probing recent allegations of corruption, while another is conducting a forensic investigation and has had a Ministerial Task Team appointed.

5.10 Student protests related to accommodation

Universities were asked to indicate the number, cause and intensity of incidents of student housing-related unrest and protest during the past five years, along with the proportion of students and the number of residences involved. Table 9 below lists the responses received.

Table 9: Incidents of housing-related student unrest and protest

INSTITUTION	CAMPUS	CAUSE	INTENSITY OF UNREST					PROPORTION INVOLVED	MONTH	RESIDENCES INVOLVED
			LOW	PROTEST	SIT IN	DAMAGE	SHUT DOWN			
CPUT	Cape Town and Bellville	Fee increase; maintenance of residences.				1		Small	May, Aug	0
DUT	Durban	Student accommodation and financial aid.				1	1	Very Small	Feb, March	0
	Midlands	Provision of catering services; maintenance.				1	1	40%	March	All
MUT		Demanding better quality mattresses.	1	1	1	1		40%	Feb	6
NMMU	Summerstrand	Incidents not specifically related to student housing.	1	1				3%	Aug	4
TUT	Soshanguve	Academic exclusions; NSFAS funding; lack of accommodation.				1	1	50%	Jan	4
UFH	East London	Shortage of accommodation.			1			60%	Jan	3
UFS	Main	Protest march by Residence Councils (RCs) against the Integration Policy.		1		1		RCs		All
UKZN	All campuses	Privatisation of residences.		1		1		0.5%	Sept	
UL	Turfloop	Shortage of application forms; lack of hot water.	1	1	1	1		90%	July	All

INSTITUTION	CAMPUS	CAUSE	INTENSITY OF UNREST					PROPORTION INVOLVED	MONTH	RESIDENCES INVOLVED
			LOW	PROTEST	SIT IN	DAMAGE	SHUT DOWN			
NWU	Mafikeng			1	1	1	1	100%	March to July	
	Vaal Triangle	Safety of students; cafeteria prices.	1					10%	March	2
UV				1		1		30%	March	All
UWC		Shortages; rental with private landlords; conditions.		1		1		1%	April, July	2
VUT		Maintenance.	1	1	1	1		5%	Feb, March	VBP residences
WITS		Lack of hot water and heating in three residences for several weeks.		1				5%	May, June	3
		Rumours of future privatisation of residences.		1	1	1		5%	October	Several
		TOTALS:	5	11	6	13	4			

A total of 39 incidents of varying intensity and scope during the past five years were reported by the 15 universities that responded. The intensity of the incidents ranged from 'low' (5 incidents) to 'shut down' (4 incidents). Eight universities reported protests which involved 10% or more of the campus student population, and 44% (17) of all incidents reported resulted in damage to property or the shutting down of the campus. Almost half of the responding universities reported protests sparked by dissatisfaction with residence maintenance and facilities, as indicated in Table 10.

Table 10: Reasons for student housing-related protests

Issue	Number of universities responding
Maintenance/facilities	7
Fees	4
Shortage of accommodation	4
Food services	2
Privatisation of residences	2
Unclassified	3

During the site visits, the issue of student protest was raised with the students interviewed. At several universities – UL, UZ, CPUT, UKZN, WSU, DUT, MUT and UFS – students believed that the number and severity of the incidents reported by the universities was understated. The shortage of on-campus residence accommodation, the poor state of buildings and

facilities, the shortage of NSFAS funding, the lack or poor quality of food and maladministration were what students judged to be the main causes of the protests.

It is worth emphasising that university managers and student leaders agree that some student protests have been related to food services and/or the lack or poor quality of food. These concerns, as well as the problem of nutrition and the distressing issue of student hunger, have been discussed above in relation to catering. Of even greater import for both university managers and student leaders, it appears, and one of the key reasons for student dissatisfaction and protest, is the simple shortage of accommodation. The lack of sufficient and adequate on-campus housing was raised by students at every historically disadvantaged university. Due to this lack, large numbers of students are forced to find accommodation off campus, which may or may not be suitable or affordable; alternatively, the problems of subletting (squatting) and overcrowding in residences are compounded.

While the Committee was unable to visit many 'digs' types of student accommodation, they were appalled at the conditions found at three separate private facilities in Thohoyandou which housed students from the University of Venda. The conditions in some of these facilities were so atrocious that even the accompanying university officials refused to enter. The stench of blocked drains and malfunctioning sewerage systems was indescribable. The students' rooms were minute, barely big enough for a bed which consequently must be used also as a desk, a cooking space and a social space. The supply of electricity was at the whim of the landlord, who would arbitrarily cut off power to save on expenses. Their only positive aspect was that they were within walking distance of the UV campus. At other campuses, QwaQwa for example, distances of 10-15km from campus were mentioned. The (photographed) notice exhorting fellow students to "behave like a human", which would have been ironic if the situation were not so serious, resonated with the words of the student leadership at a completely different university, DUT: "If we are treated like animals, are they surprised when we respond like animals?".

The on-campus residence situation at a number of universities is not much better than that described above, off-campus. While outlawed on all campuses, subletting (i.e., unauthorised accommodation in university residences, or 'squatting') is widespread at a number of institutions. At several campuses visited, rooms designed for one occupant are accommodating four students, and double rooms designed for two students are occupied by eight students.

The resulting overcrowding not only jeopardises and hampers students' academic endeavours, but creates significant health and safety risks. In the event of an emergency the risks posed to student lives and the liability of university and facility management would be serious. Students related stories of theft, assault, rape, prostitution and harassment. Student residents, student leaders and university officials alike acknowledged the extreme and varied dangers of such overcrowding, but pointed out that the alternative is for the extra occupants to sleep in hovels or on the streets. Indeed, stakeholders at WSU spoke about the 'plastic people', or students who, having been unable to secure any form of accommodation, lead a nomadic existence, storing their possessions in plastic sheets during the day and retrieving them at night before searching out open lecture venues, toilets and sheds on campus where they sleep.

6. Private student accommodation

Due to the serious shortage of residence accommodation for university students in South Africa, the private sector is a potentially key role player in the provision of student housing. International research indicates that the majority of university students are accommodated in private student housing. This chapter provides an overview of private accommodation nationally, and explores the extent and the suitability of such accommodation.

6.1 Types of private accommodation

The several types of private student accommodation in South Africa may be categorised as follows:

i. **Home accommodation**, where students reside with family members or guardians;

ii. **Single flat/apartment accommodation**, where individual students enter into a lease agreement with a landlord for a studio or one-bedroomed apartment typically within the landlord's own house or garden or within a block of flats;

iii. **'Digs' accommodation**, where students jointly or severally rent a house for commune type accommodation;

iv. **Privately-owned residence accommodation A**, where a building is leased by a university for a certain period at a fixed rental, and where the university assumes the risk for occupancy levels while ownership remains with the landlord (e.g. the Lonsdale Hotel leased by MUT, Sikelela leased by CPUT, and Seaboard 1 and 2 leased by DUT);

v. **Privately-owned residence accommodation B**, where students from several institutions enter into fixed-period lease contracts with a landlord who retains the risk for occupancy levels (e.g. South Point and Urban Nest); and

vi. **Public-private partnership (PPP) accommodation**, where a developer establishes a residence and leases it for a fixed period at a predetermined escalating rate to a university, at the end of which period the residence becomes the property of the university (e.g. the Cape Edge PPP between CPUT and African Student Accommodation Group).

6.2 Private accommodation providers

Table 11 lists a number of private accommodation providers, including most of the large-scale landlords, together with their bed capacities.

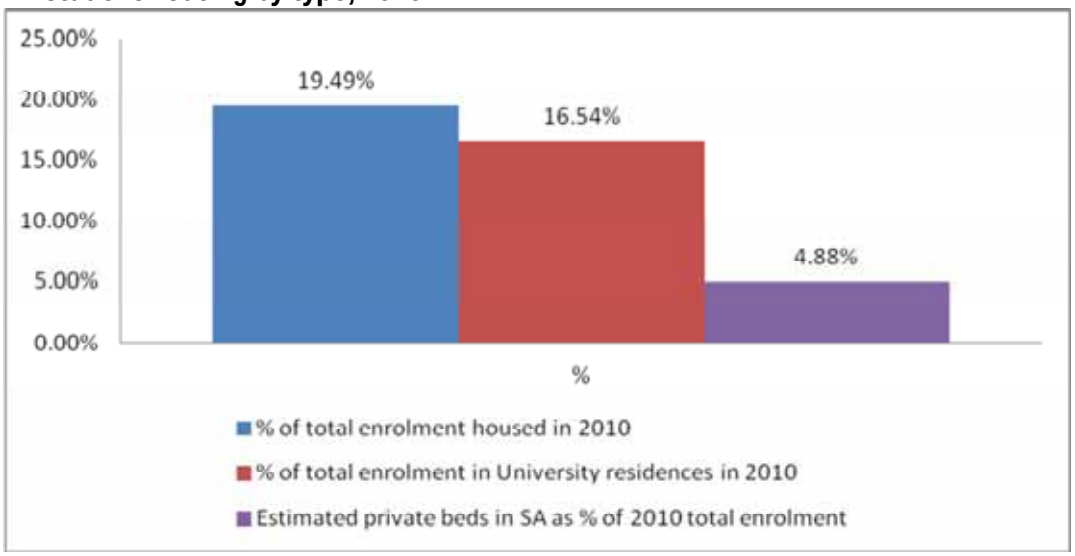
Table 11: Private accommodation providers

Name	City/cities	Number of beds
South Point	Johannesburg, Cape Town, Pretoria, Port Elizabeth, Durban	9 183
Aengus	Johannesburg	1 700
Mariston	Johannesburg	1 900
Real People (Pulse Living)	East London, Bloemfontein, Johannesburg, Pretoria	2 400
Laboria	Port Elizabeth	330
Denton Properties	Port Elizabeth	750
Dunwell Properties	Johannesburg	1 000
Afhco	Johannesburg	1 000
Glick Properties	Cape Town	Unknown
Urban Nest	Pretoria	284
Kamdar	Durban, Pietermaritzburg	1 168
African Student Accommodation Group (ASAG) (PPP with CPUT)	Cape Town	571
Academia (PPP with USB)	Stellenbosch	900
Accommodation leased by MUT – Mona Rd, Drummond House, Killarney Hotel, Palmerston Hotel, Astra Hotel, Ella Sands Hotel, Lonsdale Hotel, Adriaan Rd	Durban	3 793
Accommodation leased by DUT – Escombe, Hampson, Seaboard 1 & 2, Essenwood, Usus, 155 Berea.	Durban	2 349
Indicative total		**27 328**

6.3 Students in private accommodation

Out of nine universities that responded on the issue, Stellenbosch is the only one that keeps records of the numbers of students living with parents/guardians or in private accommodation.

Figure 14: Student housing by type, 2010



As indicated in Figure 14, close to 17% of the total full-time contact enrolment at South African universities in 2010 was accommodated in university residences. Universities report, however, that close to 20% of the total 2010 enrolment was accommodated in either university residences or in private accommodation (excluding home and 'digs' accommodation), which means that some 3% of the total 2010 enrolment as reported by universities are housed in private (non-home and -'digs') accommodation. In terms of Table 11 above, which includes most large scale providers, the estimated number of private student beds available in South Africa is 27 328, which is close to 5% of the total full-time contact enrolment at universities in 2010. In addition to these larger providers, however, there are hundreds of smaller providers offering between 10 and 100 beds each, and thus in combination both smaller and larger providers provide as much as 10% of total 2010 student enrolment.

6.4 Privately owned residence accommodation A

Students' and university housing officials' perceptions and experiences of privately-owned residence accommodation A (category (iv) among the types of private student accommodation identified above), are captured below, supplemented where possible with information drawn from site visits.

a. Geographic location: A number of these off-campus leased facilities are located a considerable distance from the campus which they serve (such as DUT, MUT, WSU, UZ, NMMU and UWC). In many instances the buildings are located in areas unsuitable for student accommodation from a safety and security perspective. In Durban, for example, a number of leased facilities (former hotels and holiday apartment blocks) are located in high traffic

density areas, and often adjacent to bars, clubs, liquor outlets and other establishments which attract high levels of crime. Several incidents of mugging, rape, robbery and assault involving weapons were recounted by students interviewed during site visits. Access control is generally poor to non-existent.

b. Distance from campus: A number of these leased properties are far from campus. Professor Kgaphola of MUT noted the extremely high cost (approximately R14 million per annum) of transporting students between campus and the leased residences. Professor O'Connell of UWC lamented that all UWC's extra-curricular activities have to end at 4pm due to the distances students have to travel and the risks they face travelling after dark. The distance from campus also means that students have to spend a great deal of time travelling between their place of residence and the campus, and in metropolitan areas with high traffic volumes such students are frequently late for classes (MUT, DUT and UKZN). At UZ, a former sugar cane workers' hostel in the middle of sugar cane fields adjacent to a sugar mill serves as a residence for female students. The site is far from campus and totally isolated. Food is delivered from the main campus, but by the time dinner arrived on the night of the site visit, it had gone sour and was inedible. Students indicated that this happens on a relatively regular basis. More generally, students accommodated in many of these leased properties have no access to university support facilities in the evenings.

c. Suitability for student housing: Some of the conditions in which students are being housed in leased buildings are totally unsuitable. At the Lonsdale Hotel on the Durban beachfront, groups of three students spend their academic semester crammed into a room designed to house two people for a short holiday or business trip, and where they must simultaneously sleep, cook, study, socialise and store belongings and food. Such overcrowding creates significant safety, hygiene and security risks. Very few of the leased buildings visited (at UWC, CPUT, MUT, DUT, UZ, WSU, UKZN and UV) were even remotely fit-for-purpose.

Three beds in room designed for holiday accommodation for two, at Lonsdale, MUT

Double room in former sugar workers' hostel, UZ

d. State of repair: The state of repair of some university-leased buildings can only be described as hazardous and unhygienic. Student residents interviewed at some of the properties indicated that maintenance and repairs may take four to six months to be addressed by landlords (at one Durban property the students proved this by producing the maintenance requisition book). There is also culpability on the side of the relevant universities, either for not ensuring adequate levels of service delivery in the lease agreement or for not enforcing the maintenance agreement.

Bathroom at Lonsdale, MUT

In many of the multi-storey buildings, the number and efficiency of the lifts is totally inadequate. In one building it took 15 minutes for a lift to arrive, and this was not during peak time. Inadequate maintenance of plumbing and electricity were other problems mentioned by students at virtually all leased off-campus accommodation.

Dilapidated lift at Lonsdale, MUT

e. Lease arrangements: Due to pressures on university housing officials to procure student housing often at very short notice, inadequate lease agreements have been signed which have loopholes allowing such conditions to exist. For example, CPUT has been struggling for some time without success to extricate itself from the lease for the Sikelela residence, with promises of renovation and repair by the landlord remaining unfulfilled for years. During the site visit many passages in the residence were in darkness due to broken light-bulbs and faulty wiring. Similar conditions were encountered at a number of leased properties in Durban.

Common room left unfinished by landlord, Sikelela, CPUT

f. Social cohesion: The fact that this kind of accommodation is leased by a university suggests that the institution ought to have some control over everyday affairs and, especially, student well-being. However, the potential for positive social cohesion may be negated by the buildings' often unsuitable geographic location; and the distance from campus means that students may lose out on on-campus activities. Both housing officials and students interviewed at all institutions which have leased off-campus student housing facilities made mention of overcrowding, inadequate facilities and/or a lack of supervision.

g. Cost: According to housing officials the cost of such leased housing is often high due to competition between universities for additional accommodation. This is particularly the case in Durban. The cost of transporting students resident in these facilities increases the cost to the university. At universities such as MUT, CPUT, DUT and UWC, which have very high proportions of poor students, cost recovery of such accommodation from residence fees is not possible, which means that it must be subsidised from the university budget.

h. Provision of food: At most of the leased off-campus sites visited, student residents are expected to self-cater. This often takes place in student rooms on small two-plate stoves. While conditions are unhygienic in terms of food preparation, this also poses a serious fire and spillage hazard. At the Lonsdale site, food is provided, but the condition of the production kitchen left the Committee aghast.

Rice cooling next to open window with filthy burglar guard, Lonsdale, MUT

Ceiling of food production kitchen, Lonsdale, MUT

It must be emphasised that *only a sample* of leased off-campus accommodation was visited by the Committee, and it is entirely possible that there are leased facilities which are in a reasonable condition and adequately maintained. The feedback obtained from stakeholders at the majority of universities, however, was overwhelmingly negative.

6.5 Privately owned residence accommodation B

Students' and university housing officials' perceptions and experiences of privately-owned residence accommodation B (category (v) among the types of private student accommodation identified above), are captured below, supplemented where possible with information drawn from site visits.

a. Geographic location: Several of the concerns expressed about the geographic location of category (iv) leased buildings also apply to these category (v) buildings, although access control in the latter instances was significantly better. All the residences visited were situated within or close to the CBDs of the respective cities. South Point is making a significant effort to address and reverse the inner city decay of Braamfontein, but several students expressed concerns about the safety of the area after dark, as did students at Seapoint Towers in Durban, recounting incidents of robbery and assault both inside the building and in the surrounding area. The Seapoint Towers building is also not wholly dedicated to students, and the mixture of students and private tenants can be volatile (on the evening before the site visit an off-duty policeman was said to have held a gun to a student resident's head during a dispute over noise). The location of Urban Nest, a private hotel in Arcadia converted into a private student residence, does not pose the same security challenges, however, and is thus more suitable for student accommodation.

b. Distance from campus: South Point's Braamfontein buildings are convenient for students at Wits, but pose challenges for students at UJ. Similarly, Urban Nest's Arcadia building is convenient for students at UP, but pose a significant challenge to students at TUT. Kamdar's Seapoint Towers is equally far from MUT, DUT and UKZN.

c. Suitability for student housing: The model for creating student accommodation used by all three private providers visited is the refurbishment of existing buildings (or so-called 'brownfields' development). In terms of suitability and fitness-for-purpose, the Urban Nest conversion is strongly recommended (due both to the selection of a suitable building and the care taken in the refurbishment and renovation of the building), followed by South Point's buildings. In contrast, very little has been done to the Seapoint Towers building to make it fit-for-purpose (although some renovations were underway at the time of the site visit).

External security cameras, Urban Nest

Kitchenette area in double room, Urban Nest

Computer lab, Urban Nest

Kitchenette/study area in single room, Urban Nest

Exterior view of converted block of flats, South Point

Single room, South Point

Double room study/work space, South Point

Double room, South Point

External view, South Point

Double room (no study area), Seapoint Towers

Double room, Seapoint Towers

Four beds in flatlet, Seapoint Towers

d. State of repair: In this category of student housing the landlord has assumed all the risk for occupancy of the buildings, and therefore it is in his or her best interests to keep the building maintained. On the other hand, the fact that adequate student accommodation is in short supply probably diminishes this interest somewhat. Urban Nest is very new, but interviews with students at South Point and, to a lesser extent, Seapoint Towers, indicate that maintenance is far less of an issue in these kinds of accommodation than it is in the leased accommodations.

e. Lease arrangements: Universities, having no part of the lease agreement between landlord and student tenant in this model, are not tied into risky ventures.

f. Social cohesion: Given the direct contractual relationship between the landlord and the student, there appear to be very superficial links between the universities and the student accommodation establishments which fall into this category. Both South Point and Urban Nest, however, indicated a desire to establish links with relevant university housing divisions and departments; and Urban Nest, in consultation with UP, has adopted a residence management structure which mirrors that of the university, i.e., a full-time residence manager and residence life coordinator along with student residence assistants and an elected house committee. Despite this, it is clear that students still live at some remove from the main campus activities and do not have the same residence educative experience as students living in on-campus university residences.

g. Cost:

South Point

i. Port Elizabeth

	Rent pm	**Rent pa (10 months)**
Single	R1 850	R18 500
2 Sharing	R1 650	R16 500
3 Sharing	R1 400	R14 000

ii. Johannesburg

	Rent pm	**Rent pa (10 months)**
Single	R2 350	R23 500
2 Sharing	R1 950	R9 500
3 Sharing	R1 850	R8 500

iii. Cape Town

	Rent pm	Rent pa (10 months)
Single	R2 300	R23 000
2 Sharing	R2 000	R20 000
3 Sharing	R2 000	R20 000

Urban Nest: R29 760 per student per annum.

Seapoint Towers (Kamdar Properties):

	Rent pm	Rent pa (10 months)
Seapoint 1 (4 sleeper units)	R1 135	R11 350
Seapoint 2 (2 & 4 sleeper units)	R1 445	R14 450

h. Provision of food: None of the private student residences visited provide a catering service – all student residents are required to self-cater. Student interviewees at both South Point and Seapoint Towers raised the issue of student hunger due to lack of funds, and students in general indicated a desire to have a canteen or dining hall service.

This 'brownfields' model of student housing, in which derelict or unused buildings are refurbished to provide student accommodation, has a number of disadvantages, including poor location, buildings not fit-for-purpose and distance from campus. Its most significant advantage is the setup or establishment cost. According to Urban Nest, the establishment cost of their facility was approximately R60 000 per bed, while South Point's Diamond facility cost R78 533 per bed to establish. Should minimum standards for student housing be established, however, this per bed cost may well increase.

6.6 Public-private partnership accommodation

While several universities indicated an interest in exploring the establishment of a public-private partnership for the provision of student housing (category (vi) among the types of private student accommodation identified above), only three PPPs are actually operating at this time, and of these sufficient information was available for only one, namely, the City Edge residence in Cape Town which provides accommodation for students of CPUT. Most of the information below pertains to the City Edge PPP, except where stated otherwise; the few available details regarding the USB and UKZN PPPs are provided at the end of this section.

a. Geographic location: City Edge is ideally located adjacent to the Cape Town campus of CPUT. The building is situated in a business area on the edge of the CBD which does not have a high retail outlet concentration which in turn means that traffic and pedestrian volumes do not appear to be as problematic as that observed at other locations.

b. Distance from campus: This is not a factor in relation to CPUT's adjacent Cape Town campus, but similar issues pertinent to privately-owned residence categories of accommodation, both A and B, apply when it comes to the university's other campuses, to which transport is provided: student residents who make use of such transport echoed the problems of time and money spent travelling, traffic delays and the difficulties and constraints of travelling after hours.

c. Suitability of student housing: City Edge is new, and the fact that it has been custom-designed for housing students and is located in pleasant surroundings makes it eminently suitable. For some current student residents, however, the quality of the residence rendered it unaffordable, saying that they may have to move out at the end of the semester.

Side view of complex, City Edge

Swimming pool courtyard, City Edge

Inner courtyard, City Edge

Laundry room, City Edge

Entrance to underground parking, City Edge

Double room, City Edge

Kitchenette area in apartment, City Edge

Lobby/social space, City Edge

d. State of repair: As with privately-owned residence accommodation B, maintenance should not be a significant issue. However, in terms of the City Edge PPP agreement, CPUT is responsible 'at its own cost, to maintain in good order and condition and/or repair the interior of the leased premises to the sole satisfaction of the Sub-Lessee (ASAG) [African Student Accommodation Group]'. For an additional monthly property operating charge the Sub-Lessee is responsible for the exterior building maintenance, the grounds and gardens and the security (with these monthly charges starting at R89 490 (R1 073 880 per annum) and escalating to R262 849 (R3 154 188 per annum) by the culmination of the lease.

e. Partnership agreement: In terms of the PPP agreement between CPUT and Xclutorque (ASAG), CPUT as the owner of the land has agreed to lease the land to ASAG subject to the obligation that ASAG construct a student housing facility on the property for the sum of R25 000 (excluding VAT) per annum for 20 years. The cost of the land is R30 million, and the cost of the residence construction is R84.5 million (for a total cost of R114.5 million), which results in a per bed cost of R200 525 (571 beds). In a separate sub-lease, CPUT leases the residence facility from ASAG for a period of 15 years. The total rental payable by CPUT during this 15 year period (including VAT) is R277 002 320, which excludes operating costs such as rates, services and insurance premiums. In addition, CPUT is responsible 'at its own cost, to maintain in good order and condition and/or repair the interior of the leased premises to the sole satisfaction of the Sub-Lessee (ASAG)'.

f. Social cohesion: The PPP model in itself does not avoid any of the potential problems associated with other forms of privately developed accommodation. Some measure of these problems can be discerned in the response from Stellenbosch University management regarding the Academia PPP, including:
   - The lack of an academic atmosphere, due to students behaving noisily and arranging many parties;
   - Reports of alcohol and drug abuse;
   - Reports of a lack of respect towards peers and authority figures;
   - Reports of physical assault as well as sexual harassment; and
   - Concerns about a lack of leadership and guidance at the facility.

g. Cost: The cost is significant: the average annual residence fee (without meals) at CPUT is R16 695, but the annual residence fee charged for City Edge is 44% higher than this, at R23 980.

h. Provision of food: No catering service is provided at City Edge; all residents are expected to self-cater. A large majority of students interviewed indicated a preference for an affordable, nutritious and varied catering service.

Based upon the information provided by CPUT and the developer, the fundamental financial components of this PPP are that the developer provides to CPUT with a residence which costs R114 500 000, and in return CPUT will pay the developer the sum of R277 002 320 over fifteen years.

Figure 15: City Edge PPP: comparative annual data

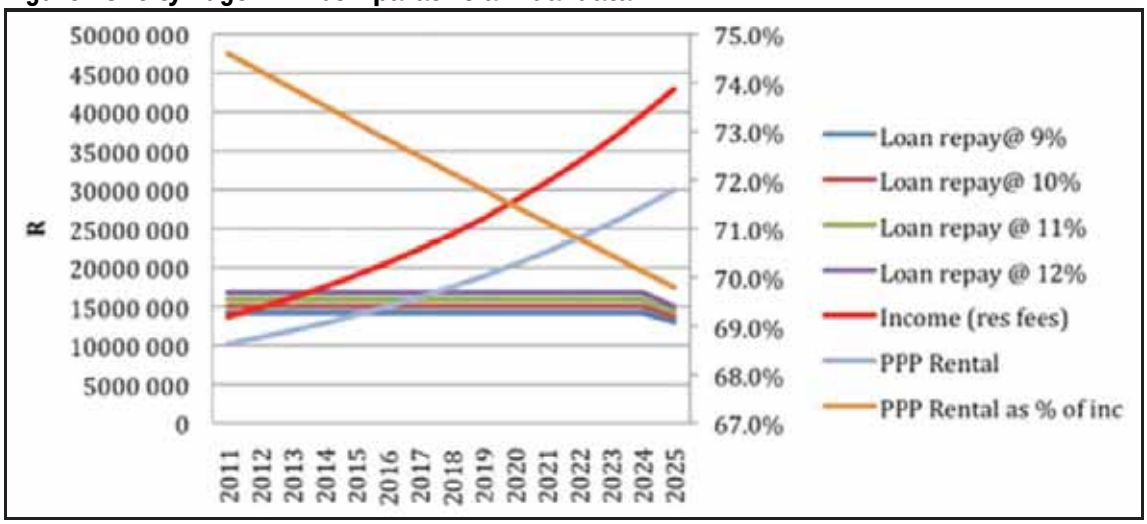
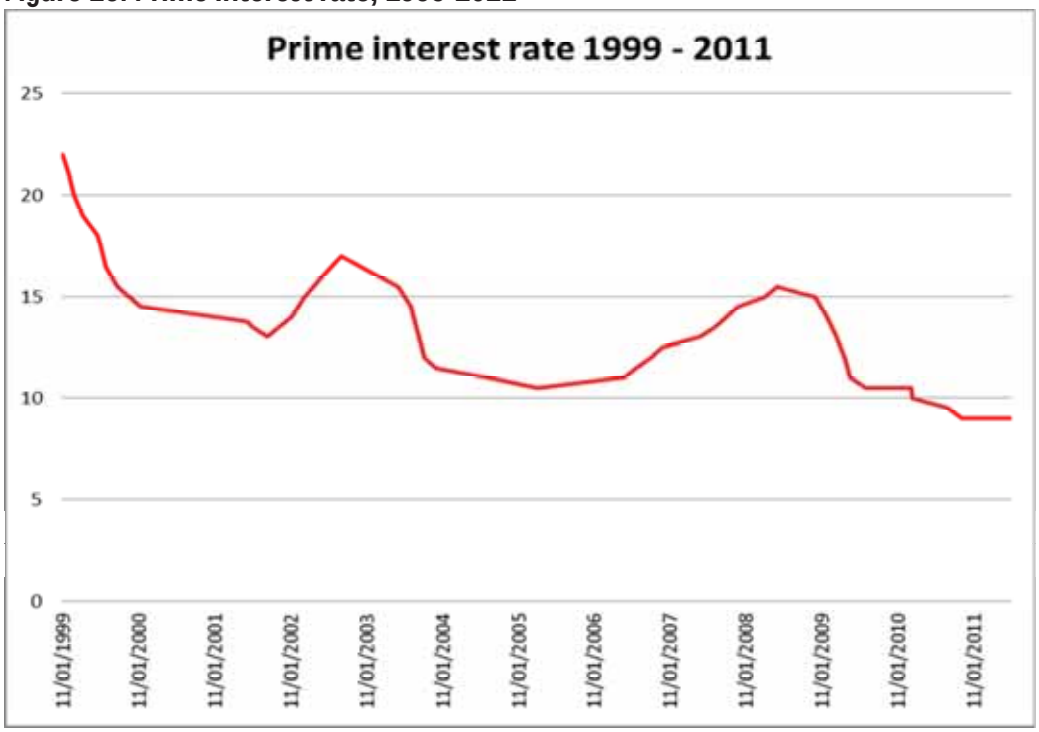


Figure 15 shows, firstly, the income generated from residence fees (2011 rate escalated at 10% per annum) relative to the PPP rental over the fifteen year period. Whether a 10% annual residence fee increase is sustainable for CPUT is debatable, especially when students resident in City Edge are concerned about its cost. The PPP annual rental payment is also reflected as a percentage of total income generated from residence fees: it ranges from 74.6% in 2011 to 57.6% when the lease ends in 2025. Given that operating costs are excluded from the rental, these percentages are extremely high, and in all probability this project will have to be subsided by CPUT. Figure 15 also indicates the annual repayment rates for commercial loans at fixed rates ranging from 9% to 12%.

Figure 16: Prime interest rate, 1999-2011



Source: South African Reserve Bank data.

Figure 16 indicates the prime rate from 1999 to the present. It seeks to justify the range of interest rates selected for comparison with the PPP rental. If the prime rate does not exceed 14% for the foreseeable future then the PPP will not be cost-effective from CPUT's perspective.

Figure 17: City Edge PPP: comparative totals after 15 years

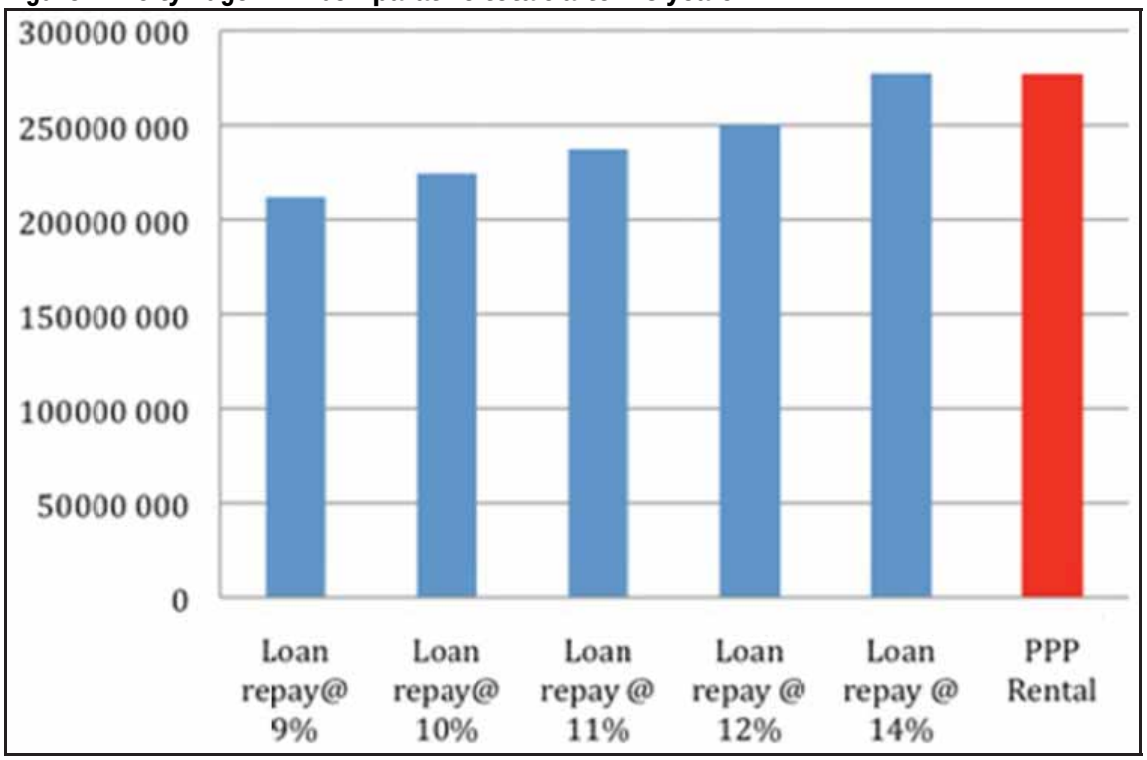


Figure 17 indicates the total amounts in the various categories over the 15 year period. It shows, first, that the cost of capital for the project for CPUT is 14%. The figure also indicates that any rate below 14% would have been cheaper for CPUT. This resonates with the opinion expressed by the majority of Chief Housing Officers, which is that PPP models are expensive. The annual escalation increase expected by the funder is in excess even of expensive commercial financing, despite the length of the lease period. One Chief Housing Officer concluded: "This financing option is advantageous only in cases where the client (the University) is struggling to raise commercial financing due to a weak balance sheet or lacks the capacity to project manage large scale infrastructure development projects" (Rhodes University, 2010).

The three fundamental principles developed by the PPP Unit of the National Treasury to determine whether a PPP is an appropriate vehicle for procuring public assets and/or services are:

- Can substantial risk be transferred to the private sector?
- Is the project affordable to government?
- Does the PPP project offer significant value for money? (National Treasury, 2010)

Based on the information available, it appears that none of these principles have been met in regard to the City Edge student residence PPP. Very little or none of the risk has been transferred

to the private party; based upon the current residence fee structure and the cost of the lease agreement, the project seems to be expensive to both students and the university; and, finally, given that many student residents, who hail from poverty-stricken backgrounds, are burdened by the comparatively high cost of being accommodated in the facility, the value for money offered by the project is debatable.

About the two other PPPs for student accommodation that exist in South Africa – one being the Academia PPP between Stellenbosch University and an undisclosed private provider, and the other being between UKZN and an equally undisclosed private partner – little additional information could be gathered. In the case of the Academia PPP, it appears that much of the risk has indeed been transferred to the private party. An assessment of whether the PPP is affordable and offers significant value for money was not possible, although as mentioned above, a lack of social cohesion is of concern. Academia provides accommodation not only to Stellenbosch students but also to Boland College and UNISA students, and the partnership agreement also allows the private partner to offer accommodation to non-students in the event of vacancies. In the second case, UKZN submitted the following criticisms of its PPP: transportation costs; inadequate facilities; and configuration of rooms.

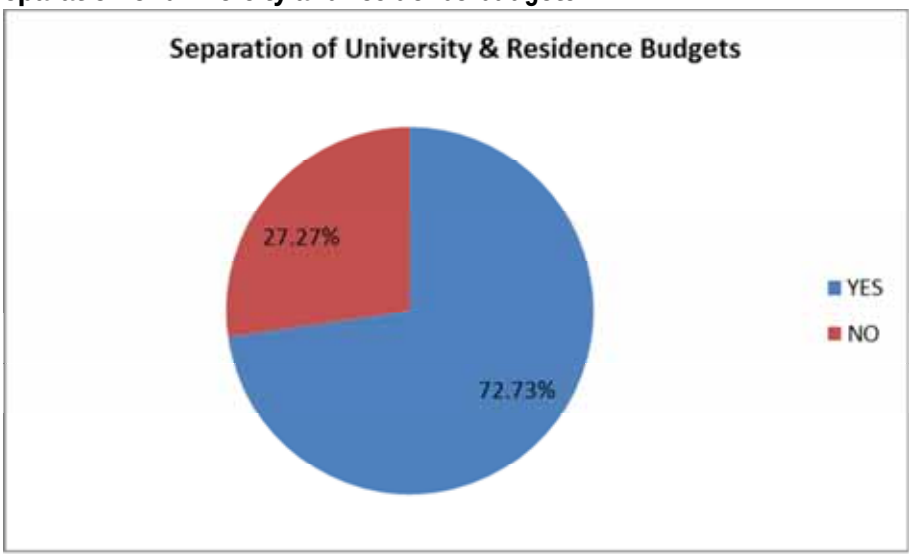
It is clear that student accommodation has been identified by private developers as a relatively low risk, profitable business, thanks to both the massive demand for student accommodation and the lack of any regulatory framework for the housing of students. While it must be acknowledged that there are some private providers who are providing value-for-money accommodation to students, there are also many private providers, both small- and large-scale, whose opportunism and greed are subjecting students to poor living conditions. Despite this, the scope of the student housing shortage requires that serious thought be given to ways of exploiting the possible benefits of various kinds of privately-owned or public-private partnership accommodation, while simultaneously ensuring that such initiatives adhere to minimum standards for the provision of student housing.

7. Financing of student housing and accommodation at public universities

At the very heart of the university student housing malaise in South Africa lies, as with so much else, the issue of money or the lack thereof. All universities emphasised to the Committee that diminishing financial resources are a key factor constraining and restraining their efforts to provide fit-for-purpose student housing and accommodation, although it was also apparent that some universities are making better use of their resources than others. This chapter examines various aspects of the financing of student housing and accommodation, including whether residences are producing surpluses or deficits for universities, universities' levels of unpaid student debt, residence fees, financial exclusions and financial assistance, third stream residence income, the funding of and future planning for residence infrastructure development, lease and public-private partnership agreements, the true ownership costs of new residences and what might constitute a fair and reasonable residence fee.

7.1 Separation of university and residence budgets

Figure 18: Separation of university and residence budgets



Most (73% of) universities indicated that their residence budget had been separated from the central or academic university budget; only six institutions – CUT, WSU, UKZN, WITS, DUT and UV – indicated the contrary. These results could not be verified, however, as very few universities submitted the requested residence *management* accounts, submitting only the financial reports which form part of a university's annual report.

7.2 Residence management accounts

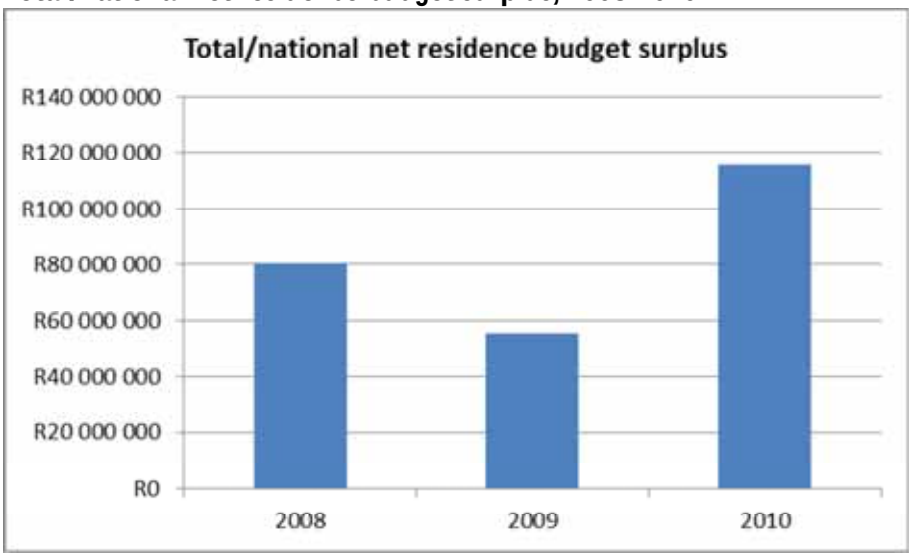
The financial data submitted in response to the November 2010 questionnaire produced usable data for only eight universities. In July 2011 the Committee, through the DHET, invited universities to provide the missing data. This additional, amended or updated data is reflected in the following sections.

Table 12: Net surplus/deficit for each university's residential system, 2008-2010

INSTITUTION	2008	2009	2010	TOTAL
UP	R53 341 000	R53 236 000	R61 449 000	R168 026 000
UCT	R2 709 000	R6 645 000	R50 322 000	R59 676 000
NWU	R13 794 000	R19 157 000	R19 176 000	R52 127 000
UV	R14 216 000	R11 432 000	R11 895 000	R37 543 000
WITS	R14 296 000	R4 826 000	R6 655 000	R25 777 000
USB	R12 565 588	R12 337 470	R475 569	R25 378 627
UL	R20 759 000	R3 294 000	Not provided	R24 053 000
TUT	R2 899 000	R9 196 000	R8 152 000	R20 247 000
VUT	R2 474 193	R4 761 442	R7 400 069	R14 635 704
NMMU	R871 322	-R3 761 991	R11 246 750	R8 356 081
UZ	-R2 328 000	-R216 000	R4 980 000	R2 436 000
RU	-R1 000	R651 000	R 0	R650 000
CUT	R50 000	-R229 000	R46 000	-R133 000
UKZN	R7 294 000	-R3 687 000	-R8 231 000	-R4 624 000
UFS	-R5 168 000	-R2 166	Not provided	-R5 170 166
DUT	-R1 090 000	-R426 000	-R8 263 000	-R9 779 000
UJ	-R1 408 000	-R11 944 000	R2 200 000	-R11 152 000
UFH	-R4 339 886	-R7 997 293	-R6 029 685	-R18 366 864
UWC	-R6 293 938	-R9 841 722	-R11 645 780	-R27 781 440
MUT	-R23 548 000	-R8 663 000	Not provided	-R32 211 000
CPUT	-R20 739 004	-R23 238 083	-R34 118 074	-R78 095 161
NET TOTAL	**R80 353 275**	**R55 529 657**	**R115 709 849**	**R251 592 781**
AVERAGE	**R3 826 346**	**R2 644 269**	**R6 428 325**	**R11 980 609**
WSU	Not provided	Not provided	Not provided	

Table 12 reflects the net surplus/deficit reported by each university for its residential system for the period 2008 to 2010. The total surplus or deficit over the three year period is indicated, with universities ranked from largest total surplus to largest total deficit.

Figure 19a: Total/national net residence budget surplus, 2008-2010



According to Figure 19a, the total (or national) net residence budget surplus reported by the universities in 2010 was just over R115 million.

Figure 19b: Total/national net average residence budget surplus, 2008-2010

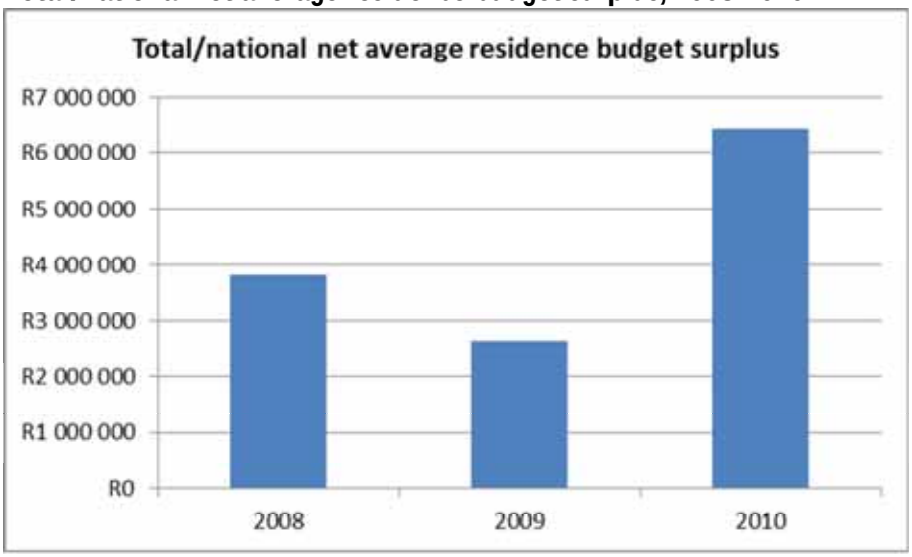


Figure 19b indicates the total (or national) net average surplus reported by the universities for the period 2008 to 2010. It follows from Table 12 and Figures 19a and b that, from a national perspective, South African universities are generating a surplus from their residence operations totalling R251.5 million over the three year period. This perspective, however, masks the varying positions at individual institutions. A more focused, institutional-level perspective is reflected in Figure 20 below.

Figure 20: Net residence operations surplus/(deficit) for 2008-2010

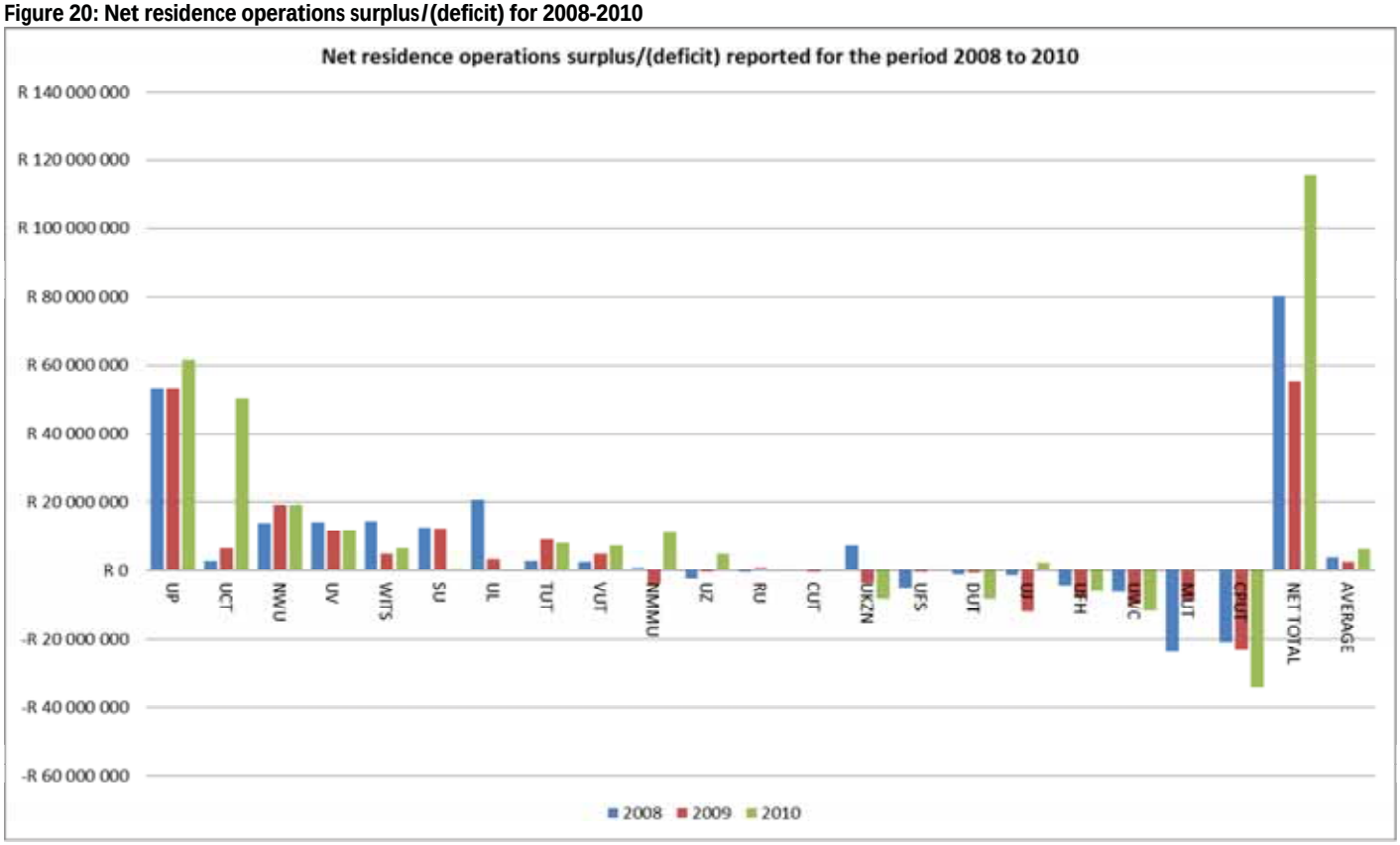


Figure 20 indicates that eleven universities are producing a residence budget surplus ranging from R2.5 million to R168 million over the three year period, the highest being the University of Pretoria. Two universities reflect a breakeven situation over the three year period (RU and CUT), with the remaining eight universities reporting a deficit ranging from R4.6 million to R78 million over the three year period, CPUT reporting the highest deficit. The net total surplus for all the universities over the three year period is R251 million (see Table 12 above).

