

Statistics on Post-School Education and Training in South Africa: 2011



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

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2013



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ISBN: 978-1-77018-707-8

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Printed copies are obtainable from:

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Design, layout and printing: Formeset Digital Tshwane (Pty) Ltd.

FOREWORD

It gives me great pleasure to release Statistics on Post-School Education and Training in South Africa: 2011, the first such publication of the Department of Higher Education and Training. It follows on similar reports produced by the former Department of Education over the period 1997 to 2009. These reports can be found on the website of the Department of Higher Education and Training: www.dhet.gov.za

This publication details the size and shape of post-school education and training in South Africa by reporting on, in the main, student enrolment, staffing levels, student passes and student graduates in post-school education and training institutions as at 2011. It provides data pertaining to public higher education institutions, public and private Further Education and Training Colleges, public and private Adult Education and Training Centres, Sector Education and Training Authorities, Artisans and the National Skills Fund, as at 2011.



The statistics reflected herein are used by the Department as well as Treasury to inform the allocation of budgetary resources. They are therefore of vital importance. These statistics also lay the foundation for the planning and reporting processes of government, as well as for the monitoring and evaluation of post-school education and training. The publication provides basic statistical evidence which can be used together with research and analysis to inform policy and decision-making at the different levels of the system and is therefore crucial to the achievement of the goals of the post-school sector.

In addition to public and private education and training institutions, other government departments, research organisations, labour market analysts, the private sector in general and public entities are encouraged to use the information contained in this publication in their endeavors to improve the delivery of education and training in the country.

I wish to thank the Heads of the nine provincial education departments, their Education Management Information System (EMIS) units, Further Education and Training College principals, Adult Basic Education and Training Centre managers, the Heads of Universities, the Sector Education and Training Authorities, the National Artisan Moderating Body and the National Skills Fund for providing the data to make this publication possible. I am indebted to you for undertaking the challenging task of establishing, managing and maintaining complex management information systems that have yielded the content of this publication.

A handwritten signature in black ink, consisting of a stylized 'D' followed by a horizontal line and a small flourish.

SIGNATURE

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

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ABBREVIATIONS

AET	Adult Education and Training
AGRISETA	Agriculture Sector Education Training and Authority
BANKSETA	Banking Sector Education and Training Authority
CATHSSETA	Culture Arts, Tourism, Hospitality and Sport Sector Education Training Authority
CETA	Construction Education and Training Authority
CHIETA	Chemical Industries Education and Training Authority
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
EMIS	Education Management Information System
ETQA	Education and Training Quality Assurance
ETDPSETA	Education and Training Development Practices Sector Education Training Authority
EWSETA	Energy and Water Sector Education and Training Authority Sector Education Training Authority
FASSET	Finance, Accounting, Management Consulting and other Financial Services Sector Education Training Authority
FET	Further Education and Training
FETMIS	Further Education and Training Management Information System
FOODBEV	Food and Beverage Manufacturing Industry Sector Education Training Authority
FP&MSETA	Fibre Processing and Manufacturing Sector Education Training Authority
FTE	Full-Time Equivalent
GET	General Education and Training
HEDCOM	Heads of Education Departments Committee
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
HWSETA	Health and Welfare Sector Educational Training Authority
INDLELA	Institute for the National Development of Learnerships, Employment Skills and Labour Assessments
INSETA	Insurance Sector Education and Training Authority
LGSETA	Local Government Sector Education Training Authority
MERSETA	Manufacturing, Engineering and Related Services Sector Education Training Authority
MICTSETA	Media Information and Communication Technologies Sector Education Training Authority
MQA	Mining Qualification Authority
NAMB	National Artisan Moderation Body
NC(V)	National Curriculum (Vocational)
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSF	National Skills Fund
PED	Provincial Education Department
PSETA	Public Service Sector Education and Training Authority
SASA	South African Schools Act
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
TETA	Transport Education and Training Authority
TUT	Tshwane University of Technology
UJ	University of Johannesburg
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNISA	University of South Africa
W&RSETA	Wholesale and Retail Sector Education and Training Authority

1. INTRODUCTION

This report provides a basic statistical overview of the size and shape of the post-school education and training sector which comprises Higher Education Institutions (HEIs), Further Education and Training (FET) Colleges, Adult Education and Training (AET) Centres and Sector Education and Training Authorities (SETAs). It also presents information about registered and certificated artisans, as well as projects approved by the National Skills Fund (NSF).

Researchers and other stakeholders are encouraged to use this report as a basis for further inquiry and analysis.

The report provides institutional, student and staff information as at 2011. It draws its data from a number of different information systems and databases managed by the Department as well as from management reports provided by Departmental entities. These include:

- The Higher Education Management Information System (HEMIS), which contains data provided to the Department by Higher Education Institutions;
- The Further Education and Training Management Information System (FETMIS), which contains data provided to the Department by FET Colleges (via provincial education departments);
- The database on AET Centres, which contains data provided to the Department by AET Centres (via provincial education departments);
- Quarterly Reports and data provided to the Department by SETAs;
- Data provided to the Department by the National Artisan Moderating Body (NAMB);
- Reports provided to the Department by the National Skills Fund (NSF); and
- The Department's National Examination Database which contains administrative data about student examinations and certification for AET, National Certificate (Vocational) and "N" qualifications.

The Department is committed to ensuring that the data it receives from its education and training institutions as well as from its entities is valid and reliable. Its data quality assurance processes are therefore continuously being improved in this regard.

2. POST-SCHOOL EDUCATION AND TRAINING INSTITUTIONS: AN OVERVIEW

The provision of post-school education and training in South Africa occurs through three main types of public and private education and training institutions, namely: Higher Education and Training Institutions (HEIs), Further Education and Training (FET) Colleges and Adult Education and Training (AET) Centres. In addition, Sector Education and Training Authorities (SETAs) facilitate the training of workers and unemployed persons via a levy-grant system.

In 2011, there were 23 public higher education institutions, 50 public FET Colleges and 3 239 public AET Centres in South Africa. There were also 449 registered private FET Colleges and 66 registered private AET Centres in the country in 2011. The government has established 21 SETAs to advance the training of workers and unemployed persons.

Close to 2 million students were enrolled in both public and private post-school education and training programmes in 2011. As Table 1 shows, almost half of these students (over 900 000 students) are in public higher education institutions, while over 500 000 students are in public and private FET Colleges and close to 300 000 students are enrolled at public and private AET Centres.

Table 1: Number of institutions and student enrolment: 2011

	Public higher education institutions	Public FET Colleges	Private FET Colleges	Public AET Centres	Private AET Centres	SETAs	Total
Total number of institutions	23	50	449	3 239	66	21	3 848
Student enrolment	938 201	400 273	*134 446	289 363	8 271	144 121	1 914 675

Public higher education institutions

Source: 2011 HEMIS database, downloaded in August 2012.

Public FET Colleges

Source: 2011 Annual Survey, downloaded in August 2012.

Private FET Colleges

Source: 2011 Annual Survey, downloaded in August 2012.

Public and Private AET Centres

Source: 2011 Annual Survey, downloaded in August 2012.

SETAs

Source: 2011 SETA Quarterly Reports: provided in September 2012.

* 449 private FET colleges are currently registered with the Department of Higher Education and Training. However, only 277 private FET Colleges responded to the Department's survey that was conducted in 2011. Consequently, the student enrolment figure for private FET Colleges is an undercount.

Note 1: The table above excludes data on institutions (both public and private) that are not registered with the Department of Higher Education and Training.

Note 2: A small number of students counted under SETAs may also be counted under other education and training institutions; hence there is likely to be a minor double count of students.

3. PUBLIC HIGHER EDUCATION INSTITUTIONS

3.1 Introduction

There are 23 public higher education institutions (HEIs) in South Africa. Of these, 11 are generally regarded as "traditional" universities, 6 are Universities of Technology (which were formerly known as Technikons) and 6 are Comprehensive Universities (established from the merger of traditional universities and former Technikons).

There are also many private HEIs in the country. However, this report provides statistics about public higher education institutions only since data from private universities was not available for inclusion at the time of publication. Future reports of this nature will include statistics about private higher education institutions.

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

3.2 Enrolments

As Table 2 below shows, almost one million students (938 201) were enrolled in South African public higher education institutions (HEIs) in 2011. Of these, 59% (556 695) enrolled in contact programmes, while close to 41% (381 506), enrolled in distance education programmes.

Over one-third of all students who enrolled in public HEIs in 2011 are registered with the University of South Africa (UNISA), making UNISA the largest public university in South Africa in terms of student enrolment. In general, public HEIs vary greatly in terms of enrolment, ranging from about 7 000 to about 60 000 students per institution (excluding UNISA).

Of the 23 public HEIs in the country, nine offer distance education programmes. UNISA is the only public HEI which is an exclusively distance education institution. It is therefore not surprising that over 85% of all distance-education students are enrolled at UNISA. Many of the other public HEIs that offer distance education programmes have relatively small proportions of their students enrolled in distance education programmes, with the exception of North West University, where over 40% of its students are enrolled in distance education programmes.

Among public HEIs that offer mainly contact mode education programmes, the University of Johannesburg (UJ) and Tshwane University of Technology (TUT) had the highest headcount enrolment in 2011, at approximately 50 000 students each.

As Table 2 shows, over 40% of all university students enrolled in humanities programmes in 2011, while 28% enrolled in Science, Engineering and Technology (SET) programmes.

Table 2: Overview of enrolment in public higher education institutions: 2011

Institution	Headcount Student Enrolments			Black Students as Proportion of Headcount Totals (%)		Female Students as Proportion of Headcount Totals (%)		Percentage of Contact and Distance Headcount Enrolments in Major Fields of Study (%)		
	Contact	Distance	Total	Contact	Distance	Contact	Distance	SET	Business	Humanities
Cape Peninsula University of Technology	32 479	27	32 506	85	37	53	59	50	29	21
University of Cape Town	25 301	0	25 301	51	n.a.	52	n.a.	42	24	34
Central University of Technology, Free State	12 363	281	12 644	89	95	47	72	44	27	30
Durban University of Technology	24 840	0	24 840	96	n.a.	50	n.a.	47	36	17
University of Fort Hare	11 144	0	11 144	97	n.a.	57	n.a.	22	18	60
University of the Free State	26 796	4 790	31 586	69	78	59	8	31	23	46
University of Johannesburg	50 528	0	50 528	85	n.a.	55	n.a.	30	41	29
University of KwaZulu-Natal	35 514	6 248	41 762	90	99	57	71	35	19	45
University of Limpopo	20 504	0	20 504	99	n.a.	54	n.a.	49	18	33
Nelson Mandela Metropolitan University	24 358	1 898	26 256	73	98	52	75	34	35	31
North West University	31 663	24 978	56 641	50	87	59	75	19	16	65
University of Pretoria	44 745	13 383	58 128	46	100	55	72	38	16	46
Rhodes University	7 278	0	7 278	59	n.a.	59	n.a.	27	22	51
University of South Africa	13	328 851	328 864	54	82	77	61	12	41	47
University of Stellenbosch	27 266	0	27 266	32	n.a.	51	n.a.	46	23	31
Tshwane University of Technology	49 025	1 050	50 075	92	96	52	47	40	34	26
University of Venda	10 342	0	10 342	100	n.a.	54	n.a.	44	18	38
Vaal University of Technology	21 861		21 861	97	n.a.	46	n.a.	52	39	9
Walter Sisulu University	27 029	0	27 029	100	n.a.	57	n.a.	31	28	41
University of Western Cape	18 764	0	18 764	94	n.a.	60	n.a.	36	13	50
University of Witwatersrand	29 004	0	29 004	74	n.a.	54	n.a.	48	16	36
University of Zululand	15 592	0	15 592	100	n.a.	65	n.a.	16	12	72
Mangosuthu University of Technology	10 286	0	10 286	100	n.a.	51	n.a.	57	34	9
Total/Average	556 695	381 506	938 201	78	83	54	63	28	31	41

Source: 2011 HEMIS database, August 2012.

Note 1: In a headcount enrolment, full-time as well as part-time students are counted as units; i.e. no account is taken of the course loads carried by students.

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

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

Note 4: Black students, for the purpose of this summary table, include Black African, Coloured and Indian/Asian students.

Note 5: SET majors = majors in science, engineering and technology. These include majors in engineering, health sciences, life sciences, physical sciences, computer sciences and mathematical sciences.

Note 6: Business majors include majors in accounting, management and all other business-related majors, such as marketing.

Note 7: Humanities majors include majors in education, languages and literary studies, fine arts, music and the social sciences.

Note 8: As a result of rounding off, numbers and percentages may not necessarily add up.

Note 9: n.a. = not applicable.

Note 10: UNISA has only 13 contact students since the University is phasing out its contact programme.

Table 2 also shows that the majority of students enrolled in public HEIs are female and Black (African, Coloured and Indian/Asian). Figure 3 shows that in 2011, 58% of all students enrolled in public HEIs were female. Most visibly, as evident in Table 2, female enrolment at the University of Zululand was almost twice that of males in 2011.

Female students comprise 54% of all students enrolled in contact programmes, and 63% of those enrolled in distance education programmes. Black African students comprised 78% of all students enrolled in contact programmes, and 83% of all those enrolled in distance education programmes.

The racial composition of students across HEIs reflects both racial demographic distribution patterns across the country as well as historical continuities. For instance, over 95% of all students who enrolled at the University of Venda, the University of Zululand and the Mangosuthu University of Technology are Black (African, Coloured, Asian/Indian), while the University of Pretoria and the University of Stellenbosch have more White than Black students

Table 3 shows that over half of all students in public HEIs (close to 480 000) were enrolled in under-graduate degree programmes in 2011, while close to one-third of students in public HEIs had enrolled in undergraduate diploma and certificate programmes (about 290 000).

Close to 13 000 Doctoral students and about 49 000 Master's students enrolled in public HEIs in 2011.

The most popular field of study in 2011 was Business and Management (288 487), followed by Science, Engineering and Technology (264 447) and Humanities (220 326). Table 3 shows that about 165 000 students were enrolled in education-related studies.

