



# Statistics on Post-School Education and Training in South Africa

## 2015



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

# Statistics on Post-School Education and Training in South Africa: 2015

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& training**

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Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**

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## FOREWORD

It is my pleasure to present to you the sixth issue of Statistics on Post-School Education and Training in South Africa. The five previous similar reports published by the Department of Higher Education and Training can be found on the Department's website at [www.dhet.gov.za](http://www.dhet.gov.za)

Post-school education and training institutions include public and private Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) colleges, private colleges, and Community Education and Training (CET) colleges as defined in the Continuing Education and Training Act, 2006.

Significant legislative and policy changes were effected on 01 April 2015 with regard to public Adult Education and Training (AET) Centres which have been renamed Community Education and Training (CET) colleges. This publication therefore adopts the nomenclature reflected and in consistence with the recent changes in the legislative framework. Furthermore, legislative changes have resulted in changes in the way which data on private colleges are reported. Previous publications provided separate data for private Further Education and Training (FET) colleges and private AET Centres. This publication, in line with legislative shifts, reports on a combination of the two previous categories of private colleges.



The report provides statistical information on student enrolment, graduation and staffing levels at post-school education and training institutions, as well as other relevant information on the Post-School Education and Training (PSET) system, including workplace-based education and training centres over which the Department has oversight. It also includes key financial statistics pertaining to the National Student Financial Aid Scheme, the skills levy, and funds allocated to key components of the post-school education and training system.

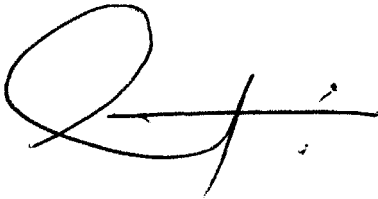
The report serves as an important resource for planning and the allocation of budgetary resources in the post-school education and training system. It is a reference document for reporting purposes in government, including the monitoring and evaluation of post-school education and training. In addition, it provides statistics for use in research, policy and decision-making at the different levels of the system, and by the public. It therefore makes a crucial contribution towards the achievement of the goals of the post-school education and training system.

This report however does not have statistics on examination results for TVET colleges, CET colleges and private colleges, as has been the case in previous statistical reports. The Department will publish a separate report at a later stage on aggregated examination results for TVET, CET and private colleges.

It should be noted that the Department uses the racial descriptors "African", "Coloured", "White" and "Indian/Asian" for planning, monitoring and funding purposes. The Department places on record that these racial descriptors, which

characterised apartheid policies and practices in the past, are used to provide historical context and comparisons as well as to describe and measure the effects of present policies and practices on redressing the inequities of the past as required by the Constitution of South Africa.

The Department strives to make this report accurate and responsive to stakeholders' needs. Feedback, including suggestions for improvement, can be emailed to: [HETIS.Officer@dhet.gov.za](mailto:HETIS.Officer@dhet.gov.za)



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## ACKNOWLEDGEMENTS

The Department of Higher Education and Training wishes to thank public and private Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) colleges, Community Education and Training (CET) colleges, Private colleges, Sector Education and Training Authorities (SETAs), the National Artisan Development Support Centre (NADSC), the National Student Financial Aid Scheme (NSFAS), and the National Skills Fund (NSF) – for providing data in order to make this publication possible. The statistical data provided excludes institutions managed by other government departments and state entities.

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## LIST OF ACRONYMS AND ABBREVIATIONS

<b>AET</b>	Adult Education and Training
<b>AGRISETA</b>	Agriculture Sector Education and Training Authority
<b>BANKSETA</b>	Banking Sector Education and Training Authority
<b>CATHSSETA</b>	Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority
<b>CET</b>	Community Education and Training
<b>CETA</b>	Construction Education and Training Authority
<b>CHIETA</b>	Chemical Industries Education and Training Authority
<b>CLC</b>	Community Learning Centre
<b>DHET</b>	Department of Higher Education and Training (further referred to as the Department)
<b>DOE</b>	Department of Education
<b>DTI</b>	Department of Trade and Industry
<b>EMIS</b>	Education Management Information System
<b>ETDP SETA</b>	Education, Training and Development Practices Sector Education and Training Authority
<b>EWSETA</b>	Energy and Water Sector Education and Training Authority
<b>FASSET</b>	Finance and Accounting Services Sector Education and Training Authority
<b>FET</b>	Further Education and Training
<b>FOODBEV</b>	Food and Beverages Manufacturing Industry Sector Education and Training Authority
<b>FP&amp;M SETA</b>	Fibre Processing and Manufacturing Sector Education and Training Authority
<b>FTE</b>	Full-Time Equivalent
<b>GETC-ABET</b>	General Education and Training Certificate: Adult Basic Education and Training
<b>HE</b>	Higher Education
<b>HEI</b>	Higher Education Institution
<b>HEMIS</b>	Higher Education Management Information System
<b>HEQSF</b>	Higher Education Qualifications Sub-Framework
<b>HWSETA</b>	Health and Welfare Sector Education and Training Authority
<b>INDLELA</b>	Institute for the National Development of Learnerships, Employment Skills and Labour Assessments
<b>INSETA</b>	Insurance Sector Education and Training Authority
<b>IPAP</b>	Industrial Policy Action Plan
<b>LGSETA</b>	Local Government Sector Education and Training Authority
<b>MERSETA</b>	Manufacturing, Engineering and Related Services Sector Education and Training Authority
<b>MICT SETA</b>	Media, Information and Communication Technologies Sector Education and Training Authority
<b>MQA</b>	Mining Qualifications Authority
<b>MTSF</b>	Medium-Term Strategic Framework
<b>NADSC</b>	National Artisan Development Support Centre
<b>NAMB</b>	National Artisan Moderation Body
<b>NATED</b>	National Technical Education
<b>NC (V)</b>	National Certificate (Vocational)
<b>NDP</b>	National Development Plan
<b>NGP</b>	New Growth Path
<b>NID</b>	National Institute for the Deaf

<b>NQF</b>	National Qualifications Framework
<b>NRF</b>	National Research Foundation
<b>NSA</b>	National Skills Authority
<b>NSC</b>	National Senior Certificate
<b>NSDS</b>	National Skills Development Strategy
<b>NSF</b>	National Skills Fund
<b>NSFAS</b>	National Student Financial Aid Scheme
<b>PED</b>	Provincial Education Department
<b>PIVOTAL</b>	Professional, Vocational, Technical and Academic Learning programmes
<b>PLC</b>	Public Learning Centre
<b>PSET</b>	Post - School Education and Training
<b>PSETA</b>	Public Service Sector Education and Training Authority
<b>QCTO</b>	Quality Council for Trades and Occupations
<b>RPL</b>	Recognition of Prior Learning
<b>RSA</b>	Republic of South Africa
<b>SAICA</b>	South African Institute of Chartered Accountants
<b>SAIVCET</b>	South African Institute for Vocational and Continuing Education and Training
<b>SARS</b>	South African Revenue Service
<b>SASSETA</b>	Safety and Security Sector Education and Training Authority
<b>SET</b>	Science, Engineering and Technology
<b>SETA</b>	Sector Education and Training Authority
<b>SSPs</b>	Sector Skills Plans
<b>TETA</b>	Transport Education and Training Authority
<b>TVET</b>	Technical and Vocational Education and Training
<b>TVETMIS</b>	Technical and Vocational Education and Training Management Information System
<b>UNISA</b>	University of South Africa
<b>UoT</b>	Universities of Technology
<b>WBL</b>	Workplace-Based Learning
<b>W&amp;RSETA</b>	Wholesale and Retail Sector Education and Training Authority

## 1. INTRODUCTION

The Department of Higher Education and Training (DHET) seeks to improve the capacity of the Post-School Education and Training (PSET) system to meet the skills needs and development of the country. The Department's objectives are as follows:

- a) increase the rate at which the key skills necessary for economic growth and social development are delivered;
- b) serve the growing number of young people and adults who seek education and training outside of the schooling system;
- c) provide alternative entry points into and pathways through the learning system;
- d) provide quality learning, irrespective of where learning takes place (i.e. college, university or workplace); and
- e) provide easy pathways across the various learning sites.

The Department has oversight over four main categories of PSET institutions, namely: public and private Higher Education Institutions (HEIs); Technical and Vocational Education and Training (TVET) colleges; Community Education and Training (CET) colleges and private colleges<sup>1</sup>.

This report provides institutional, student, programme, staffing and funding statistics on PSET over which it has oversight. It, therefore, does not provide information on PSET that is managed by other government departments and state entities. It also limits its reporting on private education and training institutions to those that are registered with the Department.

The Department draws its data from a number of internal and external databases, as well as from management reports provided by departmental entities. These include:

- a) The Higher Education Management Information System (HEMIS), which contain data provided to the Department by public HEIs;
- b) Annual reports submitted by registered private HEIs;
- c) Annual Surveys submitted to the Department which contain data for TVET, CET and private colleges;
- d) Quarterly reports provided to the Department by SETAs;
- e) Data provided to the Department by the National Artisan Development Support Centre (NADSC); and
- f) Reports provided to the Department by the National Skills Fund (NSF).

The Department is committed to ensuring that the data it receives from education and training institutions and public entities is valid and reliable. Its data quality assurance processes are, therefore, being improved upon continuously.

It is important to note that the Department uses the racial descriptors: "African", "Coloured", "White" and "Indian/Asian" for planning, monitoring and funding purposes. The Department places on record that these racial descriptors, which characterised apartheid policies and practices in the past, are being used to provide historical context and comparisons as well as to describe and measure the effects of present policy and practice on redressing the inequities of the past as required by the Constitution of South Africa.

<sup>1</sup> Previous publications of this nature would have made reference to public FET colleges (now renamed TVET colleges), and AET Centres (now renamed Community Education and Training colleges), in terms of the *Continuing Education and Training, 2006 (Act No. 16 of 2006)*, Government Gazette No. 36271.

## 2. SUMMARY OF FINDINGS

### ***Post-School Education and Training Institutions***

- a) In 2015, the Post-School Education and Training (PSET) system comprised 26 public Higher Education Institutions (HEIs), 50 Technical and Vocational Education and Training (TVET) colleges and 9 Community Education and Training (CET) colleges.
- b) The private PSET system consisted of 124 private HEIs (registered with the Department) and 252 private colleges (registered with the Department), in 2015.

### ***Enrolment in Post-School Education and Training Institutions***

- a) Over 2.2 million students had enrolled in public and private<sup>2</sup> PSET institutions in 2015. Of these, 50% were enrolled in HEIs (public + private), 33% in TVET colleges, 13% in CET colleges and 4% in private colleges.
- b) Enrolment at public and private HEIs stood at 1.1 million in 2015, with public HEIs enrolling 985 212 (87.0%) of all Higher Education Institution students in the country. The Higher Education target as provided for in the National Development Plan (NDP)<sup>3</sup> is 1.6 million by 2030.
- c) Enrolment at public HEIs increased by over 16 000 from 2014. The majority of public HEI students (605 480) were engaged in contact mode of learning, while 379 732 students were engaged in distance mode of learning.
- d) TVET colleges enrolled 737 880 students in 2015, an increase of over 35 000 students from 2014. The White Paper for Post-School Education and Training<sup>4</sup> indicates that headcount enrolment in TVET colleges will increase to 1 million by 2015 and 2.5 million by 2030. Over 70% of TVET college students (519 464) had enrolled in N1 – N6 programmes in 2015, compared to 165 459 students who had enrolled in NC(V) programmes.
- e) In 2015, CET colleges enrolled a total of 283 602 students, the majority of whom were enrolled for Adult Education and Training (AET) programmes. The NDP target for enrolment at CET colleges is 1 million by 2030. This shows that more work needs to be done in order to achieve the planned 2030 target.

### ***Public Higher Education Institutions Graduates***

- a) The number of students who graduated at public HEIs in 2015 was 191 524, which was a 3.3% (6 149) increase from the 185 375 students who graduated in 2014.
- b) The highest number of graduates from public HEIs in 2015, was in the Science, Engineering and Technology major field of study (58 090 or 30.3%), followed by the Business and Management (53 863 or 28.1%) major field of study.
- c) Public HEIs graduated 2 530 PhD students in 2015, a 12.1% (272) increase from the 2 258 graduates in 2014. The Department's strategic plan sets a target of 12 000 PhD graduates by 2019.

### ***Sector Education and Training Authority (SETA) Supported Learning Programmes***

- a) During the 2015/16 financial year, a total of 231 097 learners registered for SETA-supported learning programmes (Learnerships, Internships and Skills Development Programmes), which was 3 280 higher than the number of learners registered in the 2014/15 financial year.

<sup>2</sup> Only private institutions that are registered with the DHET are considered in this publication

<sup>3</sup> National Development Plan, November 2011

<sup>4</sup> White Paper for Post-School Education and Training, November 2013

- b) The majority of learners registered for SETA-supported learning programmes did so for Skills Development Programmes (123 593), followed by learnerships (94 369).
- c) Close to 174 000 learners were certificated in SETA supported learning programmes during the 2015/16 financial year. This figure was almost 23 000 higher than the number of learners certificated in 2014/15.

### ***The National Student Financial Aid Scheme (NSFAS)***

- a) The Department provided R9.3 billion to the NSFAS in 2015. Of this amount, public HEIs were allocated R7.2 billion, while the remaining R2.1 billion was allocated to TVET colleges. The amount provided in 2015 was R328 million more than what was provided in 2014.
- b) The number of HEI and TVET college students who received NSFAS loans/bursaries in 2015 was 414 949, compared to 414 792 students in 2014 and only 288 898 students in 2011.

### ***The Funza Lushaka Bursary Scheme***

- a) In 2015, the Funza Lushaka Bursary Scheme, which targets students enrolled to become teachers, allocated bursaries worth R965.6 million, which was R24.4 million higher compared to 2014.
- b) Although the amount allocated for bursaries increased by more than R24 million between 2014 and 2015, the actual number of students benefiting from the bursary scheme decreased from 14 328 in 2014 to 14 026 in 2015.

### ***The Skills Development Levy Fund***

- a) In the 2015/16 financial year, a total of R15.2 billion was disbursed by the Skills Levy Fund - an increase of over R1.1 billion compared to the amount disbursed in the 2014/15 financial year.
- b) The amount disbursed to SETAs was R12.2 billion in the 2015/16 financial year, almost R1 billion more than the amount disbursed in the 2014/15 financial year.
- c) Of the R12.2 billion disbursed to SETAs in the 2015/16 financial year, 61.9% or R7.5 billion was spent on discretionary grants, while 25.0% or R3.0 billion was spent on the mandatory grants.
- d) The National Skills Fund (NSF) supported 207 skills development projects across South Africa and disbursed more than R4.3 billion during the 2015/16 financial year. More than 35% of these funds were used for student bursaries, which were dispensed mainly through NSFAS and the National Research Foundation (NRF). The number of persons who benefited directly from NSF support in the 2015/16 financial year was 63 903, of which 17 747 were public HEIs students and 14 835 were TVET college students.



### 3. THE PROVISIONING OF POST-SCHOOL EDUCATION AND TRAINING: A STATISTICAL OVERVIEW

Post-School Education and Training in South Africa is undertaken through a range of public and private education and training institutions, namely, public and private Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) colleges, Community Education and Training (CET) colleges and Private colleges. Learning also occurs through SETA supported learning programmes namely, learnerships, internships, apprenticeships and a range of skills development programmes.

This section of the report provides an overview of student enrolment in public and private PSET institutions. An overview of persons registered and certificated for SETA-supported learning programmes is also included.

**Table 1: Overview of post-school education and training institutions and student enrolment, 2015**

	HEIs			Colleges				TOTAL PSET
	Public	Private	Total	TVET	CET	Private	Total	
Number of institutions	26	124	150	50	9	252	311	461
Number of students enrolled	985 212	147 210	1 132 422	737 880	283 602	88 203*	1 109 685	2 242 107

**Sources:**

*2015 HEMIS database, data extracted in October 2016.*

*Annual reports submitted by private HEIs to DHET for the 2015 year of reporting.*

*TVET College Annual Survey 2015, data extracted in November 2016.*

*CET College Annual Survey 2015, data extracted in December 2016.*

*Private College Annual Survey 2015, data extracted in November 2016.*

Note 1: Private higher education figures are unaudited.

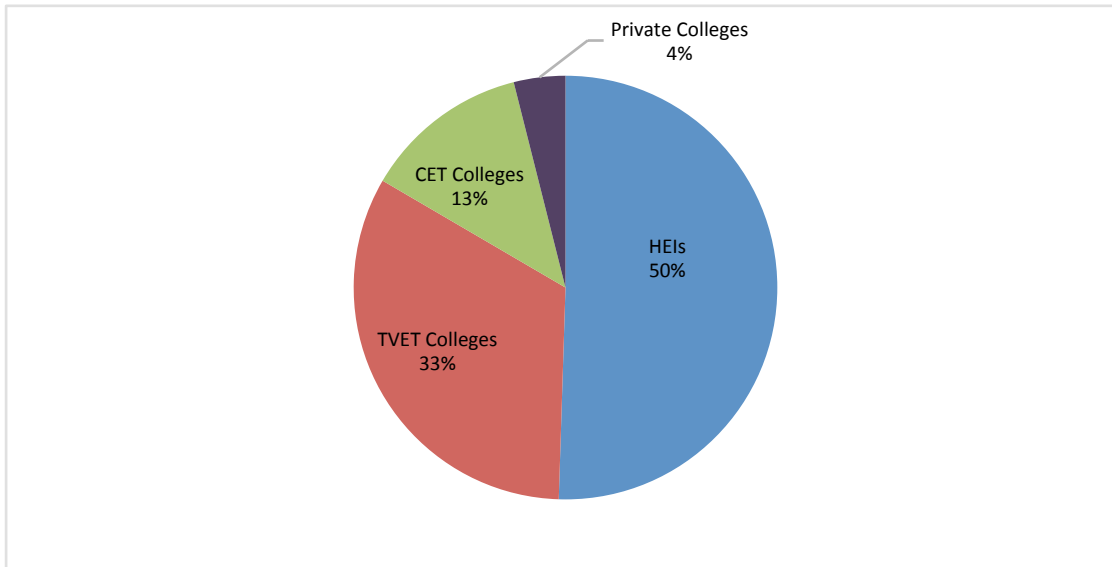
Note 2: The number of private colleges shown in Table 1 reflects the number of institutions registered with the Department.

Note 3: On 01 April 2015, AET centres merged into nine, and the erstwhile AET centres become Community Learning Centre under the respective nine community colleges, one per province.

Note 4: \* This figure represents enrolment at only 97 of the 252 private colleges that responded to the departmental Annual Survey.

In 2015, there were 461 Post-School Education and Training institutions in South Africa, of which the public sector comprised of 26 HEIs, 50 TVET colleges and 9 CET colleges. Total student enrolment in the PSET sector (both public and private) in 2015, was 2.2 million. The Higher Education sector and the college sector, each had approximately 1.1 million students enrolled in 2015.

Even though public institutions made up only 18.4% of the total number of PSET institutions, 89.5% of students were enrolled in public PSET institutions, while only 10.5% of enrolment was in private PSET institutions.

**Figure 1: Percentage distribution of student enrolments in post-school education and training institutions, 2015**

Note: Figure 1 reflects enrolment in both public and private institutions.

Half of student enrolment in 2015 was in HEIs (public and private), as shown in the graph above. A third of students had enrolled in TVET colleges, while a smaller proportion of enrolments were in CET and private colleges (13% and 4%, respectively).

**Table 2: Number of workers and unemployed persons registered for and certificated in SETA-supported learning programmes, by programme type, 2015**

	Registered				Certificated			
	Learnerships	Internships	Skills Development Programmes	Total	Learnerships	Internships	Skills Development Programmes	Total
<b>Workers</b>	27 340	n.a	84 971	112 311	14 957	n.a	91 469	106 426
<b>Unemployed Persons</b>	67 029	13 135	38 622	118 786	28 365	3 352	35 675	67 392
<b>Total</b>	<b>94 369</b>	<b>13 135</b>	<b>123 593</b>	<b>231 097</b>	<b>43 322</b>	<b>3 352</b>	<b>127 144</b>	<b>173 818</b>

Source: *SETA Quarterly Reports, 2015/16.*

Note 1: The category "Learnerships" means a learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship.

Note 2: The category "Internships" refers to the structured work experience component of an occupational qualification registered by the Quality Council for Trades and Occupations (QCTO).

Note 3: The category "Skills Development Programmes" refers to programmes that have been undertaken as part qualifications as defined in the NQF Act, 2008.

Note 4: "n.a." means not applicable.

A total of 231 097 learners had registered for SETA-supported learning programmes in 2015. The majority of these learners were unemployed (118 786 or 51.4%) while 112 311 or 48.6% were working. The two major programmes that learners had registered for were Skills Development programmes and learnerships.

The number of certificated learners in 2015 was 173 818, with 106 426 or 61.2% of certificates awarded to workers and 67 392 or 38.8% were awarded to unemployed persons. Similar to registered SETA-supported learning programmes, a higher proportion of certifications were for Skills Development Programmes (127 144 or 73.1%), followed by certifications for learnerships (43 322 or 24.9%) and internships (3 352 or 1.9%).

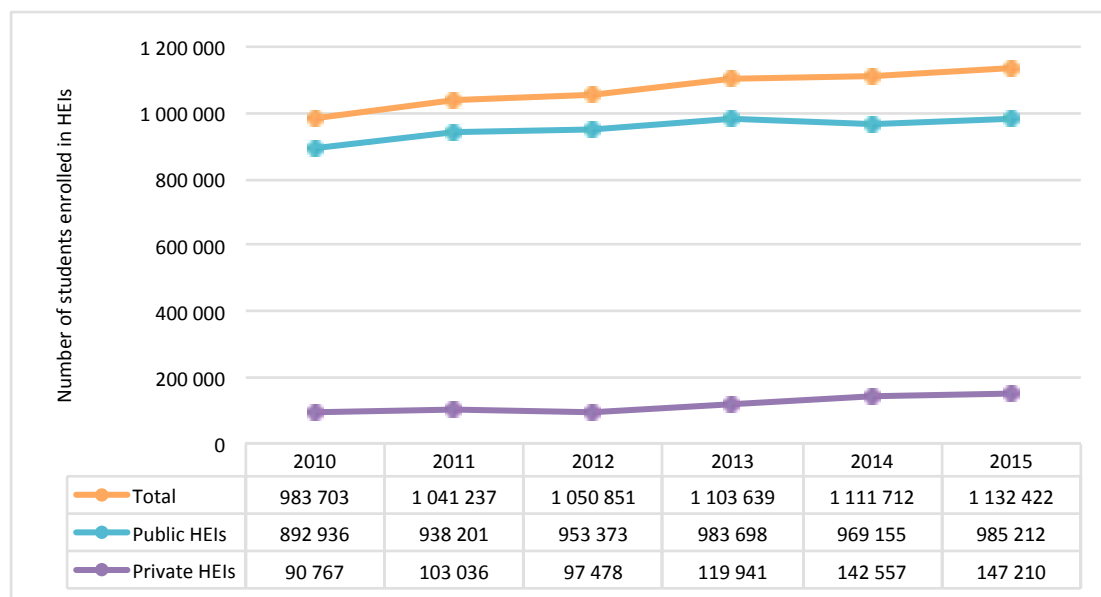
## 4. HIGHER EDUCATION AND TRAINING

### 4.1 ENROLMENT IN PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs)

The Higher Education (HE) Sector is intended to perform the following three functions as outlined in the National Development Plan (NDP): a) Educate and equip people with high-level skills to meet the employment needs of the public and private sectors; b) produce new knowledge and assess and find new applications for existing knowledge; and c) provide opportunities for social mobility while strengthening equity, social justice and democracy to deal with the injustices brought about by the apartheid system. In 2015, the HE sector comprised of 26 universities and 124 private higher education institutions (PHEIs).

In order to improve access to university education opportunities in Mpumalanga and the Northern Cape, the Department continued to oversee the development of its two new Universities (which were established in 2014), namely, the University of Mpumalanga and Sol Plaatje University. The Sefako Makgatho Health Sciences University opened its doors for student enrolments in 2015, and the Department will as with the other two new universities, continue to oversee the development of this university.

**Figure 2: Number of students enrolled in public and private HEIs, 2010 to 2015**



**Sources:**

*Statistics on Post-School Education and Training in South Africa (2010, 2011, 2012, 2013, 2014).*

*2015 HEMIS database, data extracted in October 2016.*

*Annual reports submitted by private HEIs to the DHET for the 2015 year of reporting.*

Note: Enrolment figures for private HEIs are unaudited.

Total enrolment in public and private HEIs was 1.1 million in 2015, which was 20 710 or 1.9% higher compared to enrolments in 2014. This was mainly due to an increase in enrolment in public HEIs, which increased by 16 057 between 2014 and 2015 (from 969 155 to 985 212). During this period, student enrolment in private HEIs also increased by 4 653 (from 142 557 to 147 210).

Between 2010 and 2015, enrolment in HEIs increased by 148 719 or 15.1%. Enrolment in Public HEIs increased by 92 276 or 10.3% while private HEIs enrolment increased by 56 443 or 62.2% in the same period.

Private HEIs enrolled a lower number of students compared to public HEIs in all the years under review, and made up only 9-13% of total enrolments over the period 2010-2015. The trend over the years 2010-2015, shows an increase in total enrolment until 2013, after which enrolment stabilised. The same trend is noticeable for both private and public HEIs.

## 4.2 PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIs)

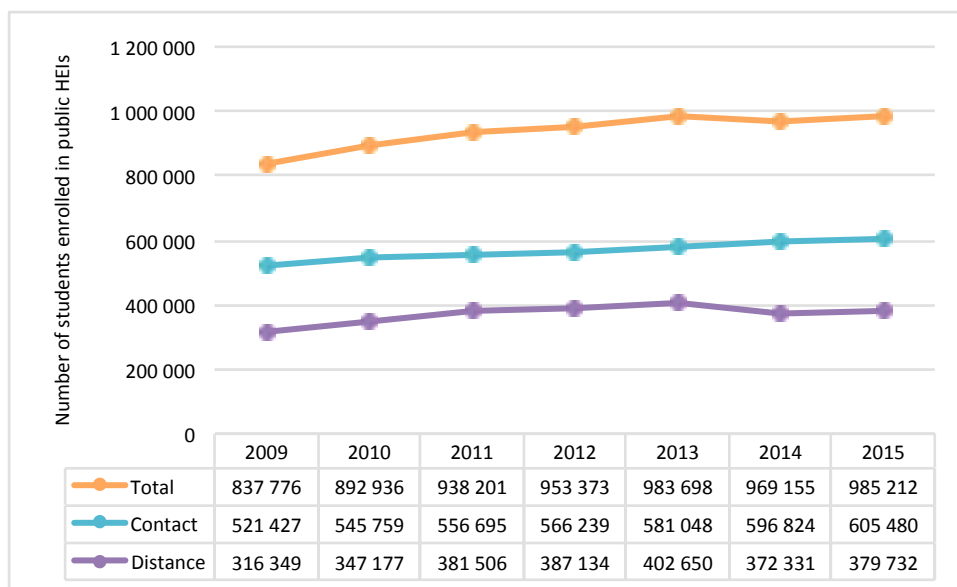
### 4.2.1 Introduction

The public higher education sector consists of 26 universities, differentiated into 11 general academic universities; nine comprehensive universities and six universities of technology.

The statistics reflected in the tables and figures below were provided to the Department by public HEIs. The figures can be considered to be fairly reliable since external auditors appointed by the HEIs audited the data prior to it being submitted to the Department.

### 4.2.2 Enrolment in public Higher Education Institutions (HEIs)

**Figure 3: Number of students enrolled in public HEIs by attendance mode, 2009 to 2015**



**Sources:**

*Statistics on Post-School Education and Training in South Africa (2009, 2010, 2011, 2012, 2013, 2014).*

*2015 HEMIS database, data extracted in October 2016.*

Note 1: The contact mode of study involves personal interaction with lecturers or supervisors, through, inter alia, lectures, seminars and/or practicals at the premises of the institution.

Note 2: The distance mode of study involves interaction with lecturers or supervisors through distance education techniques, such as written correspondence, telematics and/or the internet.

Figure 3 above shows the number of students enrolled in public HEIs by different attendance modes for the period 2009–2015. A total of 985 212 students were enrolled in public HEIs in 2015 through contact and distance modes of learning. During this period, the majority of students had enrolled for the contact mode of learning (61.5% or 605 480), while 38.5% or 379 732 enrolled for distance learning.