7.3 Levels of unpaid student debt

Several universities were unable to provide bad debt data for residence accommodation. Data from only sixteen universities, for the period 2006-2009, is reflected in Figures 21 and 22 below. In sum, total student residence debt has grown from approximately R67 million in 2006 to approximately R85 million in 2009.

Figure 21: Total levels of student debt for accommodation, 2006-2009

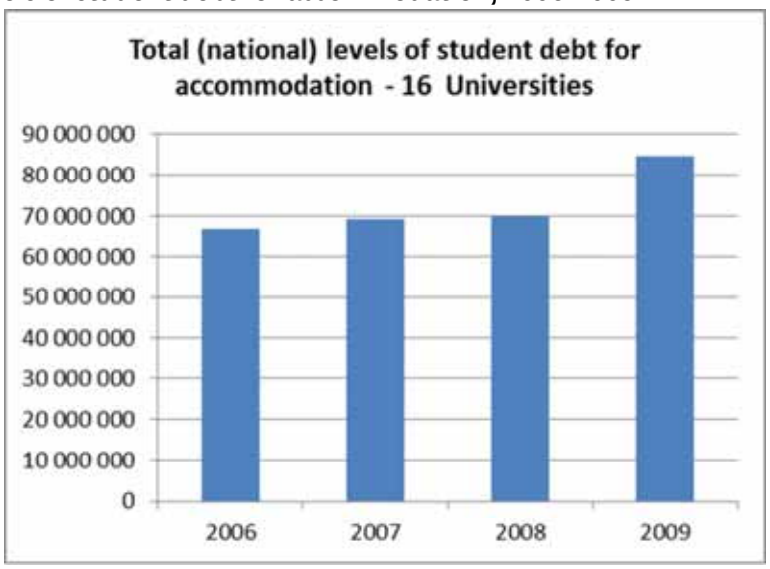
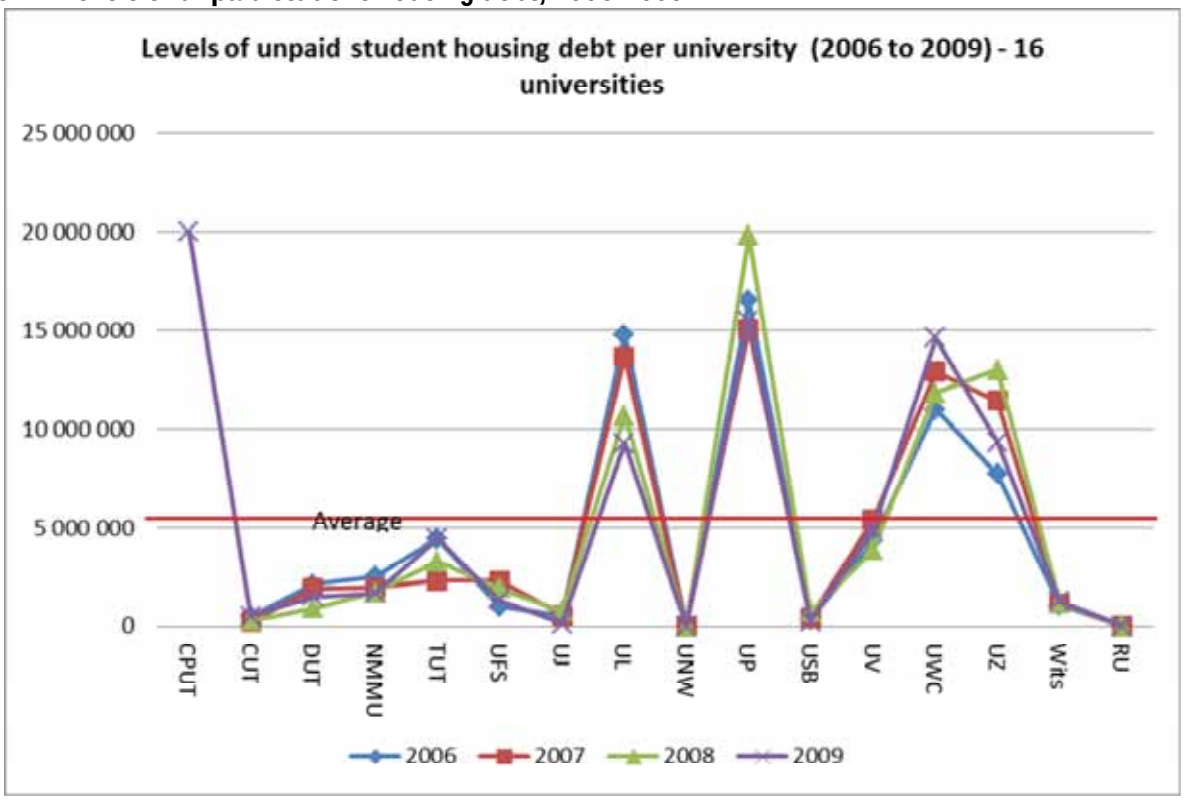


Figure 22: Levels of unpaid student housing debt, 2006-2009



7.4 Comparison of residence fees

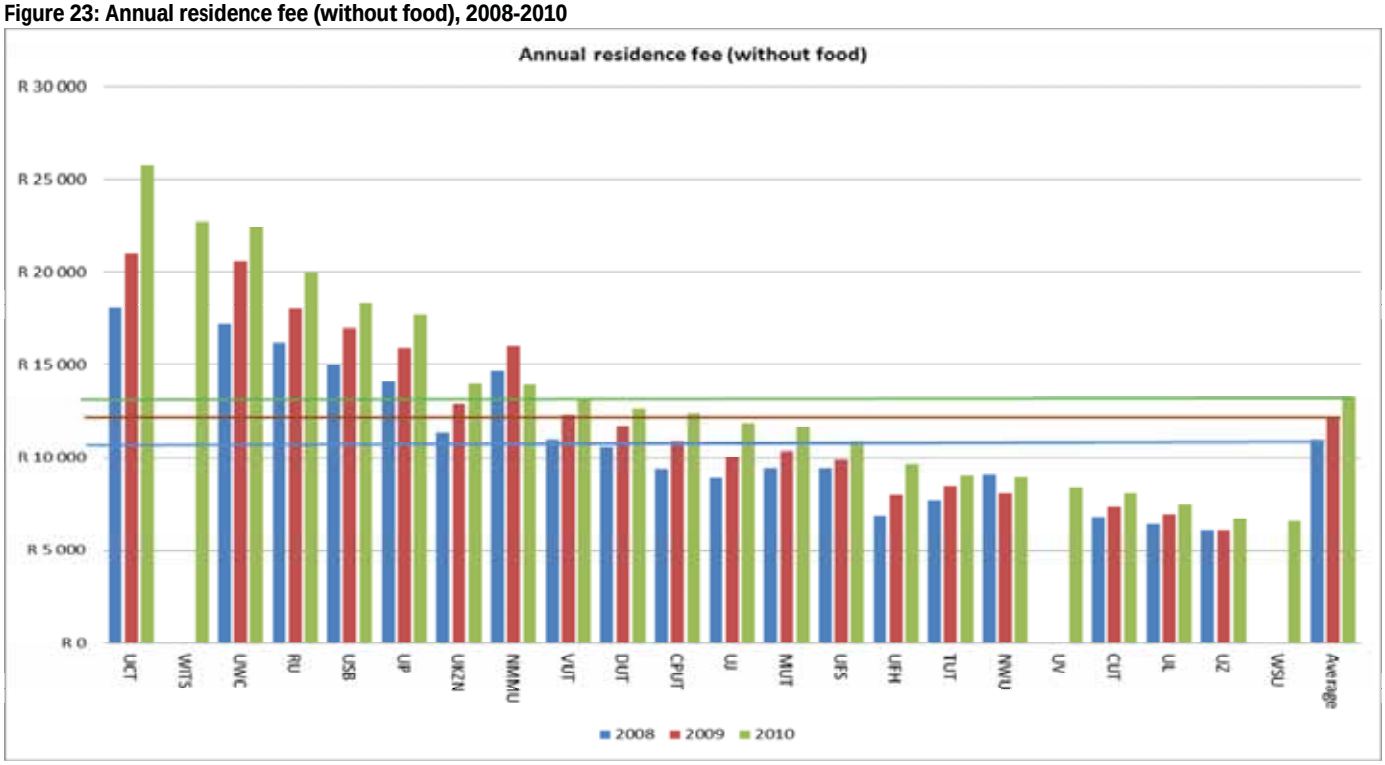
Available data on universities' residence fees for the period 2008 to 2010 is shown below. Table 13 reflects the weighted average residence fee levied by each university, categorised into lodging only (without meals) and board and lodging (accommodation and meals). The universities are ranked from highest to lowest using the 2010 residence fee without food. As is evident, very few institutions were able to provide a composite fee for full board and lodging; however, it should be noted that 40% of all institutions are in fact self-catering. The same data is then presented graphically in the following Figure 23.

Table 13: Weighted average residence fee, 2008-2010

	No meals						Meals included		
INSTITUTION	2008	2009	2010	08/09 % increase	09/10 % increase	average increase	2008	2009	2010
UCT	R 18 080	R 21 027	R 25 742	16.3%	22.4%	19.4%	R 28 585	R 32 728	R 38 938
WITS	N/P	N/P	R 22 745				N/P	N/P	R 37 493
UWC	R 17 174	R 20 576	R 22 394	19.8%	8.8%	14.3%	N/P	N/P	N/P
RU	R 16 145	R 18 060	R 19 980	11.9%	10.6%	11.2%	R 26 905	R 30 093	R 33 302
USB	R 15 015	R 16 973	R 18 327	13.0%	8.0%	10.5%	R 24 343	R 27 873	R 30 427
UP	R 14 090	R 15 907	R 17 754	12.9%	11.6%	12.3%	R 23 294	R 26 037	R 29 384
UKZN	R 11 283	R 12 881	R 13 952	14.2%	8.3%	11.2%	N/P	N/P	N/P
NMMU	R 14 671	R 16 010	R 13 936	9.1%	-13.0%	-1.9%	N/P	N/P	R 28 341
VUT	R 10 969	R 12 305	R 13 117	12.2%	6.6%	9.4%	N/P	N/P	N/P
DUT	R 10 581	R 11 680	R 12 661	10.4%	8.4%	9.4%	N/P	N/P	N/P
CPUT	R 9 399	R 10 847	R 12 355	15.4%	13.9%	14.7%	R 14 845	R 16 303	R 23 404
UJ	R 8 935	R 9 958	R 11 865	11.4%	19.2%	15.3%	N/P	N/P	N/P
MUT	R 9 437	R 10 348	R 11 647	9.7%	12.6%	11.1%	N/P	N/P	N/P
UFS	R 9 453	R 9 889	R 10 860	4.6%	9.8%	7.2%	N/P	N/P	N/P
UFH	R 6 863	R 7 970	R 9 607	16.1%	20.5%	18.3%	N/P	N/P	N/P
TUT	R 7 711	R 8 491	R 9 037	10.1%	6.4%	8.3%	R 19 555	R 24 201	R 26 106
NWU	R 9 109	R 8 068	R 8 989	-11.4%	11.4%	0.0%	R 16 405	N/P	N/P
UV	N/P	N/P	R 8 430				N/P	N/P	N/P
CUT	R 6 758	R 7 350	R 8 054	8.8%	9.6%	9.2%	N/P	N/P	N/P
UL	R 6 420	R 6 932	R 7 484	8.0%	8.0%	8.0%	N/P	N/P	N/P
UZ	R 6 136	R 6 136	R 6 688	0.0%	9.0%	4.5%	N/P	N/P	N/P
WSU	N/P	N/P	R 6 603				N/P	N/P	N/P
Average	R 10 959	R 12 179	R 13 283	10.1%	10.1%	10.1%	R 21 990	R 26 206	R 30 924

Note: N/P = Data not provided.

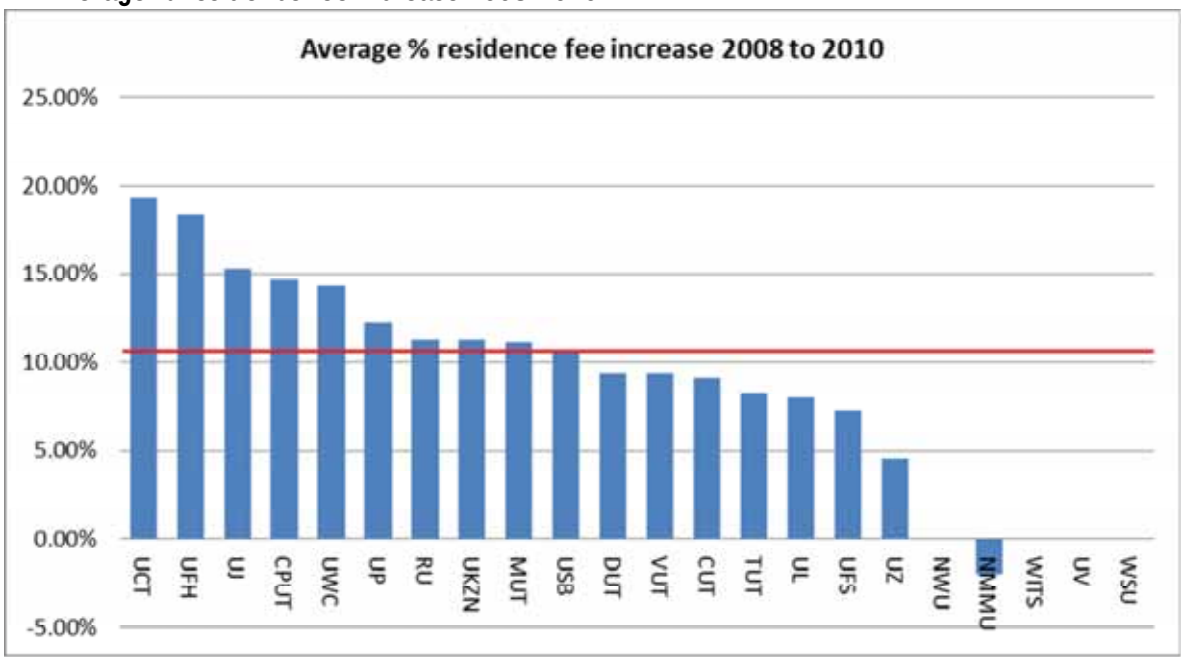
Figure 23: Annual residence fee (without food), 2008-2010



In 2008 the average residence fee without food was R10 753, in 2009 it was R11 967 and in 2010 it was R13 283. In 2010 eight universities levied residence fees which were above the average, one was on the average, and thirteen were below the average. The highest residence fee is levied by UCT, with UZ and WSU charging the lowest. NWU reflects an 11.4% residence fee reduction in 2009, whilst NMMU reports a 13% residence fee reduction in 2010.

The average residence fee (without meals) percentage increase per institution over the period 2008 to 2010 is reflected in Figure 24.

Figure 24: Average % residence fee increase 2008-2010



The national average year on year (YoY) increase in 2009 was 10.2%, and in 2010 it was 11.4%, with a national average YoY increase for the period 2008 to 2010 of 10.8%. Six universities reported increases above the average for this period, four were close to or on the average, seven reported below average increases, one (NWU) reported a zero net increase and one (NMMU) reported a net negative increase. Due to missing or incomplete data the remaining three universities (Wits, UV and WSU) could not be ranked.

7.5 Financial exclusions from residence

Four institutions (RU, UJ, NWU and USB) do not exclude students from residence for financial reasons. In the period 2008 to 2010 UCT excluded an average of 80 students from residence for financial reasons, and UZ reported that 15% of the total annual intake into residence is excluded annually from residence for financial reasons, but the remaining institutions either did not or could not provide the data. All universities, however, do not allow returning students back into residence at the beginning of the year if the previous year's fees have not been paid, without some form of credit arrangement or agreement with the student.

7.6 Financial assistance to residence students

Only eight universities – CUT, NMMU, UCT, RU, UFS, UJ, NWU and UP – were able to provide data on financial assistance to residence students. Amongst these institutions 25% of residence students receive NSFAS funding. Unfortunately, NSFAS itself was unable to provide details of the number of students receiving NSFAS funding for accommodation.

Figures 25a-c indicate the distribution of this funding by level of academic registration as reported by these eight universities.

Figure 25a: NSFAS residence funding recipients, 2008

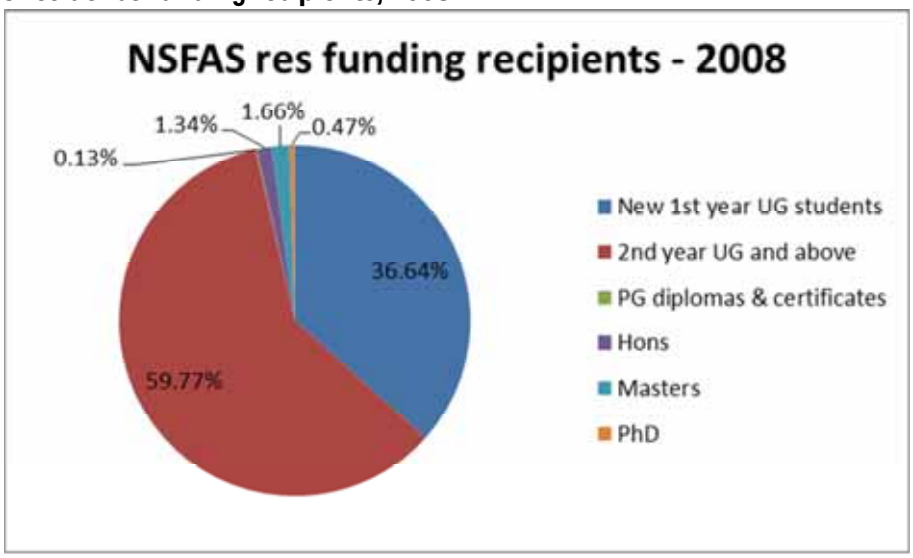


Figure 25b: NSFAS residence funding recipients, 2009

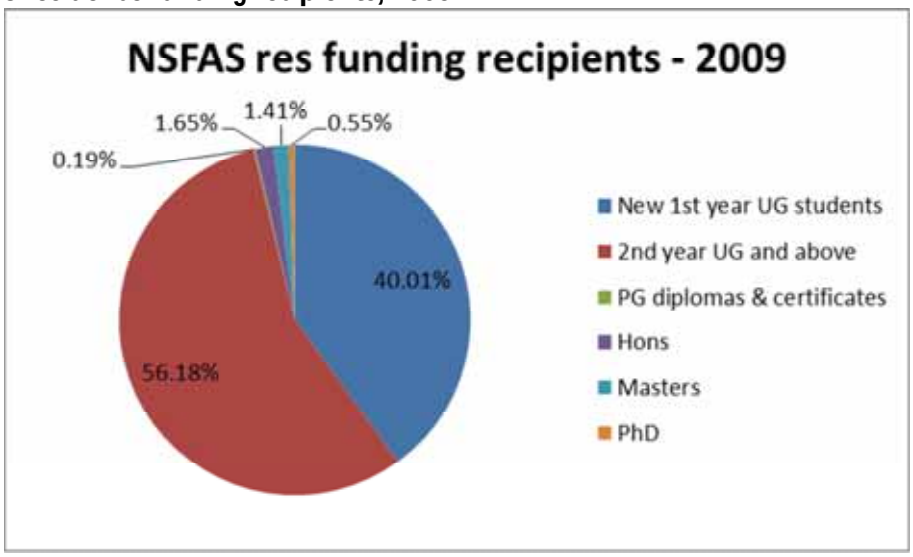
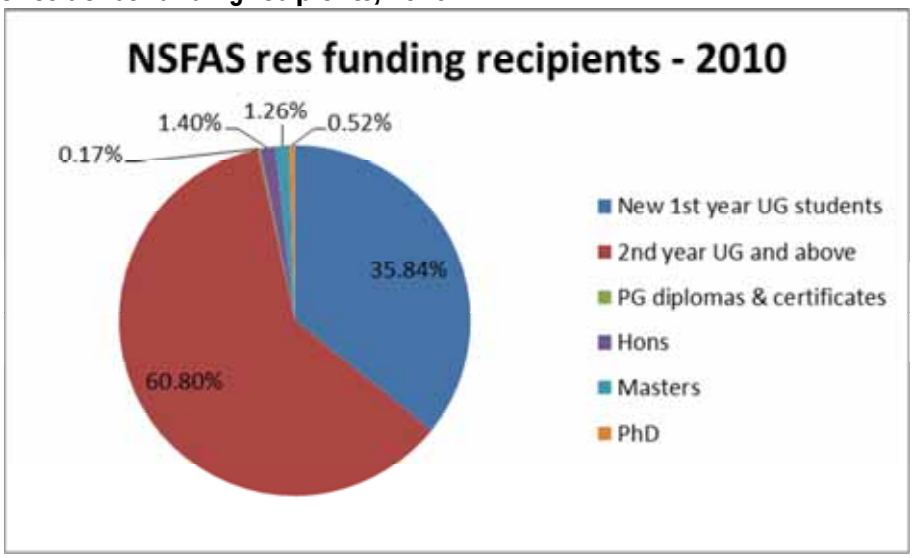


Figure 25c: NSFAS residence funding recipients, 2010



As expected, the data indicates that the majority of NSFAS residence funding is provided to undergraduate students. There was an increase in the number of new first year students receiving NSFAS funding for residence accommodation in 2009, which corresponds to the 'bubble' caused by the increased number of matriculants coming into the tertiary education sector that year.

However, despite the absence of sound and comprehensive quantitative data in this regard, qualitative information gathered during the campus site visits has helped to verify and focus the picture. Without exception, every Vice Chancellor and Deputy Vice Chancellor as well as the overwhelming majority of student leaders interviewed indicated that the levels of NSFAS funding provided for accommodation and food are inadequate. At the same time, there appears to be a discrepancy between the residence fees reported by the universities and the residence fees reported by NSFAS. According to DHET officials accompanying the Committee on site visits, the distribution of NSFAS funds, once allocated and made available to institutions, is the responsibility of each institution. Yet, as related in Chapter 4, at a number of universities the Committee encountered many students who are starving. Furthermore, the perception of some major private student accommodation providers – South Point, and African Student Accommodation Group – is that the implementation of NSFAS at an institutional level is highly problematic: South Point, for instance, related experiences of mismanagement and maladministration of NSFAS funding for student board and lodging.

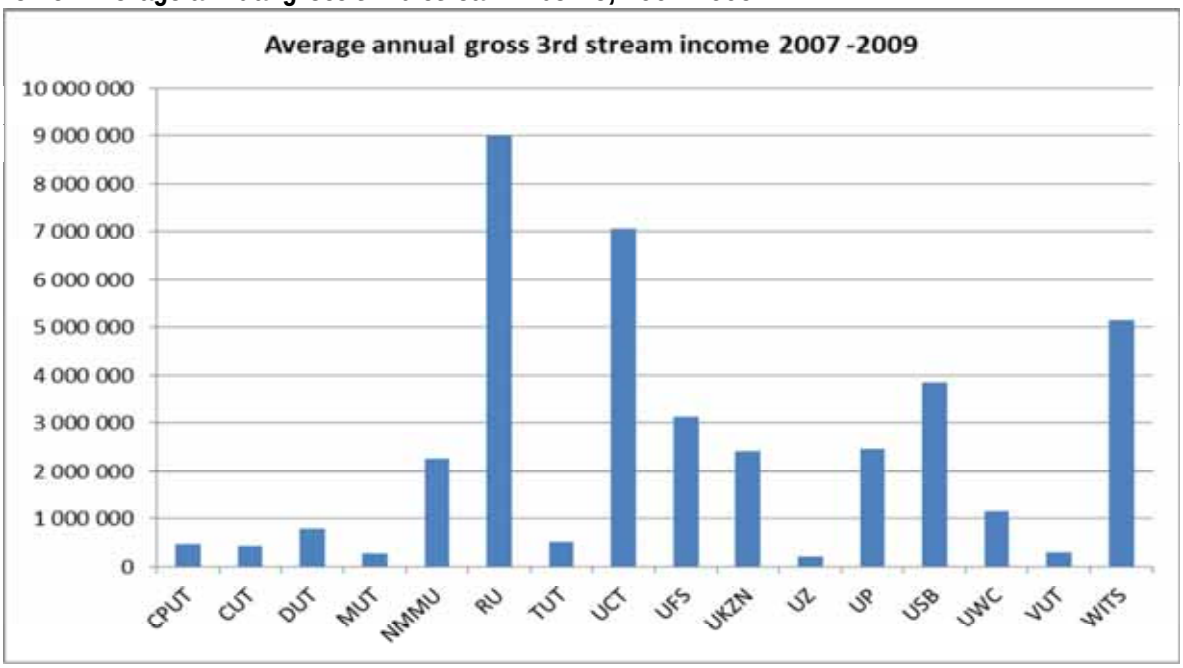
It is clear to the Committee that the process through which financial aid funding for board and lodging is provided to students at a number of universities is resulting in significant student suffering, and this process needs to be investigated and clarified.

7.7 Third stream residence income generation

Nineteen universities indicated that their residences are utilised during some or all vacations to generate third stream income. Only three (NWU, UV and WSU) indicated that this was not done.

The gross third stream income generated at sixteen universities for the period 2007 to 2009 is shown in Figure 26.

Figure 26: Average annual gross third stream income, 2007-2009



7.8 Funding of residence infrastructure development over the past decade

Table 14 indicates the various sources of funding for university residence infrastructure development over the past ten years.

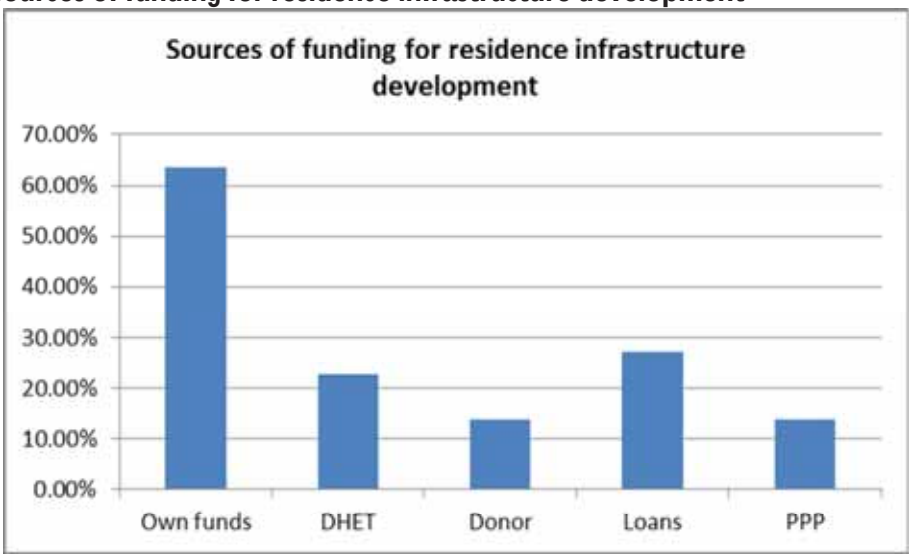
Table 14: Funding of residence infrastructure development

Institution	Own funds	DHET	Donor	Loans	PPP	PPP Summary Details
Cape Peninsula University of Technology	✓	✓	□	✓	✓	City Edge PPP. The arrangement is basically one of 'lease to own', but CPUT allocated R50 million of Infrastructure & Efficiency funding to secure the land for the building and to reduce the level of the lease payments.
Central University of Technology	□	□	□	□	□	No information provided.
Durban University of Technology	✓	□	□	□	□	Leases for hotels on beachfront.
Mangosuthu University of Technology	✓	□	✓	□	□	Lease for 4 Seasons Hotel.
Nelson Mandela Metropolitan University	□	□	□	□	□	No information provided.
North West University	✓	□	□	✓	□	N/A
Rhodes University	✓	✓	□	□	□	N/A

Institution	Own	DHET	Donor	Loans	PPP	PPP Summary Details
Stellenbosch University	✓	□	□	✓	✓	Academia Pty (Ltd), from 1 January 1995 for 40 years. Contract has a confidentiality clause.
Tshwane University of Technology	✓	✓	□	□	□	N/A
University of Cape Town	✓	□	□	□	□	N/A
University of Fort Hare	□	□	□	□	□	No new residences; PPP being considered.
University of Johannesburg	✓	□	✓	□	□	N/A
University of KwaZulu-Natal	✓	□	□	✓	✓	PPP agreement for an amount of approximately R120 million, payable over a 20 year installment basis, and is subject to an inflation-linked escalation. Contract has confidentiality clause.
University of Limpopo	□	□	□	□	□	No information provided.
University of Pretoria	✓	□	□	□	□	N/A
University of the Free State	□	□	□	□	□	No new residences.
University of the Western Cape	✓	□	□	□		Leases and proposed PPP (no new residences).
University of the Witwatersrand	✓	✓	✓	✓	□	N/A
University of Venda	✓	✓	□	✓	□	N/A
University of Zululand	□	□	□	□	□	N/A, no information provided.
Vaal University of Technology	□	□	□	□	□	No information provided.
Walter Sisulu University	□	□	□	□	□	No information provided.
TOTALS	**14**	**5**	**3**	**6**	**3**	**3 PPP's**

The category totals in Table 14 are reflected as percentages in Figure 27 below.

Figure 27: Sources of funding for residence infrastructure development



Over the past decade virtually all universities have made use of their own funds to finance residence infrastructure development. A small proportion of universities have been able to secure loans and donor funding for such development. Surprisingly, only five institutions reported having made use of the infrastructure and efficiency funding provided by the former Department of Education for residence infrastructure development, although two universities indicated having used their grants for residence refurbishment. Only three universities report having entered into public-private partnership agreements for the provision of student housing. Two of these three PPP agreements contain some form of confidentiality clause.

The Development Bank of Southern Africa (DBSA), a major funder for the higher education sector, informed the Committee that the major difference between the financial service it offers and that of the commercial institutions is that the DBSA is willing to provide long term finance for the construction of residences (up to 20 years).

7.9 Lease and public-private partnership agreements

A number of leased properties were visited. The unsuitability, poor and even hazardous conditions and lack of adequate maintenance of some of these leased properties are discussed in Chapter 6 of this report. Of relevance here is the fact that several universities – CPUT, DUT, MUT, UZ and UWC – indicated being locked into unsuitable lease agreements. Among other issues raised was that of landlords manipulating universities in the same city into competing with one another for the same properties, thereby artificially inflating costs. Allegations of corruption were also raised by several stakeholders: at one institution students alleged that university housing officials were bribed by the landlord to enter into a lease agreement, while the housing officials alleged that the SRC had been bought by the landlord to put pressure on the university to sign a contract with the landlord.

Only three universities (CPUT, UKZN and USB) have entered into PPP agreements, which take the form of a private funder/property developer leasing land from the university at a nominal rental and then developing a student accommodation facility on the land in return for a fixed period head-lease contract with the university. A number of student residents were interviewed during a site visit to CPUT's City Edge PPP facility. All were impressed by the facilities and standards, but all were equally concerned that the accommodation was too expensive, indicating that they would prefer to do without the swimming pool and some of the other 'luxuries' if the fees were lowered. On their part, the developer indicated that the Cape Town Metro Municipality had insisted that municipal regulations governing parking provision be adhered to, obliging the developer to provide underground basement parking, which increased the per bed cost of construction by R35 000. However, since few students at CPUT own or have the use of motor vehicles, the expensive parking levels are standing empty.

7.10 True ownership costs of new residences

The true ownership or total ownership cost concept is generally used within the context of home ownership or vehicle ownership to alert purchasers to the fact that the advertised price of the home or the car is just one component of the costs involved in acquiring the asset. Relating this

concept to the ownership of a university residence, the true ownership costs may be categorised as follows:

1. Setup costs, referring to the total cost of constructing the residence which is incurred once, and usually covered by some form of borrowing (from reserves, or a commercial loan). These costs include:

    - Feasibility and due diligence study costs (including Environmental Impact Assessment costs);
    - Professional fees of consultants (project manager, architect, consulting engineers, legal fees, etc.);
    - Procurement costs;
    - Construction costs (contractor, sub-contractors, materials, etc.);
    - Furniture and equipment costs; and
    - Contingency provision.

2. Recurring costs, referring to the annual operating expenditure required to keep the residence functional into the future. The list of costs below is a composite of the management account reports received (large budget cost items have been identified as separate line items, whilst smaller budget expense items have been grouped under the category general operating expenses):

    - Staffing costs (permanent, contract and casual and student subwarden remuneration; training expenses);
    - Food purchases (if catering is provided);
    - Loan costs (fixed asset capital redemption and interest repayment for residence capital infrastructure projects);
    - Security costs (including access control and CCTV costs);
    - Cleaning materials;
    - Furniture and equipment renewals;
    - Insurance;
    - Services costs (rates, power and water, sanitation);
    - Maintenance and renovation costs (the facilities management industry standard provision is 1%-3.5% of the replacement value of the fixed asset(s) to be budgeted per annum);
    - Refurbishment reserve cost (major refurbishment of fixed assets over and above routine maintenance and renovation, approximately 1% of replacement value of fixed asset(s) per annum to be placed in refurbishment reserve);
    - Student support costs (hall grants, subscription costs, etc.);
    - Student financial aid (approximately 5% of total income from residences allocated for financial aid residence packages); and
    - General operating expenses (telephones, stationery, vehicle costs, insurance, transport, etc.).

3. Post-project costs, referring to once-off large item costs which arise after the completion of a budgeted project, such as the conversion from a token-based access control system to a biometric access control system, as well as unplanned projects which may arise in

response to an emergency or crisis situation, such as a sudden spate of thefts requiring the installation of cameras and panic buttons in a particular area.

A case study of an actual residence project at Rhodes University is presented below to illustrate the real costs of ownership of residences and the short to medium term impact upon the residence budget. The project encompassed the construction of three new residences, providing an additional 261 beds, which was completed at the beginning of 2011. Two financial scenarios are provided under Appendix G.

Scenario 1 is based upon the following actual costs and assumptions:

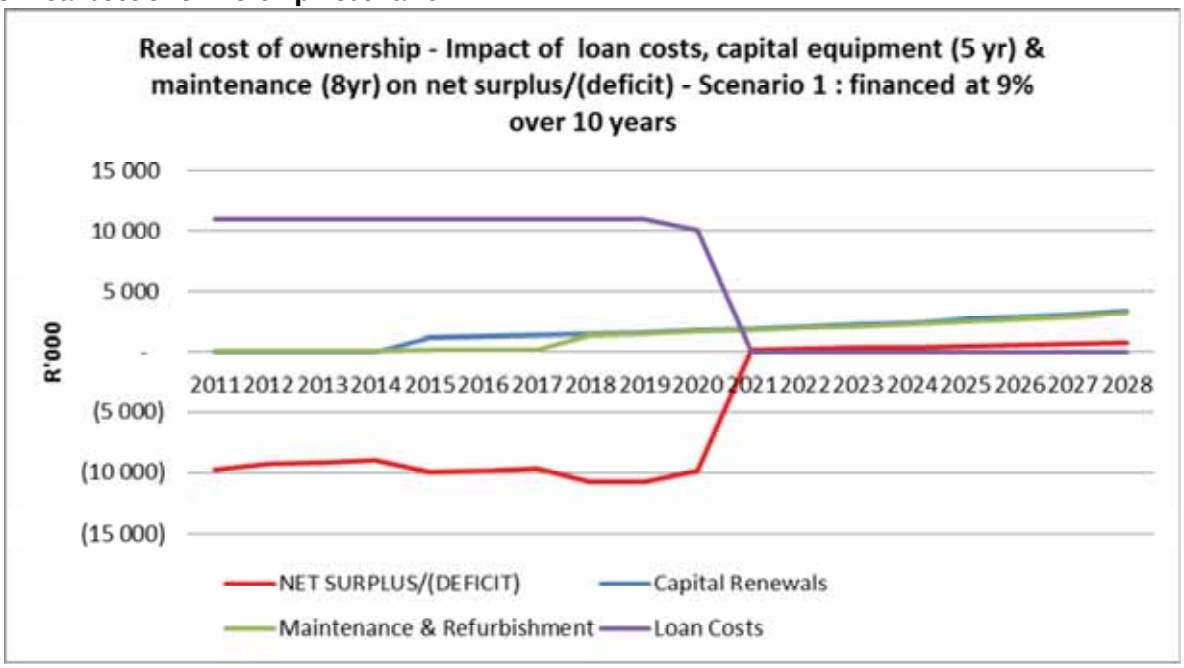
- The cost of the project was R62 275 000. The cost excludes land acquisition costs, but includes construction costs, all furnishing and fittings (student rooms are fully furnished and include soft furnishings and bed linen), heat pumps in place of hot water boilers, motion-control sensors to control lighting in common areas, wireless and fibre-optic network points in each room, six common rooms fitted with flat screen TVs and DSTV, three kitchenettes, six laundry areas fitted with washing machines and tumble driers, six box rooms, biometric access control, electronic fire-monitoring system, rain-water harvesting and on-site water storage to mitigate short period water outages, and landscaping. All 261 student rooms are single rooms in a dormitory configuration. Three 3-bedroomed wardens' flats are included.
- The cost per bed of the residences is thus R238 602 (2010 actual cost).
- Factored into the model is the additional proportional cost (R7 830 000) of providing kitchen and dining hall facilities for 261 students.
- The staff costs include the additional costs of a hall administrator, three cleaners, one housekeeper and 12 food services staff (on two shifts) at RU remuneration rates (the lowest paid worker at RU received R71 175 per annum cost-to-company in 2011).
- Income in the model is derived solely from residence fee income in the first year (a vacancy provision of 2.25% is included), and from the second year third stream income based on historical income performance is included.
- The residence fee in 2011 is R35 700, including three meals per day and bed linen laundry.
- Operating costs are based upon an assessment of the past ten years' actual expenditure.
- Capital replacements are factored into the model after five years, and maintenance and provision for refurbishment after seven years at 2% of cost of construction.
- Residence fees and operating costs are escalated annually at the current tertiary education inflation rate of 8.5% provided in the latest Statistics South Africa data.
- In order to establish the true ownership cost it is assumed that the entire project cost has been financed through a 100% loan to be repaid over ten years at a fixed interest rate of 9%.

The scenario indicates that the total net deficit during the ten year loan repayment period is R98.112 million, which will take a further eight years after repayment to recoup. The additional cost to the institution is thus the R86.8 million deficit over ten years which would need to be funded from either:

- Cross-subsidisation from existing paid-off residences;
- Residence reserves, which may incur an opportunity cost depending upon the strategic plans of the student housing division;
- Institution reserves or bank overdraft, both of which come at a further cost;
- Increasing residence fees; or
- Any combination of the above.

This effect or impact is represented in Figure 28 below, in which the large net deficit for the ten year loan period is evident (red graph).

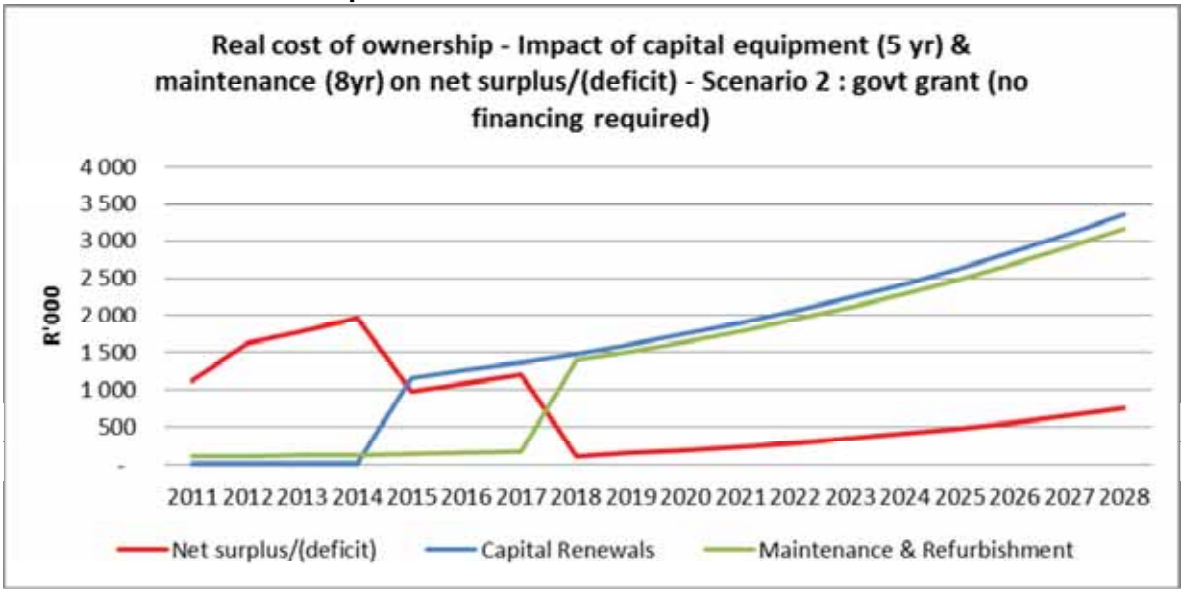
Figure 28: Real cost of ownership - Scenario 1



Needless to say, the cost is higher if the cost of acquiring land is to be factored into the model, and if a floating interest rate loan is secured and interest rates increase. The cost to the students in this model is a residence fee of R35 700 per annum including food.

However, were the residences to be funded by a government grant (such as an infrastructure and efficiency funding grant), the scenario would change significantly. The impact of this second scenario (Scenario 2; see also spreadsheet B in Appendix G) is illustrated below.

Figure 29: Real cost of ownership - Scenario 2



Without having to service capital redemption and interest payment costs, at the same residence fee of R35 700 per annum, the new residences generate a surplus in 2011 of R1.119 million, which increases annually until the capital equipment renewal and maintenance and renovations budget allocations kick in. Alternatively, if a break-even scenario is required, the residence fee will reduce to R30 000 per annum, which represents a reduction of approximately 16%.

Scenario 1 indicates the very high true cost of ownership to the institution in the case of having to finance residence construction. This cost can be reduced by cutting back on maintenance and capital equipment replacement costs, but this strategy inevitably leads to greater expense in the future – a scenario currently being experienced at a number of universities. As implied by the strategies listed to cope with the expense of this means of financing residences, this scenario is not available to institutions without reserves, without positive surpluses being generated by existing residences, without the capacity to increase residence fees, or any combination of the above. From a financial perspective, Scenario 2 is the only viable option for increasing student housing capacity particularly at institutions without adequate reserves, with weak balance sheets or which cannot increase income by increasing residence fees (unless donor funding is obtained).

7.11 Fair and reasonable residence fee

The average residence fee (including meals) in 2010 was R30 924. According to NSFAS, the average residence package for 2011 (including meals) is R30 080. Based upon the expense data presented in the case study above (Section 7.10), a hypothetical per student residence cost categorisation is presented below. The table below lists the estimated cost categories and costs required to provide student housing and accommodation which meet proposed minimum standards (Appendix D).

Table 15: Per student estimates for the provision of accommodation which complies with proposed minimum standards

EXPENDITURE	2011 (in Rands)
Total staff costs	7 642
Training expenses	40
Skills development levy	85
Student meals (2 meals per day)	11 000
Cleaning materials	315
Staff transport	8
Access control	57
Vehicle expenses	56
Health care centre	63
Power and water	2 060
Municipal rates	1 148
Telephones	41
Insurance	95
Hall committee grants	261
Printing and stationery	64
Sundries and uniforms	182
Furniture and equipment renewals	796
Security contract costs	300
Residence maintenance and renovations	2 365
Residence refurbishment	285
Loan/financing costs	3 756
Provision for bad debts	266
TOTAL EXPENDITURE/RESIDENCE FEE	**R30 884**

It appears that a fair and reasonable residence fee which will provide a student with housing and accommodation which meets proposed minimum standards and which includes two meals per day is **R30 500** in 2011.

7.12 Institutional future planning

Universities were requested to indicate whether they have a master plan for the provision of student housing and, if so, how far ahead plans have been made and what their essential details are. The responses are captured in Table 16.

Table 16: Master plans for provision of student housing

Institution	Residence development master plan	Number of beds planned	Estimated cost per bed	How funded	Loan details
Cape Peninsula University of Technology	No				
Central University of Technology	No				
Durban University of	No				

Institution	Residence development master plan	Number of beds planned	Estimated cost per bed	How funded	Loan details
Technology					
Mangosuthu University of Technology	10 year plan	4 040	R 180 000	% int funds; % loan; % DHET grant.	No details.
Nelson Mandela Metropolitan University	10 year plan	450	R 314 000	R47m int funds; R47m loan; R47m int loan.	R47m over 20 yrs @ 10%.
North West University	5 year plan	580	R 160 000	Loan.	R89m for 10 yrs @ 10%.
Rhodes University	10 year plan	500 (PG)	R 300 000	% loan; % DHET grant.	Unknown.
Stellenbosch University	10 year plan	2 500	R 250 000	% loans; % PPP.	Unknown.
Tshwane University of Technology	No				
University of Cape Town	No				
University of Fort Hare	No				
University of Johannesburg	5 year plan	Off campus housing a priority	No details	No details.	No details.
University of KwaZulu-Natal	5 year plan	15 253	No details	No details.	No details.
University of Limpopo	No				
University of Pretoria	15 year plan	3700 (own); 2000 (PPP)	R 350 000	% loan; % DHET grant.	No details.
University of the Free State	5 year plan	750	Unknown	No details.	No details.
University of the Western Cape	5 year plan	1 600	R 160 000	No details.	No details.
University of the Witwatersrand	10 year plan	1 900	R 400 000	No details.	No details.
University of Venda	15 year plan	3 000	Unknown	% fundraising; % DHET grant.	NA

Institution	Residence development master plan	Number of beds planned	Estimated cost per bed	How funded	Loan details
University of Zululand	5 year plan	336	R 122 000	% own funds; % DHET grant.	NA
Vaal University of Technology	5 year plan	1 900	No details.	No details.	No details.
Walter Sisulu University	No				
Number without plan/total/average	*8*	38 500	R 225 000		

Eight universities indicated that they have no strategic master plan for residence development, while seven have five-year plans, five have ten-year plans and two each have fifteen-year plans. An additional 38 500 beds are planned by the fourteen universities with strategic plans. Anticipated per bed costs range from R122 000 (UZ) to R400 000 (Wits), with an average of approximately R240 000 per bed. The main funding sources for this development are expected to be loans (internal and external) and DHET grants.

