



Statistics on Post-School Education and Training in South Africa: 2019



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA





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Foreword



The Department of Higher Education and Training (the Department) is pleased to present the tenth issue of the *Statistics on Post-School Education and Training in South Africa*, which provides statistics on 2019 student enrolment and completion (which are key measures of access and success), as well as other kinds of performance data pertaining to public and private Post-School Education and Training (PSET) sectors. The report also includes statistics on staffing levels at PSET institutions, as well as information about Workplace-Based Learning (WBL), financial data, notably that pertaining to the National Student Financial Aid Scheme (NSFAS), the skills levy fund and voted funds.

Reports of a similar nature have been published by the Department since 2013 (with 2010 information), and can be accessed through the Department's website at www.dhet.gov.za. Statistics pertaining to Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) and Community Education and Training (CET) colleges that cover the decade prior to 2010, can be found in statistical publications available on the Department of Basic Education's website at www.education.gov.za, and those pertaining to SETAs, on the Department of Employment and Labour's website at www.labour.gov.za. It should be noted that this report also excludes data from institutions managed by other government departments and state entities (such as that from Agricultural and Nursing colleges).

The Department seeks to improve on the quality of data collected from different PSET institutions, and the 2019/20 data for Sector Education and Training Authorities was submitted through the Skills Education and Training Management Information System (SETMIS) for the first time, while data for the previous financial years were submitted to the Department through the Quarterly Monitoring Reports.

All stakeholders are encouraged to use data and information in this report, which serves as an important resource for planning and the allocation of budgetary resources in the PSET system. It is a reference document for reporting purposes in government, including the monitoring and evaluation of the PSET system. In addition, it provides statistics for use in research, policy and decision-making at the different levels within the system, and by the public. It therefore makes a crucial contribution towards the achievement of the goals of the PSET system, and we hope that the data and information contained in this report prove useful to role-players at all levels of the PSET system, researchers, policy-makers, journalists and the community at large.

The Department encourages better use of the data contained in this report to inform decision-making and policy formulation. Decisions emanating from good quality data will ensure that the Department realises Outcome Five of government's National Development Plan (NDP), namely that of having a skilled and capable workforce to support an inclusive growth path.

The Department strives to make this report responsive to stakeholders' needs. Therefore, feedback on the report, including suggestions for improvement, can be emailed to: HETIS.Officer@dhet.gov.za.

Mr GF Qonde

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List of Acronyms and Abbreviations

AET	Adult Education and Training
AGSA	Auditor-General of South Africa
AGRISETA	Agriculture Sector Education and Training Authority
ARPL	Artisan Recognition of Prior Learning
BANKSETA	Banking Sector Education and Training Authority
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority
CET	Community Education and Training
CETA	Construction Education and Training Authority
CHIETA	Chemical Industries Education and Training Authority
CLC	Community Learning Centre
DHET	Department of Higher Education and Training (further referred to as the Department)
EMIS	Education Management Information System
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
EWSETA	Energy and Water Sector Education and Training Authority
FASSET	Finance and Accounting Services Sector Education and Training Authority
FET	Further Education and Training
FOODBEV	Food and Beverages Manufacturing Industry Sector Education and Training Authority
FP&M SETA	Fibre Processing and Manufacturing Sector Education and Training Authority
FTE	Full-Time Equivalent
GETC-ABET	General Education and Training Certificate: Adult Basic Education and Training
HE	Higher Education
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
HETIS	Higher Education and Training Information System
HWSETA	Health and Welfare Sector Education and Training Authority
INDLELA	Institute for the National Development of Learnerships, Employment Skills and Labour Assessments
INSETA	Insurance Sector Education and Training Authority
ICT	Information and Communications Technology
LGSETA	Local Government Sector Education and Training Authority
MBChB	Bachelor of Medicine and Bachelor of Surgery
MERSETA	Manufacturing, Engineering and Related Services Sector Education and Training Authority
MICT SETA	Media, Information and Communication Technologies Sector Education and Training Authority
MQA	Mining Qualifications Authority



NAD	National Artisan Development
NADSC	National Artisan Development Support Centre
NAMB	National Artisan Moderation Body
NATED	National Technical Education
NC(V)	National Certificate (Vocational)
NDP	National Development Plan
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
PED	Provincial Education Department
PHEI	Private Higher Education Institution
PIVOTAL	Professional, Vocational, Technical and Academic Learning programmes
PLP	Pre-Vocational Learning Programme
PSET	Post - School Education and Training
PSETA	Public Service Sector Education and Training Authority
QCTO	Quality Council for Trades and Occupations
RSA	Republic of South Africa
SAQA	South African Qualifications Authority
SARS	South African Revenue Service
SASSETA	Safety and Security Sector Education and Training Authority
SERVICES SETA	Services Sector Education and Training Authority
SET	Science, Engineering and Technology
SETA	Sector Education and Training Authority
SETMIS	Skills Education and Training Management Information System
SNE	Special Needs Education
SIPS	Special Infrastructure Projects
SSPs	Sector Skills Plans
TETA	Transport Education and Training Authority
TVET	Technical and Vocational Education and Training
TVETMIS	Technical and Vocational Education and Training Management Information System
UNISA	University of South Africa
WBL	Workplace-Based Learning
W&RSETA	Wholesale and Retail Sector Education and Training Authority



1. INTRODUCTION

The Department of Higher Education and Training (the Department) 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 has identified the following medium-term outcomes:

- a) Expanded access to PSET opportunities;
- b) Improved success and efficiency of the PSET system;
- c) Improved quality of PSET provisioning;
- d) A responsive PSET system; and
- e) Excellent business operations within the Department of Higher Education and Training.

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 colleges¹.

This report provides institutional, student, programme, staffing and funding statistics on PSET over which the Department 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 contains data provided to the Department by public HEIs;
- b) Annual reports submitted by registered private HEIs;
- c) The Technical and Vocational Education and Training Management Information System (TVETMIS), which contains data provided to the Department by TVET colleges;
- d) CET Unit Level Record data for student enrolment and Annual Survey data which contains staff data for CET colleges;
- e) Annual Survey data submitted to the Department which contains data for registered private colleges;
- f) The National Examinations Database, which contains administrative data about student examinations and certification for the General Education and Training Certificate-Adult Basic Education and Training (GETC-ABET), the National Certificate (Vocational) [NC(V)] and the N part-qualifications;
- g) Skills Education and Training Authorities Management Information System (SETMIS), which contains data provided to the Department by SETAs;
- h) Data provided to the Department by the National Artisan Development Support Centre (NADSC);
- i) Data extracted from the DHET levy system; and
- j) Data obtained from NSFAS Annual Reports and NSFAS database.

¹ Previous publications of this nature would have made reference to 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.

The quality of the data obtained from PSET institutions and public entities is being improved upon continuously to ensure the validity and reliability of the data the Department reports on. The Department thus aims to replace the data collection processes for all the sub sectors from aggregated reporting to unit level record submissions in the future.

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.



2. SUMMARY OF FINDINGS

Post-School Education and Training Institutions

In 2019, the Post-School Education and Training system had 503 institutions namely: 26 public Higher Education Institutions, 131 private Higher Education Institutions, 50 Technical and Vocational Education and Training (TVET) colleges, 287 registered private colleges and 9 Community Education and Training (CET) colleges.

Enrolment in Post-School Education and Training Institutions

- a) Over 1.2 million students enrolled at public and private HEIs in 2019, with majority of enrolments in public HEIs (1 074 912) while private HEIs enrolled 208 978 students. The target in the National Development Plan (NDP)² is 1.6 million enrolments by 2030.
- b) The majority of students in public HEIs enrolled through the contact mode (704 021 or 65.5%), while 370 891 or 34.5% enrolled through the distance mode of learning.
- c) Enrolment in TVET colleges reached 673 490 in 2019, reflecting a 2.5% or 16 357 increase when compared with 2018 (657 133). This number reflects a count of students enrolled in each enrolment cycle (there are six enrolment cycles at TVET colleges). The NDP indicates that headcount enrolment in TVET colleges should reach 2.5 million by 2030.
- d) There were 171 409 students enrolled in CET colleges in 2019. The NDP target for enrolment in this sector is 1 million students by 2030.
- e) Students enrolled in private colleges were 151 136 in 2019, and this figure represents enrolment in 154 out of 287 private colleges registered with the Department in 2019.

Public and Private Higher Education Institutions Graduates

- a) There were 221 942 graduates in public HEIs in 2019, a 2.3% (5 246) decline as compared with the number of graduates reported in 2018 (227 188). Similar to the previous years, majority of graduates were in the Science, Engineering and Technology (29.1% or 64 636), followed by Business and Management (26.4% or 58 668), other Humanities (23.0% or 51 096) and Education (21.4% or 47 492) fields of study.
- b) A large number of students obtained undergraduate degrees (102 387 or 46.1%), followed by undergraduate certificates and diplomas (56 906 or 25.6%) and postgraduate below Master's level (39 137 or 17.6%).
- c) Graduates for Doctoral degrees was 3 445 in 2019, which was 3.0% (101) higher compared with 2018 (3 344). The Department planned to produce a total of 12 000 PhD graduates over five years, namely, from 2014 to 2019. The actual number of PhD graduates from public HEIs for the period 2014 to 2019 is 17 431, which exceeds the target set by the Department in its 2014-2019 Strategic Plan.
- d) Graduates in private HEIs reached 42 526 in 2019, reflecting a 25.2% (8 554) decrease when compared with 2018 (33 972).
- e) Majority of students graduated with Bachelor's degree (360 credits) (12 817 or 30.1%), followed by those who graduated with Higher Certificate (11 197 or 26.3%), Diploma (360 credits) (8 264 or 19.4%), Postgraduate Diploma (2 757 or 6.5%) and Diploma (240 credits) (1 624 or 3.8%). Only 23 or 0.1% students graduated with a Doctoral degree.

² National Development Plan, November 2011



TVET colleges' Completion Rates

- a) A total of 162 176 students completed N3, N6 and NC(V) Level 4 in TVET colleges in 2019, which are key exist levels in the sector. This translated to the following completion rates: 68.0% for N3, 96.4% for N6 and 49.4% for NC(V) Level 4.
- b) A large number of male students completed N3 engineering studies (21 174) as compared to 16 689 female students who completed the same level. The majority of female students completed N6 and NC(V) Level 4 programmes (77 332 and 8 149 respectively) as compared to males (36 061 and 2 771 respectively).
- c) The completion for N6 business studies was higher (86 050), translating to a 97.8% completion rate, while 27 343 students completed N6 engineering studies resulting in a completion rate of 92.2%.

Private Colleges' Completion Rates

- a) A total of 54 712 students completed N3, N6 and NC(V) Level 4 in private colleges in 2019, which are key exist levels in the sector. This translated to the following completion rates: 64.4% for N3, 93.0% for N6 and 30.4% for NC(V) Level 4.
- b) A large number of male students completed N3 engineering studies (12 650) as compared to 8 413 female students who completed the same level. The majority of female students completed N6 and NC(V) Level 4 programmes (19 812 and 32 respectively) as compared to males (13 785 and 20 respectively).
- c) The completion for N6 business studies was higher (19 536), translating to a 94.7% completion rate, while 14 061 students completed N6 engineering studies resulting in a completion rate of 90.7%.

CET colleges' Completion Rates

- a) A total of 41 638 students completed GETC: ABET Level 4 qualification in 2019, resulting in a completion rate of 77.2%. This was the highest completion rate recorded over the period 2012-2019.
- b) Six colleges recorded higher completion rates than the national average, with the highest observed in Free State (82.4%), Eastern Cape (80.1%) and Western Cape (79.0%) CET colleges.

Sector Education and Training Authority (SETA) Supported Learning Programmes

- a) There were 222 210 learners registered for SETA-supported learning programmes during the 2019/20 financial year, which was 18.2% (49 494) lower than registrations recorded in the 2018/19 financial year.
- b) More than half of the learners registered for skills programmes (57.8% or 128 438), followed by learnerships (36.9% or 81 988), while fewer learners registered for internships (5.3% or 11 784).
- c) The total number of certifications for SETA-supported learning programmes during the 2019/20 financial year was 179 631, and majority of learners were certificated for skills programmes (63.5% or 114 032), followed by learnerships (32.2% or 57 888), while fewer learners were certificated for internships (4.3% or 7 711).
- d) The number of learners entering artisanal learning programmes was 16 218 during the 2019/20 financial year, of which 77.2% (12 513) of these artisans were in the Special Infrastructure Projects (SIPs) scarce skills.
- e) A total of 24 050 learners completed their artisan programmes during the 2019/20 financial year, of which 84.9% (20 429) of them were in the SIPs scarce skills (i.e. occupations that are part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012).





National Student Financial Aid Scheme (NSFAS)

- a) NSFAS allocated R27.8 billion during the 2019 academic year, which was R6.6 billion (31.5%) higher than what was allocated in 2018 (R21.1 billion).
- b) The number of students who benefitted from NSFAS funding was 740 037 in 2019, representing a 26.1% (153 274) increase when compared with the number of beneficiaries in 2018 (586 763).
- c) The number of students who benefitted from NSFAS was higher for public HEIs (393 767 or 53.2%) as compared with TVET colleges (346 270 or 46.8%).

The Funza Lushaka Bursary Scheme

- a) A total of 10 469 students were awarded Funza Lushaka bursaries in 2019 which is aimed at assisting students who enrolled in the education field of study. This was a 29.2% or 4 318 decrease when compared to 2018 (14 787).
- b) The total amount allocated for this bursary was R942.2 million, which was 5.8% (R58.5 million) lower when compared with 2018 (R1.0 billion).

The Skills Development Levy Fund

- a) During the 2019/20 financial year, the skills levy system disbursed R18.3 billion, of which a larger proportion was disbursed to the SETAs (R14.6 billion) while the National Skills Fund (NSF) received R3.7 billion.
- b) Of the R14.6 billion disbursed to the SETAs, over R9.0 billion was spent on discretionary grants, R3.7 billion was spent on mandatory grants and R1.9 billion was spent on administration costs.

Funding of Key Post-School Education and Training Public Institutions

- a) The total funding allocated to public HEIs, TVET colleges and CET colleges during the 2019/20 financial year was R56.1 billion, representing a 14.3% (R7.0 billion) increase compared to what was allocated in the 2018/19 financial year (R49.1 billion).
- b) Out of the total R56.1 billion allocated during the 2019/20 financial year, a larger proportion of transfers, subsidies and operational costs was for public HEIs (75.5% or R42.4 billion), while TVET and CET colleges were allocated 20.6% (R11.5 billion) and 3.9% (R2.2 billion) respectively.

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

A wide range of Post-School Education and Training (PSET) programmes are offered in South Africa through public and private Higher Education and Institutions (HEIs), Technical and Vocational Education and Training (TVET) colleges, Community Education and Training (CET) colleges and private colleges. In addition, development and improvement of skills for both employed and unemployed persons is undertaken at workplaces with support from the Sector Education and Training Authorities through learnerships, internships, apprenticeships and other skills development programmes. The following section of the report provides an overview of student enrolment in public and private PSET institutions as well as registration and certifications for SETA-supported workplace-based learning programmes.

Table 3.1: Overview of Post-School Education and Training institutions and student enrolment, 2019

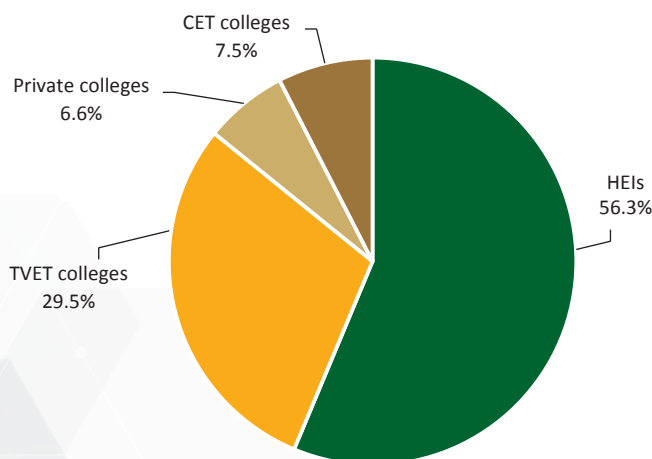
	HEIs			Colleges				Total PSET
	Public	Private	Total	TVET	CET	Private	Total	
Number of institutions	26	131	157	50	9	287	346	503
Number of students enrolled	1 074 912	208 978	1 283 890	673 490	171 409	151 136	996 768	2 279 925

Sources: 2019 HEMIS database, data extracted in November 2020.
 Annual reports submitted by private HEIs to DHET for the 2019 year of reporting.
 TVETMIS 2019, data extracted in December 2020.
 PrivateCollege2019_20210108, data extracted in January 2021.
 CET Unit Level Record data, 2019.

- Note 1: Private and public Higher Education Institutions figures were audited.
- Note 2: The number of private colleges shown in Table 3.1 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: Students in TVET colleges are counted once in every enrolment cycle i.e. annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.
- Note 5: Total enrolment in CET colleges is based on a 70.7% response rate.
- Note 6: The 2019 figure for private colleges represents enrolment at only 154 of the 287 registered private colleges that responded to the departmental Annual Survey.

In 2019, there were 503 PSET institutions in South Africa, of which 85 were public institutions (26 public HEIs, 50 TVET colleges and 9 CET colleges) and 418 were private institutions. Over 2.2 million students were enrolled in these institutions, with the highest proportion enrolled in the higher education sector (over 1.28 million). Over 1.9 million (84.2%) enrolments were in the public sector while private sector enrolment accounted for 15.8% (360 114).

Figure 3.1: Percentage distribution of student enrolments in Post-School Education and Training institutions, 2019



Note: Figure 3.1 reflects enrolment in both public and private institutions.





A higher proportion (56.3%) of students were enrolled in public and private HEIs as indicated in Figure 3.1. The second highest enrolments were in the TVET colleges (29.5%), while private and CET colleges' enrolment accounted for a smaller proportion (7.5% and 6.6% respectively).

Table 3.2: Number of workers and unemployed persons registered for and certificated in SETA-supported learning programmes, by programme type, 2019/20

	Registered				Certificated			
	Learnerships	Internships	Skills Development Programmes	Total	Learnerships	Internships	Skills Development Programmes	Total
Workers	25 851	n.a.	67 116	92 967	17 446	n.a.	78 456	95 902
Unemployed Persons	56 137	11 784	61 322	129 243	40 442	7 711	35 576	83 729
Total	81 988	11 784	128 438	222 210	57 888	7 711	114 032	179 631

Source: SETMIS 2019/20, data extracted in March 2021.

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. The data above excludes registrations and certifications in trade related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012³.

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 part-qualifications as defined in the NQF Act.

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

The number of workers and unemployed persons registered for SETA-supported learning programmes was 222 210 during the 2019/20 financial year, with more than half of them registered for skills programmes (57.8% or 128 438), followed by over of registrations for learnerships (36.9% or 81 988), while fewer learners registered for internships (5.3% or 11 784). A higher proportion of unemployed persons (58.2% or 129 243) registered in these intervention programmes as compared to workers (41.8% or 92 967). A large difference was observed in learnerships, where 30 286 unemployed persons registered as compared to workers.

Total number of certifications for workers and unemployed persons was 179 631 during the 2019/20 financial year, and almost two thirds were for skills programmes (63.5% or 114 032), followed by learnerships (32.2% or 57 888), while a smaller proportion of certifications were for internships (4.3% or 7 711). More than 80% of the workers were certificated in skills programmes (78 456), while unemployed persons were mainly certificated in learnerships and sills programmes (40 442 and 35 576 respectively).

³ Note that the registrations and certification data for trade related programmes can be found in Tables 8.7 and 8.10.

4. HIGHER EDUCATION INSTITUTIONS

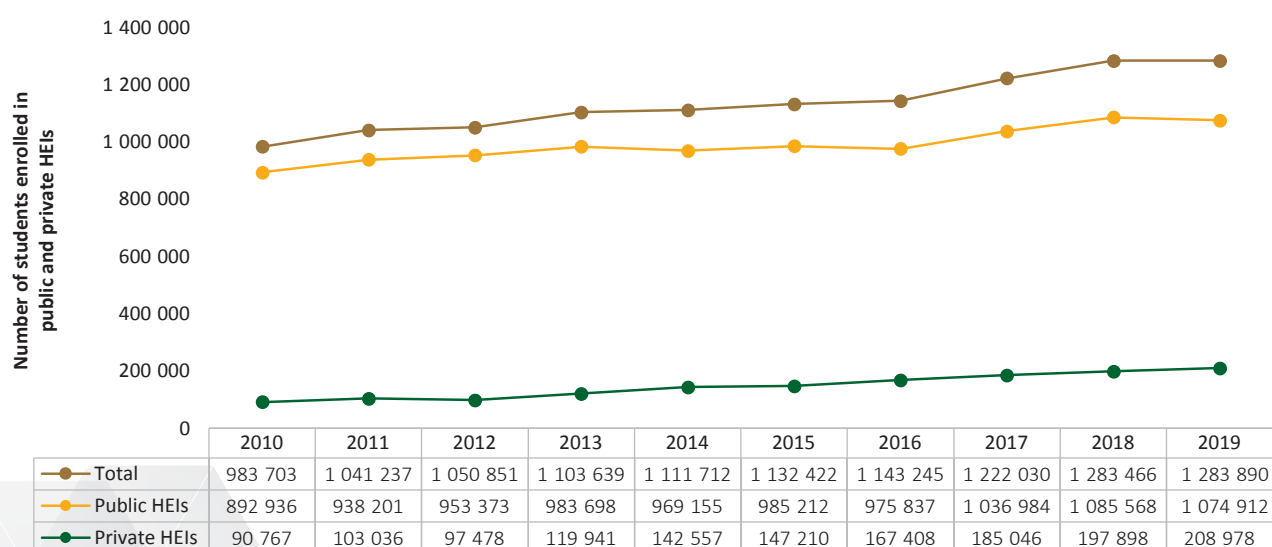
4.1 ENROLMENT IN PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs)

The Higher Education (HE) Sector is intended to perform the following three functions as outlined in the National Development Plan (NDP):

- Educate and equip people with high-level skills to meet the employment needs of the public and private sectors;
- produce new knowledge and assess and find new applications for existing knowledge; and
- provide opportunities for social mobility while strengthening equity, social justice and democracy to deal with the injustices brought about by the post-apartheid system.

In 2019, the HE sector comprised 26 universities and 131 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 the University of Mpumalanga and Sol Plaatje University. Sefako Makgatho Health Sciences University opened its doors for student enrolments in 2015 and the Department, as with the other two new universities continues to oversee the development of this university.

Figure 4.1: Number of students enrolled in public and private HEIs, 2010 – 2019



Sources: *Statistics on Post-School Education and Training in South Africa, 2018.*
 2019 HEMIS database, data extracted in November 2020.
 Annual reports submitted by private HEIs to the DHET for the 2019 year of reporting.

Note 1: Enrolment figures for private HEIs for 2010-2015 were unaudited.

Note 2: 2019 enrolment for private HEIs is based on 127 out of 131 registered private HEIs.

The total number of student enrolments in public and private HEIs in 2019 was 1 283 890, reflecting an increase of 424 when compared with 2018 (1 283 466). The majority of students enrolled in public HEIs (83.7% or 1 074 912), while only 16.3% or 208 978 enrolled in private HEIs. An increase between 2018 and 2019 was recorded for private HEIs (11 080) while public HEIs enrolment decreased by 10 656.

Over the period under review (2010-2019), enrolment in HEIs increased by 300 187 or 30.5%. Enrolment in public HEIs increased by 181 976 or 20.4% while that of private HEIs increased by 118 211 or 130.2% in the same period.





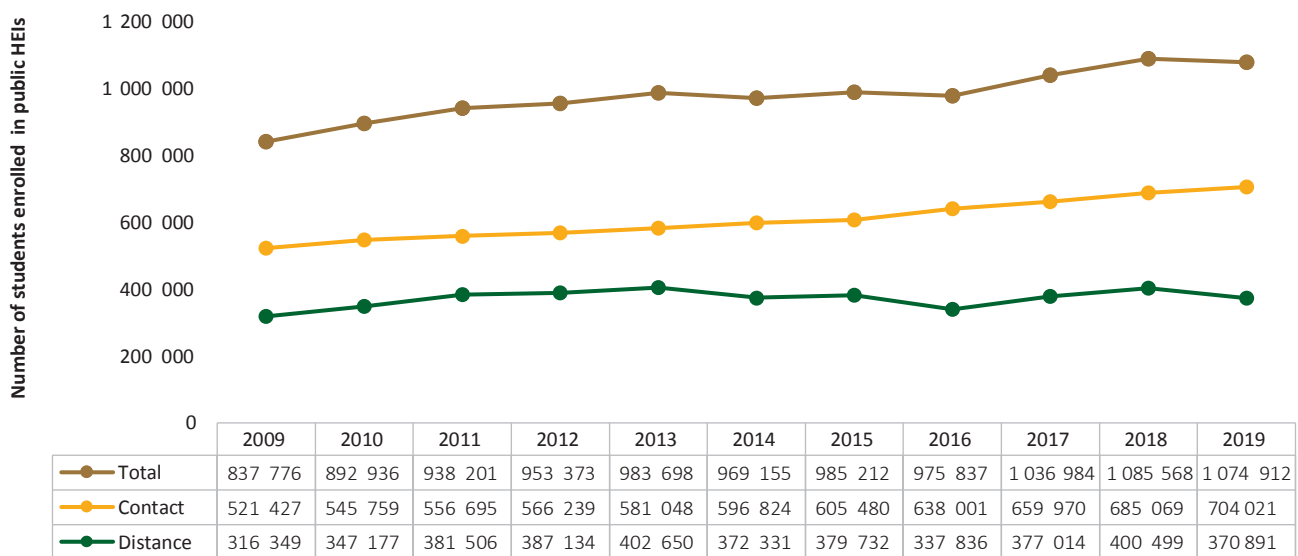
4.2 PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIs)

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 reliable since external auditors appointed by universities audited the data prior to it being submitted to the Department.

4.2.2 Enrolment in public Higher Education Institutions (HEIs)

Figure 4.2: Number of students enrolled in public HEIs by attendance mode, 2009 – 2019



Sources: *Statistics on Post-School Education and Training in South Africa, 2018. 2019 HEMIS database, data extracted in November 2020.*

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.

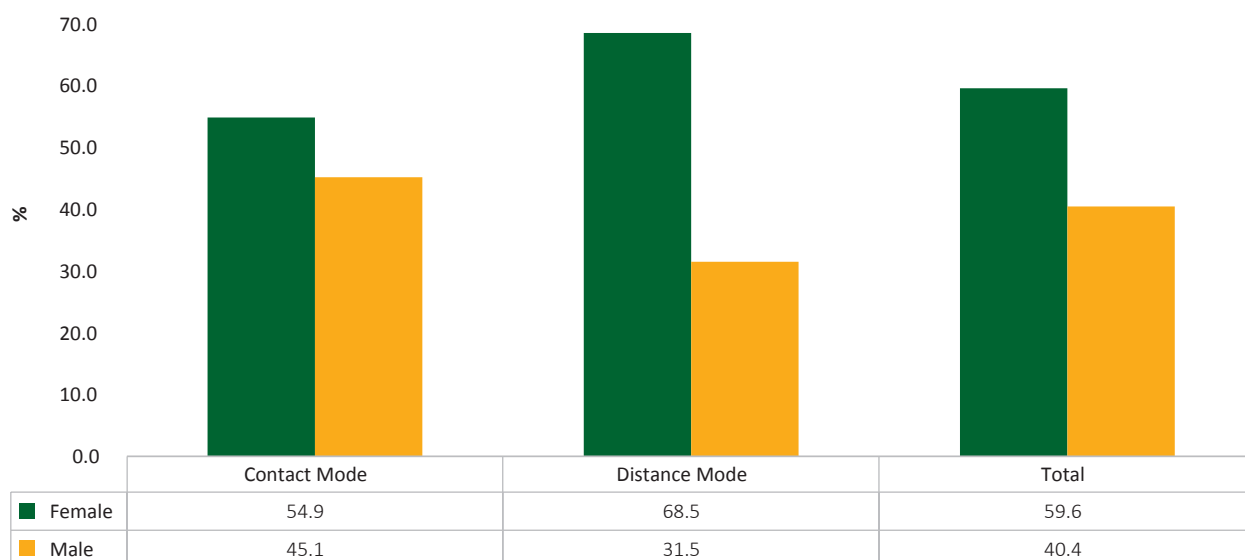
Note 2: The distance mode of study involves interaction with lecturers or supervisors through distance education techniques, such as written correspondence, telematics and/or the internet.

In 2019, total enrolment in public HEIs reached 1 074 912, and the proportion of students enrolled through contact mode was 65.5% (704 021) while 34.5% (370 891) of students enrolled through the distance mode of learning. The highest number of students enrolled through contact mode were in Tshwane University of Technology (66 552 or 9.5%), followed by the University of Johannesburg (50 064 or 7.1%), the University of KwaZulu-Natal (49 512 or 7.0%) and the University of Pretoria (48 943 or 7.0%) (see Table 10.2 of the Appendix). UNISA only offers courses through the distance mode of learning, and 92.4% of students enrolled through this mode in 2019 were from this university.

The number of students enrolled through contact mode of learning has been consistently higher than that of students enrolled through the distance mode of learning throughout the period under review. Student enrolment for contact mode of learning increased by 2.8% (18 952) between 2018 and 2019, while that of distance mode of learning decreased by 7.4% (29 608) in the same period.

Student enrolments in public HEIs increased by 28.3% (237 136) over the period 2009-2019. The highest increase during this period was recorded for students enrolled through the contact mode of learning (182 594), while enrolment for the distance mode of learning increased by 54 542.

Figure 4.3: Proportion of student enrolment in public HEIs, by attendance mode and gender, 2019



Source: 2019 HEMIS database, data extracted in November 2020.

The highest proportion of students enrolled in public HEIs in 2019 were females (59.6%) while 40.4% were males. Both the contact and distance mode of learning were dominated by female students (54.9% and 68.5% respectively). The largest gender disparities were recorded for students enrolled through the distance mode of learning, where more than two thirds of students were females (68.5%) compared to 31.5% of males.

Table 4.1: Number of students enrolled in public HEIs, by attendance mode, population group and gender, 2019

Population group	Contact			Distance			Total			Total
	Female	Male	No information	Female	Male	No information	Female	Male	No information	
African	291 754	242 592	27	203 802	92 622	0	495 556	335 214	27	830 797
Coloured	26 565	17 239	7	13 005	5 546	0	39 570	22 785	7	62 362
Indian/Asian	15 100	12 414	0	11 015	4 801	0	26 115	17 215	0	43 330
White	47 280	40 863	19	25 389	13 204	0	72 669	54 067	19	126 755
No information	5 500	4 650	11	923	583	1	6 423	5 233	12	11 668
Total	386 199	317 758	64	254 134	116 756	1	640 333	434 514	65	1 074 912

Source: 2019 HEMIS database, data extracted in November 2020.

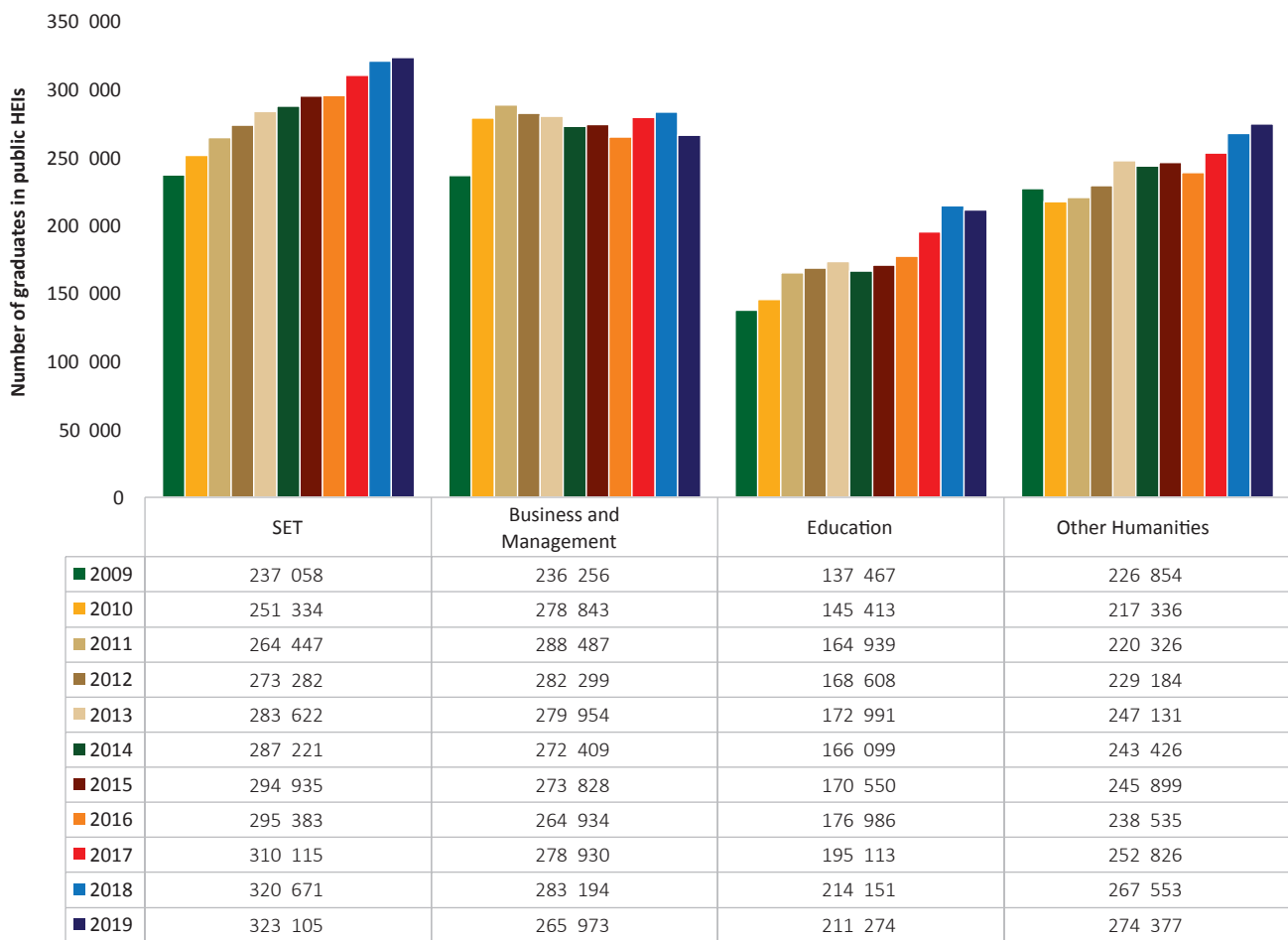
Over three quarters of students enrolled in public HEIs in 2019 were Africans (77.3% or 830 797), while White students accounted for 11.8% (126 755) followed by Coloured students (5.8% 62 362) and the lowest enrolment was for Indian/Asian students (4.0% or 43 330). Student enrolment was higher for females compared to males in all the population groups, and the largest gender difference was within the African population group, where 160 342 more female students enrolled compared to males, while the Indian/Asian population group recorded the lowest gender difference (8 900 more females compared to males).

Enrolment for both the contact and distance mode of learning were dominated by African female students. The largest gender difference was observed in the distance mode of learning, where 111 180 more African female students enrolled compared to males, and the lowest was for Indian/Asian students enrolled through contact mode of learning, where 2 686 more females enrolled compared to males.





Figure 4.4: Number of students enrolled in public HEIs by major field of study, 2009 – 2019



Sources: *Statistics on Post-School Education and Training in South Africa, 2018.*
2019 HEMIS database, data extracted in November 2020.

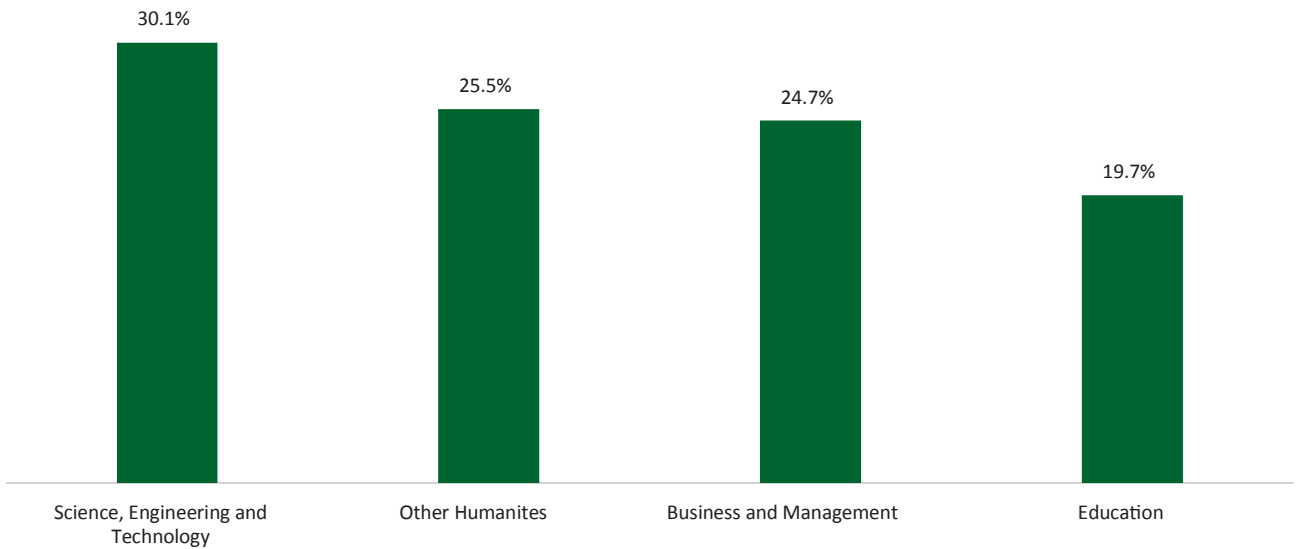
Note: The total number of enrolments includes 183 students with unspecified Classification of Educational Subject Matter (CESM).

For enrolments by major field of study in the public HEIs, the highest number of enrolments were in Science, Engineering and Technology (SET) (323 105), followed by other Humanities (274 377) and Business and Management (265 973), while the lowest number of students enrolled in the Education field of study (211 274).

Between 2018 and 2019, decreases in enrolment were observed in Business and Management 17 220 (6.1%) and Education 2 877 (1.3%) fields of study. Despite the overall decrease in enrolment between 2018 and 2019, enrolment for other Humanities and SET fields of study increased by 2.6% (6 824) and 0.8% (2 435) respectively.

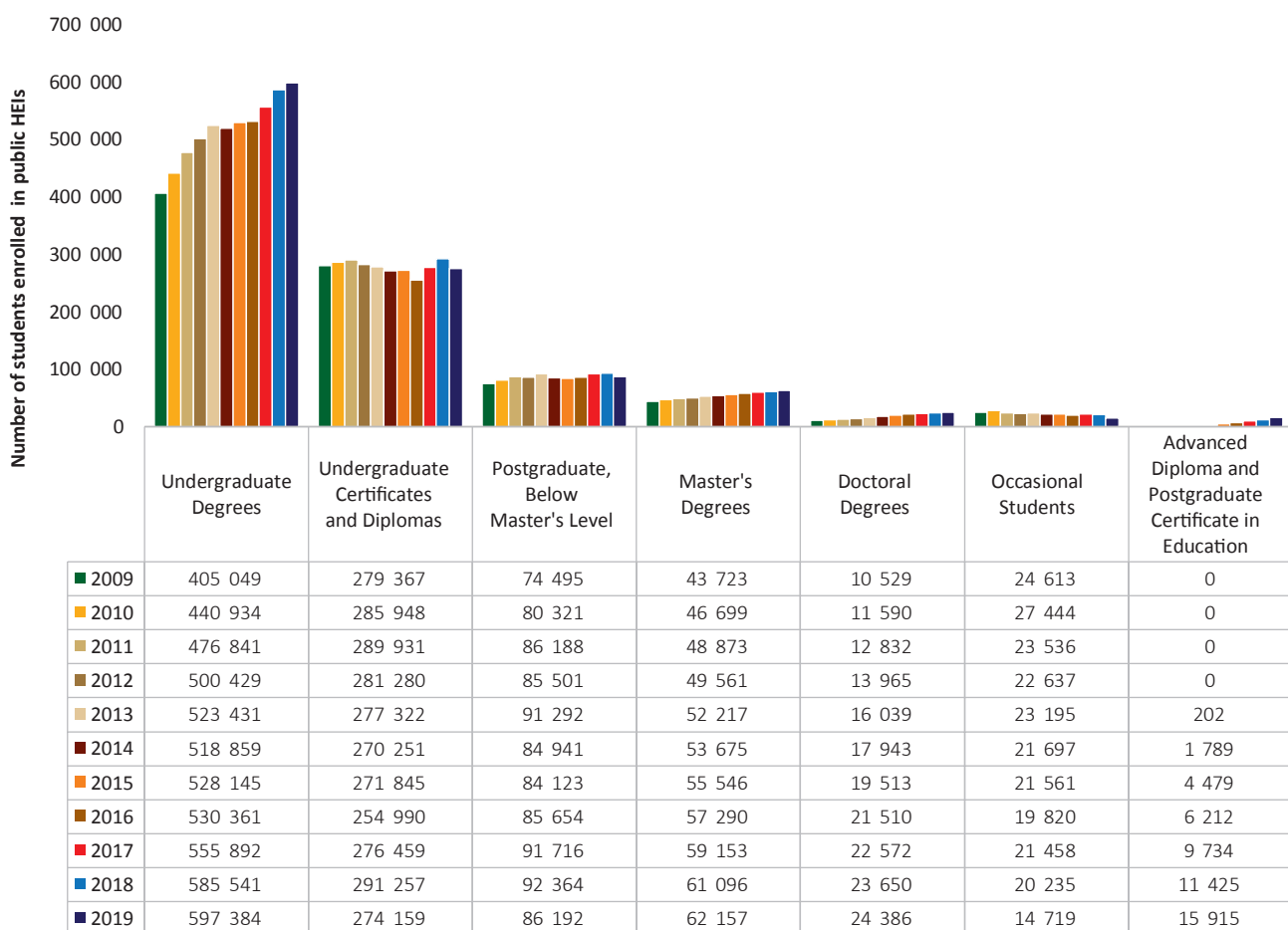
Over the period under review (2009 – 2019), student enrolment increased in all fields of study, with the highest increase recorded for SET (86 047) and Education (73 806) fields of study. Lower increases during the same period were observed in other Humanities and Business and Management and fields of study (47 523 and 29 718 respectively).