Between 2009 and 2015, students enrolment in public HEIs increased by 147 436 (from 837 776 to 985 212). The highest increase during this period was recorded for contact mode students (84 053), while distance mode students increased by 63 383. The highest number of students enrolled in public HEIs for contact mode was in 2015, whereas a peak was reached in 2013 for students enrolled for distance mode of learning.

**Table 3: Number of first-time undergraduate students enrolled in public HEIs, by individual institutions, 2009 to 2015**

Institution	2009	2010	2011	2012	2013	2014	2015
Cape Peninsula University of Technology	8 244	8 106	7 876	7 949	7 604	7 595	7 343
University of Cape Town	4 153	3 637	3 464	3 875	3 748	3 877	4 105
Central University of Technology, Free State	3 941	3 321	2 722	2 803	3 408	3 795	3 683
Durban University of Technology	6 856	7 096	6 243	6 078	6 842	7 568	7 687
University of Fort Hare	2 314	2 468	2 592	2 811	2 276	2 718	2 950
University of the Free State	4 038	5 007	5 829	6 202	5 533	5 680	4 918
University of Johannesburg	13 168	10 230	12 404	10 181	10 142	11 902	10 443
University of KwaZulu-Natal	8 048	8 053	7 649	7 150	8 684	10 586	8 108
University of Limpopo	3 421	4 745	5 288	5 137	4 861	5 291	4 514
University of Mpumalanga	n.a.	n.a.	n.a.	n.a.	n.a.	140	310
Mangosuthu University of Technology	3 032	2 769	2 510	2 840	2 883	2 684	2 791
Nelson Mandela Metropolitan University	5 391	5 099	5 815	5 164	5 226	5 955	5 600
North West University	5 929	7 206	7 526	7 848	8 770	9 029	9 359
University of Pretoria	8 015	8 124	7 408	7 412	8 497	8 648	8 773
Rhodes University	1 670	1 451	1 230	1 275	1 372	1 491	1 472
Sefako Makgatho Health Science University	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	926
Sol Plaatje University, Northern Cape	n.a.	n.a.	n.a.	n.a.	n.a.	124	220
University of South Africa	40 884	47 208	60 912	52 227	33 828	34 897	43 181
University of Stellenbosch	4 234	4 599	4 535	3 936	4 553	5 161	5 285
Tshwane University of Technology	12 760	11 621	10 556	12 184	13 593	13 901	13 053
University of Venda	1 796	1 680	1 975	2 176	3 457	3 579	3 460
Vaal University of Technology	5 956	6 073	4 816	4 412	4 010	3 841	3 300
Walter Sisulu University	6 082	6 078	5 742	5 214	5 956	5 809	7 113
University of Western Cape	3 251	3 783	3 852	3 871	3 896	4 109	4 047
University of Witwatersrand	6 590	5 300	4 684	5 349	5 418	5 921	5 475
University of Zululand	4 745	4 734	3 477	3 671	3 832	4 055	3 814
<b>Total</b>	<b>164 518</b>	<b>168 388</b>	<b>179 105</b>	<b>169 765</b>	<b>158 389</b>	<b>168 356</b>	<b>171 930</b>

**Sources:**

*Statistics on Post-School Education and Training in South Africa (2009, 2010, 2011, 2012, 2013, 2014).*

*2015 HEMIS database, data extracted in October 2016.*

Note 1: A first time entering undergraduate student is defined as a person who is (a) registered for an undergraduate or prediplomate course, and (b) has not registered in any HEI in the past.

Note 2: "n.a." means not applicable.

Table 3 shows enrolment of first-time undergraduate students for the years 2009-2015. First time undergraduate student enrolment made up 17-20% of total enrolment in public HEIs during the period under review. In 2015, a total of 171 930 students enrolled for the first time in public HEIs, which was 2.1% or 3 574 higher than the first-time undergraduate enrolment in 2014. The biggest contributor to this increase was University of South Africa (UNISA) which enrolled 8 284 more first-time undergraduate students in this period. The overall increase of first-time undergraduate students in 2015 was counteracted to a certain extent by decreases in enrolment at the University of KwaZulu-Natal and University of Johannesburg (2 478 and 1 459 respectively).

Over the 7 year period (2009-2015), enrolment of first-time undergraduate students increased by 4.5% or 7 412. North West University and UNISA were the biggest contributors to the increase during this period (3 430 and 2 297

more students respectively). Even though overall enrolment increased, University of Johannesburg, Vaal University of Technology and University of Witwatersrand recorded big decreases (2 725, 2 656 and 1 115 respectively) in students' enrolment between 2009 and 2015.

**Table 4: Number of students enrolled in public HEIs, by major field of study, qualification type and institution, 2015**

Institution	Major Field of Study					Qualification Type						
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Occasional Students	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Postgraduate, Below Master's Level	Master's Degrees	Doctoral Degrees	Total
Cape Peninsula University of Technology	15 920	11 147	2 324	3 284	32 674	134	21 700	9 057	377	1 191	215	32 674
University of Cape Town	11 833	7 237	649	8 090	27 809	1 483	341	15 823	3 675	4 741	1 746	27 809
Central University of Technology, Free State	6 848	3 367	2 430	1 547	14 193	34	8 438	4 760	545	296	120	14 193
Durban University of Technology	13 240	8 921	994	3 868	27 023	0	19 659	6 396	0	752	216	27 023
University of Fort Hare	3 666	1 812	1 673	6 307	13 458	19	381	9 777	1 360	1 284	637	13 458
University of the Free State	8 808	7 763	6 316	7 532	30 418	1 295	3 111	19 415	4 012	1 986	599	30 418
University of Johannesburg	16 276	19 315	3 780	10 082	49 452	114	15 228	26 267	4 294	2 691	858	49 452
University of KwaZulu-Natal	18 083	8 258	6 536	12 629	45 506	1 175	781	31 230	3 696	5 826	2 798	45 506
University of Limpopo	7 732	3 237	2 509	5 429	18 907	5	0	16 491	1 034	1 169	208	18 907
Mangosuthu University of Technology	7 207	3 613	0	698	11 518	0	11 057	430	31	0	0	11 518
University of Mpumalanga	571	39	206	0	816	0	533	283	0	0	0	816
Nelson Mandela Metropolitan University	9 638	9 396	1 735	5 537	26 305	439	9 831	12 194	1 343	1 917	581	26 305
North West University	14 025	10 899	22 887	16 259	64 070	195	21 273	29 187	8 944	3 023	1 448	64 070
University of Pretoria	25 941	8 840	11 360	9 843	55 984	511	476	35 075	10 732	6 911	2 279	55 984
Rhodes University	2 420	1 460	1 003	3 125	8 007	43	1	5 578	903	922	560	8 007
Sefako Makgatho Health Science University	4 800	0	0	274	5 074	12	0	4 126	169	699	68	5 074
Sol Plaatje University, Northern Cape	101	34	177	16	328	0	151	177	0	0	0	328
University of South Africa	39 486	114 452	84 893	99 113	337 944	14 434	86 505	193 358	35 804	5 726	2 117	337 944
University of Stellenbosch	14 416	6 242	1 580	7 374	29 613	870	34	18 488	3 785	4 902	1 534	29 613
Tshwane University of Technology	23 136	19 178	3 836	11 097	57 246	119	41 378	13 218	425	1 728	378	57 246
University of Venda	6 294	2 916	1 530	3 406	14 146	0	275	12 341	684	604	242	14 146
Vaal University of Technology	9 548	5 722	111	2 297	17 678	234	14 709	2 297	260	129	49	17 678
Walter Sisulu University	7 643	7 687	4 044	6 618	25 993	0	13 910	10 935	789	305	54	25 993
University of Western Cape	7 717	2 437	1 738	8 491	20 382	0	670	15 589	1 564	1 767	792	20 382
University of Witwatersrand	16 226	7 024	2 704	7 824	33 777	346	0	21 865	3 246	6 504	1 816	33 777
University of Zululand	3 362	2 833	5 534	5 161	16 891	99	1 403	13 788	930	473	198	16 891
<b>Total</b>	<b>294 935</b>	<b>273 828</b>	<b>170 550</b>	<b>245 899</b>	<b>985 212</b>	<b>21 561</b>	<b>271 845</b>	<b>528 145</b>	<b>88 602</b>	<b>55 546</b>	<b>19 513</b>	<b>985 212</b>

Source: 2015 HEMIS database, data extracted in October 2016.

Note 1: SET majors mean majors in Science, Engineering and Technology. These include majors in Engineering, Health Sciences, Life Sciences, Physical Sciences, Computer Sciences and Mathematical Sciences

Note 2: Business majors include majors in Accounting, Management and all other business-related majors, such as Marketing.

Note 3: Humanities majors include majors in Education, Languages and Literary Studies, Fine Arts, Music and the Social Sciences.

Note 4: Occasional students are students who are taking courses that are part of formally approved programmes, but who are not registered for a formal degree or diploma.

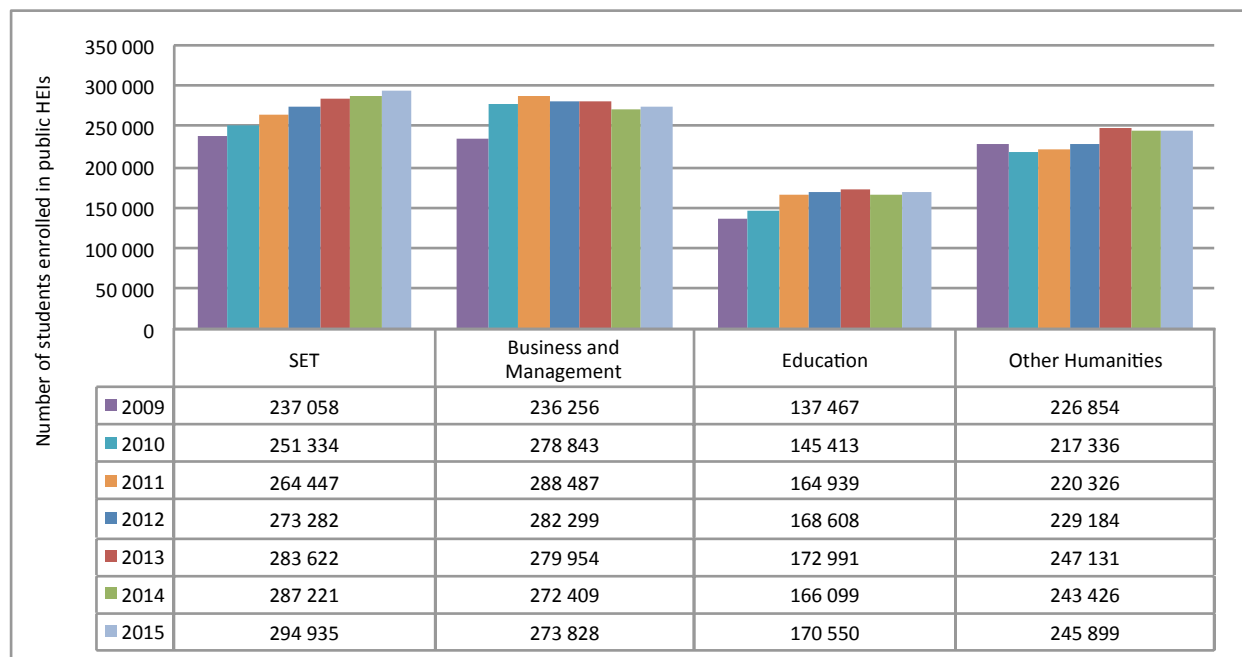
- Note 5: The category “Undergraduate Degrees” includes professional Bachelor’s Degrees, which are those that have an approved formal time of four or more years. Examples include degrees such as B Tech, BSc (Engineering), MB ChB, BFA.
- Note 6: The category “Postgraduate, Below Master’s Level” includes Postgraduate and Post-Diploma Diplomas, Postgraduate Bachelor’s Degrees, and Honours Degrees.
- Note 7: As a result of rounding off, numbers and percentages may not necessarily add up.
- Note 8: Because some students were coded as “major field of study unknown”, totals may not add up.

The majority of students were enrolled for Science, Engineering and Technology studies (29.9% or 294 935) in 2015, followed closely by Business and Management studies (27.8% or 273 828). Enrolment for Education studies was lower and contributed 17.3% or 170 550 to total enrolment. UNISA contributed the most to the high enrolment in the Science, Engineering and Technology (SET) studies, followed by University of Pretoria (39 486 and 25 941 respectively). UNISA also recorded high students enrolment for Business and Management (114 452), all other Humanities and Social Sciences studies (99 113) and Education studies (84 893).

When looking at different qualification types, more than half of students (53.6% or 528 145) were enrolled for undergraduate degrees in 2015, followed by 27.6% or 271 845 enrolment for undergraduate certificates and diplomas. The lowest proportion of students enrolment was for Doctoral degrees (2.0% or 19 513).

UNISA enrolled the highest proportion of students for undergraduate degrees (193 358), undergraduate certificates and diplomas (86 505), postgraduate below Master’s level (35 804) and occasional students (14 434). However, for higher qualification types (Doctoral and Masters Degrees), University of KwaZulu-Natal and University of Pretoria had a higher number of students.

**Figure 4: Number of students enrolled in public HEIs by major field of study, 2009 to 2015**



**Sources:**

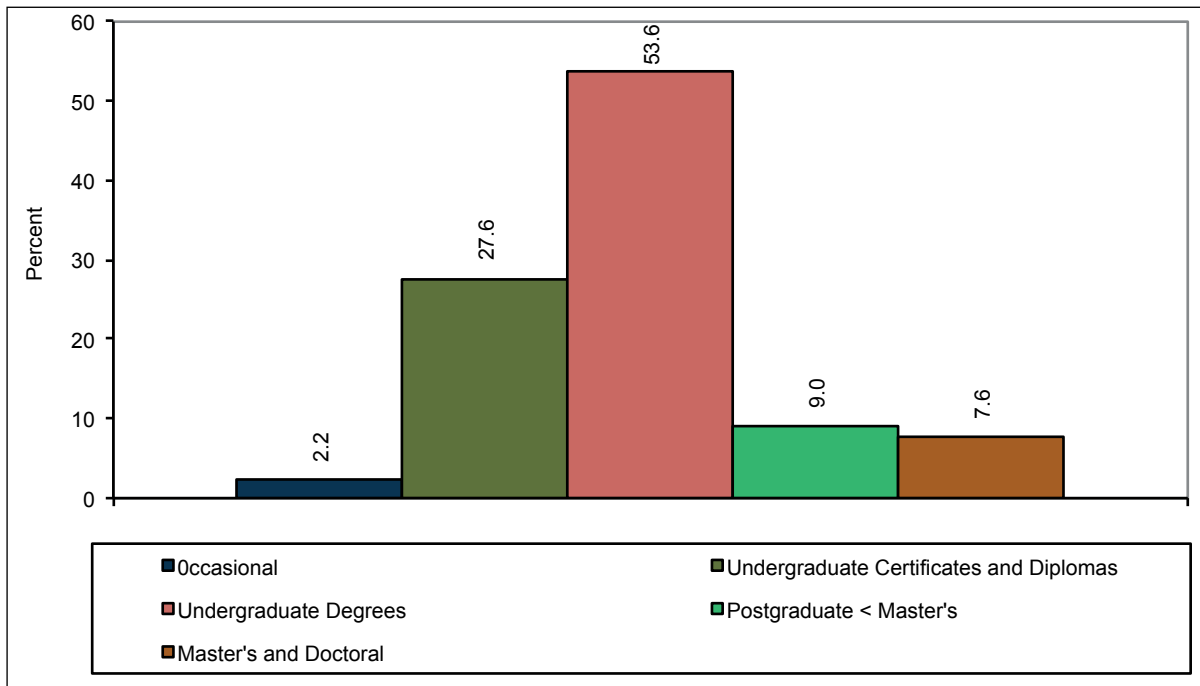
*Statistics on Post-School Education and Training in South Africa (2010, 2011, 2012, 2013, 2014).*  
**2015 HEMIS database, data extracted in October 2016.**

An upward trend can be observed for the SET studies over the period 2009-2015. Enrolment in this field of study increased by 24.4% or 57 877 between 2009 and 2015. Business and Management showed increases during the years 2009-2011 only to decline in subsequent years.



The growth in enrolment for Business and Management also increased by 15.9% or 37 572 during the period 2009-2015. During the same period, enrolment in Education increased by 24.1% or 33 083 while other Humanities recorded an 8.4% or 19 045 growth.

**Figure 5: Percentage distribution of student enrolment in public HEIs, by qualification type, 2015**



**Source:** 2015 HEMIS database, data extracted in October 2016.

**Note:** As a result of rounding off, percentages may not necessarily add up.

The majority of students enrolled in public HEIs in 2015 were in undergraduate degrees (53.6%) followed by undergraduate certificates and diplomas (27.6%). A smaller proportion of enrolments were in post-graduate below Masters level (9.0%), Masters and Doctoral degrees (7.6%) and occasional students (2.2%).

**Table 5: Number of students enrolled in public HEIs, by attendance mode, population group, gender and institution, 2015**

Institution	Contact							Distance						
	African	Coloured	Indian/Asian	White	Total	Female	Male	African	Coloured	Indian/Asian	White	Total	Female	Male
Cape Peninsula University of Technology	19 552	8 740	320	3 728	<b>32 340</b>	17 567	14 773	186	14	28	106	<b>334</b>	118	216
University of Cape Town	6 843	3 617	1 889	8 210	<b>27 214</b>	14 332	12 870	78	36	15	61	<b>595</b>	257	338
Central University of Technology, Free State	12 644	441	45	987	<b>14 117</b>	6 758	7 359	61	10	1	4	<b>76</b>	52	24
Durban University of Technology	21 880	384	4 036	715	<b>27 023</b>	13 181	13 842	0	0	0	0	<b>0</b>	0	0
University of Fort Hare	12 937	240	34	247	<b>13 458</b>	7 412	6 046	0	0	0	0	<b>0</b>	0	0
University of the Free State	16 011	1 522	321	7 480	<b>25 334</b>	15 279	10 055	3 398	225	363	1 098	<b>5 084</b>	3 462	1 622
University of Johannesburg	40 943	1 562	2 237	4 710	<b>49 452</b>	25 797	23 655	0	0	0	0	<b>0</b>	0	0
University of KwaZulu-Natal	29 765	990	10 678	2 128	<b>43 807</b>	25 043	18 764	1 582	20	85	12	<b>1 699</b>	1 357	342
University of Limpopo	18 894	3	5	5	<b>18 907</b>	10 025	8 882	0	0	0	0	<b>0</b>	0	0
Mangosuthu University of Technology	11 469	15	27	7	<b>11 518</b>	5 506	6 012	0	0	0	0	<b>0</b>	0	0
University of Mpumalanga	808	1	1	6	<b>816</b>	423	393	0	0	0	0	<b>0</b>	0	0
Nelson Mandela Metropolitan University	15 873	3 704	484	6 215	<b>26 276</b>	13 689	12 587	26	1	2	0	<b>29</b>	20	9
North West University	19 349	1 247	490	16 455	<b>37 943</b>	22 066	15 877	21 423	1 650	38	915	<b>26 127</b>	20 998	5 129
University of Pretoria	21 638	1 236	2 705	23 755	<b>49 403</b>	26 995	22 408	6 412	28	30	103	<b>6 581</b>	4 772	1 809
Rhodes University	4 685	339	420	2 563	<b>8 007</b>	4 753	3 254	0	0	0	0	<b>0</b>	0	0
Sefako Makgatho Health Science University	4 638	15	151	270	<b>5 074</b>	3 047	2 027	0	0	0	0	<b>0</b>	0	0
Sol Plaatje University, Northern Cape	219	83	6	20	<b>328</b>	173	155	0	0	0	0	<b>0</b>	0	0
University of South Africa	0	0	0	0	<b>0</b>	0	0	243 137	19 345	22 298	51 690	<b>337 944</b>	215 876	122 068
University of Stellenbosch	4 970	5 201	787	18 655	<b>29 613</b>	15 755	13 858	0	0	0	0	<b>0</b>	0	0
Tshwane University of Technology	53 245	311	198	2 418	<b>56 172</b>	28 115	28 057	818	204	40	12	<b>1 074</b>	454	620
University of Venda	14 121	3	10	12	<b>14 146</b>	7 763	6 383	0	0	0	0	<b>0</b>	0	0
Vaal University of Technology	16 972	144	44	329	<b>17 489</b>	7 999	9 490	188	1	0	0	<b>189</b>	87	102
Walter Sisulu University	25 793	46	94	60	<b>25 993</b>	14 883	11 110	0	0	0	0	<b>0</b>	0	0
University of Western Cape	8 667	9 408	960	1 135	<b>20 382</b>	12 130	8 252	0	0	0	0	<b>0</b>	0	0
University of Witwatersrand	20 340	1 367	4 470	7 597	<b>33 777</b>	18 555	15 222	0	0	0	0	<b>0</b>	0	0
University of Zululand	16 755	33	66	31	<b>16 891</b>	9 978	6 913	0	0	0	0	<b>0</b>	0	0
<b>Total</b>	<b>419 011</b>	<b>40 652</b>	<b>30 478</b>	<b>107 738</b>	<b>605 480</b>	<b>327 224</b>	<b>278 244</b>	<b>277 309</b>	<b>21 534</b>	<b>22 900</b>	<b>54 001</b>	<b>379 732</b>	<b>247 453</b>	<b>132 279</b>

**Source:** 2015 HEMIS database, data extracted in October 2016.

Note 1: Contact students are those who are registered mainly for courses offered in contact mode.

Note 2: Distance students are those who are registered mainly for courses offered in distance mode.

Note 3: The figures in the "total" column are for both genders as well as population group.

Note 4: As a result of rounding off, numbers and percentages may not necessarily add up.

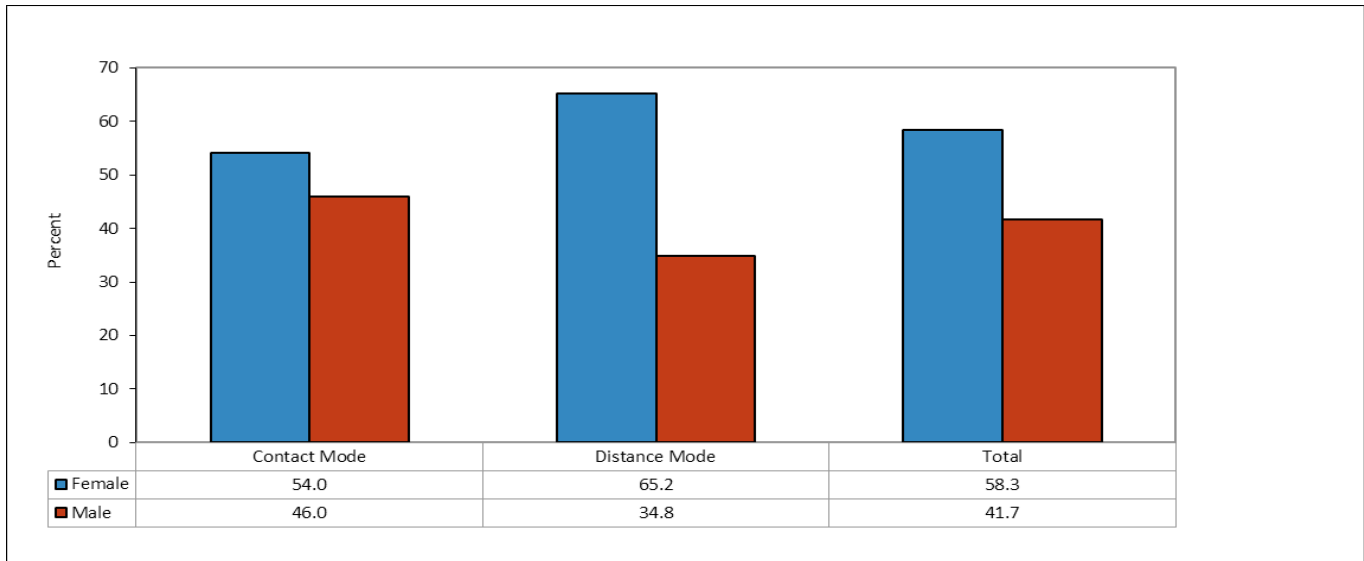
Note 5: Audited data was amended to ensure that totals balance.

Note 6: Total includes "unknown race" and "unknown gender".

In 2015, the majority of students studied through contact mode (61.5% or 605 480) while 38.5% or 379 732 of students were enrolled through distance learning mode. Tshwane University of Technology had the highest number of students enrolled for contact mode (56 172), followed by the University of Johannesburg (49 452) and the University of Pretoria (49 403). Of the 379 732 students enrolled for distance learning mode, almost 90% were enrolled with UNISA which offers only distance mode of learning. Eleven out of 26 public HEIs offered distance mode of learning in 2015.

The demographic profile of students enrolled for distance mode of learning (Africans (73.0%), White (14.2%), Indian/Asian (6.0%), and Coloured (5.7%)), differs from that of students in contact mode of learning (Africans (69.2%), White (17.8%), Coloured (6.7%) and Indian/Asian (5.0%)).

**Figure 6: Percentage distribution of student enrolment in public HEIs, by attendance mode and gender, 2015**



Source: 2015 HEMIS database, data extracted in October 2016.

Enrolment at public HEIs was dominated by women (58.3%) while men made up 41.7% of students in these institutions. Among students enrolled for contact mode, more than half of them (54.0%) were women while 46.0% were men. A larger gender disparity was observed for distance mode of learning, where almost two thirds of students (65.2%) were women and 34.8% of them were men.

**Table 6: Number of foreign students enrolled in public HEIs by country, attendance mode and qualification type, 2015**

Country	Contact							Distance							Total Contact and Distance
	Occasional students	Undergraduate Certificates and Diplomas	Undergraduate Degree	Postgraduate below Master's Level	Master's Degrees	Doctoral Degrees	Total Contact	Occasional students	Undergraduate Certificates and Diplomas	Undergraduate Degree	Postgraduate below Master's Level	Master's Degrees	Doctoral Degrees	Total Distance	
Zimbabwe	54	486	5 157	1 032	2 409	1 609	<b>10 747</b>	397	2 260	11 529	1 793	625	303	<b>16 907</b>	<b>27 654</b>
Namibia	17	254	1 196	446	585	126	<b>2 624</b>	64	1 426	785	1 224	106	27	<b>3 632</b>	<b>6 256</b>
Nigeria	22	251	351	219	839	1 181	<b>2 863</b>	31	150	619	194	88	65	<b>1 147</b>	<b>4 010</b>
Swaziland	13	553	941	120	313	134	<b>2 074</b>	73	347	1 038	299	97	14	<b>1 868</b>	<b>3 942</b>
Democratic Republic of Congo	22	1 755	584	109	268	87	<b>2 825</b>	49	264	311	64	43	21	<b>752</b>	<b>3 577</b>
Lesotho	46	462	1 050	285	449	145	<b>2 437</b>	55	255	447	139	38	10	<b>944</b>	<b>3 381</b>
Botswana	17	68	565	97	325	118	<b>1 190</b>	45	148	789	62	45	7	<b>1 096</b>	<b>2 286</b>
Zambia	17	72	393	91	380	175	<b>1 128</b>	15	75	550	69	43	33	<b>785</b>	<b>1 913</b>
Kenya	6	33	314	55	312	391	<b>1 111</b>	10	20	212	35	76	52	<b>405</b>	<b>1 516</b>
United States of America	909	6	64	27	159	148	<b>1 313</b>	3	3	30	7	6	61	<b>110</b>	<b>1 423</b>
Other foreign nationalities	1 362	1 679	3 248	804	2 905	2 410	<b>12 408</b>	187	647	2 247	547	357	608	<b>4 593</b>	<b>17 001</b>
<b>Total</b>	<b>2 485</b>	<b>5 619</b>	<b>13 863</b>	<b>3 285</b>	<b>8 944</b>	<b>6 524</b>	<b>40 720</b>	<b>929</b>	<b>5 595</b>	<b>18 557</b>	<b>4 433</b>	<b>1 524</b>	<b>1 201</b>	<b>32 239</b>	<b>72 959</b>

Source: 2015 HEMIS database, data extracted in October 2016.

Note 1: Contact students are those who are registered mainly for courses offered in contact mode.

Note 2: Distance students are those who are registered mainly for courses offered in distance mode.

Note 3: Occasional students are students who are taking courses that are part of formally approved programmes, but who are not registered for a formal degree or diploma.

Note 4: The category "Undergraduate Degrees" includes also professional Bachelor's Degrees, which are those that have an approved formal time of four or more years. Examples include degrees such as B Tech, BSc (Engineering), MB ChB, BFA.