Table 17: Number of universities that requested financial assistance from DHET

Form of assistance requested	Number of universities
New residence infrastructure development grants	20
Reintroduction of subsidy for residence refurbishment	13
Establishment of minimum standards for student accommodation	4
State funding application guidelines	1
Zero VAT for all projects being funded with DHET grants	1
Mechanism for annual report to DHET re: state of fabric of student housing	1
Assistance (inter-departmental) with procuring land owned by other government departments	2

Table 17 shows that almost all (i.e., 20 out of 22) universities which provide accommodation for students have requested state funding for further new residence development. Thirteen have requested financial assistance for refurbishment of existing residence stock in the form of the reintroduction of the residence refurbishment subsidy. Four universities have requested the establishment of national minimum standards for student housing, two have requested assistance with the acquisition of land and some individual requests were made by three institutions.

These requests for assistance reflect yet again the nature of the tormenting dilemma confronting universities, between their need to provide fit-for-purpose housing to an increasing number of students from very poor families, and their near-total dependence upon residence fee income to operate, maintain and increase this housing. The ‘equation’ simply does not balance, and the signs of system strain and failure are documented throughout this report.

8. Analysis of findings

The university system that exists today is one that has evolved from a set of higher education institutions inherited from the apartheid era. The white community was served by a small number of elite universities and a few technikons, but the institutions serving the black community were significantly less well resourced both in terms of capital investment and funding per student. Because these universities were serving a predominantly poor section of the population, limited additional income could be generated from fees or donations and corporate sponsorship was minimal.

Since political liberation in 1994, the question of economic liberation has become the critical 'make-or-break' issue for South Africa as it struggles with the reality and consequences of being one of the most economically inequitable countries in the world. In this struggle, higher education is a crucial component in the strategy to address the issues of poverty and the attainment of a normalised economy. In order to produce the skilled human capital required for realising these objectives, it is vital that access to higher education is increased dramatically, and all South African universities are under great pressure to 'throw open the doors of learning'. However, increased access to the academic programmes of universities has given rise to significant and potentially explosive incongruities in relation to current national student housing capacity.

The Vice Chancellor of the University of the Western Cape expressed the awfulness of the dilemma faced at several universities:

> The scale of the problem is desperate. We [UWC] have thrown open the doors of learning for nineteen thousand students, but we only have place for three thousand two hundred. Local landlords demand high rentals, but NSFAS funding is totally inadequate; and this accommodation is often appalling. We can't have any campus programmes after four in the afternoon because of the dangers our students, many of whom are from the poorest of the poor communities of Khayelitsha and beyond, face while travelling. The nearest cinema is fifteen kilometres from campus. The past continues to linger with us (Professor Brian O'Connell, site visit interview, 17 March 2011).

This view was echoed by both university and student leadership at almost all universities visited.

The process of transforming this system and achieving greater equity was never going to be an easy or a short term task. The restructuring of universities and technikons, especially by merging campuses with differing historical funding arrangements, has provided an opportunity to create a more even funding environment. But, while it has been relatively easy to introduce more equitable funding of students, and even (through NSFAS) some level of redress, it has been much more difficult to address the imbalance in inherited resources. The historically advantaged universities remain advantaged in many respects. They have higher levels of corporate sponsorship and higher levels of income from research, they attract more affluent students and they have better quality and better maintained infrastructure. Where previously advantaged institutions have inherited campuses that were previously disadvantaged, they have had to invest substantial levels of commitment, resources and expenditure, but this challenge pales in

significance in relation to that facing historically disadvantaged universities with universally poor infrastructure and maintenance levels.

All universities, however, regardless of the current state of their infrastructure and resources, face a difficult future in respect of accommodation. It is expected that a continuously increasing proportion of school leavers will enroll in university courses. An increasingly large majority of students will be coming from poor urban townships and rural areas rather than from middle class suburbs. This will increase demand for student accommodation, and for additional trained staff to manage the accommodation.

It is important to understand university residences as being much more than bricks and mortar. They are social structures located in learning institutions that in turn are embedded in a variety of South African communities. These communities bring with them into the universities and residences the complete range of socio-economic problems that exist in society. There remain limited understandings between individuals and communities from different racial groups, not to mention gender, impacting upon the ability of universities to create mixed living spaces. There are huge differences between the expectations of affluent or middle class students and those of poorer students from families with little experience of post-school education.

Universities are part of our communities and share all the problems and possibilities of society, and it is in this context that some very difficult choices will have to be made with regard to the provision of student housing.

8.1 Overall assessment

The data which this report has gathered paints a very challenging national picture:

1. There are 107 598 beds available for the approximately 535 000 learners currently enrolled in the country's 22 residential universities.

2. There is a relatively clear pattern of reasonable to excellent student accommodation being provided at the historically advantaged campuses, and reasonable to deplorable accommodation being provided at the historically disadvantaged campuses (with some notable exceptions, including the QwaQwa campus of UFS, and the Mafikeng campus of NWU).

3. The demographic profile of students in residence closely approximates the national demographic profile.

4. There is a paucity of research on student housing in South Africa and more generally in a developing country context.

5. Various models of student accommodation exist, ranging from traditional dormitory type residences to student villages.

6. Various models for acquiring student residences have been identified, ranging from owner-build to public-private partnerships.

7. A constant theme emerging from the financial analysis is the implacable dialectic between the need to keep residence fees as low as possible and the need to provide student housing and accommodation which meets minimum acceptable standards. This dialectic is particularly relentless at institutions which draw students from the poorest communities in South Africa.

8. The maldistribution of NSFAS funding for student accommodation at a number of universities is the direct cause of much suffering and hardship to students at those institutions. Many students experience hunger on a daily basis.

From a policy perspective, there is a need to break down the large scale problem that is student housing into a set of more manageable challenges. The analysis below is intended to assist in the establishment of meaningful targets for the short, medium and longer term.

8.2 Towards a typology of South African higher education campuses

The different *campuses* of some universities, let alone the universities themselves, have very different contexts and needs. The following campus typology is proposed for the purpose of quantifying the national shortage of beds. It must be emphasised that this typology and the targets suggested here are *illustrative* and represent, in the Committee's view, the ideal situation.

- *Type 1 campuses* are those where off-campus accommodation is unsuitable and/or unavailable (e.g. UL Turfloop, UV, UWC, UFH Alice). These campuses are located in impoverished areas with a severe shortage of suitable accommodation for the area's residents, let alone students. Consequently, such campuses ideally need to be able to accommodate a minimum of 80% of total student enrolment in on-campus accommodation in the short to medium timeframe, and 100% in the long term.

- *Type 2 campuses* are those where limited off-campus accommodation is available and is suitable (e.g. RU, USB). Such campuses ideally should be able to accommodate a minimum of 50% of total student enrolment in on-campus accommodation.

- *Type 3 campuses* are those where limited off-campus accommodation is available and is suitable, and where land for on-campus accommodation is restricted (e.g. UJ, Wits, UCT). On these campuses, ideally, PPP student accommodation villages, involving partnership between universities, metropolitan councils and private providers, should be encouraged and supported in the short to medium term.

Various options are available for determining the targets and thus the residence bed backlog. Using the campus typology proposed above, targets for calculating the 2010 shortage could be set as follows:

- *Option 1*: On *Type 1 campuses*, the target is residence accommodation for 80% of full time contact student enrolment, and on *Type 2 and 3 campuses*, the target is residence accommodation for 50% of full time contact student enrolment. (The shortfall is calculated by establishing the requisite percentage of the campus enrolment, i.e., 80% in the case of Type 1 campuses, and 50% in the case of Type 2 and 3 campuses, and subtracting the 2010 residence capacity. The shortfall is then compounded at 2% per annum for the period 2011 to 2025 to incorporate enrolment growth.)

- *Option 2*: The target for *all campuses* is to provide residence accommodation for 50% of the full time contact enrolment. The same method is used to calculate the shortfall.

- *Option 3*: The target is simply to increase the 2010 bed capacity at a rate of 5% per annum across the board.

Based upon the typology and the targets, the current backlog or shortage of university residence beds is calculated in Table 18 below. The yellow-shaded campuses are the campuses which, under Option 1, would aim to accommodate a minimum of 80% of total student enrolment.

Table 18: Backlog or bed shortage and number of beds needed

Name of Institution	Name of Campus	No of registered students 2010 (DHET data)	Beds per campus 2010	Beds per University 2010	Bed capacity as % of 2010 enrolment	Beds needed to reach 50% of 2010 enrolment	Beds needed to reach 80% of 2010 enrolment
CPUT	CPUT CT	21 497	3 048	5 843	18.24%	6 951	
	CPUT Wellington		547				
	CPUT Mowbray		203				
	CPUT Bellville	10 540	2 045				6387
CUT	CUT	12 271	728	728	5.93%	5 408	
DUT	DUT Durban	25 236	1 400	2 611	10.35%	10 007	
	DUT Midlands		1 211				
MUT	MUT	10 046	1 270	1 270	12.64%		6767
NMMU	NMMU SS South	21 782	1 431	2 811	12.34%	8 334	
	NMMU SS North		955				
	NMMU 2 Ave		171				
	NMMU George	994	254				541
RU	RU	7 149	3 503	3 503	49.00%	72	
TUT	TUT Pretoria	36 993	4 012	10 164	27.48%	8 333	
	TUT Emalahleni		198				
	TUT Mbombela		130				
	TUT Garankuwa	4 592	1 478				2196
	TUT Soshanguve	10 172	4 346				3792
UCT	UCT	23 610	5 579	5 579	23.63%	6 226	
UFH	UFH Alice	6 205	4 006	5 089	48.25%		958

Name of Institution	Name of Campus	No of registered students 2010 (DHET data)	Beds per campus 2010	Beds per University 2010	Bed capacity as % of 2010 enrolment	Beds needed to reach 50% of 2010 enrolment	Beds needed to reach 80% of 2010 enrolment
	UFH Buffalo City	4 343	1 083			1 089	
UFS	UFS Bloemfontein	19 289	3 382	4 435	19.19%	6 263	
	UFS QwaQwa	3 824	1 053				2006
UJ	UJ AP-Kingsway	45 509	1 111	4 393	9.09%	18 498	
	UJ AP-Bunting		1 350				
	UJ Doornfontein		1 796				
	UJ Soweto	2 815	136				2116
UKZN	UKZN Howard	34 066	1 743	6 924	20.33%	10 109	
	UKZN Medical		165				
	UKZN Westville		2 349				
	UKZN Edgewood		802				
	UKZN Pietermaritzburg		1 865				
UL	UL Turfloop	14 103	5 935	5 935	42.08%		5347
UL	UL MEDUNSA	3 879	2 748	2 748	70.84%	355	
UZ	UZ Kwa Dlangeza	14 497	4 354	4 354	30.03%		7244
UNW	UNW Mafikeng	6 522	2 233	8 096	27.31%		2985
	UNW Potchefstroom	23 120	4 826			5 697	
	UNW Campus 3		1 037				
UP	UP	41 796	7 650	7 650	18.30%	13 248	
US	US Stellenbosch	26 418	5 965	6 874	26.02%	6 335	
	US Tygerberg		909				
UV	UV	10 280	2 036	2 036	19.81%		6188
UWC	UWC	18 031	3 656	3 656	20.28%		10769
VUT	VUT	21 212	3 081	3 081	15.01%	7 525	
WITS	WITS	29 741	4 464	4 464	15.01%	10 407	
WSU	WSU Mthatha	21 901	2 776	5 354	24.45%		12421
	WSU Mthatha Zama		686				
	WSU Butterworth		1 638				
	WSU Buffalo City	3 000	254			1 246	
	TOTALS	535 433	107 598	107 598	20.10%		
	SUBTOTALS					126 099	69 716
	TOTAL NUMBER OF BEDS REQUIRED NATIONALLY (OPTION 1) IN 2010					195 815	

Based upon this categorisation and these targets, the 2010 university residence bed capacity shortage is **195 815**, i.e., *without* provision for growth.

Table 19 below presents fifteen year infrastructure funding projections for each of the three options, indicating the annual national running total number of beds over the fifteen year period, and dividing the total in Year Fifteen by 15 to provide the actual additional number of

beds required to meet the target by 2025. The 2010 per bed construction cost in 2010 is compounded annually at a rate of 10%; and the annual cost over the fifteen year period is calculated. Note that the number of beds for which infrastructure funding will be required will decrease if, in addition, private and PPP initiatives are established.

Table 19: Fifteen year infrastructure funding requirement for university residence infrastructure development

OPTION 1	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
capacity target	195815	199731	203726	207800	211956	216195	220519	224930	229428	234017	238697	243471	248341	253307	258373	263541
Annual target over 15 years		17569	17569	17569	17569	17569	17569	17569	17569	17569	17569	17569	17569	17569	17569	17569
Construction cost per	R 240 000	R 264 000	R 290 400	R 319 440	R 351 384	R 386 522	R 425 175	R 467 692	R 514 461	R 565 907	R 622 498	R 684 748	R 753 223	R 828 545	R 911 400	R 1 002 540
Annual Infrastructure grant req		R 4 638 320 535	R 5 102 152 589	R 5 612 367 847	R 6 173 604 632	R 6 790 965 095	R 7 470 061 605	R 8 217 067 766	R 9 038 774 542	R 9 942 651 996	R 10 936 917 196	R 12 030 608 915	R 13 233 669 807	R 14 557 036 788	R 16 012 740 467	R 17 614 014 513
Infrastructure grant (5 year intervals)						R 28 317 410 699					R 45 605 473 105					R 73 448 070 490
Total res infrastructure development grant over 15 year period:																R 147 370 954 294

OPTION 2	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
capacity target	160119	163321	166587	169919	173317	176784	180319	183926	187604	191356	195184	199087	203069	207130	211273	215498
Annual target over 15 years		14367	14367	14367	14367	14367	14367	14367	14367	14367	14367	14367	14367	14367	14367	14367
Construction cost per	R 240 000	R 264 000	R 290 400	R 319 440	R 351 384	R 386 522	R 425 175	R 467 692	R 514 461	R 565 907	R 622 498	R 684 748	R 753 223	R 828 545	R 911 400	R 1 002 540
Infrastructure grant		R 3 792 888 000	R 4 172 176 800	R 4 589 394 480	R 5 048 333 928	R 5 553 167 321	R 6 108 484 053	R 6 719 332 458	R 7 391 265 704	R 8 130 392 274	R 8 943 431 502	R 9 837 774 652	R 10 821 552 117	R 11 903 707 329	R 13 094 078 062	R 14 403 485 868
Infrastructure grant (5 year intervals)						R 23 155 960 529					R 37 292 905 991					R 60 060 598 028
Total res infrastructure development grant over 15 year period:																R 120 509 464 548

OPTION 3	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
capacity target	107598	112978	118627	124558	130786	137325	144192	151401	158971	166920	175266	184029	193231	202892	213037	223689
Annual target over 15 years		14913	14913	14913	14913	14913	14913	14913	14913	14913	14913	14913	14913	14913	14913	14913
Construction cost per	R 240 000	R 264 000	R 290 400	R 319 440	R 351 384	R 386 522	R 425 175	R 467 692	R 514 461	R 565 907	R 622 498	R 684 748	R 753 223	R 828 545	R 911 400	R 1 002 540
Infrastructure grant		R 3 937 032 000	R 4 330 735 200	R 4 763 808 720	R 5 240 189 592	R 5 764 208 551	R 6 340 629 406	R 6 974 692 347	R 7 672 161 582	R 8 439 377 740	R 9 283 315 514	R 10 211 647 065	R 11 232 811 772	R 12 356 092 949	R 13 591 702 244	R 14 950 872 468
Infrastructure grant (5 year intervals)						R 24 035 974 063					R 38 710 176 589					R 62 343 126 498
Total res infrastructure development grant over 15 year period:																R 125 089 277 149

It must be emphasised that the three options are indicative, and are provided, first, to indicate the magnitude of the issue from a funding perspective and, second, to serve as the basis for further discussion.

8.3 Funding residence development

Based upon the 80%/50% targets suggested above, the current backlog or residence bed shortage is 195 815, which translates into an annual bed construction target of 19 600 over a ten year period, or 13 067 over a fifteen year period.

The per bed construction cost for providing residence accommodation which complies with the proposed minimum standards was R240 000 in 2010. For the purposes of this calculation construction inflation is assumed to be 10% per annum. The cost of meeting these targets is reflected in the table below.

Table 20: Total cost of meeting the 80%/50% bed capacity target over ten and fifteen years

Period (number of years)	Number of beds required per year	Total cost (10% construction inflation)
10 years	19 600	R82 466 609 855
15 years	13 067	R109 605 148 831

In addition to this, the universities' self-assessed cost of refurbishment of existing residences is R2.5 billion, plus a further R1.9 billion to modernize existing infrastructure (see Chapter 4, section 4.9 above).

There are three primary sources of funding available to address the backlogs and the development required, viz., state funding, private funding or a combination of state and private funding. Each of these is explored below.

1. State funding

   According to the *Ministerial Statement on Higher Education Funding: 2009/10 to 2011/12* (DHET, 2009), the state has allocated a total of R3 200 million in 2010/11 and 2011/12 for improving institutional infrastructure and student output efficiencies through the infrastructure and efficiency funding mechanism. The applications submitted by the universities for this funding totalled R9 766 million, which was more than three times higher than the R3 200 million available. The Ministerial Statement indicates that in the residence category, funding for an additional 20 000 beds was submitted, and that "meeting this demand would require a capital investment of R800 million. This is an amount which neither the Department nor institutions could afford to meet" (DHET, 2009, p. 24).

   This report has found that the requests for additional residence accommodation submitted by the universities are considerably understated, and that a significant

investment is required by the state to address the residence maintenance and refurbishment backlogs as well as a proportion of the additional residence bed capacity required.

In order to address the inadequacy of student housing and accommodation, and also to make a significant improvement to the efficiency of the higher education sector, government needs to considerably increase the funding for student housing refurbishment and development without any adverse impact on academic funding. In other words, new or additional funding is required, rather than a transfer of existing funding allocations.

However, it is acknowledged that the magnitude of the requirement surpasses the capacity of the state alone. It is clear that the participation of the private sector is essential in addressing the need for additional student housing capacity.

2. Private funding

Despite its shortcomings, private student housing is here to stay. The main problem with private residence provision in South Africa is the complete lack of regulation, which has given rise to the exploitation and endangerment of students as described elsewhere in this report. The promulgation of a Minimum Standards Code (Appendix D) will go a long way towards addressing this problem, particularly if adherence is monitored by the universities through a private student accommodation accreditation program and structure, such as that developed and implemented by the University of Johannesburg.

3. Combined state and private funding

In the traditional PPP model, as mentioned earlier, a private developer or funder leases land from a university for a nominal fee, and builds a student residence (for and in consultation with the university) using private funds. Depending upon the PPP contract, the private provider invoices either the university or the students for the accommodation provided. The ownership of the residence reverts to the university after a certain period (usually 20 to 30 years).

However, there are many possible combinations of state and private funding, and the PPP model is eminently flexible. It follows that current residence backlogs and future residence developments can also be addressed by utilizing state infrastructural funding mechanisms as spurs to stimulate greater and simultaneously more regulated and fit for purpose private sector funding. What will stimulate such residence development, both purely private and in the form of PPPs? First, the standard maximum NSFAS residence or student accommodation funding package should be set at a fair and reasonable residence fee (as described in 7.11). This is the sum which will be allocated to students assigned into student housing which meets proposed minimum standards. Currently, NSFAS accommodation funding is allocated to students based upon the residence fees set by each university, which in 2011 range from R6 603 (WSU) to R25 742 (UCT) without food. Second, in 2010 the universities indicated that 21.5% of students living in residence in 2010 received NSFAS funding for accommodation. It is proposed that this

percentage should be increased to 40% on Type 2 and 3 campuses, and 70% on Type 1 campuses. This will require an additional R2.3 billion per annum for NSFAS funding for student accommodation (calculated using the Committee's 2011 standardised residence fee of R30 500 and the number of residence students who received NSFAS accommodation funding in 2010 as indicated by the universities).

This standardizing of the NSFAS accommodation package and the increase in the number of beneficiaries of the NSFAS residence funding package nationally will vastly increase the market demand for private student housing. Furthermore, going into the future, the growth in student numbers is not going to come from the wealthy segment, but from poor communities. These students will require NSFAS funding. This will further increase the number of students 'in the market' for student accommodation (which, of course, *must* comply with the proposed minimum standards). The Committee is of the view that there will be no shortage of private providers lining up to provide student housing.

It must be emphasized that none of these models can be construed to be privatization of student accommodation, since in the true sense of the word privatization is the sale of an existing state asset.

The advantages and benefits of stimulating the provision of private student housing through the NSFAS mechanism are as follows:

a. It makes use of an existing and established funding mechanism;
b. This 'subsidization' of student housing is differentiated on the basis of degree of need (as opposed to pure subsidisation which is a blanket mechanism which would benefit rich and poor alike);
c. A national social development mechanism can be used to leverage access to private capital;
d. The responsibility for innovative and creative ways of providing a significant proportion of the additional student accommodation required is passed onto the private sector, while a code of minimum standards protects the public (in this case, students);
e. It relieves some of the burden on universities with poor balance sheets and high risk profiles (from a financing perspective) as a higher percentage of infrastructure and efficiency funding can be allocated to such institutions (provided their capacity to utilise the funding effectively and efficiently has been established);
f. It uses state funding to, first, invest in and support the national human resource development strategy and, second, stimulate economic growth, and, given the sheer volumes involved, it may well attract foreign investment; and
g. The state retains ultimate control through NSFAS funding (which is analogous to state control of the market via the repo rate mechanism).

A large number of permutations and combinations are possible in the establishment of any kind of public-private partnership, depending upon sector, type and context, and the imposition of too many or too restrictive a set of guidelines may stifle innovation and

creativity. However, based on National Treasury's PPP requirements, the following principles should guide any public-private provision of student accommodation.

1. Substantial technical and/or operational and/or financial risk must be transferred to the private provider:

- Financial risk refers to the provision of capital for the project and the responsibility for attracting students into the residence offered. Risk is not transferred if the partner university is required to 'lease-back' the residence. Risk is transferred when the private partner assumes the risk of attracting students into the residence provided. At most, the university and the private party could elect to share the risk in some proportion, in the unlikely event of a decline in student numbers impacting upon the pricing of the project.

- Technical risk refers to the design and construction of the residence infrastructure in accordance with minimum standards and the particular requirements of the partner university (such as architectural style, positioning, etc.). Technical risk, which should be transferred to the private party, includes routine maintenance and refurbishment such that the infrastructure is handed over to the partner university at the end of the project term in the same condition as at the beginning of the project.

- Operational risk refers to the operations required to run and manage the residence. Unlike financial and technical risk, and certain other operational responsibilities where the private sector might provide greater efficiencies (e.g. security), universities are more expert as far as the governance, management, administration and support of students is concerned, and thus operational risk should remain the responsibility of the partner university.

2. The unitary payment, or the charges payable to the private partner by the university in connection with the performance of its obligations included in the project deliverables calculated in terms of the payment mechanism (which may be either the responsibility of the relevant university, or the DHET through subsidies, or a combination thereof), must be affordable. The onus is upon the private party to ensure the provision of student accommodation which meets minimum standards. The use of university owned land for such projects will also render the PPP more affordable than a purely private development.

3. Public-private provision must be value for money. Value for money is achieved when students are provided with accommodation which meets minimum standards for the entire lifespan of the project within the standard national residence fee; and the infrastructure is handed back to the partner university in new condition at the end of the project.

4. Inter-departmental and agency collaboration and cooperation is essential for the success of any form of public-private provision. Too many government departments and local authorities operate in silos, and unless their functions are coordinated promising partnerships can be scuttled by overly-burdensome and restrictive regulations (such as the parking garages at the City Edge PPP, discussed in Section 7.9, or where affordable and

reliable public transport arrangements are required between the accommodation and the university campus).

5. In order to mitigate their own risk, a private party might seek to obtain the right to fill vacant rooms or units with non-students. Given the specific conditions and requirements of academic life, this mixing of students with other tenants is highly undesirable. An alternative might be to design a residence in such a way that wings or sections can be completely closed off from one another, and have completely separate access points.

6. Project duration should not exceed twenty years without good reason. If necessary, the project can be extended or renewed by mutual agreement.

7. The success or failure of all such projects depends precisely on the fact that they are *partnerships*. As with any partnership, the "onus is on both parties to make the project viable through a genuine spirit of co-operation that engenders trust" (National Treasury, 2010, p. 23). Where universities additionally draw on the advice and support of the DHET, assisted by the PPP Unit of National Treasury, the likelihood of successful partnerships can be increased.

8.4 Critical issues

With regard to the critical issues identified in the analytical and interpretive framework informing this report, it can be said that none of these critical issues for the provision of student housing is currently being adequately addressed.

1. *Access/equity/redress:* Throwing open the doors of learning without providing the minimum support required to ensure a reasonable chance of success is not only irresponsible but also dehumanising, and is negating the very intention of increasing access to higher education.

2. *Learning/success:* Academic learning and success are being severely constrained and hampered by the overcrowding caused by the shortage of student housing.

3. *Inclusion/integration:* By impeding the educative and academic aspirations of students, the current state of student housing provision hampers and prevents students from inclusion and integration into the workplace and thereby constrains participation in the economy of the country.

4. *Quality/standards:* Basic health and safety norms and standards are being violated every day by the current poor quality of student housing provision.

5. *Governance/management:* Due to sheer pressure of numbers and the strain on infrastructure, facilities and amenities, student housing management structures and mechanisms are being sorely tested on all campuses; in some instances management structures and mechanisms have entirely failed.

6. *Cost/financing:* The administrative failings of NSFAS funding for student accommodation are imposing severe hardships on precisely those students who are most vulnerable, and the poor housing conditions are undoubtedly a factor in students' poor academic performance and high dropout rates.

8.5 Access/equity/redress

There is overwhelming agreement amongst university stakeholders that there are significant academic advantages for students who live on campus. These advantages include access to libraries and other university facilities and events, being in a more conducive environment for studying, and the removal of the pressure to travel long distances. It is widely believed that students living on campus have a better chance of fully engaging in the challenges of full-time study at an undergraduate level than those who are forced to live in the houses of friends and relatives or in rented accommodation and who have to commute on a daily basis. There is particular concern over the impact of different types of student housing on the high levels of first year dropout.

Universities also feel it is necessary to provide a proportion of second and third year students with accommodation, acknowledging that many students after their first year feel more confident in finding their own accommodation and living a life more independent of the university. In addition post-graduate accommodation is an important element of attracting such students, particularly those applying from abroad.

In relation to repair and maintenance of existing housing stock, Table 21 below breaks down by campus type the university self-assessments in relation to the state of infrastructure.

Table 21: Assessment of condition of infrastructure

Assessment of condition of buildings	Numbers overall	Numbers in Type 1 campuses	Numbers in Type 2 campuses	Numbers in Type 3 campuses
Very poor	30	22	8	0
Unsatisfactory	96	66	16	14
Average	238	101	52	85
Good	150	27	37	86
Excellent	33	8	18	7
Total	**547**	**224**	**131**	**192**

Contrary to expectations that there would be a much greater proportion of 'very poor' and 'unsatisfactory' responses among the previously disadvantaged and more poorly resourced universities, and a greater proportion of 'good' and 'excellent' amongst the previously advantaged and better resourced institutions, it would seem that all universities are battling to maintain their existing stock to a good standard.

8.6 Quality/standards

There is a great deal of tension playing itself out in relation to balancing quantity and quality. The pressure of increased enrolments is producing a focus on numbers of beds, while the quality of much existing accommodation leaves a great deal to be desired. Increasing the number of beds will increase the work required to maintain standards – for example, more staff and more maintenance will be needed and all management challenges will expand. It is therefore important to examine what is meant by quality. The following table sets out some of the key components of quality and presents an overview of how current accommodation can be assessed.

Table 22: Components of quality

Quality indicator	Measure	Current situation
Adequate space to live, store possessions/books and study.	Room size.	There are vast differences. The range is between 6 and 28 square metres. Average space is 9 sq metres for a single and 13.3 metres for a double room. Many students live in below average space. 6-7 metres of space is quite common but would seem to be inadequate, especially where the room is also used for storage and/or preparation of food and not just for studying and sleeping.
Access to shared facilities.	Laundries; bathrooms; sitting areas; ICT; TV and games rooms.	There are vast differences. In many of the less resourced universities, not only are rooms very small but the problem is aggravated by limited and poorly maintained shared spaces, including inadequate numbers of working toilets, bathrooms and shared sitting areas.
Students eating regular meals.	Nutritious meals provided on campus or in residences.	There is a major problem of hunger. 40% of campuses do not have canteens providing meals; only 19% have both a canteen and self-catering facilities; much of the self-catering arrangements are sub-standard (lacking fridges and space to cook and store food).
A safe and secure environment.	Relevant safety measures.	All universities are experiencing crime. In some good strategies are in place and the problem is being contained, but in others the problem is seen as being out of control. Many residences are not safe places to live and study.
Disability access.	Barriers to people with disabilities removed.	There is very little evidence of efforts to make residences accessible to people with disabilities. There are few residences with access to wheelchairs, user-friendly toilets and bathrooms. Limited use is made of ICT to provide support and assistance.
Well maintained built environment.	State of repair; time taken to attend to repairs.	About a third of universities have well staffed and managed maintenance arrangements. However, on the majority of campuses the existing housing stock is being poorly managed and maintained.

Quality indicator	Measure	Current situation
Responsive management in residences.	Availability and responsiveness of staff.	There are vast differences in staffing, most evident in the staff-student ratios. Where staffing levels are adequate and staff are well remunerated and supported, services are good; but on a majority of campuses management arrangements and staffing levels are inadequate.
Students engaged in improving their living conditions.	Effective representative structures.	It is evident that where there is good management there are also effective structures for students to engage with management. On many campuses formal structures exist but have limited impact.
Student support in place.	Mentors, counsellors, house parents and wardens providing support.	Students are supported by structures across the university system and it is difficult to separate out the support that is needed in residences. However, there are vast differences in approach to student support services both in terms of academic and social aspects of student life. Many poorly accommodated students are also not receiving the support they need.

Table 22 is a summary of the very extensive information gathered. The information has not been analysed in relation to the campus typology, but it was evident to the Committee that the better resourced institutions are doing better across all the quality indicators, as are most campuses located in the larger and medium size towns. The biggest challenges in relation to quality remain in the more poorly resourced and rurally located universities.

However, it is important to emphasise that although historical resourcing is the dominant factor even after two decades of redress policies and strategies, not all previously disadvantaged institutions are failing to improve the quality of living of students accommodated on campus. There are examples (such as in Mafeking and QwaQwa) where significant progress is being made. It appears that the will and capacity of the university leadership is an equally critical factor.

8.7 Cost/financing

Financing and funding impact directly on all other components of the analytical and interpretive framework. The marked differences in regard to the financing of student housing and accommodation at South African universities are summed up in the Stakeholder Summit Report on Higher Education Transformation:

> On the one hand, the former whites-only universities – now with a significant increase in the number of black students – continue to thrive and tend to cope relatively well with many of the challenges facing them … On the other hand, the historically disadvantaged (i.e., blacks-only) universities in the former bantustan areas struggle financially, administratively and academically; on the whole, they continue to cater for the poorest students (DHET, 2010, p. 6).

The issue of finance and access to funding (or lack thereof) is fundamental for the establishment and provision of residences which can provide both the safe and secure living environment and the social and cultural milieu required to support the academic project.

In order to provide access to increasing numbers of poor students, many universities (but predominantly those previously disadvantaged) have kept their residence fees as low as possible. The direct result is that the residences do not generate sufficient income to meet operational costs. This in turn impacts negatively upon the ability to construct new buildings to meet the increasing demand and on the ability to refurbish and maintain ageing and deteriorating infrastructure. This inability in turn gives rise to attitudes of defeatism, fatalism and frustration among university and especially residence management staff, who must also cope with increasing levels of responsibility due to staff cost cutbacks. This further reduces or demolishes the capacity of the system to provide the basic safe and secure environment and the supportive social and cultural milieu required to enhance the learning and the academic success of the residents, and provides fertile ground for maladministration and corruption. The effect of all this on students who are already battling with the dehumanising and alienating effects of poverty is devastating and, it is suggested, contributes significantly to the high dropout rate of students from university. The lack of funding thus creates a downward spiral of decay in which the components of the analytical and interpretive framework start working against one another instead of remaining in a creative and productive tension.

There is another funding issue which along with low residence fees initiates and contributes to this spiral of decay, and that is the ongoing contestation as to whether NSFAS loan allocations should be higher and cater more comprehensively for fewer students, or whether they should be lower and offer broader access. Since poverty is multi-dimensional and includes not only inadequate income but also inadequate social and psychological well-being, including perceptions of powerlessness and negative feelings about the self (Firfirey & Carolissen, 2010), it is important for the NSFAS funding framework to ensure that funding is sufficient to *empower* the recipients to participate fully and freely in the academic, social and cultural milieu of the residence and the university more broadly. In turn this means that NSFAS funding should at minimum include the costs of registration fees, full board (or at least two balanced and nutritious meals per day) and lodging costs, books, equipment, travel costs and personal effects.

This raises the issue of the real cost of providing student accommodation and what is a fair and reasonable residence fee. Due to the number of variables involved, and the fact that many of these variables are dependent upon context, it is not possible to provide a definitive answer or a 'one-size-fits-all' response. Nevertheless, the case study presented above indicates that a reasonable residence fee must cover full board and lodging and provide for the provision of secure, maintained residences with a sound management structure.

The need to keep residence fees as low as possible must therefore be balanced or kept in tension with the other five components of the analytical and interpretive framework if students, and poor working class and rural students in particular, are to be provided with

safe, well-maintained and well-managed residence accommodation. In addition, such fees must be commensurate with the provision of accommodation which meets minimum standards.

8.8 Learning/success

The link between student housing and academic outcomes is a complex and unresolved matter, as shown in both the international literature and the empirical evidence presented in this report. Much more rigorous, focused and context-specific research into this link is needed, especially in South Africa. Nevertheless, there was overwhelming support from students and managers for the assertion that accommodation impacts upon a student's academic performance. Those students who come from reasonably well off families, particularly where the parents themselves have been university educated, and who remain at home for the duration of their studies, are not the main concern, nor are they a useful benchmark for the majority of students who come from generally poor backgrounds.

In relation to the majority of students, the Committee believes that a number of advantages can be claimed for living on campus, and a number of disadvantages to living off-campus (Table 23).

Table 23: Pros and cons of living on campus

Factor impacting on studies	Benefits of living on campus	Problems with living at home or with relatives
Travel time and cost to get to and from classes.	Less time and money is spent on travel, and more on studying.	In many cases travel takes time which could be spent studying.
Living space conducive to studying.	Students have their own space (however limited) and access to library and internet.	Often students living off campus experience problems of finding space to study; they may have no local access to libraries or internet.
Safety.	Although safety is a challenge on campuses there are efforts to create a safe environment.	The travel arrangements for getting back to townships at night can be dangerous (taxis and long walks to taxi ranks).
Building a support network.	Particularly in the first year, study groups, mentoring and social activities are important.	Very often students find it hard to build support networks when they live away from the university.

Statistics of the number of university students not successfully completing their studies are very worrying. A very large number of first year students do not make it to the second year, and although dropout rates reduce in later years they remain high. There are obviously many factors involved, including previous education history, financial difficulties and the sheer level of effort required to keep up with academic programmes. Nevertheless, the Committee is convinced that the provision of decent standard accommodation, particularly for first year students, could play a significant role in helping to reduce dropout rates and create conditions for students to succeed in their studies.

8.9 Inclusion/integration

Inclusion and integration are a challenge, particularly for the previously advantaged universities. Generally, the historically disadvantaged universities remain places where black students study, whereas the former white universities have become racially mixed and have been challenged to transform. In some universities, the challenges has been the bringing together of formerly white with formerly black campuses. Generally, this has been achieved by putting in place a common set of standards and management arrangements.

Although there are examples of serious problems in relation to inclusion and integration, these were not issues raised by students or other university stakeholders as being critical to the accommodation challenge. Rather, there is a general perception that black students continue to get a worse deal than white students which, if all 107 598 places are considered, is valid to the extent that the conditions that white students used to experience remain to a great extent as they were. However, there are complaints that standards have fallen, and that more and more white students no longer seek accommodation on campus. While there may have been a slight drop in standards as available resources are spread more thinly to accommodate increasing numbers of students, in general the standards provided by the former white universities remain high, and the number of white students accommodated has remained at the same level or declined only slightly.

On the other hand, the former black universities have had to work hard at improving conditions, but in many cases they have not succeeded and standards remain low. So there remains a sense of exclusion, which is expressed in terms of protests and also in terms of dropout rates, generally attributed to financial difficulties but in practice the result of a combination of factors, one of which is likely to be accommodation. The sense the Committee got when visiting residences in many of the former black universities was that exclusion is stark and current – even among those who have accommodation. The conditions are such that they could legitimately be given the label 'squalid'. Even though many such students may feel that they are amongst the more privileged of people in their communities (because they are some of the few that have access to higher education), they must feel that they have been provided access on a very different basis to white and middle class students.

The Committee came across radically different expectations among stakeholders on different campuses. At many of the former white universities there are expectations in relation to things like space, common facilities, repairs and maintenance, and security. Expectations are high amongst the students themselves, the management of the residences, and the leadership within the university. There is a strong culture of pride in and ownership of one's residence. By contrast, at some (but not, by any means, at all) of the historically disadvantaged universities it would seem that low expectations are the norm amongst students, residence management and university leadership. Some staff at some of these institutions felt that they were being completely ignored and that they had so many students to look after that they could do little or nothing to raise standards. At some universities there seemed to be a complete disinterest in the problems of the students in

accommodation. There is a mix of cynicism, defeatism and unconstructive criticism that exploits the grievances of students but does little to resolve them. The relationships between the students and management and leadership within some of these universities seemed to be very poor and designed to reinforce this negativity. Far from achieving a positive trajectory for the students accommodated on campus, there appeared to be a spiral of decline that needs to be addressed urgently.

8.10 Governance/management

Assessing the challenges of governance and management is a complex matter. On the one hand there are the university management and governance structures that the university controls and pays for. On the other hand there are structures that involve students, student representatives and even former students employed or subsidised to play a role in the management of a residence. It was quite difficult to distinguish between the various structures. Nevertheless, it was possible to observe certain things that work and certain things that, when in place, contribute to better standards of accommodation. The following table sets out some of the key aspects of governance and management that are needed for effective delivery of housing services to students.

Table 24: Governance and management

Element of governance and management	When does it work?	When does it not work?
Strategic leadership and long term planning.	Some universities have a multi-year plan, which drives and provides direction for expanding and improving residences.	About half the universities have no long term plan in place and no targets against which to measure progress. Many have not made much progress.
Ownership at senior management level.	The management of university accommodation is treated as a strategic issue in some universities. The Vice Chancellor is engaged in the vision, mission and strategy.	In quite a number of universities accommodation is seen as a secondary and 'non-core' issue.
Management structure to achieve objectives.	The successful residences are managed by a university-wide structure where all the managers are working towards a common set of goals.	In some universities the management is very slim, with limited capacity to implement plans.
Appropriate staffing levels.	Generally, where the staff-student ratios are good, service levels and satisfaction levels are higher.	Generally, poor staff-student ratios result in poor service and satisfaction levels.
Terms and conditions of staff.	Conditions seem to be linked to staffing and so where	Poor conditions create worse service.

Element of governance and management	When does it work?	When does it not work?
	there are more staff they are better rewarded and motivated.	
Training and development.	Formal, annually implemented training programmes for new residence staff and student representatives enable better provision of service.	Haphazard training and development programmes result in staff and student representatives not feeling confident in performing their jobs, and this results in poor service to students in residence.
Student support.	The concept of house parent is gaining in popularity and seems to result in students in residence feeling that they always have someone to whom they can turn in the absence of their family.	Not having a staff member resident at or in very close proximity to the residence means that students do not have an adult figure to turn to in times of need.
Student representative structures and access to decision making.	It would seem that having a formal structure with representation from each residence and the university's management aids the resolution of problems and conflict and facilitates communication between students and management.	Representative structures which do not have regular meeting, reporting and feedback mechanisms result in a lack of communication between representatives and residents and a feeling of frustration from students that their needs are not being attended to.

Finally, mention must be made here of the many dedicated and hard-working student housing staff encountered at all of the campuses and universities visited. The Committee was also continually astounded at the good will of the majority of students encountered, many of whom are being housed in very challenging and often unsuitable accommodation. Most of the student leaders (as did the other stakeholders interviewed) expressed gratitude that the Minister and the Committee had made such an effort to obtain their views. There were also a number of noteworthy initiatives, systems, structures and practices which were encountered:

- Student housing 'villages' at UP, UKZN Pietermaritzburg and NMMU;
- Representative residence governance structure at RU and Wits;
- Private accommodation accreditation system at UJ;
- Early-warning academic distress system being developed at UCT;
- Living-learning clusters being pioneered at USB;
- The comprehensive student housing data management system at USB;
- The student anti-hunger initiatives at MUT, UFS and UWC;

- The student meal system at RU; and
- The impressive student housing setups at the QwaQwa campus of UFS and the Mafikeng campus of NWU.

9. Recommendations

On the basis of the literature review, the questionnaire and other data collected, the site visits and interviews and the analysis thereof, the following recommendations are made.

9.1 Residence admissions and allocations policies

While it has been established that the demographic profile of students in university residences nationally is close to matching the national demographic profile of South Africa, there are campuses which are still working towards achieving this. Hence it is recommended that:

a. A comprehensive residence admissions and allocations policy must be developed by all universities in consultation with all relevant stakeholders. Accountability for the implementation of this policy should reside at senior management level.

b. The allocation of students into residences and rooms must be strictly managed, controlled and monitored by university housing staff in accordance with the residence admissions and allocations policy mentioned above.

c. Waiting lists for residence vacancies must be managed and administered by relevant university administrative staff in accordance with the residence admissions and allocations policy.

More broadly, strategies and mechanisms to increase access to university residences by poor working class and rural students, and to develop sensitive support mechanisms for these students which empower and enable them to participate fully in the academic, social and cultural life of the university, need to be developed.

Furthermore, given that in 2010 only 5.3% of new first year contact students were accommodated in university residences, it is recommended that strategies and mechanisms need to be established by all universities to allow all new first year contact students in need of accommodation to be allocated into residence for their first year. This recommendation has been factored into the campus bed targets established by the Committee and into its recommendations for government infrastructure funding.

9.2 Minimum standards for student housing and accommodation

It is recommended the Minimum Standards Code for the Accommodation and Housing of Students in South Africa should either be a) made statutory, or b) advisory and incentivised by providing grants to universities for student accommodation linked to the incremental

implementation of this code. The proposed Minimum Standards Code is presented in Appendix D.

9.3 Private student housing and accommodation

The research has indicated that the provision of private student accommodation is completely unregulated in South Africa, allowing widespread exploitation of students and exposure of students to various types and levels of risk. The private sector is however a critical stakeholder in addressing the student accommodation backlogs identified. The Committee therefore recommends that:

a. The Minimum Standards Code for the Accommodation and Housing of Students in South Africa must be applicable to all providers of student housing (both public and private) where such housing accommodates ten or more students.

b. Given the dire shortage of suitable student accommodation, it is recommended that the PPP model be further explored, particularly in the metropolitan areas, for the provision of student villages which will provide fit-for-purpose accommodation to students from several universities and higher education institutions. It is also recommended that the PPP Unit of National Treasury should be involved throughout the process, from feasibility studies through to procurement and project completion.

c. In order to foster and further enhance cooperation between the various stakeholders involved in the provision of student housing and accommodation, i.e., universities, municipalities or metropolitan councils, private providers and relevant government departments, it is recommended that all policy, regulatory and standards-related work arising from this report should be incorporated within the work of the appropriate DHET directorate. These may include but are not limited to: determining the appropriate mix of state, university and privately funded housing provision; developing and standardising PPP agreements; facilitating access to sources of funding and financing for residence development; brokering relationships with funders; assisting and monitoring universities' efforts to attain their student housing and accommodation targets and goals; and providing advisory and management support. The DHET should also be the custodian of the proposed Minimum Standards Code for the Accommodation and Housing of Students.

9.4 Residence management and administration

Sound, robust, efficient and effective governance, management and administration are critical for the provision of student accommodation which is fit-for-purpose and which

supports the academic project of the university. To this end, the following recommendations are made:

a. Residence staff to resident student ratios should not normally exceed 1:150 in the case of wardens, house parents, residence managers or the equivalent, and 1:100 in the case of student sub-wardens or the equivalent.

b. All universities should establish a board, council or similar body which represents all residences, meets regularly with the university's housing officials, provides a forum where issues and grievances can be debated and discussed, and generally oversees residence life.

c. The professionalisation of housing staff is an urgent priority. To this end it is recommended that members of the academic staff should be sought for appointment as (in addition to their academic work) wardens, house parents or residence managers. Wardens must be compensated adequately, e.g., payment in kind such as full board and lodging for themselves and their families in suitable accommodation close to or attached to the residence for which they are responsible, or an appropriate stipend. Adequate training must be provided to warden staff (e.g. crisis counselling, first aid, health and safety, emergency procedures, etc.). Mechanisms and measures for developing staff, and addressing incapacity and incompetence, must be established.

d. All complaints and allegations of maladministration, corruption and nepotism must be rigorously investigated by the DHET and strict action taken against offenders.

9.5 Role of residences in the academic project

The research indicates that whilst there is a complex relationship between student housing and academic success, there is preliminary evidence to suggest that being housed in a safe, well-managed residence does advantage students, particularly those from poorer backgrounds. It is therefore recommended that:

a. In-depth qualitative (and preferably ethnographic) research is needed to explore nuanced ways in which the social and cultural milieu in residence systems impact upon the ability of black working class students to succeed academically;

b. More nuanced and in-depth research is needed to explore the impact of student housing on success in the context of other factors such as the extent to which teaching supports students learning, the preparedness (and, indeed, willingness) of academic staff to teach well and the extent to which the general arrangements for teaching and learning support students' success;

c. In the meantime universities must encourage the development of initiatives and mechanisms to make residences an integral part of the academic project and encourage and promote them to become sites of academic endeavour; and

d. Structured support programs and mechanisms for first year students in residence must be developed and enhanced, drawing on best practice models already in operation at some universities.