Figure 4.5: Proportion of students enrolled in public HEIs by major field of study, 2019



Source: 2019 HEMIS database, data extracted in November 2020.

Out of 1 074 912 students enrolled in public HEIs in 2019, the highest proportion enrolled for SET (30.1%), while over a quarter enrolled for other Humanities (25.5%), followed by Business and Management (24.7%) and the lowest enrolment was in the Education (19.7%) field of study. Table 10.1 of the Appendix indicates that UNISA enrolled the majority of students in all fields of study in 2019, with the highest enrolment recorded in other Humanities (109 150) followed by Education (107 629), Business and Management (89 751) and SET (36 269).

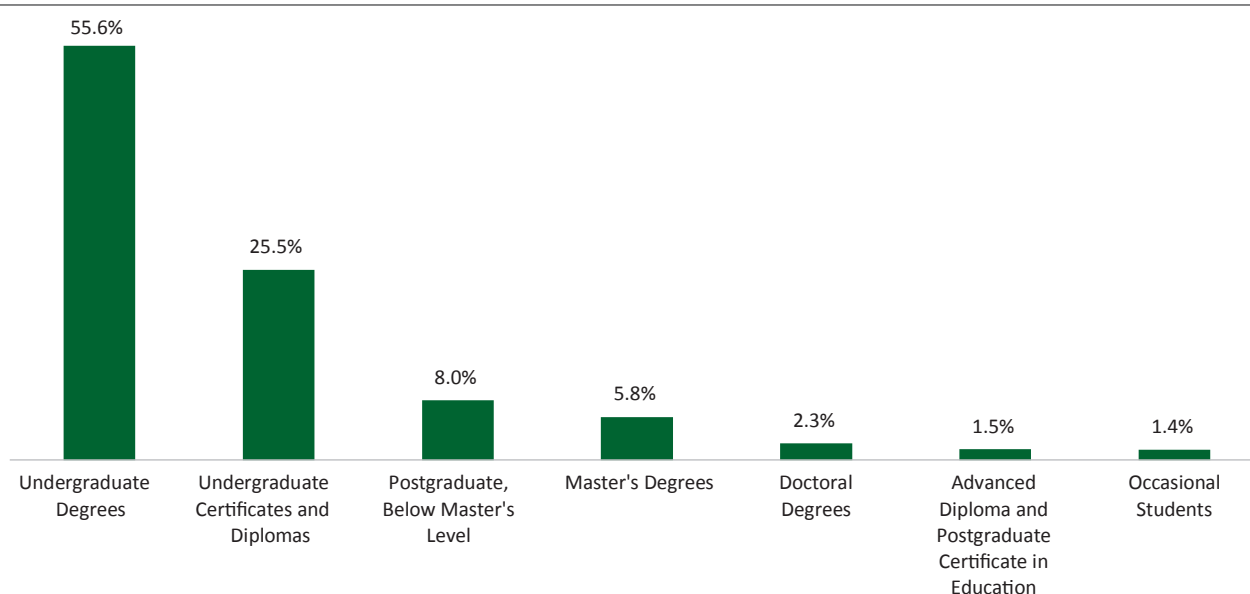
Figure 4.6: Number of students enrolled in public HEIs by qualification type, 2009 – 2019

Sources: *Statistics on Post-School Education and Training in South Africa, 2018.*
 2019 HEMIS database, data extracted in November 2020.

The majority of students in public HEIs in 2019 enrolled for undergraduate degrees (597 384), followed by undergraduate certificates and diplomas (274 159) and postgraduate below Master's level (86 192). Fewer students enrolled for Occasional studies (14 719).

Enrolment in undergraduate certificates and diplomas, postgraduate below Master's level and occasional students declined between 2018 and 2019, and increased for the other qualification categories (undergraduate degrees, advanced diplomas and the postgraduate certificate in education, Master's and doctoral degrees).

Increases in student enrolment were recorded in all qualification types over the eleven-year period, with the exception of undergraduate certificates and diplomas and occasional students. Enrolment for doctoral degrees more than doubled over this period (131.6% or 13 857 increase). High increases were also recorded for undergraduate degrees (47.5% or 192 335) and Master's degrees (42.2% or 18 434) in the same period.

Figure 4.7: Proportion of students enrolled in public HEIs by qualification type, 2019


Source: 2019 HEMIS database, data extracted in November 2020.

Note: As a result of rounding off, percentages may not add up to 100%.

More than half of the students in public HEIs in 2019 enrolled for undergraduate degrees (55.6%) and over a quarter enrolled for undergraduate certificates and diplomas (25.5%) while fewer enrolled as occasional students (1.4%).

UNISA enrolled the highest number of students in five qualification types: undergraduate degrees (196 087), undergraduate certificates and diploma (85 133), postgraduate below Master's level (38 698), occasional students (8 473) and advanced diplomas and the postgraduate certificate in education (6 905). The majority of Master's degree students enrolled at the University of Witwatersrand (7 824), while the University of KwaZulu-Natal enrolled the majority of Doctoral degree students (3 303) (see Table 10.1 of the Appendix).

Table 4.2: Enrolment in public HEIs by qualification category and age group, 2019

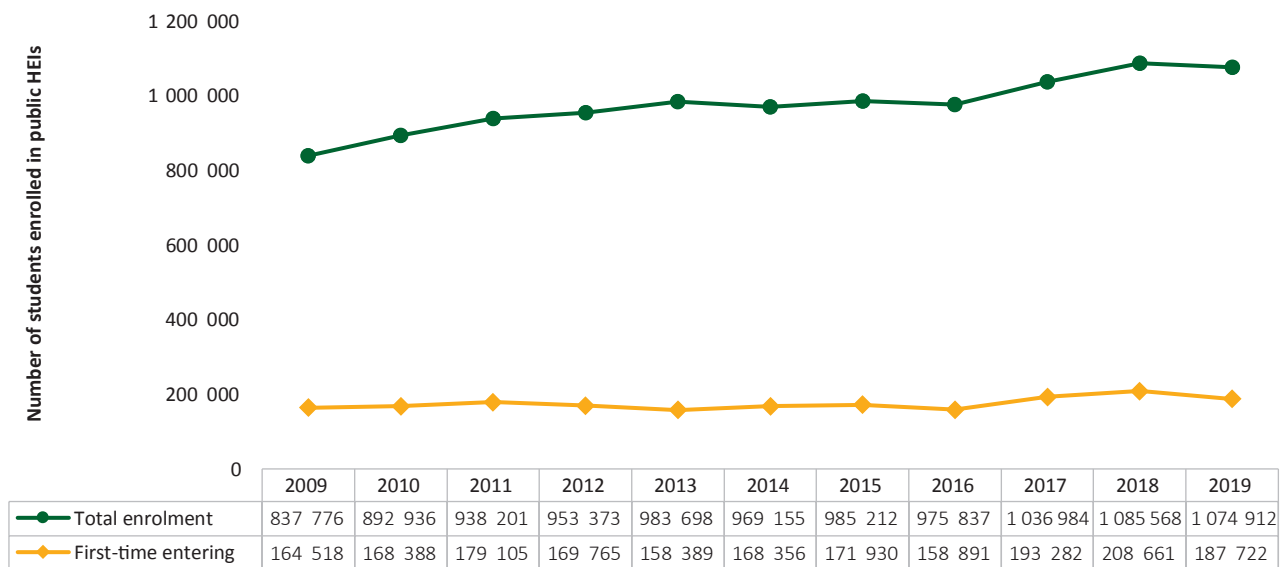
Qualification Category	18 years and below	19 - 24 years	25 - 29 years	30 - 39 years	40 - 49 years	50 - 59 years	≥60 years	Total
Occasional students	328	5 318	3 776	3 567	1 303	361	66	14 719
Undergraduate Certificates and Diplomas	23 599	159 172	43 520	31 104	12 997	3 632	135	274 159
Undergraduate Degree	73 446	335 781	81 553	74 205	26 648	5 268	483	597 384
Advanced Diploma and Postgraduate Certificate in Education	0	5 767	4 316	3 584	1 730	502	16	15 915
Postgraduate below Master's Level	3	27 052	20 971	23 234	11 215	3 477	240	86 192
Master's Degrees	1	11 823	17 216	20 257	9 440	3 050	370	62 157
Doctoral Degrees	0	386	4 730	9 248	6 131	3 199	692	24 386
Total	97 377	545 299	176 082	165 199	69 464	19 489	2 002	1 074 912

Source: 2019 HEMIS database, data extracted in November 2020.

The highest enrolment in public HEIs was for students aged 19-24 years old (545 299 or 50.7%), followed by those who were 25-29 years old (176 082 or 16.4%) and 30-39 years old (165 199 or 15.4%). The majority of youth aged 19-24 years old enrolled for undergraduate degrees (335 781) and undergraduate certificates and diplomas (159 172). Despite fewer enrolments recorded for students aged 60 years and older, more than a third of them enrolled for doctoral degrees (692 or 34.6%), while 24.1% (483) enrolled for undergraduate degrees.



Figure 4.8: Number of first-time undergraduate students enrolled in public HEIs, 2009 – 2019



Sources: *Statistics on Post-School Education and Training in South Africa, 2018. 2019 HEMIS database, data extracted in November 2020.*

Note: The term “undergraduate students” refers to students who have enrolled in a Bachelor’s degree, Diploma (including advanced Diploma), Higher Certificate, Advanced Certificate and Post-Graduate Certificate in Education. It also includes professional Bachelor’s degrees such as BSc (Engineering) and MB ChB), which are those that have an approved formal time of three or more years.

The total number of first-time entering students in public HEIs in 2019 was 187 722 (which was 17.5% of total enrolment), reflecting a 10.0% or 20 939 decline compared with 2018 (208 661). The highest decline was recorded for UNISA (19 213). Despite the overall decrease in the number of first-time entering students between the two academic years (2018 and 2019), enrolment increased in 15 out of 26 public HEIs, with the highest increase recorded for students enrolled at the Durban University of Technology (7.9% or 618) (see Table 10.3 of the Appendix).

More than a quarter of 2019 first-time entering students were enrolled at UNISA (25.7% or 48 271), followed by North West University (6.5% or 12 255) and Tshwane University of Technology (6.4% or 12 064) (see Table 10.3 of the Appendix).

The trend over the eleven-year period (2009-2019) shows that enrolment for first-time entering students in public HEIs increased by 14.1% (23 204). The largest increase over this period was recorded for UNISA (7 387), followed by the North West University (6 326) and the University of the Free State (3 681) (see Table 10.3 of the Appendix).

Table 4.3: Number of foreign students enrolled in public HEIs by country, attendance mode and qualification type, 2019

Country	Contact							Distance							Total Contact and Distance		
	Occasional students	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Advanced Diplomas and Postgraduate Certificates in Education	Postgraduate below Master's Level	Master's Degrees	Doctoral Degrees	Total Contact	Occasional students	Undergraduate Certificates and Diplomas	Undergraduate Degree	Advanced Diplomas and Postgraduate Certificates in Education	Postgraduate below Master's Level	Master's Degrees		Doctoral Degrees	Total Distance
Zimbabwe	30	520	4 871	38	752	2 272	2 134	10 617	245	1 215	7 228	175	1 297	573	343	11 076	21 693
Namibia	23	98	920	1	367	752	224	2 385	28	453	467	243	629	111	34	1 965	4 350
Democratic Republic of the Congo	12	1 679	848	39	121	324	114	3 137	33	147	281	22	74	51	23	631	3 768
Nigeria	8	173	359	13	127	689	1 621	2 990	19	49	303	10	93	87	111	672	3 662
Lesotho	11	428	1 193	6	241	522	233	2 634	22	91	402	16	128	34	14	707	3 341
Swaziland	7	280	967	6	114	290	171	1 835	26	77	632	48	202	90	23	1 098	2 933
Zambia	6	46	339	0	77	281	248	997	6	25	222	5	33	39	24	354	1 351
Botswana	2	26	281	1	87	292	164	853	3	32	335	6	35	36	15	462	1 315
Kenya	14	18	253	0	66	249	396	996	2	6	66	1	11	38	35	159	1 155
Ghana	3	15	48	2	40	218	439	765	3	10	68	4	48	29	139	301	1 066
Malawi	5	32	193	2	65	230	168	695	6	20	112	1	25	9	5	178	873
Other foreign nationalities	1 643	1 163	2 821	38	642	2 326	2 246	10 879	85	267	1 028	31	281	190	584	2 466	13 345
Total	1 764	4 478	13 093	146	2 699	8 445	8 158	38 783	478	2 392	11 144	562	2 856	1 287	1 350	20 069	58 852

Source: 2019 HEMIS database, data extracted in November 2020.

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" refers to Bachelor's degrees, BTech and professional Bachelor's degrees such as BSc (Engineering), MBChB, BFA, which are those that have an approved formal time of three or more years.

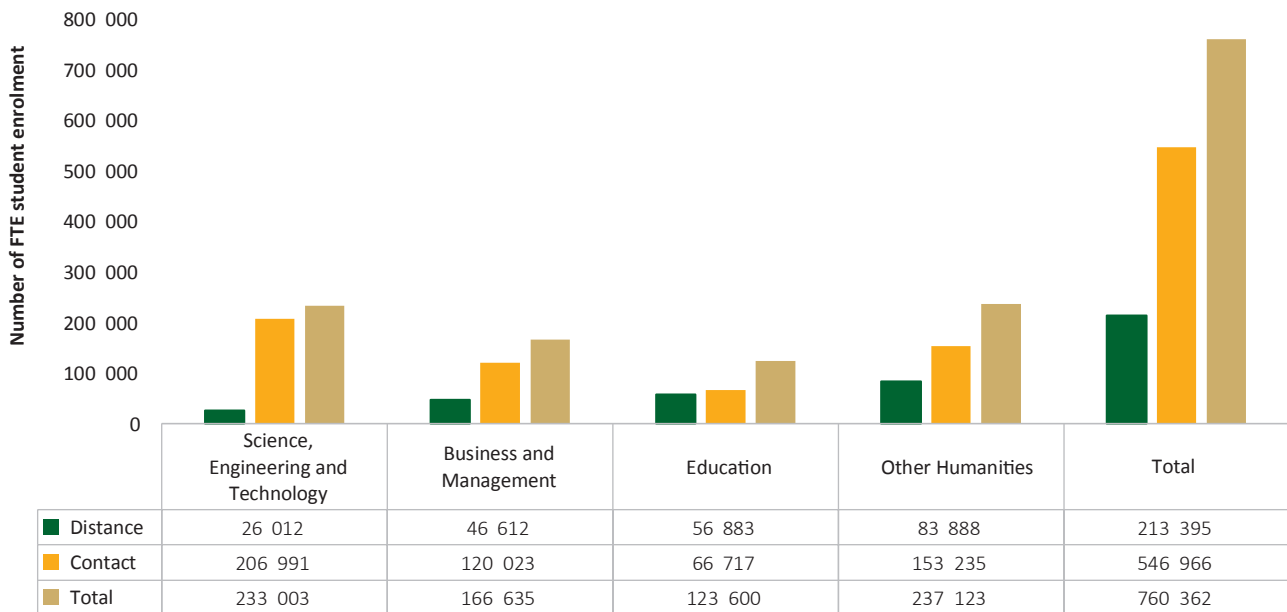
Note 5: The category "Postgraduate, Below Master's Level" includes Postgraduate and Post-Diploma Diplomas, Postgraduate Bachelor's Degrees, and Honours Degrees.

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".

The total number of foreign national students enrolled in public HEIs was 58 852, which was 5.5% of total enrolment in 2019. The highest proportion of foreign national students were from Zimbabwe (36.9% or 21 693) while a smaller proportion of students were from Malawi (1.5% or 873). Even though a large number of foreign national students were from Zimbabwe, more than one third of students enrolled for undergraduate certificates and diplomas through the contact mode of learning were from Democratic Republic of the Congo (37.5% or 1 679).

More than 60% of the foreign national students were enrolled through the contact mode of learning (65.9% or 38 783), while 34.1% or 20 069 enrolled through the distance mode of learning. The largest number of foreign national students who enrolled through the contact mode of learning registered for undergraduate degrees (33.8% or 13 093), followed by enrolment for Master’s degrees (21.8% or 8 445) and doctoral degrees (21.0% or 8 158). More than half of the foreign national students who enrolled through the distance mode of learning enrolled for undergraduate degrees (55.5% or 11 144).

Figure 4.9: Number of Full-Time Equivalent student enrolment in public HEIs, by attendance mode and major field of study, 2019



Source: 2019 HEMIS database, data extracted in November 2020.

The total number of Full-Time Equivalent (FTE) students in public HEIs in 2019 was 760 362, of which 546 966 or 71.9% enrolled through the contact mode of learning and only 213 395 or 28.1% enrolled through the distance mode of learning. More than one third of FTE enrolments for students enrolled through the distance mode of learning were in the other Humanities field of study (37.8% or 83 888). On the other hand, over 88% (206 991) of FTE enrolments in the SET field of study were for students enrolled through the contact mode of learning.

The highest FTEs for students enrolled through the contact mode of learning in 2019 were recorded in Tshwane University of Technology (48 645), followed by the University of Pretoria (40 244), the University of Johannesburg (38 749) and North West University (38 166). UNISA contributed largely to FTE enrolments for students enrolled through the distance mode of learning (199 485 93.5%) (see Table 10.4 of the Appendix).

The largest difference in FTE enrolments was recorded in the SET field of study, where 180 979 more students enrolled in this field enrolled through contact mode of learning as compared to the distance mode of learning. A lower difference was recorded in the Education field of study.

Table 4.4: Number of students in public HEIs by primary disability and gender, 2019

Disability	Female	Male	No information	Total
Communication (talking, listening)	47	134	0	181
Emotional (behavioural or psychological)	532	335	2	869
Hearing (even with a hearing aid)	752	602	0	1 354
Intellectual (difficulties in learning)	614	781	1	1 396
Multiple	45	36	0	81
Physical (moving, standing, grasping)	1 224	1 013	2	2 239
Sight	1 307	1 089	1	2 397
Disabled but unspecified	1 299	935	2	2 236
Total	5 820	4 925	8	10 753

Source: 2019 HEMIS database, data extracted in November 2020.

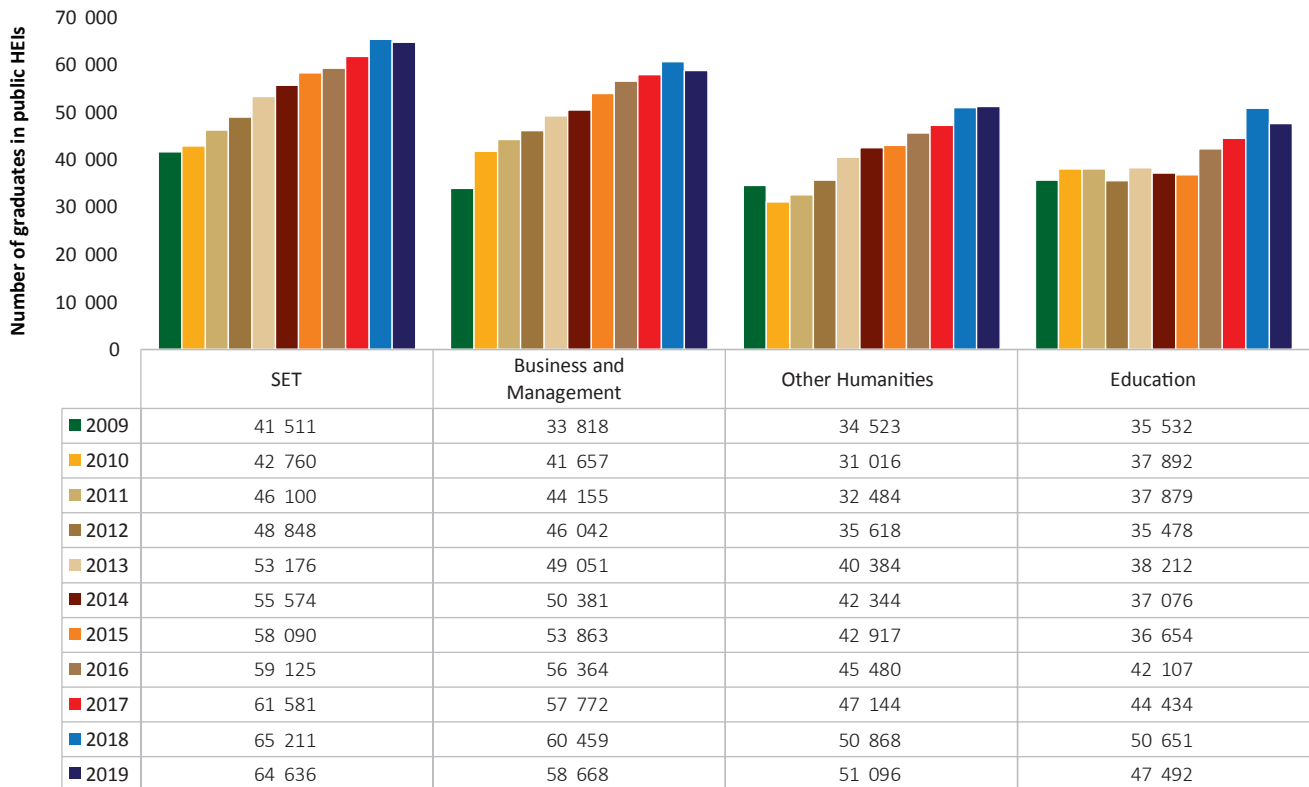
A total of 10 753 or 1.0% of students enrolled in public HEIs reported to have a disability. Almost one quarter of students reported to have a sight disability (22.3% or 2 397), followed by (20.8% or 2 239) of students that had a physical disability, while a lower proportion reported to have multiple disability (0.8% or 81). A large number of students were disabled but did not disclose their disability (20.8% or 2 236).

More than half of students in public HEIs who reported to have a disability were females (54.1% or 5 820) while 45.8% or 4 925 were males. The largest gender disparity was recorded for students with sight and physical disability, where 218 and 211 more females reported to have these disabilities compared to males. Even though there was an overall higher number of females with disabilities, a higher number of male students reported to have intellectual and communication disabilities compared to females.



4.2.3 Graduates from public Higher Education Institutions (HEIs)

Figure 4.10: Number of graduates from public HEIs by major field of study, 2009 – 2019



Sources: *Statistics on Post-School Education and Training in South Africa, 2018.*
2019 HEMIS database, data extracted in November 2020.

Note: The total number of graduates includes 51 students with unspecified Classification of Educational Subject Matter (CESM).

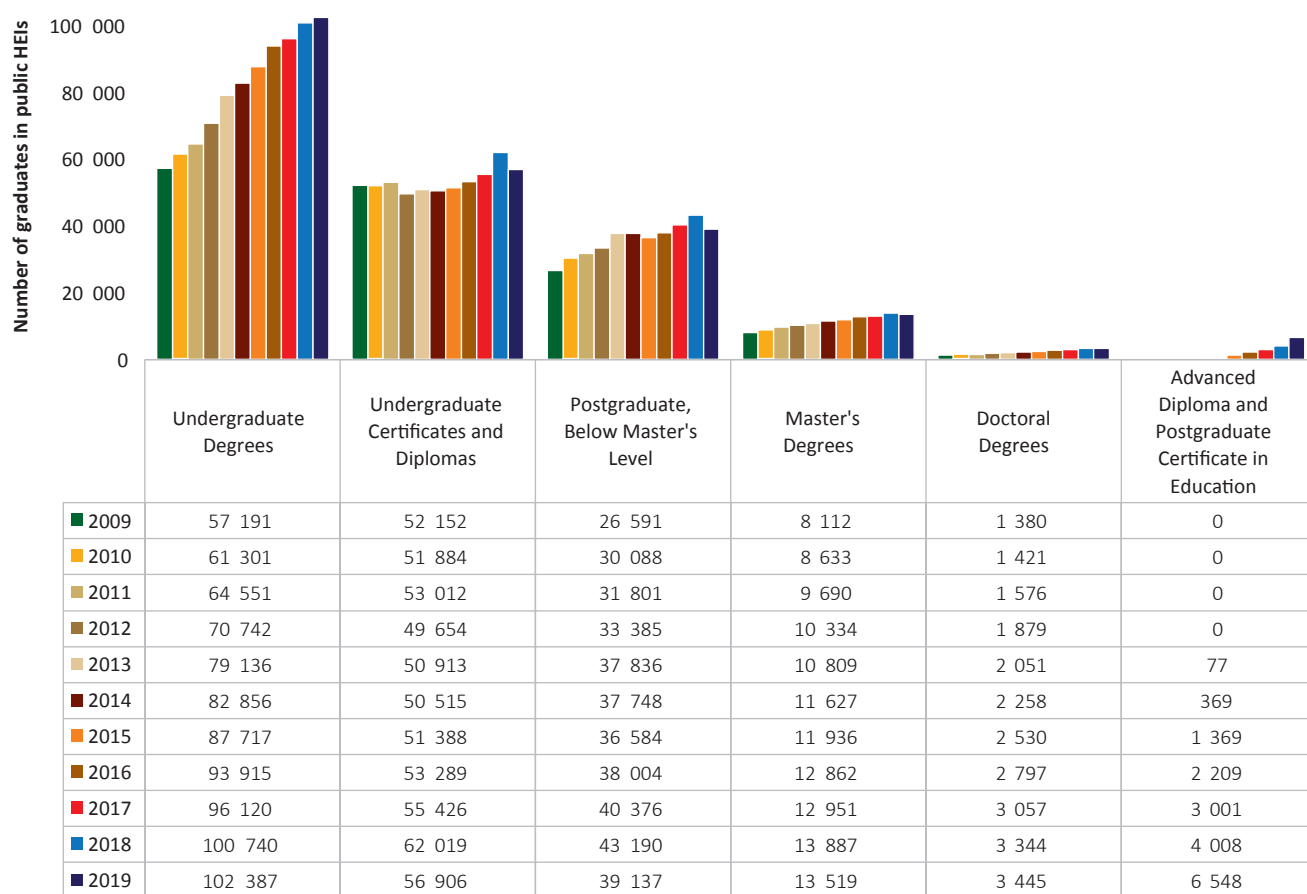
The number of graduates reached 221 942 in 2019, reflecting a 2.3% (5 246) decline as compared with the number of graduates reported in 2018 (227 188). This was the first year-on-year decline reported during the period under review. UNISA was the main contributor to the decline in the number of graduates between 2018 and 2019, while Tshwane University of Technology and the Durban University of Technology recorded high increases.

The largest decline in the number of graduates between 2018 and 2019 was recorded in the Education field of study (3 159) followed by Business and Management field of study (1 790). There were 228 more graduates in the other Humanities field of study in the same period despite this overall decline.

A large proportion of graduates were in the SET (29.1% or 64 636), followed by Business and Management (26.4% or 58 668), other Humanities (23.0% or 51 096) and Education (21.4% or 47 492) fields of study. Almost half of graduates in the Education field of study were from UNISA (47.1% or 22 363). The majority of graduates in the Business and Management and other Humanities fields of study were also from UNISA, while almost a third of graduates in the SET field of study were from the Tshwane University of Technology (9.0% or 5 825), the University of Pretoria (8.4% or 5 451), the University of Johannesburg (7.6% or 4 892) and the University of Witwatersrand (6.4% or 4 143) – see Table 10.5 of the Appendix.

Graduates increased by 52.6% (76 516) over the eleven-year period (2009-2019), with notable increases recorded in the Business and Management (73.5% or 24 851) and SET (55.7% or 23 125) fields of study.

Figure 4.11: Number of graduates from public HEIs by qualification type, 2009 – 2019



Sources: *Statistics on Post-School Education and Training in South Africa, 2018. 2019 HEMIS database, data extracted in November 2020.*

Out of the 221 942 graduates produced in 2019, a large number obtained undergraduate degrees (102 387 or 46.1%), followed by undergraduate certificates and diplomas (56 906 or 25.6%) and postgraduate below Master’s level (39 137 or 17.6%). Even though the third smallest number of graduates obtained Master’s degrees, more than a third of them were from the University of Pretoria (2 008), the University of Witwatersrand (1 754) and the University of Stellenbosch (1 446) – see Table 10.5 of the Appendix.

Almost a third of undergraduate degrees graduates were recorded for UNISA (17.8% or 18 264), the North West University (7.3% or 7 430) and the University of Johannesburg (7.2% or 7 406). UNISA also contributed largely to graduates in undergraduate certificates and diplomas (17 695) and postgraduate below Master’s level (11 040) – see Table 10.5 of the Appendix.

Despite the overall decline in the number of graduates between 2018 and 2019, increases were recorded in the following qualification categories: advanced diplomas and the postgraduate certificate in education (63.4% or 2 540), undergraduate degrees (1.6% or 1 647) and doctoral degrees (3.0% or 101).

Graduates increased by 52.6% (76 516) over the eleven-year period, with high major contributors being graduates in undergraduate degrees (45 196) and postgraduate below Master’s level (12 546). Even though the increase in number of doctoral degrees graduates was the lowest during this period (2 065), the number of graduates for this qualification more than doubled from 1 380 in 2009 to 3 445 in 2019.



**Table 4.5: Number of graduates from public HEIs by gender, field of study and qualification type, 2019**

Qualification type	Female					Male					No information	Total number of graduates
	SET	Business and Management	Education	Other Humanities	Total	SET	Business and Management	Education	Other Humanities	Total		
Undergraduate Certificates and Diplomas	6 677	11 485	11 524	6 775	36 477*	7 911	6 701	1 989	3 820	20 429*	0	56 906
Undergraduate Degree	17 848	13 419	13 347	19 438	64 070*	15 228	9 535	4 815	8 726	38 308*	9	102 387
Advanced Diploma and Postgraduate Certificate in Education	215	1 165	2 721	207	4 308	162	725	1 139	213	2 238	2	6 548
Postgraduate below Master's Level	4 988	6 770	7 986	5 419	25 163	3 422	5 406	2 984	2 152	13 964	10	39 137
Master's Degrees	3 285	1 476	422	2 098	7 283*	3 054	1 649	199	1 331	6 234*	2	13 519
Doctoral Degrees	810	110	177	419	1 515	1 032	225	185	490	1 930	0	3 445
Total	33 822	34 426	36 177	34 355	138 816	30 808	24 240	11 311	16 730	83 103	23	221 942

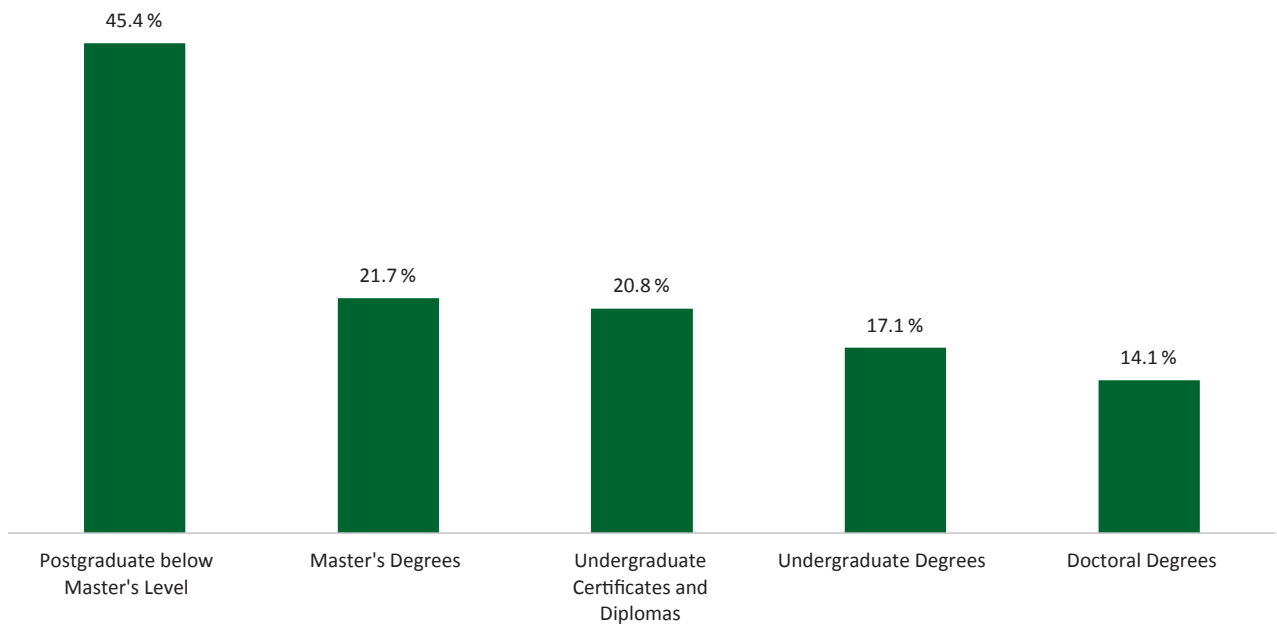
Source: 2019 HEMIS database, data extracted in November 2020.

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

Almost two thirds of the 221 942 graduates were females 62.5% or 138 816, while 37.4% or 83 103 were males. There were 55 713 more female graduates in public HEIs in 2019 than males, and large gender differences were noticed in the undergraduate degree qualifications (25 762 more females). More females also graduated in undergraduate certificates and diplomas, postgraduate below Master's level, advanced diplomas and the postgraduate certificate in education and Master's degree, while 415 more males graduated with doctoral degrees compared to females.

There were more female graduates compared to males in all fields of study, with a large difference observed in the Education and other Humanities fields of study (24 866 and 17 625 more females). More than 76% of graduates in the Education field of study were females (36 177 out of 47 489 graduates). A higher proportion of female graduates (67.3%) were also recorded in the other Humanities field of study (34 355 of the 51 084 graduates).

Figure 4.12: Average graduation rates in public HEIs by qualification type, 2019



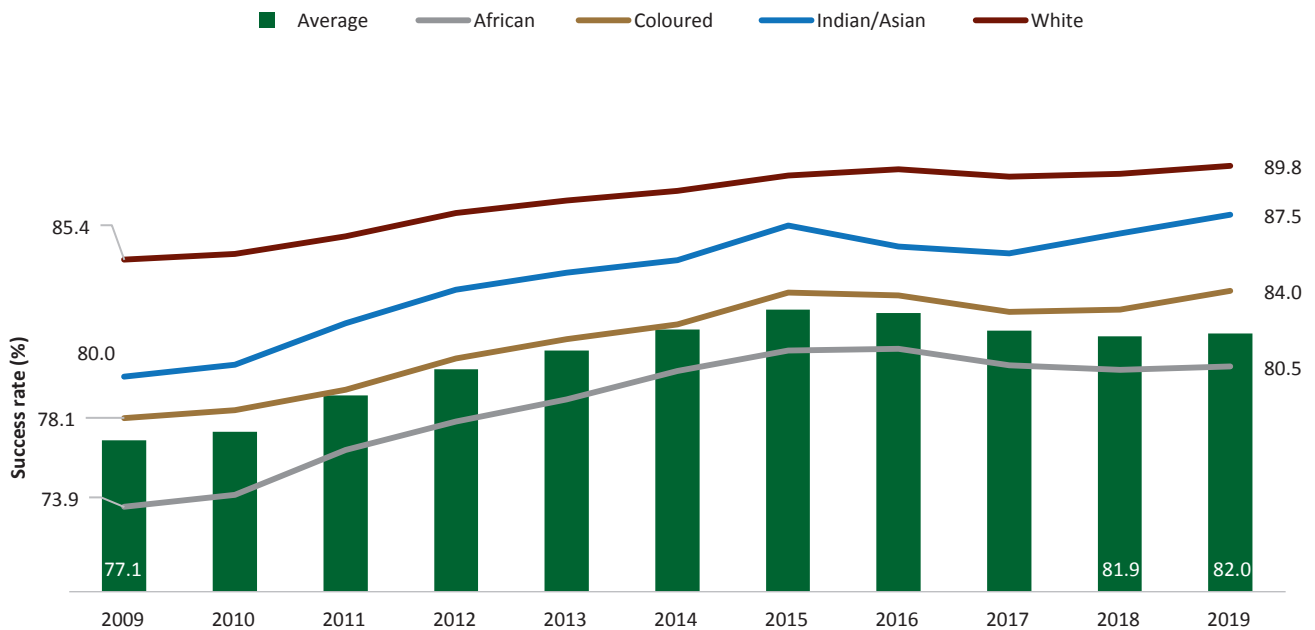
Source: 2019 HEMIS database, data extracted in November 2020.

Note: 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).

The highest graduation rate was for postgraduate below Master’s level (45.4%) and the lowest was recorded for Doctoral degrees (14.1%). High graduation rates for postgraduate below Master’s level were recorded by the University of Mpumalanga (94.7%), Vaal University of Technology (86.0%) and Mangosuthu University of Technology (80.0%), due to the method of calculation these high graduation rates will be as a result of the low number of enrolments in the postgraduate below Master’s level for these institutions who have only recently received accreditation for qualifications in this category – see Table 10.6 of the Appendix.



Figure 4.13: Percentage distribution of average undergraduate success rates in public HEIs for contact education programmes by population group, 2009 – 2019



Source: 2019 HEMIS database, data extracted in November 2020.

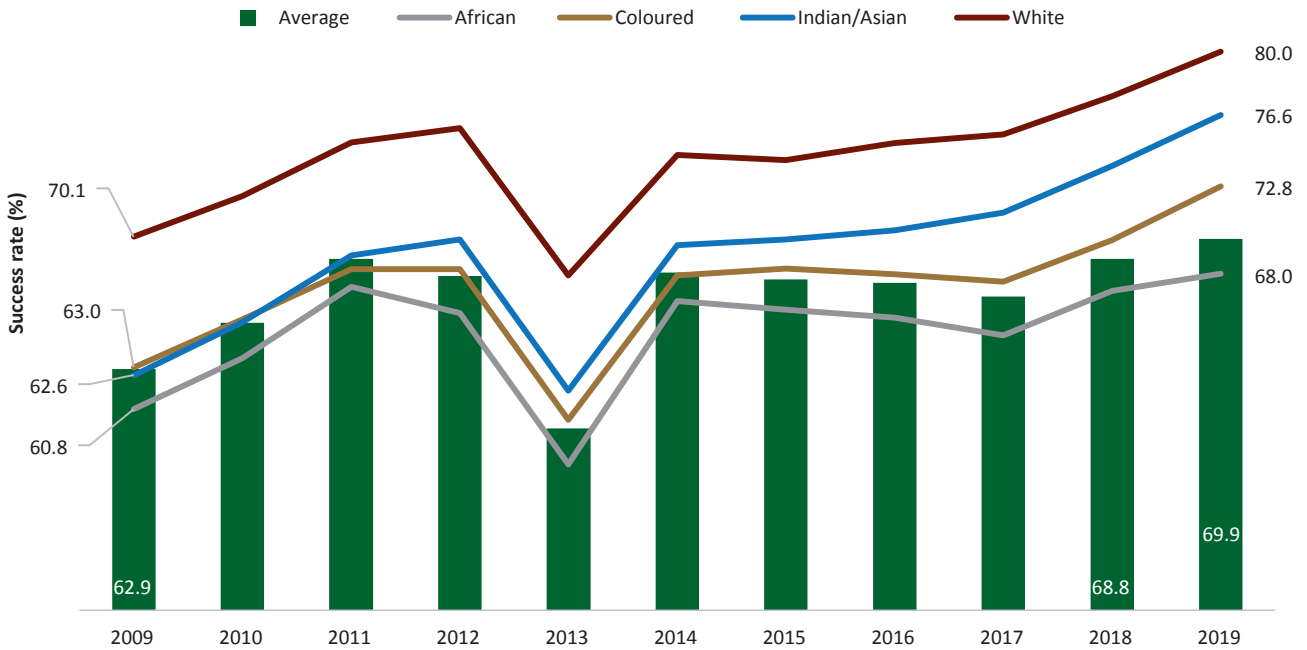
Note: Success rates are determined as follows: a calculation is made of full-time equivalent (FTE) enrolled student totals for each category of courses. A further FTE calculation, using the same credit values, is made for each category of courses for those students who passed the courses. The success 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.