Note 5: The category "Postgraduate, Below Master's Level" includes Postgraduate and Post-Diploma Diplomas, Postgraduate Bachelor's Degrees, and Honours Degrees.

Note 6: Enrolment numbers are listed by the ten countries with the most foreign student enrolment. The rest of foreign student enrolments are included in "other foreign nationalities".

Enrolment by foreign students in public HEIs in 2015 was 72 959, which was 7.4% of total enrolment at public HEIs. More than a third (37.9% or 27 654) of foreign national students were from Zimbabwe, while a smaller proportion of them were from United States of America (2.0% or 1 423) and Kenya (2.1% or 1 516).

A higher proportion of foreign national students were enrolled for contact mode (55.8% or 40 720) than for distance mode of learning (44.2% or 32 239). Even though the total enrolment shows that the majority of foreign students were from Zimbabwe, a larger number of students enrolled for the contact mode came from other foreign nationalities (12 408) followed by Zimbabwe (10 747).

Regardless of the mode of learning, the majority of foreign students were enrolled for undergraduate degrees.

**Table 7: Full-Time Equivalent student enrolment in public HEIs by attendance mode, major field of study and institution, 2015**

Institution	Contact					Distance					Total Contact and Distance
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	
Cape Peninsula University of Technology	10 401	7 539	2 199	3 943	24 081	17	256	0	0	273	24 354
University of Cape Town	8 804	4 915	430	6 542	20 691	0	85	0	0	85	20 776
Central University of Technology, Free State	4 595	2 060	1 835	1 474	9 964	3	23	0	24	49	10 013
Durban University of Technology	8 682	5 572	864	4 467	19 586	0	0	0	0	0	19 586
University of Fort Hare	2 861	1 378	1 727	5 020	10 987	0	0	0	0	0	10 987
University of the Free State	6 977	3 673	2 421	6 942	20 013	7	825	1 177	866	2 875	22 888
University of Johannesburg	11 320	13 807	3 027	9 930	38 083	0	0	0	0	0	38 083
University of KwaZulu-Natal	12 586	5 539	4 942	10 455	33 523	312	0	377	1	689	34 212
University of Limpopo	6 385	2 640	2 798	4 901	16 724	0	0	0	0	0	16 724
Mangosuthu University of Technology	4 305	2 055	0	1 243	7 603	0	0	0	0	0	7 603
University of Mpumalanga	391	34	217	4	647	0	0	0	0	0	647
Nelson Mandela Metropolitan University	7 405	6 235	1 161	5 191	19 993	8	0	1	0	9	20 002
North West University	9 191	6 768	3 174	10 777	29 910	1 301	121	9 324	1 899	12 645	42 555
University of Pretoria	19 216	7 141	3 490	9 656	39 503	2	0	2 281	8	2 291	41 794
Rhodes University	1 961	1 116	614	2 789	6 479	0	0	0	0	0	6 479
Sefako Makgatho Health Science University	3 462	0	0	293	3 755	0	0	0	0	0	3 755
Sol Plaatje University, Northern Cape	98	35	194	8	335	0	0	0	0	0	335
University of South Africa	0	0	0	0	0	26 199	54 959	38 627	71 092	190 878	190 878
University of Stellenbosch	11 222	4 756	1 298	5 928	23 203	0	0	0	0	0	23 203
Tshwane University of Technology	14 833	12 253	2 809	10 685	40 580	0	0	0	840	840	41 420
University of Venda	4 509	1 281	1 789	4 242	11 821	0	0	0	0	0	11 821
Vaal University of Technology	5 323	3 885	124	2 225	11 558	23	61	0	7	92	11 650
Walter Sisulu University	6 908	3 323	5 488	6 269	21 987	0	0	0	0	0	21 987
University of Western Cape	5 659	1 890	1 251	6 713	15 513	0	0	0	0	0	15 513
University of Witwatersrand	11 875	4 662	1 690	7 296	25 523	0	0	0	0	0	25 523
University of Zululand	2 940	2 716	5 053	5 351	16 060	0	0	0	0	0	16 060
<b>Total</b>	<b>181 908</b>	<b>105 273</b>	<b>48 596</b>	<b>132 342</b>	<b>468 119</b>	<b>27 873</b>	<b>56 331</b>	<b>51 787</b>	<b>74 736</b>	<b>210 726</b>	<b>678 845</b>
<b>Percentage</b>	<b>39%</b>	<b>22%</b>	<b>10%</b>	<b>28%</b>	<b>100%</b>	<b>13%</b>	<b>27%</b>	<b>25%</b>	<b>35%</b>	<b>100%</b>	

Source: 2015 HEMIS database, data extracted in October 2016.

Note 1: Full-time equivalent (FTE) student enrolments are calculated (a) by assigning to each course a fraction representing the weighting it has in the curriculum of a qualification, and (b) by multiplying the headcount enrolment of that course by this fraction.

Note 2: FTE contact students are those who are registered mainly for courses offered in contact mode.

Note 3: FTE distance students are those who are registered mainly for courses offered in distance mode.

Note 4: Definitions for fields of study employed here are the same as those employed in Table 4.

Note 5: The totals above include undergraduate and postgraduate courses.

Note 6: As a result of rounding off, numbers and percentages may not necessarily add up.

Note 7: Audited data was amended to ensure that totals balance.

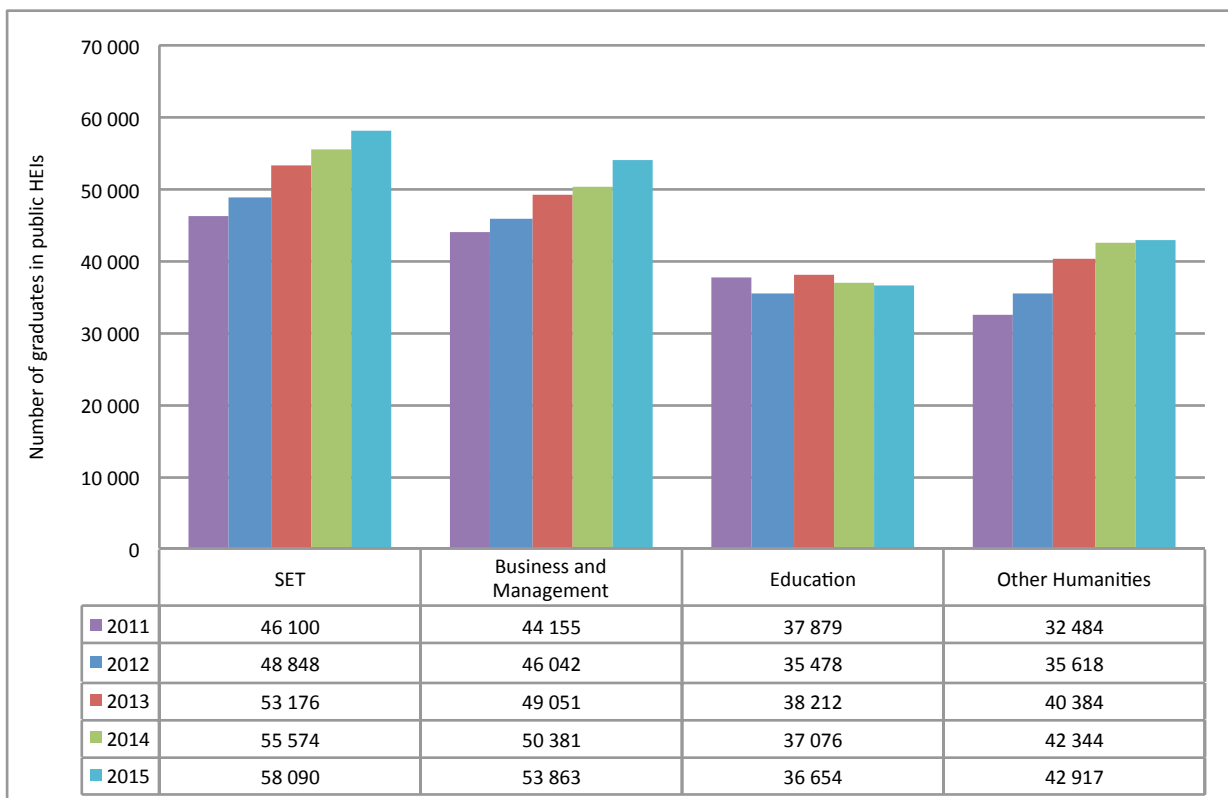
There were 678 845 Full-Time Equivalent (FTE) students in 2015. Of those FTE students, 468 119 or 69.0% were enrolled for contact mode of learning while 210 726 or 31.0% were enrolled for the distance mode.

The SET field of study had the largest number of FTEs (181 908) followed by all other Humanities and Social Sciences (132 342) for the contact mode of learning. The majority of FTE students for the contact mode of learning were enrolled with Tshwane University of Technology (40 580 or 8.7%), the University of Pretoria (39 503 or 8.4%) and the University of Johannesburg (38 083 or 8.1%).

Among students enrolled for the distance mode of learning, the highest FTE enrolments were recorded for all other Humanities and Social Sciences (74 736 or 35%), followed by Business and Management (56 331 or 27%) fields of study. Of the 11 public HEIs that offered the distance mode of learning, UNISA had the highest FTEs (190 878).

### 4.2.3 Graduates from public Higher Education Institutions (HEIs)

**Figure 7: Number of graduates from public HEIs by major field of study, 2011 to 2015**



**Sources:**

*Statistics on Post-School Education and Training in South Africa (2012, 2013, 2014).*

*2015 HEMIS database, data extracted in October 2016.*

The highest number of graduates in 2015 were in the SET (58 090) and Business and Management (53 863) fields of study. An upward trend can be observed in the number of graduates for SET, Business Management and other Humanities fields of study, while the Education field of study showed a decrease.

Over the period 2011-2015, the number of graduates increased by 32.1% or 10 433 for other Humanities, 26.0% or 11 990 for SET and 22.0% or 9 708 for Business and Management fields of study. The only decrease in the number of graduates during this period was recorded for the Education field of study (3.2% or 1 225 decrease).

**Table 8: Number of students who graduated from public HEIs by major field of study, qualification type and institution, 2015**

Institution	Major Field of Study					Formal Qualification					
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Postgraduate Below Master's Level	Master's Degrees	Doctoral Degrees	Total
Cape Peninsula University of Technology	3 622	3 100	767	853	<b>8 342</b>	4 650	3 299	237	137	19	<b>8 342</b>
University of Cape Town	2 690	2 197	326	2 029	<b>7 242</b>	96	3 289	2 432	1 202	223	<b>7 242</b>
Central University of Technology, Free State	1 469	899	622	399	<b>3 388</b>	1 686	1 284	374	34	10	<b>3 388</b>
Durban University of Technology	2 934	2 306	203	1 105	<b>6 548</b>	3 912	2 469	0	138	29	<b>6 548</b>
University of Fort Hare	725	492	446	1 375	<b>3 038</b>	167	1 749	864	198	60	<b>3 038</b>
University of the Free State	2 060	1 671	1 384	1 751	<b>6 866</b>	693	3 490	2 039	547	97	<b>6 866</b>
University of Johannesburg	3 695	4 705	923	2 827	<b>12 149</b>	3 119	6 088	2 336	501	105	<b>12 149</b>
University of KwaZulu-Natal	3 267	1 948	2 148	2 674	<b>10 037</b>	705	5 378	2 433	1 183	338	<b>10 037</b>
University of Limpopo	1 618	1 098	353	1 432	<b>4 501</b>	17	3 382	840	237	25	<b>4 501</b>
Mangosuthu University of Technology	1 388	873	0	230	<b>2 491</b>	2 262	221	8	0	0	<b>2 491</b>
University of Mpumalanga	0	0	0	0	<b>0</b>	0	0	0	0	0	<b>0</b>
Nelson Mandela Metropolitan University	2 535	2 083	445	1 195	<b>6 258</b>	2 292	2 604	881	401	80	<b>6 258</b>
North West University	3 526	2 894	5 689	3 488	<b>15 597</b>	5 398	6 069	3 166	742	222	<b>15 597</b>
University of Pretoria	5 419	2 740	2 938	2 344	<b>13 441</b>	255	6 428	4 528	1 897	333	<b>13 441</b>
Rhodes University	661	460	285	851	<b>2 256</b>	0	1 226	719	242	69	<b>2 256</b>
Sefako Makgatho Health Science University	959	0	0	41	<b>1 000</b>	0	739	135	118	8	<b>1 000</b>
Sol Plaatje University, Northern Cape	0	0	0	0	<b>0</b>	0	0	0	0	0	<b>0</b>
University of South Africa	3 392	13 417	14 619	8 620	<b>40 046</b>	12 102	17 242	9 531	936	235	<b>40 046</b>
University of Stellenbosch	3 460	1 995	579	1 782	<b>7 816</b>	13	3 549	2 629	1 358	267	<b>7 816</b>
Tshwane University of Technology	4 954	4 232	853	2 657	<b>12 696</b>	7 900	4 384	118	233	61	<b>12 696</b>
University of Venda	972	337	484	591	<b>2 384</b>	100	1 870	320	86	8	<b>2 384</b>
Vaal University of Technology	1 926	1 522	82	446	<b>3 976</b>	2 816	994	124	33	9	<b>3 976</b>
Walter Sisulu University	1 258	1 769	948	1 052	<b>5 027</b>	2 450	2 178	335	49	15	<b>5 027</b>
University of Western Cape	1 724	734	545	1 802	<b>4 805</b>	354	2 923	1 037	395	96	<b>4 805</b>
University of Witwatersrand	3 209	1 820	672	2 061	<b>7 761</b>	2	4 120	2 209	1 227	203	<b>7 761</b>
University of Zululand	627	572	1 347	1 313	<b>3 859</b>	399	2 742	658	42	18	<b>3 859</b>
<b>Total</b>	<b>58 090</b>	<b>53 863</b>	<b>36 654</b>	<b>42 917</b>	<b>191 524</b>	<b>51 388</b>	<b>87 717</b>	<b>37 953</b>	<b>11 936</b>	<b>2 530</b>	<b>191 524</b>

Source: 2015 HEMIS database, data extracted in October 2016.

Note 1: Definitions of fields of study are the same as those used in Table 4.

Note 2: Definitions of formal qualifications are the same as those used in Table 4.

Note 3: As a result of rounding off, numbers and percentages may not necessarily add up.

Note 4: Because some students were coded as "major field of study unknown", or "unknown qualification type", totals may not add up.

There were 191 524 students who graduated from public HEIs in 2015. The highest proportion of graduates were in the fields of Science, Engineering and Technology (58 090 or 30.3%) followed by Business and Management (53 863 or 28.1%) and all other Humanities and Social Sciences (42 917 or 22.4%). The lowest proportion of graduates were in the Education field of study (36 654 or 19.1%). Universities with the highest number of graduates in the SET field of study were the University of Pretoria and Tshwane University of Technology (with 5 419 and 4 954 graduates respectively). The University of Pretoria enrolled 8.8% (25 941) students in the SET field of study and 9.3% (5 419) of students graduated in the same field of study. Tshwane University of Technology enrolled 7.8% (23 136) students in the SET field of study and graduated 8.5% (4 954) students in the same field of study. UNISA on the other hand enrolled the highest proportion of students in the SET field of study (13.4% or 39 486) and 5.8% (3 392) of students graduated in the same field of study.

A larger proportion of graduates obtained undergraduate degrees (87 717 or 45.8%) than undergraduate certificates and diplomas (51 388 or 26.8%). The highest proportion of students graduating with undergraduate degrees were from UNISA (17 242 or 19.7%) followed by the University of Pretoria (6 428 or 7.3%). It should be noted that both UNISA and the University of Pretoria enrolled the highest number of students for undergraduate degrees (193 358 or 36.6% and 35 075 or 6.6% respectively).

The highest number of students who graduated for Masters degrees were from the University of Pretoria (1 897) followed by the University of Stellenbosch (1 358). These universities also enrolled a large number of students for Masters degrees (6 911 and 4 902 respectively). The highest number of students who graduated for Doctoral degrees were from the University of KwaZulu-Natal and the University of Pretoria (338 and 333 respectively). The same universities also enrolled a high number of students for this qualification type (2 798 and 2 279 respectively).



**Table 9: Summaries of graduation rates in public HEIs by qualification type and institution, 2015**

Institution	Undergraduate Certificates and Diplomas (%)	Undergraduate Degrees (%)	Postgraduate below Master's Level (%)	Master's Degrees (%)	Doctoral Degrees (%)
Cape Peninsula University of Technology	21	36	63	12	9
University of Cape Town	28	21	66	25	13
Central University of Technology, Free State	20	27	69	12	8
Durban University of Technology	20	39	n.a.	18	13
University of Fort Hare	44	18	64	15	9
University of the Free State	22	18	51	28	16
University of Johannesburg	20	23	54	19	12
University of KwaZulu-Natal	90	17	66	20	12
University of Limpopo	n.a.	21	81	20	12
Mangosuthu University of Technology	20	51	26	n.a.	n.a.
University of Mpumalanga	0	0	n.a.	n.a.	n.a.
Nelson Mandela Metropolitan University	23	21	66	21	14
North West University	25	21	35	25	15
University of Pretoria	54	18	42	27	15
Rhodes University	0	22	80	26	12
Sefako Makgatho Health Science University	n.a.	18	80	17	12
Sol Plaatje University, Northern Cape	0	0	n.a.	n.a.	n.a.
University of South Africa	14	9	27	16	11
University of Stellenbosch	38	19	69	28	17
Tshwane University of Technology	19	33	28	13	16
University of Venda	36	15	47	14	3
Vaal University of Technology	19	43	48	26	18
Walter Sisulu University	18	20	42	16	28
University of Western Cape	53	19	66	22	12
University of Witwatersrand	n.a.	19	68	19	11
University of Zululand	28	20	71	9	9
<b>Average Percentage</b>	<b>19</b>	<b>17</b>	<b>43</b>	<b>21</b>	<b>13</b>

**Source:** 2015 HEMIS database, data extracted in October 2016.

Note 1: These graduation rates serve as proxies for throughput rates of cohorts of students. A detailed account of benchmarks related to these graduation rates can be seen in The National Plan for Higher Education (Department of Education: 2001).

Note 2: The benchmarks in the National Plan were set on the basis that at least 75% of any cohort of students entering a programme should complete their degrees or diplomas. When converted to graduation rates, the cohort throughput rates in the table above are equivalent to graduation rates of, broadly, the following kind:

	Undergraduate	Doctoral
Contact programmes	25%	20%
Distance programmes	15%	15%

Note 3: As a result of rounding off, numbers and percentages may not necessarily add up.

Note 4: Graduation rates include graduates and diplomates.

Note 5: "n.a." means not applicable.

Average graduation rates in 2015 ranged between 13-43% across universities and levels of study. The highest average graduation rate was for Postgraduate below Masters level (43%) and the lowest was for Doctoral degrees (13%). University of Limpopo, Sefako Makgatho Health University and Rhodes University produced higher graduation rates for Postgraduate below Masters level qualification than other universities.

For Master's degrees, University of Stellenbosch and University of the Free State had higher graduation rates (28% each) than other universities. University of KwaZulu-Natal had the highest graduation rate for undergraduate certificates and diplomas (90%) and Walter Sisulu University the highest for Doctoral degrees (28%). Graduation rates are only good proxies for throughput rates for a cohort of students if the enrolment is not growing. If the enrolment grows, the rate is likely to be lower.

**Table 10: Undergraduate success rates of students in public HEIs by attendance mode, population group and institution, 2015**

Institution	Contact (%)					Distance (%)				
	African	Coloured	Indian/ Asian	White	Average	African	Coloured	Indian/ Asian	White	Average
Cape Peninsula University of Technology	78	86	84	91	82	68	72	93	77	73
University of Cape Town	82	86	88	94	87	n.a.	n.a.	n.a.	n.a.	n.a.
Central University of Technology, Free State	77	79	67	80	77	83	74	100	79	82
Durban University of Technology	84	82	85	91	85	n.a.	n.a.	n.a.	n.a.	n.a.
University of Fort Hare	82	85	90	90	83	n.a.	n.a.	n.a.	n.a.	n.a.
University of the Free State	81	80	87	91	84	82	75	73	77	80
University of Johannesburg	85	84	88	90	85	n.a.	n.a.	n.a.	n.a.	n.a.
University of KwaZulu-Natal	83	87	88	91	84	87	88	88	87	87
University of Limpopo	89	49	87	100	89	n.a.	n.a.	n.a.	n.a.	n.a.
Mangosuthu University of Technology	83	83	71	87	83	n.a.	n.a.	n.a.	n.a.	n.a.
University of Mpumalanga	67	94	100	49	67	n.a.	n.a.	n.a.	n.a.	n.a.
Nelson Mandela Metropolitan University	79	82	84	88	81	85	100	100	n.a.	85
North West University	84	82	87	89	86	82	87	96	93	83
University of Pretoria	78	82	82	88	83	75	100	n.a.	0	75
Rhodes University	87	83	91	91	89	n.a.	n.a.	n.a.	n.a.	n.a.
Sefako Makgatho Health Science University	90	95	92	95	90	n.a.	n.a.	n.a.	n.a.	n.a.
Sol Plaatje University, Northern Cape	89	86	94	89	88	n.a.	n.a.	n.a.	n.a.	n.a.
University of South Africa	n.a.	n.a.	n.a.	n.a.	n.a.	65	66	70	74	66
University of Stellenbosch	80	83	88	89	87	n.a.	n.a.	n.a.	n.a.	n.a.
Tshwane University of Technology	75	76	82	85	75	82	83	88	85	82
University of Venda	85	100	99	86	85	n.a.	n.a.	n.a.	n.a.	n.a.
Vaal University of Technology	74	67	58	74	74	86	50	n.a.	n.a.	86
Walter Sisulu University	81	75	95	89	81	n.a.	n.a.	n.a.	n.a.	n.a.
University of Western Cape	83	85	90	93	85	n.a.	n.a.	n.a.	n.a.	n.a.
University of Witwatersrand	82	86	89	92	85	n.a.	n.a.	n.a.	n.a.	n.a.
University of Zululand	85	87	82	91	85	n.a.	n.a.	n.a.	n.a.	n.a.
<b>Average Percentage</b>	<b>81</b>	<b>84</b>	<b>87</b>	<b>89</b>	<b>83</b>	<b>66</b>	<b>68</b>	<b>70</b>	<b>74</b>	<b>68</b>

**Source:** 2015 HEMIS database, data extracted in October 2016.

Note 1: Undergraduate courses are those coded as lower prediplomate/undergraduate, intermediate prediplomate/undergraduate and higher undergraduate.

Note 2: Success rates are determined as follows: a calculation is made of full-time equivalent (FTE) enrolled student totals for each category of courses. A further FTE calculation, using the same credit values, is made for each category of courses for those students who passed the courses. The success rates are then determined as: FTE passes divided by FTE enrolments. The success rates shown are, therefore, weighted averages for contact and distance courses for each population group.

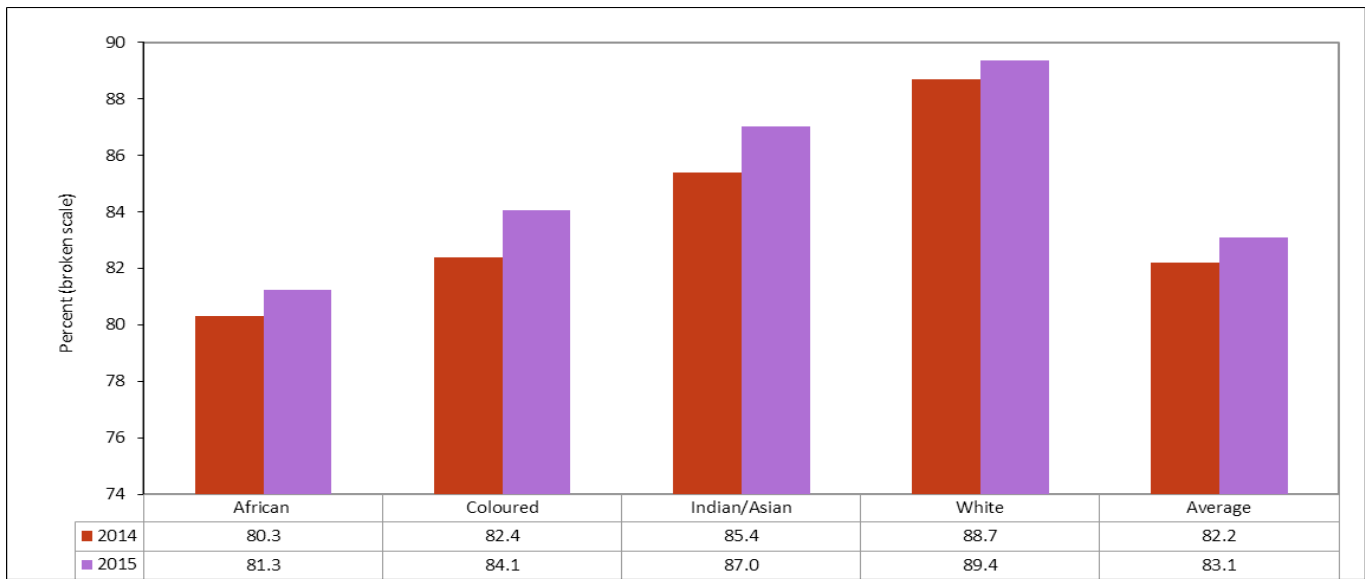
Note 3: As a result of rounding off, percentages may not necessarily add up.

Note 4: "n.a." means not applicable.

In 2015, the undergraduate success rate was higher for students studying through contact mode of learning (83%) compared with those of the distance mode of learning (68%). Among students studying through the contact mode of learning, higher success rates were recorded in Sefako Makgatho Health Science University (90%). University of KwaZulu-Natal recorded a higher success rate (87%) for students enrolled for distance mode of learning.

For both contact and distance mode of learning, White and Indian/Asian students had higher success rates than other population groups; while African students had the lowest success rates. Among African students, the highest success rate for contact mode was recorded in Sefako Makgatho Health Science University (90%), while the University of KwaZulu-Natal recorded the highest success rate for this population group for distance mode of learning (87%).

**Figure 8: Percentage distribution of average undergraduate success rates in public HEIs, by contact education programmes and population group, 2014 and 2015**



**Sources:**  
*Statistics on Post-School Education and Training in South Africa (2014).*  
*2015 HEMIS database, data extracted in October 2016.*

In 2015, the average success rate for contact mode of learning in public HEIs was 83.1%. White, Indian/Asian and Coloured students recorded higher than average success rates, with the highest success rates recorded for the White population group (89.4%). On the contrary, Africans recorded lower than average success rate (81.3%).

Between 2014 and 2015, the average success rate increased by 0.9 of a percentage point. The highest improvement was recorded for Coloured and Indian/Asian students during this period (1.7 and 1.6 percentage points). African students’ success rate increased by 1.0 percentage point (from 80.3% to 81.3%), while White students’ success rate increased marginally by 0.7 of a percentage point in the same period (from 88.7% to 89.4%).

#### 4.2.4 Staffing in public Higher Education Institutions (HEIs)

**Table 11: Number and percentage of permanent staff in public HEIs, by population group, gender, personnel categories and institution, 2015**

Institution	Total Permanent Staff			% of Black Staff in Total			% of Female Staff in Total		
	Instruction and Research Staff	Administrative Staff	Service Staff	Instruction and Research Staff	Administrative Staff	Service Staff	Instruction and Research Staff	Administrative Staff	Service Staff
Cape Peninsula University of Technology	807	1 030	149	64	86	99	42	60	23
University of Cape Town	1 179	2 267	96	32	73	96	46	65	29
Central University of Technology, Free State	288	366	112	46	72	96	44	57	38
Durban University of Technology	577	748	89	73	91	100	47	55	11
University of Fort Hare	345	524	25	73	90	100	39	59	12
University of the Free State	845	1 289	260	24	43	97	51	68	48
University of Johannesburg	1 108	1 834	338	48	70	95	47	56	27
University of KwaZulu-Natal	1 341	1 824	421	61	87	96	48	61	51
University of Limpopo	543	453	70	90	94	100	35	56	33
Mangosuthu University of Technology	193	286	75	92	97	99	36	55	40
University of Mpumalanga	45	106	76	87	87	99	33	42	43
Nelson Mandela Metropolitan University	624	1 068	148	30	59	78	48	69	18
North West University	1 453	2 024	387	31	37	90	48	65	44
University of Pretoria	1 192	1 852	276	25	51	88	51	66	32
Rhodes University	318	498	520	27	58	98	43	64	53
Sefako Makgatho Health Science University	504	302	166	82	78	98	53	64	45
Sol Plaatje University, Northern Cape	29	52	4	69	81	75	48	60	25
University of South Africa	1 715	3 070	192	53	76	82	50	60	20
University of Stellenbosch	1 076	1 979	261	21	50	96	45	64	37
Tshwane University of Technology	963	1 688	151	59	76	95	43	55	30
University of Venda	388	389	124	94	99	100	35	49	60
Vaal University of Technology	367	513	237	62	79	98	45	60	60
Walter Sisulu University	582	551	206	89	95	100	44	59	48
University of Western Cape	645	947	72	53	93	100	51	60	3
University of Witwatersrand	1 144	1 742	308	40	78	99	48	64	32
University of Zululand	295	384	195	81	92	100	42	53	37
<b>Total</b>	<b>18 566</b>	<b>27 786</b>	<b>4 958</b>	<b>50</b>	<b>70</b>	<b>95</b>	<b>46</b>	<b>61</b>	<b>39</b>

**Source:** 2015 HEMIS database, data extracted in October 2016.

Note 1: A permanent staff member is defined as an employee who contributes to an institutional pension or retirement fund.

