



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Final Report on the Establishment of new Universities in the Northern Cape and Mpumalanga Provinces

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Executive Summary

On 25 March 2010, in his budget vote speech for the year 2010/11, the Minister of Higher Education and Training, Dr Blade Nzimande announced the establishment of two task teams to explore appropriate models for new universities in Mpumalanga and the Northern Cape. On 31 May 2011, the Minister reiterated in his budget vote speech for the year 2011/12 that the task team's work towards making recommendations for the establishment of new universities in Mpumalanga and the Northern Cape was continuing, and that the reports were due at the end of July 2011. He also announced that an amount of R300 million had been allocated over the MTEF (2011/12 – 2013/14) to support the establishment of the new universities.

The task teams were set up under the leadership of Professor Cheryl de la Rey (Vice Chancellor of the University of Pretoria) and Professor Thandwa Mthembu (Vice Chancellor of Central University of Technology) who chaired the Northern Cape and Mpumalanga task teams respectively. The task teams interacted on key issues related to the establishment of the universities in the two provinces. The task teams were requested to undertake the following activities and to make recommendations with regard to: appropriate higher education provisioning models for the two provinces; the roles, functions and responsibilities of higher education institutions operating in the two provinces and their relationship to the NIHEs; consultations with stakeholders; economic, social, legal and political trends and events that impact on the establishment of post-school institutions; potential threats, opportunities, or changes for establishing universities; and models including plans on governance and management structures, academic architecture, finance, infrastructure needs, staffing, student support services, information technology requirements. The task teams were requested to produce reports including the aforementioned details with recommendations. The two task team reports have been integrated into this single report that provides clear recommendations for the expansion of higher education through the development of higher education provisioning in the Northern Cape and Mpumalanga.

A general overview of national strategic plans revealed: a shortage of graduates and skills shortages experienced in the country which hampers economic growth; a low participation rate in Higher Education in South Africa when compared to other middle-level income countries; the extent of young people not in employment, not in education, and not in training (the NEET) and the fact that existing universities in South Africa are unable to absorb more students with their existing capacity (human and physical). These factors indicate a clear need for the expansion of the higher education and training system, including the need to build more institutions that offer higher education programmes.

Economic development in both the Northern Cape as well as the Mpumalanga Provinces is hampered by a critical shortage of high level skill shortages in critical economic sectors. The extent of current participation in and presence of higher education activities in the two provinces indicate

a need for the provision of post school opportunities including higher education in the provinces, especially in Mpumalanga where a viable university with a medium term enrolment of at least 15 000 students is foreseen.

The case of the Northern is not as clear cut. It is expected that a new higher education institution in the Northern Cape would be relatively small with an expected annual intake of approximately 1 400 new entrants from the secondary education system, and a total enrolments of at most 5 000 within the medium to long term. In order to be sustainable such an institution would have to create something attractive and unique to draw adult learners as well as students from other provinces and foreign students from Namibia and other SADC countries. The proposed Northern Cape institution thus will have a challenge in ensuring a large enough influx of students to constitute a viable university.

Greater efficiencies in the school system could increase the proportion of NSC certificate students with admission to Higher Education studies in both provinces, which could result in a dramatic increase in the absolute numbers wishing to enter Higher Education in the two provinces.

The extent of current participation in higher education in both provinces provides a strong basis for the establishment of new post school institutions in the provinces. The two provinces are the only ones that do not have universities with seats of learning in the province, and in view of the need for expanding the capacity of the university system it would make sense to choose these provinces for the establishment of new universities. It is important however to note that universities are national institutions and that their viability need not be restricted to the potential intake from their immediate provinces but that they could attract substantial numbers of students from other provinces as well as foreign students should they be able to offer programmes in niche areas or should they offer unique programmes and opportunities. This will be important if they are to be viable universities *of choice* in the future

The two provinces are hampered by restricted economic development opportunities and poverty, especially the Northern Cape, and the establishment of universities or other appropriate post school institutions in these provinces could make a contribution to prosperity and economic development and contribute significantly to the alleviation of skills shortages in the provinces. Stakeholder consultations indicate strong support for the establishment of universities in both provinces and a considerable amount of excitement and expectation.

The report recommends that a new university is established in Mpumalanga as a comprehensive university with a Programme Qualifications Mix (PQM) that will support the development of the range of skills shortages in the Province. The initial focus could be on university of technology type programmes already offered in the province as well as teacher education, with the incremental introduction of other more traditional university type programmes.

The report recommends that a new post school institution the Northern Cape is viable if it is a unique type of institution, a “University College”, that is established as a hybrid post school institution offering a mix of FET as well as University programmes with articulation pathways between the various types of programmes. It is therefore recommended that the Northern Cape University College should be a dual mandate post-school institution which includes vocational programmes as well as undergraduate degrees. The University College thus ought to be comprehensive institution and should offer ‘bridging’ programmes, specifically between FET and university programmes. The design of an NQF level 5 Higher Education Certificate as part of the PQM of the institution may offer such an opportunity. The possibility also exists to initially establish the Northern Cape institution as a College of a strong university to prepare the ground work for the establishment of a fully functional university in the Northern Cape at a later stage. It could then be declared as an independent University once the necessary capacity has been developed to function as an independent university with an appropriate range of accredited programmes.

Both task team reports indicate that it is very important to ensure that a strong main campus is created with a new ethos and strong culture, even though the institutions might grow into multi-campus universities. It is also important that both new institutions be established as unique and sought after institutions through the delivery of identifiable niche programmes. While the existing higher education activities in the provinces and provincial development needs should provide a basis from which the new universities can be developed, if these are to be institutions of choice, they must each develop specific niche areas of excellence (to be identified and resourced). The provisioning of sufficient student housing is essential for the viability and success of the establishment of both new institutions.

There is a strong logic for the Mpumalanga University to be established as a multi-campus university. However, there are two distinct views on the establishment of the initial main campus of the University in Mpumalanga. One view argues for the establishment of a totally new separate university campus from the existing Tshwane University of Technology (TUT) campuses in the province, whilst the other argues for the use the TUT Mbombela Campus as the central building block of the new university. A final decision in this regard should be made on the basis of a technical investigation and feasibility study, perhaps with the involvement of the Premier of Mpumalanga as well as the DHET. If a new separate university is developed sufficient land in an appropriate location should be donated by the Province. It is important that if the TUT campus at Mbombela is considered for the main campus, that it be established whether there is adequate space for a fully fledged university with possibilities for future anticipated growth. In terms of the academic architecture it is recommended that the University in Mpumalanga should be developed over the medium to long term into an institution with have four (4) colleges with eight (8) schools.

It is doubtful that the proposed Northern Cape University College should be developed into a multi-campus institution; it is recommended that that a strong campus should be developed in Kimberley,

with a remote possibility that in the long run Upington could be also considered as a delivery site. Due to the strong presence of Afrikaans amongst all population groups in the Northern Cape the University should offer dual medium of instruction to attract students. The Northern Cape University College should offer academic programmes in the undergraduate band of the Higher Education Qualifications Framework (i.e. from Higher Certificate to Bachelors degree) which are aligned to the regional socio-economic needs, in the context of national priorities. The programme mix must reflect technical, vocational, professional and academic disciplines. The university may progressively introduce postgraduate programmes subject to the graduate pipeline from undergraduate programmes. A strong recommendation is that the University College should be unique in that all the University Programmes should be designed as extended programmes ensuring that the institution is not plagued by poor success and throughput rates right from its inception. This will be a niche for the university which could result in attracting many students who could not gain access to other universities in the country.

Considerable progress has been made in terms of the situation analyses in the two Provinces, the clear establishment of the need for universities in the provinces, the type of universities that need to be developed, possibilities of incorporation and development as well as ideas around niche areas which will attract students from other provinces as well as foreign students. Stakeholder consultations were held but in the case of both provinces it appears that further consultations need to be undertaken to ensure broader participation of stakeholders. These consultations should proceed in parallel to other legislative and legal processes required in order to streamline processes and to avoid unnecessary delays of the establishment of the Universities.

In order to develop as fully fledged higher education institutions, much work still needs to be done with regard to the PQM and other establishment requirements and therefore a phased approach for the establishment of both institutions is recommended. Substantial technical work still needs to be done with regard to the establishment of both universities including: final decisions with regard to the seat for the establishment of the main campuses, and the identification and acquisition of the land for their establishment; appropriate PQMs and academic plans for both universities must be developed to inform the development of master plans for the physical infrastructure; the costs of the initial establishment of the two universities as well as the future cost of infrastructure development need to be calculated; funding for these developments need to be secured; the legal requirements for the establishment of the institutions need to be identified and satisfied.

It is recommended that the Department of Higher Education establish a technical team to take forward the required technical work now that the initial conceptualisation of the two universities is done. The technical team must put in place the ground work to ensure that the Minister of Higher Education and Training is in a position to declare the two new institutions in the Provinces of the Northern Cape and Mpumalanga with their names, interim Councils and locations by **March 2012, to take effect from April 2012**. The universities should aim to have in place the necessary requirements for their first intake in 2014, even if these are initially in conjunction with an existing

institution and only in a limited range of programmes. Institutional Operational Plans will also have to be developed and the funding needs determined for operational costs for the first few of years of the establishment of the universities.

Acronyms and Abbreviations

AGAP	Astronomy Geographical Advantage Programme
AIDS	Acquired Immunodeficiency Syndrome
ANC	African National Congress
ASGISA	Accelerated and Shared Growth Initiative for South Africa
CHE	Council for Higher Education
DHET	Department of Higher Education and Training
DBE	Department of Basic Education
DST	Department of Science and Technology
FET	Further Education and Training
GER	Gross Enrolment Ratio
GVA	Gross Value Added
HE	Higher Education
HEIs	Higher Education Institutions
HEMIS	Higher Education Management Information System
HEQC	Higher Education Quality Committee
HIV	Human Immunodeficiency Virus
HRDS	Human Resource Development Strategy
HRD-SA	Human Resource Development Strategy for South Africa
ICT	Information and Communication Technology
MHETCoFo	Mpumalanga Higher Education and Training Community Forum
MOU	Memorandum of Understanding
MTEF	Medium Term Expenditure Framework
MTSF	Medium Term Strategic Framework
NQF	National Qualifications Framework
NEET	Not Employed and not in Education and Training
NEMISA	National Electronic Media Institute of South Africa
NIHE	National Institute for Higher Education
NSC	National Senior Certificate
NC(V)	National Certificate (Vocational)
NSFAS	National Student Financial Aid Scheme

OECD	Organisation for Economic Co-operation and Development
PGDS	Provincial Growth and Development Strategy
PQM	Programme and Qualification Mix
SALT	Southern African Large Telescope
SARUA	South African Regional Universities Association
SASCO	South African Students Congress
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
SET	Science, Engineering and Technology
SKA	Square Kilometre Array
SPA	Solar Park Authority
SRC	Student Representative Council
UP	University of Pretoria
TUT	Tshwane University of Technology
UNESCO	United Nations Education and Science Council
UNISA	University of South Africa
VUT	Vaal University of Technology

1 Introduction

On 25 March 2010, in his budget vote speech for the year 2010/11, the Minister of Higher Education and Training, Dr Blade Nzimande announced the establishment of two task teams to explore appropriate models for new universities in Mpumalanga and the Northern Cape. On 31 May 2011, the Minister reiterated in his budget vote speech for the year 2011/12 that the task team's work towards making recommendations for the establishment of new universities in Mpumalanga and the Northern Cape was continuing, and that the reports were due at the end of July 2011. He also announced that an amount of R300 million had been allocated over the MTEF (2011/12 – 2013/14) to support the establishment of the new universities.

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- I. Undertake a desktop review of the current situation – the NIHEs;*
- II. Review the literature relating to institutional typologies to assess and recommend the appropriate model for the provinces;*
- III. Identify the roles, functions and responsibilities of higher education institutions operating in Mpumalanga and the Northern Cape and their relationship to the NIHEs;*
- IV. Consult widely with relevant stakeholders as well as work closely with the NIHEs;*
- V. Identify economic, social, legal and political trends and events important for the establishment of post-school institutes in Mpumalanga and the Northern Cape;*
- VI. Define the potential threats, opportunities, or changes for establishing universities in Mpumalanga and the Northern Cape implied by these trends and events;*
- VII. Also indicate trends that are converging, diverging, speeding up, slowing down, or interacting;*
- VIII. Develop models including plans on governance and management structures, academic architecture, finance, infrastructure needs, staffing, student support services, information technology requirements – linked to timeframes for implementation;*
- IX. Produce a report including the aforementioned details with recommendations.*

The two task teams were required to recommend appropriate university models for the needs of each province together with concrete proposals and timelines for their establishment.

This document consolidates the two task team reports into a single report that provides clear recommendations for the expansion of higher education through the development of higher education provisioning in the Northern Cape and Mpumalanga.

The report begins with an overview of the higher education sector in SA and the need for expansion (Section 2). This is followed by the reports from the Mpumalanga and Northern Cape task teams respectively (Sections 3 and 4). In each case the task team report provides an analysis of the need for higher education in the province and makes recommendations for an appropriate university model to meet those needs. The report concludes with a set of recommendations on the expansion of higher education in the two provinces (Section 5).

2 Overview of Higher Education and the need for Expansion

2.1 National strategic goals

The *African National Congress 2009 Manifesto* puts education at the centre of our efforts to improve the potential of every citizen and enable each one of us to play a productive role in building our nation. Education was identified as one of the five priority areas for the next five years by the ANC. The Manifesto emphasises increased graduate output in areas of skills shortages. Emphasis is also placed on reviewing and improving the National Student Financial Aid Scheme in order to encourage students from working class and poor communities to attend tertiary institutions.

The *Department of Science and Technology's Ten-Year Innovation Plan* states that the level of economic growth envisaged by our country requires continual advances in technological innovation and the production of new knowledge, in which universities play a pivotal role. The purpose of the Ten-Year Innovation Plan is to help drive South Africa's transformation towards a knowledge-based economy, in which the production and dissemination of knowledge leads to economic benefits and enriches all fields of human endeavour. Universities and research councils and agencies are the main producers of new knowledge. There is a tremendous gap between South Africa and those countries identified as knowledge-driven economies as a result of our inadequate production (in both a qualitative and quantitative sense) of knowledge workers capable of building a globally competitive economy. It is thus vital that our university system become more efficient but also be expanded to deliver more highly skilled individuals. The innovation plan is built on the assumption that South Africa must continue to make more rapid progress in critical related areas of societal transformation. This includes the crucial need to expand the numbers of black and women scientists, engineers and technology experts. According to the Ten-Year Innovation Plan, South Africa's PhD production must grow fivefold, to about 3 000 PhDs in Science, Engineering and Technology (SET) to enable South Africa to compete in the global science and technology arena. This, in turn, means that the undergraduate and post-graduate enrolments in SET will have to be improved qualitatively and quantitatively.

The *Human Resource Development Strategy for South Africa (HRD-SA) 2010 – 2030* as well as the *Accelerated and Shared Growth Initiative for South Africa (ASGISA)*, which was launched in February 2006, have identified the development of adequate human resources to meet the development priorities of the country as a key strategic priority. The analysis on which ASGISA was based identified the shortage of suitably skilled labour as one of six binding constraints to accelerated growth in South Africa. The HRD Strategy commits to increased graduate outputs in priority areas to stimulate national economic growth and development through improved competitiveness of the South African economy. The HRD-SA prioritises three key goals in relation to universities in particular:

- To increase the participation of men and women in under-graduate and post-graduate science, engineering and technology programmes, in absolute numbers and in proportion to the population demographics, with respect to race and gender;
- To increase the size and calibre of the academic teaching and researcher population, in order to create the knowledge required for economic and societal development in the next 50 or more years; and,
- To ensure that the level of investment in education is equivalent to the global average for the further and higher education and training systems.

In 2009, government adopted the *Medium Term Strategic Framework (MTSF) for 2009/10 to 2014/15*. Strategic priority Number 4 of the MTSF is to *strengthen the skills and human resources base*, and the particular responsibility of the Department of Higher Education and Training (DHET) is to *develop a skilled and capable workforce to support an inclusive growth path* (Outcome 5 of the 12 outcomes of government). The MTSF guided the five-year strategic plan and resource allocation of DHET in accordance with the Medium Term Expenditure Framework (MTEF). Outputs resorting under this outcome which are of relevance for the universities are:

- *Output 4: Increase access to high level occupationally-directed programmes in needed areas; and,*
- *Output 5: Increase Research, Development and Innovation in human capital for a growing knowledge economy*

The DHET strategic plan identifies the following outputs needed to address the relevant MTSF priority:

- Increase access to high level occupationally-directed programmes in needed areas such as engineering, health sciences, natural and physical sciences, as well as increasing the graduate output of teachers; and,
- Increase research, development and innovation in human capital for a growing knowledge economy, with a particular focus on post-graduate degrees, deepening industry and university partnerships, as well as increased investment into research development and innovation, especially in the areas of science, engineering and technology.

The DHET's strategic plan points out that access to university education for many qualifying youth is still a serious problem due to inadequate infrastructure, lack of funding and rigid admission requirements by some of the universities. The Strategic Plan indicates that the DHET plans to expand university enrolments over the next few years, including through the establishment of new universities in Mpumalanga and Northern Cape.

The DHET concludes in its Strategic Plan that whatever the model's size and shape that determines access to universities, it is clear that we will need additional capacity over the next 20 to 30 years if we want to achieve the goals of broader geographic access. No new universities have been established since the advent of our democratic South Africa, although there is government

commitment to establishing new higher education institutions in Mpumalanga and the Northern Cape. It will be important that these new institutions establish strong academic and research cultures and contribute to improved capacity across the national system.

Higher education is now recognized as key to delivering the knowledge requirements for development. Research has suggested a strong association between higher education participation rates and levels of development, and that high levels of education are essential to the design and production of new technologies, for a country's innovative capacity and for the development of civil society.

According to the 1996 Constitution of the Republic of South Africa, and the Higher Education Act 101 of 1997, higher education is a national government competency. Thus, higher education provision falls under the administrative responsibility of the national Department of Higher Education and Training. Since university education is a national competence it means that any new public higher education institution, whether in Mpumalanga or the Northern Cape, would have to be seen as part of a diverse higher education system and not be an exclusive institution for the province in which it is located. It therefore cannot be designed to deal only with what is important for the province, but needs to be part of the national system serving national human resources and knowledge production needs.

2.2 Need for the expansion of Higher Education Enrolments and demand for student places

2.2.1 Participation rate in Higher Education in South Africa

Table 2.1 shows how the Gross Enrolment Ratio¹ for higher education has increased from 16.1% in 2007 to 17.0% in 2009. The 2011/12 – 2013/14 enrolment plans, received by the DHET from all 23 universities, show that the participation rate will increase to 18.1% by 2013 if universities achievement what they have planned. This is 1.9% short of the target for 2014 that was set in the National Plan for Higher Education.

¹ Total headcount enrolments of all ages/ Total population in the 20 – 24 age cohort) x 100%

Table 2.1: Actual, preliminary and projected headcount enrolments in universities: 2007 – 2013

Year	Actual 2007	Actual 2008	Actual 2009	Preliminary 2010	Projected 2011	Projected 2012	Projected 2013
HE headcount enrolment	761 259	799 893	838 250	894 289	886 033	909 716	935 710
20-24 year old mid-year population estimates	4 726 110	4 820 527	4 920 962	5 025 328	5 079 280	5 131 668	5 181 863
Gross participation rate as defined by UNESCO	16.1%	16.6%	17.0%	17.8%	17.4%	17.7%	18.1%

Sources:

Source 1: *Higher Education Management Information System (HEMIS). 2011. Department of Higher Education and Training;*

Source 2: *Mid-year population estimates; 2008 to 2013, Statistics South Africa;*

Source 3: *2007 Community Survey, Statistics South Africa.*

South Africa has been classified as an upper-middle income country by the World Bank. Other upper-middle income countries have considerably higher levels of participation in higher education. Table 2.2 shows how South Africa compares with other upper-middle income countries.