Table 3: Headcount enrolments in public higher education institutions, by major field of study and qualification type: 2011

Institution	Major Field of Study					Qualification type						
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Occasional Students	Under-graduate Certificates and Diplomas	Under-graduate Degrees	Post-graduate, Below Master's Level	Master's Degrees	Doctoral Degrees	Total
Cape Peninsula University of Technology	16 098	9 463	3 545	3 401	32 506	137	22 111	8 507	733	846	172	32 506
University of Cape Town	10 725	6 073	996	7 507	25 301	1 212	812	15 352	2 868	3 831	1 226	25 301
Central University of Technology, Free State	5 513	3 359	2 029	1 742	12 644	1	8 594	3 304	474	194	77	12 644
Durban University of Technology	11 619	8 882	826	3 513	24 840	0	19 534	4 925	0	312	69	24 840
University of Fort Hare	2 423	2 023	1 345	5 353	11 144	39	388	8 824	865	765	263	11 144
University of the Free State	9 794	7 266	6 821	7 705	31 586	3 169	4 080	17 111	4 287	2 375	564	31 586
University of Johannesburg	15 128	20 659	4 170	10 572	50 528	181	18 721	25 173	3 785	2 039	629	50 528
University of KwaZulu-Natal	14 723	8 131	8 911	9 998	41 762	1 131	5 084	27 106	3 109	4 046	1 286	41 762
University of Limpopo	9 954	3 790	996	5 764	20 504	2	460	16 758	1 320	1 771	193	20 504
Nelson Mandela Metropolitan University	8 846	9 186	3 593	4 632	26 256	541	11 428	10 808	1 183	1 855	441	26 256
North West University	10 562	9 058	25 496	11 526	56 641	155	18 068	23 843	10 842	2 774	959	56 641
University of Pretoria	22 328	9 280	17 986	8 534	58 128	558	6 224	30 423	12 863	6 400	1 660	58 128
Rhodes University	1 934	1 614	787	2 944	7 278	54	215	5 022	759	817	411	7 278
University of South Africa	38 820	135 527	65 001	89 516	328 864	15 019	85 760	188 629	32 290	5 909	1 257	328 864
University of Stellenbosch	12 446	6 248	1 604	6 967	27 265	440	30	16 610	3 721	5 249	1 215	27 265
Tshwane University of Technology	20 019	17 181	3 733	9 142	50 075	57	38 082	9 721	589	1 381	245	50 075
University of Venda	4 510	1 879	1 610	2 343	10 342	234	464	8 314	675	537	118	10 342
Vaal University of Technology	11 431	8 535	3	1 892	21 861	186	18 939	2 529	51	134	22	21 861
Walter Sisulu University	8 388	7 688	4 619	6 335	27 029	0	16 655	9 332	627	385	30	27 029
University of Western Cape	6 839	2 528	2 105	7 294	18 764	0	548	14 326	1 862	1 472	556	18 764
University of Witwatersrand	13 959	4 714	3 332	6 999	29 004	305	1 020	18 587	2 415	5 420	1 257	29 004
University of Zululand	2 477	1 915	5 433	5 767	15 592	115	2 741	11 323	870	361	182	15 592
Mangosuthu University of Technology	5 914	3 490	0	882	10 286	0	9 973	313	0	0	0	10 286
Total	264 447	288 487	164 939	220 326	938 200	23 536	289 931	476 840	86 188	48 873	12 832	938 200

Source: 2011 HEMIS database, downloaded in August 2012.

Note 1: Abbreviations and definitions of fields of study employed here are the same as those employed in Table 2, except that the field of education (which involves primarily school teacher training) is separated from the broad humanities category.

Note 2: 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 3: The category "Undergraduate Certificates and Diplomas" includes national certificates and diplomas.

Note 4: The category "Undergraduate Degrees" includes also professional bachelor's degrees, which are those that have an approved formal time of more than four 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: As a result of rounding off, numbers and percentages may not necessarily add up.

Note 7: Because some students were coded as "major field of study unknown", totals may not add up.

Figure 1: Percentage distribution of headcount enrolments in public higher education institutions, by major field of study: 2011

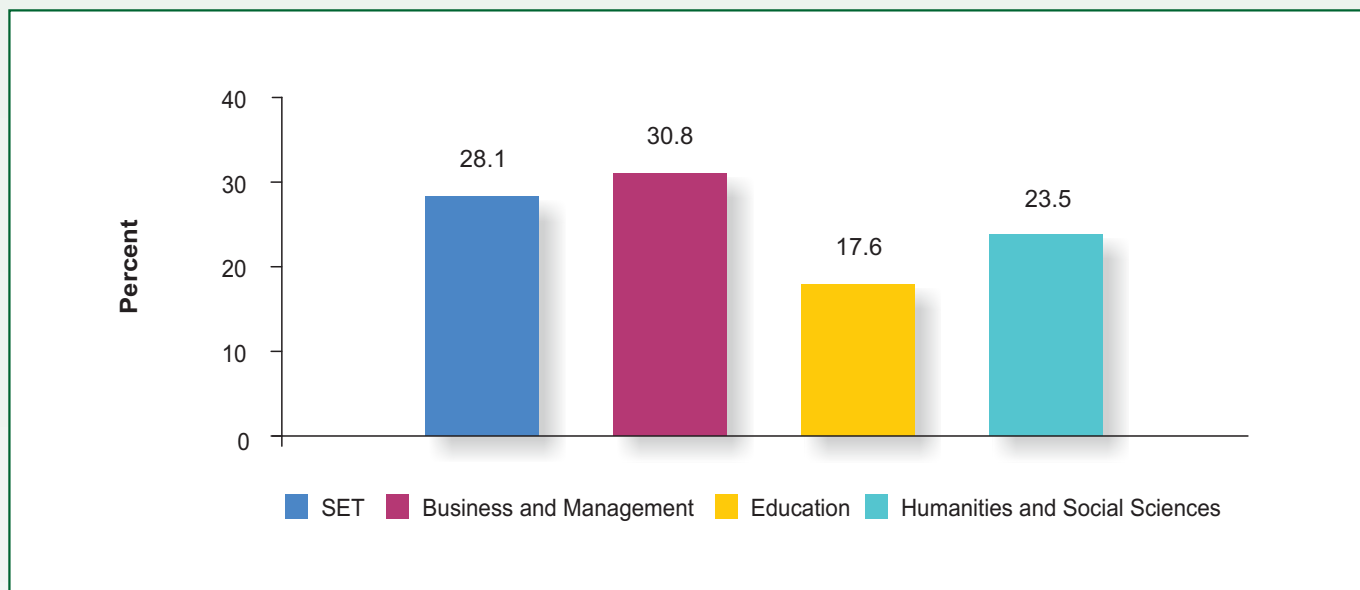


Figure 2: Percentage distribution of headcount enrolments in public higher education institutions, by qualification type: 2011

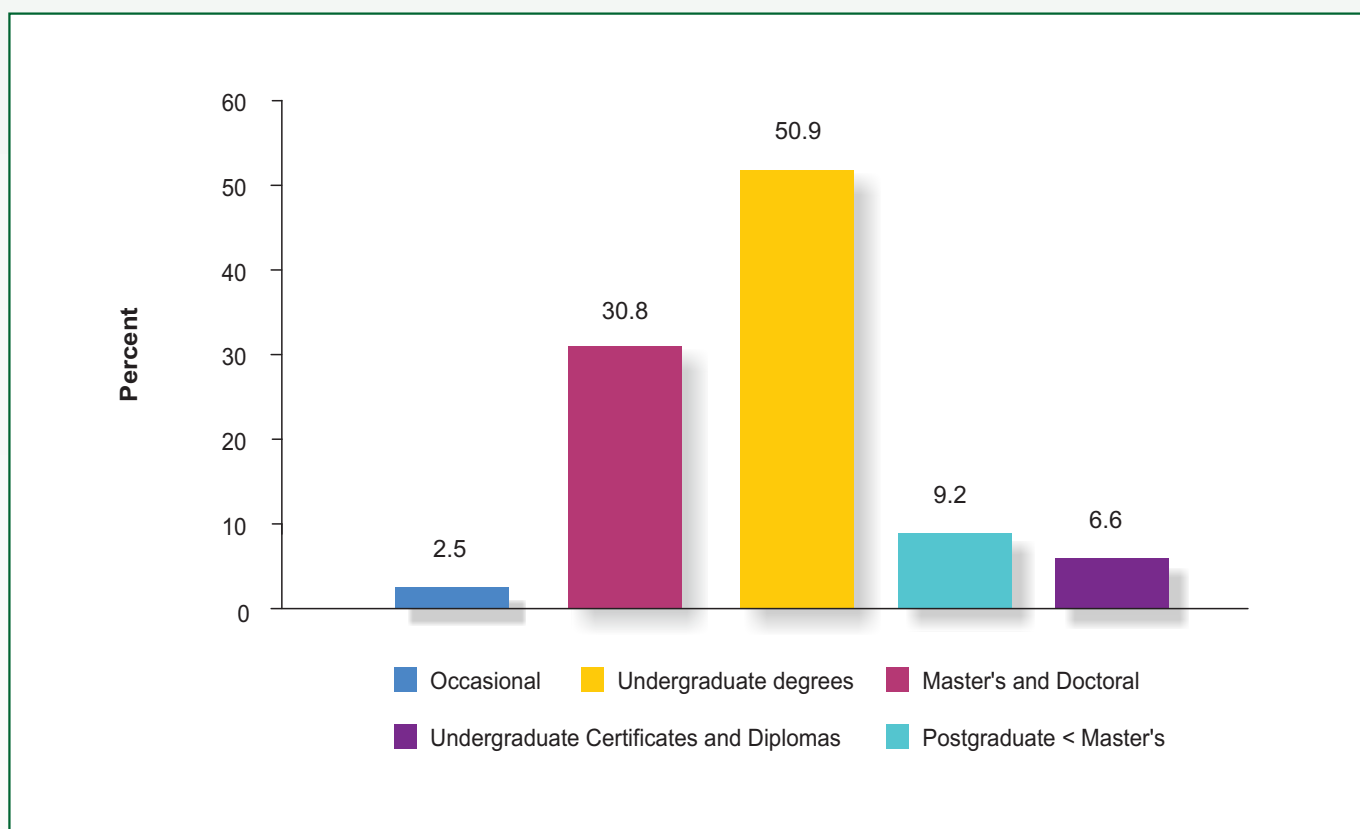


Table 4: Headcount enrolments in public higher education institutions by attendance mode, population group and gender: 2011

Institution	Contact							Distance						
	Black African	Coloured	Indian/Asian	White	Total	Female	Male	Black African	Coloured	Indian/Asian	White	Total	Female	Male
Cape Peninsula University of Technology	17 035	10 249	372	4 823	32 479	17 298	15 181	6	3	1	17	27	16	11
University of Cape Town	7 262	3 748	1 859	9 306	25 279	13 127	12 152	0	0	0	0	0	0	0
Central University of Technology Free State	10 540	408	41	1 374	12 363	5 810	6 553	183	81	4	13	281	203	78
Durban University of Technology	19 334	396	4 125	962	24 840	12 333	12 507	0	0	0	0	0	0	0
University of Fort Hare	10 516	211	58	359	11 144	6 404	4 740	0	0	0	0	0	0	0
University of the Free State	17 039	1 231	313	8 211	26 796	15 854	10 942	3 282	338	130	1 039	4 790	3 016	1 774
University of Johannesburg	38 945	1 609	2 299	7 675	50 528	27 942	22 586	0	0	0	0	0	0	0
University of KwaZulu-Natal	20 187	863	11 080	3 252	35 514	20 110	15 404	5 794	55	326	71	6 248	4 450	1 798
University of Limpopo	20 063	35	143	263	20 504	11 148	9 356	0	0	0	0	0	0	0
Nelson Mandela Metropolitan University	13 818	3 624	368	6 530	24 358	12 740	11 618	1 809	48	9	32	1 898	1 427	471
North West University	14 577	992	379	15 711	31 662	18 825	12 837	20 283	1 368	46	945	24 978	18 687	6 291
University of Pretoria	17 583	965	2 023	24 172	44 745	24 542	20 203	13 156	81	48	98	13 320	9 588	3 732
Rhodes University	3 750	256	279	2 993	7 278	4 284	2 994	0	0	0	0	0	0	0
University of South Africa	1	6	0	6	13	10	3	228 158	17 637	24 571	58 088	328 850	201 992	126 858
University of Stellenbosch	3 885	4 362	566	18 453	27 266	13 863	13 403	0	0	0	0	0	0	0
Tshwane University of Technology	44 642	368	215	3 800	49 025	25 613	23 412	824	154	35	37	1 050	491	559
University of Venda	10 335	1	3	3	10 342	5 560	4 782	0	0	0	0	0	0	0
Vaal University of Technology	20 762	352	86	661	21 861	10 043	11 818	0	0	0	0	0	0	0
Walter Sisulu University	26 813	44	109	63	27 029	15 273	11 756	0	0	0	0	0	0	0
University of Western Cape	7 776	8 777	1 073	813	18 764	11 243	7 521	0	0	0	0	0	0	0
University of Witwatersrand	16 389	1 027	4 050	7 530	29 004	15 675	13 329	0	0	0	0	0	0	0
University of Zululand	15 435	13	78	59	15 592	10 164	5 428	0	0	0	0	0	0	0
Mangosuthu University of Technology	10 261	10	9	6	10 286	5 266	5 020	0	0	0	0	0	0	0
Total	366 948	39 547	29 528	117 025	556 672	303 127	253 545	273 495	19 765	25 170	60 340	381 442	239 870	141 572
Percentage	66%	7%	5%	21%	100%	54%	46%	72%	5%	7%	16%	100%	63%	37%

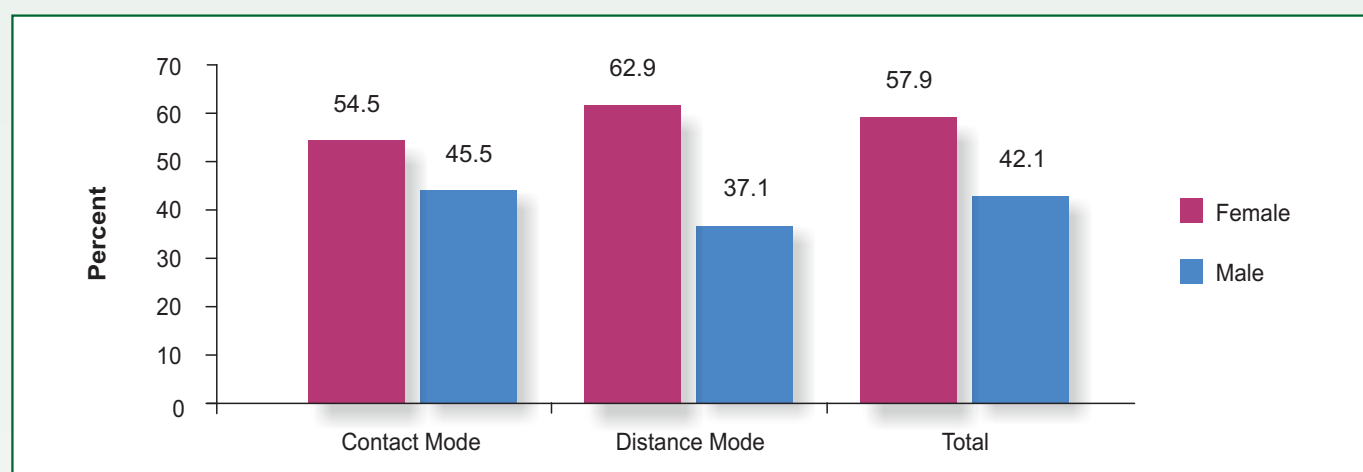
Source: 2011 HEMIS database, downloaded in August 2012.

