



# STATISTICS ON POST - SCHOOL EDUCATION AND TRAINING IN SOUTH AFRICA: 2022



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



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# FOREWORD

The Department of Higher Education and Training (the Department) has released the 13<sup>th</sup> series of the *Statistics on Post-School Education and Training in South Africa* for 2022. The report aims to provide stakeholders with statistical information on the Post-School Education and Training (PSET) sector, which covers various aspects such as student enrolment and completion (which are key measures of access and success respectively), as well as additional performance data on public and private PSET sectors.

In addition to student related data, the report also contains statistics on staffing levels at PSET institutions, Workplace-Based Learning (WBL), financial data, including those related to the National Skills Fund (NSF), the skills levy fund and voted funds. However, data on the National Student Financial Aid Scheme (NSFAS) and Funza Lushaka are excluded from the 2022 edition due to ongoing audit processes. Moreover, data from institutions managed by other government departments and state entities (such as that from Agricultural and Nursing colleges) are not included in this report.

Stakeholders can access reports dating back to 2013 on the Department's website at [www.dhet.gov.za](http://www.dhet.gov.za), while statistics prior to 2010 for Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) and Community Education and Training (CET) colleges can be found in statistical publications available on the Department of Basic Education's website at [www.education.gov.za](http://www.education.gov.za). Similarly, information pertaining to SETAs can be found on the Department of Employment and Labour's website at [www.labour.gov.za](http://www.labour.gov.za).

The Department encourages the use of data and information presented in this report for planning, budget allocation, and reporting purposes within the PSET system. The report serves as an important resource for various stakeholders, including government entities, researchers, policymakers, journalists and the general public. Decisions emanating from good quality data will ensure that the Department realises its strategic thrust of developing a skilled and capable workforce to support an inclusive growth path.

Feedback and suggestions for enhancing the report are encouraged and can be forwarded to [HETIS.Officer@dhet.gov.za](mailto:HETIS.Officer@dhet.gov.za)

A stylized, handwritten signature in black ink, consisting of a series of connected loops and a long horizontal stroke extending to the right.

**Dr SNP Sishi**

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

## ACKNOWLEDGEMENTS

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

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# LIST OF ACRONYMS AND ABBREVIATIONS

<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>AET</b>	Adult Education and Training
<b>AGRISETA</b>	Agriculture Sector Education and Training Authority
<b>ARPL</b>	Artisan Recognition of Prior Learning
<b>BANKSETA</b>	Banking Sector Education and Training Authority
<b>BFA</b>	Bachelor of Fine Arts
<b>BSc</b>	Bachelor of Science
<b>B Tech</b>	Bachelor of Technology
<b>CATHSSETA</b>	Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority
<b>CET</b>	Community Education and Training
<b>CETA</b>	Construction Education and Training Authority
<b>CHIETA</b>	Chemical Industries Education and Training Authority
<b>CLC</b>	Community Learning Centre
<b>COS</b>	Centres of Specialisation
<b>DHET</b>	Department of Higher Education and Training (further referred to as the Department)
<b>ETDP SETA</b>	Education, Training and Development Practices Sector Education and Training Authority
<b>EWSETA</b>	Energy and Water Sector Education and Training Authority
<b>FASSET</b>	Finance and Accounting Services Sector Education and Training Authority
<b>FET</b>	Further Education and Training
<b>FOODBEV</b>	Food and Beverages Manufacturing Industry Sector Education and Training Authority
<b>FP&amp;M SETA</b>	Fibre Processing and Manufacturing Sector Education and Training Authority
<b>FTE</b>	Full-Time Equivalent
<b>GETC</b>	General Education and Training Certificate
<b>GETC-ABET</b>	General Education and Training Certificate: Adult Basic Education and Training
<b>HE</b>	Higher Education
<b>HEI</b>	Higher Education Institution
<b>HEMIS</b>	Higher Education Management Information System
<b>HETIS</b>	Higher Education and Training Information System
<b>HWSETA</b>	Health and Welfare Sector Education and Training Authority
<b>INDLELA</b>	Institute for the National Development of Learnerships, Employment Skills and Labour Assessments
<b>INSETA</b>	Insurance Sector Education and Training Authority
<b>ICT</b>	Information and Communications Technology
<b>LGSETA</b>	Local Government Sector Education and Training Authority
<b>MBChB</b>	Bachelor of Medicine and Bachelor of Surgery

<b>MICT SETA</b>	Media, Information and Communication Technologies Sector Education and Training Authority
<b>MQA</b>	Mining Qualifications Authority
<b>NAD</b>	National Artisan Development
<b>NADSC</b>	National Artisan Development Support Centre
<b>NAMB</b>	National Artisan Moderation Body
<b>NATED</b>	National Technical Education
<b>NC(V)</b>	National Certificate (Vocational)
<b>NDP</b>	National Development Plan
<b>NQF</b>	National Qualifications Framework
<b>NSA</b>	National Skills Authority
<b>NSC</b>	National Senior Certificate
<b>NSDS</b>	National Skills Development Strategy
<b>NSF</b>	National Skills Fund
<b>NSFAS</b>	National Student Financial Aid Scheme
<b>OFO</b>	Organising Framework for Occupations
<b>OQSF</b>	Occupational Qualifications Sub-Framework
<b>PED</b>	Provincial Education Department
<b>PhD</b>	Doctor of Philosophy
<b>PHEI</b>	Private Higher Education Institution
<b>PIVOTAL</b>	Professional, Vocational, Technical and Academic Learning programmes
<b>PLP</b>	Pre-Vocational Learning Programme
<b>PSET</b>	Post - School Education and Training
<b>PSETA</b>	Public Service Sector Education and Training Authority
<b>QCTO</b>	Quality Council for Trades and Occupations
<b>RSA</b>	Republic of South Africa
<b>SADC</b>	Southern African Development Community
<b>SAPSE</b>	South African Post-Secondary Education
<b>SAQA</b>	South African Qualifications Authority
<b>SARS</b>	South African Revenue Service
<b>SASSETA</b>	Safety and Security Sector Education and Training Authority
<b>SC</b>	Satellite Centre
<b>SDPs</b>	Skills Development Providers
<b>SERVICES SETA</b>	Services Sector Education and Training Authority
<b>SET</b>	Science, Engineering and Technology
<b>SETA</b>	Sector Education and Training Authority
<b>SETMIS</b>	Skills Education and Training Management Information System
<b>SNE</b>	Special Needs Education

<b>SIPS</b>	Special Infrastructure Projects
<b>SSPs</b>	Sector Skills Plans
<b>TETA</b>	Transport Education and Training Authority
<b>TVET</b>	Technical and Vocational Education and Training
<b>TVETMIS</b>	Technical and Vocational Education and Training Management Information System
<b>UNISA</b>	University of South Africa
<b>WBL</b>	Workplace-Based Learning
<b>W&amp;RSETA</b>	Wholesale and Retail Sector Education and Training Authority



## 1. INTRODUCTION

The Department of Higher Education and Training (the Department) seeks to improve the capacity of the Post-School Education and Training (PSET) system to meet the skills needs and development of the country. The following medium-term outcomes have been identified:

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

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

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

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

- a) The Higher Education Management Information System (HEMIS), which contains data provided to the Department by public HEIs;
- b) Annual reports submitted by registered private HEIs;
- c) The Technical and Vocational Education and Training Management Information System (TVETMIS), which contains data provided to the Department by TVET colleges;
- d) Community Education and Training Management Information System (CETMIS) for student enrolment data, and Annual Survey data which contains staff data for CET colleges;
- e) Annual Survey data submitted to the Department which contains data for registered private colleges;
- f) The National Examinations Database, which contains administrative data about student examinations and certification for the General Education and Training Certificate-Adult Basic Education and Training (GETC-ABET), the National Certificate (Vocational) [NC(V)] and the N part-qualifications;
- g) Skills Education and Training Authorities Management Information System (SETMIS), which contains data provided to the Department by SETAs;

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

- h) Data provided to the Department by the National Artisan Development Support Centre (NADSC);
- l) Data provided to the Department by the NSF; and
- j) Data extracted from the DHET levy system.

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

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

## 2. SUMMARY OF FINDINGS

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

In 2022, the Post-School Education and Training system had 371 institutions namely: 26 public Higher Education Institutions, 125 private Higher Education Institutions, 50 Technical and Vocational Education and Training (TVET) colleges, 161 registered private colleges and 9 Community Education and Training (CET) colleges.

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

- a) In 2022, almost 1.3 million students enrolled in public and private HEIs, with public HEIs accounting for the majority (1 077 768) of enrolments while private HEIs enrolled 258 215 students. The target in the National Development Plan (NDP)<sup>2</sup> is 1.6 million enrolments by 2030.
- b) The majority of students in public HEIs enrolled through the contact mode (64.5% or 694 955) while 382 813 or 35.5% enrolled through the distance mode of learning.
- c) Enrolment in TVET colleges reached 518 584 in 2022, reflecting a 12% or 70 499 decline when compared with 2021 (589 083). This number reflects a count of students enrolled in each enrolment cycle (there are six enrolment cycles at TVET colleges). The NDP indicates that headcount enrolment in TVET colleges should reach 2.5 million by 2030.
- d) In 2022, enrolment in CET colleges was 130 752, reflecting an 8.6% (12 279) decline compared to the 143 031 enrolments in 2021. The NDP target for enrolment in this sector is 1 million students by 2030.
- e) Students enrolled in private colleges were 71 856 in 2022, and this figure represents enrolment in 90 out of 161 private colleges registered with the Department in 2022. The number of registered private colleges have been fluctuating, and communicate 1 of 2020 indicates that Skills Development Providers offering occupational qualifications and part-qualifications on the Occupational Qualifications Sub-Framework (OQSF) are no longer required to register with the Department, but they must be accredited by the QCTO or its delegated Quality Assurance Partners.

### *Public and Private Higher Education Institutions Graduates*

- a) There were 225 702 graduates in public HEIs in 2022, which reflects a 3.2% (7 555) decrease when compared with the number of graduates reported in 2021 (233 257). The majority of graduates were in the SET (29.2% or 66 000), followed by Business and Management (26.7% or 60 166), Other Humanities (25.7% or 58 006) and Education (18.4% or 41 530) fields of study. A large number of students obtained undergraduate degrees (97 352 or 43.1%), followed by undergraduate certificates and diplomas (57 088 or 25.3%), and postgraduate below Master's level (34 497 or 15.3%).
- b) The number of graduates for doctoral degrees was 3 690 in 2022, and this was 3.2% (116) higher compared with 2021 (3 574). The Department plans to produce 4 300 PhD graduates by 2024.
- c) Graduates from private HEIs reached 57 302 in 2022, an increase of 5.0% (2 751) when compared to 54 551 in 2021.
- d) The majority of students in private HEIs graduated in a Bachelor's degree 360-Credits, 28.2% or 16 173 followed by Higher Certificate with a figure of 28.0% or 16 021, Diploma 360-Credits with a figure of 13.7% or 7 870, Postgraduate Certificate (6.7% or 3 862), Honours Degree with a figure of 4.6% or 2 660, Postgraduate Diploma (4.4% or 2 504) and Advanced Diploma (4.3% or 2 455). The lowest proportion of graduates obtained Doctoral degrees (0.1% or 33).

<sup>2</sup> National Development Plan, November 2011

**TVET colleges' Completion Rates**

- a) A total of 45 209 students completed N3, N6 and NC(V) Level 4 in TVET colleges in 2022, which are key exit levels in this sector. This translated to the following completion rates: 73.4% for N3, 55.8% for N6 and 61.3% for NC(V) Level 4.
- b) The completion for N6 Business Studies was higher (25 782), translating to a 57.5% completion rate, while 1 725 students completed N6 Engineering Studies resulting in a completion rate of 38.2%.