Table 2.2: Gross enrolment ratio in Higher Education of a selected number of upper-middle countries in 2008

Country	GER in HE (2008)	Country	GER in HE (2008)
Argentina	68%	Mauritius	26%
Chile	55%	Panama	45%
Costa Rica	25%	South Africa	17%
Lebanon	52%	Turkey	38%
Malaysia	36%	Uruguay	65%

Source: The World Bank. 2011. EdStats. Country Profiles.

2.2.2 Demand for student places at universities

A study done by Sheppard, C.J. & Cloete, N, titled “Scoping the need for Post-School Education” determined that in 2007 a total of 2,8 million persons (41.6%) of the 18 to 24 age cohort were not employed and not in education or training (NEET). Nearly 700 000 of the 2,8 million NEET qualified to participate in some form of post-secondary education and Higher Education (either

certificate/diploma or degree study). It can be assumed that this figure has increased since 2007. There is therefore an increased demand for universities to increase their intakes of school leavers that qualify for university places. In Mpumalanga there were 211 651 NEET youth between the ages of 18 to 24 in 2007, of which 59 142 qualified for entrance to some form of higher education programmes. In the Northern Cape there were 29 753 NEET youth between the ages of 18 to 24 in 2007, of which 7 169 qualified for entrance to some form of higher education programmes.

Improvements in the National Senior Certificate (NSC) examination results have led to a further demand for university places. The number of candidates who achieved NSC increased from 334 239 in 2008 to 334 716 in 2009 and to 364 513 in 2010. This represents an increase of 29 908 candidates from 2008 to 2010 and a percentage increase of 5.1%. The pass rates for the three years were 62.6% in 2008, 60.6% in 2009 and 67.8% in 2010. The increase in the pass rate from 60.6% in 2009 to 67.8% in 2010 is significant. Table 2.3 gives a comparison of the NSC performance by type of qualification from 2008 to 2010.

Table 2.3: NSC performance according to achievement – 2008 to 2010

Year	Number who wrote	Achieved with Bachelor		Achieved with Diploma		Achieved with Higher Certificate		With NSC		Total that qualified for university entrance	
		Number	%	Number	%	Number	%	Number	%	Number	%
2008	533 561	107 274	20.1	124 258	23.3	102 032	19.1	180	0.00	333 564	62.5%
2009	552 073	109 697	19.9	131 035	23.7	93 356	16.9	630	0.10	334 088	60.5%
2010	537 543	126 371	23.5	146 224	27.2	91 947	17.1	677	0.10	364 542	67.8%
Increase 2008 to 2010	3 982	19 097	3.4	21 966	3.9	-10 085	-2.0	497	0.10	30 978	5.3%

Source: Department of Basic Education. 2011. Report on the 2010 National Senior Certificate Examination Results.

A much larger number of students from the cohort of NSC candidates in 2008 qualified for university entrance than in previous years and this meant higher numbers of candidates qualified for registration at universities in that year than before. This resulted in Universities admitting more students than they should have, because the high number of candidates that qualified for registration was not expected and universities had based their admissions planning on historical trends. This led to 6.4% more students enrolled in 2009 at universities than originally planned for in the approved enrolment plans. The 2009 enrolments that determined the learners that will qualify for university entrance in 2011 compared to 2009 led to a higher than expected take-up rate of students in universities.

Universities have already indicated that their physical facilities are under severe pressure and it has become more important than ever that the funding of university education be reviewed. The range of post-secondary education and training opportunities will have to be expanded as a matter of urgency to prevent the growth of the NEET youth. The improvements in the NSC results are commendable but it makes the need for the expansion of the post-secondary sector and additional funding for this sector even more urgent. While expanding the higher education sector to assist enable the increasing number of students with bachelor's and diploma entry passes in their NSC access to higher education is important, it is also critical to expand opportunities in the College sector. The establishment of new universities will contribute to the alleviation of this capacity problem.

2.3 Current Higher Education activities in the Northern Cape and Mpumalanga and the National Institutes for Higher Education

Although the provinces of Mpumalanga and the Northern Cape do not have residential universities, there are higher education activities taking place in these provinces. There has been, and continues to be, a strong presence of universities whose academic seat of the learning resides in other provinces but who offer academic programmes in these provinces. The universities that are active in the Northern Cape include the North West University, University of the Free State, Central University of Technology and the University of the Western Cape. In Mpumalanga the Tshwane University of Technology, the Vaal University of Technology, and to a lesser extent, the University of Pretoria are active. The University of Pretoria has scaled down its involvement in the Mpumalanga Province in recent years. The footprint of South Africa's dedicated distance education university, the University of South Africa, is also felt in both the Northern Cape and Mpumalanga.

It was during the reconfiguration or restructuring of the South African higher education landscape in 2001 that the notion of national institutes of higher education was first mooted. Both provinces – Northern Cape and Mpumalanga – have a history of advocating for a residential university even before the advent of democracy in the country. The Minister of Education (1999 – 2004), supported by the then Cabinet, decided in 2001 as part of the National Plan for Higher Education to establish the National Institutes for Higher Education in the Northern Cape and Mpumalanga. The core mandates of these Institutes were to ensure the provision of higher education, not as an educational entity itself, but rather through co-ordination and partnership formation with established universities. The Institutes did not have the authority to enrol students, and thus graduate and confer certificates on those who successfully complete their studies. The role of the Institutes was to create a provincial or regional hub for the provision of higher education in the two Provinces.

2.4 Conclusion

The *African National Congress 2009 Manifesto* emphasises increased graduate output in areas of skills shortages. The *Ten-Year Innovation Plan of the Department of Science and Technology* indicates that the production and dissemination of knowledge is needed for economic growth. The *Human Resource Development Strategy for South Africa (HRD-SA) 2010 – 2030* as well as the *Accelerated and Shared Growth Initiative for South Africa (ASGISA)*, have identified the development of adequate human resources to meet the development priorities of the country as a key strategic priority. South Africa has to produce more knowledge workers by expanding the university sector and improve the efficiency of universities in the production of graduates.

South Africa's Gross Participation Rate in Higher Education is currently at 17.4% which is much lower than other upper-middle income countries whose Gross Participation Rates varies between 25% and 68%. If South Africa wants to be globally economic competitive we will have to increase our participation rate in higher education.

3 Task Team Report on the Establishment of a University in Mpumalanga Province

3.1 Overview of the socio-economic profile of Mpumalanga

3.1.1 Mpumalanga Provincial Growth and Development Strategy: 2004 – 2014 (PGDS)

In its PGDS 2004 - 2014, as revised in July 2007, a number of key challenges and key opportunities are presented which have implications for the production of medium and high level person power skills for the Province.

The key challenges for the province are:

- **Poverty**- the population is largely rurally situated and economic activity is concentrated in a few urbanised areas.
- **HIV and AIDS**- Mpumalanga has one of the highest infection rates in the country.
- **Agriculture**- this sector represents the second largest employment sector in the Province and is poised for significant growth.
- **Mining** - this sector's stagnation and, in some instances, even decline, presents a serious challenge to the Province.
- **Manufacturing and down-stream products** - the Province has a strong raw materials base but beneficiation of these raw materials remains a challenge.
- **Infrastructure and service delivery**- infrastructure and service delivery backlogs seriously hamper socio -economic development in the Province.
- **Skills supply and demand**- skills (at all levels) required for sustained socio-economic development are in short supply.
- **Governance**- serious governance challenges resulting in the breakdown of accountability and implementation measures exist.
- **Environmental degradation** - inappropriate and conflicting development and lack of land planning pose serious threats to the environment.

The key opportunities for the province are:

- **Agri-processing and Agri-products**: Beneficiation of agricultural products.
- **Stainless steel**: Manufacturing of downstream stainless steel products.
- **Chemical products**: Increased manufacturing of chemical products as about 22% of the country's chemical products are already manufactured in the Province.
- **Wood processing**: Expansion of wood processing based on the Province's strong base in forestry and wood processing.

- **Tourism and hospitality:** Expansion of existing tourism and hospitality services.
- **Services:** Scope exists for a sustained growth in the services sector.
- **Infrastructure:** The Maputo corridor could act as catalyst for infrastructure development.

Based on these key challenges and opportunities, the PGDS identifies 5 priority areas namely: Job creation; HIV and AIDS; Beneficiation within various economic sectors; Skills development; and Tourism.

A breakdown of economic activity in which the Province's share of the national Gross Value Added (GVA) aggregate for that particular sector as well as the sector's contribution to the Province's economy in terms of GVA and its share of employment in the Province, shows that the following economic sectors play the most important part in the Province's economy - these are given in the order of the contribution of the sectors to the Provincial economy as in 2006:

Table 3.1 - Main areas of economic activity in Mpumalanga in terms of Gross Value Added

Sector	Sector's share of Province's total (%)	Sector's share of formal employment in Province (%)
Mining	21,3	10,5
Fuel, petroleum, and chemical	11,4	3,5
Metal products	10,2	3,3
Electricity, gas, steam	8,6	1,8
Retail trade	4,7	7,3
Education	3,9	7,8
Agriculture	3,8	14,8
Health and social work	3,6	3,7
Public administration	3,5	5,5
Finance and insurance	3,1	1,7

Based on all these analyses the PGDS then identifies a number of key sectors targeted for economic growth and development by means of supporting strategic thrusts with associated programmes with accompanying performance indicators. The key economic sectors identified are: Manufacturing; Energy; Mining; Transport, storage and communication; Wholesale and retail; Financial, insurance, real estate and business services; Agriculture and forestry; Community, social and personal services; Construction; and Tourism.

In relation to education and skills development the following thrusts are specifically highlighted in the PGDS:

- Investing in people skills to promote service delivery, economic growth and development;
- Positioning HE institutions to meet the skills demands of the Province; and,
- Improving access to and ensuring quality education.

In particular, the second thrust: Positioning HE institutions in order to meet the skills demands of the Province, is supported by the following programmes:

- i) Building strategic partnerships with institutions of higher learning; and
- ii) Facilitating co-ordination in ensuring that HEIs provide relevant learning programmes .

Combining the PGDS and the various SETA Sector Skills Plans for 2005-2010 outlines the Province's need for medium and high level skills for the next few years. An analysis of the SETA Sector Skills Plans indicated that the proposed Mpumalanga University would have to consider the introduction of learning programmes, designed in conjunction with industry and the relevant SETAs, in areas such as Agriculture, Forestry, Hospitality, Health Sciences, Mining and Education. It is of importance that Programmes in the field of Education aimed at formal pre-service as well as in-service teacher training are urgently needed and may have to be instituted sooner rather than later.

3.1.2 Business and industry presence in Mpumalanga in support of the establishment of the University in Mpumalanga

Experience in South Africa has shown that universities (such as some of the rurally based universities) which operate outside an established industry presence in their more immediate surroundings face considerable challenges in mobilising the support of 'big business' financially, in terms of offering work based learning opportunities to their students, and in providing opportunities for the conducting of more applied and partnership based research.

TUT's eMalahleni Campus is in the heartland of arguably South Africa's most intensive coal mining area as well as being characterised by power supply initiatives and steel manufacturing. These activities involve some of South Africa's biggest industrial and business players in these fields.

VUT's Secunda Campus is in close proximity to South Africa's fuel, petroleum, gas and chemical giant: SASOL which has become a large multi-national company with a presence in many parts of the world. SASOL has expressed its desire to become involved in establishing an expanded and strengthened Higher Education presence in the Province and would undoubtedly support the establishment of such a university.

Mbombela, which at present houses TUT's campus is in many ways the gateway to the Lowveld with its extensive tourism and hospitality activities as well as being central to Mpumalanga's forestry, wood processing and paper initiatives with some really big industry conglomerates involved in these areas.

It therefore seems abundantly clear that a sufficiently large and established industrial base exists in the Province for industry and business to play a leading part in the establishment and support of such a university as well as for assisting in providing opportunities for work based learning and for industry oriented and applied research in which some of the research and laboratory facilities of 'big business' could even be utilised by the new university.

Implications for the establishment of a Higher Education Institution flowing from the socio-economic profile of Mpumalanga Province

These Sector Skills Plans and the PGDS make the following responses possible from a Higher Education institution in Mpumalanga:

- Assessing to which degree the present scope of HE academic activities in the Province is geared towards responding to the identified skills requirements of the Province.
- Comparing the scope of existing HE programmes in the Province with the scarce skills requirements listed by the various SETAs, shows that in the following scarce skills areas formal academic programmes have been instituted: Electrical, Mechanical, Electronic and Chemical Engineering; Accountancy, Cost and Management Accounting; Human Resources Management; Information Technology and Information and Communication Technology; Public Management; Marketing; Tourism Management; Office Management and Technology; Safety Management and Logistics. Programmes in these fields are offered by the universities that are already present in the Province. In conjunction with industry and the SETAs, the adequacy and suitability of these programmes would have to be evaluated.
- New programmes would need to be considered in the following areas in conjunction with industry role players, SETAs, and other education and training providers in the Province: Agriculture; Forestry; Hospitality; Education; Health Sciences; and Mining. It is important to note that Programmes in the Field of Education aimed at formal pre-service as well as in-service teacher training are urgently needed and should be instituted as soon as possible.
- The development of a comprehensive academic plan for such an institution which covers both formal Higher Education qualifications as well as shorter programmes aimed at some form of continuing education for various occupational groups. Obviously such an academic plan would seek to provide a platform for a set of academic offerings that are responsive as well as relevant in terms of the Province's skills needs. Concerning the offering of high quality continuous education programmes, a Higher Education institution in the Province would have a vital role to play as it would be one of the few institutions (if not the only one) which would have the organising and academic capabilities of presenting such continuing education

initiatives at a desired quality level. In addition, in terms of the present quality assurance arrangements of CHE's HEQC, provided a Higher Education institution complies with certain provisions, it is entitled to formally quality assure its own short learning programmes. This would enable the proposed University in Mpumalanga to certify its own continuing education programmes.

- The setting up of advisory and consultative structures with the various industry sectors and role players such as the Provincial Government on the desired learning programmes for a Higher Education institution in the Province. This will strengthen the interactions between the Higher Education institution in the Province and the organised business/industry sector and the Provincial Government immeasurably.
- The setting up of a comprehensive education and training consultative structure involving the Higher Education institution, the Nursing College, the Agricultural College, FET colleges, and SETAs in order to facilitate a far more integrated and cohesive education and training response to the Province's education and training needs.

3.2 Overview of the current state of Training and Education in Mpumalanga

3.2.1 Education levels attained and implications for the proposed university

Of the just over 3.64 million population group, 84% of the Mpumalanga's population does not have the appropriate qualifications to access a university. The education levels of the Mpumalanga population are as follows (StatsSA 2007 Community Survey): 12% has no schooling; 36% has some primary education; 36% has some secondary education; 12% has a Grade 12 qualification; and 4% has a higher education qualification.

This is an important factor to consider as the adult population is going to be an important feeder into the University.

3.2.2 Secondary Education and National Senior Certificate results

In this section an analysis is presented of the pool of potential Higher Education students in the Province by analysing the numbers of students in the Province delivered by the school and FET college system in the past few years, who are or could be in possession of the following qualifications:

- A National Senior Certificate (NSC) with pass Bachelor allowing them to register for degree studies at universities. The minimum admission requirement for degree studies is a National Senior Certificate (NSC) as certified by Umalusi with an achievement rating of 4 (Adequate Achievement, 50- 59%) or better in four subjects chosen from the recognised 20-credit NSC subjects.
- A NSC with pass Diploma allowing them to register for diploma studies at universities. The minimum admission requirement for diploma studies is a National Senior Certificate (NSC) as

certified by Umalusi with an achievement rating of 3 (Moderate Achievement, 40- 49%) or better in four recognised NSC 20-credit subjects.

- A NSC with pass Higher Certificate allowing them to register for higher certificate studies at universities. The minimum admission requirement is a National Senior Certificate (NSC) as certified by the Council for General and Further Education and Training (Umalusi).
- A NC(V) Level 4 or the former N3 qualification which in theory, together with some additional work, should allow such students to enter a Higher Education institution for higher certificate or diploma study.

Table 3.2 shows that on average 20% of learners that complete their secondary or Further Education and Training College education enter public Higher Education in the next year.

Table 3.2 - First time entering undergraduate students in public higher education, by previous year activity and year, 2007 - 2009.

	2007	2008	2009	Average 2007 - 2009
PUBLIC HIGHER EDUCATION: first time entering, undergraduate, by previous activity				
Secondary School Student	62 702	68 555	79 509	
FET College Student	787	892	909	
Total	63 489	69 447	80 418	
SECONDARY SCHOOL DATA:				
Total Gr 12 Learners	625 809	595 216	602 278	
Matric Pass without endorsement	282 763			
Matric Pass with endorsement	85 454			
Candidates who qualified for Bachelor's programme	-	106 047	109 697	
Candidates who qualified for Diploma programme	-	127 423	131 035	
Candidates who qualified for Higher Certificate programme	-	105 847	93 356	
% that enter HE in the year following secondary or FET education	17%	20%	24%	20%

Note 1: Students are excluded if the previous year activity is coded as unknown.

Note 2: UNISA data excluded.

Source 1: DHET, 2011. *Higher Education Management Information System*.

Source 2: DBE, 2010. *Education Statistics at a Glance, 2009*.

Source 3: DBE, 2010. *School Realities*.

Source 4: DBE, 2010. *Report on the 2009 National Senior Certificate Examination Results*.

Table 3.3 - National Senior Certificate Examination Results for Mpumalanga, 2008 - 2010

	2008	2009	2010
Candidates who wrote	42 153	53 978	51 695
Achieved with Higher Certificate Entrance	8 193	9 107	9 176
Achieved with Diploma Entrance	8 116	10 165	11 955
Achieved with Bachelor Degree Entrance	5 535	6 556	8 147
<i>Total qualifying for studies at a HE institution</i>	<i>21 844</i>	<i>25 828</i>	<i>29 278</i>
NSC	11	26	104
Not achieved	20 298	28 124	22 313
<i>Expected number that will enter HE (20%)</i>	<i>4 369</i>	<i>5 166</i>	<i>5 856</i>

Source: DBE, 2011. *Report on the National Senior Certificate Examination Results, 2010*

Table 3.3 shows the National Senior Certificate Examinations Results for Mpumalanga for the years 2008 to 2010. Based on South Africa's participation rate in Higher Education of approximately 17% and assuming that approximately 20% continue immediately with Higher Education in the year after completing secondary education, one could thus expect approximately 5 000 learners from Mpumalanga to seek entry into Higher Education study per annum. Clearly not all these learners will choose to study in Mpumalanga as some will choose areas of study such as Medicine, Architecture et cetera for which opportunities do not exist in Mpumalanga. In addition, a large number will choose to continue their studies through UNISA. Assuming, however, that only 50% of this figure of 5 000 were to continue their Higher Education studies in Mpumalanga, would mean that an annual inflow of 2 500 directly from secondary education to the University in Mpumalanga could be expected. Greater efficiencies in the Mpumalanga school system would increase the proportion of NSC certificates with admission to Higher Education particularly as long as the total number of registrations for the NSC examination is set to increase. As the efficiency of secondary education thus improves more new entrants to the University in Mpumalanga can be expected. One would also expect some school leavers from other provinces to pursue their HE studies in Mpumalanga, especially in view of the fact that most of the universities in South Africa are basically fully subscribed. Furthermore in 2007, 42% of all student headcount enrolments in Higher Education institutions were older than 24 years. There is thus a substantial number of adult

students in the system. This continuation of higher education studies and in-service training will furthermore boost the annual intake of new entrants into the University in Mpumalanga. It thus seems as if an adequate supply of potential learners for Higher Education study would be available in Mpumalanga. This supply could be improved very significantly with even moderate improvements in the NSC pass rates in Mpumalanga.