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 totals in the table = total male + total female. Seeing that students coded as "race unknown" are not included in the table, Black African + Coloured + Indian/Asian + White may, therefore not = the total columns.

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

Figure 3: Percentage distribution of headcount enrolments in public higher education institutions, by attendance mode and gender: 2011**Table 5: Full-time equivalent student enrolments by attendance mode in public higher education institutions: 2011**

Institution	Contact					Distance				
	Science Engineering and Technology	Business	Education	All Other Humanities and Social Sciences	Total	Science Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total
Cape Peninsula University of Technology	10 708	6 939	2 095	4 406	24 148	13	0	0	0	13
University of Cape Town	7 905	4 523	937	6 478	19 843	0	0	0	0	0
Central University of Technology Free State	3 906	2 132	1 811	1 707	9 556	13	91	0	105	208
Durban University of Technology	8 060	5 661	530	4 283	18 534	0	0	0	0	0
University of Fort Hare	2 193	1 706	1 060	4 479	9 438	0	0	0	0	0
University of the Free State	7 502	4 031	2 293	7 425	21 251	69	754	1 119	316	2 258
University of Johannesburg	10 794	15 233	3 042	9 488	38 557	0	0	0	0	0
University of KwaZulu-Natal	11 184	5 650	3 416	7 992	28 242	415	316	2 279	5	3 015
University of Limpopo	8 018	2 430	1 619	5 554	17 621	0	0	0	0	0
Nelson Mandela Metropolitan University	6 882	5 647	1 119	4 811	18 459	155	2	774	0	930
North West University	8 111	6 502	2 401	9 478	26 493	1 353	192	9 775	1 466	12 786
University of Pretoria	16 156	7 354	3 630	7 897	35 037	7	0	5 429	0	5 436
Rhodes University	1 630	1 220	473	2 737	6 060	0	0	0	0	0
University of South Africa	0	0	0	3	3	21 496	58 103	32 087	56 989	168 675
University of Stellenbosch	10 002	4 826	1 362	5 999	22 188	0	0	0	0	0
Tshwane University of Technology	13 019	10 975	2 879	8 738	35 613	0	0	0	825	825
University of Venda	3 037	1 070	1 051	3 241	8 399	0	0	0	0	0
Vaal University of Technology	7 104	5 687	1	2 974	15 766	0	0	0	0	0
Walter Sisulu University	8 057	3 406	4 750	5 402	21 615	0	0	0	0	0
University of Western Cape	5 416	2 023	1 127	6 307	14 874	0	0	0	0	0
University of Witwatersrand	9 722	3 432	2 213	5 861	21 228	0	0	0	0	0
University of Zululand	2 151	1 916	4 819	5 320	14 206	0	0	0	0	0
Mangosuthu University of Technology	3 788	1 968	0	1 374	7 130	0	0	0	0	0
Total	165 345	104 332	42 627	121 956	434 261	23 521	59 457	51 462	59 707	194 148
Percentage	38%	24%	10%	28%	100%	12%	31%	27%	31%	100%

Source: 2011 HEMIS database, downloaded in August 2012.

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

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

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

Note 4: Definitions for fields of study employed here are the same as those employed in Table 2.

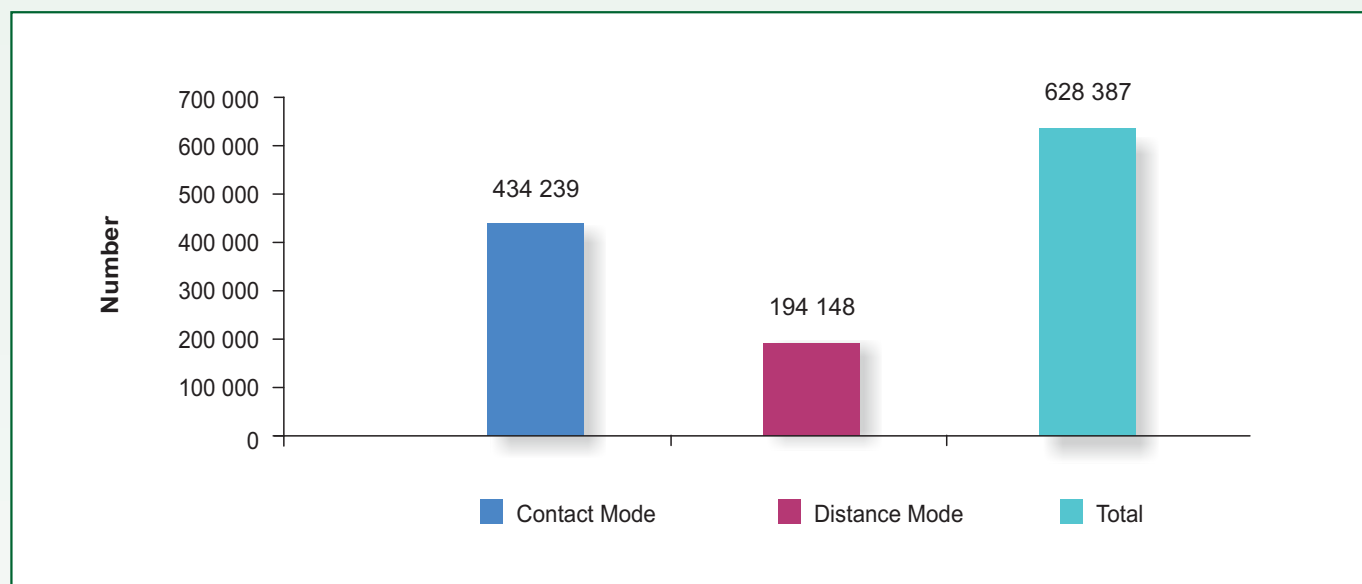
Note 5: The totals above include undergraduate and postgraduate courses.

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

Full-time equivalents (FTEs) represent weighted student enrolments. The weightings are based on the nature of curriculum programmes and qualifications (see further explanation in Note 1 of Table 5). Statistics on FTEs are important as they are used to allocate resources to HEIs.

In 2011, the total number of FTEs in public HEIs was close to 630 000. Over two-thirds of FTEs (over 434 000) are located in contact programmes, while 38% of all contact FTEs are enrolled in SET programmes.

Figure 4: Full-time equivalent student enrolments in public higher education institutions, by attendance mode: 2011



3.3 Graduates

Table 6 shows that over 160 000 students graduated with degrees or received diplomas/certificates from public HEIs in 2011. The majority of graduates and diplomates (students who received diplomas or certificates) were in the fields of Science, Engineering and Technology (SET) and Business.

Close to 38 000 students completed their degrees/diplomas/certificate programmes in the field of education in 2011. Almost half of these students were from UNISA and North West University.

In 2011, about 10 000 students from public HEIs graduated with a Master's degree, while just over 1 500 students graduated with a Doctoral degree. The University of Pretoria produced the highest number of doctoral students in 2011 (at 206), followed by the University of Witwatersrand (169) and the University of Cape Town (163).

In 2011, the majority of Master's graduates came from the University of Pretoria (1 342) and the University of Stellenbosch (1 296).

Table 6 shows that in 2011, the graduation rate of doctoral students in South African public Higher Education (HE) institutions was 12%. The graduation rate has been calculated by dividing the doctoral graduates of the 2011 academic year by the headcount enrolments of that year. For noting, the methodology means a significant increase in doctoral headcount enrolments could result in a lower graduation rate and vice versa, a significant drop in enrolments could result in an increased graduation rate. Doctoral graduates in 2011 would normally have enrolled prior to the 2011 academic year. Similarly for Master's and undergraduate students the graduation rate was 20% and 15%, respectively.

Table 6: Number of graduates of public higher education institutions, by major field of study and qualification type: 2011

Institution	Major Field of Study					Qualification type					
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Under-graduate Certificates and Diplomas	Under-graduate Degrees	Post-graduate Below Master's Level	Master's Degrees	Doctoral Degrees	Total
Cape Peninsula University of Technology	3 248	2 670	1 050	829	7 797	4 402	2 798	472	112	13	7 797
Central University of Technology, Free State	1 147	852	483	324	2 805	1 611	918	242	29	5	2 805
Durban University of Technology	2 285	2 313	114	891	5 603	3 714	1 790		85	14	5 603
University of Fort Hare	556	470	315	1 083	2 424	53	1 619	548	160	44	2 424
University of the Free State	2 104	1 327	1 222	1 190	5 843	453	2 632	2 066	585	107	5 843
University of Johannesburg	3 274	4 272	1 585	2 098	11 229	4 039	4 745	1 983	394	68	11 229
University of KwaZulu-Natal	2 564	1 651	2 724	1 918	8 857	1 790	4 556	1 618	739	154	8 857
University of Limpopo	1 542	670	466	922	3 599	260	2 356	781	185	17	3 599
Nelson Mandela Metropolitan University	1 770	1 775	907	812	5 264	2 041	2 107	667	390	59	5 264
North West University	2 578	2 317	7 628	2 570	15 093	6 337	4 249	3 753	639	115	15 093
University of Pretoria	4 323	2 593	4 469	2 087	13 473	2 293	5 559	4 073	1 342	206	13 473
Rhodes University	523	448	364	867	2 202	123	1 174	634	214	57	2 202
University of South Africa	1 700	8 684	10 763	5 661	26 808	9 420	9 690	6 928	677	93	26 808
University of Stellenbosch	2 875	2 082	541	1 677	7 176	11	3 226	2 494	1 296	150	7 177
Tshwane University of Technology	4 011	3 671	845	1 907	10 434	7 003	3 035	194	174	28	10 434
University of Venda	829	338	447	479	2 093	183	1 564	295	42	9	2 093
Vaal University of Technology	1 502	1 878	3	258	3 641	2 687	895	31	26	2	3 641
Walter Sisulu University	1 318	1 625	967	923	4 833	2 949	1 625	211	44	4	4 834
University of Western Cape	1 450	510	629	1 235	3 822	382	2 107	953	300	80	3 822
University of Witwatersrand	2 788	1 326	1 022	1 573	6 709	636	3 183	1 605	1 124	169	6 717
University of Zululand	299	213	842	1 064	2 418	494	1 478	378	49	19	2 418
Mangosuthu University of Technology	1 039	722	0	203	1 964	1 800	164	0	0	0	1 964
Total	46 100	44 155	37 879	32 484	160 617	53 012	64 547	31 800	9 691	1 576	160 626

Source: 2011 HEMIS database, downloaded in August 2012.

Note 1: Definitions of fields of study are the same as those employed in Table 2.

Note 2: Definitions of formal qualifications are the same as those employed in Table 3.

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.

Table 7: Summaries of graduation rates in public higher education institutions: 2011

Institution	Undergraduate Degrees and Diplomas (%)	Master's Degrees (%)	Doctoral Degrees (%)
Cape Peninsula University of Technology	24	13	8
University of Cape Town	21	28	13
Central University of Technology, Free State	21	15	6
Durban University of Technology	23	27	20
University of Fort Hare	18	21	17
University of the Free State	15	25	19
University of Johannesburg	20	19	11
University of KwaZulu-Natal	20	18	12
University of Limpopo	15	10	9
Nelson Mandela Metropolitan University	19	21	13
North West University	25	23	12
University of Pretoria	21	21	12
Rhodes University	25	26	14
University of South Africa	7	11	7
University of Stellenbosch	19	25	12
Tshwane University of Technology	21	13	11
University of Venda	20	8	8
Vaal University of Technology	17	19	9
Walter Sisulu University	18	11	13
University of Western Cape	17	20	14
University of Witwatersrand	19	21	13
University of Zululand	14	14	10
Mangosuthu University of Technology	19	n.a.	n.a.
Average	15	20	12

Source: 2011 HEMIS database, downloaded in August 2012.

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 the 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.