Note 2: Instruction/research staff (also referred to as academic staff) are those who spend more than 50% of their official time on duty on instruction and research activities.

Note 3: The category "administrative staff" includes all executive and professional staff who spend less than 50% of their official time on duty on instruction and research activities, as well as all technical and office staff.

Note 4: The category "service staff" includes all staff, such as cleaners, gardeners, security guards and messengers, who are not engaged in supervisory or administrative functions linked to an office.

Note 5: Black staff, for the purpose of this summary table, includes all African, Coloured and Indian/Asian staff employed on a permanent contract.

Note 6: As a result of rounding off, numbers and percentages may not necessarily add up.

The total number of permanent staff in public HEIs was 51 310 in 2015. Of this total, more than half of permanent appointments were administrative staff (27 786 or 54.2%) while more than a third (18 566 or 36.2%) were instruction and research staff and 4 958 (9.7%) were service staff. UNISA employed the largest proportion of personnel in 2015

(4 977 or 9.7%) of the total 51 310 permanent staff in public HEIs. This institution also employed more administrative and instruction and research staff (3 070 and 1 715 respectively) when compared with other public HEIs.

A very high proportion of service workers (95%) were black staff. However, black staff only made up 50% of the instruction and research staff. The University of Pretoria, the University of the Free State and the University of Stellenbosch had the lowest proportions of black staff employed in the instruction and research staff category (25%, 24% and 21% respectively).

The majority of administrative staff were women (61%) while 39% of them were employed as service staff. Nelson Mandela Metropolitan University and University of the Free State employed the highest proportion of women in the administrative staff category (69% and 68% respectively). Women were less represented in the instruction and research staff category, particularly in University of Mpumalanga (33%), University of Venda (35%) and University of Limpopo (35%).

## 4.3 PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs)

### 4.3.1 Introduction

In terms of the Public Notice (Government Gazette No. 19389, dated 30 October 1998), no private institution is permitted to offer higher education in South Africa as of 1 January 2000, unless registered with the Department. In terms of the Higher Education Act, 1997 (Act No. 101 of 1997), and the Regulations for the Registration of Private Higher Education Institutions published in Government Gazette No. 39880, dated 31 March 2016, all private institutions providing higher education, that is, programmes equivalent to those provided by traditional Universities, Comprehensive Universities and Universities of Technology (UoT) that fall on the Higher Education Qualifications Sub-Framework (HEQSF), must be registered with the Department. This requirement applies to both local and foreign institutions. The total student enrolment figures for private higher education institutions provided below are based on student enrolment for institutions listed on the Register of Private Higher Education Institutions. The Register is available on the Department's website through the link: <http://www.dhet.gov.za/SitePages/DocRegisters.aspx>. In 2015, 124 private higher education institutions were registered with the Department, and 123 of them submitted data to the Department.

### 4.3.2 Enrolment in private Higher Education Institutions (HEIs)

**Table 12: Number of students enrolled in private HEIs by gender, 2011 to 2015**

Year	Male	Female	Unspecified	Total
2011	48 876	54 160	n.a	103 036
2012	43 704	53 774	n.a	97 478
2013	55 606	64 335	n.a	119 941
2014	65 431	73 776	3 350	142 557
2015	66 516	80 532	162	147 210

**Sources:**

*Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013, 2014).*

*Annual report submitted by private HEIs to DHET for the 2015 year of reporting.*

Note 1: The figures provided in the above table are not audited.

Note 2: Unspecified refers to number of students who did not report on race, gender and nationality.

Note 3: "n.a." means not applicable.

Table 12 shows that the total number of students enrolled in Private Higher Education Institutions (PHEIs) in 2015 was 147 210, which was an increase of 4 653 from enrolment in 2014. The overall trend from 2011 to 2015 indicates that there has been a 42.9% increase in student enrolments. As was the case with public higher education institutions, female enrolment in PHEIs was consistently higher than that of males over the period 2011 to 2015.

**Table 13: Number of students enrolled in private HEIs by population group and nationality, 2011 to 2015**

Year	African	Coloured	Indian/ Asian	White	Total South African students	Non-South African students	Unspecified	Total
2011	56 988	7 526	5 913	23 311	93 738	9 298	n.a	103 036
2012	56 813	6 876	5 222	18 500	87 411	10 067	n.a	97 478
2013	64 933	8 183	6 649	26 664	106 429	13 512	n.a	119 941
2014	80 983	12 716	10 396	22 191	126 286	12 921	3 350	142 557
2015	83 997	11 127	9 456	25 740	130 320	15 670	1 220	147 210

**Sources:**

*Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013, 2014).*

*Annual report submitted by private HEIs to DHET for the 2015 year of reporting.*

Note 1: The figures provided in the above table are not audited.

Note 2: Unspecified refers to number of students who did not report on race, gender and nationality.

Note 3: "n.a." means not applicable.

In 2015, almost 90% (130 320) of students enrolled in PHEIs were South Africans, while 10.6% (15 670) of students were non-South Africans. Between 2014 and 2015, the number of South African students enrolled in PHEIs increased by 4 034 while that of non-South Africans increased by 2 749. A higher increase in enrolments was recorded over the period 2011 to 2015, with South African students enrolment increasing by 39.0% (36 582) while that of non-South African students increased by 68.5% (6 372) in the same period.

Table 13 shows that in 2015, among South African students, the highest student enrolment was in the African population group, which was in the region of 83 997 followed by 25 740 in the White population group. The Coloured and Indian/Asian population groups recorded comparatively lower figures. The student enrolment among African, Indian/Asian and Coloured students has increased remarkably since 2011. Over the five year period, from 2011 to 2015, there has been a 47.4% increase in student enrolment for the African population group, 47.8% increase for students in the Coloured population group and 59.9% increase for students in the Indian/Asian population group. The growth in enrolments of White students has been the lowest at 10.4%.

## 5. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES

### 5.1 OVERVIEW OF TVET COLLEGES

Technical and Vocational Education and Training (TVET) colleges are administered in terms of the *Continuing Education and Training Act, No 16 of 2006*, as amended. The colleges provide technical and vocational education and training programmes to learners who completed at least Grade 9 at school level. However, there are also opportunities for learners with a Grade 12 certificate. In general, TVET colleges provide three broad categories of qualifications and part-qualifications, namely:

- a) The National Certificate (Vocational) (NC(V)) that is offered at three levels, i.e. levels 2, 3 and 4 of the National Qualifications Framework (NQF). The NC(V) is an alternative vocational learning pathway to Grades 10, 11 and 12 of the schooling system.
- b) The Report 191 National Technical Education programmes, or commonly known as NATED certificates, are offered at six sub-levels (N1 to N6) for Engineering Studies and three or four sub-levels (Introductory, N4 to N6) for Business and General Studies. These part-qualifications culminate in a National Diploma on condition that students meet the requirements for work experience. Students enrolled for Business or General Studies programmes require 18 months (2 000 hours) of applicable work experience, while those enrolled for Engineering Studies programmes require a minimum of 24 months (2 670 hours) of applicable work experience or a relevant trade test certificate to obtain the National N Diploma at NQF Level 6.

Note: These two mentioned qualifications and part-qualifications comprise the Ministerial approved programmes and are funded by the State in terms of the *National Norms and Standards for Funding TVET colleges*.

- c) Occupational qualifications and part-qualifications, inclusive of workplace-based learning [WPBL], are closely linked to workplace demands and opportunities. Many of the occupational learning programmes are funded by Sector Education Training and Authorities (SETAs) and the National Skills Fund (NSF) through the levy grant system.

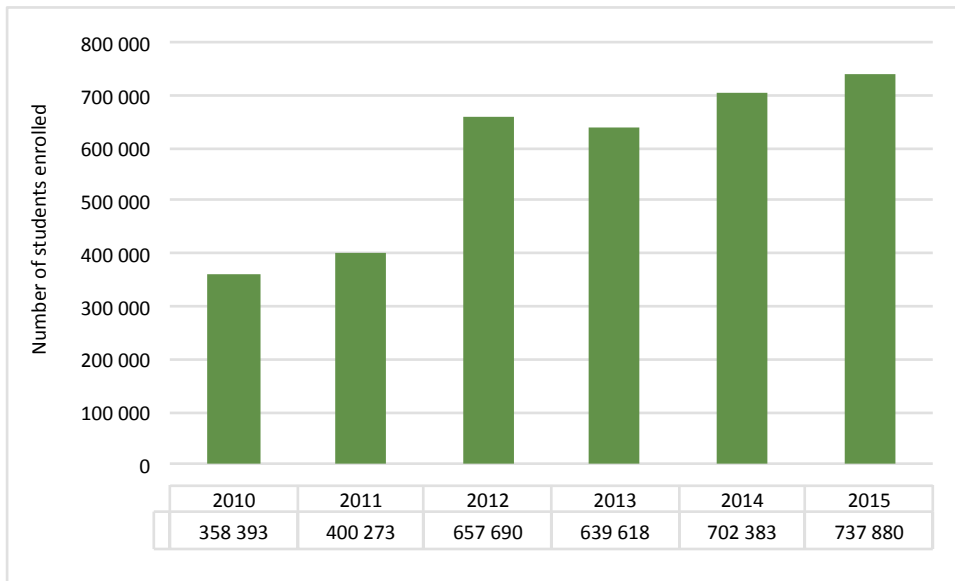
The strategic departmental objective for the TVET colleges sector is to increase access to, and improve success in programmes that lead to intermediate and high-level learning. There are 50 public colleges with 266 sites for delivery of the aforesaid qualifications and part-qualifications.

Note: Sub-levels N1 to N3 are equivalent to NQF levels 2 to 4.  
Sub-levels N4 to N6 are equivalent to NQF level 5.

This section of the report provides a statistical overview of student enrolment in TVET colleges. The subsequent sections provide further detail on student enrolment and staffing in TVET colleges. This report however does not have statistics on examination results for TVET colleges, as has been the case in previous statistical reports. The Department will publish a separate report at a later stage on aggregated examination results for TVET colleges.



**Figure 9: Number of students enrolled in TVET colleges, 2010 to 2015**



**Sources:**

*Statistics on Post-School Education and Training in South Africa (2010, 2011, 2012, 2013, 2014).  
TVET College Annual Survey 2015, data extracted in November 2016.*

There has been an increasing trend in the number of students enrolled in TVET colleges in the past six years. Over the period 2010 to 2015, student enrolment increased by 105.9% (from 358 393 to 737 880). Total enrolment for 2015 was 35 497 higher compared to 2014, and 379 487 more compared with 2010. The 2015 enrolment was the highest recorded during the period under review.

**Table 14: Number of students enrolled in TVET colleges by qualifications and province, 2015**

Province	NC(V)	Report 191 N1-N6	Occupational Qualifications	Report 550/ NSC & Other	Total
Eastern Cape	21 731	53 967	195	1 084	<b>76 977</b>
Free State	6 096	41 002	1 312	710	<b>49 120</b>
Gauteng	33 989	143 786	868	9 838	<b>188 481</b>
KwaZulu-Natal	31 614	85 782	7 202	8 251	<b>132 849</b>
Limpopo	26 078	75 121	3 137	616	<b>104 952</b>
Mpumalanga	7 339	10 881	0	25	<b>18 245</b>
North West	20 989	49 609	720	493	<b>71 811</b>
Northern Cape	2 371	9 625	666	244	<b>12 906</b>
Western Cape	15 252	49 691	6 433	11 163	<b>82 539</b>
<b>National</b>	<b>165 459</b>	<b>519 464</b>	<b>20 533</b>	<b>32 424</b>	<b>737 880</b>

**Source:** *TVET College Annual Survey 2015, data extracted in November 2016.*

Note 1: NC(V) refers to the National Certificate (Vocational).

Note 2: Report 191 refers to the NATED programmes, N1 to N6.

Note 3: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning and consisting of knowledge unit standards, practical unit standards, and work experience unit standards.

Note 4: NSC refers to the old National Senior Certificate (which is equivalent to Grade 12).

Note 5: "Other" in colleges refers to all other skills development programmes.

In 2015, the top three provinces which recorded the highest student enrolments in TVET colleges were Gauteng (188 481), KwaZulu-Natal (132 849) and Limpopo (104 952) while the lowest enrolments were recorded in Northern Cape (12 906) and Mpumalanga (18 245). Out of all the qualifications, a vast majority of students (519 464 or 70.4%) enrolled for N1-N6 programmes, with Gauteng contributing the most in total enrolments for these programmes (143 786 or 27.7%). The second largest enrolments were for NC(V) (165 459 or 22.4%) and the highest enrolment for these qualifications was also in Gauteng (33 989), followed by KwaZulu-Natal (31 614).

Enrolment for Report 550/NSC and other qualifications was 32 424 in 2015, with more than 90% of the enrolments recorded in Western Cape (11 163), Gauteng (9 838) and KwaZulu-Natal (8 251). Even though enrolments for occupational qualifications were lowest at 20 533 or 2.8%, two thirds of enrolments for these qualifications were in KwaZulu-Natal and Western Cape (7 202 and 6 433 respectively).

### 5.1.1 Overview of TVET sector by province

**Table 15: Number of TVET colleges, lecturers and students, by province, 2015**

Province	TVET Colleges	Lecturers	Students
Eastern Cape	8	1 161	76 977
Free State	4	658	49 120
Gauteng	8	2 072	188 481
KwaZulu-Natal	9	2 426	132 849
Limpopo	7	1 456	104 952
Mpumalanga	3	362	18 245
North West	3	544	71 811
Northern Cape	2	172	12 906
Western Cape	6	1 741	82 539
<b>National</b>	<b>50</b>	<b>10 592</b>	<b>737 880</b>

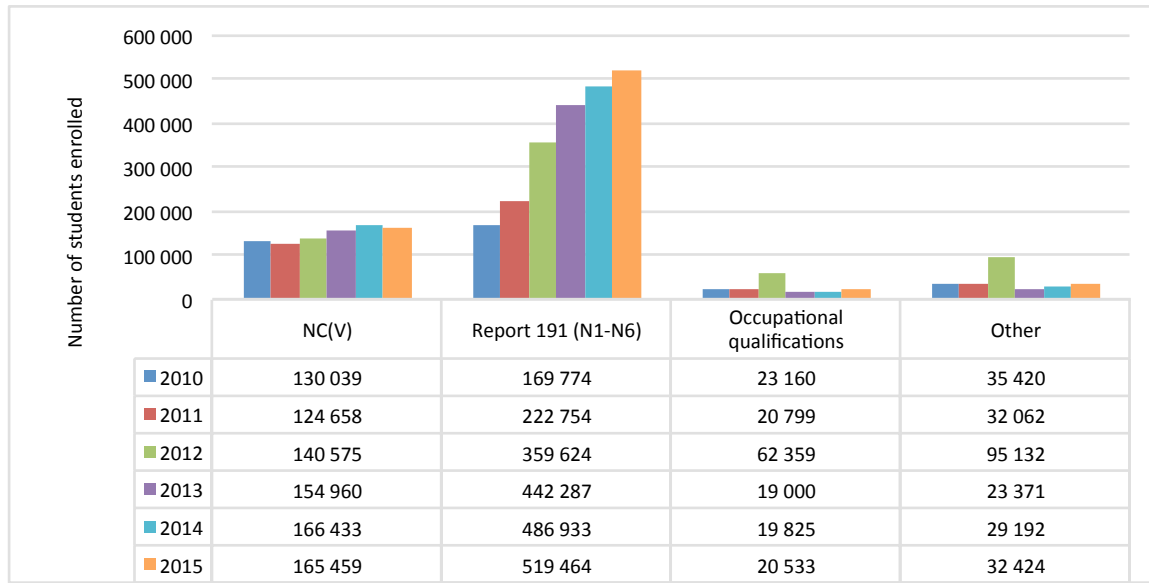
Source: TVET College Annual Survey 2015, data extracted in November 2016.

There were 10 592 lecturers and 737 880 students from 50 TVET colleges in 2015. KwaZulu-Natal and Gauteng had the highest number of lecturers, contributing about 42.5% (4 498) of total lecturers in TVET colleges. These provinces also recorded the highest number of students (321 330 or 43.5%). Northern Cape had the least number of lecturers and students (172 and 12 906 respectively).

In South African TVET colleges, the average ratio of students to lecturer was 70:1 in 2015. North-West and Gauteng were the provinces where the ratio of students to one lecturer was high. For every lecturer in North-West there was on average, 132 students.

### 5.1.2 Enrolment in TVET colleges

**Figure 10: Number of students enrolled in TVET colleges, by qualification category, 2010 to 2015**



**Sources:**

*Statistics on Post-School Education and Training in South Africa (2010, 2011, 2012, 2013, 2014).*

*TVET college Annual Survey 2015, data extracted in November 2016.*

Note 1: NC(V) refers to the National Certificate (Vocational).

Note 2: Report 191 refers to the NATED programmes, N1 to N6.

Note 3: “Occupational Qualifications” refer to qualifications associated with a trade, occupation or profession resulting from work-based learning and consisting of knowledge unit standards, practical unit standards, and work experience unit standards.

Note 4: “Other” in colleges refers to all other skills development programmes.

Over the six year period, an increasing trend in the number of students enrolled for N1-N6 programmes (Report 191) can be observed. Majority of students enrolled in these programmes throughout the period under review. Between 2010 and 2015, a growth of 206% (from 169 774 to 519 464) was recorded in the number of enrolments for Report 191.

NC(V) enrolments were the second largest but there was a steady growth in the past six years, with 2015 enrolment 0.6% lower compared with 2014, and 27.2% higher compared with 2010. The other programmes recorded increases in enrolments between 2014 and 2015. Low enrolments were recorded for occupational qualifications and other skills development and short courses over the period 2010 to 2015.

Table 16: Number of students enrolled in TVET colleges, by college and qualification category, 2015

College	NC(V)	Report 191 (N1-N3)	Report 191 (N4-N6)	Occupational Qualifications	NSC	Other	Total
1. Boland TVET College	1 879	485	4 136	552	0	3 424	10 476
2. Buffalo City TVET College	2 710	747	5 568	95	0	0	9 120
3. Capricorn TVET College	6 961	9 941	12 810	1 367	0	0	31 079
4. Central JHB TVET College	2 953	11 623	13 970	0	0	716	29 262
5. Coastal TVET College	7 016	4 270	7 633	0	0	223	19 142
6. College of Cape Town TVET College	3 488	2 363	7 341	1 062	138	2 165	16 557
7. Eastcape Midlands TVET College	2 676	2 500	5 395	0	0	0	10 571
8. Ehlanzeni TVET College	2 421	1 583	1 524	0	0	0	5 528
9. Ekurhuleni East TVET College	4 402	3 567	9 679	207	0	0	17 855
10. Ekurhuleni West TVET College	7 378	3 594	8 675	366	0	0	20 013
11. Elangeni TVET College	5 072	1 996	2 811	56	0	939	10 874
12. Esayidi TVET College	3 496	1 970	9 406	644	0	137	15 653
13. False Bay TVET College	1 987	2 668	3 716	685	0	1 300	10 356
14. Flavius Mareka TVET College	715	4 002	6 410	465	0	192	11 784
15. Gert Sibande TVET College	4 708	2 559	3 732	0	0	25	11 024
16. Goldfields TVET College	1 411	2 598	5 403	0	0	0	9 412
17. Ikhala TVET College	1 912	1 427	4 027	100	0	0	7 466
18. Ingwe TVET College	3 978	3 110	7 962	0	0	226	15 276
19. King Hintsa TVET College	2 089	613	1 905	0	0	0	4 607
20. King Sabata Dalindyebo TVET College	3 413	2 053	5 838	0	0	0	11 304
21. Lephalele TVET College	634	4 577	3 011	443	0	186	8 851
22. Letaba TVET College	2 482	1 382	2 147	0	0	53	6 064
23. Lovedale TVET College	1 690	932	3 174	0	0	0	5 796
24. Majuba TVET College	4 555	6 846	9 068	3 640	0	4 041	28 150
25. Maluti TVET College	2 501	0	4 983	796	0	93	8 373
26. Mnambithi TVET College	2 017	116	7 067	0	0	229	9 429
27. Mopani South East TVET College	4 303	1 603	2 614	247	0	221	8 988
28. Motheo TVET College	1 469	5 593	12 013	51	0	425	19 551
29. Mthashana TVET College	1 999	1 161	2 729	0	0	424	6 313
30. Nkangala TVET College	210	708	775	0	0	0	1 693
31. Northern Cape Rural TVET College	1 228	2 669	2 948	630	0	84	7 559
32. Northern Cape Urban TVET College	1 143	1 278	2 730	36	0	160	5 347
33. Northlink TVET College	2 544	10 818	12 985	2 365	0	2 812	31 524
34. Orbit TVET College	5 258	8 144	10 084	616	0	152	24 254
35. Port Elizabeth TVET College	3 263	2 974	5 742	0	858	0	12 837
36. Sedibeng TVET College	4 056	5 161	10 045	260	0	459	19 981
37. Sekhukhune TVET College	2 030	3 069	5 311	0	0	0	10 410
38. South Cape TVET College	2 223	332	973	270	0	235	4 033
39. South West TVET College	8 280	4 878	12 449	0	0	1 873	27 480
40. Taletso TVET College	12 650	7 464	13 673	0	0	0	33 787
41. Thekwini TVET College	2 020	3 760	5 908	156	0	355	12 199
42. Tshwane North TVET College	2 764	7 072	13 828	0	0	1 567	25 231
43. Tshwane South TVET College	2 453	9 107	7 728	0	0	3 941	23 229
44. Umfolozi TVET College	4 129	4 619	7 264	2 706	0	1 241	19 959
45. Umgungundlovu TVET College	1 310	2 827	6 331	0	0	662	11 130
46. Vhembe TVET College	6 512	9 312	17 733	245	0	0	33 802
47. Vuselela TVET College	3 081	4 641	5 603	104	0	341	13 770
48. Waterberg TVET College	3 156	186	1 425	835	0	156	5 758
49. West Coast TVET College	3 131	1 240	2 634	1 499	0	1 089	9 593
50. Western College TVET College	1 703	10 929	11 481	35	0	1 282	25 430
<b>Total</b>	<b>165 459</b>	<b>187 067</b>	<b>332 397</b>	<b>20 533</b>	<b>996</b>	<b>31 428</b>	<b>737 880</b>

Source: TVET college Annual Survey 2015, data extracted in November 2016.

Note 1: NC(V) refers to the National Certificate (Vocational) Levels 2-4.

Note 2: Report 191 refers to the NATED programmes, N1 to N6. It is a part-qualification.

Note 3: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning and consisting of knowledge unit standards, practical unit standards, and work experience unit standards.

Note 4: NSC refers to the old National Senior Certificate (which is equivalent to Grade 12).

Note 5: "Other" in colleges refers to all other skills development programmes.

Out of the 737 880 students enrolled in TVET colleges in 2015, Vhembe (33 802), Taletso (33 787), Northlink (31 524), Capricorn (31 079) and Central Johannesburg (29 262) TVET colleges recorded high enrolments. Majority of students enrolled for Report 191, in particular, N4-N6 programmes, where 45.0% (332 397) of students enrolled for these programmes, followed by high enrolments in N1-N3 programmes 25.4% or 187 067.

TVET colleges that contributed to the high enrollment for N4-N6 programmes were Vhembe (17 733), Central Johannesburg (13 970), Tshwane North (13 828), Taletso (13 673) and Northlink (12 985). For NC(V) programmes, Taletso, South West and Ekurhuleni TVET colleges recorded high enrolments (12 650, 8 280 and 7 378 respectively). Even though enrolments for occupational qualifications was low at 20 533, Majuba (3 640), Umfolozi (2 706) and Northlink (2 365) TVET colleges enrolled more students compared to the other colleges.

**Table 17: Number of students enrolled in TVET colleges by qualification category and population group, 2015**

Qualification Category	African	Coloured	Indian/Asian	White	Other <sup>1</sup>	Reconciliation	Total
Report 191	479 160	27 920	2 080	7 899	262	2 143	519 464
Report 550/NSC	895	88	5	8	0	0	996
NC(V)	156 429	7 597	263	606	44	520	165 459
Occupational Qualifications	13 935	4 016	269	1 483	56	774	20 533
Other <sup>2</sup>	0	0	0	0	0	31 428	31 428
<b>Total</b>	<b>650 419</b>	<b>39 621</b>	<b>2 617</b>	<b>9 996</b>	<b>362</b>	<b>34 865</b>	<b>737 880</b>

Source: TVET college Annual Survey 2015, data extracted in November 2016.

Note 1: Report 191 refers to the NATED programmes, N1 to N6. It is a part-qualification.

Note 2: NSC refers to the old National Senior Certificate (which is equivalent to Grade 12).

Note 3: NC(V) refers to the National Certificate (Vocational) Levels 2-4.

Note 4: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning and consisting of knowledge unit standards, practical unit standards, and work experience unit standards.

Note 5: "Other<sup>2</sup>" in colleges refers to all other skills development programmes.

Note 6: The Department of Higher Education and Training uses the racial descriptors: "African", "Coloured", "White" and "Indian/Asian" for planning, monitoring and funding purposes. The Department places on record that these racial descriptors, which characterised apartheid policies and practices in the past, are being used to provide historical context and comparisons as well as to describe the effects of present policy and practice.

Note 7: "Reconciliation" refers to numbers created to balance the totals.

Note 8: "Other<sup>1</sup>" refers to population groups other than the groups mentioned.

In 2015, almost 90% (650 419) of students enrolled at TVET colleges were Africans. The smallest proportion of students were Indian/Asian (0.4% or 2 617). Africans recorded high enrolment for all programmes compared to other population groups.

Among different population groups, majority of Africans and Coloured students enrolled for N1-N6 programmes and NC(V) levels 2-4, while majority of Indians/Asians and White students enrolled for N1-N6 programmes and occupational qualifications.

**Table 18: Number of students enrolled in TVET colleges by qualification category and gender, 2015**

Qualification Category	Female	Male	Total
Report 191	274 836	244 628	519 464
Report 550/NSC	603	393	996
NC(V)	101 674	63 785	165 459
Occupational Qualifications	10 489	10 044	20 533
Other	15 148	16 280	31 428
<b>Total</b>	<b>402 750</b>	<b>335 130</b>	<b>737 880</b>

Source: TVET college Annual Survey 2015, data extracted in November 2016.

Note 1: Report 191 refers to the NATED programmes, N1 to N6. It is a part-qualification.

Note 2: NSC refers to the old National Senior Certificate (which is equivalent to Grade 12).

Note 3: NC(V) refers to the National Certificate (Vocational) Levels 2-4.

Note 4: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning and consisting of knowledge unit standards, practical unit standards, and work experience unit standards.

Note 5: "Other" in TVET Colleges refers to all other skills development and short courses.

A higher proportion of women (54.6% or 402 750) compared to men (45.4% or 335 130) were enrolled at TVET colleges. When looking at different qualifications, more women than men were enrolled for N1-N6 programmes, NC(V), occupational qualifications and Report 550/NSC. For NC(V), women were 1.6 times likely to enroll in these programmes compared to men. On the other hand men dominated in the 'other' qualifications (which include all other skills development and short courses).