The average undergraduate success rate for students enrolled through contact mode of learning was 82.0% in 2019, which was 0.1 of a percentage point higher when compared with 2018. Students who recorded higher than average success rates were White, Indian/Asian and Coloured (89.8%; 87.5% and 84.0% respectively), while Africans recorded lower than the average success rate (80.5%) – this was observed throughout the period under review.

There were 15 out of 26 public HEIs which recorded higher than average success rates, and the highest success rates were observed in the University of Stellenbosch (87.2%), the Durban University of Technology (87.1%) and Sefako Makgatho Health Science University (86.8%) (see Table 10.7 of the Appendix).

Success rate for contact students increased by 5.0 percentage points (from 77.1% to 82.0%) when comparing 2009 and 2019, and the highest increase in this period was for Indian/Asians (7.5%), followed by Africans (6.5%) and Coloureds (5.9%), while White students recorded a lower increase (4.4%).

Figure 4.14: Percentage distribution of average undergraduate success rates in public HEIs for distance education programmes by population group, 2009 – 2019



Source: 2019 HEMIS database, data extracted in November 2020.

Note: 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.

The average undergraduate success rate for students enrolled through distance mode of learning was 69.9% in 2019, which was 1.1 percentage point higher when compared with 2018. White, Coloured and Indian Asian students obtained higher than average success rates (80.0%; 76.6% and 72.8% respectively), while African students obtained lower than average success rate of 68.0%.

Only 11 out of 26 public HEIs offered programmes through distance mode of learning in 2019 (see Table 10.2 of the Appendix). Higher than average success rates were observed in 4 public HEIs, with the highest being the University of KwaZulu-Natal (99.2%) and the University of the Free State (88.3%) – see Table 10.7 of the Appendix.

Success rate for students enrolled through distance mode of learning increased by 7.0 percentage points over the eleven-year period (2009-2019), and the highest increase was for Indian/Asian (14.0 percentage points), followed by White (9.9 percentage points), Coloured (9.7 percentage points) and the lowest was recorded for African students (7.3 percentage points).





4.2.4 Staffing in public Higher Education Institutions (HEIs)

Table 4.6: Number of permanent staff in public HEIs, by population group, personnel categories and gender, 2019

Population group	Instruction and research			Administrative			Services			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
African	3 416	4 807	8 223	9 578	8 251	17 829	5 748	5 350	11 098	18 742	18 408	37 150
Coloured	792	655	1 447	3 306	1 884	5 190	546	486	1 032	4 644	3 025	7 669
Indian/Asian	888	731	1 619	1 086	713	1 799	11	47	58	1 985	1 491	3 476
White	4 397	3 807	8 204	4 849	2 194	7 043	30	48	78	9 276	6 049	15 325
Unknown	94	314	408	36	55	91	4	1	5	134	370	504
Total	9 587	10 314	19 901	18 855	13 097	31 952	6 339	5 932	12 271	34 781	29 343	64 124

Source: 2019 HEMIS database, data extracted in November 2020.

Note: Total include unknown population group and gender.

Public HEIs had 64 124 permanent staff members in 2019, of which the majority were administrative staff (49.8% or 31 952), followed by instruction and research staff (31.0% or 19 901) and services staff (19.1% or 12 271). More than half of permanent staff were at the following universities: UNISA (9.4% or 5 998), the University of Witwatersrand (7.8% or 4 979), the University of Cape Town (7.7% or 4 928), the University of Pretoria (7.2% or 4 617), the University of Johannesburg (7.1% or 4 523), the University of KwaZulu-Natal (6.8% or 4 351) and North West University (6.4% or 4 077) – see Table 10.9 of the Appendix.

The number of females employed as permanent staff was 5 438 higher compared to males (34 781 females compared to 29 343 males). The major difference was observed in the administrative staff category, where 5 758 more females were employed in this category compared to males. On the other hand, 727 more males were employed as instruction and research staff compared to females.

More than half of permanent staff were Africans (57.9% or 37 150), followed by White staff (23.9% or 15 325). The majority of African, Coloured and Indian/Asian staff were employed as administrative staff, while more than half of White staff were employed as instruction and research staff (8 204 out of 15 325).

Table 10.9 of the Appendix also indicates that 99.3% of blacks (i.e. African, Indian/Asian and Coloured) were employed as services staff, while 77.7% were employed as administrative staff and 56.7% were instruction and research staff. The University of Stellenbosch employed only 26.2% of black staff in the instruction and research category, while the University of Venda, Walter Sisulu University, Mangosuthu University of Technology and the University of Limpopo employed more than 90% of black staff in this category.

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, as amended) (the Act), and the Regulations for the Registration of Private Higher Education Institutions published in Government Gazette No. 39880, dated 31 March 2016 (the Regulations), all private institutions providing higher education programmes 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 PHEIs dated 20 August 2019. The current Register of PHEIs is available on the Department's website through the link: <http://www.dhet.gov.za>. In 2019, 127 out of 131 registered PHEIs submitted student and staff data to the Department in accordance with section 57(2)(c) of the Act and Regulation 27(3). It is worth mentioning that from 2016, it became mandatory for PHEIs to submit audited student data to the Department as part of their annual reporting.

4.3.2 Enrolment in Private Higher Education Institutions (PHEIs)

Table 4.7: Number of students enrolled in PHEIs by gender, 2011 - 2019

Year	Female	Male	Unspecified	Total
2011	54 160	48 876	n.a.	103 036
2012	53 774	43 704	n.a.	97 478
2013	64 335	55 606	n.a.	119 941
2014	73 776	65 431	3 350	142 557
2015	80 532	66 516	162	147 210
2016	91 493	73 801	2 114	167 408
2017	105 983	77 754	1 309	185 046
2018	115 106	82 347	445	197 898
2019	122 021	86 037	920	208 978

Sources: *Statistics on Post-School Education and Training in South Africa, 2018. Annual reports submitted by PHEIs to DHET for the 2019 year of reporting.*

Note 1: Only the 2016-2019 figures provided in the above table were audited.

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

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

Table 4.7 shows that the total number of students enrolled at PHEIs in 2019 was 208 978, which represents an increase of 5.6% (11 080), in comparison to the total student enrolment in 2018 (197 898). Over the 9-year period under review, the number of students enrolled in PHEIs has more than doubled (increase of 102.8% or 105 942), from 103 036 in 2011 to 208 978 in 2019. The female enrolment in PHEIs was consistently higher than that of males over the period under review (2011 - 2019). The number of students who did not report on gender increased significantly from 445 in 2018 to 920 in 2019.

**Table 4.8: Number of students enrolled in PHEIs by qualification type, 2019**

Year	Higher Certificate	Advanced Certificate	Diploma-240 Credits	Diploma-360 Credits	Advanced Diploma	Postgraduate Diploma	Bachelor's Degree (360—Credits)	Bachelor's Degree (480-Credits)	Honours Degree	Master's Degree	Master's Degree (Professional)	Doctoral Degree	Doctoral Degree (Professional)	Total
2019	39 881	3 811	5 222	57 046	3 977	8 162	70 905	8 814	4 529	6 194	0	437	0	208 978
Percentage	19.1%	1.8%	2.5%	27.3%	1.9%	3.9%	33.9%	4.2%	2.2%	3.0%	0.0%	0.2%	0.0%	100%

Source: Annual reports submitted by PHEIs to DHET for the 2019 year of reporting.

Note 1: The figures provided in the above table were audited.

Note 2: The qualification types are on NQF level 5-10.

In 2019, the highest proportion of students (33.9% or 70 905) enrolled in Bachelor degree (360-credits) programmes, followed by enrolment in Diploma (360-credits) programmes (27.3% or 57 046). The third largest enrolment was for Higher Certificate (19.1% or 39 881) followed by Bachelor's degree (480-credits) (4.2% or 8 814). Only 0.2% or 437 students enrolled for Doctoral degrees. Table 4.8 further shows that more than 9 in every 10 students enrolled for undergraduate programmes in 2019 (197 818 or 94.7%).

Table 4.9: Number of students enrolled in PHEIs by NQF field, 2019

NQF field	2019	Percentage	Number of PHEIs offering
01. Agriculture and Nature Conservation	260	0.1%	3
02. Culture and Arts	13 364	6.4%	34
03. Business, Commerce and Management Studies	122 526	58.6%	44
04. Communication Studies and Language	7 831	3.7%	11
05. Education, Training and Development	20 808	10.0%	15
06. Manufacturing, Engineering and Technology	289	0.1%	7
07. Human and Social Studies	11 102	5.3%	26
08. Law, Military Science and Security	8 515	4.1%	6
09. Health Sciences and Social Services	2 547	1.2%	14
10. Physical, Mathematical, Computer and Life Sciences	17 929	8.6%	16
11. Services	3 572	1.7%	16
12. Physical Planning and Construction	235	0.1%	2
Total	208 978	100%	194

Source: Annual reports submitted by PHEIs to DHET for the 2019 year of reporting.

Note 1: The figures provided in the above table were audited.

Note 2: The total number of PHEIs offering programmes on NQF fields will not be the same as total number of PHEIs submitted data as one institution can offer programmes on different NQF Fields.

In 2019, more than half of the total number of students in PHEIs were enrolled for programmes in the field of Business, Commerce and Management Studies (58.6% or 122 526 of the total enrolment), followed by Education, Training and Development (10.0% or 20 808) and Physical, Mathematical, Computer and Life Sciences (8.6% or 17 929) fields.

The fourth largest enrolment was recorded in the Culture and Arts field 13 364 (6.4%), followed by Human and Social Studies (11 102 or 5.3%) and Law, Military Science and Security fields (8 515 or 4.1%). The lowest student enrolments were in the fields of Agriculture and Nature Conservation, and Physical Planning and Construction with 260 or 0.1% and 235 or 0.1%, respectively. Table 4.9 further shows that highest student enrolment was in the field of Business, Commerce and Management Studies, offered by a total number of 44 PHEIs whilst only two institutions offer programmes within the category of Physical Planning and Construction.

Table 4.10: Number of students enrolled in PHEIs by population group and nationality, 2011 – 2019

Year	African	Coloured	Indian/ Asian	White	Total South African students	Foreign National 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
2016	99 972	11 223	10 494	27 212	148 901	16 393	2 114	167 408
2017	112 124	13 491	11 955	29 780	167 350	16 387	1 309	185 046
2018	122 342	14 057	12 756	31 802	180 957	16 496	445	197 898
2019	128 519	16 260	14 594	32 131	191 504	16 554	920	208 978

Sources: *Statistics on Post-School Education and Training in South Africa, 2018. Annual reports submitted by PHEIs to DHET for the 2019 year of reporting.*

Note 1: Only the 2016, 2017, 2018 & 2019 figures provided in the above table were audited.

Note 2: Unspecified refers to number of students who did not report on population group and/or nationality.

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

The vast majority of students enrolled in PHEIs in 2019 were South Africans (91.6% or 191 504), while 7.9% (16 554) of students were foreign nationals. Only 920 or 0.4% students opted not to report on population group, gender and/or nationality. Between 2018 and 2019, the number of South African students enrolled in PHEIs increased by 10 547 (5.8%), while that of foreign nationals increased by only 58 (0.4%).

Table 4.10 further shows that in 2019, among South African students, the highest student enrolment was in the African population group, which was 128 519 (67.1%) followed by 32 131 (16.8%) in the White population group. The Coloured and Indian/Asian population groups recorded enrolments of 16 260 (8.5%) and 14 594 (7.6%) respectively. The student enrolment among African, Indian/Asian and coloured students has shown steady increase since 2011.

Over the period under review (2011 – 2020), student enrolment increased significantly by 125.5% (71 531) for African, while enrolment for White, Coloured and Indian/Asian students increased by (8 820; 8 734 and 8 681) in the same period.

Table 4.11: Number of students enrolled in PHEIs by age category and gender, 2019

Age category	Female	Male	Total
<18 years	798	617	1 415
18-24 years	51 593	39 603	91 196
25-31 years	21 614	14 784	36 398
32-38 years	21 457	13 537	34 994
39-45 years	17 223	10 523	27 746
≥46	9 957	7 227	17 184
Unspecified	Unspecified	Unspecified	45
Total	122 642	86 291	208 978

Source: *Annual reports submitted by PHEIs to DHET for the 2019 year of reporting.*

Note 1: The figures provided in the above table were audited.

Note 2: Unspecified refers to number of students who did not report on age and/or gender.



Most of students who were enrolled in PHEIs in 2019 were aged between 18 - 24 years old (43.6% or 91 196), followed by those aged between 25 - 31 years old (17.4% or 36 398). The number of females was consistently higher than those of males in all age categories, with the largest difference recorded for student in the age group 18-24 years, where 11 990 female students enrolled compared to males. Fewer students aged less than 18 years old were enrolled (1 415 or 0.7%) and one in every five students enrolled in PHEIs in 2019 were in the older age groups (39 years old and older) (21.5% or 44 930). Age was not specified for 45 students.

Table 4.12: Number of foreign students enrolled in PHEIs by country and qualification type, 2019

Country	Qualification type													Total
	Higher Certificate	Advanced Certificate	Diploma-240 Credits	Diploma-360 Credits	Advanced Diploma	Postgraduate Diploma	Bachelor's Degree (360-Credits)	Bachelor's Degree (480-Credits)	Honours Degree	Master's Degree	Master's Degree (Professional)	Doctoral Degrees	Doctoral Degrees (Professional)	
Zimbabwe	485	21	64	535	18	204	1 747	36	121	91	0	16	0	3 338
Namibia	1 099	12	14	637	73	164	2 089	13	368	254	0	0	0	4 723
Swaziland	108	4	5	102	3	88	959	5	79	56	0	0	0	1 409
Lesotho	43	3	4	36	3	13	103	9	8	18	0	0	0	240
Nigeria	31	1	1	42	1	31	181	6	8	39	0	6	0	347
Democratic Republic of the Congo	127	1	33	86	7	7	314	21	37	18	0	2	0	653
Botswana	40	12	5	55	3	26	257	2	11	72	0	2	0	485
Zambia	29	5	7	41	2	14	198	15	14	31	0	4	0	360
Kenya	14	1	2	6	3	4	80	14	12	10	0	3	0	149
United States of America	11	0	2	4	1	2	46	2	5	17	0	40	0	130
Other Foreign Nationalities	502	31	85	738	138	348	2 061	102	135	491	0	89	0	4 720
Total	2 489	91	222	2 282	252	901	8 035	225	798	1 097	0	162	0	16 554

Source: Annual reports submitted by PHEIs to DHET for the 2019 year of reporting.

Note 1: The figures provided in the above table were audited.

Note 2: Other foreign nationalities includes students from countries not listed above.

There were 16 554 foreign nationals enrolled in PHEIs in 2019, which was 7.9% of the total student enrolment in PHEIs. There has been an insignificant increase of 58 (0.4%) in foreign student enrolments when compared to the 2018 enrolments, from 16 496 in 2018 to 16 554 in 2019. The majority of foreign students were from Namibia (28.5% or 4 723), followed by students from Zimbabwe (20.2% or 3 338) and Swaziland (8.5% or 1 409). The smallest proportion of students were from the United States of America (0.8% or 130) and Kenya (0.9% or 134).

The highest proportion of foreign national students were enrolled for Bachelor's degree (360 Credits) programmes (48.5% or 8 035), with majority of them being students from Namibia (2 089 or 26.0%) and Zimbabwe (1 747 or 21.7%). Furthermore, a total of 2 489 or 15.0% of foreign national students were enrolled on Higher Certificate programmes and 2 282 or 13.8% were enrolled for Diploma (360 Credits) programmes, followed by Master's degree (1 097 or 6.6%), and only 162 (1.0%) enrolled for Doctoral degrees. On the programmes offered at Doctoral level, it is noted that (24.7% or 40) of the foreign national students were from the United States of America.

4.3.3 Graduates from Private Higher Education Institutions (PHEIs)

Table 4.13: Number of graduates from PHEIs, by qualification type, 2019

Year	Higher Certificate	Advanced certificate	Diploma (240-Credits)	Diploma (360-Credits)	Advanced Diploma	Postgraduate Diploma	Bachelor's degree (360-Credits)	Bachelor's degree (480-Credits)	Honours Degree	Master's Degree	Master's Degree (Professional)	Doctoral Degrees	Doctoral Degrees (Professional)	Total
2019	11 197	1 032	1 624	8 264	1 137	2 757	12 817	874	1 226	1 575	0	23	0	42 526
Percentage	26.3%	2.4%	3.8%	19.4%	2.7%	6.5%	30.1%	2.1%	2.9%	3.7%	0.0%	0.1%	0.0%	100.0%

Source: Annual reports submitted by PHEIs to DHET for the 2019 year of reporting.

Note: The figures provided in the above table were audited.

In 2019, a total of 42 526 students graduated from PHEIs. A large proportion of students graduated with Bachelor's degree (360 credits) (12 817 or 30.1%), followed by those who graduated with Higher Certificate (11 197 or 26.3%), Diploma (360 credits) (8 264 or 19.4%), Postgraduate Diploma (2 757 or 6.5%) and Diploma (240 credits) (1 624 or 3.8%). Only 23 or 0.1% students graduated with a Doctoral degree. (Note: graduates referred to enrolled in the previous academic years and not in the 2019 academic year).

4.3.4 Staffing in Private Higher Education Institutions (PHEIs)

Table 4.14: Number of staff in PHEIs by employment period and personnel categories, 2019

Employment period	Academic/ Research	Service Staff	Support Staff	Total
Full-time	3 695	1 315	5 244	10 254
Part-time	4 089	104	815	5 008
Total	7 784	1 419	6 059	15 262

Source: Annual reports submitted by PHEIs to DHET for the 2019 year of reporting.

Note: The figures provided in the above table were audited.

In 2019, PHEIs employed a total of 15 262 full-time and part-time staff. Of this total, 67.2% or 10 254 were full-time staff while 5 008 or 32.8% were appointed on a part-time basis. More than half of the total staff were employed for academic/research purposes (7 784 or 51.0%), whilst 39.7% or 6 059 were employed as support staff. The least number of personnel were appointed as service staff (9.3% or 1 419). The majority of part-time staff were appointed as academics/researchers (81.6% or 4 089), while full-time personnel were appointed as support staff (51.1% or 5 244).



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. In 2019 there were 50 public TVET colleges with 253 registered campuses and other sites of delivery for delivery of qualifications and part-qualifications and other programmes. The vision and objective for the public TVET colleges sector as articulated in the national PSET plan are an expanded and strengthened TVET sub-system that provides quality technical and vocational education and training to prepare students for the world of work (i.e., formal employment, self-employment, and other forms of work).

TVET colleges provide technical and vocational education and training qualifications and programmes which can be accessed at entry levels with a Grade 9 or Grade 12 certificate. These qualification and programme offerings are categorized as programme types for which enrolment and other data is reported and submitted to the Technical and Vocational Education and Training Management Information System (TVETMIS). The different programme types for which enrolment is reported are:

- a) The National Certificate (Vocational) [NC(V)] offered at NQF levels 2, 3 and 4. The NC(V) qualification has 19 vocational programmes that are offered at TVET colleges.
- b) Report 190/1 part-qualification, or commonly known as the NATED programmes, which are offered at six N levels (N1 to N6) for Engineering Studies and three or four N levels (Introductory, N4 to N6) for Business and General Studies. These national technical education certificates culminate in a national technical education diploma on condition that students meet the requirements for work experience. Students enrolled for Business or General Studies programmes require 18 months (2000 hours) of applicable work experience, while those enrolled for Engineering Studies programmes require a minimum of 24 months (2670 hours) of applicable work experience or a relevant trade test certificate to obtain the National N Diploma.
- c) The Pre-Vocational Learning Programme (PLP) is a foundational learning programme to prepare students for access into a specific vocational or occupational learning pathway at TVET colleges such as the NCV programmes at NQF level 2, N1 Engineering Studies programmes (Report 190) and occupational programmes at NQF levels 2 to 4. It aims to address identified learning gaps and to improve students' chances of academic success in the qualifications and programmes they progress into after completing the PLP. The PLP does not replace any existing foundational programme. Although the PLP has no assigned credits, there is formal assessment of competence and progress and these results are endorsed by the Academic Boards of colleges.

Note:

1. These three programme types appear in the ministerial approved programme register and are funded by State in terms of the *National Norms and Standards for Funding TVET Colleges*.
 2. Sub-levels N1 to N3 are equivalent to NQF levels 2 to 4.
Sub-levels N4 to N6 are equivalent to NQF level 5.
- d) Occupational qualifications and part-qualifications, inclusive of workplace-based learning [WPBL], are closely linked to workplace skills 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.

- e) Enrolment recorded as “Other” could be higher certificate or other qualifications offered at NQF levels 5 and 6 as well as skills courses and other non-formal or non-accredited short courses. Their duration will differ according to the college and stakeholder agreement, which could be a year or few weeks.

In a TVET college context, it is important to understand the different enrolment cycles with programme enrolment and how students are counted and reported. There are six enrolment intakes/ cycles at TVET colleges during an academic year – i.e., annual, trimester and semester. Enrolment into the NC(V) and PLP and often occupational qualifications is annually, for Report 190/1 Engineering Studies enrolment is per trimester and for the Business and General Studies programmes of Report 191, the intake is per semester. The TVET colleges enrolment figures reported in this section reflect a cycle count of student records where a student record is counted only once in an enrolment period/ cycle and counted at the highest level of the programme they are enrolled into.

This section of the report provides a statistical overview of student cycle enrolment in TVET colleges, and the subsequent sections provide further detail on student and programme enrolment in TVET colleges.

5.1.1 Enrolment of students in TVET colleges

Table 5.1: Enrolment in TVET colleges, 2010 – 2019

Qualification Category	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
NC(V)	130 039	124 658	140 575	154 960	166 433	165 459	177 261	142 373	131 212	138 912
Report 191 (N1-N6)	169 774	222 754	359 624	442 287	486 933	519 464	492 026	510 153	482 175	494 070
Occupational Qualifications	23 160	20 799	62 359	19 000	19 825	20 533	13 642	10 969	20 106	22 886
Other	35 420	32 062	95 132	23 371	29 192	32 424	22 468	24 533	23 355	14 025
PLP	n.a	n.a	n.a	n.a	n.a	n.a	n.a	n.a	285	3 597
Total	358 393	400 273	657 690	639 618	702 383	737 880	705 397	688 028	657 133	673 490

Sources: *Statistics on Post-School Education and Training in South Africa, 2018. TVETMIS 2019, data extracted in December 2020.*

Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

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

Note 3: “Occupational Qualifications” are those qualifications associated with a trade, occupation or profession, resulting from work-based learning and consisting of knowledge, practical and work experience components. Accreditation by a SETA (and QCTO) is linked to these qualifications.

Note 4: “Other” refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported.

Note 5: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.

Note 6: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.

Note 7: “n.a” means not applicable.

Note 8: The following colleges did not report any enrolment in Occupational Qualifications in 2019, namely, Buffalo City, Central Johannesburg, Coastal, Esayidi, Goldfields, Ingwe, King Hintsa, Majuba, Nkangala, Sekhukhune and Taletso TVET Colleges.

Enrolment in TVET colleges reached 673 490 in 2019, reflecting a 2.5% or 16 357 increase when compared with 2018 (657 133). Major increases in enrolment between 2018 and 2019 were observed for Report 191 (11 895) and NC(V) (7 700). A large increase was also recorded for enrolment in Pre-Vocational Learning Programmes (PLP) between 2018 and 2019 (3 312). Despite the overall increase, enrolment for “other” programmes declined by 39.9% (9 330), and this might be due to an improvement in classification of programmes students enrolled for.



Table 5.1 also indicates that seven in every ten TVET college students enrolled for Report 191/NATED (73.4% or 494 070), followed by enrolment in NC(V) (20.6% or 138 192) programmes. PLP (which is a bridging programme for students who may not meet the criteria for admission into a specific programme) was offered for the second year in TVET colleges, with total enrolment reaching 3 597 from the 45 TVET colleges. Occupational qualifications were offered in all 50 TVET colleges in 2019, and more than a quarter of enrolments were recorded in Majuba (28 142), Northlink (27 938), Western (25 805), South West (25 235), Motheo (22 592), Tshwane North (21 250) and Capricorn (21 046) TVET colleges – see Table 10.10 of the Appendix.

The trend over the ten-year period (2010-2019) shows that enrolment in TVET colleges increased by 87.9% (315 097), and an increase was mainly recorded for Report 191 (324 296).

Table 5.2: Enrolment cycle count of students in TVET colleges by qualification category and age group, 2019

Qualification Category	<15 years	15 – 19 years	20 – 24 years	25 – 29 years	30 – 34 years	35 – 39 years	≥40 years	Total
NC(V)	3	13 281	88 102	29 394	6 140	1 474	518	138 912
Report 191 (N1-N6)	0	60 600	292 281	88 296	30 515	13 257	9 121	494 070
Occupational Qualifications	0	1 741	7 348	5 939	3 208	1 838	2 812	22 886
Other	1	1 258	5 206	3 586	1 735	898	1 341	14 025
PLP	0	987	2 127	343	95	25	20	3 597
Total	4	77 867	395 064	127 558	41 693	17 492	13 812	673 490

Source: TVETMIS 2019, data extracted in December 2020.

Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

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

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" refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported.

Note 5: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.

Note 6: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.

Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2019, namely, Buffalo City, Central Johannesburg, Coastal, Esayidi, Goldfields, Ingwe, King Hintsa, Majuba, Nkangala, Sekhukhune and Taletso TVET Colleges.

More than half of students enrolled in TVET colleges were youth aged 20-24 years old (58.7% or 395 064), followed by 25-29 year olds (18.9% or 127 558), and a large number of enrolments for almost all programmes (except PLP) was recorded for students in this age category. The second largest enrolments for PLP were for students aged 15-19 years old. Contribution to total enrolment for students aged 40 years and older was lower at 2.1% or 13 812.

Table 5.3: Enrolment cycle count of students in TVET colleges by qualification category and population group, 2019

Qualification Category	African	Coloured	Indian/Asian	White	Unspecified	Total
NC(V)	133 431	5 082	110	262	27	138 912
Report 191 (N1-N6)	458 768	29 977	1 284	3 946	95	494 070
Occupational Qualifications	16 528	5 756	80	519	3	22 886
Other	9 194	4 248	55	504	24	14 025
PLP	3 266	311	6	12	2	3 597
Total	621 187	45 374	1 535	5 243	151	673 490

Source: TVETMIS 2019, data extracted in December 2020.

Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

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

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" refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported.

Note 5: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.

Note 6: Unspecified refers to number of students who did not report on population group.

Note 7: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.

Note 8: The following colleges did not report any enrolment in Occupational Qualifications in 2019, namely, Buffalo City, Central Johannesburg, Coastal, Esayidi, Goldfields, Ingwe, King Hintsa, Majuba, Nkangala, Sekhukhune and Taletso TVET Colleges.

More than 90% of enrolments in TVET colleges were for African students (92.2% or 621 187), followed by Coloured (6.7% or 45 374), Whites (0.8% or 5 243) and Indian/Asian (0.2% or 1 535). African and Coloured students enrolled mainly for Report 191 and NC(V) programmes, while Coloured and White students enrolled for Report 191 and Occupational Qualifications.

Table 5.4: Enrolment cycle count of students in TVET colleges by qualification category and gender, 2019

Qualification Category	Female	Male	Total	Female (%)	Male (%)
NC(V)	89 809	49 103	138 912	64.7%	35.3%
Report 191 (N1-N6)	283 290	210 780	494 070	57.3%	42.7%
Occupational Qualifications	14 502	8 384	22 886	63.4%	36.6%
Other	7 339	6 686	14 025	52.3%	47.7%
PLP	1 619	1 978	3 597	45.0%	55.0%
Total	396 559	276 931	673 490	58.9%	41.1%

Source: TVETMIS 2019, data extracted in December 2020.

Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

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

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" refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported.

Note 5: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.

Note 6: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.

Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2019, namely, Buffalo City, Central Johannesburg, Coastal, Esayidi, Goldfields, Ingwe, King Hintsa, Majuba, Nkangala, Sekhukhune and Taletso TVET Colleges.

There were 119 628 more females enrolled in TVET colleges compared to males. The proportion of female students was 58.9% or 396 559 while males accounted for 41.1% (276 931) of total enrolment. Females accounted for a large number of enrolments for all programmes except PLP, where 359 more male students enrolled compared to females. The largest gender difference was recorded for Report 191, where 72 510 more females enrolled compared to males.

A higher proportion of female students enrolled for NC(V) (64.7% or 89 809), and more than a quarter of them enrolled for Office Administration (24 319). Males on the other hand enrolled mainly for NC(V) programmes in



Engineering and Related design (11 058) – see Table 5.9.

Table 5.5: Number of Special Needs Education (SNE) students in TVET colleges by primary disability and gender, 2019

Disability	Female	Male	Total
Communication(talking, listening)	6	13	19
Emotional (behavioural or psychological)	97	58	155
Hearing (even with hearing aid)	99	93	192
Intellectual (difficulties in learning)	140	144	284
Multiple	102	82	184
Physical (moving, standing, grasping)	214	189	403
Sight (even with glasses)	549	283	832
Disabled but unspecified	261	207	468
Total	1 468	1 069	2 537

Source: TVETMIS 2019, data extracted in December 2020.

Note 1: Disability status is self-reported by students.

Note 2: Disability data was extracted from headcount enrolment data.

There were 2 537 students who reported to have a disability in 2019, and the number of females with a disability was higher compared to males (1 468 and 1 069 respectively). Almost a third of students had a sight disability (32.8% or 832), followed by physical disability (15.9% or 403) and intellectual disability (11.2% or 284). Gender differences were more pronounced in the sight disability, where 266 more females reported to have this disability compared to males.

5.1.2 Overview of the TVET sector by province

Table 5.6: Number of TVET colleges and enrolment cycle count of students in TVET colleges by province, 2019

Province	TVET colleges	Students
Eastern Cape	8	72 827
Free State	4	52 025
Gauteng	8	166 846
KwaZulu-Natal	9	120 773
Limpopo	7	77 533
Mpumalanga	3	41 819
North West	3	34 956
Northern Cape	2	16 084
Western Cape	6	90 627
National	50	673 490

Source: TVETMIS 2019, data extracted in December 2020.

Note: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.

Almost a quarter of student enrolments were in TVET colleges located in Gauteng (166 846 or 24.8%), followed Kwazulu-Natal (120 773 or 17.9%) and Western Cape (90 627 or 13.5%). Low enrolments were in Northern Cape (16 084), and these colleges had a low number of TVET colleges (2). Kwazulu-Natal and Gauteng had a high number of TVET colleges (9 and 8 respectively) compared to the other provinces. Although Eastern Cape had 8 TVET colleges, enrolment in these colleges was the fifth largest.

Table 5.7: Enrolment cycle count of students in TVET colleges by qualification category and province, 2019

Province	NC(V)	Report 191 (N1-N6)	Occupational Qualifications	Other	PLP	Total
Eastern Cape	18 173	52 658	644	734	618	72 827
Free State	7 239	43 209	498	828	251	52 025
Gauteng	30 898	130 870	3 043	1 708	327	166 846
KwaZulu-Natal	26 946	89 472	2 813	803	739	120 773
Limpopo	21 664	52 354	2 208	942	365	77 533
Mpumalanga	12 938	27 295	1 184	149	253	41 819
North West	7 278	25 494	1 109	794	281	34 956
Northern Cape	2 332	12 379	1 101	78	194	16 084
Western Cape	11 444	60 339	10 286	7 989	569	90 627
National	138 912	494 070	22 886	14 025	3 597	673 490

Source: TVETMIS 2019, data extracted in December 2020.

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, Non-National Certificate and N Diploma. 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: "Other" refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported in 2019.

Note 5: Note 5: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.

Note 6: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.

Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2019, namely, Buffalo City, Central Johannesburg, Coastal, Esayidi, Goldfields, Ingwe, King Hintsa, Majuba, Nkangala, Sekhukhune and Taletso TVET Colleges.

Majority of enrolments were for Report 191 and NC(V) (494 070 and 138 912 respectively) in 2019. TVET colleges located in Gauteng contributed largely to enrolments in Report 191 and NC(V). Over 40% of Occupational Qualifications enrolments were recorded in TVET colleges located in Western Cape (44.9% or 10 286), and 57.0% (7 989) of enrolments for "other" programmes were also in this province. Although a low number of students enrolled for PLP programmes, 20.5% (739) of them were from colleges located in KwaZulu-Natal.

5.1.3 Enrolment in TVET colleges by qualification levels and programmes

Table 5.8: Enrolment cycle count of students in TVET colleges for the NC(V) programmes, by qualification level and gender, 2019

Qualification	Female	Male	Total	Female (%)	Male (%)
NC(V) Level 2	41 246	26 001	67 247	61.3%	38.7%
NC(V) Level 3	24 815	12 823	37 638	65.9%	34.1%
NC(V) Level 4	23 748	10 279	34 027	69.8%	30.2%
Total	89 809	49 103	138 912	64.7%	35.3%

Source: TVETMIS 2019, data extracted in December 2020.

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

Enrolment for NC(V) was 138 912 in 2019, and enrolment was higher for NC(V) level 2 and declined for the higher levels. Almost two thirds of students enrolled in NC(V) programmes were females (64.7% or 89 809), compared to a third of males (35.3% or 49 103). Similar proportions were observed for enrolment in different NC(V) levels. The gender difference was larger for NC(V) level 2, where 15 245 females enrolled in this level compared to males.


Table 5.9: Enrolment cycle count of students in TVET colleges by NC(V) programmes and gender, 2019

Programme	NC(V) Level 2		NC(V) Level 3		NC(V) Level 4		NC(V) Level 2-4		
	Female	Male	Female	Male	Female	Male	Female	Male	Total
1. Civil Engineering and Building Construction	2 279	2 771	1 241	1 237	1 186	925	4 706	4 933	9 639
2. Drawing Office Practice	18	59	9	33	15	31	42	123	165
3. Education and Development	1 361	107	773	52	840	57	2 974	216	3 190
4. Electrical Infrastructure and Construction	4 312	4 627	2 338	2 004	2 059	1 623	8 709	8 254	16 963
5. Engineering and Related Design	3 201	5 751	1 616	3 085	1 469	2 222	6 286	11 058	17 344
6. Finance, Economics and Accounting	2 744	1 066	1 686	494	1 886	492	6 316	2 052	8 368
7. Hospitality	3 436	1 027	1 992	482	1 838	388	7 266	1 897	9 163
8. Information Technology and Computer Science	2 064	2 093	1 038	965	885	700	3 987	3 758	7 745
9. Management	2 181	927	1 432	515	1 213	344	4 826	1 786	6 612
10. Marketing	1 705	959	984	460	1 221	481	3 910	1 900	5 810
11. Mechatronics	174	205	125	93	99	104	398	402	800
12. Office Administration	10 257	2 494	7 159	1 435	6 903	1 190	24 319	5 119	29 438
13. Primary Agriculture	1 407	737	755	383	762	359	2 924	1 479	4 403
14. Primary Health	405	32	256	12	343	31	1 004	75	1 079
15. Process Instrumentation	0	0	0	0	0	0	0	0	0
16. Process Plant Operations	169	73	149	37	134	30	452	140	592
17. Safety in Society	1 547	979	893	476	836	462	3 276	1 917	5 193
18. Tourism	2 917	1 414	1 669	691	1 456	527	6 042	2 632	8 674
19. Transport and Logistics	1 059	669	700	369	603	313	2 362	1 351	3 713
20. Unspecified*	10	11	0	0	0	0	10	11	21
Total	41 246	26 001	24 815	12 823	23 748	10 279	89 809	49 103	138 912

Source: TVETMIS 2019, data extracted in December 2020.

Note 1: NC(V) refers to the National Certificate (Vocational) Levels 2-4 with 19 programmes.

Note 2: *The programme name was not specified for these records in the unit standards list.

Table 5.9 shows that majority of enrolments for NC(V) programmes were in Office Administration (21.2% or 29 438), followed by Engineering and Related Design (12.5% or 17 344) and Electrical Infrastructure and Construction (12.2% or 16 963).

Over 40% of female students enrolled for Office Administration (27.1% or 24 319), Electrical Infrastructure and Construction (8 709 or 9.7%) and Hospitality (8.1% or 7 266). On the other hand, 39.3% of male students enrolled mainly for Engineering and Related Design (22.5% or 11 058) followed by Electrical Infrastructure and Construction (16.8% or 8 254).

Gender disparities were more pronounced in total enrolment for Office Administration, where 19 200 more females enrolled for this programme relative to males. Although the overall enrolment indicates a higher proportion of females enrolled for NC(V) programmes as compared to males, 4 772 more male students enrolled for Engineering and Related Design programme as opposed to females. It should also be noted that females' enrolment for Education and Development and Primary Health was 13 times higher than that of males.

Table 5.10: Enrolment cycle count of students in TVET colleges for Report 191 programmes, by level of study and gender, 2019

Report 191	Female	Male	Total	Female (%)	Male (%)
Non-National Certificate	156	754	910	17.1%	82.9%
National N Certificate	119	170	289	41.2%	58.8%
N1	19 799	29 195	48 994	40.4%	59.6%
N2	25 432	37 586	63 018	40.4%	59.6%
N3	18 140	25 626	43 766	41.4%	58.6%
N4	90 310	53 274	143 584	62.9%	37.1%
N5	64 145	33 089	97 234	66.0%	34.0%
N6	65 189	31 086	96 275	67.7%	32.3%
Total	283 290	210 780	494 070	57.3%	42.7%

Source: TVETMIS 2019, data extracted in December 2020.

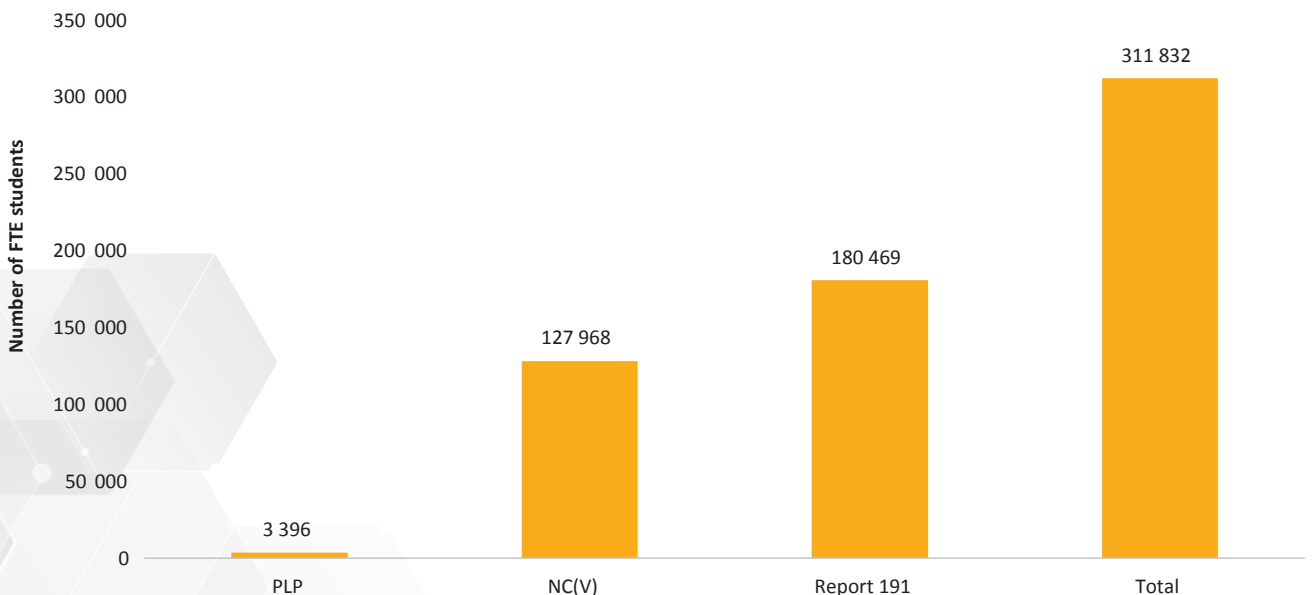
Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

Note 2: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.

More than half of students enrolled for Report 191 programmes were females (57.3% or 283 290) while males accounted for 42.7% (210 780) of total enrolment, which indicates that 72 510 more females enrolled for Report 191 compared to males. However, when looking at enrolment in different levels, it is evident that a large number of males enrolled for N1-N3 (engineering programmes), Non-National Certificate and National N Certificate, while more females enrolled for N4-N6 programmes (which includes both business and engineering studies). Large gender differences were recorded for N4, where 37 036 females were enrolled in this level as opposed to males.

5.1.4 Full-Time Equivalent student enrolment in TVET colleges

Figure 5.1: Number of Full-Time Equivalent student enrolment in TVET colleges by qualification category, 2019



Source: TVETMIS 2019, data extracted in December 2020.

Note 1: FTE enrolments represent weighted student enrolment. One FTE presents a student who 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 public TVET colleges.

Note 2: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.