Table 8: Undergraduate success rates of contact and distance mode students in public higher education institutions, by population group: 2011

Institution	Contact (%)					Distance (%)				
	Black African	Coloured	Indian/Asian	White	Average	Black African	Coloured	Indian/Asian	White	Average
Cape Peninsula University of Technology	75	83	80	88	79	68	15	100	85	74
University of Cape Town	78	85	87	93	86	n.a.	n.a.	n.a.	n.a.	n.a.
Central University of Technology, Free State	76	75	69	80	77	75	84	87	82	78
Durban University of Technology	78	82	80	86	78	n.a.	n.a.	n.a.	n.a.	n.a.
University of Fort Hare	79	80	80	90	79	n.a.	n.a.	n.a.	n.a.	n.a.
University of the Free State	67	69	66	84	73	71	81	85	78	73
University of Johannesburg	78	78	79	85	79	n.a.	n.a.	n.a.	n.a.	n.a.
University of KwaZulu-Natal	78	82	83	90	81	78	88	94	91	79
University of Limpopo	82	84	90	93	82	n.a.	n.a.	n.a.	n.a.	n.a.
Nelson Mandela Metropolitan University	73	75	79	85	77	85	89	42	91	85
North West University	83	81	85	87	85	88	88	95	93	88
University of Pretoria	76	75	81	85	81	72	75	92	95	72
Rhodes University	81	81	82	88	84	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	75	67
University of Stellenbosch	75	78	79	86	84	n.a.	n.a.	n.a.	n.a.	n.a.
Tshwane University of Technology	72	71	70	80	72	69	72	87	73	71
University of Venda	83	100	100	54	83	n.a.	n.a.	n.a.	n.a.	n.a.
Vaal University of Technology	73	63	72	73	73	n.a.	n.a.	n.a.	n.a.	n.a.
Walter Sisulu University	75	74	94	77	75	n.a.	n.a.	n.a.	n.a.	n.a.
University of Western Cape	78	78	86	91	79	n.a.	n.a.	n.a.	n.a.	n.a.
University of Witwatersrand	80	81	84	91	83	n.a.	n.a.	n.a.	n.a.	n.a.
University of Zululand	78	44	58	63	78	n.a.	n.a.	n.a.	n.a.	n.a.
Mangosuthu University of Technology	80	89	62	75	80	n.a.	n.a.	n.a.	n.a.	n.a.
Average	77	79	82	87	79	67	68	69	75	69

Source: 2011 HEMIS database, downloaded in August 2012.

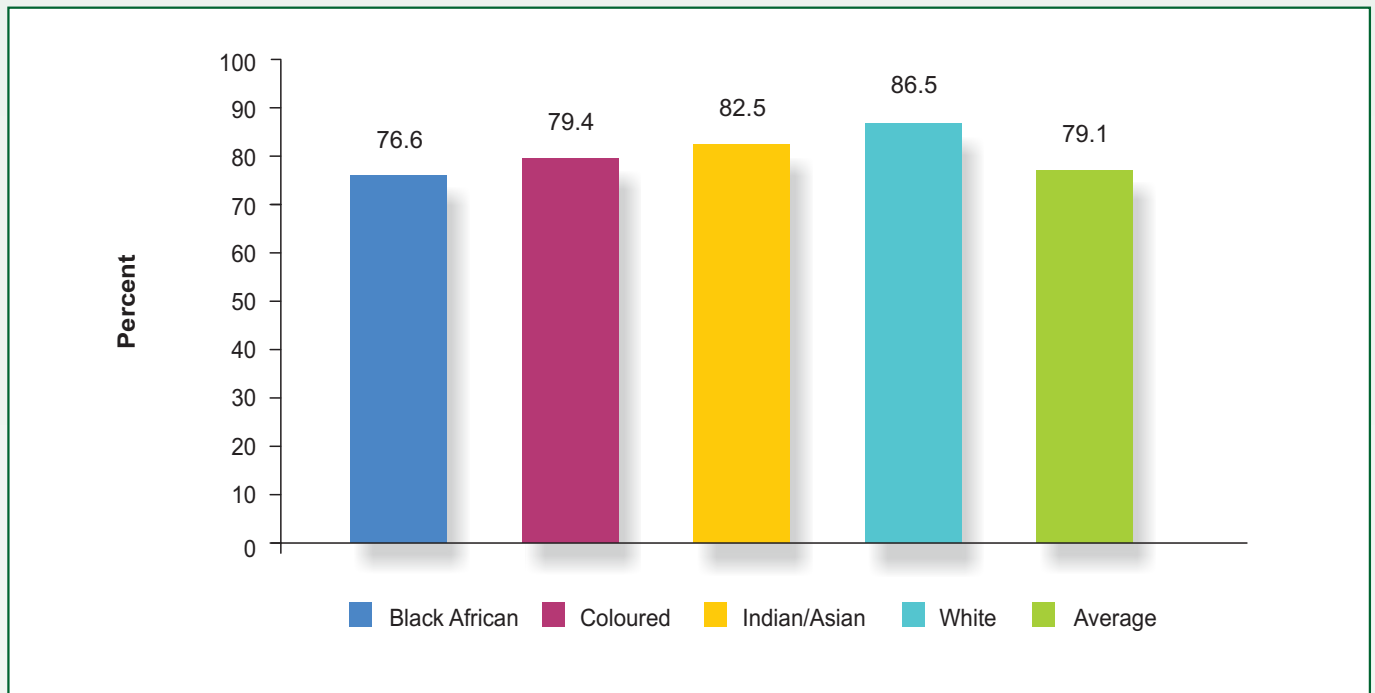
Note 1: Undergraduate courses are those coded as lower pre-diplomate/undergraduate, intermediate pre-diplomate/undergraduate and higher undergraduate.

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 name credit values, is made of full-time equivalent (FTE) enrolled student totals 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. = not applicable.

Figure 5: Percentage distribution of average undergraduate success rates in public higher education institutions, by contact education programmes and population group: 2011



3.4 Staffing

Table 9: Overview of permanent staff in public higher education institutions: 2011

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	763	926	143	58	83	99	42	60	26
University of Cape Town	1 055	2 218	140	28	68	98	42	66	59
Central University of Technology, Free State	269	328	118	42	60	92	39	57	55
Durban University of Technology	592	769	82	71	90	100	46	53	26
University of Fort Hare	291	423	19	74	86	100	36	57	5
University of the Free State	846	1 042	345	21	33	97	48	67	49
University of Johannesburg	871	1 386	463	36	60	93	47	60	23
University of KwaZulu-Natal	1 470	2 721	261	53	79	100	48	65	26
University of Limpopo	806	665	309	81	81	100	41	58	44
Nelson Mandela Metropolitan University	579	956	82	25	55	93	46	62	33
North West University	1 194	1 599	367	26	31	96	46	66	48
University of Pretoria	1 281	1 495	413	20	43	90	49	67	32
Rhodes University	319	545	456	20	52	99	39	61	50
University of South Africa	1 515	3 044	105	46	68	99	50	58	30
University of Stellenbosch	939	1 748	241	18	44	100	41	61	44
Tshwane University of Technology	836	1 439	173	52	71	98	41	54	42
University of Venda	325	297	164	92	98	100	33	52	58
Vaal University of Technology	334	424	241	58	71	98	42	61	56
Walter Sisulu University	607	724	178	87	96	100	43	57	52
University of Western Cape	536	803	50	62	94	100	48	56	36
University of Witwatersrand	1 044	1 584	335	32	72	100	48	65	30
University of Zululand	270	343	177	80	91	100	37	49	42
Mangosuthu University of Technology	193	265	102	88	95	100	26	49	48
Total	16 935	25 205	4 964	45	67	97	45	63	41

Source: 2011 HEMIS database, downloaded in August 2012.

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 Black African, Coloured and Indian/Asian staff on permanent contracts.

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

Table 9 shows that public HEIs in South Africa employed close to 17 000 permanent academic staff, over 25 000 administrative staff and close to 5 000 service staff in 2011. On average, therefore, there is one academic staff member to about 59 students. In reality though, the lecturer: student ratio is likely to vary considerably across HEIs as well as across programmes, courses and subjects.

45% of all academic staff employed in public HEIs are Black (African, Coloured, Indian/Asian), while 67% of all administrative staff are Black. Females comprise 45% of all academic staff employed at public HEIs, 63% of all administrative staff and 41% of all service staff. UNISA employs the highest number of academic staff (1 515), followed by the University of KwaZulu-Natal (1 470) and the University of Pretoria (1 281).

4. FURTHER EDUCATION AND TRAINING COLLEGES

4.1 Introduction

The Further Education and Training (FET) College sector represents the government's focal point for accelerating skills development in South Africa, especially at the intermediate level. Planned for 4 million enrolments by 2030, this sector is arguably central to the achievement of the goal of a skilled workforce that is capable of participating in and contributing to the economic development of the country.

This expectation notwithstanding, poor quality of teaching and learning, weak financial management and poor institutional governance have the potential to undermine the realisation of the desired human developmental trajectory. However, the range of interventions aimed at improving the performance of colleges should take the country far in ensuring that FET Colleges become institutions of “First Choice” for South Africans seeking quality education and training.

This section provides a snapshot of the size, shape, and geographical spread of FET Colleges. Although it paints a concerning picture, particularly in terms of student academic performance, it nonetheless provides a sound basis on which institutional performance can be progressively measured and therefore assess the extent to which the country is realising its goals and targets.

4.2. Public Further Education and Training Colleges

4.2.1 Overview by province

Table 10 shows that there were 50 public FET Colleges in South Africa, with a student population of over 400 000 and a staff complement of 8 686, in 2011. The number of public FET Colleges range between 2 and 9 across the provinces. Gauteng and KwaZulu-Natal provinces enroll relatively higher numbers of students in public FET Colleges (about 98 000 and 88 000, respectively), while the Northern Cape and Mpumalanga enroll relatively lower numbers (at about 9 000 and 18 000, respectively).

Table 10: Overview of the public FET College sector, by province: 2011

Province	Categories	Public FET Colleges
Eastern Cape	Students	36 958
	Lecturers	1 109
	Institutions	8
Free State	Students	31 365
	Lecturers	575
	Institutions	4
Gauteng	Students	97 548
	Lecturers	2 074
	Institutions	8
KwaZulu-Natal	Students	88 166
	Lecturers	1 854
	Institutions	9
Limpopo	Students	43 148
	Lecturers	865
	Institutions	7
Mpumalanga	Students	17 868
	Lecturers	401
	Institutions	3
Northern Cape	Students	8 949
	Lecturers	151
	Institutions	2
North West	Students	22 124
	Lecturers	426
	Institutions	3
Western Cape	Students	54 147
	Lecturers	1 231
	Institutions	6
South Africa	Students	400 273
	Lecturers	8 686
	Institutions	50

Source: 2011 Annual Survey, downloaded in August 2012.

4.2.2 Headcount enrolment and staff per college

Table 11 shows that over 400 000 students enrolled in public FET Colleges in 2011. This number includes both full-time as well as part-time students. Public FET Colleges vary considerably in size, with student enrolment in individual colleges ranging between 22 000 and 2 000.

Tshwane South FET College, with 22 352 students, is the biggest Public FET College in the country. Ikhala is the smallest Public FET College in the country, with just over 2 000 students.

Public FET Colleges employed over 15 500 staff in 2011. This number includes management, lecturing as well as support staff. As is evident in Table 11, staff employment at a college is, in many instances, not consonant with student enrolment figures. For instance, Coastal FET College has 639 staff members in relation to about 15 000 students, while Tshwane South FET College has fewer staff members (555) in relation to a higher number of students (about 22 000). There are many reasons for this apparent anomaly, including factors related to the range and type of programme offerings, historical legacies, management approach and differential access to external resources.

Table 11: Number of staff and students per college: 2011

Name of College	Number of Staff	Number of Students
1. Boland FET College	367	9 941
2. Buffalo City FET College	286	6 614
3. Capricorn FET College	409	7 647
4. Central JHB FET College	441	16 154
5. Coastal FET College	639	15 105
6. College of Cape Town FET College	469	8 571
7. East Cape Midlands FET College	284	6 862
8. Ehlanzeni FET College	236	3 454
9. Ekurhuleni East FET College	395	5 511
10. Ekurhuleni West College	530	15 854
11. Elangeni FET College	344	5 415
12. Esayidi FET College	367	8 923
13. False Bay FET College	353	5 478
14. Flavius Mareka FET College	229	6 835
15. Gert Sibande FET College	311	7 695
16. Goldfields FET College	170	4 157
17. Ikhala FET College	110	2 128
18. Ingwe FET College	120	2 810
19. King Hintsa FET College	173	2 818
20. King Sabata Dalindyebo FET College	406	5 506
21. Lephale FET College	100	6 785
22. Letaba FET College	186	2 430
23. Lovedale FET College	227	2 394
24. Majuba FET College	491	22 176
25. Maluti FET College	340	7 172
26. Mnambithi FET College	173	4 640
27. Mopani South East FET College	187	6 744
28. Motheo FET College	381	13 201
29. Mthashana FET College	194	3 276
30. Nkangala FET College	259	6 719
31. Northern Cape Rural FET College	148	4 828
32. Northern Cape Urban FET College	125	4 121
33. Northlink FET College	642	20 857
34. Orbit FET College	330	9 320
35. Port Elizabeth FET College	348	7 826
36. Sedibeng FET College	312	6 338
37. Sekhukhune FET College	204	5 135
38. South Cape FET College	328	4 554
39. South West FET College	384	9 498
40. Taletso FET College	253	4 291
41. Thekwini FET College	283	8 680
42. Tshwane North FET College	591	12 687
43. Tshwane South FET College	555	22 352
44. Umfolozi FET College	373	9 676
45. Umgungundlovu FET College	290	10 275
46. Vhembe FET College	334	11 569
47. Vuselela FET College	318	8 513
48. Waterberg FET College	194	2 838
49. West Coast FET College	279	4 746
50. Western College FET College	276	9 154
Total	15 744	400 273

Source: 2011 Annual Survey, downloaded in August 2012.

Note 1: In a headcount enrolment, full-time as well as part-time students are counted as units; i.e. no account is taken of the course loads carried by students.

Note 2: Student enrolment is inclusive of ALL programmes.

Note 3: In a headcount of staff, both full-time as well as part-time staff are counted as units; i.e. no account is taken of the teaching loads carried by staff.

Note 4: The staff count includes management, lecturing and support staff.

4.2.3 Headcount enrolment by programme

Table 12 demonstrates that of the more than 400 000 students enrolled in public FET Colleges in 2011, over half (222 754) were enrolled for “Report 191” programmes. These programmes, which are known to have a relatively strong vocational orientation, are traditionally known as the “NATED N1 to N6” programmes.

Approximately one-quarter of the public FET College student population enrolled for National Curriculum (Vocational) NC (V) programmes in 2011.

A relatively small number of students (about 20 000) enrolled for an occupational qualification in public FET Colleges in 2011. The College of Cape Town FET College, Majuba FET College and Boland FET College all enrolled relatively high numbers of students for occupational qualifications.

Only 3 FET Colleges in the country (College of Cape Town FET College, Motheo FET College and Port Elizabeth FET College) offered a programme in relation to the former matric qualification (Report 550). The approximately 1 000 students enrolled in these programmes form a very small portion of the overall student population of public FET Colleges.