**Table 19: Number of students enrolled in TVET colleges for Report 191 programmes, by level of study and gender, 2015**

Report 191	Female	Male	Total	Female (%)	Male (%)
N1	20 488	35 521	56 009	36.6	63.4
N2	27 818	45 508	73 326	37.9	62.1
N3	22 645	35 087	57 732	39.2	60.8
N4	85 519	56 905	142 424	60.0	40.0
N5	65 586	40 753	106 339	61.7	38.3
N6	52 780	30 854	83 634	63.1	36.9
<b>Total</b>	<b>274 836</b>	<b>244 628</b>	<b>519 464</b>	<b>52.9</b>	<b>47.1</b>

Source: TVET college Annual Survey 2015, data extracted in November 2016.

Note: Report 191 refers to the NATED programmes, N1 to N6. It is a part-qualification.

As we saw in the previous tables that enrolments were concentrated in the N1-N6 programmes, Table 19 shows that more women compared to men enrolled in such programmes. Although women recorded overall high enrolments compared to men for Report 191 programmes, a higher proportion of men enrolled for N1-N3 programmes while a higher proportion of women enrolled for N4-N6 programmes. Gender disparities were great for all the Report 191 programmes.

**Table 20: Number of students enrolled in TVET colleges for the NC(V), by qualification level and gender, 2015**

Qualification	Female	Male	Total	Female (%)	Male (%)
NC(V) Level 2	50 601	34 205	84 806	59.7	40.3
NC(V) Level 3	30 642	18 111	48 753	62.9	37.1
NC(V) Level 4	20 431	11 469	31 900	64.0	36.0
<b>Total</b>	<b>101 674</b>	<b>63 785</b>	<b>165 459</b>	<b>61.4</b>	<b>38.6</b>

Source: TVET college Annual Survey 2015, data extracted in November 2016.

Of the 165 459 students enrolled for NC(V) qualifications, 101 674 (61.4%) were women and 63 785 (38.6%) were men. For all the NC(V) levels 2-4, enrolment was higher for women compared to men. The highest gender disparity in the proportions was recorded for NC(V) level 4 (64.0% for women compared to 36.0% for men).

**Table 21: Number of students enrolled in TVET colleges by qualification category and age group, 2015**

Qualification Category	<15	15 - 19	20 - 24	25 - 29	30 - 34	35 - 39	≥40	Reconciliation	Total
Report 191	0	60 010	274 697	95 133	33 376	14 217	9 621	32 410	519 464
Report 550/NSC	0	2	27	54	26	13	16	858	996
NC(V)	0	22 487	88 755	32 349	6 176	1 585	728	13 379	165 459
Occupational Qualification	0	969	5 274	6 522	3 326	1 641	1 616	1 185	20 533
Other	0	3 191	10 872	7 232	4 298	2 315	3 197	323	31 428
<b>Total</b>	<b>0</b>	<b>86 659</b>	<b>379 625</b>	<b>141 290</b>	<b>47 202</b>	<b>19 771</b>	<b>15 178</b>	<b>48 155</b>	<b>737 880</b>

**Source:** TVET college Annual Survey 2015, data extracted in November 2016.

Note 1: Report 191 refers to the NATED programmes, N1 to N6. It is a part-qualification.

Note 2: NSC refers to the old National Senior Certificate (which is equivalent to Grade 12).

Note 3: NC(V) refers to the National Certificate (Vocational) Levels 2-4.

Note 4: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning and consisting of knowledge unit standards, practical unit standards, and work experience unit standards.

Note 5: "Other" in TVET Colleges refers to all other skills development and short courses.

Note 6: "Reconciliation" refers to numbers created to balance the totals.

Almost 90% of student enrolments in TVET colleges were for youth aged 15-34 years. More than half of enrolments were for students aged 20-24 years (379 625 or 51.4%), followed by those aged 25-29 years (141 290 or 19.1%). Enrolment declined for the older age groups to the lowest level of 15 178 for students aged 40 years and above. Majority of students enrolled for Report 191 programmes regardless of the age group.

**Table 22: Full-Time Equivalent student enrolment in TVET colleges by qualification category, 2015**

College	NC(V)	Report 191 (N1-N3)	Report 191 (N4-N6)	Total
1. Boland TVET College	829	137	1 403	2 369
2. Buffalo City TVET College	2 714	243	1 338	4 295
3. Capricorn TVET College	6 226	3 245	5 526	14 997
4. Central JHB TVET College	2 208	2 602	3 765	8 575
5. Coastal TVET College	6 064	1 191	2 800	10 055
6. College of Cape Town TVET College	3 396	652	2 985	7 033
7. Eastcape Midlands TVET College	2 690	610	2 141	5 441
8. Ehlanzeni TVET College	2 390	1 037	1 081	4 508
9. Ekurhuleni East TVET College	4 192	1 087	6 878	12 157
10. Ekurhuleni West TVET College	6 451	730	2 638	9 819
11. Elangeni TVET College	4 878	544	1 314	6 736
12. Esayidi TVET College	3 398	2 301	9 559	15 258
13. False Bay TVET College	1 836	733	1 584	4 153
14. Flavius Mareka TVET College	604	964	2 276	3 844
15. Gert Sibande TVET College	3 098	652	770	4 520
16. Goldfields TVET College	1 166	751	2 060	3 977
17. Ikhala TVET College	1 781	436	1 441	3 658
18. Ingwe TVET College	3 141	753	2 455	6 349
19. King Hintsa TVET College	10 643	4 291	7 269	22 203
20. King Sabata Dalindyebo TVET College	3 138	516	1 399	5 053
21. Lephhalale TVET College	520	1 072	846	2 438
22. Letaba TVET College	1 526	170	914	2 610
23. Lovedale TVET College	1 317	375	1 383	3 075
24. Majuba TVET College	4 469	2 178	3 624	10 271
25. Maluti TVET College	1 679	0	3 494	5 173
26. Mnambithi TVET College	1 815	39	3 025	4 879
27. Mopani South East TVET College	4 375	476	1 142	5 993
28. Motheo TVET College	1 100	0	5 161	6 261
29. Mthashana TVET College	893	255	574	1 722
30. Nkangala TVET College	2	235	375	612
31. Northern Cape Rural TVET College	1 039	667	1 195	2 901
32. Northern Cape Urban TVET College	1 616	427	1 502	3 545
33. Northlink TVET College	1 396	2 469	3 976	7 841
34. Orbit TVET College	3 484	1 652	2 545	7 681
35. Port Elizabeth TVET College	3 296	777	2 054	6 127
36. Sedibeng TVET College	3 768	3 029	1 804	8 601
37. Sekhukhune TVET College	1 786	224	551	2 561
38. South Cape TVET College	2 156	105	449	2 710
39. South West TVET College	5 761	1 229	3 588	10 578
40. Taletso TVET College	2 482	616	1 807	4 905
41. Thekwini TVET College	1 704	995	2 543	5 242
42. Tshwane North TVET College	1 805	1 446	1 830	5 081
43. Tshwane South TVET College	2 234	2 534	2 345	7 113
44. Umfolozi TVET College	4 050	1 096	2 910	8 056
45. Umgungundlovu TVET College	1 265	670	2 431	4 366
46. Vhembe TVET College	4 117	2 432	5 252	11 801
47. Vuselela TVET College	2 027	959	1 681	4 667
48. Waterberg TVET College	2 944	60	610	3 614
49. West Coast TVET College	1 899	1 164	2 605	5 668
50. Western College TVET College	1 574	2 656	4 535	8 765
<b>Total</b>	<b>138 939</b>	<b>53 482</b>	<b>127 436</b>	<b>319 857</b>

Source: TVET college Annual Survey 2015, data extracted in November 2016.



Note 1: As a result of rounding off, numbers may not necessarily add up.

Note 2: NC(V) refers to the National Certificate (Vocational) Levels 2-4.

Note 3: Report 191 refers to the NATED programmes, N1 to N6. It is a part-qualification on NQF level 5.

Note 4: FTE enrolments represent weighted students enrolment. One FTE presents a student who is enrolled for all the subjects of a programme on a particular level. Statistics on FTEs are important, as they are used to allocate resources to TVET colleges.

There were 319 857 Full-Time Equivalent (FTE) students in TVET colleges in 2015. Majority of FTEs were enrolled for NC(V) (138 939 or 43.4%) followed by N4-N6 programmes (127 436 or 39.8%). Low FTEs were reported for N1-N3 programmes (53 482 or 16.7%).

High FTEs were recorded in King Hintsa (22 203), Esayidi (15 258) and Capricorn (14 997) TVET colleges. For different qualification types, King Hintsa TVET college recorded the highest FTEs for NC(V) (10 643) and N1-N3 (4 291) , while Esayidi TVET college recorded high FTE enrolments for N4-N6 programmes (9 559).

### 5.1.3 Staffing in TVET colleges

Table 23: Number of staff and students in TVET colleges, 2015

College	Staff	Students
1. Boland TVET College	731	10 476
2. Buffalo City TVET College	300	9 120
3. Capricorn TVET College	555	31 079
4. Central JHB TVET College	77	29 262
5. Coastal TVET College	740	19 142
6. College of Cape Town TVET College	465	16 557
7. Eastcape Midlands TVET College	114	10 571
8. Ehlanzeni TVET College	181	5 528
9. Ekurhuleni East TVET College	492	17 855
10. Ekurhuleni West TVET College	561	20 013
11. Elangeni TVET College	452	10 874
12. Esayidi TVET College	434	15 653
13. False Bay TVET College	418	10 356
14. Flavius Mareka TVET College	234	11 784
15. Gert Sibande TVET College	525	11 024
16. Goldfields TVET College	254	9 412
17. Ikhala TVET College	284	7 466
18. Ingwe TVET College	251	15 276
19. King Hintsa TVET College	191	4 607
20. King Sabata Dalindyebo TVET College	246	11 304
21. Lephalela TVET College	149	8 851
22. Letaba TVET College	242	6 064
23. Lovedale TVET College	247	5 796
24. Majuba TVET College	595	28 150
25. Maluti TVET College	220	8 373
26. Mnambithi TVET College	256	9 429
27. Mopani South East TVET College	226	8 988
28. Motheo TVET College	467	19 551
29. Mthashana TVET College	255	6 313
30. Nkangala TVET College	59	1 693
31. Northern Cape Rural TVET College	196	7 559
32. Northern Cape Urban TVET College	94	5 347
33. Northlink TVET College	736	31 524
34. Orbit TVET College	416	24 254
35. Port Elizabeth TVET College	392	12 837
36. Sedibeng TVET College	461	19 981
37. Sekhukhune TVET College	277	10 410
38. South Cape TVET College	354	4 033
39. South West TVET College	625	27 480
40. Taletso TVET College	281	33 787
41. Thekwini TVET College	298	12 199
42. Tshwane North TVET College	267	25 231
43. Tshwane South TVET College	506	23 229
44. Umfolozi TVET College	471	19 959
45. Umgungundlovu TVET College	261	11 130
46. Vhembe TVET College	809	33 802
47. Vuselela TVET College	325	13 770
48. Waterberg TVET College	251	5 758
49. West Coast TVET College	667	9 593
50. Western College TVET College	327	25 430
<b>Total</b>	<b>18 235</b>	<b>737 880</b>

Source: TVET college Annual Survey 2015, data extracted in November 2016.

Note: "Staff" refers to persons employed at a TVET colleges (this includes management, lecturing and support staff).

In 2015, there were 18 235 staff members in TVET colleges. Vhembe (809), Coastal (740), Northlink (736) and Boland (731) TVET colleges had the highest number of staff members. A larger proportion of both staff and students were from Vhembe TVET college.

**Table 24: Number of staff in TVET colleges, by staff category and gender, 2015**

College	Management staff		Lecturing staff		Support staff		Total	
	Female	Male	Female	Male	Female	Male	Female	Male
1. Boland TVET College	20	18	187	123	267	116	474	257
2. Buffalo City TVET College	2	2	98	71	81	46	181	119
3. Capricorn TVET College	0	3	148	186	133	85	281	274
4. Central JHB TVET College	0	0	21	34	5	17	26	51
5. Coastal TVET College	43	23	199	253	111	111	353	387
6. College of Cape Town TVET College	5	4	150	158	91	57	246	219
7. Eastcape Midlands TVET College	0	0	27	56	24	7	51	63
8. Ehlanzeni TVET College	5	13	22	37	63	41	90	91
9. Ekurhuleni East TVET College	1	3	156	137	107	88	264	228
10. Ekurhuleni West TVET College	1		174	169	131	86	306	255
11. Elangeni TVET College	2		125	149	83	93	210	242
12. Esayidi TVET College	12	9	132	120	101	60	245	189
13. False Bay TVET College	1	3	103	125	122	64	226	192
14. Flavius Mareka TVET College	3	1	50	80	61	39	114	120
15. Gert Sibande TVET College	6	3	152	134	137	93	295	230
16. Goldfields TVET College	3	1	64	64	65	57	132	122
17. Ikhala TVET College	1	3	68	55	108	49	177	107
18. Ingwe TVET College	20	27	52	63	55	34	127	124
19. King Hintsa TVET College	1	3	61	56	43	27	105	86
20. King Sabata Dalindyebo TVET College	3	6	96	63	45	33	144	102
21. Lephale TVET College	1	2	39	52	26	29	66	83
22. Letaba TVET College	0	2	68	79	56	37	124	118
23. Lovedale TVET College	1	3	47	89	65	42	113	134
24. Majuba TVET College	0	0	192	306	57	40	249	346
25. Maluti TVET College	5	9	59	54	51	42	115	105
26. Mnambithi TVET College	1	1	88	86	42	38	131	125
27. Mopani South East TVET College	0	2	53	86	50	35	103	123
28. Motheo TVET College	2	3	152	135	98	77	252	215
29. Mthashana TVET College	0	2	72	60	69	52	141	114
30. Nkangala TVET College	0	2	7	10	24	16	31	28
31. Northern Cape Rural TVET College	1	4	58	50	35	48	94	102
32. Northern Cape Urban TVET College	1	3	32	32	10	16	43	51
33. Northlink TVET College	1	4	187	223	200	121	388	348
34. Orbit TVET College	1	2	123	118	91	81	215	201
35. Port Elizabeth TVET College	0	2	124	135	82	49	206	186
36. Sedibeng TVET College	2	4	168	159	83	45	253	208
37. Sekhukhune TVET College	0	2	54	108	61	52	115	162
38. South Cape TVET College	2	2	131	59	102	58	235	119
39. South West TVET College	0	3	175	184	160	103	335	290
40. Taletso TVET College	4	6	58	77	64	72	126	155
41. Thekwini TVET College	5	7	96	91	50	49	151	147
42. Tshwane North TVET College	3	6	97	69	56	36	156	111
43. Tshwane South TVET College	10	15	111	208	92	70	213	293
44. Umfolozi TVET College	2	1	137	160	102	69	241	230
45. Umgungundlovu TVET College	6	10	70	90	50	35	126	135
46. Vhembe TVET College	2	0	202	258	234	113	438	371
47. Vuselela TVET College	1	2	84	84	89	65	174	151
48. Waterberg TVET College	3	0	50	73	67	58	120	131
49. West Coast TVET College	9	20	162	133	199	144	370	297
50. Western College TVET College	0	0	107	103	84	33	191	136
<b>Total</b>	<b>192</b>	<b>241</b>	<b>5 088</b>	<b>5 504</b>	<b>4 282</b>	<b>2 928</b>	<b>9 562</b>	<b>8 673</b>

Source: TVET college Annual Survey 2015, data extracted in November 2016.

Note 1: Management staff refers to the principal and deputy-principal of a public college.

Note 2: Lecturing staff refers to any person who teaches, educates or trains other persons or who provides professional educational services at any college, and who is appointed in a post on any lecturer establishment under the CET ACT (16 of 2006).

Note 3: Support staff refers to any person staff who renders academic support or student support services; human resource and/or financial management; administration; maintenance of the buildings and gardens and catering services or security services.

In 2015, there were 18 235 staff members in TVET colleges, of which 9 562 (52.4%) were women and 8 673 (47.6%) were men. The staff was made up of 10 592 (58.1%) lecturers; 7 210 (39.5%) support staff and 433 (2.4%) management staff.

Among female staff (9 562), more than half of them were lecturers (5 088 or 53.2%), while 4 282 (44.8%) were support staff and 192 (2.0%) were management staff. A similar picture was observed for men, as almost two thirds of them (5 504 or 63.5%) were lecturers, while more than a third (2 928 or 33.8%) were support staff and 241 (2.8%) were in management. Gender disparities were higher for support staff where a larger proportion of women worked in this category compared to men.

Compared to other colleges, the highest proportion of lecturers were in Majuba TVET College (498), while majority of support staff were in Boland TVET college (383) and majority of management staff were in Coastal TVET college (66). While Majuba TVET college did not form part of the top five colleges with a high intake of students, it recorded a high number of lecturers compared to the rest of the colleges.

## 6. COMMUNITY EDUCATION AND TRAINING COLLEGES

### 6.1 OVERVIEW OF CET COLLEGES

The Minister of Higher Education and Training established Community Education and Training (CET) colleges in April 2015 in terms of the Continuing Education and Training Act, 2006 (Act No.16 of 2006). The Act provides for the establishment, management, governance and funding of the newly established Community Education and Training colleges.

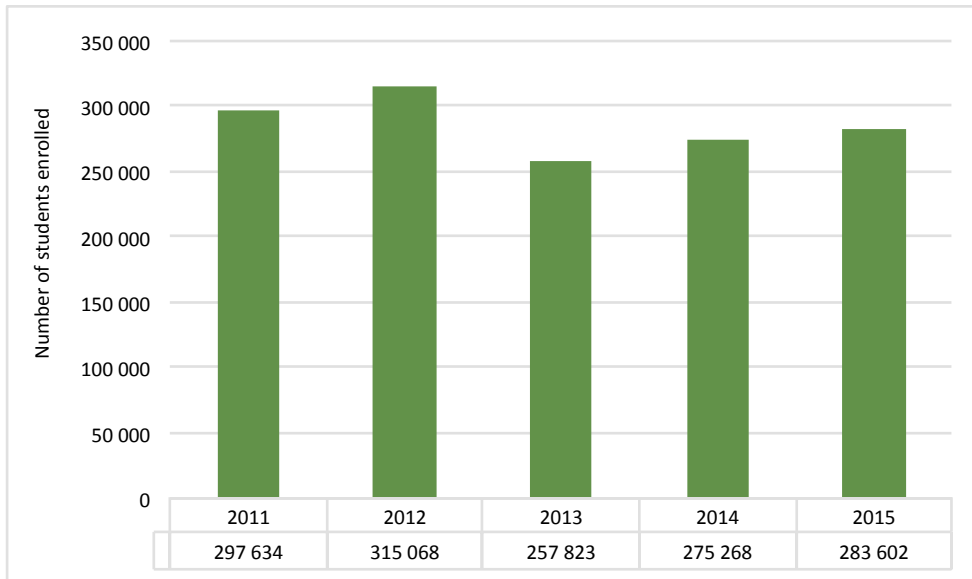
The CET colleges have been established to provide leadership for the administration, management and governance of Community Learning Centres (former Public Adult Learning Centres). All former Public Adult Learning Centres have been merged under the established nine colleges, one per Province in terms of *Government Gazette No. 38674 of 07 April 2015*. The public adult learning centres have been renamed Community Learning Centres in terms of the National Policy on Community Education and Training colleges, *Government Gazette No. 38924 of 03 July 2015*.

CET colleges have established college councils as governance structures responsible and accountable for the functioning and performance of the college and its Community Learning Centres. CET colleges are therefore juristic persons in their own right. College Councils are expected to develop three year strategic and annual performance plans for the college and its Community Learning Centres. In addition, the college councils are accountable to the Minister for the performance of the college and its Community Learning Centres.

CET colleges are expected to introduce new programmes for the different needs of their students. The National Policy on Community colleges provides for an expanded menu of programme and qualification provision in colleges. Currently, colleges are still providing formal, general education and training programmes to adult students and out-of-school youth.

Consistent with the Continuing Education and Training Act, colleges must submit an annual report on its performance and the use of allocated resources. Furthermore, the colleges have a duty to provide information as required by the Director-General.

This section of the report provides for enrolment in CET colleges by programme, provinces and also different staff category and gender of the staff employed in these colleges. This report however does not have statistics on examination results for CET colleges, as has been the case in previous statistical reports. The Department will publish a separate report at a later stage on aggregated examination results for CET colleges.

**Figure 11: Number of students enrolled in CET colleges, 2011 to 2015****Sources:**

*Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013, 2014).*

*CET college Annual Survey 2015, data extracted in December 2016.*

The number of students enrolled in CET colleges was 283 602 in 2015. Enrolment in these colleges was 3.0% (8 334) higher compared with 2014 (from 275 268 in 2014 to 283 602 in 2015) and 4.7% or 14 032 lower compared with 2011 (from 297 634 in 2011 to 283 602 in 2015).

Over the period 2011 to 2015, enrolment increased from 2011 to 2012, only to decline in 2013. An increase in the number of students enrolled was observed from 2013–2015, but still lower than the enrolment in 2011 and 2012. During the period under review, the highest number of students enrolment was recorded in 2012 (315 068) while the lowest enrolment was observed in 2013 (257 823).

**Table 25: Student enrolment in CET colleges by programme, 2015**

Type	AET Level 1	AET Level 2	AET Level 3	AET Level 4 (NQF Level 1)	Grade 10 (NQF Level 2)	Grade 11 (NQF Level 3)	Grade 12 (NQF Level 4)	Other/ Skills Development	Total
Community Education and Training Colleges	14 267	24 337	28 864	126 307	193	1 101	84 526	4 007	283 602
Percentage	5.0%	8.6%	10.2%	44.5%	0.1%	0.4%	29.8%	1.4%	100%

*Source: CET college Annual Survey 2015, data extracted in December 2016.*

Out of the total enrolment in CET colleges in 2015 (283 602), three out of every four students (74.3% or 210 833) were enrolled for AET Level 4 and Grade 12 programmes. Minority of students (0.5% or 1 294) were enrolled for Grades 10 and 11. These proportions are similar to those reported in 2014 for these colleges.

**Table 26: Number of students, lecturers and Community Learning Centres, by college, 2015**

College	Community Learning Centres	Lecturers	Students
Eastern Cape CET College	280	2 952	33 574
Free State CET College	125	523	12 552
Gauteng CET College	54	2 246	96 624
KwaZulu-Natal CET College	817	5 250	47 438
Limpopo CET College	688	1 430	26 984
Mpumalanga CET College	249	1 874	24 110
Northern Cape CET College	295	944	20 107
North West CET College	43	56	950
Western Cape CET College	92	728	21 263
<b>National</b>	<b>2 643</b>	<b>16 003</b>	<b>283 602</b>

Source: CET college Annual Survey 2015, data extracted in December 2016.

Note 1: There are 9 community colleges, one in each province. Each community college has a number of Community Learning Centres.

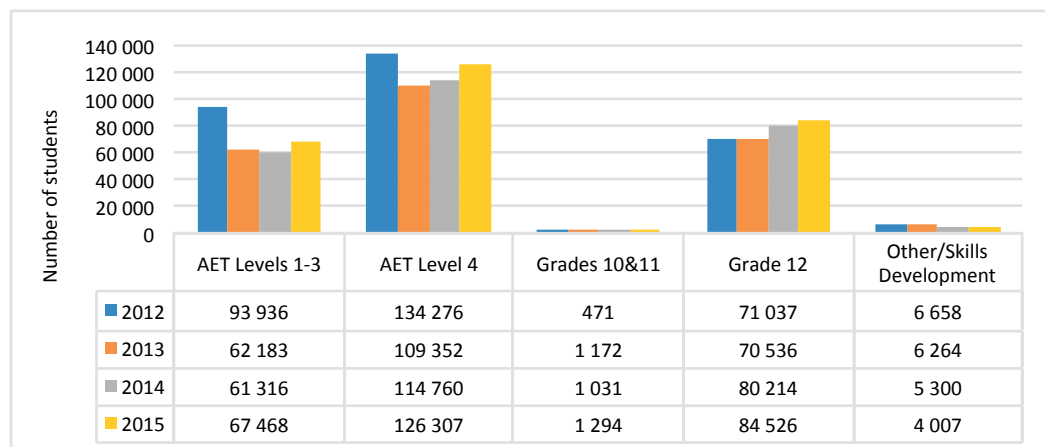
Note 2: There are 3 276 Community Learning Centres published in the Government Gazette.

In 2015, of the 3 276 Community Learning Centres (CLCs), there were 2 643 CLCs who submitted data with 16 003 lecturers and 283 602 students. More than half of the Community Learning Centres were in KwaZulu-Natal (817) and Limpopo (688), while North West and Gauteng had the lowest number of CLCs (43 and 54 centres respectively).

A large number of lecturers were concentrated in KwaZulu-Natal, Eastern Cape and Gauteng (5 250, 2 952 and 2 246 respectively), while learner enrolment was highest in Gauteng (96 624) followed by KwaZulu-Natal (47 438) and Eastern Cape (33 574). The lowest number of lecturers and students were found in North West (56 and 950 respectively).

### 6.1.1 Enrolment in CET colleges

**Figure 12: Number of students in CET colleges, by programme, 2012 to 2015**



Sources:

Statistics on Post-School Education and Training in South Africa (2012, 2013, 2014).

CET college Annual Survey 2015, data extracted in December 2016.

In 2015, the highest number of students in CET colleges were enrolled for AET Level 4 (126 307) followed by AET Levels 1-3 programmes (67 468). Grades 10 and 11 had the lowest number of students in the same period.

Even though student enrolment was high for AET Level 4, a 5.9% or 7 969 decrease in enrolment was recorded over the period 2012-2015. AET Levels 1-3 recorded the highest decrease in the number of students during this period (28.2% or 26 468). In contrast, there were increases in enrolment for Grade 10-12 programmes.

**Table 27: Number of students in CET colleges, by college and programme, 2015**

College	AET Level 1	AET Level 2	AET Level 3	AET Level 4 (NQF Level 1)	Grade 10 (NQF Level 2)	Grade 11 (NQF Level 3)	Grade 12 (NQF Level 4)	Other/ Skills Development	Total
Eastern Cape CET College	2 446	4 543	4 827	21 424	48	32	14	240	<b>33 574</b>
Free State CET College	175	452	925	4 472	0	0	6 509	19	<b>12 552</b>
Gauteng CET College	2 119	2 294	3 621	20 518	48	1 038	64 632	2 354	<b>96 624</b>
KwaZulu-Natal CET College	3 823	5 888	7 979	24 305	54	10	4 920	459	<b>47 438</b>
Limpopo CET College	734	2 204	1 697	22 237	23	0	0	89	<b>26 984</b>
Mpumalanga CET College	1 719	5 046	4 688	12 286	0	0	348	23	<b>24 110</b>
Northern Cape CET College	1 444	2 434	3 112	11 927	0	0	868	322	<b>20 107</b>
North West CET College	123	128	183	514	0	1	1	0	<b>950</b>
Western Cape CET College	1 684	1 348	1 832	8 624	20	20	7 234	501	<b>21 263</b>
<b>National</b>	<b>14 267</b>	<b>24 337</b>	<b>28 864</b>	<b>126 307</b>	<b>193</b>	<b>1 101</b>	<b>84 526</b>	<b>4 007</b>	<b>283 602</b>
Percentage	5.0%	8.6%	10.2%	44.5%	0.1%	0.4%	29.8%	1.4%	100.0%

Source: CET College Annual Survey 2015, data extracted in December 2016.

The table above provides a breakdown of student enrolment by AET Levels 1-4, Grades 10-12 and Other/Skills Development programmes in CET colleges by college. Majority of students in CET colleges enrolled for AET Level 4 (44.5%) and Grade 12 (29.8%), while the proportion for Grades 10 and 11 enrolment were lower at 0.1% and 0.4% respectively.

KwaZulu-Natal (24 305), Limpopo (22 237), Eastern Cape (21 424) and Gauteng (20 518) contributed the most to the high enrolment for AET Level 4 programmes, while Gauteng was the major contributor to Grade 12 enrolments with 64 632 students. Grade 10 enrolment was low across all CET colleges.



