

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

NO. 6882

28 November 2025

**HIGHER EDUCATION ACT, 1997 (ACT NO. 101 OF 1997)
MINISTERIAL STATEMENT ON ENROLMENT PLANNING FOR PUBLIC HIGHER
EDUCATION INSTITUTIONS**

NOTICE PUBLISHED IN TERMS OF SECTIONS 3, 4, AND 62 OF THE HIGHER EDUCATION ACT, 1997 (ACT NO. 101 OF 1997), READ WITH THE WHITE PAPER FOR POST-SCHOOL EDUCATION AND TRAINING AND THE NATIONAL DEVELOPMENT PLAN.

I, Buti Manamela, Minister of the Department of Higher Education and Training, hereby publish the **Ministerial Statement on Enrolment Planning for Universities** for the 2026–2030 academic cycle, in terms of the Higher Education Act, 1997 (Act No. 101 of 1997), as amended.

The purpose of this Statement is to:

1. Set out the approved enrolment planning parameters for all public universities, including headcount and full-time equivalent enrolment targets for undergraduate and postgraduate programmes.
2. Ensure system stability and sustainability by aligning institutional enrolments with available funding, infrastructure capacity, staffing levels, and national human-resource priorities.
3. Guide universities on programme qualification mix (PQM) allocations, including new approvals, expansions, and restrictions.
4. Support national skills priorities in areas including health sciences, teacher education, STEM fields, postgraduate research training, and scarce-skills disciplines.

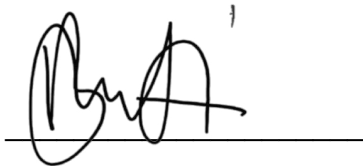


5. Strengthen throughput and success rates through responsible admissions planning and student-support interventions.
6. Promote equitable access, particularly for youth from disadvantaged and rural communities.

This Ministerial Statement is the result of a consultative enrolment-planning process conducted between the Department and all 26 public universities. Each university's enrolment targets have been approved and incorporated as part of this Statement, together with expectations regarding HEMIS data submissions, reporting obligations, and compliance with approved PQMs.

In terms of the Act, universities are required to implement the enrolment planning directives as set out in this Statement and to ensure consistency between admissions practices, resource allocation, and the agreed planning framework.

This Statement shall take effect from **10 November 2025** and will remain applicable for the duration of the 2026–2030 enrolment planning cycle.

A handwritten signature in black ink, appearing to be 'KB Manamela', is written over a horizontal line.

MR KB MANAMELA, MP
MINISTER OF HIGHER EDUCATION AND TRAINING

DATE: 21 / 11 / 2025



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MINISTERIAL STATEMENT ON STUDENT ENROLMENT PLANNING 2026 – 2030 FOR UNIVERSITIES

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October 2025

1. INTRODUCTION

1.1 Role of Universities and Student Enrolment Planning

Universities are an integral part of the post-school system and play a crucial role in reaching national development objectives which includes supporting the rest of the post-school system according to the White Paper (WP) for Post-School Education and Training (DHET, 2013). DHET's focus is on promoting the improvement of quality and building appropriate diversity and to improve articulation between higher education institutions and other post-school institutions. Universities should also seek to build strong relationships with employers to promote the expansion of workplace experience.

South Africa aspires for a higher education system that is of high quality, demographically representative, and provides students and staff with good opportunities for access and success to ensure that it is responsive to the local as well as the regional contexts. Furthermore, it is important that the system is diverse, differentiated and articulated, while simultaneously able to hold its own within international contexts with regards to its core mandates of teaching, research and community engagement, which are the three pillars of higher education (DHET, 2018).

Planning, funding, and quality assurance are the three key steering mechanisms essential to transform the higher education sector and contribute towards the establishment of an expanded, integrated, and effective post-school system. It is essential to support universities in developing a skilled and capable workforce that is required to contribute to the development of an inclusive growth path.

The White Paper (WP) for Post-School Education and Training (2013) states that Universities need to respond to the economic, developmental, and social needs of society. Enrolment planning enables the Department of Higher Education and Training (DHET) and higher education institutions to identify areas which may require targeted enrolment strategies to address skills shortages to stimulate economic growth and address the development needs of society. Enrolment planning should aim to widen access to higher education, but within the available human and fiscal resources, to ensure a quality higher education experience for students with a focus on improving success and throughput rates. These strategies include improving academic development and support; addressing blockages in the system caused by repeating students resulting in students taking longer than the minimum time to graduate; increasing student financial support; promoting inclusive institutional cultures and social cohesion; addressing infrastructure backlogs; producing the required skills for increasing knowledge production; and enabling student access through success. Previous enrolment planning processes have proven their contribution in transforming the higher education system.

The National Development Plan (NDP) 2030 (2011) outlines the main functions of universities as follows:

- To educate and provide people with high-level skills for the labour market.
- Universities are the dominant producers of new knowledge; they assess and find new applications for existing knowledge, and they validate knowledge and values through their curricula.
- They provide opportunities for social mobility and strengthen social justice and democracy.

1.2 Imperatives to be considered for the 2026-2030 enrolment planning cycle

The NDP 2030 and the White Paper for Post-School Education and Training remain the overarching documents guiding the enrolment planning direction for the 2026-2030 enrolment plan and targets. There are however several developments, more recent policy guidelines and planning documents, as well as international and national trends that also need to be considered. This will impact on the number and distribution of planned enrolments across the range of fields and disciplines within the higher education sector.

i) The Sustainable Development Goals (SDGs)

According to Diamodopoulos (2024) the 17 Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all, and the goals address the global challenges we face, including poverty, inequality, climate change, environmental degradation, peace, and justice. He further mentions that Higher Education institutions fully match the targets and priorities set in the 4th SDG (Quality Education), which calls for inclusive, equitable and quality education. The universities should encompass the vision of the SDGs and respond to the problems set out by the 2030 Agenda through innovation in teaching and research. Diamodopoulos (2024) proposes that all aspects of the Sustainable Development Goals should be incorporated in the university curricula, to provide students with the knowledge, skills, and scientific culture necessary to address the complex challenges of sustainable development throughout their careers. Besides SDG 4, universities have a role to play in helping to achieve the other 16 SDGs through the programmes that they offer and the research that they conduct (DHET, 2018).

ii) The Fourth Industrial Revolution (4IR)

According to Lupanda (2024: 1), universities need to take into consideration that the Fourth Industrial Revolution (4IR) will transform industries so considerably that much of the work that exists today will not exist in 50 years. He further notes that all graduates face a world transformed by technology, in which the Internet of Things (IoT), Artificial Intelligence (AI) and Machine Learning, Big Data, Cloud and Edge Computing, and social media create different opportunities and challenges for formal education systems. The 4IR requires certain skills that differ from what was previously required. Further important changes necessitated by the 4IR that Lupanda (2024) identifies for higher education institutions include the following:

- Higher learning institutions should put innovation high on their agenda and deepen their technology system reforms by breaking down all barriers to innovation.

- The 4IR will see a change in the way teaching, research and community engagement are done by higher learning institutions. This will lead to massive open online courses (MOOCs), virtual classrooms and laboratories, virtual libraries and virtual teachers in a manner that does not degrade the educational experience but augments it (Xing & Marwala, 2017).
- The 4IR is powered by AI, and it will transform the workplace from task-based to human-centred characteristics and will lead to the convergence of human and machine will.
- The 4IR will reduce the distance between the humanities and social sciences and science, engineering and technology by requiring more interdisciplinary teaching, research and innovation to address societal challenges.

DHET (2018) indicates that digital technologies such as robotics, virtual reality, cloud technology, big data, AI, the internet of things, automation and others are coming to the fore and workplaces are predicted to increasingly seek graduates who possess cognitive and technical skills in these areas, and who also possess a wide range of what are referred to as 'soft' or transversal skills such as an innovation and entrepreneurial mindset, ethical behaviour, teamwork, leadership, global perspective, interdisciplinary thinking, creativity and design, empathy, social responsibility and employability skills. This will have implications for the nature, curricula, and mode of delivery of university programmes and enrolments in these programmes, which impact on enrolment planning and need to be carefully considered.

iii) Operation Phakisa

Operation Phakisa is an initiative of the South African government designed to fast-track the implementation of solutions to critical development issues. It is positioned as a unique initiative to address issues highlighted in the NDP 2030 such as poverty, unemployment, and inequality. Seven Operation Phakisa projects are underway (The Presidency, 2014):

- Oceans Economy
- Health
- ICT in Education
- Mining
- Biodiversity Economy
- Agriculture, Land Reform and Rural Development
- Chemical and Waste Economy

The university enrolment planning process should reflect on the contribution that the higher education sector can make to achieve the goals of Operation Phakisa through the development of high-level skills in these areas and through research that enables knowledge generation and innovation in these areas (DHET, 2018).

iv) Economic Reconstruction and Recovery Plan

The South African Economic Reconstruction and Recovery plan (2020) was developed to address the challenges in the South African economy which have been worsened by sustained low levels of investments and growth. The economy has also experienced a series of

downgrades, including state-owned enterprises, which impacted adversely on the cost of borrowing. Low levels of growth and challenges related to revenue leakages have also impacted negatively on resource mobilisation. The economic crisis was deepened by the COVID-19 pandemic leading to job losses and many people have gone without income for extended periods.

The priority interventions to improve the economy include: aggressive infrastructure investment; employment-orientated strategic localisation, reindustrialisation and export promotion; energy security; support for tourism recovery and growth; gender equality and economic inclusion of women and youth; green economy interventions; mass public employment interventions; strengthening food security; and macro-economic interventions.

Universities will play a critical role in education and skills development by producing graduates that are equipped to address economic challenges as well as the development of innovative solutions through research. Skills development is critical in driving and sustaining South Africa's economic reconstruction and recovery.

v) University funding

A basic feature of the higher education funding framework is that it links the awarding of government higher education grants to national and institutional planning. This funding/planning link makes the funding framework essentially a goal-oriented mechanism for the distribution of government grants to individual institutions, in accordance with (a) national planning and policy priorities, (b) the quantum of funds made available in the national higher education budget, and (c) the approved enrolment plans of individual institutions (DHET, 2012).

The Ministerial Committee on the Review of the Funding of Universities (DHET, 2012) recommended that enrolment planning remains a key steering instrument for determining the size and shape of the higher education sector and the institutionally negotiated targets must be linked to the funding of the universities. Teaching input units (TIUs) should be used as the basis for the determination of deviations from approved enrolment plans and not headcounts since the latter could be misleading.

The institutional share of the teaching input grant is determined based on approved rolling enrolment plans (that are reviewed mid-term) resulting in projected TIUs based on historical ratios between full-time equivalents and teaching input units per major field of study and qualification level. The projections of TIUs incorporate the effect of projected growth rates of various qualification levels and in major fields of study. The combination of these growth rates in the projection of TIUs is aimed at ensuring that the generation of more TIUs, because of higher funding and level weights, are acknowledged and projected as accurately as possible. The Department of Higher Education and Training (DHET) labels the projected TIUs "funded teaching input units", since the plan is to fund only these units per institution in alignment with the medium-term expenditure budget allocated by National Treasury.

The teaching input grant is part of the block grant and provides for the funding of the teaching and learning services offered by universities. It must keep pace with the growth in higher education as well as inflation. Although the Consumer Price Index (CPI) only was used in this analysis, it must be kept in mind that the higher education inflation rate (HEPI) is approximately 1.8% higher than CPI according to Universities South Africa (2014).

From 2020 to 2024, the increases in the TIU rand value have again fallen below inflation. The result is a steady decline in the teaching input grant per student unit and a rapid erosion of the value of the teaching input grant per student unit. This is an important consideration in considering the growth in higher education enrolments.

Since 1991, the funding of the National Student Financial Aid Scheme (NSFAS) has grown from disbursing R21.4 million to almost R52 billion to fund children of the working class and the poor seeking to further their studies in public universities and TVET colleges (NSFAS, 2024). This has impacted on the block grant for universities with less funding of the higher education budget available for the universities.

vi) Student access

A valuable indicator of participation in higher education is the Gross Enrolment Ratio (GER). The GER for higher education is defined as the total headcount enrolment (regardless of age) over the population numbers in the 20 to 24-year age category. Calculations done by the DHET based on population estimates provided by Stats SA, indicate that, in 1997, the GER for higher education was 12.9 which increased steeply to 23.0 in 2022. Over the period 2001 to 2022, the GER in higher education increased for Africans from 10.2 to 22.2, and for Coloureds from 8.5 to 14.0. For Indians the GER for higher education declined from 42.2 to 38.8 and for Whites it declined from 58.9 to 40.5. Although there were considerable improvements, Africans and Coloureds are still lagging, with Coloureds having the lowest GER for higher education of all the population groups. Another concerning trend is that, in 2022, the GER for higher education for males (17.3) was much lower than for females (28.8).

Regarding higher education enrolments by population group compared to the population group distribution in the 2022 population, African enrolments increased from 42.8% in 1994 to 80.7% in 2022. The population distribution of the enrolments in 2022 are very close to the 2022 Census population group distribution indicating that the higher education enrolments are currently representative of the national population.

The gender distribution of the enrolments in higher education experienced a rapid increase in female enrolments from 45.3% in 1994 to 62.1% in 2022. Male enrolments declined from 54.7% in 1994 to 37.9% in 2022. According to the 2022 Census, the female population represents 51.5% and the male population 48.0% confirming that male participation in higher education has declined.

vii) Student enrolments

Table 1 shows that the actual 2023 headcounts were 3.7% below the proposed targets. The biggest deviations were for advanced diplomas, and all postgraduate enrolments.

Table 1.1 – 2023 enrolments compared to the proposed targets for 2023

	Proposed target 2023	Actual 2023	% Difference
Undergraduate diplomas & certificates	276 686	276 163	-0.2%
Advanced diploma/PGCE	47 602	37 751	-20.7%
Undergraduate degrees	602 173	591 770	-1.7%
Total undergraduate	926 461	905 684	-2.2%
Postgraduate to master's level	83 673	74 803	-10.6%
Masters	68 109	60 295	-11.5%
Doctors	27 382	25 475	-7.0%
Total postgraduate	179 164	160 573	-10.4%
Occasional students	6 863	5 458	-20.3%
TOTAL ENROLMENT	1 112 488	1 071 715	-3.7%

The 2023 data show an over-enrolment of first-time entering students with 209 401 enrolments compared to the target of 196 324, which is a 6.7% over-enrolment. This has implications for NSFAS funding. Advanced planning needs to be done for the NSFAS budget that will be needed. This planning is based on the expected percentage of first-time entering students that will need to be funded by NSFAS in addition to the existing NSFAS-funded students that qualify for further funding. The planning is based on the university enrolment plan, and over-enrolment causes a budget shortfall for NSFAS grants.

International enrolments declined by 30.4% from 57 555 to 40 038. Postgraduate enrolments declined from 172 735 in 2019 to 160 573 in 2023 which is a 10.4% decline.

Factors that could have contributed to this decline in postgraduate enrolments could be the downturn of the economy following the COVID-19 pandemic which made it financially difficult for postgraduate students to continue with their studies or for prospective postgraduate students to register. Furthermore, the difficulties with postgraduate supervision which could not continue face-to-face during the pandemic also contributed to this downward trend. This trend is concerning especially since more postgraduate enrolments are needed for the future generation of academics and researchers who will contribute to knowledge production, innovation and job creation.

Steep declines in international student enrolments, which constitute a significant percentage of postgraduate enrolments in traditional universities and UNISA, also contributed to this decline in postgraduate enrolments. The declines in international student enrolments were due to travel restrictions, as well as the economic downturn, which created funding challenges for students.

viii) Over-and under-enrolment

The funded TIUs are projected based on projected full-time equivalent (FTE) enrolments (separately for contact and distance because of different weightings and ratios) by qualification level and major field of study. Within each qualification level, the FTE enrolments are projected by major field of study to enable the use of historical ratios between FTE enrolments at the various qualification levels and the major fields of study being determined by the funding weights for the various Classification of Education Matter (CESM) categories.

In essence, the teaching input grant is allocated based on projected TIUs, but with corrections that have been introduced for under- and over-enrolments. The reason why projected TIUs are used is to provide financial predictability and for budgeting purposes for the medium-term expenditure framework. The projections of first-time entering students are important for budgeting for NSFAS funds and therefore deviations impact on the availability of financial aid. In the process of subsidy calculations (in this case the teaching input grant), the actual TIUs generated by enrolled FTEs are compared to the funded TIUs (agreed upon during the enrolment planning process between the Minister and the Councils of universities).

An important point is that access to higher education should be managed in such a manner that student success is enhanced. A balance needs to be maintained between limited financial resources and pressures for increased participation rates and enrolments. Furthermore, the adjustments of teaching input shares need to ensure financial stability in the system. Teaching and learning quality cannot be compromised for the sake of increased participation rates and the widening of access in the absence of sufficient funding allocations.

In instances where universities have under-enrolled (in terms of TIUs) they are over-funded which comes at a cost to other institutions. These funds could have been distributed more equitably if all universities were within acceptable ranges of their approved funded TIUs. Over-enrolments could have an equally negative impact on other institutions should the shares be adjusted rapidly to fund all over-enrolments. This would lead to the further deterioration of the rand value of TIUs, which is already not keeping pace with inflation due to the current unfavourable economic conditions.

Regarding unacceptable deviations between actual and funded TIUs, the DHET introduced corrective measures which are outlined in the annual Ministerial Statements. An analysis of the 2023 HEMIS data showed that four universities were very close to their approved funded teaching input units, three were considerably over-enrolled (3.9% to 7.8%), and 17 were under-enrolled. Nine of the 17 universities that were under-enrolled were 9.9% to 16.2% below their approved funded TIUs. The University of Mpumalanga (UMP) and Sol Plaatje University (SPU) were excluded in this analysis because they were not yet part of the teaching input grant allocations and were separately funded since they were new universities, which were still in the process of being well established. In total, the universities' actual TIUs were 5.6% below the approved funded 89 360 TIUs.

The consequence of this is that several universities are receiving too much teaching input subsidy at the cost of other universities, even with the application of penalties.

ix) Student success

The success rates increased steeply from 78% in 2019 to 83% in 2020 when universities had to transition rapidly to emergency online learning. The increase in success rates during the COVID-19 pandemic does not necessarily imply improvements in learning and teaching. Pikole (2020) indicates that “the improved performance is the result of a combination of reducing the number of assignments, allowing students to submit assignments multiple times, and lenient marking” (quoted by Essop (2021)). In 2021, the success rates returned to levels before 2020 which could signal that things started to return to normal, but the decline can also possibly be explained by the fact that the 2020 academic year was only completed in 2021 thereby shortening the 2021 academic year in many universities. Some areas of the curriculum were not covered in 2020 resulting in some programmes experiencing consequent gaps in learning at higher levels. The pandemic also had an impact on schooling and the preparedness of first-time entering students that enrolled at universities in 2021.

It is evident that appropriate assessment practices for online learning need to be developed and that best practices need to be identified. In an environment where technology-enhanced learning will most probably continue and be further expanded, it is vital that programmes that are suitable for online learning be identified and that the appropriate student support systems and learning materials are developed.

The performance gap between White and Indian students on the one hand and African and Coloured students on the other hand is continuing as well as the gap between performance of male and female students. Higher percentages of students from quintile 1 to 3 schools coming from deprived backgrounds are enrolling in universities and require extensive academic support to succeed. This has also resulted in a rapid increase in NSFAS funding since these students are academically deserving but financially needy.

According to Fischer and Scott (2011) student outcomes in higher education are poor overall and highly unequal across institutional types and population groups. They note that improving graduation rates will hinge largely on the ability of the higher education system to increase the number of African students who succeed. The academic preparedness of a significant proportion of these students coming from deprived socio-economic backgrounds is poor, which contributes to poor completion and graduation rates. This has major implications for successful growth in the higher education sector and hence its capacity to close the skills gap. Most students take longer than the minimum time to complete their studies while large percentages drop out. Those repeating are taking up space and resources which could have been used to increase access and those who drop out before graduating represent expenditure without a successful outcome. Furthermore, Fischer and Scott (2011: 2) observe that, given the high rate of attrition in the sector, the focus must be on improving student performance, without which increased access is likely to prove both ineffective and highly inefficient.

x) Postgraduate studies

The NDP (2011: 85) proposes that, by 2030, over 25% of students enrolled in universities should be at postgraduate level. The system has however not been able to grow the postgraduate enrolments as a percentage of total enrolments. In 2018, the undergraduate: postgraduate enrolment ratio for the university system was 83.4% to 16.6% and this ratio was 84.9% to 15.1% in 2023. The postgraduate enrolments as a percentage of total enrolments have thus declined and these enrolments were 10.4% below the enrolment plan target in 2023. Postgraduate enrolments still need to increase significantly if the 25% postgraduate enrolment target of the NDP 2030 is to be met, and this should be a key focus of the 2026-2030 enrolment planning cycle. The current indications are that this target will however not be met.

xi) Qualifications of academic staff

The highest qualification of staff with doctoral degrees is of particular importance since it correlates with postgraduate supervisory capacity as well as the research outputs of the universities. Universities continue to face challenges relating to suitably qualified equity candidates who wish to pursue academic careers, especially in scarce skills disciplines. Universities have a growing group of early career academics who need to be nurtured and developed to obtain higher qualifications and become the next generation of academics.

The NDP 2030 (2011:85) set a target of 75% of academic staff should have doctoral degrees by the year 2030. The percentage of permanent academic staff with doctoral degrees was 48% in 2015, and increased to 55% in 2023, which is still 20% below the NDP target. There should thus be a more concerted effort to improve the qualification levels of academic staff.

xii) Differentiation

The White Paper for Post-School Education and Training - Building an Expanded Effective and Integrated Post-School System (2013) indicates that differentiation is a way of ensuring a diverse system that will improve access for all South Africans to various forms of educational opportunities, improve participation and success rates in all higher education programmes, and enable all institutions to find niche areas that respond to national development needs.

Fischer & Scott (2011) note that one of the key systemic obstacles that must be addressed to improve the outcomes of higher education is encouraging an optimal distribution of academic specialisations within universities and an efficient differentiation of the roles and functions of existing higher education institutions.

This implies that a continuum of institutions is required in the post-school system, including universities with differentiated missions, to ensure that the sector meets national development needs. Universities will range, along a continuum, from largely undergraduate institutions to specialised, research-intensive universities, which offer teaching programmes from undergraduate to doctoral level. The White Paper further states that the differentiation

policy and strategy will be aligned with national development policies such as the National Development Plan, the New Growth Path, and the Human Resources Development Strategy. It is emphasised in the White Paper that all universities in South Africa must offer high-quality undergraduate education.

xiii) Fields of study that are strategic priorities for the 2026 – 2030 enrolment planning cycle

The skills mismatch that is characteristic of the South African labour market will worsen as the use of technology grows. Universities need to ensure that they respond to national skills shortages when developing enrolment plans. The DHET 2024 National List of Occupations in High Demand is a useful resource, which can be retrieved from the DHET website (www.dhet.gov.za). DHET (2024:4) indicates that the list provides useful insights into the skills needs of the economy and society, especially in a context where the South African labour market is characterised by high levels of skills mismatches. The primary purpose of the list is to improve the responsiveness of the Post-School Education and Training System to the needs of the economy and to the broader development objectives of the country. The list has been compiled to support planning processes in the PSET system by serving as a signpost for enrolment planning and signalling the need for the development of new qualifications (DHET: 2024: 5).

Areas that are of strategic importance are:

- Ocean sciences and maritime studies
- Health professionals
- Mining
- Biodiversity economy
- Agriculture, land reform and rural development
- Chemical and waste economy
- Engineering
- Initial teacher education, TVET lecturers and university academic staff
- Climate change and renewable energy
- Veterinary sciences
- Computer science and IT skills
- Life and physical sciences
- Design, media and arts.
- Accounting, financial management, auditing, and investment analysis.

1.3 Summary

The enrolment planning and targets for the 2026-2030 period are guided by the NDP 2030 and the White Paper for Post-School Education and Training. Universities are an integral part of the post-school system and play a crucial role in reaching national development objectives which includes supporting the rest of the post-school system. In their enrolment planning and targets universities also need to respond to international priorities such as the Sustainable Development Goals and developments such as the Fourth Industrial Revolution. Universities

need to develop skills that will support national initiatives and priorities such as Operation Phakisa and the Economic Development and Recovery Plan.

The current economic forecast for the government as a whole place constraints on budget allocations to universities. There has also been an increasing demand for NSFAS funding with higher percentages of students from disadvantages backgrounds enrolling at universities. These students need expanded academic support due to their disadvantaged backgrounds to be academically successful. Universities need to balance the demand for access to higher education and providing a quality learning and teaching experience for students. Most students take too long to complete their studies and the large numbers of repeating students in the system come at a high cost and limit access to other students wishing to pursue higher education studies.

Improved student success and throughput will alleviate the financial burden on the university system. Universities need to develop strategies to eradicate gender and population group differences in success rates, throughput rates and drop-out rates. The under-enrolment in the system in terms of TIUs can still largely be attributed to incorrect projections in the various NQF levels and this needs improvement. Over-enrolment compromises the quality of university education.

Postgraduate enrolments have declined as a percentage of total enrolments and was just 15% of total enrolments in 2023 which is much lower than the NDP 2030 target of 25%. Universities need to grow postgraduate enrolments to ensure that future academic staff and researchers for innovation are produced. The diversification of academic staff and the improvement of their qualifications remain a priority.

Universities range along a continuum, from largely undergraduate institutions to specialised, research-intensive universities, which offer teaching programmes from undergraduate to doctoral level. This will be an important factor shaping the individual enrolment plans of universities. All universities in South Africa must offer high-quality undergraduate education. The enrolment plans of and development of new qualification by universities must respond to addressing scarce skills in the South African economy.

2. PROCESS FOLLOWED TO ESTABLISH THE TARGETS FOR THE 2026 TO 2030 ENROLMENT CYCLE

2.1 Factors that were considered for the 2026-2030 enrolment cycle

The framework for the 2026-2030 enrolment cycle included the following factors for consideration:

- The Ministerial Statement on University Funding (DHET, 2023) clearly outlines that because of the current economic forecast for the government as a whole and the constraints on current budget allocations, additional funding in the following Medium Term Expenditure Framework (MTEF) cycles will become limited. The impact on the

block grant has also become clear and the rand value of the TIUs has declined and cannot keep up with inflation.

- The need for NSFAS funding has grown exponentially due to increased student enrolments from Quintile 1 to 3 schools, which has placed further strain on the budget available for universities. The projections for first-time entering students had to be as accurate as possible, although it is understood that this can be impacted by various factors.
- The under-enrolment in the system in terms of TIUs can still largely be attributed to incorrect projections in the various NQF levels and this needs improvement. Several universities over-estimate their FTE enrolments and are therefore under-enrolled. This impacts negatively on the subsidy allocations to other universities. The historical trends in projected and actual FTE enrolments and the consequent impact on TIUs were considered in terms of the approval of projections for 2026 to 2030. Under-enrolled universities will not be allowed to grow substantially from their actual FTEs in the 2023 HEMIS submissions.
- Over-enrolments, on the other hand, impact negatively on the quality of teaching and learning and on NSFAS since spikes in first-time entering student enrolments cannot be adequately funded. A responsible growth strategy is needed in terms of first-time entering students to ensure the sustainability of NSFAS funding.
- Student success and throughput remain a priority. Students in general take too long to complete their studies and student academic support needs to be more effective to enhance academic success. The large numbers of repeating students in the system come at a high cost and limit access to other students wishing to pursue higher education studies. Improved student success and throughput will alleviate the financial burden on the university system.
- The gender and population group differences in success rates, throughput rates and drop-out rates need to be addressed to eradicate inequalities in student success in the system. Research needs to be conducted to identify the underlying factors impacting negatively on student access and success and strategies need to be developed to address this.
- Universities should ensure that their enrolment plans, and the development of new qualifications are supporting the critical skills that are in short supply in South Africa.

2.2 The enrolment planning process for the 2026-2030 enrolment cycle

The enrolment plans were developed jointly between higher education institutions and the DHET within the context of system parameters and government priorities. A Framework for the Enrolment Planning 2026 to 2030 was developed in June 2024 to outline the current factors that need to be considered in enrolment planning and the parameters that guides the 2026 to 2030 enrolment planning process. Universities were requested to submit their draft enrolment plan tables and narratives by the end of September 2024. These were analysed and a national enrolment planning workshop were held in November 2024 to show the outcomes from the first enrolment plan submissions and point out problem areas and provide guidelines to improve the enrolment plans. During March to May 2025 meetings were held with all universities where they had to do a presentation on their enrolment planning strategy. Analysis of their enrolment plan tables were presented, and recommendations were made for

the improvement and finalisation of their enrolment plans. Emphasis was placed on institutional sustainability and affordability of the enrolment plan. Universities were offered individual online assistance to correct, improve and finalise their enrolment plans. Final enrolment plan tables and narratives approved by University Councils were submitted by the end of June and early July. The final enrolment plans were analysed, and the teaching input units have been projected within the available MTEF budget and anticipated increases. Final adjustments have been made and recommended to the Minister for approval. The national enrolment plan tables are summarised in the next section. The enrolment plan will be concluded once the university councils have accepted and supported their final enrolment plan targets.