3.2.3 Learners enrolled for the NC(V) Level 2, 3 and 4 Programmes at FET colleges

The introduction of NC(V) programmes is relatively recent. The DHET anticipates a sharp increase in the number of enrolments in NC(V) programmes over the next few years and also expects a better through flow of learners from NC(V) Level 2 to NC(V) Level 3 programmes, and from NV(C) Level 3 to NC(V) Level 4 programmes in future as the new programmes become established more adequately. Table 3.4 below shows the 2009 enrolments in the NC(V) programmes at Mpumalanga FET Colleges.

Table 3.4 - Enrolments in Mpumalanga FET colleges in NC(V) Level 2, 3 and 4 learning programmes, 2009

NC(V) Level	Nkangala	Ehlanzeni	Gert Sibande	Total
2	2 087	1 935	1 875	5 897
3	742	764	506	2 012
4	130	93	176	399
Total	2 959	2 792	2 557	8 308

For these three FET colleges in 2009, 399 students were enrolled for NC(V) Level 4 programmes. Those students obtaining their NC(V) Level 4 certificates would technically qualify to carry on with post NQF Level 4 studies and together with some additional work could possibly gain entry into a Higher Education institution in Mpumalanga for Higher Certificate/ Diploma programmes.

The admission link between NC(V) Level 4 and study in Higher Education at the Higher Certificate level has not yet been finalised but the issue is being investigated by the DHET. Once admission requirements to Higher Education study have been formulated in terms of NC(V) programmes as well, a steady supply of learners from FET colleges may seek admission to Higher Education study. This would also be the case in Mpumalanga and one would have to add these numbers of students to those produced by the school system who could continue with their Higher Education studies.

Implications for the establishment of a Higher Education Institution flowing from secondary level education participation in the Province

- Combining the possible entrants to some form of Higher Education study from Mpumalanga's school and FET college systems, together with some students from outside the Province pursuing their studies in Mpumalanga, as well as adult students that wish to continue with higher education studies or undergo in-service training, one could expect a conservatively estimated inflow in the region of between 2 500 and 3 500 students per annum into Mpumalanga's Higher Education system. Strictly speaking some of these students would be entering the Nursing College and some the Agricultural College and would thus, at this stage, not be regarded as formally registered students of the University in Mpumalanga, unless these colleges are incorporated into the University in Mpumalanga.
- Greater efficiencies in the Mpumalanga school system would increase the proportion of NSC certificates with admission to Higher Education studies which could result in a dramatic increase in the absolute numbers entering Higher Education in Mpumalanga.

3.3 Current participation in Higher Education in Mpumalanga

In this section an analysis is presented of existing HE activities in the Province. The main providers of Higher Education (HE), i.e. education offered at post NQF Level 4, at the moment are:

- Tshwane University of Technology (TUT) which has campuses in Mbombela and eMalahleni;
- Vaal University of Technology (VUT) has a campus in Secunda;
- University of South Africa (UNISA) which operates a learning support centre in Mbombela;
- University of Pretoria (UP) has scaled down its involvement in Mpumalanga somewhat;
- Lowveld Agricultural College; and,
- Mpumalanga's Nursing College offer HE learning programmes.

3.3.1 Tshwane University of Technology (TUT)

TUT's Higher Education activities revolve around its two campuses: One campus in Mbombela and the other their eMalahleni Campus. Both these campuses have a sizeable number of students, have a fair number of permanently appointed staff and have very well maintained buildings and other facilities.

i) Student enrolments

Table 3.5 - Student enrolments for TUT's eMalahleni Campus (2009 figures)

Faculty	Student numbers
Engineering and the Built Environment	1 073
Economics and Finance	156
Humanities	20
Information and Communication Technology	268
Management Sciences	595
Total	2 112

ii) Academic programmes

Learning programmes leading to qualifications in the following fields are on offer at the eMalahleni Campus:

Higher Certificates: Accountancy

Diplomas: Electrical, Electronic and Mechanical Engineering; Cost Management and Accounting; Internal Auditing ; Financial Information Systems; Human Resources Management; Information Technology; Marketing; Office Management and Technology; Public Management.

Bachelor of Technology: Electrical and Mechanical Engineering; Information Technology.

Master of Technology: Electrical Engineering

iii) Support Services

Some of the crucial support services offered on the eMalahleni Campus entail:

- The Library at eMalahleni has over 12 000 books in stock and also runs an Electronic Resource Centre having upwards of 60 computers as well as the I-Centre which has another 20 computers.
- The Department of Student Development and Support renders a large array of student related services such as, student assessment during the admission period, risk profiling in terms of career choices, assistance in study methods, improving proficiency in English etc. In addition the Department runs the Student Learning Centre which has a 40 seater computer laboratory and is also responsible for student life and well being in the Campus residences.

i) Student enrolments

Table 3.6 - Student enrolments for TUT's Mbombela Campus (2009)

Faculty	Student numbers
Engineering and the Built Environment	224 (being phased out)
Economics and Finance	500
Humanities	643
Information and Communication Technology	115
Management Sciences	766
Total	2 248

ii) Academic programmes

Learning programmes leading to HE qualifications are offered in the following areas at the Mbombela Campus:

Higher Certificates: Accountancy.

Diplomas: Electrical Engineering; Finance, Cost Management and Accounting; Internal Auditing; Human Resources Management; Information Technology; Marketing; Office Management and Technology; Public Management; Tourism Management; Legal Assistance.

Bachelor of Technology: Cost Management and Accounting; Human Resources Management; Internal Auditing; Public Management; Tourism Management.

In terms of their Institutional Operating Plan (IOP), TUT, however, has started phasing out its Diplomas in Electrical Engineering, Human Resources Management, and Information and Communication Technology at its Mbombela Campus as from 2009.

iii) Staff numbers and academic staff qualifications

TUT employs approximately 50 permanent and about 60 temporary or part time staff members on its Mbombela Campus. Of its 26 permanent instructional/research staff 1 had a doctoral degree, 14 had masters degrees, 9 a B Tech or honours degree and the remaining 2 had a diploma or professional certificate. The fact that more than 50% of Mbombela Campus' permanent academic staff had a masters degree or higher is important from a research capacity point of view.

iv) Facilities and infrastructure

TUT's Mbombela Campus has a well developed physical infrastructure and has the following building space available at the moment:

Table 3.7 - Building space available at TUT's Mbombela Campus (2009)

Description	Space in m²
Class rooms/lecture halls	2 268
Library	1 577
Office and related storage space	1 043
Student facilities	731
Student Services Bureau	173
Technical services	77
Total	5 869

3.3.2 Vaal University of Technology (VUT)

VUT's involvement in Mpumalanga is restricted to its Secunda Campus where most of its students are in an employment relationship with SASOL in Secunda.

i) Student enrolments

Table 3.8 - Student enrolments at VUT's Secunda Campus (2009)

Faculty	Student numbers
Engineering	769
Human Sciences	302
Management Sciences	167
Total	1 238

ii) Academic programmes

Learning programmes leading to HE qualifications in the following areas are on offer at the Secunda Campus:

Higher Certificates: Accountancy

Diplomas: Chemical, Electrical, and Mechanical Engineering; Cost Management and Accounting; Internal auditing; Human Resources Management; Information Technology; Computer Systems; Marketing; Safety Management; Logistics.

Bachelor of Technology: Chemical, Electrical and Mechanical Engineering; Cost and Management Accounting; Logistics; Internal Auditing; Human Resources Management.

iii) Facilities and infrastructure

At this point in time VUT has not built its own infrastructure in Secunda but is operating from temporary accommodation. Presumably they have not done so since the initiation of their HE activities in Secunda was at the invitation of SASOL which is reported to be considering becoming more formally involved in establishing some or other educational complex in Mpumalanga. VUT is, however, experiencing a serious shortage of adequate student accommodation.

3.3.3 University of South Africa (UNISA)

UNISA is included in this analysis on the existing provision of HE in the Province although it provides HE through the mode of open distance learning meaning that it only operates an administrative and learning support centre in Mbombela and does not physically provide onsite education as such in the Province. It is included in order to gain an overall picture of the present involvement in HE of students in Mpumalanga. However, although some students may do so, it is not anticipated that a significant number of those students at present enrolled at UNISA would switch their enrolment to a university in Mpumalanga, if such a university were to be established.

i) Student enrolments (registrations in 2009) and academic programmes

Statistical information on UNISA students undertaking Higher Education Programmes in Mpumalanga Province, over six years, are reflected in the Table below.

Table 3.9 - Students from Mpumalanga studying through UNISA (2004 – 2009)

Qualification Type	2004	2005	2006	2007	2008	2009
National Diploma	358	359	432	656	785	553
Diploma or Certificate	3 508	3 511	3 652	4 601	4 867	3 922
Degree	7 010	6 766	6 854	7 456	8 385	8 221
Total	10 876	10 636	10 938	12 713	14 037	12 696

Enrolments of students from Mpumalanga vary across the various academic colleges at UNISA and in 2009 approximately 5% were enrolled for national diploma programmes (which are mainly offered at universities of technology and comprehensive universities such as UNISA), another 30%

for other diplomas and certificates such as the Advanced Certificate in Education (ACE), and the remaining 65% for degree programmes which included some B Tech enrolments.

By far the largest number of students from Mpumalanga were enrolled for the B Com degree (nearly 1 800 students) while large enrolments also occurred in qualifications such as the various ACE programmes (about 930 students), the B Ed degrees offered by UNISA (about 860 students), the Bachelor in Accountancy (about 760 students), the LL B degree (about 580 students) and the general B Sc degree (about 330 students).

Interestingly nearly 60 students from Mpumalanga were enrolled for the National Diploma: Agricultural Management at UNISA while about 300 were enrolled for their National Diplomas in Engineering. These are laboratory intensive programmes and clearly require access to such types of educational facilities. Apparently UNISA at the moment could be using facilities belonging to institutions such as TUT and VUT in this regard.

ii) Other services

As mentioned before UNISA has an administrative and learning/study support centre catering for student's administrative and study needs in Mbombela - as it has in some other centres in South Africa such as Cape Town, East London, Polokwane, and Durban.

Although not fulfilling this function in Mpumalanga at the moment UNISA in the past played an important role as examining and certifying authority for a number of university colleges such as the Transvaal University College (now UP) and the Potchefstroom University College (now part of North West University) until these institutions were themselves granted the status of being certifying institutions in their own right.

3.3.4 University of Pretoria (UP)

UP's involvement in HE in Mpumalanga is restricted to the offering of a B Ed programme at the Ndebele College of Education in Siyabuswa but they are in the process of phasing out their involvement. At present there are about 90 students remaining in this Programme, and therefore corrective measures needs to be put in place in enhancing the number of students involved in Teacher Education Programme. The NIHE is currently having discussions with the Provincial Department of Education on this matter. Other activities revolve around its agreement with the Department of Health which allows their medical registrars to complete their training at the Witbank hospitals in the Province, and the current participation of students is in the region of about 300.

3.3.5 Nursing and Agricultural Colleges

Although these colleges offer some post NQF Level 4 qualifications, they also offer qualifications at levels lower than NQF Level 4 and these would thus be considered as FET band qualifications. In addition these colleges do not resort under the auspices of the DHET but under their respective line function departments viz Health and Agriculture, especially.

They are included in this analysis in order to obtain some idea on their HE involvement and in order to explore any potential linkages between them and the NIHE: Mpumalanga or a possible university in Mpumalanga.

- **Mpumalanga College of Nursing**

This college was established in 1986 and at present offers qualifications in both the HE as well as FET bands although from 2010 onwards it is expected that all its qualifications will be offered only in the HE band ie post NQF Level 4.

i) Student enrolments and academic programmes

Table 3.10 - Student enrolments for the Mpumalanga College of nursing (2009)

Programme	Number of students
4 year Nursing Diploma (General, Psychiatric, Community, and Midwifery)	753
2 year Nursing diploma	396*
1 year Diploma in Midwifery	176
Diploma in Primary Health Care, Treatment and Assessment	40
Total	1 365

** Normally a National Senior Certificate serves as admission requirement for this qualification but in some cases students without a NSC are also admitted to this programme.*

The above nursing programmes all represent post NQF Level 4 qualifications.

At this point in time the Nursing College is affiliated with Medunsa in respect of the training of nurses.

ii) Physical infrastructure

The Nursing College faces an acute shortage of lecturing space (as well as staff) and is in dire need of more student accommodation facilities.

- **Lowveld College of Agriculture**

- i) **Student numbers and academic programmes**

The Lowveld College of Agriculture offers informal and shorter courses in Agriculture but also offers a two year Higher Certificate in Plant Production which, with further study can lead to the award of a National Diploma in Plant Production. The certification function for this National Diploma is at present performed by TUT.

The College is at present considering the introduction of some learning programmes in the areas of Forestry (together with Komatiland Forest and Sappi) as well as in the field of Animal Production.

In 2009 it had 212 registered students for its HE certificate and diploma courses.

- ii) **Infrastructure and facilities.**

More than half of its registered students make use of accommodation facilities offered by the college. The College reports that it is in dire need of an extension of its infrastructure through the building of a student centre, a conference centre and some additional offices.

Although its main campus is near Mbombela some satellite campuses have been opened up at Nooitgedacht near Ermelo and at its Athole Experimental Farm.

3.3.6 Summary of current Higher Education provision in the Province

In summary the number of students at present formally registered for education programmes at post NQF Level 4 in the Province amounts to:

Table 3.11 - Summary of total student enrolments (cumulative) in HE programmes in Mpumalanga in the year 2009.

Institution	Number of Students (2009)
TUT : eMalahleni	2 112
Mbombela	2 248
VUT : Secunda	1 238
Nursing College	1 365
Agricultural College	212
UNISA	12 696
Total	19 871

Only taking TUT and VUT's existing students into account, a new university in Mpumalanga which took over these activities, would start off with a minimum of 5 600 students. If it is assumed that the Nursing College and the Agricultural College would enter into some or other affiliation or partnership agreement with the university established in Mpumalanga for the offering of some of their courses, this number would obviously increase, given the forthcoming phasing in of Nursing Programmes that falls within the Higher Education band in the year 2012, as per the decision by the South African Nursing Council. This would automatically require the said colleges to collaborate with Higher Education Institutions, with a view of becoming providers in the new University structure.

It should be noted that the more than 12 000 UNISA students will not be integrated in the new University as UNISA is a distance education provider institution. However, it is expected that some students might consider migrating from UNISA and register with the new University, further contributing to a large number of students at the early stages of the establishment of the new University.

At this point in time the two Universities of technology offer higher certificate, diploma and BTech learning programmes in fields such as Electrical, Electronic, Mechanical and Chemical Engineering, Information Technology, Human Resources Management, Tourism, Accountancy, Public Management, Marketing, Office Technology and Management et cetera. A master's degree programme in Electrical Engineering is offered by Tshwane University of Technology at its e-Malahleni Campus. In addition the Nursing College offers 4 year and 2 year diplomas in Nursing while the Agricultural College offers a 2 year higher certificate in Plant Production.

It is of utmost importance to note that UNISA, as an Open Distance Learning Institution, has about 12 696 students from Mpumalanga enrolled in the Higher Education Programmes in the year 2009. While these students will not necessarily form part of the new University in Mpumalanga, it should however be noted that the large number of students enrolled with UNISA is most probably a reflection of the demand in the provision for Higher Education in the province in a cost effective manner, as students are largely from historical disadvantaged environments and would not be able to afford studying at contact universities.

In addition approximately 33 000 students from Mpumalanga were enrolled in other universities in 2009. It can be assumed that if there was a University in Mpumalanga offering a wide enough range of programmes, that a large number of these students would have been enrolled in the University in Mpumalanga and this would free up places at other universities which are all basically fully subscribed.

Regarding facilities available for use in Higher Education (HE), Tshwane University of Technology has excellent facilities, including some student residences in Mbombela and in eMalahleni, while Vaal University of Technology makes use of some rented facilities in Secunda. In addition it is

possible that the facilities of the former Ndebele College of Education in Siyabuswa could be made available for teacher education programmes.

Implications for the establishment of a Higher Education Institution flowing from current state of Training and Education in the Mpumalanga

- Should a scenario be followed where the existing campuses of Tshwane University of Technology and Vaal University of Technology are incorporated into the new University in Mpumalanga the new university will have an existing contact enrolment of approximately 5 600. If the Mpumalanga Nursing College (1 325 headcounts in 2009) and Lowveld Agricultural College (209 headcounts in 2009) are incorporated, it would lead to a total contact enrolment figure of about 7 100.
- Even if such a scenario is not followed the 2009 total enrolments of approximately 20 000 in Higher Education institutions (TUT – 4 432; VUT – 1 215; Mpumalanga Nursing College – 1 325; Lowveld Agricultural College – 209; UNISA – 12 696) as well as the 33 000 Mpumalanga students that are enrolled at other universities indicate a clear need for the establishment of a University in Mpumalanga.

3.4 Stakeholder engagement

3.4.1 General government, business/industry and community support for the establishment of a University in Mpumalanga

Calls for the establishment of a fully fledged university in Mpumalanga have been made intermittently during the past number of years by a variety of structures and stakeholders. More recently these calls have increased in intensity and appeals by some youth organisations such as the South African Students Congress, the ANC Youth League et cetera and by some members of the ruling political party have been made for substantive progress in this matter. The Minister of Higher Education and Training has indicated his support for such an initiative. The provincial government in Mpumalanga is reported to support such a move and the Premier of the Province has already announced the establishment of such a university as a desired provincial goal and stated that a number of task teams are already involved in some preparatory studies. In addition, it is known that a 'big industry' player such as SASOL, is keen to explore the establishment of a viable Higher Education institution in the Province- obviously one in which industry would play some part.

It would be very surprising indeed if the general community of potential students and parents/families did not support such a move given the high cost of sending their children to universities outside the Province. The conclusion is, however, that there is very strong support within the Province at government, industry and community levels for the establishment of an own university in Mpumalanga.

Consultations included face-to-face interactions and written submissions from various stakeholders, namely, TUT Mbombela, Mpumalanga Higher Education and Training Community Forum (MHETCoFo), FETs, Colleges of Nursing and Agriculture, SASCO, et cetera. Visits were also made to consult with the existing Higher Education providers namely, Vaal University of Technology and Tshwane University of Technology, eMalahleni. There were also face-to-face interactions with interest groups, e.g. Matsafeni/Halls, CV Group, NEMISA, Lory Park Zoo, Broham, Neighbourhood Development Company, and Eco-Training.

TUT through its Mbombela and its eMalahleni Campus and VUT in Secunda, offer a few higher certificates, a number of diplomas and some bachelor of technology as well as a Masters programme in the Province in many of the areas outlined for skills development in the PGDS and some of Sector Skills Plans of the SETAs. Obviously if a university were to be established in Mpumalanga by integrating these learning programmes into the new university, these existing learning programmes would form its first collective set of academic programmes until new ones are added over time. The point is that such a university could start straightaway with a fairly extensive set of academic programmes that have passed their trial period and have become well established in terms of delivery and administration.