9.6 Financing of student housing and funding of student accommodation

The recommendations made in this section refer to the financing of student housing infrastructure development and maintenance, and the funding required by students to secure accommodation in university student housing.

a. *Targets based on typology*: It is recommended that the bed capacity targets be established using the campus typology proposed in Chapter 8 above, as follows:
Type 1 campuses: Target is residence accommodation for 80% of full time contact student enrolment at such campuses.
Type 2 and 3 campuses: Target is residence accommodation for 50% of full time contact student enrolment at such campuses.
Once the State has indicated what proportion of this target it is able to fund, the private sector should be invited to meet the remaining bed capacity target, in accord with minimum standards for the provision of student housing.

b. *Complete separation of the residence budget and management accounts from the university budget and management accounts*: As mentioned above, most universities indicated that their residence budgets and accounts have been separated from the university budget but few were able to provide the Committee with a set of management accounts. It is recommended that residential operations budgets be separated from the university budget. This will allow greater and more effective management, transparency, accountability and control of residence income and expenditure.

c. *Quarterly submission of residence management accounts to the University Council*: It is recommended that, in the interests of good governance, the residence management accounts be submitted quarterly to the University Council for scrutiny and approval.

d. *Standardisation of annual financial reporting*: The Committee encountered great difficulties obtaining meaningful data from the universities for comparative research purposes. It is recommended that a standardised or common residence management accounting system be developed and implemented to allow meaningful comparative analysis for the purposes of

policy formulation, research and decision-making. This should include the establishment of a common 'dashboard' of financial data (such as various ratios) which will be collected by the DHET for research purposes.

e. *Robin Hood principle*: At some universities a 'wealth tax' mechanism has been incorporated into the residence budget through the introduction of a financial aid expense item comprising 5% of the total income generated. It is recommended that this mechanism be explored at other universities as a way of increasing access to disadvantaged students.

f. *Universities with 'vast' reserves*: During several site visits the issue of some universities sitting on 'vast' reserves accumulated in the apartheid era was raised, and the view was expressed that it would be appropriate for these reserves to be taken into account when considering applications for infrastructure funding grants. It is recommended that the issue of such reserves be investigated by the HESA Funding Strategy Group, and that an appropriate guideline be established for the accumulation and use of reserves by universities.

g. *Fair residence fee*: It is recommended that an annual fixed national NSFAS residence fee be established (R30 500 for 2011) for student accommodation (board and lodging) which meets minimum standards.

h. *Increasing the range of NSFAS funding for accommodation*: It is recommended that the current range of NSFAS funding to 21.5% of students in residence be increased to 40% on Type 2 and Type 3 campuses and to 70% on Type 1 campuses.

i. *NSFAS funding guidelines*: It is recommended that stricter guidelines be developed for the administration of NSFAS funding by the universities, including the requirement that funding for student housing should be made available to student recipients by no later than the end of the second week of the first term. It is also recommended that a 'dashboard' of NSFAS student housing funding indicators be developed, and that this 'dashboard' must be presented to University Councils quarterly.

j. *NSFAS accommodation funding restrictions*: It is recommended that NSFAS funding for student accommodation be set at a minimum level which allows the recipient full board (a minimum of two balanced meals per day) and lodging. The recipient may be allowed to 'unbook' a maximum of 20% of meals which may be credited to the relevant student's accounts; in other words, 80% of the boarding/meal funding may only be used for meals.

k. *Residence infrastructure grants*: Several universities requested the reintroduction of the DHET residence maintenance subsidy. The Committee is of the opinion that the current system of infrastructure grants from the DHET

is a fairer and more effective funding mechanism. The Committee, however, recommends that:

1. The DHET must develop a set of clear guidelines for this funding.
2. The DHET must establish and document a clear set of funding allocation criteria.
3. Requests for funding for new residence development *and* residence refurbishment must be accompanied by a comprehensive report assessing the scope of the project as well as a professional cost estimate from a registered quantity surveyor (QS), and further that such projects completed using DHET funding shall be subject to assessment and evaluation by an independent building professional team (QS, architect, relevant consulting engineers, etc.) appointed by the Department.
4. The costs of the professional report and estimate should be met by the DHET.
5. The 2010 residence bed capacity ranges from 6% to 70.84%. Although the greatest need for increased bed capacity is on the campuses which have a low bed capacity, the campuses at the higher end of the bed capacity scale cannot be left out of the funding allocation while the other campuses catch up, as this will prejudice the enrolment plans of those universities. A differentiated or sliding residence infrastructure funding mechanism is therefore recommended, in which campuses with low bed capacities receive a higher percentage of the infrastructure funding 'pie' until they have caught up.

9.7 Condition of residence infrastructure

Residence maintenance and refurbishment backlogs are enormous across the student housing sector. The Committee has had to rely mainly on universities' own cost estimates of the monetary value of this backlog. In order to further assess the quantum of the maintenance and refurbishment backlog, it is recommended that:

a. All universities are to have a professional quantity surveyor (QS)-led assessment of their residence infrastructure, so as to obtain a professional and independent assessment of the scope of maintenance and refurbishment needed to bring the residences to minimum standards, and an accurate costing for such maintenance and refurbishment. This assessment should be funded by the DHET as a mandatory component of the infrastructure grants.

b. National minimum standards and service level agreement guidelines for the maintenance and refurbishment of residence infrastructure should be established in consultation with all relevant stakeholders.

c. Modular residence construction methodologies being explored at some universities should be fully researched, since this has the potential to

significantly reduce the cost of meeting the national backlog if found to be viable, sustainable and suitable.

9.8 Future planning

In as much as the residences need to become an integral part of the academic project of universities, so too do residences need to be integrated into the strategic plans and objectives of universities. It is recommended that all universities should be required to develop a multi-year strategic plan (including a financial plan) for residence maintenance and refurbishment, residence development (in accordance with the university's enrolment plan) as well as a plan to integrate and incorporate the residences into the academic project of the university. These plans should be updated on an annual basis taking account of feedback provided by the DHET.

At several universities the student housing directorate or department is not involved in strategic planning of new residences or the maintenance and refurbishment of residences. It is recommended that those who are accountable for university student housing should be part of the planning process. It is further recommended that the Chief Housing Officer should report directly to a member of the senior management team of the university.

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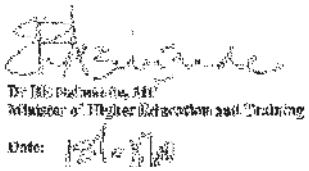
Appendix A

MINISTRY OF HIGHER EDUCATION AND TRAINING
MINISTERIAL COMMITTEE FOR THE REVIEW OF THE PROVISION OF STUDENT HOUSING

I, Bonginkosi Emmanuel Nzimande, MP, Minister of Higher Education and Training, in accordance with Treasury Regulation 20 [issued in terms of the Public Finance Management Act, 1999 (Act No 1 of 1999)], hereby establish the committee set out in the schedule hereto to review the provision of student housing in the public university education system.



Dr [illegible], MP
Minister of Higher Education and Training
Date:

Ministry of Higher Education and Training
Terms of Reference for the Review of the Provision of Student Housing

Background

Education White Paper 3: A Programme for the Transformation of Higher Education (1997) provided the policy framework for the transformation of higher education over the past decade. The policies have been informed by the need to ensure:

- Improved access to higher education, particularly for students from poor and previously marginalised communities;
- Responsiveness of higher education to the economic and social development priorities of the country;
- Capacity in the higher education system for high level research and innovation;
- Enhanced quality of academic programme provision and the quality of student life; and
- Redress of historical inequalities.

In the Ministerial Statement on Higher Education Funding: 2009/10 to 2011/12 dated 10 November 2009 the Minister announced that a review will be undertaken to assess the system's need for additional student housing, the time frames for meeting these needs and examine different ways in which expansions of student housing could be financed.

Problem Statement

Universities' applications for the infrastructure and output efficiency grant for 2010/11 to 2011/12 indicated that all contact universities are experiencing severe pressures on their student housing resources. The applications received from universities were for a total 20 000 new student residence places to be provided for 2010/11 to 2011/12. The current

provision of student housing places is approximately 100 000 student residence places for a contact student population of 530 000, an average provision of 18.8%. This is a national average, with some universities providing in excess of this percentage while others provide housing far below this percentage.

It is purported that this lack of supply of student housing is the cause, in the first instance of much of the campus unrest apparent in recent times. In the second instance, the lack of supply is deemed to be a primary cause for the poor performance by many students as a result of living conditions purportedly not conducive for studying; this having a detrimental impact on the throughput rate at universities.

Different factors have influenced the supply of new student accommodation or the upgrading and maintaining of existing accommodation. In the last two years a larger portion of the infrastructure funding provided by the department has been earmarked for student accommodation. The maintenance and ownership costs that increase as the residence ages, poor collection of student revenue in some universities has had financial implications for university budgets, in some instances creating unsustainable financial pressure.

In the declaration of the Higher Education Stakeholder Summit on Transformation held on 22 and 23 April 2010, the poor conditions under which students learn and live are recognised.

Overall Purpose of the Review

To assess the current provision of student accommodation and benchmark the South African universities against each other as well as against international institutions operating in a similar environment. Furthermore, to determine the real need and assess the various models of provision of student housing, the various types of housing that can be provided and the potential funding models which may assist in alleviating the problem but ensuring that the provision thereof does not detrimentally affect the operating budgets of the universities in future.

Specific Terms of Reference

The scope of the review is to:

- Assess the real demand for student accommodation at an individual university level as well as at a national level, including the current state of student accommodation facilities.
- Determine the current mix of students in residences i.e. senior, junior, race, gender, disability etc in relation to the institutional policies.
- Benchmark the results of findings across universities in South Africa as well as worldwide with specific emphasis on countries with similar demographics as South Africa.
- Identify the different types of physical accommodation currently being provided and determine whether there are any other forms of physical accommodation suitable for the South African environment, including related facilities.

- Examine the various models of securing physical accommodation e.g. outright purchase, lease, public private partnerships (PPP), build own and transfer (BOT), private providers etc.
- Assess the current level of student payment for accommodation, including provision for student housing in NSFAS allocations.
- Explore the sources of finance available to universities.
- Develop in consultation with the sector the minimum standards of all residences.
- Undertake an analysis of the true ownership cost of new accommodation buildings and determine the impact thereof on operational budgets a few years after the proposed acquisition.
- Propose possible changes to the funding framework to obviate the financing problems created by the provision of more accommodation and owning additional buildings.

Provide a report to the Minister in which information on the above issues have been documented with recommendations that are appropriate to the current and future provision of student housing in universities. It is expected that the report will have short-term, medium-term and long-term proposals.

Review Process and Committee

The committee will be chaired by Professor Ihron Rensburg, Vice-Chancellor of the University of Johannesburg and will not comprise of a full complement of members for the duration of the committee's work. The committee will comprise of the chairperson and officials from the Department of Higher Education and Training (DHET), Ms K Menon and Ms Swart. The committee will source different technical expertise to assist with the scope of its work; in addition, a lead report writer to work under direction by Professor Rensburg is to be commissioned to undertake the work.

In the course of its work, the committee and expertise sourced by the committee may consult key stakeholders, including but not limited to universities, national student organisations, NSFAS, financial services organisations, HESA and the Council on Higher Education. The committee should draw on studies undertaken in South Africa and on international best practice and may commission work in consultation with the DHET.

Appendix B

higher education & training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MINISTERIAL COMMITTEE FOR THE REVIEW OF THE PROVISION OF STUDENT HOUSING AT SOUTH AFRICAN UNIVERSITIES

RESEARCH QUESTIONNAIRE
(To be completed electronically)

Purpose
The Minister of Higher Education and Training has established a Ministerial Committee to review the provision of student housing at South African Universities. The Ministerial Committee is chaired by Prof I Rensburg, Vice Chancellor of the University of Johannesburg. Dr Iain L'Ange, Director of Residential Operations at Rhodes University has been appointed as the principal researcher for the project.

The aim of this questionnaire is to collect part of the information and data required to produce a report to the Minister which analyses the student housing situation at Universities and provides recommendations that are appropriate to the current and future provision of student housing at Universities with short, medium and long-term proposals.

Questionnaire return date
Due to the tight timeframes set for the project it would be greatly appreciated if the completed questionnaire could be returned to Dr Iain L'Ange (at i.l'ange@ru.ac.za) as an email attachment **by no later than *03 December 2010*. The electronic version of the questionnaire should be requested by sending an email to i.l'ange@ru.ac.za or cloete.l@dhet.gov.za** .

How to complete the questionnaire
The questionnaire comprises the following sections:

A. Institutional and housing student data
B. Student housing models and infrastructure
C. Private student housing
D. Residence management and administration
E. Academic indicators
F. Financing of student housing
G. Condition of residence infrastructure
H. Future planning

Quantitative data responses:
Tables have been provided for quantitative data requests. Respondents are requested to avoid changing the format of the tables. However, if additional rows are required, these should be added. As much of the quantitative data is required *per campus*, multi-campus respondents are requested to complete a questionnaire for your largest campus in which all questions are answered, and then a separate questionnaire for each campus (completing ONLY the questions indicated). Please remember to insert the name of the relevant campus in the space provided at the top of each table.

Qualitative responses:
Text boxes have been provided for qualitative responses. As the size of the box will increase proportionately to the contents, the size of the box provided is NOT an indication of the length of the response requested. Please use *as much space as you require to answer the question comprehensively*. Multi-campus respondents are requested to complete a questionnaire for your largest campus in which all questions are answered, and then a separate questionnaire for each campus (completing ONLY the questions indicated). Please remember to insert the name of the relevant campus in the space provided at the top of each table.

Supportive documentation:
In a number of cases, supportive documentation is requested (policy documents, organograms, etc.). As far as possible, please send such documentation electronically. If this is not possible, please mark each document clearly to indicate which section and question it relates to in the questionnaire (e.g., D1), and post to Dr Iain L'Ange, Rhodes University, PO Box 94, Grahamstown, 6140.

Process

- Please answer each question as comprehensively as possible.
- Any queries about the completion of the questionnaire may be directed to Dr Iain L'Ange (046 603 8188 (O); 046 603 8962 (fax); i.l'ange@ru.ac.za).
- Please return the completed questionnaire to Dr Iain L'Ange (at i.l'ange@ru.ac.za) as an email attachment **by no later than** *03 December 2010*.
- Follow up campus site visits will be scheduled where indicated once the questionnaires have been returned and scrutinised.
- The data gathered will be collated and analyzed by the research team and the results will be used to produce a report which analyses and profiles the university student housing situation in South Africa.

Thank you for your assistance

A. INSTITUTIONAL AND HOUSING STUDENT DATA

1. How many full-time contact students registered at your institution over the past 3 years in the categories per the tables below? What are your projections for the next 3 years (enrolment plan to 2013)? *(If you are a multi-campus institution, please break this down by campus as per the questionnaire instructions):*

Campus: Year: 2008	M				F			
	A	C	I	W	A	C	I	W
New 1st year students (UG)								
2nd year UG students and above								
PG diplomas & certificates								
Hons								
Masters								
PhD								

Campus: Year: 2009	M				F			
	A	C	I	W	A	C	I	W
New 1st year students (UG)								
2nd year UG students and above								
PG diplomas & certificates								
Hons								
Masters								
PhD								

Campus: Year: 2010	M				F			
	A	C	I	W	A	C	I	W
New 1st year students (UG)								
2nd year UG students and above								
PG diplomas & certificates								
Hons								
Masters								
PhD								

Campus: Year: 2011	M				F			
	A	C	I	W	A	C	I	W
New 1st year students (UG)								
2nd year UG students and above								
PG diplomas & certificates								
Hons								
Masters								
PhD								

Campus: Year: 2012	M				F			
	A	C	I	W	A	C	I	W
New 1st year students (UG)								
2nd year UG students and above								
PG diplomas & certificates								
Hons								
Masters								
PhD								

Campus: Year: 2013	M				F			
	A	C	I	W	A	C	I	W
New 1st year students (UG)								
2nd year UG students and above								
PG diplomas & certificates								
Hons								
Masters								
PhD								

2. Please indicate the number of students housed in residence in the following categories for the past 3 years (in February, in June and in November) *(If you are a multi-campus institution, please break this down by campus as per the questionnaire instructions):*

Campus: Year: 2008-Feb	M				F			
	A	C	I	W	A	C	I	W
New 1st year students (UG)								
2nd year UG students and above								
PG diplomas & certificates								
Hons								
Masters								
PhD								

Campus: Year: 2008 - Jun	M				F			
	A	C	I	W	A	C	I	W
New 1st year students (UG)								
2nd year UG students and above								
PG diplomas & certificates								
Hons								
Masters								
PhD								

Campus: Year: 2008 - Nov	M				F			
	A	C	I	W	A	C	I	W
New 1st year students (UG)								
2nd year UG students and above								
PG diplomas & certificates								
Hons								
Masters								
PhD								

Campus: Year: 2009 - Feb	M				F			
	A	C	I	W	A	C	I	W
New 1st year students (UG)								
2nd year UG students and above								
PG diplomas & certificates								
Hons								
Masters								
PhD								

Campus: Year: 2009 - Jun	M				F			
	A	C	I	W	A	C	I	W
New 1st year students (UG)								
2nd year UG students and above								
PG diplomas & certificates								
Hons								
Masters								
PhD								

Campus: Year: 2009 - Nov	M				F			
	A	C	I	W	A	C	I	W
New 1st year students (UG)								
2nd year UG students and above								
PG diplomas & certificates								
Hons								
Masters								
PhD								

Campus: Year: 2010 - Feb	M				F			
	A	C	I	W	A	C	I	W
New 1st year students (UG)								
2nd year UG students and above								
PG diplomas & certificates								
Hons								

Masters								
PhD								

Campus: Year: 2010 - Jun	M				F			
	A	C	I	W	A	C	I	W
New 1st year students (UG)								
2nd year UG students and above								
PG diplomas & certificates								
Hons								
Masters								
PhD								

Campus: Year: 2010 - Nov	M				F			
	A	C	I	W	A	C	I	W
New 1st year students (UG)								
2nd year UG students and above								
PG diplomas & certificates								
Hons								
Masters								
PhD								

3. Please indicate the numbers of students who received any financial aid and were housed in residence in the following categories for the past 3 years (*If you are a multi-campus institution, please break this down by campus as per the questionnaire instructions):*

Campus: Year: 2008	M				F			
	A	C	I	W	A	C	I	W
New 1st year students (UG)								
2nd year UG students and above								
PG diplomas & certificates								
Hons								
Masters								
PhD								

Campus: Year: 2009	M				F			
	A	C	I	W	A	C	I	W
New 1st year students (UG)								
2nd year UG students and above								
PG diplomas & certificates								
Hons								
Masters								
PhD								

Campus: Year: 2010	M				F			
	A	C	I	W	A	C	I	W
New 1st year students (UG)								
2nd year UG students and above								
PG diplomas & certificates								
Hons								
Masters								
PhD								

4. Please indicate how many ***registered*** students your institution was unable to place in residences due to lack of capacity over the past three years in the following categories (*If you are a multi-campus institution, please break this down by campus as per the questionnaire instructions):*

Campus: Year: 2008	M				F			
	A	C	I	W	A	C	I	W
New 1st year students (UG)								
2nd year UG students and above								
PG diplomas & certificates								
Hons								
Masters								
PhD								

Campus: Year: 2009	M				F			
	A	C	I	W	A	C	I	W
New 1st year students (UG)								
2nd year UG students and above								
PG diplomas & certificates								
Hons								
Masters								
PhD								

Campus: Year: 2010	M				F			
	A	C	I	W	A	C	I	W
New 1st year students (UG)								
2nd year UG students and above								
PG diplomas & certificates								
Hons								
Masters								
PhD								

5. Please indicate your criteria for selection and admission into residence (please provide any relevant policy documents). Also give an indication of how you prioritise these admissions if the demand is more than the available places.

6. Please provide details of the mechanisms and procedures by which students are allocated to residences at your institution (i.e., is this done centrally or is it decentralised? If so, to whom? What checks and balances are in place to ensure compliance with your policy/protocol?). Please provide any relevant policy/protocol documentation.

7. Does your institution establish a waiting list for students you are unable to place into residence? If so, please provide details of how this list is managed and the mechanism for allocating wait-listed students into residence.

8. Please provide the criteria or conditions required by your institution for residence students to retain a place in the residence system the following year.

9. Please indicate the geographic origin of the following categories of students housed in residence for the past 3 years (*If you are a multi-campus institution, please break this down by campus as per the questionnaire instructions)*:

Campus: **Year: 2008**	**Out-side Africa**		**Rest of Africa**		**SADC**		**MP**		**EC**		**GP**		**WC**		**L**		**NC**		**NW**		**KZN**		**FS**	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
New 1st year students (UG)																								
New 1st year students (UG) - disabled																								
2nd year students and above (UG)																								
2nd year students and above (UG) - disabled																								
PG diplomas & certificates																								

PG diplomas & certificates - disabled																								
Hons																								
Hons - disabled																								
Masters																								
Masters - disabled																								
PhD																								
PhD - disabled																								

Campus: **Year: 2009**	**Out-side Africa**		**Rest of Africa**		**SADC**		**MP**		**EC**		**GP**		**WC**		**L**		**NC**		**NW**		**KZN**		**FS**	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
New 1st year students (UG)																								
New 1st year students (UG) - disabled																								
2nd year students and above (UG)																								
2nd year students and above (UG) - disabled																								
PG diplomas & certificates																								
PG diplomas & certificates - disabled																								
Hons																								
Hons - disabled																								

Masters																								
Masters - disabled																								
PhD																								
PhD - disabled																								

Campus: **Year: 2010**	**Out-side Africa**		**Rest of Africa**		**SADC**		**MP**		**EC**		**GP**		**WC**		**L**		**NC**		**NW**		**KZN**		**FS**	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
New 1st year students (UG)																								
New 1st year students (UG) - disabled																								
2nd year students and above (UG)																								
2nd year students and above (UG) - disabled																								
PG diplomas & certificates																								
PG diplomas & certificates - disabled																								
Hons																								
Hons - disabled																								
Masters																								
Masters - disabled																								
PhD																								
PhD - disabled																								

B. STUDENT HOUSING MODELS & INFRASTRUCTURE

1. Please list the various models of U/G and P/G student housing provided at your University (e.g., dormitory, residence Halls, self-catering flats, student village etc).

Undergraduate models: 1. 2. 3. 4. *(please add more points as required)*
Postgraduate models: 1. 2. 3. 4. *(please add more points as required)*

2. Please list your individual residences with their bed capacities per campus, indicating in each case the number of single rooms, the number of shared rooms the number of beds per shared room (*If you are a multi-campus institution, please break this down by campus as per the questionnaire instructions):*

Campus:			
Name of residence	**No of single rooms**	**No of shared rooms**	**No of beds per shared room**

(please add more rows as required)

3. Please indicate the normal size (m^2) for the following at your University:

	m^2
Single room (U/G)	
Double room	
Single room (P/G)	

If there are various room sizes please indicate the different sizes and the proportions of each size.

1. 2. 3. *(please add more points as required)*

4. What criteria have been used historically in determining the size (bed capacity) of each residence?

5. Please indicate which residences are self-catering and which have catering provided in Dining Halls as well as those which have both options available (*If you are a multi-campus institution, please break this down by campus as per the questionnaire instructions):*

Campus:	*Please select one option for each residence listed*		
Name of residence	**Catering provided**	**Self-catering**	**Both**

(please add more rows as required)

6. Please indicate the number of dining halls and food production kitchens, and the seating capacity of each dining hall. Please comment on adequacy and whether there are plans for expansions and/or additions (*If you are a multi-campus institution, please break this down by campus as per the questionnaire instructions):*

Campus:			
Name of dining hall	**Name of production kitchen**	**Seating capacity of dining hall**	**Comment on adequacy and if relevant, plans for expansions/additions**

(please add more rows as required)

7. Which of the following housing support services have been outsourced? (*If you are a multi-campus institution, please break this down by campus as per the questionnaire instructions):*

Campus:	
Food services	
Housekeeping	
Residence Security	
Grounds & Gardens	
Janitoring/portering	
Other (specify……)	

(please add more rows as required)

8. Please indicate what common/recreational facilities are provided in each residence. If not in the residence, how far from the residences are these facilities available? (*If*

you are a multi-campus institution, please break this down by campus as per the questionnaire instructions):

Campus:	**No. per residence**	**No. per campus**	**Average distance of facility from res**	**Average no of students using the facility**
Common rooms				
TV's in common rooms				
MNet/DSTV in common rooms				
Internet access in common rooms				
Kitchenette facilities				
Laundry facilities				
Drying rooms/yards				
Secure bicycle parking facility				
Box/storage rooms				
Vehicle parking area				
Games rooms				
Communal computers				
Communal printers				
Other (specify……..)				

(please add more rows as required)

9. Undergraduate accommodation: How do you describe the student rooms you offer in your promotional literature? (Fully furnished, fully equipped, partly equipped etc) (*If you are a multi-campus institution, please break this down by campus as per the questionnaire instructions):*

Campus:

Please indicate what furniture/equipment/facility is provided in each undergraduate student room:

Campus:	
Bed	
Mattress	
Curtains	
Bed linen (duvet, cover, sheets, pillows, blankets)	
Heater	
Desk	
Chair	
Desk lamp	
Cupboard	
Bedside table	
Bookcase	
Notice board	
Internet access point (wireless and/or cable)	
Carpet/bedside mat	
Other (specify……..)	

(please add more rows as required)

10. Postgraduate accommodation: How do you describe the student rooms you offer in your promotional literature? (Fully furnished, fully equipped, partly equipped etc) (*If you are a multi-campus institution, please break this down by campus as per the questionnaire instructions):*

Campus:

Please indicate what furniture/equipment/facility is provided in each postgraduate student room:

Campus:	
Bed	
Mattress	
Curtains	
Bed linen (duvet, cover, sheets, pillows, blankets)	
Heater	
Desk	
Chair	
Desk lamp	
Cupboard	
Bedside table	
Bookcase	
Notice board	
Internet access point (wireless and/or cable)	
Carpet/bedside mat	
Airconditioner	
Other (specify……..)	

(please add more rows as required)

11. Please indicate what security measures are provided in your institution's residences (*If you are a multi-campus institution, please break this down by campus as per the questionnaire instructions)*:

Campus:	
Residence front door biometric access control	
Residence front door card access control	
Front door open warning alarm (timed)	
CCTV (front door & corridors of res's)	
Lock blocks on res room doors to prevent "carding"	
Intercom	
Security patrolled safe route through res system	
Automatic security lighting	
Fire/smoke detectors	
Sprinklers	
Termly emergency drills	
Established/standing emergency procedure/manual	
1st Aid training of residence staff & students	
Residences enclosed by security fence	
Burglar alarms in residences	
Secure box rooms in residences	
No security	
Other (specify……..)	

(please add more rows as required)

12. Please provide a list of your University's residences which have been adapted for students with disabilities. Please indicate the nature of the adaptations (*If you are a multi-campus institution, please break this down by campus as per the questionnaire instructions):*

Campus:	
Name of residence	Nature of adaptation

(please add more rows as required)

10. Please provide details of any residential support programs for disabled students. Please provide any relevant policy/protocol documentation.

C. PRIVATE STUDENT HOUSING

1. Please indicate as far as you are able the numbers of students in each category who reside in the following off-campus accommodation (*If you are a multi-campus institution, please break this down by campus as per the questionnaire instructions):*

Campus:	With family/ guardian	In private home/flat (digs)	In privately owned residence/hostel
New 1st year students (UG)			
2nd year UG students and above			
PG diplomas & certificates			
Hons			
Masters			
PhD			

2. Please indicate the *average all-inclusive* cost (lights & water, security, etc) per month of:

Private digs	R
Privately owned residence/hostel	R

3. If your institution has established a public private partnership (PPP) for the provision of student housing at your campus(es), please provide the following information:
   - Where is/are the PPP facility/ies located?

   - Please provide documentation compiled by the PPP service provider which details the capacity and the features of the PPP facility/ies.
   - Please provide numbers of students accommodated in such PPP housing in the following categories:

	M				F			
	A	C	I	W	A	C	I	W
1st years UG								
2nd years and above UG								
PG diplomas & certificates								
Hons								
Masters								
PhD								

- Note: please indicate whether these are part of your regular university accommodation capacity (and therefore included in earlier data) or whether these are in addition to those in question A.3:

- Please provide a copy of the contract with the service provider(s) and any service level agreements.

- Please evaluate the service provision of the private provider from your institution's perspective, also indicating what problems have been reported by students resident in such housing:

D. RESIDENCE MANAGEMENT & ADMINISTRATION

1. Please provide an organogram of your institution's residence management structure (both staff and students employed by the University). Please also include job profiles/descriptions for each post in the organogram.

2. Please indicate how many posts there are at each level in the structure described above (e.g., House Wardens 40, Sub Wardens 100):

3. Please indicate the structure of the elected residence student body at your institution (e.g., House Committee comprising Senior Student, Secretary etc):

4. Please provide job profiles/job descriptions for each of the structures in 1 & 3 above.

5. Please indicate how Wardens/Residence Managers are remunerated at your institution (all elements of remuneration package, e.g., board and lodging,

allowances, salary etc). Please distinguish between full time and part time Wardens/Residence Managers.

Full-time a. b. c. *(please add more rows as required)*
Part-time a. b. c. *(please add more rows as required)*

6. Please indicate how student Sub-Wardens/Residence Student Assistants are remunerated at your institution (all elements of remuneration package, e.g., board and lodging, allowances, salary, fee rebates etc).

7. Please indicate how elected residence House Committee members are remunerated at your institution (all elements of remuneration package, e.g., board and lodging, allowances, salary, fee rebates etc).

8. Please provide details of the training provided to Wardens/Residence Managers, Sub-Wardens/Residence Student Assistants, and House Committees (e.g., booklet containing program and training material outline, courses).

9. Has your institution experienced any *student housing related* unrest during the past five years? If yes, please provide the following estimates per incident *(Please copy and past addition tables as required)*:

Cause of incident: Campus:		
a. How intensive was the unrest? *Select one option*	1. Low intensity/scale	
	2. Protest meeting/march	
	3.Sit-in/disruption of program	
	4. Damage to property, SAPF involved	
	5. Shut down of res/campus required	
b. What proportion of the campus student population was involved?		
c. In which month did this incident/unrest occur?		
d. How many residences were the root cause of the unrest?		

10. How many incidents of student housing-related unrest occurred over the past five years per campus at your University?

11. Has your institution experienced any student-related safety incidents during the past two years. If so please provide details and indicate which measures have been put into place to improve student housing security.

12. Is sub-letting of student rooms/beds a significant problem at your institution?

13. Please indicate the prevalence of sub-letting/squatting in your University's residences (i.e., of the total number of beds available per campus, how many are sublet, and to what frequency?).

14. Please indicate how this problem is handled at your University:

15. Please supply a copy of your residence Student Disciplinary Code.

16. Have any allegations of corruption been alleged by students and/or staff against any student housing officials (both staff and student) over the past three years? If yes, please provide details (including your institution's response to the allegations):

17. Please indicate what support structures you have in residential system, e.g., academic mentoring, peer counseling etc. Please provide details.

E. ACADEMIC INDICATORS

1. Please provide the following academic results data (*If you are a multi-campus institution, please break this down by campus as per the questionnaire instructions)*:

Campus: **Year: 2008**	**Students in res**		**Students *not* in res**	
	Total no of subjects or credits passed	Total no of subjects or credits failed	Total no subjects or credits passed	Total no of subjects or credits failed
New 1st year UG students				
2nd year UG and above				

Campus: **Year: 2009**	**Students in res**		**Students *not* in res**	
	Total no of subjects or credits passed	Total no of subjects or credits failed	Total no subjects or credits passed	Total no of subjects or credits failed
New 1st year UG students				
2nd year UG and above				

Campus: **Year: 2010**	**Students in res**		**Students *not* in res**	
	Total no of subjects or credits passed	Total no of subjects or credits failed	Total no subjects or credits passed	Total no of subjects or credits failed
New 1st year UG students				
2nd year UG and above				

2. Please provide the following data for the 2005 new first year cohort (*If you are a multi-campus institution, please break this down by campus as per the questionnaire instructions)*:

Campus:		
A. How many new first year students were registered at your University (per campus) in 2005:		
B. Of the 2005 new first year cohort who were *in residence* in 2005, how many graduated at the end of:	2007	
	2008	
	2009	
C. Of the 2005 new first year cohort who were *not* in residence in 2005, how many graduated at the end of:	2007	
	2008	
	2009	

3. Please provide the following data for the 2006 new first year cohort (*If you are a multi-campus institution, please break this down by campus as per the questionnaire instructions):*

Campus:		
A. How many new first year students were registered at your University (per campus) in 2006:		
B. Of the 2005 new first year cohort who were *in residence* in 2006, how many graduated at the end of:	2008	
	2009	
	2010	
C. Of the 2005 new first year cohort who were *not* in residence in 2006, how many graduated at the end of:	2008	
	2009	
	2010	

F. FINANCING OF STUDENT HOUSING

1. Does your institution have separate University and Residence budgets?

Yes		No	

2. Please provide the past five year's audited residence management accounts approved by your institution's Council.

3. Please provide the levels of student debt per campus for accommodation for the past five years. Please also indicate how this debt is handled by your University (*If you are a multi-campus institution, please break this down by campus as per the questionnaire instructions):*

Campus:		
Outstanding residence fees	2006	R
	2007	R
	2008	R
	2009	R
	2010	R
How this debt is handled by your University: *(please add more rows as required)*		

4. Please provide future residence budget projections (either paper or Excel spreadsheet).

5. Please provide a detailed schedule of residence fees.

6. Please provide details of financial assistance provided for student accommodation (numbers and amounts) for the past three years:

	NSFAS	Scholarship	Bursary	Council loan
New 1st year UG students				
2nd year UG and above				
PG diplomas & certificates				
Hons				
Masters				
PhD				

7. Please indicate how many students were excluded from residence (per campus) for financial reasons over the past three years.

8. Please indicate whether your residences are utilized during the vacations to generate third stream income?

Yes		No	

9. If yes, please indicate gross and net annual income generated over the past three years:

	Gross	Net
2007	R	R
2008	R	R
2009	R	R
Please provide details of the activities used to generate this income: *(please add more rows as required)*		

10. Please provide details of how residence infrastructure development was funded over the past ten years e.g. government grant, donor funding, own funding, loans, PPPs etc.

11. If your institution has entered into a PPP for the provision of student housing please provide comprehensive details of the lease agreement and financing details.

G. CONDITION OF RESIDENCE INFRASTRUCTURE

1. Has there been a recent survey (quantity surveying audit) of the university residences? If so please provide. If not, please rate your residences and dining halls using the table and rating scale below:
Rating scale: 1 = very poor: 2 = unsatisfactory; 3 = average; 4 = good; 5 = excellent.
Place × in appropriate block:

Name of residence	**Campus**	**Residence building structure**					**Furniture, fittings & equipment per residence**				
		1	2	3	4	5	1	2	3	4	5
(please add more rows as required)											

Name of dining hall	**Campus**	**Dining hall building structure**					**Furniture, fittings & equipment per dining hall**				
		1	2	3	4	5	1	2	3	4	5
(please add more rows as required)											

2. Please provide the following details of any new residences which have been constructed in the past ten years:

A. Month & year of start of construction

Name of residence	MM-YYYY
1. 2. 3. *(please add more rows as required)*	

B. Month & year the building was occupied

Name of residence	MM-YYYY
1. 2. 3. *(please add more rows as required)*	

C. Final cost per bed

Name of residence	R
1. 2. 3. *(please add more rows as required)*	

D. Month & year of first budgeted maintenance & repairs

Name of residence	MM-YYYY
1. 2. 3. *(please add more rows as required)*	

E. Month & year of first actual maintenance & repairs

Name of residence	MM-YYYY
1. 2. 3. *(please add more rows as required)*	

3. What is the current cost estimate of structural repair work that is needed per campus residential system?

Campus	R
1. 2. 3. *(please add more rows as required)*	

4. What is the current need for providing supporting structures to enhance learning in university residences / cost of modernization of residences per campus?

Campus	Brief description	R
1. 2. 3. *(please add more rows as required)*		

5. Are there any rooms or any other facilities within your University's student residences that remain vacant and unutilized due to a severe state of disrepair? Give an indication of the magnitude of the problem i.e. how does it affect the residence's capacity to house students or operate effectively, and how long has this been the status quo.

6. Does your institution have a facilities management and maintenance system in place to ensure that residences are well maintained and managed?

Yes		No	

If yes, please attach any relevant policy/ or document.

H. FUTURE PLANNING

1. Does your institution have a master plan for the next 5, 10 and 15 years to change or expand the provision of student accommodation?

5 years	Yes		No	
10 years	Yes		No	
15 years	Yes		No	

If yes, please provide relevant documentation which addresses *inter alia* the following projections:

A. What is the estimated cost per bed provided?
B. On which campuses and how many beds do you plan to add per campus?
C. How will this be funded according to your current plans?
D. Will it be funded partially or fully from loans, if so, what would the loan amount be, rate of interest as well as repayment period?
E. If possible give an indication of the amount of annual repayments.

2. What would you like to see in terms of assistance from the Department of Higher Education and Training (consider policy, guidelines, funding levels, funding processes etc.)

3. What does your university think are the minimum standards for a residence?

THANK YOU!!

(Please remember to return the completed questionnaire by 03 December 2010)

Appendix C

SAMPLE INSTITUTIONAL PROFILE

This sample institutional profile is collated from data submitted by Rhodes University in response to the Committee's questionnaire, and is supplemented with information derived from site visits and interviews.

The Vision and the Mission Statement of the residential system at Rhodes University (RU) are as follows:

VISION STATEMENT FOR THE RESIDENTIAL SYSTEM

The vision of the Rhodes University Residential System is to provide an attractive, comfortable, high-quality living environment which meets international standards and is committed to fostering the academic success and personal growth of tomorrow's leaders.

MISSION STATEMENT FOR THE RESIDENTIAL SYSTEM

In support of the vision and mission of Rhodes University, the Residential System intends:

to provide a caring, nurturing environment

- which fosters academic success and personal growth;
- which is free from discrimination, intimidation or harassment;
- which is clean, safe and secure;
- in which there is respect for and safety of personal property; and
- in which the rules and discipline are fair and just, and sufficient to maintain an orderly environment conducive to learning, research and community life.

to be a community

- which embraces diversity;
- which recognises the unique value of each of its members;
- whose members are proud of their residence, Hall and University;
- whose members share the responsibility for supporting the vision and mission statement of the residential system; and
- whose members receive due support and recognition for their contributions.

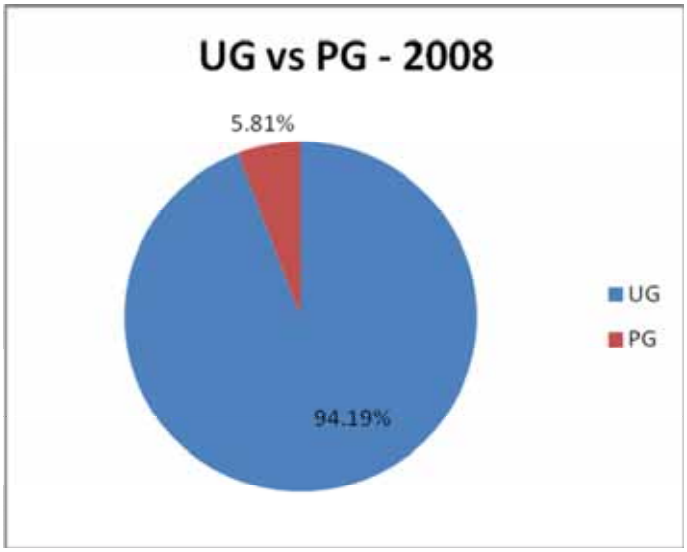
and to be staffed by wardens who are

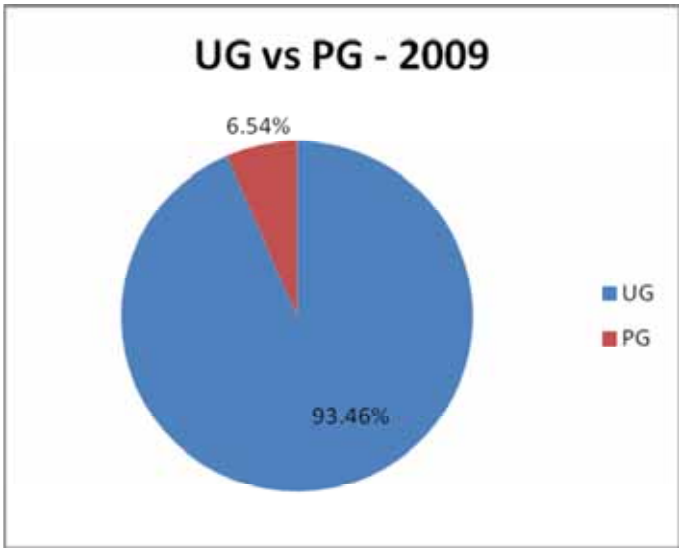
- dedicated, and committed to their own integrated involvement in their residence, hall, and the University;
- committed to establishing an atmosphere which is conducive to personal growth;
- provided with appropriate skills and developmental training; and

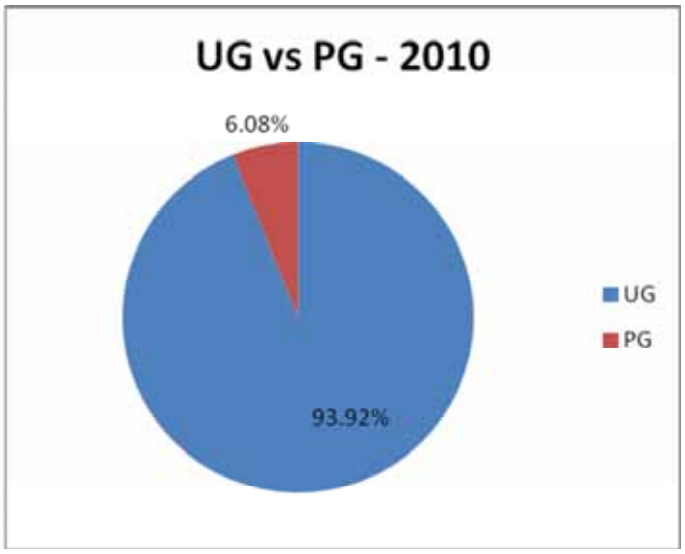
- supported by a responsive, empathetic, efficient and effective management and administrative structure.

1. Supply and demand: Current levels of student accommodation at Rhodes University

1.1 Proportion of undergraduate (UG) and postgraduate (PG) students housed in university residences, 2008 to 2010:

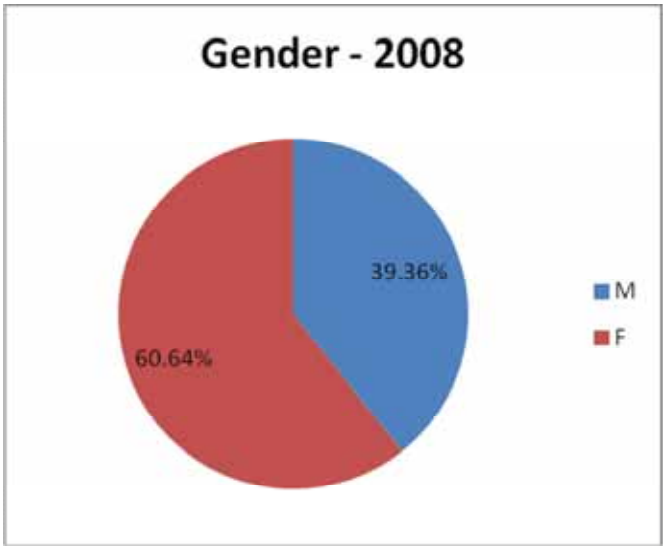


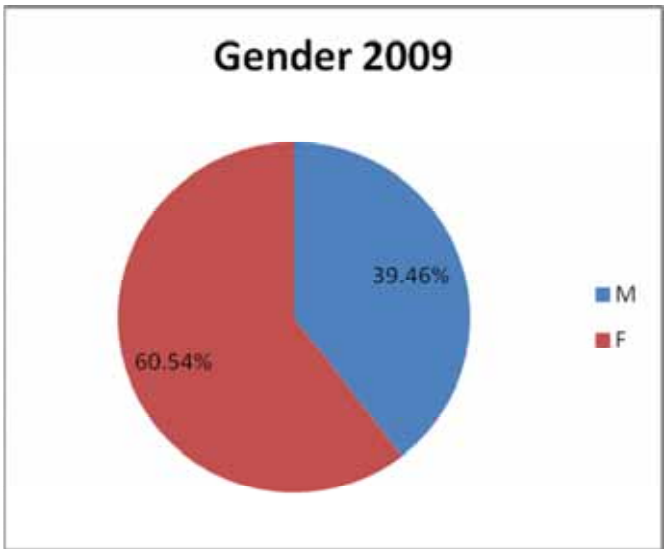


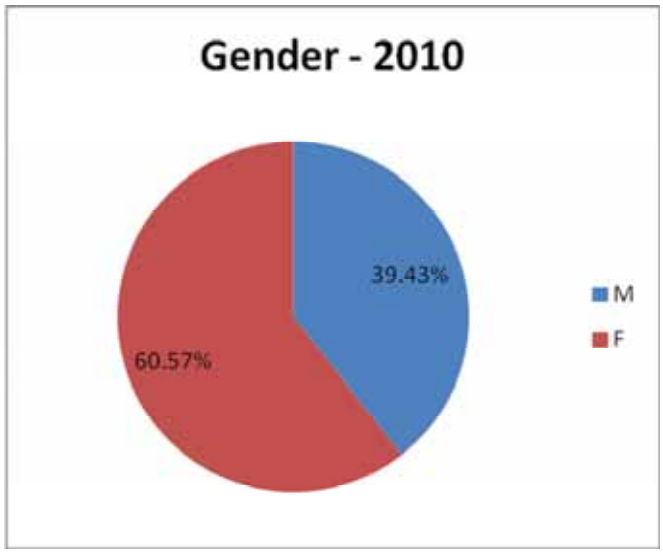


The data indicates that during the period 2008 to 2010 the proportion of undergraduate to postgraduate accommodation at RU has remained constant. Given the university's enrolment plan to increase postgraduate numbers, the need for and the feasibility of establishing additional postgraduate residences is currently being explored.