3. NATIONAL AND MINISTERIAL ENROLMENT PLANNING TARGETS FOR 2030

The following provides an overview of the targets for the system until 2030. It includes the size of the system in terms of headcounts, full-time equivalent (FTE) totals; and the shape of the system that includes qualification level, major field of study, distance provisioning, staff provisioning, workload credits, and representation in terms of race and gender.

The 2025 targets are those of the midterm review. The review was required as the MTEF period is three years and not six years. The current enrolment plan is for a five-year period to coincide with the end of the NDP 2030. The 2025 targets are the approved targets of the Mid-term Enrolment Planning Review: 2023 to 2025 and are included for information purposes. Preliminary analyses indicate that the targets will in all probability not be met and that the approved 2025 targets cannot be used as the basis for the 2026 to 2030 enrolment planning cycle. As a result, the 2023 audited HEMIS data which were available during the enrolment planning process were used as the basis in the consultation process for setting targets for the 2026 to 2030 period. Therefore, some of the targets for the 2026 to 2030 period are lower than the 2025 targets.

3.1 Size and shape of the system

Tables 3.1 to 3.11 provide national student enrolment targets for headcount total enrolments, first-time entering undergraduates, major fields of study, distance enrolments and foundation provisioning.

3.1.1 Headcount totals

In a headcount enrolment total, each student is counted as a unit, regardless of the course load they are carrying. The projected headcount enrolment for 2030 is 1 187 038. The final 2024 and 2025 headcount enrolments are not yet available, but the projected average annual growth from the actual 2023 headcounts to the target for 2030 is 1.8% for first-time entering undergraduates, 0.9% for total undergraduates, 4.4% for total postgraduates and 1.5% for total enrolments. Compared to the actual headcount enrolment of 1 085 568 in 2018, the 2023 headcount enrolment of 1 071 715 represents an average annual decline of 0.3% over the period 2018 to 2023. Institutions are planning to grow at a much lower rate at

undergraduate level (0.9% on average per annum) compared to postgraduate level (4.4% on average per annum) over the 2023 to 2030 period. The target is to have 81.3% undergraduate enrolments, 18.3% postgraduate enrolments and 0.4% occasional students by 2030. The target at postgraduate level is much lower than the National Development Plan (NDP) goal of having a 25% postgraduate ratio by 2030. This is due to a decline in postgraduate enrolments over the period 2018 to 2023 of 1.9% on average per annum because of a decline in international postgraduate enrolments and a shortage of financial support for postgraduate studies.

Table 3.1: First-time entering undergraduates and headcount enrolments in 2023, 2025 and 2030

	Actual 2023	Target 2025	Expected Target 2030	Average annual increase: 2018-2023	Projected average annual increase: 2023-2030
First-time entering undergraduates	208 697	201 735	236 822	0.1%	1.8%
Total undergraduate	905 684	953 359	964 839	0.4%	0.9%
Postgraduate to Master's	74 803	92 564	104 659	-4.1%	4.9%
Master's	60 295	72 341	78 384	-0.3%	3.8%
Doctors	25 475	28 852	34 059	1.5%	4.2%
Total postgraduate	160 573	193 757	217 102	-1.9%	4.4%
Occasional students	5 458	5 303	5 097	-23.1%	-1.0%
TOTAL ENROLMENT	1 071 715	1 152 419	1 187 038	-0.3%	1.5%

3.1.2 First-time entering undergraduates

The number of first-time entering undergraduate headcounts for 2030 is targeted at 236 822. This constitutes an increase of 28 125 from the 208 697 actual first-time entering undergraduate headcount total in 2023. The first-time entering undergraduate intake will grow at an average annual growth rate of 1.8% over the period 2023 to 2030 compared to the annual average growth rate of 0.1% over the 2018 to 2023 period. The FTEN to undergraduate headcount ratio will increase from 23.1% to 24.5% in 2030. The average annual growth rate for the total headcount enrolments declined at an average annual rate of 0.3% over the period 2018 to 2023 but is projected to grow at an average annual rate of 1.5% over the period 2023 to 2030. The projected target of 1 187 038 for 2030 is much lower than the NDP target of 1.6 million headcount enrolments by 2030. The main factors for not being able to meet the NDP target is institutional capacity limitations and financial constraints.

Table 3.2: First-time entering undergraduates and headcount enrolments in 2023, 2025 and 2030

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	Actual 2023	Target 2025	Expected Target 2030	Average annual increase: 2018-2023	Projected average annual increase: 2023-2030
First-time entering undergraduates	208 697	201 735	236 822	0.1%	1.8%
FTEN as a % of total undergraduates	23.1%	21.2%	24.5%		
TOTAL ENROLMENT	1 071 715	1 152 419	1 187 038	-0.3%	1.5%

3.1.3 Full time equivalent (FTE) enrolments

In a full-time equivalent student enrolment total, account is taken of the course load carried by students. For example, a student carrying a normal full-time load would equal 1 FTE student, and one carrying a 50% load would equal a 0.5 FTE enrolled student. Table 3.3 indicates the FTEs nationally.

Table 3.3: FTE enrolments in 2018, 2023, 2025 and 2030

	Actual 2018	Actual 2023	Target 2025	Expected Target 2030	Average annual increase: 2018-2023	Projected average annual increase: 2023-2030
Total undergraduate	672 322	668 855	709 851	755 388	-0.1%	1.8%
Postgraduate to Master's	70 010	79 506	74 040	91 332	2.6%	2.0%
Master's	23 377	21 589	26 587	27 760	-1.6%	3.7%
Doctoral	11 155	10 688	13 122	13 726	-0.9%	3.6%
Total postgraduate	104 542	111 783	113 749	132 818	1.3%	2.5%
TOTAL FTE ENROLMENT	776 864	780 638	823 600	888 206	0.1%	1.9%

The national projected FTEs in 2030 are 888 206, an increase of 107 568 from the actual FTE total of 780 638 in 2023. The targeted average annual growth in FTEs from 2023 to 2030 is 1.9%, which is higher than the 0.1% average annual growth rate over the 2018 to 2023 period. The projected average annual growth rate at undergraduate level over the period 2023 to 2030 is 1.8% compared to the 2.5% average annual growth rate at postgraduate level over the 2023 to 2030 period.

The average course loads carried by students in undergraduate qualifications will increase from 74% in 2023 to 78% in 2030, which will be an indicator of projected increased success rates. The key ratio of FTE to headcount enrolments in all qualification types will increase from 73% in 2023 to 75% in 2030.

3.1.4 Foundation provisioning

Table 3.4 shows the headcount and FTEs (unweighted and weighted) for students enrolled in foundation qualifications in 2023 and the targets for 2025 and 2030. Foundation headcount enrolments into first year are projected to increase from 19 862 in 2023 to 21 263 in 2030, at

an average annual growth rate of 1.0%. This will represent a 2.2% share of the total undergraduate head count enrolment in 2030.

The proposed growth for the FTE and headcount enrolments is made with the assumption that investment through the Foundation Provisioning Grant and the University Capacity Development Programme (UCDP) will result in improved throughput rates at undergraduate level. The unweighted foundation FTEs is projected to increase from 13 983 in 2023 to 21 062 in 2030 at an average annual increase of 6.0%. The weighted foundation FTEs will increase from 29 048 in 2023 to 37 516 in 2030 at an average annual increase of 3.7%.

Table 3.4: Headcount enrolments and FTEs in foundation qualifications in 2023, 2025 and 2030

Foundation	2023	Target 2025	Target 2030	Average annual growth rate: 2023 - 2030
Actual into first year	19 862	25 906	21 263	1.0%
Actual unweighted foundation FTEs	13 983	29 513	21 062	6.0%
Actual weighted foundation FTEs	29 048	49 799	37 516	3.7%

3.1.5 Undergraduate and postgraduate qualifications

Table 3.5 shows the targets for undergraduate and postgraduate enrolments for 2030. Headcount enrolments at undergraduate level are projected to grow at 0.9% on average per annum and the projected average annual growth rate at postgraduate level is 4.4% over the 2023 to 2030 period. At undergraduate level the lowest growth will be for undergraduate diplomas and certificates which will grow at 0.3% on average per annum, followed by advanced diplomas (including the PGCE) with a projected average annual growth rate of 0.7% over the 2023 to 2030 period. At undergraduate level the highest growth over the 2023 to 2030 period is projected for undergraduate degrees with an average annual growth rate of 1.2%. Total undergraduate enrolments are projected to increase by 59 155 from 905 684 in 2023 to 964 839 in 2030.

Enrolments at postgraduate to Master's level will increase by 29 664 from 74 803 in 2023 to 104 467 in 2030 at an average annual increase of 4.9%. Enrolments in Master's programmes are projected to increase at an average annual growth rate of 3.8% on average per annum from 60 295 in 2023 to 78 441 in 2030. Doctoral headcount enrolments are projected to increase by 8 604 from 25 475 in 2023 to 34 079 in 2030, which is a projected average annual increase of 4.2%. The intent of growing much higher at postgraduate level is reflected in Table 3.6 which shows that undergraduate enrolments will decline from 84.5% in 2023 to 81.3% in 2030. Postgraduate enrolments are projected to increase from 15.0% in 2023 to 18.3% in 2030, which is much lower than the 25% of the NDP target of 25% postgraduate enrolments.

Table 3.5: Headcount enrolments by qualification level in 2018, 2023, 2025 and 2030

	Actual 2018	Actual 2023	Target 2025	Expected Target 2030	Average annual increase: 2018- 2023	Projected average annual increase: 2023- 2030
Undergraduate diplomas & certificates	291 257	276 163	287 925	282 438	-1.1%	0.3%
Advanced diploma/PCGE	11 425	37 751	49 714	39 634	27.0%	0.7%
Undergraduate degrees	585 541	591 770	615 720	642 880	0.2%	1.2%
Total undergraduate	888 223	905 684	953 359	964 953	0.4%	0.9%
Postgraduate to Master's	92 364	74 803	92 564	104 467	-4.1%	4.9%
Master's	61 096	60 295	72 341	78 441	-0.3%	3.8%
Doctors	23 650	25 475	28 852	34 079	1.5%	4.2%
Total postgraduate	177 110	160 573	193 757	216 987	-1.9%	4.4%
Occasional students	20 235	5 458	5 302	5 098	-23.1%	-1.0%
TOTAL ENROLMENT	1 085 568	1 071 715	1 152 419	1 187 038	-0.3%	1.5%

Table 3.6: Proportion of headcount enrolments by qualification level in 2023, 2025 and 2030

	Actual 2023	Target 2025	Expected Target 2030
Undergraduate diplomas & certificates	25.8%	25.0%	23.8%
Advanced diploma/PCGE	3.5%	4.3%	3.3%
Undergraduate degrees	55.2%	53.4%	54.2%
Total undergraduate	84.5%	82.7%	81.3%
Postgraduate to Master's	7.0%	8.0%	8.8%
Master's	5.6%	6.3%	6.6%
Doctors	2.4%	2.5%	2.9%
Total postgraduate	15.0%	16.8%	18.3%
Occasional students	0.5%	0.5%	0.4%
TOTAL ENROLMENT	100.0%	100.0%	100.0%

3.1.6 Major field of study

Over the period 2018 to 2023, there was only growth in the other humanities major field of study at an average annual growth rate of 2.0%. Enrolments in the other three major fields of study declined, with education experiencing the highest average annual decline of 2.8%. The projected headcount enrolments by major field of study will increase as follows from 2023 to 2030:

- Science, engineering and technology enrolments will increase from 319 300 in 2023 to 366 104 in 2030 at an average annual increase of 2.0% over the period.
- Business and management enrolments will increase from 270 946 in 2023 to 301 700 in 2030 at an average annual increase of 1.5% over the period.

- Education enrolments will increase from 185 345 in 2023 to 199 352 in 2030 at an average annual increase of 1.0% over the period.
- Other humanities enrolments will increase from 296 124 in 2023 to 319 882 in 2030 at an average annual increase of 1.1% over the period.

Table 3.7: Enrolments by major field of study in 2018, 2023, 2025 and 2030

	Actual 2018	Actual 2023	Target 2025	Expected Target 2030	Average annual increase: 2018-2023	Projected average annual increase: 2023-2030
Science, engineering, technology	320 671	319 300	355 841	366 104	-0.1%	2.0%
Business/management	283 194	270 946	320 914	301 700	-0.9%	1.5%
Education	214 151	185 345	197 992	199 352	-2.8%	1.0%
Other humanities	267 553	296 124	277 672	319 882	2.0%	1.1%
TOTAL	1 085 568	1 071 715	1 152 419	1 187 038	-0.3%	1.5%

In relation to the proportion of enrolments according to major field of study as indicated in Table 3.8, most students (30.8%) will be enrolled in the science, engineering and technology (SET) field in 2030 constituting a one percent increase from 29.8% in 2023. This percentage share if realised will be in line with the 30% for SET enrolments stipulated in the National Plan for Higher Education (2001). For the other major fields of studies growth patterns from 2023 to 2030 will result in the following changes in the percentage shares:

- The proportion of business and management enrolments will increase from 25.3% in 2023 to 25.4% in 2030.
- The proportion of education enrolments will decline from 17.3% in 2023 to 16.8% in 2030.
- The proportion of other humanities enrolments will decline from 27.6% in 2023 to 26.9% in 2030.

Table 3.8: Proportion of enrolments by major field of study in 2023, 2025 and 2030

	Actual 2023	Target 2025	Expected Target 2030
Science, engineering, technology	29.8%	30.9%	30.8%
Business/management	25.3%	27.8%	25.4%
Education	17.3%	17.2%	16.8%
Other humanities	27.6%	24.1%	26.9%
TOTAL	100.0%	100.0%	100.0%

3.1.7 Distance education

Distance education facilitates access and widens opportunities for the prospective student. It also addresses the challenges of expanding access to the needs of non-traditional students especially those already in employment, as well as students intending to further their

education into postgraduate studies. Distance education enrolments declined at an average annual rate of 1.5% from 400 499 in 2018 to 371 592 in 2023. It is projected that distance education enrolments will increase from 371 592 in 2023 to 402 524 in 2030 at an average annual growth rate of 1.1% which is lower than the projected average annual increase of contact enrolments at a rate of 1.6% over the 2023 to 2030 period.

Table 3.9: Distance education enrolments in 2018, 2023, 2025 and 2030

	Actual 2018	Actual 2023	Target 2025	Expected Target 2030	Average annual increase: 2018-2023	Projected average annual increase: 2023-2030
Contact	685 069	700 123	743 540	784 514	0.4%	1.6%
Distance	400 499	371 592	408 879	402 524	-1.5%	1.1%
TOTAL ENROLMENTS	1 085 568	1 071 715	1 152 419	1 187 038	-0.3%	1.5%

Table 3.10 shows that the proportion of distance enrolments will decline from 34.7% in 2023 to 33.9% in 2030, while the contact enrolments will increase by 0.8% from 65.3% in 2023 to 66.1% in 2030.

Table 3.10: Proportion of distance education enrolments in 2018, 2023, 2025 and 2030

	Actual 2018	Actual 2023	Target 2025	Expected Target 2030
Contact	63.1%	65.3%	64.5%	66.1%
Distance	36.9%	34.7%	35.5%	33.9%
TOTAL ENROLMENTS	100.0%	100.0%	100.0%	100.0%

Table 3.11 shows the size and shape of distance education enrolments in 2023 and the projected totals per qualification type in 2030. Declines in enrolments in undergraduate diplomas and certificates (at an average rate of -0.8%) and advanced diplomas (at an average annual rate of -0.9%) are projected over the period 2023 to 2030. Undergraduate degree enrolments are projected to increase at an average annual rate of 1.0% and the total undergraduate enrolments are projected to increase at only 0.3% on average per annum over this period. Postgraduate enrolments will increase at a much higher rate of 6.6% on average per annum over the 2023 to 2030 period. Postgraduate to Master's level enrolments will increase by 4.5% on average per annum, Master's enrolments will increase by 11.6% on average per annum and doctoral enrolments by 13.8% on average per annum over the 2023 to 2030 period.

Table 3.11: Distance education enrolments per qualification in 2018, 2023, 2025 and 2030

	Actual 2018	Actual 2023	Target 2025	Expected Target 2030	Average annual increase: 2018- 2023	Projected average annual increase: 2023- 2030
Undergraduate diplomas & certificates	118 951	110 556	118 368	104 183	-1.5%	-0.8%
Advanced diploma/PCGE	7 615	13 145	20 413	12 305	11.5%	-0.9%
Undergraduate degrees	202 464	202 090	214 629	215 943	0.0%	1.0%
Total undergraduate	329 030	325 791	353 410	332 431	-0.2%	0.3%
Postgraduate to Master's	48 817	33 552	36 503	45 627	-7.2%	4.5%
Master's	5 508	6 775	12 099	14 593	4.2%	11.6%
Doctors	2 405	3 178	5 119	7 838	5.7%	13.8%
Total postgraduate	56 730	43 505	53 720	68 058	-5.2%	6.6%
Occasional students	14 739	2 296	1 748	2 034	-31.1%	-1.7%
TOTAL ENROLMENT	400 499	371 592	408 879	402 523	-1.5%	1.1%

3.2 Student outputs and efficiency targets

Tables 3.12 to 3.15 provide national student enrolment targets for graduates, success rate, and graduation rates.

Universities need to improve the output of appropriately skilled and qualified graduates in disciplines central to social and economic development. Efforts to improve student success in qualifications and fields where problematic success rates have been identified should be addressed by institutions through student success interventions to continuously improve the student throughput rates in the system. University graduate output will increase from 220 758 in 2023 to 256 740 in 2030 at an average annual growth rate of 2.2%. Universities plan to increase the total number of graduates by 35 982 from 2023 to 2030. This targeted growth rate will be higher than the average annual growth rate of 1.5% in student enrolments over this period which indicates that universities aim to increase the graduation efficiency of the system by planning to produce graduates at a higher rate than the rate of enrolments.

Graduates at undergraduate level will grow at an average annual growth rate of 1.5% over the 2023 to 2030 period. Postgraduate to Master's graduates will increase by 4.5%, Master's graduates will increase by 3.5% and doctoral graduates by 4.4% on average per annum over the 2023 to 2030 period.

3.2.1 Total graduates

Table 3.12: Graduates per qualification levels in 2018, 2023, 2025 and 2030

	Actual 2018	Actual 2023	Target 2025	Expected Target 2030	Average annual increase: 2018- 2023	Projected average annual increase: 2023- 2030
Undergraduate diplomas & certificates	62 019	51 519	64 939	57 162	-3.6%	1.5%
Advanced diploma/PCGE	4 025	18 662	20 012	18 931	35.9%	0.2%
Undergraduate degrees	100 723	97 927	109 407	110 212	-0.6%	1.7%
Total undergraduate	166 767	168 108	194 358	186 305	0.2%	1.5%
Postgraduate to Master's	43 190	35 211	45 758	47 996	-4.0%	4.5%
Master's	13 887	13 819	16 034	17 543	-0.1%	3.5%
Doctors	3 344	3 620	4 230	4 895	1.6%	4.4%
TOTAL	227 188	220 758	260 380	256 740	-0.6%	2.2%

3.2.2 Graduates by major field of study

It is necessary that graduate output in targeted scarce skills areas increase to address and sustain the country's human resource needs. Table 3.13 shows the graduate targets for 2030 according to major field of study and the average annual growth required from 2023 to 2030 to achieve these targets. In the period 2018 to 2023 there were declines in graduates in all the major fields of study except in the field of other humanities.

From 2023 to 2030 it is targeted that:

- Science, engineering and technology graduates increase from 65 680 in 2023 to 81 014 by 2030 at an average annual growth rate of 3.0%.
- Business and management graduates increase from 57 745 in 2023 to 69 659 by 2030 at an average annual growth rate of 2.7%.
- Education graduates increase from 40 562 in 2023 to 43 842 by 2030 at an average annual growth rate of 1.1%.
- Other humanities graduates increase from 56 771 in 2023 to 62 225 by 2030 at an average annual growth rate of 1.3%.

Table 3.13: Graduates by major field of study in 2018, 2023, 2025 and 2030

	Actual 2018	Actual 2023	Target 2025	Expected Target 2030	Average annual increase: 2018-2023	Projected average annual increase: 2023-2030
Science, engineering, technology	65 211	65 680	76 879	81 014	0.1%	3.0%
Business/management	60 458	57 745	71 643	69 659	-0.9%	2.7%
Education	50 651	40 562	51 195	43 842	-4.3%	1.1%
Other humanities	50 868	56 771	60 663	62 225	2.2%	1.3%
TOTAL	227 188	220 758	260 380	256 740	-0.6%	2.2%

3.2.3 Graduates by scarce skills

As part of the Ministerial targets, graduates in the scarce skills qualifications are required to grow, to address and be able to sustain the country's human resource and economic development needs. As presented in Table 3.14, the scarce skills graduates are projected to increase in engineering, life and physical sciences, animal and human health sciences and veterinary sciences. Graduates in initial teacher education are projected to decline.

Table 3.14: Undergraduate targets by scarce skill in 2023, 2025 and 2030

	Actual 2023	Target 2025	Expected Target 2030	Projected average annual increase: 2023-2030
Engineering	11 851	15 336	15 239	3.7%
Life and Physical Sciences	10 218	11 291	12 170	2.5%
Animal Science	778	796	1 163	5.9%
Human Health Sciences	8 873	10 169	10 599	2.6%
Veterinary Science	207	181	246	2.5%
Teacher Education	31 289	34 133	29 886	-0.7%

The projected average annual growth rates over the period 2023 to 2030 are as follows:

- Engineering graduates will increase on average by 3.7% per annum.
- Life and physical sciences graduates will increase on average by 2.5% per annum.
- Animal science graduates will increase by 5.9% on average per annum.
- Human health sciences graduates will increase on average by 2.6% per annum.
- Veterinary graduates will increase by 2.5% on average per annum.
- Teacher education graduates will decline by 0.7% on average per annum.

3.2.4 Success and graduation rates

To improve student success and the throughput rate of student cohorts, the targeted success rate will be 81% in 2030 which is an increase of 3% from the actual success rate of 78% in

2023. The contact success rate of 81% in 2023, was considerably higher than the distance success rate of 70% in the same year. The target contact success rate by 2030 is 83% compared to a 77% target success rate for distance. If this is achieved it will narrow the gap between contact and distance success rates. Although increased access through distance education has been made available, it is vital to improve the success rate of distance education students which was 11% lower than the success rate of contact students in 2023. With an increasing percentage of students from quintiles 1 to 3 schools enrolling in universities, academic support and student success interventions in institutions need to be strengthened to improve student success in the university system.

Table 3.15: Success and graduation rates in 2023, 2025 and 2030

	Actual 2023	Target 2025	Expected Target 2030
Total undergraduate	78%	81%	83%
Postgraduate to Master's	77%	78%	77%
Master's	72%	65%	71%
Doctors	61%	58%	58%
Total postgraduate	75%	73%	74%
Success rate	78%	80%	81%
Graduation rate	21%	23%	22%

3.3 Instruction/ Research professionals

Tables 3.16 to 3.18 provide national staff targets for academic staff headcounts and full-time equivalents (FTEs), permanent academic staff qualifications, and FTE students to FTE academic staff ratios.

3.3.1 Headcount and FTE targets

The headcount of instructional/ research professionals will increase from 20 946 in 2023 to 24 788 in 2030 at an average annual increase of 2.4% over this period. The FTE instruction/ research staff will grow at an average annual rate of 2.5% from 25 988 in 2023 to 30 977 in 2030. This will be higher than the average annual growth rate of 1.9% for FTE students which if achieved, will lower the academic staff FTE: student FTE ratio.

Table 3.16: Headcount and FTE permanent instructional/ research professional staff in 2018, 2023, 2025 and 2030

	Actual 2018	Actual 2023	Target 2025	Expected Target 2030	Average annual increase: 2018-2023	Projected average annual increase: 2023-2030
Headcount Instruction/ research professionals	19 781	20 946	23 110	24 788	1.2%	2.4%
FTE Instruction/ research professionals	28 054	25 988	30 986	30 977	-1.5%	2.5%

3.3.2 Staff qualifications

Table 3.17 shows the proportions of permanently appointed instructional/ research professional staff in each qualification category. The proportion of academic staff with doctoral degrees will increase from 54% in 2023 to 59% in 2030 and staff with Master's degrees will remain at 34% over this period. This is much lower than the NDP 2030 target of 75% academic staff with doctoral degrees but the planned increase in staff with doctoral degrees will increase the supervisory capacity which will be needed with the targeted increase in postgraduate enrolments. The proportion of staff with "other" qualifications will decrease from 12% in 2023 to 7% in 2030.

Table 3.17: Proportions of permanently appointed instructional/ research professional staff in each qualification category in 2023, 2025 and 2030

	Actual 2023	Target 2025	Expected Target 2030
Doctoral degree	54%	53%	59%
Master's degree	34%	36%	34%
Other	12%	11%	7%
TOTAL	100%	100%	100%

3.3.3 Ratio of FTE students to FTE instructional/ research staff in 2023, 2025 and 2030

Universities plan to decrease the FTE academic staff to FTE student ratio from 1: 30.0 in 2023 to 1: 28.7 in 2030. If this is achieved, it will improve the learning and teaching conditions at universities.

Table 3.18: Ratio of FTE students to FTE instruction/ research staff in 2023, 2025 and 2030

	Actual 2023	Target 2025	Expected Target 2030
Total FTE enrolled students	780 638	823 600	888 206
FTE instruction/research staff	25 988	30 986	30 977
Ratio of FTE students to FTE instruction research staff	30.0	26.6	28.7

3.4 Research outputs

Tables 3.19 to 3.20 provide national research output targets and targets of ratios of research outputs to permanently academic staff members.

3.4.1 Research outputs in 2018, 2023, 2025 and 2030

The weighted research outputs are set to increase from 43 610 in 2023 to 56 365 in 2030 at an average annual increase of 3.7%. This is higher than the actual average annual increase of 2.9% over the 2018 to 2023 period. Over the 2023 to 2030 period, publication units will increase from 23 907 in 2023 to 29 784 in 2030 at an average annual increase of 3.2%. Research Master's graduates will increase by 4.2% on average per annum over the 2023 to 2030 period, which is much higher than the average annual increase of 0.5% over the 2018 to 2023 period. Doctoral graduates will increase at an average annual rate of 4.5% over this period which is also much higher than the average annual growth rate of 1.3% over the 2018 to 2023 period.

Table 3.19: Research outputs in 2018, 2023, 2025 and 2030

	Actual 2018	Actual 2023	Target 2025	Expected Target 2030	Average annual increase: 2018-2023	Projected average annual increase: 2023-2030
Publication units	18 969	23 907	24 880	29 784	4.7%	3.2%
Research Master's graduates	8 604	8 843	10 239	11 814	0.5%	4.2%
Doctoral graduates	3 389	3 620	4 210	4 922	1.3%	4.5%
WEIGHTED TOTAL	37 742	43 610	47 750	56 365	2.9%	3.7%

Table 3.20 indicates the ratios of research output to permanent instruction/research staff for 2023, the target for 2025 and the expected target for 2030. The weighted research output target per permanently appointed instruction/ research staff member is expected to increase from 208% in 2023 to 227% in 2030.

Table 3.20: Ratios of research outputs to permanently appointed instruction/ research staff in 2023, 2025 and 2030

	Actual 2023	Target 2025	Expected Target 2030
Publication units	114%	108%	120%
Research Master's graduates	42%	44%	48%
Doctoral graduates	17%	18%	20%
WEIGHTED TOTAL	208%	207%	227%

3.5 Funding totals and teaching input units

The approved funded teaching input units per university and the institutional shares of the teaching input unit totals are provided in Tables 3.21 and 3.22. The funded teaching input units per university were approved following an extensive consultation process with each university and considering the financial implications for the teaching input grant for the funding years 2027/28 to 2032/33.

