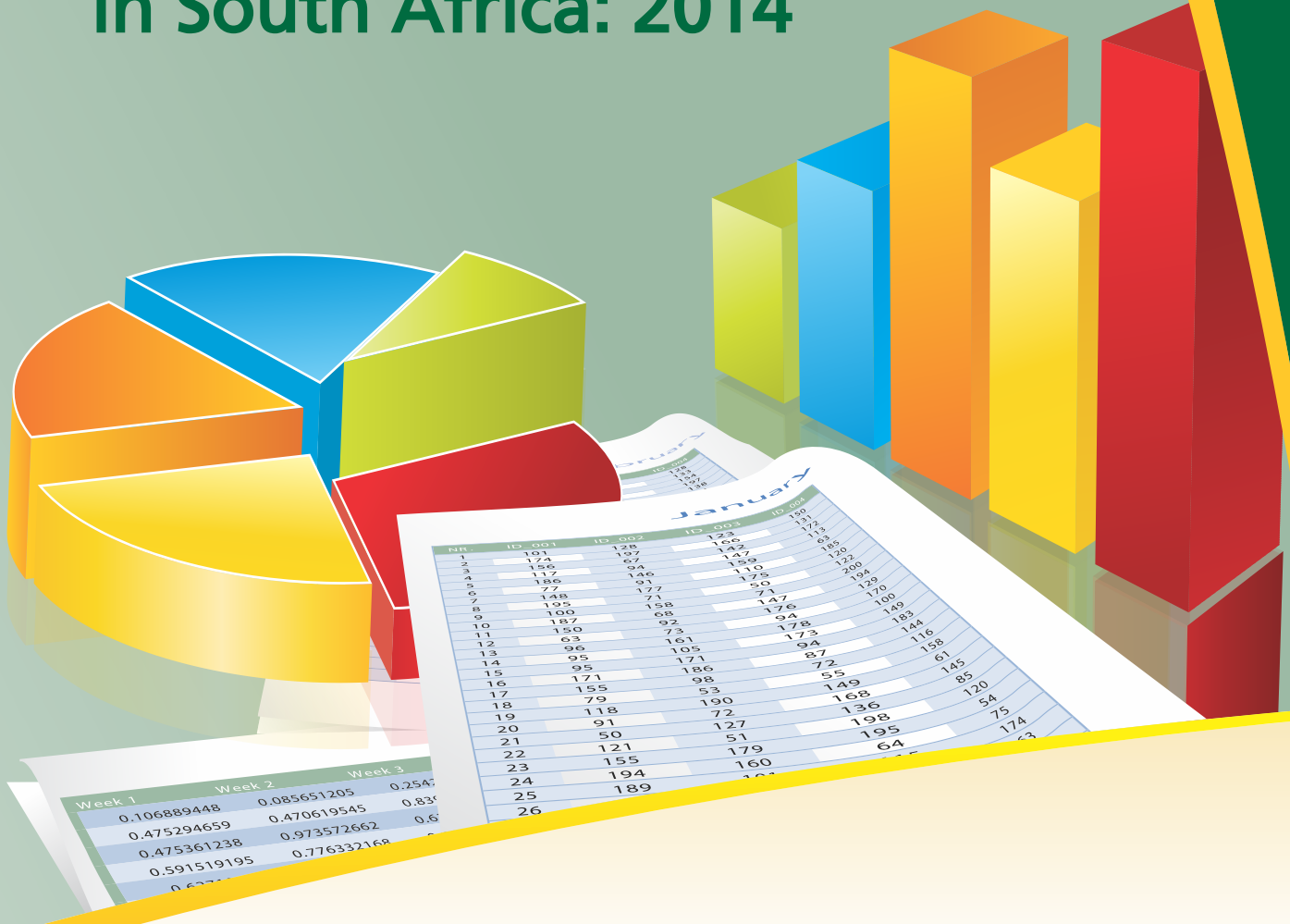
Statistics on Post-School Education and Training in South Africa: 2014



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FOREWORD

It is my pleasure to present to you the fifth issue of *Statistics on Post-School Education and Training in South Africa*. The four previous similar reports published by the Department of Higher Education and Training can be found on the department's website at **www.dhet.gov.za**

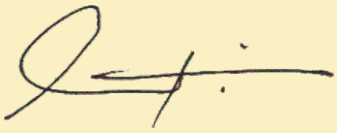
Post-school education and training institutions include: public and private Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) Colleges, private Further Education and Training (FET) Colleges and the public and private Adult Education and Training (AET) centres.

Public FET Colleges have been renamed TVET Colleges, while private FET Colleges have been renamed private Colleges in terms of the *Continuing Education and Training Colleges Amendment Act, 2006 (Act No. 16 of 2006)*, in Government Gazette No. 36271. The amendment of the Act came into effect on 6 October 2014 in terms of proclamation No. 68 of 2014 by order of the President of the Republic of South Africa. The significant legislative and policy changes were effected on 01 April 2015 with regard to AET centres. This report continues using the private FET Colleges; and public and private AET nomenclature because it publishes 2014 data.

The report provides statistical information on student enrolment, graduation and certification, and staffing levels at post-school education and training institutions, as well as other relevant information on the Post-School Education and Training (PSET) sector, including workplace-based education and training. It also includes key financial statistics pertaining to the National Student Financial Aid Scheme, the Skills Levy, and funds allocated to key components of the post-school education and training system. The report serves as an important resource for planning and the allocation of budgetary resources in the post-school education and training sector. It is a reference document for reporting processes in government, including the monitoring and evaluation of post-school education and training. In addition, it provides statistics for use in research, policy and decision-making at the different levels of the system, and by the public. It therefore makes a crucial contribution to the achievement of the goals of the post-school sector.

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.

The Department is striving to make this report more accurate and more responsive to stakeholders' needs. Feedback, including suggestions for improvement, can be emailed to: HETIS.Officer@dhet.gov.za



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Director-General: Department of Higher Education and Training
Pretoria, South Africa

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The Department of Higher Education and Training wishes to thank the heads and staff members of the nine provincial Education Management Information System (EMIS) units, Higher Education Institutions, Public Technical and Vocational Education and Training (TVET) Colleges, Private Colleges (Ex private FET Colleges), public and private AET centres, Sector Education and Training Authorities (SETAs), National Artisan Development Support Centre (NADSC), National Student Financial Aid Scheme (NSFAS), and National Skills Fund (NSF) – for providing data in order to make this publication possible.

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LIST OF ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training
AET	Adult Education and Training
AGRISETA	Agriculture Sector Education and Training Authority
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
DOE	Department of Education
DTI	Department of Trade and Industry
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&MSETA	Fibre Processing and Manufacturing Sector Education and Training Authority
FTE	Full-Time Equivalent
GETC	General Education and Training Certificate
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
HEQSF	Higher Education Qualifications Sub-Framework
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
IPAP	Industrial Policy Action Plan
LGSETA	Local Government Sector Education and Training Authority
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
NADSC	National Artisan Development Support Centre
NAMB	National Artisan Moderation Body
NATED	National Technical Education
NC(V)	National Certificate (Vocational)
NDP	National Development Plan
NGP	New Growth Path
NID	National Institute for the Deaf
NQF	National Qualifications Framework
NRF	National Research Foundation
NSA	National Skills Authority
NSC	National Senior Certificate
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
PLC	Public Learning Centre
PED	Provincial Education Department
PSET	Post -School Education and Training
PSETA	Public Service Sector Education and Training Authority
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
RSA	Republic of South Africa
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
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
W&RSETA	Wholesale and Retail Sector Education and Training Authority

1. INTRODUCTION

The Department of Higher Education and Training (DHET) seeks to improve the capacity of the Post-School Education and Training (PSET) system to meet the skills needs and development of the country. The Department's objectives are to: a) increase the rate at which the key skills necessary for economic growth and social development are delivered; b) serve the growing number of young people and adults who seek education and training outside of the schooling system; c) provide alternative entry points into and pathways through the learning system; d) provide quality learning, irrespective of where learning takes place (i.e. College, University or workplace); and e) provide easy pathways across the various learning sites.

The Department has oversight over three main categories of PSET institutions, namely: public and private Higher Education Institutions (HEIs); Public Technical and Vocational Education and Training (TVET) Colleges and Private Colleges (Ex Private Further Education and Training [FET] Colleges); and public and private Adult Education and Training (AET) centres. Public FET Colleges have been renamed TVET Colleges, while private FET Colleges have been renamed Private Colleges in terms of the *Continuing Education and Training Colleges Amendment Act, 2006 (Act No. 16 of 2006),* in Government Gazette No. 36271. The amendment came into effect on 6 October 2014 in terms of a proclamation (No. 68 of 2014).

This report provides institutional, student, programme, staffing and funding statistics on PSET over which it has oversight. It, therefore, does not provide information on PSET that is managed by other government departments and state entities.

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

a) The Higher Education Management Information System (HEMIS), which contain data provided to the Department by public HEIs;

b) Annual reports submitted by registered private HEIs;

c) The Technical and Vocational Education and Training Management Information System (TVETMIS), which contain data provided to the Department by TVET Colleges and registered Private Colleges;

d) The database on public AET centres, which contain data provided to the Department by Provincial Education Departments (PEDs) and annual reports submitted by private AET centres.

e) The Sector Education and Training Authority (SETA) Learner Management System, which contain data provided to the Department by SETAs;

f) Quarterly reports provided to the Department by SETAs;

g) Data provided to the Department by the National Artisan Development Support Center (NADSC);

h) Reports provided to the Department by the National Skills Fund (NSF); and

i) The National Examination Database, which contain 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” qualifications.

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

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

The formal provisioning of PSET in South Africa occurs through three main types of public and private education and training institutions, namely: Higher Education Institutions (HEIs); Technical and Vocational Education and Training (TVET) Colleges and Private Colleges (Ex private FET Colleges); and public and private Adult Education and Training (AET) centres. In addition, workplace-based education and training occurs through a range of learning programmes that are supported by, and facilitated through Sector Education and Training Authorities (SETAs).

This section of the report provides a statistical overview of public and private PSET institutions, enrolment in these institutions and information on the number of persons participating in workplace-based programmes.

Table 1: Overview of post-school education and training institutions, in 2014

	HEIs			Colleges			AET Centres				TOTAL PSET
	Public	Private	Total	Public TVET	Private Colleges (Ex Private FET)	Total	Public AET	Private AET	Not Declared	Total	
Number of institutions	26	119	**145**	50	291	**341**	1 828	55	n.a.	**1 883**	**2 369**
Number of students/ learners enrolled	969 155	142 557	**1 111 712**	702 383	78 995	**781 378**	262 680	7 560	5 028	**275 268**	**2 168 358**

Sources:
2014 HEMIS database, data extracted in August 2015.
2014 Annual reports submitted by private HEIs to the DHET.Private_College_Annual_2014_20151020_Final
AET_Annual_2014_20151112.
TVET_Public_Annual_2014_20151027_Final.
Note 1: Private higher education figures are unaudited.
Note 2: The number of private Colleges shown in Table 1 reflects the number of institutions registered with the Department.
Note 3: Not Declared refers to surveys not indicating whether public or private AET Centres.
Note 4: "n.a." means not applicable.

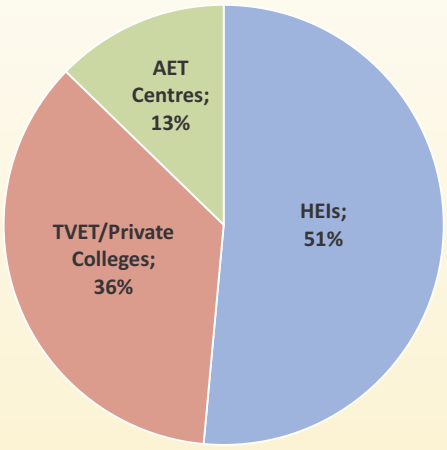
As table 1 indicates, more than 2 million students and learners were enrolled in over 2 000 PSET institutions in South Africa in 2014.

The Higher Education (HE) sector is comprised of 145 public and private institutions in 2014. These institutions serviced more than 1.1 million students. As evident from the table above, the public HE sector is considerably larger than the private sector.

The Public TVET Colleges and Private Colleges (Ex private FET Colleges) comprised more than 340 institutions in 2014. These institutions served more than 780 000 students. Although the number of Private Colleges far exceeded that of TVET Colleges, TVET Colleges enrolled more students than Private Colleges.

The AET sector comprised over 1 800 public and private AET Centres in 2014. As evident from learner enrolment figures in AET Centres, the private AET sector in South Africa is relatively small.

Figure 1: Percentage distribution of student enrolments in post-school education and training institutions, in 2014



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

As indicated in Figure 1, more than half of all students enrolled in PSET institutions were enrolled in the HE sectors, while 36% were enrolled in the TVET/Private Colleges sector and 12% in the AET sector.

Table 2: Number of workers and unemployed persons registered for and certificated in SETA-supported learning programmes, by programme type, in 2014

	Registered				Certificated			
	Learnerships	Internships	Skills Development Programmes	Total	Learnerships	Internships	Skills Development Programmes	Total
Workers	29 100	n.a.	105 305	**134 405**	18 685	n.a.	82 536	**101 221**
Unemployed Persons	48 831	12 006	32 575	**93 412**	22 206	3 663	23 923	**49 792**
Total	**77 931**	**12 006**	**137 880**	**227 817**	**40 891**	**3 663**	**106 459**	**151 013**

***Source:* SETA Quarterly Reports, 2013/14.**

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

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

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

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

In 2014, SETAs registered over 220 000 learners in SETA-supported learning programmes and certificated approximately 151 000 learners. Of the registered learners, 77 931, 12 006 and 137 880 were registered for learnerships, internships and Skills Development Programmes, respectively.

A greater proportion of unemployed persons (48 831) registered for learnerships compared to 29 100 of workers who registered for learnerships.

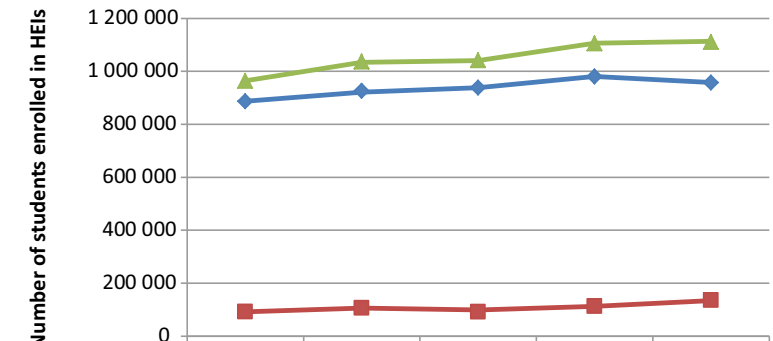
In 2014, more than half (40 891) of the learners registered for learnerships were certificated, on internship more than a quarter (3 663) of the learners registered for internship were certificated and lastly on the skills development programmes more than 70% (106 459) of the learners registered for skills development programmes were certificated.

3. HIGHER EDUCATION AND TRAINING

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

The Higher Education (HE) Sector is intended to perform the following three functions as outlined in the National Development Plan (NDP: a) Educate and equip people with high-level skills to meet the employment needs of the public and private sectors; b) produce new knowledge and assess and find new applications for existing knowledge; and c) provide opportunities for social mobility while strengthening equity, social justice and democracy to deal with the injustices brought about by the post-apartheid system. In 2014, the HE sector comprised 26 universities and 119 private higher education institutions (PHEIs), with the highest proportion (91%) of students enrolled in public HEIs (i.e universities). In 2013, two new universities, Sol Plaatje University in the Northern Cape Province and the University of Mpumalanga in Mpumalanga Province, were established as comprehensive universities and have been developing towards functioning as fully fledged universities, since 2014. A third comprehensive university, Sefako Makgatho Health Sciences University (SMU) was established in 2014, and opened its doors in 2015 to its first cohort of students.

Figure 2: Number of students enrolled in public and private HEIs, from 2010 to 2014



	2010	2011	2012	2013	2014
Public HEIs	892 936	938 201	953 373	983 698	969 155
Private HEIs	90 767	103 036	97 478	119 941	142 557
Total	983 703	1 041 237	1 050 851	1 103 639	1 111 712

Sources:
Statistics on Post-School Education and Training in South Africa (2010, 2011, 2012, 2013).
2014 HEMIS database, data extracted in August 2015.
2014 Annual reports submitted by private HEIs to the DHET.
Note: Enrolment figures for private HEIs are unaudited.

In 2014, public and private HEIs experienced an increase in total student enrolment from 1 103 639 students in 2013 to 1 111 712 students in 2014. This increase was brought about by an increase in Private HEIs from 119 941 in 2013 to 142 557 in 2014, while the public HEIs experienced a decrease from 983 698 students in 2013 to 969 155 students in 2014.

In general student enrolment in private HEIs has shown an increase year on year, except only in 2012, while the public HEIs showed a continuously increasing enrolment trend from 2010 to 2013, except only in 2014.

From the Public HEIs enrolment of 969 155 in 2014, it can be estimated that to reach government's enrolment target of 1 620 000 by 2030 as anticipated in the National Development Plan (NDP)[1], enrolment will have to increase at the rate of 3.5% year-on-year.

[1] The Presidency (2011). *National Development Plan: Vision 2030*, Pretoria

3.2 PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIs)

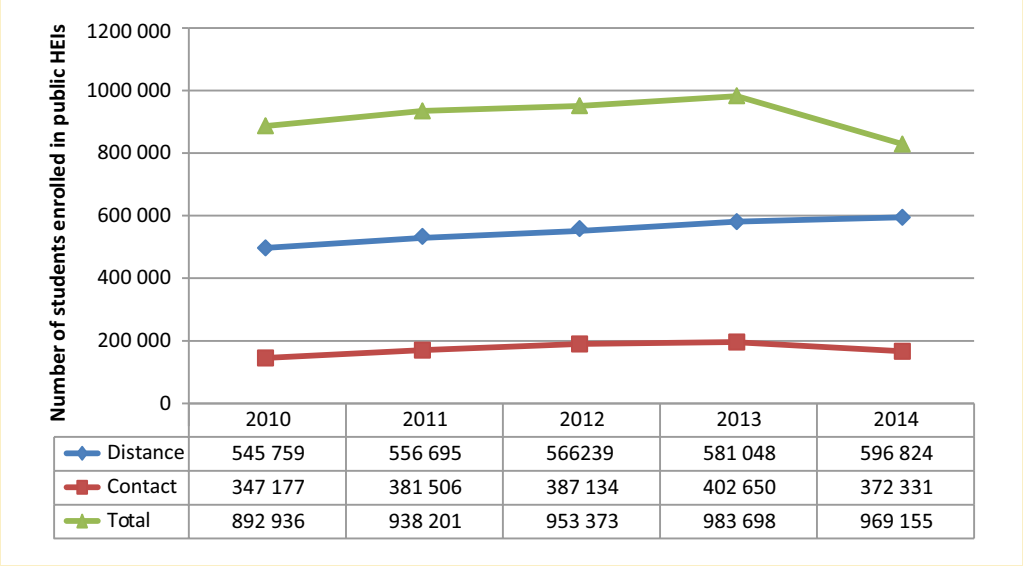
3.2.1 Introduction

Of the 25 public HEIs that enrolled students in South Africa in 2014, 11 are regarded as ''traditional'' Universities, six are Universities of Technology (formerly known as Technikons) and six are Comprehensive Universities. Two new public HEIs, Sol Plaatjie University, Northern Cape and University of Mpumlanga in Mpumalanga, started operations in 2014. One new comprehensive university, the Sefako Makgatho Health Sciences University (SMU), opened its door to students in 2015.

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

3.2.2 Enrolment in public Higher Education Institutions (HEIs)

Figure 3: Number of students enrolled in public HEIs by attendance mode, from 2010 to 2014



	2010	2011	2012	2013	2014
Distance	545 759	556 695	566239	581 048	596 824
Contact	347 177	381 506	387 134	402 650	372 331
Total	892 936	938 201	953 373	983 698	969 155

Sources:
Statistics on Post-School Education and Training in South Africa (2010, 2011, 2012, 2013).
2014 HEMIS database, extracted in August 2015.

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

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

Figure 3 represents the number of students enrolled in public HEIs by mode of attendance. In 2014, more than 960 000 students were enrolled in public HEIs for both contact and distance modes, 596 824 students were enrolled through the contact mode of study, while 372 331 were enrolled through the distance mode of study. The number of contact mode students has been increasing continuously from 2010 to date. Between 2010 and 2013 there was a consistent increase of enrolments for the distance mode of study but in 2014 enrolment decreased from 402 650 in 2013 to 372 331.

Table 3: Number of first-time undergraduate students enrolled in public HEIs, by individual institution, from 2009 to 2014

Institution	2009	2010	2011	2012	2013	2014
Cape Peninsula University of Technology	8 244	8 106	7 876	7 949	7 604	7 595
University of Cape Town	4 153	3 637	3 464	3 875	3 748	3 877
Central University of Technology, Free State	3 941	3 321	2 722	2 803	3 408	3 795
Durban University of Technology	6 856	7 096	6 243	6 078	6 842	7 568
University of Fort Hare	2 314	2 468	2 592	2 811	2 276	2 718
University of the Free State	4 038	5 007	5 829	6 202	5 533	5 680
University of Johannesburg	13 168	10 230	12 404	10 181	10 142	11 902
University of KwaZulu-Natal	8 048	8 053	7 649	7 150	8 684	10 586
University of Limpopo	3 421	4 745	5 288	5 137	4 861	5 291
University of Mpumalanga	n.a.	n.a.	n.a.	n.a.	n.a.	140
Mangosuthu University of Technology	3 032	2 769	2 510	2 840	2 883	2 684
Nelson Mandela Metropolitan University	5 391	5 099	5 815	5 164	5 226	5 955
North West University	5 929	7 206	7 526	7 848	8 770	9 029
University of Pretoria	8 015	8 124	7 408	7 412	8 497	8 648
Rhodes University	1 670	1 451	1 230	1 275	1 372	1 491
University of South Africa	40 884	47 208	60 912	52 227	33 828	34 897
University of Stellenbosch	4234	4 599	4 535	3 936	4 553	5 161
Sol Plaatje University, Northern Cape	n.a.	n.a.	n.a.	n.a.	n.a.	124
Tshwane University of Technology	12 760	11 621	10 556	12 184	13 593	13 901
University of Venda	1 796	1 680	1 975	2 176	3 457	3 579
Vaal University of Technology	5 956	6 073	4 816	4 412	4 010	3 841
Walter Sisulu University	6 082	6 078	5 742	5 214	5 956	5 809
University of Western Cape	3 251	3 783	3 852	3 871	3 896	4 109
University of Witwatersrand	6 590	5 300	4 684	5 349	5 418	5 921
University of Zululand	4 745	4 734	3 477	3 671	3 832	4 055
Total	**164 518**	**168 388**	**179 105**	**169 765**	**158 389**	**168 356**

Sources:
Statistics on Post-School Education and Training in South Africa (2010, 2011, 2012, 2013).
2014 HEMIS database, extracted in August 2015.

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

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

Table 3 shows that the number of first time undergraduate students enrolled in public HEIs in 2014 was 168 356, which is a 6% increase from 158 389 in 2013. In addition, this was a recovery from the gradual decrease in first time entering students during the 2012 (169 765) and 2013 (158 389) academic years.

In 2014, the three institutions with the largest number of first-time entering undergraduate enrolments were the University of South Africa, Tshwane University of Technology and University of Johannesburg with 34 897, 13 901 and 11 902 enrolled students, respectively.

The University of Mpumalanga and Sol Plaatje University, Northen Cape which both began enrolling students in 2014 enrolled 140 and 124 first-time entering undergraduate students, respectively.

Table 4: Number of students enrolled in public HEIs, by major field of study, qualification type and institution, in 2014

Institution	Major Field of Study					Qualification Type						
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Occasional Students	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Postgraduate, Below Master's Level	Master's Degrees	Doctoral Degrees	Total
Cape Peninsula University of Technology	16 329	10 944	2 424	3 490	**33 187**	122	22 137	9 096	491	1 141	199	**33 186**
University of Cape Town	11 397	6 326	659	7 975	**26 357**	1 420	442	15 527	2 870	4 494	1 604	**26 357**
Central University of Technology, Free State	6 301	3 522	2 332	2 197	**14 352**	1	8 841	4 506	641	251	112	**14 352**
Durban University of Technology	12 954	8 723	1 000	3 795	**26 472**	0	19 457	6 254	0	598	163	**26 472**
University of Fort Hare	3 496	1 865	1 657	6 045	**13 063**	31	340	9 538	1 405	1 272	477	**13 063**
University of the Free State	8 935	4 619	5 071	12 408	**31 033**	1 463	3 866	18 891	3 923	2 221	668	**31 032**
University of Johannesburg	15 745	19 214	3 247	11 583	**49 789**	151	15 912	26 503	4 014	2 444	765	**49 789**
University of KwaZulu-Natal	17 884	8 705	6 654	12 223	**45 466**	1 184	1 366	31 289	3 725	5 448	2 453	**45 465**
University of Limpopo	11 914	3 848	2 089	5 533	**23 384**	28	165	20 155	1 175	1 612	249	**23 384**
Mangosuthu University of Technology	6 960	3 642	0	776	**11 378**	0	10 953	424	0	0	0	**11 377**
University of Mpumalanga	40	21	79	0	**140**	0	21	119	0	0	0	**140**
Nelson Mandela Metropolitan University	9 413	10 237	2 108	4 753	**26 511**	695	10 378	11 701	1 275	1 934	527	**26 510**
North West University	12 483	10 211	28 379	12 062	**63 135**	200	21 274	28 461	8 940	2 919	1 341	**63 135**
University of Pretoria	25 840	8 706	12 334	9 496	**56 376**	499	898	33 849	12 122	6 853	2 155	**56 376**
Rhodes University	2 303	1 485	773	2 959	**7 520**	60	1	5 151	852	942	513	**7 519**
University of South Africa	39 252	117 402	75 702	96 137	**328 493**	14 272	80 450	192 685	32 913	6 072	2 100	**328 492**
University of Stellenbosch	13 927	6 219	1 685	7 038	**28 869**	876	39	17 727	4 025	4 767	1 435	**28 869**
Sol Plaatje University, Northern Cape	79	0	45	0	**124**	0	79	45	0	0	0	**124**
Tshwane University of Technology	22 878	19 184	3 858	10 865	**56 785**	85	41 937	12 382	403	1 657	321	**56 785**
University of Venda	4 963	2 508	1 671	4 356	**13 498**	0	299	11 671	747	571	209	**13 497**
Vaal University of Technology	10 328	6 710	100	2 181	**19 319**	169	16 277	2 499	201	140	33	**19 319**
Walter Sisulu University	7 147	6 971	4 159	5 670	**23 947**	0	13 066	9 848	716	266	50	**23 946**
University of Western Cape	7 794	2 513	1 767	8 509	**20 583**	0	400	15 759	2 042	1 667	714	**20 582**
University of Witwatersrand	15 737	6 216	2 825	7 943	**32 721**	341	173	21 488	3 138	5 935	1 646	**32 721**
University of Zululand	3 126	2 621	5 483	5 433	**16 663**	100	1 480	13 291	1 112	471	209	**16 663**
Total	**287 221**	**272 409**	**166 099**	**243 426**	**969 165**	**21 697**	**270 251**	**518 859**	**86 730**	**53 675**	**17 943**	**969 155**

Source: 2014 HEMIS database, extracted in August 2015.

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

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

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

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

Note 5: The category "Undergraduate Degrees" includes professional Bachelor's Degrees, which are those that have an approved formal time of four or more years. Examples include degrees such as B Tech, BSc (Engineering), MB ChB, BFA.

Note 6: The category "Postgraduate, Below Master's Level" includes Postgraduate and Post-Diploma Diplomas, Postgraduate Bachelor's Degrees, and Honours Degrees.

Note 7: As a result of rounding off, numbers and percentages may not necessarily add up.