**Private Colleges' Completion Rates**

- a) In the private college sector, 10 900 students completed N3, N6 and NC(V) Level 4 in 2022, which are key exit levels in this sector. This translated to the following completion rates: 69.9% for N3, 53.2% for N6 and 58.0% for NC(V) Level 4.
- b) In 2022, the completion for N6 Business Studies was 4 537 which translated to a 55.7% completion rate, which was higher than the 1 010 students who completed N6 Engineering Studies with a completion rate of 44.3%.

**CET colleges' Completion Rates**

- a) A total of 10 383 students completed the GETC: ABET Level 4 qualification in 2022, resulting in a completion rate of 41.0%.
- b) Two colleges recorded higher completion rates than the national average in 2022, with the highest rates observed in KwaZulu-Natal (52.3%) followed by Mpumalanga (44.8%) CET colleges.

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

- a) There were 127 412 learners registered for SETA-supported learning programmes during the 2022/23 financial year, which was 2.2% (2 852) lower than registrations recorded in the 2021/22 financial year (130 264).
- b) Nearly half of the learners registered for learnerships (47.7% or 60 809), while (42.0% or 53 518) were in skills programmes, and the remaining (10.3% or 13 085) were in internships.
- c) The total number of certifications for SETA-supported learning programmes during the 2022/23 financial year was 76 100, which was 19.7% (18 615) lower as compared with the 2021/22 financial year (94 715).
- d) The majority of certifications were in skills programmes (68.3% or 51 981) and learnerships (29.0% or 22 068), with internships constituting a smaller proportion (2.7% or 2 051).
- e) During the 2022/23 financial year, 20 463 learners entered artisanal learning programmes, with 83.3% (17 042) of them falling under the Special Infrastructure Projects (SIPs) scarce skills category.
- f) A total of 20 463 learners completed their artisanal learning programmes during the 2022/23 financial year, of which 87.2% (17 499) of them were in the SIPs scarce skills (i.e. occupations that are part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012).

**The Skills Development Levy Fund**

- a) During the 2022/23 financial year, the skills levy system disbursed R20.8 billion, and a larger proportion was disbursed to the SETAs (R16.6 billion) while the National Skills Fund (NSF) received R4.1 billion.
- b) Nearly R2.2 billion of the R16.6 billion SETA allocation was spent on administrative costs, while R4.2 billion was paid back to levy-paying firms in the form of mandatory grants.

***National Skills Fund***

- a) Over the course of the 2022/23 financial year, the NSF supported 221 skills development projects, which is a decrease of 18.8% (51) from the 272 projects supported during the previous financial year (2021/22).
- b) The number of beneficiaries reached 24 318 in the 2022/23 financial year compared to 81 532 in the 2021/22 year, which represents a 70.2% (57 214) decline between the two financial years.
- c) During the 2022/23 financial year, the NSF allocated over R1.6 billion to skills development interventions, reflecting a 52.1% decrease (R1.7 billion) compared to the disbursement in the 2021/22 financial year, which amounted to R3.3 billion.
- d) In the 2022/23 financial year, a significant portion of NSF funds, amounting to R710.7 million (44.2%), was allocated for rural development, benefiting 18 531 beneficiaries. This was followed by allocations to other national priorities (28.3% or R454.9 million), while 15.9% (R256 million) was allocated to TVET colleges. The lowest proportion of the funds were allocated for replace with bursaries (5.1% or R81.7 million). The highest average expenditure per beneficiary was observed in bursaries, with R102 000 spent per beneficiary.

***Funding of Key Post-School Education and Training Institutions***

- a) The total funding allocated to public HEIs, TVET colleges and CET colleges during the 2022/23 financial year was R61.2 billion, representing an 8.2% (R4.6 billion) increase compared to what was allocated in the 2021/22 financial year (R56.6 billion).
- b) Out of the total R61.2 billion allocated during the 2022/23 financial year, a larger proportion of transfers, subsidies and operational costs was for public HEIs (75.7% or R46.4 billion), while TVET and CET colleges were allocated 20.0% (R12.3 billion) and 4.2% (R2.6 billion) respectively.

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

A wide range of Post-School Education and Training (PSET) programmes are offered in South Africa through public and private Higher Education and Institutions (HEIs), Technical and Vocational Education and Training (TVET) colleges, Community Education and Training (CET) colleges and private colleges as well as registration and certifications for SETA-supported workplace-based learning programmes.

**Table 3.1: Overview of Post-School Education and Training Institutions and student enrolment, 2022**

	HEIs			Colleges				Total PSET
	Public	Private	Total	TVET	CET	Private	Total	
Number of institutions	26	125	151	50	9	161	220	371
Number of students enrolled	1 077 768	258 215	1 335 983	518 584	130 752	71 856	721 192	2 057 175

Sources: 2022 HEMIS database, data extracted in November 2023.  
 Annual reports submitted by private HEIs to DHET for the 2022 year of reporting.  
 2022 Student headcount listing with verification checks 20240420FINAL.  
 FET\_Pvt\_Annual\_2022\_20240124, extracted in January 2024.  
 CETMIS 2022, data extracted in April 2024.

Note 1: Private and public Higher Education Institutions figures were audited.

Note 2: The number of private colleges shown in Table 3.1 reflects the number of institutions registered with the Department.

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

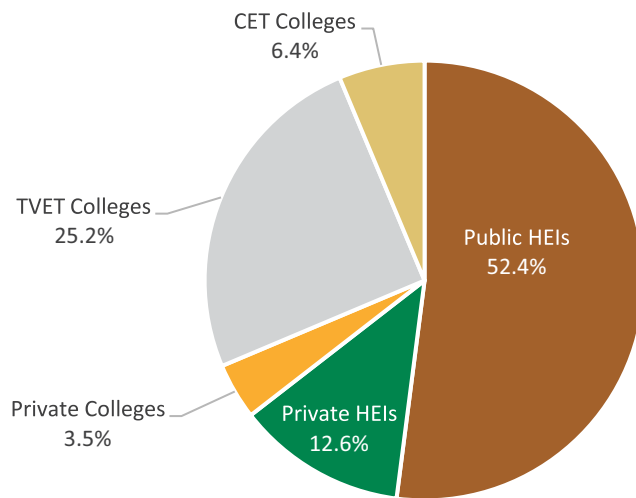
Note 4: Students in TVET colleges are counted once in every enrolment cycle i.e. annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.

Note 5: Total enrolment for CET colleges is based on a response rate of 80.0%.

Note 6: The 2022 figure for private colleges represents enrolment at only 90 of the 161 registered private colleges that responded to the departmental Annual Survey.

In 2022, there were 371 registered and established PSET institutions. Among these, 85 were public institutions comprising 26 public HEIs, 50 TVET colleges and 9 CET colleges. The remaining 286 were private institutions, consisting of 125 private HEIs and 161 private colleges. More than 2.0 million students were enrolled in these institutions, with the majority attending higher education institutions (over 1.3 million). The public PSET institutions accounted for more than 1.7 million enrolments (84.0%) while the private sector made up 16.0% (330 071).

**Figure 3.1: Percentage distribution of student enrolments in Post-School Education and Training Institutions, 2022**



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

More than half of the students enrolled in 2022 were in public HEIs (52.4%), followed by TVET colleges (25.2%) and private HEIs (12.6%). Meanwhile, the CET and private colleges had lower enrolments (6.4% and 3.5% respectively).

## 4. HIGHER EDUCATION INSTITUTIONS

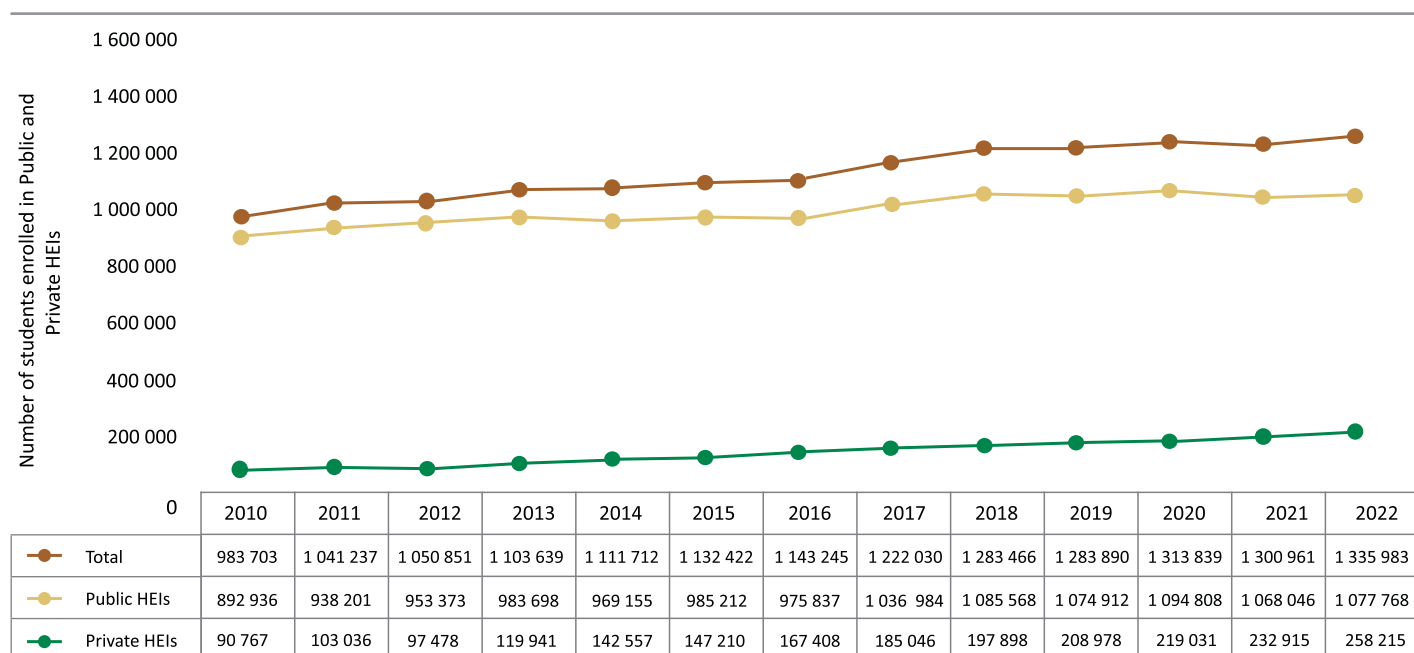
### 4.1 ENROLMENT IN PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs)

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

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

In 2022, the HE sector comprised 26 universities and 125 private higher education institutions (PHEIs). In order to improve access to university education opportunities in Mpumalanga and the Northern Cape, the Department established the University of Mpumalanga and Sol Plaatje University. Sefako Makgatho Health Sciences University opened its doors for student enrolments in 2015 and the Department continues to oversee the development of universities.

**Figure 4.1: Number of students enrolled in public and private HEIs, 2010 - 2022**



Sources: *Statistics on Post-School Education and Training in South Africa, 2021.*  
 2022 HEMIS database, data extracted in November 2023.  
 Annual reports submitted by private HEIs to the DHET for the 2022 year of reporting.

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

The total number of student enrolment in public and private Higher Education Institutions (HEIs) in 2022 was 1 335 983, and the majority of students enrolled in public HEIs (80.7% or 1 077 768), while only 19.3% or 258 215 enrolled in private HEIs. The total enrolment in public and private HEIs in 2022 reflects an increase of 2.7% or 35 022 when compared with 2021. Public HEIs enrolment increased by 9 722 or 0.9%, while private HEIs enrolment increased by 25 300 or 10.9%.



Enrolment in both public and private HEIs increased by 352 280 or 35.8% over the period under review (2010 - 2022). Private HEIs student enrolment more than doubled over the thirteen-year period (increase of 184.5% or 167 448), while public universities enrolment increased by 20.7% or 184 832 in the same period.