The number of Full-Time Equivalent (FTE) student in TVET colleges was 311 832 in 2019, with the highest FTEs reported for Report 191 (180 469) followed by NC(V) (127 968). TVET colleges that reported high FTE enrolments were South West Gauteng (12 416), Majuba (10 910), Vhembe (10 778), Ekurhuleni West (10 682) and College of Cape Town (10 144) (see Table 10.11). Majuba and South West Gauteng TVET colleges also recorded high enrolments in comparison with other colleges as shown in Table 10.10.

High FTE enrolments for Report 191 were recorded in Western (8 662), Motheo (7 273) and Majuba (6 935), while Ekurhuleni West (6 891), South West Gauteng (6 792) and College of Cape Town (5 319) TVET colleges reported high FTEs for NC(V) programmes.

5.1.5 Examination results in TVET colleges

The Technical and Vocational Education and Training (TVET) colleges are administered in terms of the Further Education and Training Colleges Act 16 of 2006, as amended. The colleges provide vocational and occupational education and training programmes to learners who have at least completed Grade 9 in the school sector, those who have completed Grade 12 (matric) and employed persons.

In general, TVET colleges provide three broad categories of qualifications and programmes:

- a) The National Certificate (Vocational) [NC(V)] at three levels (Levels 2, 3 and 4 of the National Qualifications Framework [NQF]), which is an alternative learning pathway to Grades 10, 11 and 12 of the academic schooling system.
- b) The “Report 190/1 National Technical Education (NATED)” Certificates offered at six different levels (N1 to N6) for Engineering Studies programmes and three levels (N4 to N6) for Business Studies programmes, which culminate in a National N Diploma if students meet the requirements for work experience. Students enrolled for Business Studies require 18 months (2 000 hours) of applicable work experience, while those enrolled for Engineering Studies require a minimum of 24 months (2 670 hours) of applicable work experience to obtain the National N Diploma. Students may also choose to take a trade test on completion of the N2 certificates whenever they have acquired the necessary practical skills.
- c) Occupational qualifications and part-qualifications which are based on job-related programmes that are closely linked to workplace demands and opportunities.

The TVET colleges have become important providers of occupational learning programmes funded by Sector Education Training and Authorities (SETAs) in terms of the SETA Grant Regulations.

One of the Department’s central strategic objectives for the TVET and private college sector is the need to increase access to, and improve success in programmes that lead to intermediate and high-level learning. In addition to the above-mentioned offerings, TVET and private colleges are also phasing in the offering of Higher Certificate programmes on NQF level 5 in collaboration with Higher Education Institutions (HEIs).

This section of the report provides information about student performance in TVET colleges.

Table 5.11: Number of students in TVET colleges who registered, wrote examinations and completed national qualifications, by qualification category and gender, 2019

Qualification Category	Female			Male			Total			
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	Completion rate (%)
Report 190/1 N3	26 674	24 620	16 689	35 032	31 087	21 174	61 706	55 707	37 863	68.0
Report 190/1 N6	80 959	79 538	77 332	39 302	38 103	36 061	120 261	117 641	113 393	96.4
NC(V) Level 4	18 449	16 097	8 149	7 318	6 029	2 771	25 767	22 126	10 920	49.4
Total	126 082	120 255	102 170	81 652	75 219	60 006	207 734	195 474	162 176	83.0

Source: National Examinations Database, November 2019.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED includes only those who were eligible to complete qualifications (part or full) during the 2019 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2019.

Note 2: "Number Registered" refers to the number of students who registered for the relevant examinations in 2019 and were eligible to complete the relevant qualifications during the 2019 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the relevant qualifications in 2019.

Note 3: "Number Wrote" refers to the number of students who wrote the relevant examinations in 2019 and were eligible to complete the relevant qualifications during the 2019 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the relevant qualifications in 2019.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2019 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the relevant qualifications in 2019.

Table 5.11 shows that 207 734 students registered for Report 190/1 (N3 and N6) and NC(V) Level 4 examinations in TVET colleges in 2019, of which 195 474 wrote examinations and 162 176 completed. The highest proportion of students registered for the Report 190/1 (N6) part-qualification (57.9% or 120 261) followed by the Report 190/1 (N3) part-qualification (29.7% or 61 706) while the lowest proportion of students registered for NC(V) Level 4 (12.4% or 25 767). Overall, more female compared male students registered, wrote and subsequently completed national qualifications. The largest gender disparities were noticed for Report 190/1 (N6) part-qualification, where 41 271 more female students completed the part-qualification compared to males.

Nearly half of the students who wrote exams for the NC(V) Level 4 qualification successfully completed the level (49.4%). On the other hand, 96.4% of students who wrote exams for the N6 part-qualification, completed N6 successfully. The completion rate for Report 190/1 N3 engineering was 68.0%, and there were more male students (21 174) who completed this part-qualification compared to females (16 689).


Table 5.12: Number of students in TVET colleges who registered, wrote and completed NC(V) qualifications, by province and level, 2019

Province	NC(V) Level 2				NC(V) Level 3				NC(V) Level 4			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
Eastern Cape	10 622	5 266	3 150	59.8	4 808	3 828	2 290	59.8	3 772	3 275	1 651	50.4
Free State	4 507	2 138	1 363	63.8	1 617	1 311	706	53.9	1 116	1 010	561	55.5
Gauteng	17 395	8 252	5 099	61.8	7 520	5 757	3 553	61.7	5 319	4 503	1 999	44.4
Kwazulu-Natal	15 795	9 405	5 398	57.4	6 932	5 568	3 104	55.7	4 802	4 070	1 850	45.5
Limpopo	11 163	7 745	4 458	57.6	6 978	5 996	3 022	50.4	4 928	4 345	2 019	46.5
Mpumalanga	7 114	3 757	2 324	61.9	3 689	2 859	1 581	55.3	2 409	2 026	1 149	56.7
North West	4 167	2 071	1 255	60.6	1 989	1 563	911	58.3	1 246	1 056	509	48.2
Northern Cape	1 709	625	342	54.7	371	277	140	50.5	233	180	77	42.8
Western Cape	6 770	3 367	2 497	74.2	2 850	2 200	1 562	71.0	1 942	1 661	1 105	66.5
Total	79 242	42 626	25 886	60.7	36 754	29 359	16 869	57.5	25 767	22 126	10 920	49.4

Source: National Examinations Database, November 2019.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an NC(V) qualification during the 2019 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2019.

Note 2: "Number Registered" refers to the number of students who registered for the 2019 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2019 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the NC(V) Level 2-4 qualifications in 2019.

Note 3: "Number Wrote" refers to the number of students who wrote the 2019 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2019 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 2-4 qualifications in 2019.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the NC(V) Levels 2-4 qualifications in the 2019 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the NC(V) Level 2-4 qualifications in 2019.

Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2019 academic year, expressed as a percentage (%) of the number of candidates who were eligible to complete the NC(V) Level 2-4 qualifications and wrote the examinations (the latter is defined above) in 2019.

Note 6: NC(V) Level 2, NC(V) Level 3 and NC(V) Level 4 are all full qualifications.

Table 5.12 shows that in 2019, the national completion rate for NC(V) was higher in Level 2 (60.7%) and declined for subsequent levels (57.5% for NC(V) Level 3 and 49.4% for NC(V) Level 4). The largest proportion of students who registered, wrote and completed examinations were for the NC(V) Level 2 qualification, compared to Levels 3 and 4.

TVET colleges in Western Cape Province had the highest completion rate on all levels, NC(V) Level 2 (74.2%), NC(V) Level 3 (71.0%) and NC(V) Level 4 (66.5%). Northern Cape had the lowest completion rate on NC(V) Level 2 (54.7%) and NC(V) Level 4 (42.8%), while Limpopo had the lowest completion rate on NC(V) Level 3 (50.4%).

Table 5.13: Number of students in TVET colleges who registered, wrote and completed report 190/1 N1 to N3 qualifications for Engineering Studies by province, 2019

Province	Report 190/1 N1				Report 190/1 N2				Report 190/1 N3			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
Eastern Cape	5 888	4 715	3 885	82.4	7 182	6 432	4 451	69.2	5 337	4 926	3 422	69.5
Free State	3 966	3 119	2 556	81.9	5 254	4 103	2 847	69.4	3 486	3 012	1 975	65.6
Gauteng	16 147	13 182	11 160	84.7	22 982	19 827	13 788	69.5	17 297	15 005	10 685	71.2
Kwazulu-Natal	10 017	8 874	7 558	85.2	17 492	15 917	10 030	63.0	11 432	10 764	6 970	64.8
Limpopo	6 616	6 099	5 526	90.6	14 153	13 239	9 664	73.0	10 824	10 239	6 798	66.4
Mpumalanga	3 666	3 199	2 839	88.7	7 241	6 341	4 522	71.3	5 350	4 696	3 288	70.0
North West	3 049	2 705	2 363	87.4	4 873	4 334	2 973	68.6	3 004	2 702	1 758	65.1
Northern Cape	3 471	2 444	2 075	84.9	2 840	2 489	1 725	69.3	1 072	939	559	59.5
Western Cape	6 921	5 141	4 393	85.5	6 633	5 598	4 092	73.1	3 904	3 424	2 408	70.3
Total	59 741	49 478	42 355	85.6	88 650	78 280	54 092	69.1	61 706	55 707	37 863	68.0

Source: National Examinations Database, November 2019.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 190/1 part-qualification during the 2019 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2019.

Note 2: "Number Registered" refers to the number of students who registered for the 2019 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2019 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2019.

Note 3: "Number Wrote" refers to the number of students who wrote the 2019 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2019 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2019.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N1-N3 part-qualifications in the 2019 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2019.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N1-N3 part-qualification in the 2019 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N1-N3 part-qualifications and wrote the examinations (the latter is defined above) in 2019.

Note 6: The number of students who registered for, wrote and completed N1-N3 Engineering Studies part-qualifications includes the consolidated numbers across all three trimesters of the 2019 academic year.

Table 5.13 shows that a significant number of the students who wrote were eligible to complete Engineering studies part-qualifications across the three N levels during the 2019 academic year. The national completion rates for Report 190/1 N1 to N3 part-qualifications for Engineering Studies were as follows: N1 (85.6%), N2 (69.1%) and N3 (68.0%). The largest number of students registered and wrote examinations for the N2 part-qualification and subsequently more N2 students completed the part-qualification when compared to N1 and N3. The highest completion rate was however recorded for N1 part-qualification (85.6%).

Limpopo Province performed the best on N1 part-qualifications (90.6%), while Western Cape performed the best on N2 part-qualifications (73.1%) and Gauteng performed best on N3 part-qualifications (71.2%).


Table 5.14: Number of students in TVET colleges who registered, wrote and completed Report 190/1 N4 to N6 part-qualifications for Engineering Studies by province, 2019

Province	Report 190/1 N4				Report 190/1 N5				Report 190/1 N6			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
Eastern Cape	5 029	4 789	4 384	91.5	3 979	3 852	3 635	94.4	3 964	3 865	3 592	92.9
Free State	2 925	2 769	2 466	89.1	2 071	1 986	1 803	90.8	1 670	1 626	1 488	91.5
Gauteng	15 309	14 577	13 245	90.9	10 690	10 314	9 451	91.6	8 788	8 518	7 779	91.3
Kwazulu-Natal	9 765	9 424	8 613	91.4	5 597	5 442	5 074	93.2	4 700	4 583	4 283	93.5
Limpopo	8 435	8 252	7 705	93.4	6 284	6 180	5 858	94.8	5 870	5 783	5 431	93.9
Mpumalanga	4 290	4 051	3 732	92.1	2 776	2 581	2 275	88.1	1 990	1 918	1 720	89.7
North West	2 347	2 259	2 061	91.2	1 597	1 549	1 371	88.5	1 328	1 286	1 181	91.8
Northern Cape	533	505	457	90.5	243	232	198	85.3	169	160	132	82.5
Western Cape	3 623	3 392	3 122	92.0	2 601	2 483	2 331	93.9	2 003	1 917	1 737	90.6
Total	52 256	50 018	45 785	91.5	35 838	34 619	31 996	92.4	30 482	29 656	27 343	92.2

Source: National Examinations Database, November 2019.

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 190/1 part-qualification during the 2019 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2019.
- Note 2: "Number Registered" refers to the number of students who registered for the 2019 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2019 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2019.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2019 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2019 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2019.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N4-N6 part-qualifications in the 2019 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2019.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2019 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N4-N6 part-qualifications and wrote the examinations (the latter is defined above) in 2019.
- Note 6: The number of students who registered for, wrote and completed N4-N6 Engineering Studies part-qualifications includes the consolidated numbers across all three trimesters of the 2019 academic year.

Table 5.14 shows that the national completion rates in Report 190/1 N4 to N6 Engineering Studies, were as follows: N4 (91.5%), N5 (92.4%) and N6 (92.2%). The largest number of students registered, wrote and successfully completed examinations for the N4 (45 785) part-qualification, compared to those for N5 (31 996) and N6 (27 343).

In terms of completion rates, Limpopo Province performed the best on all N levels part-qualifications (N4: 93.4%, N5: 94.8% and N6: 93.9%). In terms of the actual numbers, Gauteng Province recorded the highest number of students who registered, wrote and completed part-qualifications across all three N levels in 2019, while Northern Cape Province recorded the lowest number.

Table 5.15: Number of students in TVET colleges who registered, wrote and completed Report 191 N4 to N6 part-qualifications for Business Studies by province, 2019

Province	Report 190/1 N4				Report 190/1 N5				Report 190/1 N6			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
Eastern Cape	15 666	14 174	13 613	96.0	12 961	12 560	12 279	97.8	12 160	11 890	11 635	97.9
Free State	14 233	12 662	11 713	92.5	9 066	8 729	8 493	97.3	7 402	7 255	7 095	97.8
Gauteng	31 360	28 124	26 282	93.5	23 388	22 544	21 981	97.5	20 672	20 171	19 681	97.6
Kwazulu-Natal	25 390	23 313	21 757	93.3	18 873	18 219	17 627	96.8	15 790	15 576	15 253	97.9
Limpopo	12 140	11 515	10 975	95.3	11 128	10 931	10 640	97.3	11 827	11 677	11 377	97.4
Mpumalanga	5 698	5 157	4 969	96.4	4 877	4 707	4 548	96.6	4 432	4 313	4 252	98.6
North West	5 394	4 951	4 628	93.5	5 011	4 835	4 667	96.5	4 870	4 774	4 634	97.1
Northern Cape	5 772	4 927	4 379	88.9	2 864	2 710	2 618	96.6	2 184	2 132	2 082	97.7
Western Cape	20 589	18 612	17 859	96.0	13 489	12 914	12 674	98.1	10 442	10 197	10 041	98.5
Total	136 242	123 435	116 175	94.1	101 657	98 149	95 527	97.3	89 779	87 985	86 050	97.8

Source: National Examinations Database, November 2019.

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 190/1 part-qualification during the 2019 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2019.
- Note 2: "Number Registered" refers to the number of students who registered for the 2019 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2019 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2019.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2019 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2019 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2019.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N4-N6 part-qualifications in the 2019 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2019.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2019 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N4-N6 part-qualifications and wrote the examinations (the latter is defined above) in 2019.
- Note 6: The number of students who registered for, wrote and completed N4-N6 Business Studies part-qualifications includes the consolidated numbers across both semesters of the 2019 academic year.

Table 5.15 shows that in 2019, a fairly significant number of the students who wrote examinations were eligible to complete the part-qualifications across all three N levels during the 2019 academic year. The national completion rate for Report 190/1 N4 to N6 Business Studies in TVET colleges was as follows: N4 (94.1%), N5 (97.3%) and N6 (97.8%). Completion rates for Business Studies were higher when compared with those of Engineering Studies, most notably for Report 190/1 N6 part-qualification (5.6 percentage points difference). There was also a large number of students who registered, wrote and completed Business Studies when compared with Engineering Studies (Table 5.14) across all N levels.

The majority of students registered, wrote and completed examinations for the N4 Business Studies part-qualification when compared to N5 and N6 students. However, in terms of completion rates, N6 recorded the highest rate when compared to N4 and N5. Gauteng colleges recorded the highest number of students who registered, wrote and completed N4 to N6 part-qualifications in 2019. However, Mpumalanga recorded the highest completion rates on N4 (96.4%) and N6 (98.6%) while Western Cape colleges recorded the highest completion rate on N5 (98.1%). Northern Cape colleges recorded the lowest number of students who wrote and completed examinations across all three N levels.




Table 5.16: Number of students in TVET colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, 2019

NC(V) Level Programmes	Female				Male				Total			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
1. L4: Civil Engineering and Building Construction	807	660	270	40.9	602	471	204	43.3	1 409	1 131	474	41.9
2. L4: Drawing Office Practice	9	7	1	14.3	15	9	5	55.6	24	16	6	37.5
3. L4: Education and Development	726	645	429	66.5	41	36	15	41.7	767	681	444	65.2
4. L4: Electrical Infrastructure Construction	1 551	1 421	417	29.3	1 152	1 027	310	30.2	2 703	2 448	727	29.7
5. L4: Engineering and Related Design	1 045	878	347	39.5	1 536	1 192	479	40.2	2 581	2 070	826	39.9
6. L4: Finance Economics and Accounting	1 426	1 282	614	47.9	371	307	148	48.2	1 797	1 589	762	48.0
7. L4: Hospitality	1 486	1 282	648	50.5	288	221	114	51.6	1 774	1 503	762	50.7
8. L4: Information Technology and Computer Science	627	549	153	27.9	447	381	148	38.8	1 074	930	301	32.4
9. L4: Management	879	771	494	64.1	249	206	129	62.6	1 128	977	623	63.8
10. L4: Marketing	1 034	898	342	38.1	346	278	112	40.3	1 380	1 176	454	38.6
11. L4: Mechatronics	78	62	22	35.5	79	67	39	58.2	157	129	61	47.3
12. L4: Office Administration	5 495	4 767	2 750	57.7	877	732	420	57.4	6 372	5 499	3 170	57.6
13. L4: Primary Agriculture	622	555	267	48.1	276	234	142	60.7	898	789	409	51.8
14. L4: Primary Health	294	261	126	48.3	27	23	11	47.8	321	284	137	48.2
15. L4: Process Plant Operations	76	64	19	29.7	21	18	6	33.3	97	82	25	30.5
16. L4: Safety in society	675	607	294	48.4	358	316	158	50.0	1 033	923	452	49.0
17. L4: Tourism	1 186	1 002	693	69.2	410	327	216	66.1	1 596	1 329	909	68.4
18. L4: Transport and Logistics	433	386	263	68.1	223	184	115	62.5	656	570	378	66.3
Total	18 449	16 097	8 149	50.6	7 318	6 029	2 771	46.0	25 767	22 126	10 920	49.4

Source: National Examinations Database, November 2019.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an NC(V) qualification during the 2019 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2019.

Note 2: "Number Registered" refers to the number of students who registered for the 2019 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2019 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2019.

Note 3: "Number Wrote" refers to the number of students who wrote the 2019 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2019 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2019.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the NC(V) Level 4 qualification in the 2019 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the NC(V) Level 4 qualification in 2019.

Note 5: NC(V) Level 4 is a full qualification.

The number of students who wrote examinations for NC(V) Level 4 programmes was 22 126 and 10 920 of them completed. Majority of these students wrote examinations for Office Administration programme (5 499) followed by Electrical Infrastructure Construction (2 448), and Engineering and Related Design (2 070). Subsequently, more students completed the Office Administration programme (3 170), followed by Tourism (909) and Engineering and Related Design (826).

The overall completion rate for NC(V) Level 4 was 49.4%, and the highest was recorded in Tourism (68.4%) followed by Transport and Logistics (66.3%), and the lowest were Electrical Infrastructure Construction (29.7%) followed by Process Plant Operations (30.5%). The Drawing Office Practice, Process Plant Operations and Mechatronics were the least popular programmes.



Table 5.16 shows that majority of the 22 126 who wrote NC(V) Level 4 qualification examinations were females (16 097) i.e., 72.8% of the total number of students who wrote examinations. There were 8 149 female students who completed NC(V) Level 4 studies, with an overall completion rate of 50.6%. Over a third of them completed in the Office Administration (33.7% or 2 750) followed by completions in Tourism (8.5% or 693), Hospitality (8.0% or 648) and Finance, Economics and Accounting (7.5% or 614).

On the other hand, there were 6 029 male students who wrote examinations for NC(V) Level 4 studies, of which 2 771 completed, resulting in a completion rate of 46.0%. Over 17% of them completed in Engineering and Related Design (17.3% or 479) followed by Office Administration (15.2% or 420), Electrical Infrastructure Construction (11.2% or 310), Tourism (7.8% or 216) and Civil Engineering and Building Construction (7.4% or 204) programmes.




Table 5.17: Number of students in TVET colleges who registered, wrote and completed the Report 190/1 N6 part-qualification, by programme and gender, 2019

Report 191 N6 Programmes	Female				Male				Total			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
1. N6: Art and Design	121	119	119	100.0	222	217	217	100.0	343	336	336	100.0
2. N6: Business Management	8 532	8 362	8 078	96.6	3 717	3 588	3 457	96.3	12 249	11 950	11 535	96.5
3. N6: Clothing Production	279	268	267	99.6	73	69	67	97.1	352	337	334	99.1
4. N6: Educare	4 043	3 950	3 949	100.0	177	168	165	98.2	4 220	4 118	4 114	99.9
5. N6: Engineering Studies	14 233	13 945	13 025	93.4	16 249	15 711	14 318	91.1	30 482	29 656	27 343	92.2
6. N6: Farming Management	864	854	852	99.8	734	720	715	99.3	1 598	1 574	1 567	99.6
7. N6: Financial Management	7 143	7 016	6 858	97.7	2 855	2 775	2 715	97.8	9 998	9 791	9 573	97.8
8. N6: Hospitality and Catering Services	1 772	1 733	1 709	98.6	627	602	584	97.0	2 399	2 335	2 293	98.2
9. N6: Human Resources Management	9 933	9 766	9 536	97.6	3 436	3 358	3 241	96.5	13 369	13 124	12 777	97.4
10. N6: Interior Decorating	2	2	2	100.0	1	1	1	100.0	3	3	3	100.0
11. N6: Legal Secretary	751	740	736	99.5	171	170	168	98.8	922	910	904	99.3
12. N6: Management Assistant	18 632	18 411	18 222	99.0	4 309	4 212	4 146	98.4	22 941	22 623	22 368	98.9
13. N6: Marketing Management	3 614	3 536	3 319	93.9	2 208	2 097	1 933	92.2	5 822	5 633	5 252	93.2
14. N6: Medical Secretary	50	50	45	90.0	19	19	18	94.7	69	69	63	91.3
15. N6: Popular Music: Composition	0	0	0	n.a	3	3	3	100.0	3	3	3	100.0
16. N6: Popular Music: Performance	53	48	48	100.0	73	69	69	100.0	126	117	117	100.0
17. N6: Popular Music: Studio Work	16	16	16	100.0	137	127	127	100.0	153	143	143	100.0
18. N6: Public Management	8 025	7 879	7 741	98.2	3 143	3 070	3 004	97.9	11 168	10 949	10 745	98.1
19. N6: Public Relations	858	847	841	99.3	214	210	206	98.1	1 072	1 057	1 047	99.1
20. N6: Tourism	2 038	1 996	1 969	98.6	934	917	907	98.9	2 972	2 913	2 876	98.7
Total	80 959	79 538	77 332	97.2	39 302	38 103	36 061	94.6	120 261	117 641	113 393	96.4

Source: National Examinations Database, November 2019.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an N6 part-qualification during the 2019 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2019.

Note 2: "Number Registered" refers to the number of students who registered for the 2019 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2019 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2019.

Note 3: "Number Wrote" refers to the number of students who wrote the 2019 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2019 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N6 part-qualification in 2019.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N6 part-qualification in the 2019 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N6 part-qualification in 2019.

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

Table 5.17 shows that 117 641 students wrote examinations for N6 part-qualification and 113 393 of them completed, resulting in a 96.4% completion rate. Majority of students wrote examinations in the following programmes: Engineering Studies (29 656), Management Assistant (22 623), Human Resource Management (13 124) and Business Management (11 950). Subsequently the highest number of students completed their N6 part-qualifications in Engineering Studies (27 343) followed by Management Assistant (22 368), Human Resource



Management (12 777) and Business Management (11 535) programmes. Completion rates for these programmes was over 92%. The highest completion rates of 100% were in the Art and Design, Interior Decorating, Popular Music: Composition, Popular Music: Performance and Popular Music: Studio Work programmes. The number of students who registered, wrote and completed these programmes was also low. Very few students registered and wrote examinations for Interior Decorating and Popular Music: Composition.

Majority of 117 641 students who wrote examinations for N6 part-qualifications were females (79 538) i.e., 67.6% of the total number of students who wrote examinations. A total of 77 332 female students completed N6 part-qualification (68.2% of total completions), with an overall completion rate of 97.2%. Almost a quarter of females who completed their N6 part-qualifications did so in Management Assistant (23.6% or 18 222), followed by Engineering Studies (16.8% or 13 025), Human Resources Management (12.3% or 9 536), Business Management (10.4% or 8 078) and Public Management (10.0% or 7 741) programmes.

On the other hand, 38 103 male students wrote examinations for N6 part-qualifications, of which 36 061 of them completed, translating to a completion rate of 94.6%. More than a third of completions were in Engineering Studies (39.7% or 14 318), followed by Management Assistant (11.5% or 4 146), Business Management (9.6% or 3 457), Human Resources Management (9.0% or 3 241) and Public Management (8.3% or 3 004) programmes.

Large gender differences were noticeable in the Management Assistant programme, where 14 076 more female students completed compared to males. Although an overall completion was higher for females compared to males, there were 1 293 male students who completed N6 Engineering Studies partqualifications compared to females.





6. COMMUNITY EDUCATION AND TRAINING COLLEGES

6.1 OVERVIEW OF CET COLLEGES

The reporting requirements for the 2019 academic year were not affected by the COVID-19 pandemic. This is even more pertinent as the Department, after learning the lessons from the Auditor-General South Africa (AGSA) audit process, issued a circular to all CET colleges that all student registration records must be centrally located at the CET college central offices.

The lack of Information and Communications Technology (ICT) infrastructure and data management system in the CET colleges renders it an onerous task coordinating colleges to submit data to head office. During the period under review there were 3 276 centres published by notice in the Government Gazette. It was, therefore, a legitimate expectation that the CET colleges would report on enrolment for each centre in the gazette. As this report is prepared, the Department is not unmindful of the fact the data provided by colleges for the 2018 academic year has been the subject of negative audit opinion (such as limitation of scope as expressed by the AGSA in the 2019 Audi Outcome of the Department).

Against the above background, it must be noted that there is a need for the appointment and training of data managers in CET colleges to execute this important function. This will go a long way towards assisting the CET colleges improve their data management regime as required by the Department for its service to the public.

Statistics collected from the CET colleges point to the fact that they have fallen behind the targets as set out in the the policy titled *“Community Education and Training Colleges System: National Plan for the Implementation of the White Paper for Post-School Education and Training System, 2019-2030”*. The latter policy is informed by the National Development Plan which enjoins CET colleges to collectively achieve a target of 1 million enrolments by the year 2030. Data from the colleges for 2019 depict a bleak picture, with colleges missing the 2019 set target of 340 000 (three-hundred and forty thousand) enrolments by more than 40%.

With the intended introduction of programme diversifications and skills programmes, colleges are expected to significantly bridge the gap between enrolments and the target. CET colleges submitted Unit Level Record data for 2019 enrolments, and the section below provides information on the disaggregated variables of interest.

6.1.1 Enrolment of students in CET colleges

Table 6.1: Number of students enrolled in CET colleges by programme, 2019

Programme	Number enrolled	Percentage
AET Level 1	3 050	1.8%
AET Level 2	6 189	3.6%
AET Level 3	9 892	5.7%
GETC: ABET Level 4 (NQF Level 1)	75 704	44.0%
Grade 10 ((NQF Level 2)	0	0.0%
Grade 11 (NQF Level 3)	2	0.0%
Grade 12 (NQF Level 4)	72 735	42.3%
Non-formal programmes	3 333	1.9%
Occupational Qualifications	504	0.3%
Total	171 409	100.0%

Source: CE Community Education and Training Colleges T Unit Level Record data, 2019.

Note 1: Non-formal programmes were previously referred to as other/skills programmes.

Note 2: Grade 12 enrolment figure includes enrolment for National Senior Certificate and Senior Certificate.

Note 3: Total enrolment is based on 70.7% response rate.

Total enrolment in CET colleges was 171 409 in 2019, and majority of enrolments were recorded for GETC: ABET Level 4 programmes (75 704 or 44.0%), followed by enrolment for Grade 12 (72 735 or 42.3%). Fewer students enrolled for Grade 11 and Occupational Qualifications (2 and 504 respectively).

Table 6.2: Number of students enrolled in CET colleges by programme and gender, 2019

Programme	Female	Male	Total	Female	Male
AET Level 1	1 732	1 318	3 050	56.8%	43.2%
AET Level 2	3 907	2 282	6 189	63.1%	36.9%
AET Level 3	5 952	3 940	9 892	60.2%	39.8%
GETC: ABET Level 4 (NQF Level 1)	56 091	19 613	75 704	74.1%	25.9%
Grade 10 ((NQF Level 2)	0	0	0	0.0%	0.0%
Grade 11 (NQF Level 3)	1	1	2	50.0%	50.0%
Grade 12 (NQF Level 4)	50 541	22 194	72 735	69.5%	30.5%
Non-formal programmes	2 451	882	3 333	73.5%	26.5%
Occupational Qualifications	356	148	504	70.6%	29.4%
Total	121 031	50 378	171 409	70.6%	29.4%

Source: CET Unit Level Record data, 2019.

Note 1: Non-formal programmes were previously referred to as other/skills programmes.

Note 2: Grade 12 enrolment figure includes enrolment for National Senior Certificate and Senior Certificate.

Note 3: Total enrolment is based on 70.7% response rate.

Over 70% of students enrolled in CET colleges in 2019 were females (121 031 or 70.6%) compared to 50 378 males, and this was observed in all programmes. The largest gender disparity was recorded for GETC: ABET Level 4 and Grade 12, where females' enrolment was almost three times higher than that of males.

**Table 6.3: Number of students enrolled in CET colleges by programme and population group, 2019**

Programme	African	Coloured	Indian/Asian	White	Other ¹	Total
AET Level 1	2 615	400	8	11	16	3 050
AET Level 2	5 737	437	2	9	4	6 189
AET Level 3	9 100	760	9	8	15	9 892
GETC: ABET Level 4 (NQF Level 1)	71 158	3934	261	235	116	75 704
Grade 10 (NQF Level 2)	0	0	0	0	0	0
Grade 11 (NQF Level 3)	2	0	0	0	0	2
Grade 12 (NQF Level 4)	67 889	4 026	395	368	57	72 735
Non-formal programmes	2 807	525	0	1	0	3 333
Occupational Qualifications	404	100	0	0	0	504
Total	159 712	10 182	675	632	208	171 409

Source: *CET Unit Level Record data, 2019.*

Note 1: Non-formal programmes were previously referred to as other/skills programmes.

Note 2: Grade 12 enrolment figure includes enrolment for National Senior Certificate and Senior Certificate.

Note 3: Total enrolment is based on 70.7% response rate.

Note 4: "Other¹" refers to population groups other than the groups mentioned.

Majority of students enrolled in CET colleges in 2019 were Africans (159 712 or 93.2%), while a lower proportion were White and Indian/Asian (632 and 675 respectively). About 44.6% or 71 158 of African students enrolled for GETC: ABET Level 4 programmes followed by enrolment for Grade 12 (67 889 or 42.5%). On the other hand, Coloured, Indian/Asian and White students enrolled mainly for Grade 12 followed by GETC: ABET Level 4.

Table 6.4: Number of students enrolled in CET colleges by programme and age group, 2019

Age	AET Level 1	AET Level 2	AET Level 3	GETC: ABET Level 4 (NQF Level 1)	Grade 10 (NQF Level 2)	Grade 11 (NQF Level 3)	Grade 12 (NQF Level 4)	Non-formal programmes	Occupational Qualifications	Total
<15 years	14	26	48	25	0	0	9	6	0	128
15-19 years	300	683	2 160	7 247	0	1	6 974	221	46	17 632
20-24 years	307	499	1 792	23 991	0	1	28 240	853	218	55 901
25-29 years	224	387	905	15 598	0	0	15 059	589	121	32 883
30-34 years	180	350	860	10 812	0	0	10 111	417	52	22 782
35-39 years	161	408	759	7 009	0	0	5 594	302	22	14 255
≥40 years	1 593	3 348	2 787	9 595	0	0	5 976	920	42	24 261
Unspecified	271	488	581	1 427	0	0	772	25	3	3 567
Total	3 050	6 189	9 892	75 704	0	2	72 735	3 333	504	171 409

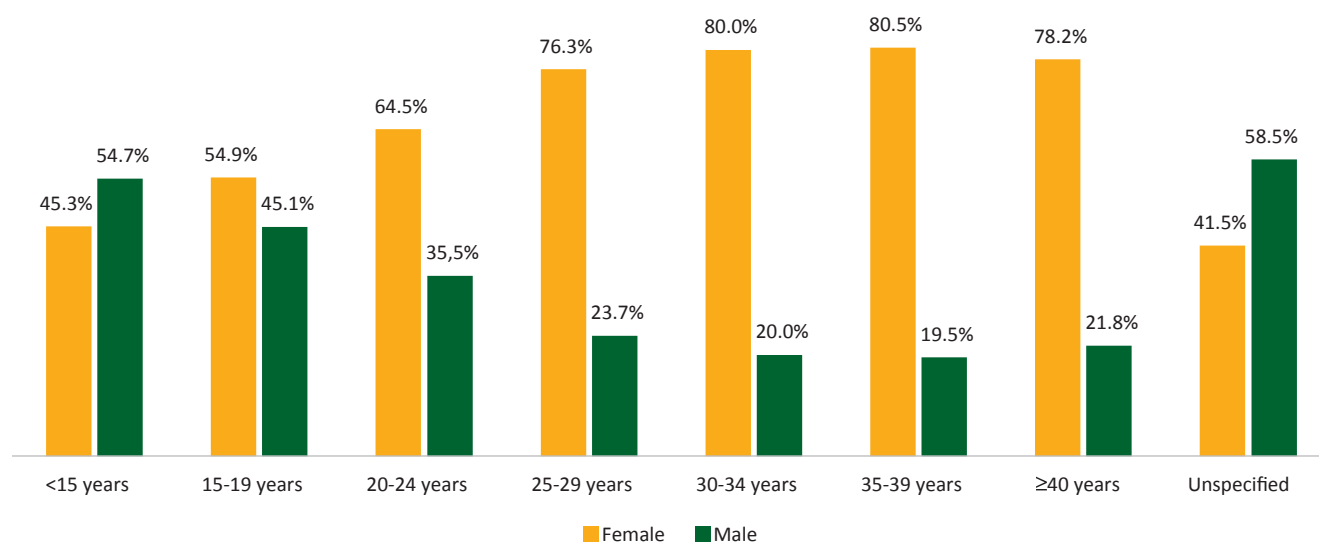
Source: *CET Unit Level Record data, 2019.*

Note 1: Non-formal programmes were previously referred to as other/skills programmes.

Note 2: Grade 12 enrolment figure includes enrolment for National Senior Certificate and Senior Certificate.

Note 3: Total enrolment is based on 70.7% response rate.

Enrolment in CET colleges was dominated by youth aged 20-24 years old (55 901 or 32.6%), followed by 25-29 year olds (32 883 or 19.2%), making up a total of over 50%. Majority of students in almost all the age groups enrolled for GETC: ABET level 4, while those aged 20-24 years old enrolled mainly for Grade 12. More than a third of students aged 15 years and younger enrolled for AET level 3.

Figure 6.1: Proportions of students enrolled in CET colleges by gender and age group, 2019


Source: CET Unit Level Record data, 2019.

Note: Total enrolment is based on 70.7% response rate.

There were generally more females enrolled in CET colleges as compared to males in almost all age groups except those aged 14 years and younger. The gender gap was narrow for the younger age groups (24 years and younger) and widened for the older age groups (25-29 years; 30-34 years and 40 years and older), where a gap of more than 50% was recorded.

6.1.2 Enrolment per CET college

Table 6.5: Number of students in CET colleges, by college and programme, 2019

College	AET Level 1	AET Level 2	AET Level 3	GETC: ABET Level 4 (NQF Level 1)	Grade 10 (NQF Level 2)	Grade 11 (NQF Level 3)	Grade 12 (NQF Level 4)	Non-formal programmes	Occupational Qualifications	Total
Eastern Cape CET College	337	758	958	8 953	0	0	264	534	0	11 804
Free State CET College	178	551	1 185	5 477	0	1	5 512	160	1	13 065
Gauteng CET College	616	628	1 619	13 217	0	1	49 610	438	394	66 523
KwaZulu-Natal CET College	442	803	1 468	17 293	0	0	5 860	890	4	26 760
Limpopo CET College	156	251	170	9 213	0	0	4 636	234	0	14 660
Mpumalanga CET College	372	1 880	2 275	7 662	0	0	279	174	0	12 642
Northern Cape CET College	101	116	166	1 219	0	0	233	423	0	2 258
North West CET College	389	705	1 115	8 240	0	0	28	311	0	10 788
Western Cape CET College	459	497	936	4 430	0	0	6 313	169	105	12 909
National	3 050	6 189	9 892	75 704	0	2	72 735	3 333	504	171 409

Source: CET Unit Level Record data, 2019.

Note 1: Non-formal programmes were previously referred to as other/skills programmes.

Note 2: Grade 12 enrolment figure includes enrolment for National Senior Certificate and Senior Certificate.

Note 3: Total enrolment is based on 70.7% response rate.



Majority of student enrolment in 2019 were in Gauteng (66 523 or 38.8%), followed by KwaZulu-Natal (26 760 or 15.6%), Free State (13 065 or 7.6%) and Western Cape (12 909 or 7.5%) CET colleges. Most students enrolled for GETC: ABET Level 4 programmes in almost all CET colleges except Gauteng and Western Cape, where majority of their enrolments were for Grade 12 (49 610 and 6 313). More than 75% of students in Limpopo and North West CET colleges enrolled in GETC: ABET Level 4 programmes. On the other hand, three in every four students in Gauteng CET college enrolled for Grade 12 (49 610 or 74.6%).

6.1.3 Examination results in CET colleges

The Community Education and Training (CET) Colleges are administered in terms of the Continuing Education and Training Act, 2006 (Act No.16 of 2006). The colleges provide General Education and Training programmes to adult learners who have not completed Grade 9 in the school sector. The examination results in CET colleges in this report are for the GETC: ABET Level 4 qualification.

Table 6.6: Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification, 2012 – 2019

Year	Number registered	Number wrote	Number completed	Completion rate (%)
2012	109 883	55 735	23 325	41.8
2013	109 518	52 501	19 945	38.0
2014	133 363	102 534	38 592	37.6
2015	117 224	91 603	34 125	37.3
2016	100 490	78 105	28 024	35.9
2017	85 136	65 225	24 757	38.0
2018	89 644	64 700	28 154	43.5
2019	75 980	53 945	41 638	77.2

Source: National Examinations Database, November 2019.

- Note 1: The “number of students who REGISTERED, WROTE and COMPLETED” represents only those who were eligible to complete a GETC: ABET Level 4 qualification during the 2012-2019 academic years. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2012-2019.
- Note 2: “Number Registered” refers to the number of students who registered for the 2012-2019 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2012-2019 academic years. This number excludes students who registered to write individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2012-2019.
- Note 3: “Number Wrote” refers to the number of students who wrote the 2012-2019 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2012-2019 academic years. This number excludes students who wrote individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2012-2019.
- Note 4: “Number Completed” refers to the number of students who were eligible to complete and successfully completed the GETC: ABET Level 4 qualification in the 2012-2019 academic years. This number excludes students who may have passed individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2012-2019.
- Note 5: “Completion rate” refers to the number of students who successfully completed a GETC: ABET Level 4 qualification in the 2012-2019 academic years, expressed as a percentage of the number of students who were eligible to complete the GETC-ABET Level 4 qualification and wrote the examinations (the latter is defined above) in 2012-2019.

Table 6.6 shows the average national completion rate for 2019 GETC: ABET Level 4 was 77.2%. The number of students who registered examinations for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) Level 4 decreased in 2019 compared with 2018. In 2019, out of the 75 980 students who registered for examinations for GETC: ABET Level 4 qualification, 53 945 of them wrote the examinations. However, only 41 638 students completed the qualification. The significant increase in the number of students who completed GETC: ABET Level 4 examination from 2018 to 2019 and subsequently a completion rate increased by 33.7 percentage points from 43.5% in 2018 to 77.2% in 2019.

Table 6.7: Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification, by province, 2019

Province	Number registered	Number wrote	Number completed	Completion rate (%)
Eastern Cape	8 463	4 985	3 994	80.1
Free State	3 647	2 868	2 363	82.4
Gauteng	12 742	7 022	5 170	73.6
KwaZulu-Natal	16 588	10 339	8 020	77.6
Limpopo	15 189	13 857	10 755	77.6
Mpumalanga	8 466	6 310	4 976	78.9
North West	6 594	5 820	4 331	74.4
Northern Cape	1 335	988	642	65.0
Western Cape	2 956	1 756	1 387	79.0
National	75 980	53 945	41 638	77.2

Source: National Examinations Database, November 2019.