1.2 Proportion of make and female students housed in university residences, 2008 to 2010:

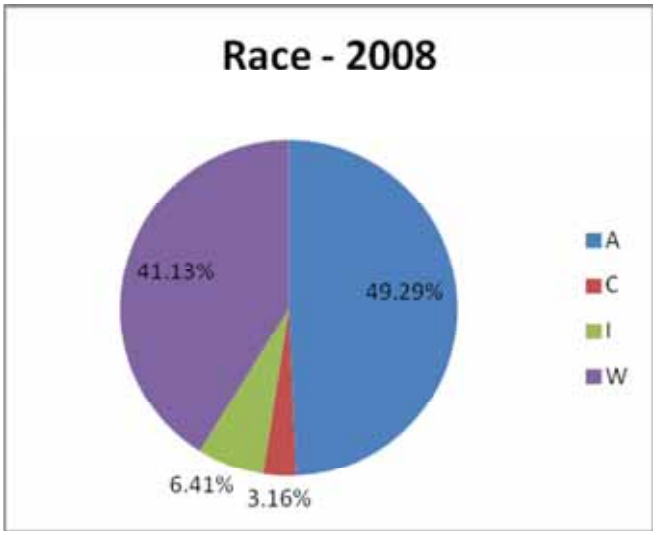


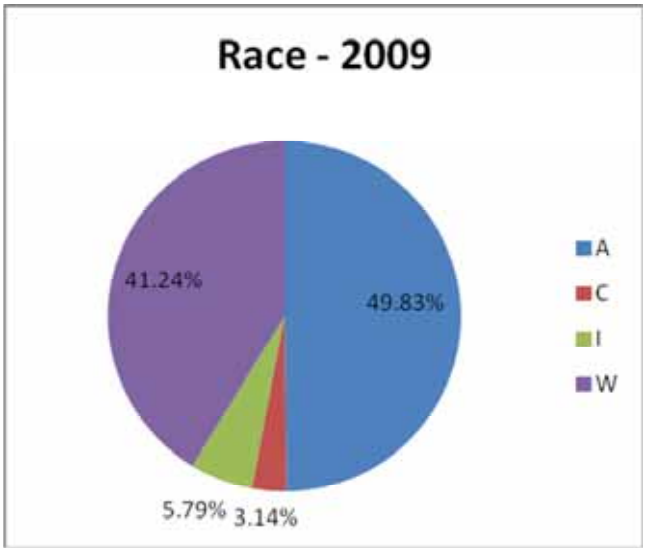


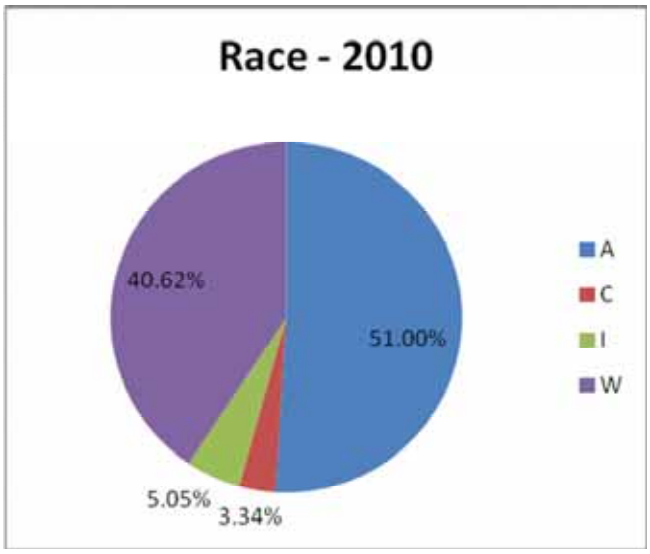


The data indicates that there are approximately 10% more females housed in residence at RU, and that the gender proportion has remained relatively stable during the period 2008-2010.

1.3 Composition of student residence population by race, 2008 to 2010:

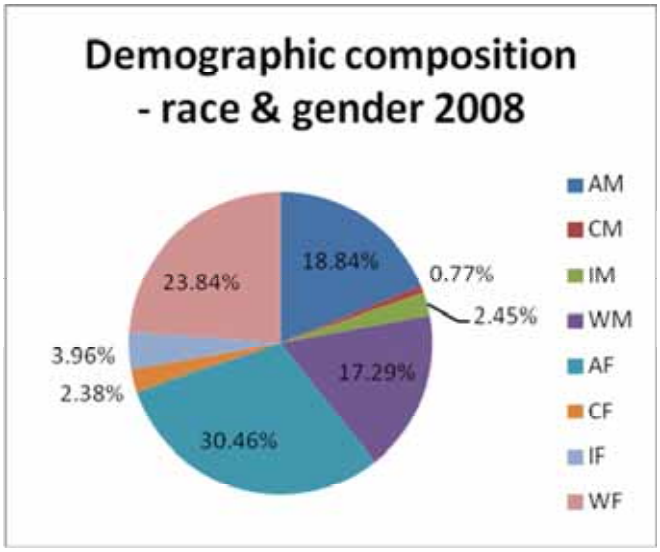


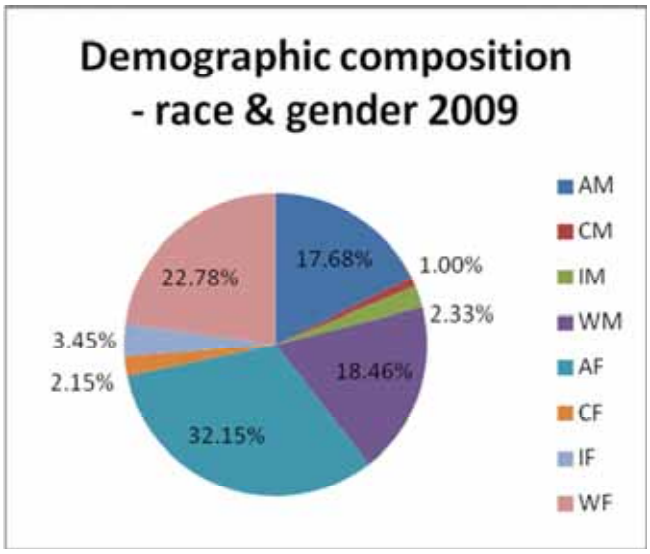


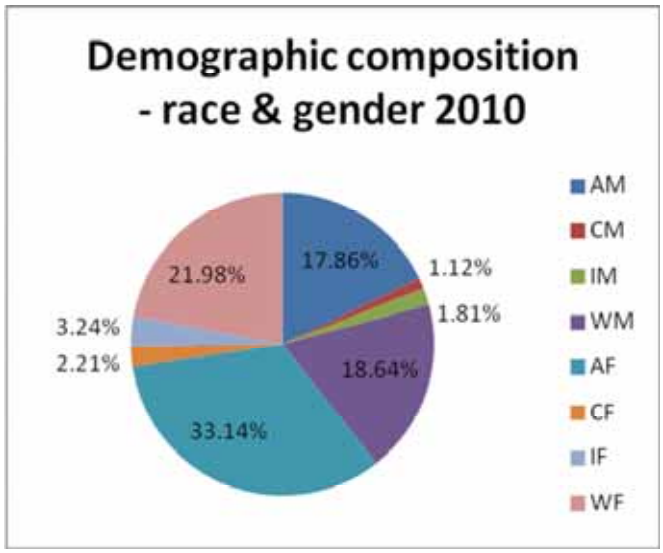


The data reflects a small increase in the percentage of African students in residence over the period 2008-2010.

1.4 Composition of student residence population by race and gender, 2008 to 2010:



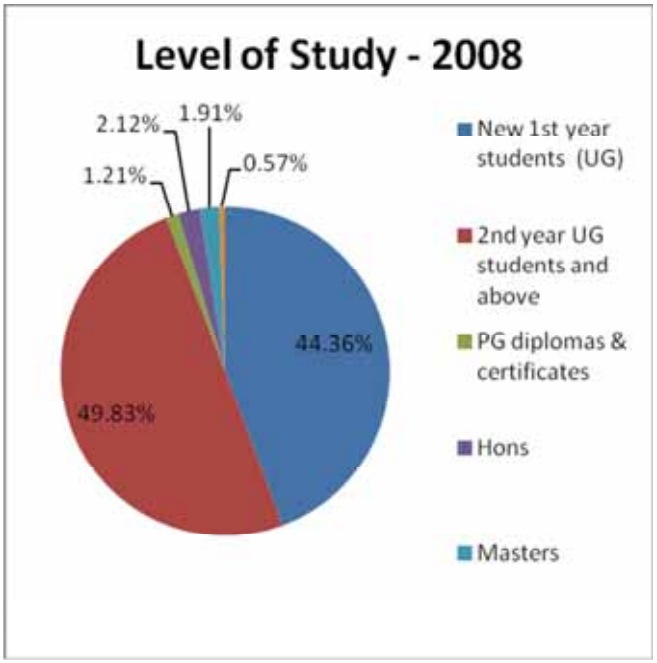


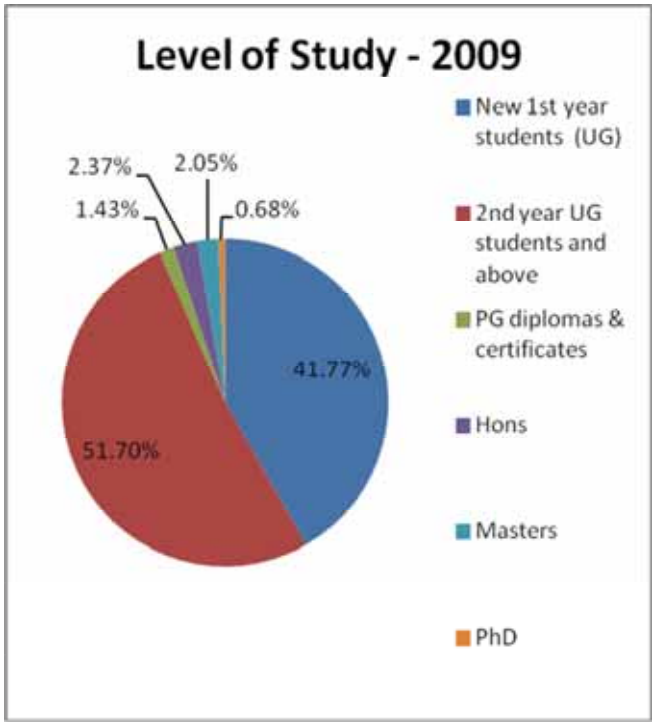


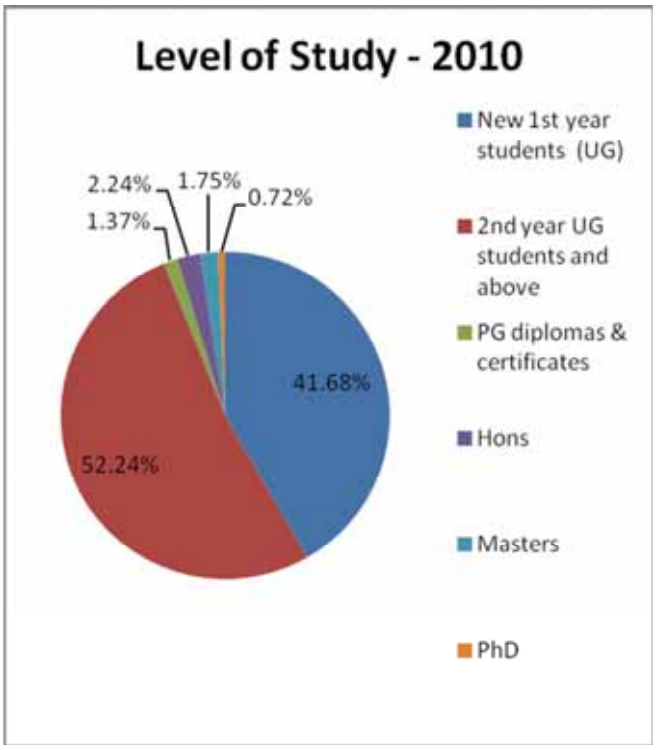
Notes: AM = African Males; CM = Coloured Males; IM = Indian Males; WM = White Males; AF = African Females; CF = Coloured Females; IF = Indian Females; WF = White Females.

The data indicates that while the percentage of African females has increased during the period 2008-2010, the African male percentage has decreased. The opposite has occurred for white students – the percentage of white males in residence has increased while the percentage of white females has decreased. The percentage of Indian students appears to be decreasing marginally, whilst the Coloured student percentage is relatively stable.

1.5 Composition of student residence population by level of study, 2008 to 2010:

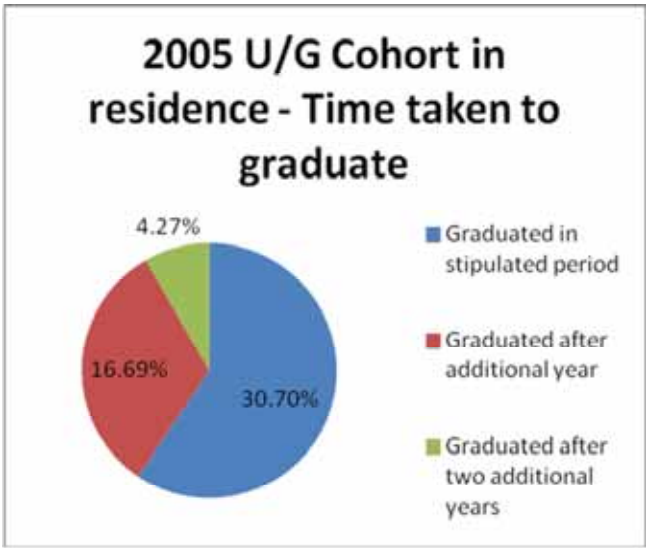






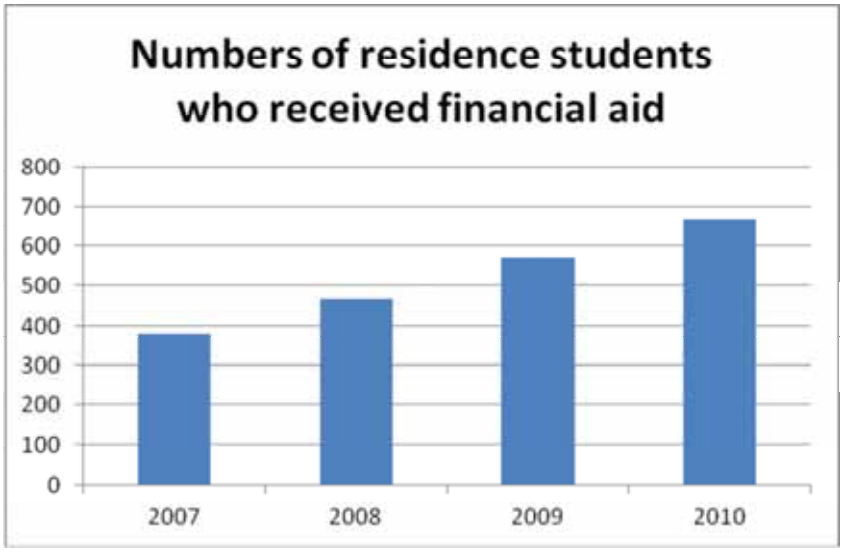
The percentage of first year students in residence has declined slightly from 2008 to 2010, giving ground to returning undergraduate (UG) students. The remaining categories are relatively stable.

1.6 Time taken to graduate, 2005 cohort:



The 2005 cohort data for undergraduate (UG) students housed in residence indicates that close to 31% completed degrees in the stipulated time, while a further 17% completed after an additional year.

1.7 Financial aid:



There has been a steady and sustained increase (75%) in the number of residence students receiving financial aid over the period 2007 to 2010.

1.8 Criteria for selection and admission into residence and residence rooms:

Residence and Room Allocation Protocol

Preamble:
While each residence has unique designs, features and amenities, all provide good quality accommodation, facilities and support programmes and resources to students. They also have similar access control systems, and an established governance and management structure. Rhodes has A Grade and B Grade residences, based on proximity to the centre of campus and availability of basins with hot and cold water in the rooms. There is very little difference between A and B grades in terms of overall quality.

OVERALL AIM
Rhodes University seeks to develop a residential system which provides students with a safe and secure living space which supports study while promoting diversity and respect for differences, in line with the University's transformation goals. Diversity includes aspects such as race, religion, culture, language and levels of seniority (e.g. 1st year, 2nd year, postgraduate, etc.).

RESIDENCE PLACEMENT
The Student Bureau (which forms part of the Registrar's Division) is responsible for allocating students to specific residences on the basis of the overall aim above. While a student may request allocation to a specific residence, such a request cannot

necessarily be met. Postgraduate students (Masters and PhDs) are normally allocated to postgraduate residences.

Criteria for allocation of a place in residence:

1. The **overall aim** above.
2. Students who have spent a year or more in residence (including ResLink students) are given precedence over first-time entering students, on condition that they have submitted an application and paid their Minimum Initial Payment (MIP) on time.
3. Payment of the residence deposit as requested in the letter of offer (in the case of first-time entering students) subject to the Minimum Initial Payment being received by the relevant deadline.
4. Students with physical disabilities or specific health problems are given precedence, subject to them meeting the relevant deadlines.
5. There must be sufficient places available in the residence.

Note: Academic success is not a criterion for securing a place in residence at RU.

DOUBLE-ROOM ALLOCATIONS

While most of the rooms at Rhodes are single, nearly all of the residences have a few double rooms, and these are reserved for first-year students (or for 2nd or 3rd year students who have specifically requested to share). Occupants of double rooms are charged 75% of the lodging component of the residence fee (i.e., full meal costs).

The Student Bureau is responsible for assigning first-year students into double rooms, following the overall aim and criteria above. Allocations to these rooms is fair and transparent, and follows a random 'lottery' system based on the overall aim of achieving diversity, with special consideration given in the case of students who request a shared room, especially siblings, and students who identify a friend with whom they wish to share a room. The lottery takes place after the relevant MIP date in January. Allocations are published on Rhodes Online Student Services (ROSS) and students will be informed of whether they have been assigned to a single or double room.

Allocation to single rooms

Allocations to specific rooms within the residence are managed by the Warden in consultation with the House Committee and Sub-wardens. While returning students are able to select a room during the readmission process, choice is subject to internal demand, capacity and diversity considerations. Rooms are not reserved irrevocably at any time.

Requests for transfers

No transfers, either to a different room within a residence or to another residence are made until the fifth week of term, to allow for settling in and to help avoid confusion in the room allocation process.

a. Transfer to a different room in the same residence

- In the event of a single-room vacancy arising in any residence, preference will be given to students in double rooms within that residence, and thereafter to students from other residences. Such students will be required to pay the single-room fee *pro rata.*
- Once a student has moved out of a double room, the remaining student will enjoy the benefit of the double room at 25% discount of the lodging fee, and will not be required to move out in favour of a more senior student.
- In the event of a vacancy in a double room arising during the year, the Student Bureau may assign a short-listed student waiting for a place in residence to this room.
- If a double room falls vacant entirely, a student requesting to move into the room alone will be charged the single-room fee.
- Any room-swaps within a residence (from double to double or single to single rooms) must be made in consultation with the Warden and House Committee, and will normally only be made if the parties concerned mutually agree to such a change.
- The Warden should inform the Student Bureau of any changes from double rooms to single rooms and single to double rooms.

b. Transfer to a different residence within the same Hall

- Students wishing to move to a different residence in their Hall must apply to the Hall Warden.
- Any intra-hall transfers will normally only be made if the parties concerned mutually agree to such a change, and must be approved by the Wardens of the two residences concerned.
- The Student Bureau must be informed of any changes in writing.

c. Transfer to a different residence in a different Hall

- Students wishing to move to a different residence should apply through the Student Bureau in conjunction with the relevant Hall Wardens, using the 'Departures and Transfer' form from the Student Bureau.
- At the start of each year requests for transfers will only be considered after March, during the year when vacancies open up and in October/November when residence bookings are done.
- Requests for transfers at any time during the year must be approved by the Wardens of the two residences concerned.
- In June some rooms are vacated by international students, and these will be allocated by the Student Bureau in consultation with the relevant Warden.

Withdrawal from residence

- Wardens must complete the 'Departures and Transfer' form which should be forwarded to the Student Bureau.
- Students are required to inform the University in writing if they are withdrawing from a residence or from the University.
- The fees liability of students who withdraw from a residence during the academic year is set out in the University Calendar.

Cancellation of offers

The University will cancel the offer made to any new or returning applicant

- who has not either paid the MIP or obtained MIP clearance;
- who is academically excluded; or
- who is not fully registered by the end of the second week of lectures.

The University has embarked upon a residence construction strategy to ensure that every first year student will have a place in residence in addition to providing sufficient accommodation for returning students. At the beginning of 2011 the University will be able to provide residence accommodation for 65% of full-time contact undergraduates, and its enrolment plan aims to accommodate all first year students in residence without adverse impact upon returning students seeking residence accommodation.

1.9 Allocation of rooms:

Sub-wardens and House Committees are responsible for the allocation of students into residence rooms in accordance with the overall aim of the Residence and Room Allocation Protocol described above. The Hall and relevant House Wardens are responsible for ensuring that the aim is realised, and are held accountable by the Board of Residences (which is a sub-committee of the Student Services Council). The senior official responsible for ensuring compliance with the policy is the Dean of Students.

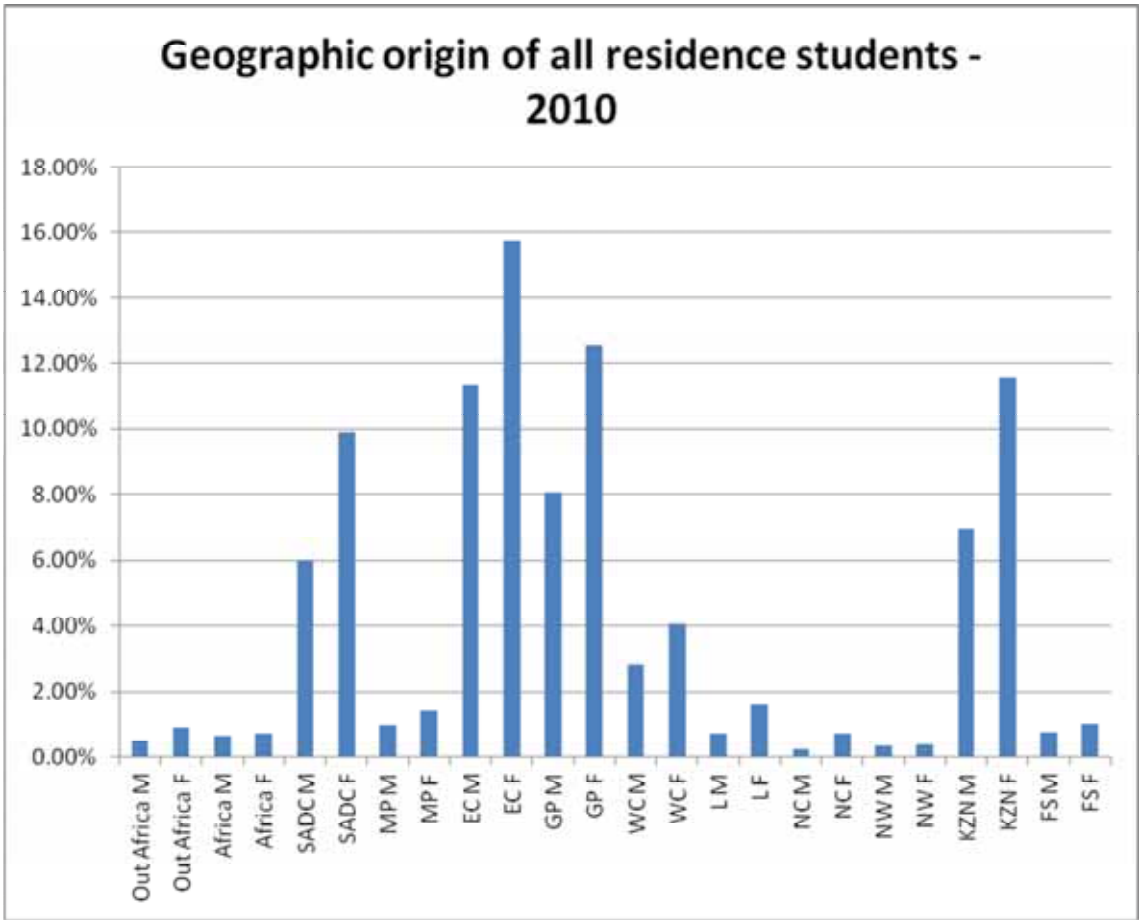
1.10 Waiting lists for rooms:

A waiting list is established and maintained by the Manager of the Student Bureau on a strict 'first come, first served' basis, diversity being the only factor which overrides this principle. As vacancies occur the wait-listed student at top of the list is offered the place.

1.11 Retention of place in residence:

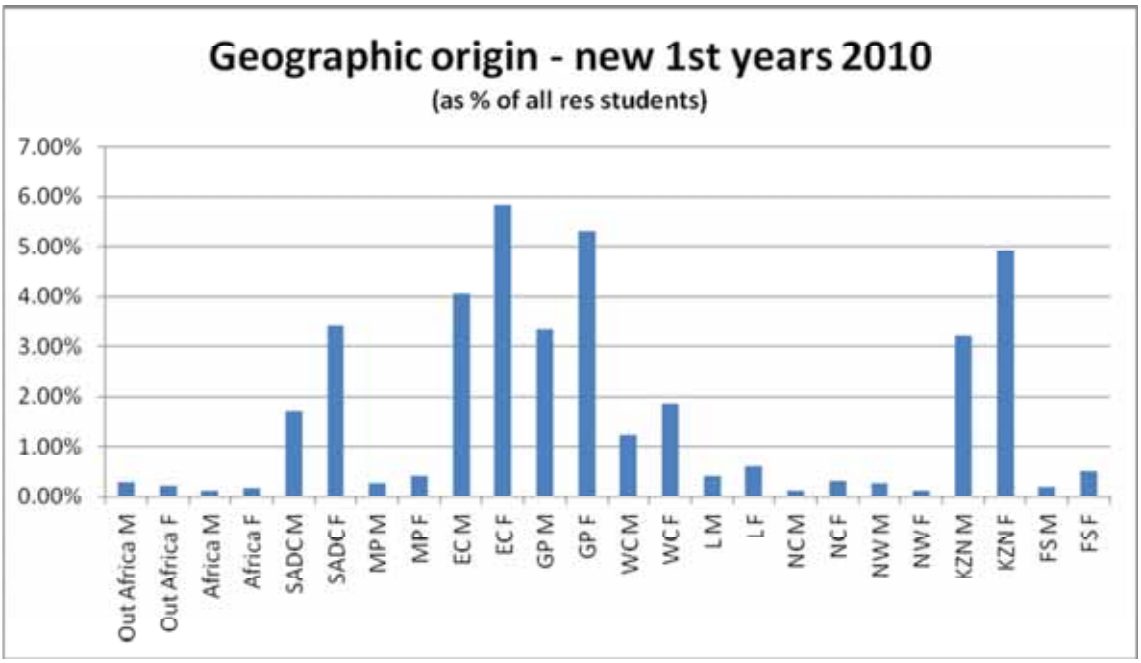
To retain their place in a residence a student must submit their application form by the due date and avoid academic exclusion.

1.12 Geographic origins of students in residence, 2010:



Notes: M = Male; F = Female; Out = Outside of; SADC = Southern African Development Community; MP = Mpumalanga; EC = Eastern Cape; GP = Gauteng; WC = Western Cape; L = Limpopo; NC = Northern Cape; NW = North-West; KZN = KwaZulu-Natal; FS = Free State.

In 2010 students from the Eastern Cape formed the highest percentage of all RU residence students, followed by Gauteng, KwaZulu-Natal and the SADC region. The region contributing the least number of students was the North-West Province.



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The geographic origin profile of new first year RU students in 2010 mirrored that of the total residence population.

2. Models and infrastructure

2.1 Student accommodation provision:

There were 7 149 registered students at Rhodes University in 2010, for whom 3 503 beds were available. The bed capacity of RU in 2010 was thus 49%.

2.2 Types of student housing:

Undergraduate models: 1. Single room dormitory type residences grouped into residence halls.
Postgraduate models: 1. Postgraduate village consisting of self-catering chalets. 2. Postgraduate block of flats. 3. Single room dormitory type residence.

2.3 Catering:

All except two RU campus residences have catering facilities. One residence, Gavin Relley Postgraduate Village, is self-catering, and one residence, Celeste, has both catering and self-catering facilities.

The provision of three catered meals per day is incorporated into the RU residence fee. Residence students may only unbook 30% of their meals for a refund, which is paid bi-annually into student accounts. Permission from the fee-payer to withdraw this refund is required. A comprehensive and balanced menu comprising eight different diet options is available to students, who may change meal bookings from any computer. Cooking is not permitted in residences for safety and hygiene reasons; only the two postgraduate residences mentioned above are self-catering.

2.4 Room sizes:

Single room (undergraduate)	$9m^2$
Double room	$14m^2$
Single room (postgraduate)	$11m^2$

All student rooms at RU are fully furnished, with bed, desk, chair, bookcase, bedside table, study lamp, wall-mounted heater, internet access point, mat or carpet, bedding and linen, curtains and pin-boards). Double rooms contain two of all furniture and equipment as students in double rooms are not expected to share such.

2.5 Recreational facilities:

Facility	Number per residence (res)	Number per campus	Average distance of facility from residence (res)	Average number of students using the facility
Common rooms	2	100	All in res's	34.9
TV's in common rooms	2	100	All in res's	34.9
MNet/DSTV in common rooms	1	59	All in res's	34.9
Internet access in common rooms	1 per common room in newer res's	11	All in res's	37.5
Kitchenette facilities	1 per res	50	All in res's	70
Laundry facilities	2-3 per res	130	All in res's	8.9
Drying rooms/yards	1	50	All in res's	50
Secure bicycle parking facility	None	None	N/A	N/A
Box/storage rooms	Minimum	100	All in res's	35

Facility	Number per residence (res)	Number per campus	Average distance of facility from residence (res)	Average number of students using the facility
	2 per res			
Vehicle parking area	1	50	200m	70
Games rooms	No	7	All in res's	
Communal computers	1-2 per res	75	All in res's	25
Communal printers	1 per res	50	All in res's	70

In addition to the facilities mentioned above, funds are made available to Hall Committees annually to be used for residence social occasions and the purchase of additional recreational equipment (such as pool tables and dartboards) at the discretion of the relevant Hall Committee.

2.6 Access to computer and ICT facilities

- Each residence room has a fibre-optic network connection.
- Many of the residences also have wireless network connectivity.
- Each residence has a communal printer and a communal desktop computer.
- Several Halls have small IT labs.
- There are several computer labs available on campus and in the library.

2.7 Security:

Residence front door biometric access control	Y
Front door open warning alarm (timed)	Y
CCTV at front doors and corridors (some residences)	Y
Lock blocks on residence room doors to prevent 'carding'	Y
Intercom	Y
Security patrolled safe route through residence system	Y
Automatic security lighting (newer residences)	Y
Fire/smoke detectors	Y
Sprinklers	Y
Regular emergency drills	Y
Standing emergency procedure and manual	Y
First Aid training of residence staff and students	Y
Residence security fences	N
Burglar alarms (in postgraduate village chalets)	Y
Secure box rooms in residences	Y

2.8 Accommodation for students with disabilities:

Name of residence	Nature of adaptation
Graham	Paraplegic (wheelchair); visually impaired access
Oakdene	Visually impaired access
Guy Butler	Paraplegic (wheelchair)
Victoria Mxenge	Paraplegic (wheelchair)
Ruth First	Paraplegic (wheelchair)
Centenary	Paraplegic (wheelchair)
Joe Slovo	Paraplegic (wheelchair)
New Hall 2	Paraplegic (wheelchair)
Margaret Smith	Paraplegic (wheelchair)
Chris Hani	Paraplegic (wheelchair)
Hilltop 1	Paraplegic (wheelchair)
Hilltop 2	Paraplegic (wheelchair)
Hilltop 3	Paraplegic (wheelchair)

2.9 State of infrastructure:

Name of residence	Residence building structure					Furniture, fittings and equipment per residence				
	1	2	3	4	5	1	2	3	4	5
Canterbury			x					x		
Canterbury Annexe				x					x	
Salisbury		x						x		
Truro			x					x		
Winchester			x					x		
Allan Gray				x				x		
Graham			x					x		
Oakdene	x							x		
Celeste			x					x		
Prince Alfred			x					x		
Botha		x					x			
College		x					x			
Cory		x					x			
Matthews		x					x			
Dingemans	x							x		
Gilbert PG					x					x
Hobson			x					x		
Milner			x					x		
Livingstone			x					x		
Adamson		x						x		
Atherstone		x						x		
Jan Smuts		x						x		
New				x				x		
Cullen Bowles	x						x			

Name of residence	Residence building structure					Furniture, fittings and equipment per residence				
De Beers				x					x	
New Hall 2					x					x
Goldfields				x					x	
Piet Retief			x					x		
Thomas Pringle			x					x		
Walker			x					x		
Chris Hani					x					x
Beit			x					x		
Jameson		x						x		
Oriel			x					x		
John Kotze			x					x		
Lilian Britten			x					x		
Olive Schreiner				x					x	
Phelps			x					x		
Adelaide Tambo			x					x		
Stanley Kidd			x					x		
Helen Joseph			x					x		
Guy Butler					x					x
Ruth First					x					x
Victoria Mxenge					x					x
Centenary					x					x
Joe Slovo					x					x
Margaret Smith					x					x
Hilltop Hall 1					x					x
Hilltop Hall 2					x					x
Hilltop Hall 3					x					x
Gavin Relly Postgraduate Village				x					x	
Name of dining hall	**Dining hall building structure**					**Furniture, fittings and equipment per dining hall**				
	1	2	3	4	5	1	2	3	4	5
Nelson Mandela					x					x
Kimberley					x					x
Jan Smuts	x						x			
Founders				x				x		
Courtenay-Latimer				x				x		
Hobson					x				x	
St Mary					x				x	
Drosdty					x					x
Allan Webb					x				x	

Notes: 1 = Very poor; 2 = Unsatisfactory; 3 = Average; 4 = Good; 5 = Excellent.

The collated residence infrastructure ratings are as follows:

	Very poor	Unsatisfactory	Average	Good	Excellent
Residences	5.8%	17.6%	39.2%	13.7%	23.5%
Dining halls	11.1%	0%	0%	22.2%	66.7%

2.10 Quantifying the infrastructure backlog:

The need for additional postgraduate accommodation has been identified to support the University's enrolment plan.

2.11 State of repair:

While the state of repair of the RU residences is comparatively good, some residence buildings are 100 years old and most are between 30 and 40 years old. These residences (approximately 65% of the total) are in need to comprehensive refurbishment to avoid their sudden decline into sick buildings which would require exponentially increasing rates of maintenance and repairs. Similarly, much of the furniture and equipment is dated and requires replacement – currently a small proportion of the identified need is being addressed due to budgetary constraints.

During the site visit interviews, the Vice Chancellor indicated that the residence-related issue which keeps him awake at night is the potential for the failure of municipal services (notably water, electricity and sewerage). The lack of new municipal infrastructure as well as the deteriorating condition of the existing infrastructure poses a significant barrier to the growth of the campus in general, and the residences in particular.

2.12 Dining room facilities:

Name of dining hall	**Name of production kitchen**	**Seating capacity of dining hall**	**Comment on adequacy and, if relevant, plans for expansions/additions**
Nelson Mandela	Nelson Mandela	600	
Kimberley	Kimberley	1300	Capacity increased from 700 to 1300 during a 2010 renovation and expansion project.
Jan Smuts	Jan Smuts	480 (+ 400)	Expansion similar to Kimberley possible which will double seating capacity.
Founders	Founders	220	
Courtenay-Latimer	Courtenay-Latimer	220	
Hobson	Hobson	270	
St Mary	St Mary	270	
Drosdty	Drosdty	200	
Allan Webb	Allan Webb	300	
TOTAL CAPACITY		**3860 (+400)**	

2.13 Estimated cost of repairs of existing infrastructure:

1. Residences (12) and Dining Halls (1)	R135 million (R10 million per residence, and R15 million for the dining hall and kitchen).

2.14 Estimated cost of improving accommodation through related improvements:

Brief description	R
Satellite living-learning facilities which include computer labs Satellite leisure/recreational facilities	R130 million R50 million

Exterior of Cullen Bowles residence

Exterior of Cullen Bowles residence (water damage)

Cullen Bowles residence: ablution area

Newer residence: ablution area

Cullen Bowles residence: student room

Newer residence: student room

Cullen Bowles residence: common room

Newer residence: common room

Newly renovated Kimberley dining hall

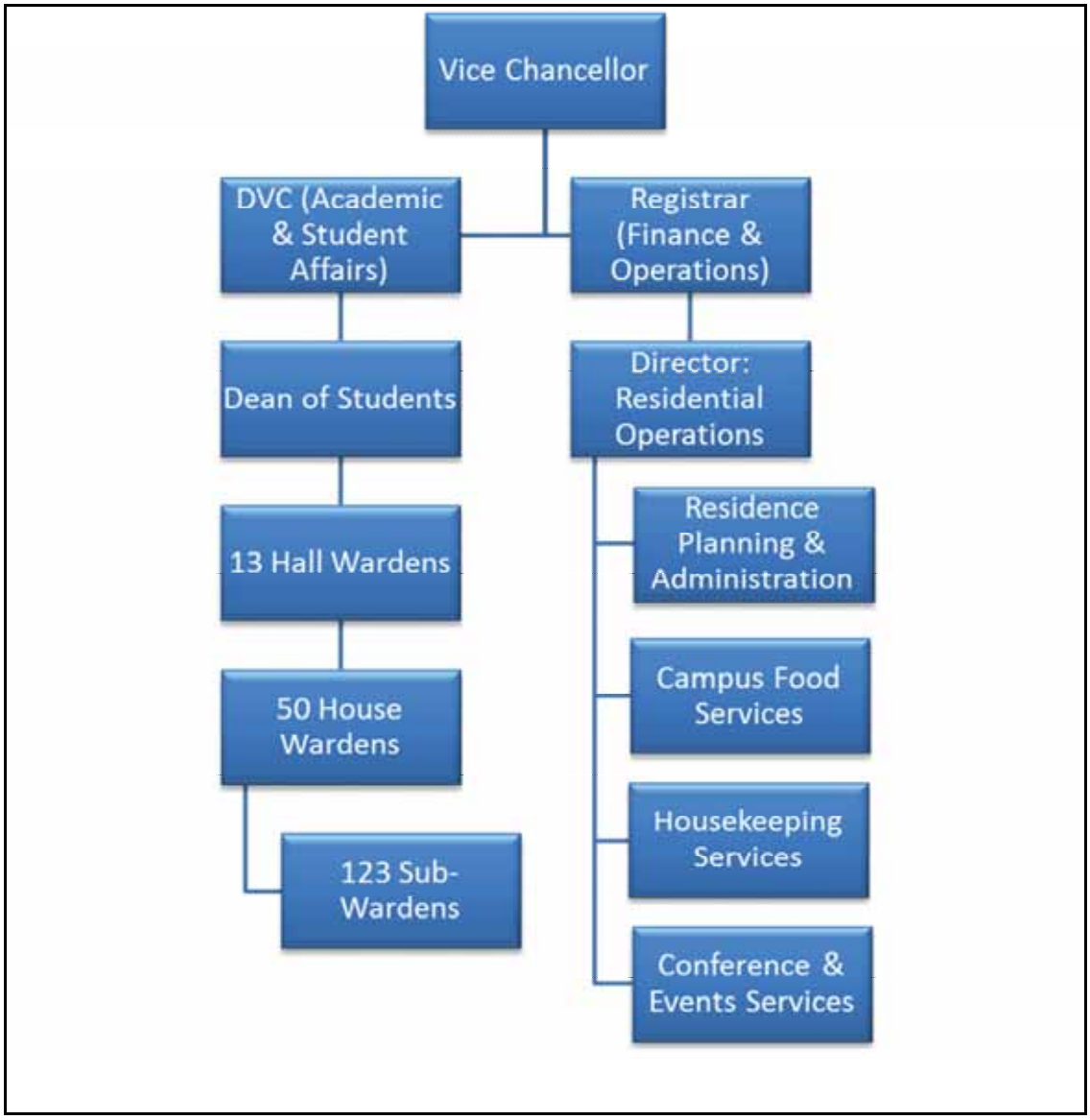
Nelson Mandela dining hall

Student noticeboard (foyer)

Hall trophy cabine

3. Management and administration, including facilities management

3.1 Management organogram:



Residence staff to student ratio: 1:19.

3.2 Remuneration:

Residence staff category	Remuneration
Hall Warden	Board and lodging for family plus an annual allowance based upon the bed capacity of the Hall (2010: from R27 459 to R45 762).
House Warden	Board and lodging for family.
Sub-Warden	Average annual allowance of R18 805.

3.3 Training:

1. A two-day leadership camp for Sub Wardens (SWs) and house committees (HCs).
2. A morning training programme for SWs with a range of invited speakers.
3. Three successive mornings of training for SWs and HC members.
4. A full booklet is supplied to support all the training above.
5. New wardens attend most if not all the above training, plus an afternoon session.
6. Wardens are supplied with an updated manual annually.
7. New wardens are partnered with mentors for their first year.
8. Wardens attend wardens' discussion groups (eight per year) on an ongoing basis.

3.4 Student residence leadership structures (House Committees):

- Senior/Head Student (provides overall leadership, chairs meetings and coordinates activities).
- Secretary (provides secretariat to Committee).
- Entertainment representative (plans and organises residence entertainment and motivates students to participate).
- Sports representative (plans and organises sporting events and motivates students to participate).
- Treasurer (controls expenditure and prepares financial reports).
- ResNet representative (promotes and administers ResNet and liaises with ResNet technician).
- Community engagement representative (plans, leads and organises community projects).
- Food representative (liaises between students and caterers and manages kitchenettes).

3.5 Subletting:

- Only one incident of sub-letting has been reported in five years.
- Subletting is actively discouraged and strict action is taken in proven cases of subletting.

3.6 Corruption:

- No allegations of corruption have been received.

3.7 Support structures:

Rhodes University is a community. Each residence is run by a Warden, several Sub-Wardens and a House Committee, all of whom provide personal help and/or support to residence students. This 'front-line' support network is backed up by comprehensive professional support services on campus, including student counseling, careers, health care and wellness centres.

4. Private student accommodation

4.1 Types of private accommodation:

- Parents' homes.
- Private digs.
- Blocks of flats.

4.2 Private accommodation coverage:

- A large number of private houses in Grahamstown have been converted into student digs accommodation.
- A large number of private blocks of flats targeting primarily the student market have been developed in Grahamstown in the past three years (providing approximately an additional 400 beds).

4.3 Students in private accommodation:

	Off campus in 2010
New 1st year students (UG)	409
2nd year UG students and above	1969
PG diplomas & certificates	176
Hons	429
Masters	685
PhDs	289

4.4 Stakeholder evaluation of private accommodation:

- An Oppidan Hall Warden who is assisted by several Oppidan Sub-Wardens provides assistance and support to RU students living off campus, including assistance with leases and landlord relationships.
- A list of private accommodation is maintained by the Oppidan Office, which also rates private accommodation based upon feedback obtained from Oppidan tenants.

5. Financing of student accommodation and housing at public institutions

5.1 Separation of university and residence budgets:

The residence budget is separated completely from the university budget.

5.2 Residence management accounts:

Net surplus/deficit for RU residences, 2008-2010:

2008	2009	2010
-R1 000	R651 000	R0

An annual break-even budget is required for both University and Residence budgets at RU.

5.3 Levels of unpaid student debt:

Figures for outstanding residence fees cannot be provided because reporting bundles all outstanding debt together (tuition, residence, handouts, etc.). The percentage of collections outstanding at each year (combined debt) is as follows:	2006	2.28%
	2007	2.90%
	2008	4.09%
	2009	4.69%
How this debt is handled: 1. No results are released to a student until the account is fully paid up. 2. No re-registration happens until the previous year's debt has been settled. 3. Statements of account are posted on a monthly basis in the new year. 4. Should the accounts remain unpaid by August in the new year, the accounts are handed over to the Attorneys for collection.		

5.4 Financial exclusions from residence:

No student has been excluded from residence during the course of the academic year for financial reasons for the past four years.

5.5 Financial assistance to residence students:

	2010		2009		2008		2007	
	Headcount	Value	Headcount	Value	Headcount	Value	Headcount	Value
New 1st year UG students	282	R 13,339,833.00	246	R 10,553,115.00	213	R 8,061,493.00	180	R 6,272,776.00
2nd year UG and above	383	R 18,683,871.00	325	R 14,364,176.00	251	R 9,715,455.00	201	R 6,999,238.00
PG diplomas & certificates	2	R 103,065.00	0	R 0.00	1	R 24,040.00	0	R 0.00
Hons	1	R 50,690.00	0	R 0.00	0	R 0.00	0	R 0.00
Masters	0	R 0.00	0	R 0.00	0	R 0.00	0	R 0.00
PhD	0	R 0.00	0	R 0.00	0	R 0.00	0	R 0.00

Rhodes University does not offer funding for residence outside of the financial aid packages detailed above. The residence system at RU contributes to Financial Aid funding through the inclusion of a financial aid levy or expense item in the budget. This item comprises 5% of total income.

5.6 Third stream residence income generation:

	Gross	Net
2007	R7.581m	R3.368m
2008	R9.079m	R3.796m
2009	R10.366m	R4.295m
Please provide details of the activities used to generate this income: Letting of student rooms during University vacations for conferences and events.		

5.7 Funding of residence infrastructure development over the past ten years:

All residence infrastructure development has been funded from RU's cash-flow (i.e., using own funds) and grants from the DoE/DHET.

5.8 Lease and PPP agreements:

None.

6. Student unrest and the availability of student accommodation

There has been no student unrest at RU for more than ten years.

6.1 Lack of residence accommodation:

RU has a high residence bed capacity as a percentage of total full-time contact enrolment. The strategic objective of the residences from a capacity perspective is, firstly, to be able to provide a place in residence for every new first year student and, secondly, to increase the postgraduate residence capacity to support the university's enrolment targets.

6.2 Student hunger:

Hunger is not an issue for residence students as the residence package includes meals (a 30% maximum meal unbooking limit is applied). RU has established several discreet mechanisms whereby Oppidan students without money can apply for assistance.

7. Institutional student housing plans for the future

Student housing development strategy must support the enrolment strategy of the University. Currently RU has decided to cap undergraduate growth, and to increase postgraduate numbers. The need for and the feasibility of establishing a further postgraduate residence is being explored.

Appendix D

PROPOSED MINIMUM STANDARDS CODE FOR THE ACCOMMODATION AND HOUSING OF STUDENTS IN SOUTH AFRICA

1. INTRODUCTION

1.1 This Code in no way absolves or releases any student accommodation provider from any local, provincial and national legislation which applies to any aspect of the housing and accommodation of students.

1.2 This Code provides minimum standards for the provision of student housing and accommodation in South Africa and must be read and interpreted in conjunction with the relevant university's student accommodation and support rules, regulations, procedures and policies.

1.3 The Ministerial Committee for the Review of the Provision of Student Housing has established that the accommodation of students is much more than the provision of beds. The accommodation of students is also about the establishment of living social communities. This responsibility is shared by both university and private accommodation providers. This Code strongly encourages significant levels of cooperation and collaboration between university residence and housing structures and private accommodation providers.

1.4 This Code applies to universities and to private residences which accommodate ten or more students.

1.5 Private student accommodation providers who elect to operate outside the parameters of this Code shall not receive accreditation and may not accommodate any National Student Financial Aid Scheme (NSFAS)-funded student.