There is however a good enough supply of new entrants and Mpumalanga students studying at other universities in the country to substantiate the establishment of a new university that will be sustainable. In addition a small number of students who at present are pursuing their studies via UNISA, may in time choose to do so via such a university. It was also shown that Mpumalanga has upwards of 3 500 potential new Higher Education students per annum which would supply a steady stream of student enrolments for a new university.

3.4.2 Existence of suitable available infrastructure versus the provision of totally new infrastructure

An survey of physical infrastructure at present used by VUT and TUT in the Province revealed that TUT's facilities at eMalahleni and at Mbombela are not only extremely suited to continued Higher Education provision but in very good condition and would not require any immediate large financial outlay in terms of preparing them for use.

VUT does not utilise specially erected infrastructure for its Higher Education activities in Secunda at this stage but makes use of temporary and rented facilities. This situation, while passable in the short term, should not continue too long as it may affect the quality of their Higher Education activities negatively to the detriment of students. It will thus probably be necessary to plan the building of suitable facilities in or near Secunda for a new university in the Province. These facilities will obviously be planned in close conjunction with the local municipality and SASOL.

In addition the Province seems to be willing to make available to the NIHE: Mpumalanga the facilities of the former Ndebele College of Education in Siyabuswa. These facilities are still in very

good condition and would lend themselves very well to any teacher education programmes to be offered by the new university. At this stage it is not clear whether the Province would consider transferring ownership of the property to a new university or only enter into a long lease agreement in this regard. However, whatever route is followed, new teacher education facilities do not have to be erected.

Once again depending on the organisational model to be followed for such a new university, additional facilities beyond those available at this stage for the Institute may have to be found to house the main administration of such a university. If the main administration of the university were to be based in Mbombela an arrangement could possibly be made with UNISA for the temporary housing of the main portion of the university's central administration until a more permanent arrangement can be entered into.

3.4.3 “Value-for-money” for students

The learning programmes at present offered by TUT and VUT all form part of their approved programme and qualification mix (PQM) as vetted by the DHET, these programmes have all been quality assured by the CHE's HE Quality Committee and formally accredited as meeting the expected HE quality standards, and in addition the qualifications are all registered by SAQA. If the new university will start off by simply taking over all these learning programmes and taking over most (if not all) the academic and support staff involved on the TUT and VUT campuses in the Province, students should not be subject to any quality or delivery hiccups.

In addition VUT and TUT have both undergone comprehensive institutional audit by the CHE's HEQC - VUT a few years back and TUT fairly recently. These institutional audits cover a wide range of institutional areas and activities and are aimed at improving an institution's overall functioning in support of high quality education and training. They start off with a self-evaluation by the institution in terms of a number of pre-set criteria which is followed up by an Audit Panel visit (usually lasting a week) followed up by an Audit Report. Based on the Audit Report HEIs are required to develop an improvement plan which has to be submitted to the HEQC together with regular progress reports on the implementation of the improvement plan.

In a scenario where the VUT and TUT campuses are incorporated a new university in Mpumalanga would thus be in the position of starting off with all these in place - this is a vital point in the marketing of a new university which could validly assure the public that its establishment is not accompanied by an quality assurance risks.

3.4.4 Difference a University in Mpumalanga could make to the socio-economic developmental challenges in the region

The PGDS made it is apparent that in terms of human resources development the Province is in dire need of skills development at the lower, middle and higher levels. In addition the Sector Skills Plans of a number of SETAs of special significance to the Province were analysed. From these Skills Plans a clear indication was obtained of the potential role which a university in Mpumalanga could play in the provision of the skills required in the Province for maintaining an upward development trajectory.

The creation of a new university in Mpumalanga which, in terms of its founding model, operates from the 'word go' in close conjunction with other educational institutions such as the Nursing College, Agricultural College, FET Colleges as well as with any SETAs operating in the Province, with the Provincial Government, and with business/industry, could through an appropriate set of academic offerings, applied research, and strategically directed community service programmes, as well as carefully developed shorter programmes aimed at continuing education, prove to be a significant catalyst for socio-economic development in the Province in terms of a more integrated approach to human development.

Such an integrated approach to human development would target both scarce skills shortages as well as critical skills shortages.

3.5 Type of University to be established

An important issue to be resolved is whether the University in Mpumalanga should be a general university, a comprehensive university or a university of technology? The main differences between these three types of universities are:

General Universities: A substantial part of their undergraduate academic programmes would consist of more discipline oriented degrees such as general BA, B Sc, B Com or B Soc Sc degrees although they would also offer a large number of professionally oriented degree programmes. General universities would also have a strong (but not exclusive) emphasis on discipline based post graduate studies.

Universities of Technology: They would focus strongly on more careers oriented and technology oriented undergraduate academic programmes. They would offer many career preparatory diploma (and higher certificate) programmes in which work integrated learning would form a formal part of the curriculum. In doing so, Universities of technology work closely together with business and industry in developing and updating the curricula of their learning programmes. On the post

graduate level they would emphasise applied and industry oriented research aiming at providing solutions to real life problems which are experienced in business/industry.

Comprehensive Universities seek to encapsulate elements of both general universities as well as universities of technology. They would thus have some emphasis on discipline oriented studies but not to the same extent as general universities would have, and they would also emphasise career and technology oriented study but perhaps not quite as prevalingly as Universities of technology would do.

Although either a comprehensive University or a University of technology would be appropriate for the University in Mpumalanga at this stage, it may be preferable to opt for it as a comprehensive University. Doing so would enable it in time to introduce a limited number of more general and professionally oriented bachelor degrees and possibly provide some degree study opportunities for some students from Mpumalanga who at present utilise UNISA's study programmes or pursue general and professional degree study outside the Province.

As a comprehensive university, a new University in Mpumalanga should initially concentrate on its teaching/learning programmes and gradually start some research activities in conjunction with some of the big industry players in the Province who could possibly make some of their research facilities available for selected research projects. In addition it should also select some community service projects in line with its academic expertise and begin to involve staff and students in such projects.

3.5.1 Possible Unique Niche Programmes

A unique opportunity for the development of a University in Mpumalanga is the possible incorporation of the National Electronic Media Institute of South Africa. The establishment of the University is seen as a good opportunity to mainstream niche programmes which will provide unique opportunities for the new university. The possibility exist that NEMISA can be incorporated into the university together with its current budget from the Department of Communications. It can start delivering programmes in particular Broadcasting programmes in 2012, in partnership with the Malaysian Multimedia University. The infrastructure developed at the Mbombela Stadium for the world cup is ideal for the programme. This initiative will involve the development of programmes for careers in entertainment, technology, engineering and the multimedia industry. Partnerships with the multimedia industry can be formed to ensure participation of industry in the curriculum development as well as the inclusion of bursaries, sponsors, mentorship, internships, out-reach programmes, and research and development.

3.6 Findings and recommendations

3.6.1 Need for the establishment of a University in Mpumalanga

- Existing universities in South Africa are now bursting at the seams. There are thousands of Mpumalanga students who qualify to enrol at universities who are forced to enrol elsewhere outside the province, with all the complications this engenders. Clearly, more capacity is needed in the country to accommodate the increasing numbers of students in the higher education sector in general. With a sizable population, Mpumalanga does not have a university. And, if further spaces at universities were to be created, Mpumalanga – amongst provinces that do not yet have a university located there – would certainly be the most deserving to establish a new university.
- Unless the Mpumalanga Province vigorously pursues training of its citizens in areas that requires high priority critical skills, it will never realise its full economic potential. This is already evident from challenges that are experienced in almost all high potential Economic Areas.
- The persistent lack of skills in the scarce fields is evidence that the current provision for Higher Education is insufficient to alleviate skills shortages in the Province. Addressing skills shortages requires a need for a dedicated Higher Education Institution.
- Current institutions operating in the Province may have no specific plans to respond effectively in addressing skills shortages in the Province. Their PQMs are aligned with those of their mother universities and provision of programmes thus depends on what capacity those mother universities have that aligns with their PQM.
- A number of existing factors justify a strong argument in favour of establishing the University in Mpumalanga. These factors are:
 - ❖ The clear indications of a conservatively estimated annual pool of up to 3 500, including Grade 12 learners, in the Province who would be wishing to enter Higher Education in the Province. As mentioned earlier, 33 000 Mpumalanga students who were studying at other South African Universities in 2009, which suggests that there is a market in the future cohorts of students. There is however ample room for improvement through enhancing throughput at Grade 12. Given that Mpumalanga already links with Swaziland and Mozambique economically, a number of students from these countries are likely to enrol as international students.
 - ❖ The extensive and well established existing Higher Education activities in the Province through the academic activities of UNISA, TUT and VUT, in particular, coupled to TUT's very good Higher Education facilities in Mbombela and at eMalahleni.
 - ❖ The levels of activity of FET colleges and SETAs in the Province, together with that of the Nursing College and the Agricultural College, which contribute towards establishing a base for an integrated approach towards the producing of higher level skills in the Province;

- ❖ The fact that the NIHE: Mpumalanga in its present form and even with an amended mandate is not likely to be able to play its desired role in the development of human potential in Mpumalanga in support of the Province's medium and high skills requirements needed for the advancement of socio-economic development in the Province;
- ❖ The positive outcome of applying a number of tests to the notion of establishing a university in Mpumalanga which include political support, business/industry support, and broad community support for such a step; and,
- ❖ The assistance which recently merged Higher Education institutions could render in the processes concerning the establishment of a university in Mpumalanga.

3.6.2 Seat of the University in Mpumalanga

- It is recommended that the University in Mpumalanga be established in Mbombela and through the incorporation of the Mbombela and eMalahleni campuses of TUT as well as the Secunda campus of VUT. The Mbombela campus of TUT could house the main seat or campus of the University in Mpumalanga with additional infrastructure to be developed in phases. This would involve the incorporation of all the TUT facilities, equipment, staff, programmes and enrolled students. Simply, any other location outside the biggest concentration of Mpumalanga's broader infrastructure (bandwidth access, roads, transport, accommodation, business/industry, etc) is likely to be costlier to the students and the university itself.
- There are however also groups that feel that the Main Campus of the University need to be separate from the TUT Mbombela campus since expectations in the province are a "new" university. This view is also held since this will be the first university to be built by the Democratic Government. There are 6 possible sites for the establishment of a new main campus for the university.
- Consultations on the naming of the university should be undertaken.
- It is recommended that the University in Mpumalanga would inevitably be a multi-campus institution (limiting the number of campuses) with campuses which would geographically, be fairly far removed from one another. The University in Mpumalanga would use various modes of delivery However, the new university must have a strong main campus that should create a new ethos and not be disintegrated by respective cultures and practices of the campuses that have been in existence.
- The province should participate in the identification of an ideal site for the main campus, if the current TUT campus is not seen as the embryo of further development of the seat of the University. However, such a green-fields approach cannot be the best option in the light of existing infrastructure in the province that could be expanded incrementally and in the light of the associated capital outlay that could only be huge. Currently, there is only R300 million in the MTEF to be shared between Mpumalanga and the Northern Cape. Even if all of it could be earmarked for Mpumalanga, we suspect it would not be enough for a green-fields project. The approach of forcing Cabinet and Treasury to fork out more funds, whilst

being very commendable, could delay the green-fields project for many more years to come.

3.6.3 Institutional typology

- It is recommended that the University in Mpumalanga be established as a comprehensive university because of the required Programme Qualifications Mix in view of the skills required for addressing the skills needed by the economic growth plan of the Province and the existing shortages already experienced. However, the initial focus could be on the university of technology type programmes that could easily be provided based on existing programmes from the various campuses already operating in Mpumalanga. The traditional university type programmes would take longer to design and implement since some capacity (for example a lecturing corps) for offering them may have to be built in the meantime.

3.6.4 Governance and management structures

- Once the establishment of the University in Mpumalanga has been approved an Interim Council needs to be established as soon as possible.
- The Council should appoint the university vice-chancellor.
- Each college (the proposed college structure is discussed below) will have its own head (Dean) and heads of schools will form the management committees that will look at academic, financial, operations and general management of a campus.

3.6.5 Finance

- The proposed colleges (as proposed below) will have to be managed as viable business units and the University will have to allocate funds to colleges.
- Corporate costs need to be managed centrally with some flexibility and consultations with colleges.
- Funding for building the new main campus for the university in Mpumalanga, if that is the option government prefers, should be made available as a conditional grant, under the stewardship of the National Treasury, during the 2011-12 mid-term budget adjustment processes. It should be noted, however, that such a main campus will be an academic campus, not an office building a la the old Vista University mode. The latter approach resulted in deep alienation between the headquarters of Vista and its constituent campuses.

3.6.6 Student Support Services

- In order to ensure the same level of services and quality of teaching and learning across campuses, student support services to be available across all colleges.

3.6.7 Information and Communication Technologies

- In order to ensure appropriate communication between campuses all colleges should be linked with one centralised network to allow real-time communication among campuses.

3.6.8 Infrastructure

- As far as possible existing infrastructure should be utilised.
- Existing infrastructure will not be adequate for anticipated growth and the provision of quality teaching. It would thus be vital to identify needs in consultation with each college and have the costing done of the infrastructure upgrading and additions needed.
- Funding that becomes available for infrastructure development, should be used to extend the existing infrastructure in existing campuses by the addition of: office space, lecture rooms, auditoriums, students centre, student residences and any other pressing needs in addition to existing facilities.
- Student residences should be built at all colleges.
- The additional land available at the existing TUT campuses should be used to expand the existing infrastructure to accommodate at least 5 000 students and at Siyabuswa (Ndebele College of Education) at least a 1 000.
- Each college should have its own logistical and buildings technical team on site.
- An ideal site for the main campus of the university should be identified in Mbombela and if suitable the Mbombela Campus of TUT could be considered.

3.6.9 Relationship of the University in Mpumalanga with the other Higher Education Providers in the Province

- The establishment of a new University in Mpumalanga provides an excellent opportunity for the development of a more cohesive and integrated platform for the provision of higher education and training in the Province. Such a platform would be indispensable in meeting the human development challenges posed by the Province's projected socio-economic development trajectory. The best way of establishing such a platform is to involve all the other education and training role players which are active in the Province in the further developments leading to the establishment of a University in Mpumalanga.
- Regarding the relationship of the new University in Mpumalanga with the other education and training providers in the Province such as the Nursing College, the Agricultural College, the FET colleges and SETAs it is recommended that there must be close co-operation between these institutions at the initial stages. But, after a few years, there might be more formal links and even incorporation because the quality of such colleges always improves whenever there are stronger links or attachment to a university.
- It is recommended that there must be partnerships between the Nursing College and the Agricultural College and that these two colleges must be integrated within the structures of the new Universities, given that programmes that fall in the Higher Education band would be introduced very soon in areas of Nursing (as per the decision of the South African

Nursing Council) and Agriculture. The Agricultural and Nursing Colleges should be incorporated into the university once all legal processes have been complied with.

- It is also recommended that the former Ndebele College of Education be incorporated into the new University in Mpumalanga. Provision of high quality teachers is a priority, much more in a province that needs to improve the quality of its matriculants and the pass rates.
- The mandate of the National Institute for Higher Education (NIHE) in the province should be reviewed once the university is established. It may well be that NIHE has to cease to exist given that its original mandate is to coordinate provision of higher education programmes, something the new university could well do should some programmes not be part of its PQM.

3.6.10 Staffing of the University in Mpumalanga

- As far as possible, existing staff (academic and support staff) from the university campuses as well as the colleges be absorbed into new University.
- An accelerated special staff development programme (which would involve special recruitment of postgraduate students from other South African universities) will have to be introduced to produce enough PhDs to teach at undergraduate levels and eventually at postgraduate levels and to do research. Special funding for this programme would have to be procured as a well grounded academic corps is required to make the new university viable in the long run.

3.6.11 Development of a PQM and Academic Architecture

- Programmes must be developed to address the needs of the Provincial Growth and Development Strategy (PGDS) and Economic Growth Path imperatives, and need to be responsive to the Human Resource Development Strategy (HRDS).
- In order to establish itself as a unique and sought after institution the University in Mpumalanga must deliver unique niche programmes such as programmes in the field of multimedia, wildlife conservation with a focus on endangered species, et cetera. A unique niche for the University could be the incorporation of the National Electronic Media Institute of South Africa and the development of new programmes for careers in entertainment, technology, engineering and the multimedia industry.
- Unique programmes would be vital in attracting foreign students.
- The University in Mpumalanga would be in a unique position in that it can offer programmes that are in demand by neighbouring countries (Swaziland and Mozambique) and could thereby ensure substantial student enrolments which would contribute to the viability of the University in Mpumalanga.

- The University needs to establish a School of Health Sciences which must be linked to the Tertiary Hospital, to address the high infection rate of HIV & AIDS in the Mpumalanga Province.
- The province as a cultural heartland needs a School of Arts which must include fine and performing arts programmes.
- The University in Mpumalanga needs to negotiate with TUT and VUT to take over their accredited programmes. These engagements need to also include the CHE and SAQA on the proposed take-over of all the accredited programmes for the new university.
- The University in Mpumalanga could also negotiate with other universities to offer their programmes at the initial stages of the establishment of the university. It would support quality assurance if the University in Mpumalanga phase in traditional university programmes in partnership with established local and international universities.
- A core of programmes that must be offered across the campuses needs to be identified, e.g. ICT programmes, to ensure that the programmes unify the campuses of the University. The University must not create a federal system to ensure that the University develops its own culture and brand.
- Programmes aimed at addressing scarce skills identified in the Human Resources Development Strategy need to be offered at the different campuses according to the need; e.g. Electrical Engineering. In essence generic programmes and scarce skills should be duplicated on the different campuses.
- In terms of the Academic Architecture it is recommended that the University in Mpumalanga should have four (4) colleges with eight (8) schools:
 - ❖ The *main campus* must be located in *Mbombela* and should offer niche programmes in fields of multimedia development and wildlife conservations with a focus on endangered species. The main campus should also have a focus on agricultural programmes. The *Mbombela campus* must also incorporate the TUT programmes and focus on programmes in the fields of: finance and economics, tourism, and health sciences. This campus should incorporate the Agricultural College and the Nursing College.
 - ❖ The *eMalahleni* campus of TUT that is proposed to be incorporated into the University in Mpumalanga must offer engineering programmes which must include electrical engineering.
 - ❖ The campus of VUT that is proposed to be incorporated into the University in Mpumalanga must be closely linked to the eMalahleni campus and should therefore be a satellite campus of the eMalahleni campus. The campus must be closely linked to industry and should in particular focus on mechanical and chemical engineering.
 - ❖ The Siyabuswa campus should incorporate the Ndebele College of Education and should focus on pre-service and in-service programmes in education to ensure that more adequately trained teachers are available in the province.
- There is lots of work that still needs to be done with regard to the PQM and other establishment requirements. It is thus proposed that a phased approach is needed. Because it will be difficult to meet all the necessary establishment requirements in the short term. The phased approach just means that the university be established on the basis of the

existing infrastructure whilst other elements of it continue to be conceptualised and developed.

3.6.12 Consultation with stakeholders

- Further consultations need to be undertaken to ensure broader participation of stakeholders. It is recommended that a summit on the establishment of the University in Mpumalanga should be convened.
- It is recommended that the consultation process continue until all the stakeholders have been given an opportunity to make inputs. This will avoid a situation where other structures might be excluded.
- The process of consultation should proceed parallel with other legislative and legal processes required to streamline processes and to avoid unnecessary delays of the establishment of the University in Mpumalanga.
- Existing universities as key partners need to be engaged as a matter of urgency, therefore the continuation of a task team to manage the operational prerogatives towards the establishment of the university is paramount.