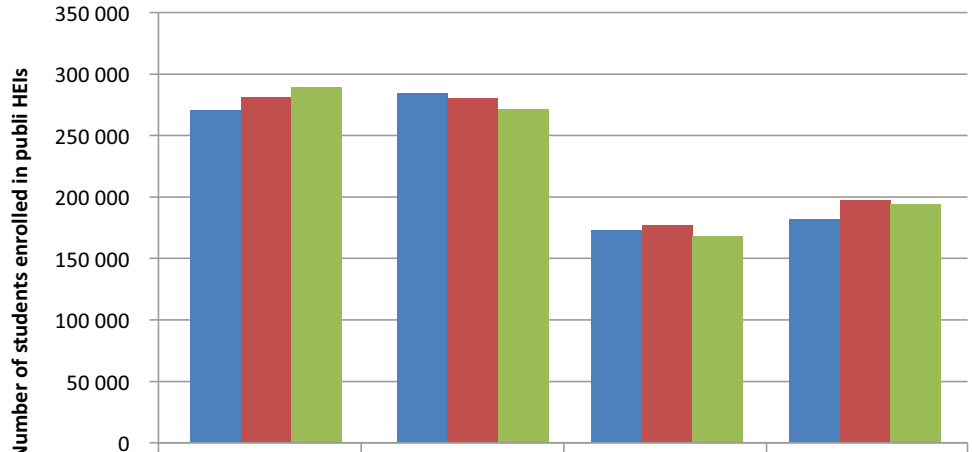
Note 8: Because some students were coded as "major field of study unknown", totals may not add up.

Note 9: Audited data was amended to ensure that totals balance.

Table 4 shows that in 2014, student enrolment by field of study was the highest in Science, Engineering and Technology (SET) (287 221), followed by the Business and Management (272 409). Enrolment in SET fields of study was highest at the University of South Africa (39 252), followed by the University of Pretoria at 25 840 students. In the Business and Management field of study the University of South Africa again had the highest enrolment with 117 402 students enrolled for this field of study, followed by the University of Johannesburg with 19 214 students.

Enrolments by qualification type saw the highest number of enrolments in Undergraduate Degrees (518 859) followed by Undergraduate Certificates and Diplomas (270 251). Enrolment for an Undergraduate Degree was highest at the University of South Africa (192 685), followed by the University of Pretoria (33 849), and the highest enrolment in the Undergraduate Certificates and Diplomas was at the University of South Africa (80 450), followed by the Tshwane University of Technology (41 937).

Figure 4: Number of students enrolled in public HEIs by major field of study, from 2012 to 2014



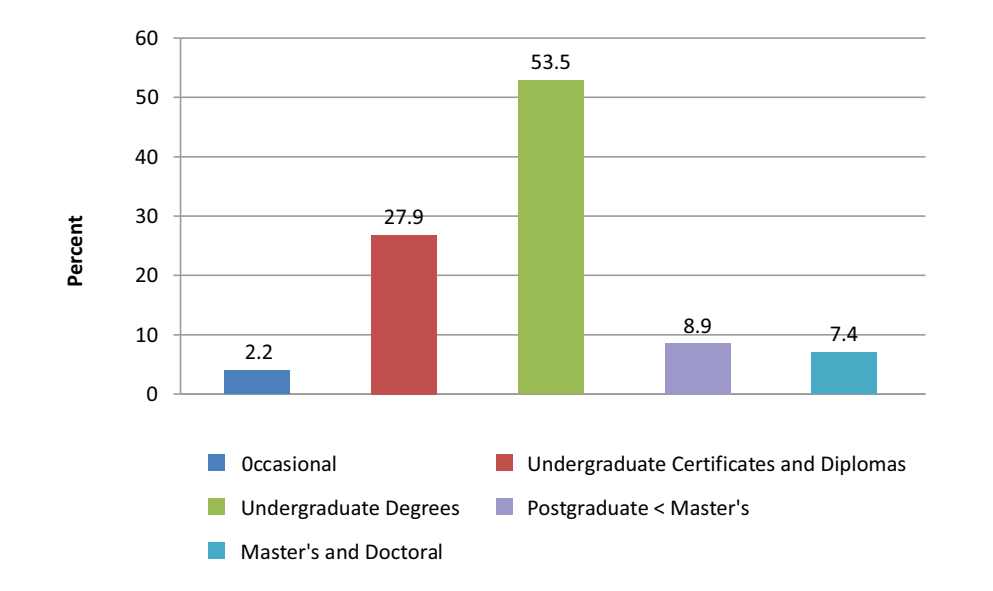
	Science, Engineering and Technology	Business and Management	Education	Other Humanities
2012	273 282	282 299	168 608	229 184
2013	283 622	279 954	172 991	247 131
2014	287 221	272 409	166 099	243 426

Sources:
Statistics on Post-School Education and Training in South Africa (2012, 2013).
2014 HEMIS database, extracted in August 2015.

Figure 4 shows that the field of SET in public HEIs has been increasing annually between 2012 and 2014. In contrast, the field of Business and Management has been decreasing annually over the same period.

In 2014, the SET field of study is the only field of study that experienced an increase in enrollment from 283 622 in 2013 to 287 221 in 2014, while Business Management, Education and Other Humanities all decreased compared to 2013.

Figure 5: Percentage distribution of student enrolment in public HEIs, by qualification type, in 2014



Source: 2014 HEMIS database, extracted in August 2015.
Note: As a result of rounding off, percentages may not necessarily add up.

Figure 5 shows the percentage distribution of student enrolment in public HEIs by qualification type. In 2014, these proportions were 54% in Undergraduate Degrees, 28% in Undergraduate Certificates and Diplomas, 9% in Postgraduate below Master's, 7% in Master's and Doctoral Degrees and 2% in Occasional.

Table 5: Number of students enrolled in public HEIs, by attendance mode, population group, gender and institution, in 2014

Institution	Contact							Distance						
	African	Coloured	Indian/Asian	White	Total	Female	Male	African	Coloured	Indian/Asian	White	Total	Female	Male
Cape Peninsula University of Technology	19 453	9 011	383	4 067	**32 914**	17 883	15 031	146	15	16	95	**272**	102	170
University of Cape Town	6 834	3 657	1 877	8 237	**20 605**	13 864	12 489	0	0	0	0	**0**	0	0
Central University of Technology, Free State	12 622	451	45	1 060	**14 178**	6 657	7 521	129	39	1	5	**174**	124	50
Durban University of Technology	21 325	386	3 941	765	**26 417**	12 746	13 726	0	0	0	0	**0**	0	0
University of Fort Hare	12 488	236	46	293	**13 062**	7 266	5 797	0	0	0	0	**0**	0	0
University of the Free State	15 846	1 436	306	7 992	**25 580**	15 367	10 213	3 917	217	318	1 000	**5 452**	3 842	1 610
University of Johannesburg	40 681	1 542	2 203	5 362	**49 788**	26 583	23 206	0	0	0	0	**0**	0	0
University of KwaZulu-Natal	28 333	956	11 304	2 449	**43 042**	24 720	18 450	2 153	23	107	11	**2 294**	1 803	492
University of Limpopo	22 959	18	139	268	**23 384**	12 716	10 668	0	0	0	0	**0**	0	0
Mangosuthu University of Technology	11 334	16	24	3	**11 377**	5 541	5 836	0	0	0	0	**0**	0	0
University of Mpumalanga	138	1	1	0	**140**	73	67	0	0	0	0	**0**	0	0
Nelson Mandela Metropolitan University	15 665	3 701	465	6 347	**26 178**	13 765	12 413	319	10	2	1	**332**	268	64
North West University	18 583	1 199	448	16 961	**37 191**	21 854	15 339	21 980	1 487	41	820	**24 328**	20 765	5 177
University of Pretoria	20 692	1 151	2 555	24 053	**48 451**	26 522	21 930	7 729	41	46	108	**7 924**	5 729	2 195
Rhodes University	4 169	296	365	2 689	**7 519**	4 473	3 046	0	0	0	0	**0**	0	0
University of South Africa	n.a.	n.a.	n.a.	n.a.	**0**	n.a.	n.a.	233 654	18 139	22 433	53 186	**327 412**	207 950	120 541
University of Stellenbosch	4 654	5 000	739	18 476	**28 869**	15 096	13 773	0	0	0	0	**0**	0	0
Sol Plaatje University, Northern Cape	90	30	1	3	**124**	64	60	0	0	0	0	**0**	0	0
Tshwane University of Technology	52 302	338	183	2 737	**55 560**	27 993	27 567	936	222	46	21	**1 225**	530	695
University of Venda	13 477	3	9	8	**13 497**	7 490	6 007	0	0	0	0	**0**	0	0
Vaal University of Technology	18 427	225	62	382	**19 096**	8 787	10 309	223	0	0	0	**223**	95	128
Walter Sisulu University	23 783	35	79	49	**23 946**	13 829	10 117	0	0	0	0	**0**	0	0
University of Western Cape	8 710	9 546	1 002	1 109	**20 367**	12 368	8 214	0	0	0	0	**0**	0	0
University of Witwatersrand	19 533	1 256	4 362	7 569	**32 721**	17 824	14 897	0	0	0	0	**0**	0	0
University of Zululand	16 517	33	62	46	**16 658**	10 096	6 567	0	0	0	0	**0**	0	0
Total	**408 615**	**40 523**	**30 601**	**110 925**	**596 820**	**323 577**	**273 243**	**271 186**	**20 193**	**23 010**	**55 247**	**372 330**	**241 208**	**131 122**
Percentage	**68%**	**7%**	**5%**	**19%**	**100%**	**54%**	**46%**	**73%**	**5%**	**6%**	**15%**	**100%**	**65%**	**35%**

Source: 2014 HEMIS database, extracted in August 2015.

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 is for both gender as well as population group. Given that students coded as "race unknown" are not included in the table, the sum of African + Coloured + Indian/Asian + White students may, not be accurately reflected in the "total" columns.

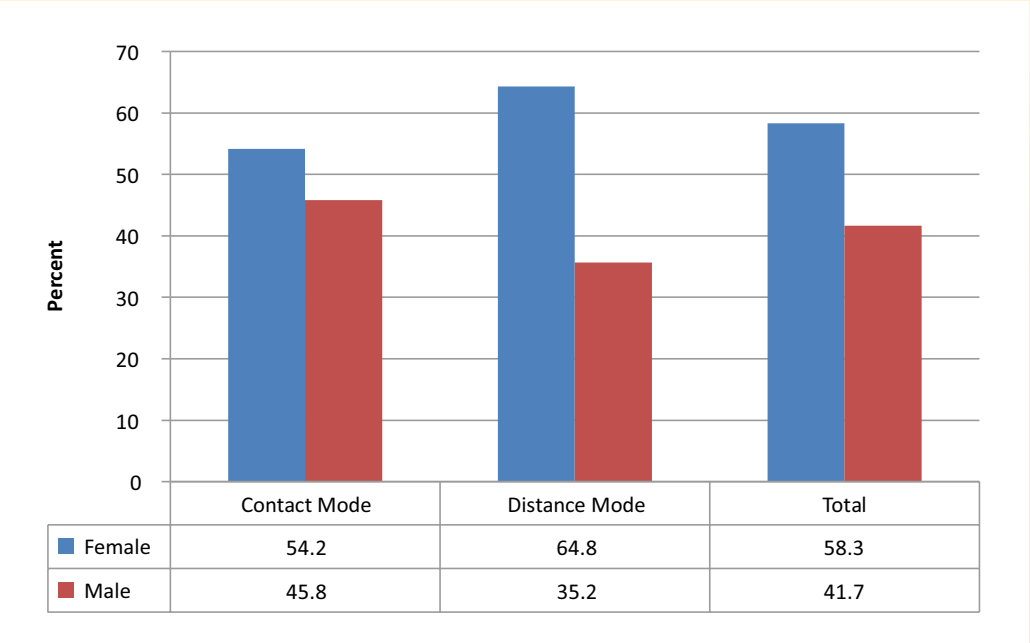
Note 4: As a result of rounding off, numbers and percentages may not necessarily add up.

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

In 2014, African students comprised 68% of all students in public HEIs studying through contact mode, followed by White students (19%), also in distance mode, African students were in the majority (73%) and followed by white students (15%).

In contact mode, the majority of African students were enrolled at the University of Johannesburg (40 681), while majority of coloured students were enrolled at the University of Western Cape (9 546), Indian/Asian majority were enrolled at the University of KwaZulu-Natal (11 304), and the majority of white students were enrolled at the University of Pretoria (24 053). In distance mode, the majority of African, Coloured, Indian, Indian/Asian and White students were enrolled at the University of South Africa, 233 654, 18 139, 22 433, and 53 186, respectively.

Figure 6: Percentage distribution of student enrolment in public HEIs, by attendance mode and gender, in 2014



	Contact Mode	Distance Mode	Total
Female	54.2	64.8	58.3
Male	45.8	35.2	41.7

Source: 2014 HEMIS database, extracted in August 2015.

Figure 6 shows that in 2014, females comprised 58.3% of total student enrolment in public HEIs compared with 41.7% males. It also indicates a higher proportion of females were enrolled for both modes (contact and distance) compared with males.

Table 6: Number of foreign students enrolled in public HEIs by country, attendance mode and qualification type, in 2014

Country	Contact							Distance							Total Contact and Distance
	Occasional students	Undergraduate Certificates and Diplomas	Undergraduate Degree	Postgraduate below Master's Level	Master's Degrees	Doctoral Degrees	Total Contact	Occasional students	Undergraduate Certificates and Diplomas	Undergraduate Degree	Postgraduate below Master's Level	Master's Degrees	Doctoral Degrees	Total Distance	
Zimbabwe	51	604	5 143	1 216	2 152	1 332	**10 498**	401	1 637	11 669	1 761	580	302	**16 350**	**26 848**
Namibia	23	306	1 217	406	535	115	**2 602**	85	1 263	793	881	111	23	**3 156**	**5 758**
Swaziland	13	657	958	118	356	132	**2 234**	94	384	1 000	415	87	11	**1 991**	**4 225**
Lesotho	60	559	953	388	419	147	**2 526**	67	753	473	199	41	10	**1 543**	**4 069**
Nigeria	31	213	346	206	795	935	**2 526**	50	110	658	183	100	66	**1 167**	**3 693**
Democratic Republic of the Congo	11	1 737	592	86	289	91	**2 806**	42	262	339	48	48	21	**760**	**3 566**
Botswana	10	98	644	115	327	125	**1 319**	62	178	1 023	65	44	17	**1 389**	**2 708**
Zambia	15	75	392	103	349	163	**1 097**	16	62	573	52	33	27	**763**	**1 860**
Kenya	11	42	296	76	318	370	**1 113**	7	26	298	34	86	49	**500**	**1 613**
United States of America	814	7	54	23	138	145	**1 181**	3	2	36	8	10	70	**129**	**1 310**
Other foreign nationalities	1 422	1 739	3 519	767	2 786	2 215	**12 448**	214	580	2 563	490	459	595	**4 901**	**17 349**
Total	**2 461**	**6 037**	**14 114**	**3 504**	**8 464**	**5 770**	**40 350**	**1 041**	**5 257**	**19 425**	**4 136**	**1 599**	**1 191**	**32 649**	**72 999**

Source: 2014 HEMIS database, extracted in August 2015.

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

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

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

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

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

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

In 2014, more than 72 000 foreign students were enrolled in public HEIs. The majority of these students were from the African continent and the largest proportion of these students were from Zimbabwe (26 848).

The largest number of foreign students were enrolled in the contact mode (40 350) compared to distance attendance mode (32 649), and the largest proportion of the students registered for the contact mode were from other foreign nationalities (12 448), while the largest proportion of students registered for the distance mode were from Zimbabwe (16 350).

In both contact and distance modes, the majority of foreign students were studying towards Undergraduate Degrees, 14 114 and 19 425, respectively.

Table 7: Full-Time Equivalent student enrolment in public HEIs by attendance mode, major field of study and institution, in 2014

Institution	Contact					Distance				
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total Contact	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total Distance
Cape Peninsula University of Technology	10 466	7 447	2 154	4 159	**24 226**	17	251	0	0	**268**
University of Cape Town	8 435	4 713	462	6 445	**20 055**	0	0	0	0	**0**
Central University of Technology, Free State	4 480	2 119	2 240	1 873	**10 712**	8	47	0	58	**113**
Durban University of Technology	8 579	5 556	825	4 411	**19 371**	0	0	0	0	**0**
University of Fort Hare	2 756	1 444	1 603	4 799	**10 602**	0	0	0	0	**0**
University of the Free State	7 325	3 252	2 463	6 972	**20 012**	15	720	1 266	884	**2 885**
University of Johannesburg	10 920	14 025	3 055	10 263	**38 263**	0	0	0	0	**0**
University of KwaZulu-Natal	12 717	5 786	4 571	10 146	**33 220**	355	0	652	0	**1 007**
University of Limpopo	9 533	2 398	2 551	5 264	**19 746**	0	0	0	0	**0**
Mangosuthu University of Technology	4 378	2 045	0	1 248	**7 671**	0	0	0	0	**0**
University of Mpumalanga	42	16	77	1	**136**	0	0	0	0	**0**
Nelson Mandela Metropolitan University	7 212	6 384	1 128	5 010	**19 734**	15	0	54	0	**69**
North West University	9 553	6 700	2 916	11 035	**30 204**	1 568	118	8 519	1 974	**12 179**
University of Pretoria	18 607	6 996	3 199	9 386	**38 188**	2	0	2 788	0	**2 790**
Rhodes University	1 859	1 116	487	2 674	**6 136**	0	0	0	0	**0**
University of South Africa	0	0	0	0	**0**	25 417	57 413	34 781	69 431	**187 042**
University of Stellenbosch	10 867	4 646	1 276	5 688	**22 477**	0	0	0	0	**0**
Sol Plaatje University, Northern Cape	79	0	46	0	**125**	0	0	0	0	**0**
Tshwane University of Technology	14 540	11 988	2 893	10 350	**39 771**	0	0	0	973	**973**
University of Venda	4 221	1 194	1 342	4 404	**11 161**	0	0	0	0	**0**
Vaal University of Technology	5 932	4 333	88	2 305	**12 658**	24	143	0	27	**194**
Walter Sisulu University	6 382	2 873	5 087	5 266	**19 608**	0	0	0	0	**0**
University of Western Cape	5 749	1 889	1 318	6 753	**15 709**	0	0	0	0	**0**
University of Witwatersrand	11 441	4 226	2 111	7 002	**24 780**	0	0	0	0	**0**
University of Zululand	2 649	2 422	4 725	5 067	**14 863**	0	0	0	0	**0**
Total	**178 722**	**103 568**	**46 617**	**130 521**	**459 428**	**27 421**	**58 692**	**48 060**	**73 347**	**207 520**
Percentage	**39%**	**23%**	**10%**	**28%**	**100%**	**13%**	**28%**	**23%**	**35%**	**100%**

Source: 2014 HEMIS database, extracted in August 2015.

Note 1: 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 with this fraction.

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

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

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

Note 5: The totals above include Undergraduate and Postgraduate courses.

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

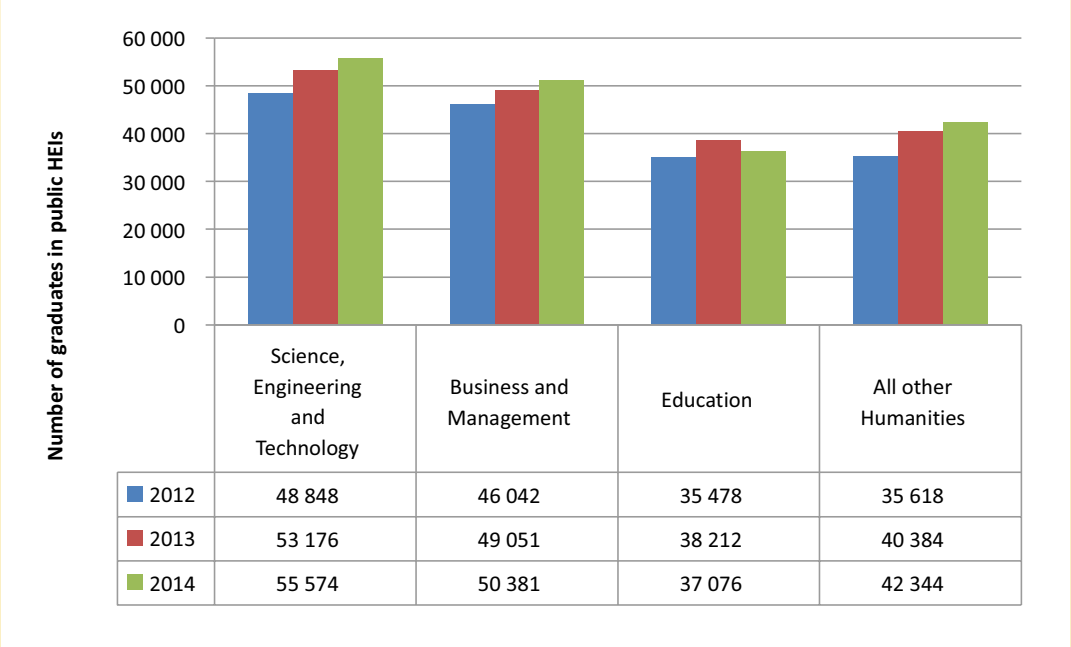
Note 7: Audited data was amended to ensure that totals balance.

In 2014, in public HEIs the majority of Full-Time Equivalents (FTEs) students were enrolled for the contact mode (459 428), while 207 520 were registered for the distance mode. On the contact mode, the SET field of study had the largest number of FTEs, while in the distance mode the largest number of FTE enrolments were in humanities and social sciences (73 000).

In the contact attendance mode, Tshwane University of Technology had the largest number of FTE enrolments (39 771), while in the distance mode, the University of South Africa had 187 042 FTE enrolments.

3.2.3 Graduates from public Higher Education Institutions (HEIs)

Figure 7: Number of graduates from public HEIs by major field of study, from 2012 to 2014



	Science, Engineering and Technology	Business and Management	Education	All other Humanities
2012	48 848	46 042	35 478	35 618
2013	53 176	49 051	38 212	40 384
2014	55 574	50 381	37 076	42 344

Sources:
Statistics on Post-School Education and Training in South Africa (2012, 2013).
2014 HEMIS database, extracted in August 2014.

Figure 7 shows that in 2014, the highest number of graduates (55 574) were from the SET field of study, followed by 50 381 from Business and Management, 42 344 from all other Humanities and lastly, 37 076 from Education. In general there is a constant increase in the number of graduates in the SET and Business and Management fields of study from 2012 to 2014, while Education graduates declined between 2013 and 2014 and all other Humanities indicate a small decline between 2012 and 2013.

Table 8: Number of students who graduated from public HEIs by major field of study, qualification type and institution, in 2014

Institution	Major Field of Study					Formal Qualification					
	Science, Engineering and Technology	Business and Manage-ment	Education	All Other Humanities and Social Sciences	Total	Under-graduate Certificates and Diplomas	Under-graduate Degrees	Master's Degrees	Post-graduate Below Master's Level	Doctoral Degrees	Total
Cape Peninsula University of Technology	3 657	2 845	814	911	**8 227**	4 503	3 293	293	121	17	**8 227**
University of Cape Town	2 669	1 894	344	2 082	**6 989**	225	3 304	2 042	1 214	204	**6 989**
Central University of Technology, Free State	1 372	816	702	365	**3 255**	1 548	1 269	394	32	12	**3 255**
Durban University of Technology	3 035	2 246	192	1 168	**6 641**	4 261	2 258	0	104	18	**6 641**
University of Fort Hare	782	489	523	1 393	**3 187**	124	1 878	833	286	66	**3 187**
University of the Free State	2 233	1 140	894	2 655	**6 922**	575	3 433	2 227	582	104	**6 921**
University of Johannesburg	3 634	4 707	829	3 165	**12 335**	3 354	6 113	2 234	527	106	**12 334**
University of KwaZulu-Natal	3 246	2 081	1 802	2 263	**9 392**	558	5 203	2 437	930	264	**9 392**
University of Limpopo	2 192	1 105	404	1 445	**5 146**	163	3 810	860	287	25	**5 145**
Mangosuthu University of Technology	1 280	931	0	233	**2 444**	2 203	242	0	0	0	**2 445**
University of Mpumalanga	0	0	0	0	**0**	0	0	0	0	0	**0**
Nelson Mandela Metropolitan University	2 197	2 320	763	1 043	**6 323**	2 361	2 589	813	488	72	**6 323**
North West University	3 174	2 720	6 559	2 801	**15 254**	5 250	5 625	3 462	746	171	**15 254**
University of Pretoria	4 910	2 622	3 035	2 156	**12 723**	516	5 910	4 438	1 621	237	**12 722**
Rhodes University	638	462	365	835	**2 300**	0	1 239	697	287	76	**2 299**
University of South Africa	3 284	11 617	13 970	9 029	**37 900**	10 787	15 843	9 970	1 030	268	**37 898**
University of Stellenbosch	3 206	1 957	624	1 784	**7 571**	22	3 435	2 605	1 274	234	**7 570**
Sol Plaatje University, Northern Cape	0	0	0	0	**0**	0	0	0	0	0	**0**
Tshwane University of Technology	4 575	3 807	72	2 150	**11 504**	7 458	3 540	173	287	46	**11 504**
University of Venda	768	290	575	656	**2 289**	172	1 760	313	42	1	**2 288**
Vaal University of Technology	1 976	1 758	70	355	**4 159**	2 948	1 100	76	34	1	**4 159**
Walter Sisulu University	1 297	1 713	909	1 023	**4 942**	2 686	1 896	314	38	8	**4 942**
University of Western Cape	1 722	664	523	1 609	**4 518**	236	2 678	1 121	378	104	**4 517**
University of Witwatersrand	3 159	1 716	810	1 978	**7 663**	169	3 953	2 099	1 243	199	**7 663**
University of Zululand	571	483	1 400	1 247	**3 701**	398	2 485	716	76	25	**3 700**
Total	**55 577**	**50 383**	**37 079**	**42 346**	**185 385**	**50 517**	**82 856**	**38 117**	**11 627**	**2 258**	**185 375**

Source: 2014 HEMIS database, extracted in August 2015.

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

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

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

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

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

Table 8 shows that in 2014, more than 185 000 students graduated from public HEIs. Of these, 55 577 graduated in the SET field of study, 50 383 in Business Management and 42 346 in “all other Humanities and Social Sciences” and the remaining 37 079 graduated in Education. Furthermore, the table shows that by qualification type the highest number of graduates were awarded Undergraduate Degrees 82 856 followed by Undergraduate Certificates and Diplomas (50 517).

In 2014, the largest proportion of graduating students by field of study (SET), were from the University of Pretoria (4 910) followed by Tshwane University of Technology (4 575). Similarly in Business and Management (11 617), Education (13 970) and all other Humanities and Social Sciences (9 029) the largest proportion of graduates were from the University of South Africa.

In 2014, the largest proportion of graduating students with Master's Degrees, were from the University of Pretoria (1 621) followed by University of Stellenbosch and University of Witwatersrand each contributing 1 274 and 1 243, respectively. Similarly for Doctoral Degrees, the largest proportion of graduates were from the University of South Africa (268) followed by University of KwaZulu-Natal and University of Pretoria each contributing 264 and 237, respectively.

Table 9: Summaries of graduation rates in public HEIs by qualification type and institution, in 2014

Institution	Undergraduate Certificates and Diplomas (%)	Undergraduate Degrees (%)	Postgraduate below Master's Level	Master's Degrees (%)	Doctoral Degrees (%)
Cape Peninsula University of Technology	20	36	60	11	9
University of Cape Town	51	21	71	27	13
Central University of Technology, Free State	18	28	61	13	11
Durban University of Technology	22	36	n.a.	17	11
University of Fort Hare	36	20	59	22	14
University of the Free State	15	18	57	26	16
University of Johannesburg	21	23	56	22	14
University of KwaZulu-Natal	41	17	65	17	11
University of Limpopo	99	19	73	18	10
Mangosuthu University of Technology	20	57	n.a.	n.a.	n.a.
University of Mpumalanga	n.a.	n.a.	n.a.	n.a.	n.a.
Nelson Mandela Metropolitan University	23	22	64	25	14
North West University	25	20	39	26	13
University of Pretoria	57	17	37	24	11
Rhodes University	0	24	82	30	15
University of South Africa	13	8	30	17	13
University of Stellenbosch	56	19	65	27	16
Sol Plaatje University, Northern Cape	n.a.	n.a.	n.a.	n.a.	n.a.
Tshwane University of Technology	18	29	43	17	14
University of Venda	58	15	42	7	0
Vaal University of Technology	18	44	38	24	3
Walter Sisulu University	21	19	44	14	16
University of Western Cape	59	17	55	23	15
University of Witwatersrand	98	18	67	21	12
University of Zululand	27	19	64	16	12
Average percentage	**19**	**16**	**44**	**22**	**13**

Source: 2014 HEMIS database, extracted in August 2015.