Note 1: The “number of students who REGISTERED, WROTE and COMPLETED” represents only those who were eligible to complete a GETC: ABET Level 4 qualification during the 2019 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2019.

Note 2: “Number Registered” refers to the number of students who registered for the 2019 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2019 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2019.

Note 3: “Number Wrote” refers to the number of students who wrote the 2019 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2019 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2019.

Note 4: “Number Completed” refers to the number of students who were eligible to complete and successfully completed the GETC: ABET Level 4 qualification in the 2019 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2019.

Note 5: “Completion rate” refers to the number of students who successfully completed a GETC: ABET Level 4 qualification in the 2012-2019 academic years, expressed as a percentage of the number of students who were eligible to complete the GETC-ABET Level 4 qualification and wrote the examinations (the latter is defined above) in 2019.

In 2019 a fairly significant number of students who wrote and were eligible to complete a GETC: ABET Level 4 qualification during the 2019 academic year successfully complete the qualification across all nine (9) provinces. Six out of nine provinces recorded higher than average completion rates, with the highest recorded in Free State (82.4%), Eastern Cape (80.1%) and Western Cape (79.0%) CET colleges. The lowest completion rate was recorded in Northern Cape CET college (65.0%). The highest number of students who wrote and completed the GETC: ABET Level 4 qualification in 2019 were from Limpopo, KwaZulu-Natal and Gauteng CET colleges.



Table 6.8: Number of students in CET colleges who registered, wrote and completed the GETC ABET Level 4 qualification, by province and gender, 2019

Province	Female				Male				Number registered	Number wrote	Number completed	Completion rate (%)
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)				
Eastern Cape	6 697	3 918	3 217	82.1	1 766	1 067	777	72.8	8 463	4 985	3 994	80.1
Free State	2 325	1 894	1 582	83.5	1 322	974	781	80.2	3 647	2 868	2 363	82.4
Gauteng	7 276	4 181	3 233	77.3	5 466	2 841	1 937	68.2	12 742	7 022	5 170	73.6
KwaZulu-Natal	13 334	8 428	6 642	78.8	3 254	1 911	1 378	72.1	16 588	10 339	8 020	77.6
Limpopo	12 918	11 825	9 217	77.9	2 271	2 032	1 538	75.7	15 189	13 857	10 755	77.6
Mpumalanga	6 781	5 162	4 095	79.3	1 685	1 148	881	76.7	8 466	6 310	4 976	78.9
North West	4 656	4 161	3 169	76.2	1 938	1 659	1 162	70.0	6 594	5 820	4 331	74.4
Northern Cape	821	607	410	67.5	514	381	232	60.9	1 335	988	642	65.0
Western Cape	1 526	910	720	79.1	1 430	846	667	78.8	2 956	1 756	1 387	79.0
National	56 334	41 086	32 285	78.6	19 646	12 859	9 353	72.7	75 980	53 945	41 638	77.2

Source: National Examinations Database, November 2019.

- Note 1: The "number of students who REGISTERED, WROTE and COMPLETED" represents only those who were eligible to complete a GETC: ABET Level 4 qualification during the 2019 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2019.
- Note 2: "Number Registered" refers to the number of students who registered for the 2019 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2019 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2019.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2019 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2019 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2019.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the GETC: ABET Level 4 qualification in the 2019 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2019.
- Note 5: "Completion rate" refers to the number of students who successfully completed a GETC: ABET Level 4 qualification in the 2019 academic year, expressed as a percentage of the number of students who were eligible to complete the GETC: ABET Level 4 qualification and wrote the examinations (the latter is defined above) in 2019.

Table 6.8 shows that in 2019, a large number of female learners compared to males registered, wrote and completed the GETC: ABET Level 4 qualification. Substantially more female (32 285) than male (9 353) candidates completed their GETC: ABET Level 4 qualification in 2019. Females recorded the highest completion rate of 78.6%, while males achieved a lower completion rate (72.7%).

Free State province had the highest completion rate among female and male students (83.5% and 80.2% respectively), while Northern Cape had the lowest completion rate for both female and male students (67.5% and 60.9% respectively).

Table 6.9: Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by Content, 2019

Content Learning Area	Number wrote	Number completed	Pass rate (%)
Ancillary Health Care	27 808	17 024	61.2
Applied Agriculture & Agriculture Technology	3 416	1 963	57.5
Arts and Culture	2 762	2 210	80.0
Early Childhood Development	16 004	13 009	81.3
Economics & Management Sciences	8 040	2 782	34.6
Human and Social Sciences	7 026	5 560	79.1
Information & Communication Technology	1 566	1 283	81.9
Life Orientation	35 120	29 290	83.4
Mathematical Literacy	33 919	18 927	55.8
Maths & Maths Sciences	4 302	2 159	50.2
Natural Sciences	2 682	755	28.2
Small Medium & Micro Enterprises	7 029	4 768	67.8
Technology	826	498	60.3
Travel and Tourism	13 388	9 701	72.5
Wholesale and Retail	2 687	1 394	51.9
Total	166 575	111 323	66.8

Source: National Examinations Database, November 2019.

Note 1: The number of students who WROTE and PASSED included students who wrote and passed a Learning Area irrespective of whether they were eligible to complete the GETC qualification or not during the 2019 academic year.

Note 2: "Number Wrote" refers to the number of students who wrote a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification or not during the 2019 academic year.

Note 3: "Number Passed" refers to the number of students who passed a Learning Area irrespective of whether they were eligible to complete the GETC qualification or not during the 2019 academic year.

Note 4: "Pass rate" refers to the number of students who successfully passed a Learning Area in the GETC: ABET Level 4 qualification, expressed as a percentage of the number of candidates who wrote a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification (the latter is defined above) in 2019.

Table 6.9 shows that in 2019, 166 575 students wrote GETC: ABET Level 4 content learning area subjects. Most students wrote Life Orientation (35 120) followed closely by Mathematical Literacy (33 919) and Ancillary Health Care (27 808). A least number of students wrote Technology (826) and Information and Communication Technology (1 566).

Subsequently, the highest number of students completed Life Orientation (29 290) and Mathematical Literacy (18 927), with the lowest number of students completed Technology (498) and Natural Sciences (755).

The highest pass rates for GETC: ABET Level 4 content learning areas were recorded in Life Orientation (83.4%), Information and Communication Technology (81.9%) and Early Childhood Development (81.3%).



Table 6.10: Number of students in CET colleges who wrote and passed the GETC: ABET Level 4 Learning Areas, by language, 2019

Language Learning Area	Number wrote	Number completed	Pass rate (%)
Afrikaans	898	739	82.3
English	39 335	22 605	57.5
IsiNdebele	211	198	93.8
IsiXhosa	4 153	3 813	91.8
IsiZulu	4 925	4 641	94.2
Sepedi	3 044	2 346	77.1
Sesotho	731	656	89.7
Setswana	2 254	1 733	76.9
SiSwati	1 272	1 193	93.8
Tshivenda	1 046	1 009	96.5
Xitsonga	1 307	1 162	88.9
Total	59 176	40 095	67.8

Source: National Examinations Database, November 2019.

- Note 1: The number of students who WROTE and PASSED included who wrote and passed a Learning Area irrespective of whether they were eligible to complete the GETC qualification or not during the 2019 academic year.
- Note 2: "Number Wrote" refers to the number of students who wrote a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification or not during the 2019 academic year.
- Note 3: "Number Passed" refers to the number of students who passed a Learning Area irrespective of whether they were eligible to complete the GETC qualification or not during the 2019 academic year.
- Note 4: "Pass rate" refers to the number of students who successfully passed a Learning Area in the GETC: ABET Level 4 qualification, expressed as a percentage of the number of candidates who wrote a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification (the latter is defined above) in 2019.

Table 6.10 shows that 59 176 students wrote GETC: ABET Level 4 language learning areas in 2019. Most students wrote English (39 335) followed by IsiZulu (4 925) and IsiXhosa (4 153), while a fewer number of students wrote IsiNdebele (211). Subsequently, the highest number of students completed English (22 605), IsiZulu (4 641) and IsiXhosa (3 813), while the least number of students completed IsiNdebele (198).

The highest pass rate for GETC: ABET Level 4 language learning areas were recorded in Tshivenda (96.5%), followed by IsiZulu (94.2%), IsiNdebele (93.8%) and SiSwati (93.8%) and the lowest was English with (57.5%).

6.1.4 Staffing in CET colleges

Table 6.11: Number of staff in CET colleges, by college, staff category and gender, 2019

College	Management Staff			Lecturer Staff			Support Staff			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Eastern Cape CET College	1	3	4	2 268	422	2 690	3	0	3	2 272	425	2 697
Free State CET College	2	1	3	577	259	836	97	68	165	676	328	1 004
Gauteng CET College	2	2	4	1 301	721	2 022	151	137	288	1 454	860	2 314
KwaZulu-Natal CET College	2	2	4	2 495	702	3 197	17	4	21	2 514	708	3 222
Limpopo CET College	1	3	4	888	166	1 054	2	0	2	891	169	1 060
Mpumalanga CET College	0	4	4	1 094	113	1 207	4	1	5	1 098	118	1 216
Northern Cape CET College	0	4	4	107	39	146	7	1	8	114	44	158
North West CET College	0	4	4	748	232	980	6	2	8	754	238	992
Western Cape CET College	1	2	3	269	161	430	81	59	140	351	222	573
National	9	25	34	9 747	2 815	12 562	368	272	640	10 124	3 112	13 236
Percentage	26.5%	73.5%	100.0%	77.6%	22.4%	100.0%	57.5%	42.5%	100.0%	76.5%	23.5%	100.0%

Source: CETCollege2019_20201228, data extracted in December 2020.

Note 1: The category "Management Staff" means the principal and the vice principals of a public college; (CET Act 16 of 2006).

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 on any lecturer establishments under this Act; (CET Act 16 of 2006).

Note 3: The category "Support Staff" refers to 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; (CET Act 16 of 2006).

Note 4: Staff information is based on 2 209 centres that submitted Annual Survey data to the Department.

The total number of staff in CET was 13 236 in 2019, of which 94.9% (12 562) were Lecturers, 4.8% (640) were Support staff and 0.3% (34) were Management staff. Majority of staff were in KwaZulu-Natal (3 222) followed by Eastern Cape (2 697) and Gauteng (2 314) CET colleges, while Northern Cape CET college had a least number of staff. Six out of nine CET colleges had over 90% of their staff employed as lecturers. KwaZulu-Natal CET college had more lecturers (3 197), while Gauteng CET college had more support staff (288) compared to other colleges.

A higher proportion of lecturers and support staff in CET colleges were females, while more males were employed as Management staff. The largest gender disparities among lecturer staff were in Eastern Cape, KwaZulu-Natal and Mpumalanga CET colleges, where 1 846, 1 793 and 981 more lecturers were females. Almost all CET colleges had more males in Management Staff compared to females, except Limpopo and Western Cape where an equal distribution of males and females were employed in this staff category.

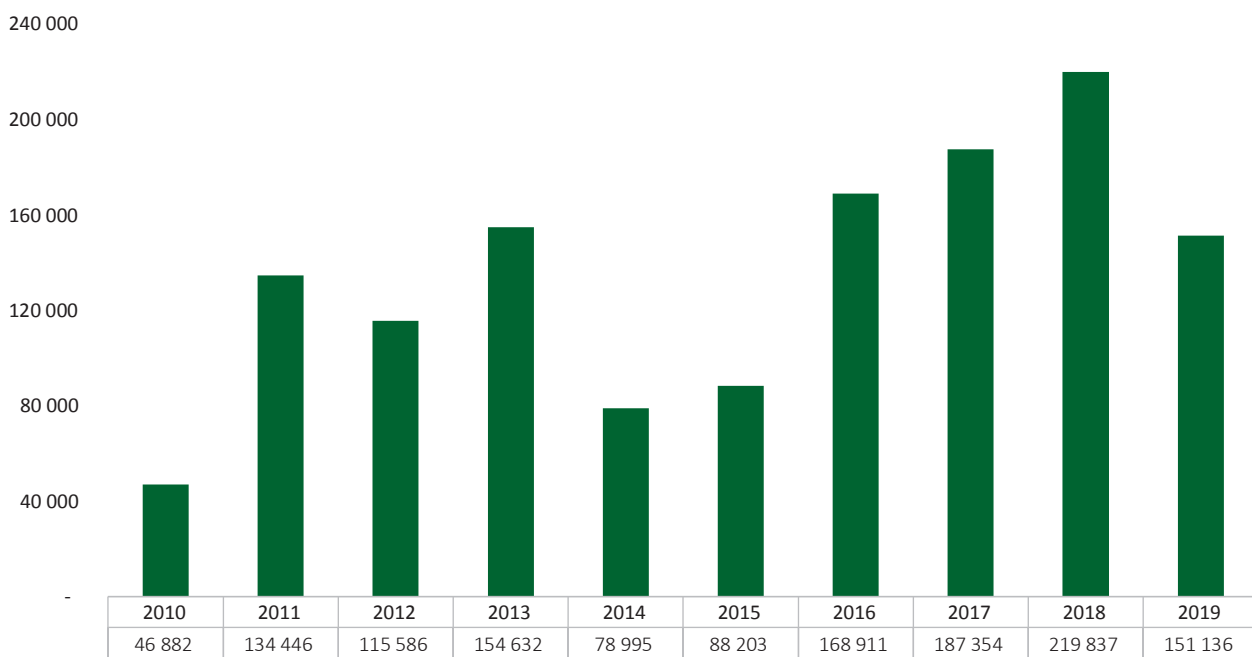
7. PRIVATE COLLEGES

7.1 OVERVIEW OF PRIVATE COLLEGES

The Department registers private colleges that offer General and Further Education and Training qualifications and part-qualifications upon producing proof of meeting Umalusi's minimum requirements for accreditation. In addition, the Department has been registering private colleges that offer Occupational qualifications and part-qualifications based on proof of accreditation by the Quality Council for Trades and Occupations and/or the Sector Education and Training Authorities. Consequently, the statistical information presented herein shows enrolments on different types of qualifications and part-qualification offered by registered private colleges.

7.1.1 Enrolment of students in private colleges

Figure 7.1: Number of students enrolled in private colleges, 2010 – 2019



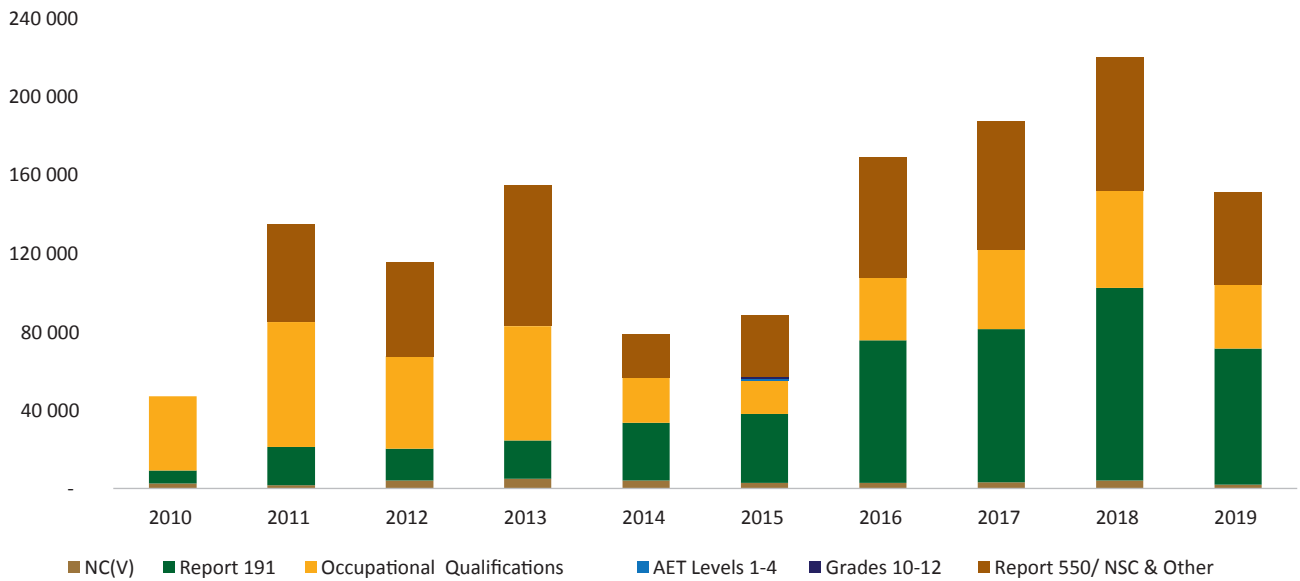
Sources: *Statistics on Post-School Education and Training in South Africa, 2018.*
PrivateCollege2019_20210108, data extracted in January 2021.

Note: The 2019 figure represents enrolment at only 154 of the 287 registered private colleges that responded to the departmental Annual Survey.

The total number of students enrolled in private colleges in 2019 was 151 136, representing a decrease of 31.3% (68 701) when compared to enrolment in 2018 (219 837). Enrolment in private colleges was more than three times higher in 2019 when compared with 2010.

Total enrolment in private colleges is only limited to colleges which responded to the Departmental annual survey, and no imputation or estimation was done for registered private colleges which did not submit data to the Department. The response rate for 2019 was 53.7% compared to a response rate of 80.9% recorded in 2018.

Figure 7.2: Number of students enrolled in private colleges by qualification category, 2010 – 2019



Sources: *Statistics on Post-School Education and Training in South Africa, 2018.*
PrivateCollege2019_20210108, data extracted in January 2021.

Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

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

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 2019 figure represents enrolment at only 154 of the 287 registered private colleges that responded to the departmental Annual Survey.

The largest number of enrolments in private colleges during 2014 – 2019 were for Report 191 programmes, followed by Report 550/NSC & other qualifications as shown in Figure 7.2 above. Large enrolments were recorded in occupational qualifications in prior years (2010-2013). Enrolment in NC(V) programmes were lower throughout the period under review.

Table 7.1: Number of students enrolled in private colleges by qualification category, 2010 – 2019

Qualification category	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
NC(V)	2 615	1 816	4 181	5 012	3 928	2 880	2 857	3 307	3 950	2 024
Report 191	6 685	19 524	16 127	19 467	29 700	35 147	72 657	78 056	98 466	69 228
Occupational Qualifications	37 582	63 394	47 156	58 400	23 128	17 136	32 279	40 577	49 319	32 855
AET Levels 1-4	n.a	n.a	n.a	n.a	n.a	1 045	n.a	n.a	n.a	n.a
Grades 10-12	n.a	n.a	n.a	n.a	n.a	554	n.a	n.a	n.a	n.a
Report 550/ NSC & Other	n.a	49 712	48 122	71 753	22 329	31 441	61 118	65 414	68 102	47 029
Total	46 882	134 446	115 586	154 632	79 085	88 203	168 911	187 354	219 837	151 136

Sources: *Statistics on Post-School Education and Training in South Africa, 2018.*
PrivateCollge2019_20210108, data extracted in January 2021.

Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

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

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 that there were no private colleges offering the programmes in the years indicated.

Note 6: The 2019 figure represents enrolment at only 154 of the 287 registered private colleges that responded to the departmental Annual Survey.

The highest proportion of students in private colleges enrolled for Report 191 programmes in 2019 (45.8% or 69 228), followed by Report 550/NSC and other qualifications (31.1% or 47 029) and occupational qualifications (21.7% or 32 855). A lower proportion of students enrolled for NC(V) programmes (1.3% or 2 024). When comparing 2018 and 2019, a decrease in student enrolment was recorded in all qualification categories, with the largest decrease recorded for Report 191 (29 238), followed by Report 550/ NSC & Other qualifications (21 073).

Table 7.2: Number of students enrolled in private colleges by qualification category and age group, 2019

Qualification Category	15 – 19 years	20 – 24 years	25 – 29 years	30 – 34 years	35 – 39 years	≥40 years	Total
NC(V) Levels 2-4	296	1 314	220	88	57	49	2 024
Report 191 (N1-N3)	5 809	13 432	6 087	3 161	1 651	942	31 082
Report 191 (N4-N6)	5 396	17 911	7 451	3 871	1 891	1 626	38 146
Occupational Qualifications	2 486	8 933	6 942	4 797	4 480	5 217	32 855
Report 550/ NSC	789	1 497	211	31	19	14	2 561
Other	1 393	6 335	8 309	7 992	9 390	11 049	44 468
Total	16 169	49 422	29 220	19 940	17 488	18 897	151 136

Source: *PrivateCollge2019_20210108, data extracted in January 2021.*

Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

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

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 2019 figure represents enrolment at only 154 of the 287 registered private colleges that responded to the departmental Annual Survey.

Almost one third of students enrolled in private colleges were youth aged 20-24 years old (32.7% or 49 422), followed by youth aged 25–29-years old (19.3% or 29 220), while fewer enrolments were recorded for students in the younger age groups (15- 19 years old). The majority of youth aged 20-24 years old enrolled for Report 191 (N1-N6) (63.4% or 31 343), while more than half of students aged 40 years and older enrolled for skills development and other short courses (58.5% or 11 049).

Table 7.3: Number of students enrolled in private colleges by qualification category and population group, 2019

Qualification Category	African	Coloured	Indian/Asian	White	Other ¹	Total
NC(V) Levels 2-4	1 810	28	57	129	0	2 024
Report 191 (N1-N3)	24 851	927	1 349	3 943	12	31 082
Report 191 (N4-N6)	33 331	1 147	1 131	2 531	6	38 146
Occupational Qualifications	24 608	3 191	883	3 958	215	32 855
Report 550/ NSC	2 422	109	22	4	4	2 561
Other	-	-	-	-	-	44 468
Total	87 022	5 402	3 442	10 565	237	151 136

Source: *PrivateCollege2019_20210108, data extracted in January 2021.*

Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

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

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" refers to all other skills development and short courses.

Note 5: "Other1" refers to population groups other than the groups mentioned.

Note 6: "-" means that the data is not available by programmes and population groups as indicated.

Note 7: The totals for the population groups does not add up to the overall total as the "Other" qualification category is not collected by population group.

Note 8: The 2019 figure represents enrolment at only 154 of the 287 registered private colleges that responded to the departmental Annual Survey.

Over half of students enrolled in private colleges in 2019 were Africans (57.6% or 87 022), while White students accounted for 7.0% (10 565) followed by Coloured students (3.6% or 5 402) and the lowest enrolment was for Indian/Asian students (2.3% or 3 442). African, Indian/Asian and White students enrolled mainly for Report 191 while Coloured students enrolled mainly for occupational qualifications.

Table 7.4: Number of students enrolled in private colleges by qualification category and gender, 2019

Qualification Category	Female	Male	Total	Female	Male
NC(V) Levels 2-4	1 027	997	2 024	0.7%	0.7%
Report 191 (N1-N3)	10 322	20 760	31 082	6.8%	13.7%
Report 191 (N4-N6)	19 185	18 961	38 146	12.7%	12.5%
Occupational Qualifications	19 029	13 826	32 855	12.6%	9.1%
Report 550/ NSC	1 571	990	2 561	1.0%	0.7%
Other	22 885	21 583	44 468	15.1%	14.3%
Total	74 019	77 117	151 136	49.0%	51.0%

Source: *PrivateCollege2019_20210108, data extracted in January 2021*

Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

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

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 2019 figure represents enrolment at only 154 of the 287 registered private colleges that responded to the departmental Annual Survey.

The number of students enrolled in private colleges in 2019 was higher for males (77 117 or 51.0%) compared to females (74 019 or 49.0%). Males accounted for a large number of enrolments for Report 191 (N1-N3) engineering programmes, where 10 438 more male students enrolled for this programme compared to females. Despite the overall enrolment being higher for males compared to females. There were more female students enrolled for occupational qualifications, other programmes, Report 550/NSC, N4-N6 and NC(V) compared to males.

Table 7.5: Number of foreign students enrolled in private colleges by country, 2019

Country	Total	% of foreign students
Zimbabwe	1 190	38.0%
Democratic Republic of the Congo	286	9.1%
Angola	255	8.1%
Gabon	184	5.9%
Lesotho	176	5.6%
Congo	150	4.8%
Botswana	88	2.8%
Mozambique	87	2.8%
Swaziland/Eswatini	74	2.4%
Nigeria	67	2.1%
Other Foreign Nationalities	573	18.3%
Total	3 130	100.0%

Source: *PrivateCollge2018_20210108, data extracted in January 2021.*

Note 1: 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” category.

Note 2: The 2019 figure represents enrolment at only 154 of the 287 registered private colleges that responded to the departmental Annual Survey.

The total number of foreign national students enrolled in private colleges was 3 130, which was 2.1% of total enrolment in 2019. The highest proportion of foreign national students were from Zimbabwe (38.0% or 1 190), followed by students from the Democratic Republic of the Congo (9.1% or 286), while a lower proportion were from Nigeria (2.1% or 67). More than three quarters of foreign national students reported were from 14 of the 16 Southern African Development Community (SADC) regions (except Comoros) (75.1% or 2 351).

Table 7.6: Number of Special Needs Education (SNE) students in private colleges by primary disability and gender, 2019

Barriers to Learning	Female	Male	Total
Albinism	10	8	18
Attention deficit disorder with/without hyperactivity (ADHD)	91	39	130
Autistic spectrum disorders	0	3	3
Behavioural/conduct disorder (including severe behavioural problems)	21	22	43
Blindness	2	1	3
Cerebral palsy	7	6	13
Deaf-blindness	20	5	25
Deafness	4	1	5
Epilepsy	69	43	112
Hard of hearing	26	21	47
Mild to moderate intellectual disability	343	183	526
Moderate to severe/profound intellectual disability	12	4	16
Partial sightedness / Low vision	116	92	208
Physical disability	105	118	223
Psychiatric disorder	88	54	142
Severely intellectually disabled	10	1	11
Specific learning disability	102	136	238
Total	1 026	737	1 763

Source: *PrivateCollege2019_20210108, data extracted in January 2021.*

Note 1: Disability categories are defined in the glossary section of the publication.

Note 2: The 2019 figure represents enrolment at only 154 of the 287 registered private colleges that responded to the departmental Annual Survey.

A total of 1 763 or 1.2% of students enrolled in private colleges reported as having a disability in 2019. More than a quarter of the students reported to be having a mild to moderate intellectual disability (29.8% or 526), followed by 13.5% or 238 of students who had a specific learning disability, while a lower proportion reported to have blindness and autistic spectrum disorder (0.2% or 3).

More than half of the students who reported to have a disability were female (58.2% or 1 026) while 41.8% or 737 were males. The largest gender disparities were recorded for students with mild to moderate intellectual disability, where 160 more female students reported to have this disability as compared to males.

Table 7.7: Number of students in private colleges by Occupational Qualifications and gender, 2019

Qualifications for organising fields	Female	Male	Total
1. Agriculture and Nature conservation	422	374	796
2. Business, Commerce and Management Studies	10 225	6 012	16 237
3. Communication Studies and Language	56	55	111
4. Culture and Arts	298	263	561
5. Education, Training and Development	1 488	868	2 356
6. Health Sciences and Social Services	1 055	550	1 605
7. Human and Social Studies	189	121	310
8. Law, Military Science and Security	316	359	675
9. Manufacturing, Engineering and Technology	825	957	1 782
10. Physical Planning and Construction	668	2 102	2 770
11. Physical, Mathematical, Computer and Life Sciences	303	756	1 059
12. Services	3 184	1 409	4 593
Total	19 029	13 826	32 855

Source: *PrivateCollege2019_20210108, data extracted in January 2021.*

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: These courses are all accredited by SAQA.

Note 3: The 2019 figure represents enrolment at only 154 of the 287 registered private colleges that responded to the departmental Annual Survey.

Enrolment for occupational qualifications in private colleges was the third largest in 2019, and the majority of enrolments were in the Business, Commerce and Management Studies (49.4% or 16 237), while fewer enrolments were in the Communication Studies and Language (0.3% or 111) and Human and Social Studies (0.9% or 310).

More than half of occupational qualifications enrolments in 2019 were for females (57.9% or 19 029) while 42.1% (13 826) were males. The largest gender disparities were in the Business, Commerce and Management Studies field, where 4 213 more female students enrolled in this field as compared to males. On the other hand, more male students enrolled in the Physical Planning and Construction; Physical, Mathematical, Computer and Life Sciences; Manufacturing, Engineering and Technology and Law, Military Science and Security fields compared to females.

7.1.2 Enrolment in private colleges by province

Table 7.8: Number of students in private colleges by qualification category and province, 2019

Province	NC(V)	Report 191 N1-N3	Report 191 N4-N6	Occupational Qualifications	Report 550/ NSC	Other	Total
Eastern Cape	28	2 477	2 539	477	73	5 217	10 811
Free State	109	2 088	1 270	220	392	529	4 608
Gauteng	749	16 454	16 856	20 896	1 020	23 869	79 844
KwaZulu-Natal	728	2 924	8 601	1 841	0	3 765	17 859
Limpopo	296	1 432	3 838	728	1 006	1 146	8 446
Mpumalanga	0	2 876	2 074	210	0	1 974	7 134
North West	114	1 686	1 005	702	0	340	3 847
Northern Cape	0	0	0	0	0	0	0
Western Cape	0	1 145	1 963	7 781	70	7 628	18 587
National	2 024	31 082	38 146	32 855	2 561	44 468	151 136

Source: *PrivateCollege2019_20210108, data extracted in January 2021.*

Note 1: "Other" refers to all other skills development and short courses.

Note 2: The 2019 figure represents enrolment at only 154 of the 287 registered private colleges that responded to the departmental Annual Survey.

Private colleges in Gauteng enrolled over half of students in 2019 (52.8% or 79 844), followed by the Western Cape (12.3% or 18 587) and KwaZulu-Natal (11.8% or 17 859). Private colleges located in Gauteng contributed largely to enrolments in all qualification categories, with the highest enrolment in other programmes (23 869). Almost two thirds of enrolments in occupational qualifications were recorded in Gauteng private colleges.

Although the lowest enrolment in private colleges was for NC(V) programmes, more than one third of students enrolled in this qualification were in Gauteng private colleges (37.0% or 749). Northern Cape colleges did not report student enrolment in 2019.

Table 7.9: Number of students and lecturers in private colleges by province, 2019

Province	Lecturers	Students
Eastern Cape	126	10 811
Free State	125	4 608
Gauteng	1 354	79 844
KwaZulu-Natal	340	17 859
Limpopo	196	8 446
Mpumalanga	139	7 134
North West	85	3 847
Northern Cape	0	0
Western Cape	378	18 587
National	2 743	151 136

Source: *PrivateCollege2019_20210108, data extracted in January 2021.*

Note: The 2019 figure represents enrolment at only 154 of the 287 registered private colleges that responded to the departmental Annual Survey.

The number of private college lecturers in 2019 was 2 743, of which 49.4% (1 354) were from Gauteng province. Private colleges in Gauteng also had more students compared to other colleges as seen in Table 7.8. The average lecturer to students' ratio in private colleges in 2019 was 1:55. Eastern Cape private colleges recorded the highest lecturer to student ratio (1:86), while Free State private colleges recorded the lowest ratio (1:37).

7.1.3 Examination results in private colleges

The Continuing Education and Training (CET) Act, 2006 (Act No. 16 of 2006) as amended and the Regulations for the Registration of Private Further Education and Training Colleges, 2007 provide the Department with the requisite legal framework for the registration and subsequent monitoring of registered private colleges. Private colleges provide vocational and occupational education and training programmes to learners who have at least completed Grade 9 in the school sector, those who have completed Grade 12 (matric) and employed persons.

In general, private colleges provide three broad categories of qualifications and programmes:

- The National Certificate (Vocational) [NC(V)] at three levels (Levels 2, 3 and 4 of the National Qualifications Framework [NQF]), which is an alternative learning pathway to Grades 10, 11 and 12 of the academic schooling systems.
- The “Report 191 National Technical Education (NATED)” Certificates offered at six different levels (N1 to N6) for Engineering Studies programmes and three levels (N4 to N6) for Business Studies programmes, which culminate in a National N Diploma if students meet the requirements for work experience. Students enrolled for Business Studies require 18 months (2 000 hours) of applicable work experience, while those enrolled for Engineering Studies require a minimum of 24 months (2 670 hours) of applicable work experience to obtain the National N Diploma. Students may also choose to take a trade test on completion of the N2 certificates whenever they have acquired the necessary practical skills.
- Occupational qualifications and part-qualifications which are based on job-related programmes that are closely linked to workplace demands and opportunities.

The following section of the report provides information about student performance in private colleges.

Table 7.10: Number of students in private colleges who registered, wrote and completed national qualifications, by qualification category and gender, 2019

Qualification Category	Female			Male			Total			
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	Completion rate (%)
Report 190/1 N3	15 998	12 960	8 413	24 698	19 746	12 650	40 698	32 708	21 063	64.4
Report 190/1 N6	22 101	21 021	19 812	16 205	15 123	13 785	38 306	36 144	33 597	93.0
NC(V) Level 4	156	101	32	116	70	20	272	171	52	30.4
Total	38 255	34 082	28 257	41 019	34 939	26 455	79 276	69 023	54 712	79.3

Source: National Examinations Database, November 2019.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete qualifications (part or full) during the 2019 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2019.

Note 2: “Number Registered” refers to the number of students who registered for the relevant examinations in 2019 and were eligible to complete the relevant qualifications during the 2019 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the relevant qualifications in 2019.

Note 3: “Number Wrote” refers to the number of students who wrote the relevant examinations in 2019 and were eligible to complete the relevant qualifications during the 2019 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the relevant qualifications in 2019.

Note 4: “Number Completed” refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2019 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the relevant qualifications in 2019.

Note 5: Total includes records with unspecified gender.

Table 7.10 shows that 79 276 students registered for Report 190/1 (N3 and N6) and NC(V) Level 4 examinations in private colleges in 2019, of which 69 023 wrote examinations and 54 712 completed. The highest proportion of students registered for the Report 190/1 (N3) part-qualification (51.3% or 40 698) followed closely by Report 190/1 (N6) part-qualification (48.3% or 38 306) while the lowest number of students registered for NC(V) Level 4 examinations (272).

More male students registered, wrote and completed examinations for Report 190/1 N3 part-qualification (Engineering Studies), while more female students registered, wrote and completed examination for Report 190/1 N6 part-qualification and NC(V) Level 4 qualification. The largest gender disparities were noticed for Report 190/1 (N6) part-qualification, where 6 027 more female students completed the part-qualification compared to males.

Table 7.10 also indicates that only 30.4% of students who wrote exams for the NC(V) Level 4 qualification during the 2019 academic year successfully completed the level. On the other hand, a higher completion rate of 93.0% was recorded for students who completed N6 part-qualification in the same period. The completion rate for Report 190/1 N3 Engineering Studies was 64.4%, and 4 237 more males completed this part-qualification compared to females.

Table 7.11: Number of students in private colleges who registered, wrote and completed NC(V) qualifications, by level, 2019

Qualification	Number registered	Number wrote	Number completed	Completion rate (%)
NC(V) Level 2	1 201	467	219	46.9
NC(V) Level 3	424	236	113	47.9
NC(V) Level 4	272	171	52	30.4
Total	1 897	874	384	43.9

Source: *National Examinations Database, November 2019.*

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an NC(V) qualification during the 2019 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2019.

Note 2: "Number Registered" refers to the number of students who registered for the 2019 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2019 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the NC(V) Level 2-4 qualifications in 2019.

Note 3: "Number Wrote" refers to the number of students who wrote the 2019 NC(V) Levels 2 – 4 examinations and were eligible to complete an NC(V) qualification during the 2019 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 2-4 qualifications in 2019.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the NC(V) Levels 2-4 qualifications in the 2019 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the NC(V) Level 2-4 qualifications in 2019.

Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2019 academic year, expressed as a percentage of the number of candidates who were eligible to complete the NC(V) Level 2-4 qualifications and wrote the examinations (the latter is defined above) in 2019.

Note 6: NC(V) Level 2, NC(V) Level 3 and NC(V) Level 4 are each full qualification.

Table 7.11 shows that 1 897 students registered for NC(V) Levels 2-4 examinations in private colleges in 2019, of which 874 wrote examinations and 384 completed, resulting in a completion rate of 43.9%. The highest number of students registered, wrote and completed NC(V) Level 2 qualification. The highest completion rate was however recorded for NC(V) Level 3 (47.9%), and the lowest was for NC(V) Level 4 (30.4%). Table 7.11 also indicates that a significantly large number of students who wrote and were eligible to complete an NC(V) qualification across all levels during the 2019 academic year did not successfully complete.

Table 7.12: Number of students in private colleges who registered, wrote and completed Report 190/1 N1 to N3 part-qualifications for Engineering Studies, 2019

Qualification	Number registered	Number wrote	Number completed	Completion rate (%)
Report 190/1 N1	14 688	11 437	9 298	81.3
Report 190/1 N2	41 736	34 899	21 047	60.3
Report 190/1 N3	40 698	32 708	21 063	64.4
Total	97 122	79 044	51 408	65.0

Source: *National Examinations Database, November 2019.*

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 190/1 part-qualification during the 2019 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2019.
- Note 2: "Number Registered" refers to the number of students who registered for the 2019 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2019 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2019.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2019 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2019 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2019.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N1-N3 part-qualifications in the 2019 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2019.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N1-N3 part-qualification in the 2019 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N1-N3 part-qualifications and wrote the examinations (the latter is defined above) in 2019.
- Note 6: The number of students who registered for, wrote and completed N1-N3 Engineering Studies part-qualifications includes the consolidated numbers across all three trimesters of the 2019 academic year.

Table 7.12 shows that 97 122 students registered for Report 190/1 N1 to N3 examinations in private colleges in 2019, of which 79 044 wrote examinations and 51 408 completed, translating to a 65.0% completion rate. The highest number of students registered and wrote examinations for Report 190/1 N2 and N3 part-qualifications, but the highest completion rate was however recorded for Report 190/1 N1 part-qualification (81.3%). Table 7.12 also indicates that a significantly large number of students who wrote and were eligible to complete a part-qualification across all three (N1-N3) levels during the 2019 academic year did not successfully complete the relevant part-qualification.

Table 7.13: Number of students in private colleges who registered, wrote and completed Report 190/1 N4 to N6 part-qualification for Engineering Studies, 2019

Qualification	Number registered	Number wrote	Number completed	Completion rate (%)
Report 190/1 N4	27 818	25 252	22 278	88.2
Report 190/1 N5	19 063	17 860	16 390	91.8
Report 190/1 N6	16 433	15 510	14 061	90.7
Total	63 314	58 622	52 729	89.9

Source: *National Examinations Database, November 2019.*

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an N6 part-qualification during the 2019 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2019.
- Note 2: "Number Registered" refers to the number of students who registered for the 2019 Report 190/1 N6 examinations and were eligible to complete a Report 191 N6 part-qualification during the 2019 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2019.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2019 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2019 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N6 part-qualification in 2019.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N6 part-qualification in the 2019 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N6 part-qualification in 2019.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N6 part-qualification in the 2019 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N6 part-qualification and wrote the examinations (the latter is defined above) in 2019.
- Note 6: The number of students who registered for, wrote and completed N4-N6 Engineering Studies part-qualifications includes the consolidated numbers across all three trimesters of the 2019 academic year.

Table 7.13 shows that 63 314 students registered for Report 190/1 N4 to N6 part-qualification for Engineering Studies examinations in private colleges in 2019, of which 58 622 wrote examinations and 52 729 completed, resulting in a completion rate of 89.9%. The highest number of students registered and wrote examinations for Report 190/1 N4 and N5 part-qualifications. However, the highest completion rates recorded for Report 190/1 N5 and N6 part-qualifications (91.8% and 90.7% respectively). Table 7.13 also indicates that a significantly large number of students who wrote and were eligible to complete a part-qualification across all three levels during the 2019 academic year successfully completed the relevant part-qualification.

Table 7.14: Number of students in private colleges who registered, wrote and completed Report 190/1 N4 to N6 part-qualifications for Business Studies, 2019

Qualification	Number registered	Number wrote	Number completed	Completion rate (%)
Report 190/1 N4	38 718	32 503	29 254	90.0
Report 190/1 N5	27 663	25 176	23 427	93.1
Report 190/1 N6	21 873	20 634	19 536	94.7
Total	88 254	78 313	72 217	92.2

Source: National Examinations Database, November 2019.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 190/1 part-qualification during the 2019 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2019.

Note 2: "Number Registered" refers to the number of students who registered for the 2019 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2019 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2019.

Note 3: "Number Wrote" refers to the number of students who wrote the 2019 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2019 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2019.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N4-N6 part-qualifications in the 2019 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2019.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2019 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N4-N6 part-qualifications and wrote the examinations (the latter is defined above) in 2019.

Note 6: The number of students who registered for, wrote and completed N1-N3 Business Studies part-qualifications includes the consolidated numbers across both semesters of the 2019 academic year.

Table 7.14 shows that 88 254 students registered for Report 190/1 N4 to N6 part-qualification for Business Studies examinations in private colleges in 2019, of which 78 313 wrote examinations and 72 217 completed. This translated to a completion rate of 92.2% for Report 190/1 N4-N6 part-qualification. The highest number of students registered and wrote examinations for Report 190/1 N4 and N5 part-qualifications. However, the highest completion rate was recorded for Report 190/1 N5 and N6 part-qualification (93.1% and 94.7% respectively).