### 6.1.2 Staffing in CET colleges

**Table 28: Number of staff in CET colleges, by college, staff category and gender, 2015**

College	Management Staff Total			Lecturer Staff Total			Support Staff Total			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Eastern Cape CET College	262	69	331	2 467	485	2 952	18	4	22	2 747	558	3 305
Free State CET College	63	49	112	351	172	523	0	0	0	414	221	635
Gauteng CET College	13	42	55	1 430	816	2 246	122	115	237	1 565	973	2 538
KwaZulu-Natal CET College	686	171	857	3 858	1 392	5 250	50	29	79	4 594	1 592	6 186
Limpopo CET College	689	108	797	1 189	241	1 430	27	23	50	1 905	372	2 277
Mpumalanga CET College	277	35	312	1 668	206	1 874	18	6	24	1 963	247	2 210
North West CET College	150	61	211	729	215	944	21	12	33	900	288	1 188
Northern Cape CET College	11	7	18	37	19	56	3	1	4	51	27	78
Western Cape CET College	66	46	112	408	320	728	57	58	115	531	424	955
<b>National</b>	<b>2 217</b>	<b>588</b>	<b>2 805</b>	<b>12 137</b>	<b>3 866</b>	<b>16 003</b>	<b>316</b>	<b>248</b>	<b>564</b>	<b>14 670</b>	<b>4 702</b>	<b>19 372</b>
<b>Percentage</b>	<b>79.0%</b>	<b>21.0%</b>	<b>100.0%</b>	<b>75.8%</b>	<b>24.2%</b>	<b>100.0%</b>	<b>56.0%</b>	<b>44.0%</b>	<b>100.0%</b>	<b>75.7%</b>	<b>24.3%</b>	<b>100.0%</b>

Source: *CET college Annual Survey 2015, data extracted in December 2016.*

Note 1: "Lecturer Staff" refers to a person who teaches, educates or trains a learner, or provides professional educational services, including professional therapy and educational psychology services at a centre.

Note 2: "Management Staff" includes the centre manager of a Community Learning Centre.

Note 3: "Support Staff" includes all other staff members who are not teaching. This includes persons who render: academic support services; student/learner support services; human resource management; financial management; administration; maintenance of the buildings and gardens; catering services; and security services.

The overall staff at CET colleges was 19 372, which comprised of 14 670 or 75.7% women and 4 702 or 24.3% men. Lecturers constituted a greater proportion of staff in these colleges (16 003 or 82.6% of total staff), followed by management staff (2 805 or 14.5%) and support staff (564 or 2.9%).

In all the staff categories, women constituted a higher proportion of staff in CET colleges compared to men. Greater gender disparities were in the Management and Lecturers' staff. The disparities were more pronounced in the management staff, where for every man in management position there were four women in the same category. The largest gender gap for Management and Lecturers staff categories was in Mpumalanga, while Eastern Cape recorded the largest gender gap for Support staff.

A large proportion of staff were in KwaZulu-Natal (6 186) and Eastern Cape (3 305), while the lowest were in Northern Cape (78). Among management staff, KwaZulu-Natal (857) and Limpopo (797) contributed the most to the staff complement. KwaZulu-Natal (5 250), Eastern Cape (2 952) and Gauteng (2 246) had the highest number of lecturers, while Gauteng (237) and Western Cape (115) had the highest number of support staff.

## 7. PRIVATE COLLEGES

### 7.1 OVERVIEW OF PRIVATE COLLEGES

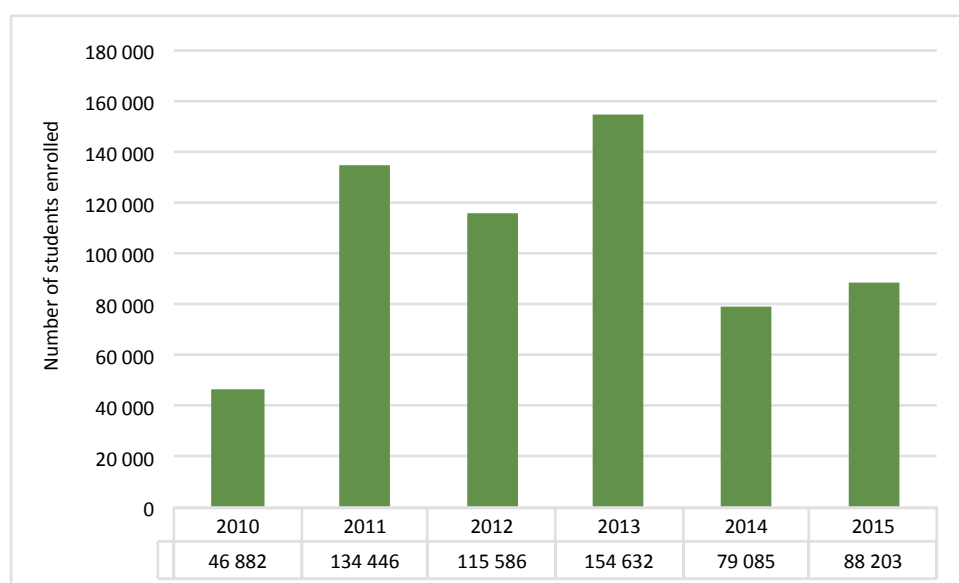
The provision of post-school education and training by private colleges is underpinned in the constitution and legislation. All private colleges offering continuing education and training qualifications or part-qualifications that fall on Umalusi's qualification sub-framework must be registered with the Department in terms of Continuing Education and Training Act No.16 of 2006 and the Regulations for the Registration of Private Further Education and Training colleges, 2007.

Private FET colleges have been renamed private colleges in terms of the *Continuing Education and Training Act, 2006 (Act No. 16 of 2006)*, in Government Gazette No. 36271. The amendment of the Act came into effect on 6 October 2014 in terms of proclamation No. 68 of 2014 by order of the President of the Republic of South Africa. The significant legislative and policy changes were effected on 01 April 2015 with regard to Public Adult Education and Training (AET) Centres, which have been renamed Community Education and Training (CET) colleges, while private AET Centres have been renamed private colleges.

This section provides an overview of the size, shape and geographical spread of private colleges. Although it depicts the scope of private colleges in South Africa, information reflected is obtained from private colleges that have registered with the Department and have responded to the departmental survey.

The information provides insight into the contribution of private colleges delivery system. It includes statistics on headcount enrolment per qualification category and gender whereas staffing is reflected by staffing category and gender. This report however does not have statistics on examination results for private colleges, as has been the case in previous statistical reports. The Department will publish a separate report at a later stage on aggregated examination results for private colleges.

**Figure 13: Number of students enrolled in private colleges, 2010 to 2015**



**Sources:**

*Statistics on Post-School Education and Training in South Africa (2010, 2011, 2012, 2013, 2014).*

*Private college Annual Survey 2015, data extracted in November 2016.*

Note: The 2015 figure represents enrolment at only 97 of the 252 private colleges that responded to the departmental Annual Survey.

In 2015, student enrolment in private colleges was 88 203. Enrolment for 2015 was 11.5% or 9 118 higher compared with 2014 (from 79 085 to 88 203) and 88.1% (41 321) higher compared with 2010 (from 46 882 in 2010 to 88 203 in 2015). It should be noted that 2015 student enrolment incorporates student enrolment from former private AET centres as they have been renamed private colleges.

Figure 13 shows us an erratic movement in student enrolment in private colleges over the period 2010-2015. This was due to a drop in the number of colleges registered with the Department, after a *Joint Communiqué 1 of 12: Interim Guidelines on the Registration and Accreditation of Private Providers Offering Qualifications and Part-Qualifications in the Trade and Occupational Sector, August 2012*. The communiqué required the former private FET colleges that only offer occupational qualifications to either choose to remain registered or opt out of registration with the Department. Enrolment reached a peak in 2013 (154 632), only to drop in the subsequent year. The lowest enrolment over this period was recorded in 2010 (46 882).

**Table 29: Number of students in private colleges by qualification category and province, 2015**

Province	NC(V)	Report 191 N1-N6	Occupational Qualifications	Report 550/ NSC & Other	AET Levels 1 - 4	Grades 10 - 12	Total
Eastern Cape	64	211	516	1 124	n.a	n.a	1 915
Free State	0	1 313	413	355	n.a	n.a	2 081
Gauteng	1 665	14 577	9 860	11 385	n.a	n.a	37 487
KwaZulu-Natal	1 122	13 746	1 707	2 182	n.a	n.a	18 757
Limpopo	0	76	639	525	n.a	n.a	1 240
Mpumalanga	0	3 144	358	2 073	n.a	n.a	5 575
North West	0	619	267	98	n.a	n.a	984
Northern Cape	0	0	0	0	n.a	n.a	0
Western Cape	29	1 461	3 376	13 699	1 045	554	20 164
<b>National</b>	<b>2 880</b>	<b>35 147</b>	<b>17 136</b>	<b>31 441</b>	<b>1 045</b>	<b>554</b>	<b>88 203*</b>

Source: Private College Annual Survey 2015, data extracted in November 2016.

Note 1: "n.a" means that there were no private colleges in these provinces offering the programmes as indicated.

Note 2: \* The figure represents enrolment at only 97 of the 252 private colleges that responded to the departmental Annual Survey.

In 2015, almost 90% of student enrolment in private colleges were recorded in Gauteng (37 487), Western Cape (20 164) and KwaZulu-Natal (18 757). Three in every four students (66 588 or 75.5%) in private colleges were enrolled for Report 191 (N1-N6) and Report 550/NSC & other programmes. Low enrolments during this period were recorded for Grades 10-12 and Abet Levels 1-4 qualifications, and Western Cape was the only province which enrolled students for such programmes.

When comparing enrolment in different provinces and programmes, Gauteng and KwaZulu-Natal recorded high students enrolments for NC(V) and Report 191 (N1-N6) qualifications, while high enrolments were recorded in Gauteng and Western Cape for Report 550/NSC & other and occupational qualifications.

**Table 30: Number of students and lecturers in private colleges by province, 2015**

Province	Lecturers	Students
Eastern Cape	91	1 915
Free State	57	2 081
Gauteng	899	37 487
KwaZulu-Natal	403	18 757
Limpopo	31	1 240
Mpumalanga	83	5 575
North West	18	984
Northern Cape	0	0
Western Cape	305	20 164
<b>National</b>	<b>1 887</b>	<b>88 203*</b>

Source: *Private College Annual Survey 2015, data extracted in November 2016.*

Note: \* The figure represents enrolment at only 97 of the 252 private Colleges that responded to the departmental Annual Survey.

There were 1 887 lecturers in private colleges in 2015. The highest number of lecturers were found in Gauteng (899 or 47.6%), KwaZulu-Natal (403 or 21.4%) and Western Cape (305 or 16.2%). These colleges also had a high number of student enrolment in the same period. On average, the student to lecturer ratio in private colleges was 47:1. The highest student to lecturer ratio was in Mpumalanga (67:1), and the lowest in Eastern Cape (21:1).

### 7.1.1 Enrolment in private colleges

**Table 31: Number of students enrolled in private colleges, by qualification category, 2010 to 2015**

Qualification category	2010	2011	2012	2013	2014	2015
NC(V)	2 615	1 816	4 181	5 012	3 928	2 880
Report 191	6 685	19 524	16 127	19 467	29 700	35 147
Occupational Qualifications	37 582	63 394	47 156	58 400	23 128	17 136
AET Levels 1-4	n.a	n.a	n.a	n.a	n.a	1 045
Grades 10-12	n.a	n.a	n.a	n.a	n.a	554
Report 550/ NSC & Other	n.a	49 712	48 122	71 753	22 329	31 441
<b>Total</b>	<b>46 882</b>	<b>134 446</b>	<b>115 586</b>	<b>154 632</b>	<b>79 085</b>	<b>88 203*</b>

**Sources:**

*Statistics on Post-School Education and Training in South Africa (2010, 2011, 2012, 2013, 2014).*

*Private College Annual Survey 2015, data extracted in November 2016.*

Note 1: Refer to the previous publications for the figures of ABET Levels 1 – 4, Grades 10 – 12 and Other in the erstwhile private AET Centres under the respective section.

Note 2: As from 1 April 2015, the erstwhile private AET Centres are now registered as Private colleges and therefore the change in this table and the exclusion of the sector “Private AET Centres”.

Note 2: Report 191 refers to the NATED programmes, N1 to N6.

Note 3: “Occupational Qualifications” refer to qualifications associated with a trade, occupation or profession resulting from work-based learning, and consisting of knowledge unit standards, practical unit standards and work experience unit standards.

Note 4: “Other” in colleges refers to all other skills development and short courses.

Note 5: “n.a” means not applicable

Note 6: \* The figure represents enrolment at only 97 of the 252 private colleges that responded to the departmental Annual Survey.

In 2015, a higher proportion of students (35 147 or 39.8%) enrolled for Report 191 programmes, followed by enrolment in ‘other’ programmes (31 441 or 35.6%), while lower enrolment was recorded for Grades 10-12 (554).

Over the period 2010-2015, there was an erratic movement in the number of students enrolled in private colleges. Majority of students enrolled for Occupational Qualifications, ‘other’ and Report 191 programmes during this period. The highest increase in enrolment was recorded for Report 191 programmes (from 6 685 in 2010 to 35 147 in 2015). In contrast, enrolment for Occupational qualifications decreased by 54.4% (from 37 582 in 2010 to 17 136 in 2015).

**Table 32: Number of students enrolled in private colleges, by qualification category and gender, 2015**

Qualification Category	Female	Male	Total
NC(V) Levels 2-4	1 246	1 634	2 880
Report 191 ( N1-N3)	5 778	10 510	16 288
Report 191 ( N4-N6)	8 278	10 581	18 859
Occupational Qualifications	10 485	6 651	17 136
AET Levels 1-3	231	255	486
GETC-ABET Level 4	319	240	559
Grades 10-11	35	39	74
Grade 12	291	189	480
Report 550/ NSC & Other	17 921	13 520	31 441
<b>Total</b>	<b>44 584</b>	<b>43 619</b>	<b>88 203*</b>

**Source:** Private College Annual Survey 2015, data extracted in November 2016.

Note 1: NC(V) refers to the National Certificate (Vocational).

Note 2: Report 191 refers to the NATED programmes, N1 to N6.

Note 3: “Occupational Qualifications” refer to qualifications associated with a trade, occupation or profession resulting from work-based learning, and consisting of knowledge unit standards, practical unit standards and work experience unit standards.

Note 4: “Other” in colleges refers to all other skills development and short courses.

Note 5: \* The figure represents enrolment at only 97 of the 252 private colleges that responded to the departmental Annual Survey.

The proportion of male and female students enrolled at private colleges was almost the same in 2015 (49.5% or 43 619 and 50.5% or 44 584 respectively). A large gender gap was however recorded for Occupational qualifications, where women’s enrolment was 1.6 times higher than that of men (10 485 for women compared with 6 651 for men). On the other hand, men’s enrolment was 1.8 times higher compared to that of women for N1-N3 programmes (10 510 for men compared to 5 778 for women).

Irrespective of gender, high student enrolment were recorded for ‘other’ programmes, Report 191 (N1-N6) programmes and Occupational qualifications.

**Table 33: Number of students in private colleges, by Occupational Qualifications, 2015**

Number	Qualifications for organising fields	Total
1	Agriculture and Nature Conservation	709
2	Business, Commerce and Management Studies	6 720
3	Communication Studies and Language	139
4	Culture and Arts	312
5	Education, Training and Development	928
6	Health Sciences and Social Services	4 112
7	Human and Social Studies	17
8	Law, Military Science and Security	172
9	Manufacturing, Engineering and Technology	1 049
10	Physical Planning and Construction	638
11	Physical, Mathematical, Computer and Life Sciences	1 615
12	Services	1 003
<b>Reconciliation</b>		<b>-278</b>
<b>Total</b>		<b>17 136*</b>

**Source:** *Private College Annual Survey 2015, data extracted in November 2016.*

Note 1: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning, and consisting of knowledge unit standards, practical unit standards and work experience unit standards.

Note 2: "Reconciliation" refers to numbers created to balance the totals.

Note 3: \* The figure represents enrolment at only 97 of the 252 private colleges that responded to the departmental Annual Survey.

Of the 17 136 students enrolled for Occupational qualifications in 2015, more than a third (39.2% or 6 720) were enrolled for Business, Commerce and Management Studies, followed by 24.0% or 4 112 of enrolment in Health Sciences and Social Services qualifications. A smaller proportion of students enrolled for Human and Social Studies qualifications (0.1% or 17).

## 7.1.2 Staffing in private colleges

**Table 34: Number of staff in private colleges, by category and gender, 2015**

Staff Category	Female	Male	Total
Management Staff	311	240	551
Lecturing Staff	889	998	1 887
Support Staff	1 035	434	1 469
<b>Total</b>	<b>2 235</b>	<b>1 672</b>	<b>3 907*</b>

**Source:** *Private College Annual Survey 2015, data extracted in November 2016.*

Note 1: The category "Management Staff" refers to the principal and vice-principal of a private college.

Note 2: The category "Lecturing Staff" refers to any person who teaches, educates or trains other persons, or who provides professional educational services at any college, and who is appointed in a post at any lecturing establishment.

Note 3: The category "Support Staff" refers to all other staff who are not teaching. This include persons who render: academic support services; student/learner support services; human resource management; financial management; administration; maintenance of the buildings and gardens; catering services; and security services.

Note 4: \*The figure represents staff at only 97 of the 252 private colleges that responded to the departmental Annual Survey.

The staff complement for private colleges was 3 907 in 2015, comprising of 48.3% or 1 887 lecturers, 37.6% or 1 469 support staff and 14.1% or 551 management staff. Majority of staff members in private colleges were women (57.2% or 2 235) while 42.8% or 1 672 were men. More women were employed as support staff compared to men. Even though men's staff complement was lower than that of women, they occupied more lecturing positions compared to women.

## 8. SECTOR EDUCATION AND TRAINING AUTHORITY (SETA) SUPPORTED LEARNING PROGRAMMES

### 8.1 INTRODUCTION

Sector Education and Training Authorities (SETAs) are established in terms of Section 9 of the *Skills Development Act, 1998 (Act No. 97 of 1998)*. There are currently 21 SETAs in South Africa. The primary role of SETAs is to facilitate the delivery of sector-specific skills in order to contribute to the goals of the National Skills Development Strategy (NSDS) through skills programmes. They are expected to ensure that intermediate and high-level skills are developed among both workers as well as unemployed persons. SETAs also facilitate and support workplace-based learning (WBL) through learnerships and internships. SETAs perform their functions in accordance with the Skills Development Act, the Skills Development Levies Act and their respective Constitutions.

The Department of Higher Education and Training (DHET) has oversight over the performance of SETAs, and need to ensure that SETAs undertake their functions effectively and efficiently. The Department is determined to realise the slogan of “together turning every workplace into a training space” by ensuring that significant numbers of young people are able to access skills programmes and workplace-based learning through, *inter alia* learnerships and internships.

This section of the report provides information about the number of workers and unemployed persons who were registered and certificated in SETA supported skills programmes and SETA supported WBL programmes namely, learnerships and internships. The registration and completion data are analysed against the targets that were set by the respective SETAs.

### 8.2 REGISTRATION AND CERTIFICATION OF SETA-SUPPORTED LEARNING PROGRAMMES: TREND DATA

**Table 35: Number of workers and unemployed persons registered for and certificated in SETA-supported learning programmes, by programme type, 2011/12 to 2015/16**

Year	Registered				Certificated			
	Learnerships	Internships	Skills Programmes	Total registered	Learnerships	Internships	Skills Programmes	Total certificated
2011/12	43 871	3 452	87 906	135 229	29 197	878	87 527	117 602
2012/13	50 885	6 127	74 587	131 599	37 158	2 195	86 491	125 844
2013/14	75 782	8 017	92 508	176 307	38 796	2 510	109 547	150 853
2014/15	77 931	12 006	137 880	227 817	40 891	3 663	106 459	151 013
2015/16	94 369	13 135	123 593	231 097	43 322	3 352	127 144	173 818

**Sources:**

*Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013, 2014).*

*SETA Quarterly Reports, 2015/16.*

Note 1: The category “Learnerships” refers to a learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship.

Note 2: The category “Internships” refers to the structured work experience component of an occupational qualification registered by the Quality Council for Trades and Occupations (QCTO).

Note 3: The category “Skills Programmes” refers to a part-qualification as defined in the NQF Act.

Note 4: The difference in registered and certificated programmes is due to programmes taking longer than a year to complete, thus certification occurs in the next financial years.

A total of 231 097 learners were registered for SETA-supported learning programmes during the 2015/16 financial year. The majority of learners had registered for skills programmes (123 593), followed by learnerships (94 369) and internships (13 135). Over the period 2011/12 to 2015/16 financial years, registration of SETA-supported learning programmes grew by 70.9% (from 135 229 to 231 097). During this period, there was a consistent increase in the registration of learnerships and internships, while a varying pattern can be observed for skills programmes.

In terms of certifications, a total of 173 818 learners were certificated in SETA-supported learning programmes during the 2015/16 financial year. Similar to registrations, more learners were certificated in skills programmes (127 144), followed by learnerships (43 322) and internships (3 352). Certifications increased by 47.8% (56 216) over the period 2011/12 to 2015/16 financial years, largely due to an increase of 39 617 in certifications of skills programmes.

## 8.2.1 Workers registered for SETA-supported learning programmes

**Table 36: Number of workers registered for SETA-supported learning programmes, by programme type, and SETA, 2015/16**

SETA	Learnerships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	1 175	1 350	115%	1 900	4 232	223%	3 075	5 582
BANKSETA	400	846	212%	300	182	61%	700	1 028
CATHSSETA	1 350	582	43%	1 300	501	39%	2 650	1 083
CETA	2 500	101	4%	4 500	0	0%	7 000	101
CHIETA	1 700	1 895	111%	3 300	3 876	117%	5 000	5 771
ETDP SETA	650	761	117%	1 000	2 350	235%	1 650	3 111
EWSETA	1 000	998	100%	1 500	328	22%	2 500	1 326
FASSET	640	291	45%	135	20 579	15 244%	775	20 870
FOODBEV	1 320	1 058	80%	770	648	84%	2 090	1 706
FP&M SETA	650	792	122%	1 000	3 396	340%	1 650	4 188
HWSETA	2 580	2 653	103%	4 500	6 650	148%	7 080	9 303
INSETA	1 000	690	69%	3 700	4 578	124%	4 700	5 268
LGSETA	4 000	1 881	47%	5 500	7 122	129%	9 500	9 003
MERSETA	3 000	4 256	142%	1 650	4 622	280%	4 650	8 878
MICT SETA	0	0	0%	1 000	1 791	179%	1 000	1 791
MQA	3 000	1 309	44%	5 650	14 902	264%	8 650	16 211
PSETA	420	288	69%	1 200	1 547	129%	1 620	1 835
SASSETA	1 500	1 553	104%	2 500	0	0%	4 000	1 553
SERVICES	3 000	2 017	67%	3 000	1 185	40%	6 000	3 202
TETA	1 500	1 307	87%	500	1 291	258%	2 000	2 598
W&RSETA	1 400	2 712	194%	500	5 191	1 038%	1 900	7 903
<b>Total</b>	<b>32 785</b>	<b>27 340</b>	<b>83%</b>	<b>45 405</b>	<b>84 971</b>	<b>187%</b>	<b>78 190</b>	<b>112 311</b>

**Source:** SETA Quarterly Reports, 2015/16.

Note 1: The category "Learnerships" refers to a learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship.

Note 2: The category "Skills Programmes" refers to a part-qualification as defined in the NQF Act.

Note 3: It should be noted that almost half of all learners registered for SETA supported programmes were workers.

Table 36 shows that a total of 112 311 workers had registered for SETA-supported programs during 2015/16 financial year. Out of the 112 311 workers, a total of 84 971 had registered for skills programmes, while 27 340 registered for learnerships. Collectively, this was an overachievement of 34 121 registered workers.



The achievement for learnerships was 83% (17% under achievement). Looking at different entities which registered workers for learnerships, almost 43% of them over achieved their targets, with the biggest achievement recorded for BANKSETA (212%) and W&RSETA (194%). The lowest achievement was for CETA where only 4% of their target was achieved. An achievement of 187% was recorded for workers who registered for skills programmes. Two thirds of the entities reported overachievements, with noticeable over achievements observed for FASSET and W&RSETA.

## 8.2.2 Workers certificated in SETA-supported learning programmes

**Table 37: Number of workers certificated in SETA-supported learning programmes, by programme type, 2015/16**

SETA	Learnerships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	588	1 249	212%	950	4 307	453%	1 538	5 556
BANKSETA	260	594	228%	263	552	210%	523	1 146
CATHSSETA	675	687	102%	650	2 138	329%	1 325	2 825
CETA	1 250	173	14%	2 250	478	21%	3 500	651
CHIETA	825	1 097	133%	1 650	2 238	136%	2 475	3 335
ETDP SETA	350	72	21%	1 428	1 210	85%	1 778	1 282
EWSETA	550	173	31%	750	742	99%	1 300	915
FASSET	100	277	277%	20 095	20 579	102%	20 195	20 856
FOODBEV	660	732	111%	385	505	131%	1 045	1 237
FP&M SETA	325	336	103%	500	1 688	338%	825	2 024
HWSETA	2 064	2 068	100%	3 600	9 936	276%	5 664	12 004
INSETA	700	441	63%	2 100	2 616	125%	2 800	3 057
LGSETA	2 000	611	31%	4 000	2 891	72%	6 000	3 502
MERSETA	2 500	1 847	74%	1 425	1 739	122%	3 925	3 586
MICT SETA	50	75	150%	1 000	1 270	127%	1 050	1 345
MQA	1 440	1 845	128%	5 650	33 218	588%	7 090	35 063
PSETA	70	59	84%	900	692	77%	970	751
SASSETA	1 400	1 564	112%	2 300	2 664	116%	3 700	4 228
SERVICES	1 426	94	7%	1 535	0	0%	2 961	94
TETA	833	251	30%	3 557	1 374	39%	4 390	1 625
W&RSETA	840	712	85%	300	632	211%	1 140	1 344
<b>Total</b>	<b>18 906</b>	<b>14 957</b>	<b>79%</b>	<b>55 288</b>	<b>91 469</b>	<b>165%</b>	<b>74 194</b>	<b>106 426</b>

Source: SETA Quarterly Reports, 2015/16.

Note 1: The category “Learnerships” refers to a learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship.

Note 2: The category “Skills Programmes” refers to a part-qualification as defined in the NQF Act.

A total of 106 426 workers were certificated in SETA-supported learning programmes in the 2015/16 financial year, which was 32 232 more than the set target. The highest certifications were for skills programmes (91 469) followed by learnerships (14 957). An overachievement of 165% was recorded for skills programmes while only 79% of the target for learnerships certification was met.

The overachievement for skills programmes certifications was mainly driven by a large number of workers certificated by MQA (achievement of 588%). Although more workers were certificated in the skills programmes compared to the learnerships programmes, CETA only met 21% of their target, TETA achieved 39% of their target, while SERVICES did not meet their set target at all.

SETAs which contributed to the under achievement of workers certificated for learnerships were SERVICES, CETA and ETDP SETA (with achievements of 7%, 14% and 21% respectively).

### 8.2.3 Unemployed persons registered for SETA-supported learning programmes

**Table 38: Number of unemployed persons registered for SETA-supported learning programmes, by programme type, 2015/16**

SETA	Learnerships			Internships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	650	2 420	372%	250	268	107%	3 000	3 477	116%	3 900	6 165
BANKSETA	750	1 038	138%	205	224	109%	165	907	550%	1 120	2 169
CATHSETA	1 300	1 580	122%	150	150	100%	200	1 259	630%	1 650	2 989
CETA	6 500	4 944	76%	1 500	129	9%	1 700	2 205	130%	9 700	7 278
CHIETA	2 200	3 836	174%	510	546	107%	1 250	2 399	192%	3 960	6 781
ETDP SETA	900	908	101%	100	90	90%	3 250	3 064	94%	4 250	4 062
EWSETA	1 500	1 763	118%	820	501	61%	600	1 861	310%	2 920	4 125
FASSET	4 440	4 732	107%	300	234	78%	2 200	2 217	101%	6 940	7 183
FOODBEV	1320	1 199	91%	510	446	87%	0	0	n.a	1 830	1 645
FP&M SETA	1 120	1 826	163%	250	348	139%	800	1 873	234%	2 170	4 047
HWSETA	2 000	1 613	81%	416	1 175	282%	1 600	2 044	128%	4 016	4 832
INSETA	1 500	1 374	92%	1 000	1 011	101%	1 000	1 061	106%	3 500	3 446
LGSETA	3 300	2 991	91%	400	477	119%	4 000	2 412	60%	7 700	5 880
MERSETA	3 500	4 202	120%	300	440	147%	2 000	4 467	223%	5 800	9 109
MICT SETA	1 294	3 539	273%	1 086	1 751	161%	1 500	2 235	149%	3 880	7 525
MQA	2 200	1 167	53%	0	0	n.a	0	1 773	n.a	2 200	2 940
PSETA	300	515	172%	950	1 304	137%	0	0	0%	1 250	1 819
SASSETA	2 500	2 528	101%	300	306	102%	1 500	0	0%	4 300	2 834
SERVICES	5 000	20 518	410%	75	3 020	4027%	0	2 974	n.a	5 075	26 512
TETA	2 000	3 239	162%	205	610	298%	850	1 260	148%	3 055	5 109
W&RSETA	1 900	1 097	58%	300	105	35%	0	1 134	n.a	2 200	2 336
<b>Total</b>	<b>46 174</b>	<b>67 029</b>	<b>145%</b>	<b>9 627</b>	<b>13 135</b>	<b>136%</b>	<b>25 615</b>	<b>38 622</b>	<b>151%</b>	<b>81 416</b>	<b>118 786</b>

Source: SETA Quarterly Reports, 2015/16.