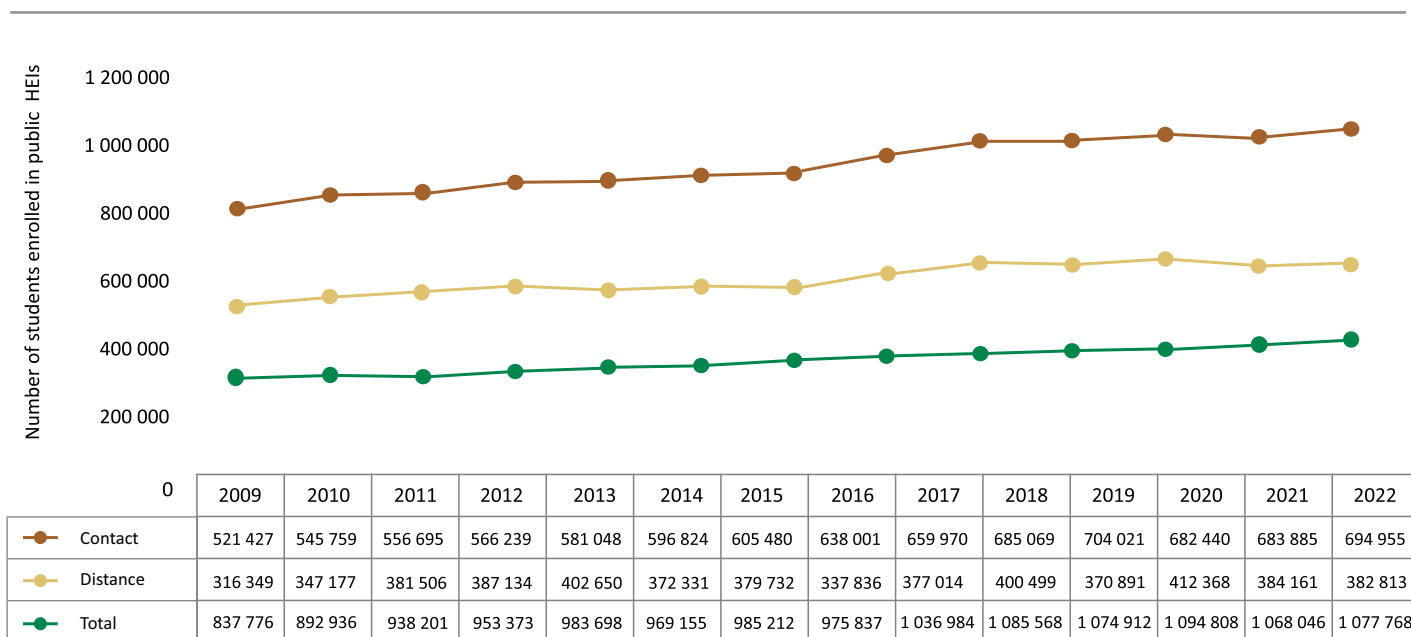
## 4.2 PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIs)

### 4.2.1 Introduction

The public higher education sector consists of 26 universities, differentiated into 11 general academic universities; nine comprehensive universities and six universities of technology. The statistics reflected in the tables and figures in this section were provided to the Department by public HEIs. The figures can be considered to be reliable since external auditors appointed by public HEIs audited the data prior to it being submitted to the Department.

### 4.2.2 Enrolment in public Higher Educations (HEIs)

Figure 4.2: Number of students enrolled in public HEIs by attendance mode, 2009 - 2022



Sources: *Statistics on Post-School Education and Training in South Africa, 2021.*  
 2022 HEMIS database, data extracted in November 2023.

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

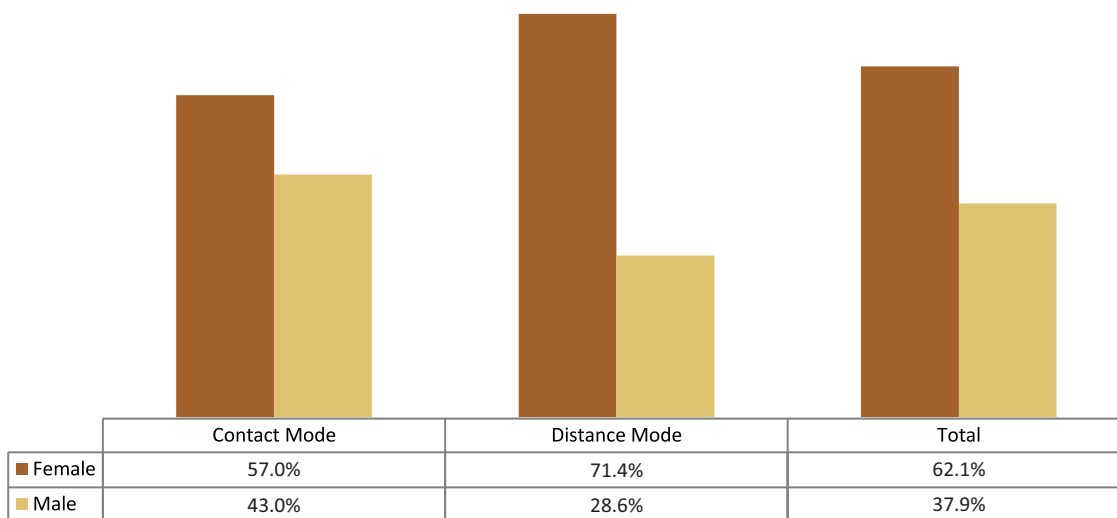
Note 2: The distance mode of study involves interaction with lecturers or supervisors through distance education techniques, such as written correspondence, telematics and/or the internet.

Total enrolment in public HEIs in 2022 was 1 077 768, and this was 0.9% (9 722) higher when compared to enrolment in 2021 (1 068 046). The highest proportion of students enrolled through the contact mode of learning (64.5% or 694 955), while 35.5% (382 813) students enrolled through the distance mode of learning. The majority of students who enrolled through the contact mode were recorded in Tshwane University of Technology (58 893 or 8.5%), followed by the University of Pretoria (49 964 or 7.2%) and the University of Johannesburg (49 491 or 7.1%). UNISA only offers courses through the distance mode of learning, and 94.6% (362 317) of students enrolled through this mode in 2022 were from this university (see Table 10.2 of the Appendix).

The number of students enrolled through the contact mode of learning has been consistently higher than that of students enrolled through the distance mode of learning throughout the period under review (2009-2022). In 2022, there were 312 142 more contact learning students compared to those enrolled through distance learning mode. Student enrolment for contact mode of learning increased by 1.6% (11 070) between 2021 and 2022, while that of distance mode of learning decreased by 0.4% (1 348) in the same period.

Overall student enrolment in public HEIs increased by 28.6% (239 992) over the 14-year period 2009-2022. Students enrolled through the contact mode of learning recorded the highest increase from 2009 -2022 (33.3% or 173 528), while enrolment for the distance mode of learning students increased by 21.0% (66 464).

**Figure 4.3: Proportion of student enrolment in public HEIs, by attendance mode and gender, 2022**



Source: 2022 HEMIS database, data extracted in November 2023.

In 2022, female students made up 62.1% of all students enrolled in public HEIs, compared to 37.9% of male students. Female students predominated in both the contact and distance learning modes (57.0% and 71.4%, respectively). The greatest gender disparity was observed in distance learning, where seven out of ten students (71.4%) were females compared to 28.6% of males.

**Table 4.1: Number of students enrolled in public HEIs, by attendance mode, population group and gender, 2022**

Population group	Contact			Distance			Total			
	Female	Male	Unspecified	Female	Male	Unspecified	Female	Male	Unspecified	Total
African	313 536	236 354	134	230 026	89 561	3	543 562	325 915	137	869 614
Coloured	24 409	14 762	38	13 528	5 173	2	37 937	19 935	40	57 912
Indian/Asian	13 314	10 300	10	9 052	4 124	0	22 366	14 424	10	36 800
White	38 949	31 470	97	19 240	9 881	0	58 189	41 351	97	99 637
Unspecified	5 950	5 609	23	1 444	778	1	7 394	6 387	24	13 805
<b>Total</b>	<b>396 158</b>	<b>298 495</b>	<b>302</b>	<b>273 290</b>	<b>109 517</b>	<b>6</b>	<b>669 448</b>	<b>408 012</b>	<b>308</b>	<b>1 077 768</b>

Source: 2022 HEMIS database, data extracted in November 2023.

Africans accounted for more than 80% of students enrolled in public HEIs in 2022 (80.7% or 869 614), while White students accounted for 9.2% (99 637) of total enrolment, followed by Coloured students (5.4% or 57 912) and Indian/Asian students (3.4% or 36 800). In every population group, there were more female students enrolled than male students. The African population group had the highest gender disparity, with 217 647 more female students enrolled than males, and the Indian/Asian population group had the smallest gender gap (7 942 more females compared to males).

The majority of the students enrolled in the contact and distant learning modes were female African students. The highest gender gap was found in the distance mode of learning, where 140 465 more African female students enrolled than males. The smallest gender gap was found among Indian/Asian students enrolled through contact mode, where 3 014 more female than males enrolled.

**Table 4.2: Number of students enrolled in public HEIs by gender, field of study and qualification type, 2022**

Qualification type	Female					Male					Unspecified gender	Total enrolment
	SET	Business and Management	Education	Other Humanities	Total	SET	Business and Management	Education	Other Humanities	Total		
Occasional	1 040	811	97	1 483	3 431	1 165	613	32	599	2 409	2	5 842
Undergraduate Certificates and Diplomas	38 307	70 979	12 912	51 877	174 075	43 841	37 953	1 929	23 460	107 182	6	281 263
Undergraduate Degree	86 466	58 468	109 712	122 673	377 318	80 690	41 327	37 430	58 884	218 332	216	595 866
Advanced Diploma and Postgraduate Certificate in Education	3 986	8 872	8 368	1 933	23 159	4 634	4 833	4 769	1 178	15 413	4	38 576
Postgraduate below Master's Level	9 911	16 087	7 893	11 780	45 671	7 628	11 219	2 979	4 421	26 247	35	71 953
Master's Degree	15 692	5 790	2 807	9 266	33 555	13 412	5 440	1 496	5 532	25 880	41	59 476
Doctoral Degree	5 908	1 397	1 334	3 600	12 239	6 287	1 832	1 052	3 379	12 549	4	24 792
<b>Total</b>	<b>161 310</b>	<b>162 404</b>	<b>143 122</b>	<b>202 613</b>	<b>669 448</b>	<b>157 656</b>	<b>103 217</b>	<b>49 687</b>	<b>97 452</b>	<b>408 012</b>	<b>308</b>	<b>1 077 768</b>

Source: 2022 HEMIS database, data extracted in November 2023.