4 Task Team Report on the Establishment of a University in the Northern Cape

4.1 Overview of the socio-economic profile of the Northern Cape

The information for this section has been largely sourced from a report “Socio-economic Profile and Uniqueness of the Northern Cape” by PSP Icon consultants (2011).

4.1.1 Population

The Northern Cape is the largest of the provinces but is sparsely populated with only 2,3% (1.1 million) of the South African population.

The Northern Cape experiences a high level of out-migration. The estimated migration stream for the population for 2006 - 2011 for the Northern Cape is a net-migration of -25 500, of which 66 600 were out-migrants and 41 100 in-migrants, thus indicating that more people move out of the Northern Cape than into the Province. The majority of people migrating out of the province (23.9%) tend to move to the Western Cape, followed by 18.5% to Gauteng, 18.2% to the Eastern Cape and 17.1% to North West (StatsSA Oct 2010).

As the most sparsely populated province in South Africa, the locality of the University needs to be positioned appropriately. This requires the provision of student accommodation for a very high percentage of the student population, further raising university costs in an already impoverished province.

4.1.2 Economic activities

The Northern Cape is a vast province with notable mineral wealth, including diamonds. A total of 103 mining companies operate in the Northern Cape; and the pillars of the Northern Cape economy are mining (22% Gross Geographic Product) and agriculture (10% Gross Geographic Product). The percentage of the Black African population in the Northern Cape is 39,8% (the second lowest in South Africa), the percentage of the Coloured population in the Northern Cape is the highest at 50%.

4.1.3 Income levels of the population

Affordability is a major barrier to university education as it impacts on the ability to pay. Whilst there are various political factions within South Africa that advocate free university training, the

reality is that the funding does need to come from somewhere. A significant portion of the population lives on, or below, the bread line. Apart from tuition fees, other peripheral costs such as transport, accommodation, communication, and entertainment all contribute to making university education a significant financial outlay. These costs are exacerbated by the mere vastness of the Northern Cape Province. The Northern Cape is characterized by high levels of poverty with 57% of all households in the Northern Cape earning less than R3,200 per month (StatsSA Oct 2010). The implication is that there will need to be significant subsidisation of higher education within the Northern Cape with available NSFAS bursaries for students from poor households.

The Northern Cape population has shown a growing Gini coefficient over the past 14 years for the Northern Cape population which indicates that (IHS Global Insight Regional eXplorer version 474):

- Tertiary education is moving further away from the grasp of poor people;
- There will need to be significant subsidisation of tertiary training within the Northern Cape; and,
- Wealthy Northern Cape residents will have the luxury of mobility and be able to study where they please.

According to Mostert (DED&T, 2010), higher education has particular significance in developing countries because of their acute need for high-level capabilities, to address their often extensive social problems and, in the context of economic globalisation, to establish a productive niche or at least avoid falling steadily behind the developed world in international competitiveness. The Northern Cape is at risk of this trend.

To create the conditions that allow the poor to break the cycle of poverty and to ensure economic growth and development, it is vital to develop the human and social capital of the people of the Province. This would require:

- Creating opportunities for lifelong learning;
- Improving the skills of the labour force to increase productivity; and
- Increasing accessibility to knowledge and information.

4.1.4 Labour Statistics

Unemployment in the Northern Cape is high, of the relatively small labour force of 368 000 a total of 111 000 (30%) are unemployed. With the limited employment opportunities that exist in the Northern Cape, it can be deducted that there is a need for well-trained people in the Province. There is a high probability that many of the 30% unemployed are not in possession of the necessary qualifications to be able to find meaningful employment within the Province. However, the number of jobs available for skilled people in the Province will remain relatively

low for the foreseeable future but the establishment of a broad base Higher Education institution could act as a catalyst to trigger the economic multiplier effect. This will become more relevant if there is a focus on local skill requirements.

It is anticipated that the established of a university in the Northern Cape will provide the inhabitants with the opportunity to become skilled and therefore secure meaningful employment and create additional job opportunities.

4.1.5 Employment by sector

According to StatsSA (Quarterly Labour Force Survey Quarter 2, 2010) the employment per sector in the Northern Cape was as follows: Agriculture (12%); Mining (5%); Manufacturing (5%); Utilities (1%); Construction (7%); Trade (17%); Transport (3%); Finance (8%); Community and Social Services (32%) and Private Households (10%). The employment sectors guide what types of skill sets are required in the Province. A high volume of work is found in the traditional blue collar sectors of mining, manufacturing, agriculture, and construction. These sectors are differentiated and would require various skills within the respective sector – but it can be anticipated that the majority of the employment opportunities found in these sectors are of a primary nature. They do not require years of formal studies to master – but rather practical exposure to the skills required. This is one of the primary drivers behind the advocating of a practical college set-up under the auspices of the Northern Cape University. Mining and agriculture are large contributors and employers in the Northern Cape and would be well served with a labour force that is appropriately skilled.

4.1.6 New Opportunities in the Northern Cape

Southern Africa is fast becoming a hub of activities in the field of astronomy and related technologies. Winning the Square Kilometre Array (SKA) bid will be a major step forward for the Government's Astronomy Geographical Advantage Programme (AGAP). Other major astronomy players in the region include the Southern African Large Telescope (SALT) in the Karoo, and the HESS Gamma Ray Telescope in Namibia. The SKA bid is being contested. Hosting the SKA in South Africa will boost the development of high level skills and cutting edge technology infrastructure in Africa, and will also attract expertise and collaborative projects to the continent.

It was made public in September 2010 that a large-scale solar park is being proposed to be built outside Upington. The amount of investment required for this initiative could involve an investment of some R150-billion over a ten-year horizon. Proposed is a technology-neutral solar zone, operated by a so-called 'Solar Park Authority', or SPA, where up to 5 000 MW of peaking and base-load solar electricity will be phased in over a ten-year horizon. It is estimated that Government would need to invest between R70-million and R105-million to set up the basic transport, water and transmission infrastructure to stimulate private investment of around R150-billion in generating assets.

The DHET Strategic Plan for 2010 – 2015 notes that skills shortages in a number of occupations and economic sectors inhibit growth and investment. These include skills shortages in Science, Engineering and Technology (SET) fields with regard to sectors such as energy, medium and high-technology manufactured goods, and agricultural biotechnology. These skills will be needed for these potential new developments in the Northern Cape.

Implications for the establishment of a Higher Education Institution flowing from the socio-economic profile of the Northern Cape

The following implications flow from the socio-economic profile of the Northern Cape:

- There will need to be a significant amount of subsidisation made available to students in the way of bursaries and grants as the average monthly income is very low in the Province.
- The Northern Cape is a vast Province. The proposed University will need to accommodate a proportionally large number of learners on site.
- There is a high level of unemployment in the Northern Cape, fuelled by the inability of many inhabitants to study further.
- There is lots of work that still needs to be done with regard to the PQM and other establishment requirements. So, a phased approach is needed given that suggestions are that the university has to be established by 2014. Not all the necessary establishment requirements would have been met. The phased approach just means that the university be established on the basis of the existing infrastructure whilst other elements of it continue to be conceptualised and developed.
- The required skill sets are highly practical in nature – employment figures may increase if sufficient numbers of inhabitants were able to become qualified with a set of practical skills.
- The regional economy promotes the design of faculties that can service the mining, agriculture, construction, and government services sectors.
- These sectors should promote the training and up-skilling of Northern Cape inhabitants as they understand the region and will stay in the area, thereby creating employment opportunities and reducing turnover in companies (who are forced to import skills from external provinces).
- The Province has many new areas of opportunities that are arising – especially in the fields of meteorology and solar energy. A variety of job opportunities exist both within and with the support of these sectors.

The Northern Cape economy requires artisan-level skill sets in a dominant primary economy. Education, government services, and primary health care are also sectors that need the appropriate levels of expertise. This need promotes the establishment of sector-specific colleges, accommodated within a university structure.

Recommendation: The Northern Cape geography, astrology and biodiversity promote the development of academic centres that will thrive in these conditions. These would be more specialist areas of study, unique to the proposed institution. Although these would take time to develop the appropriate capability, correctly positioned, the correct niche offering will provide the best branding opportunity.

4.2 Overview of the current state of Training and Education the Northern Cape

4.2.1 Education levels attained and implications for the proposed university

Of the just over a million population group, 83% of the Northern Cape population does not have the appropriate qualifications to access a university. The education levels of the Northern Cape population are as follows (StatsSA Oct 2010): 11% has no schooling; 23% has some primary education; 50% has some secondary education; 15% has a Grade 12 qualification; and 2% has a higher education qualification.

This is an important factor to consider as the adult population is going to be an important feeder into the University. On a transformational front, it raises the need for an overall evaluation on traditional admission criteria into universities. This is not to be confused with the lowering of standards and compromise of higher education quality, but rather the evaluation of an alternative mechanism to enable the broader parts of the population to access some form of higher education and training. This statistic also indicates the importance of creating an attractive alternative for students from other provinces. Should the University aim to be sustainable (to an acceptable degree) then niche courses need to be offered that elevates the status of the proposed Northern Cape Higher Education institution.

4.2.2 Secondary Education and National Senior Certificate results

In 2010 the Northern Cape Province has a total of 269 392 learners in 617 schools. Of these only 450 are secondary schools with 10 698 learners registered for Grade 12. The Northern Cape has the smallest Grade 12 population in the country (2.2% of South Africa matric total population). This is significant as the traditional recruitment model of undergraduate programmes at universities is a migration of Grade 12 learners with university entrance.

Table 4.1 shows that on average 20% of learners that complete their secondary or Further Education and Training College education enter public Higher Education in the next year.

Table 4.1 - First time entering undergraduate students in public higher education, by previous year activity and year, 2007 - 2009.

	2007	2008	2009	Average 2007 -2009
PUBLIC HIGHER EDUCATION: first time entering, undergraduate, by previous activity				
Secondary School Student	62 702	68 555	79 509	
FET College Student	787	892	909	
Total	63 489	69 447	80 418	
SECONDARY SCHOOL DATA:				
Total Gr 12 Learners	625 809	595 216	602 278	
Matric Pass without endorsement	282 763			
Matric Pass with endorsement	85 454			
Candidates who qualified for Bachelor's programme	-	106 047	109 697	
Candidates who qualified for Diploma programme	-	127 423	131 035	
Candidates who qualified for Higher Certificate programme	-	105 847	93 356	
% that enter HE in the year following secondary or FET education	17%	20%	24%	20%

Note 1: Students are excluded if the previous year activity is coded as unknown.

Note 2: UNISA data excluded.

Source 1: DHET, 2011. Higher Education Management Information System.

Source 2: DBE, 2010. Education Statistics at a Glance, 2009.

Source 3: DBE, 2010. School Realities.

Source 4: DBE, 2010. Report on the 2009 National Senior Certificate Examination Results.

Table 4.2 - National Senior Certificate Examination Results for the Northern Cape, 2009 – 2010

	2008	2009	2010
Candidates who wrote	9 948	10 377	10 182
Achieved with Higher Certificate Entrance	2 195	1 953	2 210
Achieved with Diploma Entrance	3 044	2 660	3 001
Achieved with Bachelor Degree Entrance	1 997	1 741	2 152
Total qualifying for studies at a HE institution	7 236	6 354	7 363
NSC	1	2	3
Not achieved	2 711	4 021	2 816
Expected number that will enter HE (20%)	1 447	1 271	1 473

Source: DBE, 2011. Report on the National Senior Certificate Examination Results, 2010

Table 4.2 shows the national senior certificate examination results for the Northern Cape for the years 2009 to 2010. In 2009 a total of 7 236 successful candidates qualified for university admission for higher certificate, diploma and Bachelor degree studies. The respective numbers qualification for university entrance in 2009 and 2010 were 6 354 and 7 363. If the average pattern

of a 20% uptake in the year immediately after completing secondary education as shown in Table 4.1, continues a total of first-time entering students from secondary schools of approximately 1 400 per annum can be expected. It must however be borne in mind that a large number of these students will enrol at other universities in the country because their specific choice of programme might not be offered at the planned Higher Education institution especially in the early years of its' establishment. Other potential students might also migrate to other more established universities whilst the new Higher Education Institution is still developing a brand and unique reputation.

It must also be borne in mind that many students only commence with higher education studies a year or even a few years after completion of secondary school education. In an analysis done by Sheppard and Cloete (2009, Scoping the Need for Post-School Education) it was revealed that on average 42% of students in Higher Education is older than 24 years, indicating that a substantial portion of university students are adult learners who wish to improve their qualifications and upgrade their skills.

Implications for the proposed Northern Cape Higher Education institution is that since the secondary education system is the traditional feeder system to universities, it is evident that the Northern Cape system will need to either rely on other students sources or plan for a very small university. The new institution will have to also recruit adult learners and students from other provinces. The recruitment of students from other provinces will require that the institution offer programmes in niche areas. The institution will have to offer a whole range of programmes such as higher certificates, diplomas as well as Bachelor Degrees to widen access. Coupled to this are unique and practical courses that should be offered. There is a need to create a type of institution that will be sought after by potential students from outside the borders of the Northern Cape. Possibilities to consider are unique and developmental admission as well as unique and practical courses to attract externally based potential students. The limited number of secondary school leavers in the Northern Cape creates a healthy sense of urgency that forces the Northern Cape to create something attractive and unique.

4.2.3 Aspirations to continue with post-secondary education

In an effort to gauge the aspirant study intentions for the Grade 12 Class of 2010, PSP Icon consultants with the assistance of the Northern Cape Department of Education (Career Guidance Co-ordinator) conveyed a survey to establish what percentages of learners enrolled in Grade 12 aspired to continue with post-school studies. Approximately 10% of Grade 12 learners were used as a sample for the survey. A total of 2 543 learners took part across different regions of the Province between October and November 2010. The findings were that 47% indicated that they intend to further their studies after school; and 28% indicated that they wanted to pursue their studies at a university in South Africa. It can thus be deduced that there are high aspirations for the Grade 12's in the Northern Cape to study further, and more than a quarter of the class of 2010 are seeking ways to study at a university. These aspirations do not in all cases translate in the appropriate secondary

qualifications to access a Higher Education institution, but do reflect the general aspiration to continue studying to improve their opportunity to obtain meaningful employment.

4.2.4 Further Education and Training College enrolments and Private College Enrolments

Currently, there are over 5 742 FET learners in the Northern Cape. There are two main FET colleges, namely the Urban FET (NCUFET) with 3 461 enrolments and the Rural FET College Campuses (NCRFET) with 2 281 enrolments.

The current Urban College consists of two campuses, a central office and a hostel. The campuses are City Campus (2 306 students) and Moremogolo Campus (1 155 students). The City Campus consists of three departments, namely Business Studies, Engineering Studies and a Business Unit. The Moremogolo Campus consists of two departments, namely Business Studies and a Skills Division. The Rural FET is the result of merging 5 technical colleges. Its campuses are spread across the rural parts of the Province (Namaqualand – 190 students, De Aar – 142 students, Kathu – 745 students, Upington – 520 students, and Kuruman – 745 students).

The FET Colleges offer a wide range of courses. The primary areas of demand are Business Studies and Engineering. Table 3 gives a breakdown of the courses and enrolment figures for 2010. These courses are presented at NQF levels 2-4. The proposed Northern Cape University could offer practical courses from NQF level 5, thereby creating a bridging mechanism for graduates from these FET colleges hoping to further their practical training.

There is little difference between the Rural and Urban FET college course offerings as they are prescribed through the FET College Act. Although the FET College Act is prescriptive as to what qualification levels an NQF College can present, it is anticipated that the Northern Cape University will be able to fill the gap between FET Colleges and HE institutions.

Table 4.3 – Percentage of enrolments according to field of study at the urban and rural FET Colleges, 2010

Field of Study	Urban FET	Rural FET
Business Studies (Assistant)	16%	6%
Finance and Economics	6%	5%
Financial Management	6%	
Management	4%	5%
Marketing	10%	3%
Office Administration	10%	20%
Tourism	9%	2%
Hospitality		2%
Information Technology	6%	4%
Engineering		12%
Engineering and Design	14%	27%

Currently 950 FET learners are completing their National Certificate (Vocational) qualifications. Depending on their career interests and capabilities, this group are the closest FET group to be able to access a university-type institution. In order for them (or any other FET graduate) to gain access to a university, legislation changes will be necessary. An overwhelming proportion of these students are engaged in business and commerce related studies. The enrolments of the NC(V) students according to field of study are as follows: Business Studies (Assistant) – 21%; Financial Management – 8%; Marketing – 14%; Business Management – 2%; Public Management – 16%; Human Resources Management – 22%; Tourism – 5%; Mechanical Engineering – 5%; and Electrical Engineering – 7%.

Judging by these course offerings and considering what the Northern Cape University intends on offering (in the proposed faculties), there is a correlation between what the FET Colleges offer and the following university faculties:

- Mining and Engineering;
- Management (Public); and,
- Business Sciences.

The grounding provided by the FET colleges in courses that are complementary to these study directions can potentially increase the applications to the University. Presently, the fact that FET college graduates are unable to access universities is being reviewed but currently only a portion of the top-end FET graduates are being admitted to universities. *It is recommended that the proposed Northern Cape University makes formalised linkages that permit certain FET graduates access. As a departure point, a platform could be provided whereby students are granted a bridging opportunity to specialise without compromising quality standards.*

There are private colleges operating in Kimberley and include Damelin, Universal Outcomes College, Boston, and PC Training & Business College. The majority of their market is young adult learners. These colleges have flexible study offerings with many short courses. A full diploma can

be completed within a maximum period of two years. They offer mostly basic Commerce/Financial Accounting/ Business and Office Administration courses. There are few full time students attending day classes. Most classes take place in the evening to accommodate those who work during the day. Damelin, for example, has a total of 450 active learners but only 50 of those are full-time.

Private colleges categorise their students as active and non-active members. *Active* are those students who carry on with their studies from enrolment to the completion of the course. *Non-active* refers to those who enrolled but no longer continue with their studies.

Some of the **reasons** for discontinuation of studies are:

- *Financial* – no longer afford to continue, in particular if they are not currently employed but depend on family income;
- *Accommodation problems* – according to private college administrators interviewed, student accommodation is highlighted to be a serious challenge, even if learners can afford it. Those coming from outside Kimberley have to rent while studying. The atmosphere is often not conducive to studying while staying in a room or backyard with a landlord family; and,
- Some students might have chosen a wrong career and find it hard to continue or start all over again as that has cost implications.

4.3 Current number of students in the Northern Cape participating in Higher Education

4.3.1 Enrolments in Universities active in the Northern Cape

There is substantial activity taking place within the Higher Education Sector in the Province. Currently there are approximately 5 540 students enrolled in higher education in the Northern Cape. This tertiary education is fragmented across a span of different learning institutions:

Table 4.4 - Higher Education Enrolments in 2010 through NIHE Academic Institution Partnerships

NIHE Partnership	
Name of the Institution	Number of students
University of Free State (UFS)	362
North West University (NWU)	308
University of South Africa (UNISA)	197
University of Western Cape (UWC)	230
Central University of Technology (CUT)	320
Vaal University of Technology (VUT)	220
UNISA Independently (UNISA)	3 903

The intention in the establishment of the Northern Cape University is to not compete with these entities but to afford Northern Cape learners an opportunity to study at their own university. Moreover, the institutions based outside of the Northern Cape are all fully subscribed; therefore the students based in the Northern Cape are surplus to the training needs in their respective provinces.