Table 12: Number of students per college and per programme: 2011

Name of College	Programme					Total
	NC(V)	Report191	Occupational Qualifications	Report 550 /NSC	Other	
1. Boland FET College	2 076	4 969	2 139	n.a.	757	9 941
2. Buffalo City FET College	2 452	4 031	52	n.a.	79	6 614
3. Capricorn FET College	5 140	2 446	n.a.	n.a.	61	7 647
4. Central JHB FET College	1 914	13 014	247	n.a.	979	16 154
5. Coastal FET College	6 139	8 209	n.a.	n.a.	757	15 105
6. College of Cape Town FET College	2 693	2 154	3 041	155	528	8 571
7. East Cape Midlands FET College	2 070	3 360	1 267	n.a.	165	6 862
8. Ehlanzeni FET College	1 896	1 558	n.a.	n.a.	n.a.	3 454
9. Ekurhuleni East FET College	2 786	2 232	75	n.a.	418	5 511
10. Ekurhuleni West College	4 671	10 578	605	n.a.	n.a.	15 854
11. Elangeni FET College	2 949	1 925	46	n.a.	495	5 415
12. Esayidi FET College	2 247	5 908	374	n.a.	394	8 923
13. False Bay FET College	1 946	902	1 190	n.a.	1 440	5 478
14. Flavius Mareka FET College	635	5 119	707	n.a.	374	6 835
15. Gert Sibande FET College	3 131	2 483	950	n.a.	1 131	7 695
16. Goldfields FET College	699	3 336	n.a.	n.a.	122	4 157
17. Ikhala FET College	1 425	602	n.a.	n.a.	101	2 128
18. Ingwe FET College	1 458	1 255	n.a.	n.a.	97	2 810
19. King Hintsa FET College	1 465	928	77	n.a.	348	2 818
20. King Sabata Dalindyebo FET College	2 152	3 149	205	n.a.	n.a.	5 506
21. Lephalale FET College	743	5 266	n.a.	n.a.	776	6 785
22. Letaba FET College	2 156	171	0	n.a.	103	2 430
23. Lovedale FET College	1 183	774	69	n.a.	368	2 394
24. Majuba FET College	4 951	13 983	3 242	n.a.	n.a.	22 176
25. Maluti FET College	1 558	5 024	302	n.a.	288	7 172
26. Mnambithi FET College	2 081	2 067	n.a.	n.a.	492	4 640
27. Mopani South East FET College	3 943	2 464	n.a.	n.a.	337	6 744
28. Motheo FET College	1 305	11 657	n.a.	136	103	13 201
29. Mthashana FET College	1 033	2 083	n.a.	n.a.	160	3 276
30. Nkangala FET College	1 714	4 927	n.a.	n.a.	78	6 719
31. Northern Cape Rural FET College	1 095	1 909	1 358	n.a.	466	4 828
32. Northern Cape Urban FET College	957	2 786	n.a.	n.a.	378	4 121
33. Northlink FET College	2 232	14 990	390	n.a.	3 245	20 857
34. Orbit FET College	4 638	2 579	731	n.a.	1 372	9 320
35. Port Elizabeth FET College	3 867	2 160	n.a.	837	962	7 826
36. Sedibeng FET College	4 009	1 765	235	n.a.	329	6 338
37. Sekhukhune FET College	1 753	3 382	n.a.	n.a.	n.a.	5 135
38. South Cape FET College	2 203	644	850	n.a.	857	4 554
39. South West FET College	3 671	5 385	286	n.a.	156	9 498
40. Taletso FET College	2 083	1 943	n.a.	n.a.	265	4 291
41. Thekwini FET College	1 486	6 330	219	n.a.	645	8 680
42. Tshwane North FET College	3 664	7 304	n.a.	n.a.	1 719	12 687
43. Tshwane South FET College	4 001	13 984	112	n.a.	4 255	22 352
44. Umfolozi FET College	3 409	4 668	154	n.a.	1 445	9 676
45. Umgungundlovu FET College	1 098	7 834	74	n.a.	1 269	10 275
46. Vhembe FET College	3 300	8 069	n.a.	n.a.	200	11 569
47. Vuselela FET College	3 155	3 156	1 015	n.a.	1 187	8 513
48. Waterberg FET College	2 691	n.a.	n.a.	n.a.	147	2 838
49. West Coast FET College	3 193	794	754	n.a.	5	4 746
50. Western College FET College	1 542	6 498	33	n.a.	1 081	9 154
Total	124 658	222 754	20 799	1128	30 934	400 273

Source: 2011 Annual Survey, downloaded in August 2012.

Note 1: NC(V); National Curriculum (Vocational) Level 2–Level 4.

Note 2: Report 191; the old NATED N1–N6.

Note 3: Occupational Qualification; NQF registered qualification that is quality assured by the relevant ETQA or any other statutory quality assurance body.

Note 4: Report 550/NSC; the former matric or National Senior Certificate.

Note 5: Other; all other skills development and short courses.

Note 6: n.a. = not applicable

4.2.4 Full-time equivalents

Full-time equivalents (FTEs) represent weighted student enrolments. The weightings are based on the type of curriculum programmes and qualifications that students are enrolled in (see further explanation in Note 1 of Table 13). Statistics on FTEs are important as they are used to allocate resources to public FET Colleges. As Table 13 shows, there were over 184 000 FTEs in public FET Colleges in 2011. The majority of FTEs were enrolled in Report 191 N4 – N6 Business Studies programmes.

Table 13: Number of full-time equivalent (FTE) enrolments per college: 2011

Name of College	Programme				Total
	NC(V) L2 – L4	Report 191 N1 – N3 Engineering Studies	Report 191 N4 – N6 Engineering Studies	Report 191 N4 – N6 Business Studies	
1. Boland FET College	2 055	16	0	1 963	4 033
2. Buffalo City FET College	2 510	78	272	665	3 525
3. Capricorn FET College	5 092	0	373	544	6 009
4. Central JHB FET College	1 662	771	1 039	1 223	4 695
5. Coastal FET College	6 061	257	1 565	842	8 725
6. College of Cape Town FET College	2 601	194	492	667	3 954
7. East Cape Midlands FET College	2 064	261	144	698	3 167
8. Ehlanzeni FET College	2 420	348	41	748	3 556
9. Ekurhuleni East FET College	2 631	24	412	584	3 651
10. Ekurhuleni West College	4 394	379	1 002	1 003	6 777
11. Elangeni FET College	3 011	141	150	525	3 828
12. Esayidi FET College	2 268	216	50	2 257	4 792
13. False Bay FET College	1 901	57	0	323	2 280
14. Flavius Mareka FET College	626	164	410	731	1 931
15. Gert Sibande FET College	3 234	150	102	266	3 752
16. Goldfields FET College	610	173	42	837	1 662
17. Ikhala FET College	1 422	15	5	273	1 715
18. Ingwe FET College	1 724	122	0	456	2 302
19. King Hintsa FET College	1 351	17	0	398	1 765
20. King Sabata Dalindyebo FET College	1 731	12	172	620	2 536
21. Lephalale FET College	700	535	280	257	1 772
22. Letaba FET College	2 112	21	0	48	2 181
23. Lovedale FET College	1 179	0	0	321	1 500
24. Majuba FET College	4 581	1 294	790	1 718	8 383
25. Maluti FET College	1 489	131	275	1 514	3 410
26. Mnambithi FET College	1 809	0	26	943	2 778
27. Mopani South East FET College	3 132	288	155	471	4 046
28. Motheo FET College	1 225	557	400	2 644	4 826
29. Mthashana FET College	913	51	110	728	1 803
30. Nkangala FET College	2 085	1 226	542	628	4 981
31. Northern Cape Rural FET College	1 085	103	27	576	1 792
32. Northern Cape Urban FET College	803	88	20	653	1 564
33. Northlink FET College	1 809	860	346	2 042	5 057
34. Orbit FET College	3 482	395	105	391	4 374
35. Port Elizabeth FET College	3 124	155	74	195	3 547
36. Sedibeng FET College	4 068	1	228	486	4 783
37. Sekhukhune FET College	1 700	121	297	821	2 939
38. South Cape FET College	2 172	46	0	280	2 499
39. South West FET College	3 356	88	208	1 248	4 899
40. Taletso FET College	1 730	21	193	602	2 546
41. Thekwini FET College	1 404	786	210	1 202	3 601
42. Tshwane North FET College	3 252	66	459	1 721	5 498
43. Tshwane South FET College	3 556	395	2 349	828	7 127
44. Umfolozi FET College	2 783	186	310	511	3 789
45. Umgungundlovu FET College	1 124	583	326	1 926	3 958
46. Vhembe FET College	2 130	0	667	804	3 601
47. Vuselela FET College	2 483	265	109	205	3 061
48. Waterberg FET College	2 312	7	0	0	2 319
49. West Coast FET College	3 234	56	10	276	3 576
50. Western College FET College	1 512	817	140	685	3 154
Total	116 212	12 537	14 925	40 344	184 018

Source: 2011 Weekly Enrolment Monitoring Tool, downloaded in August 2012.

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

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

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

4.2.5 Staffing

Over half of all the staff employed at public FET Colleges in 2011 (8 686), were employed as lecturers, while 4% (465) comprised management staff and 42% (6 593) comprised support staff. Given the total student enrolment of 400 000, the national average lecturer:student ratio at public FET colleges was 1:47 in 2011. However, this ratio is likely to vary considerably across individual FET Colleges and programme offerings.

Table 14: Number of staff per college and per category: 2011

Name of College	Management Staff	Lecturing Staff	Support Staff	Total
1. Boland FET College	8	152	207	367
2. Buffalo City FET College	4	174	108	286
3. Capricorn FET College	1	247	161	409
4. Central JHB FET College	3	237	201	441
5. Coastal FET College	38	346	255	639
6. College of Cape Town FET College	38	262	169	469
7. East Cape Midlands FET College	18	171	95	284
8. Ehlanzeni FET College	12	104	120	236
9. Ekurhuleni East FET College	10	208	177	395
10. Ekurhuleni West College	13	303	214	530
11. Elangeni FET College	3	205	136	344
12. Esayidi FET College	3	192	172	367
13. False Bay FET College	5	191	157	353
14. Flavius Mareka FET College	6	131	92	229
15. Gert Sibande FET College	10	161	140	311
16. Goldfields FET College	5	92	73	170
17. Ikhala FET College	12	63	35	110
18. Ingwe FET College	11	62	47	120
19. King Hintsa FET College	3	90	80	173
20. King Sabata Dalindyebo FET College	5	226	175	406
21. Lephalale FET College	2	55	43	100
22. Letaba FET College	1	91	94	186
23. Lovedale FET College	3	103	121	227
24. Majuba FET College	2	348	141	491
25. Maluti FET College	26	176	138	340
26. Mnambithi FET College	5	114	54	173
27. Mopani South East FET College	7	117	63	187
28. Motheo FET College	20	176	185	381
29. Mthashana FET College	8	85	101	194
30. Nkangala FET College	15	136	108	259
31. Northern Cape Rural FET College	4	80	64	148
32. Northern Cape Urban FET College	0	71	54	125
33. Northlink FET College	22	337	283	642
34. Orbit FET College	2	155	173	330
35. Port Elizabeth FET College	4	220	124	348
36. Sedibeng FET College	4	209	99	312
37. Sekhukhune FET College	1	101	102	204
38. South Cape FET College	5	180	143	328
39. South West FET College	5	198	181	384
40. Taletso FET College	4	108	141	253
41. Thekwini FET College	6	195	82	283
42. Tshwane North FET College	5	389	197	591
43. Tshwane South FET College	34	374	147	555
44. Umfolozi FET College	1	204	168	373
45. Umgungundlovu FET College	18	165	107	290
46. Vhembe FET College	17	154	163	334
47. Vuselela FET College	3	163	152	318
48. Waterberg FET College	1	100	93	194
49. West Coast FET College	28	109	142	279
50. Western College FET College	4	156	116	276
Total	465	8 686	6 593	15 744

Source: 2011 Annual Survey, downloaded in August 2012.

Note 1: The category "management staff" includes the principal and vice-principal of a public college.

Note 2: The category "lecturing staff" includes 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 this Act; (Lecturer, Senior Lecturer, Head of Department).

Note 3: The category "support staff" includes all other staff who are not teaching i.e. support staff includes 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.

4.3 Private Further Education and Training Colleges

4.3.1 Number of Private FET Colleges

The Department's administrative records reveal that 403 education and training institutions registered as private FET Colleges in South Africa in 2011. However, only 277 colleges (less than 70%) submitted information to the Department about their institutions, students and staff in 2011. Consequently, Tables 15, 16 and 17 reflect statistics provided by only 277 out of the 403 registered private FET Colleges.

4.3.2 Enrolment

Table 15: Headcount enrolment per programme and per gender in 2011

Programmes	Female	Male	Total
NC(V)	1 139	677	1 816
Report 191	10 743	8 781	19 524
Occupational Qualifications	39 872	23 522	63 394
Report 550/NCS	2 974	2 206	5 180
Other	22 375	22 157	44 532
Total	77 103	57 343	134 446

Source: 2011 Annual Survey, downloaded in August 2012.

Note 1: In a headcount enrolment, full-time as well as part-time students are counted as units; i.e. no account is taken of the course loads carried by students.

Note 2: NC(V); National Curriculum (Vocational) Level 2–Level 4.

Note 3: Report 191; the old NATED N1–N6.

Note 4: Occupational Qualification; NQF registered qualification that is quality assured by the relevant ETQA or any other statutory quality assurance body.

Note 5: Report 550/NSC; the former matric or National Senior Certificate.

Note 6: Other; all other skills development and short courses.

Table 15 shows that total student enrolment at 277 Private FET Colleges stood at over 134 000 in 2011, with the majority of students (close to 60%) being female.

Occupational qualifications dominate programme offerings at Private FET Colleges, unlike that in Public FET Colleges, where “Report 191” and NC (V) programmes tend to lead and where occupational qualifications reflect marginal enrolment.

Of note too, is that over one-third of Private FET College students are enrolled in skills development programmes and short courses, in contrast to a significantly lower proportion in Public FET Colleges.

