

RECONFIGURATION OF HIGHER EDUCATION SYSTEM

MANDATE	DESIG-NATION	ORIENTATION AND FOCUS	MINIMUM NO. OF FULL-TIME EQUIVALENTS	SHAPE OF INSTITUTIONS	ADDITIONAL SOCIAL VALUE
<p>1. Bedrock of the Higher Education System Institutions</p>	<p>POLYTECHNIC UNIVERSITY or (with 25% SET enrolment) : TECHNOLOGICAL UNIVERSITY</p>	<ul style="list-style-type: none"> * Quality undergraduate programmes * Limited postgraduate programmes up to a taught masters level * Research related to curriculum, learning and teaching with a view to application 	<p>4000 (Locations in both urban and rural areas will strengthen equity of access to higher education needs and both urban and rural development needs through appropriate community service programmes).</p>	<ul style="list-style-type: none"> * Humanities and the social sciences (including Education) * Business and Commerce * Natural Sciences Engineering and Technology (SET) 	<ul style="list-style-type: none"> * Provide academic support and development initiatives. * Career-orientation and specific professions in undergraduate programmes should be basis of pre-eminence. * Co-operative education practice to be adequately resourced, expanded and enhanced, as also production of SET diplomates. * Consolidation of links with business and industry. * Focus on local and regional development.
<p>2. Comprehensive Postgraduate and Research Institutions</p>	<p>UNIVERSITY or (with 50% SET enrolment) : TECHNOLOGICAL UNIVERSITY</p>	<ul style="list-style-type: none"> * Quality undergraduate programmes * Comprehensive postgraduate taught and research programmes up to the doctoral level * Extensive research capabilities (basic, applied, strategic and developmental) across a broad range of areas 	<p>8000 (10% Min. at masters and doctoral level) (Promote internationalisation of student body)</p>	<ul style="list-style-type: none"> * Humanities and the Social Sciences (Min.15%) * Business and Commerce (Min.10%) * Natural Sciences, Engineering and Technology (SET) (Min. 25%) <p>At least 40% of staff to have relevant doctorates, and annual average research output per academic staff member should be not less than 0,5 units.</p>	<ul style="list-style-type: none"> * Production of high-level graduates and knowledge producers. * Maintain appropriate degree of high-level research capability related to production and application of new knowledge and technologies in international environment. * Engagement with concrete economic and social development problems of South Africa, the Southern African region and the African continent. * Contribute to transformation of inequitable predominance of white and male South Africans as academics in research and development establishments and at senior levels in the private and public sectors.
<p>(Report Towards a New Higher Education - Landscape 2000:29-37)</p>					

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3. Extensive Masters and Selective Doctoral Institutions	UNIVERSITY or (With 30% SET enrolment) : TECHNOLOGICAL UNIVERSITY	<ul style="list-style-type: none"> * Quality undergraduate programmes. * Extensive postgraduate taught and research programmes up to masters level. * Selective postgraduate taught and research programmes up to doctoral level. * Select areas of research (basic, applied, strategic and development). 	6 000 (5% Min. at masters and doctoral level)	<ul style="list-style-type: none"> * Humanities and the Social Sciences (Min. 25%) * Business and Commerce (Min.10%) * Natural Sciences, Engineering and Technology (SET) (Min. 15%). <p>At least 20% academic staff to have doctorates and annual average research output per academic staff member should be not less than 0,2 units.</p>	<ul style="list-style-type: none"> * Limited scope of responsibility for high-level knowledge producers, knowledge production and graduates for academic and other professions. * Community service. * Linkages with external environment.
4. Distance Education Provision	UNIVERSITY	<ul style="list-style-type: none"> * Quality undergraduate programmes of a predominantly distance nature. * Extensive taught and research post-graduate programmes of a predominantly distance nature up to the masters level. * Select taught and research postgraduate programmes of a predominantly distance nature up to the doctoral level. 	-	<ul style="list-style-type: none"> * Humanities and Social Sciences. * Business and Commerce and Education. 	Recommends establishing Working Group to investigate integration of current dedicated distance education institutions in South Africa and to provide recommendations by end June 2001.
5. Private Higher Education	COLLEGE (for single purpose institution) or other relevant term.	Mainly single-purpose. (Multi-purpose institutions must meet criteria set for either 1, 2 or 3 above).	- (Or same as either 1, 2 or 3 above)	Provide access to higher education and meet developmental needs, on own or in partnership with South African public institutions.	Investigations are still under way - in the meantime, the moratorium on new public-private partnerships to remain in place until investigations are completed.

(Compiled from HEQC Shape and Size Task Team Report 2000:31-37).