NIHE offers a wide variety of academic programmes by facilitating learning opportunities with other South African universities. Managed through various MOUs, NIHE is able to offer Northern Cape students the following programmes:

- Career Preparation Program (B Com & B SocSci);
- National Diploma in Engineering Sciences;
- National Diploma in Tourism Management;
- Bachelor of Arts in Music (BA Mus);
- Bachelor of Music (B Mus);
- Bachelor of Education (B Ed); B Ed Hons;
- Bachelor of Commerce (General Management B Com);
- Bachelor of Social Sciences (BSocSc); and,
- Bachelor of Social Work.

As indicated in Table 4, there are a significant number of students in the Northern Cape registered with UNISA (3 903, or 70%). These are not all managed through NIHE. UNISA offers a correspondence option that suits the vastness of the Province. It is also not the intention of the Northern Cape University to compete with UNISA. UNISA relies on satellite learning to reach some of its students in the remote parts of the Northern Cape Province. It has partnered with the Central University of Technology (CUT) to use its satellite facilities. In the most remote areas where there are inadequate facilities for its students, it negotiates with local internet café suppliers in order to avail online access to the campus services. It would be possible for the Northern Cape University to explore opportunities in collaboration with UNISA.

Although UNISA currently holds 70% of all enrolled students in the Northern Cape, it is unknown how many UNISA students would migrate to the Northern Cape University once it opened its doors. UNISA will always be a good alternative for higher education studies because it offers flexible timeframes; lower costs; adult access; it closes the physical gap through effective correspondence mechanisms; and it offers a wide range of courses. The only downside is that UNISA has very low success rates (60% in 2009) and graduation rates (9% in 2009) compared to the average for universities (success rate in 2009 – 73%; graduation rate in 2009 – 17%).

4.3.2 Northern Cape students enrolled in the Henrietta Stockdale Nursing College

The only Nursing College in the Northern Cape is in Kimberley. Due to insufficient facilities and lack of infrastructure, it is accommodated in three different places, namely the NIHE facility, Phatsimang, and at the Provincial Health Department. Students attend classes at NIHE and Phatsimang campus and do practical training at the local clinics/ hospitals (private and public) in the Provincial Health sector.

In the absence of a local university, the College's accreditation needs are met via the University of Free State. This arrangement is managed by a Memorandum of Understanding between the Northern Cape Provincial Health Department and the University of Free State.

Until 2003, only 20 students could be accommodated per year. In 2005, there was a demand to increase the intake of nurse trainees to cope with health challenges of the Province. 300 Students were then registered but only 67 graduated. All those who were unable to complete the training received Enrolment Certificates or Auxiliary Certificate depending on the credits they earned. A moratorium was introduced to stop further intakes in order to put through the balance (of 233) until June 2010. A further 60 students have since been registered. The Nursing College presently has 38 lecturing staff with qualifications in Nursing Administration, Nursing Education, Midwifery and Nursing Psychology. The Nursing curriculum has been revised and will be implemented in 2012 (this will include a Masters Degree level qualification).

The College has **limitations** that hinder its development and optimal operation:

- There is no career guidance for interested students from the local schools;
- College capacity problems i.e. a limited number of students (maximum 60), no building facilities, no laboratories, insufficient lecturing staff and mentors; and
- There is a general lack of funding, irrespective of the fact that trainees are subsidised by the Provincial Health Department and accommodated in hostels.

Despite this, the Stockdale Nursing College has strived to maintain high standards and is registered with SA Nursing Council, the highest professional body in the field.

A number of **opportunities** associated with the Nursing College exist:

- Students qualified within the College could further their studies through the proposed Northern Cape University;
- The College could become part of the Health Science Faculty, with a focus on producing local resources to meet the current socio-economic challenges such as HIV/AIDS, unemployment, poverty, high teenage pregnancy, drug and alcohol abuse and other ill-health diseases and social challenges;
- Practical learning or internship would take place within the Provincial hospitals and clinics;
- There is a high demand for nurses in the Province (1 100 vacant positions for 2010); and
- Local nurses understand the region and its challenges.

The Stockdale Nursing College offers a prime opportunity for the foundation of a Health Sciences Faculty. The curriculum, supply and demand, and quality assurance mechanisms all exist. It needs a home, *per se*, and the establishment of a university in the Northern Cape is the ideal institution for its further development.

4.3.3 Northern Cape Skills Development and Funding Sources

Provincial Government

There are many public and private sector business institutions that promote their employees to further their studies. Most of this is done through intuitions that are outside the borders of the Northern Cape. The Provincial Government is a large spender when it comes to staff development. Millions of rands are allocated and spent at universities in Gauteng and the Free State. Ironically, most of the budget is allocated to subsistence and travel expenses.

Table 4.5 – Northern Cape Provincial Government Departments Human Resource Management spending on training at universities (8 of the 12 Provincial Government Departments)

<u>Training Costs & Bursaries</u>	<u>Students</u>	<u>%</u>	<u>Total Training Costs & Bursaries</u>	<u>Amount</u>	<u>%</u>
Staff with Bursaries	419	83%	Total Cost of Staff Training	R 2 961 273	60%
Students with Bursaries	86	17%	Total Cost of Student Bursaries	R 1 958 952	40%
Grand Total	505			R 4 920 225	100%

In 2010, the Northern Cape Provincial Government spent R2.9 m to develop 419 government employees. R2 million has been budgeted by 5 out of 8 departments towards supporting education in the form of student bursaries. All of the R4 million was directed to institutions outside the

Northern Cape Province. If the Northern Cape had its own university, it would be safe to assume that the Provincial Government would be a key client.

Mining Industry

Mines play a vital role towards education enhancement and skills development for the Northern Cape. Skills development statistics were requested from 10 mining companies but only 2 responded.

Mining houses training spend includes:

Table 4.6 – Northern Cape Province Mining Houses Consolidated Skills Training expenditure (only 2 of the 10 mining companies)

<u>Training Costs & Bursaries</u>	<u>Students</u>	<u>%</u>	<u>Total Training Costs & Bursaries</u>	<u>Amount</u>	<u>%</u>
Staff with financial support/ bursaries	23	56%	Total Cost Staff Training	R 1 293 740	56%
Students with bursaries	18	44%	Total Cost Student Bursaries	R 1 000 000	44%
Total	41			R 2 293 740	

Mining is considered an important economic activity within the Northern Cape. Mining houses dedicate vast sums of money for the further development and training of its staff. By creating an entire Faculty for Mining and Engineering, it is anticipated that there will be a great deal of support from the mining companies for this initiative. Furthermore, in line with the practical characteristic of the University, it is hoped that the mining houses will play an active role in the actual training of mining students.

Implications for the establishment of a Higher Education Institution flowing from current state of Training and Education in the Northern Cape

- Despite the relatively small population of the Northern Cape Province, there exists an appetite for further training and development.
- There is a wide array of courses already on offer within the Province through a wide variety of learning institutions.

- UNISA has a large footprint within the Province as the vastness of the Province lends itself to distance learning initiatives.
- The Nursing College is ready for inclusion to form the foundation for a Health Sciences Faculty within the University.
- There is a large need for technical or practical training in the Northern Cape, promoting the concept of artisan type training.
- It is crucial that FET college graduates are able to gain access to the Northern Cape University through articulation arrangements and credits transfer systems.
- The Provincial Government and the Mining Houses both make for stable clients should a university be established.
- Currently, millions of rands are lost to other universities when these organisations send their staff and bursary students outside the Province for training.
- Mining Houses can play an influential role in the development and establishment of the University.

4.4 Infrastructure development and the academic architecture

The infrastructure development for the Northern Cape University College needs to take into consideration that it is a large province with a dispersed population which means that it has a low population density. The province is an arid province with adverse weather and the majority of the population is poor.

The largest concentrations of the population is found in Kimberley and Upington. The following principles for the development of the Northern Cape University are proposed:

- It would be a development university (“University College”);
- It will consist of 6 Faculties namely - Faculty of Agriculture (15% of headcounts); Faculty of Applied Sciences (15% of headcounts); Faculty of Health Sciences (25% of headcounts); Faculty of Education (20% of headcounts); Faculty of Human Sciences (10% of headcounts), and Faculty of Commerce and Management (15% of headcounts).
- At the most two campuses are proposed – One in Kimberley that include the Faculties of Education, Commerce and Management; Applied Sciences, Human Sciences and Health Sciences; and one in Upington that will house the Faculty of Agricultural. Although a Kuruman campus housing the Faculty of Applied Sciences was considered this option does not appear to viable. It would be preferable to have only one campus for the Northern Cape University College in Kimberley but the vastness of the province might hinder access to higher education if there would be only one campus.
- Expected size of the university is 5 000 students;

- It would be a mainly undergraduate university;
- The curriculum will allow multiple entry and exit points;
- There will be a focus on practical skills transfer;
- The establishment of the university should look at realistic and appropriate solutions;
- The university should also cater for mature students; and,
- The university will have modest beginnings.

It would be vital to provide student housing because there is limited capacity for private housing in Kimberley and almost no capacity for private housing in Upington. It is proposed that the university provide student accommodation for 90% of student enrolment at the proposed campus in Upington. The university should provide student accommodation for 70% of student enrolments at the Kimberley Campus.

Taking cognisance of the environment, the goal would be to provide a 4 star Green Star rating for all new buildings.

The *Upington Campus* which would house the Faculty of Agriculture with an expected initial enrolment of 530 students that would rise to 760 students by year 3. The campus needs to be based on a farm and would need classrooms, laboratories, a resource centre and two student residences of 250 beds each (total 500 beds). Student accommodation should be ready by at least the third year.

The *Kimberley Campus* is proposed to house the following Faculties: Faculty of Commerce & Management; Faculty of Education; Faculty of Human Sciences; Faculty of Health Sciences and the Faculty of Applied Sciences. A total initial enrolment of 3 020 is estimated which is expected to rise to 4 260 within 3 years.

The *Kimberley Campus* would need teaching facilities in the form of classrooms and laboratories; a central library; and a center for executive management inclusive of academic support, administrative support and facilities management. If the principle of student housing for 70% of the students is followed at least 3 000 places needs to be provided. This would be essential to ensure the viability of the university. The preferred option for the establishment of the Northern Cape University College Kimberley campus on the edge of the city on the De Beers land.

4.5 Stakeholder engagement

Stakeholder engagement was accepted as a fundamental component of the development of the proposal for the establishment of a Northern Cape University College. The objective of the Stakeholder Engagement Strategy was to give key stakeholders a genuine opportunity to be informed and to contribute in the formulation of a provincial position on the establishment of a university in the Province. A broad range of formations has been involved, including key political decision makers as well as various economic and education sectors. A Provincial Stakeholder Summit was held which was aimed at integrating diverse stakeholder inputs. The Summit was designed to engage delegates, mostly key stakeholders consulted throughout the stakeholder engagement process, to further interrogate the draft report and recommendations.

Outcomes of the stakeholder engagement were as follows:

4.5.1 High Excitement and Expectations

There is a high level of excitement and expectancy about the inevitability of the university among people and there was an unequivocal support for this “long awaited university”. The strong support stems from a sentimental motivation (“we are the only Province without one”); others from an economic motivation (“it will stem the brain out-migration from the Province”, others from an economic development motivation (“because of the socio economic benefits for the Province”, to count but a few. The opportunity to work together in building social capital is phenomenal. All it needs is visionary leadership that cuts across the political, cultural and social divide. Annexure A and B provides the details of the members of the provincial as well as Ministerial Task Teams and the details of the various stakeholders that were consulted.

4.5.2 Location of the University

Without exception, all key stakeholders met raised the question about where the university will be located. For people living in Kimberley, it seems a natural thing to expect it to be in the capital city. There was also a strong sentiment, supported by the research, that perhaps a dual campus university could best address the anchor programmes that are expected to see Upington as the new development epicentre of the Province. Still, others expressed a sentiment that both Kimberley and Upington already are socio-economically better off, in line with the country’s developmental agenda, why not consider either Kuruman or De Aar to benefit from the economic activity that the university is expected to generate. All of these are issues to be seriously considered by the final decision makers, especially as they have a potential to be divisive if not properly and fairly addressed.

4.5.3 Affordability by Students from Poor Households

There is an awareness among stakeholders interviewed that higher education costs are constantly rising to the exclusion of many students from poor households. Individuals understood quite well that this phenomenon is not peculiar to South African but is global, although it affects developing nations the most. As to be expected, on the question of affordability SASCO and the SRC were more direct advocating for ‘free’ education. Some of the stakeholders asked whether the private sector or mining houses cannot be convinced to set up special bursaries et cetera. It is recommended that an effective funding arrangement will have to be set up to ensure students from poor household get the opportunity to access higher education.

4.5.4 Opening of the Northern Cape University College

There is a growing sense of urgency and impatience around the establishment of the university. At the same time there were voices which are cautioning against the risk of rushing to establish the university and compromising quality and the reputation of the new institution. The sentiment expressed was that of balancing the need to make it happen and ensuring that it meets the design principles that would see the new university win the necessary credibility as an institution of excellence.

4.6 Findings and recommendations

- Universities are national in nature and the population of the Northern Cape should not be seen as the only “feeder” for the proposed Northern Cape University College. This University College if appropriately designed and established with sufficient student accommodation could play a major role in the alleviation of the current shortage of sufficient Higher Education places experienced in the country.
- Regarding student enrolment, there are a number of good potential “feeder” schools in Kimberley and surrounding areas. In addition, students should be recruited from Namibia and other SADC countries. This will assist with the viability of the new university. At a recent SARUA workshop, the OECD and UNESCO presented data which shows that South Africa has the potential to be a hub of university education in the sub-Saharan region. Rather than Africa students leaving the continent to study in Europe and the UK, South Africa could be an alternate destination.
- As a start and to prevent any perceived delay, the university in the Northern Cape could be established from a single campus, starting in the provincial capital, Kimberly, close to the provincial seat of government. . As a new university, it would be critical to first develop a fully-fledged single campus which could then serve as the anchor for further campus development. Further investigation needs to be done to assess the feasibility of a second campus. Although three campuses have been considered, namely: Kimberley, Upington and Kuruman, it was concluded that the Kuruman campus would not be viable. The Upington campus is a possibility but it is preferable to initially only establish a campus in Kimberley. The restructuring of higher education in South Africa has taught us a number of lessons

especially in the area of multi-campus models. The multi-campus model presents a range of problems and obstacles. Even if a second campus is established in Upington, it should only be a delivery site of the Northern Cape University College.

- The development initially of a single campus university would ensure that an appropriate and strong university culture is established and will assist in good management practices.
- The establishment of a Northern Cape University College will have a range of economic development benefits and spin-offs for the region.
- Although a Faculty of Mining and Engineering were originally considered, it is recommended that it should rather be a faculty of Applied Sciences offering diplomas for mining technicians and engineering technicians. The offering of fully fledged engineering programmes are very expensive and the recruitment of appropriately qualified staff is very problematic. The Universities of Pretoria and Wits are involved in offering mining and engineering programmes and find it very difficult to recruit appropriately qualified staff. The Northern Cape University College should develop incrementally and should thus start off with diploma programmes in these fields.
- The language policy of the Northern Cape University College is going to be crucial for success. The majority of Northern Cape people speak Afrikaans and they are simply not fluent in English. The University would as a minimum have to have a dual language policy. Afrikaans medium would be needed to attract students from the Northern Cape and English as a second medium of instruction would be needed to attract students from elsewhere in the country as well as foreign students.
- The 'De Beers' land is ideal for the development of a fully fledged University in Kimberley. The whole campus should be developed on the "De Beers" land and the University would need extensive student residences to accommodate large numbers of students from the province, national students as well as foreign students. The site is ideal for the development of a fully fledged university.
- The student residences should be designed and developed in such a manner that they are an extension of the academic environment and should be centres of learning. If designed and developed in such a manner in combination with all programmes as extended programmes the university could be a model for enhanced learning and student success.
- Government must commit to providing full funding for the new university for at least the first ten to fifteen years. This does not preclude the possibility of a partnership with the private sector for the development of the campus and especially for the development of student residential and recreational facilities. Funding should be released by government on the basis of a clear performance agreement with key milestones and timelines reflecting the expected growth and development trajectory of the new university.
- The university should offer academic programmes in the undergraduate band of the Higher Education Qualifications Framework (i.e. from Higher Certificate to Bachelors degree) which are aligned to the regional socio-economic needs, in the context of national priorities. The programme mix must reflect technical, vocational, professional and academic disciplines. Initial programme offerings should focus on teacher education, nursing education, social work, business and public sector management and administration, applied science and

technology, arts, music and heritage studies. The university may progressively introduce postgraduate programmes subject to the graduate pipeline from undergraduate programmes.

- The new university should be a dual mandate university which includes vocational programmes as well as undergraduate degrees. The university thus ought to be comprehensive and should offer bridging programmes specifically between FET and university programmes. The design of a NQF 5 qualification may offer such an opportunity.
- It is proposed that the university should be unique in that it is established as a hybrid university offering FET programmes as well. It should develop a mix of FET as well as University programmes with articulation pathways between the various types of programmes.
- Existing FET colleges and their programmes should not be incorporated into the Northern Cape University College because the curriculum of the FET colleges must be re-engineered and it is recommended that the FET programmes offered by the Northern Cape University College must start from a zero base.
- The University should also be unique in that all the University Programmes should be designed as extended programmes ensuring that the Northern Cape University College is not plagued by poor success and throughput rates right from its inception. The poor preparedness of students from the school system is widely known and this university could be unique in ensuring that all students are appropriately prepared to deal with the subject content at higher education level. This will be a niche for the university which could result in attracting many students who could not gain access to other universities in the country.
- The University vision and mission should be centred on being “an engaged university” making a difference in a development state. Just as the early land-grant universities in the US focused on co-operative community-based programmes and research, the Northern Cape University College could be required to develop a compact with the local community in its various forms – government, community-based organizations and local industry.
- In terms of the legislative steps, the Minister may declare that a new university will be established after consultation with the Council on Higher Education (CHE). The options to be considered by the Minister are:
 - ❖ Option 1: declare a completely new university and dissolve the National Institute for Higher Education.
 - ❖ Option 2: declare that the National Institute for Higher Education and other existing institutions are to be incorporated into the newly established university.

The second option gives the Minister the opportunity to begin implementation sooner than the first and it also is an opportunity to start implementing, through concrete means, a new model founded on the framework of a post-school system. The new university could be established by building on the foundation set by the NIHE, selected FET Colleges, the agricultural and nursing colleges in the province as well as adult education and training centres and the provincial seats of the SETAs. The hospital could be developed into an academic training hospital for health sciences professionals.

- It is estimated that about 150 potential academics with Masters and Doctoral qualifications are resident in the Kimberley area. Many of these are responsible for the teaching and learning co-ordinated by NIHE. These are potential academics for the new university. Furthermore, there is a pool of retired academics across the country who could be offered five-year fixed-term contracts. (Some of these have been applicants for the new university in Botswana).
- The Minister of Higher Education and Training should seek to declare the new university with its name, interim Council and location by December 2011, to take effect from January 2012. The university should aim to have in place the necessary requirements for its first intake in 2014.

5 Conclusion and Recommendations

The following conclusions and recommendations are drawn from the work of the two task teams together with other national trends and strategies.

5.1 Need to increase Higher Education participation through the expansion of the capacity of Higher Education

The skills shortages experienced in the country, as well as the shortages of graduates in certain fields, is hampering economic growth. This together with the low participation rate in Higher Education in South Africa as compared to other middle-level income countries, the extent of the NEET youth and the fact that existing universities in South Africa are struggling to enrol more students given their existing physical and human resource capacities, indicates a clear need for expanding the post school system, including the need to expand the capacity of the public higher education system.