Table 7.14 also indicates that a significantly large number of students who wrote and were eligible to complete a part-qualification during the 2019 academic year successfully completed a relevant part-qualification. Completion rates for Business Studies were higher than those of Engineering Studies, most notably for Report 190/1 N6 part-qualification (difference of 4.0 percentage points).

Table 7.15: Number of students in private colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, 2019

NC(V) Level Programmes	Female				Male				Total			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
1. L4: Electrical Infrastructure Construction	0	0	0	n.a	1	1	1	100.0	1	1	1	100.0
2. L4: Engineering and Related Design	1	1	0	0	1	1	0	0.0	2	2	0	0.0
3. L4: Finance, Economics and Accounting	6	6	2	33.3	2	2	1	50.0	8	8	3	37.5
4. L4: Information Technology and Computer Science	7	4	0	0	11	7	1	14.3	18	11	1	9.1
5. L4: Management	15	10	3	30	4	4	2	50.0	19	14	5	35.7
6. L4: Marketing	16	13	4	30.8	16	13	7	53.8	32	26	11	42.3
7. L4: Office Administration	45	28	6	21.4	18	13	3	23.1	63	41	9	22.0
8. L4: Safety in Society	39	20	2	10	54	23	0	0.0	93	43	2	4.7
9. L4: Transport and Logistics	27	19	15	78.9	9	6	5	83.3	36	25	20	80.0
Total	156	101	32	31.7	116	70	20	28.6	272	171	52	30.4

Source: National Examinations Database, February 2021.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an NC(V) qualification during the 2019 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2019.

Note 2: "Number Registered" refers to the number of students who registered for the 2019 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2019 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2019.

Note 3: "Number Wrote" refers to the number of students who wrote the 2019 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2019 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2019.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the NC(V) Level 4 qualification in the 2019 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the NC(V) Level 4 qualification in 2019.

Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2019 academic year, expressed as a percentage of the number of students who were eligible to complete the NC(V) Level 4 qualification and wrote the examinations (the latter is defined above) in 2019.

Note 6: NC(V) Level 4 is a full qualification.

Note 7: "n.a." means not applicable.

Table 7.15 shows that in private colleges, 171 students wrote examinations for the NC(V) Level 4 qualification and 52 of them completed the qualification resulting in a 30.4% completion rate. Majority of students wrote examinations for Safety in Society (43) and Office Administration (41).

However, completion for examinations was high in Transport and Logistics programme (20), followed by Marketing (11) and Office Administration (9). A high completion rate was recorded for Transport and Logistics programme (80.0%).

There were 52 students who completed examinations for NC(V) Level 4, and more than 60% (32) of them were females. About 15 of those females completed an NC(V) Level 4 qualification Transport and Logistics programme, resulting in a 78.9% completion rate. Male students on the other hand completed their NC(V) Level 4 qualifications in Marketing (7) and Transport and Logistics (5) programmes. Completion rates for male students were also higher in Transport and Logistics programme (83.3%).

The Electrical Infrastructure Construction, Engineering and Related Design and Finance, Economics and Accounting were least popular among both female and male students. Table 7.15 also shows that none of the students in the private colleges completed Engineering and Related Design programmes for the NC(V) Level 4 qualification.

Table 7.16: Number of students in private colleges who registered, wrote and completed the Report 191/N6 part-qualification, by programme and gender, 2019

Report 191 N6 Programmes	Female				Male				Total			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
1. N6: Art and Design	12	12	12	100.0	17	17	17	100.0	29	29	29	100.0
2. N6: Business Management	1 260	1 193	1 121	94.0	784	731	675	92.3	2 044	1 924	1 796	93.3
3. N6: Clothing Production	13	13	13	100.0	5	4	4	100.0	18	17	17	100.0
4. N6: Educare	2 587	2 453	2 446	99.7	233	219	217	99.1	2 820	2 672	2 663	99.7
5. N6: Engineering Studies	6 073	5 821	5 311	91.2	10 360	9 689	8 750	90.3	16 433	15 510	14 061	90.7
6. N6: Farming Management	28	28	28	100.0	34	33	26	78.8	62	61	54	88.5
7. N6: Financial Management	1 343	1 288	1 220	94.7	623	580	556	95.9	1 966	1 868	1 776	95.1
8. N6: Hospitality and Catering Services	240	229	223	97.4	96	91	90	98.9	336	320	313	97.8
9. N6: Human Resources Management	2 869	2 700	2 544	94.2	1 053	976	896	91.8	3 922	3 676	3 440	93.6
10. N6: Legal Secretary	147	138	132	95.7	65	58	55	94.8	212	196	187	95.4
11. N6: Management Assistant	1 902	1 819	1 771	97.4	347	325	311	95.7	2 249	2 144	2 082	97.1
12. N6: Marketing Management	575	548	490	89.4	394	366	299	81.7	969	914	789	86.3
13. N6: Medical Secretary	828	771	749	97.1	72	67	64	95.5	900	838	813	97.0
14. N6: Popular Music: Composition	0	0	0	n.a	4	4	3	75.0	4	4	3	75.0
15. N6: Popular Music: Performance	0	0	0	n.a	2	1	1	100.0	2	1	1	100.0
16. N6: Popular Music: Studio Work	11	8	8	100.0	287	262	254	96.9	298	270	262	97.0
17. N6: Public Management	2 076	1 977	1 831	92.6	918	862	781	90.6	2 994	2 839	2 612	92.0
18. N6: Public Relations	1 267	1 216	1 195	98.3	503	475	461	97.1	1 770	1 691	1 656	97.9
19. N6: Tourism	870	807	718	89.0	408	363	325	89.5	1 278	1 170	1 043	89.1
Total	22 101	21 021	19 812	94.2	16 205	15 123	13 785	91.2	38 306	36 144	33 597	93.0

Source: National Examinations Database, November 2019.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED includes only those who were eligible to complete an N6 part-qualification during the 2019 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2019.

Note 2: "Number Registered" refers to the number of students who registered for the 2019 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2019 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2019.

Note 3: "Number Wrote" refers to the number of students who wrote the 2019 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2019 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N6 part-qualification in 2019.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N6 part-qualification in the 2019 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 191 N6 part-qualification in 2019.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N6 part-qualification in the 2019 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N6 part-qualification and wrote the examinations (the latter is defined above) in 2019.

Note 6: "n.a." means not applicable.

Table 7.16 shows that in private colleges 36 144 students wrote examinations for Report 190/1 N6 part-qualification, and 33 597 of them completed, resulting in a completion rate of 93.0%. Majority of students wrote examinations in the following programmes: Engineering Studies (15 510), Human Resources Management (3 676), Public Management (2 839) and Educare (2 672). Subsequently, more students completed their N6 part-qualification in Engineering Studies (14 061), Human Resources Management (3 440), Educare (2 663) and Public Management (2 612).

Majority of students who completed examinations for Report 190/1 N6 part-qualification were females, with a completion rate of 94.2%. Most female students completed their part-qualifications in Engineering Studies (5 311) followed by Human Resource Management (2 544) and Educare (2 446) programmes.

The completion rate for male students was also high at 91.2%. Almost two thirds of male students completed their part-qualifications in Engineering Studies (63.5% or 8 750) followed by Human Resources Management (6.5% or 896) and Public Management (5.7% or 781) programmes. Although the overall completion for females was higher than that of males, there were 3 439 more males who completed Engineering Studies compared to females.

On the other hand, 2 229 more females completed an Educare part-qualification compared to males. The largest gender disparities were also recorded in Human Resources Management, Management Assistant and Public Management, where 1 648; 1 460 and 1 050 more female students completed these programmes compared to males.

7.1.4 Staffing in private colleges

Table 7.17: Number of staff in private colleges, by personnel category and gender, 2019

Personnel Category	Female	Male	Total
Management Staff	345	339	684
Lecturer Staff	1 235	1 508	2 743
Support Staff	1 384	535	1 919
Total	2 964	2 382	5 346

Source: *PrivateCollege2019_20210108, data extracted in January 2021.*

Note 1: The category "Management" means the principal and the vice principals of a public college; (CET Act 16 of 2006).

Note 2: The category "Lecturing" 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 establishments under this Act; (CET Act 16 of 2006).

Note 3: The category "Support" refers to 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; (CET Act 16 of 2006).

Note 4: The 2019 figure represents enrolment at only 154 of the 287 registered private colleges that responded to the departmental Annual Survey.

Private colleges had a total of 5 346 staff employed in 2019, of which the majority were lecturing staff (51.3% or 2 743), followed by support staff (35.9% or 1 919) and management staff (12.8% or 684). There were 582 more female than male staff in private colleges, with the largest gender disparities recorded in the support staff category, where 849 more females were employed in this category compared to males. There were also more female staff employed as management, although the differences were minimal when compared with male staff. In spite of the overall staff complement being higher for females, there were 273 more males employed as lecturers compared to females.



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 within the levy grant system. SETAs are required to implement their Sector Skills Plans (SSPs) by facilitating the delivery of improved industries' sector-specific skills in order to contribute to the goals of the National Skills Development Strategy (NSDS). They are expected to ensure that intermediate and high-level skills are developed among both workers as well as unemployed persons. SETAs support workplace-based education and training through Learnerships, Internships and Skills Programmes. 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 (the Department) is responsible for the management of the SETAs' performance to ensure that the above functions are undertaken effectively and efficiently. The Department is determined to realise the slogan of "together turning every workplace into a training space" by ensuring that significant number of young people are able to access workplace-based training through Learnerships, Internships and Skills Programmes.

This section of the report provides the number of workers and unemployed persons who were registered and certificated in SETA-supported learning programmes, namely, Learnerships, Internships and Skills Programmes. The 2019/20 data was reported for the first time through the Skills Education and Training Management Information System (SETMIS), which is a unit level record data system for the SETAs.





8.2 REGISTRATION AND CERTIFICATION OF SETA-SUPPORTED LEARNING PROGRAMMES

Table 8.1: Number of workers and unemployed persons registered and certificated in SETA-supported learning programmes, by programme type, 2011/12 – 2019/20

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
2016/17	101 447	17 216	131 017	249 680	58 080	6 777	116 141	180 998
2017/18	111 681	12 935	144 531	269 147	48 002	6 496	122 979	177 477
2018/19	105 548	15 482	150 674	271 704	61 841	6 123	144 460	212 424
2019/20	81 988	11 784	128 438	222 210	57 888	7 711	114 032	179 631

Sources: *Statistics on Post-School Education and Training in South Africa, 2018. SETMIS 2019/20, data extracted in March 2021.*

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. The data above excludes registrations and certifications in trade related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012⁴.

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.

Note 5: Unemployed persons refers to learners who were not employed by their current employer before undertaking a Workplace Based Learning Programme

Note 6: Internship data includes only those that are recruited through a specific SETA and it is not a comprehensive reporting on the number of interns in the system.

There were 222 210 learners registered for SETA-supported learning programmes during the 2019/20 financial year, and more than half of them registered for skills programmes (57.8% or 128 438), followed by learnerships (36.9% or 81 988), while fewer learners were registered for internships (5.3% or 11 784).

Registrations for SETA-supported learning programmes declined by 18.2% (49 494) between 2018/19 and 2019/20 financial years, and the largest decreases were for learnerships and skills programmes (23 560 and 22 236 respectively). SETAs registered 64.3% (86 981) more learners in SETA-supported learning programmes between 2011/12 and 2019/20 financial years, with high increases recorded for skills programmes (40 532) and learnerships (38 117).

The total number of learners certificated for SETA-supported learning programmes during the 2019/20 financial year was 179 631, and majority of certifications were for skills programmes (63.5% or 114 032) followed by learnerships (32.2% or 57 888) and internships (4.3% or 7 711).

The number of learners certificated in the 2019/20 financial year was 15.4% (32 793) lower as compared with the 2018/19 financial year, with a large decline recorded for skills programmes (30 428). An increase of 52.7% (62 029) was however recorded over the period (2011/12 – 2019/20 financial years), and large increases were recorded for learnerships (28 691) and skills programmes (26 505).

⁴ Note that the registrations and certification data for trade related programmes can be found in Tables 8.7 and 8.10.

Table 8.2 Number of workers and unemployed persons registered and certificated in SETA-supported learning programmes, by programme type and gender, 2011/12 – 2019/20

Year	Registered								Certificated							
	Learnerships		Internships		Skills Programmes		Total registered		Learnerships		Internships		Skills Programmes		Total certificated	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2011/12	26 323	13 438	2 002	1 250	47 469	39 849	75 794	54 537	15 766	12 835	446	396	49 015	36 987	65 227	50 218
2012/13	27 986	22 389	3 860	1 867	46 243	27 465	78 089	51 721	18 950	16 907	1 163	948	45 840	38 574	65 953	56 429
2013/14	47 742	25 327	5 772	1 645	52 729	39 779	106 243	66 751	20 561	16 366	1 355	1 035	59 155	48 987	81 071	66 388
2014/15	40 524	32 802	8 164	3 534	79 970	51 890	128 658	88 226	22 081	18 408	1 978	1 596	59 617	44 874	83 676	64 878
2015/16	49 993	38 287	5 698	5 391	66 740	54 253	122 431	97 931	23 827	19 208	1 776	1 365	67 556	56 389	93 159	76 962
2016/17	50 665	50 782	9 897	7 319	72 403	58 614	132 965	116 715	30 075	28 005	3 788	2 989	64 912	51 229	98 775	82 223
2017/18	67 008	44 673	6 833	6 102	93 945	50 586	167 786	101 361	24 951	23 051	3 855	2 641	64 376	58 603	93 182	84 295
2018/19	54 536	51 012	9 686	5 796	81 236	69 438	145 458	126 246	33 204	28 637	4 200	1 923	75 511	68 949	112 915	99 509
2019/20	47 498	34 490	7 862	3 922	69 260	59 178	124 620	97 590	32 079	25 809	5 078	2 633	50 525	63 507	87 682	91 949

Sources: *Statistics on Post-School Education and Training in South Africa, 2018. SETMIS 2019/20, data extracted in March 2021.*

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. The data above excludes registrations and certifications in trade related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012⁵.

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.

Note 5: The imbalances in the gender figures for 2011/12-2015/16 financial years is attributed to SETAs not fully reporting on equity thereby making the equity data not equivalent to the totals.

Note 6: Unemployed persons refers to learners who were not employed by their current employer before undertaking a Workplace Based Learning Programme.

Note 7: Internship data includes only those that are recruited through a specific SETA and it is not a comprehensive reporting on the number of interns in the system.

The number of females registered for SETA-supported learning programmes during the 2019/20 financial year was 124 620 (56.1% of total registrations), which was 27 030 higher than that of males (97 590). The largest gender difference was recorded for learnerships, where 13 008 more females registered as compared to males. The number of females registered has been consistently higher than that of males throughout the period under review (2011/12 - 2019/20 financial year).

A different picture was observed in terms of certifications, where a larger number of males (91 949) were certificated for SETA-supported learning programmes during the 2019/20 financial year as compared to 87 682 females. The large gender difference was recorded for skills programmes, where 12 982 more males were certificated as compared to females. The number of females certificated was higher than that of males during 2011/12 – 2018/19, and 2019/20 financial year was the first time where the number of males certificated was higher than that of females.

⁵ Note that the registrations and certification data for trade related programmes can be found in Tables 8.7 and 8.10.



8.2.1 Workers registered for SETA-supported learning programmes

Table 8.3: Number of workers registered for SETA-supported learning programmes, by programme type and SETA, 2019/20

SETA	Learnerships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	2 050	1 800	88%	2 730	2 405	88%	4 780	4 205
BANKSETA	1 340	1 708	127%	900	1 010	112%	2 240	2 718
CATHSSETA	1 800	1 007	56%	317	921	291%	2 117	1 928
CETA	257	95	37%	200	281	141%	457	376
CHIETA	1 100	753	68%	2 000	1 568	78%	3 100	2 321
ETDP SETA	1 630	890	55%	9 000	12 634	140%	10 630	13 524
EWSETA	200	458	229%	1 100	1 925	175%	1 300	2 383
FASSET	574	282	49%	24 500	0	0%	25 074	282
FOODBEV	1 700	1 349	79%	1 300	1 080	83%	3 000	2 429
FP&M SETA	950	1 327	140%	2 450	9 299	380%	3 400	10 626
HWSETA	3 300	1 617	49%	8 252	3	0%	11 552	1 620
INSETA	1 150	952	83%	4 700	2 088	44%	5 850	3 040
LGSETA	3 000	2 022	67%	5 500	1 174	21%	8 500	3 196
MERSETA	1 900	1 650	87%	4 000	3 087	77%	5 900	4 737
MICT SETA	120	131	109%	500	86	17%	620	217
MQA	750	923	123%	30 425	21 542	71%	31 175	22 465
PSETA	250	261	104%	1 000	1 148	115%	1 250	1 409
SASSETA	2 500	6	0%	3 200	0	0%	5 700	6
SERVICES	3 500	235	7%	3 500	1 839	53%	7 000	2 074
TETA	1 600	2 120	133%	650	335	52%	2 250	2 455
W&RSETA	5 066	6 265	124%	12 000	4 691	39%	17 066	10 956
Total	34 737	25 851	74%	118 224	67 116	57%	152 961	92 967

Source: SETMIS 2019/20, data extracted in March 2021.

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. The data above excludes registrations in trade related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012⁶.

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

The total number of workers registered for SETA-supported learning programmes during the 2019/20 financial year was 92 967 (which is 41.8% of total registrations indicated in Table 8.1), and almost three quarters of them were registered for skills programmes (72.2% or 67 116) while 27.8% (25 851) registered for learnerships.

Total registrations for SETA-supported learning programmes for workers were 59 994 less than the target set by SETAs, and the main contributor to the underachievement was registrations for skills programmes (51 108). Fourteen SETAs recorded underachievement for workers' registrations for skills programmes, with notable under-achievements recorded by FASSET, MQA, HWSETA and W&RSETA. Regardless of the overall underachievement for skills programmes, seven SETAs overachieved their targets, with the largest overachievement recorded for FP&M SETA (380% achievement).

⁶ Note that the registrations data for trade related programmes can be found in Table 8.7.

There was a 26% (8 886) underachievement for workers registered for learnerships during the 2019/20 financial year, with thirteen SETAs underachieving their targets. The largest contributors to the underachievement for learnerships registrations (in absolute terms) were SERVICES SETA, SASSETA and HWSETA. Despite the underachievement in registration for learnerships, noticeable overachievements were recorded for EWSETA, FP&M SETA and TETA.

8.2.2 Workers certificated in SETA-supported learning programmes

Table 8.4: Number of workers certificated in SETA-supported learning programmes, by programme type, 2019/20

SETA	Learnerships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	1 880	2 481	132%	1 960	2 172	111%	3 840	4 653
BANKSETA	1 450	1 117	77%	150	230	153%	1 600	1 347
CATHSSETA	240	568	237%	238	394	166%	478	962
CETA	28	287	1025%	69	220	319%	97	507
CHIETA	550	1 183	215%	1 000	420	42%	1 550	1 603
ETDP SETA	1 500	323	22%	4 000	11 262	282%	5 500	11 585
EWSETA	125	280	224%	950	948	100%	1 075	1 228
FASSET	185	207	112%	24 500	7 472	30%	24 685	7 679
FOODBEV	800	1 153	144%	600	1 135	189%	1 400	2 288
FP&M SETA	570	742	130%	2 200	9 359	425%	2 770	10 101
HWSETA	2 400	40	2%	6 000	0	0%	8 400	40
INSETA	520	664	128%	2 190	2 073	95%	2 710	2 737
LGSETA	2 250	617	27%	5 000	4 159	83%	7 250	4 776
MERSETA	3 230	994	31%	3 100	823	27%	6 330	1 817
MICT SETA	60	22	37%	250	0	0%	310	22
MQA	150	939	626%	29 000	34 400	119%	29 150	35 339
PSETA	250	261	104%	900	924	103%	1 150	1 185
SASSETA	2 300	408	18%	2 600	6	0%	4 900	414
SERVICES	1 163	892	77%	800	1 147	143%	1 963	2 039
TETA	600	1 615	269%	250	343	137%	850	1 958
W&RSETA	2 450	2 653	108%	4 750	969	20%	7 200	3 622
Total	22 701	17 446	77%	90 507	78 456	87%	113 208	95 902

Source: SETMIS 2019/20, data extracted in March 2021.

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. The data above excludes certifications in trade related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012⁷.

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

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

The total number of workers certificated for SETA-supported learning programmes during the 2019/20 financial year was 95 902, with the largest number of workers certificated for skills programmes (78 456 or 81.8%) while 17 446 or 18.2% of workers were certificated for learnerships.

There was an overall underachievement of 17 306, and the largest underachievement was recorded for skills programmes (underachievement of 12 051), while an underachievement of 5 225 was recorded for learnerships. Ten SETAs did not reach their targets for skills programmes certifications, and it should be noted that HWSETA and MICT SETA did not certificate any workers for skills programmes during the 2019/20 financial year. Despite the overall underachievement for skills programmes certifications, high overachievements were recorded for FP&M SETA (425%) followed by CETA (319%) and ETDP SETA (282%).

⁷ Note that the certification data for trade related programmes can be found in Table 8.10.



8.2.3 Unemployed persons registered for SETA-supported learning programmes

Table 8.5: Number of unemployed persons registered for SETA-supported learning programmes, by programme type, 2019/20

SETA	Learnerships			Internships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	3 050	3 039	100%	450	453	101%	2 674	6 557	245%	6 174	10 049
BANKSETA	1 386	1 314	95%	1 750	141	8%	239	52	22%	3 375	1 507
CATHSSETA	1 800	3 377	188%	300	277	92%	698	5 248	752%	2 798	8 902
CETA	3 385	2 936	87%	675	240	36%	773	9 819	1270%	4 833	12 995
CHIETA	3 400	3 178	93%	684	685	100%	1 000	1 468	147%	5 084	5 331
ETDP SETA	1 650	1 464	89%	603	1 710	284%	1 807	835	46%	4 060	4 009
EWSETA	1 300	1 332	102%	300	36	12%	300	220	73%	1 900	1 588
FASSET	4 896	4 433	91%	150	150	100%	2 665	1 791	67%	7 711	6 374
FOODBEV	1 700	2 238	132%	500	158	32%	100	69	69%	2 300	2 465
FP&M SETA	2 666	3 957	148%	400	977	244%	1 619	12 888	796%	4 685	17 822
HWSETA	3 951	1 248	32%	1 100	465	42%	2 958	0	0%	8 009	1 713
INSETA	1 400	1 607	115%	1 200	404	34%	1 300	228	18%	3 900	2 239
LGSETA	4 000	1 620	41%	1 000	306	31%	5 000	3 360	67%	10 000	5 286
MERSETA	2 500	2 583	103%	400	204	51%	4 000	1 763	44%	6 900	4 550
MICT SETA	3 500	957	27%	1 600	475	30%	2 000	1 158	58%	7 100	2 590
MQA	1 050	880	84%	500	391	78%	2 918	2 802	96%	4 468	4 073
PSETA	0	2	n.a.	10	10	100%	0	1	n.a.	10	13
SASSETA	2 900	1 913	66%	530	12	2%	2 000	35	2%	5 430	1 960
SERVICES	15 000	5 029	34%	4 090	3 435	84%	500	4 586	917%	19 590	13 050
TETA	1 600	3 066	192%	450	408	91%	850	1 101	130%	2 900	4 575
W&RSETA	8 536	9 927	116%	1 600	847	53%	1 800	7 378	410%	11 936	18 152
Total	69 670	56 100	81%	18 292	11 784	64%	35 201	61 359	174%	123 163	129 243

Source: SETMIS 2019/20, data extracted in March 2021.

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. The data above excludes registrations in trade related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012⁸.

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: Unemployed persons refers to learners who were not employed by their current employer before undertaking a Workplace Based Learning Programme.

Note 5: Internship data includes only those that are recruited through a specific SETA and it is not a comprehensive reporting on the number of interns in the system.

Note 6: "n.a." means not applicable.

A total of 129 243 unemployed persons registered for SETA-supported learning programmes during the 2019/20 financial year, which was 58.2% of total registrations (222 210). Majority of the unemployed persons registered for skills programmes (47.5% or 61 359), followed by learnerships 43.4% (56 100), while 9.1% (11 784) registered for internship programmes.

An overall overachievement of 5% or 6 080 was recorded for unemployed persons during this period, with the largest overachievement observed for skills programmes (74% overachievement). Overachievements for registration in skills programmes were mainly recorded in CETA (1270%), followed by SERVICES SETA (917%), FP&M SETA (796%) and CATHSSETA (752%). Underachievement was recorded for learnerships and internships in the same period.

⁸ Note that the registrations data for trade related programmes can be found in Table 8.7.

Even though an overachievement was recorded for unemployed persons' registrations for SETA-supported learning programmes, an overall picture indicates that there was an underachievement of 53 914 in registrations for SETA-supported learning programmes for workers and unemployed persons during the 2019/20 financial year (see Tables 8.3 and 8.5).

8.2.4 Unemployed persons certificated in SETA-supported learning programmes

Table 8.6: Number of unemployed persons certificated in SETA-supported learning programmes, by programme type, 2019/20

SETA	Learnerships			Internships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	2 660	2 755	104%	250	532	213%	2 600	6 511	250%	5 510	9 798
BANKSETA	677	1 102	163%	70	119	170%	391	245	63%	1 138	1 466
CATHSSETA	316	1 773	561%	225	199	88%	523	2 036	389%	1 064	4 008
CETA	1 692	1 433	85%	273	0	0%	737	1 035	140%	2 702	2 468
CHIETA	1 700	2 865	169%	342	342	100%	500	757	151%	2 542	3 964
ETDP SETA	1 160	620	53%	500	2 542	508%	1 350	3 570	264%	3 010	6 732
EWSETA	1 200	1 356	113%	300	137	46%	300	70	23%	1 800	1 563
FASSET	2 400	3 095	129%	0	0	0%	1 687	519	31%	4 087	3 614
FOODBEV	800	1 398	175%	250	499	200%	50	2	4%	1 100	1 899
FP&M SETA	1 850	2 123	115%	295	416	141%	1 400	9 819	701%	3 545	12 358
HWSETA	2 560	3	0%	800	0	0%	2 000	0	0%	5 360	3
INSETA	652	1 185	182%	405	0	0%	598	364	61%	1 655	1 549
LGSETA	2 800	604	22%	600	0	0%	2 250	655	29%	5 650	1 259
MERSETA	3 000	2 030	68%	250	281	112%	2 633	1 010	38%	5 883	3 321
MICT SETA	1 750	984	56%	800	140	18%	1 000	35	4%	3 550	1 159
MQA	800	896	112%	0	2	0%	2 800	5 035	180%	3 600	5 933
PSETA	250	368	147%	5	6	120%	0	0	0%	255	374
SASSETA	1 400	1 748	125%	410	158	39%	1 200	902	75%	3 010	2 808
SERVICES	10 306	9 881	96%	1 085	2 128	196%	1 500	1 323	88%	12 891	13 332
TETA	850	1 218	143%	120	188	157%	400	1 296	324%	1 370	2 702
W&RSETA	2 000	2 995	150%	350	22	6%	400	402	101%	2 750	3 419
Total	40 823	40 432	99%	7 330	7 711	105%	24 319	35 586	146%	72 472	83 729

Source: SETMIS 2019/20, data extracted in March 2021.

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. The data above excludes certifications in trade related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012⁹.

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: Unemployed persons refers to learners who were not employed by their current employer before undertaking a Workplace Based Learning Programme.

Note 5: Internship data includes only those that are recruited through a specific SETA and it is not a comprehensive reporting on the number of interns in the system.

⁹ Note that the certification data for trade related programmes can be found in Table 8.10.



The total number of unemployed persons certificated for SETA-supported learning programmes during the 2019/20 financial year was 83 729, and the largest number of certifications were for learnerships (40 432 or 48.3%), followed by skills programmes (35 586 or 42.5%), while fewer certifications were for internships (7 711 or 9.2%).

There was an overall overachievement of 11 257, and the largest overachievement was recorded for skills programmes (46% or 11 267). The largest contributors to the overachievement in certifications for skills programmes were FP&M SETA (701%), followed by CATHSSETA (389%) and TETA (324%). An overachievement was also recorded for internships (5% or 381), while a 1% (391) underachievement was recorded for learnerships.

There was an overall underachievement of 3% or 6 049 on the number of employed and unemployed learners certificated in SETA-supported learning programmes during the 2019/20 financial year. The certification of unemployed persons was 11 257 more than the set target, while workers' certification was 17 306 less than the target set by the SETAs (see Table 8.4 and 8.6).



8.3 ARTISANS

8.3.1 Introduction

The *Skills Development Act, 1998 (Act No.97 of 1998)* defines an artisan as a person who has been certified as being competent to perform a listed trade. There are 125 trades listed in South Africa in terms of Government Notice 35625 issued on 31 August 2012. Each trade can be identified by a special code, referred to as the “Organising Framework for Occupations” (OFO) code. Below are some examples of listed trades:

OFO code	Occupation	OFO code	Occupation
641201	Bricklayer	671202	Millwright
641301	Stonemason	671203	Mechatronics Technician
641303	Refractory Mason	671204	Lift Mechanic
641501	Carpenter and Joiner	651202	Welder
641502	Carpenter	651301	Sheet Metal Worker
671101	Electrician	651302	Boiler Maker

A person has to follow several steps to be certified as an artisan. These steps include the completion of a theory component, a practical training component, structured workplace training and trade testing.

There is a continuous need for suitably qualified artisans to sustain industries and support economic growth in South Africa. Artisan development has therefore been elevated as a priority area for skills development in the country. Government’s National Development Plan (NDP) and the White Paper for Post-School Education and Training indicates that by 2030 the country should be producing 30 000 qualified artisans per year. The country is currently producing on average 18 000 qualified artisans per year, the number has to increase drastically in the next 10 years leading up to 2030 for the country to realise the NDP target.





8.3.2 Learners entering artisanal learning programmes

Table 8.7: Number of learners entering artisanal learning programmes, by sector, 2011/12 – 2019/20

SETA	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
AGRISETA	96	70	116	244	347	227	193	303	396
CATHSSETA	563	662	312	840	514	683	639	699	1 112
CETA	1 849	579	1 342	2 104	1 737	2 024	8 731	8 913	1 812
CHIETA	2 541	1 989	1 694	2 164	3 372	4 263	3 172	2 144	2 543
EWSETA	1 046	1 316	390	507	1 378	1 287	1 789	1 165	672
FOODBEV	15	-	267	70	45	178	167	218	141
FP&M SETA	351	584	426	958	459	419	290	257	270
HWSETA	-	-	-	109	119	87	74	170	237
INDLELA	5 227	5 795	7 865	7 122	5 734	7 311	5 508	4 065	3 056
LGSETA	413	528	294	754	1 020	888	646	191	44
MERSETA	6 254	4 951	10 394	7 606	8 130	8 038	6 755	7 353	1 524
MQA	2 525	2 365	2 468	2 621	1 848	1 978	1 872	1 459	1 847
PSETA	78	53	2	48	33	34	20	76	60
SASSETA	-	516	385	539	467	401	77	117	165
SERVICES	2 104	984	968	761	1 127	1 416	1 416	1 515	1 031
TETA	1 019	711	538	1 579	1 778	1 314	981	897	682
W&RSETA	334	746	209	276	532	269	0	440	626
Total	24 415	21 849	27 670	28 302	28 640	30 817	32 330	29 982	16 218

Sources: *Statistics on Post-School Education and Training in South Africa, 2018.*

National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2020.

Note 1: An artisanal learning programme includes an apprenticeship, learnership, skills programme undertaken at the workplace conclude with a trade test which is undertaken for an occupation that is 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.

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

The total number of learners who entered artisanal learning programmes in the 2019/20 financial year was 16 218, reflecting a 13 764 (45.9%) decrease when compared with the 2018/19 financial year. This was the lowest number recorded throughout the period under review and can be attributed to the Artisan Recognition of Prior Learning (ARPL) model while affected the normal flow of learners entering as most stakeholders are still getting used to it. The main contributor to the decrease in number of learners entering artisanal learning programmes between 2018/19 and 2019/20 financial years was CETA and MERSETA (7 101 and 5 829 less learners respectively).

Despite the overall decline, INDLELA recorded the highest number of learners entering artisanal learning programmes (3 056), followed by CHIETA (2 543), while LGSETA enrolled the lowest number of learners (44 learners).

Table 8.8: Number of learners entering artisanal learning programmes, by province, citizenship and gender, 2019/20

Province	Female	Male	Total
Eastern Cape	327	464	791
Free State	242	518	760
Gauteng	1 297	3 675	4 972
KwaZulu-Natal	790	2 023	2 813
Limpopo	481	950	1 431
Mpumalanga	644	1 581	2 225
North West	253	667	920
Northern Cape	151	307	458
Western Cape	280	786	1 066
Not specified	365	408	773
Outside South Africa	2	7	9
Total	4 832	11 386	16 218

Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2020.

Note: 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.

Over a quarter of learners who entered artisanal learning programmes in the 2019/20 financial year were in Gauteng (4 972 or 30.7%), followed by KwaZulu-Natal (2 813 or 17.3%) and Mpumalanga (2 225 or 13.7%). Northern Cape province recorded the lowest number of learners entering artisanal learning programmes with 458 (2.8%). The highest proportion of learners entering artisanal learning programmes were males (70.2% or 11 386) while females accounted for 29.8% or 4 832 of the total. The largest gender differences were observed in Gauteng and KwaZulu-Natal were 2 378 and 1 233 more males entered artisanal programmes compared to females.

Table 8.9: Number of learners entering artisanal learning programmes, by Special Infrastructure Projects (SIPs) scarce skills and gender, 2019/20

Trade	Female	Male	Total
Automotive motor mechanic	120	425	545
Boilermaker	125	869	994
Bricklayer	367	328	695
Carpenter	114	128	242
Carpenter/ Joiner	-	-	-
Diesel Mechanic	153	961	1 114
Electrician	1 055	2 344	3 399
Fitter & turner	72	318	390
Joiner	-	1	1
Mechanical fitter	291	1 304	1 595
Millwright	151	501	652
Pipe fitter	11	19	30
Plumber	311	742	1 053
Rigger	79	391	470
Welder	296	1 037	1 333
Total	3 145	9 368	12 513

Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2020.

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.

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



Table 8.9 indicates that the number of learners entering artisanal learning programmes listed as scarce skills under the Special Infrastructure Projects (SIPs) was 12 513, which is 77.2% of the total number reported (16 218 – see Table 8.8). It can also be observed that 3 399 (27.2%) learners were trained as Electricians.

The proportion of females out of the total learners entering SIPs scarce skills artisanal programmes was 3 145 or 25.1% as compared to males (9 368 or 74.9%). The largest difference was recorded in the Electrician trade where 1 289 more males were trained as Electricians compared to females. Bricklaying was the only trade where a few more females were enrolled compared to males. The share of learners trained as Boilermakers was lower for females (12.6%) while males dominated this trade (87.4%).

8.3.3 Learners completing artisanal learning programmes

Table 8.10: Number of learners completing artisanal learning programmes by sector, 2011/12 – 2019/20

SETA	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
AGRISETA	77	149	100	121	154	228	195	275	280
CATHSSETA	282	1 007	1 161	86	-	-	1 590	190	56
CETA	699	520	9	5	504	1 344	957	1 798	1 824
CHIETA	989	1 279	387	547	743	946	344	1 287	1 980
EWSETA	571	37	1 841	360	470	697	629	1 560	3 085
FOODBEV	160	36	168	-	-	13	63	146	119
FP&M SETA	-	-	4	30	101	124	114	171	493
HWSETA	-	-	-	8	36	74	91	56	214
INDLELA	3 392	1 355	2 077	3 177	2 952	3 224	4 133	3 227	3 087
LGSETA	226	305	81	383	87	232	453	368	549
MERSETA	3 155	7 166	7 522	6 869	8 352	9 660	7 938	6 224	6 411
MQA	2 566	2 035	3 597	1 617	1 382	1 807	1 931	1 712	2 465
PSETA	1	5	-	-	30	15	35	22	11
SASSETA	-	-	101	-	-	227	171	201	294
SERVICES	1 521	841	185	348	550	1 245	1 427	1 280	1 719
TETA	208	169	478	718	714	1 359	1 075	1 109	1 463
W&RSETA	176	373	399	120	39	3	5	1	-
Total	14 023	15 277	18 110	14 389	16 114	21 198	21 151	19 627	24 050

Sources: *Statistics on Post-School Education and Training in South Africa, 2018.*

National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2020.

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

The total number of learners completing artisanal learning programmes in the 2019/20 financial year was 24 050, with the largest contributors being MERSETA (6 411), INDLELA (3 087), EWSETA (3 085) and MQA (2 465). The number of learners completed in the 2019/20 financial year was 22.5% (4 423) higher when compared with completions in the 2018/19 financial year. EWSETA was the largest contributor and recorded an increase of 1 525 learners in the same period. Despite the overall increase in the number of learners completing, INDLELA, CATHSSETA, FOODBEV and PSETA recorded a decrease of (140, 134, 27 and 11 respectively) during this period.

There was a 71.5% (10 027) increase in the number of learners completing artisanal learning programmes over the nine-year period (2011/12 - 2019/20), with major contributors being MERSETA (3 256), EWSETA (2 514), TETA (1 255) and CETA (1 125). MERSETA has been the largest contributor to the number of learners completing in the past 8 financial years (2012/13 – 2019/20), even though the proportions have been declining from 46.9% in 2012/13 to 26.7% in 2019/20.

Table 8.11: Number of learners completing artisanal learning programmes, by province, citizenship and gender, 2019/20

Province	Female	Male	Total
Eastern Cape	257	687	944
Free State	135	665	800
Gauteng	2 063	8 825	10 888
KwaZulu-Natal	769	2 854	3 623
Limpopo	272	732	1 004
Mpumalanga	406	1 697	2 103
North West	187	603	790
Northern Cape	70	274	344
Western Cape	243	1 247	1 490
Not specified	431	1 621	2 052
Outside South Africa	-	12	12
Total	4 833	19 217	24 050

Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2020.

Note 1: 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 2: Dash (-) means that data is not available.

A higher proportion of male learners (19 217 or 79.9%) completed artisanal learning programmes compared to females (4 833 or 20.1%). In terms of provinces, almost half of the learners were from Gauteng (10 888 or 45.3%), followed by KwaZulu-Natal (3 623 or 15.1%), and the lowest were in Northern Cape (344 or 1.4%). The largest gender difference was also recorded in Gauteng, where 6 762 more males completed compared to females. Among females, the highest number of learners completing artisanal learning programmes were in Gauteng (2 063) followed by KwaZulu-Natal (769).



Table 8.12: Number of learners completing artisanal learning programmes, by Special Infrastructure Projects (SIPs) scarce skills and gender, 2019/20

Trade	Female	Male	Total
Automotive motor mechanic	72	850	922
Boilermaker	161	1 242	1 403
Bricklayer	108	230	338
Carpenter	41	184	225
Carpenter/ Joiner	-	2	2
Diesel Mechanic	194	1 891	2 085
Electrician	2 020	5 312	7 332
Fitter & turner	98	630	728
Joiner	1	9	10
Mechanical fitter	316	1 864	2 180
Millwright	184	894	1 078
Pipe fitter	-	-	-
Plumber	359	1 465	1 824
Rigger	69	744	813
Welder	268	1 221	1 489
Total	3 891	16 538	20 429

Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2020.

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.

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

Table 8.12 indicates that 84.9% (20 429) of completions for artisanal learning programmes were in the scarce and critical trades, and more males completed compared to females (16 538 or 81.0% and 3 891 or 19.0% respectively). More than a third of completions were in the Electrician trade (35.9% or 7 332), followed by Mechanical fitters (10.7% or 2 180) and Diesel Mechanic (10.2% or 2 085). The largest gender differences were also recorded in these trades, with the largest one being the Electrician trade, where 3 292 more males completed the programme compared to females.

Even though fewer females were completing artisanal learning programmes, a higher proportion of them completed in the Electrician trade (51.9% or 2 020). A higher proportion of males also completed the Electrician trade (32.1% or 5 312) as compared to the other trades.

**Table 8.13: Number of artisans certificated by SETAs and INDLELA, by economic sector, 2014/15 – 2019/20**

SETA	Economic Sectors	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
AGRISETA	Agriculture	190	186	219	193	277	234
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sport	-	1	1	-	-	-
CETA	Construction	479	582	1 058	1 500	1 427	1 279
CHIETA	Chemicals	572	861	1 020	917	1 314	2 013
ETDPSETA	Education & Training	-	-	-	-	-	-
EWSETA	Energy & Water	964	1 170	993	666	1 202	1 969
FOODBEV	Food Processing	2	-	14	63	69	106
FP&MSETA	Fibre Processing & Manufacturing	98	106	106	111	189	449
HWSETA	Health & Welfare	16	79	73	116	59	175
INDLELA	Non-SETA Candidates	4 983	3 791	3 692	4 381	3 277	2 405
LGSETA	Local Government	486	98	233	415	442	566
MERSETA	Manufacturing & Engineering	6 890	6 600	7 061	6 108	6 320	4 182
MICT SETA	Media, Information and Communication	-	-	-	-	-	-
MQA	Mining and Minerals	1 876	2 056	1 974	1 963	1 978	1 734
PSETA	National & Provincial Government	-	29	14	36	15	11
SASSETA	Safety & Security	12	21	133	168	260	245
SERVICES	Services Sector	1 685	928	1 271	1 246	1 272	1 639
TETA	Transport	1 028	1 402	1 541	1 212	1 250	1 312
W&R SETA	Wholesale & Retail SETA	-	-	3	5	4	-
Total		19 281	17 910	19 406	19 100	19 355	18 319

Sources: *Statistics on Post-School Education and Training in South Africa, 2018.*

National Artisan Development Support Centre (NADSC) – National Artisan Recommendation for certification data management System, 2019.