Note 1: The category "Learnerships" refers to a learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship.

Note 2: The category "Internships" refers to the structured work experience component of an occupational qualification registered by the Quality Council for Trades and Occupations (QCTO).

Note 3: The category "Skills Programmes" refers to a part-qualification as defined in the NQF Act.

Note 4: n.a means not applicable.

The total number of unemployed persons registered for SETA-supported learning programmes was 118 786 in the 2015/16 financial year, which was 37 370 more than the set target. A larger proportion (56.4% or 67 029) of unemployed persons registered for learnerships, followed by the skills programmes (32.5% or 38 622) and internships programmes (11.1% or 13 135).

There was an overachievement in the registration of unemployed persons in all the programmes during the 2015/16 financial year, with the highest overachievement in absolute terms recorded for the learnership programmes (20 855 more than the target).

Even though the overall picture shows that different SETA-supported learning programmes overachieved their targets, there were entities which didn't meet their targets. The lowest achievements for learnerships were MQA (53%) and W&R SETA (58%), for internships it was CETA (9%), W&R SETA (35%) and EWSETA (61%), while for skills programmes LG SETA recorded the lowest achievement (60%).

### 8.2.4 Unemployed persons certificated in SETA-supported learning programmes

**Table 39: Number of unemployed persons certificated in SETA-supported learning programmes, by programme type, 2015/16**

SETA	Learnerships			Internships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	675	1 247	185%	125	137	110%	1 250	3 508	281%	2 050	4 892
BANKSETA	443	658	149%	0	140	n.a	112	260	232%	555	1 058
CATHSSETA	650	1 974	304%	0	126	n.a	100	3 413	3413%	750	5 513
CETA	3 000	1 472	49%	450	0	0%	850	1 653	194%	4 300	3 125
CHIETA	1 100	1 416	129%	255	269	105%	625	1 918	307%	1 980	3 603
ETDP SETA	600	660	110%	350	10	3%	700	360	51%	1 650	1 030
EWSETA	750	1 641	219%	300	0	0%	300	382	127%	1 350	2 023
FASSET	2 365	3 110	132%	100	132	132%	1 515	1 243	82%	3 980	4 485
FOODBEV	660	821	124%	255	18	7%	0	0	0%	915	839
FP&M SETA	560	770	138%	125	178	142%	400	477	119%	1 085	1 425
HWSETA	1 600	1 769	111%	333	302	91%	1 280	7 889	616%	3 213	9 960
INSETA	1 200	408	34%	480	354	74%	800	900	113%	2 480	1 662
LGSETA	2 200	514	23%	200	80	40%	3 000	1 555	52%	5 400	2 149
MERSETA	1 300	2 302	177%	150	197	131%	1 425	2 329	163%	2 875	4 828
MICT SETA	500	1 769	354%	0	0	0%	0	1 750	n.a	500	3 519
MQA	1 000	726	73%	0	0	0%	1 500	2 501	167%	2 500	3 227
PSETA	35	113	323%	550	397	72%	0	0	0%	585	510
SASSETA	1 200	2 994	250%	300	79	26%	1 400	1 796	128%	2 900	4 869
SERVICES	2 717	441	16%	956	422	44%	445	0	0%	4 118	863
TETA	2 765	1 474	53%	66	52	79%	2 152	1 598	74%	4 983	3 124
W&RSETA	1 090	2 086	191%	210	459	219%	0	2 143	n.a	1 300	4 688
<b>Total</b>	<b>26 410</b>	<b>28 365</b>	<b>107%</b>	<b>5 205</b>	<b>3 352</b>	<b>64%</b>	<b>17 854</b>	<b>35 675</b>	<b>200%</b>	<b>49 469</b>	<b>67 392</b>

Source: SETA Quarterly Reports, 2015/16.

Note 1: The category "Learnerships" refers to a learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship.

Note 2: The category "Internships" refers to the structured work experience component of an occupational qualification registered by the Quality Council for Trades and Occupations (QCTO).

Note 3: The category "Skills Programmes" refers to a part-qualification as defined in the NQF Act.

Note 4: n.a means not applicable.

A total of 67 392 unemployed persons were certificated in different SETA-supported learning programmes during the 2015/16 financial year, which was 17 923 more than the set target for all the SETAs. A higher proportion of certifications was for skills programmes (52.9% or 35 675), followed by learnerships (42.1% or 28 365) and internships (5.0% or 3 352).

The target for certifications to unemployed persons was overachieved for skills programmes and learnerships, while internships' target was under achieved by 36%. Even though the overall target for certifications of internships was not met, there was an overachievement in six of the 21 SETAs, with the highest achievement recorded for W&R SETA (219%) and FP&M SETA (142%).

## 8.3 ARTISANS

### 8.3.1 Introduction

A national artisan development programme including all components of artisan development driven by all social partners in a coordinated and integrated manner is a critical need for skills development in the country.

**The White Paper for Post-School Education and Training: Building an Expanded, Effective and Integrated Post-School System**, as approved by Cabinet on 20 November 2013, also stresses the need for artisan development. The executive summary of the White Paper states the following:

*“In areas of work such as the artisan trades, apprenticeships have traditionally been the pathway to qualifications; however, the apprenticeship system has been allowed to deteriorate since the mid-1980s, resulting in a shortage of mid-level skills in the engineering and construction fields. Re-establishing a good artisan training system is an urgent priority; the current target is for the country to produce 30 000 artisans a year by 2030.”*

There is a continuous need for suitably qualified artisans to sustain industries and support economic growth within South Africa. In a range of national strategies, the need for artisans has been elevated and identified as a priority area for skills development. While the National Development Plan (NDP) and the White Paper indicates that by 2030 the country should be producing 30 000 qualified artisans per year, this target has been brought forward by the 2014 – 2020 Medium Term Strategic Framework (MTSF) to 31 March 2026. At present, the country is producing on average 15 500 qualified artisans per year and so the number has to more than double in the next twelve years leading up to 2026.

With this focus on artisan development, the Department has started to see an increasing trend in the number of learners registering for and completing artisanal training in the last four years. Tables 40 and 42 show this trend, also Tables 41 and 43 shows top 10 trades registered and completed in the 2015/16 financial year.

### 8.3.2 Learners entering artisanal learning programmes

**Table 40: Number of learners entering artisanal learning programmes, by organisation, 2011/12 to 2015/16**

SETA	2011/12	2012/13	2013/14	2014/15	2015/16
AGRISETA	96	70	116	244	347
CATHSETA	563	662	312	840	514
CETA	1 849	579	1 342	2 104	1 737
CHIETA	2 541	1 989	1 694	2 164	3 372
EWSETA	1 046	1 316	390	507	1 378
FOODBEV	15	-	267	70	45
FP&M SETA	351	584	426	958	459
HWSETA	-	-	-	109	119
INDLELA	5 227	5 795	7 865	7 122	5 734
LGSETA	413	528	294	754	1 020
MERSETA	6 254	4 951	10 394	7 606	8 130
MQA	2 525	2 365	2 468	2 621	1 848
PSETA	78	53	2	48	33
SASSETA	-	516	385	539	467
SERVICES	2 104	984	968	761	1 127
TETA	1 019	711	538	1 579	1 778
W&RSETA	334	746	209	276	532
<b>Total</b>	<b>24 415</b>	<b>21 849</b>	<b>27 670</b>	<b>28 302</b>	<b>28 640</b>

**Sources:**

*Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013, 2014).*

*National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2016.*

Note 1: Dash (-) means that data is not available.

Note 2: An artisanal learning programme includes an apprenticeship, Learnership, skills programme, internship, cadetship or any other programme undertaken at the workplace, which is undertaken in preparation for an occupation that is part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012.

Note 3: An artisan is a person who has been certified as competent to perform a listed trade in accordance with the Skills Development Act.

Table 40 shows that the total number of learners entering artisanal learning programmes in the 2015/16 financial year was 28 640. The figure reflects an increase of 338 in the number of learners entering artisanal learning programmes from the 2014/15 financial year.

MERSETA has been recording the highest number of learners entering artisanal learning programmes since the 2013/14 financial year. In the 2015/16 financial year, they recorded 8 130 learners which was 524 more than the number of learners who entered the programme in the 2014/15 financial year. The second largest number of learners were recorded by INDLELA (5 734) for the 2015/16 financial year, the number was however 1 388 lower than the number of learners recorded in the 2014/15 financial year.

Combined, MERSETA and INDLELA supported almost half of all students who entered artisanal learning programmes in 2015/16. Even though these two SETAs recorded the highest number of learners during the 2015/16 financial year, between 2014/15 and 2015/16 financial years, CHIETA recorded the largest increase (1 208) in the number of learners entering artisanal programme.

**Table 41: Top 10 Artisan Trades of learners entering artisanal learning programmes by SETAs and INDLELA, by economic sector, 2015**

Trade	Total
Electrician	6 144
Welder	2 877
Mechanical Fitter	2 165
Diesel Mechanic	1 957
Boiler Maker	1 800
Automotive Motor Mechanic	1 780
Plumber	1 690
Fitter And Turner	1 436
Millwright	819
Bricklayer	712
<b>Total</b>	<b>21 380</b>

Source: *National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2016.*

Note 1: Trade are the occupations that are part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012.

Note 2: An artisan is a person who has been certified as competent to perform a listed trade in accordance with the Skills Development Act.

Table 41 shows the top 10 trades that were registered in the 2015/16 financial year. A higher proportion of learners entering artisanal learning programmes were electricians 6 144 (28.7%) followed by welders 2 877 (13.5%) and Mechanical filters 2 165 (10.1%).

### 8.3.3 Learners completing artisanal learning programmes

**Table 42: Number of learners completing artisanal learning programmes by organisation, 2011/12 to 2015/16**

SETA	2011/12	2012/13	2013/14	2014/15	2015/16
AGRISETA	77	149	100	121	154
CATHSSETA	282	1 007	1 161	86	0
CETA	699	520	9	5	504
CHIETA	989	1 279	387	547	743
EWSETA	571	37	1 841	360	470
FOODBEV	160	36	168	-	0
FP&M SETA	-	-	4	30	101
HWSETA	-	-	-	8	36
INDLELA	3 392	1 355	2 077	3 177	2 952
LGSETA	226	305	81	383	87
MERSETA	3 155	7 166	7 522	6 869	8 352
MQA	2 566	2 035	3 597	1 617	1 382
PSETA	1	5	-	-	30
SASSETA	-	-	101	-	0
SERVICES	1 521	841	185	348	550
TETA	208	169	478	718	714
W&RSETA	176	373	399	120	39
<b>Total</b>	<b>14 023</b>	<b>15 277</b>	<b>18 110</b>	<b>14 389</b>	<b>16 114</b>

Sources:

*Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013, 2014).*

*National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2016.*

Note 1: Dash (-) means that data is not available.

Note 2: An artisanal learning programme includes an apprenticeship, Learnership, skills programme, internship, cadetship or any other programme undertaken at the workplace, which is undertaken in preparation for an occupation that is part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012.

Note 3: An artisan is a person who has been certified as competent to perform a listed trade in accordance with the Skills Development Act.

Table 42 shows that the total number of learners that completed artisanal learning programmes in the 2015/16 financial year were 16 114. The figure reflects an increase of 1 725 in the number of learners completing artisanal learning programmes from the 2014/15 financial year.

In the 2015/16 financial year, MERSETA recorded the highest number of persons who completed artisanal learning programmes with 8 352 competent learners, followed by INDLELA which had 2 952 learners. However INDLELA recorded a drop of 225 completions when compared with the 2014/15 financial year, while MERSETA recorded a 1 483 increase in the same period.

CATHSSETA, FOODBEV SASSETA and did not record learners completing artisanal learning programmes for 2015/16 financial year as all their learners were still within the system.

**Table 43: Top 10 Artisan Trades of learners completing artisanal learning programmes by SETAs and INDLELA, by economic sector, 2015**

Trade	Total
Electrician	3 261
Welder	1 412
Diesel Mechanic	1 337
Fitter and Turner	1 185
Mechanical Fitter	971
Automotive Motor Mechanic	960
Boiler Maker	958
Plumber	826
Millwright	590
Rigger	585

**Source:** National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2016.

Note 1: Trade are the occupations that are part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012.

Note 2: An artisan is a person who has been certified as competent to perform a listed trade in accordance with the Skills Development Act.

Table 43 shows the top 10 artisan trades that were completed in the 2015/16 financial year. The highest number of learners who completed artisanal learning programme were in the electrician, welder and diesel mechanic trades (3 261, 1 412 and 1 337 respectively).

**Table 44: Number of artisans certificated by SETAs and INDLELA, by economic sector, 2015**

SETA	Economic Sectors	2014/15	2015/16
AGRISETA	Agriculture	190	186
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sport	-	1
CETA	Construction	479	582
CHIETA	Chemicals	572	861
ETDPSETA	Education & Training	-	-
EWSETA	Energy & Water	964	1 170
FOODBEV	Food Processing	2	-
FP&M SETA	Fibre Processing & Manufacturing	98	106
HWSETA	Health & Welfare	16	79
INDLELA	Non-SETA Candidates	4 983	3 791
LGSETA	Local Government	486	98
MERSETA	Manufacturing & Engineering	6 890	6 600
MICT SETA	Media, Information and Communication	-	-
MQA	Mining and Minerals	1 876	2 056
PSETA	National & Provincial Government	-	29
SASSETA	Safety & Security	12	21
SERVICES	Services Sector	1 685	928
TETA	Transport	1 028	1 402
W&R SETA	Wholesale & Retail SETA	-	-
<b>Total</b>		<b>19 281</b>	<b>17 910</b>

**Sources:**

*Statistics on Post-School Education and Training in South Africa (2014).*

*National Artisan Development Support Centre (NADSC) – National Artisan Recommendation for certification data management system, 2016.*

Note 1: Dash (-) means that data is not available.

Note 2: Certificated means numbers of issued National Trade Certificate.

A total of 17 910 artisans were certificated by SETAs and INDLELA in 2015, which was 1 371 lower than the 19 281 reported in 2014. The highest proportion of certificated artisans in 2015 was for MERSETA 6 600 (36.9%) followed by INDLELA 3 791 (21.2%).



## 9. FUNDING IN THE POST-SCHOOL EDUCATION AND TRAINING SECTOR

### 9.1 INTRODUCTION

The PSET institutions, namely Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) colleges and Community Education and Training (CET) colleges are funded largely through public funds and student fees.

Public HEIs are funded directly by the Department of Higher Education and Training (DHET), while the processes of funding TVET colleges are more complex, following the constitutional amendment to shift the function of the colleges from the provincial sphere of government to the national sphere in 2015. Since 2011/12 up until 2014/15, transfers in respect of TVET colleges consisted of Conditional Grant payments to provincial education departments and subsidy payments to TVET colleges. As from 1 April 2015, the national sphere of government became responsible for paying the salaries of TVET college staff.

The allocation of funds to public HEIs is based on a number of criteria and planning processes, including student enrolment planning processes, while that for TVET colleges is based on national norms and standards. Public HEIs received Block Grants that are used to fund the operational costs of teaching and learning and are under the control of University Councils, while earmarked grants are geared towards ensuring that Universities address national priorities.

Funding for TVET colleges takes into account, inter alia: the type of programmes offered, student enrolment numbers, the cost of delivery, the need for capital infrastructure and the ability of colleges to utilise resources efficiently. In the 2015/16, TVET colleges received funding directly from the Department for operational costs and TVET college lecturers were paid directly from the Department. In the 2013/14 and 2014/15 financial years, TVET colleges received funding directly from the Department in the form of subsidies, while provincial education departments received funding from the Department in the form of conditional grants. The latter was undertaken to compensate Provincial Education Departments (PEDs) for salaries paid to TVET college lecturers who were still on the PED PERSAL system. In the 2011/12 and 2012/13 financial years, the Department transferred funds to PEDs, which in turn administered TVET colleges.

Until 2014, public AET centres (now called Community Education and Training colleges) were funded and administered by PEDs through the national and provincial budgeting processes. This function have shifted to the Department with effect 1 April 2015 and the Community Education and Training Centres received funding from the Department for operational costs. The Department also paid the salaries of the CET lecturers in the 2015/16 financial year.

## 9.2 FUNDING OF KEY POST-SCHOOL EDUCATION AND TRAINING PUBLIC INSTITUTIONS

**Table 45: Funding for key post-school education and training institutions, 2011/12 to 2015/16**

Financial year	Public HEIs R`000	TVET Colleges R`000	CET College R`000	Total R`000	
2011/12	19 354 159	Subsidies	0	0	
		Conditional Grant	4 375 311	4 375 311	
		<b>Total</b>	<b>4 375 311</b>	<b>1 413 194</b>	<b>25 142 664</b>
2012/13	20 902 779	Subsidies	0	0	
		Conditional Grant	4 844 607	4 844 607	
		<b>Total</b>	<b>4 844 607</b>	<b>1 535 932</b>	<b>27 283 318</b>
2013/14	22 388 767	Subsidies	3 013 189	3 013 189	
		Conditional Grant	2 454 188	2 454 188	
		<b>Total</b>	<b>5 467 377</b>	<b>1 669 252</b>	<b>29 525 396</b>
2014/15	24 155 093	Subsidies	3 185 827	3 185 827	
		Conditional Grant	2 631 346	2 631 346	
		<b>Total</b>	<b>5 817 173</b>	<b>1 927 300</b>	<b>31 899 566</b>
*2015/16	26 342 110	Subsidies	1 239 740	91 758	1 331 498
		Operational	4 873 078	1 728 103	6 601 181
		<b>Total</b>	<b>6 112 818</b>	<b>1 819 861</b>	<b>34 274 789</b>
<b>Share of total expenditure in 2015/16</b>	<b>76.9%</b>	<b>17.8%</b>	<b>5.3%</b>	<b>100%</b>	

**Sources:**

*Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013, 2014).*

*National Treasury website.*

Note 1: Amount for public HEIs reflects funds transferred directly by the DHET to HEIs.

Note 2: For the 2011/12 and 2012/13 financial years, the amount for TVET colleges reflects funds transferred by the DHET to Provincial Education Departments (PEDs) in the form of conditional grants. The 2013/14 and 2014/15 financial years figures for TVET Colleges shows a subsidy amount that was transferred directly from the DHET to TVET colleges as well as a conditional grant amount which was transferred from the DHET to PEDs.

Note 3: Amount for CET Centres reflects funds transferred from provincial education departments to CET Centres. The amount reflected for 2014/15 is the budgeted amount (and not the expenditure amount), since the final audited data for this sector have not yet been obtained at the date of publication.

Note 4: "n.a." means not applicable.

Note 5: Allocations above exclude NSFAS allocation.

Note 6: (\*) Included under operational cost for the 2015/16 financial year are Compensation of Employees, transfers to SETA's, goods and services, leave gratuities paid and machinery and equipment.

Over the period 2011/12 to 2015/16, a larger proportion of transfers, subsidies and operational costs for the PSET was allocated to public HEIs. During 2015/16 financial year, a total of R34.3 billion in transfers, subsidies and operational cost was allocated to public HEIs, TVET colleges and CET colleges, which was R9.1 billion more than what was allocated in 2011/12 financial year and R2.4 billion higher than what was allocated in the 2014/15 financial year.

In 2015/16 financial year, a larger proportion of transfers, subsidies and operational costs was for public HEIs (76.9% or R26.3 billion), while TVET and CET colleges were allocated 17.8% (R6.1 billion) and 5.3% (R1.8 billion) respectively. Funding provided to public HEIs and TVET colleges increased between 2014/15 and 2015/16 financial years while that of CET colleges decreased by R107.4 million in the same period.

### 9.3 NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS)

#### 9.3.1 Introduction

The National Student Financial Aid Scheme (NSFAS), was established in terms of the NSFAS Act (Act 56 of 1999), as amended. In terms of the Act, NSFAS is responsible for the allocation of student financial aid funds to the 26 public universities and 50 TVET colleges and for the administration of loans and bursaries to students at these public institutions. The Act also mandates the entity to recover student loans and to raise funds for student loans and bursaries. In addition to managing funds granted by the Department, NSFAS administers funding on behalf of the Department of Basic Education, the Department of Social Development, National Skills Fund amongst other national and provincial government departments.

#### 9.3.2 NSFAS beneficiaries and amounts provided

**Table 46: Number of students who have received loans/bursaries from the NSFAS and the amount provided, by sub-sector, 2011 to 2015**

Year	Public HEIs		TVET Colleges		Total		Percentage change on amount provided
	Number of students	Amount provided	Number of students	Amount provided	Number of students	Amount provided	
2011	173 927	4 561 359 562	114 971	1 116 767 169	288 898	5 678 126 731	55.0
2012	194 504	5 871 489 880	188 182	1 822 497 265	382 686	7 693 987 145	35.5
2013	194 923	6 729 069 970	220 978	1 953 253 361	415 901	8 682 323 331	12.8
2014	186 150	6 969 940 822	228 642	1 991 487 809	414 792	8 961 428 631	3.2
2015	178 961	7 194 618 509	235 988	2 095 129 942	414 949	9 289 748 451	3.7

**Sources:**

*Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013, 2014).*

*NSFAS Annual Reports (2012/13; 2013/14; 2014/15).*

Note 1: The term “loans” refers to a loan granted to a person by the NSFAS to enable the person to defray the costs connected with his or her education at a designated HEI, and those connected with the board and lodging of that person for purposes of attending the institution.

Note 2: The term “bursaries” refers to that part of the loan granted to a person by the NSFAS, which the person is not required to pay back on compliance with the criteria and conditions set in the written agreement.

Loan and bursary awards to students funded at public HEIs and TVET colleges increased by 63.6% from R5.7 billion in 2011 to R9.3 billion in 2015. Loan and bursaries awards to students at public HEIs increased by 57.7% from R4.6 billion in 2011 to R7.2 billion in 2015. Bursaries awarded to students at TVET colleges increased by 87.6% from R1.1 billion in 2011 to R2.1 billion in 2015.

The total number of students who received loans/bursaries from NSFAS increased by 43.6% from 288 898 in 2011 to 414 949 in 2015. Between 2014 and 2015, the number of students in public HEIs who received loans/bursaries from NSFAS decreased by 3.9%. The decrease is a result of percentage increases in both student fees and the average NSFAS loan award compared to the percentage increase in annual funding provided by the fiscus. In the same period, TVET students who received NSFAS funding increased by 3.2% from 228 642 in 2014 to 235 988 in 2015.

### 9.3.3 Funza Lushaka bursary scheme

**Table 47: Number of public HEIs students who received Funza Lushaka bursary and the amount provided, 2011 to 2015**

Year	Number of students enrolled in the Education Field	Number of students who received a Funza Lushaka bursary	Percentage of students who received Funza Lushaka bursary	Amount provided (in Rands)
2011	164 939	8 893	5.4	442 846 392
2012	168 608	11 702	6.9	666 782 495
2013	172 991	14 473	8.4	890 104 296
2014	166 099	14 328	8.6	941 201 654
2015	170 550	14 026	8.2	965 591 611

**Sources:**

*Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013, 2014).*

*NSFAS Annual Reports (2011/12; 2012/13; 2013/14).*

There has been an increasing trend in the amount provided for Funza Lushaka bursaries over the period 2011-2015. During this period, the amount provided more than doubled (from R442.9 million to R965.6 million). The number of students who received bursaries increased by 57.7% in the same period (from 8 893 to 14 026).

Between 2014 and 2015, the number of students enrolled in the education field increased by 4 451 (2.7%), while recipients of Funza Lushaka bursaries declined by 2.1% from 14 328 in 2014 to 14 026 students in 2015. The proportion of students who received bursaries as a percentage of the number of students enrolled in the education field also declined (from 8.6% in 2014 to 8.2% in 2015). However, the amount provided increased by R24.4 million in the same period (from R941.2 million to R965.6 million).

## 9.4 THE SKILLS DEVELOPMENT LEVY

### 9.4.1 Introduction

The *Skills Development Levies Act, 1999 (Act No. 9 of 1999)* requires that employers pay 1% of their pay roll towards skills development. The levy is collected monthly by the South African Revenue Service (SARS). The Department of Higher Education and Training transfers 80% of the levy to the Sector Education and Training Authorities (SETAs) on a monthly basis. The remaining 20% is transferred to the National Skills Fund (NSF) to implement the National Skills Development Strategy.

On 3 December 2012, the Minister promulgated the SETA Grant Regulations which regulates how the SETAs should allocate the levy to fund sectoral programmes. The SETA Grant Regulations requires that 80% of the Discretionary Grants should be spent on PIVOTAL programmes which includes artisan development.

The SETAs and the NSF disburse the skills levy within the ambit of the *Skills Development Act, 1998 (Act No.97 of 1998)*, *Skills Development Levies Act, 1999 (Act No.9 of 1999)*, *Public Finance Management Act, 1999 (Act No.29 of 1999, as amended)* and the *Tax Administration Act, 2011 (Act No.28 Of 2011)*.

### 9.4.2 Distribution of the Skills Development Levy

**Table 48: Distribution of the Skills Development Levy, 2011/12 to 2015/16**

Year	Total Amount Disbursed by the Skills Levy Fund R`000	Distribution of Levy Funds					Portion of SETA Admin fee transferred to QCTO: R`000
		NSF R`000	Amount disbursed to SETAs R`000	SETAs			
				Administration Costs R`000	Mandatory Grant R`000	Discretionary Grant R`000	
2011/12	10 106 213	2 020 029	8 086 184	1 010 773	5 053 865	2 021 546	n.a
2012/13	11 419 341	2 283 872	9 135 469	1 141 934	5 709 668	2 283 867	n.a
2013/14	12 566 289	2 511 390	10 054 899	1 319 705	2 513 725	6 221 469	15 428
2014/15	14 036 309	2 818 082	11 218 227	1 472 392	2 804 557	6 941 278	28 500
2015/16	15 225 043	3 044 212	12 180 831	1 598 734	3 045 208	7 536 889	40 000
<b>Total</b>	<b>63 353 195</b>	<b>12 677 585</b>	<b>50 675 610</b>	<b>6 543 538</b>	<b>19 127 023</b>	<b>25 005 049</b>	<b>83 928</b>

**Sources:**

*Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013, 2014).*

**DHET Levy System.**

Note 1: "NSF" refers to the funds disbursed by the National Skills Fund.

Note 2: "Administration Costs" refer to administration costs incurred by SETAs, as defined in Regulation 1 of the SETA Grant regulations of 3 December 2012.

Note 3: "Mandatory Grant" refers to the funds designated as mandatory grant contemplated in regulation 4 of the SETA Grant Regulations of 3 December 2012.

Note 4: "Discretionary Grant" refers to the money allocated within the SETA to be spent on discretionary grants and projects contemplated in regulation 3 (2) (c) to (9) as read with regulation 6 of the SETA Grant Regulations of 3 December 2012.

Note 5: "n.a." means "not applicable".

SETAs distributed the levy fund between administration cost, mandatory grant and discretionary grant. A larger proportion of this levy fund was distributed to discretionary grants in the past three financial years.

Over the 2011/12 to 2015/16 financial years, a total of R63.4 billion was disbursed by the Skills Levy Fund. SETAs received a larger proportion (80%) of the amount from the levy throughout the period under review, while the other 20% was distributed to NSF.

The amount disbursed has been increasing over the years with the amount disbursed for 2015/16 financial year amounting to R15.2 billion, which was R1.2 billion more than what was disbursed in the 2014/15 financial year, and R5.1 billion higher than what was disbursed in 2011/12 financial year.

The R15.2 billion disbursed for 2015/16 financial year was distributed to SETAs (R12.2 billion) and NSF (R3.0 billion). The disbursed amount to SETAs was R4.1 billion more compared to the amount disbursed in 2011/12 financial year and R962.6 million more compared to 2014/15 financial year. NSF amount on the other hand grew by R1.0 billion when compared with 2011/12 financial year and by R226.1 million when compared with 2014/15 financial year.