5.2 Need and support for the establishment of universities in Mpumalanga and the Northern Cape

It is important to note that although the provincial task team reports have a focus on provincial needs in the argumentation for the establishment of new public higher education institutions, universities are national assets and the establishment of any new institutions must also be motivated in terms of the need at a national level to increase the capacity of the public higher education system to enable more enrolments in higher education programmes.

5.2.1 Mpumalanga

There is a clear argument for establishing a public university with its seat of learning in Mpumalanga Province; thousands of Mpumalanga students who qualify to enrol at universities currently enrol elsewhere. It is anticipated that a university based in Mpumalanga could grow in the medium to long run into an institution with an estimated enrolment of 15 000. The extensive and well established existing Higher Education activities in the province, together with the levels of activity of FET colleges, SETAs, the Nursing College and the Agricultural College, will all contribute to the viability of a new university in Mpumalanga.

There is extensive political, business, industry, and broad community support for the establishment of a university in Mpumalanga.

5.2.2 Northern Cape

The numbers of prospective students in the Northern Cape suggest that a fully fledged university located in that province may not be sustainable into the future unless such an institution develops a niche that is attractive to students from outside of the province. The suggestion is that a Northern Cape “University College” could be established with an expected intake of approximately 1 400 new entrants from the secondary education system. It is expected that the enrolments of the “University College” could grow to approximately 5 000 within a few years. In order to be sustainable the institution would have to create some attractive and unique features in order to draw adult learners as well as students from other provinces and foreign students from Namibia and other SADC countries.

There is an unequivocal stakeholder support for and excitement about the establishment of a university in the Northern Cape.

5.3 Type of universities proposed for Mpumalanga and the Northern Cape

5.3.1 Mpumalanga

It is recommended that the University in Mpumalanga be established as a comprehensive university. The initial focus could be on ‘university of technology’ type programmes, already offered in the province, with the incremental introduction of traditional university type programmes.

5.3.2 Northern Cape

It is proposed that the university should be unique, a “University College”, in that it is established as a hybrid university/ college offering a mix of NQF level 4 and 5 technical and vocational educational and training programmes as well as NQF level 6 and 7 Higher Education programmes with articulation pathways between the various types of programmes.

The new higher education institution should have a dual mandate which includes vocational programmes as well as undergraduate diplomas and degrees. The institution thus ought to be a comprehensive higher education institution and should offer bridging programmes specifically between FET and university programmes. The design of NQF 5 qualifications may offer such an opportunity.

Given the small numbers involved initially and the need to build capacity to ensure the success of the new institution, it is suggested that it should first be established as a College of a strong existing university (for example the University of the Free State) to prepare the ground work for the establishment of a fully functional stand alone ‘University College’ in the Northern Cape. It must from the outset be a fully fledged College with its own

management team. The relationship should in nature be one of capacity building and development and accreditation of programmes. After a few years of functioning an evaluation could be done to establish whether the College has been capacitated adequately to function as an independent 'University College'.

5.4 Seat of the Universities and campuses

5.4.1 Mpumalanga

It is recommended that the University in Mpumalanga should be a multi-campus institution, but with a limited number of campuses. The new university must however have a strong main campus that should create a new ethos and strong new culture. An evaluation of the possible sites identified in the report, including the TUT Mbombela campus and other sites offered to the Task Team. The evaluation must include an assessment of the future needs of the University. The province should participate in the identification of the site for the main campus and seat of the University. It is important that if the TUT campus is considered that it be established whether there is adequate space for a fully fledged university with possibilities for future anticipated growth. Ideally the land should be donated.

5.4.2 Northern Cape

Initially the Northern Cape should be established from a single campus, starting in the provincial capital, Kimberly, close to the provincial seat of government. As a new residential University College, it would be important to first develop a fully-fledged single campus which could then serve as the anchor for any further campus development if required at a later stage. Further investigation needs to be done to assess the feasibility of a second campus, possibly in Upington, as a delivery site of the University College. Delivery through satellite to remote areas in the province also needs to be investigated. The 'De Beers' land appears to be ideal for the development of a fully fledged University College in Kimberley.

5.5 Academic Architecture of the Universities and Niche Areas

5.5.1 Mpumalanga

In order to establish itself as a unique and sought after institution the University in Mpumalanga must deliver unique niche programmes. The opportunity exists for it to offer programmes linked to the unique economic activity in areas that have substantial human resources in the province, for example, wildlife conservation with a focus on endangered species, linked to activities in the Kruger National Park; agriculture linked to work carried out in Agricultural Research already well developed in Mbombela, et cetera. It is envisaged that the university in Mpumalanga would offer programmes in tourism, nursing, engineering; agriculture; forestry and teacher education. The University in Mpumalanga also has a unique

opportunity to incorporate the National Electronic Media Institute of South Africa which could lead to the development of new programmes for careers in entertainment, technology, engineering and the multimedia industry. Since the province is a cultural heartland it is also envisaged that a School of Arts could be established in time that would include fine and performing arts programmes.

The university in Mpumalanga could through negotiations with TUT and VUT with the involvement of the CHE and SAQA incorporate their accredited programmes into the new university.

It is recommended that generic programmes and scarce skills should be duplicated on the different campuses to foster a strong university culture and ethos.

In terms of the Academic Architecture it is recommended that the University in Mpumalanga should have four (4) colleges with eight (8) schools with the main campus located in Mbombela with niche programmes in the fields of agriculture with a focus on sub-tropical fruit, wildlife conservation with a focus on endangered species, and multimedia development linked to the National Electronic Media Institute of South Africa. The Mbombela campus must also incorporate exiting TUT programmes and focus on programmes in the fields of: teacher education, finance and economics, tourism, and health sciences. This campus should incorporate the Agricultural College and the Nursing College. The eMalahleni campus of TUT should also be incorporated into the University in Mpumalanga, and must offer engineering programmes including electrical engineering. The VUT campus should also be incorporated into the new University as a satellite campus of the eMalahleni campus. The campus must be closely linked to industry and should in particular focus on mechanical and chemical engineering. The Siyabuswa campus should incorporate the former Ndebele College of Education and should focus on foundation phase and early childhood teacher education to ensure that sufficient teachers are available in the province able to teach in appropriate indigenous languages.

Much work still needs to be done with regard to the PQM and other establishment requirements and therefore a phased approach to the development of the university in Mpumalanga is needed.

5.5.2 Northern Cape

Due to the strong presence of Afrikaans amongst all population groups in the Northern Cape the 'University College' will have to offer dual medium of instruction to attract students.

The 'University College' should offer academic programmes in the undergraduate band of the Higher Education Qualifications Framework (i.e. from Higher Certificate to Bachelors degree) which are aligned to the regional socio-economic needs, in the context of national

priorities. The programme mix must reflect technical, vocational, professional and academic disciplines. Initial programme offerings should focus on teacher education, nursing education, social work, business and public sector management and administration, applied science and technology, arts, music and heritage studies. The 'University College' may progressively introduce postgraduate programmes subject to the graduate pipeline from undergraduate programmes.

It is recommended that the Northern Cape 'University College' should be unique in that all the programmes should be designed as extended programmes ensuring that the Northern Cape 'University College' is not plagued by poor success and throughput rates right from its inception. This would be a niche for the 'University College' which could result in attracting many students who could not gain access to other universities in the country.

5.6 Infrastructure

Substantial technical work must to be done with regard to the establishment of both new institutions. Firstly, final decisions regarding the establishment of the main campus of the two universities need to be made, and the identification and acquisition of the land needs to be finalised. This would include a full evaluation of possible sites, including environmental and economic impact studies and scoping with respect to the full functioning of the institutions over time.

Another important step, that can occur parallel to the first, is the development of an appropriate PQM and academic plan which should inform the development of a master plan for the physical infrastructure which should support the academic plan.

The cost of physical infrastructure development in the short, medium and long term needs to be determined by professional technical consultants to ensure that the costing is reliable. Public-private partnerships where viable and appropriate need to be considered.

The costs of the initial establishment as well as the future cost of infrastructure development needs to be fully determined so that funding for these developments can be sought.

Both tasks teams have indicated that the provisioning of sufficient student housing would be essential to ensure the viability and success of the establishment of the two universities. The costing of the infrastructure development must ensure that adequate provisioning for student housing is made according to the specific needs of the two institutions.

5.7 Consultation with stakeholders

In the case of both provinces it appears that further consultations need to be undertaken to ensure broader participation of stakeholders. It is recommended that the consultation process continue until all the stakeholders have been given an opportunity to make inputs. This will avoid a situation where some structures might be excluded.

The process of consultation should proceed parallel with other legislative and legal processes required to streamline processes and to avoid unnecessary delays of the establishment of the new institutions.

5.8 Establishment of the new Universities

In view of the clear need for the expansion of capacity in the university system as well as the specific need in the two provinces it is recommended that the Minister of Higher Education and Training should seek to declare the two new public higher education institutions in the Provinces of the Northern Cape and Mpumalanga with their names, interim Councils, where appropriate, and locations by March 2012, to take effect from April 2012. The universities should aim to have in place the necessary requirements for their first intake, in a limited number of programmes, by 2014.

Much progress has been made in terms of the situation analyses in the two Provinces, the clear establishment of the need for the institutions in the provinces, the type of institutions that need to be developed, possibilities of incorporation and development as well as ideas around niche areas which will attract students from other provinces as well as foreign students. Stakeholder consultations were held but it has been noted that more consultations are needed.

There is however a clear need for further work. The work of the Task teams has been limited and intensive technical work needs to be carried out now that the initial conceptualisation has been done.

It is recommended that the Department of Higher Education establish a technical implementation team to take forward the required technical work now that the initial conceptualisation of the two universities is done. It is recommended that the technical implementation team work out a full implementation plan for the establishment of the new institutions, including requirements as attached at Annexure C.

The implementation team must include DHET officials as well as technical experts who have sufficient expertise to perform the required technical tasks, and manage the large scale project.

As mentioned previously significant work still needs to be done with regard to the PQM and other establishment requirements of the two new institutions. A phased approach to their

establishment and development is required. It will be difficult to meet all the necessary establishment requirements in the short term. A phased approach could mean that the university initially is established on the basis of the existing infrastructure whilst other elements continue to be conceptualised and developed.

It is recommended that the two National Institutes of Higher Education are dissolved once proper hand-over has been done to the Interim Councils of the two new universities.

It is vital that Institutional Operational Plans be developed and that the funding needed for start up and operational costs for the first five to ten of years of the establishment of the two new higher education institutions be quantified, to ensure that the DHET is informed about the extent of funding required to ensure their successful operation. This must be done in addition to the infrastructure costing. Sufficient funding for the establishment of the institutions is a critical, and must be secured to ensure success.

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ANNEXURE A

NORTHERN CAPE UNIVERSITY PROJECT: STEERING COMMITTEE MEMBERS

Name	Designation & Organisation	Office Telephone	email Address
Moira Marais-Martins (CHAIRPERSON)	Commissioner: NC Public Service Commission	053 832 6222	mamarais@opsc.gov.za -
Justice Bekebeke	DG: Office of the Premier	053 8382950	jbekebeke@ncpg.co.za
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	PA: Arlene Legrange		
Dr Jaco Mostert	HoD:NC Dep of Eco Affairs & Tourism	053 839 4000	jmostert@ncpg.gov.za
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Eric Khotseng	Deputy Chairperson: FONIHE	082 339 8884	ekhotseng@gmail.com
Professor Tyrone B Pretorius	Pro-Vice Chancellor & President	011 950 4066	tyrone.pretorius@admin-monash.edu
	PA: Charmain Caroto	011 950 4259	charmain dr.caroto@monash.edu
Dr Marko Saravanja	Regenesys	011 6695000	marko@regenesys
Dr Kopano Taole	Head: NIHE	053 807 5301	head@nihe.co.za
Mongezi Stofile	Project Manager: NC University Project	053 807 5307	mongezi@nihe.co.za

ANNEXURE B

KEY STAKEHOLDER ENGAGEMENT CONTACT REPORT FOR THE NORTHERN CAPE

Name/ Portfolio/ & the Organization	Meeting Date	Contact T
1. Govt. Depts and Municipalities		
Dr K Taole <i>Head : NIHE</i>	21/09/1020	Interview (MR/RR/ZC)
Mongezi Stofile <i>NIHE Project Manager</i>	21/09/2010	Interview (RR/ZC)
Mr Crouch <i>Property Director, Immovable Assets - Public Works Dept.</i>	21/09/2010	Interview (RR/ZC)
Mr Barends <i>Property office – Public Works Dept.</i>	21/09/2010	Interview (RR/ZC)
Robby Phillips <i>Education Deputy/acting HOD – DoE</i>	22/09/2010	Interview (RR/ZC)
Pedro Makwattie <i>Career Guidance Co-ordinator – DoE</i>	22/09/2010	Interview (RR/MS/ZC)
Nico Reed <i>FET Schools/ Secondary Schools Learner Attainment: NSLA - DoE</i>	22/09/2010	Interveiw (RR)
Dr Antony Mpisi <i>Research Development. & Strategic Partnership NIHE</i>	22/09/2010	Interview (RR)
Kabelo Mohibidu <i>Provincial Economist at Economic Affairs Office</i>	29/09/2010	Interview (RR)
Deon Kleinschmidt <i>Acting Head Statistician- Statistics SA</i>	30/09/2010	Interview (RR)
Tshepho Pharasi <i>Acting Head of Education – DoE</i>	30/09/2010	Interview (RR/ZC)
Dr Leon Jacobson & Colin Fortune <i>Manger and Senior Researcher, McGregor Museum</i>	7/10/2010	Interview (MS/RR)
Dr Tshepo Seekoe <i>Chief Dir for development of technical support for SKA/DST</i>	13/10/2010	Interview (MS/RR)

Dr Botlhale Tema Former Chief Director, Department of Science and Technology	23/11/2011	Interview (MS)
Name/ Portfolio/ & the Organization	Meeting Date	Contact T
Dr Bernie Fanaroff, Tracy Cheetham & Daphne <i>SKA Project Manager, Square Kilometer Array (SAK-SA)</i>	13/10/2010	Interview (MS/RR)
Nomzi Ndzilili <i>HR: Skills Development, NC Department of Agriculture and Land Reform</i>	21/10/2010	Interview (RR/ZC/MS)
Mr Peet van der Walt <i>Dir: Infrastructural Services, Frances Baard Municipality</i>	4/11/2010	Interview
Sello Matsie, Media & Communication, Mike Steyn & Godfrey Lesenyo, Infrastr./ Bulk & Electricity, Sol Plaatje Municipality	4/11/2010	Interview
Dr Evar J.Jacobs <i>Manage, Employee Assistance Prog.& Selection. Sol Plaatje Municipality</i>	10/11/2010	Interview
Mr Schalk Grobbelaar <i>Provincial Town and Regional Planner</i>	11/11/2010	Interview (MS/RR/ZC)
2. ACADEMIC		
Professor Cheryl de la Rey Chairperson, Ministerial Task Team (Northern Cape University)	11/11/2010	interview (MR/RR/MS)
Professor Brian Figaji Chairperson, NIHE Board	09/12/2010	Interview (MS)
Professor Sibusiso Vil-Nkomo Executive Director, University of Pretoria	10/12/2010	Interview (MS)
Maxi Selemela <i>Principal Stockdale Nursing College</i>	30/09/2010 20/01/2011	Interview (RR) (MS)
Doris Bueke <i>Head of Stockdale Nursing College</i>	30/09/2010	Interview (RR/ZC)
Paul Soato <i>NIHE, Academic Administration & Student Support</i>	30/09/2010	Interview (RR)
P.Sago and Campus Managers- Upington <i>CEO,: NC Rural FET College</i>	6/10/2010	Interview

Dr Clifford Barnes <i>CEO: NC Urban College</i>	21/10/2010	Interview
Prof Kallie Strydom, <i>Acting Director of the Free State Education and Training Trust</i>	3/11/2010	Interview
Name/ Portfolio/ & the Organization	Meeting Date	Contact T
Ms Merridy Wilson-Strydom (Skills for a changing world programme)	3/11/2010	Interview (RR)
Dr. F Strydom <i>Learner Support for Academic Success</i>	3/11/2010	Interview (RR)
Ms Marindean Louw – NC <i>UNISA: Regional Academic Programme</i>	10/11/2010	Interview (RR)
Mr Louis de Vries <i>Damelin: Financial/ Campus Manager & owner</i>	11/11/2010	Interview (ZC)
Prof Parks <i>Stellenbosch University, Interactive Telematics Serv.</i>	12/05/2010	Interview (RR)
Prof. Lochner Marais <i>OECD/IMHE regional review project</i>	05/12/2010/	Interview (RR)
Dr Nan Yield Council for Higher Education (CHEC)	09/11/2010	Interview (RR)
Joy Papier	09/12/2010	Interview (RR)
Prof Jan Botha. Stellenbosch University.	13/12/2010	Interview (RR)
3. BUSINESS		
Sakhile Ngcobo Executive: Public and Corporate Affairs, DE Beers Consolidated Mines	21/10/2010	Interview (MS)
Maxwell Morapeli Chairman, Northern Cape Mine Managers Association (NCMMA)	4/11/2010	Interview (MS)
Ms Sharon Steyn Manager, Northern Cape Chamber of Commerce (NOCCI)	11/11/2010	Interview (MS/RR)

Nomfundo Mqandu Manager: Corporate & Social Investment, BHP Billiton	28/01/2011	Interview (MS)
Christie Pisane GM, Kimberley Mines		Interview (15/01/2011)
Angus GM, Alco		

Name/ Portfolio/ & the Organization	Meeting Date	Contact T
4. POLITICAL		
MEC Patrick Mabilo, MEC Chairperson: PEC Sub Committee for Education & Health	18/10/2010	Interview (MS)
Bongiwe Mbinqo-Gugaba, MPL Chairperson, Portfolio Committee on Education	27/11/2010	Interview (MS)
Dr Allan Grootboom, MPL Head: Democratic Alliance Education	24/01/2011	Interview (MS)
GROUP PRESENTATIONS		
NIHE SRC (13)	17/11/2010 (MS) 17/01/2011 (MS)	
ANC PEC Sub Committee on Health and Education (17)	22/11/2010 (MS)	
COSATU PEC (75)	04/20/2011	
Portfolio Committee on Education, NC Legislature (15)	02/02/2011 (MS)	
AZAPO 7 th National General Council (58)	12/12/2011 (MS)	
Organised Labour Sector Forum (169)	15/02/2011 (MS)	
Northern Cape ANC PEC Lekgotla (135)	8/02/2010 (MS)	
Student and Youth Sector Forum (15)	24/02/2011 (MS)	
NC Mayors and Municipal Managers Forum (167)	17 /11/2010 (MS)	
Frances Baard District Council (23)	19/01/2011 (MS)	
John Taolo Gaetsewe District Council (35)	25/01/2011 (MS)	
ZAPO 17 th General Congress (53)	12/12/2011 (MS)	
Tripartite Alliance Partners	08/03/2011(KT/MM)	

ANNEXURE C

TECHNICAL REQUIREMENTS FOR THE ESTABLISHMENT OF THE NEW UNIVERSITIES

1. INTRODUCTION

Identification of the technical requirements that are needed to establish the new universities is dependent on the following decisions to be taken:

- Policy definition on the type of University that will be established vis-à-vis a State – owned University or Public University.
- Conceptualization of the Institutional type such as a “traditional” university that offers formative programmes and are degree awarding, or a University of Technology (UoT) that offers career focused vocational programmes and are diploma awarding, or a new type such as a University of Applied Science or Polytechnic University.
- An academic model that is conceptualized from the policy definition defining the academic architecture that will inform the level and type of skills development, infrastructure needed and the academic staff profile needed.
- The range of educational offerings delivered at identified sites that will inform the educational model, campus and / or sites of delivery and the resources needed to support the academic endeavour.