Table 3.21: Total funded teaching input units generated by enrolled FTEs in 2023, 2025 and 2030

UNIVERSITY	Teaching input units generated by actual 2023 enrolments	Approved TIUs generated by 2025 enrolments	2030 teaching input units: approved for funding for 2032/33	Change: 2030 target compared to 2025	Average annual increase: funded 2025/27 to funded 2032/33
Cape Peninsula University of Technology	60 577	61 810	69 442	7 633	2.0%
University of Cape Town	68 781	74 659	70 339	-4 320	0.3%
Central University of Technology	29 697	31 741	36 642	4 902	3.0%
Durban University of Technology	56 299	60 332	66 538	6 206	2.4%
University of Fort Hare	28 245	30 334	38 914	8 580	4.7%
University of the Free State	67 656	77 488	83 359	5 872	3.0%
University of Johannesburg	98 442	102 031	108 174	6 143	1.4%
University of KwaZulu-Natal	86 723	96 000	107 903	11 903	3.2%
University of Limpopo	46 838	49 638	57 658	8 020	3.0%
Nelson Mandela University	49 695	53 040	59 407	6 367	2.6%
North-West University	86 536	94 131	96 929	2 798	1.6%
University of Pretoria	115 259	134 060	123 807	-10 253	1.0%
Rhodes University	16 067	19 940	17 930	-2 010	1.6%
University of South Africa	179 563	193 311	210 264	16 953	2.3%
University of Stellenbosch	83 973	88 992	89 067	75	0.8%
Tshwane University of Technology	91 210	108 515	111 013	2 498	2.8%
University of Venda	29 863	33 967	34 950	983	2.3%
Vaal University of Technology	30 572	38 972	40 540	1 569	4.1%
Walter Sisulu University	42 460	51 244	60 066	8 822	5.1%
University of the Western Cape	47 818	54 025	56 352	2 327	2.4%
University of the Witwatersrand	96 261	108 092	109 787	1 695	1.9%
University of Zululand	31 203	38 010	38 678	669	3.1%
Sol Plaatje University	6 580	6 122	15 259	9 137	12.8%
University of Mpumalanga	15 940	21 526	29 953	8 427	9.4%
Mangosuthu University of Technology	18 892	22 292	25 661	3 368	4.5%
Sefako Makgatho Health Sciences University	27 927	29 256	33 584	4 328	2.7%
TOTAL	1 513 074	1 679 528	1 792 220	112 691	2.4%

Table 3.22: Institutional shares of Teaching Input Unit Totals

UNIVERSITY	% share of 2025/26 funded teaching input units (based on 2023 actuals)	% share of the 2032/33 teaching input units (based on 2030 projections)	Change: 2032/33 target share less 2027/28 funded share
Cape Peninsula University of Technology	4.0%	3.9%	-0.1%
University of Cape Town	4.5%	3.9%	-0.6%
Central University of Technology	2.0%	2.0%	0.1%
Durban University of Technology	3.7%	3.7%	0.0%
University of Fort Hare	1.9%	2.2%	0.3%
University of the Free State	4.5%	4.7%	0.2%
University of Johannesburg	6.5%	6.0%	-0.5%
University of KwaZulu-Natal	5.7%	6.0%	0.3%
University of Limpopo	3.1%	3.2%	0.1%
Nelson Mandela University	3.3%	3.3%	0.0%
North-West University	5.7%	5.4%	-0.3%
University of Pretoria	7.6%	6.9%	-0.7%
Rhodes University	1.1%	1.0%	-0.1%
University of South Africa	11.9%	11.7%	-0.1%
University of Stellenbosch	5.5%	5.0%	-0.6%
Tshwane University of Technology	6.0%	6.2%	0.2%
University of Venda	2.0%	2.0%	0.0%
Vaal University of Technology	2.0%	2.3%	0.2%
Walter Sisulu University	2.8%	3.4%	0.5%
University of the Western Cape	3.2%	3.1%	0.0%
University of the Witwatersrand	6.4%	6.1%	-0.2%
University of Zululand	2.1%	2.2%	0.1%
Sol Plaatje University	0.4%	0.9%	0.4%
University of Mpumalanga	1.1%	1.7%	0.6%
Mangosuthu University of Technology	1.2%	1.4%	0.2%
Sefako Makgatho Health Sciences University	1.8%	1.9%	0.0%
TOTAL	100.0%	100.0%	0.0%

4 INSTITUTIONAL TARGETS

During the bilateral discussions individual targets for universities were discussed and revisions were recommended. **Annexure 1** indicates the targets for individual institutions related to headcount enrolment totals; headcount enrolment shape by field of study and qualification type; the unweighted full-time equivalent student enrolment totals; success rate by course; graduation rates and graduate totals; graduate output by major field of study; graduate output targets for specific scarce skills areas; first-time entering targets and targets for Foundation Provisioning.

5 SCARCE SKILLS TARGETS

The tables in **Annexure 2** indicate the 2030 targets approved by the Minister for engineering; life and physical sciences; animal sciences; human health; veterinarian sciences; and initial teacher education. These targets indicate the graduate output planned in these scarce skills areas in 2030. It also provides information on the total undergraduate headcount enrolment targets; undergraduate headcount enrolments per second order Classification of Educational Subject Matter (CESM); full-time equivalent student enrolment totals; full-time degree credit totals; success rate by scarce skill; total graduate output and graduation rates in undergraduate qualifications; and graduate output in undergraduate qualifications per second order category.

6 POSTGRADUATE TARGETS

Annexure 3 lists the 2030 targets which the Minister has approved for postgraduate enrolments and graduate output targets.

7 PERFORMANCE MONITORING AND EVALUATION OF INSTITUTIONAL TARGETS

The Department of Higher Education and Training will monitor, on an annual basis, the performance of institutions relative to their input and output targets. Councils need to submit a mid-year report and an annual report providing progression in terms of the approved annual targets of the institution. The targets should also form part of the institution's Annual Performance Plan (APP). If an institution's performance in any given year indicates that it will not meet all its 2030 targets, then the Minister may request the institution's Council to submit a formal report on reasons and remedial steps that will be introduced.

8 AMENDMENTS OF TARGETS

The Department of Higher Education and Training may amend the targets set for this period through a review of all targets which will commence in 2027 for the 2029 to 2030 review period.

9 TEACHING INPUT UNITS

A teaching input unit (TIU) is an enrolled full-time equivalent student, weighted within the teaching input funding grid within the teaching input sub-block grant, as described in the Ministerial Statement on University Funding. These units are used to distribute teaching input grants to public universities.

Annexure 4 reflects the teaching input units generated by the projected full-time equivalents (unweighted), each institution's actual teaching input share in relation to the projected teaching input unit shares as well as the migration towards the projected teaching input unit shares.

The planning for teaching input units seeks to assist universities to plan for their respective student intake to avoid instances of "unfunded" students in the system. Institutions will be required to restrict their student enrolments to the targets that are approved, to ensure funding is received; any additional enrolments will not be funded by the Department.

10 Conclusion

The Minister believes this framework will lay the basis for a viable enrolment planning model for the university sector as a contributor to the post-school system specifically and the country at large. Universities are requested to consider their role within a differentiated system and to define their niches to enhance their ability to contribute and respond to national objectives.

The Ministerial Statement on Student Enrolment Planning consolidates decisions taken by the Minister on student enrolment and graduate output targets in relation to the White Paper for the Post-School Education and Training system.

Each university is expected to plan and manage its student admissions and enrolment to ensure that, for a particular year, its actual teaching input unit total converges to its planned and state funded teaching input unit total approved by the Minister as set out in Table 3.21 above.

The Department will adjust Ministerial approved and funded TIUs for unacceptable deviations between actual and funded TIUs before a university receives its final block grant budget for a particular year.

Corrective financial measures will be implemented on universities who deviate more than 2% from their approved TIU targets in any given year. Similarly, corrective financial measures will be implemented on universities who deviate more than 2% from the approved headcount enrolments of first-time entering undergraduate enrolments.

Under-enrolments adversely affect access to students, especially poor and disadvantaged students. Over-enrolments impact on the quality of teaching and learning provided to students, negatively impact on the TIU shares amongst universities and the rand-value of TIUs in future enrolment planning, and adversely impact on the NSFAS to be able to properly cater for poor and missing middle students.

The performance of institutions relative to their input and output targets will be monitored annually. If an institution's performance deviates beyond acceptable ranges from the targets, then the Minister may ask its Council to submit a formal report on reasons why this has occurred, and what remedial steps the university will introduce.

MINISTERIAL STATEMENT ON STUDENT ENROLMENT PLANNING FOR 2026 TO 2030 AND UNIVERSITY ENROLMENT AND EFFICIENCY TARGETS FOR 2030

ANNEXURE 1

INSTITUTIONAL TARGETS FOR 2026 TO 2030
INSTITUTIONAL HEADCOUNT ENROLMENT
ENROLMENTS BY MAJOR FIELD OF STUDY
ENROLMENT SHAPE BY QUALIFICATION LEVEL
FULL-TIME EQUIVALENT ENROLMENTS: UNWEIGHTED
SUCCESS RATES
GRADUATION RATES
GRADUATE OUTPUT TARGETS BY MAJOR FIELD OF STUDY
GRADUATE OUTPUT TARGETS BY SCARCE SKILL
POSTGRADUATE GRADUATE OUTPUT TARGETS
FIRST-TIME ENTERING HEADCOUNT ENROLMENTS
FOUNDATION PROVISIONING

STUDENT ENROLMENT
TABLE 1.1: HEADCOUNT ENROLMENT TOTALS

Institution	Actual 2018	Actual 2023	Ministerial approved target 2025	Target 2030	Change: 2030 compared to the actual 2023	Average annual growth rate: 2018 to 2023	Average annual growth rate: 2023 to 2030
Cape Peninsula University of Technology	34 222	35 482	38 430	39 264	3 782	0.7%	1.5%
University of Cape Town	28 744	29 034	30 625	29 017	-17	0.2%	0.0%
Central University of Technology	19 464	22 501	23 339	27 184	4 683	2.9%	2.7%
Durban University of Technology	31 211	32 574	33 777	37 941	5 367	0.9%	2.2%
University of Fort Hare	16 896	16 797	17 712	20 047	3 250	-0.1%	2.6%
University of the Free State	39 516	39 342	42 526	39 360	18	-0.1%	0.0%
University of Johannesburg	50 786	53 564	53 870	57 548	3 984	1.1%	1.0%
University of KwaZulu-Natal	49 645	44 600	47 005	49 242	4 642	-2.1%	1.4%
University of Limpopo	21 157	23 190	24 994	26 123	2 933	1.9%	1.7%
Nelson Mandela University	28 507	31 362	32 325	36 770	5 408	1.9%	2.3%
North-West University	61 212	55 096	58 057	57 358	2 262	-2.1%	0.6%
University of Pretoria	50 431	53 911	59 751	58 599	4 688	1.3%	1.2%
Rhodes University	8 153	8 106	9 281	9 200	1 094	-0.1%	1.8%
University of South Africa	373 979	350 407	379 119	378 000	27 593	-1.3%	1.1%
University of Stellenbosch	31 261	32 806	33 982	34 454	1 648	1.0%	0.7%
Tshwane University of Technology	65 920	60 134	64 968	65 000	4 866	-1.8%	1.1%
University of Venda	16 573	15 375	15 520	17 580	2 205	-1.5%	1.9%
Vaal University of Technology	21 067	19 736	24 459	24 748	5 012	-1.3%	3.3%
Walter Sisulu University	32 140	29 351	33 270	33 527	4 176	-1.8%	1.9%
University of the Western Cape	22 831	24 746	26 500	27 225	2 479	1.6%	1.4%
University of the Witwatersrand	40 285	41 995	44 000	43 636	1 641	0.8%	0.5%
University of Zululand	17 896	17 583	21 500	21 271	3 688	-0.4%	2.8%
SolPlaatje University	1 560	4 482	4 807	9 980	5 498	23.5%	12.1%
University of Mpumalanga	2 466	8 500	9 401	17 445	8 945	28.1%	10.8%
Mangosuthu University of Technology	13 354	14 312	15 143	17 252	2 940	1.4%	2.7%
Sefako Makgatho Health Sciences University	6 292	6 729	7 958	9 267	2 538	1.4%	4.7%
TOTAL	1 085 568	1 071 715	1 152 318	1 187 038	115 323	-0.3%	1.5%

TABLE 1.2: ENROLMENT SHAPE BY MAJOR FIELD OF STUDY

Institution	Actual 2023				Ministerial approved target 2025				Target 2030			
	Science, Engineering & Technology	Business & Management	Education	Humanities	Science, Engineering & Technology	Business & Management	Education	Humanities	Science, Engineering & Technology	Business & Management	Education	Humanities
Cape Peninsula University of Technology	16912	10 064	5 446	3 059	18 105	12 915	4 049	3 361	19 919	11 111	4 908	3 326
University of Cape Town	13 921	6 064	7 03	8 346	14 083	6 499	917	9 126	13 487	6 314	622	8 594
Central University of Technology	10 175	5 260	5 391	16 75	11 096	5 608	4 801	1 834	10 682	6 580	7 634	2 278
Durban University of Technology	12 707	13 818	1 822	4 227	14 683	12 059	1 777	5 258	17 465	12 881	2 040	5 555
University of Fort Hare	3 713	2 678	3 431	6 976	4 690	2 400	2 800	7 822	4 692	3 329	4 129	7 897
University of the Free State	9 188	6 565	9 282	14 307	10 331	8 102	10 614	13 479	13 005	9 180	7 650	9 525
University of Johannesburg	18 370	20 682	4 791	9 721	18 273	19 870	5 382	10 345	20 030	22 093	5 008	10 417
University of KwaZulu-Natal	17 358	5 770	7 558	13 914	18 932	7 897	7 381	12 796	19 208	6 776	8 155	15 103
University of Limpopo	10 162	3 112	3 226	6 680	10 247	4 499	3 499	6 748	11 741	3 712	3 743	6 927
Nelson Mandela University	10 441	11 204	2 241	7 475	11 378	10 409	2 586	7 952	12 532	13 247	2 545	8 446
North-West University	12 781	12 547	15 935	13 833	12 619	12 513	18 639	14 286	14 322	13 965	16 213	12 858
University of Pretoria	25 047	9 135	8 628	11 101	31 110	8 725	9 013	10 903	26 517	10 103	11 368	10 611
Rhodes University	2 289	1 212	1 173	3 432	2 650	1 580	1 280	3 771	2 261	1 688	1 266	3 985
University of South Africa	39 049	97 354	85 073	128 931	45 020	13 1903	96 326	105 869	40 000	104 500	88 000	145 500
University of Stellenbosch	15 867	6 326	2 114	8 499	16 559	7 241	1 779	8 403	17 007	6 867	1 997	8 583
Tshwane University of Technology	23 845	20 740	4 816	10 733	25 988	22 620	4 552	11 809	26 610	20 820	6 500	11 070
University of Venda	6 050	2 802	1 541	4 982	8 032	2 153	1 788	3 547	7 641	3 047	1 908	4 984
Vaal University of Technology	8 783	6 371	868	3 714	11 467	7 392	1 448	4 152	11 185	8 175	1 118	4 289
Walter Sisulu University	8 999	6 582	8 035	5 735	9 648	8 484	7 818	7 319	11 536	7 640	8 546	5 805
University of the Western Cape	8 313	2 831	2 956	10 647	9 700	3 220	2 560	11 120	8 755	3 360	3 440	11 670
University of the Witwatersrand	20 389	8 960	4 050	8 596	21 998	10 044	3 487	8 471	21 688	8 642	3 876	9 431
University of Zululand	5 279	3 966	3 938	4 401	7 560	6 235	3 010	4 695	6 911	4 711	4 814	4 834
Sol Plaatje University	1 101	657	1 452	1 272	1 297	680	1 830	1 000	3 068	2 041	3 193	1 677
University of Mpumalanga	3 737	1 632	874	2 257	3 850	2 870	655	2 026	7 600	4 124	679	5 042
Mangosuthu University of Technology	8 369	4 617	0	1 326	8 945	4 996	0	1 202	9 301	6 793	0	1 158
Sefako Makgatho Health Sciences University	6 453	0	0	276	7 579	0	0	379	8 931	0	0	336
TOTAL	319 300	270 946	185 345	296 124	355 841	320 914	197 992	277 673	366 104	301 700	199 352	319 882

TABLE 1.3: ENROLMENT SHAPE BY QUALIFICATION LEVEL

Institution	Actual 2023					
	Undergraduate diplomas/ certificates	Advanced diplomas/PG CE	Under-graduate degree	Postgraduate qualifications below Master's	Master's	Doctors
Cape Peninsula University of Technology	20 936	3 495	8 283	1 453	846	344
University of Cape Town	295	415	16 840	2 863	5 981	2 176
Central University of Technology	10 716	1 198	9 013	829	486	213
Durban University of Technology	19 444	2 197	8 011	1 069	1 061	792
University of Fort Hare	157	259	14 232	892	823	386
University of the Free State	2 206	284	30 513	2 807	2 312	1 070
University of Johannesburg	8 795	2 197	30 105	4 880	5 404	2 143
University of KwaZulu-Natal	0	496	33 446	3 296	4 476	2 815
University of Limpopo	0	235	20 342	1 060	1 178	340
Nelson Mandela University	11 803	1 723	14 534	1 157	1 420	556
North-West University	4 973	882	41 940	2 858	2 751	1 477
University of Pretoria	456	1 292	34 220	8 735	6 220	2 555
Rhodes University	77	184	5 980	557	719	494
University of South Africa	105 906	11 186	196 665	25 783	5 463	3 164
University of Stellenbosch	215	475	21 291	3 538	5 063	1 617
Tshwane University of Technology	41 805	5 055	8 894	1 935	1 726	620
University of Venda	138	407	13 248	674	653	255
Vaal University of Technology	16 046	1 811	854	518	368	136
Walter Sisulu University	13 383	1 617	12 399	1 122	655	129
University of the Western Cape	315	480	18 201	1 956	2 497	1 297
University of the Witwatersrand	0	573	25 129	5 509	7 899	2 315
University of Zululand	1 535	337	13 952	517	856	386
Sol Plaatje University	957	213	3 018	240	54	0
University of Mpumalanga	2 632	137	5 293	242	172	24
Mangosuthu University of Technology	13 228	603	408	67	6	0
Sefako Makgatho Health Sciences University	145	0	4 959	246	1 206	171
TOTAL	276 163	37 751	591 770	74 803	60 295	25 475

TABLE 1.3: ENROLMENT SHAPE BY QUALIFICATION LEVEL (continued)

Institution	Ministerial approved target 2025					
	Undergraduate diplomas/ certificates	Advanced diplomas/PG CE	Under-graduate degree	Postgraduate qualifications below Master's	Master's	Doctors
Cape Peninsula University of Technology	22 627	4 175	7 332	2 531	1 226	502
University of Cape Town	494	383	17 228	3 439	6 396	2 345
Central University of Technology	9 952	2 782	7 069	2 710	542	283
Durban University of Technology	17 318	2 994	9 099	2 221	1 561	584
University of Fort Hare	310	240	13 578	1 763	1 299	503
University of the Free State	2 506	540	32 187	3 262	2 704	1 237
University of Johannesburg	9 300	2 190	29 373	5 289	5 673	1 965
University of KwaZulu-Natal	0	930	33 198	4 140	5 588	3 002
University of Limpopo	0	215	21 011	1 595	1 723	409
Nelson Mandela University	11 350	1 920	14 630	1 650	1 820	675
North-West University	6 615	1 319	42 385	3 562	2 644	1 399
University of Pretoria	339	2 839	35 480	10 738	7 192	2 766
Rhodes University	42	180	6 278	1 036	1 010	685
University of South Africa	110 494	15 276	210 899	25 503	10 201	5 101
University of Stellenbosch	200	450	20 926	4 740	5 167	1 627
Tshwane University of Technology	44 936	5 172	9 351	2 449	2 325	734
University of Venda	101	44	13 900	527	631	317
Vaal University of Technology	17 181	2 839	1 960	1 641	626	171
Walter Sisulu University	16 050	2 750	12 450	1 250	650	120
University of the Western Cape	320	620	18 860	2 400	2 900	1 500
University of the Witwatersrand	0	33	25 208	7 049	8 344	2 437
University of Zululand	1 492	500	16 933	1 500	615	260
Sol Plaatje University	460	250	3 742	315	30	10
University of Mpumalanga	2 360	200	6 075	432	260	73
Mangosuthu University of Technology	13 390	873	465	350	60	5
Sefako Makgatho Health Sciences University	88	0	6 102	473	1 154	141
TOTAL	287 925	49 714	615 720	92 564	72 341	28 852

TABLE 1.3: ENROLMENT SHAPE BY QUALIFICATION LEVEL (continued)

Institution	Target 2030					
	Undergraduate diplomas/ certificates	Advanced diplomas/PG CE	Under-graduate degree	Postgraduate qualifications below Master's	Master's	Doctors
Cape Peninsula University of Technology	23 183	3 574	9 447	1 940	735	327
University of Cape Town	187	504	16 411	3 426	5 825	2 154
Central University of Technology	13 059	1 787	10 317	1 133	584	249
Durban University of Technology	18 555	3 694	10 894	2 435	1 615	748
University of Fort Hare	108	258	15 765	1 929	1 460	508
University of the Free State	0	65	28 655	5 122	3 838	1 680
University of Johannesburg	9 724	1 767	32 274	5 479	5 925	2 329
University of KwaZulu-Natal	0	606	33 863	4 875	6 204	3 693
University of Limpopo	0	252	21 379	1 749	2 092	600
Nelson Mandela University	12 944	1 737	17 965	1 753	1 627	641
North-West University	2 059	902	45 500	4 124	3 018	1 555
University of Pretoria	881	2 390	34 371	10 866	6 955	2 801
Rhodes University	70	250	6 336	944	919	621
University of South Africa	102 114	7 560	211 680	34 020	12 788	7 838
University of Stellenbosch	203	469	21 688	4 362	5 101	1 667
Tshwane University of Technology	43 060	5 700	10 600	3 050	1 850	740
University of Venda	244	125	14 841	925	955	490
Vaal University of Technology	18 725	2 831	1 264	1 207	536	183
Walter Sisulu University	12 485	1 870	14 809	2 677	1 412	275
University of the Western Cape	250	600	19 000	2 660	3 065	1 650
University of the Witwatersrand	0	191	25 381	6 584	8 294	2 494
University of Zululand	1 761	409	17 080	624	981	416
Sol Plaatje University	2 370	360	6 026	835	302	87
University of Mpumalanga	5 359	313	10 709	478	489	97
Mangosuthu University of Technology	14859	1287	408	555	135	8
Sefako Makgatho Health Sciences University	238	133	6 216	714	1 736	230
TOTAL	282 438	39 634	642 880	104 467	78 441	34 079

TABLE 1.4: FULL-TIME EQUIVALENT STUDENTS ENROLMENTS: UNWEIGHTED

Institution	Actual 2018	Actual 2023	Ministerial approved target 2025	Target 2030	Change: 2030 target compared to actual 2023	Average annual growth rate: 2018 to 2023	Average annual growth rate: 2023 to 2030
Cape Peninsula University of Technology	25 526	27 546	29 039	31 364	3 817	1.5%	1.9%
University of Cape Town	21 647	20 634	22 381	21 279	645	-1.0%	0.4%
Central University of Technology	14 740	15 654	15 650	19 572	3 918	1.2%	3.2%
Durban University of Technology	23 432	27 036	26 008	30 359	3 323	2.9%	1.7%
University of Fort Hare	13 788	13 962	15 011	17 703	3 742	0.3%	3.5%
University of the Free State	32 875	31 599	35 296	32 324	725	-0.8%	0.3%
University of Johannesburg	38 799	40 672	41 451	44 571	3 899	0.9%	1.3%
University of KwaZulu-Natal	36 731	33 675	35 299	38 485	4 810	-1.7%	1.9%
University of Limpopo	17 637	18 349	20 745	21 521	3 172	0.8%	2.3%
Nelson Mandela University	21 724	24 272	24 932	28 186	3 915	2.2%	2.2%
North-West University	46 974	45 559	49 368	47 995	2 436	-0.6%	0.7%
University of Pretoria	39 821	41 268	46 738	45 253	3 986	0.7%	1.3%
Rhodes University	6 582	6 412	7 522	7 453	1 041	-0.5%	2.2%
University of South Africa	227 492	221 940	215 081	249 129	27 189	-0.5%	1.7%
University of Stellenbosch	24 525	25 956	27 424	27 108	1 152	1.1%	0.6%
Tshwane University of Technology	48 415	44 756	51 019	51 062	6 306	-1.6%	1.9%
University of Venda	13 658	12 038	12 635	14 050	2 013	-2.5%	2.2%
Vaal University of Technology	14 307	14 888	18 700	19 344	4 456	0.8%	3.8%
Walter Sisulu University	26 816	23 797	28 398	27 488	3 691	-2.4%	2.1%
University of the Western Cape	17 341	18 698	21 405	21 210	2 512	1.5%	1.8%
University of the Witwatersrand	29 789	29 736	32 075	32 670	2 934	0.0%	1.4%
University of Zululand	16 047	15 389	17 983	18 981	3 592	-0.8%	3.0%
Sol Plaatje University	1 559	4 175	3 942	8 472	4 297	21.8%	10.6%
University of Mpumalanga	2 170	7 572	8 415	13 590	6 018	28.4%	8.7%
Mangosuthu University of Technology	9 576	9 485	10 653	11 987	2 501	-0.2%	3.4%
Sefako Makgatho Health Sciences University	4 894	5 571	6 431	7 050	1 478	2.6%	3.4%
TOTAL	776 864	780 638	823 601	888 206	107 568	0.1%	1.9%

TABLE 1.5: TARGETED SUCCESS RATES

Institution	Actual 2023	Ministerial approved target 2025	Target 2030	Change: 2030 target compared to actual 2023
Cape Peninsula University of Technology	79%	85%	83%	5%
University of Cape Town	84%	83%	84%	0%
Central University of Technology	68%	79%	75%	7%
Durban University of Technology	81%	87%	85%	4%
University of Fort Hare	79%	81%	83%	4%
University of the Free State	83%	84%	84%	1%
University of Johannesburg	86%	83%	86%	0%
University of KwaZulu-Natal	79%	86%	81%	2%
University of Limpopo	79%	84%	82%	3%
Nelson Mandela University	74%	83%	82%	7%
North-West University	84%	87%	87%	3%
University of Pretoria	87%	87%	87%	0%
Rhodes University	85%	82%	84%	-1%
University of South Africa	69%	68%	76%	7%
University of Stellenbosch	87%	87%	86%	-1%
Tshwane University of Technology	76%	82%	79%	3%
University of Venda	80%	81%	81%	2%
Vaal University of Technology	82%	79%	82%	0%
Walter Sisulu University	82%	80%	83%	0%
University of the Western Cape	82%	83%	87%	5%
University of the Witwatersrand	83%	82%	84%	0%
University of Zululand	80%	83%	87%	7%
Sol Plaatje University	81%	83%	83%	2%
University of Mpumalanga	82%	84%	85%	3%
Mangosuthu University of Technology	79%	81%	84%	5%
Sefako Makgato Health Sciences University	73%	80%	81%	8%
TOTAL	78%	80%	81%	4%

TABLE 1.6: GRADUATES AS A % OF HEADCOUNTS

Institution	Actual 2023	Ministerial approved target 2025	Target 2030	Change: 2030 target compared to actual 2023
Cape Peninsula University of Technology	22%	26%	23%	1%
University of Cape Town	25%	27%	26%	1%
Central University of Technology	18%	27%	19%	1%
Durban University of Technology	24%	27%	26%	2%
University of Fort Hare	19%	22%	21%	2%
University of the Free State	23%	26%	26%	3%
University of Johannesburg	25%	27%	25%	0%
University of KwaZulu-Natal	20%	27%	27%	7%
University of Limpopo	22%	22%	22%	0%
Nelson Mandela University	19%	25%	23%	5%
North-West University	22%	26%	24%	2%
University of Pretoria	27%	24%	27%	0%
Rhodes University	28%	26%	28%	0%
University of South Africa	16%	16%	15%	-1%
University of Stellenbosch	27%	30%	28%	1%
Tshwane University of Technology	22%	25%	25%	2%
University of Venda	21%	21%	22%	1%
Vaal University of Technology	25%	27%	24%	0%
Walter Sisulu University	21%	29%	28%	7%
University of the Western Cape	22%	21%	22%	0%
University of the Witwatersrand	25%	25%	25%	0%
University of Zululand	21%	28%	25%	5%
Sol Plaatje University	19%	18%	22%	3%
University of Mpumalanga	18%	32%	24%	6%
Mangosuthu University of Technology	21%	23%	22%	1%
Sefako Makgato Health Sciences University	19%	24%	23%	4%
TOTAL	21%	23%	22%	1%