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

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

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

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

Note 4: Graduation rates include graduates and diplomates.

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

Table 9 shows the graduation rates in public HEIs. In general, the graduation rates differed widely across public HEIs. In 2014, the average graduation rate of Doctoral students stood at 13%, while those for Masters, Undergraduate Degree and Diploma students were 22%, 16% and 19%, respectively.

In respect of the 5 qualification types, the highest average graduation rate of 44% was for students with a Postgraduate below Master's level.

Rhodes University produced the highest graduation rate of 82% on Postgraduate below Master's level qualification, while the University of South Africa produced the lowest graduation rate of 30%, University of South Africa also produced the lowest graduation rates in Undergraduate Certificate and Diplomas (13%) and Undergraduate Degrees (8%).

In regard to Doctoral Degrees, the University of Free Sate, Walter Sisulu University and University of Stellenbosch produced the highest graduation rate of 16%, while the Vaal University of Technology produced the lowest graduation rate of 3%.

Table 10: Undergraduate success rates of students in public HEIs by attendance mode, population group, and institution, in 2014

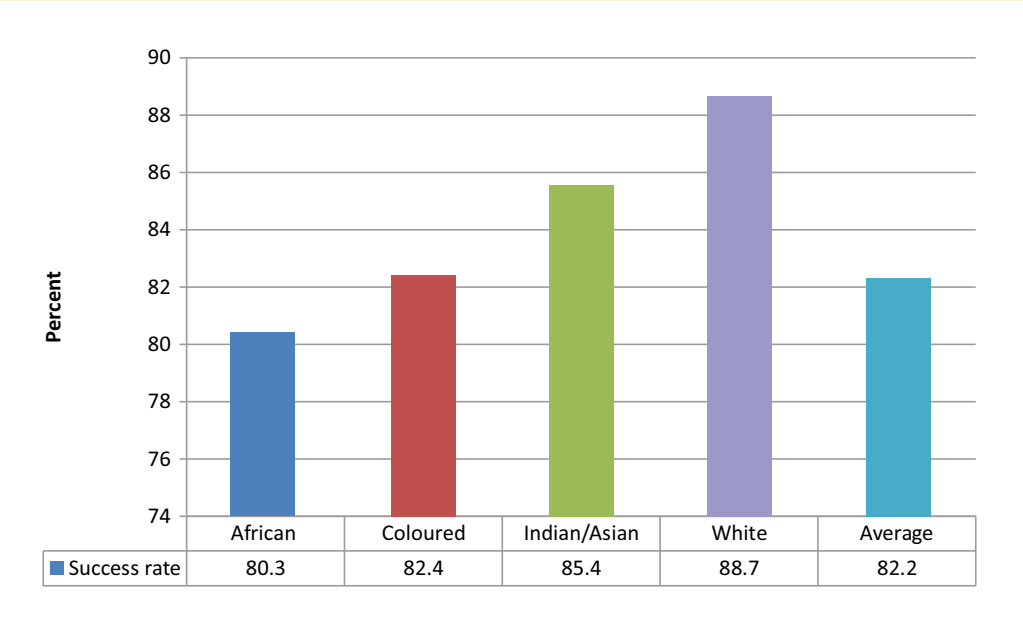
Institution	Contact (%)					Distance (%)				
	African	Coloured	Indian/ Asian	White	Average	African	Coloured	Indian/ Asian	White	Average
Cape Peninsula University of Technology	76	85	84	89	**80**	68	58	87	72	**70**
University of Cape Town	82	87	88	94	**88**	n.a.	n.a.	n.a.	n.a.	**n.a.**
Central University of Technology, Free State	74	76	62	80	**75**	84	84	100	95	**84**
Durban University of Technology	82	83	83	89	**83**	n.a.	n.a.	n.a.	n.a.	**n.a.**
University of Fort Hare	84	85	86	89	**84**	n.a.	n.a.	n.a.	n.a.	**n.a.**
University of the Free State	79	78	85	90	**83**	80	70	68	73	**77**
University of Johannesburg	84	83	87	88	**85**	n.a.	n.a.	n.a.	n.a.	**n.a.**
University of KwaZulu-Natal	80	83	86	90	**82**	84	84	90	81	**84**
University of Limpopo	87	90	95	95	**87**	n.a.	n.a.	n.a.	n.a.	**n.a.**
Mangosuthu University of Technology	83	93	66	100	**83**	n.a.	n.a.	n.a.	n.a.	**n.a.**
University of Mpumalanga	94	79	94	n.a.	**94**	n.a.	n.a.	n.a.	n.a.	**n.a.**
Nelson Mandela Metropolitan University	76	80	82	87	**79**	92	100	50	100	**92**
North West University	84	83	89	89	**86**	86	88	98	96	**86**
University of Pretoria	78	80	81	87	**83**	72	83	80	75	**73**
Rhodes University	83	85	90	89	**86**	n.a.	n.a.	n.a.	n.a.	**n.a.**
University of South Africa	n.a.	n.a.	n.a.	n.a.	**n.a.**	65	66	69	74	**67**
University of Stellenbosch	78	80	85	89	**86**	n.a.	n.a.	n.a.	n.a.	**n.a.**
Sol Plaatje University, Northern Cape	88	93	n.a.	100	**90**	n.a.	n.a.	n.a.	n.a.	**n.a.**
Tshwane University of Technology	75	73	83	84	**75**	77	83	90	74	**79**
University of Venda	84	100	98	75	**84**	n.a.	n.a.	n.a.	n.a.	**n.a.**
Vaal University of Technology	74	70	67	75	**74**	87	n.a.	n.a.	n.a.	**87**
Walter Sisulu University	82	82	95	85	**82**	n.a.	n.a.	n.a.	n.a.	**n.a.**
University of Western Cape	78	81	89	91	**81**	n.a.	n.a.	n.a.	n.a.	**n.a.**
University of Witwatersrand	81	85	86	91	**84**	n.a.	n.a.	n.a.	n.a.	**n.a.**
University of Zululand	84	75	81	79	**84**	n.a.	n.a.	n.a.	n.a.	**n.a.**
Average percentage	**80**	**82**	**85**	**89**	**82**	**67**	**68**	**70**	**74**	**68**

Source: 2014 HEMIS database, extracted in August 2015.

Note 1: Undergraduate courses are those coded as lower prediplomate/undergraduate, intermediate prediplomate/undergraduate and higher undergraduate.
Note 2: Success rates are determined as follows: a calculation is made of full-time equivalent (FTE) enrolled student totals for each category of courses. A further FTE calculation, using the same credit values, is made for each category of courses for those students who passed the courses. The success rates are then determined as: FTE passes divided by FTE enrolments. The success rates shown are, therefore, weighted averages for contact and distance courses for each population group.
Note 3: As a result of rounding off, numbers and percentages may not necessarily add up.
Note 4: "n.a." means not applicable.

Table 10 shows that in 2014, the undergraduate success rate of students in public HEIs was higher amongst those whose attendance mode was contact (82%) compared with those whose attendance mode was distance attendance (68%). In both contact mode and distance mode, white students contributed the highest proportion of success rate, 89% and 74%, respectively, while African students contributed the lowest success rate in both modes.

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



Source: 2014 HEMIS database, extracted in August 2015.

In 2014, the average undergraduate success rate of contact education programmes in public HEIs was approximately 82.2%. The success rate of the African population group (80.3%) is the only rate that is below the average rate, while the success rate of the white population group (88.7%) was the highest.

3.2.4 Staffing in public Higher Education Institutions (HEIs)

Table 11: Number and percentage of permanent staff in public HEIs, by population group, gender, personnel categories and institution, in 2014

Institution	Total Permanent Staff			% of Black Staff in Total			% of Female Staff in Total		
	Instruction and research staff	Administrative staff	Service staff	Instruction and research staff	Administrative staff	Service staff	Instruction and research staff	Administrative staff	Service staff
Cape Peninsula University of Technology	774	1 015	149	61	85	99	42	60	26
University of Cape Town	1 149	2 287	63	29	72	97	45	64	62
Central University of Technology, Free State	295	383	87	45	69	98	40	57	53
Durban University of Technology	579	766	67	73	92	100	47	53	16
University of Fort Hare	334	557	28	46	84	100	37	58	7
University of the Free State	986	1 240	286	22	39	98	49	67	49
University of Johannesburg	1 104	1 895	249	46	70	99	46	53	35
University of KwaZulu-Natal	1 348	1 873	388	59	85	97	47	60	50
University of Limpopo	941	752	255	86	85	100	43	58	45
Mangosuthu University of Technology	190	275	76	92	96	100	34	52	45
University of Mpumalanga	41	50	69	80	86	100	34	36	43
Nelson Mandela Metropolitan University	604	1 034	72	28	59	92	45	62	32
North West University	1 342	1 966	378	28	34	95	47	66	46
University of Pretoria	1 176	1 866	364	23	48	91	50	65	34
Rhodes University	351	537	463	25	58	99	43	62	53
University of South Africa	1 718	3 158	77	52	74	99	50	59	23
University of Stellenbosch	1 035	1 921	237	22	49	100	43	64	42
Sol Plaatje University, Northern Cape	17	12	0	59	50	0	41	67	0
Tshwane University of Technology	951	1 549	141	59	75	99	42	54	38
University of Venda	372	342	136	94	99	100	35	49	57
Vaal University of Technology	378	463	217	61	76	99	43	62	61
Walter Sisulu University	591	659	152	88	96	100	44	57	52
University of Western Cape	615	952	29	53	93	100	50	59	7
University of Witwatersrand	1 057	1 199	277	38	73	100	47	64	30
University of Zululand	285	391	196	81	93	100	42	50	38
Total	**18 233**	**27 142**	**4 456**	**48**	**69**	**98**	**46**	**60**	**43**

Source: 2014 HEMIS database, extracted in August 2015.

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

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

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

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

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

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

In 2014, public HEIs employed approximately 50 000 persons, of whom 27 142 were employed as administrative staff and 18 233 as instruction and research staff, while the services staff made up the significantly lesser proportion (4 456) of the total permanent staff.

A significant majority of service staff employed across all public HEIs were Black, averaging at 98% collectively. However, the proportion of Black staff in the Instruction and research personnel category was 48%, with the University of Pretoria, University of Stellenbosch and University of the Free State employing the smallest proportions in this category with 23% and 22% respectively.

Female staff comprised a majority of the administrative staff (60%), with the University of Free State and Sol Plaatjie University, Northern Cape, having the largest proportion (67%) of females in this category compared with other public HEIs.

3.3 PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs)

3.3.1 Introduction

In terms of the Public Notice (Government Gazette No. 19389, dated 30 October 1998), no private institution is permitted to offer HE in South Africa as of 1 January 2000, unless registered with the DHET. In terms of the *Higher Education Act, 1997 (Act No. 101 of 1997)*, and the Regulations for the registration of Private HEIs published in Government Gazette No. 24143, dated 13 December 2002, all private institutions providing HE, that is, programmes equivalent to those provided by traditional Universities, Comprehensive Universities and Universities of Technology that fall on the Higher Education Qualifications Sub-Framework (HEQSF), must be registered with the DHET. This requirement applies to both local and foreign institutions.

The total student enrolment figures for private HEIs provided below are based on student enrolment per HE programme per institution as listed on the Register of Private HEIs. The register is available on the Department's website at **www.dhet.gov.za**. In 2014, 119 private HEIs were registered with the Department. However only 117 private HEIs submitted data to the Department.

3.3.2 Enrolment in private Higher Education Institutions (HEIs)

Table 12: Number of students enrolled in private HEIs by gender, from 2011 to 2014

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

Sources:
Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013).
Annual report submitted by private HEIs to DHET for the 2014 year of reporting.
Note 1: The figures provided in the above table are not audited.
Note 2: Unspecified refers to number of students who did not report on race, gender and nationality.
Note 3: "n.a." means not applicable.

Table 12 shows that the total number of students enrolled in private HEIs in 2014 were approximately 140 000, this is an increase from 119 941 in 2013. As was the case with public HEIs, female enrolment in private HEIs was consistently higher than that of males over the period 2011 to 2014.

Table 13: Number of students enrolled in private HEIs by population group and nationality, from 2011 to 2014

Year	African	Coloured	Indian/ Asian	White	Total South African students	Non-South African students	Unspecified	Total
2011	56 988	7 526	5 913	23 311	**93 738**	9 298	**n.a.**	**103 036**
2012	56 813	6 876	5 222	18 500	**87 411**	10 067	**n.a.**	**97 478**
2013	64 933	8 183	6 649	26 664	**106 429**	13 512	**n.a.**	**119 941**
2014	80 983	12 716	10 936	22 191	**126 286**	12 921	**3 350**	**142 557**

Sources:
Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013).
Annual report submitted by private HEIs to DHET for the 2014 year of reporting.
Note 1: The figures provided in the above table are not audited.
Note 2: Unspecified refers to number of students who did not report on race, gender and nationality.
Note 3: "n.a." means not applicable.

Table 13 shows that close to 81 000 African students and 22 191 White students enrolled in private HEIs in 2014. The South African students (126 286) were in majority compared with 12 921 Non-South African students. The student enrolment among African, Coloured and Indian/Asian population groups students has been increasing since 2012, while in this period (2012–2014) the enrolment for the White population group had fluctuated.

4. PUBLIC TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) AND PRIVATE COLLEGES (EX PRIVATE FET COLLEGES)

4.1 OVERVIEW OF PUBLIC TVET AND PRIVATE COLLEGES (EX PRIVATE FET COLLEGES)

Public Technical and Vocational Education and Training (TVET) and Private Colleges (Ex Private FET Colleges) are administered in terms of the Continuing Education and Training Act 16 of 2006, as amended. The colleges provide technical and vocational education and training programmes to learners who have completed at least Grade 9 at school level. In general, both Public TVET and Private Colleges provide three broad categories of qualifications and part qualifications, namely:

a) The National Certificate (Vocational) [NC(V)] at three levels (Levels 2, 3 and 4 of the National Qualifications Framework [NQF]). The NC (V) is an alternative learning pathway to Grades 10, 11 and 12 of the schooling system.

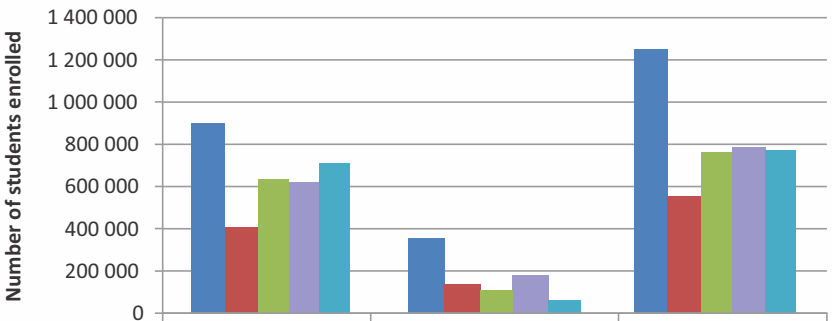
b) The "Report 191 National Technical Education (NATED)" Certificates offered at six different levels (N1 to N6) for Engineering Studies part qualifications and three levels (Introductory N4 to N6) for Business Studies programmes, which culminate in a National Diploma if students meet the requirements 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 or the relevant trade test certificate to obtain the National N Diploma.

c) Occupational qualifications and part-qualifications which are based on job-related learning programmes that are closely linked to workplace demands and opportunities. The Public TVET and Private Colleges have become important providers of occupational learning programmes funded by Sector Education Training and Authorities (SETAs) in terms of the SETA Grant Regulations.

The strategic departmental objective for the Public TVET and Private Colleges sector is to increase access to, and improve success in programmes that lead to intermediate and high-level learning.

This section of the report provides a statistical overview of student enrolment in Public TVET and Private Colleges. The subsequent sections provide further detail on student enrolment and staffing in Public TVET and Private Colleges. Information about student performance in both Public TVET and Private Colleges is provided in the section titled "Examination results".

Figure 9: Number of students enrolled in Public TVET and Private Colleges (Ex Private FET Colleges), from 2010 to 2014



	Public TVET	Private Colleges (Ex Private FET Colleges)	**Total**
2010	358 393	46 882	**405 275**
2011	400 273	134 446	**534 719**
2012	657 690	115 586	**773 276**
2013	639 618	154 632	**794 250**
2014	702 383	78 995	**781 378**

Sources:
Statistics on Post-School Education and Training in South Africa (2010, 2011, 2012, 2013).
TVET_Public_Annual_2014_20151027_Final.
National Application Master 2014 FINAL for data for Taletso TVET College.
Private_FET_College_Annual_2014_20151109_Final.

Figure 9 shows that a total of 781 378 students were enrolled in both Public TVET and Private Colleges in 2014, reflecting a decrease compared with enrolment in 2013. Enrolment in Public TVET Colleges (which are public institutions), generally far surpasses that in Private Colleges. The number of Private Colleges registered with the Department in 2013 was 627 Colleges, while in 2014 there were 291 Private Colleges registered. This drop is due to the *Joint Communique 1 of 2012* that required private providers including Private Colleges that offer only SETA accredited courses not to register with the Department. The student enrolment in the Private Colleges has also dropped from 154 632 students in 2013 to 78 995 students in 2014 due to the *Joint Communique*.

Table 14: Number of students enrolled in Public TVET and Private Colleges (Ex Private FET Colleges) by, qualifications and province, in 2014

Province	NC(V)			Report 191 – N1-N6			Occupational Qualifications			Report 550/ NSC & Other		
	TVET Colleges	Private FET Colleges	Total	TVET Colleges	Private FET Colleges	Total	TVET Colleges	Private FET	Total	TVET Colleges	Private FET Colleges	Total
Eastern Cape	23 534	32	**23 566**	50 577	5 223	**55 800**	737	2 166	**2 903**	1 964	1 555	**3 519**
Free State	7 568	0	**7 568**	47 121	2 684	**49 805**	209	608	**817**	2 516	474	**2 990**
Gauteng	34 765	2 451	**37 216**	125 754	11 519	**137 273**	596	11 078	**11 674**	6 123	9 563	**15 686**
KwaZulu- Natal	33 486	1 162	**34 648**	91 529	5 919	**97 448**	3 627	3 047	**6 674**	7 598	5 085	**12683**
Limpopo	24 453	220	**24 673**	62 162	1 214	**63 376**	2 599	2 268	**4 867**	884	411	**1 295**
Mpumalanga	8 894	0	**8 894**	13 901	2 278	**16 179**	822	235	**1 057**	259	1 241	**1 500**
North West	12 614	63	**12 677**	37 692	0	**37 692**	887	299	**1 186**	1 602	361	**1 963**
Northern Cape	2 932	0	**2 932**	9 885	0	**9 885**	487	32	**519**	576	207	**783**
Western Cape	18 187	0	**18 187**	48 312	863	**49 175**	9 861	3 395	**13 256**	7 670	3 342	**11 012**
National	**166 433**	**3 928**	**170 361**	**486 933**	**29 700**	**516 633**	**19 825**	**23 128**	**42 953**	**29 192**	**22 239**	**51 431**

Sources:
TVET_Public_Annual_2014_20151027_Final.
National Application Master 2014 FINAL for data for Taletso TVET College.
Private_FET_College_Annual_2014_20151109_Final.

Note 1: NC(V) refers to the National Certificate (Vocational).
Note 2: Report 191 refers to the NATED programmes, N1 to N6.
Note 3: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning, and consisting of knowledge unit standards, practical unit standards and work experience unit standards.
Note 4: NSC refers to the old National Senior Certificate (which is equivalent to Grade 12).
Note 5: "Other" in Colleges refers to all other skills development and short courses.

Table 14 compares the number of students enrolled in Public TVET and Private Colleges by qualification type in 2014.

It shows that nationally, more than 170 000 students enrolled for NC(V), 516 633 for Report 191, 42 953 for Occupational Qualifications and 51 431 enrolled for Report 550 /NSC and Other.

Gauteng Province contributed the largest proportion of student enrolment in both Public TVET and Private Colleges as compared to other provinces whereas Northern Cape Province contributed the least student enrolment.

Public TVET Colleges has more students enrolled for NCV (166 433), Report 191 (486 933), and Report 550 /NSC & other (29 192) while Private College shows high enrolment in Occupational Qualifications (23 128).

Table 15: Number of students in Public TVET and Private Colleges (Ex Private FET Colleges) who wrote and completed qualifications, by qualification type, from 2011 to 2014

Year	NC(V) Level 4			Report 190/1 N3			Report 190/1 N6		
	Number wrote	Number completed	Completion rate (%)	Number wrote	Number completed	Completion rate (%)	Number wrote	Number completed	Completion rate (%)
2011	17 836	7 638	**42.8**	2 909	1 366	**47.0**	2 428	1 488	**61.3**
2012	15 334	6 018	**39.3**	9 928	3 724	**37.5**	8 735	2 902	**33.2**
2013	22 470	8 346	**37.1**	65 788	26 186	**39.8**	52 052	18 584	**35.7**
2014	22 705	7 838	**34.5**	74 710	35 782	**47.9**	68 678	29 071	**42.3**

Sources:
Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013).
National Examinations Database, 2014.
Note 1: The number of students who WROTE and COMPLETED includes only those who were eligible to complete qualifications (part or full) during the respective 2011–2014 academic years.
Note 2: "Number Wrote" refers to the number of students who wrote the relevant examinations in 2011–2014 and were eligible to complete the relevant qualifications during the respective 2011–2014 academic years. This number excludes students who wrote individual subjects but who were not eligible to complete the relevant qualifications in 2014.
Note 3: "Completion rate" refers to the number of students who successfully completed the relevant qualification in the respective 2011–2014 academic years expressed as a percentage of the number of students who were eligible to complete the qualification and wrote the examinations.

Table 15 shows that the number of students who wrote and completed NC (V) Level 4 and Report 191 N3 (Engineering Studies programmes only) and N6 (Engineering and Business Studies programmes) qualifications have increased significantly since 2011. This trend can be attributed to the initial decision to phase out all Report 190/1 programmes which was subsequently reviewed to allow the offering of these programmes to continue. However, the trend of actual completion rates indicates a downward trend with NC (V) Level 4 displaying a gradual decline across all four years and N3 and N6 ending on an upward trend in 2014 after displaying a significant decline in 2012.

4.2 PUBLIC TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) COLLEGES

4.2.1 Introduction

The expansion and growth of the Public TVET College sector remains a strategic priority of the Department. Therefore, the performance of the sector is closely monitored. The phase-out of the N1 to N6 certificate programmes was halted in November 2010 to include training of artisans and to broaden the learning options available to Matriculants.

The information reflected in this section relates to the scope, size and general demographics of Public TVET Colleges as reflected by province and college. Staffing and student headcount and Full-Time Equivalent (FTE) enrolment statistics are also reflected per college and per programme offering. This information can be used to reflect on the performance of the Public TVET College sector against pre-determined strategic objectives.

4.2.2 Overview of Public TVET sector by province

Table 16: Number of Public TVET Colleges, lecturers and students, by province, in 2014

Province	TVET Colleges	Lecturers	Students
Eastern Cape	8	1 385	76 812
Free State	4	764	57 414
Gauteng	8	2 114	167 238
KwaZulu-Natal	9	2 401	136 240
Limpopo	7	1 123	90 098
Mpumalanga	3	470	23 876
North West	3	628	52 795
Northern Cape	2	201	13 880
Western Cape	6	1 756	84 030
National	**50**	**10 842**	**702 383**

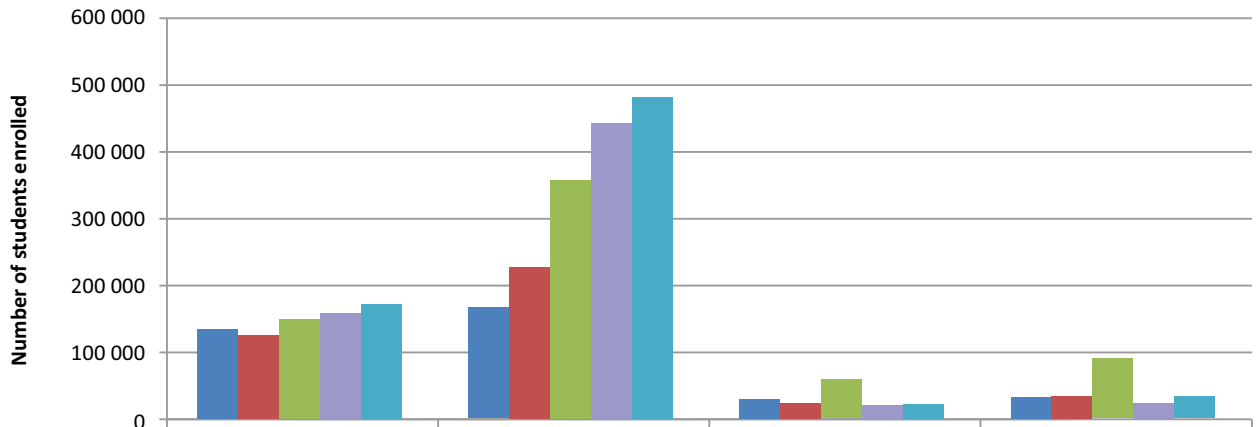
Sources:
TVET_Public_Annual_2014_20151027_Final.
National Application Master 2014 FINAL for data for Taletso TVET College.

Table 16 shows that in 2014, there was a total of 50 institutions, 10 842 lecturers and 702 383 students in Public TVET Colleges. On average, there were 217 lecturers and 14 048 students per institution.

KwaZulu-Natal contributed the largest proportion of institutions (9) and lecturers (2 401) while Gauteng had the largest proportion of students (167 238), the Northern Cape contributed the smallest proportion of institutions (2), lecturers (201) and students (13 880).

4.2.3 Enrolment in Public TVET Colleges

Figure 10: Number of students enrolled in Public TVET Colleges, by qualification category, from 2010 to 2014



	NC(V)	Report 191	Qualifications	Other
2010	130 039	169 774	23 160	31 504
2011	124 658	222 754	20 799	32 062
2012	140 575	359 624	62 359	95 132
2013	154 960	442 287	19 000	23 371
2014	166 433	486 933	19 825	29 192

Sources:
Statistics on Post-School Education and Training in South Africa (2010, 2011, 2012, 2013).
TVET_Public_Annual_2014_20151027_Final.
National Application Master 2014 FINAL for data for Taletso TVET College.
Note 1: NC(V) refers to the National Certificate (Vocational).
Note 2: Report 191 refers to the NATED programmes, N1 to N6.
Note 3: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning, and consisting of knowledge unit standards, practical unit standards and work experience unit standards.
Note 4: "Other" in TVET Colleges refers to all other skills development and short courses.

Figure 10 indicates that Report 191 had the largest number of enrolled students in public TVET Colleges from 2010 to 2014. The enrolment was 486 933 students in 2014, increased from 442 287 in 2013. Similarly, in 2014 there were 166 433 students enrolment for NC(V), and this increased from 154 960 in 2013.