2. PHYSICAL INFRASTRUCTURE

2.1 University residences (on and off campus)

The following minimum standards should be applied to all new residence buildings. The refurbishment of existing residences should aim to bring existing residence buildings to this standard as soon as possible. The standards expressed here are a summary of the standards expressed in the Minimum Standards for Student Housing room specification manual (appended to this Code).

2.1.1 Siting of residences

The siting or location of student housing can have a profound impact upon access, equity and redress. In order to ensure equitable access to the academic facilities and support services of the university/campus, the following minimum standards are recommended:

- The accommodation facility should preferably be situated within the campus security perimeter, thereby affording residents the freedom to make full use of the academic, social, cultural and sporting programs of the university without restriction or hindrance.
- Should on-campus locations be unavailable, then sites should be identified which are no more than 30 minutes travel from the campus. Affordable and secure transport running at regular intervals from early morning to late night should be provided. Such sites should be carefully selected with the safety, security and well-being of students in mind.

2.1.2 Design of residences

The following minimum design standards are applicable:

- Single rooms should be no smaller than $9m^2$, and double rooms should be no smaller than $14m^2$.
- Rooms should be furnished and fitted as per the specifications detailed in the Minimum Standards for Student Housing room specification manual.
- Dormitory/hall type residence buildings should not exceed the following ablution facilities ratios:
  - Wash basins – 1 per 4 student residents.
  - Shower cubicles – 1 per 7 student residents.
  - Lavatories – 1 per 5 student residents.
  - Shower and lavatory cubicles shall be designed in such a way that individual privacy is provided (i.e., no communal showers or toilets).
- The following minimum social spaces should be provided:
  - Large common/meeting room – $1m^2$ per student resident.
  - Smaller TV/meeting room – $0.5m^2$ per student resident.
- Cooking inside student rooms shall not be permitted. Suitable food storage, preparation and kitchen space shall be provided, which shall be equipped in the following ratios which may not be exceeded:
  - Stove – 1 per 6 student residents.
  - Cold storage – $0.75m^3$ lockable storage space per student.
  - Sink – 1 per 15 student residents.
  - Lockable cupboards – 1 per student resident.
  - Microwave oven – 1 per 15 student residents.
  - Countertop space – sufficient for 15 students' simultaneous usage.

Further kitchen standards are detailed in section 3 iv below.

- Wireless and/or fibre optic cable internet access is required in all student rooms and social spaces.

2.2 Private student accommodation

The same minimum standards are applicable to private student housing.

3. HEALTH AND SAFETY

All providers of student housing *shall* comply with all of the legislative requirements (national, regional and municipal) regulating health and safety at *all* times. Additional requirements pertinent to the provision of student housing are listed below, and certificates of compliance should be obtained from the relevant authority on an annual basis with regard to the following services:

i. Fire safety, prevention and detection mechanisms and procedures.
ii. Electricity and gas installations.
iii. Security staff, mechanisms and procedures.

- In any building used to accommodate students, *each* student room as well as the building itself must be secure.

iv. Self-catering facilities

- Unless adequately equipped kitchenettes are provided, cooking shall not be permitted in any student room. 'Adequate' here refers to sufficient preparation, storage, cold storage, cooking and washing/cleaning space and facilities.
- Food preparation and cooking areas shall be provided which comply with the norms specified in 2.1.2 above.
- Monthly hygiene audits of all communal self-catering facilities and areas should be carried out in addition to annual municipal hygiene inspections.

v. Ablution areas and sanitation

- All ablution areas should be cleaned at least once daily using cleaning industry standard chemicals and products.
- Shower doors or curtains must be fitted to shower cubicles to ensure privacy.

4. FURNISHINGS AND FITTINGS

The furnishings and fittings required for each room type or area within a student housing facility are detailed in the Minimum Standards for Student Housing room specification manual. Such furnishings and fittings should be maintained in sound and working order, and should be replaced as soon as possible when broken beyond repair. Appropriate, fair and adequate mechanisms for determining responsibility for damage and/or breakage to property should be established by the relevant authority (student housing officials at universities; or landlord or agent in the case of private residences).

5. CONSTRUCTION, REPAIRS AND MAINTENANCE

Any and all construction, repairs and maintenance must comply at all times with all relevant legislation, and must be carried out by appropriately qualified staff or contractors. The following additional requirements pertinent to the provision of student housing are listed below:

- In the case of new buildings and/or refurbishment of existing buildings which have been funded by the Department of Higher Education and Training (DHET), the DHET shall inspect such buildings after completion to satisfy itself that the buildings are fit-for-purpose, provide value for money, and comply with relevant legislation.
- Reasonable response times for emergency, urgent and routine repairs should be established after consultation with all stakeholders, and should be incorporated into a service level agreement.
- Any construction, maintenance or repairs must be carried out with minimum disruption to the academic program and requirements of student residents, and with due regard for their safety and security.
- Areas surrounding residence buildings must be kept clear of refuse and litter.

6. STUDENT WELLBEING AND SUPPORT

Both university and private providers of student accommodation must ensure that there is adequate provision for the medical and psychological well-being of student residents during work hours, and that emergency support is available after hours.

7. STUDENT HOUSING GOVERNANCE AND MANAGEMENT

- Governance of student housing and accommodation

  A Board of Residences, All-Residence Council or similar body should be established at all universities to govern residence life on behalf of the Senate and the Council of the University. The Board of Residences (or equivalent) may be a sub-committee of the

Student Services Council where such exists. The Board should be composed of equal numbers of university staff and residential students, and should be chaired by a senior official of the university. The Board should meet quarterly, and its minutes must be presented to Senate and Council. Membership of the Board or Council should include university staff and student representatives from off-campus student accommodation units housing ten or more students.

- Staffing levels

  Residence staff to resident student ratios should not normally exceed 1:150 in the case of wardens, house parents, residence managers or the equivalent, and 1:100 in the case of student sub-wardens or the equivalent.

- Professional development of student housing staff

  Adequate training must be provided by both universities and private accommodation providers to student housing staff at all levels. Such training must encompass safety and health, emergency procedures, basic counselling and conflict resolution. The ongoing professional development of student housing staff must be encouraged by both universities and private accommodation providers. Collaboration and cooperation between university student housing divisions and private accommodation providers is strongly encouraged.

- Policies, procedures, protocols and agreements

  All providers of student housing should have clear and comprehensive documentation providing information about the nature of the accommodation available, the fee or rental (indicating clearly what is included in the rate as well as all terms and conditions), the rules and regulations, the management structure, the complaints procedure, maintenance/repairs requisition procedure, etc. Private providers shall establish clear and comprehensive standard lease agreements after consultation with relevant university officials and student representatives.

- Student discipline

  Universities are responsible for the discipline of students resident in university owned or rented housing. Providers of private student accommodation must consult and collaborate with their 'feeder' universities in establishing suitable disciplinary codes and mechanisms.

8. COMPLIANCE WITH STUDENT HOUSING AND ACCOMMODATION MINIMUM STANDARDS

The Department of Higher Education and Training will be the custodian of this Code, and will provide a consultative, facilitative and supportive service to the universities in attaining their student housing and accommodation targets and goals.

NSFAS-funded students may only be accommodated in housing which meets the minimum standards requirements set out in this Code. Responsibility for accrediting private student housing and accommodation will be the responsibility of the 'feeder' University through which the NSFAS funding allocation is made.

Appendix E

MINIMUM STANDARDS FOR STUDENT HOUSING ROOM SPECIFICATION MANUAL

ROOM DATA SHEETS

Room no 1 Bedroom Single
Room no 2 Bedroom Double
Room no 3 Common Room Large
Room no 4 Common Room Small
Room no 5 Study
Room no 6 Passage
Room no 7 Utility Area
Room no 8 Foyer
Room no 9 Staircase
Room no 10 Guest Toilet
Room no 11 Telephone Booth
Room no 12 Kitchenette
Room no 13 Ablutions
Room no 14 Laundry
Room no 15 Cleaners Store
Room no 16 House Store
Room no 17 Box Room
Room no 18 Linen Room
Room no 19 Electrical Duct
Room no 20 Boiler Room
Room no 21 Plumbing Duct
Room no 22 Hub Room
Room no 23 Grounds
Room no 24.01 Warden Kitchen
Room no 24.02 Warden Dining Area
Room no 24.03 Warden Lounge
Room no 24.04 Warden Bedroom 1
Room no 24.05 Warden Bedroom 2
Room no 24.06 Warden Bedroom 3
Room no 24.07 Warden Bathroom 1
Room no 24.08 Warden Bathroom 2
Room no 24.09 Warden Office
Room no 24.10 Warden Garage
Room no 24.11 Warden General
Room no 25 Residence General

ROOM DATA SHEET

Room Number **1**

STANDARD BEDROOM

1.0	**SPACE DESCRIPTION**		
1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**BEDROOM**	
1.4	Area	**9 ASM**	
1.5	Finishes	Walls	Plaster, painted
		Skirting	Timber, painted
		Splashback	N/A
		Floor	Durable linoleum or tiles
		Ceiling	Conc - plastered

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

Description	No. Services
2.1 **Fitted/ installed by contractor**	
CBD joinery	1
Curtain Rail (double)	1
Towel Rail (1200mm)	1
Mirror (300x400mm)	1
2.2 **Furniture & Fittings**	
Steel Bed	1
Study Table	1
Desk Chair	1
Book Shelf	1
Curtains	1
Bedding (set)	1
Study Lamp / low energy	1
Pin board	1
Door pin board	1
Wastepaper bin	1
Mattress	1
Bedside table	1
Net curtains	1

3.0	**SERVICES**			
3.1	**Mechanical**			
3.1.1	Water Supply	Cold		No
		Hot		No
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating	❁	**1 x Wall heater**
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		In passage
		Extinguisher		In passage
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	❁	**100 Lux**
		Task	❁	**1 x bedside lamp**
		Emergency		
3.2.2	Power	15Amp Socket outlet	❁	**x 2**
		UPS Socket outlet	❁	**x 1**
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired	❁	**1**
3.3.4	Other	Wireless		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection		
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 ***Steel Bed***

1880x915 with expanded metal seat and headboard

2.0 ***Study Table***

1300x750mm table finishes in black epoxyith 32mm formica top finished with high impact edging. Frame and legs to be 32mm square follow tube with 1.6mm wall thickness

3.0 ***Desk Chair***

Stacker, seat and back upholstered in contract/range fabric, upright back, frame to run along edge of seat ie seat not to overlap the frame and to have reinforcing bar on legs

4.0 ***Pin Board***

600x900 carpet pinning board with alumin frame

5.0 ***Door pin board***

300x200 carpet pin board with alumin frame. Alumin frame to have name slot with clear perrspex cover. Board to be marked with room no.

6.0 ***Bookshelf***

900x900x305mm with one fixed shelf, melamine finish, full back and cleats, 1 shelf, c/w cross bar used to attach bookshelf to wall. If self-catering is allowed, the bookshelf must make provision for storage of 2 small pots and 1 pan.

7.0 ***Bedside table***

700hx500wx400d mm with 1 fixed shelf halfway down, Formica tops and square metal frame (to be costed, will be supplied if budget permits)

8.0 ***Cupboards***

Built-in cupboards with sufficient hanging space and shelf space. A separate built-in cupboard is to be provided if self-catering is available.

9.0 *Bedroom windows on Ground floor and other vulnerable windows at low level to be fitted with burglar bars*

10.0 ***Ironmongery***

On master-key system, door stopper

11.0 *If the planning provides opportunity for a larger bedroom 12sqm - this can be assigned to a senior student.*

ROOM DATA SHEET

Room Number **2**

LARGE BEDROOM

1.0 SPACE DESCRIPTION

1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**BEDROOM**	
1.4	Area	**14 ASM**	
1.5	Finishes	Walls	Plaster, painted
		Skirting	Timber, painted
		Splashback	N/A
		Floor	Durable linoleum or tiles
		Ceiling	Conc - plastered

2.0 FITTINGS/FURNITURE/EQUIPMENT

Description	No. Services
2.1 Fitted/ installed by contractor	
CBD joinery	1
Curtain Rail (double)	1
Towel Rail (1200mm)	1
Pull out drying line	1
Mirror (300x400mm)	1
2.2 Furniture & Fittings	
Steel Bed	2
Study Table	2
Desk Chair	2
Book Shelf	2
Curtains	2
Study Lamp / low energy	2
Pin board	2
Door pin board	1
Wastepaper bin	2
Bedside table	2
Net curtains	2

3.0 SERVICES

3.1	**Mechanical**			
3.1.1	Water Supply	Cold		No
		Hot		No
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating	☸	**2 x Wall heater**
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		In passage
		Extinguisher		In passage
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	☸	**100 Lux**
		Task	☸	**1 x bedside lamp**
		Emergency		
3.2.2	Power	15Amp Socket outlet	☸	**x 2**
		UPS Socket outlet	☸	**x 1**
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired	☸	**1**
3.3.4	Other	Wireless		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection		
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 ***Steel Bed***

1880x915 with expanded metal seat and headboard

2.0 ***Study Table***

1300x750mm table finishes in black epoxyith 32mm formica top finished with high impact edging. Frame and legs to be 32mm square follow tube with 1.6mm wall thickness

3.0 ***Desk Chair***

Stacker, seat and back upholstered in contract/range fabric, upright back, frame to run along edge of seat ie seat not to overlap the frame and to have reinforcing bar on legs

4.0 ***Pin Board***

600x900 carpet pinning board with alumin frame

5.0 ***Door pin board***

300x200 carpet pin board with alumin frame. Alumin frame to have name slot with clear perrspex cover. Board to be marked with room no.

6.0 ***Bookshelf***

900x900x305mm with one fixed shelf, melamine finish, full back and cleats, 1 shelf, c/w cross bar used to attach bookshelf to wall. If self-catering is allowed, the bookshelf must make provision for storage of 2 small pots and 1 pan.

7.0 ***Bedside table***

700hx500wx400d mm with 1 fixed shelf halfway down, Formica tops and square metal frame (to be costed, will be supplied if budget permits)

8.0 ***Cupboards***

Built-in cupboards with sufficient hanging space and shelf space. A separate built-in cupboard is to be provided if self-catering is available.

9.0 *Bedroom windows on Ground floor and other vulnerable windows at low level to be fitted with burglar bars*

10.0 ***Ironmongery***

On master-key system, door stopper

11.0 *Access into room not to pass through other student's 'private area*

12.0 *2 x separate windows*

13.0 *Divider screen or joinery divider*

ROOM DATA SHEET

Room Number **3**

COMMON ROOM LARGE

1.0 **SPACE DESCRIPTION**

1.1	Building	
1.2	Section/Department	Level 1
1.3	Room Use	**RECREATION/MEETING**
1.4	Area	**ASM** - 1 sqm / student
1.5	Finishes	
	Walls	Plaster, painted
	Skirting	Timber, painted
	Splashback	N/A
	Floor	Durable linoleum or tiles
	Ceiling	Slab

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

Description	No. Services
2.1 **Fitted/ installed by contractor**	
TV shelf/stand	1
Curtain Track Double	1
Built in bench with lockers below	4
AV equipment cabinet (theft proofed)	1
2.2 **Furniture & Fittings**	
Tub Chairs	1 / 2 students
Stacking Chairs, plastic	1 / 4 students
Bench cushions	As req
Curtains	1
Rubbish bin	1
DVD Player	1
LCD screen TV 30"	1
DStv decoder	1
Remote control security brick	2
Pin Board	1
Satellite dish	1
LCD screen security frame/mechanism	1

3.0 **SERVICES**

3.1	**Mechanical**			
3.1.1	Water Supply	Cold		No
		Hot		No
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating	☸	2 x wall heater / 10 ASM
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		In passage
		Extinguisher		In passage
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	☸	200 Lux - Dimmed
		Task		
		Emergency	☸	1 Lux min.
3.2.2	Power	15Amp Socket outlet	☸	4 x double
		UPS Socket outlet		
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired	☸	1
3.3.4	Other	Satellite dish	☸	1
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection	☸	1
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 *Servery from Kitchenette*

2.0 *Double Door external access to patio*

3.0 *Patio area - subject to site conditions 1sqm / 0.5 students*

4.0 *Grassed Area min 15 sqm at reasonable gradient*

5.0 ***Pin Board***

1000x1000mm carpet pinning board with aluminium frame

6.0 ***AV Equipment Cabinet***

Accommodate DVD player, DStv decoder, video splitter. Accessed from the rear, front secured with expanded mesh with access to operate equipment

7.0 ***Rubbish bin***

Wall mounted, large metal

8.0 ***Bench cushions***

23 density foam, good price, quality, durable and still comfortable; 40 000 and above rub count; fitted as per design

9.0 ***Remote control security brick***

One each for DStv and DVD remote controls

10.0 ***Ironmongery***

Entrance door: Not on master-key system, door stopper, push plates, door closer

11.0 ***Signage***

"Main Common Room" on entrance door

ROOM DATA SHEET

Room Number **4**

COMMON ROOM SMALL

1.0 **SPACE DESCRIPTION**

1.1	Building	
1.2	Section/Department	Level 1
1.3	Room Use	**RECREATION/MEETING**
1.4	Area	**ASM** - 0.5sqm / student
1.5	Finishes	Walls: Plaster, painted
		Skirting: Timber, painted
		Splashback: N/A
		Floor: Durable linoleum/tiles
		Ceiling: Slab

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

Description	No. Services
2.1 **Fitted/ installed by contractor**	
TV stand/shelf	1
Curtain Track Double	1
AV equipment cabinet	1
Double removable gate-stored in box room	1
2.2 **Furniture & Fittings**	
Tub Chairs	1 / 4 students
Curtains	1
Wastepaper basket	1
LCD screen TV 26"	1
DStv decoder	1
Video Splitter to Warden	1
Remote control security brick	2
Pin Board	1
Fridge 325L 600x600	1
LCD screen security frame/mechanism	1

3.0 **SERVICES**

3.1	**Mechanical**			
3.1.1	Water Supply	Cold		No
		Hot		No
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating	❁	1 x wall heater / 10 ASM
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		In passage
		Extinguisher		In passage
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	❁	200 Lux - Dimmed
		Task		
		Emergency	❁	1 Lux min.
3.2.2	Power	15Amp Socket outlet	❁	4 x double
		UPS Socket outlet		
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired	❁	1
3.3.4	Other	Satellite dish	❁	1
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection	❁	1
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0

2.0 ***Pin Board***
1000x1000mm

3.0 ***AV Equipment Cabinet***
Accommodate DVD player, DStv decoder, video splitter. Accessed from the rear, front secured with expanded mesh with access to operate equipment

4.0 ***Remote control security brick***
One each for DStv

5.0 ***Rubbish bin***
Wall mounted, large metal

6.0 ***Ironmongery***
Entrance door: Not on master-key system, door stopper, push plates, door closer

7.0 ***Signage***
"Small Common Room" on entrance door

8.0 ***Video cable***

Provision should be made to connect the video splitter to the Warden's flat

ROOM DATA SHEET

Room Number **5**

STUDENT STUDY AREA

1.0	**SPACE DESCRIPTION**		
1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**STUDENT STUDY AREA**	
1.4	Area	**ASM** - 0.1sqm / student	
1.5	Finishes	Walls	Plaster, painted
		Skirting	Timber, painted
		Splashback	N/A
		Floor	Carpet
		Ceiling	Slab

2.0	**FITTINGS/FURNITURE/EQUIPMENT**		
	Description		**No Services**
2.1	**Fitted/ installed by contractor**		
2.2	**Furniture & Fittings**		
	Study table		1 / 2ASM
	Desk Chair		1 / table

3.0	**SERVICES**			
3.1	**Mechanical**			
3.1.1	Water Supply	Cold		
		Hot		
3.1.2	Ventilation	Mechanical Extract	❁	Extract to stairs
		Mechanical Supply		
		Heating	❁	1 x wall heater / 10 ASM
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		
		Extinguisher		
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	❁	500 lux
		Task		
		Emergency		
3.2.2	Power	15Amp Socket outlet	❁	1 double x 2 m of usable wall
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired	❁	1 x 2 m of usable wall
3.3.4	Other	Wireless		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection	❁	
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 ***Student Study***

Is a 'nice to have' and is subject to 'dead space' & budget availability

2.0 *Where possible make natural light available*

3.0 *Where possible have natural ventilation*

4.0 ***Study Table***

1300x750mm table finishes in black epoxyith 32mm formica top finished with high impact edging. Frame and legs to be 32mm square follow tube with 1.6mm wall thickness

5.0 ***Desk Chair***

Stacker, seat and back upholstered in contract/range fabric, upright back, frame to run along edge of seat ie seat not to overlap the frame and to have reinforcing bar on legs

6.0 ***Ironmongery***

Not on master-key system, door stopper

7.0 ***Signage***

"Student Study" on entrance door

8.0 *Printer to be installed in this room if such room is included*

ROOM DATA SHEET

Room Number **6**

PASSAGE

1.0 **SPACE DESCRIPTION**

1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**PASSAGE**	
1.4	Area	**ASM**	
1.5	Finishes	Walls	Plaster, painted
		Skirting	Timber, painted
		Splashback	N/A
		Floor	Durable linoleum/tiles
		Ceiling	Slab

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

Description		No. Services
2.1 **Fitted/ installed by contractor**		
Long length mirror	1800x900	1
Fire Hose Reel 30m		1 if app
Fire extinguisher		1 if app
Statutory fire escape signage		1

2.2 **Furniture & Fittings**

Notice boards at bedroom doors - see data sheet 1

3.0 **SERVICES**

3.1	**Mechanical**			
3.1.1	Water Supply	Cold		No
		Hot		No
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating		
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel	❁	1
		Extinguisher	❁	1
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General		100 lux
		Task		
		Emergency		sensor
3.2.2	Power	15Amp Socket outlet	❁	2 x single
		UPS Socket outlet		
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension	❁	
		Direct line		
		Fax line		
3.3.2	Intercom		❁	1 x Intercom to front door
3.3.3	Network	Wired		
3.3.4	Other	Wireless		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection	❁	
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 *Passage lights on time delay switch with over-ride option*

2.0 *Good natural ventilation/lighting at ends of the passage (ie., glass windows in doors, linked to fire alarm)*

3.0 *Consider acoustic treatment to the ceiling*

4.0 *Provision made for a Passage Utility Area on each floor (see data area 21)*

5.0 ***Signage***

Exit and fire safety signs

ROOM DATA SHEET

Room Number **7**

PASSAGE UTILITY AREA

1.0 **SPACE DESCRIPTION**

1.1 Building		
1.2 Section/Department	Level 1	
1.3 Room Use	**GENERAL UTILITY AREA**	
1.4 Area	**1.1 ASM / floor**	
1.5 Finishes	Walls	Plaster, painted
	Skirting	Timber, painted
	Splashback	N/A
	Floor	Vinyl
	Ceiling	Slab

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

Description		**No. Services**
2.1 **Fitted/ installed by contractor**		
CBD joinery		1
Counter top for printer		1
Fire Hose Reel 30m		1
Fire extinguisher		1
2.2 **Furniture & Fittings**		
Waste bins		3
Fridge 325L	600x600	1 res quota
Printer		1 res quota
Vacuum cleaner		1
Broom		1
Dustpan and hand brush		1

3.0 **SERVICES**

3.1 **Mechanical**			
3.1.1 Water Supply	Cold		No
	Hot		No
3.1.2 Ventilation	Mechanical Extract		
	Mechanical Supply		
	Heating		
	Fans, ceiling mounted		
3.1.3 Firefighting	Hosereel	❁	1
	Extinguisher	❁	1
3.1.4 Other			
3.2 **Electrical**			
3.2.1 Lighting	General		
	Task		
	Emergency		
3.2.2 Power	15Amp Socket outlet	❁	1 x double
3.2.3 Other			
3.3 **Communication**			
3.3.1 Telephone	Extension		
	Direct line		
	Fax line		
3.3.2 Intercom			
3.3.3 Network	Wired	❁	
3.3.4 Other	Wireless		
3.4 **Security**			
3.4.1 Fire Detection	Smoke detection		
	Heat detection		
3.4.2 CCTV			
3.4.3 Access Control			
3.4.4 Door Alarm			
3.4.5 Other			

Notes

1.0 *Recessed utility area off passage, one on each floor, centrally situated*

2.0 ***Cleaner's Cupboard***
Must accommodate vacuum cleaner (c/w accessories), broom, dustpan and brush

3.0 ***Counter top***
Positioned so provide easy access to bins under counter

4.0 ***Waste Bins***
Square/rectangular bins for Glass, paper and refuse, with lids

5.0 ***Counter top***
Positioned providing easy access to bins under counter

ROOM DATA SHEET

Room Number **8**

FOYER

1.0 **SPACE DESCRIPTION**

1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**ENTRANCE**	
1.4	Area	**ASM**	
1.5	Finishes	Walls	Plaster, painted
		Skirting	Timber, painted
		Splashback	N/A
		Floor	Tiles
		Ceiling	Slab

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

Description	No. Services
2.1 **Fitted/ installed by contractor**	
Floor mats	2
2.3 **Furniture & Fittings**	
	1
Rubbish bin	
Notice Board	2
Hall table	1

3.0 **SERVICES**

3.1 **Mechanical**

3.1.1	Water Supply	Cold		No
		Hot		No
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating		
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		In Passage Utility
		Extinguisher		In Passage Utility
3.1.4	Other			

3.2 **Electrical**

3.2.1	Lighting	General	❁	200 Lux
		Task		
		Emergency	❁	1 Lux min
3.2.2	Power	15Amp Socket outlet	❁	1 x single
		UPS Socket outlet		
3.2.3	Other			

3.3 **Communication**

3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom		❁	to each passage
3.3.3	Network	Wired		
3.3.4	Other	Wireless		

3.4 **Security**

3.4.1	Fire Detection	Smoke detection	❁	
		Heat detection		
3.4.2	CCTV		❁	
3.4.3	Access Control		❁	Electronic Key
3.4.4	Door Alarm		❁	
3.4.5	Other	Fire Alarm Control	❁	

Notes

1.0 ***Pin Board***

3000x1000mm carpet pinning board with aluminium frame

2.0 *Alarm panel to be discreetly positioned*

3.0 *Front doors robust and secure*

4.0 *Paraplegic access to bathroom and common room from foyer level*

5.0 ***Access Control***

Biometric Access Control system, magnetic locks and door alarm to be integrated in door design/installation. Access control to be easily accessible to wheelchairs

6.0 ***Door mats***

Mats to be fitted in a recess, one outside the door and one inside the door

7.0 ***Ironmongery***

Also fitted with 3 lever dead lock, push and kick panels, robust door handles, door closer, door stopper, magnetic locks

8.0 ***Rubbish bin***

Wall mounted, large metal

9.0 ***Hall table***

600 x 1200 formica, metal frame

ROOM DATA SHEET

Room Number **9**

STAIRCASE

1.0	**SPACE DESCRIPTION**		
1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**VERTICAL CIRCULATION**	
1.4	Area	**ASM**	
1.5	Finishes	Walls	Plaster, painted
		Skirting	Timber, painted
		Splashback	N/A
		Floor	Tiled
		Ceiling	Slab

2.0	**FITTINGS/FURNITURE/EQUIPMENT**		
	Description		**No. Services**
2.1	**Fitted/ installed by contractor**		
2.3	**Furniture & Fittings**		
	Notice board on landing		3

3.0	**SERVICES**			
3.1	**Mechanical**			
3.1.1	Water Supply	Cold		No
		Hot		No
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating		
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		In Passage Utility
		Extinguisher		In Passage Utility
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	❁	200 lux
		Task		
		Emergency	❁	1 Lux min
3.2.2	Power	15Amp Socket outlet		
		UPS Socket outlet		
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired		
3.3.4	Other	Wireless		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection	❁	
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 ***Pin Board***

3000x1000mm carpet pinning board with aluminium frame

2.0 *Acoustic treatment to be considered*

3.0 *Secure storage below stair*

4.0 *Double strip stair nosing*

5.0 *Timber handrail*

6.0 *Void under stairs to be used as lockable storage*

ROOM DATA SHEET

Room Number **10**

GUEST TOILET

1.0 **SPACE DESCRIPTION**

1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**WC**	
1.4	Area	**2 ASM**	
1.5	Finishes	Walls	Plaster, painted
		Skirting	Timber, painted
		Splashback	N/A
		Floor	Tiled
		Ceiling	Slab

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

Description	No. Services
2.1 **Fitted/ installed by contractor**	
Small WHB	1
Mirror 300x400	1
WC	1
Toilet paper dispenser - Nampak	1
2.2 **Furniture & Fittings**	
Flip top waste paper bin	1

3.0 **SERVICES**

3.1	**Mechanical**			
3.1.1	Water Supply	Cold	❁	
		Hot	❁	
3.1.2	Ventilation	Mechanical Extract	❁	
		Mechanical Supply		
		Heating		
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		In Passage Utility area
		Extinguisher		In Passage Utility area
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	❁	100 Lux
		Task		
		Emergency		
3.2.2	Power	15Amp Socket outlet		
		UPS Socket outlet		
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired		
3.3.4	Other	Wireless		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection		
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 *1 x Guest WC / Res*

2.0 ***Signage***

"Guest Toilet"

3.0 ***Ironmongery***

Privacy lock to door

ROOM DATA SHEET

Room Number **11**

TELEPHONE BOOTH

1.0	**SPACE DESCRIPTION**		
1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use		
1.4	Area	**2 ASM**	
1.5	Finishes	Walls	Plaster, Carpet
		Skirting	Timber, painted
		Splashback	N/A
		Floor	Carpet
		Ceiling	Carpet

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

Description	No. Services
2.1 **Fitted/ installed by contractor**	
2.2 **Furniture & Fittings**	
Notice Board	1

3.0	**SERVICES**			
3.1	**Mechanical**			
3.1.1	Water Supply	Cold		No
		Hot		No
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating		
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		In passage
		Extinguisher		In passage
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General		200 Lux
		Task		
		Emergency		
3.2.2	Power	15Amp Socket outlet		
		UPS Socket outlet		
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension	❁	
		Direct line	❁	
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired		
3.3.4	Other	Wireless		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection		
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 *1 x booth / res*

2.0 *Dual function card/coincoin operated unit*

3.0 ***Pin board***

300x200 carpet pin board with alumin frame. Alumin frame to have name slot with clear perrspex cover. Board to be marked with room no.

4.0 ***Signage***

"Public Telephone"

5.0 ***Ironmongery***

No door lock, door stopper

ROOM DATA SHEET

Room Number **12**

KITCHENETTE

1.0 SPACE DESCRIPTION

1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**Kitchen**	
1.4	Area	**8.2 ASM**	
1.5	Finishes	Walls	Plaster, painted
		Skirting	Timber, painted
		Splashback	N/A
		Floor	Vinyl
		Ceiling	Slab

2.0 FITTINGS/FURNITURE/EQUIPMENT

Description		No. Services
2.1 Fitted/ installed by contractor		
single bowl sink with drainer		1
Counter top with 2 door cdb below.		1
towel rail 1200mm		1
2.2 Furniture & Fittings		
Fridge 325L	600x600	1
Microwave 26L		1
Flip top bin large		1
Urn 20L		1

3.0 SERVICES

3.1	**Mechanical**			
3.1.1	Water Supply	Cold	❁	
		Hot	❁	
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating		
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		In passage
		Extinguisher		Yes
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	❁	200 Lux
		Task		
		Emergency		
3.2.2	Power	15Amp Socket outlet	❁	2 x double
		UPS Socket outlet		
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired		
3.3.4	Other	Wireless		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection	❁	
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 *Hatch to Large Common Room, doors secured from kitchenette*

2.0 ***Signage***

"Kitchenette" on entrance door

3.0 ***Ironmongery***

Not on master-key system, door stopper, kick plates

4.0 *Microwave to be secured*

ROOM DATA SHEET

Room Number **13**

ABLUTIONS

1.0 SPACE DESCRIPTION

1.1	Building	
1.2	Section/Department	Level 1
1.3	Room Use	**ABLUTIONS**
1.4	Area	ASM - ratios below will determine no & size of ablution area
1.5	Finishes	Walls: Tiles to ceiling
		Skirting: Timber, painted
		Splashback: N/A
		Floor: Tiles
		Ceiling: Slab

2.0 FITTINGS/FURNITURE/EQUIPMENT

Description	No. Services
2.1 Fitted/ installed by contractor	
Shower rail	2/shower
whb	1/4 students
wc	1/5 students
shower	1/7 students
robe hook in shower cubicle	1/shower
Mirror 300x400	1/whb
Toilet paper dispenser - Nampak	1/wc
soap dish	1/shower
2.2 Furniture & Fittings	
Shower curtain	2 / shower
Elite Wall Bin White 40lt capacity	1

3.0 SERVICES

3.1	**Mechanical**			
3.1.1	Water Supply	Cold	❁	Yes
		Hot	❁	Yes
3.1.2	Ventilation	Mechanical Extract	❁	Yes
		Mechanical Supply		
		Heating		
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		In Passage
		Extinguisher		In Passage
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	❁	200 Lux
		Task		
		Emergency		
3.2.2	Power	15Amp Socket outlet		
		UPS Socket outlet		
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired		
3.3.4	Other	Wireless		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection		
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 Fall from door to showers

2.0 Ablution per passage

3.0 Paraplegic toilet/shower in ablution at entry wing

4.0 Shower floor step down

5.0 Shower cubicle to have dry/wet zone

6.0 ***Ironmongery***

No door lock, door stopper, kick plates

7.0 ***Signage***

"Ablution" on entrance door

ROOM DATA SHEET

Room Number **14**

LAUNDRY

1.0 SPACE DESCRIPTION

1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**LAUNDRY 1 / 40 students**	
1.4	Area	**ASM**	
1.5	Finishes	Walls	Plaster, painted
		Skirting	Timber, painted
		Splashback	Tiled
		Floor	Tiles
		Ceiling	Slab

2.0 FITTINGS/FURNITURE/EQUIPMENT

Description	No. Services
2.1 Fitted/ installed by contractor	
Double Trough	1 / 40 students
Fixed Ironing Board	1
Shelving 300 x 1500	1
Pin board	1
2.2 Furniture & Fittings	
Dryer - 9kg front loader	1 / 25 students
Washing Machine - 8.2kg top loader	1 / 25 students
Clothes Horse	1
Elite Wall Bin White 40lt capacity	1

3.0 SERVICES

3.1	**Mechanical**			
3.1.1	Water Supply	Cold	❁	trough
		Hot	❁	Trough only
3.1.2	Ventilation	Mechanical Extract	❁	Yes
		Mechanical Supply		
		Heating		
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		In Passage
		Extinguisher		In Passage
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	❁	200 Lux
		Task		
		Emergency		
3.2.2	Power	15Amp Socket outlet	❁	2 double
		Dedicated Socket outlet	❁	2 x wash machines
3.2.3	Other	Tumble dryer	❁	2 x tumble dryer
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired		
3.3.4	Other	Wireless		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection	❁	
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 Floor tiles laid to fall with floor drain

2.0 Dryer Direct Expel thru Outer Wall (NOT into any public/visible area!)

3.0 Clothes Horse - House of York wooden with PVC covering

4.0 Preferably one laundry per floor (minimum of 2 per every 3 floors)

5.0 Window on external wall preferable.

6.0 ***Ironmongery***

Door lock (not on master system), door stopper, kick plates

7.0 ***Signage***

"Laundry" on entrance door

8.0 ***Pin Board***

600x900 carpet pinning board with alumin frame

9.0 Sufficient power points for washing machines, tumble dryers & student iron

ROOM DATA SHEET

Room Number **15**

CLEANER'S STORE

1.0 **SPACE DESCRIPTION**

1.1 Building		
1.2 Section/Department	Level 1	
1.3 Room Use	**STORE**	
1.4 Area	**2 ASM**	
1.5 Finishes	Walls	Plaster, painted
	Skirting	Timber, painted
	Splashback	N/A
	Floor	Vinyl
	Ceiling	Slab

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

Description	No. Services
2.1 **Furniture & Fittings**	
Shelves 300x1000	3
Pin board	1

3.0 **SERVICES**

3.1 **Mechanical**			
3.1.1 Water Supply	Cold		No
	Hot		No
3.1.2 Ventilation	Mechanical Extract		
	Mechanical Supply		
	Heating		
	Fans, ceiling mounted		
3.1.3 Firefighting	Hosereel		In Passage
	Extinguisher		In Passage
3.1.4 Other			
3.2 **Electrical**			
3.2.1 Lighting	General	❁	160 Lux
	Task		
	Emergency		
3.2.2 Power	15Amp Socket outlet		
	UPS Socket outlet		
3.2.3 Other			
3.3 **Communication**			
3.3.1 Telephone	Extension		
	Direct line		
	Fax line		
3.3.2 Intercom			
3.3.3 Network	Wired		
3.3.4 Other	Wireless		
3.4 **Security**			
3.4.1 Fire Detection	Smoke detection		
	Heat detection		
3.4.2 CCTV			
3.4.3 Access Control			
3.4.4 Door Alarm			

Notes

1.0 *One cleaner's cupboard per cleaner.*

2.0 *No service ducts to pass thru room*

3.0 ***Ironmongery***
Door lock (Not on master-key system), door stopper

4.0 ***Signage***
"Cleaner's Store" on entrance door

5.0 ***Pin Board***
600x900 carpet pinning board with aluminium frame

ROOM DATA SHEET

Room Number **16**

HOUSE STORE / STORE RM 02&0

1.0 **SPACE DESCRIPTION**

1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**STORE**	
1.4	Area	**1.5 ASM**	
1.5	Finishes	Walls	Plaster, painted
		Skirting	Timber, painted
		Splashback	N/A
		Floor	Vinyl
		Ceiling	Slab

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

Description	No.	Services
2.1 **Furniture & Fittings**		
Shelves 300x1000	3	

3.0 **SERVICES**

3.1	**Mechanical**			
3.1.1	Water Supply	Cold		No
		Hot		No
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating		
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		In Passage
		Extinguisher		In Passage
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	❁	160 Lux
		Task		
		Emergency		
3.2.2	Power	15Amp Socket outlet		
		UPS Socket outlet		
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired		
3.3.4	Other	Wireless		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection		
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 *No service ducts to pass thru room*

2.0 ***Ironmongery***

Not on master-key system, door stopper

3.0 ***Signage***

"House Store" on entrance door

ROOM DATA SHEET

Room Number **17**

BOX ROOM

1.0	**SPACE DESCRIPTION**		
1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**STORAGE**	
1.4	Area	**ASM** - 0.15 sqm / student	
1.5	Finishes	Walls	Plaster, painted
		Skirting	Timber, painted
		Splashback	N/A
		Floor	Vinyl
		Ceiling	Slab

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

	Description	No. Services
2.1	**Furniture & Fittings**	
	Slatted Shelving	3 rows
	Removable security gate fitted to outside of door	1

3.0	**SERVICES**			
3.1	**Mechanical**			
3.1.1	Water Supply	Cold		No
		Hot		No
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating		
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		In Passage
		Extinguisher		In Passage
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	❁	200 Lux
		Task		
		Emergency		
3.2.2	Power	15Amp Socket outlet		
		UPS Socket outlet		
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired		
3.3.4	Other	Wireless		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection		
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 *Small Common Room doubles as a box room and is included as box room ASM. Additionally a separate/dedicated box of at least Student room ASM is required to store empty trunks, etc during term time*

2.0 *Solid door*

3.0 *1 trunk / student*

4.0 *Ventilation louvre*

5.0 *Air bricks*

6.0 *Burglar bars to window if applicable; but preferably NO window.*

7.0 ***Ironmongery***

Not on master-key system, additional dead lock top and bottom, door stopper

8.0 ***Signage***

"Box Room" on entrance door

ROOM DATA SHEET

Room Number **18**

LINEN ROOM

1.0 **SPACE DESCRIPTION**

1.1 Building		
1.2 Section/Department	Level 1	
1.3 Room Use	**LINEN STORAGE**	
1.4 Area	**ASM** - 0.15 sqm / student	
1.5 Finishes	Walls	Plaster, painted
	Skirting	Timber, painted
	Splashback	N/A
	Floor	Vinyl
	Ceiling	Slab

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

Description		No. Services
2.1 **Furniture & Fittings**		
Slatted shelving	(see note 10)	? / student

3.0 **SERVICES**

3.1 **Mechanical**			
3.1.1 Water Supply	Cold		No
	Hot		No
3.1.2 Ventilation	Mechanical Extract		
	Mechanical Supply		
	Heating		
	Fans, ceiling mounted		
3.1.3 Firefighting	Hosereel		In Passage
	Extinguisher		In Passage
3.1.4 Other			
3.2 **Electrical**			
3.2.1 Lighting	General	❁	200 Lux
	Task		
	Emergency		
3.2.2 Power	15Amp Socket outlet	❁	1 x single
	UPS Socket outlet		
3.2.3 Other			
3.3 **Communication**			
3.3.1 Telephone	Extension		
	Direct line		
	Fax line		
3.3.2 Intercom			
3.3.3 Network	Wired		
3.3.4 Other	Wireless		
3.4 **Security**			
3.4.1 Fire Detection	Smoke detection		
	Heat detection		
3.4.2 CCTV			
3.4.3 Access Control			
3.4.4 Door Alarm			
3.4.5 Other			

Notes

1.0 *Adequate space for laundry collection + distribution*

2.0 *Adequate ventilation for occupancy*

3.0 *Ventilation louvre*

4.0 *Air bricks*

5.0 *No service ducts to pass thru room*

6.0 *Stable door with service flap*

7.0 *1 x large linen room on Ground Floor preferable*

8.0 ***Ironmongery***

Not on master-key system, door stopper

9.0 ***Signage***

"Linen Room" on entrance door

10.0 ***Shelving***

8cm per student running meter, 40cm depth. The shelves must be a minimum of 40cm in height between the two shelves. The lowest shelf installed 90cm from the floor so that machines and dirty linen can be stored under the shelving.

ROOM DATA SHEET

Room Number **19**

ELECTRICAL DUCT

1.0 **SPACE DESCRIPTION**

1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**RISER DUCT**	
1.4	Area	**0.2 ASM**	
1.5	Finishes	Walls	Plaster
		Skirting	N/A
		Splashback	N/A
		Floor	N/A
		Ceiling	N/A

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

	Description	No. Services
2.1	**Furniture & Fittings**	
	Electrical Trunking	1

3.0 **SERVICES**

3.1	**Mechanical**		
3.1.1	Water Supply	Cold	No
		Hot	No
3.1.2	Ventilation	Mechanical Extract	
		Mechanical Supply	
		Heating	
		Fans, ceiling mounted	
3.1.3	Firefighting	Hosereel	In Passage
		Extinguisher	In Passage
3.1.4	Other		
3.2	**Electrical**		
3.2.1	Lighting	General	
		Task	
		Emergency	
3.2.2	Power	15Amp Socket outlet	
		UPS Socket outlet	
3.2.3	Other		
3.3	**Communication**		
3.3.1	Telephone	Extension	
		Direct line	
		Fax line	
3.3.2	Intercom		
3.3.3	Network	Wired	
3.3.4	Other	Wireless	
3.4	**Security**		
3.4.1	Fire Detection	Smoke detection	
		Heat detection	
3.4.2	CCTV		
3.4.3	Access Control		
3.4.4	Door Alarm		
3.4.5	Other		

Notes

1.0 Access from passage only

2.0 ***Ironmongery***

All service spaces keyed alike

ROOM DATA SHEET

Room Number **20**

BOILER ROOM

1.0 **SPACE DESCRIPTION**

1.1 Building		
1.2 Section/Department	Level 1	
1.3 Room Use	**BOILER ROOM**	
1.4 Area	**ASM** - 0.12sqm/student	
1.5 Finishes	Walls	Plaster, painted
	Skirting	N/A
	Splashback	N/A
	Floor	Screed
	Ceiling	Slab

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

Description	No. Services
2.1 **Furniture & Fittings**	
Boiler Units	1/25 students

3.0 **SERVICES**

3.1 **Mechanical**			
3.1.1 Water Supply	Cold	❁	Yes
	Hot		No
3.1.2 Ventilation	Mechanical Extract		
	Mechanical Supply		
	Heating		
	Fans, ceiling mounted		
3.1.3 Firefighting	Hosereel		In Passage
	Extinguisher		Yes
3.1.4 Other			
3.2 **Electrical**			
3.2.1 Lighting	General	❁	200 Lux
	Task		
	Emergency		
3.2.2 Power	15Amp Socket outlet	❁	2 x double
	UPS Socket outlet		
3.2.3 Other		❁	Mains supply
3.3 **Communication**			
3.3.1 Telephone	Extension		
	Direct line		
	Fax line		
3.3.2 Intercom			
3.3.3 Network	Wired		
3.3.4 Other	Wireless		
3.4 **Security**			
3.4.1 Fire Detection	Smoke detection		
	Heat detection		
3.4.2 CCTV			
3.4.3 Access Control			
3.4.4 Door Alarm			
3.4.5 Other			

Notes

1.0 *Low power consumption units to be investigated*

2.0 *Explore heat pumps to reduce power requirements*

3.0 ***Ironmongery***

All service spaces keyed alike

4.0 ***Signage***

"Boiler Room" on entrance door

ROOM DATA SHEET

Room Number **21**

PLUMBING DUCT

1.0 **SPACE DESCRIPTION**

1.1 Building		
1.2 Section/Department	Level 1	
1.3 Room Use	**PLUMBING SERVICES**	
1.4 Area	**ASM** - 0.4sqm/student	
1.5 Finishes	Walls	Plaster,
	Skirting	N/A
	Splashback	N/A
	Floor	N/A
	Ceiling	N/A

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

Description	No. Services
2.1 **Furniture & Fittings**	

3.0 **SERVICES**

3.1	**Mechanical**			
3.1.1	Water Supply	Cold		Pipe only
		Hot		Pipe only
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating		
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		In Passage
		Extinguisher		In Passage
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	❁	160 Lux
		Task		
		Emergency		
3.2.2	Power	15Amp Socket outlet		
		UPS Socket outlet		
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired		
3.3.4	Other	Wireless		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection		
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 Trafficable Service Walkway Required

2.0 Adequate natural ventilation

3.0 ***Ironmongery***

All service spaces keyed alike

ROOM DATA SHEET

Room Number **22**

HUB ROOM

1.0	**SPACE DESCRIPTION**		
1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**HUB ROOM**	
1.4	Area	ASM - 0.03sqm / student	
1.5	Finishes	Walls	Plaster, painted
		Skirting	Timber, painted
		Splashback	N/A
		Floor	Vinyl
		Ceiling	Slab

2.0	**FITTINGS/FURNITURE/EQUIPMENT**	
	Description	**No. Services**
2.1	**Fitted/ installed by contractor**	
2.3	**Furniture & Fittings**	
	IT equipment as per IT Division spec	

3.0	**SERVICES**			
3.1	**Mechanical**			
3.1.1	Water Supply	Cold		No
		Hot		No
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating		
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		In Passage
		Extinguisher		In Passage
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	❁	250 lux
		Task		
		Emergency		
3.2.2	Power	15Amp Socket outlet	❁	3 x double
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired	❁	
3.3.4	Other	Wireless		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection	❁	
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 *Riser duct to roof space*

2.0 *Reinforced Louvre in door*

3.0 ***Ironmongery***

Not on master-key system, door stopper

4.0 ***Signage***

"Hub Room" on entrance door

ROOM DATA SHEET

Room Number **23**

GROUNDS

1.0 **SPACE DESCRIPTION**

1.1 Building

1.2 Section/Department Level 1

1.3 Room Use **Recreation and access**

1.4 Area

1.5 Finishes

Walls	NA
Skirting	NA
Splashback	NA
Floor	NA
Ceiling	NA

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

Description	No.	Services
2.1 **Furniture & Fittings**		

3.0 **SERVICES**

3.1 **Mechanical**

3.1.1	Water Supply	Cold	Garden Taps
		Hot	No
3.1.2	Ventilation	Mechanical Extract	
		Mechanical Supply	
		Heating	
		Fans, ceiling mounted	
3.1.3	Firefighting	Hosereel	Fire Hydrants
		Extinguisher	No
3.1.4	Other		

3.2 **Electrical**

3.2.1	Lighting	General	Accent Lighting
		Task	
		Emergency	
3.2.2	Power	15Amp Socket outlet	❁ 2 x double
3.2.3	Other		

3.3 **Communication**

3.3.1	Telephone	
		Direct line
		Fax line
3.3.2	Intercom	
3.3.3	Network	Wired
3.3.4	Other	Wireless

3.4 **Security**

3.4.1	Fire Detection	Smoke detection
		Heat detection
3.4.2	CCTV	
3.4.3	Access Control	
3.4.4	Door Alarm	
3.4.5	Other	

Notes

1.0 ***Landscaping***

Landscaping should include for a flat lawned area min size for volleyball court

2.0 ***Student Parking***

Provision made for student parking (1 bay / 20 students)

2.0 ***Service Vehicle Access***

Service vehicles access to the front door should be no more than 20m

4.0 *1 lockable tap close to residence entrance*

ROOM DATA SHEET

Room Number **24.01**

WARDEN / Kitchen

1.0 SPACE DESCRIPTION

1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**Kitchen**	
1.4	Area		
1.5	Finishes	Walls	Plaster, painted
		Skirting	Timber, painted
		Splashback	Tiles
		Floor	Tiles
		Ceiling	Slab

2.0 FITTINGS/FURNITURE/EQUIPMENT

Description	No. Services
2.1 Fitted/ installed by contractor	
Joinery	
Double sink with drainer	1
Towel rail 900mm	1
Double curtain track	1
600mm Hob/Oven	1
Security gate to back door	1
2.3 Furniture & Fittings	
Curtails/blinds	1

3.0 SERVICES

3.1	**Mechanical**			
3.1.1	Water Supply	Cold	❁	
		Hot	❁	
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating		
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		
		Extinguisher		Yes
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	❁	200Lux
		Task	❁	U/counter strip lights
		Emergency		
3.2.2	Power	15Amp Socket outlet	❁	5 x double
		UPS Socket outlet		
3.2.3	Other	Stove & Hub connection	❁	1
3.3	**Communication**			
3.3.1	Telephone	Extension	❁	
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired		
3.3.4	Other	Wireless		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection		
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 *Back door to be connected with drying yard*

2.0 *Provision for washing machine -600mm front loader*

3.0 *Provision for tumble dryer*

4.0 *Provision for Dishwasher*

5.0 *Provision for Fridge - 900mm single door*

6.0 *"Open plan" kitchen and living area is preferable*

7.0 ***Joinery***

Should be at least 4 running m of working surface, 3 under counter cupboards,3 under counter drawers, pantry cupboard and 3 above counter cupboards and a broom cupboard to accommodate a vacuum cleaner, broom, dustpan and brush.