TABLE 1.7: GRADUATE OUTPUT TARGETS

Institution	Actual 2018	Actual 2023	Ministerial approved target 2025	Target 2030	Change: 2030 target compared to actual 2023	Average annual growth rate: 2018 to 2023	Average annual growth rate: 2023 to 2030
Cape Peninsula University of Technology	9 094	7 885	10 176	9 204	1 319	-2.8%	2.2%
University of Cape Town	7 379	7 379	8 130	7 575	196	0.0%	0.4%
Central University of Technology	4 271	4 042	6 400	5 221	1 179	-1.1%	3.7%
Durban University of Technology	7 981	7 878	8 954	10 054	2 176	-0.3%	3.5%
University of Fort Hare	3 728	3 205	3 885	4 233	1 028	-3.0%	4.1%
University of the Free State	8 271	9 141	11 007	10 409	1 268	2.0%	1.9%
University of Johannesburg	13 724	13 506	14 415	14 532	1 026	-0.3%	1.1%
University of KwaZulu-Natal	11 668	8 934	12 857	13 467	4 533	-5.2%	6.0%
University of Limpopo	4 794	5 037	5 595	5 720	683	1.0%	1.8%
Nelson Mandela University	7 402	5 815	7 927	8 592	2 777	-4.7%	5.7%
North-West University	15 350	12 358	14 904	14 038	1 680	-4.2%	1.8%
University of Pretoria	13 292	14 306	14 064	15 752	1 446	1.5%	1.4%
Rhodes University	2 319	2 268	2 451	2 534	266	-0.4%	1.6%
University of South Africa	56 633	56 549	61 905	56 246	-303	0.0%	-0.1%
University of Stellenbosch	8 901	8 760	10 106	9 580	820	-0.3%	1.3%
Tshwane University of Technology	13 875	13 436	16 242	15 960	2 524	-0.6%	2.5%
University of Venda	3 605	3 208	3 240	3 918	710	-2.3%	2.9%
Vaal University of Technology	4 604	4 839	6 590	5 972	1 133	1.0%	3.1%
Walter Sisulu University	7 130	6 037	9 490	9 324	3 287	-3.3%	6.4%
University of the Western Cape	4 928	5 485	5 700	6 090	605	2.2%	1.5%
University of the Witwatersrand	9 639	10 379	11 176	10 718	339	1.5%	0.5%
University of Zululand	4 252	3 625	5 945	5 414	1 789	-3.1%	5.9%
Sol Plaatje University	214	852	871	2 173	1 321	31.8%	14.3%
University of Mpumalanga	408	1 515	3 003	4 112	2 597	30.0%	15.3%
Mangosuthu University of Technology	2 617	3 053	3 445	3 806	753	3.1%	3.2%
Sefako Makgatho Health Sciences University	1 109	1 266	1 899	2 097	831	2.7%	7.5%
TOTAL	227 188	220 758	260 379	256 740	35 982	-0.6%	2.2%

TABLE 1.8: GRADUATE OUTPUT TARGETS BY MAJOR FIELD OF STUDY

Institution	Actual 2023				Ministerial approved target 2025				Target 2030			
	Science, Engineering & Technology	Business & Management	Education	Humanities	Science, Engineering & Technology	Business & Management	Education	Humanities	Science, Engineering & Technology	Business & Management	Education	Humanities
Cape Peninsula University of Technology	3 757	2 352	1 105	671	4 283	3 801	1 082	1 010	4 396	2 726	1 238	843
University of Cape Town	3 215	1 717	281	2 166	3 504	1 898	337	2 391	3 292	1 772	311	2 200
Central University of Technology	1 576	1 130	1 017	319	2 994	1 582	1 244	580	2 126	1 409	1 157	529
Durban University of Technology	2 729	3 452	459	1 238	3 686	3 352	391	1 525	3 875	3 953	621	1 605
University of Fort Hare	676	457	696	1 377	1 033	376	751	1 725	973	720	889	1 651
University of the Free State	2 578	1 663	1 883	3 017	2 752	1 871	3 082	3 302	3 539	2 498	2 082	2 290
University of Johannesburg	4 002	5 338	1 484	2 683	4 757	5 766	1 153	2 739	4 404	5 845	1 358	2 925
University of KwaZulu-Natal	2 944	1 458	1 846	2 686	4 353	2 741	2 596	3 168	4 818	2 163	2 697	3 789
University of Limpopo	1 897	918	782	1 440	2 220	1 017	752	1 606	2 126	1 057	898	1 640
Nelson Mandela University	1 984	1 943	537	1 352	2 558	2 763	816	1 790	2 877	3 097	687	1 932
North-West University	2 553	3 353	3 581	2 871	2 933	3 584	4 672	3 715	3 148	3 836	4 170	2 884
University of Pretoria	5 931	3 502	1 933	2 941	6 448	2 431	2 190	2 995	6 414	3 706	2 708	2 923
Rhodes University	631	351	384	902	748	368	441	895	641	436	329	1 128
University of South Africa	6 373	13 482	17 482	19 213	5 208	18 578	22 579	15 540	6 187	14 624	16 311	19 124
University of Stellenbosch	3 834	2 234	577	2 115	4 171	2 802	686	2 447	4 140	2 373	717	2 350
Tshwane University of Technology	5 238	5 045	959	2 194	4 927	6 660	1 209	3 447	6 225	5 990	1 140	2 606
University of Venda	1 192	613	538	865	1 301	434	398	1 107	1 506	587	860	965
Vaal University of Technology	2 023	1 525	270	1 021	2 804	1 718	898	1 170	2 401	1 980	386	1 206
Walter Sisulu University	1 553	1 569	1 392	1 523	2 525	2 475	2 507	1 983	2 493	3 283	1 311	2 237
University of the Western Cape	1 812	687	818	2 168	2 020	920	660	2 100	1 990	810	850	2 440
University of the Witwatersrand	4 461	2 803	1 144	1 971	4 929	2 529	1 001	2 716	4 823	2 644	995	2 256
University of Zululand	823	736	970	1 096	1 503	1 665	1 294	1 484	1 759	1 199	1 225	1 230
Sol Plaatje University	198	65	301	289	215	155	330	171	667	430	712	364
University of Mpumalanga	738	346	124	307	1 306	951	125	621	2 161	983	191	777
Mangosuthu University of Technology	1 742	1 008	0	304	1 862	1 207		376	2 006	1 538	0	262
Sefako Makgatho Health Sciences University	1 222	0	0	44	1 840			59	2 027	0	0	70
TOTAL	65 680	57 745	40 562	56 771	76 879	71 643	51 195	60 661	81 013	69 659	43 842	62 225

TABLE 1.9: UNDERGRADUATE OUTPUT TARGETS BY SCARCE SKILLS

Institution	Actual 2023				Ministerial approved target 2025					Target 2030					
	Engineering	Life and Physical Sciences	Animal and Human Health	Veterinary Science	Teacher Education	Engineering	Life and Physical Sciences	Animal and Human Health	Veterinary Science	Teacher Education	Engineering	Life and Physical Sciences	Animal and Human Health	Veterinary Science	Teacher Education
Cape Peninsula University of Technology	1 202	364	465		898	1 855	646	452		869	1 307	451	507		867
	491	207	378		144	561	252	327		160	505	210	411		135
	457	23	306		886	1 297	122	350		864	490	40	429		869
	715	147	427		312	1 212	119	500		225	1 258	146	653		371
	7	130	204		596	32	253	188		695	0	159	192		713
University of the Free State	6	454	429		1 415	20	430	409		2 140	0	475	546		1 659
	840	417	453		798	1 209	541	502		843	980	519	413		536
	253	550	775		1 487	352	1 059	814		2 010	381	894	962		1 850
	0	620	340		711	24	486	297		808	0	584	396		785
	200	148	339		380	412	267	490		560	425	265	517		441
Nelson Mandela University	220	590	382		2 293	397	821	302		2 738	244	616	420		3 044
	727	733	707	179	1 048	837	691	826	133	1 057	852	757	761	206	1 191
	0	128	136		237	0	148	190		308	0	153	199		384
	1 234	1 841	590		14 556	1 125	697	450		13 555	1 732	1 418	1 113		9 686
	507	473	528		377	608	453	623		609	716	520	492		458
University of Stellenbosch	1 893	597	496	28	545	2 051	763	817	48	1 360	2 088	806	437	40	1 196
	22	564	85		446	70	709	492		868	34	651	179		537
	1 106	291	184		95	1 384	476	202		130	1 309	308	248		135
	451	222	200		1 270	347	152	308		1 505	707	323	288		1 715
	0	392	531		703	0	535	640		600	0	574	559		710
University of the Western Cape	509	419	885		743	627	320	744		750	837	435	853		634
	0	403	81		922	60	585	39		933	292	1 018	118		888
	0	58	0		334	0	52	0		451	0	62	0		698
	0	207	19		93	0	338	80		96	0	367	98		185
	1 010	87	68		0	855	73	224		0	1 081	55	162		0
University of Mpumalanga															
Mangosuthu University of Technology															
Sefako Makgatho Health Sciences University															
TOTAL	11 851	10 218	9 651	207	31 289	15 334	11 292	10 962	181	34 133	15 239	12 169	11 762	246	29 886

TABLE 1.9.1: ENGINEERING GRADUATES

Institution	Actual		Ministerial Approved Target 2025		Institutional Proposed Graduates							
	2023		2025		2026		2027		2028		2029	
	Actual	% share	Target	% share	Target	% share	Target	% share	Target	% share	Target	% share
Cape Peninsula University of Technology	1202	10.1%	1855	12.1%	1204	8.9%	1229	8.8%	1255	8.7%	1281	8.6%
University of Cape Town	491	4.1%	561	3.7%	503	3.7%	503	3.6%	503	3.5%	504	3.3%
Central University of Technology	457	3.9%	1297	8.5%	444	3.3%	455	3.2%	466	3.2%	478	3.2%
Durban University of Technology	715	6.0%	1212	7.9%	874	6.4%	975	6.9%	1093	7.5%	1186	8.0%
University of Fort Hare	7	0.1%	32	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
University of the Free State	6	0.0%	20	0.1%	23	0.2%	0	0.0%	0	0.0%	0	0.0%
University of Johannesburg	840	7.1%	1209	7.9%	980	7.2%	980	7.0%	980	6.8%	980	6.4%
University of KwaZulu-Natal	253	2.1%	352	2.3%	337	2.5%	350	2.5%	362	2.5%	374	2.5%
University of Limpopo	0	0.0%	24	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Nelson Mandela University	200	1.7%	412	2.7%	350	2.6%	371	2.6%	389	2.7%	401	2.7%
North-West University	220	1.9%	397	2.6%	238	1.8%	269	1.9%	221	1.5%	244	1.6%
University of Pretoria	727	6.1%	837	5.5%	769	5.7%	789	5.6%	810	5.6%	831	5.6%
Rhodes University	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
University of South Africa	1234	10.4%	1125	7.3%	1418	10.5%	1524	10.8%	1618	11.2%	1586	10.7%
University of Stellenbosch	507	4.3%	608	4.0%	697	5.1%	715	5.1%	693	4.8%	716	4.8%
Tshwane University of Technology	1893	16.0%	2051	13.4%	2005	14.8%	2023	14.4%	2051	14.2%	2069	14.0%
University of Venda	22	0.2%	70	0.5%	30	0.2%	30	0.2%	32	0.2%	34	0.2%
Vaal University of Technology	1106	9.3%	1384	9.0%	1193	8.8%	1219	8.7%	1251	8.6%	1281	8.6%
Walter Sisulu University	451	3.8%	347	2.3%	551	4.1%	595	4.2%	619	4.3%	677	4.6%
University of the Western Cape	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
University of the Witwatersrand	509	4.3%	627	4.1%	803	5.9%	811	5.8%	819	5.7%	827	5.6%
University of Zululand	0	0.0%	60	0.4%	76	0.6%	155	1.1%	244	1.7%	286	1.9%
Sol Plaatje University	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
University of Mpumalanga	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Mangosuthu University of Technology	1010	8.5%	855	5.6%	1057	7.8%	1057	7.5%	1075	7.4%	1078	7.3%
Sefako Makgatho Health Sciences University	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	11851	100.0%	15334	100.0%	13552	100.0%	14050	100.0%	14479	100.0%	14832	100.0%
											15239	100.0%

TABLE 1.9.2: LIFE AND PHYSICAL SCIENCES GRADUATES

Institution	Actual		Ministerial Approved Target 2025				Institutional Proposed Graduates							
	2023		2025		2026		2027		2028		2029		2030	
	Actual	% share	Target	% share	Target	% share	Target	% share	Target	% share	Target	% share	Target	% share
Cape Peninsula University of Technology	364	3.6%	646	5.7%	416	3.7%	424	3.8%	433	3.8%	442	3.7%	451	3.7%
	207	2.0%	252	2.2%	217	2.0%	215	1.9%	212	1.8%	211	1.8%	210	1.7%
	23	0.2%	122	1.1%	36	0.3%	37	0.3%	39	0.3%	39	0.3%	40	0.3%
Central University of Technology	147	1.4%	119	1.1%	124	1.1%	131	1.2%	136	1.2%	141	1.2%	146	1.2%
	130	1.3%	253	2.2%	153	1.4%	154	1.4%	156	1.4%	157	1.3%	159	1.3%
	454	4.4%	430	3.8%	455	4.1%	460	4.1%	465	4.0%	470	4.0%	475	3.9%
University of the Free State	417	4.1%	541	4.8%	472	4.2%	480	4.3%	494	4.3%	508	4.3%	519	4.3%
	550	5.4%	1 059	9.4%	792	7.1%	820	7.3%	849	7.4%	878	7.3%	894	7.3%
	620	6.1%	486	4.3%	554	5.0%	561	5.0%	569	4.9%	576	4.8%	584	4.8%
Nelson Mandela University	148	1.4%	267	2.4%	230	2.1%	240	2.1%	255	2.2%	260	2.2%	265	2.2%
	590	5.8%	821	7.3%	679	6.1%	648	5.8%	597	5.2%	616	5.1%	616	5.1%
	733	7.2%	691	6.1%	743	6.7%	747	6.6%	750	6.5%	754	6.3%	757	6.2%
Rhodes University	128	1.2%	148	1.3%	146	1.3%	147	1.3%	148	1.3%	150	1.3%	153	1.3%
	1 841	18.0%	697	6.2%	1 442	13.0%	1 413	12.6%	1 394	12.1%	1 422	12.0%	1 418	11.6%
	473	4.6%	453	4.0%	552	5.0%	488	4.3%	499	4.3%	509	4.3%	520	4.3%
Tshwane University of Technology	597	5.8%	763	6.8%	755	6.8%	770	6.9%	783	6.8%	799	6.7%	806	6.6%
	564	5.5%	709	6.3%	553	5.0%	561	5.0%	599	5.2%	640	5.4%	651	5.3%
	291	2.8%	476	4.2%	273	2.5%	277	2.5%	281	2.4%	302	2.5%	308	2.5%
Vaal University of Technology	222	2.2%	152	1.3%	269	2.4%	284	2.5%	298	2.6%	311	2.6%	323	2.7%
	392	3.8%	535	4.7%	534	4.8%	516	4.6%	536	4.6%	554	4.7%	574	4.7%
	419	4.1%	320	2.8%	419	3.8%	423	3.8%	427	3.7%	432	3.6%	435	3.6%
University of the Witwatersrand	403	3.9%	585	5.2%	682	6.1%	766	6.8%	878	7.6%	929	7.8%	1 018	8.4%
	58	0.6%	52	0.5%	54	0.5%	56	0.5%	58	0.5%	60	0.5%	62	0.5%
	207	2.0%	338	3.0%	210	1.9%	241	2.1%	277	2.4%	319	2.7%	367	3.0%
University of Mpumalanga	87	0.8%	73	0.6%	55	0.5%	55	0.5%	55	0.5%	55	0.5%	55	0.5%
	154	1.5%	304	2.7%	315	2.8%	327	2.9%	339	2.9%	352	3.0%	365	3.0%
	10 218	100.0%	11 292	100.0%	11 128	100.0%	11 241	100.0%	11 528	100.0%	11 885	100.0%	12 169	100.0%
TOTAL														

TABLE 1.9.3 (a): ANIMAL SCIENCES GRADUATES

Institution	Actual		Ministerial Approved Target 2025		Institutional Proposed Graduates				2029		2030	
	2023		2025		2026				2027		2028	
	Actual	% share	Target	% share	Target	% share	Target	% share	Target	% share	Target	% share
Cape Peninsula University of Technology	1	0.1%	6	0.8%	5	0.5%	5	0.5%	5	0.5%	6	0.5%
University of Cape Town	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Central University of Technology	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Durban University of Technology	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
University of Fort Hare	47	6.1%	45	5.7%	66	5.9%	66	5.9%	66	5.9%	68	5.9%
University of the Free State	70	9.0%	59	7.4%	67	6.1%	71	6.3%	71	6.3%	73	6.4%
University of Johannesburg	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
University of KwaZulu-Natal	11	1.4%	7	0.9%	19	1.7%	19	1.7%	19	1.7%	19	1.6%
University of Limpopo	57	7.3%	48	6.1%	36	3.3%	37	3.3%	37	3.3%	40	3.4%
Nelson Mandela University	16	2.0%	21	2.6%	15	1.3%	16	1.4%	16	1.4%	17	1.5%
North-West University	120	15.4%	81	10.2%	41	3.7%	41	3.6%	41	3.6%	41	3.5%
University of Pretoria	38	4.9%	64	8.0%	40	3.6%	41	3.6%	41	3.6%	43	3.7%
Rhodes University	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
University of South Africa	254	32.7%	113	14.1%	551	49.7%	551	48.9%	551	48.3%	551	47.4%
University of Stellenbosch	33	4.2%	40	5.0%	47	4.2%	48	4.3%	47	4.1%	47	4.0%
Tshwane University of Technology	55	7.1%	59	7.4%	24	2.1%	24	2.1%	24	2.1%	24	2.1%
University of Venda	13	1.6%	58	7.3%	12	1.1%	13	1.2%	13	1.1%	15	1.3%
Vaal University of Technology	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Walter Sisulu University	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
University of the Western Cape	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
University of the Witwatersrand	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
University of Zululand	35	4.5%	39	4.8%	59	5.3%	62	5.5%	63	5.5%	64	5.5%
Sol Plaatje University	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
University of Mpumalanga	19	2.5%	80	10.0%	74	6.7%	81	7.2%	89	7.8%	94	8.1%
Mangosuthu University of Technology	10	1.2%	76	9.5%	52	4.7%	52	4.6%	52	4.6%	52	4.5%
Sekake Makgato Health Sciences University	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	778	100.0%	796	100.0%	1 108	100.0%	1 127	100.0%	1 140	100.0%	1 153	100.0%

TABLE 1.9.3 (b): HUMAN HEALTH GRADUATES

Institution	Actual		Ministerial Approved Target 2025		2026		2027		2028		2029		2030	
	2023		2025		2026		2027		2028		2029		2030	
	Actual	% share	Target	% share	Target	% share	Target	% share	Target	% share	Target	% share	Target	% share
Cape Peninsula University of Technology	464	5.2%	446	4.4%	462	4.9%	471	4.8%	481	4.8%	491	4.7%	501	4.7%
University of Cape Town	378	4.3%	327	3.2%	404	4.3%	376	3.8%	396	3.9%	414	4.0%	411	3.9%
Central University of Technology	306	3.4%	350	3.4%	367	3.9%	382	3.9%	397	3.9%	413	4.0%	429	4.0%
Durban University of Technology	427	4.8%	500	4.9%	505	5.3%	544	5.5%	583	5.8%	619	6.0%	653	6.2%
University of Fort Hare	157	1.8%	143	1.4%	119	1.3%	120	1.2%	122	1.2%	123	1.2%	124	1.2%
University of the Free State	359	4.0%	350	3.4%	400	4.2%	421	4.3%	430	4.3%	450	4.3%	472	4.5%
University of Johannesburg	453	5.1%	502	4.9%	350	3.7%	364	3.7%	381	3.8%	400	3.9%	413	3.9%
University of KwaZulu-Natal	764	8.6%	807	7.9%	868	9.1%	887	9.0%	906	9.0%	925	8.9%	943	8.9%
University of Limpopo	283	3.2%	248	2.4%	292	3.1%	308	3.1%	324	3.2%	339	3.3%	355	3.4%
Nelson Mandela University	323	3.6%	469	4.6%	350	3.7%	431	4.4%	459	4.6%	478	4.6%	499	4.7%
North-West University	262	3.0%	221	2.2%	330	3.5%	360	3.7%	351	3.5%	379	3.7%	379	3.6%
University of Pretoria	669	7.5%	762	7.5%	690	7.3%	696	7.1%	703	7.0%	710	6.9%	718	6.8%
Rhodes University	136	1.5%	190	1.9%	195	2.1%	196	2.0%	197	2.0%	198	1.9%	199	1.9%
University of South Africa	336	3.8%	337	3.3%	554	5.8%	556	5.6%	558	5.5%	560	5.4%	562	5.3%
University of Stellenbosch	495	5.6%	583	5.7%	446	4.7%	447	4.5%	443	4.4%	444	4.3%	445	4.2%
Tshwane University of Technology	441	5.0%	758	7.5%	396	4.2%	413	4.2%	413	4.1%	413	4.0%	413	3.9%
University of Venda	72	0.8%	434	4.3%	131	1.4%	140	1.4%	150	1.5%	161	1.6%	164	1.5%
Vaal University of Technology	184	2.1%	202	2.0%	207	2.2%	216	2.2%	218	2.2%	221	2.1%	248	2.3%
Walter Sisulu University	200	2.3%	308	3.0%	250	2.6%	283	2.9%	288	2.9%	288	2.8%	288	2.7%
University of the Western Cape	531	6.0%	640	6.3%	500	5.3%	515	5.2%	530	5.3%	542	5.2%	559	5.3%
University of the Witwatersrand	885	10.0%	744	7.3%	820	8.6%	828	8.4%	838	8.3%	844	8.2%	853	8.0%
University of Zululand	46	0.5%	0	0.0%	54	0.6%	54	0.5%	54	0.5%	54	0.5%	54	0.5%
Sol Plaatje University	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
University of Mpumalanga	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Mangosuthu University of Technology	59	0.7%	148	1.5%	110	1.2%	110	1.1%	110	1.1%	110	1.1%	110	1.0%
Sefako Makgatho Health Sciences University	645	7.3%	698	6.9%	702	7.4%	727	7.4%	752	7.5%	779	7.5%	806	7.6%
TOTAL	8873	100.0%	10 166	100.0%	9 502	100.0%	9 845	100.0%	10 083	100.0%	10 355	100.0%	10 600	100.0%

TABLE 1.9.3 (c): VETERINARY SCIENCE

Institution	Actual		Ministerial Approved Target 2025		Institutional Proposed Graduates					
	2023		2025		2026		2027		2028	
	Actual	% share	Target	% share	Target	% share	Target	% share	Target	% share
Cape Peninsula University of Technology										
University of Cape Town										
Central University of Technology										
Durban University of Technology										
University of Fort Hare										
University of the Free State										
University of Johannesburg										
University of KwaZulu-Natal										
University of Limpopo										
Nelson Mandela University										
North-West University										
University of Pretoria	179	86.5%	133	73.4%	190	83.7%	194	83.7%	198	83.7%
Rhodes University										
University of South Africa										
University of Stellenbosch										
Tshwane University of Technology	28	13.5%	48	26.6%	37	16.3%	38	16.3%	38	16.3%
University of Venda										
Vaal University of Technology										
Walter Sisulu University										
University of the Western Cape										
University of the Witwatersrand										
University of Zululand										
Sol Plaatje University										
University of Mpumalanga										
Mangosuthu University of Technology										
Serikho Makgatho Health Sciences University										
TOTAL	207	100.0%	181	100.0%	227	100.0%	231	100.0%	236	100.0%
									246	100.0%

TABLE 1.9.4: TEACHER EDUCATION GRADUATES

Institution	Actual		Ministerial Approved Target 2025		Institutional Proposed Graduates							
	2023		2025		2026		2027		2028		2029	
	Actual	% share	Target	% share	Target	% share	Target	% share	Target	% share	Target	% share
Cape Peninsula University of Technology	898	2.9%	869	2.5%	892	3.1%	885	3.1%	879	3.0%	873	3.0%
University of Cape Town	144	0.5%	160	0.5%	135	0.5%	135	0.5%	135	0.5%	135	0.5%
Central University of Technology	886	2.8%	864	2.5%	787	2.7%	807	2.8%	827	2.8%	848	2.9%
Durban University of Technology	312	1.0%	225	0.7%	319	1.1%	331	1.1%	344	1.2%	357	1.2%
University of Fort Hare	596	1.9%	695	2.0%	685	2.4%	692	2.4%	699	2.4%	706	2.4%
University of the Free State	1415	4.5%	2140	6.3%	2433	8.5%	2273	7.9%	2109	7.2%	1972	6.7%
University of Johannesburg	798	2.6%	843	2.5%	553	1.9%	536	1.9%	536	1.8%	536	1.8%
University of KwaZulu-Natal	1487	4.8%	2010	5.9%	1733	6.0%	1776	6.1%	1819	6.2%	1861	6.3%
University of Limpopo	711	2.3%	808	2.4%	734	2.6%	746	2.6%	759	2.6%	772	2.6%
Nelson Mandela University	380	1.2%	560	1.6%	410	1.4%	417	1.4%	425	1.5%	433	1.5%
North-West University	2293	7.3%	2738	8.0%	2835	9.9%	2938	10.2%	3025	10.3%	2929	9.9%
University of Pretoria	1048	3.3%	1057	3.1%	1107	3.9%	1127	3.9%	1148	3.9%	1169	4.0%
Rhodes University	237	0.8%	308	0.9%	369	1.3%	375	1.3%	379	1.3%	381	1.3%
University of South Africa	14556	46.5%	13555	39.7%	9329	32.5%	9390	32.4%	9449	32.3%	9574	32.5%
University of Stellenbosch	377	1.2%	609	1.8%	532	1.9%	460	1.6%	457	1.6%	457	1.6%
Tshwane University of Technology	545	1.7%	1360	4.0%	984	3.4%	1033	3.6%	1084	3.7%	1139	3.9%
University of Venda	446	1.4%	868	2.5%	405	1.4%	425	1.5%	466	1.6%	512	1.7%
Vaal University of Technology	95	0.3%	130	0.4%	125	0.4%	127	0.4%	130	0.4%	132	0.4%
Walter Sisulu University	1270	4.1%	1505	4.4%	1641	5.7%	1662	5.7%	1690	5.8%	1692	5.7%
University of the Western Cape	703	2.2%	600	1.8%	630	2.2%	650	2.2%	665	2.3%	680	2.3%
University of the Witwatersrand	743	2.4%	750	2.2%	668	2.3%	642	2.2%	633	2.2%	622	2.1%
University of Zululand	922	2.9%	933	2.7%	828	2.9%	842	2.9%	886	3.0%	887	3.0%
Sol Plaatje University	334	1.1%	451	1.3%	495	1.7%	546	1.9%	597	2.0%	648	2.2%
University of Mpumalanga	93	0.3%	96	0.3%	106	0.4%	122	0.4%	140	0.5%	161	0.5%
Mangosuthu University of Technology	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Sefako Makgatho Health Sciences University	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	31289	100.0%	34133	100.0%	28735	100.0%	28939	100.0%	29281	100.0%	29476	100.0%
											29866	100.0%

TABLE 1.10: POSTGRADUATE GRADUATE OUTPUT TARGETS BY QUALIFICATION

Institution	Actual 2023		Ministerial Approved Target 2025		Proposed graduate target 2030		
	PG to Master's	Master's	Doctoral	PG to Master's	Master's	Doctoral	Doctoral
Cape Peninsula University of Technology	648	201	39	1493	184	75	124
University of Cape Town	1 837	1 440	247	2 328	1 463	291	1 376
Central University of Technology	405	61	24	1 284	177	87	91
Durban University of Technology	632	192	83	888	290	100	323
University of Fort Hare	453	68	36	666	190	91	177
University of the Free State	1 788	617	189	1 800	765	160	800
University of Johannesburg	3 001	1 294	281	3 173	1 248	295	1 541
University of KwaZulu-Natal	1 995	796	369	2 815	1 341	510	1 303
University of Limpopo	771	270	34	1 047	286	45	429
Nelson Mandela University	701	309	93	1 097	455	93	390
North-West University	2 010	750	277	1 997	753	280	766
University of Pretoria	4 134	1 956	424	4 737	1 984	442	2 158
Rhodes University	445	235	109	774	255	91	276
University of South Africa	6 659	668	366	8 161	1 326	510	2 174
University of Stellenbosch	2 443	1 551	316	3 244	1 598	361	1 464
Tshwane University of Technology	994	397	72	1 334	364	116	475
University of Venda	459	168	72	189	107	44	171
Vaal University of Technology	349	50	11	1 374	149	28	76
Walter Sisulu University	357	102	11	625	117	18	282
University of the Western Cape	996	447	146	1 090	630	170	510
University of the Witwatersrand	3 234	1 868	328	3 335	1 836	338	1 938
University of Zululand	392	126	80	1 200	111	42	137
Sol Plaatje University	97	8	0	85	11	0	97
University of Mpumalanga	191	36	0	406	128	20	123
Mangosuthu University of Technology	44	3	0	240	32	3	25
Sefako Makgatho Health Sciences University	176	206	13	375	234	20	316
TOTAL	35 211	13 819	3 620	45 758	16 034	4 230	17 543
					47 996		4 895