Table 17: Number of students enrolled in Public TVET Colleges, by college and qualification category, in 2014

College	NC(V)	Report 191 (N1-N3)	Report 191 (N4-N6)	Occupational Qualifications	NSC	Other	Total
1. Boland TVET College	2 046	760	5 204	1 862	0	1 302	**11 174**
2. Buffalo City TVET College	2 699	813	5 502	78	0	19	**9 111**
3. Capricorn TVET College	6 333	7 395	10 194	1 437	0	0	**25 359**
4. Central JHB TVET College	3 056	11 244	13 529	0	0	435	**28 264**
5. Coastal TVET College	7 344	4 315	8 289	0	0	288	**20 236**
6. College of Cape Town TVET College	3 355	1 487	5 765	994	0	1 880	**13 481**
7. Eastcape Midlands TVET College	2 960	2 379	5 204	497	0	1 922	**12 962**
8. Ehlanzeni TVET College	1 585	862	755	0	0	0	**3 202**
9. Ekurhuleni East TVET College	4 263	2 913	8 339	80	0	0	**15 595**
10. Ekurhuleni West TVET College	7 345	2 761	5 629	137	0	408	**16 280**
11. Elangeni TVET College	5 013	1 312	3 003	150	0	717	**10 195**
12. Esayidi TVET College	3 723	2 577	9 412	0	0	182	**15 894**
13. False Bay TVET College	2 175	1 957	3 178	1 034	0	880	**9 224**
14. Flavius Mareka TVET College	983	3 839	6 062	130	0	43	**11 057**
15. Gert Sibande TVET College	5 152	2 252	2 646	822	0	43	**10 915**
16. Goldfields TVET College	1 258	2 651	5 099	0	0	664	**9 672**
17. Ikhala TVET College	2 086	1 483	2 905	130	0	23	**6 627**
18. Ingwe TVET College	3 811	2 609	6 155	0	0	0	**12 575**
19. King Hintsa TVET College	2 161	1 110	1 591	0	0	0	**4 862**
20. King Sabata Dalindyebo TVET College	4 962	3 199	7 286	0	0	0	**15 447**
21. Lephalale TVET College	768	4 921	3 074	0	0	395	**9 158**
22. Letaba TVET College	2 496	1 366	2 155	188	0	0	**6 205**
23. Lovedale TVET College	1 670	903	2 205	32	0	0	**4 810**
24. Majuba TVET College	5 428	7 864	11 528	219	0	3 935	**28 974**
25. Maluti TVET College	2 701	792	5 668	0	0	797	**9 958**
26. Mnambithi TVET College	2 277	0	6 626	0	0	651	**9 554**
27. Mopani South East TVET College	4 030	1 599	2 308	303	0	69	**8 309**
28. Motheo TVET College	2 626	8 329	14 681	79	428	584	**26 727**
29. Mthashana TVET College	2 280	1 061	2 732	0	0	499	**6 572**
30. Nkangala TVET College	2 157	4 616	2 770	0	0	216	**9 759**
31. Northern Cape Rural TVET College	1 385	2 628	2 859	426	0	351	**7 649**
32. Northern Cape Urban TVET College	1 547	1 277	3 121	61	0	225	**6 231**
33. Northlink TVET College	2 609	9 770	11 999	1 904	0	2 963	**29 245**
34. Orbit TVET College	5 934	8 328	8 555	887	0	584	**24 288**
35. Port Elizabeth TVET College	3 185	3 195	4 038	0	0	0	**10 418**
36. Sedibeng TVET College	4 004	5 611	8 595	360	0	79	**18 649**
37. Sekhukhune TVET College	2 133	3 302	4 382	0	0	0	**9 817**
38. South Cape TVET College	2 444	417	967	1 462	0	0	**5 290**
39. South West TVET College	8 035	4 579	9 349	0	0	300	**22 263**
40. Taletso TVET College	3 559	2 914	5 709	0	0	445	**12 627**
41. Thekwini TVET College	1 734	4 609	5 386	108	0	169	**12 006**
42. Tshwane North TVET College	3 254	6 741	12 612	0	0	213	**22 820**
43. Tshwane South TVET College	2 771	7 072	6 456	0	0	4 068	**20 367**
44. Umfolozi TVET College	4 492	4 339	7 883	2 894	0	932	**20 540**
45. Umgungundlovu TVET College	1 195	3 123	7 470	256	0	225	**12 269**
46. Vhembe TVET College	5 633	4 932	15 471	0	0	420	**26 456**
47. Vuselela TVET College	3 121	6 261	5 925	0	0	573	**15 880**
48. Waterberg TVET College	3 060	0	1 063	671	0	0	**4 794**
49. West Coast TVET College	5 558	3 808	3 000	2 605	0	645	**15 616**
50. Western College TVET College	2 037	10 301	10 023	19	0	620	**23 000**
Total	**166 433**	**182 576**	**304 357**	**19 825**	**428**	**28 764**	**702 383**

Sources:
TVET_Public_Annual_2014_20151027_Final.
National Application Master 2014 FINAL for data for Taletso TVET College.

Note 1: NC(V) refers to the National Certificate (Vocational) Levels 2-4.
Note 2: Report 191 refers to the NATED programmes, N1 to N6. It is a part-qualification.
Note 3: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning, and consisting of knowledge unit standards, practical unit standards and work experience unit standards.
Note 4: NSC refers to the old National Senior Certificate (which is equivalent to Grade 12).
Note 5: "Other" in TVET Colleges refers to all other skills development and short courses.

Table 17 shows that in 2014, student enrolment for the Report 191 (N1-N3) qualification category was the highest in Central JHB TVET College and Western College TVET College, each contributing 11 244 students and 10 301 students, respectively. The Report 191 (N4-N6) qualification category was the highest in Vhembe TVET College at 15 471, similarly the enrolment for the NC(V) qualification type was the highest in South West TVET College at 8 035 students. Motheo TVET College was the only college with an enrolment of 428 students for NSC qualification.

Table 18: Number of students enrolled in Public TVET Colleges, by qualification category and population group in 2014

Qualification Category	African	Coloured	Indian	White	Other[1]	Reconciliation	Total
Report 191	427 207	29 251	2 775	9 472	5 634	12 594	**486 933**
Report 550/NSC	424	2	2	0	0	0	**428**
NC(V)	151 506	9 923	388	819	94	3 703	**166 433**
Occupational Qualifications	8 922	4 645	60	1 388	32	4 778	**19 825**
Other[2]	605	520	1	13	1	27 624	**28 764**
Total	**588 664**	**44 341**	**3 226**	**11 692**	**5 761**	**48 699**	**702 383**

Source: TVET_Public_Annual_2014_20151027_Final.
Note 1: Report 191 refers to the NATED programmes, N1 to N6. It is a part-qualification.
Note 2: NSC refers to the old National Senior Certificate (which is equivalent to Grade 12).
Note 3: NC(V) refers to the National Certificate (Vocational) Levels 2-4.
Note 4: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning, and consisting of knowledge unit standards, practical unit standards and work experience unit standards.
Note 5: "Other[2]" in TVET Colleges refers to all other skills development and short courses.
Note 6: The Department of Higher Education and Training uses the racial descriptors: "African'', ''Coloured'', ''White'' and ''Indian/Asian" for planning, monitoring and funding purposes. The Department places on record that these racial descriptors, which characterised apartheid policies and practices in the past, are being used to provide historical context and comparisons as well as to describe the effects of present policy and practice.
Note 7: "Reconciliation" refers to numbers created to balance the totals.
Note 8: "Other[1]" (Population group) refers to population groups other than the groups mentioned.
Note 9: This information was not available for Taletso TVET College.

Table 18 shows that in 2014, the African student population were in a majority with 588 664, and the majority of these students (427 207) were registered for Report 191. The Indian students were in a minority with 2 775 students for Report 191.

Of the 702 383 students in Public TVET Colleges, the majority were enrolled for Report 191 (486 933), while Report 550/NSC had the smallest student enrolment (428).

Table 19: Number of students enrolled in Public TVET Colleges, by qualification category and gender, in 2014

Qualification Category	Female	Male	Reconciliation	Total
Report 191	247 350	230 960	8 623	**486 933**
Report 550/NSC	257	171	0	**428**
NC(V)	97 147	65 727	3 559	**166 433**
Occupational Qualifications	12 523	7 302	0	**19 825**
Other	663	507	27 594	**28 764**
Total	**357 940**	**304 667**	**39 776**	**702 383**

Source: TVET_Public_Annual_2014_20151027_Final.
Note 1: Report 191 refers to the NATED programmes, N1 to N6. It is a part-qualification.
Note 2: NSC refers to the old National Senior Certificate (which is equivalent to Grade 12).
Note 3: NC(V) refers to the National Certificate (Vocational) Levels 2-4.
Note 4: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning, and consisting of knowledge unit standards, practical unit standards and work experience unit standards.
Note 5: "Other" in TVET Colleges refers to all other skills development and short courses.
Note 6: "Reconciliation" refers to numbers created to balance the totals.
Note 7: This information was not available for Taletso TVET College.

Table 19 shows that 304 667 enrolled male students, the proportion of enrolled females is greater than that of enrolled males for all the qualification categories. Moreover, the gender proportion variance was greatest in the Report 550/NSC category with the enrolment of females greater than that of males.

Table 20: Number of students enrolled in Public TVET Colleges for Report 191 programmes, by level and gender, in 2014

Report 191	Female	Male	Total	Female (%)	Male (%)
N1	20 583	36 443	**57 026**	36.1	63.9
N2	26 063	46 076	**72 139**	36.1	63.9
N3	18 270	32 227	**50 497**	36.2	63.8
N4	79 995	53 586	**133 581**	59.9	40.1
N5	58 851	35 735	**94 586**	62.2	37.8
N6	43 588	26 893	**70 481**	61.8	38.2
Reconciliation	n.a.	n.a.	**8 623**	n.a.	n.a.
Total	**247 350**	**230 960**	**486 933**	**n.a.**	**n.a.**

Source: TVET_Public_Annual_2014_20151027_Final.
Note 1: Report 191 refers to the NATED programmes, N1 to N6. It is a part-qualification
Note 2: "Reconciliation" refers to numbers created to balance the totals.
Note 3: This information was not available for Taletso TVET College.
Note 4: "n.a." means not applicable.

Table 20 shows that of the 486 933 students enrolled for Report 191 programmes, 247 350 were female and 230 960 were male. Although the total proportions of enrolled male and female students had a small variance, there exists a significantly larger gender disparity between levels N1 to N3 and levels N5 to N6.

In respect of the enrolment distribution for the education levels, the N4 programme level had the largest Report 191 programmes' enrolment proportion for both genders, and the second largest proportion of Report 191 programmes' enrolment was N2.

Table 21: Number of students enrolled in Public TVET Colleges for the NC(V), by qualification level and gender, in 2014

Qualification	Female	Male	Total	Female (%)	Male (%)
NC(V) Level 2	51 650	36 813	**88 463**	58.4	41.6
NC(V) Level 3	29 274	18 376	**47 650**	61.4	38.6
NC(V) Level 4	16 223	10 538	**26 761**	60.6	39.4
Reconciliation	n.a.	n.a.	**3 559**	n.a.	n.a.
Total	**97 147**	**65 727**	**166 433**	**n.a.**	**n.a.**

Source: TVET_Public_Annual_2014_20151027_Final.
Note 1: "Reconciliation" refers to numbers created to balance the totals.
Note 2: This information was not available for Taletso TVET College
Note 3: "n.a." means not applicable.

Table 21 shows that of the 166 433 students enrolled for the NC(V) qualification type, 97 147 were female and 65 727 were male. Additionally, there exists a substantial gender disparity between the NC(V) level 2 compared with levels 3 and 4. In respect of the enrolment distribution for the education levels, level 2 had the largest NC(V) enrolment proportion for both genders, and the second largest proportion of NC(V) enrolment for both genders was in level 3.

Table 22: Number of students enrolled in Public TVET Colleges by qualification category and age group, in 2014

Qualification Category	<15	15–19	20–	25–29	30–34	35–39	40⩾	Reconciliation	Total
Report 191	0	56 273	257 655	79 411	31 716	15 033	9 661	37 184	**486 933**
Report 550/NSC	0	0	0	0	0	0	1	427	**428**
NC(V)	0	23 230	92 873	24 175	4 853	1 428	706	19 168	**166 433**
Occupational Qualification	0	1 134	6 213	4 852	3 035	1 912	2 755	-76	**19 825**
Other	0	2 419	12 056	8 241	3 754	2 115	1 690	-1 511	**28 764**
Total	**0**	**83 056**	**368 797**	**116 679**	**43 358**	**20 488**	**14 813**	**55 192**	**702 383**

Source: TVET_Public_Annual_2014_20151027_Final.
Note 1: Report 191 refers to the NATED programmes, N1 to N6. It is a part-qualification.
Note 2: NSC refers to the old National Senior Certificate (which is equivalent to Grade 12).
Note 3: NC(V) refers to the National Certificate (Vocational) Levels 2-4.
Note 4: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning, and consisting of knowledge unit standards, practical unit standards and work experience unit standards.
Note 5: "Other" in public TVET Colleges refers to all other skills development and short courses.
Note 6: "Reconciliation" refers to numbers created to balance the totals.
Note 7: This information was not available for Taletso TVET College.

Table 22 shows that the majority of students (almost 370 000) enrolled in Public TVET Colleges were in the 20–24 age group, followed by those in the 25–29 age group. Enrolment generally declines after students reach 25 years of age.

Of the 368 797 students in the age group 20–24, the majority were registered for Report 191, and in the age group of 25–29 (116 679) the majority were also registered for report 191.

Table 23: Full-Time Equivalent student enrolment in Public TVET Colleges, by qualification category, in 2014

College	NC(V)	Report 191 (N1-N3)	Report 191 (N4-N6)	Total
1. Boland TVET College	1 774	196	2 420	**4 390**
2. Buffalo City TVET College	2 677	267	1 303	**4 247**
3. Capricorn TVET College	5 725	2 052	4 079	**11 856**
4. Central JHB TVET College	2 274	2 715	3 752	**8 741**
5. Coastal TVET College	6 337	1 319	2 850	**10 506**
6. College of Cape Town TVET College	3 324	376	2 468	**6 168**
7. Eastcape Midlands TVET College	2 862	560	2 038	**5 460**
8. Ehlanzeni TVET College	3 060	883	957	**4 900**
9. Ekurhuleni East TVET College	4 002	746	3 169	**7 917**
10. Ekurhuleni West TVET College	6 737	1 113	2 848	**10 698**
11. Elangeni TVET College	4 726	421	1 304	**6 451**
12. Esayidi TVET College	3 565	770	4 292	**8 627**
13. False Bay TVET College	1 974	535	1 379	**3 888**
14. Flavius Mareka TVET College	834	1 221	2 436	**4 491**
15. Gert Sibande TVET College	4 905	672	949	**6 526**
16. Goldfields TVET College	1 105	684	1 989	**3 778**
17. Ikhala TVET College	1 868	451	1 329	**3 648**
18. Ingwe TVET College	2 810	638	2 085	**5 533**
19. King Hintsa TVET College	2 121	455	1 329	**3 905**
20. King Sabata Dalindyebo TVET College	3 265	871	2 038	**6 174**
21. Lephalale TVET College	692	1 182	889	**2 763**
22. Letaba TVET College	2 346	417	1 083	**3 846**
23. Lovedale TVET College	1 346	260	1 058	**2 664**
24. Majuba TVET College	4 882	1 696	3 712	**10 290**
25. Maluti TVET College	2 825	598	2 979	**6 402**
26. Mnambithi TVET College	2 046	0	2 878	**4 924**
27. Mopani South East TVET College	3 302	298	1 054	**4 654**
28. Motheo TVET College	1 865	1 959	5 115	**8 939**
29. Mthashana TVET College	4 092	333	1 129	**5 554**
30. Nkangala TVET College	2 936	2 113	1 929	**6 978**
31. Northern Cape Rural TVET College	1 186	1 308	1 685	**4 179**
32. Northern Cape Urban TVET College	1 485	409	1 495	**3 389**
33. Northlink TVET College	2 332	2 259	3 925	**8 516**
34. Orbit TVET College	4 482	1 907	2 501	**8 890**
35. Port Elizabeth TVET College	3 474	789	1 482	**5 745**
36. Sedibeng TVET College	3 585	1 587	3 552	**8 724**
37. Sekhukhune TVET College	1 943	1 048	1 773	**4 764**
38. South Cape TVET College	2 395	130	440	**2 965**
39. South West TVET College	6 531	1 226	3 220	**10 977**
40. Taletso TVET College	2 582	742	1 888	**5 212**
41. Thekwini TVET College	1 703	1 234	2 292	**5 229**
42. Tshwane North TVET College	2 393	1 650	3 849	**7 892**
43. Tshwane South TVET College	2 439	1 743	1 744	**5 926**
44. Umfolozi TVET College	4 606	916	2 602	**8 124**
45. Umgungundlovu TVET College	1 140	890	3 047	**5 077**
46. Vhembe TVET College	5 484	1 358	5 373	**12 215**
47. Vuselela TVET College	2 367	1 428	1 738	**5 533**
48. Waterberg TVET College	2 857	0	465	**3 322**
49. West Coast TVET College	3 063	382	789	**4 234**
50. Western College TVET College	1 839	2 331	4 153	**8 323**
Total	**150 163**	**49 138**	**114 853**	**314 154**

Source: Weekly Enrolment Monitoring as at 31 October 2014.

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

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

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

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

Table 23 shows that in 2014, there were more than 314 000 FTEs in public TVET Colleges, the majority (150 163) of whom were registered for NC(V), while Vhembe TVET College had the highest number of FTEs students enrolled (12 215).

In respect of the qualification type enrolment distribution, starting with the NC(V) qualification, Ekurhuleni West TVET College had the largest proportion of enrolment with 6 737 students; on Report 191 (N1-N3), the Central JHB TVET College had the largest proportion of enrolment with 2 715; and lastly on Report 191 (N4-N6) Vhembe TVET College had the largest proportion of enrolment with 5 373 students.

4.2.4 Staffing in Public TVET Colleges

Table 24: Number of staff and students in Public TVET Colleges, in 2014

College	Staff	Students
1. Boland TVET College	414	11 174
2. Buffalo City TVET College	329	9 111
3. Capricorn TVET College	423	25 359
4. Central JHB TVET College	295	28 264
5. Coastal TVET College	651	20 236
6. College of Cape Town TVET College	582	13 481
7. Eastcape Midlands TVET College	558	12 962
8. Ehlanzeni TVET College	172	3 202
9. Ekurhuleni East TVET College	444	15 595
10. Ekurhuleni West TVET College	612	16 280
11. Elangeni TVET College	472	10 195
12. Esayidi TVET College	454	15 894
13. False Bay TVET College	405	9 224
14. Flavius Mareka TVET College	276	11 057
15. Gert Sibande TVET College	529	10 915
16. Goldfields TVET College	254	9 672
17. Ikhala TVET College	246	6 627
18. Ingwe TVET College	289	12 575
19. King Hintsa TVET College	245	4 862
20. King Sabata Dalindyebo TVET College	77	15 447
21. Lephalale TVET College	109	9 158
22. Letaba TVET College	238	6 205
23. Lovedale TVET College	265	4 810
24. Majuba TVET College	627	28 974
25. Maluti TVET College	350	9 958
26. Mnambithi TVET College	274	9 554
27. Mopani South East TVET College	222	8 309
28. Motheo TVET College	461	26 727
29. Mthashana TVET College	53	6 572
30. Nkangala TVET College	275	9 759
31. Northern Cape Rural TVET College	190	7 649
32. Northern Cape Urban TVET College	209	6 231
33. Northlink TVET College	922	29 245
34. Orbit TVET College	437	24 288
35. Port Elizabeth TVET College	397	10 418
36. Sedibeng TVET College	454	18 649
37. Sekhukhune TVET College	275	9 817
38. South Cape TVET College	354	5 290
39. South West TVET College	553	22 263
40. Taletso TVET College	298	12 627
41. Thekwini TVET College	321	12 006
42. Tshwane North TVET College	68	22 820
43. Tshwane South TVET College	516	20 367
44. Umfolozi TVET College	444	20 540
45. Umgungundlovu TVET College	370	12 269
46. Vhembe TVET College	386	26 456
47. Vuselela TVET College	351	15 880
48. Waterberg TVET College	247	4 794
49. West Coast TVET College	580	15 616
50. Western College TVET College	423	23 000
Total	**18 396**	**702 383**

Source: TVET_Public_Annual_2014_20151027_Final.
Note: "Staff" refers to persons employed at a public TVET Colleges (this includes management, lecturing and support staff).

Table 24 shows that in 2014, there was a total number of 18 396 staff members and 702 383 students in Public TVET Colleges. Northlink TVET College contributed the largest proportion of both staff members and students with 922 staff members and 29 245 students.

Table 25: Number of staff in Public TVET Colleges, by staff category and gender, in 2014

College	Management staff		Lecturing staff		Support staff		Total	
	Female	Male	Female	Male	Female	Male	Female	Male
1. Boland TVET College	1	2	136	99	112	64	**249**	**165**
2. Buffalo City TVET College	1	2	110	86	84	46	**195**	**134**
3. Capricorn TVET College	0	0	126	177	75	45	**201**	**222**
4. Central JHB TVET College	2	2	68	150	31	42	**101**	**194**
5. Coastal TVET College	37	9	208	230	82	85	**327**	**324**
6. College of Cape Town TVET College	1	3	198	175	136	69	**335**	**247**
7. Eastcape Midlands TVET College	1	2	151	195	139	70	**291**	**267**
8. Ehlanzeni TVET College	4	8	32	55	48	25	**84**	**88**
9. Ekurhuleni East TVET College	1	1	133	132	101	76	**235**	**209**
10. Ekurhuleni West TVET College	7	4	188	178	140	95	**335**	**277**
11. Elangeni TVET College	13	13	122	139	91	94	**226**	**246**
12. Esayidi TVET College	7	9	139	121	108	70	**254**	**200**
13. False Bay TVET College	1	3	102	131	113	55	**216**	**189**
14. Flavius Mareka TVET College	24	5	57	70	72	48	**153**	**123**
15. Gert Sibande TVET College	6	5	118	108	164	128	**288**	**241**
16. Goldfields TVET College	3	1	64	64	65	57	**132**	**122**
17. Ikhala TVET College	1	2	56	64	85	38	**142**	**104**
18. Ingwe TVET College	13	12	65	87	63	49	**141**	**148**
19. King Hintsa TVET College	1	3	63	50	64	64	**128**	**117**
20. King Sabata Dalindyebo TVET College	2	4	35	19	7	10	**44**	**33**
21. Lephalale TVET College	1	2	26	35	22	23	**49**	**60**
22. Letaba TVET College	0	2	60	79	60	37	**120**	**118**
23. Lovedale TVET College	1	2	53	103	66	40	**120**	**145**
24. Majuba TVET College	6	7	176	299	91	48	**273**	**354**
25. Maluti TVET College	7	15	94	110	75	49	**176**	**174**
26. Mnambithi TVET College	3	3	90	97	48	33	**141**	**133**
27. Mopani South East TVET College	1	2	42	89	48	40	**91**	**131**
28. Motheo TVET College	0	1	154	151	93	62	**247**	**214**
29. Mthashana TVET College	0	0	26	14	10	3	**36**	**17**
30. Nkangala TVET College	1	2	62	95	71	44	**134**	**141**
31. Northern Cape Rural TVET College	1	4	56	47	36	46	**93**	**97**
32. Northern Cape Urban TVET College	7	9	48	50	54	41	**109**	**100**
33. Northlink TVET College	1	9	223	247	272	170	**496**	**426**
34. Orbit TVET College	1	2	129	124	96	85	**226**	**211**
35. Port Elizabeth TVET College	1	1	122	126	92	55	**215**	**182**
36. Sedibeng TVET College	5	3	161	152	88	45	**254**	**200**
37. Sekhukhune TVET College	0	1	66	86	67	55	**133**	**142**
38. South Cape TVET College	0	0	130	61	103	60	**233**	**121**
39. South West TVET College	1	7	162	173	123	87	**286**	**267**
40. Taletso TVET College	3	6	76	90	62	61	**141**	**157**
41. Thekwini TVET College	2	1	109	106	53	50	**164**	**157**
42. Tshwane North TVET College	0	0	21	33	6	8	**27**	**41**
43. Tshwane South TVET College	20	10	116	221	84	65	**220**	**296**
44. Umfolozi TVET College	2	1	124	156	94	67	**220**	**224**
45. Umgungundlovu TVET College	2	1	115	130	64	58	**181**	**189**
46. Vhembe TVET College	1	2	99	119	106	59	**206**	**180**
47. Vuselela TVET College	1	1	101	108	83	57	**185**	**166**
48. Waterberg TVET College	3		46	73	68	57	**117**	**130**
49. West Coast TVET College	18	22	131	123	168	118	**317**	**263**
50. Western College TVET College	0	2	112	114	145	50	**257**	**166**
Total	**215**	**208**	**5 101**	**5 741**	**4 228**	**2 903**	**9 544**	**8 852**

Source: TVET_Public_Annual_2014_20151027_Final.

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

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

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

Table 25 shows that in 2014, Public TVET Colleges employed 18 396 persons, of whom 10 842 (59%) were employed as lecturing staff, 7 131 (39%) as support staff and 423 (2%) as management staff. The proportion of the female total staff (9 544) was the highest compared with male (8 852). Northlink TVET College contributed the largest proportion of both female (496) and male (426) of the total staff.

Coastal TVET College contributed 37 (17%) of total female management staff, while West Coast TVET College contributed 22 (11%) of total male management staff, these were the highest proportions for both genders across all Public TVET Colleges. Similarly, Majuba TVET College contributed 299 (5%) to the total male lecturing staff, while Northlink TVET College was the highest contributor with 223 female lecturing staff.

Female staff comprised a majority at 4 228 (59%) of the total support staff (7 131). The college with the largest positive variance of female to male staff in this staff category (support staff) was Mthashana TVET College with 10 (77%) females and 3 (3%) males. Similarly in the management staff category, Flavius Mareka TVET College had 24 (83%) females to 5 (17%) males, and in the Lecturing staff category; South Cape TVET College had 130 (68%) females to 61 (32%) males.

4.2.5 Examination results in Public TVET Colleges

Table 26: Number of students in Public TVET Colleges who registered, wrote examinations and completed national qualifications, by qualification type and gender, in 2014

Qualification Category	Female			Male			Total registered	Total wrote	Total completed
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed			
Report 190/1 (N3)	16 094	15 453	8 403	27 988	26 791	15 008	**44 082**	**42 244**	**23 411**
Report 190/1 (N6)	36 439	35 625	15 033	22 195	21 389	9 363	**58 634**	**57 014**	**24 396**
NC (V) Level 4	15 340	13 841	5 248	9 601	8 335	2 376	**24 941**	**22 176**	**7 624**
Total	**67 873**	**64 919**	**28 684**	**59 784**	**56 515**	**26 747**	**127 657**	**121 434**	**55 431**

Source: National Examinations Database, November 2014.

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 2014 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the relevant examinations in 2014 and were eligible to complete the relevant qualifications during the 2014 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the relevant qualifications in 2014.

Note 3: "Number Wrote" refers to the number of students who wrote the relevant examinations in 2014 and were eligible to complete the relevant qualifications during the 2014 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the relevant qualifications in 2014.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2014 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the relevant qualifications in 2014.

Table 26 shows that almost 128 000 students registered for Report 190/1 (N3 and N6) and NC (V) 4 Level examinations in Public TVET Colleges in 2014 of which over 121 000 wrote examinations and of those who wrote only 55 431 completed a qualification at Public TVET Colleges. The highest proportion of students registered for, wrote and completed the Report 190/1 N6 part-qualification followed by the Report 190/1 N3 part-qualification. In comparison the number of students who registered for, wrote and completed the NC (V) Level 4 qualification was significantly lower than for the Report 190/1 N3 and N6 part-qualifications.

Overall more female than male students registered for and wrote examinations and consequently more female than male students completed the different qualification categories. The trend for the number of students who registered, wrote and completed Report 190/1 N3 and N6 qualifications differed between the two genders with male students outnumbering the female students for N3 and females outnumbering the males for N6. The number of female students who registered, wrote and completed NC (V) Level 4 also exceeded that of male students.

A significantly large number of students who, irrespective of qualification types and gender, wrote and were eligible to complete a qualification during the 2014 academic year did not successfully complete the relevant qualification.

Table 27: Number of students in Public TVET Colleges who registered, wrote and completed NC(V) qualifications, by province and level, in 2014

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	12 626	9 374	3 353	**35.8**	6 811	5 807	1 923	**33.1**	3 528	3 099	1 174	**37.9**
Free State	5 068	3 297	809	**24.5**	1 620	1 349	279	**20.7**	644	576	167	**29.0**
Gauteng	19 319	13 469	4 055	**30.1**	9 215	7 590	2 234	**29.4**	4 579	4 032	1 219	**30.2**
KwaZulu-Natal	21 149	14 852	4 488	**30.2**	9 493	8 205	2 524	**30.8**	5 075	4 561	1 527	**33.5**
Limpopo	14 259	11 237	3 067	**27.3**	7 799	7 071	1 728	**24.4**	4 085	3 753	1 011	**26.9**
Mpumalanga	6 735	5 039	2 118	**42.0**	3 764	3 207	1 111	**34.6**	2 140	1 871	737	**39.4**
Northern Cape	1 680	1 012	319	**31.5**	759	596	169	**28.4**	311	271	86	**31.7**
North West	5 834	4 240	1 061	**25.0**	3 158	2 678	741	**27.7**	1 616	1 454	460	**31.6**
Western Cape	8 442	5 538	2 292	**41.4**	4 880	3 901	1 583	**40.6**	2 963	2 559	1 243	**48.6**
National	**95 112**	**68 058**	**21 562**	**31.7**	**47 499**	**40 404**	**12 292**	**30.4**	**24 941**	**22 176**	**7 624**	**34.4**

Source: National Examinations Database, November 2014.