Table 16: Number of students per occupational programme and per level in 2011

Occupational Qualifications	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Total
Agriculture and Nature conservation	0	218	121	1 083		0	1 422
Business, Commerce and Management Studies	1 243	2 429	2 710	12 607	994	0	19 983
Communication Studies and Language	0	0	0	24	25	0	49
Culture and Arts	0	229	225	240	1 175	0	1 869
Education, Training and Development	0	58	0	3 189	1 286	0	4 533
Health Sciences and Social Services	121	1 796	3 188	6 788	473	139	12 505
Human and Social Studies	0	0	0	0	0	0	0
Law, Military Science and Security	0	0	20	0	188	0	208
Manufacturing, Engineering and Technology	1 062	1 768	1 544	2 535	0	0	6 909
Physical Planning and Construction	299	514	477	420	14	0	1 724
Physical, Mathematical, Computer and Life Sciences	0	0	3 218	2 944	56	0	6 218
Services	201	3 038	759	3 744	232	0	7 974
Total	2 926	10 050	12 262	33 574	4 443	139	63 394

Source: 2011 Annual Survey, downloaded in August 2012.

Note 1: In a headcount enrolment, full-time as well as part-time students are counted as units; i.e. no account is taken of the course loads carried by students.

Private FET Colleges offer 12 different occupational programmes. Of these, Business, Commerce and Management Studies are most popular while no or very few students enroll in human and social studies, and communication and language.

By far, the majority of students in Private FET Colleges are enrolled in level 4 occupational programmes. Relatively smaller numbers of students are enrolled in levels 1 and 6 occupational programmes.

4.3.3 Staffing

Table 17: Number of staff per category and gender: 2011

Staff Category	Female	Male	Total
Management Staff	691	568	1 259
Lecturing Staff	2 079	1 849	3 928
Support Staff	2 221	1 254	3 475
Total	4 991	3 671	8 662

Source: 2011 Annual Survey, downloaded in August 2012.

Note 1: The category "management staff" includes the principal and vice-principal of a college.

Note 2: The category "lecturing staff" includes 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 Act. (Lecturer, Senior Lecturer, Head of Department).

Note 3: The category "support staff" includes all other staff who are not teaching i.e. Support staff includes 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.

Table 17 reveals that 277 private FET Colleges employed over 8 600 staff in 2011, of whom lecturers constituted 45% of all staff (as opposed to the 54% in Public FET Colleges).

Over 14% of all employees in Private FET Colleges are managers, while only 4% of all staff in Public FET Colleges are managers.

Close to 60% of the staff employed in Private FET Colleges are female. Although there are more female than male managers in Private FET Colleges, males remain (to a small degree) disproportionately represented in the management echelons of the sector.

4.4 Examination results of public and private FET Colleges

All examination results indicated below are inclusive of Public and Private FET Colleges.

Table 18: Number of NC(V) Level 4 students registered, wrote and passed, per course and gender in 2011

NC(V) Level 4 Course	Female			Male			Total	Total	Total
	Entered	Wrote	Passed	Entered	Wrote	Passed	Registered	Wrote	Passed
L4:Civil Engineering And Building Construction	471	449	200	874	815	326	1 345	1 264	526
L4:Education And Development	101	95	59	10	9	6	111	104	65
L4:Electrical Infrastructure Construction	1 066	969	416	1 874	1 694	720	2 940	2 663	1 136
L4:Engineering And Related Design	624	555	192	2 070	1 835	616	2 694	2 390	808
L4:Finance, Economics And Accounting	1 132	985	495	537	461	204	1 669	1 446	699
L4:Hospitality	769	690	216	333	299	108	1 102	989	324
L4:Information Technology And Computer Science	478	420	135	604	528	122	1 082	948	257
L4:Management	618	546	280	343	294	149	961	840	429
L4:Marketing	511	461	269	396	347	187	907	808	456
L4:Mechatronics	43	40	21	92	81	29	135	121	50
L4:Office Administration	3 607	3 251	1 462	966	858	323	4 573	4 109	1 785
L4:Primary Agriculture	333	297	86	279	241	84	612	538	170
L4:Safety In Society	309	287	143	276	258	112	585	545	255
L4:Tourism	787	716	466	386	355	212	1 173	1 071	678
Total	10 849	9 761	4 440	9 040	8 075	3 198	19 889	17 836	7 638

Source: National Examinations Database, September 2012.

Note 1: The numbers reflected for ENTERED, WROTE and PASSED include only those students who sat for the full NC (V) qualification in 2011.

Note 2: An NC (V) Level 4 qualification allows those who meet the minimum requirements access to Higher Education study programmes.

In 2011, less than half of the 17 836 candidates who wrote the NC (V) Level 4 examinations, passed. Pass rates among females were slightly higher than among males.

The pass rates in engineering and related design, and information technology and computer science courses were significantly lower than the overall average pass rate, while students who wrote the education and development course performed better than their counterparts.

Table 19: Number of NSC students registered, wrote and passed, per course and gender in 2011

NSC course	Female			Male			Total Entered	Total Wrote	Total Passed
	Entered	Wrote	Passed	Entered	Wrote	Passed			
NSC: Art	0	0	0	3	3	0	3	3	0
NSC: Business Studies Accounting/Admin	103	103	78	127	127	81	230	230	159
NSC: Business Studies Secretarial	29	29	13	24	24	10	53	53	23
NSC: Engineering Studies	18	18	16	16	16	14	34	34	30
Total	150	150	107	170	170	105	320	320	212

Source: National Examinations Database, September 2012.

Note 1: The numbers reflected for ENTERED, WROTE and PASSED include only those students who sat for the full NSC qualification in 2011.

Note 2: The NSC qualification referred to in this table is not the Grade 12 NSC qualification, but the NSC offered at FET Colleges, which is also registered on Level 4 of the NQF.

Table 19 demonstrates that of the 320 students who wrote the National Senior Certificate (NSC) examinations in 2011, over two thirds (212) passed. Students who wrote the engineering studies course performed much better than those who wrote the two Business Studies courses.

Table 20: Number of Report 191 N3 students registered, wrote and passed, per course and gender in 2011

Report 191 N3 course	Female			Male			Total Entered	Total Wrote	Total Passed
	Entered	Wrote	Passed	Entered	Wrote	Passed			
N3:Business Studies Accounting /Admin (Revised)	130	130	17	79	79	12	209	209	29
N3:Business Studies Secretarial (Revised)	31	31	2	15	15	7	46	46	9
N3:Engineering Studies (Revised)	692	692	350	1 929	1 929	973	2 621	2 621	1 323
N3:Laboratory Assistants	1	1	0	2	2	0	3	3	0
N3:Water And Waste-Water Treatment Practice	16	16	1	14	14	4	30	30	5
Total	870	870	370	2 039	2 039	996	2 909	2 909	1 366

Source: National Examinations Database, September 2012.

Note 1: The numbers reflected for ENTERED, WROTE and PASSED include only those students who sat for the full N3 programme in 2011.

Note 2: Subjects offered on N3 can be combined with languages or subjects offered in the Senior Certificate (old matric qualification) to create an NSC as offered by FET Colleges.

Less than half of the approximately 2 900 students who wrote the N3 (Report 191) examinations in 2011, passed. The number of passes and pass rates in almost all of the N3 courses was generally very low in 2011, with only the N3 Engineering course showing a pass rate of just over 50%.

A significantly higher number of males wrote and passed the N3 examination as compared to females. Close to 1 000 males passed the N3 examination as compared to 370 females.

Table 21: Number of Report 191 N6 students registered, wrote and passed, per course and gender in 2011

Report 191 N6 course	Female			Male			Total Entered	Total Wrote	Total Passed
	Entered	Wrote	Passed	Entered	Wrote	Passed			
N6:Art And Design (New)	2	2	0	5	5	0	7	7	0
N6:Business Management (New)	237	237	119	137	137	63	374	374	182
N6:Clothing Production (New)	2	2	1	0	0	0	2	2	1
N6:Engineering Studies (Revised)	274	274	204	756	756	546	1 030	1 030	750
N6:Financial Management (New)	168	168	94	90	90	58	258	258	152
N6:Hospitality And Catering Services	3	3	0	2	2	0	5	5	0
N6:Human Resources Management (New)	202	202	88	119	119	66	321	321	154
N6:Legal Secretary (New)	7	7	4	0	0	0	7	7	4
N6:Management Assistant (New)	232	232	150	39	39	25	271	271	175
N6:Medical Secretary (New)	1	1	1	0	0	0	1	1	1
N6:Public Management (New)	62	62	30	38	38	21	100	100	51
N6:Public Relations (New)	35	35	12	16	16	5	51	51	17
N6:Textiles	1	1	1	0	0	0	1	1	1
Total	1 226	1 226	704	1 202	1 202	784	2 428	2 428	1 488

Source: National Examinations Database, September 2012.

Note 1: The numbers reflected for ENTERED, WROTE and PASSED include only those students who sat for the full N6 programme in 2011.

Note 2: On completion of N6, candidates who complete the minimum stipulated period of work-based experience are eligible for a National N Diploma.

Table 21 demonstrates that close to 2 500 students wrote the N6 examinations in 2011. Of these, 1 488 (60%) passed. Student performance in engineering studies was significantly higher than that in all of the other courses.

The number of students who wrote the N6 examinations in certain courses was very low. For instance, only 3 students in the country sat for the clothing production and textiles examination and only 5 sat for both the hospitality and catering services examinations.

5. ADULT EDUCATION AND TRAINING (AET) CENTRES

5.1 Introduction

Adult Education and Training is offered in public and private adult learning centres, which are located mainly in the townships and rural areas of South Africa. The majority of public adult learning centres utilise schools for the provision of adult education and training programmes.

The provision of adult education and training in the country is regulated through the Adult Education and Training Act, 2000 (Act No. 52 of 2000). AET Centres offer programmes to both adults, as well as out-of-school youth, which, in the main, culminate in the General Education and Training Certificate (GETC) qualification equivalent to the National Qualifications Framework (NQF) level 1 and the Senior Certificate (Grade 12).

5.2 Overview by province

Table 22: Number of learners, educators and institutions in AET Centres by province: 2011

Province	Categories	Public and private AET Centres
Eastern Cape	Learners	37 776
	Educators	3 073
	Institutions	301
Free State	Learners	15 869
	Educators	979
	Institutions	208
Gauteng	Learners	84 117
	Educators	2 273
	Institutions	56
KwaZulu-Natal	Learners	3 124
	Educators	3 542
	Institutions	991
Limpopo	Learners	38 727
	Educators	1 769
	Institutions	827
Mpumalanga	Learners	27 546
	Educators	1 706
	Institutions	268
Northern Cape	Learners	5 107
	Educators	289
	Institutions	122
North West	Learners	20 669
	Educators	1 130
	Institutions	235
Western Cape	Learners	36 582
	Educators	1 204
	Institutions	297
South Africa	Learners	297 634
	Educators	15 965
	Institutions	3 305

Source: 2011 Annual Survey, August 2012.

Table 22 shows that there were a total of 3 305 public and private AET Centres in the country, that close to 300 000 learners enrolled in these centres and that about 16 000 educators were employed in AET Centres in 2011.

5.3 Public and private centres

Table 23: Number of centres per province and per type in 2011

Province	Public AET Centres	Private AET Centres	Total
Eastern Cape	294	7	301
Free State	205	3	208
Gauteng	46	10	56
KwaZulu-Natal	975	16	991
Limpopo	827	0	827
Mpumalanga	264	4	268
North West	232	3	235
Northern Cape	120	2	122
Western Cape	276	21	297
Total	3 239	66	3 305

Source: 2011 Annual Survey, downloaded in August 2012.

Note 1: The data has been compiled from submissions from the Provincial Officers.

Note 2: The number of centres is the number as it appears on the National Masterlist at DHET.

Table 23 shows that the AET sector is largely publicly funded with less than 2% of AET Centres in the country being private. The majority of public AET Centres are located in KwaZulu-Natal and Limpopo.

Although Gauteng has relatively fewer AET Centres, its student enrolment in this sector surpasses those in other provinces (see Table 22), mainly because its AET Centres have many more campuses.

5.4 Enrolment

Table 24: Number of learners per province and per level: 2011

Province	AET Level 1	AET Level 2	AET Level 3	AET Level 4 (NQF 1)	Grade 10 (NQF 2)	Grade 11 (NQF 3)	Grade 12 (NQF 4)	Other/Skills Development	Total
Eastern Cape	5 058	7 077	6 807	18 403	0	0	0	431	37 776
Free State	423	1 517	1 739	7 828	65	30	4 248	19	15 869
Gauteng	2 884	3 477	4 567	18 826	42	61	50 854	3 406	84 117
KwaZulu-Natal	4 227	5 659	6 020	14 283	0	98	870	84	31 241
Limpopo	2 266	4 715	4 045	27 672	20	0	0	9	38 727
Mpumalanga	4 576	4 833	4 769	12 942	8	15	403	0	27 546
North West	2 944	3 232	3 608	7 379	0	0	1 495	2 011	20 669
Northern Cape	878	860	760	2 505	0	0	0	104	5 107
Western Cape	4 506	3 597	2 759	8 072	78	61	13 868	3 641	36 582
Total	27 762	34 967	35 074	117 910	213	265	71 738	9 705	297 634

Source: 2011 Annual Survey, downloaded in August 2012.

Note 1: The data has been compiled from submissions from the Provincial Officers.

Table 24 shows that close to 300 000 students enrolled at AET Centres in 2011. A relatively higher proportion of these students were enrolled in centres located in Gauteng. Although Western Cape had a relatively lower number of AET Centres as compared to Limpopo and KwaZulu-Natal, its student enrolment was similar to these two provinces, respectively.

The majority of AET students were enrolled at the higher end of qualification levels. Enrolment in the AET Level 4 programme (NQF Level 1) and Grade 12 (NQF Level 4) programmes was significantly higher than those that at other levels. Almost 40% of all AET students were enrolled in the AET Level 4 programme, while 24% were enrolled for the Grade 12 programme.