TABLE 1.11: FIRST-TIME ENTERING ENROLMENTS PER INSTITUTION

Institution	Actual 2018	Actual 2023	Ministerial approved target 2025	Target 2030	Change: 2030 target compared to actual 2023	Average annual increase 2018 to 2023	Average annual increase: 2023 to 2030
Cape Peninsula University of Technology	7 183	8 904	9 295	9 500	596	4.4%	0.9%
University of Cape Town	3 690	4 161	4 085	4 384	223	2.4%	0.7%
Central University of Technology	4 220	4 464	4 515	5 682	1 218	1.1%	3.5%
Durban University of Technology	7 804	8 637	9 454	9 889	1 252	2.0%	2.0%
University of Fort Hare	3 422	3 645	3 740	4 296	651	1.3%	2.4%
University of the Free State	8 992	8 360	8 100	8 100	-260	-1.4%	-0.5%
University of Johannesburg	9 574	11 471	10 500	11 200	-271	3.7%	-0.3%
University of KwaZulu-Natal	8 359	9 065	8 655	9 296	231	1.6%	0.4%
University of Limpopo	4 722	5 194	4 514	5 500	306	1.9%	0.8%
Nelson Mandela University	6 068	6 811	7 350	8 670	1 859	2.3%	3.5%
North-West University	11 874	13 138	12 937	11 980	-1 158	2.0%	-1.3%
University of Pretoria	9 077	8 972	8 500	9 886	914	-0.2%	1.4%
Rhodes University	1 361	1 527	1 518	2 015	488	2.3%	4.0%
University of South Africa	67 484	53 128	45 905	67 000	13 872	-4.7%	3.4%
University of Stellenbosch	5 189	6 113	5 443	5 819	-294	3.3%	-0.7%
Tshwane University of Technology	13 522	14 737	15 155	15 500	763	1.7%	0.7%
University of Venda	3 322	3 425	3 684	3 960	535	0.6%	2.1%
Vaal University of Technology	5 222	5 167	5 769	6 378	1 211	-0.2%	3.1%
Walter Sisulu University	7 056	7 166	7 300	7 319	153	0.3%	0.3%
University of the Western Cape	4 537	5 503	4 700	4 845	-658	3.9%	-1.8%
University of the Witwatersrand	5 988	6 044	5 903	6 295	251	0.2%	0.6%
University of Zululand	3 683	4 329	4 561	5 336	1 007	3.3%	3.0%
Sol Plaatje University	634	1 549	1 813	2 627	1 078	19.6%	7.8%
University of Mpumalanga	1 010	2 755	3 300	5 294	2 539	22.2%	9.8%
Mangosuthu University of Technology	3 439	3 409	3 937	4 483	1 074	-0.2%	4.0%
Sefako Makgatho Health Sciences University	1 229	1 023	1 102	1 567	544	-3.6%	6.3%
TOTAL	208 661	208 697	201 735	236 822	28 125	0.0%	1.8%

TABLE 1.12: FOUNDATION ENROLMENTS PER INSTITUTION

Institution	Actual 2023 into first year	Actual 2023 unweighted foundation FTEs	Actual 2023 weighted foundation FTEs	Target 2030 enrolments into first year	Target unweighted foundation FTEs 2030	Target weighted foundation FTEs 2030
Cape Peninsula University of Technology	1 622	1 545	3 826	1 670	2 817	6 924
University of Cape Town	804	369	808	1 154	2 323	2 509
Central University of Technology	469	320	687	1 019	1 488	3 335
Durban University of Technology	276	129	219	729	674	1 378
University of Fort Hare	897	595	1 136	1 112	506	1 130
University of the Free State	1 739	1 314	2 293	0	469	1 089
University of Johannesburg	2 119	1 913	4 375	2 259	1 166	2 583
University of KwaZulu-Natal	1 294	767	1 628	1 380	798	1 664
University of Limpopo	1 088	869	2 080	1 530	1 231	1 231
Nelson Mandela University	1 004	1 037	1 635	1 553	1 156	1 861
North-West University	1 516	1 082	2 286	1 579	1 148	2 410
University of Pretoria	1 020	468	1 164	967	0	0
Rhodes University	163	60	110	203	102	102
University of South Africa				0	0	0
University of Stellenbosch	343	200	413	435	351	351
Tshwane University of Technology	1 137	1 218	2 141	1 164	2 389	2 389
University of Venda	280	261	647	374	550	744
Vaal University of Technology	254	123	380	740	370	1 110
Walter Sisulu University	1 832	452	683	1 410	1 617	3 629
University of the Western Cape	1 000	683	1 222	724	376	583
University of the Witwatersrand	15	9	32	6	31	123
University of Zululand	331	222	453	510	232	677
Sol Plaatje University				0	0	0
University of Mpumalanga				0	0	0
Mangosuthu University of Technology	461	246	516	450	293	673
Sefako Makgatho Health Sciences University	198	101	312	295	974	1 023
TOTAL	19 862	13 983	29 048	21 263	21 062	37 516

TABLE 1.13: RESEARCH OUTPUT UNITS, 2023 AND 2030

Institution	Actual 2023			Target 2030			Average annual growth rate: 2023 to 2030					
	Publication units	Research Master's graduates	Doctoral graduates	Weighted Total	Publication units	Research Master's graduates	Doctoral graduates	Weighted Total	Publication units	Research Master's graduates	Doctoral graduates	Weighted Total
Cape Peninsula University of Technology	314	169	39	600	628	181	44	941	10.4%	1.0%	1.7%	6.6%
University of Cape Town	1 634	772	247	3 147	1 772	820	276	3 420	1.2%	0.9%	1.6%	1.2%
Central University of Technology	182	61	24	315	331	91	57	593	8.9%	5.9%	13.2%	9.5%
Durban University of Technology	582	181	83	1 011	911	282	105	1 508	6.6%	6.6%	3.4%	5.9%
University of Fort Hare	268	57	36	433	406	132	49	684	6.1%	12.7%	4.4%	6.8%
University of the Free State	1 369	402	189	2 338	2 100	512	315	3 557	6.3%	3.5%	7.6%	6.2%
University of Johannesburg	3 212	863	281	4 918	3 991	1 033	377	6 155	3.2%	2.6%	4.3%	3.3%
University of KwaZulu-Natal	2 345	542	369	3 993	3 359	925	591	6 057	5.3%	7.9%	7.0%	6.1%
University of Limpopo	588	206	34	896	504	322	60	1 005	-2.2%	6.6%	8.5%	1.7%
Nelson Mandela University	520	204	93	1 003	610	266	115	1 222	2.3%	3.9%	3.1%	2.9%
North-West University	1 761	548	277	3 139	2 379	552	277	3 762	4.4%	0.1%	0.0%	2.6%
University of Pretoria	2 065	1 151	424	4 488	2 495	1 306	483	5 250	2.7%	1.8%	1.9%	2.3%
Rhodes University	518	204	109	1 049	550	266	93	1 095	0.9%	3.9%	-2.2%	0.6%
University of South Africa	1 812	448	366	3 359	1 872	1 562	941	6 256	0.5%	19.5%	14.4%	9.3%
University of Stellenbosch	2 054	977	316	3 980	2 372	1 004	294	4 258	2.1%	0.4%	-1.0%	1.0%
Tshwane University of Technology	471	299	72	986	563	362	89	1 192	2.6%	2.8%	3.1%	2.7%
University of Venda	256	67	72	539	375	106	63	670	5.6%	6.8%	-1.9%	3.1%
Vaal University of Technology	192	45	11	270	248	61	16	356	3.7%	4.5%	5.1%	4.0%
Walter Sisulu University	323	74	11	430	600	231	41	955	9.2%	17.8%	20.8%	12.1%
University of the Western Cape	694	325	146	1 457	735	360	180	1 635	0.8%	1.5%	3.0%	1.7%
University of the Witwatersrand	1 982	983	328	3 949	2 150	1 037	354	4 249	1.2%	0.8%	1.1%	1.1%
University of Zululand	247	117	80	604	281	93	46	512	1.9%	-3.2%	-7.6%	-2.3%
Sol Plaatje University	64	5	0	69	94	45	7	160	5.6%	36.9%		12.7%
University of Mpumalanga	65	36	0	101	131	123	25	329	10.5%	19.1%		18.3%
Mangosuthu University of Technology	105	1	0	105	114	34	6	167	1.2%	78.0%		6.8%
Sefako Makgatho Health Sciences University	284	106	13	429	213	107	19	377	-4.0%	0.1%	5.6%	-1.8%
TOTAL	23 907	8 843	3 620	43 610	29 784	11 814	4 922	56 365	3.2%	4.2%	4.5%	3.7%

TABLE 1.14: RATIO OF WEIGHTED RESEARCH OUTPUTS TO PERMANENT ACADEMIC STAFF, 2023 AND 2030

Institution	Actual 2023 weighted research output units	Actual 2023 permanent academic staff	Actual 2023 ratio of weighted research outputs to permanent academic staff	Target 2030 weighted research output units	Target 2030 permanent academic staff	Target 2030 ratio of weighted research outputs to permanent academic staff
Cape Peninsula University of Technology	600	847	0.71	941	935	1.01
University of Cape Town	3 147	1 178	2.67	3 420	1 178	2.90
Central University of Technology	315	321	0.98	593	581	1.02
Durban University of Technology	1 011	678	1.49	1 508	1 084	1.39
University of Fort Hare	433	309	1.40	684	437	1.57
University of the Free State	2 338	890	2.63	3 557	1 200	2.96
University of Johannesburg	4 918	1 359	3.62	6 155	1 435	4.29
University of KwaZulu-Natal	3 993	1 169	3.42	6 057	1 800	3.36
University of Limpopo	896	702	1.28	1 005	811	1.24
Nelson Mandela University	1 003	723	1.39	1 222	765	1.60
North-West University	3 139	1 692	1.86	3 762	1 705	2.21
University of Pretoria	4 488	1 275	3.52	5 250	1 360	3.86
Rhodes University	1 049	369	2.84	1 095	369	2.97
University of South Africa	3 359	1 858	1.81	6 256	2 800	2.23
University of Stellenbosch	3 980	1 313	3.03	4 258	1 373	3.10
Tshwane University of Technology	986	855	1.15	1 192	1 068	1.12
University of Venda	539	485	1.11	670	531	1.26
Vaal University of Technology	270	331	0.81	356	500	0.71
Walter Sisulu University	430	902	0.48	955	950	1.01
University of the Western Cape	1 457	715	2.04	1 635	740	2.21
University of the Witwatersrand	3 949	1 295	3.05	4 249	1 335	3.18
University of Zululand	604	329	1.84	512	460	1.11
Sol Plaatje University	69	142	0.49	160	203	0.79
University of Mpumalanga	101	194	0.52	329	248	1.32
Mangosuthu University of Technology	105	238	0.44	167	301	0.55
Sefako Makgatho Health Sciences University	429	777	0.55	377	619	0.61
TOTAL	43 610	20 946	2.08	56 365	24 788	2.27

**MINISTERIAL STATEMENT ON STUDENT ENROLMENT PLANNING FOR
2026 TO 2030 AND UNIVERSITY ENROLMENT AND EFFICIENCY
TARGETS FOR 2030**

ANNEXURE 2

STUDENT ENROLMENT AND OUTPUT TARGETS BY SCARCE SKILL

ENGINEERING**TABLE 1a: TOTAL UG HEAD COUNT ENROLMENTS**

	Actual 2023	Projected target 2025	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
			Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
First-time entering undergraduate	15 721	18 965	17 199	17 287	17 714	17 865	18 016	2.0%
Undergraduate diplomas & certificates	26 315	34 098	28 771	29 349	30 354	30 434	30 796	2.3%
Advanced diplomas	4 700	3 264	4 446	4 502	4 833	4 942	5 145	1.3%
Undergraduate degrees	33 508	42 777	38 012	38 520	39 056	39 690	40 041	2.6%
Total undergraduate	64 523	80 138	71 229	72 372	74 243	75 066	75 982	2.4%

ENGINEERING**TABLE 1a: TOTAL UG HEAD COUNT ENROLMENTS**

	Actual	Projected	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
First-time entering undergraduate	15 721	18 965	17 199	17 287	17 714	17 865	18 016	2.0%
Undergraduate diplomas & certificates	26 315	34 098	28 771	29 349	30 354	30 434	30 796	2.3%
Advanced diplomas	4 700	3 264	4 446	4 502	4 833	4 942	5 145	1.3%
Undergraduate degrees	33 508	42 777	38 012	38 520	39 056	39 690	40 041	2.6%
Total undergraduate	64 523	80 138	71 229	72 372	74 243	75 066	75 982	2.4%

TABLE 1b: TOTAL UG HEAD COUNT ENROLMENTS

	Actual	Projected	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
080100 : AEROSPACE, AERONAUTICAL AND ASTRONAUTICAL ENGINEERING	257	347	274	277	279	282	285	1.5%
080200 : AGRICULTURAL/BIOLOGICAL ENGINEERING AND BIO-ENGINEERING	358	100	197	209	226	249	283	-3.3%
080300 : ARCHITECTURAL ENGINEERING	9	0	0	0	0	0	0	-100.0%
080400 : BIOMEDICAL/MEDICAL ENGINEERING	200	221	293	296	329	362	404	10.6%
080500 : CERAMIC SCIENCES AND ENGINEERING	0	0	0	0	0	0	0	
080600 : CHEMICAL ENGINEERING	6 273	7 775	6 699	6 787	7 090	7 034	7 091	1.8%
080700 : CIVIL ENGINEERING	12 707	15 897	13 518	13 552	14 086	14 083	14 323	1.7%
080800 : COMPUTER ENGINEERING	2 114	2 329	2 783	2 802	2 871	2 984	3 106	5.6%
080900 : ELECTRICAL, ELECTRONICS AND COMMUNICATIONS ENGINEERING	16 224	20 970	18 153	18 527	18 937	19 197	19 337	2.5%
081000 : ENGINEERING MECHANICS	158	430	8	8	8	8	9	-34.1%
081100 : ENGINEERING PHYSICS	88	161	28	32	37	41	44	-9.5%
081200 : ENGINEERING SCIENCE	5	12	4	3	7	12	13	15.2%
081300 : ENVIRONMENTAL/ENVIRONMENTAL HEALTH ENGINEERING	10	76	17	11	11	11	11	1.9%
081400 : MATERIALS ENGINEERING	588	286	642	641	651	664	678	2.1%
081500 : MECHANICAL AND MECHATRONIC ENGINEERING	13 664	16 490	15 392	15 764	16 054	16 318	16 499	2.7%
081600 : METALLURGICAL ENGINEERING	1 232	1 486	1 272	1 274	1 276	1 277	1 278	0.5%
081700 : MINING AND MINERAL ENGINEERING	1 726	2 336	2 043	2 068	2 065	2 068	2 076	2.7%
081800 : NAVAL ARCHITECTURE AND MARINE ENGINEERING	954	848	997	1 024	1 038	1 053	1 071	1.7%
081900 : NUCLEAR ENGINEERING	144	0	0	0	0	0	0	-100.0%
082000 : OCEAN ENGINEERING	0	0	1	1	1	1	1	
082100 : PETROLEUM ENGINEERING	0	0	0	0	0	0	0	
082200 : SYSTEMS ENGINEERING	330	240	359	367	379	395	407	3.1%
082300 : TEXTILE SCIENCES AND ENGINEERING	272	432	296	300	304	309	313	2.0%
082400 : MATERIALS SCIENCE	45	63	58	59	59	63	68	6.2%
082500 : POLYMER/PLASTICS ENGINEERING	104	100	122	128	135	141	148	5.2%
082600 : CONSTRUCTION ENGINEERING	702	541	1 081	1 095	1 128	1 146	1 177	7.7%
082700 : FOREST ENGINEERING	0	2	1	1	1	1	1	21.9%
082800 : INDUSTRIAL ENGINEERING	4 398	5 913	4 926	5 078	5 133	5 198	5 229	2.5%
082900 : MANUFACTURING ENGINEERING	90	190	15	15	15	15	16	-21.6%
083000 : OPERATIONS RESEARCH	408	839	447	459	444	454	455	1.6%
083100 : SURVEYING ENGINEERING	1 374	1 557	1 475	1 478	1 554	1 572	1 522	1.5%
083200 : GEOLOGICAL/GEOPHYSICAL ENGINEERING	5	84	9	9	10	10	10	10.4%
089999 : ENGINEERING, OTHER	87	411	118	108	115	119	126	5.4%
TOTAL UG HEAD COUNT ENROLMENTS	64 523	80 138	71 230	72 371	74 242	75 067	75 983	2.4%

TABLE 1c: TOTAL UG GRADUATES BY QUALIFICATION TYPE

	Actual	Projected	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
Undergraduate diplomas & certificates	5 300	5 990	4 915	5 059	5 207	5 325	5 408	0.3%
Advanced diplomas	1 209	1 636	1 585	1 723	1 831	1 962	2 084	8.1%
Undergraduate degrees	5 343	7 710	7 052	7 267	7 441	7 545	7 747	5.5%
Total undergraduate	11 851	15 336	13 552	14 050	14 479	14 832	15 239	3.7%

ENGINEERING**TABLE 1d: GRADUATES AS PERCENTAGE OF HEADCOUNT ENROLMENTS**

	Actual	Projected	Planned/ expected enrolment				
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030
Undergraduate diplomas & certificates	20%	18%	17%	17%	17%	17%	18%
Advanced diplomas	26%	50%	36%	38%	38%	40%	41%
Undergraduate degrees	16%	18%	19%	19%	19%	19%	19%
Total undergraduate	18%	19%	19%	19%	20%	20%	20%

TABLE 1e: TOTAL UG GRADUATES BY QUALIFICATION TYPE

	Actual	Projected	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
080100 : AEROSPACE, AERONAUTICAL AND ASTRONAUTICAL ENGINEERING	13	24	21	21	21	21	21	7.4%
080200 : AGRICULTURAL/BIOLOGICAL ENGINEERING AND BIO-ENGINEERING	10	23	13	13	13	14	14	5.1%
080300 : ARCHITECTURAL ENGINEERING	0	0	0	0	0	0	0	
080400 : BIOMEDICAL/MEDICAL ENGINEERING	32	36	51	51	52	52	73	12.4%
080500 : CERAMIC SCIENCES AND ENGINEERING	0	0	1	0	0	0	0	
080600 : CHEMICAL ENGINEERING	1 124	1 476	1 309	1 351	1 380	1 406	1 434	3.5%
080700 : CIVIL ENGINEERING	2 216	2 984	2 485	2 537	2 587	2 632	2 711	2.9%
080800 : COMPUTER ENGINEERING	426	370	412	413	431	457	488	1.9%
080900 : ELECTRICAL, ELECTRONICS AND COMMUNICATIONS ENGINEERING	3 088	3 792	3 509	3 659	3 813	3 895	3 981	3.7%
081000 : ENGINEERING MECHANICS	5	69	2	2	2	2	2	-13.3%
081100 : ENGINEERING PHYSICS	7	44	0	0	0	0	0	-100.0%
081200 : ENGINEERING SCIENCE	1	6	2	0	0	0	0	-15.2%
081300 : ENVIRONMENTAL/ENVIRONMENTAL HEALTH ENGINEERING	4	27	6	4	4	4	5	1.2%
081400 : MATERIALS ENGINEERING	116	35	136	136	138	142	147	3.4%
081500 : MECHANICAL AND MECHATRONIC ENGINEERING	2 430	2 984	2 863	3 052	3 162	3 250	3 349	4.7%
081600 : METALLURGICAL ENGINEERING	269	390	282	284	286	288	290	1.1%
081700 : MINING AND MINERAL ENGINEERING	271	304	358	368	371	373	384	5.1%
081800 : NAVAL ARCHITECTURE AND MARINE ENGINEERING	204	217	137	143	147	150	154	-3.9%
081900 : NUCLEAR ENGINEERING	12	0	0	0	0	0	0	-100.0%
082000 : OCEAN ENGINEERING	0	0	0	0	0	0	0	
082100 : PETROLEUM ENGINEERING	0	0	0	0	0	0	0	
082200 : SYSTEMS ENGINEERING	85	39	138	140	144	149	154	8.8%
082300 : TEXTILE SCIENCES AND ENGINEERING	34	116	58	59	60	62	62	9.3%
082400 : MATERIALS SCIENCE	5	2	7	7	7	7	8	6.4%
082500 : POLYMER/PLASTICS ENGINEERING	6	7	31	32	34	35	37	29.7%
082600 : CONSTRUCTION ENGINEERING	165	82	220	225	228	248	259	6.6%
082700 : FOREST ENGINEERING	0	1	0	0	0	0	0	
082800 : INDUSTRIAL ENGINEERING	930	1 610	1 098	1 131	1 160	1 184	1 210	3.8%
082900 : MANUFACTURING ENGINEERING	35	53	7	5	5	5	6	-22.9%
083000 : OPERATIONS RESEARCH	85	178	79	83	84	84	88	0.4%
083100 : SURVEYING ENGINEERING	255	371	302	305	320	340	332	3.9%
083200 : GEOLOGICAL/GEOPHYSICAL ENGINEERING	1	41	2	1	1	1	1	4.2%
089999 : ENGINEERING, OTHER	23	54	27	27	28	28	30	4.0%
TOTAL UG GRADUATES	11 851	15 334	13 552	14 050	14 479	14 832	15 239	3.7%

LIFE AND PHYSICAL SCIENCES**TABLE 2a: TOTAL UG HEAD COUNT ENROLMENTS**

	Actual	Projected	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
First-time entering undergraduate	15 774	16 685	16 894	17 181	17 626	17 796	17 893	1.8%
Undergraduate diplomas & certificates	11 992	12 279	12 055	12 187	12 412	12 737	12 950	1.1%
Advanced diplomas	754	1 282	837	841	847	886	895	2.5%
Undergraduate degrees	43 506	45 121	46 191	46 371	47 317	48 373	49 110	1.7%
Total undergraduate	56 252	58 681	59 083	59 399	60 576	61 996	62 954	1.6%

TABLE 2b: TOTAL UG HEAD COUNT ENROLMENTS

	Actual	Projected	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
130100 : BIOLOGY, GENERAL	2 735	4 260	2 997	3 048	3 089	3 126	3 172	2.1%
130200 : BIOCHEMISTRY, BIOPHYSICS AND MOLECULAR BIOCHEMISTRY	3 528	3 706	4 175	4 255	4 384	4 512	4 604	3.9%
130300 : BOTANY/PLANT BIOLOGY	2 057	1 990	2 276	2 325	2 409	2 480	2 529	3.0%
130400 : CELL/CELLULAR BIOLOGY AND ANATOMICAL SCIENCES	1 086	1 589	1 287	1 285	1 309	1 327	1 355	3.2%
130500 : MICROBIOLOGICAL SCIENCES AND IMMUNOLOGY	3 440	3 451	2 967	2 989	3 053	3 112	3 150	-1.3%
130600 : ZOOLOGY/ANIMAL BIOLOGY	1 806	1 617	1 954	2 008	2 065	2 114	2 154	2.6%
130700 : GENETICS	1 077	1 399	1 074	1 043	1 054	1 063	1 073	-0.1%
130800 : PHYSIOLOGY, PATHOLOGY AND RELATED SCIENCES	6 572	6 487	6 619	6 634	6 731	6 846	6 931	0.8%
130900 : PHARMACOLOGY AND TOXICOLOGY	112	450	372	391	408	421	454	22.2%
131000 : BIOMATHEMATICS AND BIOINFORMATICS	267	447	266	252	256	261	265	-0.1%
131100 : BIOTECHNOLOGY	1 657	2 044	1 820	1 836	1 848	1 860	1 873	1.8%
131200 : ECOLOGY, EVOLUTION, SYSTEMATICS AND POPULATION BIOLOGY	1 939	1 574	2 054	2 104	2 202	2 277	2 333	2.7%
139999 : LIFE SCIENCES, OTHER	246	320	527	550	565	571	573	12.8%
TOTAL LIFE SCIENCE UG HEAD COUNT ENROLMENTS	26 521	29 333	28 386	28 721	29 374	29 970	30 467	2.0%
140100 : PHYSICAL SCIENCES, GENERAL	1 067	1 489	1 077	1 087	1 119	1 142	1 170	1.3%
140200 : ASTRONOMY AND ASTROPHYSICS	93	60	94	93	92	92	92	-0.2%
140300 : ATMOSPHERIC SCIENCES AND METEOROLOGY	129	282	66	67	68	68	69	-8.6%
140400 : CHEMISTRY	8 864	9 660	9 278	9 192	9 395	9 634	9 808	1.5%
140500 : GEOGRAPHY AND CARTOGRAPHY	12 595	10 182	13 886	13 832	13 941	14 325	14 446	2.0%
140600 : GEOLOGY AND EARTH SCIENCES/GEOSCIENCES	2 111	2 634	2 100	2 151	2 221	2 285	2 323	1.4%
140700 : PHYSICS	4 836	4 945	4 074	4 136	4 241	4 353	4 449	-1.2%
149999 : PHYSICAL SCIENCES, OTHER	36	96	120	121	125	127	129	20.2%
TOTAL PHYSICAL SCIENCE UG HEAD COUNT ENROLMENTS	29 731	29 348	30 696	30 679	31 203	32 026	32 486	1.3%
TOTAL LIFE SCIENCE PHYSICAL SCIENCE UG HEAD COUNT ENROLMENTS	56 252	58 681	59 083	59 400	60 576	61 996	62 954	1.6%

TABLE 2d: GRADUATES AS PERCENTAGE OF HEADCOUNT ENROLMENTS

	Actual	Projected	Planned/ expected enrolment				
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030
Undergraduate diplomas & certificates	23%	18%	22%	22%	22%	22%	22%
Advanced diplomas	60%	46%	57%	58%	58%	58%	59%
Undergraduate degrees	16%	19%	17%	17%	17%	18%	18%
Total undergraduate	18%	19%	19%	19%	19%	19%	19%

LIFE AND PHYSICAL SCIENCES**TABLE 2e: TOTAL UG GRADUATES BY QUALIFICATION TYPE**

	Actual	Projected	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
130100 : BIOLOGY, GENERAL	165	388	202	208	217	224	232	5.0%
130200 : BIOCHEMISTRY, BIOPHYSICS AND MOLECULAR BIOCHEMISTRY	780	890	951	968	1 011	1 046	1 083	4.8%
130300 : BOTANY/PLANT BIOLOGY	240	380	304	306	323	339	351	5.6%
130400 : CELL/CELLULAR BIOLOGY AND ANATOMICAL SCIENCES	113	255	133	137	139	142	146	3.7%
130500 : MICROBIOLOGICAL SCIENCES AND IMMUNOLOGY	630	537	632	626	649	664	678	1.1%
130600 : ZOOLOGY/ANIMAL BIOLOGY	284	235	351	364	378	392	406	5.2%
130700 : GENETICS	335	440	379	369	378	384	390	2.2%
130800 : PHYSIOLOGY, PATHOLOGY AND RELATED SCIENCES	1544	1 488	1 698	1 689	1 727	1 764	1 801	2.2%
130900 : PHARMACOLOGY AND TOXICOLOGY	14	57	61	67	73	76	80	28.2%
131000 : BIOMATHEMATICS AND BIOINFORMATICS	104	134	76	74	75	76	78	-4.1%
131100 : BIOTECHNOLOGY	484	568	500	510	519	529	536	1.5%
131200 : ECOLOGY, EVOLUTION, SYSTEMATICS AND POPULATION BIOLOGY	404	324	410	421	446	473	497	3.0%
139999 : LIFE SCIENCES, OTHER	44	212	113	119	123	129	135	17.4%
TOTAL LIFE SCIENCE UG GRADUATES	5 141	5 906	5 810	5 858	6 060	6 238	6 412	3.2%
140100 : PHYSICAL SCIENCES, GENERAL	67	210	109	118	121	123	124	9.2%
140200 : ASTRONOMY AND ASTROPHYSICS	20	11	16	18	18	18	18	-1.6%
140300 : ATMOSPHERIC SCIENCES AND METEOROLOGY	52	18	50	51	52	52	52	0.2%
140400 : CHEMISTRY	1 343	1 735	1 662	1 668	1 713	1 768	1 801	4.3%
140500 : GEOGRAPHY AND CARTOGRAPHY	2 705	2 239	2 614	2 677	2 686	2 783	2 837	0.7%
140600 : GEOLOGY AND EARTH SCIENCES/GEOSCIENCES	421	668	421	396	410	422	432	0.4%
140700 : PHYSICS	465	496	446	456	468	480	493	0.8%
149999 : PHYSICAL SCIENCES, OTHER	6	9	0	0	0	0	0	-100.0%
TOTAL PHYSICAL SCIENCE UG GRADUATES	5 077	5 386	5 318	5 383	5 468	5 646	5 757	1.8%
TOTAL LIFE SCIENCE PHYSICAL SCIENCE UG GRADUATES	10 218	11 292	11 128	11 241	11 528	11 885	12 169	2.5%

ANIMAL SCIENCE**TABLE 3a: TOTAL UG HEAD COUNT ENROLMENTS**

	Actual	Projected	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
First-time entering undergraduate	553	642	1 005	1 015	1 029	1 037	1 041	9.5%
Undergraduate diplomas & certificates	2 467	1 648	3 068	3 094	3 125	3 140	3 157	3.6%
Advanced diplomas	188	135	209	211	211	211	212	1.7%
Undergraduate degrees	1 373	1 537	1 491	1 512	1 525	1 540	1 550	1.7%
Total undergraduate	4 028	3 320	4 768	4 818	4 860	4 892	4 919	2.9%

TABLE 3b: TOTAL UG HEAD COUNT ENROLMENTS

	Actual	Projected	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
010600 : ANIMAL SCIENCES	4 028	3 320	4 767	4 818	4 861	4 892	4 919	2.9%
TOTAL ANIMAL SCIENCE UG HEAD COUNT ENROLMENTS	4 028	3 320	4 767	4 818	4 861	4 892	4 919	2.9%