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 2014 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2014 NC(V) Levels 2-4 examinations and were eligible to complete an NC (V) qualification during the 2014 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 2014.

Note 3: "Number Wrote" refers to the number of students who wrote the 2014 NC(V) Levels 2 - 4 examinations and were eligible to complete an NC (V) qualification during the 2014 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 2014.

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 2014 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 2014.

Note 5: "Completion rate" refers to the number of students who successfully completed an NC (V) qualification in the 2014 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 2014.

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

Table 27 shows that in Public TVET Colleges in 2014, the average national completion rate for NC (V) Level 2 to 4 was 31.7% for Level 2, 30.4% for Level 3 and 34.4% for Level 4 indicating that the Level 4 students performed slightly better than those on Level 2 and 3.

The largest proportion of students registered for and wrote examinations for the NC (V) Level 2 qualification and the lowest on Level 4. Consequently more NC (V) Level 2 students completed the qualification when compared with Level 3 and 4.

Western Cape performed significantly better on NC (V) Level 3 and 4 compared with other provinces and finished a close second to Mpumalanga on Level 2. It was also the only province to achieve an above 40% completion rate per level across all three NC (V) levels. Free State achieved the lowest completion rates on both NC (V) Level 2 and 3 and Limpopo on Level 4. Seven of the provinces, excluding KwaZulu-Natal and North West, performed better on NC (V) Level 2 and 4 than on Level 3 while these two provinces performed incrementally better across NC (V) Level 2 to 4.

KwaZulu-Natal recorded the highest number of students registered, wrote and completed across all three NC (V) levels in 2014, while Northern Cape achieved the lowest number per NC (V) level. A significant number of the NC (V) Level 2 to 4 students who, irrespective of province and level, wrote and were eligible to complete a qualification during the 2014 academic year, did not successfully complete an NC (V) qualification.

Table 28: Number of students in Public TVET Colleges who registered, wrote and completed the Report 190/1 N1 to N3 qualifications for Engineering Studies, by province and level, in 2014

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	4 794	4 252	2 870	**67.5**	4 246	4 073	2 346	**57.6**	3 273	3 171	1 791	**56.5**
Free State	4 021	3 699	2 216	**59.9**	4 506	4 344	2 206	**50.8**	3 148	3 051	1 472	**48.2**
Gauteng	13 660	12 586	8 297	**65.9**	15 950	15 420	9 018	**58.5**	12 950	12 540	7 208	**57.5**
KwaZulu-Natal	6 247	5 542	3 512	**63.4**	10 606	9 684	4 889	**50.5**	8 251	7 642	4 421	**57.9**
Limpopo	7 218	6 754	4 867	**72.1**	8 451	8 203	4 843	**59.0**	5 160	5 052	2 710	**53.6**
Mpumalanga	3 919	3 491	2 378	**68.1**	6 109	5 859	3 790	**64.7**	4 761	4 543	2 600	**57.2**
Northern Cape	1 449	1 308	806	**61.6**	1 772	1 701	986	**58.0**	599	576	269	**46.7**
North West	3 918	3 496	2 471	**70.7**	5 350	5 131	2 875	**56.0**	3 064	2 917	1 500	**51.4**
Western Cape	5 466	4 723	3 056	**64.7**	4 323	4 147	2 491	**60.1**	2 876	2 752	1 440	**52.3**
National	**50 692**	**45 851**	**30 473**	**66.5**	**61 313**	**58 562**	**33 444**	**57.1**	**44 082**	**42 244**	**23 411**	**55.4**

Source: National Examinations Database, November 2014.

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 2014 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2014 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2014 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 2014.

Note 3: "Number Wrote" refers to the number of students who wrote the 2014 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2014 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1/1 N1-N3 part-qualifications in 2014.

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 2014 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 2014.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N1-N3 part-qualification in the 2014 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 2014.

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 2014 academic year.

Table 28 shows that in Public TVET Colleges in 2014, the average national completion rate for Report 190/1 N1 to N3 Engineering Studies was 66.5% for N1, 57.1% for N2 and 55.4% for N3 indicating that N1 students performed better than those on N2 and N3. The largest proportion of students registered for and wrote examinations for the N2 part-qualification and the lowest on N3. Consequently more N2 students completed the part-qualification when compared with N1 and N3.

Limpopo, Mpumalanga and KwaZulu-Natal performed the best on N1, N2 and N3 respectively. However, Eastern Cape, Gauteng and Mpumalanga achieved an above 55% completion rate per level across all three N levels. Free State, KwaZulu-Natal and Northern Cape achieved the lowest completion rates on N1, N2 and N3 respectively. All provinces with the exception of KwaZulu-Natal performed incrementally worse across N1 to N3 while this province showed an improvement from N2 to N3.

Gauteng recorded the highest number of students registered, wrote and completed across all three N levels in 2014, while Northern Cape achieved the lowest number per N level. A fairly significant number of the N1 to N3 Engineering Studies students who, irrespective of province and N level, wrote and were eligible to complete a qualification during the 2014 academic year did not successfully complete an N part-qualification.

Table 29: Number of students in Public TVET Colleges who registered, wrote and completed the Report 190/1 N4 to N6 part-qualifications for Engineering Studies, by province and level, in 2014

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	2 178	2 069	1 456	**70.4**	1 694	1 575	1 079	**68.5**	1 309	1 240	666	**53.7**
Free State	2 183	2 082	1 124	**54.0**	1 420	1 339	705	**52.7**	973	935	436	**46.6**
Gauteng	9 431	9 088	5 998	**66.0**	7 041	6 749	4 462	**66.1**	5 404	5 196	2 683	**51.6**
KwaZulu-Natal	6 629	6 148	4 205	**68.4**	4 903	4 552	3 035	**66.7**	3 558	3 220	1 621	**50.3**
Limpopo	4 130	4 036	2 453	**60.8**	3 472	3 427	2 212	**64.5**	2 808	2 774	1 261	**45.5**
Mpumalanga	2 308	2 101	1 325	**63.1**	1 330	1 231	693	**56.3**	812	761	390	**51.2**
Northern Cape	148	131	74	**56.5**	132	124	70	**56.5**	91	87	34	**39.1**
North West	1 714	1 638	1 046	**63.9**	1 070	1 005	600	**59.7**	672	633	289	**45.7**
Western Cape	1 982	1 893	1 337	**70.6**	1 586	1 491	994	**66.7**	1 142	1 082	545	**50.4**
National	**30 703**	**29 186**	**19 018**	**65.2**	**22 648**	**21 493**	**13 850**	**64.4**	**16 769**	**15 928**	**7 925**	**49.8**

***Source:* National Examinations Database, November 2014.**

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 2014 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2014 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2014 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 2014.

Note 3: "Number Wrote" refers to the number of students who wrote the 2014 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2014 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 2014.

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 2014 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 2014.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2014 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 2014.

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 2014 academic year.

Table 29 shows that in Public TVET Colleges in 2014, the average national completion rate for Report 190/1 N4 to N6 Engineering Studies was 65.2% for N4, 64.4% for N5 and 49.8% for N6 indicating that the N4 and N5 students performed significantly better than those on N6. The largest proportion of students registered for and wrote examinations for the N4 part-qualification and the lowest on N6. Consequently more N4 students completed the part-qualification when compared with N5 and N6.

Eastern Cape performed the best on N5 and N6 respectively and finished a close second to Western Cape on N6.

However, Eastern Cape, Gauteng, KwaZulu-Natal, Mpumalanga and Western Cape achieved an above 50% completion rate per level across all three N levels. Free State achieved the lowest completion rates on N4 and N5 respectively and the Northern Cape the lowest on N6. All provinces with the exception of Gauteng and Limpopo performed incrementally worse across N4 to N6 while these two provinces showed an improvement from N4 to N5.

Gauteng recorded the highest number of students registered, wrote and completed across all three N levels in 2014, while Northern Cape achieved the lowest number per N level. A fairly significant number of the N4 to N6 Engineering Studies students who, irrespective of province and N level, wrote and were eligible to complete a qualification during the 2014 academic year did not successfully complete a qualification an N part-qualification.

Table 30: Number of students in Public TVET Colleges who registered, wrote and completed the Report 190/1 N4 to N6 part-qualifications for Business Studies, by province and level in 2014

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	10 802	9 639	4 655	**48.3**	6 934	6 691	2 767	**41.4**	4 018	3 903	1 497	**38.4**
Free State	10 010	9 014	4 013	**44.5**	6 337	6 166	2 533	**41.1**	4 093	4 032	1 897	**47.0**
Gauteng	20 221	18 490	8 693	**47.0**	12 821	12 499	5 099	**40.8**	8 934	8 768	3 799	**43.3**
KwaZulu-Natal	21 859	19 176	7 658	**39.9**	14 543	14 179	6 006	**42.4**	10 563	10 395	3 574	**34.4**
Limpopo	12 257	11 503	4 639	**40.3**	7 934	7 813	2 889	**37.0**	5 013	4 955	1 709	**34.5**
Mpumalanga	3 255	3 007	1 546	**51.4**	2 330	2 285	952	**41.7**	1 306	1 273	388	**30.5**
Northern Cape	2 374	1 973	847	**42.9**	1 697	1 604	535	**33.4**	1 056	1 033	305	**29.5**
North West	4 696	4 155	1 996	**48.0**	3 146	3 022	1 090	**36.1**	1 873	1 831	729	**39.8**
Western Cape	9 649	8 862	5 264	**59.4**	6 964	6 694	3 680	**55.0**	5 009	4 896	2 573	**52.6**
National	**95 123**	**85 819**	**39 311**	**45.8**	**62 706**	**60 953**	**25 551**	**41.9**	**41 865**	**41 086**	**16 471**	**40.1**

Source: National Examinations Database, November 2014.

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 2014 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2014 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2014 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 2014.

Note 3: "Number Wrote" refers to the number of students who wrote the 2014 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2014 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 2014.

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 2014 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 2014.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2014 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 2014.

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 2014 academic year.

Table 30 shows that in Public TVET Colleges in 2014, the average national completion rate for Report 190/1 N4 to N6 Business Studies was 45.8% for N4, 41.9% for N5 and 40.1% for N6 indicating that the N4 students performed better than those on N5 and N6. The largest proportion of students registered for and wrote examinations for the N4 part-qualification and the lowest for N6. Consequently more N4 students completed the part-qualification when compared with N5 and N6.

Western Cape performed the best on N4, N5 and N6 respectively and was the only province to achieve an above 50% per N level across all three N levels. KwaZulu-Natal achieved the lowest completion rate on N4 and Northern Cape on both N5 and N6.

KwaZulu-Natal recorded the highest number of students registered and wrote across all three N levels in 2014, while Northern Cape achieved the lowest number per N level. A fairly significant number of the Report 190/1 N4 to N6 Business Studies students who, irrespective of province and N level, wrote and were eligible to complete a qualification during the 2014 academic did not successfully complete an N part-qualification.

Table 31: Number of students in Public TVET Colleges who registered, wrote and completed the NC (V) Level 4 qualification, by programme and gender, in 2014

NC(V) Level 4 Programme	Female			Male			Total registered	Total wrote	Total completed
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed			
L4: Civil Engineering and Building Construction	693	619	135	987	852	194	**1 680**	**1 471**	**329**
L4: Education and Development	489	453	272	43	38	16	**532**	**491**	**288**
L4: Electrical Infrastructure Construction	1 165	1 083	264	1 568	1 406	331	**2 733**	**2 489**	**595**
L4: Engineering and Related Design	794	720	173	1 869	1 648	347	**2 663**	**2 368**	**520**
L4: Finance, Economics and Accounting	1 440	1 273	296	590	500	116	**2 030**	**1 773**	**412**
L4: Hospitality	1 157	1 045	421	347	298	111	**1 504**	**1 343**	**532**
L4: Information Technology and Computer Studies	550	481	51	656	560	79	**1 206**	**1 041**	**130**
L4: Management	792	716	327	346	296	120	**1 138**	**1 012**	**447**
L4: Marketing	816	748	270	438	364	111	**1 254**	**1 112**	**381**
L4: Mechatronics	69	68	21	99	89	28	**168**	**157**	**49**
L4: Office Administration	5 221	4 732	2 122	1 337	1 170	462	**6 558**	**5 902**	**2 584**
L4: Primary Agriculture	460	441	144	305	270	75	**765**	**711**	**219**
L4: Process Plant Operations	26	25	4	10	8	1	**36**	**33**	**5**
L4: Safety In Society	543	472	188	460	373	148	**1 003**	**845**	**336**
L4: Tourism	995	860	528	473	408	220	**1 468**	**1 268**	**748**
L4: Transport and Logistics (NEW)	130	105	32	73	55	17	203	160	49
Total	**15 340**	**13 841**	**5 248**	**9 601**	**8 335**	**2 376**	**24 941**	**22 176**	**7 624**

Source: National Examinations Database, November 2014.

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 2014 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2014 NC (V) Level 4 examinations and were eligible to complete an NC (V) qualification during the 2014 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 2014.

Note 3: "Number Wrote" refers to the number of students who wrote the 2014 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2014 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC (V) Level 4 qualification in 2014.

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 2014 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 2014.

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

Note 6: NC (V) Level 4 programme with suffix "(New)" was introduced in 2014 academic year.

Table 31 shows that in Public TVET Colleges in 2014, almost 25 000 students registered for examinations for the NC (V) Level 4 qualification of whom the majority of students were female. Most female students registered for the Office Administration programme (5 221) followed by the Finance, Economics and Accounting, Electrical Infrastructure Design and Hospitality programmes, whereas the majority of male students registered for the Engineering and Related Design programme (1 869) followed closely by the Electrical Infrastructure Construction and Office Administration programmes respectively. Consequently most of the NC (V) Level 4 students (male and female) were registered for and wrote the Office Administration programme followed by Electrical Infrastructure Construction. While the highest number of NC (V) Level 4 students also completed the Office Administration programme, more students (748) completed the Tourism programme (with half the number registered) when compared to Electrical Infrastructure Construction which registered 2 733 students of which candidates 2 489 wrote and only 595 completed the programme.

The Process Plant Operations, Mechatronics and Transport and Logistics programmes were least popular among both female and male students, while male students also showed little interest in the Education and Development programme. Consequently the lowest number of NC (V) Level 4 students per gender also registered for, wrote and completed the Process Plant Operations programme which registered 36 students of which 33 wrote and only 5 completed the programme.

A significant number of the NC (V) Level 4 students who, irrespective of programme and gender, wrote and were eligible to complete a qualification during the 2014 academic year did not successfully complete a Level 4 programme.

Table 32: Number of students in Public TVET Colleges who registered, wrote and completed the Report 190/1 N6 part-qualification, by programme and gender, in 2014

NC(V) Level 4 Programme	Female			Male			Total registered	Total wrote	Total completed
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed			
N6: Art And Design	99	94	59	156	150	72	255	244	131
N6: Business Management	5 993	5 841	1 629	2 595	2 515	759	8 588	8 356	2 388
N6: Clothing Production	112	109	62	18	17	8	130	126	70
N6: Educare	1 879	1 861	1 280	65	63	30	1 944	1 924	1 310
N6: Engineering Studies	6 237	5 955	2 939	10 532	9 973	4 986	16 769	15 928	7 925
N6: Farming Management	106	105	36	129	128	40	235	233	76
N6: Financial Management	4 829	4 758	1 987	2 106	2 062	923	6 935	6 820	2 910
N6: Hospitality And Catering Services	766	758	362	254	252	93	1 020	1 010	455
N6: Human Resources Management	6 368	6 262	2 537	2 471	2 436	966	8 839	8 698	3 503
N6: Legal Secretary	6	6	2	2	2	1	8	8	3
N6: Management Assistant	4 588	4 504	2 099	959	933	417	5 547	5 437	2 516
N6: Marketing Management	2 374	2 347	892	1 573	1 555	551	3 947	3 902	1 443
N6: Medical Secretary	0	0	0	0	0	0	0	0	0
N6: Popular Music: Composition	0	0	0	0	0	0	0	0	0
N6: Popular Music: Performance	9	7	4	15	9	2	24	16	6
N6: Popular Music: Studio Work	4	4	3	17	15	9	21	19	12
N6: Public Management	1 817	1 788	709	829	811	337	2 646	2 599	1 046
N6: Public Relations	683	665	168	230	227	52	913	892	220
N6: Tourism	569	561	265	244	241	117	813	802	382
Total	**36 439**	**35 625**	**15 033**	**22 195**	**21 389**	**9 363**	**58 634**	**57 014**	**24 396**

Source: National Examinations Database, November 2014.

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 2014 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2014 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2014 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2014.

Note 3: "Number Wrote" refers to the number of students who wrote the 2014 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2014 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 2014.

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 2014 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 2014.

Table 32 shows that in Public TVET Colleges in 2014, almost 59 000 students registered for examinations for the Report 190/1 N6 part-qualification of whom the majority of students were female. Most female students registered for the Human Resources Management programme (6 368) followed closely by Engineering Studies and Business Management, whereas by far the majority of male students registered for the Engineering Studies programme (10 532) followed by the Business Management, Human Resources Management and Financial Management programmes respectively. Consequently most of the Report 190/1 N6 students (male and female) registered for and wrote and completed the Engineering Studies programme followed by the Human Resources Management and Business Management programmes. While the highest number of Report 190/1 N6 students also completed the Engineering Studies and Human Resources Management programmes, more students completed the Financial Management (2 910) and Management Assistant (2 516) programmes (with a smaller number that registered and wrote) when compared to Business Management which registered 8 588 students of whom candidates 8 356 wrote and only 2 388 completed the programme.

The Legal Secretary, Popular Music: Studio Work and Popular Music: Performance programmes were least popular among both female and male students, while male students also showed little interest in the Clothing Production and Educare programmes. Consequently the lowest number of Report 190/1 N6 students per gender also registered for, wrote and completed the Legal Secretary programme which registered 8 students of which 8 wrote and only 3 completed the programme.

A significant number of the Report 190/1 N6 students who, irrespective of programme and gender, wrote and were eligible to complete a qualification during the 2014 academic year did not successfully complete an N6 programme.

4.3 PRIVATE COLLEGES (EX PRIVATE FET COLLEGES)

4.3.1 Introduction

The information reflected in this section is derived from Private Colleges (Ex Private FET Colleges) that are registered with the Department and have responded to the departmental survey. It includes statistics on headcount enrolment per qualification category and gender. Staffing is reflected by staff category and gender.

In 2014, there were 291 Private Colleges registered with the Department. However, only 284 Private Colleges responded to the survey sent to them by the Department. Therefore, the data provided below needs to be read in this context.

The information provided hereunder, provides an insight into the contribution of Private Colleges delivery to the system as a whole while the examination data reveals interesting information related to their performance in the system.

4.3.2 Overview of Private Colleges (Ex Private FET Colleges) sector by province

Table 33: Number of students and lecturers in Private Colleges (Ex Private FET Colleges), by province, in 2014

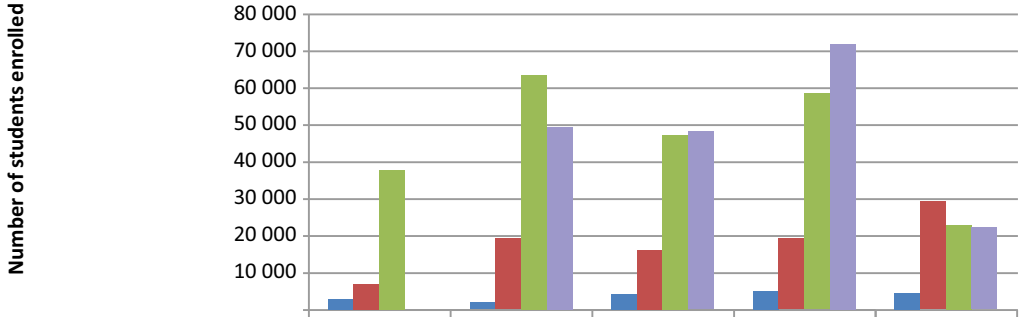
Province	Lecturers	Students
Eastern Cape	86	8 976
Free State	63	3 766
Gauteng	620	34 611
KwaZulu-Natal	293	15 213
Limpopo	63	4 113
Mpumalanga	79	3 754
Northern Cape	16	723
North West	13	239
Western Cape	389	7 600
National	**1 622**	**78 995**

Source: Private_Annual_2014_20151109_Final.

Table 33 shows that in 2014, there was a total of 1 622 lecturers and 78 995 students in Private Colleges. Gauteng contributed the largest proportion of both lecturers 620 (38%) and students 34 611 (44%), and North West contributed the smallest proportion of lecturers (13) and 239 students.

4.3.3 Enrolment in Private Colleges (Ex Private FET Colleges)

Figure 11: Number of students enrolled in Private Colleges (Ex Private FET Colleges), by qualification category, from 2010 to 2014



	2010	2011	2012	2013	2014
NC(V)	2 615	1 816	4 181	5 012	3 928
Report 191	6 685	19 524	16 127	19 467	29 700
Occupational Qualifications	37 582	63 394	47 156	58 400	23 128
Other		49 712	48 122	71 753	22 329

Sources:
Statistics on Post-School Education and Training in South Africa (2010, 2011, 2012, 2013).
Private_Annual_2014_20151109_Final.
Note 1: NC(V) refers to the National Certificate (Vocational).
Note 2: Report 191 refers to the NATED programmes, N1 to N6.
Note 3: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning, and consisting of knowledge unit standards, practical unit standards and work experience unit standards.
Note 4: "Other" in Colleges refers to all other skills development and short courses.

Figure 11 indicates that Occupational Qualifications had the largest number of enrolled students in Private Colleges from 2010 to 2011; in 2012 and 2013 academic years the Other qualification had the highest number of learner enrolment, and in 2014 the Report 191 had the highest number of students enrolment.

The largest and the only positive change in the number of students enrolment in the 2014 academic year was for Report 191 qualification, for which students enrolment increased from 19 467 in 2013 to 29 700 in 2014, while enrolments for NC(V), Occupational Qualifications and Other qualifications decreased.

Table 34: Number of students enrolled in Private Colleges (Ex Private FET Colleges), by qualification category and gender, in 2014

Qualification Category	Female	Male	Total
NC(V) Levels 2-4	1 815	2 113	**3 928**
Report 191 (N1-N3)	4 806	10 047	**14 853**
Report 191 (N4-N6)	6 620	8 227	**14 847**
Occupational Qualifications	14 467	8 661	**23 128**
Other	10 599	11 640	**22 239**
Total	**38 307**	**40 688**	**78 995**

Source: Private_Annual_2014_20151109_Final.
Note 1: NC(V) refers to the National Certificate (Vocational).
Note 2: Report 191 refers to the NATED programmes, N1 to N6.
Note 3: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning, and consisting of knowledge unit standards, practical unit standards and work experience unit standards.
Note 4: "Other" in Colleges refers to all other skills development and short courses.

Table 34 shows that male enrolment in Private Colleges was the highest with 40 688 students compared with 38 307 enrolled female students. The proportion of enrolled males is greater than that of enrolled females in most of the qualification categories except Occupational Qualifications. Moreover, the gender proportion variance was greatest in the Report 191 (N1-N3) category with the enrolment of males (10 047) greater than that of females (4 806).

In respect of the enrolment distribution of the qualification categories, the numerical order remained the same for both genders, with an exception across the Report 191 levels. The largest proportion of students enrolled for both genders were for Occupational Qualifications followed by Other qualification types.

Table 35: Number of students in Private Colleges (Ex Private FET Colleges), by occupational programmes, in 2014

Number	Programmes for organising fields	Total
1	Agriculture and Nature Conservation	345
2	Business, Commerce and Management Studies	8 543
3	Communication Studies and Language	606
4	Culture and Arts	9
5	Education, Training and Development	4 666
6	Health Sciences and Social Services	4 244
7	Human and Social Studies	0
8	Law, Military Science and Security	779
9	Manufacturing, Engineering and Technology	3 054
10	Physical Planning and Construction	1 967
11	Physical, Mathematical, Computer and Life Sciences	2 358
12	Services	2 800
Reconciliation		-6 243
Total		23 128

Source: Private_Annual_2014_20151109_Final.

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

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

In 2014, the majority of students in Private Colleges (almost 8 600) had enrolled for Business, Commerce and Management Studies, while only 9 students were enrolled for Culture and Arts and no enrolment in Human and Social Studies.

4.3.4 Staffing in Private Colleges (Ex Private FET Colleges)

Table 36: Number of staff in Private Colleges (Ex Private FET Colleges), by category and gender, in 2014

Staff Category	Female	Male	Total
Management Staff	341	253	594
Lecturing Staff	730	892	1 622
Support Staff	1 125	607	1 732
Total	2 196	1 752	3 948

Source: Private_Annual_2014_20151109_Final.

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

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

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

Table 36 shows that in 2014 Private Colleges employed 3 948 persons, of whom 1 732 (44%) were employed as support staff, 1 622 (41%) as lecturing staff and 594 (15%) as management staff. Female staff only comprised a minority of the lecturing staff in contrast to a majority in the other two staff categories.

4.3.5 Examination results in Private Colleges (Ex Private FET Colleges)

Table 37: Number of students in Private Colleges (Ex Private FET Colleges) who registered, wrote and completed national qualifications, by qualification category and gender, in 2014

Qualification Category	Female			Male			Total registered	Total wrote	Total completed
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed			
Report 190/1 (N3)	12 569	12 295	4 507	20 778	20 171	7 864	**33 347**	**32 466**	**12 371**
Report 190/1 (N6)	6 119	5 909	2 051	6 019	5 755	2 624	**12 138**	**11 664**	**4 675**
NC(V) Level 4	400	337	151	244	192	63	**644**	**529**	**214**
Total	**19 088**	**18 541**	**6 709**	**27 041**	**26 118**	**10 551**	**46 129**	**44 659**	**17 260**

Source: National Examinations Database, November 2014.

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 2014 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the relevant examinations in 2014 and were eligible to complete the relevant qualifications during the 2014 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the relevant qualifications in 2014.

Note 3: "Number Wrote" refers to the number of students who wrote the relevant examinations in 2014 and were eligible to complete the relevant qualifications during the 2014 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the relevant qualifications in 2014.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2014 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the relevant qualifications in 2014.

Table 37 shows that just over 46 000 students registered for Report 190/1 (N3 and N6) and NC (V) Level 4 examinations in Private Colleges in 2014 of whom 44 659 wrote examinations and of those who wrote only 17 260 completed a qualification at a Private Colleges. The highest proportion of students registered for the Report 190/1 N3 part-qualification followed by the Report 190/1 N6 part-qualification. In comparison the number of students who registered for, wrote and completed the NC (V) Level 4 qualification was significantly lower than for the Report 190/1 N3 and N6 part-qualifications.

Overall more male than female students registered for and wrote examinations, and consequently more male than female students completed the different qualification types. The trend for the number of students who registered, wrote and completed Report 190/1 N3 and N6 qualifications differed between the two genders with male students outnumbering the female students for N3 and females outnumbering the males for N6, except for the number completed on N6. The number of female students who registered, wrote and completed NC (V) Level 4 exceeded that of the male students. A significantly large number of students who, irrespective of qualification type and gender, wrote and were eligible to complete a qualification during the 2014 academic year did not successfully complete the relevant qualification.

Table 38: Number of students in Private Colleges (Ex Private FET Colleges) who registered, wrote and completed NC (V) qualifications, by level, in 2014

Qualification	Number registered	Number wrote	Number completed	Completion rate (%)
NC(V) Level 2	2 350	1 326	525	39.6
NC(V) Level 3	1 387	1 067	485	45.5
NC(V) Level 4	644	529	214	40.5
Total	4 381	2 922	1 224	41.9

Source: National Examinations Database, November 2014.

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 2014 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2014 NC(V) Levels 2-4 examinations and were eligible to complete an NC (V) qualification during the 2014 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 2014.

Note 3: "Number Wrote" refers to the number of students who wrote the 2014 NC(V) Levels 2 – 4 examinations and were eligible to complete an NC (V) qualification during the 2014 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 2014.

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 2014 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 2014.

Note 5: "Completion rate" refers to the number of students who successfully completed an NC (V) qualification in the 2014 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 2014.