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

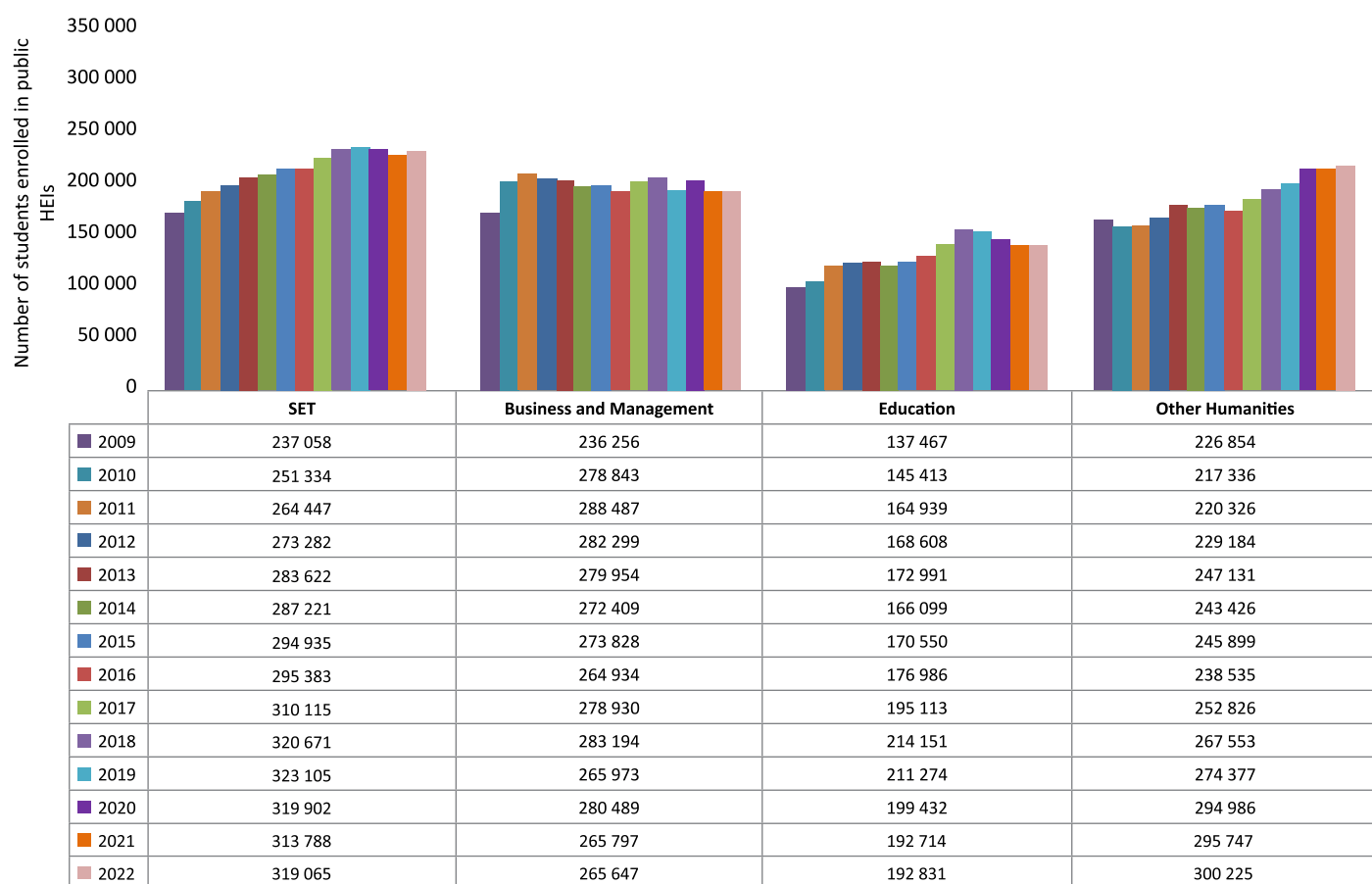
Note 2: No gender information was provided for records in the following fields of study: SET (25), Business and Management (9), Education (5) and other Humanities (52).

Enrolment for females in public HEIs was 669 448, which was 261 436 higher when compared with that of males (408 012). The biggest gender disparity was observed in the undergraduate degree, with 158 986 more female students enrolling in this qualification than males. Female students made up a sizable portion of those enrolling in Undergraduate Certificates and Diplomas, Postgraduate below Master's level, Master's degrees, and Advanced Diploma and Postgraduate Certificate in Education. However, male enrolment in Doctoral Degrees was 310 more than that of females.

The overall observation indicates a higher number of females enrolled as compared to males in all fields of study. However, it's important to highlight that a higher number of male students enrolled in the Undergraduate Certificates and Diplomas, Advanced Diploma and Postgraduate Certificate in Education, Doctoral Degree and as Occasional students within the SET field of study.

Significant differences were observed in the Other Humanities and Education fields of study, where enrolment for females was (105 161 and 93 435 higher as opposed to males). It should also be noted that three in every four students enrolled in the Education field of study were females (74.2% or 143 122), as opposed to 25.8% (49 687) of males. Female students were predominant in the Other Humanities field of study, constituting more than two thirds enrolment (67.5% or 202 613) while male students accounted for 32.5% or 97 452.

**Figure 4.4: Number of students enrolled in public HEIs by major field of study, 2009 - 2022**



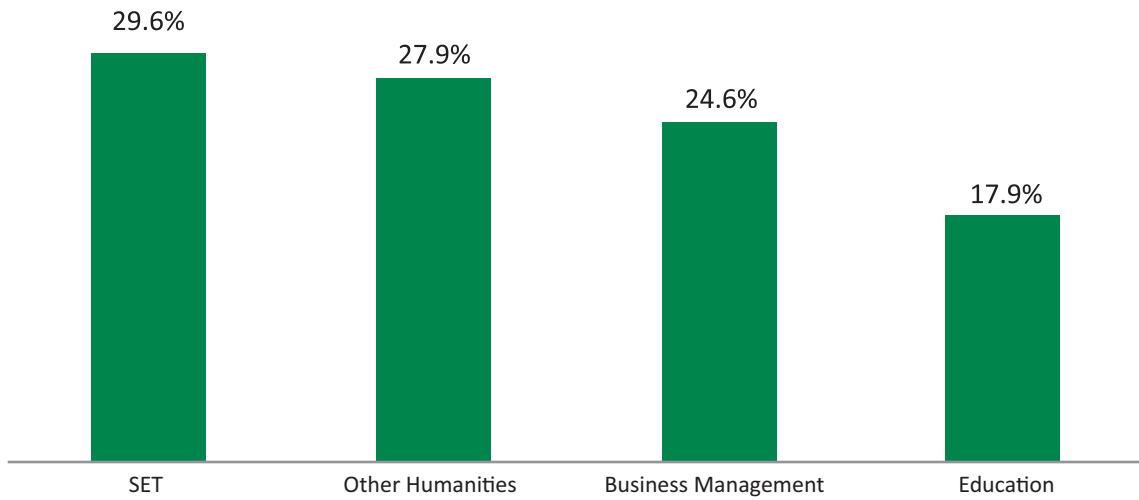
Sources: Statistics on Post-School Education and Training in South Africa, 2021. 2022 HEMIS database, data extracted in November 2023.

The majority of students in public HEIs enrolled in the Science, Engineering and Technology (SET) (319 065), followed by Other Humanities (300 225) and Business and Management (265 647) fields of study, while the lowest number of students enrolled in the Education field of study (192 831).

An increase in enrolment was observed in almost all fields of study between 2021 and 2022, except Business and Management, which recorded a slight decrease of 0.1% (150). The most significant growth occurred in the SET and Business and Management fields of study, with enrolment increasing by 1.7% (5 277) and 1.5% (4 478) respectively between 2021 and 2022.

Student enrolment increased in all fields of study over the period under review (2009 – 2022), with the highest increases observed in the fields of SET (82 007), Other Humanities (73 171) and Education (55 364). The lowest increase during the same period was observed in the Business and Management field of study (29 392).

Figure 4.5: Proportion of students enrolled in public HEIs by major field of study, 2022

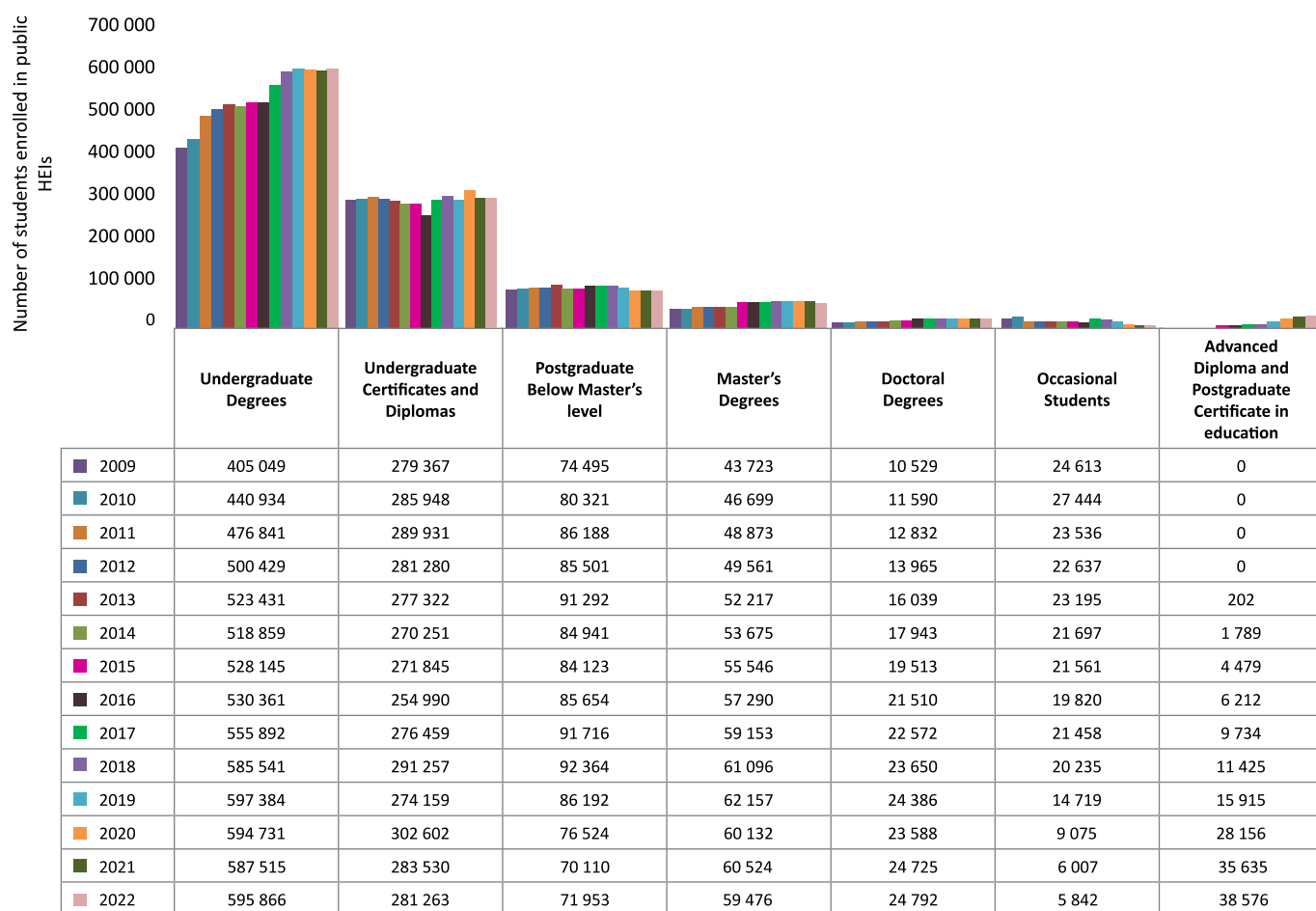


Source: 2022 HEMIS database, data extracted in November 2023.

In 2022, the highest proportion of students in public HEIs enrolled in the SET field of study (29.6%), while over a quarter enrolled in the other Humanities (27.9%), followed by 24.6% in Business and Management and the lowest enrolment was in the Education field of study (17.9%).

UNISA enrolled the majority of students in all fields of study, with the highest enrolment recorded in other Humanities (134 539) followed by Business and Management (93 608), Education (92 996), and SET (41 176). University of Pretoria had the second largest enrollment in the SET field of study (26 297) and Tshwane University of Technology had the second largest enrolment in the Business and Management field of study (20 637). North West University had the second largest enrolment in the Education field of study (15 752), while the University of the Free State recorded the second largest enrolment in the other Humanities field of study (14 500) (see Table 10.1 of the Appendix).

