Introduction

HESA invited institutions to respond to the revised CESM classification by 31 July 2007. Nineteen institutions responded. Some institutions only indicated that the revised classification is acceptable, while other made comprehensive comments. Appendix A indicates the HEIs which responded and also tries to capture the extent of each response.

All institutions welcomed the revised classification system and many have indicated that the revision was long overdue.

The comments vary between general comments on the implications of a revised CESM system, to more specific comments on the inclusion of further subject fields (See Appendix B) and the re-arrangement of especially some 3rd order CESM categories. Many adjustments of the definitions of the 3rd order CESM categories are also proposed. Some of the important more general comments are summarized below. The views of HESA regarding some comments are also indicated in italics.

Important comments

1. The introduction of the draft report states that (with the exception of CESMs 08 and 09) only subject matter currently used in formal academic programmes is included in the report. This could be shortsighted. The new classification system should as far as possible include all internationally relevant subject matter. The question is, therefore, whether in drafting the report sufficient cognisance has been taken of the content of HE qualifications offered in different countries at different stages of economic development.

2. The new CESM structure will obviously have enormous knock-on effects on the entire higher education system. This will be the case in terms of especially funding and reporting. Even the new space reporting and space and cost norm policy documents circulated recently will have to be adjusted soon after implementation of the new CESM system. What about the long-term enrolment targets (up to 2010) in terms of the current fields of specialisation based on the existing CESM classification? Although it is important to judge the revised CESM classification only on academic principles it is also true that the new classifications will change the relative funding of institutions. The omission of the existing CESM categories 11, 14 and 19 and the reclassification of e.g. geography to the new CESM 14 (Physical Sciences) will have an important impact on funding. The Department of Education indicated that the classification of some existing CESM categories (especially 06, 07 and 08) as far as funding groups are concerned is under review. Also, will it, for example, be possible to fund basic computer skills and highly technical fields like computer programming and data warehousing (all in new CESM 06) under different funding groups? HESA regards these comments as very important.

3. The comment was made that the revised (but also the existing) CESM classification clusters cognate knowledge fields and not knowledge transfer (teaching mode) which usually determines cost. This should be taken into account when the subsidy formula (funding matrix) is revised on account of the revised CESM classification. HESA is of the opinion that the strong relationship between cognate field and teaching modes does make it possible to cluster cognate fields into cost groups.

4. The recoding of all existing subjects/courses/modules according to the new system will be a major administrative exercise with substantial cost implications. Guidance with the process, as
well as financial assistance from the Department of Education will be needed. *HESA supports this suggestion.*

5. Although the simplification of the CESM system by the exclusion of fourth order CESM categories is welcomed the consequence will be that some subjects/courses/modules will extend across various third order (and even sometimes second order) CESM categories. This could lead to HEMIS reporting problems.

6. Some institutions expressed concerns that multi-disciplinary fields are not suitably covered by the revised classification. This is also the case with the existing system. *HESA is of the opinion that components of multi-disciplinary fields should not be pooled into separate 1st or 2nd order CESM fields until they become internationally accepted unique cognate entities. Computer Science, for example, was originally considered as a multi-disciplinary field and mainly formed part of Statistics and Engineering until (thirty years ago) it developed into a recognised unique cognate field.*

7. Short definitions of first order CESM categories should form part of the *Full Listing of CESM categories* appearing on pages 9-37 of the revised manual. Furthermore, it is recommended that the existing numbering of 1st order CESMs should as far as possible be retained in the new classification, e. g. CESM12: Languages, Linguistics and Literature; and CESM 13: Law. *HESA considers this a very useful suggestion.*

8. It should be stressed in the introduction of the report that, as was the case for the existing 1982 classification, the new classification system is not intended for use as a framework for the organisation of institutions, faculties, departments and other educational groupings. *HESA strongly agrees.*

9. Apart from the detailed comments regarding the proposed CESM structure and regarding the definitions of third order categories (which will all be made available to the Department of Education) there seems to be a need to revisit the classification of some subject fields:

   i. **CESM 12: Law**
   Although all the necessary subject content is present, there are problems with the second order structuring

   ii. **CESM 10: Family Ecology and Consumer Sciences**
   Content is under developed and not well structured

   iii. **Theology**
   Three institutions made a plea that this subject field should be included in its own right in CESM 17 and not by implication as part of the third order CESM category *Christian Studies.*

   iv. **Sport Science**
   Many institutions are concerned that with the omission of the existing CESM 19 this important subject field has lost its identity and most content is now scattered over various CESM categories.

   *HESA prefers the term Theology Studies to Religious Studies.* Furthermore, *HESA sees an analogy between the importance of the field of Family Ecology and Consumer Science on the one hand and the importance of the field of Sport Science on the other. If one field (Sport Science) is unbundled, the other one should also be unbundled.*
# Summary of Extent of Comments on Revised CESM Classification According to Institution and Type of Comment

## General Comments

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<th>Rhodes</th>
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<th>UJOT</th>
<th>CUT</th>
<th>NWU</th>
<th>CUT</th>
<th>SU</th>
<th>WSU</th>
<th>UNISA</th>
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## Specific Comments

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**Notes:**
1. Fundamental comments usually include suggestions for additions of subject field, as well as suggestions for rearrangement of subject matter, while editorial comments deal with spelling mistakes and adjustments of 3rd order CESM definitions.
2. Shaded cells indicate responses.