2. DEFINITIONS

It is necessary to define some of the concepts in order to confirm our understanding of the different concepts that are being used. However, an informed decision can only be made through in-depth research of international examples that will suite South Africa’s need as a developing country.

State University:

The concepts of “state-owned” universities differ amongst countries. Education in **Cuba** was transformed following the 1959 revolution where the Castro government nationalized all educational institutions, and created a system operated entirely by the government. Strong ideological content is present, with the constitution stating that educational and cultural policy is based on Marxist ideology and an example is the University of Havana (founded in 1727). In the **United States** (U.S.A), a state college or state university is one of the public colleges or universities funded by or associated with the state government. In some cases, these institutions of higher learning are part of a state university system, while in other cases they are not. Most state universities receive at least part of their funding from the state, although many have substantial income from tuition and student fees, endowment proceeds, and revenue from royalties. State universities usually offer lower tuition costs to in-state residents. Saint Petersburg State University is a **Russian** federal state-owned higher education institution based in Saint Petersburg and one of the oldest, largest and most prestigious universities in Russia.

Land-grant University:

In the U.S.A the **Land-grant universities** (also called land-grant colleges or **land-grant institutions**) are institutions of higher education designated by each state to receive the benefits of the Morrill Acts of 1862 and 1890. The original mission of these institutions, as set forth in the first Morrill Act, was to teach agriculture, military tactics, and the mechanical arts as well as classical studies so that members of the working classes could obtain a liberal, practical education. The Morrill Act (Land-Grant Act) signed into law by President Lincoln in 1862, gave each state a grant of federal land within its borders for the establishment of a public institution to fulfill the act's provisions. Money was appropriated through legislation where the Hatch Act of 1887 authorizes direct payment of federal grant funds to each state. The appropriation varies and is determined through a formula based on the number of small farmers in that specific region. Many of the 106 institutions are among the ranks of the most distinguished public research institutions, and all share the same tripartite mission of Teaching, Research and Community engagement. The mission of these institutions is to focus on the teaching of **agriculture, science and engineering** as a response to the then industrial revolution and changing social class, rather than higher education's historic core of classical studies. In most states the original agricultural colleges grew over time into full-fledged public universities by adding other colleges (e.g., arts and sciences, medicine, law, etc.). A good example is the Florida A&M University offering Agricultural and Mechanical Engineering.

Other types of Universities:

Institutions of higher education in **Finland** are designated universities by Finnish legislation, most importantly, through the University Act. According to the decree on the System of the degrees of higher education only these universities have the right to confer the degrees in the categories Bachelor's degree, Master's degree and doctoral degrees. In addition to these universities, Finland has another, separate system of tertiary education, the ammattikorkeakoulu/yrkeshögskola, which is translated as polytechnic or as a University of Applied Sciences.

3. SCENARIOS

Depending on the governmental decision needed, as illustrated above, it is necessary to accommodate these philosophies into three scenarios. Depending on the scenario the following technical requirements are needed to effect legislation.

Scenario A: Establishing a “state-owned university” on new land

Legal Requirements:

- Amendment to the Higher Education Act needs to be prepared or a new act needs to be drafted that indicates the governance of this type of institution. The Minister must then publish such policy by notice in the Gazette and table such policy in Parliament, after consulting the CHE.
- Requesting the CHE to advise the Ministry on the concept, context, governance and funding of such a university for South Africa as well as the scope and range of academic operations.

Scenario B: Establishing a new public university as proclaimed in the Higher Education Act 101 of 1997 on new identified land

Legal Requirements:

- There will be no higher education policy change

Scenario C: Incorporating existing infrastructure (and academic architecture) into a newly established public university as proclaimed in the Higher Education Act 101 of 1997

Legal Requirements:

- There will be no higher education policy change

4. REQUIREMENTS APPLICABLE TO ALL THREE SCENARIOS

4.1 Legal requirements

The establishment of a new university is governed by Chapter 3 of the Higher Education Act of 1997 as revised by the Higher Education Act Amendment Act 38 of 2003. In the case of a “state” university an amendment to this Act would be needed.

- Finalize the role of the NIHE
 - Whether to continue or to form part of the Administration hub of the new universities.
 - Decision regarding the current facilities used by the NIHE as well as the currently appointed staff needs to be made.
 - Amendment to the HE Act that will indicate the dissolving of the NIHE.
- Promulgation of the new university as a juristic person by a notice in the Gazette, indicating the name, type of institution, date of establishment, physical location and official address is the responsibility of the Ministry.
- The Minister, after consulting the CHE and by notice in the Gazette, needs to declare the nature or type of the education institution that will be providing higher education. A published notice in one or more daily newspapers circulating in the area in which the education institution provides higher education, must appear in all the official languages used as medium of instruction by this higher education institution.

- An interim council needs to be established for a period of 6 months through the mentioned notice in the Gazette. The minister may extend the period for a further period not exceeding 6 months. The interim council includes the chairperson, four other members, and three co-opted members who have no voting rights (see section 4.4).

4.2 Technical Requirements for the Governance of the new institution:

The establishment of a new university is governed by Chapter 4 of the Higher Education Act of 1997 as updated through the Higher Education Act Amendment Act 38 of 2003.

- For the first six months of operation the institution will be governed by an interim council through the Standard Institutional Statutes (SIS). The Standard Institutional Statute applies to every public higher education institution that has not made an institutional statute until such time as the council of such public higher education institution makes its own institutional Statute under section 32 of the Higher Education Act, 1997 (Act No. 101 of 1997), as amended.

The major functions of the interim council will be to:

- appoint an interim management body to manage the day-to-day activities of the institution,
 - ensure that a council is constituted in terms of the standard institutional statute and
 - ensure that other structures are constituted. Other structures relate to a senate,
 - students' representative council, an institutional forum, and such other structures and offices as may be determined by the institutional statute.
- The interim management needs to manage the day-to-day activities and govern the institution according to the SIS. The interim management will be responsible for developing the institutional statutes and rules, strategies, policies and procedures as well as an organisational structure (staff establishment) that will assist in the operation of the new institution. This should include governance aspects such as establishing the Senate and Institutional Forum and committees of Council and Senate. The Student Service Council can only be established when the first student body is registered.
 - The **chancellor** as the titular head of the institution who confers all degrees and awards all diplomas and certificates in the name of the institution, needs to be elected and appointed by the council.

4.3 Technical Requirements for the strategic positioning of the new Entity

- Determining the institutional type will be crucial as it will dictate the specific role and responsibility of this institution within a regional, provincial, national and global context.
- Developing the contextual framework for this new entity in the case of being a state university.
- Draft a positioning paper on the strategic position and role of this new university in the province.
- Identify the areas of specialization that will be offered by the institution, in relation to the skills and labour market needs of the province (provincial strategy).
- Identify the nature of the programmes, progression and articulation routes such as partnerships with FET colleges etc.
- Define the vision and mission statement, strategic goals of this institution
- Implement a strategic planning process in collaboration with the interim council, management and provincial leaders. It would be advisable to identify milestones and phases of development of this new university / institutional type.
- It is recommended that the management body develops a Strategic Plan for the university that will indicate further areas of involvement. This will determine the foundation for the Academic plan. Further details will be stipulated in the Institutional operating plan.

4.4 Technical Requirements for the acquisition of land / buildings:

In the case of Scenario A and B the acquisition of land and/ or buildings will be applicable, supported by a comprehensive campus plan whilst requirements for Scenario C will be slightly different. Scenario C focuses on the acquisition of existing infrastructure and therefore the campus planning will be directed towards the addition of new building(s) such as an Administration building for example. The transfer of existing buildings and infrastructure will be applicable. As stated in the HE Act *“immovable property 5 devolving upon the public higher education institution must, subject to the concurrence of the Minister of Finance, be transferred without payment of transfer duty, stamp duty or other money or costs, but subject to any existing tight, encumbrance, duty or trust on or over that property”*.

- Land / property needs to be identified in association with the Provincial Government.
- Consecration of the land.

- Upon identification of site/ location an Environmental assessment needs to be conducted.
- Engagement with community leaders might be necessary.
- Evaluators need to be appointed to assess the value of the land.
- Expropriation or purchasing of land / buildings according to market value needs to be determined. Transferring of land might also be an option in the case of state-owned land.
- Possible donor funding should be identified, in the case of purchasing or appropriate state funding needs to be earmarked.
- Submission to Treasury needs to be drafted in the case of State funding being required.
- Zoning and servicing of land will then need to take place including for example determining the water and reticulation, earthworks, electricity and power supply etc.
- Initiations of requests for proposals and specifications of tenders.
- Appointment of a technical team consisting of engineers, architects, quantity surveyors, and campus planners is imperative to determine the layout of the university as a whole. Concept plans need to be drafted with cost estimates. The DHET building norms need to be used.
- The campus planning cannot take place in isolation of the academic planning process where the academic architecture will be determined. The reason for this is that the space norms are determined through the number (FTE weighting) of students in the various areas of specialization (CESM categories), according to the type of use. This determines the assignable square meters (ASM) and linked to standard cost units, which are then converted into a Rand value and finally the total cost of the building.
- In case of Scenario A and B, if purchasing the land / building, lease agreements need to be drafted.
- In case of Scenario C transfer of land / buildings from the applicable entity will be needed.
- Title deeds need to be finalized in all three scenarios. Fees charged by the Registrar of Deeds resulting from a transfer must be paid in full or in part from funds appropriated by Parliament for that purpose.

4.5 Requirements for the planning of the campus / buildings:

The purpose of a campus is to bring together diverse people and their ideas in an environment that creates potential for intellectual and social exchange. Both its buildings and its open space define the physical character and quality of a campus. The design intent for both building and landscape projects should include promoting a sense of community derived from actively shared spaces that provide enriching experiences of both planned and chance encounter. It should also be noted that the educational model will inform the number of sites of delivery and their coherence.

The following principles should guide the design of campus buildings:

- Buildings and Spaces that promote Intellectual and Social Exchange: Comprised of exterior spaces (including streets, walkways, greens, courtyards, plazas, gardens and playing fields) and interior spaces (lobbies, atriums and internal connectors). Community space has the potential to weave together the diverse elements of the campus and maximize the opportunities for intellectual and social exchange.
- Functionality: Campus buildings must effectively meet the programmatic needs of its users both spatially and environmentally. For a campus building that is intended to last 50 years or more, it needs to be designed for serviceability over time. It should be designed for flexibility and adaptability. As user needs and technological requirements evolve over time, the building should be able to accommodate some level of adaptation and reconfiguration without exorbitant expense or structural modification.
- Economy: As a state-supported institution with many important programs and many pressing needs, it is important that buildings are constructed in a cost effective manner.
- Quality: New buildings are major undertakings requiring significant funding both to construct and to operate and maintain. They take a long time to build, are intended to last for decades (or even centuries) and often have a profound impact on the overall campus landscape. Therefore it is essential that they be constructed to the highest standards of quality possible within the funds available.
- Sustainability: Campus buildings are constructed to last a long time. The long-term operating costs of these buildings far exceed the original cost of construction.

4.6 Technical Requirements for the academic architecture of the new institution:

It is the prerogative of the Minister to decide on the institutional type. This will have an impact on the academic architecture of the institution. It is therefore necessary to conceptualize and contextualize the institutional type (as envisaged in scenarios A, B and C) from which the academic project can be derived. The academic architecture will also be dependent on the decision of either offering new programmes or adopting or inheriting existing programmes offered from established campuses. It is recommended that the offering of scarce skills programmes that are very cost intensive be carefully planned through a phased-in approach over a possible 5 – 10 year period.

- A teaching and learning strategy indicating the philosophy of this institutions' approach toward the academic endeavour, is needed.

The programme and qualification mix exercise which is central to the promotion of institutional diversity should be steering the planning process.

- **Designing the Programme and Qualification Mix (PQM)**

- Situation analysis of labour market needs and skills needed within the region and province is seen as the departure point.
- Decisions are needed on the number and nature of the disciplines/ programme areas that will form the core of the educational offerings. For example if the institutional type is a defined as a traditional university the educational offerings will be discipline based and entry qualifications either professional bachelor's degrees or formative bachelor's degrees. A University of Technology's core fundamentals of the educational offering will be career focused or programme based with a multi-disciplinary focus. The proposal is to focus on Teacher Education as the main priority, with vocational qualifications in the fields of tourism management, hospitality, logistics and local government as initial areas of specialization.
- In the case of incorporating an existing campus of an established university one would need to determine the relevancy of the current educational offerings.
- Qualification levels (NQF level 5 – 10) and qualification types such as diplomas (360 credits) or bachelor's degrees (360 or 480 credits) will indicate if the institution will be a diploma awarding or a degree awarding institution. This is informed by the need for intermediate or high level skills.
- The decision on the institutional type will provide an indication of the level and nature of the research activity and therefore the progression of qualifications to post graduate level.
- It should be noted that the programmes that will be offered in the case of a NEW university should be HEQF aligned. This requirement will need the appointment of a team of curriculum experts to ensure that the parameters of the HEQF are met and thus a closer working relation with the CHE need to be established. Another option as an interim measure, is to follow the NIHE model by which some universities are indentified as service providers. Service level agreements need to be drafted.
- A PQM needs to be prepared and submitted through the institution's Senate to the minister for approval as it will inform the funding and HEMIS data submissions. Ministerial approval is dependent on the capacity of the institution to offer the programmes.
- Each nominated qualification need to be supported by the applicable admission requirements, pre-requisites and credit values. This will be captured on the new academic Qualification Structure (AQS) of the information system.
- Programme accreditation also needs to be obtained from the CHE.
- Minimum admission requirements need to be stated for each of the programmes in preparation of the prospectus (see section 4.6).

- **Student enrolment profile.**

- Determining the size and shape of the student body in relation to the PQM for the next 3-5 years is essential.
- Planned enrolments will inform the institution's teaching input unit share as currently stated in the funding framework. The projected enrolments and graduates will inform the subsidy income generation. The FTE's to be used in order to determine the space capacity needed in the form of work stations, lecturing venues, laboratories and office space, as well as connecting areas which are not included in the ASM's.
- A comprehensive student enrolment plan needs to be submitted to the DHET.
- A student enrolment management plan and process need to be established.

- **Academic structures**

- The appropriate academic structure can be determined through a benchmarking exercise by researching the relevancy of a faculty, school or academic department division, in turn informed by the identification of centers, institutes.
- Discourse is needed to determine the location and organization of the disciplines or programmes into the relevant departments.
- The size and shape of the academic departmental profile can be determined by using the following 8 parameters: headcounts (HC), FTE's (Full Time Equivalent) and TIU (Teaching Input Units) generated, Staff to student FTE ratio's, ROU and the staff and programme profile.
- Service subjects need to be identified accompanied by a service level agreement between the departments.
- An academic support unit / department need to be thoroughly planned to provide the academic support needed by the staff and students. This will be informed by the teaching and learning strategy.

- **Academic staff profile**

- It is recommended that the hierarchical development of a programme profile, student enrolment profile and the generation of Teaching Input Units (TIU) determine the staff profile of an academic department. It is also clear that the academic staff profile of the academic department will change as the needs change. A strategic ratio of for example 1 FTE staff: 33 FTE students' needs to be determined in order establish the number of instructional/research staff needed.
- Administrative support staff in roles such as a Secretary, Financial Officer, Faculty Administrator, Research, Quality Officer, Faculty Marketer, etc needs to be determined.

- A policy needs to be drafted and approved for the selection, appointment and promotion of academic staff that is linked to the performance management principles and remuneration agreed to with the Unions.
- These processes as mentioned should be captured into an **Academic plan** for submission to the DHET for approval.
- The current and future space needed should be determined using the manual for Building and space inventory and classification as well as the Space and cost norms for buildings (April 2009).
- Library and information services and communication (LIS and ICT) should be planned in consultation with the academic initiatives.

4.7 Technical Requirements for academic administration:

Academic administration processes are informed by the value chain and chronological progression of the student experience, when accessing and progressing through higher education.

- The documentation needs to be put into place first are:
 - Academic admission policy
 - Academic exclusion policy
 - Student disciplinary rules
 - Marketing and recruitment material
 - Application and registration forms
 - Prospectus
 - Academic calendar
 - Examination rules and regulations
 - Class fee structure with identified laboratory fees
- The following processes need to be developed and implemented:
 - Open day, marketing the new programmes for registration in the following year
 - Student application, selection, admission and registration processes
 - Information services
 - Call and information centre
 - Prior loading of the academic qualification structure (AQS) on the information system
 - Timetables and venue bookings

- Academic administration and admission offices and processes

4.8 Technical Requirements for the organizational establishment:

- The academic project will inform the size and structure of the staff establishment whereby the Academic, Administrative and Service staff [C1, C2 and C3- old Sapse nomenclature] needs to be determined, or outsourced.
- The various **support services** needed and processes to support the academic project will inform the administrative and service support needed.
- **Technical and service related support structures** such as logistical support, transport, housing, security, cleaning services or contracts, landscaping services, etc need to be identified.
- **Human resource management**, practices and procedures (such as standard operating procedures) need to be determined and documented, supported by the relevant HR policies
- Management of the human resources need to be guided by the following processes and documentations:
 - * Appointment and selection policy for academic and administration staff
 - * Advertisement of posts
 - * Appointment of academic leaders of the institution (Deans/ Executive Deans)
 - * Policies for leave, sabbatical leave, study leave, employment equity, affirmative action, sexual harassment, staff allowances, home loans, medical aid, etc
 - * Drafting of the Code of conduct, disciplinary rules and grievance procedures etc.
- **Financial management** and procedures to be put into place through different policies such as Subsistence and transport (S&T), claims and according to the DHET audit requirements.

4.9 Technical Requirements for the student support services:

Preparations are needed in support of the student's learning experience and student life on campus. The student experience starts from the moment when recruitment occurs, followed through to application, selection, admission, registration, certification and graduation. Support needed to be put into place is:

- Financial support structures and processes

- Student governance structures, disciplinary codes and student rules
- Sport opportunities (if applicable)
- Recreation activities (if applicable)
- Counselling and health services
- An International office (if applicable)

4.10 Technical Requirements for the infrastructure: Offices / labs / lecturing venues /

This section must still be developed

4.11 Technical Requirements for the information and communication technology infrastructure

The ICT infrastructure should be planned and implemented as a comprehensive project which needs to take place well before the first student applies.

- An ICT strategy indicating a seamless flow between the technology and the model for the management of all the data and information is needed.
- A production system where all the transactions will take place according to the business rules of the institution (fixed codes, rules and procedures) needs to be in place as soon as possible. This system is mainly informed by the Academic structure of the institution.
- A decision is needed on a Vendor for this production system including the design of a data warehouse. ITS or People-Soft may be the most appropriate production software programme providers in higher education. Subsystems such as the Staff-, student-, assets, physical facilities, and financial system should be developed as an integrated system, of which the Academic Qualification Structure forms the basis.
- Business processes need to be analyzed in order to identify the technical requirements of the information system and its architecture.
- An information management system will also be necessary in order to plan and make decisions regarding student's success, through put, expenditure trends etc. The MIS should not be planned separately.
- Tender documentation will need to be prepared and submitted for approval as there will be various costs involved.
- Other technological vehicles that need to be established are the website, student and staff portals, email facility, knowledge management tools, and the facilitation of e-learning.