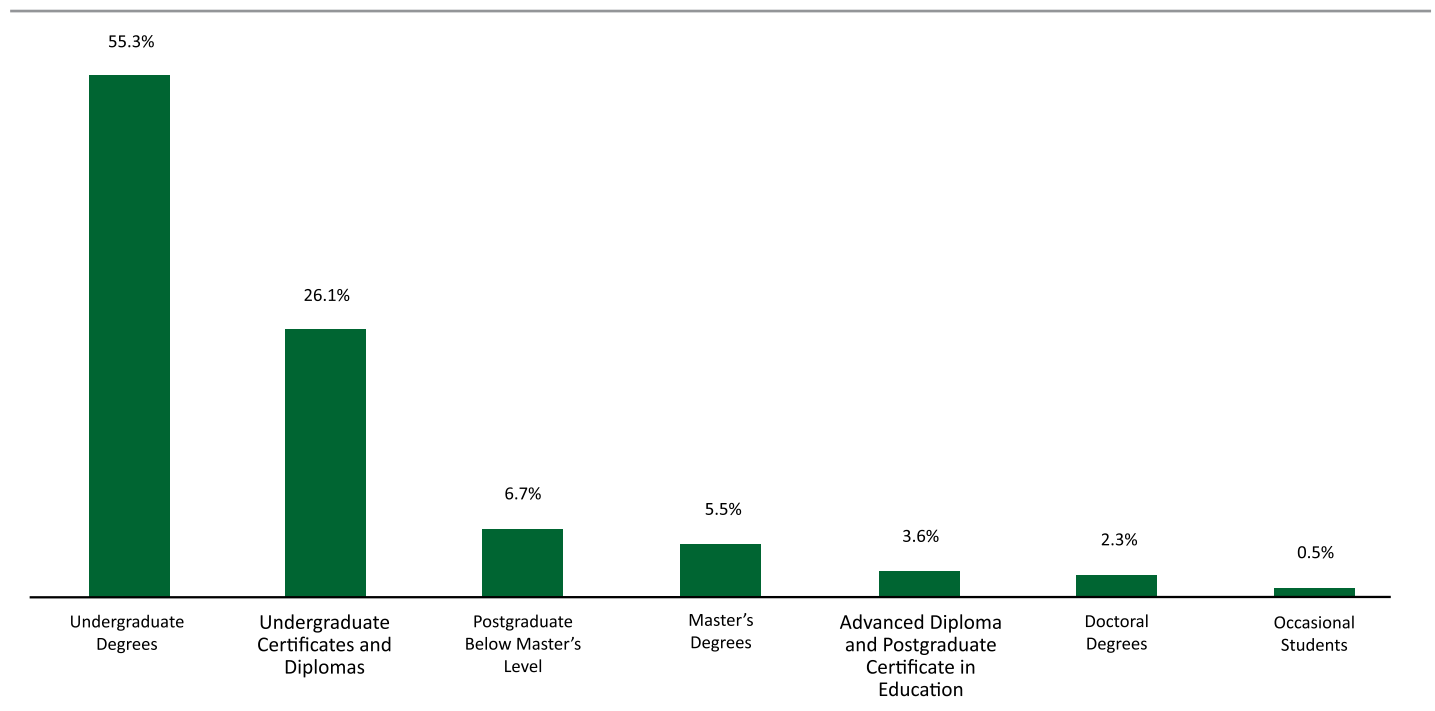
Figure 4.6: Number of students enrolled in public HEIs by qualification type, 2009 – 2022



Sources: *Statistics on Post-School Education and Training in South Africa, 2021.*  
 2022 HEMIS database, data extracted in November 2023.

In 2022, the majority of public HEIs students enrolled in undergraduate degrees (595 866), followed by undergraduate certificates and diplomas (281 263) and postgraduate below Master's level (71 953), while fewer students were enrolled as occasional students (5 842). Three qualification types had a decrease in enrolment, with the undergraduate certificates and diplomas seeing the biggest drop (2 267 fewer students in 2022 than in 2021). In the same period, the biggest increase was recorded for undergraduate degree qualifications (8 351), followed by the advanced diploma and postgraduate certificate in education (2 941).

During the period under review (2009 – 2022), increases in enrolment was observed in nearly all qualification types except undergraduate certificates and diplomas and occasional students. The most substantial decline was noted among occasional students, with a decrease of 76.3% (18 771). In absolute terms, significant increases were recorded for undergraduate degrees (47.1% or 190 817) and Master's degrees (36.5% or 15 753) in the same period. Enrolment for doctoral degrees more than doubled over this period and increased by 135.5% or 14 263.

**Figure 4.7: Proportion of students enrolled in public HEIs by qualification type, 2022.**

Source: 2022 HEMIS database, data extracted in November 2023.

In 2022, the highest proportion of students in public HEIs enrolled for undergraduate degrees (55.3%), followed by undergraduate certificates and diplomas (26.1%), while the lowest proportion were enrolled as occasional students (0.5%).

UNISA enrolled the largest number of students in the following qualification types: undergraduate degrees (206 459), undergraduate certificates and diplomas (108 813), postgraduate below Master's level (25 441), advanced diplomas and postgraduate certificate in education (12 059) and occasional students (2 233). The majority of Master's degree students enrolled at the University of Witwatersrand (8 047), while the University of KwaZulu-Natal enrolled the majority of Doctoral degree students (2 864) (see Table 10.1 of the Appendix).



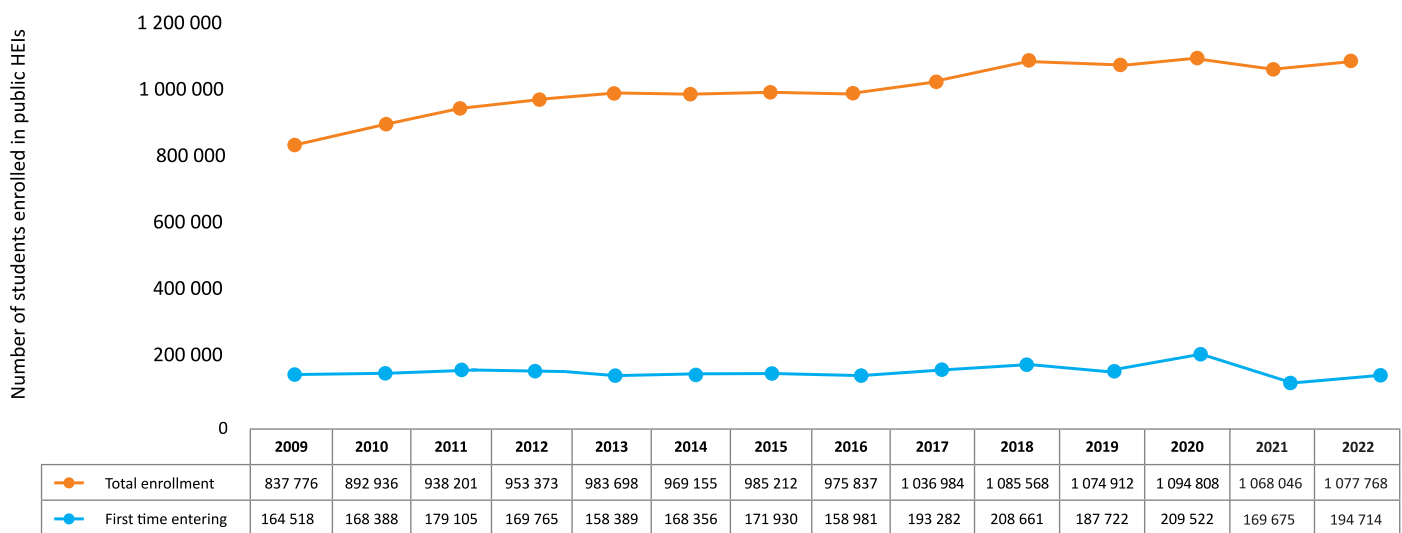
**Table 4.3: Number of students enrolled in public HEIs by qualification type and age group, 2022**

Qualification Type	≤18 years	19 - 24 years	25 – 29 years	30 – 39 years	40 – 49 years	50 - 59 years	≥60 years	Total
Occasional students	121	1 971	1 559	1 459	532	169	31	5 842
Undergraduate Certificates and Diplomas	24 780	164 428	55 087	28 658	6 714	1 498	98	281 263
Undergraduate Degree	79 355	339 010	88 125	63 617	20 876	4 440	443	595 866
Advanced Diploma and Postgraduate Certificate in Education	3	13 929	11 909	8 842	2 862	998	33	38 576
Postgraduate below Master's Level	3	25 159	16 566	19 719	8 405	1 909	192	71 953
Master's Degrees	0	10 478	16 597	20 365	8 855	2 830	351	59 476
Doctoral Degrees	0	377	4 516	9 950	5 930	3 249	770	24 792
<b>Total</b>	<b>104 262</b>	<b>555 352</b>	<b>194 359</b>	<b>152 610</b>	<b>54 174</b>	<b>15 093</b>	<b>1 918</b>	<b>1 077 768</b>

Source: 2022 HEMIS database, data extracted in November 2023.

The majority of students enrolled at public HEIs were between the ages of 19 and 24 (51.5% or 555 352), followed by those between the ages of 25 and 29 (18.0% or 194 359) and 30 – 39 years old (14.2% or 152 610). Students in the age group 19 – 39 years enrolled mainly for undergraduate degrees and undergraduate certificates and diplomas, whereas those in the 40 – 49 year age group enrolled mainly for undergraduate and Master's degrees. In the older age groups (50 years and older), students primarily enrolled in undergraduate and doctoral degrees.

**Figure 4.8: Number of first-time undergraduate students enrolled in public HEIs, 2009 - 2022**



Sources: Statistics on Post-School Education and Training in South Africa, 2021. 2022 HEMIS database, data extracted in November 2023.

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

In 2022, there were 194 714 first-time entering students enrolled in public HEIs, which was 18.1% of the total enrolment. UNISA had the highest percentage of first-time entrants in 2022 (22.2% or 43 130), followed by Tshwane University of Technology (7.0% or 13 602) and North West University (6.5% or 12 625) (see Table 10.3 of the Appendix).

When compared with 2021, the number of first-time entering students increased by 14.8% or 25 039 in 2022, and the major contributor to the increase was University of South Africa which enrolled 6 545 (17.9%) more students between the two academic years. In terms of percentage changes between the two years, enrolment increases in Sol Plaatje University and the University of Mpumalanga were higher (65.0% and 58.0% respectively). Despite the overall increase in the number of first-time entering students between 2021 and 2022, enrolment decreased in 4 out of 26 public HEIs, with the highest decrease recorded in University of Pretoria (a decrease of 9.4% or 879) (see Table 10.3 of the Appendix).

Enrolment of first-time entering students at public HEIs increased by 18.4% (30 196) over the 14-year period (2009-2022). North West University (6 696) and University of the Free State (4 891) recorded the highest increases over this time period (see Table 10.3 of the Appendix).

**Table 4.4: Number of foreign students enrolled in public HEIs by country, attendance mode and qualification type, 2022**

Country	Contact								Distance								Total contact and Distance
	Occasional students	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Advanced Diplomas and Postgraduate Certificates in Education	Postgraduate below Master's Level	Master's Degrees	Doctoral Degrees	Total Contact	Occasional students	Undergraduate Certificates and Diplomas	Undergraduate Degree	Advanced Diplomas and Postgraduate Certificates in Education	Postgraduate below Master's Level	Master's Degrees	Doctoral Degrees	Total Distance	
Zimbabwe	36	389	4 118	120	619	1 995	1 868	9 145	64	538	4 145	236	981	508	293	6 765	15 910
Democratic Republic of the Congo	8	1 116	562	204	153	264	113	2 420	7	100	210	62	81	52	20	532	2 952
Nigeria	9	76	262	34	100	495	1 260	2 236	6	28	203	11	82	66	87	483	2 719
Namibia	16	22	609	4	194	634	233	1 712	9	98	361	99	221	97	44	929	2 641
Lesotho	10	181	754	43	258	487	254	1 987	7	32	175	26	187	47	19	493	2 480
Swaziland/Eswatini	4	133	684	32	122	256	177	1 408	8	45	327	57	204	73	24	738	2 146
Zambia	2	27	277	3	61	226	242	838		14	143	5	39	28	33	262	1 100
Ghana	4	5	35	8	27	161	562	802	1	7	28	6	20	22	182	266	1 068
Botswana	3	9	173	3	65	263	182	698	2	9	174	4	24	27	20	260	958
Kenya	31	7	149	2	33	227	333	782	3	2	40	3	15	24	39	126	908
Other foreign nationalities	1 019	615	2 156	118	486	1 955	2 032	8 381	27	129	772	61	238	222	567	2 016	10 397
<b>Total</b>	<b>1 142</b>	<b>2 580</b>	<b>9 779</b>	<b>571</b>	<b>2 118</b>	<b>6 963</b>	<b>7 256</b>	<b>30 409</b>	<b>134</b>	<b>1 002</b>	<b>6 578</b>	<b>570</b>	<b>2 092</b>	<b>1 166</b>	<b>1 328</b>	<b>12 870</b>	<b>43 279</b>

Source: 2022 HEMIS database, data extracted in November 2023.