8.0 ***Ironmongery***

Not on master-key system, door stopper

9.0 ***Signage***

None

ROOM DATA SHEET

Room Number **24.02**

WARDEN / Dining Area

1.0 **SPACE DESCRIPTION**

1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**Dining**	
1.4	Area		
1.5	Finishes	Walls	Plaster, painted
		Skirting	Timber, painted
		Splashback	
		Floor	Tiles
		Ceiling	Slab

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

Description	No. Services
2.1 **Fitted/ installed by contractor**	
Double curtain track	1
2.3 **Furniture & Fittings**	
Curtails/blinds	1

3.0 **SERVICES**

3.1	**Mechanical**			
3.1.1	Water Supply	Cold		No
		Hot		No
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating		
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		
		Extinguisher		
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	❁	160Lux
		Task		
		Emergency		
3.2.2	Power	15Amp Socket outlet	❁	2 x double
		UPS Socket outlet		
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired		
3.3.4	Other	Wireless		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection		
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 Sized for 6 seater dining room table and server

2.0 **Ironmongery**

None

3.0 **Signage**

None

ROOM DATA SHEET

Room Number **24.03**

WARDEN / Lounge

1.0 SPACE DESCRIPTION

1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**Lounge**	
1.4	Area		
1.5	Finishes	Walls	Plaster, painted
		Skirting	Timber, painted
		Splashback	
		Floor	Tiles
		Ceiling	Slab

2.0 FITTINGS/FURNITURE/EQUIPMENT

Description	No. Services
2.1 Fitted/ installed by contractor	
Double curtain track	1
Security gate to Double door	1
2.3 Furniture & Fittings	
Curtails/blinds	1

3.0 SERVICES

3.1	**Mechanical**			
3.1.1	Water Supply	Cold		No
		Hot		No
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating		
		Fans, ceiling mounted	❁	Intergrated with light point
3.1.3	Firefighting	Hosereel		
		Extinguisher		
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	❁	160Lux
		Task		
		Emergency		
3.2.2	Power	15Amp Socket outlet	❁	4 x double
		UPS Socket outlet		
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired		
3.3.4	Other	Wireless		
	Other	Satellite DStv	❁	Linked with Small Com Room
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection		
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 *Sized for 6 x seats, TV unit, coffee table, 2 x occasional chairs*

2.0 *Double door to patio/garden*

3.0 ***Ironmongery***

Not on master-key system, door stoppers

4.0 ***Signage***

None

ROOM DATA SHEET

Room Number **24.04**

WARDEN / Bedroom 1 (master)

1.0 **SPACE DESCRIPTION**

1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**Bedroom**	
1.4	Area		
1.5	Finishes	Walls	Plaster, painted
		Skirting	Timber, painted
		Splashback	
		Floor	Carpet
		Ceiling	Slab

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

Description	No. Services
2.1 **Fitted/ installed by contractor**	
Double curtain track	1
Security gate to ext Double door	1
Built in CBDS - min 4 doors	1
2.3 **Furniture & Fittings**	
Curtails/blinds	1

3.0 **SERVICES**

3.1	**Mechanical**			
3.1.1	Water Supply	Cold		No
		Hot		No
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating	❁	
		Fans, ceiling mounted	❁	Intergrated with light
3.1.3	Firefighting	Hosereel		
		Extinguisher		
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	❁	160Lux
		Task		
		Emergency		
3.2.2	Power	15Amp Socket outlet	❁	2 x double
		UPS Socket outlet		
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension	❁	
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired		
3.3.4	Other	Wireless		
	Other	Satellite DStv		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection		
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 *Sized for queen sized bed, pedestals, vanity table*

2.0 ***Ironmongery***

Not on master-key system, door stoppers

3.0 ***Signage***

None

ROOM DATA SHEET

Room Number **24.05**

WARDEN / Bedroom 2

1.0 SPACE DESCRIPTION

1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**Bedroom**	
1.4	Area		
1.5	Finishes	Walls	Plaster, painted
		Skirting	Timber, painted
		Splashback	
		Floor	Carpet
		Ceiling	Slab

2.0 FITTINGS/FURNITURE/EQUIPMENT

Description	No. Services
2.1 Fitted/ installed by contractor	
Double curtain track	1
Built in CBDS - min 3 doors	1
2.3 Furniture & Fittings	
Curtails/blinds	1

3.0 SERVICES

3.1	**Mechanical**			
3.1.1	Water Supply	Cold		No
		Hot		No
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating	❁	
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		
		Extinguisher		
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	❁	160Lux
		Task		
		Emergency		
3.2.2	Power	15Amp Socket outlet	❁	2 x double
		UPS Socket outlet		
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired		
3.3.4	Other	Wireless		
	Other	Satellite DStv		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection		
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 *Sized for 2 x single beds, pedestals, study table*

2.0 ***Ironmongery***

Not on master-key system, door stoppers

3.0 ***Signage***

None

ROOM DATA SHEET

Room Number **24.06**

WARDEN / Bedroom 3

1.0 **SPACE DESCRIPTION**

1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**Bedroom**	
1.4	Area	**9 ASM**	
1.5	Finishes	Walls	Plaster, painted
		Skirting	Timber, painted
		Splashback	
		Floor	Carpet
		Ceiling	Slab

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

Description	No. Services
2.1 **Fitted/ installed by contractor**	
Double curtain track	1
Loose CBDS - min 3 doors	1
Towel Rail (1200mm)	1
Pull out drying line	1
Mirror (300x400mm)	1
2.3 **Furniture & Fittings**	
Curtails/blinds	1
Door pin board	1

3.0 **SERVICES**

3.1	**Mechanical**			
3.1.1	Water Supply	Cold		No
		Hot		No
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating	❁	**1 x Wall heater**
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		
		Extinguisher		
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	❁	**160 Lux**
		Task	❁	**1 x bedside lamp**
		Emergency		
3.2.2	Power	15Amp Socket outlet	❁	**x 2**
		UPS Socket outlet	❁	**x 1**
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired	❁	**1**
3.3.4	Other	Wireless		
	Other	Satellite DStv		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection		
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 *Sized for 1 x single bed, desk, pedestal*

2.0 *Dual function as student room.*

3.0 *Sound proof door to residence passage and warden's flat.*

4.0 ***CBDS***

CBD fitting loose and secured over (disabled) door (so the cupboard can be moved to block either the door into the residence or the door into the flat)

5.0 ***Pin Board***

600x900 carpet pinning board with alumin frame

6.0 ***Door pin board***

In residence passage: 300x200 carpet pin board with alumin frame. Alumin frame to have name slot with clear perrspex cover. Board to be marked with room no. To be numbered in Res Room sequence

7.0 ***Ironmongery***

Door into residence on master-key system, door into warden's flat not on master, door stoppers

ROOM DATA SHEET

Room Number **24.07**

WARDEN / Bathroom 1

1.0 **SPACE DESCRIPTION**

1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**Bathroom**	
1.4	Area		
1.5	Finishes	Walls	Tiled to ceiling
		Skirting	Timber, painted
		Splashback	Tiles
		Floor	Tiled
		Ceiling	Slab

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

Description	No. Services
2.1 **Furniture & Fittings**	
Windows - frosted glass	
WHB	1
Bath 1800	1
Shower 900x900	1
WC	1
Towel rail 1200	1
Towel ring	1
Soap holder	1
Toilet roll holder	1
Glass shower door	1
Vanity CBD	1
Mirror 400x600	1

3.0 **SERVICES**

3.1	**Mechanical**			
3.1.1	Water Supply	Cold	❁	Yes
		Hot	❁	Yes
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating		
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		
		Extinguisher		
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	❁	160Lux
		Task		
		Emergency		
3.2.2	Power	15Amp Socket outlet		
		UPS Socket outlet		
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired		
3.3.4	Other	Wireless		
	Other	Satellite DStv		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection		
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 *200L geyser to supply Warden's Flat NOT res hot water supply*

2.0 ***Ironmongery***

Not on master-key system, door stoppers

3.0 ***Signage***

None

ROOM DATA SHEET

Room Number **24.08**

WARDEN / Bathroom 2 (guest)

1.0 **SPACE DESCRIPTION**

1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**Bathroom**	
1.4	Area		
1.5	Finishes	Walls	Tiled floor to ceiling
		Skirting	Timber, painted
		Splashback	Tiles
		Floor	Tiled
		Ceiling	Slab

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

Description	No. Services
2.1 **Furniture & Fittings**	
Windows - frosted glass	
WHB	1
WC	1
Mirror 300x400mm	1
Towel Rail 600mm	1
Toilet roll holder	1

3.0 **SERVICES**

3.1	**Mechanical**			
3.1.1	Water Supply	Cold	❁	Yes
		Hot	❁	Yes
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating		
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		
		Extinguisher		
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	❁	160Lux
		Task		
		Emergency		
3.2.2	Power	15Amp Socket outlet		
		UPS Socket outlet		
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired		
3.3.4	Other	Wireless		
	Other	Satellite DStv		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection		
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 *200L geyser to supply Warden's Flat NOT res hot water supply*

2.0 ***Ironmongery***

Not on master-key system, door stoppers

3.0 ***Signage***

None

ROOM DATA SHEET

Room Number **24.09**

WARDEN / Office

1.0 SPACE DESCRIPTION

1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**Study**	
1.4	Area		
1.5	Finishes	Walls	Plaster, painted
		Skirting	Timber, painted
		Splashback	NA
		Floor	Tiled
		Ceiling	Slab

2.0 FITTINGS/FURNITURE/EQUIPMENT

Description	No. Services
2.1 Fitted/ installed by contractor	
Door bell	1
Double track curtain rail	1
2.3 Furniture & Fittings	
Curtains/Blinds	1
Office desk	1
Office chair	1
Filing cabinet	1
Office Cupboard	1
Visitors chair	2
Wall safe	1
Portable key safe	1
First Aid box	1
Waste paper bin metal	1
Door pin board	1
Pin board	1
Small Key cupboard	1
Bookcase 3 tier	1

3.0 SERVICES

3.1	**Mechanical**			
3.1.1	Water Supply	Cold		No
		Hot		No
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating	❁	
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		
		Extinguisher		
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General	❁	200Lux
		Task		
		Emergency		
3.2.2	Power	15Amp Socket outlet	❁	3 x double
		UPS Socket outlet	❁	1 x double
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired	❁	
3.3.4	Other	Wireless		
	Other	Satellite DStv		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection		
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 Door to Residence passage to be solid stable door

2.0 Door to Warden's flat to be solid door.

3.0 ***Office Desk***

1300x750mm table finishes in black epoxyith 32mm formica top finished with high impact edging. Frame and legs to be 32mm square follow tube with 1.6mm wall thickness. 3 drawer pedestal.

5.0 ***Chair***

Typist/operators chair

6.0 ***Visitors Chair***

7.0 Upholstered with arms

8.0 ***Pin Board***

9.0 2000x1000 carpet pinning board with aluminium frame

10.0 ***Door pin board***

300x200 carpet pin board with alumin frame. Aluminium frame to have name slot with clear perspex cover. Board to be marked with "WARDEN".

11.0 ***Filing Cabinet***

12.0 4 drawer metal cabinet

13.0 ***Key cupboard***

Accommodate 150 keys, wooden, lockable

14.0 ***Ironmongery***

Good quality night latch to Residence passage door, not on master-key system, door stoppers

15.0 ***Door bell***

Different chime to front door bell

ROOM DATA SHEET

Room Number **24.10**

WARDEN / Garage

1.0 SPACE DESCRIPTION

1.1	Building		
1.2	Section/Department	Level 1	
1.3	Room Use	**Garage**	
1.4	Area		
1.5	Finishes	Walls	Plastered
		Skirting	NA NA
		Splashback	Screed
		Floor	FC
		Ceiling	

2.0 FITTINGS/FURNITURE/EQUIPMENT

	Description	No. Services
2.1	**Fitted/ installed by contractor**	

3.0 SERVICES

3.1	**Mechanical**			
3.1.1	Water Supply	Cold		No
		Hot		No
3.1.2	Ventilation	Mechanical Extract		
		Mechanical Supply		
		Heating		
		Fans, ceiling mounted		
3.1.3	Firefighting	Hosereel		
		Extinguisher		Yes
3.1.4	Other			
3.2	**Electrical**			
3.2.1	Lighting	General		160 Lux
		Task		
		Emergency		
3.2.2	Power	15Amp Socket outlet	❁	1 x double
		UPS Socket outlet		
3.2.3	Other			
3.3	**Communication**			
3.3.1	Telephone	Extension		
		Direct line		
		Fax line		
3.3.2	Intercom			
3.3.3	Network	Wired		
3.3.4	Other	Wireless		
	Other	Satellite DStv		
3.4	**Security**			
3.4.1	Fire Detection	Smoke detection		
		Heat detection		
3.4.2	CCTV			
3.4.3	Access Control			
3.4.4	Door Alarm			
3.4.5	Other			

Notes

1.0 *Garage to be adequate for 1 x vehicle + workbench*

2.0 *Store Room attached to garage 6sqm.*

3.0 *Roller Shutter door to be lockable.*

4.0 *Located near/adjacent to entrance/kitchen yard*

5.0 *Side access door to garage*

ROOM DATA SHEET

Room Number **24.11**

WARDEN / General

1.0 **SPACE DESCRIPTION**

1.1 Building

1.2 Section/Department Level 1

1.3 Room Use **NA**

1.4 Area

1.5 Finishes

Walls	NA
Skirting	NA
Splashback	NA
Floor	NA
Ceiling	NA

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

Description	No. Services
2.1 **Furniture & Fittings**	
Whirly bird washing line	1
Garden tap	1

3.0 **SERVICES**

3.1 **Mechanical**

3.1.1	Water Supply	Cold	as shown
		Hot	as shown
3.1.2	Ventilation	Mechanical Extract	
		Mechanical Supply	
		Heating	as shown
		Fans, ceiling mounted	as shown
3.1.3	Firefighting	Hosereel	
		Extinguisher	as shown
3.1.4	Other		

3.2 **Electrical**

3.2.1	Lighting	General	as shown
		Task	
		Emergency	
3.2.2	Power	15Amp Socket outlet	
		UPS Socket outlet	
3.2.3	Other		

3.3 **Communication**

3.3.1	Telephone	Extension	as shown
		Direct line	
		Fax line	
3.3.2	Intercom		
3.3.3	Network	Wired	as shown
3.3.4	Other	Wireless	as shown
	Other	Satellite DStv	as shown

3.4 **Security**

3.4.1	Fire Detection	Smoke detection	
		Heat detection	
3.4.2	CCTV		
3.4.3	Access Control		
3.4.4	Door Alarm		yes - as indicated
3.4.5	Other		

Notes

1.0 *Drying Yard with wall and lockable gate*
2.0 *Private, fenced front garden min 25sqm*
3.0 *Garden fencing as per RU standard*
4.0 *Garden to have lockable gate for service access*
5.0 *Paved patio adequate for table and 4 chairs*
6.0 *Entrance to be accessible from parking area*
7.0 *Provision for Guest parking*
8.0 *Front door bell with different chime to office door bell*
9.0 *Warden's flat to have sub-DB*
10.0 *Ironmongery NOT on master key*
11.0 *All Ground floor external door to be fitted with security gates*
12.0 *All Ground floor windows to be fitted with Burglar Bars*
13.0 *Telephone instruments x 2 provided*
14.0 *One garden tap in the front garden and one in the back yard*
15.0 *Doors in W's flat to be painted white*

ROOM DATA SHEET

Room Number **25**

RESIDENCE / General

1.0 **SPACE DESCRIPTION**

1.1 Building

1.2 Section/Department Level 1

1.3 Room Use **NA**

1.4 Area

1.5 Finishes

Walls	NA
Skirting	NA
Splashback	NA
Floor	NA
Ceiling	NA

2.0 **FITTINGS/FURNITURE/EQUIPMENT**

Description	No. Services
2.1 **Furniture & Fittings**	
Res name signage at entrance	1
Statutory safety signage	
Fire safety equipment	
Rain water tank(s)	?L / student

3.0 **SERVICES**

3.1 **Mechanical**

3.1.1	Water Supply	Cold
		Hot
3.1.2	Ventilation	Mechanical Extract
		Mechanical Supply
		Heating
		Fans, ceiling mounted
3.1.3	Firefighting	Hosereel
		Extinguisher
3.1.4	Other	

3.2 **Electrical**

3.2.1	Lighting	General
		Task
		Emergency
3.2.2	Power	15Amp Socket outlet
		UPS Socket outlet
3.2.3	Other	

3.3 **Communication**

3.3.1	Telephone	Extension
		Direct line
		Fax line
3.3.2	Intercom	
3.3.3	Network	Wired
3.3.4	Other	Wireless
	Other	Satellite DStv

3.4 **Security**

3.4.1	Fire Detection	Smoke detection
		Heat detection
3.4.2	CCTV	
3.4.3	Access Control	
3.4.4	Door Alarm	
3.4.5	Other	

Notes

1.0 *One fridge per floor but not less than 30 students/fridge.*

2.0 ***Wheelchair Access***

Provision should be made for wheelchair access to the front door and the ground floor

3.0 ***Fire Safety***

Provision should be made for fire safety equipment including fire safety door to all fire escapes

Rain Water tanks

Provision should be made for easily accessible rain water tanks to provide safe drinking water for students and staff. The tank should be fitted with a mechanical filter.

Appendix F

BUDGET STUDENT MEAL PLAN

This Budget Student Meal Plan, drawn from plans used at Rhodes University during 2011, is based on the average daily food requirements of a person aged 18-25 years who engages in moderate levels of activity: specifically, 7500kJ energy, 88g protein, 221g carbohydrates and 59g fat per day.

On the basis of average commodity prices paid by Rhodes University in 2011, it is calculated that, for the menus provided below, the average per meal food cost is R14.34 and the average per meal production cost is R9.78, for a total per meal cost of R24.12.

BASIC ITEMS ON MENU - PORTION CONTROL	Portion per Person
Lean beef mince	120g
Diced beef	120g
Chicken leg quarter	200g
Boerewors / kudu wors	120g
Chicken breast	120g
Chicken sosaties	2 x 75g (150g)
Pork chop	150g
Deboned chicken breast	120g
Lean diced leg of mutton	120g
Tenderised steak	150g
Hake fillet	120g
Lean diced beef	120g
Crumbed chicken steaklets / Soya schnitzel	2 x 90g (180g)
Potatoes for mash	150g
Potatoes for chips	250g
Potatoes for roast / baked potato	200g
Samp	80g
Mielie rice	50g
Mielie meal for pap	80g
Rice	50g
Wrap / soft tortilla / burrito / roti	2ea.
Sugar beans for samp and beans	20g
Vegetables in season	130g
Frozen vegetables	130g
Salad (lettuce, cucumber, tomato and onion)	100g

BASIC ITEMS ON MENU - PORTION CONTROL	Portion per Person
Pasta (noodles, macaroni, spaghetti)	50g
Tomato and onion gravy	100ml
Canned mixed beans, lentils, chickpeas	60g
Bread	2 slices ea.
Fruit - medium	1ea.
Fruit juice diluted	175ml
Tartar sauce (mayo)	50g
Cheesy mustard sauce	100ml
Tomato and onion relish / gravy / brown onion gravy	100ml

COTTAGE PIE (Lean Beef Mince, Mashed Potatoes and Mashed Butternut) Brown Onion Gravy Steamed Vegetables in Season Bread (2 slices) Green salad Fruit or Fruit Juice	**CHICKEN STEAKLET** Cheesy /Mustard Sauce Savoury Rice Steamed Vegetables in Season Bread (2 slices), Green salad, Fruit or Fruit Juice	**BEEF CASSEROLE** Dumplings or Rice Steamed Vegetables in Season Bread (2 slices) Green salad, Fruit or Fruit Juice	**ROAST CHICKEN (Leg Quarters)** Roast Potatoes, Gravy Steamed Vegetables in Season Bread (2 slices) Green salad Fruit or Fruit Juice	**BAKED CRUMBED HAKE FILLETS (Grilled or Deep Fried**) Chips (Oven baked/ Fried) Steamed Vegetables in Season Bread (2 slices) Green salad Fruit or Fruit Juice
GRILLED CRUMBED PORK CHOPS Parsley Potatoes, Brown Onion Gravy Steamed Vegetables in Season Bread (2 slices) Green salad Fruit or Fruit	**CHICKEN AND VEGETABLE STEW OR CURRY** Mielie Rice or Noodles Steamed Vegetables in Season Bread (2 slices) Green salad Fruit or Fruit Juice	**BEEF BOLOGNAISE** Spaghetti or Vetkoek/Pot Bread Steamed Vegetables in Season Bread (2 slices) Green salad Fruit or Fruit Juice	**HOME MADE FISH CAKES (Grilled)** Chips (Oven baked/ Fried) Cooked Tomato and Onion Relish (Sauce) Steamed Vegetables in Season, Bread (2 slices) Green salad Fruit or Fruit Juice	**LEAN MILDLY SPICED MUTTON & CABBAGE STEW OR CURRY** Samp / Beans or Rice Steamed Vegetables in Season Bread (2 slices) Green salad Fruit or Fruit Juice
BRAISED STEAK AND ONION Tomato and onion gravy Pap Steamed Vegetables in Season Bread (2 slices) Green salad Fruit or Fruit Juice	**CHICKEN TIKKA SOSATIES (2X75g chicken sosaties in a spicy Tikka sauce**) Savoury rice Steamed Vegetables in Season Bread (2 slices) Green salad Fruit or Fruit Juice	**MEXICAN CHILLI CON CARNE (Mildly** spiced Beef mince, peppers and bean casserole) Baked potato or Yellow Rice Steamed Vegetables in Season Bread (2 slices) Green salad Fruit or Fruit Juice	**CHICKEN AND MACARONI BAKE** Steamed Vegetables in Season Bread (2 slices) Green salad Fruit or Fruit Juice	**GRILLED BEEF BOEREWORS** Mash Chakalaka Steamed Vegetables in Season Bread (2 slices) Green salad Fruit or Fruit Juice
2 WRAPS FILLED WITH ROASTED VEGETABLES AND FETA Steamed Vegetables in Season Bread (2 slices) Green salad Fruit or Fruit Juice	**SOYA SCHNITZEL (2x90g)** Tomato Curry Sauce Savoury Rice Steamed Vegetables in Season Bread (2 slices) Green salad Fruit or Fruit Juice	**SPINACH AND FETA LASAGNE** Steamed Vegetables in Season Bread (2 slices) Green salad Fruit or Fruit Juice	**VEGETABLE BIRYANI (Spiced vegetables, potatoes, rice casserole)** Cucumber and Yoghurt Riata (cold sauce) Steamed Vegetables in Season Bread (2 slices), Green salad Fruit or Fruit Juice	**GRILLED SOYA SAUSAGES (2)** Barbecue Sauce, Steamed sliced onions Sautéed Potatoes Steamed Vegetables in Season Bread (2 slices) Green salad Fruit or Fruit Juice
MALAYSIAN VEG CASSEROLE Yellow Rice Steamed Vegetables in Season Bread (2 slices) Green salad Fruit or Fruit Juice	**BUTTERNUT, LENTILS AND TOMATO BAKE** Steamed Vegetables in Season Bread (2 slices) Green salad Fruit or Fruit Juice	**VEGETARIAN CHILLI CON CARNE** Yellow Rice or Wraps (2) Steamed Vegetables in Season Bread (2 slices) Green salad Fruit or Fruit Juice	**POTATO, CHICKPEA AND SOYA MINCE BAKE** Steamed Vegetables in Season Bread (2 slices) Green salad Fruit or Fruit Juice	**BUTTER BEAN CURRY** Steamed Rice Carrot sambals Steamed Vegetables in Season Bread (2 slices) Green salad Fruit or Fruit Juice

Meal Type	Portions PP	Cost		
COTTAGE PIE				
Lean beef mince	120G	R 32.00	kg	R 3.84
Mashed potatoes/butternut	150g	R 5.34	kg	R 1.00
Steamed fresh vegetables	130g	R 18.95	kg	R 2.46
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Spices / oil	30g	R 66.67	kg	R 2.00
Cost Per Person -				**R 13.82**
GRILLED HAKE FILLETS WITH OVEN BAKED CHIPS				
Hake fillet	120g	R 39.16	kg	R 4.70
Low fat mayonnaise tartar sauce	50g	R 13.95	kg	R 0.70
Chips - oven baked	250g	R 5.34	kg	R 2.00
Steamed fresh vegetables	130g	R 18.95	kg	R 2.46
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Spices / oil	15g	R 66.67	kg	R 1.00
Cost Per Person -				**R 15.38**
BEEF CASSEROLE WITH RICE				
Lean diced beef	120g	R 37.50	kg	R 4.50
Rice	50g	R 10.50	kg	R 0.53
Steamed fresh vegetables	130g	R 18.95	kg	R 2.46
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Spices / oil	30g	R 66.67	kg	R 2.00
Cost Per Person -				**R 14.01**

Meal Type	Portions PP	Cost

CRUMBED -GRILLED CHICKEN STEAKLETS SERVED WITH CHEESE MUSTARD SAUCE				
Crumbed chicken steaklets	120g	R 49.95	kg	R 5.99
Lean cheesy mustard sauce	100ml	R 11.00	Lt.	R 1.10
Steamed fresh vegetables	130g	R 18.95	kg	R 2.46
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green Salad	100g	R 10.00	kg	R 1.00
Spices / oil	15g	R 66.67	kg	R 1.00
Cost Per Person -				**R 15.07**

ROAST CHICKEN LEG QUARTERS SERVED WITH ROAST POTATOES				
Lean chicken leg quarters	200g	R 23.45	kg	R 4.69
Herbed roast potatoes	200g	R 5.34	kg	R 1.07
Steamed fresh vegetables	130g	R 18.95	kg	R 2.46
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Spices / oil	30g	R 66.67	kg	R 2.00
Cost Per Person -				**R 14.74**

WORS, MASH AND TOMATO AND ONION RELISH				
Lean Kudu or boerewors	120g	R 31.50	kg	R 3.78
Creamy mash potatoes	150g	R 5.34	kg	R 0.80
Tomato and onion relish	100ml	R 11.00	Lt.	R 1.00
Steamed fresh vegetables	130g	R 18.95	kg	R 2.46
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Spices / oil	30g	R 66.67	kg	R 2.00
Cost Per Person -				**R 14.56**

Meal Type	Portions PP	Cost		
MILD CHICKEN CURRY WITH MIELIE RICE				
Chicken breast /curry sauce	150g	R 31.95	kg	R 4.79
Mielie rice	50g	R 5.75	kg	R 0.29
Steamed fresh vegetables	130g	R 18.95	kg	R 2.46
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Spices / oil	30g	R 66.67	kg	R 2.00
Cost Per Person -				**R 14.06**
MEXICAN CHILLI CON CARNE SERVED WITH YELLOW RICE				
Lean beef mince	120G	R 32.00	kg	R 3.84
Mixed canned beans and spices	60g	R 16.67	kg	R 1.00
Yellow rice	50G	R 10.50	kg	R 0.53
Steamed fresh vegetables	130g	R 18.95	kg	R 2.46
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Spices / oil	30g	R 66.67	kg	R 2.00
Cost Per Person -				**R 14.35**
BAKED CRUMBED PORK CHOPS WITH LYONNAISE POTATOES AND GRAVY				
Lean crumbed pork chops	150g	R 41.50	kg	R 6.23
Sliced potatoes with onion	120g	R 5.34	kg	R 0.64
Brown Bisto gravy	100ml	R 5.00	Lt.	R 0.50
Steamed fresh vegetables	130g	R 18.95	kg	R 2.46
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Spices / oil	15g	R 66.67	kg	R 1.00
Cost Per Person -				**R 15.35**

Meal Type	Portions PP	Cost		
CHICKEN AND VEGETABLE STEW WITH NOODLES				
Diced deboned chicken breast	120g	R 31.95	kg	R 3.83
Frozen mixed vegetables and herbs/spices	65g	R 18.95	kg	R 1.23
Screw noodles	40g	R 17.50	kg	R 0.70
Steamed fresh vegetables	130g	R 18.95	kg	R 2.46
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Spices / oil	30g	R 66.67	kg	R 2.00
Cost Per Person -				**R 14.74**
SPICY BRAISED MUTTON AND CABBAGE SERVED WITH SAMP				
Lean diced leg of mutton	120g	R 59.50	kg	R 7.14
Cabbage	100g	R 6.00	kg	R 0.60
Herbs and spices	15g	R 66.67	kg	R 1.00
Samp	80g	R 4.05	kg	R 0.32
Beans	20g	R 13.90	kg	R 0.29
Steamed fresh vegetables	130g	R 18.95	kg	R 2.46
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Cost Per Person -				**R 16.33**
BRAISED TENDERISED STEAK WITH TOMATO AND ONION GRAVY AND PAP				
Lean tenderised steak	150g	R 38.80	kg	R 5.82
Spicy tomato and onion gravy	100ml	R 15.00	Lt.	R 1.50
Pap	80g	R 3.65	kg	R 0.30
Steamed fresh vegetables	130g	R 18.95	kg	R 2.46
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Spices / oil	15g	R 66.67	kg	R 1.00
Cost Per Person -				**R 15.60**

Meal Type	Portions PP	Cost		
BEEF BOLOGNAISE				
Lean beef mince	120G	R 32.00	kg	R 3.84
Tomato and onion sauce	100g	R 15.00	kg	R 1.50
Spaghetti	50g	R 16.50	kg	R 0.83
Steamed fresh vegetables	130g	R 18.95	kg	R 2.46
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Spices / oil	30g	R 66.67	kg	R 2.00
Cost Per Person -				**R 15.15**
HOMEMADE FISH CAKES WITH TOMATO AND ONION RELISH AND OVEN CHIPS				
Hake fillet	120g	R 39.16	kg	R 4.70
Tomato and onion relish	100g	R 15.00	kg	R 1.50
Chips - oven bake	250g	R 5.34	kg	R 2.00
Steamed fresh vegetables	130g	R 18.95	kg	R 2.46
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Spices and herbs	15g	R 66.67	kg	R 1.00
Cost Per Person -				**R 16.18**
CHICKEN TIKKA SOSATIES SERVED WITH SAVOURY RICE				
Chicken sosaties	150g	R 52.50	kg	R 7.87
Herbs and Tikka spices	30g	R 66.67	kg	R 2.00
Rice	50g	R 10.50	kg	R 0.53
Steamed fresh vegetables	130g	R 18.95	kg	R 2.46
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Cost Per Person -				**R 17.38**

Meal Type	Portions PP	Cost		
CHICKEN AND MACARONI BAKE				
Diced deboned chicken breast	120g	R 31.95	kg	R 3.83
White sauce with cheese	100ml	R 11.00	lt	R 1.10
Macaroni	50g	R 17.50	kg	R 0.70
Steamed fresh vegetables	130g	R 18.95	kg	R 2.46
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Tomato, spices / oil	30g	R 66.67	kg	R 2.00
Cost Per Person -				**R 14.61**
WRAPS FILLED WITH ROASTED VEGETABLES AND FETA				
Peppers, butternut, carrots	80g	R 18.95	kg	R 1.51
White sauce with feta cheese	100ml	R 11.00	Lt.	R 1.10
Wraps	2ea	R 2.20	kg	R 4.40
Fresh frozen mixed vegetables	100g	R 15.50	kg	R 1.55
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Herbs, garlic / olive oil	15g	R 66.67	kg	R 1.00
Cost Per Person -				**R 14.08**
SOYA SCHNITZELS SERVED WITH TOMATO CURRY SAUCE				
Soya schnitzels	120g	R 45.00	Kg	R 5.40
Tomato curry sauce	100ml	R 15.00	Lt.	R 1.50
Steamed fresh vegetables	130g	R 18.95	kg	R 2.46
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Spices / oil	15g	R 66.67	kg	R 1.00
Cost Per Person -				**R 14.88**

Meal Type	Portions PP	Cost		
SPINACH AND FETA LASAGNE				
Chopped spinach	100g	R 18.50	kg	R 1.80
White sauce with cheddar cheese	100ml	R 18.00	Lt.	R 1.80
Lasagne or ribbon noodles	50g	R 17.50	kg	R 0.70
Steamed fresh vegetables	130g	R 18.95	kg	R 2.46
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Onion, garlic, spices / oil	30g	R 66.67	kg	R 2.00
Cost Per Person -				**R 13.28**
VEGETABLE BIRYANI				
Frozen mixed vegetables	100g	R 15.50	kg	R 1.55
Quarter potatoes - roasted	80g	R 8.00	kg	R 0.64
Tomato, coriander, onion and spices	40g	R 66.67	kg	R 2.67
Rice	80g	R 10.50	kg	R 0.84
Brown lentils	50g	R 13.90	kg	R 0.70
Cucumber and yoghurt salad	100g	R 25.00	kg	R 2.50
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Cost Per Person -				**R 13.42**
GRILLED SOYA SAUSAGE -BQ SAUCE, STEAMED ONIONS AND SAUTEED POTATOES				
Soya sausages	100g	R 41.50	kg	R 4.15
Sautéed potatoes	100g	R 5.34	kg	R 0.53
Steamed sliced onion	50g	R 16.00	kg	R 0.80
Steamed fresh vegetables	130g	R 18.95	kg	R 2.46
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
BQ sauce	60ml	R 18.95	Lt.	R 1.14
Cost Per Person -				**R 13.60**

Meal Type	Portions PP	Cost		
MALAYSIAN VEGETABLE CASSEROLE				
Frozen mixed vegetables	100g	R 15.50	kg	R 1.55
Diced potatoes	80g	R 8.00	kg	R 0.64
Tomato, coriander, onion and spices	40g	R 66.67	kg	R 2.67
Yellow rice	50g	R 10.50	kg	R 0.53
Chickpeas	50g	R 13.90	kg	R 0.70
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Cost Per Person -				**R 10.61**
BUTTERNUT, LENTILS AND TOMATO BAKE				
Butternut - sliced	100g	R 15.50	kg	R 1.55
Tomato and onion gravy	100g	R 15.00	kg	R 1.50
Mixed herbs, garlic, onion and spices	40g	R 66.67	kg	R 2.67
Bread crumbs	20g	R 10.50	kg	R 0.21
Brown Lentils - cooked	100g	R 13.90	kg	R 1.39
White sauce with feta cheese	100ml	R 11.00	Lt.	R 1.10
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Cost Per Person -				**R 12.94**
VEGETARIAN CHILLI CON CARNE SERVED WITH RICE				
Imana savoury soya mince	80g	R 18.95	kg	R 1.51
Mixed canned beans and spices	60g	R 16.67	kg	R 1.00
Rice	50G	R 10.50	kg	R 0.53
Steamed fresh vegetables	130g	R 18.95	kg	R 2.46
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Tomato, herbs, spices / oil	30g	R 66.67	kg	R 2.00
Cost Per Person -				**R 12.02**

Meal Type	Portions PP	Cost		
POTATO, CHICKPEA AND SOYA MINCE BAKE				
Sliced potatoes, steamed	100g	R 8.00	kg	R 0.80
Soya sausages, sliced thinly	100g	R 41.50	ea	R 4.15
Tomato and onion gravy	100g	R 15.00	kg	R 1.50
Mixed herbs, garlic, onion and spices	40g	R 66.67	kg	R 2.67
Chickpeas	60g	R 13.90	kg	R 0.83
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Cost Per Person -				**R 14.47**

BUTTER BEAN CURRY				
Quarter potatoes, steamed	80g	R 8.00	kg	R 0.64
Tomato, coriander, onion and spices	40g	R 66.67	kg	R 2.67
Rice	50g	R 10.50	kg	R 0.53
Canned butter beans	100g	R 13.90	kg	R 1.39
Tomato and carrot sambals	100g	R 25.00	kg	R 2.50
Wholewheat bread	2 slices	R 0.34	ea	R 0.68
Fruit juice	50ml undiluted	R 16.79	ml	R 0.84
Fruit - medium	1ea	R 2.00	ea	R 2.00
Green salad	100g	R 10.00	kg	R 1.00
Cost Per Person -				**R 12.25**

Appendix G: FINANCIAL MODELS FOR NEW RESIDENCES: SPREADSHEET A

SPREADSHEET A

NEW RESIDENCES: FINANCIAL MODEL (261 students)

		1.085	1.085	1.085	1.085	1.085	1.085	1.085	1.085	1.085	1.085	1.085	1.085	1.085	1.085	1.085	1.085	1.085
	Budget 2011 R000'S	**Budget 2012 R000'S**	**Budget 2013 R000'S**	**Budget 2014 R000'S**	**Budget 2015 R000'S**	**Budget 2016 R000'S**	**Budget 2017 R000'S**	**Budget 2018 R000'S**	**Budget 2019 R000'S**	**Budget 2020 R000'S**	**Budget 2021 R000'S**	**Budget 2022 R000'S**	**Budget 2023 R000'S**	**Budget 2024 R000'S**	**Budget 2025 R000'S**	**Budget 2026 R000'S**	**Budget 2027 R000'S**	**Budget 2028 R000'S**
TOTAL INCOME	8 639	9 773	10 604	11 505	12 483	13 544	14 695	15 944	17 300	18 770	20 366	22 097	23 975	26 013	28 224	30 623	33 226	36 050
TOTAL EXPENDITURE	18 444	19 066	19 739	20 468	22 423	23 378	24 412	26 758	28 077	28 605	20 132	21 811	23 631	25 604	27 742	30 059	32 571	35 294
NET SURPLUS/(DEFICIT)	(9 805)	(9 293)	(9 135)	(8 963)	(9 940)	(9 834)	(9 717)	(10 814)	(10 777)	(9 834)	234	286	344	409	482	564	655	756

	Budget 2011 R000'S	Budget 2012 R000'S	Budget 2013 R000'S	Budget 2014 R000'S	Budget 2015 R000'S	Budget 2016 R000'S	Budget 2017 R000'S	Budget 2018 R000'S	Budget 2019 R000'S	Budget 2020 R000'S	Budget 2021 R000'S	Budget 2022 R000'S	Budget 2023 R000'S	Budget 2024 R000'S	Budget 2025 R000'S	Budget 2026 R000'S	Budget 2027 R000'S	Budget 2028 R000'S
INCOME																		
Residence Fees	8 860	9 613	10 431	11 317	12 279	13 323	14 455	15 684	17 017	18 464	20 033	21 736	23 583	25 588	27 763	30 123	32 683	35 461
Lodging	6 738	7 311	7 932	8 606	9 338	10 132	10 993	11 927	12 941	14 041	15 235	16 529	17 934	19 459	21 113	22 908	24 855	26 967
Food	2 589	2 809	3 047	3 306	3 587	3 892	4 223	4 582	4 972	5 394	5 853	6 350	6 890	7 476	8 111	8 801	9 549	10 360
Gross fees	9 327	10 119	10 980	11 913	12 925	14 024	15 216	16 509	17 913	19 435	21 087	22 880	24 825	26 935	29 224	31 708	34 403	37 328
Less : Meal refunds	466	506	549	596	646	701	761	825	896	972	1 054	1 144	1 241	1 347	1 461	1 585	1 720	1 866
Less vacancy provision (2,25%)	222	240	261	283	307	333	361	392	425	462	501	543	590	640	694	753	817	887
Conference & Other Revenue	-	400	434	471	511	554	601	653	708	768	834	904	981	1 065	1 155	1 253	1 360	1 475
TOTAL INCOME	8 639	9 773	10 604	11 505	12 483	13 544	14 695	15 944	17 300	18 770	20 366	22 097	23 975	26 013	28 224	30 623	33 226	36 050

	Budget 2011 R000'S	Budget 2012 R000'S	Budget 2013 R000'S	Budget 2014 R000'S	Budget 2015 R000'S	Budget 2016 R000'S	Budget 2017 R000'S	Budget 2018 R000'S	Budget 2019 R000'S	Budget 2020 R000'S	Budget 2021 R000'S	Budget 2022 R000'S	Budget 2023 R000'S	Budget 2024 R000'S	Budget 2025 R000'S	Budget 2026 R000'S	Budget 2027 R000'S	Budget 2028 R000'S
EXPENDITURE																		
Staff Costs	2 980	3 233	3 508	3 806	4 130	4 481	4 862	5 275	5 723	6 210	6 738	7 310	7 932	8 606	9 338	10 131	10 992	11 927
Training Expenses	11	11	12	13	15	16	17	19	20	22	24	26	28	30	33	36	39	42
Skills Development Levy	22	24	26	27	29	31	33	35	37	39	41	44	46	49	52	55	58	62
Food Purchases	1 870	2 029	2 201	2 388	2 591	2 812	3 051	3 310	3 591	3 896	4 228	4 587	4 977	5 400	5 859	6 357	6 897	7 483
Cleaning Materials	161	175	190	206	223	242	263	285	310	336	364	395	429	465	505	548	595	645
Laundry Expenses	66	72	78	84	91	99	108	117	127	137	149	162	175	190	207	224	243	264
Power & Water	559	606	658	714	774	840	911	989	1 073	1 164	1 263	1 370	1 487	1 613	1 750	1 899	2 061	2 236
Municipal Rates	202	219	238	258	280	303	329	357	388	420	456	495	537	583	632	686	744	808
Telephones	15	16	18	19	21	22	24	26	29	31	34	37	40	43	47	51	55	60
Insurance	28	31	33	36	39	42	46	50	54	59	64	69	75	81	88	96	104	113
Hall Committee Grants	61	66	72	78	85	92	100	108	117	127	138	150	163	176	191	208	225	244
Printing & Stationery	19	21	23	25	27	29	32	34	37	40	44	47	51	56	61	66	71	77
Wardens Entertainment Allowance	9	9	10	11	12	13	14	15	17	18	20	21	23	25	27	30	32	35
Sundries	23	25	28	30	33	35	38	42	45	49	53	58	62	68	74	80	87	94
Capital Renewals	-	-	-	-	1 165	1 264	1 371	1 488	1 615	1 752	1 901	2 062	2 238	2 428	2 634	2 858	3 101	3 364
Maintenance & Refurbishment	100	109	118	128	139	150	163	1 402	1 521	1 650	1 791	1 943	2 108	2 287	2 482	2 693	2 922	3 170
Refurbishment reserve	700	760	824	894	970	1 053	1 142	1 239	1 344	1 459	1 583	1 717	1 863	2 022	2 193	2 380	2 582	2 802
Loan Costs	10 924	10 924	10 924	10 924	10 924	10 924	10 924	10 924	10 924	10 022	-	-	-	-	-	-	-	-
Provision for Bad Debts	694	736	780	827	876	929	984	1 044	1 106	1 172	1 243	1 317	1 396	1 480	1 569	1 663	1 763	1 869
TOTAL EXPENDITURE	18 444	19 066	19 739	20 468	22 423	23 378	24 412	26 758	28 077	28 605	20 132	21 811	23 631	25 604	27 742	30 059	32 571	35 294

Appendix G: FINANCIAL MODELS FOR NEW RESIDENCES: SPREADSHEET B

SPREADSHEET B
NEW RESIDENCES: FINANCIAL MODEL (20 students)

		1.005	1.005	1.005	1.005	1.005	1.005	1.005	1.005
	Budget 2011 R000'S	Budget 2012 R000'S	Budget 2013 R000'S	Budget 2014 R000'S	Budget 2015 R000'S	Budget 2016 R000'S	Budget 2017 R000'S	Budget 2018 R000'S	Budget 2019 R000'S
TOTAL INCOME	8 638	9 773	10 604	11 505	12 483	13 546	14 695	15 944	17 300
TOTAL EXPENDITURE	7 520	8 142	8 815	9 544	11 499	12 464	13 488	15 804	17 153
NET SURPLUS/(DEFICIT)	1 118	1 631	1 789	1 961	984	1 082	1 207	140	147