5.5 Staffing

Table 25: Number of staff per province and per category and gender in 2011

Province	Management Staff Total	Educator Staff Total	Support Staff Total	Total
Eastern Cape	257	3 073	24	3 354
Free State	166	979	1	1 146
Gauteng	86	2 273	206	2 565
KwaZulu-Natal	521	3 542	70	4 133
Limpopo	675	1 769	12	2 456
Mpumalanga	236	1 706	8	1 950
North West	177	1 130	17	1 324
Northern Cape	34	289	1	324
Western Cape	194	1 204	171	1 569
Total	2 346	15 965	510	18 821

Source: 2011 Annual Survey, downloaded in August 2012.

Note 1: The data has been compiled from submissions from the Provincial Officers.

Note 2: The category "management staff" includes the centre manager of a centre.

Note 3: The category "educator staff" includes any person who teaches, educates or trains a learner, or provides professional educational services, including professional therapy and education psychological services, at a centre.

Note 4: The category "support staff" includes all other staff who are not teaching i.e. Support staff includes 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.

AET Centres employed close to 19 000 staff in 2011, most of whom were educator staff. Support staff comprised a very small proportion of the total number of employees (less than 3%), while management staff comprised about 13% of all staff employed at AET Centres. Staff in AET Centres are predominantly part-time.

KwaZulu-Natal province was the biggest employer of AET staff in 2011, followed by Eastern Cape. Although the Eastern Cape and Western Cape had similar learner enrolment figures for 2011, Eastern Cape employed twice the number of staff as compared to Western Cape.

5.6 Examination Results

All examination results reported below are inclusive of Public and Private AET Centres.

Table 26: Number of learners entered, wrote and passed, per province: 2011

Province	Entered	Wrote	Passed
Eastern Cape	11 050	6 440	1 609
Free State	5 547	3 654	1 026
Gauteng	11 083	7 692	2 460
KwaZulu-Natal	11 939	7 470	2 832
Limpopo	31 292	22 686	5 892
Mpumalanga	14 024	7 125	1 544
North West	7 502	4 507	1 059
Northern Cape	1 702	737	125
Western Cape	2 313	1 733	454
Total	96 452	62 044	17 001

Source: National Examinations Database, September 2012.

Note 1: The numbers reflected for ENTERED, WROTE and PASSED include only those students who sat for the full GETC-AET qualification in 2011.

Note 2: The numbers reflected above cover all 23 Learning Programmes on offer in the GETC-AET Level 4 qualification which is registered on Level 1 of the NQF.

Note 3: On completion of the GETC-AET Level 4 qualification, candidates may register for and complete the Senior Certificate (old matric) which is currently still on offer.

Table 26 shows that the number of AET learners who pass examinations is very low in relation to both the number who enter for the examination as well as those who actually sit for the examination.

In 2011, out of 62 044 students who wrote AET examinations, 17 000 passed the examinations.

Table 27: Number of learners entered, wrote and passed, per province and gender: 2011

Province	Female			Male			Total Entered	Total Wrote	Total Passed
	Entered	Wrote	Passed	Entered	Wrote	Passed			
Eastern Cape	18 889	5 247	1 369	2 161	1 193	240	11 050	6 440	1 609
Free State	3 882	2 661	769	1 665	993	257	5 547	3 654	1 026
Gauteng	16 723	4 717	1 616	4 360	2 975	844	11 083	7 692	2 460
KwaZulu-Natal	9 575	6 039	2 346	2 346	1 431	486	11 939	7 470	2 832
Limpopo	26 849	19 540	4 991	4 443	3 146	901	31 292	22 686	5 892
Mpumalanga	11 509	5 911	1 266	2 515	1 214	278	14 024	7 125	1 544
North West	5 435	3 302	788	2 067	1 205	271	7 502	4 507	1 059
Northern Cape	1 198	518	82	504	219	43	1 702	737	125
Western Cape	1 250	948	209	1 063	785	245	2 313	1 733	454
Total	75 310	48 883	13 436	21 142	13 161	3 565	96 452	62 044	17 001

Source: National Examinations Database, September 2012.

Note 1: The numbers reflected for ENTERED, WROTE and PASSED include only those students who sat for the full qualification in 2011.

Table 27 shows that females comprised a very high proportion of the learners who wrote examinations at AET Centres in 2011. Close to 50 000 females wrote examinations in AET Centres in 2011, as compared to just over 13 000 males. Pass rates were very low among both male and female learners.

6. SECTOR EDUCATION AND TRAINING AUTHORITIES

6.1 Introduction

Sector Education and Training Authorities (SETAs) have been established by government to increase the levels of investment in education and training in the labour market and to improve the return on that investment. There are currently 21 SETAs in the country. SETAs are required to facilitate the delivery of improved industry sector-specific skills in order to contribute to the achievement of the goals of the National Skills Development Strategy (NSDS) III. SETAs have to ensure that intermediate and high-level skills are developed among both workers as well as unemployed persons and that 10 000 artisans per year are qualified and have found suitable employment. SETAs facilitate a number of learning programmes, including learnerships, bursaries, internships and skills programmes. Skills programmes, which have the highest enrolment, are predominately unit standard-based short courses that can be completed and certificated within a year, while learnerships, bursaries and internships are linked to qualification-based programmes that take a year or more to complete and be certificated. SETAs are able to perform their functions through funding obtained from the Skills Development Levy.

6.2 Workers enrolled

Table 28: Number of workers enrolled in SETA learning programmes, per category for the period 2011/2012

SETA	Learnerships		Bursaries		Internships		Skills Programmes		Total Target	Total Actuals
	Target	Actual	Target	Actual	Target	Actual	Target	Actual		
AGRISETA	800	1 040	40	64	0	0	1 200	2 404	2 040	3 508
BANKSETA	0	98	0	409	0	0	0	4	0	511
CATHSETA	200	755	100	131	0	47	100	910	400	1 843
CETA	0	160	0	0	0	0	0	922	0	1 082
CHIETA	1 200	1 311	75	21	0	0	550	2 393	1 825	3 725
ETDPSETA	0	90	145	381	0	0	1 000	1 105	1 145	1 576
EWSETA	600	149	0	24	0	44	1 200	106	1 800	323
FASSET	260	1 686	0	0	0	0	15 000	12 234	15 260	13 920
FOODBEV	600	710	151	274	0	0	400	882	1 151	1 866
FP&MSETA	600	522	80	18	0	0	200	708	880	1 248
HWSETA	1 200	2 339	0	0	0	0	225	262	1 425	2 601
INSETA	0	233	0	258	0	0	0	706	0	1 197
LGSETA	1 480	1 923	80	182	0	0	4 200	4 703	5 760	6 808
MERSETA	1 800	2 432	120	130	0	0	3 120	3 830	5 040	6 392
MICT	0	0	472	10	0	0	300	412	772	422
MQA	600	191	0	0	0	0	19 340	22 268	19 940	22 459
PSETA	250	355	250	191	0	0	250	162	750	708
SASSETA	2 176	432	224	0	0	0	3 754	2 587	6 154	3 019
SERVICES	0	491	0	128	0	0	0	237	0	856
TETA	1 270	786	200	579	175	13	6 200	13 071	7 845	14 449
W&RSETA	300	668	0	0	0	98	300	1 750	600	2 516
Total	13 336	16 371	1 937	2 800	175	202	57 339	71 656	72 787	91 029

Source: SETAs Quarterly Reports, September 2012.

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

Note 2: The category "bursaries" – is part of a qualification as defined in the NQF Act.

Note 3: The category "internships" – the structured work experience component of an occupational qualification registered by the QCTO.

Note 4: The category "skills programmes" – is part of a qualification as defined in the NQF Act.

Table 28 above indicates that 91 029 workers were enrolled in SETA learning programmes over the 2011/2012 financial period, exceeding the enrolment target of 72 787. The majority of workers are enrolled in skills programmes (close to 73 000), as opposed to other kinds of learning programmes.

6.3 Workers certificated

Table 29: Number of workers certificated in SETA learning programmes, per category for the period 2011/2012

SETA	Learnerships		Bursaries		Internships		Skills Programmes		Total Target	Total Actuals
	Target	Actual	Target	Actual	Target	Actual	Target	Actual		
AGRISETA	400	1 039	20	45	0	0	600	2 404	1 020	3 488
BANKSETA	0	294	0	0	0	0	0	631	0	925
CATHSETA	100	352	50	12	0	7	500	1 832	650	2 203
CETA	0	122	0	0	0	0	0	118	0	240
CHIETA	600	625	38	42	128	0	275	1 827	1 041	2 494
ETDPSETA	300	346	60	116	0	0	665	734	1 025	1 196
EWSETA	250	262	0	6	0	0	600	228	850	496
FASSET	222	321	0	0	0	0	15 000	12 234	15 222	12 555
FOODBEV	220	465	166	205	0	0	200	1 403	586	2 073
FP&MSETA	300	329	40	0	0	0	100	311	440	640
HWSETA	600	675	0	0	0	0	225	23	825	698
INSETA	600	168	0	279	0	116	0	3 081	600	3 644
LGSETA	495	851	27	1	0	0	1 400	160	1 922	1 012
MERSETA	1 040	1 650	55	52	0	0	1 500	2 208	2 595	3 910
MICT	0	0	0	0	0	0	300	383	300	383
MQA	420	1 244	0	0	0	0	14 900	24 964	15 320	26 208
PSETA	0	0	0	0	0	0	0	0	0	0
SASSETA	1 088	256	112	0	0	0	1 877	707	3 077	963
SERVICES	0	132	0	116	0	0	0	134	0	382
TETA	635	61	100	50	86	4	3 100	17 600	3 921	17 715
W&RSETA	750	454	0	0	0	0	750	435	1 500	889
Total	8 020	9 646	668	924	214	127	41 992	71 417	50 894	82 114

Source: SETAs Quarterly Reports, September 2012.

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

Note 2: The category "bursaries" – is part of a qualification as defined in the NQF Act.

Note 3: The category "internships" – the structured work experience component of an occupational qualification registered by the QCTO.

Note 4: The category "skills programmes" – is part of a qualification as defined in the NQF Act.

Of the approximately 82 000 workers who were certificated through SETAs, over 90% (more than 70 000) were certificated for skills programmes. Relatively fewer workers were certificated through learnership, bursary or internship programmes. Almost one-third of all certificated workers were from the MQA (Mining Qualification Authority). Only PSETA did not certify any workers on any learning programmes.

The overall target of at least three of the learning programmes were achieved with an over-achievement reflected in skills programmes. Many SETAs reflect an overachievement in the certification of learnerships, while INSETA certificated a significant number of bursary awardees and internships.

6.4 Unemployed enrolled

Table 30: Number of unemployed persons enrolled in SETA learning programmes, per category for the period 2011/2012

SETA	Learnerships		Bursaries		Internships		Skills Programmes		Total Target	Total Actuals
	Target	Actual	Target	Actual	Target	Actual	Target	Actual		
AGRISETA	600	1 208	80	80	250	389	800	993	1 730	2 670
BANKSETA	0	998	0	80	0	0	0	0	0	1 078
CATHSETA	200	819	100	128	100	277	200	656	600	1 880
CETA	0	454	0	0	0	2	0	485	0	941
CHIETA	950	1 183	75	113	117	46	275	514	1 417	1 856
ETDPSETA	1 000	995	420	824	600	602	400	466	2 420	2 887
EWSETA	400	316	100	66	100	33	100	97	700	512
FASSET	3 310	2 077	0	321	0	0	0	0	3 310	2 398
FOODBEV	505	494	250	0	207	211	0	0	962	705
FP&MSETA	1 200	978	100	125	90	28	500	628	1 890	1 759
HWSETA	1 200	1 226	150	175	0	0	225	591	1 575	1 992
INSETA	0	386	0	399	0	127	0	26	0	938
LGSETA	0	1 060	70	176	655	86	270	46	995	1 368
MERSETA	2 250	3 619	230	278	200	320	1 000	1 978	3 680	6 195
MICT	350	2 080	500	570	500	606	0	0	135	3 256
MQA	600	1 156	500	970	150	105	2 000	4 156	3 250	6 387
PSETA	250	81	0	0	250	568	250	0	750	649
SASSETA	63	893	99	17	200	0	0	1 531	362	2 441
SERVICES	0	785	0	0	0	0	0	256	0	1 041
TETA	2 275	1 330	260	389	175	52	2 195	3 305	4 905	5 076
W&RSETA	700	5 541	1 000	1 000	0	0	700	522	2 400	7 063
Total	15 853	27 679	3 934	5 711	3 594	3 452	8 915	16 250	32 296	53 092

Source: SETAs Quarterly Reports, September 2012.

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

Note 2: The category "bursaries" – is part of a qualification as defined in the NQF Act.

Note 3: The category "internships" – the structured work experience component of an occupational qualification registered by the QCTO.

Note 4: The category "skills programmes" – is part of a qualification as defined in the NQF Act.

Over 53 000 unemployed persons enrolled in SETA learning programmes over the 2011/2012 financial period, far exceeding the enrolment target of 32 296. Over half of these students were enrolled in learnership programmes. W&RSETA, MQA and MERSETA enrolled the highest number of unemployed persons for SETA learning programmes in 2011/2.

6.5 Unemployed certificated

Table 31: Number of unemployed persons certificated in SETA learning programmes, per category for the period 2011/2012

SETA	Learnerships		Bursaries		Internships		Skills Programmes		Total Target	Total Actuals
	Target	Actual	Target	Actual	Target	Actual	Target	Actual		
AGRISETA	300	913	40	42	125	345	400	993	865	2 293
BANKSETA	0	999	0	25	0	0	0	65	0	1 089
CATHSETA	100	334	20	49	0	0	150	705	270	1 088
CETA	0	356	0	50	0	0	0	278	0	684
CHIETA	475	962	38	97	44	0	138	434	695	1 493
ETDPSETA	575	913	228	300	450	185	200	218	1 453	1 616
EWSETA	200	537	50	0	50	24	50	0	350	561
FASSET	2 836	2 771	0	321	0	0	0	0	2 836	3 092
FOODBEV	220	324	42	28	80	150	0	0	342	502
FP&MSETA	600	567	50	0	25	0	250	448	925	1 015
HWSETA	600	692	0	0	0	0	225	0	825	692
INSETA	0	463	0	397	0	21	0	143	0	1 024
LGSETA	0	224	23	0	218	0	90	288	331	512
MERSETA	1 400	2 544	42	43	100	142	250	551	1 792	3 280
MICT	770	1 912	0	0	0	0	0	0	770	1 912
MQA	420	1 243	60	81	24	7	2 000	10 570	2 504	11 901
PSETA	0	0	0	0	0	0	0	0	0	0
SASSETA	32	1 050	50	0	100	0	0	0	182	1 050
SERVICES	0	686	0	34	0	0	0	316	0	1 036
TETA	1 138	502	130	65	86	4	1 098	748	2 452	1 319
W&RSETA	490	1 532	0	0	0	0	490	353	980	1 885
Total	10 156	19 524	773	1 532	1 302	878	5 341	16 110	17 572	38 044

Source: SETAs Quarterly Reports, September 2012.