- Note 1: Contact students are those who are registered mainly for courses offered in contact mode.
- Note 2: Distance students are those who are registered mainly for courses offered in distance mode.
- Note 3: Occasional students are students who are taking courses that are part of formally approved programmes, but who are not registered for a formal degree or diploma.
- Note 4: The category "Undergraduate Degrees" refers to Bachelor's degrees, BTech and professional Bachelor's degrees such as such as BSc (Engineering), MBChB, BFA, which are those that have an approved formal time of three or more years.
- Note 5: The category "Postgraduate, Below Master's Level" includes Postgraduate and Post-Diploma Diplomas, Postgraduate Bachelor's Degrees, and Honours Degrees.
- Note 6: Enrolment numbers are listed by the ten countries with the most foreign student enrolment. The rest of foreign student enrolments are included in "other foreign nationalities".

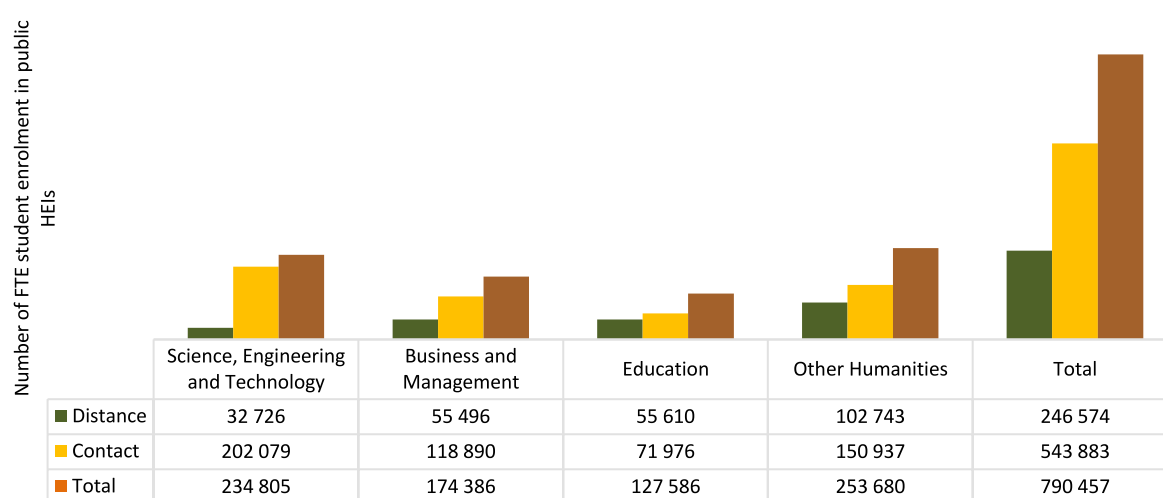
The total number of foreign national students enrolled in public HEIs in 2021 was 43 279 which was 4.0% of total enrolment (1 077 768). More than one third of foreign national students were from Zimbabwe (36.8% or 15 910) and more than half of them were enrolled through contact mode of learning (9 145 or 57.5%). Zimbabwean students showed a comparable distribution in enrolment between contact and distance modes of learning (57.5% and 42.5% respectively). In contrast, students from other countries predominantly opted for contact mode of learning. The lowest proportion of students were from Kenya (2.1% or 908), Botswana (2.2% or 958) and Ghana (2.5% or 1 068).

A large number of foreign national students enrolled through the contact mode of learning 70.3% or 30 409), while 29.7% or 12 870 of them enrolled through the distance mode of learning. The majority of students who enrolled through the contact mode of learning enrolled for undergraduate degrees (32.2% or 9 779), followed by enrolment for doctoral degrees (23.9% or 7 256) and Master's degrees (22.9% or 6 963). While contact mode of learning enrolment was largely dominated by undergraduate degrees, the majority of students from Nigeria, Ghana, and Kenya opted to pursue doctoral degrees.

The majority of students enrolled for undergraduate certificates and diplomas through the contact mode of learning were from the Democratic Republic of the Congo (DRC) (43.3% or 1 116), despite the fact that a high percentage of foreign national students were from Zimbabwe. Additionally, 35.7% (204) of the students enrolled in the Advanced Diploma and Postgraduate Certificate in Education qualification through contact mode of learning were from the DRC.

More than half of the foreign national students who enrolled through the distance mode of learning enrolled for undergraduate degrees (51.1% or 6 578). Enrolment through the distance mode of learning was dominated by students from Zimbabwe in all qualification types.

**Figure 4.9: Number of Full-Time Equivalent student enrolment in public HEIs, by attendance mode and major field of study, 2022**



Source: 2022 HEMIS database, data extracted in November 2023.

In 2022, public HEIs enrolled 790 457 Full-Time Equivalent (FTE) students, of which 543 883 or 68.8% enrolled through the contact mode of learning and 246 754 or 31.2% enrolled through the distance mode of learning.

Distance learning mode had the highest share of FTEs in the Other Humanities field of study (41.7% or 102 743), whereas the lowest proportion was observed in the SET field of study (13.3% or 32 726). Conversely, in the SET field of study, 86.1% (202 079) of FTE enrolments were through the contact mode of learning, while the Education field of study showed similar proportions for contact and distance mode of learning (56.4% and 43.6% respectively).

The SET field of study experienced the largest disparity in FTE enrolments, with 169 353 more students enrolling through the contact mode of learning compared to the distance mode. The gap was smaller in the Education field of study (16 366).

Tshwane University of Technology had the highest FTE for students enrolled through the contact mode of learning (43 532), followed by the University of Pretoria (39 970) and the University of Johannesburg (38 376). Conversely, UNISA recorded the highest FTE for students enrolled through the distance mode of learning (95.4% or 235 163) (see Table 10.4 of the Appendix).

**Table 4.5: Number of students enrolled in public HEIs by primary disability and gender, 2022**

Barriers to Learning	Female	Male	Unspecified	Total
Communication (talking, listening)	63	146	0	209
Emotional (behavioural or psychological)	739	427	10	1 176
Hearing (even with a hearing aid)	1 679	1 162	4	2 845
Intellectual (difficulties in learning)	759	777	8	1 544
Multiple	49	36	0	85
Physical (moving, standing, grasping)	1 316	996	6	2 318
Sight	1 431	1 082	1	2 514
Disabled but unspecified	1 711	1 221	5	2 937
<b>Total</b>	<b>7 747</b>	<b>5 847</b>	<b>34</b>	<b>13 628</b>

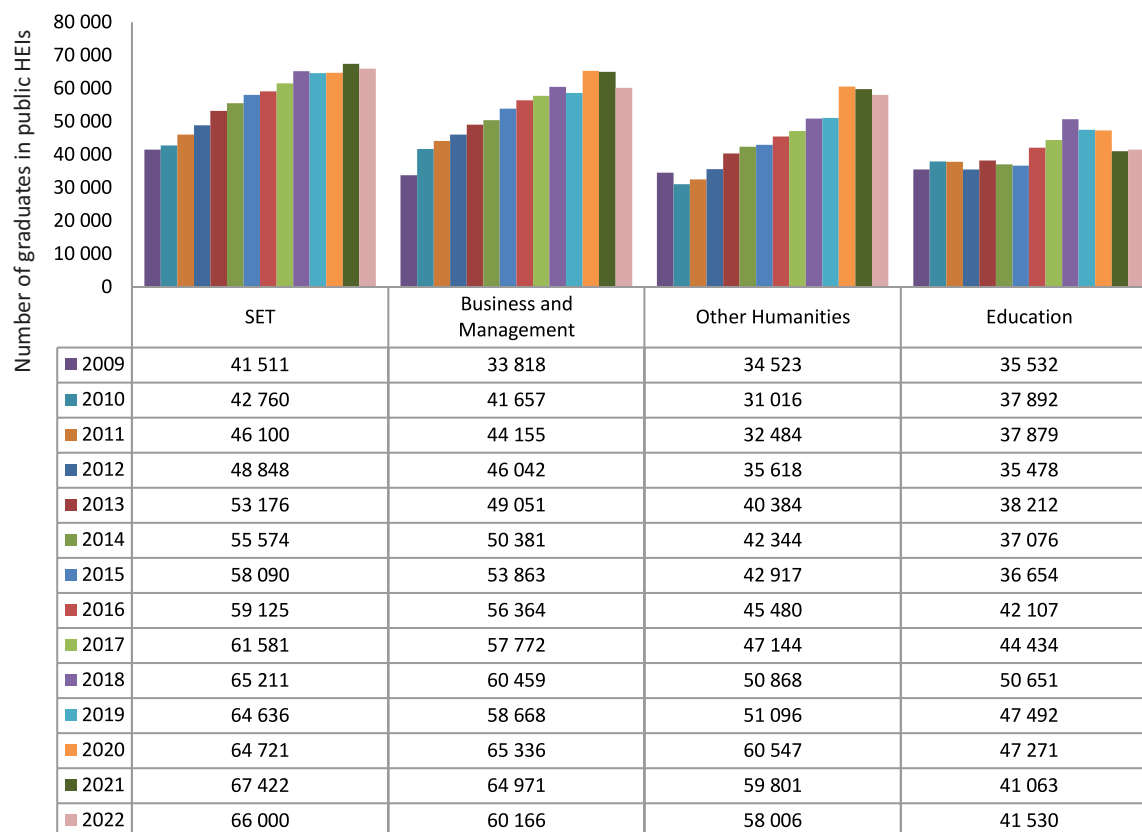
Source: 2022 HEMIS database, data extracted in November 2023.

In 2022, the reported number of students living with a disability was 13 628, constituting 1.3% of total enrolment in public HEIs (1 077 768). Among these students, the most prevalent disability was related to hearing (20.9% or 2 845), followed by a sight disability (18.4% or 2 514) and physical disability (17.0% or 2 318). A significant number of students (21.6% or 2 937) chose not to disclose the type of disability they had.

The majority of students who disclosed having a disability were females (56.8% or 7 747), while 42.9% or 5 847 were males. The largest gender gap was found among students with hearing and sight disabilities, where 517 and 349 more females reported to have these disabilities compared to males. Despite the overall higher number of females with disabilities, a slightly higher number of male students reported having communication and intellectual disabilities compared to females.