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

Table 38 shows that in Private Colleges in 2014, the average completion rate for NC (V) Level 2 to 4 was 39.6% for Level 2, 45.5% for Level 3 and 40.5% for Level 4 indicating that Level 3 students performed better than those on Level 2 and 4. The largest proportion of students registered for and wrote examinations for the NC (V) Level 2 qualification and the lowest on Level 4. Consequently more NC (V) Level 2 students completed the qualification when compared with Level 3 and 4. A significant number of students who, irrespective of level, wrote and were eligible to complete a qualification during the 2014 academic year did not successfully complete an NC (V) qualification.

Table 39: Number of students in Private Colleges (Ex Private FET Colleges) who registered, wrote and completed the Report 190/1 N1-N3 part-qualifications for Engineering Studies, by level, in 2014

Programe	Number registered	Number wrote	Number completed	Completion rate (%)
Report 190/1 N1	10 047	8 981	4 972	55.4
Report 190/1 N2	21 479	20 653	8 461	41.0
Report 190/1 N3	33 347	32 466	12 371	38.1
Total	64 873	62 100	25 804	41.6

Source: National Examinations Database, November 2014.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 1901 part-qualification during the 2014 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2014 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2014 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 2014.

Note 3: "Number Wrote" refers to the number of students who wrote the 2014 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2014 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 2014.

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 2014 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 2014.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N1-N3 part-qualification in the 2014 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 2014.

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 2014 academic year.

Table 39 shows that in Private Colleges in 2014, the average completion rate for Report 190/1 N1 to N3 Engineering Studies was 55.4% for N1, 41.0% for N2 and 38.1% for N3 indicating that N1 students performed significantly better than those on N2 and N3. The largest proportion of students registered for and wrote examinations for the N3 part-qualification and the lowest on N1. Consequently more N3 students completed the part-qualification when compared with N1 and N2. A significant number of students who, irrespective of level, wrote and were eligible to complete qualification during the 2014 academic year did not successfully complete an N part-qualification.

Table 40: Number of students in Private Colleges (Ex Private FET Colleges) who registered, wrote and completed the Report 190/1 N4 to N6 part-qualifications for Engineering Studies, by level, in 2014

Programe	Number registered	Number wrote	Number completed	Completion rate (%)
Report 190/1 N4	17 004	16 495	7 892	**47.8**
Report 190/1 N5	9 954	9 357	5 218	**55.8**
Report 190/1 N6	6 423	6 147	3 091	**50.3**
Total	**33 381**	**31 999**	**16 201**	**50.6**

Source: ***National Examinations Database, November 2014.***

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 2014 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2014 Report 190/1 N6 examinations and were eligible to complete a Report 191 N6 part-qualification during the 2014 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2014.

Note 3: "Number Wrote" refers to the number of students who wrote the 2014 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2014 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 2014.

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 2014 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 2014.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N6 part-qualification in the 2014 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 2014.

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 2014 academic year.

Table 40 shows that in Private Colleges in 2014, the average national completion rate for Report 190/1 N4 to N6 Engineering Studies was 47.8% for N4, 55.8% for N5 and 50.3% for N6 indicating that the N5 students performed better than those on N4 and N6. The largest proportion of students registered for and wrote examinations for the N4 part-qualification and the lowest on N6. Consequently more N4 students completed the part-qualification when compared with N5 and N6. A significant number of the N4 to N6 Engineering Studies students who, irrespective of level, wrote and were eligible to complete a qualification during the 2014 academic year did not successfully complete a qualification an N part-qualification.

Table 41: Number of students in Private Colleges (Ex Private FET Colleges) who registered, wrote and completed the Report 190/1 N4-N6 part-qualifications for Business Studies, by level, in 2014

Qualification	Number registered	Number wrote	Number completed	Completion rate (%)
Report 190/1 N4	18 399	15 713	4 653	**29.6**
Report 190/1 N5	8 718	8 161	2 464	**30.2**
Report 190/1 N6	5 715	5 517	1 584	**28.7**
Total	**32 832**	**29 391**	**8 701**	**29.6**

Source: National Examinations Database, November 2014.

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 2014 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2014 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2014 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 2014.

Note 3: "Number Wrote" refers to the number of students who wrote the 2014 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2014 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 2014.

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 2014 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 2014.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2014 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 2014.

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 2014 academic year.

Table 41 shows that in Private Colleges in 2014, the average national completion rate for Report 190/1 N4 to N6 Business Studies was 29.6% for N4, 30.2% for N5 and 28.7% for N6 indicating that N5 students performed slightly better than those on N4 and N6. The largest proportion of students registered for and wrote examinations for the N4 part-qualification and the lowest on N6. Consequently more N4 students completed the part-qualification when compared with N5 and N6. A significant number of the N4 to N6 Business Studies students who, irrespective of level, wrote and were eligible to complete a qualification during the 2014 academic year did not successfully complete a qualification an N part-qualification.

Table 42: Number of students in Private Colleges (Ex Private FET Colleges) who registered, wrote and completed the in NC (V) Level 4 qualification, by programme and gender, in 2014

NC(V) Level 4 Programme	Female			Male			Total registered	Total wrote	Total completed
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed			
L4: Civil Engineering and Building Construction	1	1	0	0	0	0	1	1	0
L4: Education and Development	14	13	11	0	0	0	14	13	11
L4: Electrical Infrastructure Construction	2	2	0	3	3	0	5	5	0
L4: Engineering and Related Design	0	0	0	0	0	0	0	0	0
L4: Finance, Economics and Accounting	4	4	0	5	3	0	9	7	0
L4: Hospitality	3	2	0	1	1	0	4	3	0
L4: Information Technology and Computer Studies	24	19	0	37	30	0	61	49	0
L4: Management	42	34	7	22	19	7	64	53	14
L4: Marketing	28	22	4	26	19	4	54	41	8
L4: Office Administration	175	152	80	39	27	6	214	179	86
L4: Primary Agriculture	0	0	0	4	4	0	4	4	0
L4: Safety in Society	90	73	43	98	80	44	188	153	87
L4: Tourism	17	15	6	9	6	2	26	21	8
Total	400	337	151	244	192	63	644	529	214

Source: National Examinations Database, November 2014.

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 2014 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2014 NC (V) Level 4 examinations and were eligible to complete an NC (V) qualification during the 2014 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 2014.

Note 3: "Number Wrote" refers to the number of students who wrote the 2014 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2014 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC (V) Level 4 qualification in 2014.

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 2014 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 2014.

Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2014 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 2014.

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

Table 42 shows that in Private Colleges in 2014, a total of 644 students registered for examinations for the NC (V) Level 4 qualification of whom the majority of students were female.

Most female students registered for the Office Administration programme (175) followed by the Safety in Society (90) and Management (42) programmes, whereas the majority of male students registered for the Safety in Society programme (98) followed by the Office Administration (39) and Information Technology and Computer Studies (37) programmes respectively. Consequently most of the NC (V) Level 4 students registered for and wrote the Office Administration programme followed by the Safety in Society programme. However, the number of NC (V) Level 4 students who completed the Office Administration (86) was comparable with that of the Safety in Society (87) programme despite a slightly higher number of students who registered for and wrote the Office Administration.

The Civil Engineering and Building Construction, Primary Agriculture, Hospitality and Electrical Infrastructure Construction programmes were least popular among both female and male students, with none of the NC (V) Level 4 students (male or female) showing an interest in the Engineering and Related Design programme. Consequently the lowest number of NC (V) Level 4 students per gender also registered for and wrote the four mentioned programmes and no students completed any of these programmes. Similarly, none of the students who registered for and wrote the Civil Engineering and Building Construction, Finance, Economics and Accounting and Information Technology and Computer Studies programmes completed these NC (V) Level 4 programmes.

A significant number of the NC (V) Level 4 students who, irrespective of programme and gender, wrote and were eligible to complete a qualification during the 2014 academic year did not successfully complete a Level 4 programme.

Table 43: Number of students in Private Colleges (Ex Private FET Colleges) who registered, wrote and completed the Report 190/1 N6 part-qualifications, by programme and gender, in 2014

Report 190/1 N6 Programmes	Female			Male			Total registered	Total wrote	Total completed
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed			
N6: Art and Design	0	0	0	6	6	4	6	6	4
N6: Business Management	354	339	96	199	188	63	553	527	159
N6: Clothing Production	6	6	1	2	1	0	8	7	1
N6: Educare	307	305	56	94	93	7	401	398	63
N6: Engineering Studies	2 068	1 995	954	4 355	4 152	2 137	6 423	6 147	3 091
N6: Farming Management	4	4	1	4	4	3	8	8	4
N6: Financial Management	388	372	105	176	166	51	564	538	156
N6: Hospitality and Catering Services	45	45	12	11	11	6	56	56	18
N6: Human ResourcesManagement	1 001	964	276	440	422	150	1 441	1 386	426
N6: Legal Secretary	52	49	31	4	4	2	56	53	33
N6: Management Assistant	427	403	124	65	61	18	492	464	142
N6: Marketing Management	298	296	73	189	186	46	487	482	119
N6: Medical Secretary	22	21	4	2	2	0	24	23	4
N6: Popular Music: Performance	0	0	0	0	0	0	0	0	0
N6: Popular Music: Studio Work	1	0	0	6	2	1	7	2	1
N6: Public Management	805	795	234	310	306	101	1 115	1 101	335
N6: Public Relations	234	209	45	83	78	15	317	287	60
N6: Tourism	107	106	39	73	73	20	180	179	59
Total	6 119	5 909	2 051	6 019	5 755	2624	12 138	11 664	4 675

Source: National Examinations Database, November 2014.

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 2014 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2014 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2014 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2014.

Note 3: "Number Wrote" refers to the number of students who wrote the 2014 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2014 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 2014.

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 2014 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 2014.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N6 part-qualification in the 2014 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 2014.

Table 43 shows that in Private Colleges in 2014, over 12 000 students registered for examinations for the Report 190/1 N6 part-qualification of whom the small majority of students were female. Most female students registered for the Engineering Studies programme (2 068) followed by the Human Resource Management (1 001) and Public Management (805) programmes, whereas by far the majority of male students registered for the Engineering Studies programme (4 355) distantly followed by the Human Resources Management and Public Management programmes respectively. Consequently most of the Report 190/1 N6 students (male and female) registered for, wrote and completed the Engineering Studies programme followed by the Human Resources Management and Public Management programmes.

The Popular Music: Studio Work, Farming Management and Clothing Production programmes were least popular among both female and male students, while female students showed no interest in Art and Design and male students showed little interest in the Art and Design, Legal Secretary and Medical Secretary programmes. Consequently the lowest number of Report 190/1 N6 students per gender also registered for, wrote and completed the mentioned programmes.

While the number registered for and wrote for Report 190/1 N6 is comparable per gender, the male students performed better than the female students with 2 624 male students completing an N6 programme compared with the 2 051 female students who did likewise. A significant number of the Report 190/1 N6 students who, irrespective of programme and gender, wrote and were eligible to complete a qualification during the 2014 academic year did not successfully complete an N6 programme.

5. PUBLIC AND PRIVATE ADULT EDUCATION AND TRAINING (AET) CENTRES

5.1 OVERVIEW OF PUBLIC AND PRIVATE AET CENTRES

The administration of the *Adult Education and Training Act, 2000 (Act No. 52 of 2000)* and the *Continuing Education and Training Act, 2006 (Act No. 16 of 2006)* was transferred to the Minister of Higher Education and Training, through Proclamation No. 44 of 2009 which was published in Government Gazette No. 32367 of 1 July 2009. This is the year when the old Department of Education (DoE) was separated into the Department of Basic Education and the Department of Higher Education and Training.

The finalisation of the transfer had to be legislated, in the form of an Act of Parliament. The legislative responsibility for the Adult Education and Training (AET) sector was transferred to the Minister of Higher Education and Training (DHET) through the *Higher Education and Training Amendment Laws Act, 2010 (Act No. 25 of 2010)*.

The Public Adult Learning Centres provide formal, general education and training programmes to adult learners and out-of-school youth who have not completed Grade 9 in terms of the school sector. Though some Adult Learning Centres offer informal skills training programmes, this has not been in the main. Most of the short courses or informal programmes are usually offered by the Private Adult Education and Training Centres.

The implications of the Continuing Education and Training Act, 2006 are to repeal the Adult Education and Training Act, 2000. This implies that the Continuing Education and Training Act, 2006 will be the legislation governing the new landscape of Community Education and Training Colleges, beginning April 2015, thus replacing the Public Adult Learning Centres by absorbing them into Administrative Centres while at the same time merging some and renaming those Community Learning Centres.

The responsibility for the administration, management and governance of the centres will be the responsibility of the Minister of Higher Education and Training as a result of the shifting of the function of Adult Education and Training to the Department of Higher Education and Training on 01 April 2015.

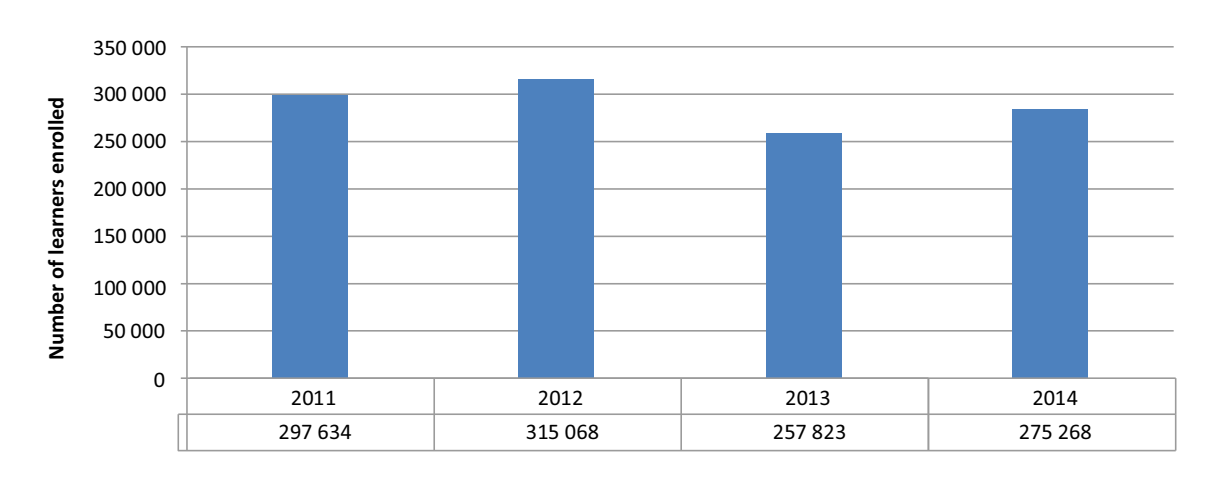
Beyond 01 April 2015, private centres will no longer exist in legislation. All private institutions providing adult education and training programmes will be required to register in line with the *Continuing Education and Training Act, 2006 (Act No. 16 of 2006)* as private colleges. A two year transitional arrangement will be in place for private centres to comply with the requirements for registering as private colleges.

This report references AET centres because it publishes 2014 data that was collected before 01 April 2015.

IMPORTANT NOTE:

In 2014, Data was collected from the erstwhile Public and Private Adult Education and Training Centres. In 2015, Data will be collected from Community Education and Training Colleges and Private Colleges offering qualifications of the erstwhile Private FET Colleges and Private Adult Education and Training Centres.

Figure 12: Number of learners enrolled in Public and Private AET Centres, from 2011 to 2014



Sources:
Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013).
AET_Annual_2014_20151112.

Figure 12 shows that there were 275 268 learners enrolled in both Public and Private AET centres, there was an increase of 17 445 learners, from 257 823 in 2013 to 275 268 in 2014.

Table 44: Learner enrolment in Public and Private AET Centres by institutional type and level, in 2014

Type	ABET Level 1	ABET Level 2	ABET Level 3	ABET Level 3 (NQF Level 1)	Grade 10 (NQF Level 2)	Grade 11 (NQF Level 3)	Grade 12 (NQF Level 4)	Other/ Skills Development	Total
Public Adult Education and Training Centres	14 103	21 089	26 163	114 780	176	855	80 214	5 300	**262 680**
Private Adult Education and Training Centres	1 033	1 148	1 280	1 984	28	6	1 746	335	**7 560**
Not Declared	463	652	816	2 714	0	30	289	64	**5 028**
Total	**15 599**	**22 889**	**28 259**	**119 478**	**204**	**891**	**82 249**	**5 699**	**275 268**
Percentage	**5.7**	**8.3**	**10.3**	**43.4**	**0.1**	**0.3**	**29.9**	**2.1**	**100**

Source: AET_Annual_2014_20151112.
Note 1: As a result of rounding off, percentages may not necessarily add up.
Note 2: "Not Declared" refers to surveys not indicating whether public or private AET Centres.

Table 44 shows that of the 275 268 learners enrolled at AET centres, 262 680 (95%) were enrolled in Public AET centres, and 7 560 (3%) in Private AET Centres.

In 2014, the majority (114 780) of learners enrolled in Public AET centres were in ABET Level 4, and in Private AET centres, the majority were also enrolled for the ABET Level 4.

5.2 ADULT EDUCATION AND TRAINING (AET) CENTRES

5.2.1 Introduction

Public Adult Education and Training (AET) Centres are located mainly in the townships and rural areas of South Africa. Almost all public Adult Education and Training Centres utilise schools for provision of their programmes. Public Adult Education and Training (AET) Centres are established at provincial levels by respective provinces (Provincial Education Departments-PEDs). The PEDs are responsible for all the funding and support of the AET Centres in all respects, including the establishment of additional AET Centres.

Registration of the Private AET Centres is done with provincial PEDs as provided in terms of Section 27 of the Adult Education and Training Act, 2000 (Act No. 52 of 2000), as repealed by the Continuing Education and Training Act, 2006 (Act No. 16 of 2006).

5.2.2 Overview of AET Centres

Table 45: Number of learners, educators and institutions in Public AET Centres, by province, in 2014

Province	Institutions	Educators	Learners
Eastern Cape	278	3 311	33 644
Free State	121	690	11 884
Gauteng	46	2 577	96 282
KwaZulu-Natal	426	3 037	26 024
Limpopo	304	1 535	21 569
Mpumalanga	233	1 659	21 018
Northern Cape	288	1 436	22 286
North West	33	70	1 060
Western Cape	99	1 132	28 913
National	**1 828**	**15 447**	**262 680**

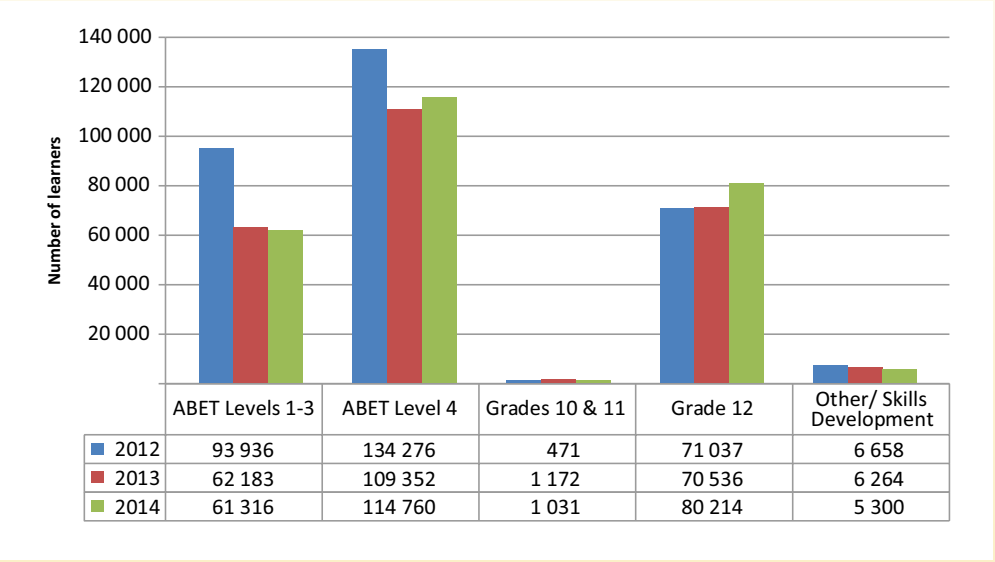
Source: AET_Annual_2014_20151112.

Table 45 shows that in 2014, there was a total of 1 828 institutions, 15 447 educators and 262 680 learners in Public AET centres. On average, there were 17 educators and 144 learners per institution.

KwaZulu-Natal contributed the largest proportion of institutions and educators, while Gauteng had the largest proportion of learners, 96 282. Northern Cape contributed the smallest proportion of institutions, educators and learners.

5.2.3 Enrolment in AET Centres

Figure 13: Number of learners in Public AET Centres, by programme, from 2012 to 2014



	ABET Levels 1-3	ABET Level 4	Grades 10 & 11	Grade 12	Other/ Skills Development
2012	93 936	134 276	471	71 037	6 658
2013	62 183	109 352	1 172	70 536	6 264
2014	61 316	114 760	1 031	80 214	5 300

Sources:
Statistics on Post-School Education and Training in South Africa (2012, 2013).
AET_Annual_2014_20151112.

Figure 13 indicates that ABET Level 4 had the largest number of enrolled students in public AET centres from the 2012 to the 2014 academic years. This program had 114 760 students in the 2014 academic year, which was the highest compared with other programmes.

Table 46: Number of learners in Public AET Centres, by province and level, in 2014

Province	ABET Level 1	ABET Level 2	ABET Level 3	ABET Level 3 (NQF Level 1)	Grade 10 (NQF Level 2)	Grade 11 (NQF Level 3)	Grade 12 (NQF Level 4)	Other/ Skills Development	Total
Eastern Cape	2 518	4 578	4 953	20 931	78	20	7	559	**33 644**
Free State	255	709	1 522	6 090	2	1	3 291	14	**11 884**
Gauteng	2 130	2 249	3 896	22 397	0	687	62 150	2 773	**96 282**
KwaZulu-Natal	2 628	3 241	4 758	13 533	27	0	1 674	163	**26 024**
Limpopo	733	1 527	1 196	18 113	0	0	0	0	**21 569**
Mpumalanga	1 464	4 192	4 188	10 700	24	83	367	0	**21 018**
Northern Cape	1 800	2 756	3 513	11 668	0	0	1 507	1 042	**22 286**
North West	104	106	133	717	0	0	0	0	**1 060**
Western Cape	2 471	1 731	2 004	10 631	45	64	11 218	749	**28 913**
National	**14 103**	**21 089**	**26 163**	**114 780**	**176**	**855**	**80 214**	**5 300**	**262 680**
Percentage	**5.4**	**8.0**	**10.0**	**43.7**	**0.1**	**0.3**	**30.5**	**2.0**	**100**

Source: AET_Annual_2014_20151112.

Table 46 shows that in 2014, Gauteng contributed the largest proportion (96 282) of public AET centre enrolment, this province also had the largest proportion of Grade 11 and Grade 12 learner enrolment. Gauteng, Eastern Cape, and Limpopo had the largest proportion of learner enrolment in ABET Level 4 programmes, Eastern Cape also contributed the largest proportion of Grade 10 (78) and ABET level 3 (4 953) enrolment. Enrolment for Grade 10 level was lowest across all provinces, with four of the nine provinces having no learners enrolled for this level in public AET centres.

5.2.4 Staffing in Public AET Centres

Table 47: Number of staff in Public AET Centres, by province, staff category and gender, in 2014

Province	Management Staff Total			Educator Staff Total			Support Staff Total			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Eastern Cape	249	64	**313**	2 471	487	**2 958**	27	13	**40**	**2 747**	**564**	**3 311**
Free State	60	51	**111**	395	183	**578**	1	0	**1**	**456**	**234**	**690**
Gauteng	14	32	**46**	1 432	860	**2 292**	126	113	**239**	**1 572**	**1 005**	**2 577**
KwaZulu-Natal	310	77	**387**	1 930	694	**2 624**	18	8	**26**	**2 258**	**779**	**3 037**
Limpopo	401	75	**476**	851	184	**1 035**	20	4	**24**	**1 272**	**263**	**1 535**
Mpumalanga	178	31	**209**	1 256	185	**1 441**	7	2	**9**	**1 441**	**218**	**1 659**
Northern Cape	177	67	**244**	923	246	**1 169**	14	9	**23**	**1 114**	**322**	**1 436**
North West	14	1	**15**	45	10	**55**	0	0	**0**	**59**	**11**	**70**
Western Cape	89	69	**158**	474	371	**845**	73	56	**129**	**636**	**496**	**1132**
National	**1 492**	**467**	**1 959**	**9 777**	**3 220**	**12 997**	**286**	**205**	**491**	**11 555**	**3 892**	**15 447**
Percentage	**76.2**	**23.8**	**100**	**75.2**	**24.8**	**100**	**58.2**	**41.8**	**100**	**74.8**	**25.2**	**100**

Source: ***AET_Annual_2014_20151112.***

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

Note 2: "Management Staff" includes the centre manager of an AET Centre.

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

Table 47 shows that in 2014 public AET centres employed 15 447 persons, of whom (1 959) 13% were employed as Management staff, (12 997) 84% as Educator staff and (491) 3% as Support staff. Eastern Cape contributed the largest proportion (2 747) of the total female staff, while Gauteng contributed the largest proportion (1 005) of the total male staff.

Similarly, Limpopo contributed the largest proportion (401) of the total female management staff while the province of KwaZulu-Natal contributed the largest proportion of the male management staff. Northern Cape contributed no proportion of female Educator and Support staff while the province of Free State had 0 male support staff.

5.2.5 Examination results in Public AET Centres

Table 48: Number of learners in Public AET Centres who registered, wrote and completed the GETC-ABET Level 4 qualification, from 2011 to 2014

Year	Number registered	Number wrote	Number completed	Completion rate (%)
2011	107 780	39 856	13 924	**34.9**
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**

Sources:
Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013).
National Examinations Database, November 2014.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a GETC qualification during the 2011-2014 academic years.

Note 2: "Number Registered" refers to the number of students who registered for the 2011-2014 GETC-ABET Level 4 examinations and were eligible to complete a GETC-ABET qualification during the 2011-2014 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 2011-2014.

Note 3: "Number Wrote" refers to the number of students who wrote the 2011-2014 GETC-ABET Level 4 examinations and were eligible to complete a GETC-ABET qualification during the 2011-2014 academic years. This number excludes students who wrote individual subjects but who were not eligible to complete the GETC-ABET Level 4 qualification in 2011-2014.

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 2011-2014 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 2011-2014.

Note 5: "Completion rate" refers to the number of students who successfully completed a GETC-ABET qualification in the 2011-2014 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 2011-2014.

Table 48 shows that completion rates for the General Education and Training Certificate: Adult Basic Education and Training (GETC-ABET) Level 4 qualification across the past three academic years have remained stable despite the significant increase in the number registered for and wrote from the 2013 to the 2014 academic year. Just over 133 000 learners registered for examinations for the GETC-ABET Level 4 qualification in 2014 of whom 102 534 wrote the examinations and of those who wrote only 38 592 learners completed the qualification.

Table 49: Number of learners in Public AET Centres who registered, wrote and completed the GETC-ABET Level 4 qualification, by province, in 2014

Province	Number registered	Number wrote	Number completed	Completion rate %
Eastern Cape	14 488	10 151	4 655	**45.9**
Free State	7 336	5 749	2 345	**40.8**
Gauteng	18 895	14 671	5 358	**36.5**
KwaZulu-Natal	27 913	17 126	7 422	**43.3**
Limpopo	31 259	28 346	9 948	**35.1**
Mpumalanga	15 457	11 337	3 407	**30.1**
Northern Cape	2 403	1 910	564	**29.5**
North West	11 523	10 136	3 436	**33.9**
Western Cape	4 089	3 108	1 457	**46.9**
National	**133 363**	**102 534**	**38 592**	**37.6**

Source: National Examinations Database, November 2014.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a GETC qualification during the 2014 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2014 GETC-ABET Level 4 examinations and were eligible to complete a GETC-ABET qualification during the 2014 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 2014.

Note 3: "Number Wrote" refers to the number of students who wrote the 2014 GETC-ABET Level 4 examinations and were eligible to complete a GETC-ABET qualification during the 2014 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the GETC-ABET Level 4 qualification in 2014.

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 2014 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 2014.

Note 5: "Completion rate" refers to the number of students who successfully completed a GETC-ABET qualification in the 2014 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 2014.