## 9.5 GRANTS PROVIDED BY THE NATIONAL SKILLS FUND (NSF)

### 9.5.1 Introduction

The NSF was established in terms of the *Skills Development Act, 1998 (Act No. 97 of 1998)*. It is resourced from skills development levies that employers submit to the government in terms of the *Skills Development Levies Act, 1999 (Act No. 9 of 1999)*. National skills funds are disbursed in line with the strategic framework and criteria for the allocation of funds as approved by the Minister of Higher Education and Training on advice provided by the National Skills Authority (NSA) in accordance with Section 5(1)(a)(iv) of the *Skills Development Act, 1998 (Act No. 97 of 1998)*.

The Skills Development Act stipulates that the NSF may fund the following:

- a) Skills development projects identified in the National Skills Development Strategy (NSDS III) as national priorities;
- b) Skills development projects related to the achievement of the purposes of the *Skills Development Act, 1998 (Act No. 97 of 1998)*; and
- c) Any activity undertaken by the Minister to achieve a national standard of good practice in skills development.

The tables below provide an overview of the number of projects supported by the NSF, as well as the distribution of funds across key projects.

### 9.5.2 Number of projects and beneficiaries supported by the National Skills Fund (NSF)

**Table 49: Number of NSF supported projects and beneficiaries, by province, 2011/12 to 2015/16**

Province	Number of projects					Number of beneficiaries				
	2011/12	2012/13	2013/14	2014/15	2015/16	2011/12	2012/13	2013/14	2014/15	2015/16
Eastern Cape	34	12	11	13	16	11 206	2 585	3 134	5 045	5 479
Free State	32	5	4	4	4	6 919	3 478	857	2 541	1 674
Gauteng	50	18	18	20	23	30 806	6 951	2 220	15 980	19 039
KwaZulu-Natal	41	20	21	19	18	13 151	19 480	11 903	11 516	16 976
Limpopo	33	13	11	10	10	10 488	6 909	5 261	8 668	6 598
Mpumalanga	28	3	4	5	4	6 140	787	1 591	4 604	2 902
Northern Cape	26	3	5	4	4	5 224	1 035	625	601	1 003
North West	30	7	6	5	5	8 577	2 260	1 727	3 534	1 730
Western Cape	44	10	13	13	16	15 020	4 098	6 188	10 128	8 502
Multi-provinces	n.a.	42	39	34	24	n.a.	47 885	44 407	n.a.	n.a.
National	n.a.	24	32	58	83	n.a.	n.a.	n.a.	n.a.	n.a.
<b>Total</b>	<b>318</b>	<b>157</b>	<b>164</b>	<b>185</b>	<b>207</b>	<b>107 531</b>	<b>95 468</b>	<b>77 913</b>	<b>62 617</b>	<b>63 903</b>

**Sources:**

*Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013, 2014).*

*NSF organisational report.*

*NSF Annual Financial Statements for the year ended 31 March 2014, 31 March 2015 and 31 March 2016 in the NSF Annual Report 2015/16 (Pages 39 and list of projects pages 188 to 210).*

Note 1: "n.a." means "not applicable".

Note 2: The number of beneficiaries includes students who were awarded bursaries, by channeling NSF funds via NSFAS and the National Research Foundation.

Table 49 illustrates the distribution of the number of national, individual province and multi-provinces skills development projects supported by the NSF. It also indicates the number of persons benefiting from skills development projects supported by the NSF.

The NSF supported 207 skills development projects across South Africa during the 2015/16 financial year. The majority of these were located at provincial level, while 83 were national projects. Some of the key national projects supported by the NSF include: the National Artisan Moderation Body, National Artisan Development (NAMB-NAD) Support Centre for national artisan development; the Recognition of Prior Learning (RPL) Project of INDLELA; the Labour Market Intelligence Project; South African Institute of Chartered Accountants (SAICA) for capacity development of TVET colleges chief financial officers, CEPD – Research and Public Engagement on the Post-School Education and Training development, Strategic Integrated Projects (SIPs) resourcing the DHET unit for SIPs, DHET-South African Institute for Vocational and Continuing Education and Training (SAIVCET), Capacity development support to National Examinations and Assessments, National Comprehensive and Independent career development helpline and advisory service, and Ministerial Task Teams on interventions related to skills development.

The number of skills projects funded from the NSF declined significantly between the 2011/12 and 2013/14 financial years. This was largely due to the refocusing of NSF funding towards priority projects on PSET. The number of projects increased slightly during 2014/15 and 2015/16.

**Table 50: Distribution of NSF across key projects and number of beneficiaries, 2011/12 to 2015/16**

Project	Number of beneficiaries					Amount disbursed R'000					Percentage of total amount disbursed 2015/16
	2011/12	2012/13	2013/14	2014/15	2015/16	2011/12	2012/13	2013/14	2014/15	2015/16	
<b>Bursaries</b>	6 374	15 804	30 162	15 216	17 747	799 199	1 238 398	1 272 200	1 074 769	1 551 362	<b>35.6</b>
<b>NSF disbursement to TVET Colleges</b>	-	34 528	25 850	23 112	14 835	-	438 258	493 123	507 020	453 705	<b>10.4</b>
<b>Support to NGP (Public &amp; Private)</b>	6 218	9 817	9 238	6 099	5 562	166 347	223 775	428 456	225 262	213 430	<b>4.9</b>
<b>Support to IPAP (Public)</b>	1 254	3 495	626	3 228	5 778	65 470	43 385	64 800	58 653	181 136	<b>4.1</b>
<b>Rural Development</b>	10 854	2 634	3 156	7 731	12 627	30 163	113 017	101 008	221 235	233 779	<b>5.4</b>
<b>Other National Priorities</b>	82 831	29 190	8 881	7 231	7 354	243 770	518 293	618 826	1 003 604	1 723 750	<b>39.6</b>
<b>Total</b>	<b>107 531</b>	<b>95 468</b>	<b>77 913</b>	<b>62 617</b>	<b>63 903</b>	<b>1 304 949</b>	<b>2 575 125</b>	<b>2 978 413</b>	<b>3 090 543</b>	<b>4 357 162</b>	<b>100</b>

**Sources:**

*Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013, 2014).*

*NSF audited financial statements for the years ending 31 March 2011, 2012, 2013, 2014 and 2015.*

Note 1: The NSF provides bursaries to students via NSFAS and the NRF.

Note 2: Full details regarding the NSF expenditure and performance information are in the NSF Annual Reports 2012/13 to 2015/16.

Note 3: Dash (-) means that data is not available.

Note 4: Certain disbursed amounts stated under "Amount Disbursed" NSDS III for 2012/13 and 2013/14 have changed as per the restated figures in the NSF Annual Financial Statements for the year ended 31 March 2014, 31 March 2015 and 31 March 2016 (Note 20 page 135 of the NSF Annual Report 2015/16).

As indicated in Table 50, the NSF disbursed more than R4.3 billion in the 2015/16 financial year, a significant increase since 2011/12, when about R1.3 billion was disbursed. In 2015/16, more than 35% of all NSF funds were used for student bursaries, which were dispensed mainly through National Student Financial Aid Scheme (NSFAS) and the National Research Foundation (NRF). About 99% of these bursaries were allocated to students enrolled in HEIs. In



addition, a significant increase in the amount of NSF funding allocated for student bursaries since 2011/12 - from about R800 million in 2011/12 to over R1.0 billion in 2012/13, 2013/14, 2014/15 and over R1.5 billion in 2015/16. This dramatic growth can be attributed to policy shifts, which place greater emphasis on an integrated PSET system as envisioned in the White Paper for Post-School Education and Training and “no student fees increases” at universities during 2015.

Table 50 shows that of the 63 903 persons who benefited directly from NSF support in 2015/16, 14 835 were TVET college students and 17 747 were public HEIs students. The latter received undergraduate and postgraduate bursaries in scarce skills fields of study. Disbursements were made to TVET colleges to compensate for unplanned student enrolment and capacity building programmes. The bursaries allocation includes funding for 106 international scholarships to study various scarce skills programmes in China.

Other beneficiaries were supported by the NSF through skills development programmes, such as artisan development programmes and learnerships to support the National Growth Path (NGP), the Industrial Policy Action Plan (IPAP), rural development and other national priorities.

### 9.5.3 NSF infrastructure grants

**Table 51: Distribution of NSF infrastructure budget, 2015/16**

	HEIs R`000	Other R`000	Total R`000
<b>Amount disbursed</b>	278 152	-19	<b>278 133</b>

**Source:** NSF audited financial statements for the year ending 31 March 2016 (page 135 of the NSF Annual Report 2015/16).

Note 1: “Other” includes institutions other than government.

Note 2: The negative amount refers to over provisions relating to projects during the previous financial years.

In addition to supporting HEI and TVET college students with bursaries, the NSF prioritised allocations to expand and improve the infrastructure of public HEIs, TVET colleges and CET colleges, and to support the improvement of infrastructure at state-owned enterprises. To this end, the NSF disbursed more than R278 million towards skills infrastructure development as a national priority of government during the 2015/16 financial year, mainly focussing on HEIs as reflected in Table 51.

The NSF Annual Report 2015/16 indicates that, of the funding distributed to public HEIs for infrastructure in 2015/16, R16.9 million was disbursed to the University of Pretoria to expand its medical and veterinary facilities and R107 million for the MBChB-programme. Furthermore, R81.3 million was disbursed to the University of Johannesburg to establish work-integrated learning facilities for engineering students, which includes a training workshop, design centre and an industrialisation centre. R53.6 million was disbursed to the Cape Peninsula University of Technology for the establishment of renewable energy training facilities. These facilities are critical for the production of a set of new skills required for the green economy. A further R2.3 million towards the establishing of a dedicated state-of-the-art hair testing and research laboratory at the University of Cape Town’s Division of Dermatology.

Funds were also disbursed for the planning, development and refurbishment of 16 TVET college campuses, namely R719.5 million towards the development of the 12 new TVET college campuses and the refurbishment of four existing campuses since 2014/15. The TVET college campuses are developed in geographical areas close to communities in high demand for post-school education facilities, based on the density of the population within each identified area and the unavailability of sufficient post-school education and training facilities within the region. It is vital to provide the South African communities from these geographical locations with the opportunity towards acquiring a skill, relevant to the workplace, by establishing sufficient campuses close to the communities.

The physical construction of the first three new TVET college campuses begun in the 2014 financial year, namely Bhambanana, Nkandla A and Thabazimbi.

R78.6 million was used to improve infrastructure facilities and skills development programmes for learners with disabilities at the National Institute for the Deaf (NID) since April 2012, which is one of few community-based tertiary education institutes for deaf people in South Africa.

## 10. EXPLANATORY NOTES

### 10.1 INTRODUCTION

These explanatory notes provide information about data sources and some methodological issues pertaining to the surveys conducted by the Department to obtain data for this publication.

### 10.2 SCOPE

Information for this publication has been provided by the following education and training institutions and entities:

- Public and private Higher Education Institutions (HEIs);
- Technical and Vocational Education and Training (TVET) colleges;
- Private colleges;
- Community Education and Training (CET) colleges;
- Sector Education and Training Authorities (SETAs);
- The National Student Financial Aid (NSFAS);
- The National Artisan Development Support Centre (NADSC); and
- The National Skills Fund (NSF).

### 10.3 METHODOLOGY

Data pertaining to TVET colleges, CET and Private colleges are provided to the Department in an aggregated format (that is, unit record data are not available), while HEIs submit unit record data directly to the Department as per the format prescribed by the Department to HEIs. SETAs, NADSC and the NSF provide aggregated data to the Department. The Department develops and implements policy, standards, definitions and classifications for the aggregation, standardisation and uniformity in the collection of education information from provinces.

### 10.4 RESPONSE RATES

The response rates to questionnaires sent by the Department with respect to 2015 data are as follows:

- Public HEIs: 100%
- Private HEIs: 99%
- TVET colleges: 100%
- Community Learning Centres: 80%
- Private colleges: 39%

## 11. GLOSSARY

### Administrative staff

All technical and office staff, as well as all executive and professional staff who spend less than 50% of their official time on administrative functions. Adapted from the Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*. Pretoria.

### Apprenticeship

A learnership in respect of a listed trade, and includes a trade-test in respect of that trade. South Africa (2000). South Africa (1998) *Skills Development Act, No. 97 of 1998* (as amended). Pretoria.

### Artisan

A person who has been certified as competent to perform a listed trade in accordance with the Skills Development Act 1998 (Act No. 97 of 1998). South Africa (1998) *Skills Development Act, No. 97 of 1998* (as amended) Pretoria.

### Bursary

That part of the loan granted to a person by the NSFAS, that the person is not required to pay back on compliance with the criteria and conditions set in the written agreement. South Africa (1999) *National Student Financial Aid Scheme Act, No. 56 of 1999*. Pretoria.

### Certification

Formal Recognition of a qualification or part qualification awarded to a successful learner. SAQA (2013) *Standard Glossary of Terms: Terms related to the South African National Qualifications Framework*. Pretoria.

### Comprehensive University

A type of public higher education institution established through the merger of a former technikon with a traditional university.

### Contact student

A student in a higher education institution who is registered mainly for courses offered in contact mode. A contact mode course involves personal interaction with lecturers or supervisors, through lectures, tutorials, seminars, practicals, supervision or other forms of required work, which is presented on the institution's premises or at a site of the institution. Adapted from Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*, Pretoria.

### Distance student

A student in a higher education institution who is registered mainly for courses offered in distance mode. A distance mode course involves interaction with lecturers, or institution supervisors, through distance education techniques. For example, through the use of correspondence, telematics or the Internet. Adapted from Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*, Pretoria.

**Full-Time Equivalent (FTE) student**

A student in the post-school sector who is enrolled for an academic programme for a full academic year and who is registered for all the courses included in the curriculum of that programme. If a student is following, for example, only half of the courses required for a full-year academic programme, then he/she would be counted as 0.5 FTE students. If a student is taking 20% more than the courses required in a standard full-year curriculum, then he/she would be counted as 1.2 FTE students. Adapted from Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*, Pretoria.

**General Education and Training (GET)**

All learning and training programmes leading to a qualification on Level 1 of the National Qualifications Framework. South Africa (2001) *General and Further Education and Training Quality Assurance Act, No. 58 of 2001* (as updated by Government Gazette 34620, 16 September 2011). Pretoria.

**GETC-ABET Level 4 qualification**

A qualification at Level 1 on the National Qualifications Framework (NQF). The GETC is offered to adults as prescribed in the *Adult Education and Training Act, 2000 (Act No. 52 of 2000)*, who have not had any formal schooling, or who may not have completed formal basic schooling to the equivalent of NQF Level 1.

**Graduate**

A student who has satisfied all the requirements of the degree, diploma or certificate for which he/she was registered. *South African Post-Secondary Education (SAPSE)-020: Student Statistics Manual*. Pretoria.

**Graduation rate**

A calculation based on the number of students who have graduated in a particular year, irrespective of the year of study, divided by the total number of students enrolled at the universities, in that particular year.

**Headcount student**

Total unduplicated number of students enrolled in a post-secondary education institution at a given census date, regardless of their course load. Department of Education (1995) *South African Post-Secondary Education (SAPSE)-005: Student Statistics Manual*. Pretoria.

**Higher Education Institution (HEI)**

Any institution that provides higher education on a full-time, part-time or distance basis and which is:

- a) merged, established, or deemed to be established, as a public higher education institution under the Higher Education Act, 1997 (Act No. 101 of 1997);
- b) declared as a public higher education institution under the Higher Education Act, 1997 (Act No. 101 of 1997); or
- c) registered or provisionally registered as a private higher education institution under the Higher Education Act, 1997 (Act No. 101 of 1997).

South Africa (1997) *Higher Education Act, No. 101 of 1997* (as amended). Pretoria.

**Instruction and research staff**

Academic staff who spend more than 50% of their official time on instruction and research activities. Adapted from the Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*. Pretoria.

**Internship**

The structured work experience component of an occupational qualification registered by the QCTO. *Skills Development Act, 1998 (Act No. 97 Of 1998) Learning Programme Regulations, 2012*.

**Learning programme**

Includes a studentship, an apprenticeship, a skills programme and any other prescribed learning programme which includes a structured work experience component. South Africa (1998) *Skills Development Act, No. 97 of 1998* (as amended) Pretoria.

**Learnership**

A learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship. South Africa (1998) *Skills Development Act, No. 97 of 1998* (as amended) Pretoria.

**Lecturer**

Any person who teaches, educates or trains other persons, or who provides professional educational services at any college, and who is appointed in a post on any lecturer establishment under the *Continuing Education and Training Act No. 16 of 2006* (as amended) Pretoria.

**Loan**

A loan granted to a person by the NSFAS in order to enable the person to defray the costs connected with his or her education at a designated higher education institution, and those connected with the board and lodging of that person for the purpose of attending the institution. *National Student Financial Aid Scheme Act. 1999*.

**Major field of study**

The subject area(s) in which a student may specialise in the final year of study for a degree/diploma/certificate instructional programme. Department of Education (1995) *South African Post-Secondary Education (SAPSE)-004: Formal Degree/Diploma/Certificate Programme Classification Structure Manual*. Pretoria.

**Management staff**

In colleges, it refers to a principal and vice-principal of a public college. South Africa (2006) *Continuing Education and Training Act No. 16 of 2006* (as amended). Pretoria.

**Master list of institutions**

A list of institutions containing all the contact information of the institution, such as addresses, telephone numbers, GIS coordinates, etc. Adapted from the Department of Higher Education and Training (2012) *Higher Education Information Standards DHET 003: Standard for the publication of the master list of education institutions in the post-school sector*. Pretoria.

### **National Certificate (Vocational) (NC(V))**

National qualifications at NQF Levels 2, 3 and 4, comprising 130 credits and seven subjects per level, which consist of academic knowledge and theory, integrated with the practical skills and values specific to each vocational area/specialisation. The qualification comprises both internal and external components of assessment and is quality assured by Umalusi.

### **National Skills Fund**

The National Skills Fund was established in 1999 in terms of section 27 of the *Skills Development Act, 1998 (Act No. 97 of 1998)*. The money in the fund may be used for the primary objectives as defined by the prescripts of the Skills Development Act, namely:

- 1) To fund projects identified in the national skills development strategy as national priorities (section 28(1) of the Skills Development Act);
- 2) To fund projects related to the achievement of the purposes of the Skills Development Act as the Director-General determines (section 28(1) of the Skills Development Act);
- 3) To administer the Fund within the prescribed limit (section 28(3) of the Skills Development Act). Regulations to prescribe the limit for the administration of the Fund at 10% of revenue has been approved and published in Notice No. R.1030, Government Gazette No. 33740 dated 8 November 2010; and
- 4) To fund any activity undertaken by the Minister to achieve a national standard of good practice in skills development (section 30B. of the Skills Development Act). *National Skills Fund Annual Report, 2014/2016*.

### **National Student Financial Aid Scheme**

The National Student Financial Aid Scheme was established in terms of the *National Student Financial Aid Scheme (Act 56 of 1999)*. It is responsible for providing loans and bursaries to eligible students at all public universities, technical and vocational education and training (TVET) colleges (formerly known as Further Education and Training [FET] colleges) throughout the country. Further mandates for the entity include the recovery of student loans and raising funds for student loans and bursaries, and to recover the loans from students once they are employed. *National Student Financial Aid Scheme Annual Report, 2015/2016*.

### **Occasional student**

A student who is taking courses that are part of formally approved programmes, but who is not registered for a formal degree or diploma. Adapted from the Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*. Pretoria.

### **Occupational qualification**

A qualification associated with a trade, occupation or profession resulting from work-based learning and consisting of knowledge unit standards, practical unit standards, and work experience unit standards. South Africa (2008) *Skills Development Amendment Act, No. 97 of 2008* (as amended). Pretoria.

**Permanent staff**

A permanent staff member is defined as an employee who contributes to an institutional pension or retirement fund. Adapted from the Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*. Pretoria.

**Population group**

A group with common characteristics (in terms of descent and history), particularly in relation to how they were (or would have been) classified before the 1994 elections. The following categories are provided in the census: African, Coloured, Indian or Asian, White, other. Statistics South Africa (2010) Adapted from *Census 2010: Concepts and Definitions*. Pretoria.

**Postgraduate, below Master's level**

Includes postgraduate and post-diploma diplomas, postgraduate Bachelor's degrees, and Honours degrees. Adapted from the Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*. Pretoria.

**Post-Matric**

Refers to programmes offered to learners who have completed Matric (Grade 12). Adapted from the Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*. Pretoria.

**Post-School**

Comprises all education and training provision for those who have completed school, those who did not complete their schooling, and those who never attended school. Department of Higher Education and Training (2013) *White Paper for post-school education and training*. Pretoria.

**Private College**

Any college that provides continuing education and training on a full-time, part-time or distance basis and which is registered or provisionally registered as a private college under the *Continuing Education and Training Act, No. 16 of 2006*. Pretoria.

**Private Higher Education Institution**

Any institution registered or conditionally registered as a private higher education institution in terms of Chapter 7 of the Higher Education Act, 1997 (Act No. 101 of 1997). South Africa (1997) *Higher Education Act, No. 101 of 1997* (as amended). Pretoria.

**Public College**

Any college that provides continuing education and training on a full-time, part-time or distance basis and which is –

- a) established or regarded as having been established as a public college under the Continuing Education and Training Act 2006 (Act No. 16 of 2006); or
- b) declared as a public college under the Continuing Education and Training Act 2006 (Act No. 16 of 2006)



**Public Higher Education Institution**

Any higher education institution that is established, deemed to be established or declared as a public higher education institution under the Higher Education Act, 1997 (Act No. 101 of 1997). South Africa (1997) *Higher Education Act, No. 101 of 1997* (as amended). Pretoria.

**Qualification**

A registered national qualification. South Africa (2008) *National Qualifications Framework Act, No. 65 of 2008*. Pretoria.

**Recognition of Prior Learning**

The principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development. *National Policy for the Implementation of the Recognition of Prior Learning*.

**Report 191**

A catalogue of nationally assessed and certificated occupationally-directed programmes aimed at students intending to pursue a technical/ vocational learning pathway outside of the schooling system, and are offered from N1 to N6, with the latter culminating in the National N Diploma upon completion of the compulsory work place experience component. South Africa (2001) *National Education Policy: Formal technical instructional programmes in the RSA, Report 191 (2001/08)*. Pretoria.

**Report 550**

It is a policy resume of instructional programmes offered in schools, containing the programme requirements, which includes the promotion requirements, the special conditions and the rules of combination for the issuing of the Senior Certificate.

**South African Qualifications Authority (SAQA)**

The statutory authority established in terms of the *SAQA Act 58 of 1995* and continuing in terms of the *NQF Act 67 of 2008*, which oversees the further development and implementation of the NQF, the achievement of the objectives of the NQF, and the coordination of the three sub-frameworks. SAQA (2013) *Standard Glossary of Terms: Terms related to the South African National Qualifications Framework*. Pretoria.

**Service staff (HEIs)**

All staff, such as cleaners, gardeners, security guards and messengers, who are not engaged in supervisory or administrative functions linked to an office. Adapted from the Department of Education (1982, 1995) *Manual: South African Post-secondary Education (SAPSE)*. Pretoria.

**Sector Education and Training Authority (SETA)**

A Sector Education and Training Authority established in terms of section 9 (1), of the Skills Development Act. South Africa (1998) *Skills Development Act, No. 97 of 1998*. Pretoria.

## Skills programme

A skills programme that:

- a) Is occupationally based;
- b) When completed, will constitute a credit towards a qualification registered in terms of the National Qualifications Framework as defined in section 1 of the *South African Qualifications Authority Act, No. 58 of 1995*;
- c) Uses training providers referred to in section 17(1) (c); or
- d) Complies with the prescribed requirements. South Africa (1998) *Skills Development Act, No. 97 of 1998*. Pretoria.

## Student

In HEIs, it is any person registered as a student at a higher education institution. South Africa (1997) *Higher Education Act, No. 101 of 1997* (as amended). Pretoria.

In colleges, it is any person registered as a student at a college. South Africa (2006) *Continuing Education and Training Act No. 16 of 2006* (as amended). Pretoria.

## Success rates

A calculation is made of full-time equivalent (FTE) enrolled student totals for each category of courses. A further FTE calculation, using the same credit values, is made for each category of courses for those students who passed the courses. The success rates are then determined as: FTE passes divided by FTE enrolments. The success rates shown are, therefore, weighted averages for contact and distance courses for each population group.

## Subject pass rate

Represents the percentage of students who passed a subject. It is calculated by expressing the total number of students who passed (pass + conditional pass) a subject as a percentage of the total number of students who wrote a subject. *National Examinations Database*, November 2013. Pretoria.

## Support staff

Staff who render academic support services; student support services; human resource management; financial management; administration; maintenance of the buildings and gardens; catering services; and security services. South Africa (2006) *Continuing Education and Training Act No. 16 of 2006* (as amended). Pretoria.

## **Unemployed persons**

Persons who:

- a) Were not employed in the reference week of the Quarterly Labour Force Survey; and
- b) Actively looked for work or tried to start a business in the four weeks preceding the survey interview; and
- c) Were available for work, i.e. would have been able to start work or a business in the reference week; or
- d) Had not actively looked for work in the past four weeks but had a job or business to start at a definite date in the future and were available.

Statistics South Africa (2016) *Quarterly Labour Force Survey*. Pretoria.

## **Undergraduate courses**

Courses coded as lower prediplomate/undergraduate, intermediate prediplomate/undergraduate and higher undergraduate.

## **Undergraduate student**

A student enrolled in an undergraduate programme as specified in the Higher Education Qualifications Sub-Framework.

## **Undergraduate Diploma or Certificate**

A diploma or certificate that does not have a bachelor's degree as prerequisite for admission to the programme. Department of Education (1995) *South African Post-Secondary Education (SAPSE)-004: Formal Degree/Diploma/Certificate Programme Classification Structure Manual*. Pretoria.

## **Undergraduate Degree**

A qualification that also includes professional bachelor's degrees, which are those that have an approved formal time of three or more years. Examples include degrees such as B Tech, BSc (Engineering), MB ChB, BFA. Adapted from the Department of Education (1982, 1995) *Manual: South African Post-secondary Education (SAPSE)*. Pretoria.

## 12. CONTACT DETAILS

Requests for further information can be communicated to the following persons:

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**Notes:**

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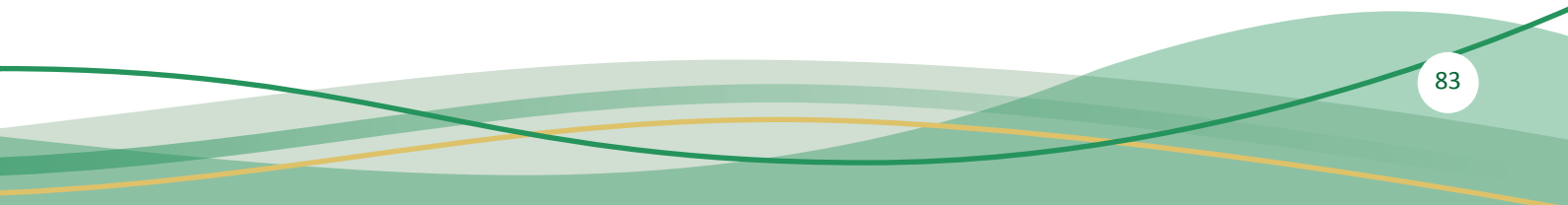
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## DID YOU KNOW?

***The following post-school education and training institutions existed in South Africa in 2015:***

26	Public Higher Education Institutions (HEIs)
124	Private Higher Education Institutions (HEIs)
50	Technical and Vocational Education and Training (TVET) Colleges
252	Private Colleges
9	Community Education and Training (CET) Colleges
2 643	Community Learning Centres (CLCs)

***Student enrolment in the post-school education and training sector in 2015 was as follows:***

Public Higher Education and Training Institutions (HEIs):	985 212
Private Higher Education and Training Institutions (HEIs):	147 210
Technical and Vocational Education and Training (TVET) Colleges:	737 880
Private Colleges:	88 203*
Community Education and Training (CET) Colleges:	283 602**
Sector Education and Training Authority (SETA) programmes:	231 097

*\*This figure represents enrolment at only 97 of the 252 private Colleges that responded to the departmental Annual Survey.*

*\*\*This figure represents enrolment at only 2 643 of the 3 276 Community Learning Centres that responded to the departmental Annual Survey.*