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

Figure 4.10: Number of graduates from public HEIs by major field of study, 2009 - 2022



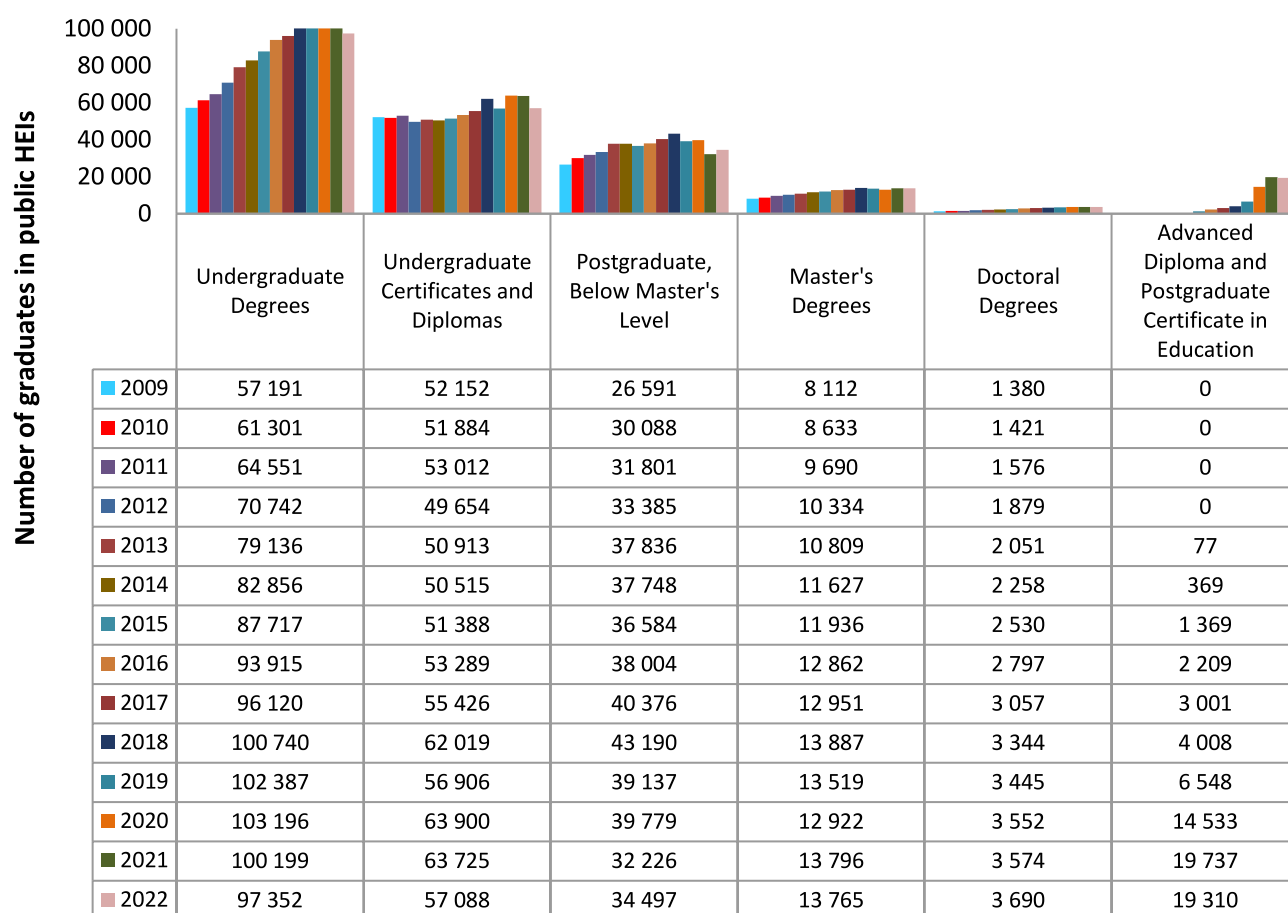
Sources: *Statistics on Post-School Education and Training in South Africa, 2021*.  
2022 HEMIS database, data extracted in November 2023.

There were 225 702 graduates from public HEIs in 2022, and the majority of graduates obtained their qualifications in the SET (29.2% or 66 000), followed by Business and Management (26.7% or 60 166), Other Humanities (25.7% or 58 006) and Education (18.4% or 41 530) fields of study. A significant proportion of graduates were from UNISA (24.0% or 54 273), Tshwane University of Technology (6.8% or 15 271), North West University (6.1% or 13 735), University of Pretoria (6.0% or 13 553) and University of Johannesburg (5.4% or 12 128) – see Table 10.5 of the Appendix.

In the Education field of study, UNISA produced over one third of the 2022 graduates (35.3% or 14 668). A higher proportion of the graduates in the other Humanities (32.8% or 19 027) and Business and Management (23.8% of 14 322) fields of study were also from UNISA. Over 33% of the graduates in the SET field of study were recorded in UNISA (9.5% or 6 257), University of Pretoria (8.8 % or 5 775), Tshwane University of Technology (8.2% or 5 438), and University of Witwatersrand (6.7% or 4 420) – see Table 10.5 of the Appendix.

The number of graduates in 2022 was 3.2% (7 555) lower when compared with graduates reported in 2021 (233 257), and 55.2% (80 276) higher when compared with 2009 (145 426). Across nearly all fields of study, there were decreases in the number of graduates in 2022 when compared with 2021, with the exception of Education which saw an increase of 467 graduates. The most significant decline occurred in the Business and Management field of study, where the number of graduates decreased by 7.4% (4 805).

**Figure 4.11: Number of graduates from public HEIs by qualification type, 2009 - 2022**



Sources: *Statistics on Post-School Education and Training in South Africa, 2021.*  
2022 HEMIS database, data extracted in November 2023.

Note: The total number of graduates for 2009, 2019, 2020 and 2022 includes students with unspecified Classification of Educational Subject Matter (CESM). These figures were 42; 50, 7 and 1 respectively.

The majority of the 225 702 graduates produced in 2022 obtained undergraduate degrees (97 352 or 43.1%), followed by undergraduate certificates and diplomas (57 088 or 25.3%), and postgraduate below Master's level (34 497 or 15.3%) – these proportions are similar to what was observed in previous years. Master's graduates accounted for 6.1% of the total graduates in 2022, and the majority of these students were from the University of Witwatersrand (1 866 or 13.6%), the University of Pretoria (1 821 or 13.2%) and the University of Stellenbosch (1 448 or 10.5%) - see Table 10.5 of the Appendix.

The lowest proportion of students obtained doctoral degrees (3 690 or 1.6%), and over 44% of them were from University of South Africa (14.2% or 525), the University of KwaZulu-Natal (13.0% or 480), the University of Pretoria (9.0% or 332) and the University of Witwatersrand (8.6% or 319). UNISA accounted for the majority of graduates in various qualifications, including undergraduate certificates and diplomas, undergraduate degrees, postgraduate below Master's level and advanced diploma and postgraduate certificate in education - see Table 10.5 of the Appendix.

The most significant decline in the number of graduates between 2021 and 2022 occurred in two types of qualifications: undergraduate certificates and diplomas (10.4% or 6 637), and undergraduate degrees (2.8% or 2 847). During the same period, there was a 7.0% (2 271) increase in the number of postgraduate below Master's level graduates, and a 3.2% (116) increase in those attaining doctoral degrees.

Over the fourteen-year period (2009 - 2022), the number of graduates increased by 55.2% (80 276), and the major contributors to the increase were undergraduate degrees (40 161) and postgraduate below Master's level (7 906). In the same period, the number of doctoral degree graduates increased significantly by 167.4% (from 1 380 in 2009 to 3 690 in 2022), while Master's degree graduates increased by 69.7% (5 653).

**Table 4.6: Number of graduates from public HEIs by gender, field of study and qualification type, 2022**

Qualification type	Female					Male					Unspecified gender	Total number of graduates
	SET	Business and Management	Education	Other Humanities	Total	SET	Business and Management	Education	Other Humanities	Total		
Undergraduate Certificates and Diplomas	8 779	14 401	4 156	10 012	37 348	8 447	6 771	456	4 063	19 738	2	57 088
Undergraduate Degree	15 544	10 021	18 008	20 389	63 962	12 381	6 703	5 751	8 515	33 350	40	97 352
Advanced Diploma and Postgraduate Certificate in Education	1 679	4 250	5 166	1 458	12 553	1 472	2 026	2 445	810	6 753	4	19 310
Postgraduate below Master's Level	5 453	7 323	3 303	6 336	22 415	3 849	5 026	1 048	2 139	12 062	20	34 497
Master's Degrees	3 713	1 584	532	2 001	7 830	2 886	1 562	250	1 227	5 925	10	13 765
Doctoral Degrees	834	181	220	474	1 708	941	311	191	541	1 982	0	3 690
<b>Total</b>	<b>36 001</b>	<b>37 761</b>	<b>31 385</b>	<b>40 670</b>	<b>145 816</b>	<b>29 976</b>	<b>22 399</b>	<b>10 139</b>	<b>17 295</b>	<b>79 810</b>	<b>76</b>	<b>225 702</b>

Source: 2022 HEMIS database, data extracted in November 2023.

Note: The total number of graduates includes 76 students who did not specify their gender, and one record with unspecified Classification of Educational Subject Matter (CESM).

Almost two thirds of the graduates were females (64.6% or 145 816), while 35.4% (79 810) were males. The number of female graduates were higher in almost all qualification types (except doctoral degrees), with the largest gender disparities observed for undergraduate degrees (30 612) and undergraduate certificates and diplomas (17 610).

Male graduates for doctoral degrees outnumbered females by 274. However, a sizable portion of both male and female graduates obtained their doctoral degrees in the SET field of study (941 and 834 respectively).



In 2022, the number of female graduates exceeded male graduates by 66 006. Across all fields of study, female graduates outnumbered males, particularly in the Education and Other Humanities, where 12 257 and 11 874 more females than males completed their degrees. It is important to highlight that should also be noted that over 75% off graduates in the Education field of study were females (31 385 out of the overall total of 41 524). Additionally, more than 70% of graduates in the other Humanities field of study were also female (40 670 out of the overall total of 57 965). Female graduates in the SET field of study surpassed males by 6 025, while the gender disparities were more pronounced in the other Humanities and Education fields of study, with 23 375 and 21 246 more females than males respectively.

**Table 4.7: Number of graduates from public HEIs by qualification type and age group, 2022**

Qualification Type	≤18 years	19 - 24 years	25 – 29 years	30 – 39 years	40 – 49 years	50 - 59 years	≥60 years	Total
Undergraduate Certificates and Diplomas	1 165	33 240	12 815	7 210	2 070	552	36	57 088
Undergraduate Degree	97	66 246	15 231	10 818	4 074	822	64	97 352
Advanced Diploma and Postgraduate Certificate in Education	2	8 885	5 548	3 354	1 148	360	13	19 310
Postgraduate below Master's Level	2	15 836	6 611	7 791	3 428	763	66	34 497
Master's Degrees	0	2 195	4 066	4 715	2 062	635	92	13 765
Doctoral Degrees	0	18	429	1 562	973	556	152	3 690
<b>Total</b>	<b>1 266</b>	<b>126 420</b>	<b>44 700</b>	<b>35 450</b>	<b>13 755</b>	<b>3 688</b>	<b>423</b>	<b>225 702</b>

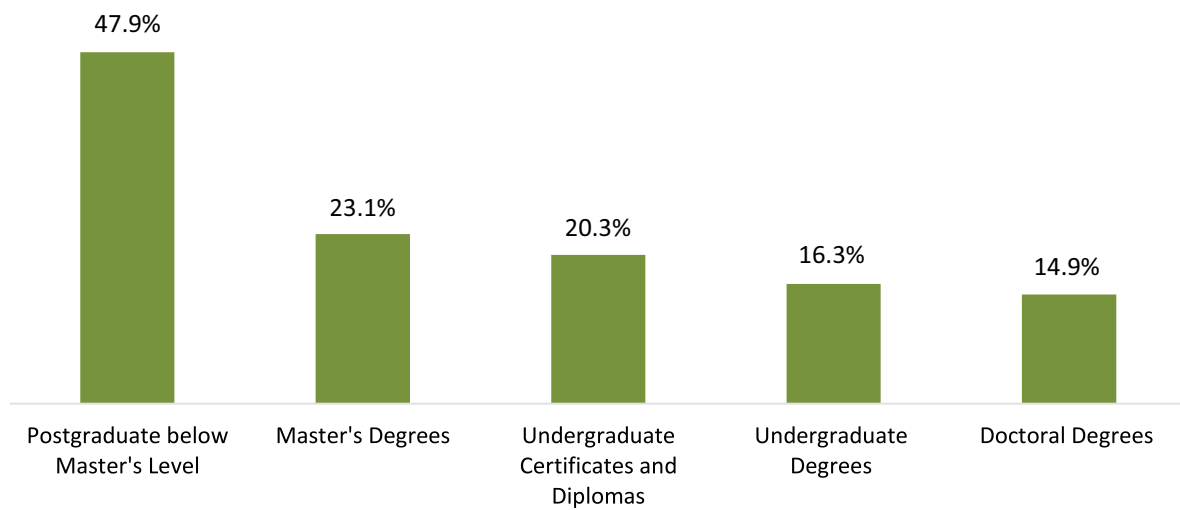
Source: 2022 HEMIS database, data extracted in November 2023.