Table 49 shows that in public AET Centres in 2014, the average national completion rate for the GETC-ABET Level 4 qualification was 37.6%. Western Cape (46.9%) performed best in the GETC-ABET Level 4 qualification followed closely by Eastern Cape (45.9%), KwaZulu-Natal (43.3%) and Free State (40.8%). Northern Cape achieved the lowest completion rate at (29.5%) which was comparable with the low completion rate of Mpumalanga (30.1%).

Limpopo recorded the highest number of learners who registered for, wrote and completed the GETC-ABET Level 4 qualification, while Northern Cape achieved the lowest number. A significant number of the learners who, irrespective of province, wrote and were eligible to complete the qualification during the 2014 academic did not successfully complete the GETC-ABET Level 4 qualification.

Table 50: Number of learners in Public AET Centres who registered, wrote and completed the GETC-ABET Level 4 qualification, by province and gender, in 2014

Province	Female				Male				Number registered	Number wrote	Number completed
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)			
Eastern Cape	11 878	8 395	3 939	**46.9**	2 610	1 756	716	**40.8**	**14 488**	**10 151**	**4 655**
Free State	5 139	4 161	1 807	**43.4**	2 197	1 588	538	**33.9**	**7 336**	**5 749**	**2 345**
Gauteng	11 622	9 160	3 664	**40.0**	7 273	5 511	1 694	**30.7**	**18 895**	**14 671**	**5 358**
KwaZulu-Natal	22 882	14 448	6 343	**43.9**	5 031	2 678	1 079	**40.3**	**27 913**	**17 126**	**7 422**
Limpopo	26 561	24 319	8 469	**34.8**	4 698	4 027	1 479	**36.7**	**31 259**	**28 346**	**9 948**
Mpumalanga	12 706	9 476	2 882	**30.4**	2 751	1 861	525	**28.2**	**15 457**	**11 337**	**3 407**
Northern Cape	1 750	1 406	391	**27.8**	653	504	173	**34.3**	**2 403**	**1 910**	**564**
North West	8 665	7 755	2 706	**34.9**	2 858	2 381	730	**30.7**	**11 523**	**10 136**	**3 436**
Western Cape	2 285	1 730	788	**45.5**	1 804	1 378	669	**48.5**	**4 089**	**3 108**	**1 457**
National	**103 488**	**80 850**	**30 989**	**38.3**	**29 875**	**21 684**	**7 603**	**35.1**	**133 363**	**102 534**	**38 592**

Source: National Examinations Database, November 2014.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a GETC qualification during the 2014 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2014 GETC-ABET Level 4 examinations and were eligible to complete a GETC-ABET qualification during the 2014 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 2014.

Note 3: "Number Wrote" refers to the number of students who wrote the 2014 GETC-ABET Level 4 examinations and were eligible to complete a GETC-ABET qualification during the 2014 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the GETC-ABET Level 4 qualification in 2014.

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 2014 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 2014.

Note 5: "Completion rate" refers to the number of students who successfully completed a GETC-ABET qualification in the 2014 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 2014.

Table 50 shows that in public AET Centres in 2014, over 133 000 students registered for examinations in the GETC-ABET Level 4 qualification of whom 102 534 wrote the examinations and of those who wrote 38 592 completed the qualification representing an overall completion rate of 37.6%. Overall, significantly more female than male learners registered for, wrote and completed the GETC-ABET Level 4 qualification. Similarly, the average national completion rate for the GETC-ABET Level 4 qualification was slightly higher for female learners (38.3%) than for male learners (35.1%).

The Eastern Cape achieved the highest completion rate for female learners followed closely by the Western Cape while the Western Cape achieved the highest completion rate for male learners followed by the Eastern Cape. The Northern Cape recorded the lowest completion rate for female learners followed by Mpumalanga and Mpumalanga achieved the lowest completion rate for male learners followed by Gauteng and North West.

Limpopo recorded the highest number of female learners who registered, wrote and completed the GETC-ABET Level 4 qualification, while Northern Cape achieved the lowest number. Limpopo recorded the highest number of female learners who registered, wrote and completed the GETC-ABET Level 4 qualification, while Northern Cape achieved the lowest number of female learners. Gauteng recorded the highest number of male learners who registered, wrote and completed the GETC-ABET Level 4 qualification, while Northern Cape achieved the lowest number of male learners.

The trend across the provinces indicates that more female learners registered for, wrote and completed the GETC-ABET Level 4 per province than did male learners. A significant number of GETC-ABET Level 4 learners who, irrespective of province and gender, wrote and were eligible to complete a qualification during the 2014 academic year, did not successfully complete a GETC-ABET Level 4 qualification.

Table 51: Number of learners in Public AET Centres Colleges who wrote and passed the GETC-ABET Level 4 learning areas, by content, in 2014

Learning Area Name	Number wrote	Number completed	Pass rate (%)
1. Ancillary Health Care	52 954	29 403	**55.5**
2. Applied Agriculture and Agricultural Technology	8 076	3 730	**46.2**
3. Arts And Culture	8 116	6 881	**84.8**
4. Early Childhood Development	17 595	14 944	**84.9**
5. Economics and Management Sciences	23 415	15 153	**64.7**
6. Human and Social Sciences	13 849	10 211	**73.7**
7. Inform. and Communication Technology	2 329	1 693	**72.7**
8. Life Orientation	68 597	47 907	**69.8**
9. Mathematical Literacy	71 104	41 846	**58.9**
10. Mathematics and Mathematical Sciences	7 258	2 887	**39.8**
11. Natural Sciences	12 160	4 471	**36.8**
12. Small Medium and Micro Enterprises	13 025	8 739	**67.1**
13. Technology	2 477	1 442	**58.2**
14. Travel and Tourism	23 385	16 572	**70.9**
15. Wholesale and Retail	3 520	2 203	**62.6**
Total	**327 860**	**208 082**	**63.5**

Source: National Examinations Database, November 2014.

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 2014 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 2014 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 2014 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 2014.

Table 51 shows that in public AET Centres in 2014, learners wrote examinations in all fifteen of the content learning areas comprising the GETC-ABET Level 4 qualification. Most of the learners wrote and passed Mathematical Literacy (71 104), followed by Life Orientation (68 597) and Ancillary Health Care (52 954). The lowest number of learners who wrote and passed a learning area was experienced in Information and Communication Technology (2 329) closely followed by Technology (2 477). Consequently the highest number of GETC-ABET Level 4 learners who passed the content learning areas were recorded in Life Orientation (47 907) and Mathematical Literacy (41 846), with the lowest being in Technology (1 442) and Information & Communication Technology (1 693).

The highest pass rate for GETC-ABET Level 4 content learning areas was achieved in both the Early Childhood Development (84.9%) and Arts and Culture (84.8%) learning areas followed by Human and Social Sciences (73.7%) and Information and Communication Technology (72.7%) and the lowest pass rate was recorded in Natural Sciences followed by Mathematics and Mathematical Science.

Table 52: Number of learners in Public AET Centres who wrote and passed the GETC-ABET Level 4 Learning Areas, by language, in 2014

Language Learning Area	Number wrote	Number completed	Pass rate (%)
1. Afrikaans	1 627	1 453	**89.3**
2. English	76 799	39 708	**51.7**
3. IsiNdebele	516	447	**86.6**
4. IsiXhosa	5 529	5 010	**90.6**
5. IsiZulu	7 874	7 308	**92.8**
6. Sepedi	7 068	5 914	**83.7**
7. Sesotho	1 030	846	**82.1**
8. Setswana	3 631	2 888	**79.5**
9. SiSwati	1 945	1 873	**96.3**
10. Tshivenda	1 789	1 715	**95.9**
11. Xitsonga	2 417	2 176	**90.0**
Total	**110 225**	**69 338**	**62.9**

Source: ***National Examinations Database, November 2014.***

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 2014 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 2014 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 2014 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 2014.

Table 52 shows that in public AET centres in 2014, learners wrote examinations in all eleven language learning areas comprising the GETC-ABET Level 4 qualification. Most of the learners wrote and passed English (76 799), followed by IsiZulu (7 874) and Sepedi (7 068). The lowest number of learners wrote and passed IsiNdebele (516).

Consequently the highest number of GETC-ABET Level 4 learners who passed language learning areas were recorded in English (39 708), IsiZulu (7 308) and Sepedi (5 914).

The highest pass rate for GETC-ABET Level 4 language learning areas was recorded in SiSwati (96.3%), followed closely by Tshivenda (95.9%) and IsiZulu (92.8%) and the lowest pass rate was recorded in English (51.7%) which was significantly lower than all other language learning area pass rates.

5.3 PRIVATE AET CENTRES

5.3.1 Introduction

By law, private AET Centres are required to be registered with the DHET, as provided in terms of Section 27 of the *Adult Education and Training Act, 2000 (Act No. 52 of 2000*). A private AET Centre could be defined as an institution or organization that has the following characteristics:

- It is independent from the state;
- It is wholly or partly owned and funded by an individual/s;
- It is regulated by an act of parliament;
- It determines its own governance and management arrangements; and
- It may be a profit or non-profit making organisation.

Qualifications offered by private AET Centres must be accredited by the relevant quality council, namely Umalusi.

5.3.2 Overview of Private AET Centres

Table 53: Number of learners, educators and institutions in Private AET Centres, by province, in 2014

Province	Institutions	Educators	Learners
Eastern Cape	2	23	278
Free State	3	15	194
Gauteng	9	111	2 820
KwaZulu-Natal	9	67	546
Limpopo	0	0	0
Mpumalanga	5	25	374
Northern Cape	4	20	346
North West	2	2	75
Western Cape	21	157	2 927
National	**55**	**420**	**7 560**

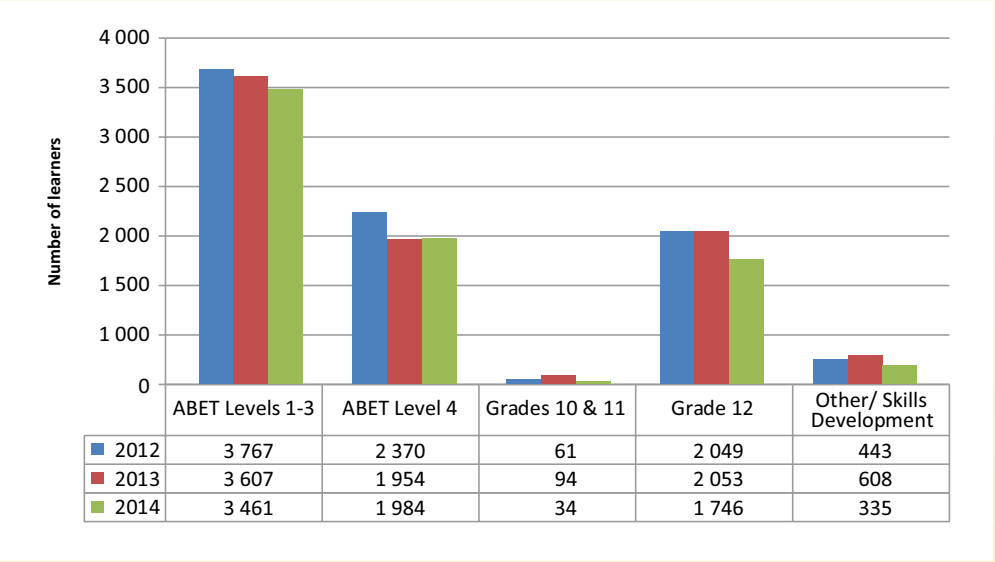
Source: AET_Annual_2014_20151112.

Table 53 shows that in 2014, there were a total of 55 institutions, 420 educators and 7 560 learners in Private AET centres. On average, there were 8 lecturers and 144 learners per institution.

Western Cape contributed the largest proportion of institutions (21), Educators (157) and Learners (2 927). Northern Cape and Eastern Cape contributed the smallest proportion of institutions (2), and Northern Cape also contributed the smallest proportion of Educators (2) and learners (75).

5.3.3 Enrolment in Private AET Centres

Figure 14: Number of learners in Private AET Centres, by programme, from 2012 to 2014



	ABET Levels 1-3	ABET Level 4	Grades 10 & 11	Grade 12	Other/ Skills Development
2012	3 767	2 370	61	2 049	443
2013	3 607	1 954	94	2 053	608
2014	3 461	1 984	34	1 746	335

Sources:
Statistics on Post-School Education and Training in South Africa (2012, 2013).
AET_Annual_2014_20151112.

Figure 14 indicates that ABET Levels 1-3 had the largest number of enrolled learners in private AET centres from the 2012 to the 2014 academic years. This programme's enrolment was 3 461 learners in the 2014 academic year, which contributed the highest proportion to the total private AET centre enrolment.

The largest decrease in the number of learners enrolled for the 2014 academic year compared with that of 2013 was for the Grade 10 programme, which was followed by a decrease in the enrolment of Other/Skills Development programme.

Table 54: Number of learners enrolled in Private AET Centres, by province and level, in 2014

Province	ABET Level 1	ABET Level 2	ABET Level 3	ABET Level 3 (NQF Level 1)	Grade 10 (NQF Level 2)	Grade 11 (NQF Level 3)	Grade 12 (NQF Level 4)	Other/ Skills Development	Total
Eastern Cape	5	17	0	256	0	0	0	0	**278**
Free State	0	21	15	113	0	0	45	0	**194**
Gauteng	235	295	351	407	8	1	1 340	183	**2 820**
KwaZulu-Natal	79	176	131	160	0	0	0	0	**546**
Limpopo	0	0	0	0	0	0	0	0	**0**
Mpumalanga	24	42	34	134	0	0	108	32	**374**
Northern Cape	36	51	86	145	0	0	0	28	**346**
North West	19	10	8	38	0	0	0	0	**75**
Western Cape	635	536	655	731	20	5	253	92	**2 927**
National	**1 033**	**1 148**	**1 280**	**1 984**	**28**	**6**	**1 746**	**335**	**7 560**
Percentage	**13.7**	**15.2**	**16.9**	**26.2**	**0.4**	**0.1**	**23.1**	**4.4**	**100**

Source: AET_Annual_2014_20151112

Table 54 shows that in 2014, Gauteng contributed the largest proportion (2 820) of private AET centre enrolment, this province also contributed the largest proportion of Other/Skills Development and Grade 12 levels. The Western Cape contributed the largest proportion of learner enrolment on all ABET levels.

5.3.4 Staffing in Private AET Centres

Table 55: Number of staff in Private AET Centres, by province, staff category and gender, in 2014

Province	Management Staff Total			Educator Staff Total			Support Staff Total			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Eastern Cape	2	0	**2**	19	2	**21**	0	0	**0**	**21**	**2**	**23**
Free State	3	1	**4**	8	3	**11**	0	0	**0**	**11**	**4**	**15**
Gauteng	3	6	**9**	37	44	**81**	7	14	**21**	**47**	**64**	**111**
KwaZulu-Natal	9	1	**10**	45	11	**56**	1	0	**1**	**55**	**12**	**67**
Limpopo	0	0	**0**	0	0	**0**	0	0	**0**	**0**	**0**	**0**
Mpumalanga	3	2	**5**	10	8	**18**	2	0	**2**	**15**	**10**	**25**
Northern Cape	2	1	**3**	11	6	**17**	0	0	**0**	**13**	**7**	**20**
North West	0	0	**0**	0	2	**2**	0	0	**0**	**0**	**2**	**2**
Western Cape	9	15	**24**	54	50	**104**	14	15	**29**	**77**	**80**	**157**
National	**31**	**26**	**57**	**184**	**126**	**310**	**24**	**29**	**53**	**239**	**181**	**420**
Percentage	**54.4**	**45.6**	**100**	**59.4**	**40.6**	**100**	**45.3**	**54.7**	**100**	**56.9**	**43.1**	**100**

Source: ***AET_Annual_2014_20151112.***

Note 1: The category "Management Staff" includes the centre manager of a centre.

Note 2: The category "Educator Staff" refers to a person who teaches, educates or trains a learner, or provides professional educational services, including professional therapy and educational psychology services, at a centre.

Note 3: The category "Support Staff" refers to all other staff members who are not teaching. This includes persons 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.

Table 55 shows that in 2014 private AET centres employed 420 persons, of whom 57 (14%) were employed as Management staff, 310 (74%) as Educator staff and 53 (13%) as Support staff. Western Cape contributed 80 (32%) of total male staff and 77 (44%) of total female staff. KwaZulu-Natal and Western Cape each contributed 9 (29%) of total female management staff, and again Western Cape contributed the highest for male management staff. Western Cape contributed the highest proportion of both the female and male educator staff.

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

6.1 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 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 (DHET) is responsible for the management of the SETAs' performance to ensure that the above functions are undertaken effectively. The Department is determined to realise the slogan of "together turning every workplace into a training space'' by ensuring that significant numbers of young people are able to access 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 in SETA-supported Learning programmes, namely, Learnerships, Internships and Skills Programmes.

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

Table 56: Number of workers and unemployed persons registered for and certificated in SETA-supported learning programmes, by programme type, from 2011/12 to 2014/15

Year	Registered				Certified			
	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	**176 298**	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**

Sources:
Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013).
SETA Quarterly Reports, 2014/15.
Note 1: The category "Learnerships" refers to a learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship.
Note 2: The category "Internships" refers to the structured work experience component of an occupational qualification registered by the Quality Council for Trades and Occupations (QCTO).
Note 3: The category "Skills Programmes" refers to a part-qualification as defined in the NQF Act.

Table 56 shows that the total number of workers and unemployed persons registered for and certificated in SETA-supported learning programmes in the 2014/15 financial year were approximately 227 800 and 151 000 respectively. In respect of the registered workers and unemployed persons, an increase of 51 500 was recorded from the 2013/14 financial year to the 2014/15 financial year, although a decline of roughly 3 600 occurred from the 2011/12 financial year to 2012/13 financial year. On the other hand, the number of workers and unemployed persons certificated in SETA-supported learning programmes has been increasing annually over the period 2011/12 financial year to the 2014/15 financial year.

In the 2014/15 financial year, a greater proportion of workers and unemployed persons were registered for and certificated in skills programmes followed by learnerships and then internship programmes. However, the learnership programmes and internship programmes reflects an increasing trend over the period 2011/12 financial year to 2014/15 financial year whilst the skills programmes encountered a decrease both in terms of registration (13 300) and certification (1 000) from 2011/12 financial year to 2012/13 financial year.

6.2.1 Workers registered for SETA-supported learning programmes

Table 57: Number of workers registered for SETA-supported learning programmes, by programme type, and SETA, in 2014/15

SETA	Learnerships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	650	1 162	179	800	1 282	160	**1 450**	**2 444**
BANKSETA	3 650	1 079	30	150	1 034	689	**3 800**	**2 113**
CATHSSETA	1 150	1 207	105	930	1 739	187	**2 080**	**2 946**
CETA	2 000	15	1	4 000	123	3	**6 000**	**138**
CHIETA	1 600	1 684	105	3 200	3 181	99	**4 800**	**4 865**
ETDP SETA	500	594	119	2 040	2 754	135	**2 540**	**3 348**
EWSETA	2 500	243	10	400	1 892	473	**2 900**	**2 135**
FASSET	685	396	58	24 065	22 121	92	**24 750**	**22 517**
FOODBEV	1 200	1 200	100	700	700	100	**1 900**	**1 900**
FP&M SETA	700	869	124	1 210	3 493	289	**1 910**	**4 362**
HWSETA	2 500	2 736	109	4 300	12 109	282	**6 800**	**14 845**
INSETA	1 000	1 117	112	3 700	5 441	147	**4 700**	**6 558**
LGSETA	3 500	2 864	82	5 000	4 384	88	**8 500**	**7 248**
MERSETA	700	3 771	539	700	3 304	472	**1 400**	**7 075**
MICT SETA	200	210	105	1 000	1 542	154	**1 200**	**1 752**
MQA	2 300	1 804	78	16 000	24 050	150	**18 300**	**25 854**
PSETA	500	192	38	1 000	845	85	**1 500**	**1 037**
SASSETA	1 520	1 474	97	4 500	5 287	117	**6 020**	**6 761**
SERVICES	0	1 336	-	2 900	791	27	**2 900**	**2 127**
TETA	1 500	1 328	89	1 000	4 752	475	**2 500**	**6 080**
W&RSETA	2 200	3 819	174	500	4 481	896	**2 700**	**8 300**
Total	**30 555**	**29 100**	**95**	**78 095**	**105 305**	**135**	**108 650**	**134 405**

Source: SETA Quarterly Reports, 2014/15.

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

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

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

Note 4: Dash (-) means that data is not available.

Table 57 shows that the total number of workers registered for SETA-supported learning programmes in the 2014/15 financial year were approximately 134 400. This figure reflects an inclusive overachievement of 25 750 in workers' registration from a target of 108 650. Skills programmes registrations were higher than learnership registrations as SETAs collectively registered approximately 105 300 workers and recorded an overachievement of 35% against the skills programmes whilst an underachievement of 5% for learnership programmes was recorded in the 2014/15 financial year.

The largest proportion of registration in the learnerships programmes is from MERSETA (539%) followed by AGRISETA (179%) and W&RSETA (174%). In respect of workers' registration in the skills programmes, W&RSETA registered the highest number of workers at 896% followed by BANKSETA (689%) and TETA (475%).

6.2.2 Workers certificated in SETA-supported learning programmes

Table 58: Number of workers certificated in SETA-supported learning programmes, by programme type, in 2014/15

SETA	Learnerships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	325	1 025	315	400	1 455	364	**725**	**2 480**
BANKSETA	1 756	534	30	113	245	217	**1 869**	**779**
CATHSSETA	500	506	101	2 430	2 251	93	**2 930**	**2 757**
CETA	1 800	532	30	3 600	21	1	**5 400**	**553**
CHIETA	800	1 626	203	1 600	1 795	112	**2 400**	**3 421**
ETDP SETA	360	0	0	3 824	557	15	**4 184**	**557**
EWSETA	2 500	986	39	400	1 142	286	**2 900**	**2 128**
FASSET	307	641	209	23 585	22 121	94	23 892	22762
FOODBEV	300	322	107	500	1 441	288	**800**	**1 763**
FP&M SETA	350	312	89	605	768	127	**995**	**1 080**
HWSETA	2 000	2 246	112	3 440	11 220	326	**5 440**	**13 466**
INSETA	600	165	28	2 820	2 225	79	3 420	2390
LGSETA	1 200	819	68	3 000	1 753	58	**4 200**	**2 572**
MERSETA	700	1 849	264	700	1 137	162	**1 400**	**2 986**
MICT SETA	100	100	100	500	950	190	**600**	**1 050**
MQA	2 200	2 101	96	10 000	27 572	276	**12 200**	**29 673**
PSETA	60	78	130	600	150	25	**660**	**228**
SASSETA	760	1 353	178	2 250	1 908	85	**3 010**	**3 261**
SERVICES	2 525	906	36	2 320	92	4	**4 845**	**998**
TETA	1 197	160	13	3 099	1 069	34	**4 296**	**1 229**
W&RSETA	1 240	2 424	195	300	2 664	888	**1 540**	**5 088**
Total	**21 580**	**18 685**	**87**	**66 086**	**82 536**	**124**	**87 706**	**101 221**

Source: SETA Quarterly Reports, 2014/15.

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

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

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

Note 4: Dash (-) means that data is not available.

Table 58 shows that the total number of workers certificated for SETA-supported learning programmes in the 2014/15 financial year was approximately 101 200, which reflects a collective overachievement of over 13 500 in workers' certification from a target of over 87 700. Skills programmes certification were higher than learnership certification, in absolute terms, as SETAs collectively certificated approximately 82 500 workers and recorded an overachievement of 24% against the skills programmes whilst an underachievement of 3% for learnership programmes was recorded in the 2014/15 financial year.

The largest proportion of registration in the learnerships programmes is from AGRISETA (315%) followed by MERSETA (264%). In respect to workers' certification in the skills programmes, W&RSETA certificated the highest number of workers at 888% followed by AGRISETA (364%) and HWSETA (326%).

6.2.3 Unemployed persons registered for SETA-supported learning programmes

Table 59: Number of unemployed persons registered for SETA-supported learning programmes, by programme type, in 2014/15

SETA	Learnerships			Internships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	700	1 237	56	250	136	54	860	2 951	343	**1 810**	**4 324**
BANKSETA	800	202	25	205	104	51	210	306	146	**1 215**	**612**
CATHSSETA	1 200	2 576	215	15	162	108	800	2 150	2 69	**2 392**	**4 888**
CETA	6 000	1 700	28	1 500	630	42	1 000	1 353	135	**8 500**	**3 683**
CHIETA	2 100	2 117	101	500	567	113	1 200	1 652	138	**3 800**	**4 336**
ETDP SETA	850	867	102	1 100	1 155	105	1 000	915	92	**2 950**	**2 937**
EWSETA	3 500	3 452	99	720	312	43	1 500	708	47	**5 720**	**4 472**
FASSET	3 370	3 279	97	1 305	1 197	92	4 930	4 694	95	9605	9 170
FOODBEV	1 200	1 200	100	350	282	81	0	0	0	**1 550**	**1 482**
FP&M SETA	1 040	2 528	243	250	401	160	550	1 346	245	**1 840**	**4 275**
HWSETA	2 500	2 546	102	400	489	122	1 500	2 075	138	**4 400**	**5 100**
INSETA	2 000	1 959	98	1 500	906	60	1 000	1 140	114	**4 500**	**4 005**
LGSETA	3 000	3 493	116	350	353	101	3 500	3 433	98	**6 850**	**7 279**
MERSETA	700	3 087	441	200	297	149	500	1 500	300	**1 400**	**4 884**
MICT SETA	3 076	3 824	124	2 110	2 190	104	1 550	2 040	132	**6 736**	**8 054**
MQA	1 200	1 112	93	900	674	75	4 000	2 380	60	**6 100**	**4 166**
PSETA	300	207	69	800	1 258	157	0	0	0	**1 100**	**1 465**
SASSETA	3 000	1 849	62	300	55	18	1 490	1 782	120	**4 790**	**3 686**
SERVICES	4 893	2 395	49	750	296	39	0	0	0	**5 643**	**2 691**
TETA	2 500	3 386	135	800	208	26	500	2 132	426	**3 800**	**5 726**
W&RSETA	1 400	5 815	415	300	334	111	0	18	0	**1 700**	**6 167**
Total	**45 329**	**48 831**	**108**	**14 740**	**12 006**	**81**	**26 090**	**32 575**	**125**	**86 401**	**43 402**

Source: SETA Quarterly Reports, 2014/15.

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

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

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

Table 59 shows that approximately 93 400 unemployed persons were registered for SETA-supported learning programmes in 2014. Of the 93 400 unemployed registered persons, over 48 000 were registered for learnerships, 32 575 were registered for a skills programme and 12 006 were registered in an internship programme through the SETA contractual system. Collectively, SETAs over-achieved by 25% and 8% with regard to the skills and learnership programmes respectively. In contrast, an under-achievement of 19% was recorded against the internship programmes.

6.2.4 Unemployed persons certificated in SETA-supported learning programmes

Table 60: Number of unemployed persons certificated in SETA-supported learning programmes, by programme type, in 2014/15

SETA	Learnerships			Internships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	350	1 086	310	125	94	75	430	2 948	686	**905**	**4 128**
BANKSETA	640	818	128	0	10	0	168	294	175	**808**	**1 122**
CATHSSETA	550	630	115	125	62	50	1 400	4 853	347	**2 075**	**5 545**
CETA	5 400	622	12	1 350	0	0	900	210	23	**7 650**	**832**
CHIETA	1 050	1 877	179	250	251	100	600	599	100	**1 900**	**2 727**
ETDP SETA	900	212	24	770	27	4	700	42	6	**2 370**	**281**
EWSETA	3 500	1 422	41	720	0	0	1 500	25	2	**5 720**	**1 447**
FASSET	2 123	3 273	154	585	465	79	2 490	1 667	67	**5 198**	**5 405**
FOODBEV	300	381	127	200	203	102	0	0	0	**500**	**584**
FP&M SETA	520	793	153	125	125	100	225	1 065	473	**870**	**1 983**
HWSETA	2 000	2 349	117	320	383	120	1 200	4 552	379	**3 520**	**7 284**
INSETA	1400	277	20	1 295	490	38	700	1 089	156	**3 395**	**1 856**
LGSETA	1 800	31	2	250	0	0	1 800	0	0	**3 850**	**31**
MERSETA	700	1 487	212	100	125	125	750	1 116	149	**1 550**	**2 728**
MICT SETA	1 500	1 906	127	250	332	133	950	1 100	116	**2 700**	**3 338**
MQA	1 000	726	73	550	117	21	10 000	2 486	25	**11 550**	**3 329**
PSETA	30	52	173	600	607	101	0	0	0	**630**	**659**
SASSETA	1 500	859	57	150	263	175	745	1 053	141	**2 395**	**2 175**
SERVICES	3 250	1 205	37	1 677	0	0	0	5	0	**4 927**	**1 210**
TETA	1 164	432	37	598	109	18	1 218	752	62	**2 980**	**1 293**
W&RSETA	840	1 768	210	0	0	0	0	67	0	**840**	**1 835**
Total	**30 517**	**22 206**	**73**	**10 040**	**3 663**	**36**	**25 776**	**23 923**	**93**	**66 333**	**49 792**

Source: SETA Quarterly Reports, 2014/15.