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

Note 2: Certificated means number of issued National Trade Certificates.

The total number of artisans issued with national trade certificates by SETAs and INDLELA during the 2019/20 financial year was 18 319. Almost a quarter of certificates issued were issued by MERSETA (22.8% or 4 182) followed by INDLELA (13.1% or 2 405), CHIETA (11.0% or 2 013) and EWSETA (10.7% or 1 969).

The number of certificates issued during the 2019/20 financial year represents a 5.4% (1 036) decrease when compared with the 2018/19 financial year (19 355). MERSETA recorded the largest decrease during this period (2 138). Despite the overall decrease, EWSETA and CHIETA recorded high increases (767 and 699 respectively) in the number of certificates issued between 2018/19 and 2019/20 financial years. MERSETA and INDLELA issued the largest number of certificates throughout the period under review (2014/15–2019/20 financial years).





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

9.1 INTRODUCTION

The Post-School Education and Training institutions (PSET), namely public 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 (the Department), 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 the TVET colleges' functions shifted to the national sphere of government. Since 2011/12 up until 2014/15 financial year, transfers in respect of TVET colleges consist of Conditional Grant payments to Provincial Education Departments (PEDs) 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 and direct transfers to TVET colleges.

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 2011/12 and 2012/13 financial years, the Department transferred funds to PEDs, which in turn administered TVET colleges. In the 2013/14 and 2014/15 financial years, TVET colleges received funding directly from the Department in the form of subsidies, while PEDs received funding from the Department in the form of conditional grants. The latter was undertaken to compensate PEDs for salaries paid to TVET college lecturers who were still on the PED PERSAL system. From the 2015/16 to 2018/19 financial years, TVET colleges received funding directly from the Department for operational costs and TVET college lecturers were paid directly from the Department. In the 2019/20 financial year, TVET colleges also received earmarked funds for infrastructure from the Department.

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 has 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 paid the salaries of the CET lecturers in the 2015/16 until 2019/20 financial years.

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

Table 9.1: Funding for key Post-School Education and Training institutions, 2011/12 – 2019/20

Financial year	Public HEIs R'000	TVET Colleges R'000	CET Colleges R'000	Total R'000	
2011/12	19 354 159	Subsidies	0	n.a.	0
		Conditional Grant	4 375 311	n.a.	4 375 311
		Total	4 375 311	1 413 194	25 142 664
2012/13	20 902 779	Subsidies	0	n.a.	0
		Conditional Grant	4 844 607	n.a.	4 844 607
		Total	4 844 607	1 535 932	27 283 318
2013/14	22 388 767	Subsidies	3 013 189	n.a.	3 013 189
		Conditional Grant	2 454 188	n.a.	2 454 188
		Total	5 467 377	1 669 252	29 525 396
2014/15	24 155 093	Subsidies	3 185 827	n.a.	3 185 827
		Conditional Grant	2 631 346	n.a.	2 631 346
		Total	5 817 173	1 927 300	31 899 566
*2015/16	26 342 110	Subsidies	1 239 740	91 758	1 331 498
		Operational	4 873 078	1 728 103	6 601 181
		Total	6 112 818	1 819 861	34 274 789
2016/17	27 964 560	Subsidies	1 566 747	98 053	1 664 800
		Operational	4 982 866	1 845 337	6 828 203
		Total	6 549 613	1 943 390	36 457 563
2017/18	31 580 302	Subsidies	1 495 749	103 897	1 599 646
		Operational	5 251 088	2 030 926	7 282 014
		Total	6 746 837	2 134 823	40 461 962
2018/19	36 896 878	Subsidies	4 287 538	109 923	4 397 461
		Operational	5 706 181	2 070 142	7 776 323
		Total	9 993 719	2 180 065	49 070 662
2019/20	42 358 941	Subsidies	5 204 965	150 835	5 355 800
		Operational	6 338 721	2 057 787	8 396 508
		Total	11 543 686	2 208 622	56 111 249
Share of total expenditure in 2019/20	75.5%		20.6%	3.9%	100%

Sources: *Statistics on Post-School Education and Training in South Africa, 2018.*
DHET Annual Report, 2019/20.

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

Note 2: For the 2011/12 and 2012/13 financial years, the amount for public 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 public 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.

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.

Table 9.1 shows the distribution of funding allocated to public Post-School Education and Training (PSET) from 2011/12 to 2019/20 financial years. The funds allocated increased over the period under review, and the largest increase was recorded for public HEIs (R23.0 billion), followed by TVET colleges (R7.2 billion) while CET colleges recorded the lowest increase (R795.4 million).



Funds allocated to public PSET institutions amounted to R56.1 billion during the 2019/20 financial year, representing a 14.3% (R7.0 billion) increase compared to what was allocated in the 2018/19 financial year (R49.1 billion). The allocation to public HEIs increased with R5.5 billion, while the allocation for TVET colleges increased by R1.5 billion and that of CET colleges increased by R28.6 million in the same period.

Out of the total R56.1 billion allocated during the 2019/20 financial year, a larger proportion of transfers, subsidies and operational costs was for public HEIs (75.5% or R42.4 billion), while TVET and CET colleges were allocated 20.6% (R11.5 billion) and 3.9% (R2.2 billion) respectively.

Allocation of funding for public HEIs during the 2019/20 financial year was the highest in the following institutions: UNISA (R4.4 billion or 10.3%), University of Pretoria (R3.1 billion or 7.3%), University of KwaZulu-Natal (R2.7 billion or 6.4%), similar allocation for University of Johannesburg and Tshwane University of Technology (R2.6 billion or 6.2% each). The lowest allocation of funds was for Mangosuthu University of Technology (R563.7 million or 1.3%) (see Table 10.12 of the Appendix).

Since 2015/16 financial year, allocation of funding for TVET and CET colleges was allocated in terms of subsidies and operational costs. During the 2019/20, more than half of the TVET colleges funding allocation was for operational costs (54.9% or R6.3 billion), while 45.1% (R5.2 billion) was for subsidies. Allocation for operational costs in TVET colleges increased by R632.5 million between 2018/19 and 2019/20 financial years while the subsidies amount increased by R917.4 million in the same period. A larger proportion of the subsidies amount allocated to the TVET colleges in the 2019/20 financial year was for South West TVET college (R251.1 million or 4.8%), followed by Umfolozi and Majuba TVET colleges (R235.2 million and R220.2 million respectively) while Lephalale TVET college was allocated the lowest amount (R9.7 million or 0.2%) (see Table 10.13 of the Appendix).

The CET sector is the smallest sector among the three public PSET sectors, with the total amount allocated to CET colleges amounting to R2.2 billion during the 2019/20 financial year. More than 90% of the CET colleges' allocation was for operational costs (93.2% or R2.1 billion) while 6.8% or R150.8 million was for subsidies. The subsidies amount increased by R40.9 million between 2018/19 and 2019/20 financial years, while the allocation for operational costs declined by R12.4 million in the same period. Table 10.14 of the Appendix shows that one third of the subsidies amount was allocated to Gauteng CET college (R49.3 million or 32.7%), while the lowest allocation was for Northern Cape CET college (R2.7 million or 1.8%).

9.3 NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS)

9.3.1 Introduction

The Department of Higher Education and Training (DHET) introduced the new DHET Bursary Scheme from 2018, providing fully-subsidized funding for poor and working class students from families with gross combined annual incomes of up to R350 000 in 2018, and phased in year by year to first-time entering university students, over a five year period. Students on the bursary scheme are covered for actual tuition and learning support materials, as well as subsidised accommodation and subsistence, or transport costs if living at home. 2021 will be the fourth year of the phase-in of the new DHET bursary scheme. Public HEIs students who entered their studies prior to 2018 qualify for a grant according to the previous threshold of R122 000 family income per annum. The grants for these students from 2018 onwards are subject to a funding cap, as in prior years.

9.3.2 NSFAS beneficiaries and amounts provided

Table 9.2: Number of students who received loans/bursaries from the NSFAS and the amount provided, by sub-sector, 2011 – 2019

Year	Public HEIs		TVET colleges		Total		Percentage change on amount provided
	Number of students	Amount provided (in Rands)	Number of students	Amount provided (in Rands)	Number of students	Amount provided (in Rands)	
2011	217 219	4 848 960 105	114 968	1 116 590 548	332 187	5 965 550 653	62.2%
2012	194 932	5 888 373 557	188 182	1 822 497 265	383 114	7 710 870 823	29.3%
2013	195 387	6 748 152 217	220 978	1 953 253 361	416 365	8 701 405 578	12.8%
2014	186 160	6 970 982 424	228 642	1 991 487 809	414 802	8 962 470 233	3.0%
2015	178 961	7 194 618 509	235 988	2 095 129 942	414 949	9 289 748 451	3.7%
2016	225 950	10 304 756 649	225 557	2 106 267 265	451 507	12 411 023 914	33.6%
2017	260 002	12 106 307 436	200 339	2 012 107 916	460 341	14 118 415 352	13.8%
2018	346 966	18 373 238 547	239 797	2 742 606 899	586 763	21 115 845 446	49.6%
2019	393 767	22 657 509 399	346 270	5 101 438 986	740 037	27 758 948 385	31.5%

Sources: *Statistics on Post-School Education and Training in South Africa, 2018. NSFAS 2019/20 Annual Report.*

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.

Note 3: Financial aid provided from 2018 onwards was in the form of bursaries.

Note 4: From 2011 – 2014, NSFAS awarded loans and bursaries to students/learners at specific agricultural colleges and/or schools, the National Institute for Higher Education and other colleges, (2011 – 345, 2012 – 428, 2013 – 464 and 2014 – 10). The table includes loans and bursaries to these institutions.

In 2019, a total of 740 037 students obtained NSFAS bursaries, representing a 26.1% (153 274) increase when compared with the number of beneficiaries in 2018 (586 763). The largest increase in this period was for TVET college students (106 473) compared to an increase of 46 801 for students in public HEIs. Despite the large increase for TVET college students between 2018 and 2019, a larger proportion of 2019 beneficiaries were students from public HEIs (53.2% or 393 767) compared to 46.8% or 346 270 TVET college students.

Total funding provided through NSFAS in 2019 was R27.8 billion, which was R6.6 billion (31.5%) higher than what was allocated in 2018. The amount allocated to TVET college students increased by 86.0% (R2.4 billion) between 2018 and 2019, compared to 23.3% (R4.3 billion) increase for students in public HEIs. The largest amount of NSFAS bursaries went to public HEIs (R22.7 billion or 81.6%) while TVET college students received R5.1 billion (18.4%) of the total amount allocated in 2019.



The amount provided for NSFAS loans/bursaries has been increasing over the period under review (2011 to 2019), with the amount provided during this period increasing by R21.8 billion. The largest increase was recorded for public HEIs over this period (R17.8 billion compared to R4.0 billion for TVET colleges). However, the highest increase in the number of beneficiaries was recorded for TVET college students (122.8% or 407 850) while that of public HEIs increased by 81.3% (176 548).

Table 9.3: Number of students who received loans/bursaries from the NSFAS by gender, 2011 – 2019

Year	Public HEIs			TVET colleges			Total		
	Number of students			Number of students			Number of students		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
2011	124 242	92 977	217 219	68 582	46 386	114 968	192 824	139 363	332 187
2012	113 372	81 560	194 932	112 465	75 717	188 182	225 837	157 277	383 114
2013	114 696	80 691	195 387	131 921	89 057	220 978	246 617	169 748	416 365
2014	109 751	76 409	186 160	143 914	84 728	228 642	253 665	161 137	414 802
2015	104 825	74 136	178 961	151 208	84 780	235 988	256 033	158 916	414 949
2016	130 297	95 653	225 950	146 770	78 787	225 557	277 067	174 440	451 507
2017	140 800	119 202	260 002	124 314	76 025	200 339	265 114	195 227	460 341
2018	205 494	141 472	346 966	154 850	84 947	239 797	360 344	226 419	586 763
2019	233 739	160 028	393 767	221 147	125 123	346 270	454 886	285 151	740 037

Sources: *Statistics on Post-School Education and Training in South Africa, 2018. NSFAS database, data extracted in November 2019.*

Note: From 2011 – 2014, NSFAS awarded loans and bursaries to students/learners at specific agricultural colleges and/or schools, the National Institute for Higher Education and other colleges, (2011 – 345, 2012 – 428, 2013 – 464 and 2014 – 10). The table includes loans and bursaries to these institutions.

More than half of beneficiaries for NSFAS bursaries were females (454 886 or 61.5%), while 285 151 (38.5%) were males. The proportion of female beneficiaries was higher in TVET colleges (63.9% or 221 147) compared to public HEIs (59.4% or 233 739).

The total number of female students who received NSFAS bursaries in 2019 increased by 26.2% (94 542) when compared with 2018. The largest increase during this period was recorded for female students in TVET colleges (66 297).

Over the period under review (2011-2019), the number of female students who received NSFAS loans/bursaries increased significantly by 135.9% (262 062) while male beneficiaries increased by 104.6% or 145 788 in the same period. The largest gender disparities were recorded in 2019, where 96 024 more female students from TVET colleges and 73 711 more female students from public HEIs received NSFAS bursaries compared to males.

9.3.3 Funza Lushaka bursary scheme

Table 9.4: Number of public HEIs students who received Funza Lushaka bursaries by gender and the amount provided, 2011 – 2019

Year	Number of students enrolled in the Education Field			Number of students who received Funza Lushaka bursaries			Percentage of students who received Funza Lushaka bursaries	Amount provided (in Rands)
	Female	Male	Total	Female	Male	Total	Total	Total
2011	122 296	42 580	164 939*	6 115	2 778	8 893	5.4%	442 846 392
2012	125 950	42 511	168 608*	8 071	3 631	11 702	6.9%	666 782 495
2013	129 736	43 255	172 991	9 912	4 561	14 473	8.4%	890 104 296
2014	124 636	41 462	166 099*	9 570	4 758	14 328	8.6%	941 201 654
2015	128 130	42 417	170 550*	8 986	5 040	14 026	8.2%	965 591 611
2016	131 550	45 434	176 986*	8 781	5 355	14 136	8.0%	1 012 506 525
2017	144 759	50 143	195 113*	8 172	6 727	14 899	7.6%	1 091 737 945
2018	159 713	54 433	214 151*	9 467	5 320	14 787	6.9%	1 000 630 398
2019	157 562	53 712	211 274	6 732	3 737	10 469	5.0%	942 164 773

Sources: 2019 HEMIS database, data extracted in November 2020.
 Statistics on Post-School Education and Training in South Africa, 2018.
 NSFAS 2019/20 Annual Report.

Note: *Includes students with no information on gender.

The total amount provided for Funza Lushaka bursaries was R942.2 million in 2019, reflecting a 112.8% (R499.3 million) increase compared with 2011 and a 5.8% (R58.5 million) decrease when compared with 2018. The number of students who received Funza Lushaka bursaries in 2019 was 10 469, representing a 17.7% (1 571) increase over the nine-year period and a 29.2% (4 318) decrease when compared with 2018.

Only 5.0% (10 469) of the 211 274 students enrolled in the Education field of study obtained Funza Lushaka bursaries, which was a slight decline from the 6.9% recorded in 2018. There were generally more female beneficiaries compared to males, and almost two thirds of students who received this bursary in 2019 were females (64.3% or 6 732) while 35.7% or 3 737 were males.



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 skills levy is collected monthly by the South African Revenue Service (SARS). The Department of Higher Education and Training transfers 80% of the levies 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 Plan.

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

In terms of the SETA Grant Regulations of 3 December 2012, SETAs should spend 49.5% of their levy to implement projects identified in their Sector Skills Plans (SSPs) within the framework of the National Skills Development Strategy in order to address scarce and critical skills needs.

SETAs transfer a maximum of 0.5% of their administration budget to the Quality Council for Trades and Occupations (QCTO). The QCTO uses the funds to implement its strategic priorities as identified in the White Paper for Post School Education and Training and the Ministerial guideline on strategy and priorities for National Qualifications Framework.

The SETAs and the NSF disburse the skills levies 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 9.5: Distribution of the Skills Development Levy, 2011/12 – 2019/20

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
2016/17	15 298 454	3 046 235	12 252 219	1 608 103	3 063 055	7 581 061	60 670
2017/18	16 234 599	3 246 920	12 987 679	1 704 633	3 246 920	8 036 126	68 431
2018/19	17 479 895	3 495 979	13 983 916	1 835 389	3 495 979	8 652 548	86 691
2019/20	18 283 843	3 656 768	14 627 075	1 919 803	3 656 769	9 050 503	90 347
Total	130 649 986	26 123 487	104 526 499	13 611 466	32 589 746	58 325 287	390 067

Sources: *Statistics on Post-School Education and Training in South Africa, 2018. DHET Levy System, data extracted in April 2020.*

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".

The total amount disbursed by the skills development levy during 2011/12 to 2019/20 financial years was R130.7 billion, which indicates an 80.9% (R8.2 billion) increase over the period under review. This can be attributed to a number of factors such as salary increases and new companies which registered with SARS as skills levy payers. In line with legislation, the 80% of the R130.7 billion of the skills development levy fund was disbursed to SETAs (R104.5 billion) while 20% (R26.1 billion) was disbursed to NSF.

Over the 2011/12 to 2019/20 financial years, more than half of the SETAs amount was distributed to discretionary grants (55.8% or R58.3 billion) followed by mandatory grants (31.2% or R32.6 billion), while 13.0% or R13.6 billion was for administration costs. Since 2013/14 financial year SETAs have been spending 61.9% of the disbursed amount for discretionary grants, which are aimed at contributing towards skills development through PIVOTAL/ learning programmes such as learnerships, Work Integrated Learning, internships, bursaries and skills programmes.

The amount disbursed by the skills development levy in the 2019/20 financial year was R18.3 billion, which was 4.6% or R803.9 million higher than what was disbursed in the 2018/19 financial year. The largest increase between 2018/19 and 2019/20 financial years was for SETAs (R643.2 million) of which R398.0 million of it was for discretionary grants, followed by the amount paid back to levy paying employers in the form of mandatory grants (R160.8 million) and administration costs (R84.4 million). Money disbursed to NSF was R3.7 billion in 2019/20, which was 4.6% (R160.8 million) higher than what was disbursed in the 2018/19 financial year. The amount disbursed to the QCTO in the same period was R90.3 million, representing a 4.2% (R3.6 million) increase compared to what was disbursed in the 2018/19 financial year (R86.7 million).



10. APPENDIX: STATISTICAL TABLES

Table 10.1: Number of students enrolled in public HEIs, by major field of study, qualification type and institution, 2019

Institution	Major Field of Study						Qualification Type							
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	No information	Total	Occasional Students	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Advanced Diploma and Postgraduate Certificate in Education	Postgraduate, Below Master's Level	Master's Degrees	Doctoral Degrees	Total
1. Cape Peninsula University of Technology	15 456	11 031	4 656	2 798	0	33 941	131	21 107	10 435	0	320	1 651	297	33 941
2. University of Cape Town	13 267	6 437	592	8 345	0	28 641	804	294	16 350	213	3 094	5 641	2 245	28 641
3. Central University of Technology, Free State	9 757	5 506	4 565	1 397	0	21 225	66	10 389	9 369	145	602	436	218	21 225
4. Durban University of Technology	15 563	13 856	1 317	4 706	0	35 442	0	20 418	13 199	35	23	1 261	506	35 442
5. University of Fort Hare	4 510	1 911	2 322	8 239	0	16 982	32	470	12 844	172	1 376	1 448	640	16 982
6. University of the Free State	9 426	7 108	11 486	13 484	0	41 505	726	4 456	29 079	487	3 450	2 278	1 029	41 505
7. University of Johannesburg	18 385	18 533	3 988	9 684	0	50 590	70	10 456	29 994	785	3 901	3 983	1 401	50 590
8. University of KwaZulu-Natal	19 080	7 921	7 687	15 470	0	50 158	797	63	34 697	903	4 209	6 186	3 303	50 158
9. University of Limpopo	8 734	3 039	3 547	6 170	0	21 490	79	0	18 258	198	1 127	1 478	350	21 490
10. Mangosuthu University of Technology	8 566	4 767	0	995	0	14 328	0	13 417	497	353	50	11	0	14 328
11. University of Mpumalanga	1 657	547	766	500	0	3 471	0	1 424	1 933	75	38	1	0	3 471
12. Nelson Mandela University	11 251	9 036	2 056	7 147	0	29 490	370	10 009	14 237	900	1 470	1 872	632	29 490
13. North West University	12 604	12 065	25 941	13 062	0	63 671	282	13 437	37 299	1 821	6 106	3 081	1 645	63 671
14. University of Pretoria	25 866	8 571	6 228	9 928	0	50 594	414	350	35 275	121	5 820	6 239	2 375	50 594
15. Rhodes University	2 509	1 367	1 141	3 231	0	8 247	93	1	5 674	24	918	932	605	8 247
16. Sefako Makgatho Health Science University	6 174	0	0	281	1	6 456	7	44	5 091	40	221	956	97	6 456
17. Sol Plaatje University, Northern Cape	513	145	799	537	0	1 994	0	338	1 552	12	92	0	0	1 994
18. University of South Africa	36 269	89 751	107 629	109 150	0	342 797	8 473	85 133	196 087	6 905	38 698	5 020	2 481	342 797
19. University of Stellenbosch	15 305	6 714	1 702	7 799	3	31 523	819	165	19 536	519	3 920	4 857	1 707	31 523
20. Tshwane University of Technology	27 071	22 392	5 269	12 764	177	67 673	238	45 885	17 132	744	939	2 250	485	67 673
21. University of Venda	7 163	3 138	2 667	3 815	0	16 783	0	285	14 544	6	839	731	378	16 783
22. Vaal University of Technology	11 349	6 508	554	3 514	2	21 927	79	17 477	3 416	143	242	454	116	21 927
23. Walter Sisulu University	9 403	10 195	5 842	8 132	0	33 572	0	16 809	14 009	0	2 041	619	94	33 572
24. University of Western Cape	8 577	2 896	2 728	9 584	0	23 784	0	286	17 885	684	1 664	2 170	1 095	23 784
25. University of Witwatersrand	20 356	8 767	3 316	8 451	0	40 890	1 140	0	24 916	322	4 360	7 824	2 328	40 890
26. University of Zululand	4 294	3 773	4 477	5 194	0	17 738	99	1 446	14 076	308	672	778	359	17 738
Total	323 105	265 973	211 274	274 377	183	1 074 912	14 719	274 159	597 384	15 915	86 192	62 157	24 386	1 074 912

Source: 2019 HEMIS database, data extracted in November 2020.

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" refers to Bachelor's degrees, BTech and professional Bachelor's degrees such as B Tech, BSc (Engineering) MBChB, BFA, which are those that have an approved formal time of three or more years.

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 may not necessarily add up to totals.



Table 10.2: Number of students enrolled in public HEIs, by attendance mode, population group, gender and institution, 2019

Institution	Contact								Distance							
	Black African	Coloured	Indian/Asian	White	No information	Total	Female	Male	Black African	Coloured	Indian/Asian	White	No information	Total	Female	Male
1. Cape Peninsula University of Technology	22 705	8 317	262	2 175	16	33 475	18 648	14 827	309	24	19	113	1	466	241	225
2. University of Cape Town	8 502	3 637	1 661	5 811	8 992	28 603	15 326	13 255	8	0	1	3	26	38	22	16
3. Central University of Technology, Free State	20 107	427	32	659	0	21 225	11 320	9 905	0	0	0	0	0	0	0	0
4. Durban University of Technology	30 676	382	3 605	552	227	35 442	18 198	17 244	0	0	0	0	0	0	0	0
5. University of Fort Hare	16 503	323	30	126	0	16 982	9 437	7 545	0	0	0	0	0	0	0	0
6. University of the Free State	29 158	1 982	349	5 518	68	37 075	22 419	14 655	3 467	189	178	576	20	4 430	3 167	1 263
7. University of Johannesburg	43 722	1 456	1 897	2 973	16	50 064	26 004	24 060	360	33	37	96	0	526	287	239
8. University of KwaZulu-Natal	39 380	883	7 934	1 127	188	49 512	28 387	21 125	604	10	28	2	2	646	544	102
9. University of Limpopo	21 452	17	11	10	0	21 490	11 660	9 830	0	0	0	0	0	0	0	0
10. Mangosuthu University of Technology	14 271	23	31	3	0	14 328	6 980	7 348	0	0	0	0	0	0	0	0
11. University of Mpumalanga	3 458	8	2	3	0	3 471	2 071	1 400	0	0	0	0	0	0	0	0
12. Nelson Mandela University	20 929	3 756	395	4 398	0	29 478	15 588	13 890	11	0	0	1	0	12	6	6
13. North West University	26 802	1 568	522	15 651	104	44 647	25 580	19 065	15 949	1 077	159	1 805	34	19 024	15 770	3 254
14. University of Pretoria	24 430	1 485	3 046	19 964	18	48 943	27 454	21 489	1 555	22	10	57	7	1 651	1 167	484
15. Rhodes University	6 004	409	385	1 449	0	8 247	4 933	3 314	0	0	0	0	0	0	0	0
16. Sefako Makgatho Health Science University	6 016	30	122	288	0	6 456	4 035	2 421	0	0	0	0	0	0	0	0
17. Sol Plaatje University, Northern Cape	1 441	483	14	56	0	1 994	1 199	795	0	0	0	0	0	0	0	0
18. University of South Africa	0	0	0	0	0	0	0	0	273 062	17 074	15 335	35 909	1 417	342 797	232 304	110 492
19. University of Stellenbosch	6 514	5 784	1 072	17 896	257	31 523	17 614	13 892	0	0	0	0	0	0	0	0
20. Tshwane University of Technology	64 598	311	179	1 464	0	66 552	34 118	32 434	957	107	36	21	0	1 121	533	588
21. University of Venda	16 755	3	17	8	0	16 783	9 124	7 659	0	0	0	0	0	0	0	0
22. Vaal University of Technology	21 623	100	37	164	3	21 927	10 223	11 704	0	0	0	0	0	0	0	0
23. Walter Sisulu University	33 344	57	99	72	0	33 572	18 886	14 686	0	0	0	0	0	0	0	0
24. University of Western Cape	11 059	10 635	863	1 021	206	23 784	14 529	9 255	0	0	0	0	0	0	0	0
25. University of Witwatersrand	27 270	1 712	4 915	6 750	63	40 710	22 294	18 394	142	15	13	10	0	180	93	87
26. University of Zululand	17 654	23	34	24	3	17 738	10 172	7 566	0	0	0	0	0	0	0	0
Total	534 373	43 811	27 514	88 162	10 161	704 021	386 199	317 758	296 424	18 551	15 816	38 593	1 507	370 891	254 134	116 756
Percentage	75.9%	6.2%	3.9%	12.5%	1.4%	100.0%	54.9%	45.1%	79.9%	5.0%	4.3%	10.4%	0.4%	100.0%	68.5%	31.5%

Source: 2019 HEMIS database, data extracted in November 2020.

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. Given that students coded as "gender unknown" are not included in the table, the sum of female + male may therefore not add up to the total.

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

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



**Table 10.3: Number of first-time undergraduate students enrolled in public HEIs by institution, 2009 – 2019**

Institution	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
1. Cape Peninsula University of Technology	8 244	8 106	7 876	7 949	7 604	7 595	7 343	7 980	7 186	7 183	6 753
2. University of Cape Town	4 153	3 637	3 464	3 875	3 748	3 877	4 105	4 235	4 102	3 690	3 957
3. Central University of Technology, Free State	3 941	3 321	2 722	2 803	3 408	3 795	3 683	4 316	4 995	4 220	4 430
4. Durban University of Technology	6 856	7 096	6 243	6 078	6 842	7 568	7 687	7 062	7 825	7 804	8 422
5. University of Fort Hare	2 314	2 468	2 592	2 811	2 276	2 718	2 950	2 792	3 153	3 422	3 421
6. University of the Free State	4 038	5 007	5 829	6 202	5 533	5 680	4 918	7 966	8 027	8 992	7 719
7. University of Johannesburg	13 168	10 230	12 404	10 181	10 142	11 902	10 443	11 311	9 784	9 574	9 953
8. University of KwaZulu-Natal	8 048	8 053	7 649	7 150	8 684	10 586	8 108	8 037	8 894	8 359	7 976
9. University of Limpopo	3 421	4 745	5 288	5 137	4 861	5 291	4 514	4 878	4 716	4 722	4 761
10. Mangosuthu University of Technology	3 032	2 769	2 510	2 840	2 883	2 684	2 791	3 138	3 677	3 439	3 658
11. University of Mpumalanga	n.a.	n.a.	n.a.	n.a.	n.a.	140	310	589	775	1 010	1 463
12. Nelson Mandela University	5 391	5 099	5 815	5 164	5 226	5 955	5 600	5 769	5 088	6 068	6 132
13. North West University	5 929	7 206	7 526	7 848	8 770	9 029	9 359	11 166	11 595	11 874	12 255
14. University of Pretoria	8 015	8 124	7 408	7 412	8 497	8 648	8 773	7 868	7 519	9 077	8 989
15. Rhodes University	1 670	1 451	1 230	1 275	1 372	1 491	1 472	1 267	1 339	1 361	1 483
16. Sefako Makgatho Health Science University	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	926	979	993	1 229	919
17. Sol Plaatje University, Northern Cape	n.a.	n.a.	n.a.	n.a.	n.a.	124	220	408	444	634	648
18. University of South Africa	40 884	47 208	60 912	52 227	33 828	34 897	43 181	19 164	54 434	67 484	48 271
19. University of Stellenbosch	4 234	4 599	4 535	3 936	4 553	5 161	5 285	5 025	5 200	5 189	5 054
20. Tshwane University of Technology	12 760	11 621	10 556	12 184	13 593	13 901	13 053	13 727	14 822	13 522	12 064
21. University of Venda	1 796	1 680	1 975	2 176	3 457	3 579	3 460	3 488	3 086	3 322	3 427
22. Vaal University of Technology	5 956	6 073	4 816	4 412	4 010	3 841	3 300	4 937	4 513	5 222	4 803
23. Walter Sisulu University	6 082	6 078	5 742	5 214	5 956	5 809	7 113	7 488	6 960	7 056	7 175
24. University of Western Cape	3 251	3 783	3 852	3 871	3 896	4 109	4 047	5 056	4 575	4 537	4 829
25. University of Witwatersrand	6 590	5 300	4 684	5 349	5 418	5 921	5 475	6 439	5 907	5 988	5 463
26. University of Zululand	4 745	4 734	3 477	3 671	3 832	4 055	3 814	3 806	3 673	3 683	3 697
Total	164 518	168 388	179 105	169 765	158 389	168 356	171 930	158 891	193 282	208 661	187 722

Sources: *Statistics on Post-School Education and Training in South Africa, 2018.*
2019 HEMIS database, data extracted in November 2020.

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: The term “undergraduate students” refers to students who have enrolled in a Bachelor’s degree, BTech, Diploma (including advanced Diploma), Higher Certificate, Advanced Certificate and Post-Graduate Certificate in Education. It includes students enrolled in professional Bachelor’s degrees such as BSc (Engineering) and MBChB), which are those that have an approved formal time of three or more years.

Note 3: “n.a.” means not applicable.



Table 10.4: Full-time Equivalent student enrolment in public HEIs by attendance mode, major field of study and institution, 2019

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	
1. Cape Peninsula University of Technology	10 737	7 313	2 987	4 027	25 063	36	308	0	47	390	25 453
2. University of Cape Town	9 520	4 823	385	7 023	21 752	15	0	0	0	15	21 768
3. Central University of Technology, Free State	6 617	2 928	4 569	1 462	15 576	0	0	0	0	0	15 576
4. Durban University of Technology	10 468	8 902	2 208	4 965	26 543	0	0	0	0	0	26 543
5. University of Fort Hare	3 258	1 493	2 285	6 243	13 279	0	0	0	0	0	13 279
6. University of the Free State	8 091	4 798	6 131	11 489	30 508	8	614	995	432	2 049	32 557
7. University of Johannesburg	13 287	12 940	2 815	9 708	38 749	77	0	182	5	264	39 013
8. University of KwaZulu-Natal	12 853	5 247	6 584	12 163	36 847	162	0	0	0	162	37 009
9. University of Limpopo	6 602	2 465	2 840	5 691	17 598	0	0	0	0	0	17 598
10. Mangosuthu University of Technology	5 374	3 043	0	1 747	10 164	0	0	0	0	0	10 164
11. University of Mpumalanga	1 570	442	697	427	3 137	0	0	0	0	0	3 137
12. Nelson Mandela University	8 096	6 430	1 370	6 335	22 231	1	0	0	0	1	22 232
13. North West University	10 189	8 361	6 029	13 586	38 166	358	89	8 323	861	9 631	47 797
14. University of Pretoria	19 809	6 867	3 333	10 234	40 244	0	0	507	0	507	40 751
15. Rhodes University	1 984	1 033	741	2 848	6 606	0	0	0	0	0	6 606
16. Sefako Makgatho Health Science University	4 631	0	0	303	4 933	0	0	0	0	0	4 933
17. Sol Plaatje University, Northern Cape	505	181	1 047	394	2 127	0	0	0	0	0	2 127
18. University of South Africa	0	0	0	0	0	25 346	45 565	46 876	81 698	199 485	199 485
19. University of Stellenbosch	11 835	5 377	1 413	6 108	24 733	0	0	0	0	0	24 733
20. Tshwane University of Technology	17 859	14 840	3 785	12 160	48 645	6	0	0	843	849	49 493
21. University of Venda	5 433	1 601	1 841	4 535	13 409	0	0	0	0	0	13 409
22. Vaal University of Technology	6 849	4 534	503	3 738	15 624	0	0	0	0	0	15 624
23. Walter Sisulu University	7 346	5 195	7 015	7 646	27 202	0	0	0	0	0	27 202
24. University of Western Cape	6 213	2 178	2 211	7 547	18 149	0	0	0	0	0	18 149
25. University of Witwatersrand	14 195	5 798	2 009	7 767	29 770	3	38	0	2	42	29 812
26. University of Zululand	3 668	3 233	3 918	5 091	15 911	0	0	0	0	0	15 911
Total	206 991	120 023	66 717	153 235	546 966	26 012	46 612	56 883	83 888	213 395	760 362
Percentage	37.8%	21.9%	12.2%	28.0%	100.0%	12.2%	21.8%	26.7%	39.3%	100.0%	

Source: 2019 HEMIS database, data extracted in November 2020.

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 used here are the same as those used in Table 10.1.

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 to totals.

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





Table 10.5: Number of students who graduated from public HEIs by major field of study, qualification type and institution, 2019

Institution	Major Field of Study						Formal Qualification						
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	No information	Total	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Advanced Diplomas and Postgraduate Certificates in Education	Postgraduate Below Master's Level	Master's Degrees	Doctoral Degrees	Total
1. Cape Peninsula University of Technology	3 720	2 875	1 057	840	0	8 492	4 215	3 792	0	251	197	37	8 492
2. University of Cape Town	3 030	2 067	309	2 089	0	7 495	103	3 443	196	2 190	1 302	261	7 495
3. Central University of Technology, Free State	2 054	1 267	1 012	367	0	4 700	1 727	2 380	97	416	59	21	4 700
4. Durban University of Technology	3 726	3 630	199	1 704	1	9 260	5 104	3 908	20	0	183	45	9 260
5. University of Fort Hare	774	425	500	1 316	0	3 014	120	1 966	137	589	138	64	3 014
6. University of the Free State	2 215	1 750	2 270	2 371	0	8 606	1 714	3 831	404	1 992	537	128	8 606
7. University of Johannesburg	4 892	5 322	1 027	2 859	0	14 099	2 704	7 406	571	2 196	999	223	14 099
8. University of KwaZulu-Natal	3 678	2 263	2 477	3 478	0	11 895	5	6 620	843	2 705	1 271	451	11 895
9. University of Limpopo	1 528	809	988	1 444	0	4 769	0	3 555	155	797	220	42	4 769
10. Mangosuthu University of Technology	1 277	987	0	273	0	2 538	2 160	104	231	40	3	0	2 538
11. University of Mpumalanga	304	36	101	55	0	495	198	209	52	36	0	0	495
12. Nelson Mandela University	2 733	2 309	453	1 456	0	6 951	2 340	2 805	373	914	422	97	6 951
13. North West University	2 947	3 463	5 610	2 941	0	14 961	2 741	7 430	787	2 891	798	314	14 961
14. University of Pretoria	5 451	2 996	1 636	2 568	0	12 651	137	6 479	111	3 517	2 008	399	12 651
15. Rhodes University	619	426	384	862	0	2 291	0	1 216	22	712	255	86	2 291
16. Sefako Makgatho Health Science University	1 139	0	0	45	3	1 186	0	858	14	163	146	5	1 186
17. Sol Plaatje University, Northern Cape	83	26	89	119	0	317	91	214	6	6	0	0	317
18. University of South Africa	3 718	10 789	22 363	12 037	0	48 906	17 695	18 264	771	11 040	801	335	48 906
19. University of Stellenbosch	3 753	2 476	671	2 077	1	8 978	28	4 226	378	2 541	1 446	359	8 978
20. Tshwane University of Technology	5 825	6 111	1 229	3 660	46	16 871	9 782	5 807	416	482	318	66	16 871
21. University of Venda	1 266	483	744	572	0	3 065	119	2 423	0	382	97	44	3 065
22. Vaal University of Technology	1 775	1 502	206	646	0	4 129	2 352	1 431	72	208	57	9	4 129
23. Walter Sisulu University	1 408	2 508	1 249	1 859	0	7 024	3 072	3 036	0	863	42	11	7 024
24. University of Western Cape	1 748	893	743	1 904	0	5 287	186	3 178	419	986	392	126	5 287
25. University of Witwatersrand	4 143	2 583	983	2 257	0	9 966	0	4 856	212	2 853	1 754	291	9 966
26. University of Zululand	833	674	1 193	1 297	0	3 996	313	2 950	261	367	74	31	3 996
Total	64 636	58 668	47 492	51 096	51	221 942	56 906	102 387	6 548	39 137	13 519	3 445	221 942

Source: 2019 HEMIS database, data extracted in November 2020.

Note 1: Definitions of fields of study are the same as those used in Table 10.1.

Note 2: Definitions of formal qualifications are the same as those used in Table 10.1.

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

Table 10.6: Summaries of graduation rates in public HEIs by qualification type and institution, 2019

Institution	Undergraduate Certificates and Diplomas (%)	Undergraduate Degrees (%)	Postgraduate below Master's Level (%)	Master's Degrees (%)	Doctoral Degrees (%)
1. Cape Peninsula University of Technology	20.0	36.3	78.4	11.9	12.5
2. University of Cape Town	35.0	21.1	70.8	23.1	11.6
3. Central University of Technology, Free State	16.6	25.4	69.1	13.5	9.6
4. Durban University of Technology	25.0	29.6	0.0	14.5	8.9
5. University of Fort Hare	25.5	15.3	42.8	9.5	10.0
6. University of the Free State	38.5	13.2	57.7	23.6	12.4
7. University of Johannesburg	25.9	24.7	56.3	25.1	15.9
8. University of KwaZulu-Natal	7.9	19.1	64.3	20.5	13.7
9. University of Limpopo	n.a.	19.5	70.7	14.9	12.0
10. Mangosuthu University of Technology	16.1	20.9	80.0	27.3	n.a.
11. University of Mpumalanga	13.9	10.8	94.7	0.0	n.a.
12. Nelson Mandela University	23.4	19.7	62.2	22.5	15.3
13. North West University	20.4	19.9	47.3	25.9	19.1
14. University of Pretoria	39.1	18.4	60.4	32.2	16.8
15. Rhodes University	0.0	21.4	77.6	27.4	14.2
16. Sefako Makgatho Health Science University	0.0	16.9	73.8	15.3	5.2
17. Sol Plaatje University, Northern Cape	26.9	13.8	6.5	n.a.	n.a.
18. University of South Africa	20.8	9.3	28.5	16.0	13.5
19. University of Stellenbosch	17.0	21.6	64.8	29.8	21.0
20. Tshwane University of Technology	21.3	33.9	51.3	14.1	13.6
21. University of Venda	41.8	16.7	45.5	13.3	11.6
22. Vaal University of Technology	13.5	41.9	86.0	12.6	7.8
23. Walter Sisulu University	18.3	21.7	42.3	6.8	11.7
24. University of Western Cape	65.0	17.8	59.3	18.1	11.5
25. University of Witwatersrand	n.a.	19.5	65.4	22.4	12.5
26. University of Zululand	21.6	21.0	54.6	9.5	8.6
Average percentage	20.8	17.1	45.4	21.7	14.1

Source: 2019 HEMIS database, data extracted in November 2020.