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

Note 2: The category "bursaries" – is part of a qualification as defined in the NQF Act.

Note 3: The category "internships" – the structured work experience component of an occupational qualification registered by the QCTO.

Note 4: The category "skills programmes" – is part of a qualification as defined in the NQF Act.

Of the 38 044 unemployed persons certificated by SETAs in 2011/12, the majority were certificated for learnerships and skills programmes. MQA, FASSET and AGRISETA certificated the most number of unemployed persons in 2011/12, while PSETA did not certify any unemployed persons in 2011/12.

7. ARTISANS

7.1 Introduction

Artisan development remains a critical component of the development of any economy in the world. In South Africa, the artisan development system was a single national system until the early 1980s when decentralised artisan training and trade testing was implemented through Industry Training Boards. By the year 2000, these Boards were allocated to economic sectors through the SETA System. However this led to major confusion about the location of artisans in the skills training system resulting in unnecessary duplication of the certification of artisans. The Department has acknowledged the problem and is in the process of establishing a new national system for artisan training, which will be based on the FET College System.

The new national system development is being led by the National Artisan Moderation Body (NAMB) which was established in terms of Section 26A (1)(a) of the Skills Development Act (SDA), Act 37 of 2008 as an operational unit within the Department of Higher Education and Training, with statutory functions. The NAMB is therefore an integral part of the Department of Higher Education and Training and not a public entity or a state owned company; however it is physically located at INDLELA in Olifantsfontein, Gauteng.

7.2 Artisans assessed at INDLELA

Table 32: Number of Artisans assessed at INDLELA per section for the period 2011/2012

Sections	Assessments Arranged	Withdrawn	Absent	Candidates Assessed	Candidates Passed	Pass %
Automotive Engineering	1 058	140	9	918	352	38%
Electrical Engineering	2 062	254	1	1 808	990	55%
Mechanical Engineering	1 106	145	38	961	160	17%
Services/Manufacturing & Process	2 871	496	52	2 375	1 109	47%
Physical Planning & Construction	32	4	0	28	3	11%
Total	7 129	1 039	100	6 090	2 614	43%

Source: INDLELA – Manually operated excel spreadsheets, September 2012.

Note 1: Artisan: a person that has been certified as competent to perform a listed trade in accordance with this Act.

Note 2: Assessment arranged – All applications received and dates allocated.

Note 3: Withdrawn – students who withdraw from a trade test for any reason during an assessment.

Note 4: Absent – students who did not attend the trade test.

Note 5: Candidates assessed – students who attended the trade test.

Note 6: Candidates passed – students who successfully passed the trade test.

Note 7: Pass % – Percentage calculated using the candidates passed as a percentage of candidates assessed.

Over 6 000 candidates were assessed at INDLELA through trade tests during the 2011/12 financial year. Of these, over 2 614 candidates (43%) passed the trade tests. The majority of candidates who qualified as artisans emerged from the Services/Manufacturing and Process and Electrical Engineering Sections, while only 3 candidates from the Physical Planning and Construction Sector qualified as artisans. The pass rate among mechanical engineering artisan candidates was observably low.

7.3 Artisans certificated by SETAs

Table 33: Number of artisans certificated by SETAs, per economic sector for the period 2011/2012

SETA	Economic Sectors	Target for 2011 – 2012	Certificated year-to-date	Variance Target year-to-date	% Achieved
AGRISETA	Agriculture	44	86	42	195%
CATHSSETA	Tourism, Arts & Culture, Hospitality, Sports	17	463	446	2 724%
CETA	Construction	833	45	788	5%
CHIETA	Chemicals	773	274	499	35%
EWSETA	Energy & Water (ESKOM)	332	553	221	167%
FOODBEV	Food Processing	32	49	17	153%
FPMSETA	Fibre Processing & Manufacturing	167	108	59	65%
LGSETA	Local Government (Municipalities)	190	282	92	148%
MERSETA	Manufacturing & Engineering includes DENEL	1 786	5 346	3 560	299%
MQA	Mining and Minerals	1 141	1 471	330	129%
PSETA	Public Sector	100	0	100	0%
SASSETA	Safety & Security	500	20	480	4%
SERVICES	Services Sector	1 000	1 166	166	117%
TETA	Transport (Transnet & SAA)	752	649	103	86%
W&RSETA	Wholesale & Retail	0	0	0	0%
INDLELA	Non SETA Candidates	2 333	2 614	323	114%
Total Registered		10 000	13 168	3 168	132%

Source: SETAs – Learner Management Systems, September 2012.

Note 1: The Economic Sector the SETA belongs to.

Note 2: Target for 2011/2012 – Targets as set in terms of the National Skills Accord.

Note 3: Certification year-to-date – Targets as set in terms of the Minister's Delivery Agreement.

Note 4: Variance Target year-to-date – the difference between targets and achievements.

SETAs certified over 13 000 persons as artisans in the 2011/12 financial year, exceeding the set target of 10 000. A large number of these artisans were from MERSETA and MQA.

44% (7 out of the total of 16) of the SETAs did not meet their targets set for 2011/12, while others exceeded their target to a large degree. For example, CETA only achieved 5% out of its target, while CATHSSETA over exceeded its target by 2 724%.

8. NATIONAL SKILLS FUND (NSF)

8.1 Introduction

The National Skills Fund (NSF) was established in terms of the Skills Development Act (SDA), (RSA, 1998), as amended. The NSF obtains its funding largely from skills levies collected by government from the business sector. NSF funds are disbursed by the Minister of Higher Education and Training upon advice from National Skills Authority (NSA) as stipulated in section 5(1) (a) (iv) of the Skills Development Act. Section 28 of the SDA stipulates that funds in the NSF may be used only to fund projects identified in the National Skills Development Strategy (NSDS) as national priorities or other projects related to the achievement of the purposes of the Skills Development Act.

8.2 Number of projects per province

Table 34: Number of projects per province for 2011

Province	Number of projects
Eastern Cape	34
Free State	32
Gauteng	50
KwaZulu-Natal	41
Limpopo	33
Mpumalanga	28
North West	30
Northern Cape	26
Western Cape	44
Total	318

Source: NSF organisational reports, 2011.

Note 1: The table above illustrates the total number of skills development projects supported by the NSF nationally and across all nine provinces.

The NSF supported over 300 projects in South Africa in 2011. There was some variation in the number of projects across provinces, with Gauteng having almost twice the number of projects than Northern Cape.

8.3 Targeted number of beneficiaries

Table 35: Targeted number of beneficiaries for 2011

Province	Targeted number of beneficiaries
Eastern Cape	11 206
Free State	6 919
Gauteng	30 806
KwaZulu-Natal	13 151
Limpopo	10 488
Mpumalanga	6 140
North West	8 577
Northern Cape	5 224
Western Cape	15 020
Total	107 503

Source: NSF organisational reports, 2011.

Note 1: The table above illustrates the total number of beneficiaries or learners targeted by NSF skills development projects nationally and across all nine provinces.

The NSF targeted close to 108 000 potential beneficiaries for its projects in 2011. The majority of these targeted beneficiaries are from Gauteng (30 806), Western Cape (15 020) and KwaZulu-Natal (13 151).

9. EXPLANATORY NOTES

9.1 Introduction

The publication comprises aggregated information from all post-school education institutions elaborated in the scope of the surveys below, as well as information provided by certain state entities. The information in the publication reflects the situation during the 2011 academic year.

9.2 Scope

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

- Public Higher Education Institutions (HEIs);
- Public and Private Further Education and Training (FET) Colleges;
- Public and Private Adult Education and Training (AET) Centres;
- Sector Education and Training Authorities (SETAs);
- The National Artisan Moderating Body (NAMB); and
- The National Skills Fund.

9.3 Methodology

Data pertaining to AET Centres and FET Colleges are provided to the Department by Provincial Education Departments (PEDs) in an aggregated format (that is, unit record data are not available), while universities submit unit record data directly to the Department as per the format provided by the Department. SETAs, NAMB and the National Skills Fund provide aggregated data in excel spreadsheets to the Department. The DHET develops and implements policy, standards, definitions and classifications for the aggregation of provincial level data, standardisation and uniformity in the collection of education information.

9.4 Response rate

The response rates to questionnaires sent by the Department and PEDs to education and training institutions with respect to 2011 data are as follows: :

- Public HEIs: 100%;
- Public FET Colleges: 100%;
- Private FET Colleges: 69%; and
- Public AET Centres: Approximately 82%.

10. GLOSSARY

Administrative staff (HEIs)

Includes all executive and professional staff who spend less than 50% of their official time on instruction and research activities, as well as all technical and office staff.

Adult Education and Training (AET) Centre

Education institutions that offer adult education and training programmes as provided for in the Adult Education and Training Act (as amended).

Artisan

Artisan means a person who has been certified as competent to perform a listed trade in accordance with the Skills Development Act.

Bursaries

Funding provided by the state or private organisations to students to deal with costs such as fees, accommodation, transport as well as subsistence costs.

Classification of education subject matter (CESM)

CESM confines itself to knowledge components that appear within a Higher Education academic programme.

College

A public or private further education and training institution that is established, declared or registered under the Further Education and Training Colleges Act, but does not include a school offering further education and training programmes under the South African Schools Act, or a college under the authority of another government department.

Comprehensive University

Universities established from the merger of traditional universities and former Technikons.

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.

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).

Educator/Lecturer

Any person who teaches, educates or trains other persons or who provides professional education services.

FET College

An institution that provides education and training programmes which generally lead to qualifications at Levels 2 to 4 of the National Qualifications Framework (NQF) as contemplated in the NQF Act.

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.

General Education and Training (GET)

All programmes leading to a qualification on Level 1 of the NQF. It represents nine years of schooling – that is, from Grades 1 to 9 as well as Adult Basic Education and Training Levels 1 to 4.

Graduates

Are persons who successfully complete an educational programme during the reference year of the data collection. One condition of a successful completion is that students should have enrolled in, and successfully completed the final year of the corresponding educational programme, although not necessarily in the year of reference.

Graduation rate

The number of graduates in a particular academic year at a given level or programme expressed as a percentage of the total enrolment for that year, for the same level or programme.

Headcount student

A student who is counted as a unit, regardless of the course load he/she is carrying. A student following, for example, only one third of a standard full-time curriculum would be considered to be one headcount unit, as would a student who is enrolled for more courses than are required by a standard full-year curriculum.

Higher Education Institution

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

- (a) established or deemed to be established as a public higher education institution under the Higher Education Act;
- (b) declared as a public higher education institution under the Higher Education Act; or
- (c) registered or conditionally registered as a private higher education institution under the Higher Education Act.

Instruction/Research staff

Academic staff who spend more than 50% of their official time on instruction and research activities.

Internships

"Internship" means the structured work experience component of an occupational qualification registered by the Quality Council for Trades and occupations (QCTO).

Learner/Student

Any person receiving education or is obliged to receive education.

Learnerships

Learnership means a learning programme that leads to an occupational qualification or part qualification and includes an apprenticeship and cadetship.

Lecturing/Educator staff (applicable for AET Centres and FET Colleges only)

Includes any person who teaches, educates or trains other persons or who provides professional educational services at any college/centre, including professional therapy and education psychological services and who is appointed in a post on any lecturer establishment under this Act; (Lecturer, Senior Lecturer, Head of Department).

Management staff (AET Centres)

The category "management staff" includes the centre manager of an AET Centre.

Management staff (FET Colleges)

The category "management staff" includes the principal and vice-principal of a public college.

Master list

A list of institutions containing all the contact information of the institution, such as addresses, telephone numbers, GIS coordinates, etc.

Occupational Qualification

Refers to an NQF registered qualification, which is quality assured by an Education and Training Qualifications Authority (ETQA) or any other statutory quality assurance body.

Permanent staff

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

Post-matric

Refers to programmes offered to learners who have completed matric (Grade 12).

Post-school

The term post-school is used to refer to all education and training for persons who have left school, as well as for those adults who have never been to school but require education opportunities.

Service staff (HEIs)

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.

SETA

Means a Sector Education and Training Authority established in terms of section 9 (1), of the Skills Act.

Skills programmes

Refers to short courses that do not lead to a formal qualification.

Students entered

Students who enroll at an education institution for the first time.

Students passed

Students who successfully passed an examination.

Students wrote

Students who registered and attend the examination session he/she had enrolled for.

Support staff (AET and FET)

Includes all other staff who are not teaching i.e. Support staff includes staff 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.

Worker

A person who has entered into or works under a contract of service or a training contract with an employer (whether by way of manual labour, clerical work or otherwise, and whether the contract is expressed or implied, and whether the contract is oral or in writing).

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DID YOU KNOW?

In South Africa, there are:

23	Public Higher Education Institutions (HEIs)
50	Public Further Education and Training (FET) Colleges
449	Private Further Education and Training (FET) Colleges
3 239	Public Adult Education and Training (AET) Centres
66	Private Adult Education and Training (AET) Centres
21	Sector Education and Training Authorities (SETAs)

Student enrolment in the post-school sector in 2011 was as follows:

938 201	Public Higher Education and Training Institutions (HEIs)
400 273	Public Further Education and Training (FET) Colleges
134 446*	Private Further Education and Training (FET) Colleges
289 363	Public Adult Education and Training (AET) Centres
8 271	Private Adult Education and Training (AET) Centres
144 121	Sector Education and Training Authority (SETA) programmes

*This figure represents enrolment at only 277 of the 449 private FET Colleges that responded to the departmental survey.