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

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

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

Table 60 shows the number of unemployed persons certificated in SETA-supported learning programmes by programme type in the 2014/15 financial year. The table reflects that more than 49 700 unemployed persons were certificated, of whom 48% (23 923) were certificated for skills programmes, 45% (22 206) were certificated for learnership programmes and the sundry certificated in internship programme through the SETA contractual system in the 2014/15 financial year. Collectively, SETAs did not meet their set targets in all three learning programmes offered to unemployed persons.

AGRISETA recorded the highest number of certification in the learnerships programmes at 310% followed by MERSETA (212%) and W&RSETA (210%). In respect of unemployed certification in the internships programmes, SASSETA certificated the highest number of workers at 175% followed by MICTSETA (133%) and MERSETA (125%).

The highest number of unemployed persons certificated in the skills programme were from the AGRISETA (686%) followed by FP&MSETA (473%) and HWSETA (379%).

6.3 ARTISANS

6.3.1 Introduction

The *Skills Development Act (RSA, 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 2013. 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

An individual has to follow several steps to be certified as an artisan. These 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 within South Africa. Artisan development has therefore been elevated as a priority area for skills development in the country. Government's National Development Plan indicates that by 2030 the country should be producing 30 000 qualified artisans per year. At present the country is producing on average 13 000 qualified artisans per year and so the number has to more than double in the next fifteen years leading up to 2030.

The two tables below provide data on the numbers of learners entering artisanal programmes, as well as those completing artisanal programmes, for the 2011/12 to 2014/15 financial years. They include information on the data that is reported by SETAs and INDLELA.

6.3.2 Learners entering artisanal learning programmes

Table 61: Number of learners entering artisanal learning programmes, by organisation, from 2011/12 to 2014/15

SETA	2011/12	2012/13	2013/14	2014/15
AGRISETA	96	70	116	244
CATHSSETA	563	662	312	840
CETA	1 849	579	1 342	2 104
CHIETA	2 541	1 989	1 694	2 164
EWSETA	1 046	1 316	390	507
FOODBEV	15	-	267	70
FP&M SETA	351	584	426	958
HWSETA	-	-	-	109
INDLELA	5 227	5 795	7 865	7 122
LGSETA	413	528	294	754
MERSETA	6 254	4 951	10 394	7 606
MQA	2 525	2 365	2 468	2 621
PSETA	78	53	2	48
SASSETA	-	516	385	539
SERVICES	2 104	984	968	761
TETA	1 019	711	538	1 579
W&RSETA	334	746	209	276
Total	**24 415**	**21 849**	**27 670**	**28 302**

Sources:
Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013).
National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2015.
Note 1: Dash (-) means that data is not available.
Note 2: An artisanal learning programme includes an apprenticeship, Learnership, skills programme, internship, cadetship or any other programme undertaken at the workplace, which is undertaken in preparation for an occupation that is part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012.
Note 3: An artisan is a person who has been certified as competent to perform a listed trade in accordance with the Skills Development Act.

Table 61 shows that the total number of learners entering artisanal learning programmes in the 2014/15 financial year were approximately 28 300. The figure reflects an increase of 630 in the number of learners entering artisanal learning programmes from the 2013/14 financial year to the 2014/15 financial year, although the figure decreased by 2 566 learners from 24 415 in the 2011/12 financial year to 21 849 in the 2012/13 financial year.

In the 2014/15 financial year, MERSETA recorded the highest number of persons who entered artisanal learning programmes (more than 7 600), followed closely by INDLELA which had close to 7 100 learners. However, MERSETA encountered a significant drop of more than 2 700 in the number of learners entering artisanal learning programmes from 10 300 to 7 600. PSETA (48 learners) and FOODBEV (70 learners) enrolled the lowest number of learners entering artisanal learning programmes.

6.3.3 Learners completing artisanal learning programmes

Table 62: Number of learners completing artisanal learning programmes by organisation, from 2011/12 to 2014/15

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

Sources:
Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013).
National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2015.
Note 1: Dash (-) means that data is not available.
Note 2: An artisanal learning programme includes an apprenticeship, Learnership, skills programme, internship, cadetship or any other programme undertaken at the workplace, which is undertaken in preparation for an occupation that is part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012.
Note 3: An artisan is a person who has been certified as competent to perform a listed trade in accordance with the Skills Development Act.

Table 62 shows that the total number of learners completing artisanal learning programmes in the 2014/15 financial year were more than 14 300. The figure reflects a decrease of more than 3 700 in the number of learners entering artisanal learning programmes from the 2013/14 financial year to the 2014/15 financial year, although the figure increased by more than 1 200 learners from approximately 14 000 in the 2011/12 financial year to more than 15 200 in the 2012/13 financial year.

In the 2014/15 financial year, MERSETA recorded the highest number of persons who completed artisanal learning programmes (more than 6 800), followed by INDLELA which had more than 3 100 learners. However, MERSETA encountered a drop of 653 in the number of learners completing artisanal learning programmes from 7 522 in the 2013/14 financial year to 6 869 in the 2014/15 financial year. CETA (5 learners) and HWSETA (8 learners) recorded the lowest number of learners completing artisanal learning programmes.

Table 63: Number of artisans certificated by SETAs and INDLELA, by economic sector, in 2014

SETA	Economic Sectors	Certificated
AGRISETA	Agriculture	190
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sport	-
CETA	Construction	479
CHIETA	Chemicals	572
ETDPSETA	Education & Training	-
EWSETA	Energy & Water	964
FOODBEV	Food Processing	2
FP&M SETA	Fibre Processing & Manufacturing	98
HWSETA	Health & Welfare	16
INDLELA	Non-SETA Candidates	4 983
LGSETA	Local Government	486
MERSETA	Manufacturing & Engineering	6 890
MICT SETA	Media, Information and Communication	-
MQA	Mining and Minerals	1 876
PSETA	National & Provincial Government	-
SASSETA	Safety & Security	12
SERVICES	Services Sector	1 685
TETA	Transport	1 028
W&RSETA	Wholesale & Retail SETA	-
Total		**19 281**

Source: ***National Artisan Development Support Center (NADSC) – National Artisan Recommendation for certification data management system, 2015.***

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

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

Table 63 shows that the total number of artisans certificated by SETAs and INDLELA in 2014 was more than 19 000. The figure reflects an increase of 4 000 in the number of artisans certificated from the 15 277 artisans from the preceding year. MERSETA certificated the highest number of artisans at 6 890 followed by INDLELA which certified 4 983 artisans.

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

7.1 INTRODUCTION

Public PSET institutions, namely Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) Colleges and Adult Education and Training (AET) centres are funded largely through public funds and student fees.

Public HEIs are funded directly by the Department of Higher Education and Training (DHET), while the processes of funding TVET Colleges are more complex, following the constitutional amendment to shift the function of the Colleges from the provincial sphere of government to the national sphere. In 2014, AET Centres were administered and funded by Provincial Education Departments (PEDs).

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 receive 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. On average for the system, these grants constitute 40% of the income of Universities. Universities generate other income from fees, research and donor funding, etc.

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 2013/14 and 2014/15 financial years, TVET Colleges received funding directly from the DHET in the form of subsidies, while PEDs received funding from the DHET 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. In the 2011/12 and 2012/13 financial years, the DHET transferred funds to PEDs, which in turn administered TVET Colleges.

Until 2014, public AET centres were funded and administered by PEDs through existing national and provincial budgeting processes.

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

Table 64: Funding for key post-school education and training institutions, from 2011/12 to 2014/15

Financial year	Public HEIs R'000	TVET Colleges R'000		Public AET Centres R'000	Total R'000
2011/12	19 354 159	**Subsidies**	0	n.a.	0
		Conditional Grants	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 Grants	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 Grants	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 Grants	2 631 346	n.a.	2 631 346
		Total	**5 817 173**	**1 927 300**	**31 899 566**
Share of total expenditure in 2014/15	**75.7%**		**18.2%**	**6.0%**	**100%**

Sources:
Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013).
National Treasury website.
Note 1: Amount for public HEIs reflects funds transferred directly by the DHET to HEIs.
Note 2: For the 2011/12 and 2012/13 financial years , the amount for 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 AET Centres reflects funds transferred from provincial education departments to AET Centres. The amount reflected for 2014/15 is the budgeted amount (and not the expenditure amount), since the final audited data for this sector have not yet been obtained at the date of publication.
Note 4: "n.a." means not applicable.
Note 5: Allocations above exclude NSFAS allocation.

Table 64 shows that over the period 2011/12 to 2014/15, a greater portion of the transfers and subsidies went to public higher education institutions. In 2014/15, a total of R24.2 billion was transferred and subsidised towards the HEIs as compared with R5.8 billion and R1.9 billion transferred to TVET Colleges and AET centres respectively. Thus, transfers to HEIs comprise about 75.7% of the total PSET expenditure while that to TVET Colleges and public AET centres constituted 18.2% and 6.0%, respectively.

7.3 NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS)

7.3.1 Introduction

NSFAS is mandated to provide financial assistance in the form of loans and bursaries to eligible students at public higher education institutions. Eligible students are students who do not have the financial means to fund their studies at public higher education institutions and TVET Colleges.

The functions of National Student Financial Aid Scheme (NSFAS) in terms of Section 4 of the *NSFAS Act (Act No. 56 of 1999)* are:

a) to allocate funds for loans and bursaries to eligible students;

b) to develop criteria and conditions for the granting of loans and bursaries to eligible students in consultation with the Minister;

c) to raise funds as contemplated in section 14 (1) of the N*ational Student Financial Aid Scheme Act (Act No. 56 of 1999)*;

d) to recover loans;

e) to maintain and analyse a database and undertake research for the better utilisation of financial resources;

f) to advise the Minister on matters relating to student financial aid; and

g) to perform other functions assigned to it by the NSFAS Act or by the Minister.

7.3.2 NSFAS beneficiaries and amount provided

Table 65: Number of students who have received loans/bursaries from the NSFAS and the amount provided, by sub-sector, from 2011 to 2014

Year	Public HEIs		TVET Colleges		Total		Percentage change on amount provided
	Number of students	Amount provided	Number of students	Amount provided	Number of students	Amount provided	
2011	173 927	4 561 359 562	114 971	1 116 767 169	**288 898**	**5 678 126 731**	**55**
2012	194 504	5 871 489 880	188 182	1 822 497 265	**382 686**	**7 693 987 145**	**35.5**
2013	194 923	6 729 069 970	220 978	1 953 253 361	**415 901**	**8 682 323 331**	**12.8**
2014	186 150	6 969 940 822	228 642	1 991 487 809	**414 792**	**8 961 428 631**	**3.2**

Sources:
Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013).
NSFAS Annual Reports (2012/13; 2013/14; 2014/15).

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

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

Table 65 shows an increasing trend with regard to the NSFAS funding made available to both public HEIs and TVET Colleges and the widening gap in the provision of NSFAS funding between the public HEIs and TVET Colleges. In 2014, R 6 969 940 822 (77.8%) of the NSFAS allocation funded public HEIs and 1 991 487 809 (22.2%) of the allocation funded TVET Colleges. The number of students in public HEIs receiving loans/bursaries from NSFAS has declined by 8 773 from 194 923 students in 2013 to 186 150 students in 2014 against an increase of about R240.9 million made available by NSFAS to public HEIs. A different pattern is evident for TVET Colleges as a consistent increasing trend in terms of the number of students receiving loans/bursaries from NSFAS.

7.3.3 Funza Lushaka bursary scheme

Table 66: Number of HEI students who received a Funza Lushaka bursary and the amount provided, from 2011 to 2014

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

Sources:
Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013).
NSFAS Annual Reports (2011/12; 2012/13; 2013/14).

Table 66 shows that Funza Lushaka allocated over R900 million in bursaries in the 2014 academic year, this was an increase from the previous year.

The trend in the number of students enrolled in the education field from 2011 to 2014 had fluctuated, a significant decrease in students enrolment was recorded from 2013 to 2014 academic year. The number of students receiving Funza Lushaka bursary has also decreased by 145 students from 14 473 in 2013 to 14 328 in 2014, but in general the percentage of students who received a Funza Lushaka bursary has been increasing since 2011, from 5.4% to 8.6% in 2014.

7.4 THE SKILLS DEVELOPMENT LEVY

7.4.1 Introduction

The Skills Development Levy is a form of tax collected from employers on a monthly basis in line with the *Skills Development Levies Act, 1999 (Act No.9 of 1999)*. The Skills Development Levy, which is calculated as 1% of the employer`s payroll, is collected by the South African Revenue Service (SARS) on a monthly basis. The DHET receives this income from SARS and distributes it to the Sector Education and Training Authorities (SETAs) and the National Skills Fund (NSF) on a monthly basis. SETAs (as a whole) receive 80% of the income from the skills development fund, while the NSF receives 20%. SETAs transfer a maximum of 0.5% of their levy to the Quality Council for Trades and Occupations (QCTO) on an annual basis. The Skills Development Levy is regulated by the following Acts: *Skills Development Levies Act, 1999 (Act No.9 of 1999)*, *Skills Development Act, 1998 (Act No. 97 of 1998)*, the *Tax Administration Act, 2011 (Act No. 28 of 2011)* and the *Income Tax Act, 1962 (Act No.58 of 1962)*.

7.4.2 Distribution of the Skills Development Levy

Table 67: Distribution of the Skills Development Levy, from 2011/12 to 2014/15

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	5 709 669	2 283 867	n.a.
2013/14	12 566 290	2 511 391	10 054 899	1 319 706	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
Total	**48 128 153**	**9 633 374**	**38 494 779**	**4 944 805**	**16 081 816**	**17 468 160**	**43 928**

Sources:
Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013).
DHET Levy System.
Note 1: "NSF" refers to the funds disbursed by the National Skills Fund
Note 2: "Administration Costs" refer to administration costs incurred by SETAs, as approved by a SETA Accounting Authority.
Note 3: "Mandatory Grant" refers to the grant paid to an employer by a SETA upon receipt of the employer's Workplace Skills Plan in terms of Section 4 of the Skills Development Act 1998 (Act No. 97 of 1998).
Note 4: "Discretionary Grant" refers to the grant paid to an employer by a SETA in support of the SETA Sector Skills Plan in terms of Section 6 of the Skills Development Act 1998 (Act No. 97 of 1998).
Note 5: "n.a." means "not applicable".

Over a period of 4 years (2011/12-2014/15) a total of R48 billion was disbursed by the Skills Levy Fund. In 2014, the Skills Levy Fund disbursed approximately R14 billion in the 2014/15 financial year, this is an increase from R12.6 billion made available in the 2013/14 financial year.

Eighty percent (R11.2 billion) of funds from the Skills Development Levy was distributed to SETAs and 20% (R2.8 billion) to the NSF for each of the four financial years. The NSF received more than R2.8 billion in the 2014/15 financial year, an increase of R306.7 million from about R2.5 billion in 2013/14 financial year. Similarly, the SETAs received more than R11.2 billion in the 2014/15 financial year, which was an increase of R116.3 million from approximately R10 billion in the 2013/14 financial year.

SETAs funding is distributed between Administration Costs, Mandatory Grant and the Discretionary Grant. This was distributed as 13%, 25% and 62% for Administration Cost, Mandatory Grant and Discretionary Grant, respectively.

7.5 GRANTS PROVIDED BY THE NATIONAL SKILLS FUND (NSF)

7.5.1 Introduction

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

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

a) Skills development projects identified in the National Skills Development Strategy (NSDS III) as national priorities;

b) Skills development projects related to the achievement of the purposes of the S*kills Development Act, 1998 (Act No. 97 of 1998)*; and

c) Any activity undertaken by the Minister to achieve a national standard of good practice in skills development.

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

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

Table 68: Number of NSF supported projects and beneficiaries, by province, from 2011/12 to 2014/15

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

Sources:
Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013).
DHET (2014). NSF organisational report. DHET 2014.
Note 1: "n.a." means "not applicable".
Note 2: The number of beneficiaries includes students who were awarded bursaries, by channeling NSF funds via NSFAS and the NRF.

Table 68 illustrates the distribution of the number of national, individual province and multi-province skills development projects supported by the NSF. It also indicates the number of persons benefiting from skills development projects supported by the NSF.

The NSF supported 185 skills development projects across South Africa during the 2014/15 financial year. The majority of these were located at provincial level, while 58 were national projects. Some of the key national projects supported by the NSF include: the National Artisan Moderation Body, National Artisan Development (NAMB-NAD) Support Centre for national artisan development; the Recognition of Prior Learning (RPL) Project of INDLELA; the Labour Market Intelligence Project; South African Institute of Charted Accountants (SAICA) for capacity development of TVET Colleges chief financial officers, CEPD – Research and Public Engagement on the Post-School Education and Training development, Special Infrastructure Programme Presidential SIPs resourcing the DHET unit for SIPs, Capacity development support to National Examinations and Assessments (TVET), SAQA – National Comprehensive and Independent career development helpline and advisory service, and Ministerial Task Teams on interventions related to skills development.

As can be seen in Table 68, the number of skills projects funded from the NSF declined significantly between the 2011/12 and 2013/14 financial years. This was largely due to the refocusing of NSF funding towards priority projects on PSET. The number of projects increased slightly during 2014/15.

Table 69: Distribution of NSF across key projects and number of beneficiaries, from 2011/12 to 2014/15

Project	Number of beneficiaries				Amount disbursed R'000				Percentage of total amount disbursed 2014/15
	2011/12	2012/13	2013/14	2014/15	2011/12	2012/13	2013/14	2014/15	
Bursaries	6 374	15 804	30 162	15 216	799 199	1 238 398	1 272 200	1 074 769	34.6
NSF disbursement to FET Colleges	-	34 528	25 850	23 112	-	438 258	493 123	525 210	16.9
Support to NGP (Public & Private)	6 218	9 817	9 238	6 099	166 347	223 775	428 456	225 262	7.2
Support to IPAP (Public)	1 254	3 495	626	3 228	65 470	43 385	64 800	58 653	1.9
Rural Development	10 854	2 634	3 156	7 731	30 163	113 017	101 008	221 235	7.1
Other National Priorities	82 803	29 190	8 881	7 231	243 770	518 295	618 826	1 003 604	32.3
Total	107 503	95 468	77 913	62 617	1 304 949	2 575 125	2 978 413	3 108 733	100

Source:
Statistics on Post-School Education and Training in South Africa (2011, 2012, 2013).
NSF audited financial statements for the years ending 31 March 2011, 2012, 2013, 2014 and 2015.
Note 1: The NSF provides bursaries to students via NSFAS and the National Research Foundation (NRF).
Note 2: Full details regarding the NSF expenditure and performance information are in the NSF Annual Reports 2012/13 to 2014/15.
Note 3: Dash (-) means that data is not available.
Note 4: Certain disbursed amounts stated under "Amount Disbursed" NSDS III for 2012/13 and 2013/14 have changed as per the restated figures in the NSF Annual Financial Statements for the year ended 31 March 2014 and 31 March 2015 (Note 18).

As indicated in Table 69, the NSF disbursed more than R3 billion in the 2014/15 financial year, a significant increase since 2011/12, when about R1.3 billion was disbursed. In 2014/15, more than 34% of all NSF funds were used for student bursaries, which were dispensed through National Student Financial Aid Scheme (NSFAS) and the National Research Foundation (NRF). About 95% of these bursaries were allocated to students enrolled in HEIs. Table 69 shows a significant increase in the amount of NSF funding allocated for student bursaries since 2011/12 - from about R800 million in 2011/12 to over R1.0 billion in 2012/13, 2013/14 and 2014/15. This dramatic growth can be attributed to policy shifts, which place greater emphasis on an integrated PSET system as envisioned in the White Paper for Post-School Education and Training.

Table 69 shows that of the 62 617 persons who benefited directly from NSF support in 2014/15, 23 112 were TVET College students and 15 216 were public HEI students. The latter received Under graduate and Post-graduate bursaries in scarce skills fields of study. Disbursements were made to TVET Colleges to compensate for unplanned student enrolment and capacity building programmes. The bursaries allocation includes funding for 97 international scholarships to study various scarce skills programmes in China, Russia and India.

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

7.5.3 NSF infrastructure grants

Table 70: Distribution of NSF infrastructure budget, in 2014/15

	HEIs R'000	Other R'000	Total R'000
Amount disbursed	407 425	18 014	**425 439**

Source: ***NSF audited financial statements for the year ending 31 March 2015 (page 139 of the NSF Annual Report 2014/15).***
Note: "Other" includes institutions other than government.

In addition to supporting HEI and TVET college students with bursaries, the NSF prioritised allocations to expand and improve the infrastructure of public HEIs, TVET Colleges and public AET centres, and to support the improvement of infrastructure at state-owned enterprises. To this end, the NSF disbursed more than R425 million towards skills infrastructure development as a national priority of government during the 2014/15 financial year. As indicated in Table 70, a very significant part of the NSF infrastructure budget (more than R407 million) was distributed to HEIs in 2014/15.

The NSF Annual Report 2014/15 indicates that, of the funding distributed to public HEIs for infrastructure in 2014/15, R208.9 million was disbursed to the University of Pretoria to expand its medical and veterinary facilities. Furthermore, R78.8 million was disbursed to the University of Johannesburg to establish work-integrated learning facilities for engineering students, which includes a training workshop, design centre and an industrialisation centre. R8.7 million was disbursed to the Cape Peninsula University of Technology for the establishment of renewable energy training facilities. These facilities are critical for the production of a set of new skills required for the green economy. R6.3 million towards the establishing of a dedicated state-of-the-art hair testing and research laboratory at the University of Cape Town's Division of Dermatology and R5.5 million at the Walter Sisulu University, Mthatha campus towards installing modern teaching and learning technology and installing security palisade fencing around student residence.

Funds were also disbursed for the planning, development and refurbishment of 16 TVET college campuses, namely R116.948 million towards the development of the 12 new TVET college campuses and the refurbishment of 4 existing campuses. The TVET college campuses are developed in geographical areas close to communities in high demand for post-school education facilities, based on the density of the population within each identified area and the unavailability of sufficient post-school education and training facilities within the region. It is vital to provide the South African communities from these geographical locations with the opportunity towards acquiring a skill, relevant to the workplace, by establishing sufficient campuses close to the communities.

The physical construction of the first 3 new TVET college campuses begun in the 2014 financial year, namely Bhambanana, Nkandla A and Thabazimbi.

R18 million was used to improve infrastructure facilities for the learners with disabilities at the National Institute for the Deaf (NID), which is one of few community-based tertiary education institute for deaf people in South Africa.

8. EXPLANATORY NOTES

8.1 INTRODUCTION

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

8.2 SCOPE

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

- Public and private Higher Education Institutions (HEIs);
- Public Technical Vocational Education and Training (TVET) Colleges;
- Private Colleges (Ex Private FET Colleges);
- Adult Education and Training (AET) centres;
- Private AET centres;
- Sector Education and Training Authorities (SETAs);
- The National Student Financial Aid (NSFAS);
- The National Artisan Development Support Center (NADSC); and
- The National Skills Fund (NSF).

8.3 METHODOLOGY

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

8.4 RESPONSE RATES

The response rates to questionnaires sent by the Department and PEDs to education and training institutions with respect to 2014 data are as follows:

- Public HEIs: 100%
- Private HEIs: 98%
- Public TVET Colleges: 98%
- Private Colleges (Ex Private FET Colleges): 98%
- Public AET centres: 58%
- Private AET centres: 89%

9. GLOSSARY

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

Adult Education and Training (AET)
All learning and training programmes for adults on Level 1, registered on the national qualifications framework contemplated in the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008)*. South Africa (2000) *Adult Education and Training, Act No. 52 of 2000* (as amended). Pretoria.

Adult Education and Training (AET) Centre
A public or private centre. South Africa (2000) *Adult Education and Training, Act No. 52 of 2000* (as amended). Pretoria.

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

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

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

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

College
A public or private technical and vocational education and training institution that is established, declared or registered under the *Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006)*, but does not include:

a) a school offering further education and training programmes under the South African Schools Act; or
b) a college under the authority of a government department other than the Department of Education. South Africa (2006) *Further Education and Training Colleges Act, No. 16 of 2006* (as amended). Pretoria.

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

Contact student

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

Distance student

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

Educator

Any person who teaches, educates or trains another person, or provides professional educational services, including professional therapy and education psychological services, at any public centre and who is appointed in a post on any educator establishment contemplated in section 20 F of the *Adult Education and Training Act, 2000 (Act No. 52 of 2000)*. South Africa (2000). *Adult Education and Training Act, No. 52 of 2000* (as amended). Pretoria.

Further Education and Training

All learning and training programmes leading to qualifications at levels 2 to 4 of the National Qualifications Framework or such further education and training levels determined by SAQA and contemplated in the *South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)*, which levels are above general education but below higher education. South Africa (2006) *Further Education and Training Colleges Act, No. 16 of 2006* (as amended). Pretoria.

Full-Time Equivalent (FTE) student

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

General Education and Training (GET)

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

GETC-ABET Level 4 qualification

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

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

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

Higher Education Institution (HEI)
Any institution that provides higher education on a full-time, part-time or distance basis and which is:

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

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

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

Internship
The structured work experience component of a qualification registered on the National Qualifications Framework.

Learner
Any person receiving education and training in terms of the *Adult Education and Training Act, 2000 (Act No. 52 of 2000)*. South Africa (2000) *Adult Education and Training Act, No. 52 of 2000* (as amended). Pretoria.

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

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

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

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

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

In AET Centres, it refers to the centre manager of an AET centre. Department of Higher Education and Training (2012). *Annual Survey of Adult Education and Training (AET) Centres*.

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

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

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

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

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

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

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

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

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

Private College
Any college that provides further education and training on a full-time, part-time or distance basis and which is registered or provisionally registered as a private college under the *Further Education and Training Colleges Act, 1997 (Act No. 16 of 2006)*. South Africa (2006) *Further Education and Training Colleges Act, No. 16 of 2006*. Pretoria.

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

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

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

South Africa (1998) *Further Education and Training Colleges Act, No. 16 of 2006 (as amended)*. Pretoria.

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

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

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

Report 550

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

South African Qualifications Authority (SAQA)

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

Service staff (HEIs)

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

Sector Education and Training Authority (SETA)

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

Skills programme

A skills programme that:

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

Student

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

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

Subject pass rate

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

Support staff

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

Unemployed persons

Persons who:

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

Statistics South Africa (2013) *Quarterly Labour Force Survey*. Pretoria.

Undergraduate student

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

Undergraduate Diploma or Certificate

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

Undergraduate Degree

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

10. CONTACT DETAILS

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DID YOU KNOW?

The following post-school education and training institutions existed in South Africa in 2014:

26	Public Higher Education Institutions (HEIs)
119	Private Higher Education Institutions (HEIs)
50	Public Technical and Vocational Education and Training (TVET) Colleges
291	Private Colleges (Ex Private TVET Colleges)
3 150	Public Adult Education and Training (AET) Centres
62	Private Adult Education and Training (AET) Centres

Student enrolment in the post-school education and training sector in 2014 was as follows:

Public Higher Education and Training Institutions (HEIs):	969 155
Private Higher Education and Training Institutions (HEIs):	142 557
Public Technical and Vocational Education and Training (TVET) Colleges:	702 383
Private Colleges (Ex Private TVET Colleges):	78 995*
Public Adult Education and Training (AET) Centres:	262 621**
Private Adult Education and Training (AET) Centres:	7 560***
Sector Education and Training Authority (SETA) programmes:	227 817

**This figure represents enrolment at only 284 of the 291 private FET Colleges that responded to the departmental Annual Survey.*

***This figure represents enrolment at only 1 828 of the 3 150 public AET Centres that responded to the departmental Annual Survey.*

****The number of students enrolled in private AET Centres reflects on the number of Centres that responded to the departmental Annual Survey.*