TABLE 3c: TOTAL UG GRADUATES BY QUALIFICATION TYPE

	Actual	Projected	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
Undergraduate diplomas & certificates	335	302	682	691	699	705	710	11.3%
Advanced diplomas	100	97	63	64	64	64	64	-6.1%
Undergraduate degrees	343	397	362	373	377	384	388	1.8%
Total undergraduate	778	796	1 108	1 127	1 140	1 153	1 163	5.9%

TABLE 3d: GRADUATES AS PERCENTAGE OF HEADCOUNT ENROLMENTS

	Actual	Projected	Planned/ expected enrolment				
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030
Undergraduate diplomas & certificates	14%	18%	22%	22%	22%	22%	22%
Advanced diplomas	53%	72%	30%	30%	30%	30%	30%
Undergraduate degrees	25%	26%	24%	25%	25%	25%	25%
Total undergraduate	19%	24%	23%	23%	23%	24%	24%

TABLE 3e: TOTAL UG GRADUATES BY QUALIFICATION TYPE

	Actual	Projected	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
010600 : ANIMAL SCIENCES	778	796	1 108	1 127	1 140	1 153	1 163	5.9%
TOTAL ANIMAL SCIENCE UG HEAD COUNT ENROLMENTS	778	796	1 108	1 127	1 140	1 153	1 163	5.9%

VETERINARY SCIENCE**TABLE 4a: TOTAL UG HEAD COUNT ENROLMENTS**

	Actual	Projected	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
First-time entering undergraduate	132	205	146	149	152	155	158	2.6%
Undergraduate diplomas & certificates		0	0	0	0	0	0	
Advanced diplomas		0	0	0	0	0	0	
Undergraduate degrees	1 286	1 320	1 288	1 291	1 294	1 297	1 301	0.2%
Total undergraduate	1 286	1 320	1 288	1 291	1 294	1 297	1 301	0.2%

TABLE 4b: TOTAL UG HEAD COUNT ENROLMENTS

	Actual	Projected	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
091500 : VETERINARY MEDICINE		47	0	0	0	0	0	
091600 : VETERINARY BIOMEDICAL AND CLINICAL SCIENCES	1 286	1 273	1 288	1 291	1 294	1 297	1 301	0.2%
TOTAL VET SCIENCE UG HEAD COUNT ENROLMENTS	1 286	1 320	1 288	1 291	1 294	1 297	1 301	0.2%

TABLE 4c: TOTAL UG GRADUATES BY QUALIFICATION TYPE

	Actual	Projected	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
Undergraduate diplomas & certificates		0	0	0	0	0	0	
Advanced diplomas		0	0	0	0	0	0	
Undergraduate degrees	207	181	227	231	236	241	246	2.5%
Total undergraduate	207	181	227	231	236	241	246	2.5%

TABLE 4d: GRADUATES AS PERCENTAGE OF HEADCOUNT ENROLMENTS

	Actual	Projected	Planned/ expected enrolment					Projected
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
Undergraduate diplomas & certificates								
Advanced diplomas								
Undergraduate degrees	16%	14%	18%	18%	18%	19%	19%	19%
Total undergraduate	16%	14%	18%	18%	18%	19%	19%	19%

TABLE 4e: TOTAL UG GRADUATES BY QUALIFICATION TYPE

	Actual	Projected	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
TOTAL UG GRADUATES								
091500 : VETERINARY MEDICINE								
091600 : VETERINARY BIOMEDICAL AND CLINICAL SCIENCES	207	181	227	231	236	241	246	2.5%
TOTAL VET SCIENCE UG HEAD COUNT ENROLMENTS	207	181	227	231	236	241	246	2.5%

HUMAN HEALTH**TABLE 5a: TOTAL UG HEAD COUNT ENROLMENTS**

	Actual	Projected	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
First-time entering undergraduate	8 363	9 657	9 619	9 886	10 134	10 294	10 429	3.2%
Undergraduate diplomas & certificates	2 076	2 928	2 492	2 648	2 804	2 975	3 075	5.8%
Advanced diplomas	308	579	485	525	531	538	546	8.5%
Undergraduate degrees	39 858	42 576	43 169	43 927	44 647	45 492	46 306	2.2%
Total undergraduate	42 242	46 083	46 147	47 100	47 981	49 005	49 927	2.4%

TABLE 5b: TOTAL UG HEAD COUNT ENROLMENTS

	Actual	Projected	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
090100 : CHIROPRACTIC	258	173	356	364	370	378	382	5.8%
090200 : COMMUNICATIONS DISORDERS SCIENCES AND SERVICES	1 451	1 486	1 394	1 397	1 406	1 413	1 421	-0.3%
090300 : DENTISTRY, ADVANCED DENTISTRY AND ORAL SCIENCES	1 451	1 692	1 373	1 405	1 459	1 512	1 564	1.1%
090400 : DENTAL SUPPORT SERVICES AND ALLIED PROFESSIONS	894	671	1 016	1 053	1 083	1 108	1 118	3.2%
090500 : HEALTH AND MEDICAL ADMINISTRATIVE SERVICES	872	4 270	1 221	1 234	1 254	1 274	1 282	5.7%
090600 : MEDICINE	8 823	8 037	9 609	9 746	9 904	10 064	10 235	2.1%
090700 : MEDICAL CLINICAL SCIENCES	7 215	7 323	6 972	7 196	7 329	7 528	7 681	0.9%
090800 : NURSING	3 998	5 691	5 142	5 313	5 423	5 609	5 725	5.3%
090900 : OPTOMETRY	892	846	903	921	938	957	972	1.2%
091000 : OSTEOPATHIC MEDICINE/OSTEOPATHY	0	0	0	0	0	0	0	
091100 : PHARMACY, PHARMACEUTICAL SCIENCES AND ADMINISTRATION	4 293	4 476	4 561	4 609	4 591	4 619	4 713	1.3%
091200 : PODIATRIC MEDICINE/PODIATRY	165	25	287	294	299	306	311	9.5%
091300 : PUBLIC HEALTH	3 190	2 493	3 970	3 997	4 096	4 189	4 268	4.2%
091400 : REHABILITATION AND THERAPEUTIC PROFESSIONS	4 366	4 451	4 424	4 480	4 593	4 641	4 702	1.1%
091700 : MEDICAL ILLUSTRATION AND INFORMATICS	0	0	0	0	0	0	0	
091800 : DIETETICS AND CLINICAL NUTRITION SERVICES	791	988	969	1 040	1 113	1 202	1 281	7.1%
091900 : BIOETHICS/MEDICAL ETHICS	271	113	167	168	167	169	172	-6.3%
092000 : ALTERNATIVE AND COMPLEMENTARY MEDICINE AND MEDICAL SYSTEMS	305	264	331	338	344	351	356	2.3%
092100 : SOMATIC BODYWORK AND RELATED THERAPEUTIC SERVICES	743	729	796	806	817	828	841	1.8%
092200 : MOVEMENT AND MIND-BODY THERAPIES AND EDUCATION	29	47	53	57	60	65	67	12.8%
092300 : ENERGY AND BIOLOGICALLY BASED THERAPIES	37	65	61	62	64	65	66	8.9%
092400 : MEDICAL RADIOLOGIC TECHNOLOGY/SCIENCE (RADIOGRAPHY)	1 503	1 812	1 863	1 916	1 942	1 976	2 005	4.2%
092500 : CLINICAL TECHNOLOGY	143	0	0	0	0	0	0	-100.0%
092600 : MEDICAL LABORATORY SCIENCES	198	0	0	0	0	0	0	-100.0%
099999 : HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES, OTHER	355	429	680	706	729	750	764	11.6%
TOTAL HUMAN HEALTH UG HEAD COUNT ENROLMENTS	42 242	46 083	46 146	47 102	47 982	49 005	49 927	2.4%

TABLE 5c: TOTAL UG GRADUATES BY QUALIFICATION TYPE

	Actual	Projected	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
Undergraduate diplomas & certificates	837	885	741	778	871	939	992	2.4%
Advanced diplomas	204	263	317	352	362	371	378	9.2%
Undergraduate degrees	7 832	9 021	8 443	8 714	8 849	9 045	9 229	2.4%
Total undergraduate	8 873	10 169	9 502	9 844	10 083	10 355	10 599	2.6%

HUMAN HEALTH**TABLE 5d: GRADUATES AS PERCENTAGE OF HEADCOUNT ENROLMENTS**

	Actual	Projected	Planned/ expected enrolment				
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030
Undergraduate diplomas & certificates	40%	30%	30%	29%	31%	32%	32%
Advanced diplomas	66%	45%	65%	67%	68%	69%	69%
Undergraduate degrees	20%	21%	20%	20%	20%	20%	20%
Total undergraduate	21%	22%	21%	21%	21%	21%	21%

TABLE 5e: TOTAL UG GRADUATES BY QUALIFICATION TYPE

	Actual	Projected	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
090100 : CHIROPRACTIC	60	39	59	62	66	70	73	2.8%
090200 : COMMUNICATIONS DISORDERS SCIENCES AND SERVICES	280	323	288	289	296	304	307	1.4%
090300 : DENTISTRY, ADVANCED DENTISTRY AND ORAL SCIENCES	300	324	237	242	248	254	259	-2.1%
090400 : DENTAL SUPPORT SERVICES AND ALLIED PROFESSIONS	361	288	401	429	451	472	482	4.2%
090500 : HEALTH AND MEDICAL ADMINISTRATIVE SERVICES	339	811	520	529	539	551	554	7.3%
090600 : MEDICINE	1361	1325	1578	1640	1664	1692	1707	3.3%
090700 : MEDICAL CLINICAL SCIENCES	1507	1840	1654	1725	1765	1816	1862	3.1%
090800 : NURSING	1013	1389	861	930	966	995	1054	0.6%
090900 : OPTOMETRY	196	196	218	225	234	241	251	3.6%
091000 : OSTEOPATHIC MEDICINE/OSTEOPATHY	0	0	0	0	0	0	0	
091100 : PHARMACY, PHARMACEUTICAL SCIENCES AND ADMINISTRATION	877	1007	969	1007	1012	1023	1042	2.5%
091200 : PODIATRIC MEDICINE/PODIATRY	34	62	28	29	31	32	33	-0.3%
091300 : PUBLIC HEALTH	663	534	650	652	659	683	695	0.7%
091400 : REHABILITATION AND THERAPEUTIC PROFESSIONS	958	980	1078	1091	1118	1150	1169	2.9%
091700 : MEDICAL ILLUSTRATION AND INFORMATICS	0	0	0	0	0	0	0	
091800 : DIETETICS AND CLINICAL NUTRITION SERVICES	205	180	218	223	237	250	263	3.6%
091900 : BIOETHICS/MEDICAL ETHICS	1	4	0	0	0	0	0	-100.0%
092000 : ALTERNATIVE AND COMPLEMENTARY MEDICINE AND MEDICAL SYSTEMS	38	67	43	46	49	51	54	5.2%
092100 : SOMATIC BODYWORK AND RELATED THERAPEUTIC SERVICES	198	201	211	218	226	232	240	2.8%
092200 : MOVEMENT AND MIND-BODY THERAPIES AND EDUCATION	1	1	2	2	2	2	2	13.3%
092300 : ENERGY AND BIOLOGICALLY BASED THERAPIES	18	17	19	20	20	21	21	2.2%
092400 : MEDICAL RADIOLOGIC TECHNOLOGY/SCIENCE (RADIOGRAPHY)	316	444	383	399	412	423	436	4.7%
092500 : CLINICAL TECHNOLOGY	22	0	0	0	0	0	0	-100.0%
092600 : MEDICAL LABORATORY SCIENCES	48	0	0	0	0	0	0	-100.0%
099999 : HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES, OTHER	78	135	85	87	90	94	97	3.1%
TOTAL HUMAN HEALTH UG HEAD COUNT ENROLMENTS	8 873	10 166	9 502	9 845	10 083	10 355	10 600	2.6%

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TABLE 5f: MBChB ENROLMENTS AND GRADUATES 2025 - 2030

		Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030
University of Cape Town	First-time entering undergraduates	205	208	208	208	208	208
	Enrolments	1 228	1 464	1 434	1 411	1 383	1 364
	Graduates	177	208	195	205	214	212
	SA/Cuba students		20	20	20	20	20
University of the Free State	First-time entering undergraduates	135	160	165	168	170	173
	Enrolments	840	850	858	873	884	899
	Graduates	125	161	163	165	168	170
	SA/Cuba students	70	50	50	50	50	50
University of Johannesburg	First-time entering undergraduates				50	50	50
	Enrolments				50	95	171
	Graduates						
	SA/Cuba students						
University of KwaZulu-Natal	First-time entering undergraduates	331	223	224	226	227	225
	Enrolments	1 764	1 617	1 617	1 617	1 617	1 617
	Graduates	250	293	299	305	312	318
	SA/Cuba students	6	0	0	0	0	0
University of Limpopo	First-time entering undergraduates	60	80	80	80	80	80
	Enrolments	380	100	180	260	340	420
	Graduates	60	0	0	0	0	0
	SA/Cuba students	46	22	39	56	74	91
Nelson Mandela University	First-time entering undergraduates	100	100	100	100	100	100
	Enrolments	404	486	533	552	554	557
	Graduates		49	97	98	98	98
	SA/Cuba students						
North-West University	First-time entering undergraduates				50	65	80
	Enrolments				50	118	197
	Graduates						
	SA/Cuba students				50	118	197
University of Pretoria	First-time entering undergraduates	194	220	221	222	224	225
	Enrolments	1 780	1 869	1 878	1 887	1 897	1 906
	Graduates	238	288	291	294	297	300
	SA/Cuba students						
University of Stellenbosch	First-time entering undergraduates	244	244	244	244	244	244
	Enrolments	1 789	1 791	1 782	1 760	1 760	1 760
	Graduates	274	272	271	268	268	268
	SA/Cuba students	0	0	0	0	0	0
Walter Sisulu University	First-time entering undergraduates	125	130	130	130	130	130
	Enrolments	780	710	712	731	748	762
	Graduates	120	120	120	120	120	120
	SA/Cuba students		0	0	0	0	0
University of Witwatersrand	First-time entering undergraduates	244	226	228	230	232	235
	Enrolments	1 930	1 824	1 841	1 860	1 878	1 896
	Graduates	152	321	324	328	331	334
	SA/Cuba students	150	0	0	0	0	0
Sefako Makgatho University	First-time entering undergraduates	255	264	273	283	293	303
	Enrolments	1 835	1 899	1 966	2 034	2 106	2 179
	Graduates	250	259	268	277	287	297
	SA/Cuba students	90	93	96	100	103	107
TOTAL	First-time entering undergraduates	1 893	1 855	1 873	1 991	2 023	2 052
	Enrolments	12 731	12 609	12 801	13 085	13 379	13 728
	Graduates	1 646	1 970	2 028	2 061	2 095	2 117
	SA/Cuba students	362	185	205	276	365	465

TEACHER EDUCATION

TABLE 5a: TOTAL UG HEAD COUNT ENROLMENTS

	Actual	Projected	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
First-time entering undergraduate B Ed	24 236	22 539	24 639	24 820	24 938	25 033	25 129	0.5%
B.Ed	139 328	125 761	151 787	151 542	151 889	151 954	152 118	1.3%
PGCE	7 736	25 643	7 889	7 887	7 944	7 971	8 045	0.6%
Total undergraduate	147 063	151 404	159 676	159 429	159 833	159 925	160 163	1.2%

TABLE 5b: TOTAL UG GRADUATES BY QUALIFICATION TYPE

	Actual	Projected	Planned/ expected enrolment					Average annual growth rate: 2023 - 2030
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030	
B.Ed	25 778	22 583	23 635	23 824	24 128	24 182	24 425	-0.8%
PGCE	5 511	11 550	5 099	5 115	5 153	5 293	5 462	-0.1%
Total undergraduate	31 289	34 133	28 735	28 939	29 281	29 476	29 886	-0.7%

TABLE 5c: GRADUATES AS PERCENTAGE OF HEADCOUNT ENROLMENTS

	Actual	Projected	Planned/ expected enrolment				
	2023	Projected target 2025	Projected target 2026	Projected target 2027	Projected target 2028	Projected target 2029	Projected target 2030
B.Ed	19%	18%	16%	16%	16%	16%	16%
PGCE	71%	45%	65%	65%	65%	66%	68%
Total undergraduate	21%	23%	18%	18%	18%	18%	19%

**MINISTERIAL STATEMENT ON STUDENT ENROLMENT PLANNING
FOR 2026 TO 2030 AND UNIVERSITY ENROLMENT AND EFFICIENCY
TARGETS FOR 2030**

ANNEXURE 3

STUDENT OUTPUT TARGETS BY POSTGRADUATE QUALIFICATION

TABLE 1: POSTGRADUATE STUDENT OUTPUT TARGETS

	Actual 2023			Ministerial approved target 2025			Proposed graduate output target 2026			Proposed graduate output target 2027		
	PG to Master's	Master's	Doctoral	PG to Master's	Master's	Doctoral	PG to Master's	Master's	Doctoral	PG to Master's	Master's	Doctoral
Total graduates	35 211	13819	3620	45 758	16 034	4 230	42 072	15 369	4 047	43 477	15 789	4 221

	Proposed graduate output target 2028			Proposed graduate output target 2029			Proposed graduate output target 2030		
	PG to Master's	Master's	Doctoral	PG to Master's	Master's	Doctoral	PG to Master's	Master's	Doctoral
Total graduates	45 296	16 329	4 424	46 508	16 826	4 639	47 996	17 543	4 895

TABLE 2: POSTGRADUATE STUDENT OUTPUT TARGETS

Institution	Actual 2023			Ministerial approved target 2025			Proposed graduate output target 2026			Proposed graduate output target 2027		
	PG to Master's	Master's	Doctoral	PG to Master's	Master's	Doctoral	PG to Master's	Master's	Doctoral	PG to Master's	Master's	Doctoral
Cape Peninsula University of Technology	648	201	39	1493	184	75	1086	118	42	1099	120	42
University of Cape Town	1 837	1 440	247	2 328	1 483	291	2 155	1 375	262	2 192	1 373	274
Central University of Technology	405	61	24	1 284	177	87	473	80	50	489	82	51
Durban University of Technology	632	192	83	888	290	100	1 105	262	80	1 143	277	86
University of Fort Hare	453	68	36	666	190	91	648	151	64	674	157	66
University of the Free State	1 788	617	188	1 800	765	160	1 952	680	200	2 016	690	210
University of Johannesburg	3 001	1 294	281	3 173	1 248	295	3 313	1 521	341	3 345	1 513	346
University of KwaZulu-Natal	1 995	796	369	2 815	1 341	510	2 327	908	398	2 508	988	437
University of Limpopo	771	270	34	1 047	286	45	1 034	362	51	1 078	378	53
Nelson Mandela University	701	309	93	1 097	455	93	957	334	78	1 011	351	86
North-West University	2 010	750	277	1 997	753	280	2 491	747	271	2 581	759	271
University of Pretoria	4 134	1 956	424	4 737	1 984	442	4 213	2 007	432	4 385	2 048	441
Rhodes University	445	235	109	774	255	91	641	270	91	645	271	92
University of South Africa	6 659	688	366	8 161	1 326	510	8 845	1 485	642	8 845	1 633	707
University of Stellenbosch	2 443	1 551	316	3 244	1 598	361	3 013	1 431	290	3 014	1 452	292
Tshwane University of Technology	994	397	72	1 334	384	116	1 150	459	83	1 165	465	84
University of Venda	459	188	72	189	107	44	241	108	45	259	114	45
Vaal University of Technology	349	50	11	1 374	149	28	423	69	14	437	71	14
Walter Sisulu University	357	102	11	625	117	18	570	230	36	971	233	36
University of the Western Cape	996	447	146	1 090	630	170	1 090	470	155	1 120	475	160
University of the Witwatersrand	3 234	1 868	328	3 335	1 836	338	3 336	1 888	344	3 343	1 885	338
University of Zululand	392	126	80	1 200	111	42	276	94	53	306	106	59
Sol Plaatje University	97	8	0	85	11	0	120	25	0	173	35	0
University of Mpumalanga	191	36	0	406	128	20	265	70	10	304	81	14
Mangosuthu University of Technology	44	3	0	240	32	3	55	3	0	62	3	0
Sefako Makgatho Health Sciences University	176	206	13	375	234	20	292	221	15	312	229	16
TOTAL	35 211	13 819	3 620	45 758	16 034	4 230	42 072	15 369	4 047	43 477	15 789	4 221

TABLE 2: POSTGRADUATE STUDENT OUTPUT TARGETS (continuing)

Institution	Proposed graduate output target 2028			Proposed graduate output target 2029			Proposed graduate output target 2030		
	PG to Master's	Master's	Doctoral	PG to Master's	Master's	Doctoral	PG to Master's	Master's	Doctoral
Cape Peninsula University of Technology	1 112	121	43	1 125	123	43	1 139	124	44
University of Cape Town	2 199	1 374	274	2 199	1 378	275	2 199	1 376	276
Central University of Technology	506	85	53	524	88	55	544	91	57
Durban University of Technology	1 181	295	91	1 216	311	98	1 300	323	105
University of Fort Hare	701	164	68	729	170	70	758	177	72
University of the Free State	2 361	720	240	2 615	750	260	2 919	800	290
University of Johannesburg	3 428	1 525	348	3 456	1 534	348	3 479	1 541	349
University of KwaZulu-Natal	2 699	1 073	479	2 899	1 164	524	3 217	1 303	591
University of Limpopo	1 125	394	55	1 173	411	58	1 224	429	60
Nelson Mandela University	1 069	364	95	1 108	376	104	1 139	390	115
North-West University	2 670	764	275	2 697	764	277	2 727	766	277
University of Pretoria	4 578	2 086	453	4 715	2 124	462	4 857	2 158	472
Rhodes University	648	273	92	652	274	93	655	276	93
University of South Africa	8 845	1 797	777	8 845	1 976	855	8 845	2 174	941
University of Stellenbosch	3 090	1 464	293	3 094	1 458	294	3 094	1 464	294
Tshwane University of Technology	1 179	470	82	1 179	471	85	1 181	475	89
University of Venda	281	121	49	304	123	53	347	171	57
Vaal University of Technology	451	73	15	461	75	15	470	76	16
Walter Sisulu University	1 213	246	36	1 318	273	39	1 374	282	41
University of the Western Cape	1 150	480	165	1 180	485	170	1 220	510	180
University of the Witwatersrand	3 320	1 909	344	3 324	1 925	348	3 380	1 938	354
University of Zululand	333	110	62	362	123	68	393	137	71
Sol Plaatje University	219	87	2	267	90	4	286	97	7
University of Mpumalanga	350	93	17	402	107	22	463	123	25
Mangosuthu University of Technology	231	3	0	293	7	0	312	25	0
Sefako Makgatho Health Sciences University	358	237	17	370	245	18	473	316	19
TOTAL	45 296	16 329	4 424	46 508	16 826	4 639	47 996	17 543	4 895

**MINISTERIAL STATEMENT ON STUDENT ENROLMENT PLANNING FOR
2026 TO 2030 AND UNIVERSITY ENROLMENT AND EFFICIENCY
TARGETS FOR 2030**

ANNEXURE 4

TEACHING INPUT UNIT TARGETS

TABLE 1: TEACHING INPUT UNITS (TIUs)

UNIVERSITY	Teaching input units generated by actual 2023 enrolments	Approved TIUs generated by 2025 enrolments	2030 teaching input units: approved for funding for 2032/33	Change: 2030 target compared to 2023	Average annual increase: 2023 to 2030
Cape Peninsula University of Technology	60 577	61 810	69 442	8 865	2.0%
University of Cape Town	68 781	74 659	70 339	1 558	0.3%
Central University of Technology	29 697	31 741	36 642	6 945	3.0%
Durban University of Technology	56 299	60 332	66 538	10 240	2.4%
University of Fort Hare	28 245	30 334	38 914	10 669	4.7%
University of the Free State	67 656	77 488	83 359	15 704	3.0%
University of Johannesburg	98 442	102 031	108 174	9 732	1.4%
University of KwaZulu-Natal	86 723	96 000	107 903	21 181	3.2%
University of Limpopo	46 838	49 638	57 658	10 820	3.0%
Nelson Mandela University	49 695	53 040	59 407	9 712	2.6%
North-West University	86 536	94 131	96 929	10 393	1.6%
University of Pretoria	115 259	134 060	123 807	8 548	1.0%
Rhodes University	16 067	19 940	17 930	1 863	1.6%
University of South Africa	179 563	193 311	210 264	30 701	2.3%
University of Stellenbosch	83 973	88 992	89 067	5 094	0.8%
Tshwane University of Technology	91 210	108 515	111 013	19 803	2.8%
University of Venda	29 863	33 967	34 950	5 087	2.3%
Vaal University of Technology	30 572	38 972	40 540	9 969	4.1%
Walter Sisulu University	42 460	51 244	60 066	17 607	5.1%
University of the Western Cape	47 818	54 025	56 352	8 535	2.4%
University of the Witwatersrand	96 261	108 092	109 787	13 526	1.9%
University of Zululand	31 203	38 010	38 678	7 475	3.1%
SolPlaatje University	6 580	6 122	15 259	8 679	12.8%
University of Mpumalanga	15 940	21 526	29 953	14 013	9.4%
Mangosuthu University of Technology	18 892	22 292	25 661	6 769	4.5%
Sefako Makgatho Health Sciences University	27 927	29 256	33 584	5 657	2.7%
TOTAL	1 513 074	1 679 528	1 792 220	279 145	2.4%

TABLE 2: INSTITUTIONAL SHARES OF TEACHING INPUT UNIT TOTALS

UNIVERSITY	% share of 2025/26 funded teaching input	% share of the 2032/33 teaching input units (based on 2027/28 funded input units)	Change: 2032/33 target share less 2027/28 funded
Cape Peninsula University of Technology	4.0%	3.9%	-0.1%
University of Cape Town	4.5%	3.9%	-0.6%
Central University of Technology	2.0%	2.0%	0.1%
Durban University of Technology	3.7%	3.7%	0.0%
University of Fort Hare	1.9%	2.2%	0.3%
University of the Free State	4.5%	4.7%	0.2%
University of Johannesburg	6.5%	6.0%	-0.5%
University of KwaZulu-Natal	5.7%	6.0%	0.3%
University of Limpopo	3.1%	3.2%	0.1%
Nelson Mandela University	3.3%	3.3%	0.0%
North-West University	5.7%	5.4%	-0.3%
University of Pretoria	7.6%	6.9%	-0.7%
Rhodes University	1.1%	1.0%	-0.1%
University of South Africa	11.9%	11.7%	-0.1%
University of Stellenbosch	5.5%	5.0%	-0.6%
Tshwane University of Technology	6.0%	6.2%	0.2%
University of Venda	2.0%	2.0%	0.0%
Vaal University of Technology	2.0%	2.3%	0.2%
Walter Sisulu University	2.8%	3.4%	0.5%
University of the Western Cape	3.2%	3.1%	0.0%
University of the Witwatersrand	6.4%	6.1%	-0.2%
University of Zululand	2.1%	2.2%	0.1%
Sol Plaatje University	0.4%	0.9%	0.4%
University of Mpumalanga	1.1%	1.7%	0.6%
Mangosuthu University of Technology	1.2%	1.4%	0.2%
Sefako Makgatho Health Sciences University	1.8%	1.9%	0.0%
TOTAL	100.0%	100.0%	0.0%

TABLE 3: ESTIMATED TIUs 2026 - 2030

Institution Number	University	University Name	2023	2026	2027	2028	2029	2030	Avg annual growth rate 2023 to 2030
H01	CPUT	Cape Peninsula University of Technology	60 577	66 190	66 988	67 797	68 615	69 442	2.0%
H02	UCT	University of Cape Town	68 781	71 385	70 575	70 300	70 208	70 339	0.3%
H03	CUT	Central University of Technology	29 697	29 058	29 058	32 694	35 484	36 642	3.0%
H04	DUT	Durban University of Technology	56 299	59 279	61 245	63 453	65 154	66 538	2.4%
H05	FH	University of Fort Hare	28 245	33 189	34 450	35 822	37 308	38 914	4.7%
H06	FS	University of the Free State	67 656	77 398	78 278	80 162	80 970	83 359	3.0%
H07	UJ	University of Johannesburg	98 442	105 763	106 095	107 117	107 713	108 174	1.4%
H08	UKZN	University of KwaZulu-Natal	86 723	91 390	95 016	98 772	102 663	107 903	3.2%
H09	UL	University of Limpopo	46 838	53 429	54 442	55 484	56 556	57 658	3.0%
H10	NMU	Nelson Mandela University	49 695	55 090	56 360	57 532	58 460	59 407	2.6%
H11	NWU	North-West University	86 536	96 405	97 131	95 880	96 592	96 929	1.6%
H12	UP	University of Pretoria	115 259	116 628	118 260	120 115	121 858	123 807	1.0%
H13	RU	Rhodes University	16 067	17 578	17 667	17 752	17 833	17 930	1.6%
H14	UNISA	University of South Africa	179 563	211 107	211 635	210 842	210 197	210 264	2.3%
H15	SU	University of Stellenbosch	83 973	89 482	89 256	88 515	89 040	89 067	0.8%
H16	TUT	Tshwane University of Technology	91 210	110 391	110 645	110 931	110 973	111 013	2.8%
H17	UNIVEN	University of Venda	29 863	31 924	31 940	33 080	33 700	34 950	2.3%
H18	VUT	Vaal University of Technology	30 572	36 278	37 469	38 626	39 592	40 540	4.1%
H19	WSU	Walter Sisulu University	42 460	52 491	55 489	57 221	58 978	60 066	5.1%
H20	UWC	University of the Western Cape	47 818	52 279	53 380	54 478	55 298	56 352	2.4%
H21	WITS	University of the Witwatersrand	96 261	105 256	106 006	107 160	108 401	109 787	1.9%
H22	UZ	University of Zululand	31 203	35 146	35 898	36 998	38 129	38 678	3.1%
H23	SPU	SoL Plaatje University	6 580	10 990	12 191	13 108	14 247	15 259	12.8%
H24	UMP	University of Mpumalanga	15 940	22 431	24 686	27 142	28 513	29 953	9.4%
H25	MUT	Mangosuthu University of Technology	18 892	22 096	22 799	24 297	24 978	25 661	4.5%
H26	SMHSU	Sefako Makgatho Health Sciences University	27 927	26 843	28 415	30 436	31 706	33 584	2.7%
TOTAL			1 513 074	1 679 497	1 705 375	1 735 718	1 763 167	1 792 220	2.4%