HESA CESM Com sum
APPENDIX B

SUBJECT FIELDS NOT COVERED OR NOT ADEQUATELY COVERED BY THE REVISED CESM CLASSIFICATION

Institutions requested the inclusion of the following subject fields as either second or third order CESM categories. It is, however, clear that some of the fields listed below should perhaps only be included as content of third order classifications:

CESM 01: AGRICULTURE, AGRICULTURAL OPERATIONS AND RELATED SCIENCES

Vine and Wine Sciences
Viticulture and Oenology
Agricultural Extensions
Nature Conservation

CESM 02: ARCHITECTURE AND THE BUILT ENVIRONMENT

Price Analysis and Estimating
Tendering Policy and Procedures
Contract Law and Dispute Resolution
Quantity Surveying

CESM 03: VISUAL AND PERFORMING ARTS

Wind Instruments
Music Technology
Design Studies
Design Management
Design History and Criticism
Interactive Design
Information Design
Cultural Management and Policy
CAD Training

CESM 04: BUSINESS, ECONOMICS AND MANAGEMENT STUDIES

Leadership
Mentoring
Coaching
Diversity Management
Strategic Management
Sustainability
Business Ethics
Corporate Governance
Emotional Intelligence
Supply Chain Management
Health Economics
Mathematical Economics
Development Economics
Public Economics
Tourism Development
CESM 06: COMPUTER AND INFORMATION SCIENCES

Knowledge Economy
Cybernetics and Systems
Human Computer Interface
Knowledge Theory and Logic
Principles of Internet-based Applications
Decision Support Systems
Programming for Virtual Reality, Interactive Simulations and 3D Gaming.
Support Services and Help-Desk activities

CESM 07: EDUCATION

Academic Literacy
Physical Education (Grades R-9)
FET: Physical Education

CESM 08: ENGINEERING

Engineering Management
Geomatics
Land Surveying (Surveying Cadastral)
Water Engineering
Mechatronic Engineering

CESM 09: HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES

Ophthalmic Nursing
Palliative Medicine
Disability Studies
Forensic Mental Health
Neuropsychiatry
Liaison Mental Health
Primary Health Care
Development Paediatrics
Medical Genetics
Genetic Counselling
Nursing Education
Forensic Nursing
Orthopaedic Nursing
Medical and Surgical Nursing
Trauma and Emergency Nursing
Face and Body Mechanical and Electro-Treatment Technologies
Radiography
Clinical Technology
Biomedical Technology
Emergency Medical Care and Rescue
Community Pharmacy
Development and Management of Nursing
Clinical Pharmacology and Toxicology
Medical Physics
Medical Physics and Radiation Oncology
Medical Physics and Nuclear Medicine
Medical Physics and Diagnostic Radiology
HIV/AIDS Health Care
Neuropsychology
Biomedical Technology, Emergency Medical Care and Radiography
Biokenetics
Sport and Sport Development

CESM 10: FAMILY ECOLOGY AND CONSUMER SCIENCES

Family Resource Management
Food Resource Management
Meal Management
Food Studies
Cuisine
Small-scale Food Processing and Preservation
Food Accessibility
Food Behaviour
Family Nutrition
Community Nutrition
Community Extension

CESM 11: LANGUAGES, LINGUISTICS AND LITERATURE

Dutch Language and Literature
Comparative African Languages and Literatures
Ancient Near Eastern and Semitic Languages and Literature
Language Technology
Literary Theory
Language Practice
South African Sign Language

CESM 12: LAW

Customary Law
Legal Pluralism
Legal Skills
Child Law
Cyber Law
Sociology of Law
Introduction to Law
Indigenous African Law
Indigenous Law
Religious Legal Systems
Estate Planning

CESM 13: LIFE SCIENCES

Sport and Exercise Sciences
Environmental Science and Environmental Management
Plant Ecology and Phytosociology
Environmental Science

CESM 14: PHYSICAL SCIENCES

Applied Chemistry
Industrial Chemistry
Geographical Information Systems (GIS)
Space Physics
Computational Physics

CESM 15: MATHEMATICAL SCIENCES

Biological Mathematics

CESM 17: PHILOSOPHY AND RELIGIOUS STUDIES

Theology
Philosophy of Science

CESM 18: PSYCHOLOGY

Research Methodology for Psychology
Positive Psychology
Life Skills
Human Diversity
Crisis Intervention

**CESM 19: PUBLIC ADMINISTRATION AND SOCIAL SERVICES**

Development Studies
Disaster Studies
Human Rights and Social Justice as fundamental guidelines
Diverse client systems
Agency Administration
Community Work
Social Work Research
Probation Officer and Probation Assistants
Child and Youth Workers
Community Development Workers
Social Auxiliary Workers

**CESM 20: SOCIAL SCIENCES**

Human Geography
Cultural Studies
Gender Studies
Ancient Culture
Migration Studies
Environmental Sociology
Industrial Sociology
The Sociology of Developing Societies
The Sociology of the Family and Domestic Life
The Sociology of Medicine
Tourist Guidance

**OTHER:**

Sport Science
Project Management
Development Studies and Development Planning
Environmental Management
Multi-disciplinary fields
Research Methodology

*ends*