		1.005	1.005	1.005	1.005	1.005	1.005	1.005	1.005	1.005
	Budget 2020 R000'S	Budget 2021 R000'S	Budget 2022 R000'S	Budget 2023 R000'S	Budget 2024 R000'S	Budget 2025 R000'S	Budget 2026 R000'S	Budget 2027 R000'S	Budget 2028 R000'S
TOTAL INCOME	18 770	20 366	22 097	23 975	26 013	28 224	30 623	33 236	36 050
TOTAL EXPENDITURE	18 588	20 132	21 811	23 601	25 604	27 742	30 059	32 571	35 294
NET SURPLUS/(DEFICIT)	182	234	286	344	409	482	564	665	756

	Budget 2011 R000'S	Budget 2012 R000'S	Budget 2013 R000'S	Budget 2014 R000'S	Budget 2015 R000'S	Budget 2016 R000'S	Budget 2017 R000'S	Budget 2018 R000'S	Budget 2019 R000'S
INCOME									
Residence Fees	8 861	9 613	10 431	11 317	12 279	13 323	14 455	15 684	17 017
Lodging	6 738	7 311	7 932	8 606	9 338	10 132	10 993	11 927	12 941
Food	2 589	2 809	3 047	3 306	3 587	3 892	4 223	4 582	4 972
Gross fees	9 327	10 119	10 980	11 913	12 925	14 024	15 216	16 509	17 913
Less: Meal refunds	466	506	549	596	646	701	761	825	896
Operation DH & Functions Unit	-	-	-	-	-	-	-	-	-
Less vacancy provision (2,25%)	222	240	261	283	307	333	361	392	425
Conference & Other Revenue	-	400	434	471	511	556	601	652	708
Rental & Other Income		-	-	-	-	-	-	-	-
TOTAL INCOME	8 638	9 773	10 604	11 505	12 483	13 546	14 695	15 944	17 300

	Budget 2020 R000'S	Budget 2021 R000'S	Budget 2022 R000'S	Budget 2023 R000'S	Budget 2024 R000'S	Budget 2025 R000'S	Budget 2026 R000'S	Budget 2027 R000'S	Budget 2028 R000'S
INCOME									
Residence Fees	18 464	20 033	21 736	23 584	25 588	27 763	30 123	32 685	35 461
Lodging	14 041	15 235	16 529	17 934	19 459	21 113	22 908	24 855	26 967
Food	5 394	5 853	6 350	6 890	7 476	8 111	8 801	9 549	10 360
Gross fees	19 435	21 087	22 880	24 825	26 935	29 224	31 708	34 405	37 328
Less: Meal refunds	972	1 054	1 144	1 241	1 347	1 461	1 585	1 720	1 866
Operation DH & Functions Unit	-	-	-	-	-	-	-	-	-
Less vacancy provision (2,25%)	462	501	543	590	640	694	753	817	887
Conference & Other Revenue	768	834	904	981	1 065	1 155	1 253	1 360	1 475
Rental & Other Income	-	-	-	-	-	-	-	-	-
TOTAL INCOME	18 770	20 366	22 097	23 975	26 013	28 224	30 623	33 236	36 050

	Budget 2011 R000'S	Budget 2012 R000'S	Budget 2013 R000'S	Budget 2014 R000'S	Budget 2015 R000'S	Budget 2016 R000'S	Budget 2017 R000'S	Budget 2018 R000'S	Budget 2019 R000'S
EXPENDITURE									
Staff Costs	2 980	3 233	3 508	3 806	4 130	4 481	4 862	5 275	5 723
Training Expenses	11	11	12	13	15	16	17	19	20
Skills Development Levy	22	24	26	27	29	31	33	35	37
Food Purchases	1 870	2 029	2 201	2 388	2 591	2 812	3 051	3 310	3 591
Cleaning Materials	161	175	190	206	223	242	263	285	310
Staff Transport		-	-	-	-	-	-	-	-
Student Transport		-	-	-	-	-	-	-	-
Vehicle Expenses		-	-	-	-	-	-	-	-
Laundry Expenses	66	72	78	84	91	99	108	117	127
Sanatorium		-	-	-	-	-	-	-	-
Power & Water	559	606	658	714	774	840	911	989	1 073
Municipal Rates	202	219	238	258	280	303	329	357	388
Telephones	15	16	18	19	21	22	24	26	29
Insurance	28	31	33	36	39	42	46	50	54
Hall Committee Grants	61	66	72	78	85	92	100	108	117
Printing & Stationery	19	21	23	25	27	29	32	34	37
Wardens Entertainment Allowance	8	9	10	11	12	13	14	15	17
Sundries	25	26	28	30	33	36	38	42	45
Capital Renewals	-	-	-	-	1 165	1 264	1 371	1 488	1 615
Maintenance & Refurbishment	100	109	118	128	139	150	163	1 402	1 521
Refurbishment reserve	700	760	824	894	970	1 053	1 142	1 239	1 344
Loan Costs	-	-	-	-	-	-	-	-	-
Provision for Bad Debts	694	736	780	827	876	929	984	1 044	1 106
Additional Student rentals, VO		-	-	-	-	-	-	-	-
Student Financial Aid		-	-	-	-	-	-	-	-
TOTAL EXPENDITURE	7 520	8 142	8 815	9 544	11 499	12 464	13 488	15 804	17 150

	Budget 2020 R000'S	Budget 2021 R000'S	Budget 2022 R000'S	Budget 2023 R000'S	Budget 2024 R000'S	Budget 2025 R000'S	Budget 2026 R000'S	Budget 2027 R000'S	Budget 2028 R000'S
EXPENDITURE									
Staff Costs	6 210	6 738	7 310	7 932	8 606	9 338	10 131	10 992	11 927
Training Expenses	22	24	26	28	30	33	36	39	42
Skills Development Levy	39	41	44	46	49	52	55	58	62
Food Purchases	3 896	4 228	4 587	4 977	5 400	5 858	6 357	6 897	7 483
Cleaning Materials	336	364	395	429	465	505	548	595	645
Staff Transport	-	-	-	-	-	-	-	-	-
Student Transport	-	-	-	-	-	-	-	-	-
Vehicle Expenses	-	-	-	-	-	-	-	-	-
Laundry Expenses	137	149	162	175	190	207	224	243	264
Sanatorium	-	-	-	-	-	-	-	-	-
Power & Water	1 164	1 263	1 370	1 487	1 613	1 750	1 899	2 061	2 236
Municipal Rates	420	456	495	537	583	632	686	744	808
Telephones	31	34	37	40	43	47	51	55	60
Insurance	59	64	69	75	81	88	96	104	113
Hall Committee Grants	127	138	150	163	176	191	208	225	244
Printing & Stationery	40	44	47	51	56	60	66	71	77
Wardens Entertainment Allowance	18	20	21	23	25	27	30	32	35
Sundries	49	53	58	62	68	74	80	87	94
Capital Renewals	1 752	1 901	2 062	2 238	2 428	2 634	2 858	3 101	3 364
Maintenance & Refurbishment	1 650	1 791	1 943	2 108	2 287	2 482	2 693	2 922	3 170
Refurbishment reserve	1 459	1 583	1 717	1 863	2 022	2 193	2 380	2 582	2 802
Loan Costs	-	-	-	-	-	-	-	-	-
Provision for Bad Debts	1 172	1 240	1 317	1 396	1 480	1 569	1 663	1 763	1 869
Additional Student rentals, VO	-	-	-	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURE	18 588	20 132	21 811	23 601	25 604	27 742	30 059	32 571	35 294

Appendix H

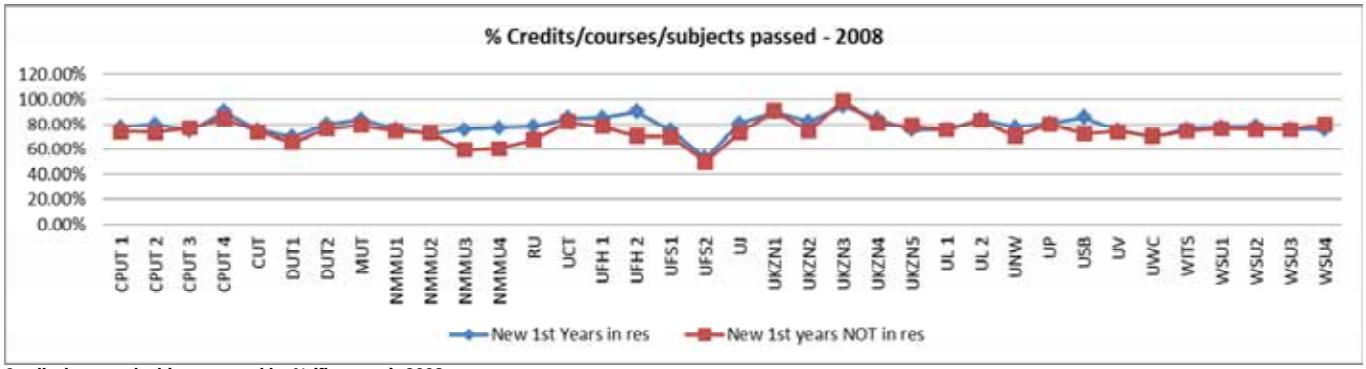
PRELIMINARY ANALYSIS OF THE IMPACT OF STUDENT HOUSING ON ACADEMIC SUCCESS

(Note: the data on which the figures in this Appendix is based is not comprehensive, and all information should be treated with caution.)

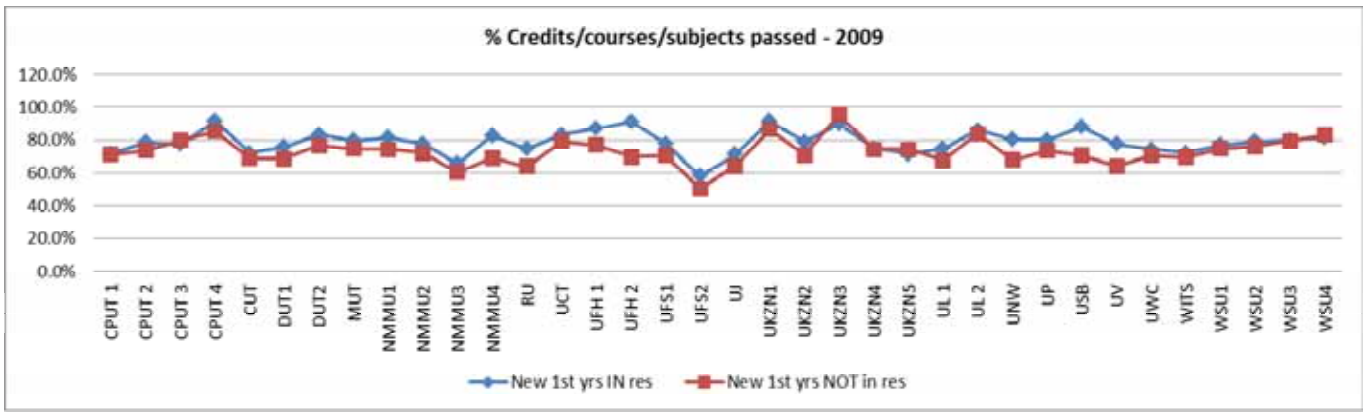
In the following figures, the percentage of courses, credits or subjects passed per year by students living in residence is compared with the number of courses passed by students living off campus. Nineteen of the 22 universities with residences provided the necessary academic data, but only twelve made their 2010 academic data available. The following campus codes are used in the accompanying figures:

Institution Campus Code	Campus
CPUT 1	Cape Peninsula University of Technology - Cape Town
CPUT 2	Cape Peninsula University of Technology – Bellville
CPUT 3	Cape Peninsula University of Technology - Mowbray
CPUT 4	Cape Peninsula University of Technology - Wellington
CUT	Central University of Technology – Bloemfontein
DUT 1	Durban University of Technology - Durban
DUT 2	Durban University of Technology - Midlands
MUT	Mangosuthu University of Technology
NMMU 1	Nelson Mandela Metropolitan University - Summerstrand South
NMMU 2	Nelson Mandela Metropolitan University - Summerstrand North
NMMU 3	Nelson Mandela Metropolitan University - 2nd Ave
NMMU 4	Nelson Mandela Metropolitan University - George
RU	Rhodes University

Institution Campus Code	Campus
UCT	University of Cape Town
UFH 1	University of Fort Hare - Alice
UFH 2	University of Fort Hare - East London
UFS 1	University of the Free State - Bloemfontein
UFS 2	University of the Free State - QwaQwa
UJ	University of Johannesburg - Doornfontein
UKZN 1	University of KwaZulu-Natal - Edgewood
UKZN 2	University of KwaZulu-Natal - Howard
UKZN 3	University of KwaZulu-Natal - Medical
UKZN 4	University of KwaZulu-Natal - Pietermaritzburg
UKZN 5	University of KwaZulu-Natal - Westville
UL 1	University of Limpopo - Turfloop
UL 2	University of Limpopo - MEDUNSA
UNW	North West University – Potchefstroom
UP	University of Pretoria
USB	Stellenbosch University
UV	University of Venda
UWC	University of the Western Cape
WITS	University of the Witwatersrand
WSU1	Walter Sisulu University - Buffalo City
WSU2	Walter Sisulu University - Butterworth
WSU3	Walter Sisulu University - Zamukulungisa Mthatha
WSU4	Walter Sisulu University - NMD Mthatha



Credits/courses/subjects passed by % (first year), 2008



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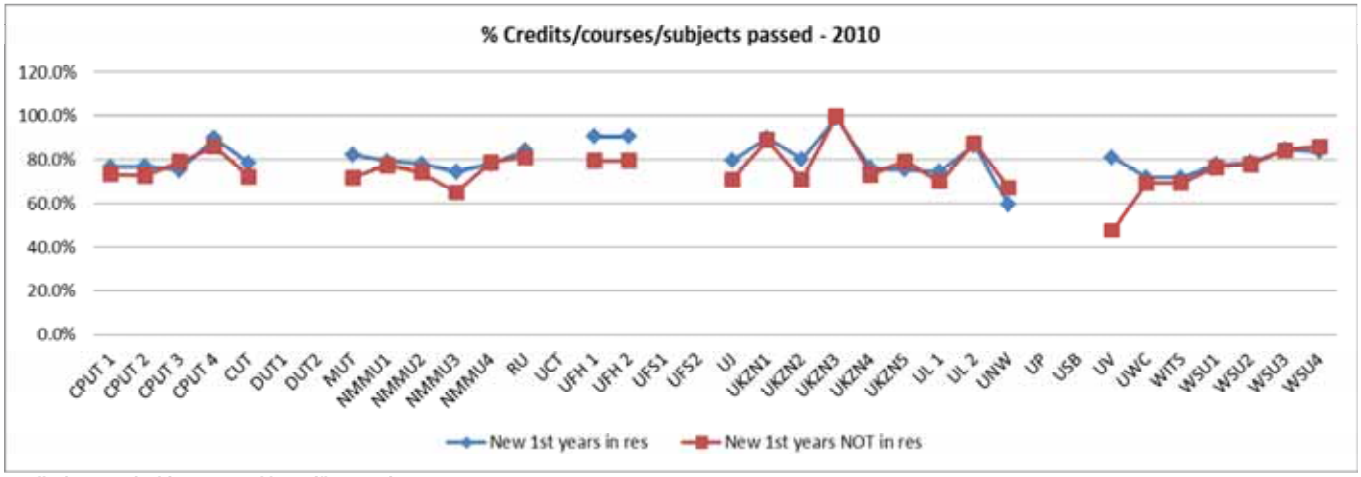
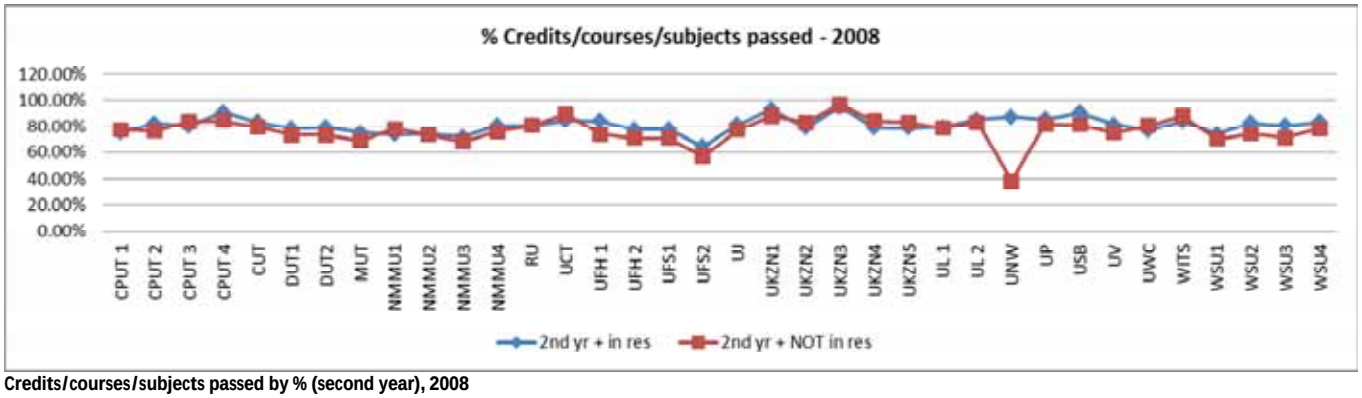
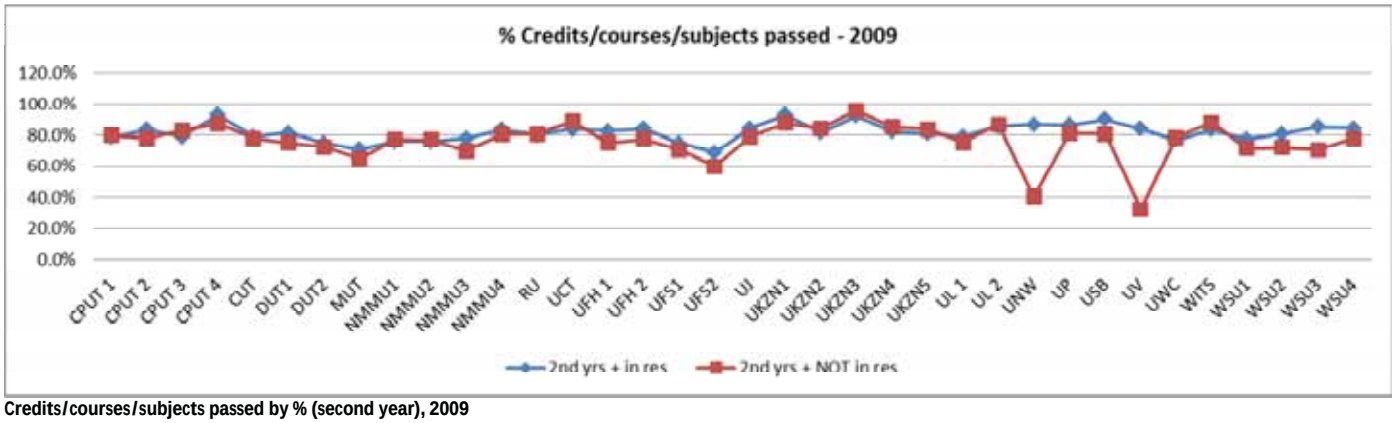


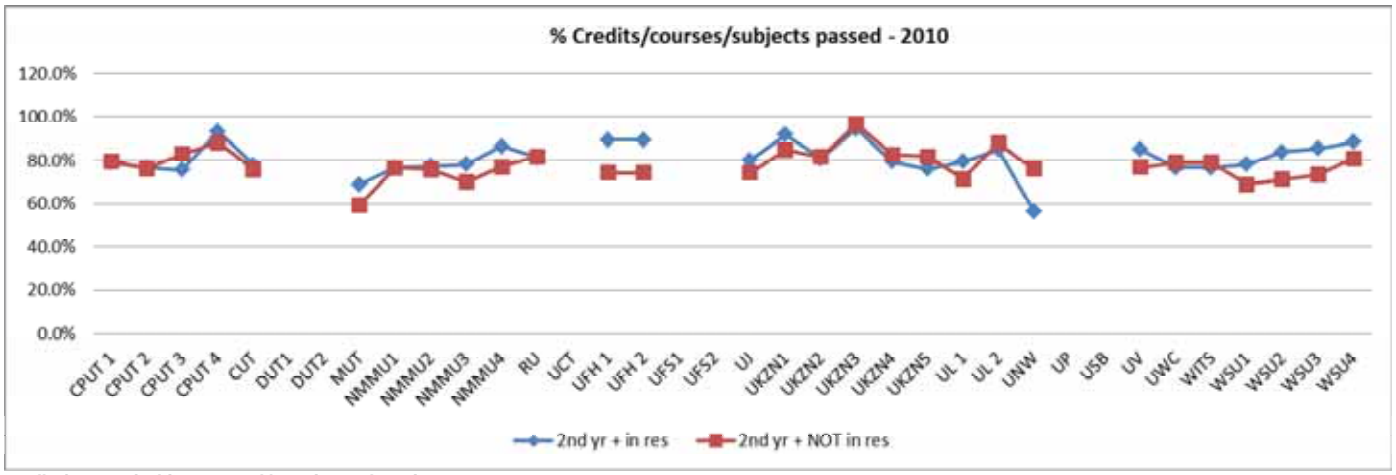
Credits/courses/subjects passed by % (first year), 2010



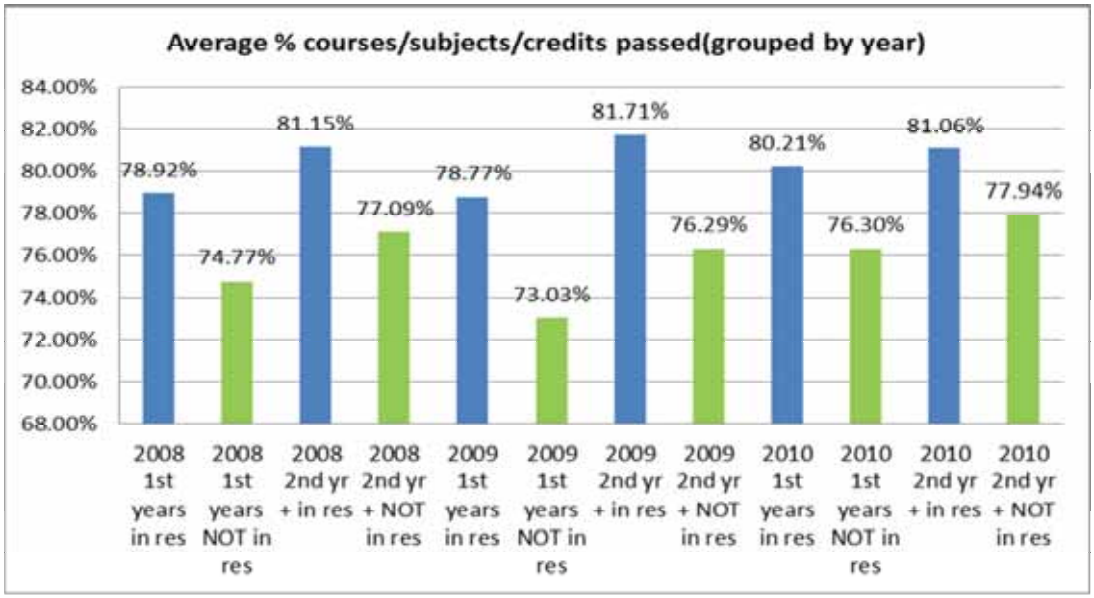
Credits/courses/subjects passed by % (second year), 2008



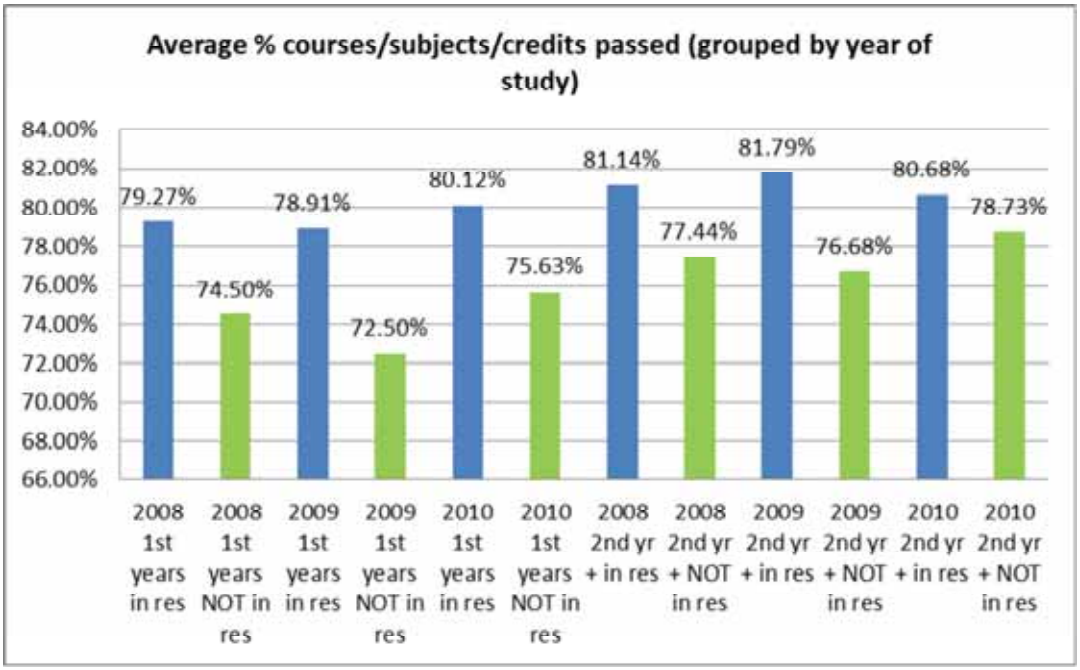
Credits/courses/subjects passed by % (second year), 2009



Credits/courses/subjects passed by % (second year), 2010

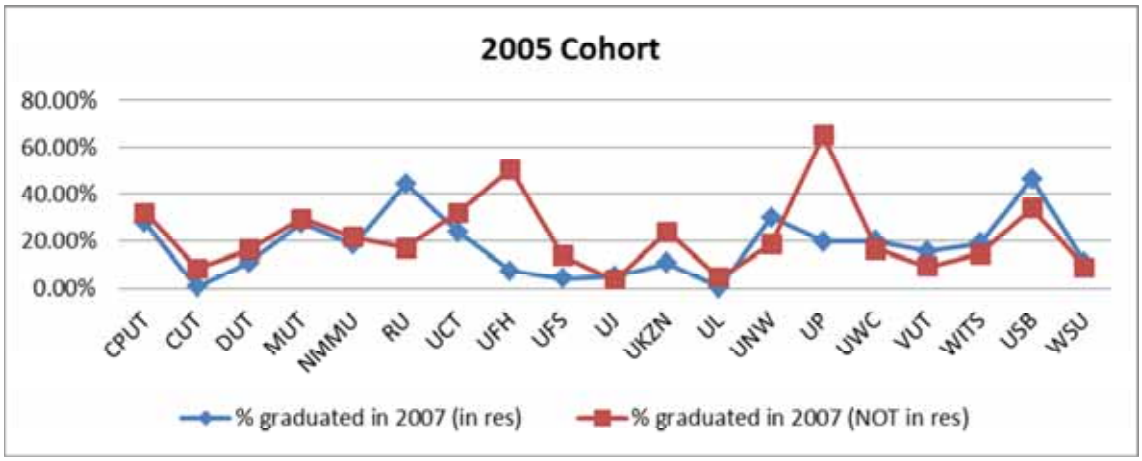


Average % courses/subjects/credits passed, by year

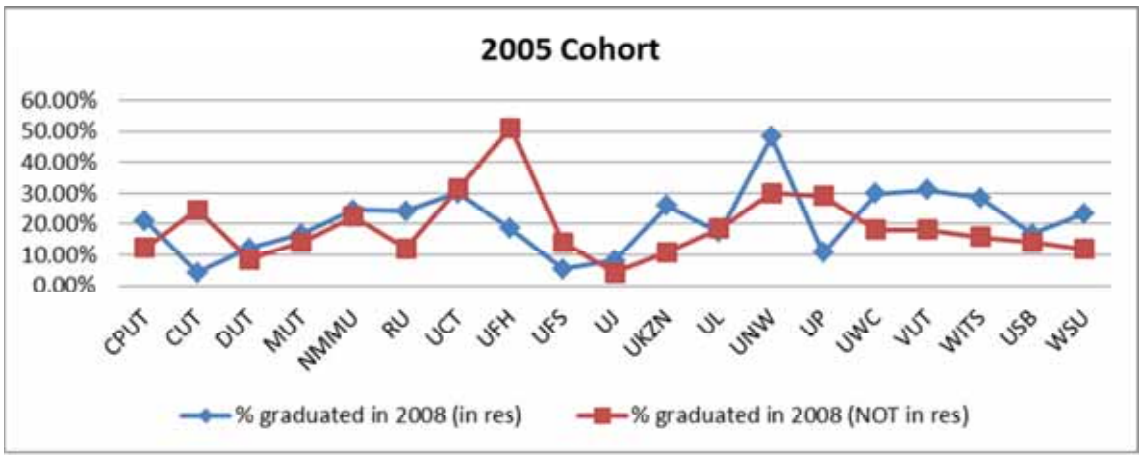


Average % courses/subjects/credits passed, by year of study

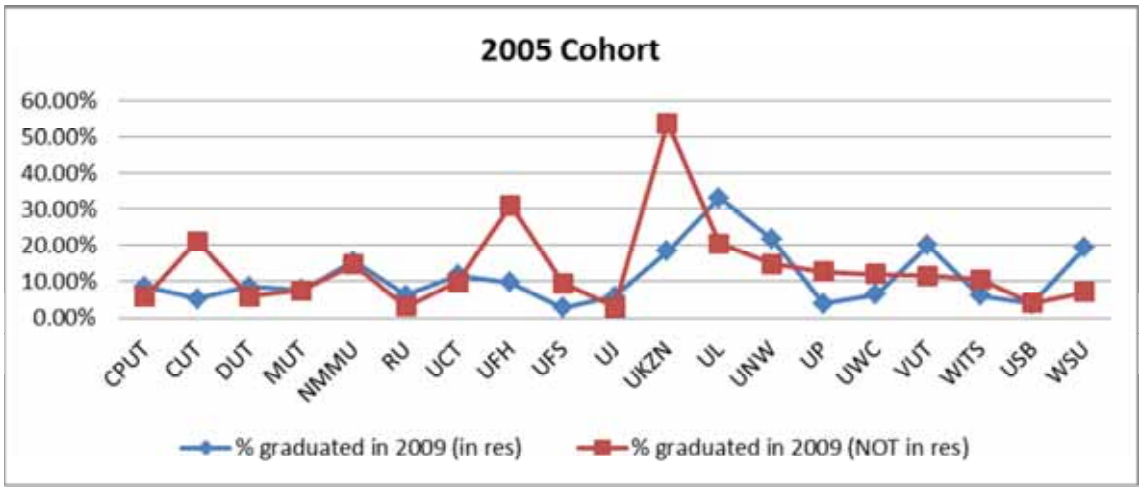
In the following figures, cohort data provided by sixteen universities is considered. Only eleven universities provided 2010 data. The figures indicate the percentages of the 2005/6 cohorts which graduated within the stipulated minimum time, the minimum time plus one additional year, and the minimum time plus two additional years.



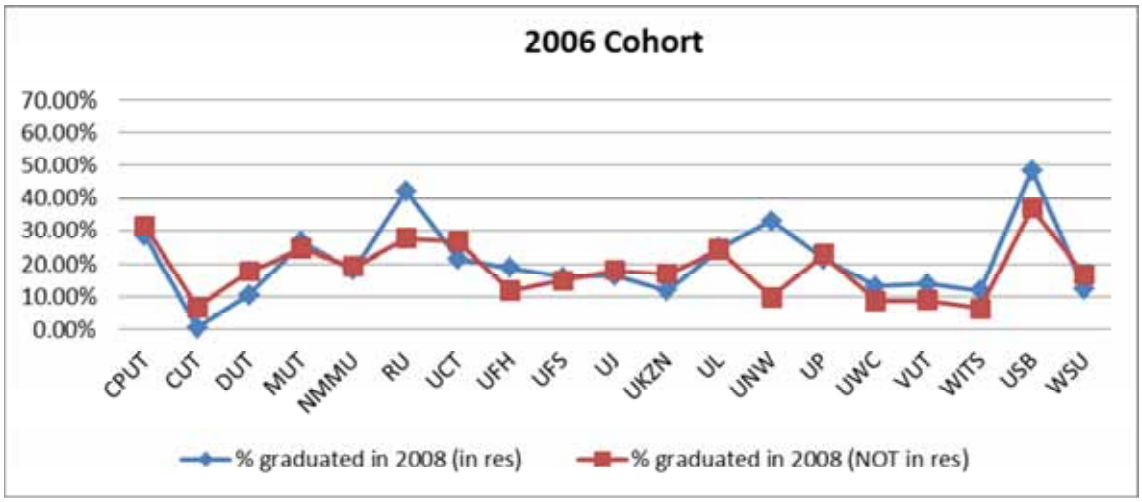
Percentage of 2005 cohort graduating in minimum time



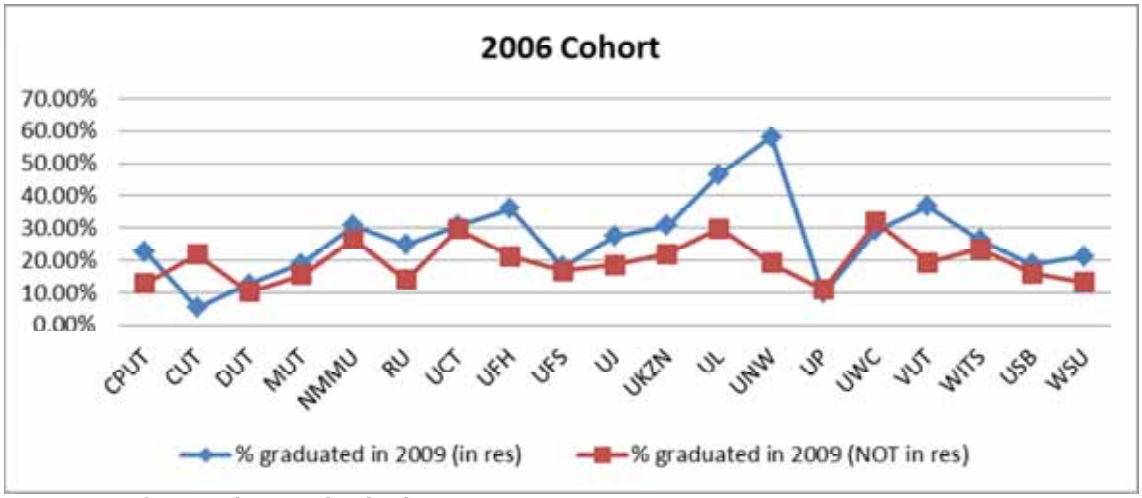
Percentage of 2005 cohort graduating in 2008



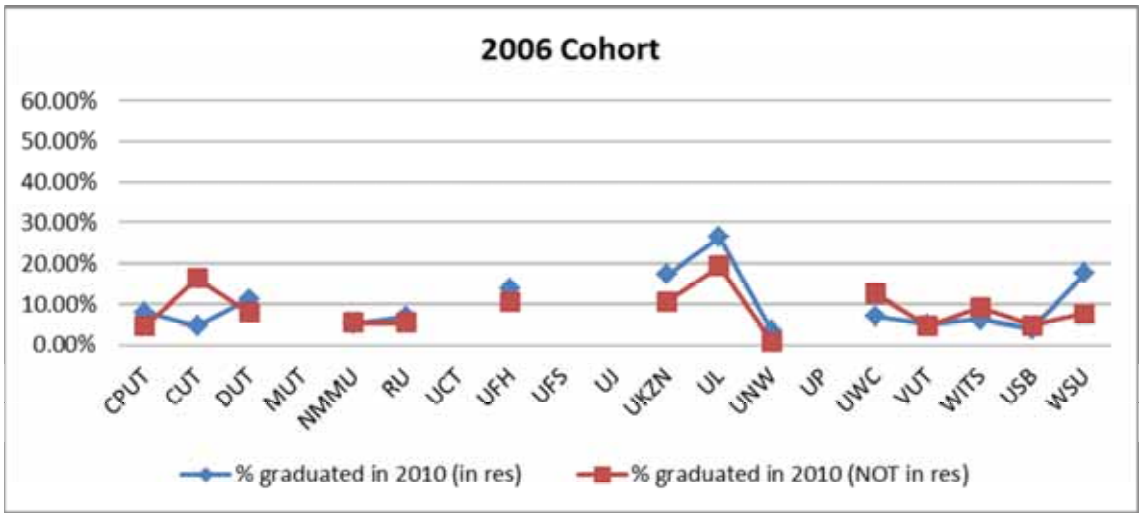
Percentage of 2005 cohort graduating in 2009



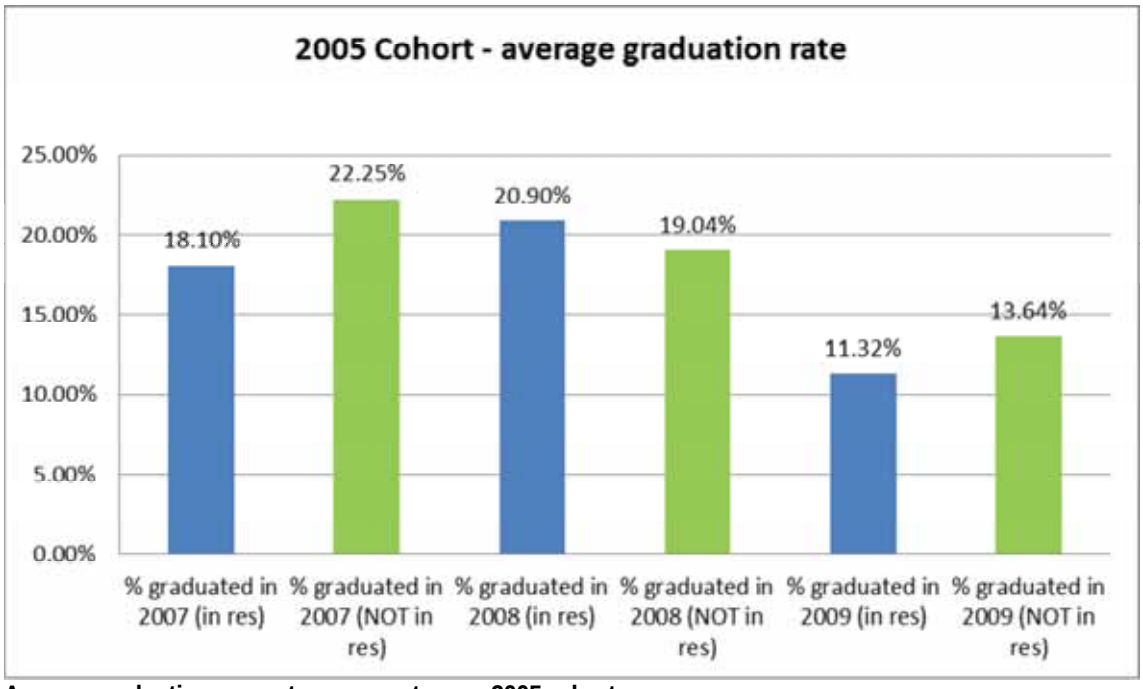
Percentage of 2006 cohort graduating in minimum time



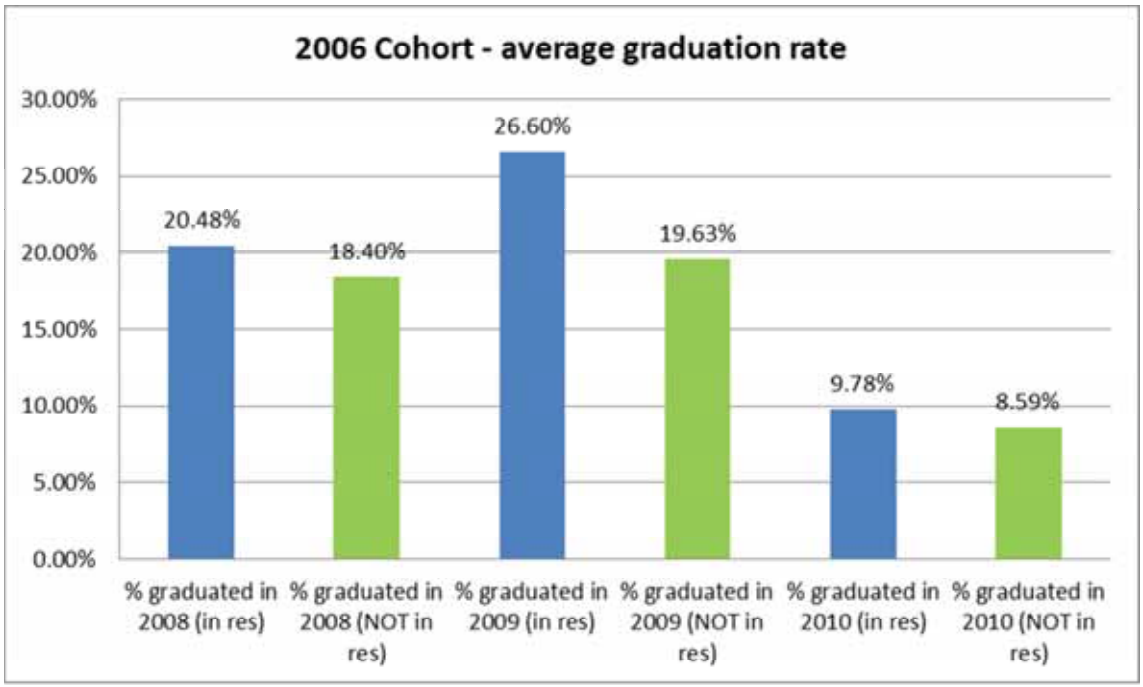
Percentage of 2006 cohort graduating in 2009



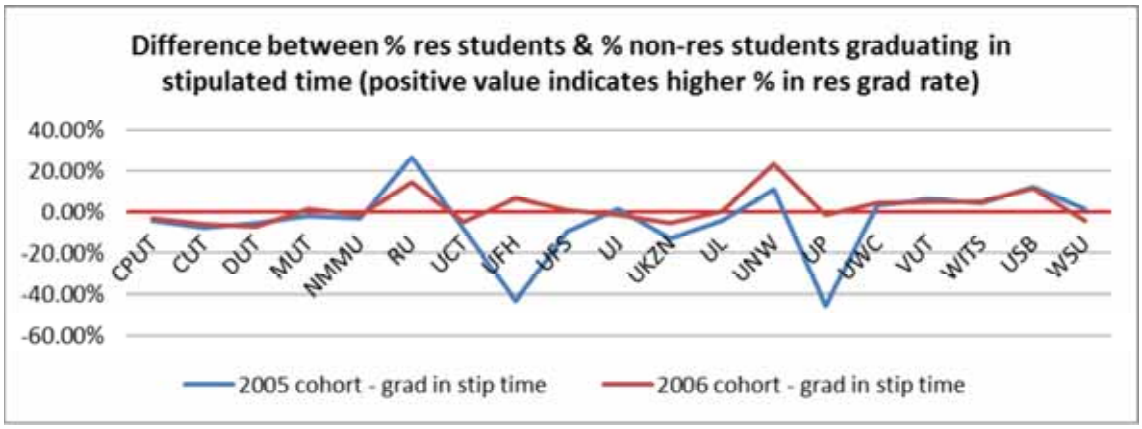
Percentage of 2006 cohort graduating in 2010



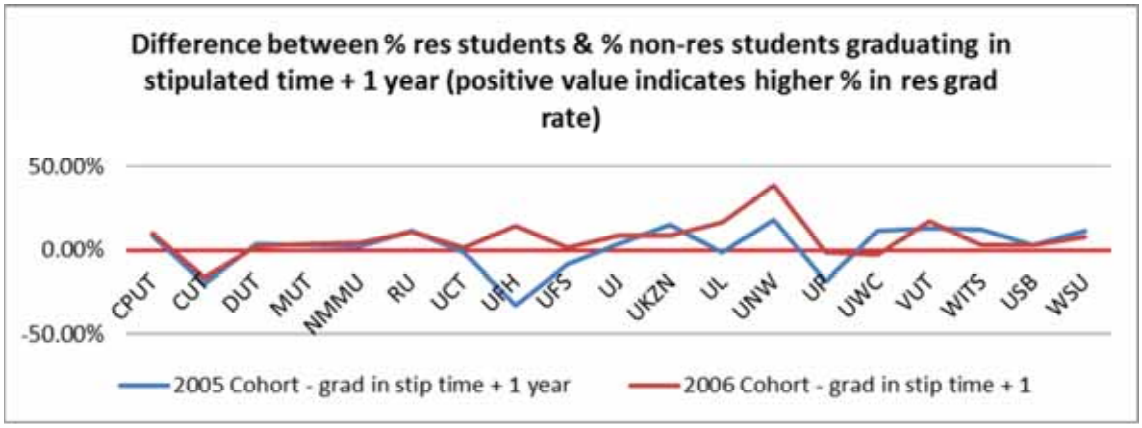
Average graduation percentages per category, 2005 cohort



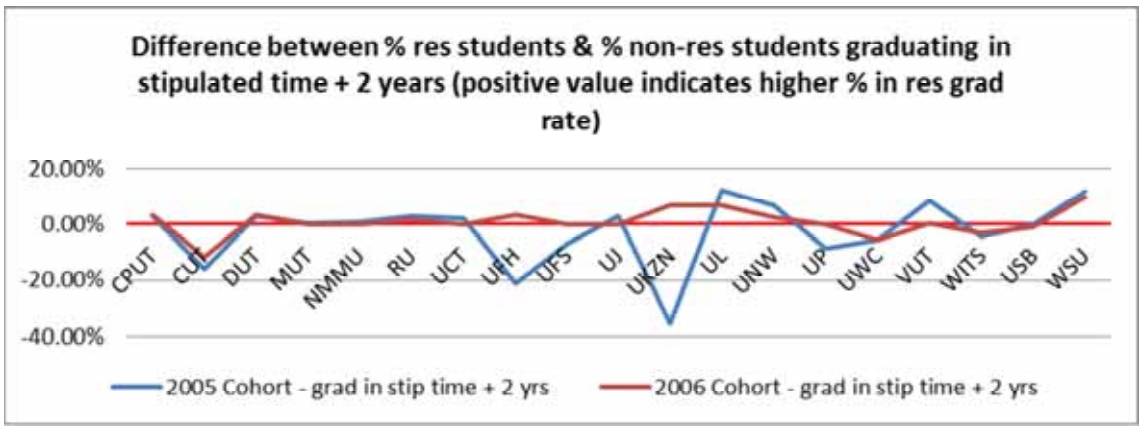
Average graduation percentages per category, 2006 cohort



Difference between % res and non res students graduating in stipulated time



Difference between % res and non res students graduating in stipulated time +1 year



Difference between % res and non res students graduating in stipulated time +2 years