**MINISTERIAL STATEMENT ON STUDENT ENROLMENT PLANNING FOR
2026 TO 2030 AND UNIVERSITY ENROLMENT AND EFFICIENCY
TARGETS FOR 2030**

ANNEXURE 5

NATIONAL STUDENT ENROLMENT PLAN FOR THE PERIOD 2026 TO 2030

STUDENT ENROLMENT PLANNING: 2026 - 2030

INSTITUTION: NATIONAL

SECTION A: HEAD COUNT ENROLMENTS

TABLE 1
HEAD COUNT TOTALS: CONTACT + DISTANCE

	Actual						Average annual increase: 2018-2023	Planned/expected enrolment						Average annual increase: 2023-2030
	2018	2019	2020	2021	2022	2023		Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029		
First-time entering undergraduates	208 661	187 722	209 522	169 675	194 714	208 697	0.0%	201 735	230 206	231 877	234 240	235 527	236 822	1.8%
T total undergraduate	888 223	887 458	925 489	906 680	915 705	905 684	0.4%	953 359	953 057	953 156	957 506	962 047	964 839	0.9%
Postgraduate to masters level	92 364	86 192	76 524	70 110	71 953	74 803	-4.1%	92 564	95 128	97 388	100 097	102 207	104 659	4.9%
Masters	61 096	62 157	60 132	60 524	59 476	60 295	-0.3%	72 341	67 816	70 108	72 825	75 224	78 364	3.8%
Doctors	23 650	24 386	23 588	24 725	24 792	25 475	1.5%	28 852	28 951	30 001	31 241	32 525	34 059	4.2%
T total postgraduate	177 110	172 735	160 244	155 359	156 221	160 571	-1.9%	193 757	191 895	197 497	204 163	209 956	217 102	4.4%
Occasional students	20 235	14 719	9 075	6 007	5 842	5 458	-23.1%	5 303	5 138	5 113	5 108	5 104	5 097	-1.0%
TOTAL ENROLMENT	1 085 568	1 074 912	1 094 808	1 068 046	1 077 768	1 071 715	-0.3%	1 152 419	1 150 089	1 155 765	1 166 778	1 177 107	1 187 038	1.5%

TABLE 2
SOME HEAD COUNT RATIOS: CONTACT + DISTANCE

	Actual							Planned/expected enrolment					
	2018	2019	2020	2021	2022	2023		Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030
FU as % of total undergrads	23%	21%	23%	19%	21%	23%		21%	24%	24%	24%	24%	25%
Undergrads as % of total	82%	83%	85%	85%	85%	85%		83%	83%	82%	82%	82%	81%
Postgrads as % of total	16%	16%	15%	15%	14%	15%		17%	17%	17%	17%	18%	18%
Occasional as % of total	2%	1%	1%	1%	1%	1%		0%	0%	0%	0%	0%	0%

TABLE 3
CONTACT HEAD COUNT ENROLMENTS BY QUALIFICATION TYPE

	Actual						Planned/expected enrolment							
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
Undergraduate diplomas & certificates	172 306	172 271	165 852	165 662	167 057	165 607	-0.8%	169 557	169 943	171 406	173 909	176 306	178 255	1.1%
	3 810	7 420	18 930	23 461	24 644	24 606	45.2%	29 302	25 750	26 061	26 474	27 038	27 329	1.5%
	383 077	388 473	380 461	376 045	384 655	389 680	0.3%	401 091	417 884	419 122	421 614	424 720	426 938	1.3%
Undergraduate degrees	559 193	578 104	565 243	565 168	576 356	579 893	0.7%	599 949	613 578	616 589	621 997	628 065	632 522	1.2%
	43 547	42 224	37 497	38 210	39 351	41 251	-1.1%	56 061	51 658	53 103	55 282	56 844	58 840	5.2%
	55 588	56 593	54 790	54 729	53 587	53 520	-0.8%	60 242	57 412	58 677	60 570	61 873	63 848	2.6%
Postgraduate to masters level	21 245	21 873	21 018	22 051	22 100	22 297	1.0%	23 734	23 597	24 132	24 783	25 420	26 241	2.4%
	120 380	120 690	113 305	114 990	115 038	117 068	-0.6%	140 037	132 667	136 113	140 635	144 137	148 929	3.5%
	5 496	5 227	3 892	3 727	3 561	3 162	-10.5%	3 554	3 103	3 079	3 074	3 070	3 064	-0.4%
Occasional students	685 069	704 021	682 440	683 885	694 955	700 123	0.4%	743 540	749 348	755 780	765 706	775 271	784 515	1.6%
	TOTAL ENROLMENT													

TABLE 4
DISTANCE HEAD COUNT ENROLMENTS BY QUALIFICATION TYPE

	Actual						Planned/expected enrolment							
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
Undergraduate diplomas & certificates	118 951	101 890	136 750	117 868	114 206	110 556	-1.5%	118 368	112 864	109 726	108 118	106 308	104 183	-0.8%
Advanced diploma/PCGE	7 615	8 495	9 226	12 174	13 932	13 145	11.5%	20 413	11 090	11 330	11 783	12 031	12 305	-0.9%
Undergraduate degrees	202 464	198 971	214 270	211 470	211 211	202 090	0.0%	214 629	215 526	215 636	215 724	215 759	215 943	1.0%
Total undergraduate	329 030	309 356	360 246	341 512	339 349	325 791	-0.2%	353 410	339 480	336 692	335 625	334 098	332 431	0.3%
Postgraduate to masters level	48 817	43 966	39 027	31 900	32 602	33 552	-7.2%	36 503	43 469	44 093	44 623	45 171	45 627	4.5%
Masters	5 508	5 564	5 342	5 795	5 889	6 775	4.2%	12 099	10 405	11 277	12 312	13 407	14 593	11.6%
Doctors	2 405	2 513	2 570	2 674	2 692	3 178	5.7%	5 119	5 353	5 889	6 478	7 125	7 838	13.8%
Total postgraduate	56 730	52 043	46 939	40 369	41 183	43 505	-5.2%	53 720	59 227	61 259	63 413	65 704	68 058	6.6%
Occasional students	14 739	9 492	5 183	2 280	2 281	2 296	-31.1%	1 748	2 035	2 035	2 035	2 034	2 034	-1.7%
TOTAL ENROLMENT	400 499	370 891	412 368	384 161	382 813	371 592	-1.5%	408 879	400 742	399 985	401 072	401 836	402 523	1.1%

TABLE 5
TOTAL HEAD COUNT ENROLMENTS BY QUALIFICATION TYPE

	Actual						Planned/expected enrolment							
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
Undergraduate diplomas & certificates	291 257	274 161	302 602	283 530	281 263	276 163	-1.1%	287 925	282 807	281 132	282 027	282 615	282 438	0.3%
Advanced diploma/PGCE	11 425	15 915	28 156	35 635	38 576	37 751	27.0%	49 714	36 840	37 391	38 257	39 069	39 634	0.7%
Undergraduate degrees	585 541	597 384	594 731	587 515	595 866	591 770	0.2%	615 720	633 410	634 757	637 338	640 479	642 880	1.2%
888 223	887 460	925 489	906 680	915 705	905 684	0.4%	953 359	953 058	953 281	957 621	962 162	964 953	0.9%	
Postgraduate to masters level	92 364	86 190	76 524	70 110	71 953	74 803	-4.1%	92 564	95 128	97 196	99 905	102 015	104 467	4.9%
Masters	61 096	62 157	60 132	60 524	59 476	60 295	-0.3%	72 341	67 816	70 155	72 882	75 281	78 441	3.8%
Doctors	23 650	24 386	23 588	24 725	24 792	25 475	1.5%	28 852	28 951	30 021	31 261	32 545	34 079	4.2%
177 110	172 733	160 244	155 359	156 221	160 571	-1.9%	193 757	191 895	197 372	204 048	209 841	216 987	4.4%	
Total postgraduate														
Occasional students	20 235	14 719	9 075	6 007	5 842	5 458	-23.1%	5 302	5 138	5 113	5 108	5 104	5 098	-1.0%
1 085 568	1 074 912	1 094 808	1 068 046	1 077 768	1 071 715	-0.3%	1 152 419	1 150 090	1 155 766	1 166 778	1 177 107	1 187 038	1.5%	

TABLE 6
CONTACT STUDENTS: HEAD COUNT ENROLMENTS BY MAJOR FIELD OF STUDY

	Actual						Planned/expected enrolment							
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
Science, engineering, technology	279 676	285 677	273 705	272 407	274 744	276 623	-0.2%	305 057	300 046	304 964	311 300	316 462	321 537	2.2%
Business/management	174 787	174 638	168 169	168 724	169 066	170 710	-0.5%	183 711	181 496	183 497	186 729	189 309	191 849	1.7%
Education	75 887	80 412	80 418	83 064	88 246	88 634	3.2%	85 430	95 149	95 805	96 723	97 519	98 346	1.5%
Other humanities	154 719	163 113	160 148	159 690	162 899	164 156	1.2%	169 343	172 655	171 512	170 954	171 980	172 782	0.7%
TOTAL	685 069	703 840	682 440	683 885	694 955	700 123	0.4%	743 540	749 346	755 779	765 706	775 269	784 514	1.6%

TABLE 7
DISTANCE STUDENTS: HEAD COUNT ENROLMENTS BY MAJOR FIELD OF STUDY

	Actual						Planned/expected enrolment							
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
Science, engineering, technology	40 995	37 428	46 197	41 381	44 321	42 676	0.8%	50 784	43 923	44 109	44 459	44 490	44 567	0.6%
Business/management	108 407	91 157	112 320	97 074	96 581	100 236	-1.6%	137 203	109 588	109 589	109 676	109 790	109 851	1.3%
Education	138 265	130 862	119 014	109 649	104 585	96 711	-6.9%	112 562	100 422	99 390	99 941	100 528	101 006	0.6%
Other humanities	112 834	111 265	134 838	136 057	137 326	131 968	3.2%	108 330	146 809	148 899	146 996	147 030	147 099	1.6%
TOTAL	400 499	370 711	412 368	384 161	382 813	371 592	-1.5%	408 880	400 742	399 986	401 073	401 837	402 524	1.1%

TABLE 8
TOTAL: HEAD COUNT ENROLMENTS BY MAJOR FIELD OF STUDY

	Actual					Planned/expected enrolment					
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Average annual increase: 2023-2030
Science, engineering, technology	320 671	323 105	319 902	313 788	319 065	319 300	-0.1%	355 841	343 969	349 073	2.0%
Business/management	283 194	265 794	280 489	265 797	265 647	270 946	-0.9%	320 914	291 083	293 086	1.5%
Education	214 151	211 274	199 432	192 713	192 831	185 345	-2.8%	197 992	195 572	196 664	1.0%
Other humanities	267 553	274 378	294 986	295 747	300 225	296 124	2.0%	277 673	319 464	318 411	1.1%
TOTAL	1 085 568	1 074 551	1 094 808	1 068 046	1 077 768	1 071 715	-0.3%	1 152 420	1 150 089	1 155 765	1.5%

TABLE 9
TOTAL: PROPORTION OF HEAD COUNT ENROLMENTS IN EACH MAJOR FIELD OF STUDY

	Actual					Planned/expected enrolment					
	2018	2019	2020	2021	2022	2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029
Science, engineering, technology	30%	30%	29%	29%	30%	30%	31%	30%	30%	30%	31%
Business/management	26%	25%	26%	25%	25%	25%	28%	25%	25%	25%	25%
Education	20%	20%	18%	18%	18%	17%	17%	17%	17%	17%	17%
Other humanities	25%	26%	27%	28%	28%	27%	24%	28%	28%	27%	27%
TOTAL	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%

TABLE 10
CONTACT STUDENTS: HEAD COUNT ENROLMENTS BY RACE GROUP

	Actual					Planned/expected enrolment					
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Average annual increase: 2023-2030
African	510 040	534 376	523 676	531 521	550 024	565 930	2.1%	575 715	617 114	622 998	2.0%
Coloured	43 681	43 811	42 072	40 659	39 209	37 634	-2.9%	46 309	39 135	39 890	1.2%
Indian	28 221	27 514	25 546	24 909	23 624	22 656	-4.3%	27 149	23 592	24 095	1.9%
White	93 909	88 162	81 871	77 360	70 516	66 196	-6.8%	82 064	66 171	66 177	0.0%
TOTAL	675 851	693 863	673 165	674 449	683 373	692 416	0.5%	731 238	746 012	752 524	1.7%

*Unknown Race Excluded

TABLE 11
DISTANCE STUDENTS: HEAD COUNT ENROLMENTS BY RACE GROUP

	Actual						Planned/expected enrolment							
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
African	310 579	296 422	338 637	317 725	319 590	315 183	0.3%	330 172	336 038	335 581	336 580	337 267	337 897	1.0%
Coloured	22 230	18 551	19 851	18 654	18 703	17 945	-4.2%	31 953	19 772	19 740	19 764	19 782	19 797	1.4%
Indian	19 644	15 816	15 716	14 002	13 176	11 587	-10.0%	8 289	15 678	15 690	15 707	15 724	15 738	4.5%
White	46 396	38 593	36 634	31 622	29 121	25 323	-11.4%	38 363	29 255	28 975	29 022	29 064	29 092	2.0%
TOTAL	398 849	369 382	410 838	382 003	380 590	370 038	-1.5%	408 777	400 743	399 966	401 073	401 837	402 524	1.2%
Unknown Race Excluded														

*Unknown Race Excluded

TABLE 12
TOTAL: HEAD COUNT ENROLMENTS BY RACE GROUP

	Actual						Planned/expected enrolment							
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
	820 619	830 798	862 313	849 246	869 614	881 113	1.4%	905 887	953 152	958 579	968 370	977 443	986 046	1.6%
African	820 619	830 798	862 313	849 246	869 614	881 113	1.4%	905 887	953 152	958 579	968 370	977 443	986 046	1.6%
Coloured	65 911	62 362	61 923	59 313	57 912	55 579	-3.4%	78 263	58 907	59 067	59 655	60 099	60 843	1.3%
Indian	47 865	43 330	41 262	38 911	36 800	34 243	-6.5%	35 438	39 270	39 785	40 304	40 961	41 547	2.8%
White	140 305	126 755	118 505	108 982	99 637	91 519	-8.2%	120 428	95 425	95 078	95 199	95 327	95 313	0.6%
TOTAL	1 074 700	1 063 245	1 084 003	1 056 452	1 063 963	1 062 454	-0.2%	1 140 015	1 146 754	1 152 510	1 163 529	1 173 830	1 183 749	1.6%
Unknown Race Excluded														

*Unknown Race Excluded

TABLE 13
TOTAL: PROPORTION OF HEAD COUNT ENROLMENTS IN EACH RACE GROUP

	Actual						Planned/expected enrolment					
	2018	2019	2020	2021	2022	2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030
	76%	78%	80%	80%	82%	83%	79%	83%	83%	83%	83%	83%
African												
Coloured	6%	6%	6%	6%	5%	5%	7%	5%	5%	5%	5%	5%
Indian	4%	4%	4%	4%	3%	3%	3%	3%	3%	3%	3%	4%
White	13%	12%	11%	10%	9%	9%	11%	8%	8%	8%	8%	8%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

TABLE 14
CONTACT STUDENTS: HEAD COUNT ENROLMENTS BY GENDER

	Actual						Planned/expected enrolment							
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
Female	372 985	386 193	378 642	383 532	396 158	404 794	1.7%	409 254	430 738	433 400	438 205	442 351	447 384	1.4%
Male	312 048	317 758	303 707	300 167	298 495	294 868	-1.1%	334 286	317 867	321 495	326 589	331 852	336 164	1.9%
TOTAL	685 033	703 957	682 349	683 699	694 653	699 662	0.4%	743 540	748 605	754 896	764 793	774 203	783 548	1.6%
*Unknown Gender Excluded														

TABLE 15
DISTANCE STUDENTS: HEAD COUNT ENROLMENTS BY GENDER

	Actual						Planned/expected enrolment							
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
Female	268 507	254 134	286 987	271 895	273 290	267 194	-0.1%	267 880	284 729	283 928	284 602	285 077	285 497	1.0%
Male	131 992	116 742	125 381	112 261	109 517	104 390	-4.6%	140 999	116 013	116 058	116 471	116 759	117 027	1.6%
TOTAL	400 499	370 876	412 368	384 156	382 807	371 584	-1.5%	408 879	400 742	399 986	401 073	401 836	402 524	1.1%
*Unknown Gender Excluded														

TABLE 16
TOTAL: HEAD COUNT ENROLMENTS BY GENDER

	Actual						Planned/expected enrolment							
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
Female	641 492	640 333	665 629	655 427	669 448	671 988	0.9%	677 135	715 467	717 328	722 806	727 428	732 881	1.2%
Male	444 040	434 500	429 088	412 428	408 012	399 258	-2.1%	475 285	433 880	437 553	443 060	448 612	453 191	1.8%
TOTAL	1 085 532	1 074 833	1 094 717	1 067 855	1 077 460	1 071 246	-0.3%	1 152 420	1 149 347	1 154 881	1 165 866	1 176 040	1 186 072	1.5%
*Unknown Gender Excluded														

TABLE 17
TOTAL: PROPORTION OF HEAD COUNT ENROLMENTS IN EACH GENDER

	Actual						Planned/expected enrolment					
	2018	2019	2020	2021	2022	2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030
Female	59%	60%	61%	61%	62%	62%	59%	62%	62%	62%	62%	62%
Male	41%	40%	39%	39%	38%	37%	41%	38%	38%	38%	38%	38%
TOTAL	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%

SECTION B: FULL-TIME EQUIVALENT (FTE) STUDENT ENROLMENTS

TABLE 18
CONTACT STUDENTS: FTE ENROLLED TOTALS

	Actual						Planned/expected enrolment								Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
	2018	2019	2020	2021	2022	2023																
Total undergraduate (NQF levels 5, 6 & 7)																						
Science, engineering, technology	426 502	432 465	445 272	448 006	454 982	461 229	1.6%	478 338	498 739	502 003	506 051	510 664	514 138	1.6%								
Business & management sciences	153 084	155 046	158 074	158 804	160 133	163 290	1.3%	173 299	182 518	185 095	188 470	191 089	193 551	2.5%								
Education	95 014	96 400	100 884	102 254	101 236	102 502	1.5%	110 891	113 713	114 725	116 028	117 197	118 343	2.1%								
Other humanities	51 924	53 812	56 739	59 809	63 663	64 605	4.5%	59 122	70 292	70 324	70 787	71 282	71 190	1.4%								
Higher undergraduate (NQF level 8)																						
Science, engineering, technology	31 957	32 100	13 279	7 554	4 036	1 099	-49.0%	27 838	7 793	7 836	7 892	8 034	8 133	33.1%								
Business & management sciences	15 349	16 457	7 462	3 861	1 932	672	-46.5%	14 036	5 147	5 172	5 201	5 263	5 296	34.3%								
Education	6 332	6 227	1 592	819	343	124	-54.5%	2 882	504	510	492	528	548	23.7%								
Other humanities	4 611	3 876	2 769	2 027	1 453	186	-47.4%	5 649	463	469	477	484	491	14.8%								
Postgraduate to masters level (NQF level 8)																						
Science, engineering, technology	45 173	47 401	48 657	53 472	54 950	55 238	4.1%	50 809	56 548	58 927	61 664	63 698	66 394	2.7%								
Business & management sciences	17 338	17 618	19 938	22 462	24 347	24 085	6.8%	20 287	24 281	25 570	26 632	27 683	28 978	2.7%								
Education	12 240	12 183	11 518	12 428	12 385	12 538	0.5%	13 823	13 405	13 942	14 829	15 231	15 712	3.3%								
Other humanities	4 160	5 449	4 944	5 052	4 723	4 979	3.7%	4 841	5 350	5 549	5 709	5 918	6 175	3.1%								
Masters (NQF level 9)																						
Science, engineering, technology	11 434	12 151	12 259	13 529	13 494	13 635	3.6%	11 858	13 512	13 865	14 493	14 866	15 529	1.9%								
Business & management sciences	21 709	21 585	20 891	20 631	19 647	19 963	-1.7%	24 307	22 309	22 928	23 797	24 531	25 242	3.4%								
Education	10 885	10 918	10 832	10 804	10 338	10 469	-0.8%	12 440	11 213	11 582	11 958	12 385	12 769	2.9%								
Other humanities	3 981	4 042	3 876	3 834	3 606	3 648	-1.7%	4 651	4 288	4 361	4 560	4 680	4 797	4.0%								
Doctors (NQF level 10)																						
Science, engineering, technology	1 554	1 268	1 228	1 180	1 151	1 135	-6.1%	1 475	1 532	1 642	1 723	1 816	1 895	7.6%								
Business & management sciences	5 288	5 357	4 955	4 813	4 552	4 710	-2.3%	5 742	5 276	5 343	5 556	5 650	5 782	3.0%								
Education	10 265	10 376	10 195	10 472	10 268	10 038	-0.4%	11 773	10 662	10 881	11 223	11 586	11 949	2.5%								
Other humanities	5 229	5 350	5 237	5 412	5 328	5 203	-0.1%	6 062	5 446	5 541	5 743	5 913	6 116	2.3%								
Total																						
Science, engineering, technology	1 139	1 146	1 245	1 378	1 320	1 302	2.7%	1 629	1 603	1 648	1 729	1 784	1 851	5.2%								
Business & management sciences	1 131	1 074	1 026	993	987	941	-3.6%	1 132	975	1 017	1 020	1 068	1 118	2.5%								
Education	2 767	2 806	2 686	2 682	2 633	2 592	-1.3%	2 950	2 638	2 676	2 731	2 821	2 865	1.4%								
Other humanities	535 606	543 928	538 294	540 134	543 883	547 567	0.4%	593 065	596 051	602 576	610 626	618 513	625 856	1.9%								
Science, engineering, technology	201 886	205 389	201 541	201 343	202 079	203 719	0.2%	228 123	228 605	232 961	238 004	242 333	246 710	2.8%								
Business & management sciences	118 706	120 000	119 116	120 714	118 890	120 115	0.2%	133 876	133 514	135 185	137 638	139 421	141 251	2.3%								
Education	63 380	65 479	66 707	69 068	71 976	71 847	2.5%	72 220	78 611	79 002	79 716	80 568	80 868	1.7%								
Other humanities	151 634	153 060	150 931	149 003	150 937	151 886	0.0%	160 846	155 321	155 428	155 269	156 190	157 028	0.5%								

TABLE 19
DISTANCE STUDENTS: FTE ENROLLED TOTALS

	Actual						Planned/expected enrolment										
							Average annual increase: 2018-2023										Average annual increase: 2023-2030
	2018	2019	2020	2021	2022	2023	Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030					
Total undergraduate (NQF levels 5, 6 & 7)	210 856	187 032	238 741	217 839	221 085	206 481	-0.4%	189 449	237 529	235 473	234 717	233 629	231 460	1.6%			
	24 266	22 383	35 196	27 858	29 505	28 029	2.9%	22 779	32 024	31 869	31 734	31 547	31 446	1.7%			
	45 585	37 824	52 444	43 093	46 531	47 072	0.6%	37 918	50 612	50 401	50 288	50 034	49 763	0.8%			
	62 961	51 561	48 325	51 495	52 606	47 764	-5.4%	52 811	55 952	54 698	54 618	54 473	53 228	1.6%			
	78 043	75 264	102 776	95 393	92 443	83 616	1.4%	75 942	98 942	98 504	98 077	97 575	97 023	2.1%			
Higher undergraduate (NQF level 8)	3 007	2 939	949	467	207	47	-56.6%	14 225	1 616	1 568	1 635	1 641	1 657	66.6%			
	1 595	1 511	890	462	159	17	-59.6%	7 417	575	574	603	608	616	66.6%			
	53	31	15	4	48	29	-11.2%	150	757	767	824	832	841	61.5%			
	968	1 020	0	0	0	0	-100.0%	5 867	206	146	127	117	114				
		391	378	43	0	0	0	-100.0%	791	79	81	81	84	86			
Postgraduate to masters level (NQF level 8)	24 837	21 360	23 279	24 570	23 646	24 268	-0.5%	23 232	26 026	25 533	25 195	25 036	24 938	0.4%			
	1 567	1 668	1 931	2 395	2 606	2 865	12.8%	2 525	2 484	2 641	2 805	2 960	3 114	1.2%			
	10 092	8 385	10 094	9 220	8 586	7 615	-5.5%	10 215	11 002	10 286	9 649	9 088	8 549	1.7%			
	4 992	3 853	3 071	3 351	2 768	3 484	-6.9%	2 946	3 893	3 596	3 364	3 248	3 145	-1.5%			
	8 186	7 454	8 182	9 613	9 686	10 305	4.7%	7 546	8 648	9 009	9 377	9 740	10 130	-0.2%			
Masters (NQF level 9)	1 667	1 256	1 298	2 497	1 227	1 625	-0.5%	2 280	2 050	2 173	2 281	2 392	2 518	6.5%			
	299	205	342	525	316	369	4.3%	532	428	452	468	488	507	4.6%			
	307	246	233	491	257	295	-0.8%	422	504	525	542	560	589	10.4%			
	259	283	244	327	181	269	0.8%	327	241	294	315	330	347	3.7%			
	803	522	479	1 154	473	692	-2.9%	998	877	902	956	1 013	1 074	6.5%			
Doctors (NQF level 10)	890	809	469	1 721	410	650	-6.1%	1 350	1 390	1 580	1 601	1 620	1 777	15.4%			
	203	247	132	529	141	212	0.9%	414	410	486	492	501	550	14.6%			
	178	126	78	250	74	120	-7.6%	211	297	307	316	319	342	16.1%			
	194	166	90	247	55	120	-9.2%	282	231	236	240	243	265	12.0%			
	314	270	168	695	141	198	-8.8%	443	452	550	552	556	620	17.7%			
Total	241 257	213 396	264 735	247 094	246 574	233 071	-0.7%	230 536	268 612	266 326	265 429	264 318	262 350	1.7%			
	27 930	26 013	38 492	31 760	32 726	31 492	2.4%	33 666	35 920	36 023	36 103	36 104	36 232	2.0%			
	56 215	46 612	62 864	53 058	55 496	55 131	-0.4%	48 916	63 171	62 287	61 619	60 834	60 085	1.2%			
	69 374	56 883	51 731	55 421	55 610	51 637	-5.7%	62 233	60 522	58 970	58 663	58 411	57 100	1.4%			
	87 738	83 888	111 649	106 855	102 743	94 812	1.6%	85 720	108 998	109 046	109 045	108 968	108 932	2.0%			