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: Graduation rates include graduates and diplomates.

Note 4: Definitions of formal qualifications are the same as those used in Table 10.1.

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

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

Table 10.7: Undergraduate success rates of students in public HEIs by attendance mode, population group and institution, 2019

Institution	Contact (%)					Distance (%)				
	African	Coloured	Indian/Asian	White	Average	African	Coloured	Indian/Asian	White	Average
1. Cape Peninsula University of Technology	76.5	86.2	88.3	92.6	80.2	56.0	76.7	87.9	78.6	63.3
2. University of Cape Town	79.1	85.1	88.2	93.9	84.9	n.a.	n.a.	n.a.	n.a.	n.a.
3. Central University of Technology, Free State	75.2	80.5	78.7	84.8	75.6	n.a.	n.a.	n.a.	n.a.	n.a.
4. Durban University of Technology	87.0	87.7	88.1	88.0	87.1	n.a.	n.a.	n.a.	n.a.	n.a.
5. University of Fort Hare	84.1	86.4	96.3	92.9	84.2	n.a.	n.a.	n.a.	n.a.	n.a.
6. University of the Free State	78.7	78.3	87.7	90.7	80.3	88.4	85.0	87.3	89.8	88.3
7. University of Johannesburg	85.2	86.7	89.7	91.7	85.7	n.a.	n.a.	n.a.	n.a.	n.a.
8. University of KwaZulu-Natal	83.6	87.0	88.7	88.5	84.5	99.2	100.0	100.0	100.0	99.2
9. University of Limpopo	84.1	68.0	100.0	98.0	84.1	n.a.	n.a.	n.a.	n.a.	n.a.
10. Mangosuthu University of Technology	79.5	82.9	90.0	92.7	79.6	n.a.	n.a.	n.a.	n.a.	n.a.
11. University of Mpumalanga	81.6	76.9	88.2	81.2	81.6	n.a.	n.a.	n.a.	n.a.	n.a.
12. Nelson Mandela University	76.8	81.2	84.9	88.7	79.1	n.a.	n.a.	n.a.	n.a.	n.a.
13. North West University	83.1	81.9	86.1	89.1	85.1	72.4	80.1	92.8	89.8	75.8
14. University of Pretoria	79.3	82.1	84.5	88.8	83.7	n.a.	n.a.	n.a.	n.a.	n.a.
15. Rhodes University	82.8	84.9	87.0	89.6	84.1	n.a.	n.a.	n.a.	n.a.	n.a.
16. Sefako Makgatho Health Science University	86.5	85.3	95.6	92.5	86.8	n.a.	n.a.	n.a.	n.a.	n.a.
17. Sol Plaatje University, Northern Cape	82.0	86.9	68.7	86.2	83.2	n.a.	n.a.	n.a.	n.a.	n.a.
18. University of South Africa	n.a.	n.a.	n.a.	n.a.	n.a.	67.6	72.0	76.1	79.3	69.4
19. University of Stellenbosch	78.1	83.8	86.3	90.3	87.2	n.a.	n.a.	n.a.	n.a.	n.a.
20. Tshwane University of Technology	76.4	72.8	76.6	84.9	76.5	86.4	83.4	92.4	93.2	86.4
21. University of Venda	81.5	96.8	87.5	72.8	81.5	n.a.	n.a.	n.a.	n.a.	n.a.
22. Vaal University of Technology	74.2	80.2	85.8	75.1	74.3	n.a.	n.a.	n.a.	n.a.	n.a.
23. Walter Sisulu University	80.4	78.4	92.4	83.0	80.4	n.a.	n.a.	n.a.	n.a.	n.a.
24. University of Western Cape	79.2	84.0	88.0	92.8	82.3	n.a.	n.a.	n.a.	n.a.	n.a.
25. University of Witwatersrand	79.1	84.9	86.9	91.0	82.2	n.a.	n.a.	n.a.	n.a.	n.a.
26. University of Zululand	82.8	94.9	86.5	94.0	82.9	n.a.	n.a.	n.a.	n.a.	n.a.
Average percentage	80.5	84.0	87.5	89.8	82.0	68.0	72.8	76.6	80.0	69.9

Source: 2019 HEMIS database, data extracted in November 2020.

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: "n.a." means not applicable.

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

Table 10.8: Number of permanent staff in public HEIs by population group, gender, personnel categories and institution, 2019

Institution	African						Coloured						Indian/ Asian						White					
	Instruction and Research Staff		Administrative Staff		Service Staff		Instruction and Research Staff		Administrative Staff		Service Staff		Instruction and Research Staff		Administrative Staff		Service Staff		Instruction and Research Staff		Administrative Staff		Service Staff	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1. Cape Peninsula University of Technology	87	163	242	165	423	383	126	116	266	179	132	126	22	25	12	8	2	1	118	114	74	43	1	2
2. University of Cape Town	72	128	402	458	376	197	95	77	869	460	218	110	52	53	92	35	0	0	361	315	326	168	3	1
3. Central University of Technology, Free State	55	98	176	133	93	61	9	5	35	15	3	2	3	5	2	3	0	0	74	57	56	29	1	2
4. Durban University of Technology	98	102	208	211	8	70	12	5	16	8	0	0	108	120	168	150	2	4	60	54	28	13	0	0
5. University of Fort Hare	103	161	267	209	1	24	6	7	14	6	0	1	3	1	4	3	0	0	38	35	26	11	0	0
6. University of the Free State	99	133	376	264	81	100	25	19	151	54	4	12	11	10	11	6	0	0	351	299	471	179	1	5
7. University of Johannesburg	233	344	533	756	594	569	42	33	142	40	6	2	95	67	90	26	0	0	279	237	289	140	4	2
8. University of KwaZulu-Natal	200	214	539	358	709	616	20	13	66	28	0	2	199	145	313	242	6	39	139	124	102	45	1	0
9. University of Limpopo	203	351	271	205	27	51	2	2	2	5	0	0	4	8	3	2	0	0	28	17	16	13	0	0
10. Mangosuthu University of Technology	57	100	169	143	20	31	2	0	1	4	0	0	17	29	8	6	0	0	8	7	3	3	0	0
11. University of Mpumalanga	35	62	135	99	52	54	0	0	0	1	0	0	5	0	1	2	0	0	13	12	5	4	0	0
12. Nelson Mandela University	79	103	299	181	346	286	61	47	192	106	33	18	18	16	36	13	1	1	181	173	236	119	3	6
13. North West University	190	307	404	358	136	155	29	25	118	74	5	11	13	14	21	14	0	0	546	451	831	355	6	14
14. University of Pretoria	132	134	507	441	590	820	20	16	108	34	2	16	53	21	46	22	0	0	466	376	564	230	3	8
15. Rhodes University	41	52	171	115	221	185	15	14	58	53	15	22	5	9	10	7	0	0	100	121	120	56	0	1
16. Sefako Makgatho Health Science University	268	229	217	148	278	269	2	2	1	1	0	0	21	25	1	3	0	0	46	40	50	9	0	0
17. Sol Plaatje University, Northern Cape	26	55	41	40	116	83	3	7	17	13	45	19	2	2	1	4	0	0	15	9	10	10	2	1
18. University of South Africa	438	569	1 501	1 404	292	113	26	29	82	56	3	0	74	39	46	36	0	0	441	250	396	202	0	1
19. University of Stellenbosch	47	54	144	94	12	19	100	76	607	414	76	116	14	19	20	17	0	0	406	465	712	291	3	2
20. Tshwane University of Technology	204	342	591	619	622	367	8	11	20	4	1	0	17	18	17	10	0	0	181	147	242	106	1	2
21. University of Venda	146	260	201	197	50	40	2	0	0	2	0	0	2	1	0	1	0	0	7	13	1	1	0	0
22. Vaal University of Technology	88	146	229	151	117	70	3	2	7	2	1	0	9	5	4	9	0	0	73	52	61	30	1	1
23. Walter Sisulu University	231	302	377	304	67	73	4	4	6	3	0	2	13	20	5	0	0	1	19	23	7	13	0	0
24. University of Western Cape	37	32	103	71	3	2	139	119	394	278	1	23	35	14	17	15	0	0	106	72	22	19	0	0
25. University of Witwatersrand	156	218	1 106	863	477	641	41	26	133	41	1	4	81	46	146	75	0	1	318	318	190	97	0	0
26. University of Zululand	91	148	369	264	37	71	0	0	1	3	0	0	12	19	12	4	0	0	23	26	11	8	0	0
Total	3 416	4 807	9 578	8 251	5 748	5 350	792	655	3 306	1 884	546	486	888	731	1 086	713	11	47	4 397	3 807	4 849	2 194	30	48

Source: 2019 HEMIS database, data extracted in November 2020.

- 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 may not necessarily add up to totals





Table 10.9: Number and percentage of permanent staff in public HEIs, by population group, gender, personnel categories and institution, 2019

Institution	Total Permanent Staff				% of Black Staff in Total			% of Female Staff in Total		
	Instruction and Research	Administrative	Service	Total	Instruction and Research	Administrative	Service	Instruction and Research	Administrative	Service
1. Cape Peninsula University of Technology	776	989	1 071	2 836	69.5	88.2	99.6	45.5	60.1	52.1
2. University of Cape Town	1 184	2 835	909	4 928	40.3	81.7	99.1	49.9	60.0	66.1
3. Central University of Technology, Free State	306	449	162	917	57.2	81.1	98.1	46.1	59.9	59.9
4. Durban University of Technology	609	809	84	1 502	73.1	94.1	100.0	47.5	52.2	11.9
5. University of Fort Hare	354	540	26	920	79.4	93.1	100.0	42.4	57.6	3.8
6. University of the Free State	947	1 512	203	2 662	31.4	57.0	97.0	51.3	66.7	42.4
7. University of Johannesburg	1 330	2 016	1 177	4 523	61.2	78.7	99.5	48.8	52.3	51.3
8. University of KwaZulu-Natal	1 249	1 729	1 373	4 351	63.3	89.4	99.9	47.8	59.7	52.1
9. University of Limpopo	615	517	78	1 210	92.7	94.4	100.0	38.5	56.5	34.6
10. Mangosuthu University of Technology	220	337	51	608	93.2	98.2	100.0	38.2	53.7	39.2
11. University of Mpumalanga	127	247	106	480	80.3	96.4	100.0	41.7	57.1	49.1
12. Nelson Mandela University	678	1 182	694	2 554	47.8	70.0	98.7	50.0	64.6	55.2
13. North West University	1 575	2 175	327	4 077	36.7	45.5	93.9	49.4	63.2	45.0
14. University of Pretoria	1 224	1 954	1 439	4 617	30.7	59.3	99.2	54.8	62.7	41.3
15. Rhodes University	357	590	444	1 391	38.1	70.2	99.8	45.1	60.8	53.2
16. Sefako Makgatho Health Science University	633	430	547	1 610	86.4	86.3	100.0	53.2	62.6	50.8
17. Sol Plaatje University, Northern Cape	119	136	266	521	79.8	85.3	98.9	38.7	50.7	61.3
18. University of South Africa	1 866	3 723	409	5 998	63.0	83.9	99.8	52.5	54.4	72.1
19. University of Stellenbosch	1 181	2 299	228	3 708	26.2	56.4	97.8	48.0	64.5	39.9
20. Tshwane University of Technology	928	1 609	993	3 530	64.7	78.4	99.7	44.2	54.1	62.8
21. University of Venda	431	403	90	924	95.4	99.5	100.0	36.4	50.1	55.6
22. Vaal University of Technology	378	493	190	1 061	66.9	81.5	98.9	45.8	61.1	62.6
23. Walter Sisulu University	616	721	143	1 480	93.2	96.4	100.0	43.3	55.3	46.9
24. University of Western Cape	675	934	29	1 638	55.7	94.0	100.0	51.9	57.9	13.8
25. University of Witwatersrand	1 204	2 651	1 124	4 979	47.2	89.2	100.0	49.5	59.4	42.5
26. University of Zululand	319	672	108	1 099	84.6	97.2	100.0	39.5	58.5	34.3
Total	19 901	31 952	12 271	64 124	56.7	77.7	99.3	48.2	59.0	51.7

Source: 2019 HEMIS database, data extracted in November 2020.

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

Note 2: Instruction/research (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" 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" 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 to totals.

**Table 10.10: Enrolment cycle count of students in TVET colleges by college and qualification category, 2019**

College	NC(V)	Report 191 (N1-N6)	Occupational Qualifications	Other	PLP	Total
1. Boland TVET College	1 267	8 646	852	207	174	11 146
2. Buffalo City TVET College	2 853	5 971	0	0	102	8 926
3. Capricorn TVET College	5 443	15 370	202	0	31	21 046
4. Central JHB TVET College	1 721	13 474	0	0	0	15 195
5. Coastal TVET College	5 011	13 097	0	115	116	18 339
6. College of Cape Town TVET College	2 798	9 002	1 193	2 712	105	15 810
7. Eastcape Midlands TVET College	2 785	5 981	270	48	105	9 189
8. Ehlanzeni TVET College	3 879	6 624	107	0	91	10 701
9. Ekurhuleni East TVET College	4 151	14 798	422	41	18	19 430
10. Ekurhuleni West TVET College	7 417	11 412	73	278	119	19 299
11. Elangeni TVET College	4 419	7 069	405	0	92	11 985
12. Esayidi TVET College	2 724	8 851	0	11	94	11 680
13. False Bay TVET College	1 534	7 900	1 777	1 493	62	12 766
14. Flavius Mareka TVET College	526	9 785	53	0	0	10 364
15. Gert Sibande TVET College	5 455	6 208	1 077	0	105	12 845
16. Goldfields TVET College	1 317	5 735	0	0	103	7 155
17. Ikhala TVET College	1 814	6 087	83	0	39	8 023
18. Ingwe TVET College	2 178	8 190	0	0	75	10 443
19. King Hintsa TVET College	1 713	4 072	0	0	0	5 785
20. King Sabata Dalindyebo TVET College	3 225	9 141	133	0	101	12 600
21. Lephalela TVET College	972	7 143	620	0	18	8 753
22. Letaba TVET College	2 329	4 599	235	238	57	7 458
23. Lovedale TVET College	1 418	4 780	27	0	109	6 334
24. Majuba TVET College	4 799	23 265	0	0	78	28 142
25. Maluti TVET College	3 913	7 407	238	299	57	11 914
26. Mnambithi TVET College	1 613	6 117	99	111	21	7 961
27. Mopani South East TVET College	3 951	5 804	154	91	99	10 099
28. Motheo TVET College	1 483	20 282	207	529	91	22 592
29. Mthashana TVET College	1 461	4 951	370	0	70	6 852
30. Nkangala TVET College	3 604	14 463	0	149	57	18 273
31. Northern Cape Rural TVET College	762	5 638	693	0	77	7 170
32. Northern Cape Urban TVET College	1 570	6 741	408	78	117	8 914
33. Northlink TVET College	2 180	20 630	3 516	1 579	33	27 938
34. Orbit TVET College	3 405	10 253	836	0	89	14 583
35. Port Elizabeth TVET College	2 187	8 436	131	686	87	11 527
36. Sedibeng TVET College	3 628	16 793	51	0	0	20 472
37. Sekhukhune TVET College	1 496	3 606	0	0	63	5 165
38. South Cape TVET College	1 079	6 226	720	1 076	104	9 205
39. South West Gauteng TVET College	7 610	17 391	129	28	77	25 235
40. Taletso TVET College	1 898	7 988	0	46	75	10 007
41. Thekwini TVET College	1 469	9 029	583	0	86	11 167
42. Tshwane North TVET College	2 914	17 892	92	305	47	21 250
43. Tshwane South TVET College	2 098	15 100	2 095	801	66	20 160
44. Umfolozi TVET College	3 633	10 108	375	566	88	14 770
45. Umgungundlovu TVET College	1 817	6 985	981	0	94	9 877
46. Vhembe TVET College	5 480	14 339	65	0	52	19 936
47. Vuselela TVET College	1 975	7 253	273	748	117	10 366
48. Waterberg TVET College	1 993	1 493	932	613	45	5 076
49. West Coast TVET College	2 586	7 935	2 228	922	91	13 762
50. Western College TVET College	1 359	24 010	181	255	0	25 805
Total	138 912	494 070	22 886	14 025	3 597	673 490

Source: TVETMIS 2019, data extracted in December 2020.

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, Non-National Certificate and N Diploma. It is a part-qualification.

Note 3: "Occupational Qualifications" are those qualifications associated with a trade, occupation or profession, resulting from work-based learning and consisting of knowledge, practical and work experience components. Accreditation by a SETA (and QCTO) is linked to these qualifications.

Note 4: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.

Note 5: "Other" refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported in 2019.

Note 6: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.

Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2019, namely, Buffalo City, Central Johannesburg, Coastal, Esayidi, Goldfields, Ingwe, King Hintsa, Majuba, Nkangala, Sekhukhune and Taletso TVET Colleges.



Table 10.11: Full-Time Equivalent student enrolment in TVET colleges by qualification category, 2019

College	PLP	NC(V)	Report 191 (N1-N6)	Total
1. Boland TVET College	171	1 180	3 816	5 167
2. Buffalo City TVET College	102	2 381	2 261	4 744
3. Capricorn TVET College	31	4 666	5 085	9 782
4. Central Johannesburg TVET College	0	1 493	5 130	6 624
5. Coastal TVET College	116	4 631	4 635	9 382
6. College of Cape Town TVET College	200	5 319	4 625	10 144
7. Eastcape Midlands TVET College	105	2 558	2 383	5 046
8. Ehlanzeni TVET College	86	2 994	2 943	6 022
9. Ekurhuleni East TVET College	18	3 840	5 110	8 968
10. Ekurhuleni West TVET College	112	6 891	3 679	10 682
11. Elangeni TVET College	1	4 143	3 000	7 144
12. Esayidi TVET College	94	2 337	3 666	6 097
13. False Bay TVET College	62	1 380	2 899	4 341
14. Flavius Mareka TVET College	0	454	3 680	4 134
15. Gert Sibande TVET College	105	5 031	2 299	7 434
16. Goldfields TVET College	103	1 150	2 146	3 399
17. Ikhala TVET College	39	1 616	2 401	4 056
18. Ingwe TVET College	75	2 523	3 482	6 080
19. King Hintsa TVET College	0	1 405	1 662	3 067
20. King Sabata Dalindyebo TVET College	101	2 785	3 490	6 376
21. Lephhalale TVET College	18	869	1 936	2 823
22. Letaba TVET College	57	2 110	1 798	3 965
23. Lovedale TVET College	109	1 278	1 927	3 313
24. Majuba TVET College	78	3 897	6 935	10 910
25. Maluti TVET College	57	3 630	2 775	6 462
26. Mnambithi TVET College	21	1 447	3 126	4 594
27. Mopani South East TVET College	99	3 672	1 998	5 769
28. Motheo TVET College	91	1 284	7 273	8 648
29. Mthashana TVET College	70	1 316	1 915	3 301
30. Nkangala TVET College	57	3 307	4 595	7 959
31. Northern Cape Rural TVET College	77	744	2 088	2 909
32. Northern Cape Urban TVET College	117	1 484	2 660	4 261
33. Northlink TVET College	0	2 051	6 222	8 272
34. Orbit TVET College	89	3 246	3 550	6 885
35. Port Elizabeth TVET College	87	2 132	3 205	5 424
36. Sedibeng TVET College	0	3 149	5 610	8 760
37. Sekhukhune TVET College	63	1 260	1 387	2 710
38. South Cape TVET College	105	1 036	3 093	4 235
39. South West Gauteng TVET College	75	6 792	5 549	12 416
40. Taletso TVET College	75	1 697	2 730	4 503
41. Thekwini TVET College	86	1 437	3 242	4 764
42. Tshwane North TVET College	47	2 492	6 442	8 981
43. Tshwane South TVET College	66	1 887	4 799	6 752
44. Umfolozi TVET College	88	3 235	3 696	7 019
45. Umgungundlovu TVET College	94	1 707	2 494	4 295
46. Vhembe TVET College	104	4 540	6 134	10 778
47. Vuselela TVET College	0	1 745	2 581	4 326
48. Waterberg TVET College	45	2 189	589	2 824
49. West Coast TVET College	0	2 378	3 067	5 445
50. Western TVET College	0	1 180	8 662	9 842
Total	3 396	127 968	180 469	311 832

Source: TVETMIS 2019, data extracted in December 2020.

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, Non-National Certificate and N Diploma. It is a part-qualification on NQF level 5.

Note 4: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.

Note 5: 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 public TVET colleges.

Table 10.12: Funding allocated for public HEIs, by institution, 2019/20

Institution	Total amount allocated R'000
1. Cape Peninsula University of Technology	1 574 033
2. University of Cape Town	1 854 928
3. Central University of Technology, Free State	690 150
4. Durban University of Technology	1 365 212
5. University of Fort Hare	961 474
6. University of the Free State	1 628 630
7. University of Johannesburg	2 626 074
8. University of KwaZulu-Natal	2 692 336
9. University of Limpopo	1 451 549
10. University of Mpumalanga	1 063 589
11. Mangosuthu University of Technology	563 736
12. Nelson Mandela Metropolitan University	1 384 441
13. North West University	2 566 843
14. University of Pretoria	3 105 279
15. Rhodes University	772 549
16. Sefako Makgatho Health Science University	998 938
17. Sol Plaatje University, Northern Cape	692 146
18. University of South Africa	4 356 776
19. University of Stellenbosch	2 086 014
20. Tshwane University of Technology	2 613 579
21. University of Venda	891 018
22. Vaal University of Technology	837 950
23. Walter Sisulu University	1 137 950
24. University of Western Cape	1 326 011
25. University of Witwatersrand	2 420 586
26. University of Zululand	697 150
Total	42 358 941

Source: DHET Annual Report 2019/20.

**Table 10.13: Funding allocated for TVET colleges, by college, 2019/20**

College	Total amount allocated R'000
1. Boland TVET College	85 114
2. Buffalo City TVET College	69 443
3. Capricorn TVET College	190 257
4. Central JHB TVET College	96 816
5. Coastal TVET College	145 109
6. College of Cape Town TVET College	89 927
7. Eastcape Midlands TVET College	126 899
8. Ehlanzeni TVET College	147 774
9. Ekurhuleni East TVET College	135 826
10. Ekurhuleni West TVET College	171 774
11. Elangeni TVET College	105 016
12. Esayidi TVET College	91 493
13. False Bay TVET College	81 994
14. Flavius Mareka TVET College	49 576
15. Gert Sibande TVET College	164 357
16. Goldfields TVET College	47 751
17. Ikhala TVET College	93 160
18. Ingwe TVET College	74 374
19. King Hintsa TVET College	76 747
20. King Sabata Dalindyebo TVET College	86 242
21. Lephalela TVET College	9 726
22. Letaba TVET College	104 366
23. Lovedale TVET College	48 849
24. Majuba TVET College	220 240
25. Maluti TVET College	85 065
26. Mnambithi TVET College	65 916
27. Mopani South East TVET College	84 187
28. Motheo TVET College	102 463
29. Mthashana TVET College	100 344
30. Nkangala TVET College	147 408
31. Northern Cape Rural TVET College	48 358
32. Northern Cape Urban TVET College	84 845
33. Northlink TVET College	132 876
34. Orbit TVET College	88 821
35. Port Elizabeth TVET College	50 854
36. Sedibeng TVET College	148 707
37. Sekhukhune TVET College	45 776
38. South Cape TVET College	27 096
39. South West TVET College	251 106
40. Taletso TVET College	89 341
41. Thekwini TVET College	60 959
42. Tshwane North TVET College	131 568
43. Tshwane South TVET College	146 015
44. Umfolozi TVET College	235 179
45. Umgungundlovu TVET College	55 156
46. Vhembe TVET College	136 609
47. Vuselela TVET College	92 098
48. Waterberg TVET College	61 836
49. West Coast TVET College	89 131
50. Western College TVET College	130 421
Total	5 204 965

Source DHET Annual Report 2019/20.

Note: Funding allocated to TVET colleges includes the amounts that were transferred to TVET colleges for subsidies and training purposes and not the operational costs that are directly paid by the Department.

**Table 10.14: Funding allocation for CET colleges, by college, 2019/20**

College	Total amount allocated R'000
1. Eastern Cape CET College	10 273
2. Free State CET College	7 808
3. Gauteng CET College	49 315
4. KwaZulu-Natal CET College	10 894
5. Limpopo CET College	18 925
6. Mpumalanga CET College	18 080
7. Northern Cape CET College	2 687
8. North West CET College	19 941
9. Western Cape CET College	12 912
Total	150 835

Source: *DHET BAS report, 2019.*

Note: Funding includes subsidy amounts transferred in respect of Community Learning Centres and not the operational costs that are directly paid by the Department.





11. EXPLANATORY NOTES

11.1 INTRODUCTION

These explanatory notes provide information about data sources and some methodological issues pertaining to the data submitted to the Department for the compilation of this publication.

11.2 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); and
- The National Artisan Development Support Centre (NADSC).

11.3 METHODOLOGY

Data pertaining to private colleges and private HEIs are provided to the Department in an aggregated format owing to the unavailability of unit level record data, while public HEIs, TVET colleges and SETAs submit unit level record data directly to the Department as per the format prescribed by the Department. Unit Level Record data for CET colleges was used for the first time to report on 2019 student enrolment in the sector. The SETAs also started submitting data through the Skills Education and Training Management Information System (SETMIS) for the first time in the 2019/20 financial year, while data for the previous financial years were submitted through Quarterly Monitoring Reports.

TVET colleges started submitting unit level record data in 2016 using the Technical and Vocational Education and Training Management Information System (TVETMIS), while data for the previous academic years were submitted in an aggregated format. Previous statistical data on TVET colleges reported on programme headcount, which reflected the total number of enrolments for the enrolment cycle, irrespective of the unique student ID. Thus all programme and subject enrolments were counted, whether the same student is counted more than once.

Data used in the 2019 report for TVET colleges reports on an enrolment cycle count of students, where a student is counted only once in an enrolment period/cycle, irrespective of the programme and subject enrolment and taking into account the college the student is registered at. There are six (6) enrolment intakes/cycles at TVET colleges during an academic year – i.e. annual, trimester (3) and semester (2). Enrolment into the NC(V) qualification is annually, for Report 191 Engineering Studies enrolment is in trimesters and for the Business and General Studies programmes of Report 191, the intake is per semester.

The Department develops and implements policy, standards, definitions and classifications for the aggregation, standardisation and uniformity in the collection of education information from provinces. The data reported in this publication is as received from the institutions and entities and no imputation and weighting was done on it. Data for CET and private colleges covers enrolment up to October of every year.



11.4 RESPONSE RATES

The response rates to data submitted to the Department with respect to 2019 data are as follows:

- Public HEIs: 100.0%
- Private HEIs: 96.9%
- TVET colleges: 100.0%
- Private colleges: 53.7%
- CET colleges: 70.7%

12. GLOSSARY

Administration Costs

An administration costs incurred by SETAs, as defined in Regulation 1 of the SETA Grant regulations regarding monies received by a SETA and related matters. *The Sector Education and Training Authorities (SETAs) Grant Regulations Regarding Monies Received by a SETA and Related Matters, 2012.*

Administrative staff

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

Age

The number of years from the date of birth to the year in which the data collection is being undertaken. Department of Higher Education and Training, adapted from Statistics South Africa: *Concepts and Definitions for Statistics South Africa, 2017.*

Apprenticeship

A period of workplace based learning culminating in an occupational qualification for a listed trade. *Sector Education and Training Authorities (SETAs) Workplace Based Learning programme Agreement Regulations, 2018.*

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). *Skills Development Act, No. 97 of 1998 (as amended).*

Artisanal Learning Programme

An apprenticeship, learnership, skills programme undertaken at the workplace conclude with a trade test which is undertaken for an occupation that is part of the official list of artisan occupations. *Skills Development Act, 1998, Schedule 2, Listing of Occupations as Trades for which Artisan Qualifications are required, Gazette no. 35625 of 31 August 2012.*

Bachelor's degree

A qualification with an NQF exit level of 7 or 8 and minimum total credits of 360 or 480. *Higher Education Qualifications Sub-Framework, 2013.*

Barriers to learning

Systematic and/or intrinsic difficulties that prevent students from effective learning. DBE, Policy on Screening, Identification, Assessment and Support, 2014

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. *National Student Financial Aid Scheme Act, 1999 (Act No. 56 of 1999).*

Certification

Formal Recognition of a qualification or part-qualification awarded to a successful learner. *National Qualifications Framework: Standard Glossary of Terms, 2013.*

College

- a) a public college that is established or declared as:
- a technical and vocational education and training college; or
 - a community education and training college; or
- b) a private college that is established, declared or registered under the Community Education Act, but does not include a college under the authority of a government department other than the Department of Higher Education and Training. *Continuing Education and Training Act, 2006 (Act No. 16 of 2006).*

Completion rate

The proportion of students who successfully completed a qualification or part-qualification in an academic cycle, expressed as a percentage of the number of students who were eligible to complete the level and are assessed in that academic cycle.

Comprehensive University

An institution that provides higher education on a full-time, part-time or distance basis which is established or deemed to be established as a public higher education institution under the Higher Education Act, (Act No. 101 of 1997), declared as a public higher education institution under the Higher Education Act, (Act No. 101 of 1997), or registered or conditionally registered as a private higher education institution under the Higher Education Act, (Act No. 101 of 1997). *Higher Education Act, 1997 (Act No. 101 of 1997).*

Continuing education and training

All learning and training programmes leading to qualifications or part-qualifications at levels 1 to 4 of the NQF contemplated in the National Qualifications Framework Act, 2008 (Act 67 of 2008) provided for at a college in terms of the Continuing Education and Training Act. *Continuing Education and Training Act, 2006 (Act No. 16 of 2006) (as amended).*

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 the *Department of Education Manual: South African Post-Secondary Education (SAPSE), 1982, 1995.*

Disability

The loss or elimination of opportunities to take part in the life of the community, equitably with others, that is encountered by persons having physical, sensory, psychological, developmental, learning, neurological or other impairments, which may be permanent, temporary or episodic in nature; thereby causing activity limitations and participation restriction within the mainstream society. Department of Higher Education and Training: *Strategic Policy Framework on Disability for the Post-School Education and Training System, 2018.*

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 the *Department of Education Manual: South African Post-Secondary Education (SAPSE), 1982, 1995.*



Doctoral degree

A postgraduate qualification with an NQF exit level 10 and minimum total credits of 360. *Higher Education Qualifications Sub-Framework, 2013.*

Examination

A component of the assessment that refers to the culmination of the summative assessment process when students/learners are subjected to a final sitting at the end of the learning process. Department of Higher Education and Training: *Regulations on the Assessment Process and Procedures for Adult Education and Training NQF Level 1, 2013.*

Financial year

The twelve months according to which organisations and government departments budget and account. Department of Higher Education and Training: *adapted from the National Treasury Glossary, 2018.*

First-time entering student

A person who is enrolled at a PSET institution and has not enrolled at a similar institution in the past. Department of Higher Education and Training: *adapted from Higher Education Management Information System Valpac Glossary, 2007.*

Full-Time Equivalent (FTE) student

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

Funding

The process of providing financial assistance for a particular purpose or intervention, to either an enrolled student or the institution.

Gender

Social distinction between males and females. Statistics South Africa: *Concepts and Definitions for Statistics South Africa, 2010.*

General Education and Training (GET)

All learning and training programmes leading to a qualification on Level 1 of the National Qualifications Framework. *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).*

General Education and Training Certificate (GETC)

A certificate to be awarded on to learners on completion of Adult Education and Training Level 4. Department of Higher Education and Training: *Regulations on the assessment process and procedures for Adult Education and Training (AET) National Qualifications Framework (NQF) Level 1, 2018.*

Graduate

A student who has satisfied all the requirements of the degree, diploma or certificate for which he/she was enrolled. Adapted from the *Department of Education Manual: South African Post-Secondary Education (SAPSE), 1982, 1995.*

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 enrolment

Unduplicated number of students enrolled in a PSET institution at a given time in an academic year, regardless of their course load, or number of programmes enrolled in.

Headcount, enrolment cycle

A count of students once in every enrolment period/cycle. There are six enrolment intakes/cycles at TVET and private colleges during an academic year: annual, 3 trimester intakes, and 2 semester intakes. Students are counted once in each intake, and in instances where a student is enrolled in more than one programme in a cycle, they are counted at the highest-level programme they are enrolled in.

Higher certificate

An entry-level higher education qualification with NQF exit level 5 and minimum total credits of 120. *Higher Education Qualification Sub-Framework, 2013.*

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). *Higher Education Act, (Act No. 101 of 1997).*

Honours degree

A postgraduate specialisation qualification with NQF exit level 8 and minimum total credits of 120. *Higher Education Qualification Sub-Framework, 2013.*

Instruction and research staff/Academic staff

Any person appointed to teach or to do research at a public higher education institution and any other employee designated as such by the council of that institution. *Higher Education Act, 1997 (Act No. 101 of 1997).*

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

A structured and purposeful set of learning experiences that leads to a qualification or part-qualification and includes a studentship, an apprenticeship, a skills programme and any other prescribed learning programme which includes a structured work experience component. Adapted from *South African Qualifications Authority, Policy and Criteria for the Registration of Qualifications and Part-Qualifications on the NQF, 2013*.

Learnership

A period of workplace based learning culminating in an occupational qualification or part-qualification. *Sector Education and Training Authorities (SETAs) Workplace Based Learning Programme Agreement Regulations, 2018*.

Lecturer

Any person who teaches, educates or trains other persons, or who provides professional educational services at any PSET institution, and who is appointed in a post on any lecturer establishment. *Continuing Education and Training, 2006 (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*.

Mandatory Grant

Funds designated as mandatory grants contemplated in regulation 4 to fund the education and training programmes as contained in the Workplace Skills Plan (WSP) and Annual Training Report (ATR) of a SETA. *The Sector Education and Training Authorities (SETAs) Grant Regulations Regarding Monies Received by a SETA and Related Matters, 2012*.

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

A position in which the primary function is the management of the institution or one of its major divisions or sections. In colleges, it refers to a principal and vice-principal of a public college. *Continuing Education and Training Act, 2006 (Act No. 16 of 2006) (as amended)*.

Master's degree

A postgraduate qualification with an NQF exit level 9 and minimum total of 180 credits. *Higher Education Qualifications Sub-Framework, 2013*.

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: *Higher Education Information Standards (DHET 003) Standard for the publication of the master list of education institutions in the post-school sector, 2012*.

Mixed mode of delivery

The interaction between institutional teachers or institutional supervisors and students is undertaken through a mixture of contact and distance modes of delivery. Department of Higher Education and Training: *adapted from Higher Education Management Information System Valpac Glossary, 2007.*

National Certificate (Vocational) (NC(V))

A qualification with 120 to 140 minimum credits at levels 2, 3 or 4 of the NQF that will be awarded to students who comply with the national policy requirements of the NC(V). 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:

- a) To fund projects identified in the national skills development strategy as national priorities (section 28(1) of the Skills Development Act);
- b) 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);
- c) 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
- d) 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, 1999 (Act No. 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 person who satisfies the statutory requirements for entry into a formally approved qualification offered by the institution, who is effectively registered for an approved course, but who is not registered for an approved qualification. Department of Higher Education and Training: *Higher Education Management Information System Valpac glossary, 2007.*

Occupational qualification

A qualification that consist of a minimum of 25 credits associated with a trade, occupation or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external summative assessment. *Quality Council for Trades and Occupations (QCTO): Assessment Policy for Qualifications and Part-Qualifications on the Occupational Qualifications Sub-Framework, 2013.*

Part-qualification

An assessed unit of learning with a clearly defined purpose that is, or will be, registered as part of a qualification on the NQF. Department of Higher Education and Training: *adapted from the National Qualifications Framework Act, 2008 (Act No. 67 of 2008.)*

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 Manual: South African Post-Secondary Education (SAPSE), 1982, 1995.*

Population group

Classification of people by race. The following categories are provided in the census: Black African, Coloured, Indian/Asian, White, other. Statistics South Africa: *Concepts and Definitions for Statistics South Africa, 2017.*

Postgraduate, below Master's level

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

Postgraduate qualification

Qualification at levels 8 to 10 on the HEQSF, excluding professional qualification at level 8. Higher Education Qualification Sub-Framework, 2013

Post-school education and training institution (PSETI)

Education and training institutions that include universities, national institutes of higher education and private higher education institutions, technical and vocational education and training colleges, private colleges, community education and training colleges, and skills development providers. These are established, declared or registered by any law assigned to the Minister of Higher Education, Science and Innovation. Department of Higher Education and Training: *adapted from the White Paper for Post-School Education and Training, 2013.*

Post-school education and training (PSET) sector

A sector that 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: *White Paper for Post-School Education and Training, 2013.*

Pre-Vocational Learning Programme (PLP)

A foundational learning programme to prepare students for access into a specific vocational or occupational learning pathway at TVET colleges such as the NCV programmes at NQF level 2, N1 Engineering Studies programmes (Report 190) and occupational programmes at NQF levels 2 to 4.

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. *Continuing Education and Training Act, 2006 (Act No. 16 of 2006) (as amended).*

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). *Higher Education Act, No. 101 of 1997.*

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 section 3 of this Act; or
- b) declared as a public college under section 4 of the Continuing Education and Training Act, 2006. *Continuing Education and Training Act, (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). *Higher Education Act, 1997 (Act No. 101 of 1997).*

Qualification

The formal recognition of the achievement of the required number and range of credits and such other requirements at specific levels of the National Qualifications Framework, as may be determined by the relevant bodies registered for such purpose by the South African Qualifications Authority. *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).*

Recognition of Prior Learning (RPL)

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 Qualifications Framework Standard Glossary of Terms, 2017.*

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. *National Education Policy: Formal technical instructional programmes in the RSA, 2001, Report 191 (2001/08).*

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.

Response rate

Proportion of eligible respondents who submitted data with usable information to total number of eligible respondents. Department of Higher Education and Training, adapted from Statistics South Africa: *Concepts and Definitions for Statistics South Africa, 2017.*

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. *Standard Glossary of Terms: Terms related to the South African National Qualifications Framework, 2013.*



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 Manual: South African Post-Secondary Education (SAPSE), 1982, 1995*.

Sector Education and Training Authority (SETA)

A Sector Education and Training Authority established in terms of section 9(1) of the Skills Development Act to develop and implement sector skills plans and promote learning programmes, including workplace learning. *Skills Development Act, 1998 (Act No. 97 of 1998)*.

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. *Skills Development Act, 1998 (Act No. 97 of 1998)*. Pretoria.

Student

Any person enrolled as a student at any PSET institution. Adapted from the *Higher Education Act, 1997 (Act No. 101 of, 1997)* and *Continuing Education Act, 2006 (Act No. 16 of 2006) (as amended)*.

Success rate

A proportion of Full-Time Equivalent (FTE) passes relative to FTE enrolments at a PSET institution.

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. *Continuing Education and Training Act, 2006 (Act No. 16 of 2006) (as amended)*.

Undergraduate courses

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

Undergraduate student

Student enrolled in a Bachelor's degree, BTech, Diploma (including advanced Diploma), Higher Certificate, Advanced Certificate and Post-Graduate Certificate in Education. It includes students enrolled in professional Bachelor's degrees such as BSc (Engineering) and MBChB), which are those that have an approved formal time of three or more years.

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: *South African Post-Secondary Education (SAPSE)-004: Formal Degree/Diploma/Certificate Programme Classification Structure Manual, 1995*.

Undergraduate degree

Refers to Bachelor's degrees, BTech and professional Bachelor's degrees such as BSc (Engineering), MBChB, BFA, which are those that have an approved formal time of three or more years. Adapted from the *Department of Education Manual: South African Post-Secondary Education (SAPSE), 1982, 1995*.

Undergraduate qualification

Qualification at NQF levels 5 to 7 of the HEQSF, including professional bachelor's degrees, which are at NQF level 8. Adapted from the *Higher Education Qualification Sub-Framework, 2013*.

University

Any institution that provides higher education on a full-time, part-time or distance basis and which is established or deemed to be established as a public higher education institution under the Higher Education Act, 101 of 1997, declared as a public higher education institution under the Higher Education Act, 101 of 1997, or registered or conditionally registered as a private higher education institution under the Higher Education Act, 101 of 1997. *Higher Education Act, 1997 (Act No. 101 of 1997)*.

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DID YOU KNOW?

The following Post-School Education and Training institutions existed in South Africa in 2019:

- 26** Public Higher Education Institutions (HEIs)
- 131** Private Higher Education Institutions (HEIs)
- 50** Technical and Vocational Education and Training (TVET) colleges
- 287** Private colleges
- 9** Community Education and Training (CET) colleges

Student enrolment in the Post-School Education and Training sector in 2019 was as follows:

Public Higher Education and Training Institutions (HEIs)	1 074 912
Private Higher Education and Training Institutions (HEIs)	208 978
Technical and Vocational Education and Training (TVET) colleges	673 490
Private colleges*	151 136*
Community Education and Training colleges	171 409**
Sector Education and Training Authority (SETA) programmes	222 210

*This figure represents enrolment at only 154 of the 287 registered private colleges that responded to the Departmental Annual Survey.

** This figure represents enrolment at only 2 317 of the 3 276 gazetted Community Learning Centres.