TABLE 20
TOTAL: FTE ENROLLED TOTALS

	Actual						Planned/expected enrolment							
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
Total undergraduate (NQF levels 5, 6 & 7)	637 358	619 497	684 013	665 845	676 067	667 710	0.9%	667 787	736 268	737 476	740 768	744 293	745 598	1.6%
	177 350	177 429	193 270	186 662	189 638	191 319	1.5%	196 078	214 541	216 964	220 204	222 636	224 996	2.3%
	140 589	134 225	153 329	145 347	147 767	149 574	1.2%	148 809	164 325	165 926	166 316	167 231	168 106	1.7%
	114 885	105 373	105 063	111 305	116 268	112 369	-0.4%	111 933	126 244	125 023	125 405	125 755	124 417	1.5%
	204 523	202 469	232 351	222 531	222 393	214 447	1.0%	210 968	231 157	230 362	228 843	228 671	228 078	0.9%
Higher undergraduate (NQF level 8)	34 964	35 039	14 228	8 020	4 242	1 145	-49.5%	42 064	9 409	9 404	9 526	9 675	9 791	35.9%
	16 944	17 968	8 352	4 323	2 091	689	-47.3%	21 452	5 723	5 746	5 803	5 871	5 912	35.9%
	6 385	6 258	1 607	823	391	153	-52.6%	3 032	1 261	1 276	1 315	1 360	1 389	37.1%
	5 579	4 896	2 769	2 027	1 453	186	-49.3%	11 517	669	615	603	601	605	18.3%
	6 056	5 917	1 499	847	308	117	-54.6%	6 063	1 757	1 767	1 804	1 842	1 884	48.8%
Postgraduate to masters level (NQF level 8)	70 010	68 761	71 936	78 042	78 596	79 506	2.6%	74 040	82 574	84 460	86 859	88 734	91 332	2.0%
	18 906	19 285	21 867	24 848	26 953	26 949	7.3%	22 812	26 765	28 212	29 438	30 643	32 092	2.5%
	22 332	20 568	21 612	21 648	20 971	20 153	-2.0%	24 039	24 407	24 228	24 478	24 319	24 261	2.7%
	9 152	9 302	8 015	8 403	7 491	8 463	-1.6%	7 787	9 243	9 145	9 073	9 166	9 320	1.4%
	19 621	19 606	20 441	23 142	23 180	23 941	4.1%	19 403	22 160	22 875	23 870	24 606	25 658	1.0%
Masters (NQF level 9)	23 377	22 841	22 189	23 128	20 874	21 589	-1.6%	26 587	24 359	25 101	26 079	26 923	27 760	3.7%
	11 184	11 123	11 174	11 328	10 654	10 838	-0.6%	12 972	11 641	12 034	12 426	12 873	13 276	2.9%
	4 288	4 288	4 109	4 325	3 863	3 943	-1.7%	5 074	4 792	4 886	5 103	5 240	5 386	4.6%
	1 813	1 550	1 472	1 507	1 332	1 404	-5.0%	1 802	1 773	1 936	2 037	2 146	2 242	6.9%
	6 092	5 879	5 433	5 968	5 025	5 403	-2.4%	6 739	6 153	6 245	6 512	6 663	6 856	3.5%
Doctors (NQF level 10)	11 155	11 186	10 664	12 193	10 678	10 688	-0.9%	13 122	12 052	12 461	12 823	13 206	13 726	3.6%
	5 432	5 597	5 370	5 941	5 469	5 415	-0.1%	6 476	5 856	6 027	6 236	6 415	6 665	3.0%
	1 317	1 272	1 323	1 628	1 394	1 423	1.6%	1 839	1 901	1 955	2 045	2 104	2 193	6.4%
	1 325	1 240	1 117	1 247	1 042	1 061	-4.3%	1 414	1 205	1 253	1 259	1 311	1 383	3.9%
	3 081	3 076	2 855	3 377	2 773	2 790	-2.0%	3 394	3 091	3 226	3 283	3 377	3 485	3.2%
Total	776 864	757 324	803 029	787 228	790 457	780 638	0.1%	823 601	864 663	868 902	876 055	882 831	888 206	1.9%
	229 817	231 402	240 033	233 103	234 805	235 210	0.5%	259 789	264 526	268 984	274 107	278 438	282 942	2.7%
	174 921	166 612	181 979	173 772	174 386	175 246	0.0%	182 792	196 685	197 472	199 256	200 255	201 336	2.0%
	132 754	122 362	118 437	124 489	127 586	123 484	-1.4%	134 453	139 134	137 972	138 378	138 980	137 967	1.6%
	239 372	236 948	262 580	255 865	253 680	246 698	0.6%	246 567	264 319	264 474	264 313	265 159	265 960	1.1%

TABLE 21
TOTAL: KEY RATIOS OF FTE TO HEAD COUNT ENROLMENTS

	Actual						Planned/expected enrolment					
	2018	2019	2020	2021	2022	2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030
Total undergraduate	76%	74%	75%	74%	74%	74%	74%	78%	78%	78%	78%	78%
	76%	80%	94%	111%	109%	106%	80%	87%	87%	87%	87%	87%
	38%	37%	37%	38%	35%	36%	37%	36%	36%	36%	36%	35%
	47%	46%	45%	49%	43%	42%	45%	42%	42%	41%	41%	40%
Total postgraduate	59%	60%	65%	73%	71%	70%	59%	62%	62%	62%	61%	61%
	72%	70%	73%	74%	73%	73%	71%	75%	75%	75%	75%	75%

TABLE 22
TOTAL: PROPORTION OF FTE ENROLMENTS IN EACH MAJOR FIELD OF STUDY

	Actual						Planned/expected enrolment					
	2018	2019	2020	2021	2022	2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030
Science, engineering, technology	30%	31%	30%	30%	30%	30%	32%	31%	31%	31%	32%	32%
	23%	22%	23%	22%	22%	22%	22%	23%	23%	23%	23%	23%
	17%	16%	15%	16%	16%	16%	16%	16%	16%	16%	16%	16%
Other humanities	31%	31%	33%	33%	32%	32%	30%	31%	30%	30%	30%	30%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

SECTION C: STUDENT OUTPUTS

TABLE 23
CONTACT STUDENTS: FTE DEGREE CREDITS BY COURSE LEVEL

	Actual						Planned/expected enrolment							
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
Total undergraduate (NQF levels 5, 6 & 7)	348 602	360 617	387 425	380 469	370 823	376 450	1.5%	407 015	412 195	416 445	421 795	428 434	433 141	2.0%
Higher undergraduate (NQF level 8)	27 330	27 840	11 602	6 690	3 409	846	-50.1%	24 411	6 895	7 181	7 349	7 587	7 922	37.7%
Postgraduate to masters level (NQF level 8)	36 874	39 429	41 386	45 062	46 647	46 576	4.8%	43 631	47 376	49 536	51 692	53 507	55 854	2.6%
Masters (NQF level 9)	14 675	14 264	13 335	14 031	13 657	14 265	-0.8%	15 780	16 034	16 527	17 181	17 711	18 319	3.6%
Doctors (NQF level 10)	5 574	5 923	5 596	5 732	5 659	6 082	1.8%	6 997	6 401	6 531	6 761	7 030	7 308	2.7%
T total postgraduate	57 124	59 615	60 317	64 825	65 962	66 924	3.2%	66 407	69 811	72 594	75 634	78 249	81 481	2.9%
TOTAL ENROLMENT	433 057	448 073	459 344	451 984	440 195	444 219	0.5%	497 833	488 905	496 219	504 779	514 270	522 544	2.3%

TABLE 24
CONTACT STUDENTS: FTE DEGREE CREDITS BY FIELD OF STUDY

CONTACT STUDENTS: FTE DEGREE CREDITS BY FIELD OF STUDY														
	Actual						Planned/expected enrolment							
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
Science, engineering, technology	160 327	166 423	168 628	164 924	158 592	161 191	0.1%	185 240	183 235	187 250	191 906	196 449	200 498	3.2%
Business/management	93 035	95 349	100 580	99 122	93 053	94 085	0.2%	111 764	107 939	109 833	112 400	114 766	116 838	3.1%
Education	56 193	60 306	60 405	61 462	63 038	64 163	2.7%	63 793	68 484	69 085	70 056	70 937	71 420	1.5%
Other humanities	123 811	126 075	129 732	126 477	125 512	124 780	0.2%	137 038	129 248	130 050	130 415	132 116	133 789	1.0%
TOTAL	433 366	448 152	459 344	451 984	440 195	444 219	0.5%	497 835	488 906	496 219	504 776	514 268	522 544	2.3%

TABLE 25
DISTANCE STUDENTS: FTE DEGREE CREDITS BY COURSE LEVEL

	Actual						Planned/expected enrolment							
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
Total undergraduate (NQF levels 5, 6 & 7)	145 708	131 387	190 759	147 254	155 198	146 496	0.1%	131 653	166 670	168 847	172 401	175 818	179 285	2.9%
Higher undergraduate (NQF level 8)	2 089	2 088	594	292	116	30	-57.2%	9 152	2 074	2 574	3 605	4 107	5 110	108.5%
Postgraduate to masters level (NQF level 8)	15 128	12 072	15 171	15 709	13 808	14 854	-0.4%	14 348	14 724	14 565	14 456	14 447	14 459	-0.4%
Masters (NQF level 9)	1 063	1 152	1 238	1 404	1 361	1 267	3.6%	1 432	1 449	1 463	1 488	1 514	1 517	2.6%
Doctors (NQF level 10)	386	352	424	612	515	410	1.2%	578	449	485	523	565	610	5.8%
Total postgraduate	16 577	13 576	16 832	17 725	15 685	16 530	-0.1%	16 358	16 621	16 512	16 467	16 526	16 585	0.0%
TOTAL	164 374	147 051	208 185	165 271	170 999	163 066	-0.2%	157 164	185 366	187 933	192 473	196 451	200 981	3.0%

TABLE 26
DISTANCE STUDENTS: FTE DEGREE CREDITS BY FIELD OF STUDY

	Actual						Planned/expected enrolment							
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
Science, engineering, technology	16 063	15 913	27 954	19 596	20 638	21 094	5.6%	15 930	25 195	22 843	23 398	23 831	24 380	2.1%
Business/management	30 474	25 750	41 972	27 736	30 622	32 522	1.3%	30 057	32 017	33 185	34 037	34 721	35 508	1.3%
Education	57 320	46 959	46 084	44 577	45 517	41 137	-6.4%	54 034	48 080	48 746	49 936	51 068	52 244	3.5%
Other humanities	60 517	58 429	92 176	73 363	74 223	68 302	2.4%	57 142	80 072	83 160	85 102	86 831	88 849	3.8%
TOTAL	164 374	147 051	208 185	165 271	170 999	163 056	-0.2%	157 163	185 366	187 934	192 474	196 451	200 981	3.0%

TABLE 27
TOTAL: FTE DEGREE CREDITS BY COURSE LEVEL

	Actual						Planned/expected enrolment							
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
	494 311	492 005	578 184	527 723	526 021	522 945	1.1%	538 668	578 869	585 292	594 197	604 252	612 427	2.3%
Total undergraduate (NQF levels 5, 6 & 7)														
Higher undergraduate (NQF level 8)	29 420	29 928	12 196	6 982	3 526	876	-50.5%	33 563	8 969	9 755	10 954	11 694	13 032	47.1%
Postgraduate to masters level (NQF level 8)	52 002	51 501	56 557	60 770	60 455	61 429	3.4%	57 979	62 100	64 100	66 148	67 954	70 312	1.9%
Masters (NQF level 9)	15 739	15 415	14 573	15 435	15 018	15 532	-0.3%	17 212	17 482	17 989	18 669	19 225	19 836	3.6%
Doctors (NQF level 10)	5 960	6 275	6 020	6 344	6 174	6 492	1.7%	7 575	6 850	7 016	7 285	7 595	7 918	2.9%
Total postgraduate	73 701	73 191	77 149	82 550	81 647	83 454	2.5%	82 765	86 432	89 106	92 102	94 775	98 066	2.3%
TOTAL ENROLMENT	597 431	595 124	667 529	617 256	611 194	607 275	0.3%	654 997	674 271	684 152	697 252	710 721	723 524	2.5%

TABLE 28
TOTAL: FTE DEGREE CREDITS BY FIELD OF STUDY

	Actual						Planned/expected enrolment							
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
Science, engineering, technology	176 390	182 336	196 581	184 520	179 230	182 285	0.7%	201 170	208 430	210 093	215 303	220 280	224 877	3.0%
Business/management	123 509	121 098	142 552	126 858	123 675	126 607	0.5%	141 822	139 956	143 018	146 437	149 487	152 346	2.7%
Education	113 514	107 264	106 489	106 038	108 555	105 301	-1.5%	117 827	116 565	117 821	119 992	122 005	123 664	2.3%
Other humanities	184 328	184 505	221 907	199 840	199 735	193 082	0.9%	194 180	209 320	213 211	215 517	218 947	222 638	2.1%
TOTAL	597 741	595 203	667 529	617 256	611 194	607 275	0.3%	654 999	674 271	684 153	697 250	710 719	723 525	2.5%

TABLE 29
CONTACT SUCCESS RATES BY COURSE LEVEL: FTE DEGREE CREDITS DIVIDED BY FTE ENROLMENTS

	Actual						Planned/expected enrolment					
	2018	2019	2020	2021	2022	2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030
Total undergraduate	82%	84%	87%	85%	82%	82%	85%	83%	83%	84%	84%	84%
Postgraduate to masters level	82%	83%	85%	84%	85%	84%	86%	84%	84%	84%	84%	84%
Masters	68%	66%	64%	68%	70%	71%	65%	72%	72%	72%	72%	73%
Doctors	54%	57%	55%	55%	55%	61%	59%	60%	60%	60%	61%	61%
Total postgraduate	74%	75%	76%	77%	78%	79%	76%	78%	78%	78%	78%	79%
TOTAL	81%	82%	85%	84%	81%	81%	84%	82%	82%	83%	83%	83%

TABLE 30
DISTANCE SUCCESS RATES BY COURSE LEVEL: FTE DEGREE CREDITS DIVIDED BY FTE ENROLMENTS

	Actual						Planned/expected enrolment					
	2018	2019	2020	2021	2022	2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030
Total undergraduate	69%	70%	80%	68%	70%	71%	69%	71%	72%	74%	76%	79%
Postgraduate to masters level	22%	18%	21%	20%	18%	19%	19%	18%	17%	17%	16%	16%
Masters	64%	92%	95%	56%	111%	78%	63%	71%	67%	65%	63%	60%
Doctors	43%	43%	90%	36%	126%	63%	43%	32%	31%	33%	35%	34%
Total postgraduate	61%	58%	67%	62%	62%	62%	61%	56%	58%	57%	57%	57%
TOTAL	68%	69%	79%	67%	69%	70%	68%	69%	71%	73%	74%	77%

TABLE 31
CONTACT SUCCESS RATES BY FIELD OF STUDY: FTE DEGREE CREDITS DIVIDED BY FTE ENROLMENTS

	Actual						Planned/expected enrolment					
	2018	2019	2020	2021	2022	2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030
Science, engineering, technology	79%	81%	84%	82%	78%	79%	82%	80%	80%	80%	81%	81%
Business/management	78%	79%	84%	82%	78%	78%	83%	81%	81%	81%	82%	82%
Education	89%	92%	91%	89%	88%	89%	88%	87%	87%	88%	88%	88%
Other humanities	82%	82%	86%	85%	83%	82%	85%	83%	84%	84%	85%	85%
TOTAL	81%	82%	85%	84%	81%	81%	84%	82%	82%	83%	83%	83%

TABLE 32
DISTANCE SUCCESS RATES BY FIELD OF STUDY: FTE DEGREE CREDITS DIVIDED BY FTE ENROLMENTS

	Actual						Planned/expected enrolment					
	2018	2019	2020	2021	2022	2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030
Science, engineering, technology	58%	61%	73%	62%	63%	67%	47%	70%	63%	65%	66%	67%
Business/management	54%	55%	67%	52%	55%	59%	61%	51%	53%	55%	57%	59%
Education	83%	83%	89%	80%	82%	80%	87%	79%	83%	85%	87%	91%
Other humanities	69%	70%	83%	69%	72%	72%	67%	73%	76%	78%	80%	82%
TOTAL ENROLMENT	68%	69%	79%	67%	69%	70%	68%	69%	71%	73%	74%	77%

TABLE 33
TOTAL SUCCESS RATES BY COURSE LEVEL: FTE DEGREE CREDITS DIVIDED BY FTE ENROLMENTS

	Actual						Planned/expected					
	2018	2019	2020	2021	2022	2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030
Total undergraduate	78%	80%	85%	79%	78%	78%	81%	79%	80%	81%	82%	83%
Postgraduate to masters level	74%	75%	79%	78%	77%	77%	78%	75%	76%	76%	77%	77%
Masters	67%	67%	66%	67%	72%	72%	65%	72%	72%	72%	71%	71%
Doctors	53%	56%	56%	52%	58%	61%	58%	57%	56%	57%	58%	58%
Total postgraduate	70%	71%	74%	73%	74%	75%	73%	73%	73%	73%	74%	74%
TOTAL	77%	79%	83%	78%	77%	78%	80%	78%	79%	80%	81%	81%

TABLE 34
TOTAL SUCCESS RATES BY FIELD OF STUDY: FTE DEGREE CREDITS DIVIDED BY FTE ENROLLMENTS

	Actual						Planned/expected enrolment					
	2018	2019	2020	2021	2022	2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030
Science, engineering, technology	77%	79%	82%	79%	76%	77%	77%	79%	78%	79%	79%	79%
Business/management	71%	73%	78%	73%	71%	72%	78%	71%	72%	73%	75%	76%
Education	86%	88%	90%	85%	85%	85%	88%	84%	85%	87%	88%	90%
Other humanities	77%	78%	85%	78%	79%	78%	79%	79%	81%	82%	83%	84%
TOTAL	77%	79%	83%	78%	77%	78%	80%	78%	79%	80%	81%	81%

TABLE 35
GRADUATES BY QUALIFICATION TYPE

	Actual						Planned/expected enrolment							
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
Undergraduate diplomas	62 019	56 908	63 900	63 725	57 088	51 519	-3.6%	64 939	56 713	56 448	56 929	57 038	57 162	1.5%
Advanced diploma/PGCE	4 025	6 548	14 533	19 737	19 310	18 662	35.9%	20 012	17 770	18 130	18 329	18 658	18 931	0.2%
Undergraduate degrees	100 723	102 387	103 196	100 199	97 352	97 927	-0.8%	109 407	103 322	105 669	106 631	108 182	110 212	1.7%
Total undergraduate	166 767	165 843	181 629	183 661	173 750	168 108	0.2%	194 358	177 805	180 247	181 888	183 878	186 305	1.5%
Postgraduate to masters level	43 190	39 135	39 779	32 226	34 497	35 211	-4.0%	45 758	42 072	43 477	45 296	46 508	47 996	4.5%
Masters	13 887	13 519	12 922	13 796	13 765	13 819	-0.1%	16 034	15 369	15 789	16 329	16 826	17 543	3.5%
Doctors	3 344	3 445	3 552	3 574	3 690	3 620	1.6%	4 230	4 047	4 221	4 424	4 639	4 895	4.4%
TOTAL	227 188	221 942	237 882	233 257	225 702	220 758	-0.6%	260 380	239 293	243 734	247 937	251 851	256 740	2.2%

TABLE 36
GRADUATES BY FIELD OF STUDY

	Actual						Planned/expected enrolment							
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
Science, engineering, technology	65 211	64 636	64 721	67 422	66 000	65 680	0.1%	76 879	72 631	74 893	76 840	78 825	81 014	3.0%
Business/management	60 458	58 668	65 336	64 971	60 166	57 745	-0.9%	71 643	64 448	65 801	67 332	68 365	69 659	2.7%
Education	50 651	47 492	47 271	41 063	41 530	40 562	-4.3%	51 195	42 021	41 904	42 504	42 984	43 842	1.1%
Other humanities	50 868	51 096	60 546	59 801	58 006	56 771	2.2%	60 661	60 193	61 136	61 261	61 678	62 225	1.3%
TOTAL	227 188	221 892	237 875	233 257	225 701	220 758	-0.8%	260 378	239 293	243 734	247 938	251 851	256 740	2.2%
*Unknown field of study excluded														

*Unknown field of study excluded

TABLE 37
GRADUATES AS % OF HEAD COUNT ENROLMENTS

	Actual						Planned/expected enrolment					
	2018	2019	2020	2021	2022	2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030
T total undergraduate	19%	19%	20%	20%	19%	19%	20%	19%	19%	19%	19%	19%
Postgraduate to masters level	47%	45%	52%	46%	48%	47%	49%	44%	45%	45%	46%	46%
Masters	23%	22%	21%	23%	23%	23%	22%	23%	23%	22%	22%	22%
Doctors	14%	14%	15%	14%	15%	14%	15%	14%	14%	14%	14%	14%
TOTAL	21%	21%	22%	22%	21%	21%	23%	21%	21%	21%	21%	22%

SECTION D: STAFF TABLES

TABLE 38
HEAD COUNT TOTALS OF PERMANENTLY APPOINTED STAFF BY CATEGORY

	Actual						Planned/expected enrolment							
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
Instruction/research professionals	19 781	19 901	20 309	20 414	20 612	20 946	1.2%	23 110	22 177	22 837	23 455	24 066	24 788	2.4%
Executive/management professionals	1 988	2 050	2 057	2 151	2 188	2 154	1.6%	2 133	2 152	2 153	2 162	2 173	2 187	0.2%
Support professionals	5 015	5 239	5 212	5 289	5 486	5 447	1.7%	5 380	5 542	5 562	5 622	5 653	5 697	0.6%
Total professional staff	26 784	27 190	27 578	27 854	28 286	28 547	1.3%	30 624	29 872	30 551	31 239	31 892	32 672	1.9%
Technical staff	2 999	3 123	3 152	3 142	3 141	3 169	1.1%	3 266	3 260	3 258	3 281	3 299	3 310	0.6%
Non-professional administrative staff	19 949	20 252	20 757	20 917	21 075	21 124	1.2%	20 568	21 472	21 283	21 174	21 087	21 012	-0.1%
Crafts/trades staff	1 235	1 288	1 466	1 406	1 479	1 438	3.1%	1 536	1 394	1 398	1 402	1 403	1 407	-0.3%
Service staff	11 204	12 271	11 598	11 563	11 433	11 665	0.8%	12 531	11 639	11 708	11 759	11 817	12 054	0.5%
Total non-professional staff	35 387	36 934	36 973	37 028	37 128	37 396	1.1%	37 901	37 764	37 647	37 616	37 606	37 784	0.1%
TOTAL PERMANENT STAFF	62 171	64 124	64 551	64 882	65 414	65 943	1.2%	68 525	67 636	68 198	68 855	69 498	70 456	1.0%

TABLE 39
FULL-TIME EQUIVALENT STAFF BY CATEGORY

	Actual					Planned/expected enrolment								
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
Instruction/research professionals	28 054	26 070	26 019	26 254	26 400	25 988	-1.5%	30 986	27 729	28 599	29 334	30 069	30 977	2.5%
Executive/management professionals	2 075	2 120	2 139	2 209	2 245	2 208	1.2%	2 219	2 234	2 251	2 274	2 306	2 333	0.8%
Support professionals	6 480	6 833	6 886	7 166	7 789	8 070	4.5%	7 073	7 034	7 087	7 171	7 240	7 317	-1.4%
Total professional staff	36 609	35 023	35 044	35 629	37 435	36 265	-0.2%	40 279	36 998	37 936	38 779	39 616	40 627	1.6%
Technical staff	3 844	3 825	3 834	3 738	3 750	3 788	-0.3%	3 998	3 602	3 741	3 748	3 766	3 784	0.0%
Non-professional administrative staff	30 611	31 496	29 710	28 710	29 245	29 112	-1.0%	30 208	26 962	26 868	26 814	26 809	26 832	-1.2%
Crafts/trades staff	1 245	1 306	1 477	1 445	1 565	1 560	4.6%	1 549	1 411	1 418	1 424	1 427	1 432	-1.2%
Service staff	13 020	13 471	12 819	12 600	12 584	12 628	-0.6%	13 270	11 880	11 914	11 926	11 953	12 189	-0.5%
Total non-professional staff	48 720	50 099	47 840	46 494	47 145	47 088	-0.7%	49 025	43 854	43 941	43 913	43 955	44 237	-0.9%
TOTAL FTE STAFF	85 328	85 122	82 885	82 123	84 579	83 353	-0.5%	89 304	80 852	81 877	82 692	83 570	84 864	0.3%

SECTION E: INSTRUCTION/ RESEARCH STAFF TABLES

TABLE 41
HIGHEST FORMAL QUALIFICATION OF PERMANENTLY APPOINTED INSTRUCTION/RESEARCH STAFF

	Actual						Planned/expected enrolment							
	2018	2019	2020	2021	2022	2023	Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
Doctoral degree	9 498	9 492	10 021	9 965	10 827	11 265	3.5%	12 349	12 302	12 838	13 359	13 911	14 601	3.8%
Masters degree	6 956	6 969	7 188	6 756	7 114	7 126	0.5%	8 304	7 551	7 803	8 001	8 180	8 357	2.3%
Other	3 327	3 439	3 100	3 693	2 671	2 555	-5.1%	2 458	2 324	2 197	2 096	1 975	1 830	-4.7%
TOTAL	19 781	19 900	20 309	20 414	20 612	20 946	1.2%	23 111	22 177	22 838	23 456	24 066	24 787	2.4%

TABLE 42
PROPORTIONS OF PERMANENTLY APPOINTED INSTRUCTION/RESEARCH STAFF IN EACH QUALIFICATION CATEGORY

	Actual						Planned/expected enrolment					
	2018	2019	2020	2021	2022	2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030
Doctoral degree	48%	48%	49%	49%	53%	54%	53%	55%	56%	57%	58%	59%
Masters degree	35%	35%	35%	33%	35%	34%	36%	34%	34%	34%	34%	34%
Other	17%	17%	15%	18%	13%	12%	11%	10%	10%	9%	8%	7%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

TABLE 43
RESEARCH OUTPUTS

	Actual						Planned/expected enrolment							
							Average annual increase: 2018-2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	Average annual increase: 2023-2030
	2018	2019	2020	2021	2022	2023								
Publication units	18 969	21 363	21 735	23 416	24 403	23 907	4.7%	24 880	26 084	26 857	27 777	28 755	29 784	3.2%
Research masters graduates	8 604	8 636	8 325	8 798	8 881	8 843	0.5%	10 239	10 303	10 596	10 989	11 400	11 814	4.2%
Doctoral graduates	3 389	3 546	3 552	3 574	3 690	3 620	1.3%	4 210	4 063	4 240	4 444	4 659	4 922	4.5%
WEIGHTED TOTAL	37 742	40 636	40 715	42 936	44 354	43 610	2.9%	47 750	48 575	50 171	52 099	54 130	56 365	3.7%

TABLE 44
RATIOS OF RESEARCH OUTPUTS TO PERMANENT ACADEMIC STAFF MEMBERS

	Actual					Planned/expected enrolment						
	2018	2019	2020	2021	2022	2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030
Publication units	96%	107%	107%	115%	118%	114%	108%	118%	118%	118%	119%	120%
Research masters graduates	43%	43%	41%	43%	43%	42%	44%	46%	46%	47%	47%	48%
Doctoral graduates	17%	18%	17%	18%	18%	17%	18%	18%	19%	19%	19%	20%
WEIGHTED TOTAL	191%	204%	200%	210%	215%	208%	207%	219%	220%	222%	225%	227%

TABLE 45
FTE ENROLLED STUDENTS AND FTE INSTRUCTION/RESEARCH STAFF

	Actual						Planned/expected enrolment						
	2018	2019	2020	2021	2022	2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030	
Total FTE enrolled students	776 864	757 324	803 029	787 228	790 457	780 638	823 601	864 663	868 902	876 055	882 831	888 206	
FTE instruction/research staff	28 054	26 070	26 019	26 254	26 400	25 988	30 986	27 729	28 599	29 334	30 069	30 977	
Ratio of FTE students to FTE instruction research staff	27.7	29.0	30.9	30.0	29.9	30.0	26.6	31.2	30.4	29.9	29.4	28.7	

TABLE 46
HEADCOUNT OF SOUTH AFRICAN AND FOREIGN STUDENTS

	Actual						Planned/expected enrolment					
	2018	2019	2020	2021	2022	2023	Approved Proposed target 2025	Proposed target 2026	Proposed target 2027	Proposed target 2028	Proposed target 2029	Proposed target 2030
South African Undergraduate	868 276	864 095	899 632	876 983	888 745	891 310	911 598	943 579	945 766	951 339	956 299	960 308
SADC Undergraduate	29 593	26 763	22 780	19 545	17 336	15 123	30 379	18 497	18 358	18 601	19 267	19 588
Other Foreign Undergraduate	7 536	6 545	5 137	4 703	4 309	4 053	8 099	5 698	5 874	6 127	6 452	6 732
TOTAL UNDERGRADUATE	905 405	897 403	927 549	901 231	910 390	910 486	950 075	967 775	969 997	976 068	982 018	986 628
South African Post-graduate	152 891	151 652	143 646	143 703	144 847	140 367	172 865	160 638	163 344	167 569	171 030	175 703
SADC Post-graduate	15 564	14 879	13 548	13 561	12 875	12 337	15 727	12 999	13 397	13 758	14 264	14 621
Other Foreign Post-graduate	9 639	9 375	8 564	8 314	7 637	7 310	13 125	8 267	8 635	9 011	9 441	9 744
TOTAL POST-GRADUATE	178 094	175 906	165 758	165 578	165 359	160 014	201 716	181 904	185 376	190 338	194 735	200 068
TOTAL	1 083 499	1 073 309	1 093 307	1 066 809	1 075 749	1 070 500	1 151 792	1 149 679	1 155 374	1 166 406	1 176 753	1 186 697
*Unknown Nationality Excluded												

*Unknown Nationality Excluded

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