In 2022, the majority of graduates from public HEIs were between the ages 19-24 years (56.0%, or 126 420), followed by those aged between 25 and 29 years (19.8% or 44 700), and those aged between 30 and 39 years (15.7% or 35 450). A smaller proportion of graduates were 60 years and older (0.2% or 423).

A large number of students across all age groups (apart from those 18 years and younger and 60 years and older) graduated mainly with undergraduate degrees. Nine in ten graduates aged 18 years and younger (92.0% or 1 165) obtained undergraduate certificates and diplomas, while over one third of graduates in the 60 years and older age group achieved doctoral degrees (152 or 35.9%).

When looking at various qualification types, the majority of Masters and doctoral degree graduates were in the 30-39 year old age group, while the other qualifications were dominated by 19-24 year olds.

**Figure 4.12: Average graduation rates in public HEIs by qualification type, 2022**

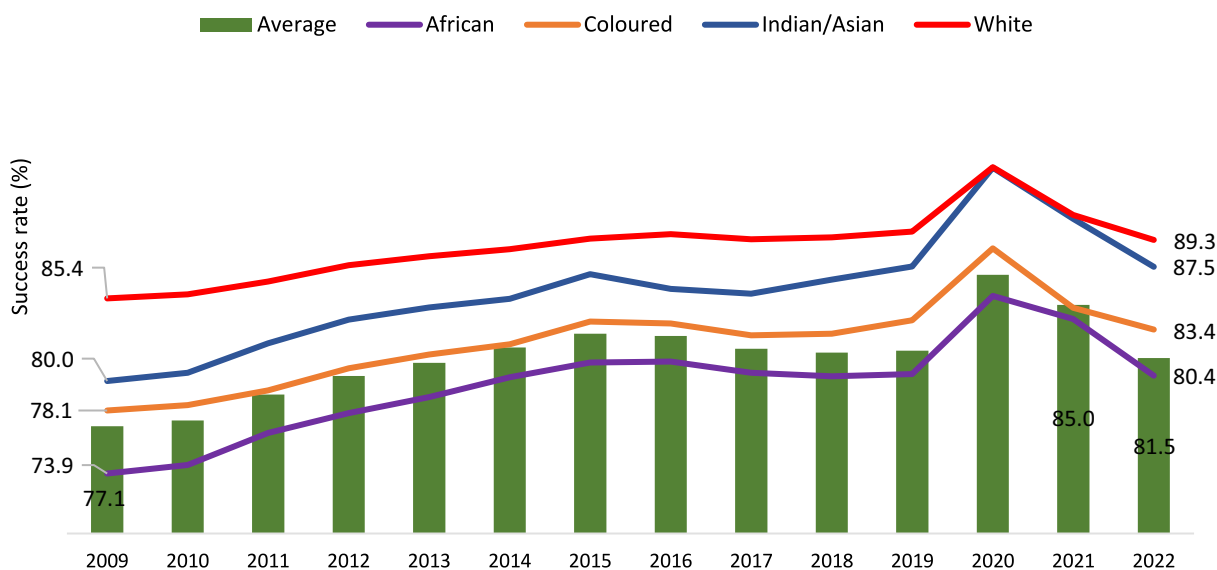


**Source:** 2022 HEMIS database, data extracted in November 2023.

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

The highest graduation rate was for postgraduate below Master's level (47.9%) and the lowest was for doctoral degrees (14.9%). High graduation rates for postgraduate below Master's level were recorded by Vaal University of Technology (82.0%), Mangosuthu University of Technology (77.2%) and the University of Mpumalanga (75.9%). Due to the method of calculation, these high graduation rates are as a result of the low number of enrolments in the postgraduate below Master's level for these institutions – see Table 10.6 of the Appendix.

**Figure 4.13: Percentage distribution of average undergraduate success rates in public HEIs for contact education programmes by population group, 2009 - 2022**



Source: 2022 HEMIS database, data extracted in November 2023.

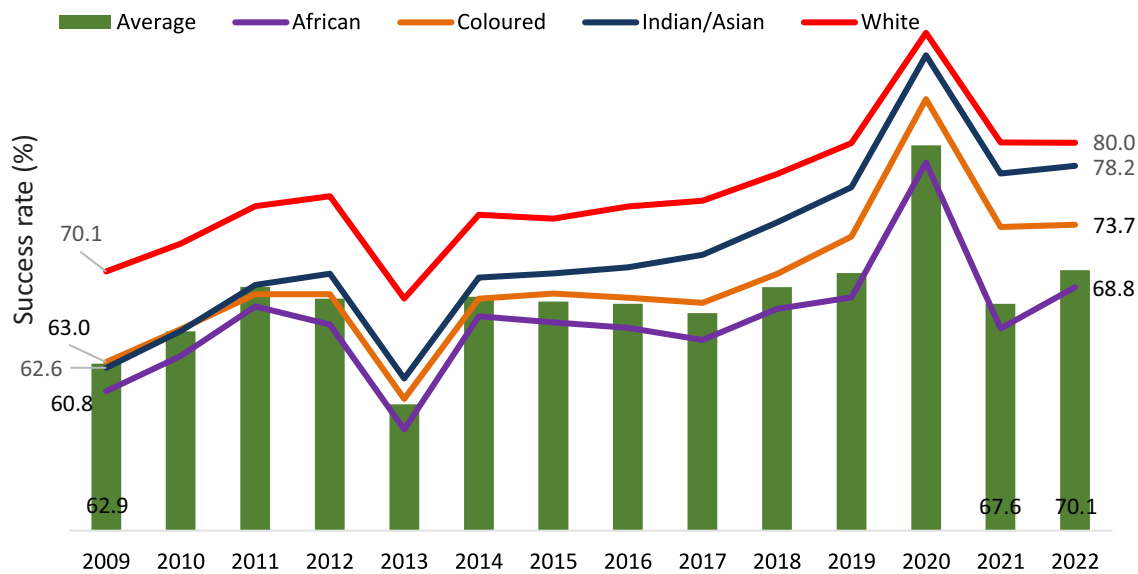
Note: Success rates are determined as follows: a calculation is made of full-time equivalent (FTE) enrolled student totals for each category of courses. A further FTE calculation, using the same credit values, is made for each category of courses for those students who passed the courses. The success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

In 2022, the average undergraduate success rate for students enrolled in the contact mode of learning was 81.5%, which was 3.5 percentage points lower compared with 2021 (85.0%). Success rates declined for all population groups between 2021 and 2022, and the highest decline was for African students (3.7 percentage points) and the lowest was for Coloured students (1.4 percentage points). White, Indian/Asian and Coloured students had success rates above average in 2022 (89.3%; 87.5% and 83.4% respectively). In contrast, African students had a below average success rate of 80.4%.

Among the 26 public HEIs, thirteen reported success rates for contact-mode students that exceeded the 81.5% average. The top three leading universities in this regard were Sefako Makgatho Health Science University (94.6%), University of KwaZulu-Natal (88.7%), and Walter Sisulu University (87.0%) - see Table 10.7 of appendix.

When comparing 2009 and 2022, the success rate for contact students grew by 4.5 percentage points (from 77.1% to 81.5%). The largest increases during this time were for Indian/Asian students (7.5 percentage points) and African students (6.4 percentage points).

**Figure 4.14: Percentage distribution of average undergraduate success rates in public HEIs for distance education programmes by population group, 2009 – 2022**



**Source:** 2022 HEMIS database, data extracted in November 2023.

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

The average success rate for undergraduate students enrolled through distance mode of learning was 70.1% in 2022, reflecting a 2.6 percentage points higher when compared with 2021. Success rates increased for almost all population groups between 2021 and 2022, and the highest increase was for African students (3.2 percentage points), while that of White students remained relatively the same. White, Indian/Asian and Coloured students achieved success rates above the average (80.0%; 78.2% and 73.7% respectively), while African students attained a below average success rate (68.8%).

In 2022, only 11 out of 26 public HEIs provided programmes through distance mode of learning (see Table 10.2 of the Appendix). Among these, eight public HEIs recorded success rates higher than average. The University of Witwatersrand led with the success rate at (95.5%), followed by North West University (91.7%), University of the Free State (91.4%) and the University of Johannesburg (91.2%) – see Table 10.7 of the Appendix.

Over the past fourteen years (2009–2022), the success rate for students enrolled through the distance mode of learning improved by 7.2 percentage points (from 62.9% to 70.1%), with Indian/Asian students experiencing the biggest increase (15.6 percentage points) and African students experiencing the lowest rise (8.0 percentage points).

## 4.2.4 Staffing in public Higher Educations (HEIs)

Table 4.8: Number of permanent staff in public HEIs, by population group, personnel category and gender, 2022

Population group	Instruction and research			Administrative			Services			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
African	4 125	5 474	9 599	10 960	9 336	20 296	5 473	4 882	10 355	20 558	19 692	40 250
Coloured	849	688	1 537	3 373	1 892	5 265	531	425	956	4 753	3 005	7 758
Indian/Asian	934	703	1 637	1 097	663	1 760	8	43	51	2 039	1 409	3 448
White	4 097	3 344	7 441	4 128	1 850	5 978	24	43	67	8 249	5 237	13 486
Unknown	99	299	398	27	43	70	3	1	4	129	343	472
<b>Total</b>	<b>10 104</b>	<b>10 508</b>	<b>20 612</b>	<b>19 585</b>	<b>13 784</b>	<b>33 369</b>	<b>6 039</b>	<b>5 394</b>	<b>11 433</b>	<b>35 728</b>	<b>29 686</b>	<b>65 414</b>

Source: 2022 HEMIS database, data extracted in November 2023.

Note: Total includes unknown population group and gender.

The total number of permanent staff members in public HEIs was 65 414 in 2022, which was a slight decline compared to 2021 (65 435). Among these permanent staff members, more than half were administrative staff (51.0% or 33 369), followed by instruction and research staff (31.5% or 20 612) and services staff (17.5% or 11 433). Over 31% of permanent staff were at the following universities: UNISA (9.0% or 5 873), the University of Cape Town (7.4% or 4 846), the University of Witwatersrand (7.2% or 4 737), the University of Pretoria (7.1% or 4 612), and the University of Johannesburg (7.0% or 4 558) – see Table 10.9 of the Appendix.

The number of female permanent employees was 35 728 (54.6% of the total staff), which was 6 042 more than the number of male permanent employees (29 686 or 45.4% of the total staff). The administrative and services categories had a higher representation of females compared to males, while the instruction and research category had more male employees. The most significant gender gap was observed in the administrative category, with 5 801 more female employees than males. In contrast, 404 more males than females were employed as instruction and research personnel, with notable disparities observed among African employees (1 349 more males).

Despite a general predominance of permanent female employees over males, the proportion of females in the instruction and research category was 49.0%, and only 11 of the 26 public HEIs had an above-average representation of female staff in this category – see Table 10.2 of the Appendix.

Regarding the population group, the majority of permanent staff were Africans (61.5% or 40 250), followed by White staff (20.6% or 13 486). The minority of permanent employees were Coloured (11.9% or 7 758) and Indian/Asian (5.3% or 3 448). The majority of African, Coloured and Indian/Asian staff were employed as administrative staff, while more than half of White staff were employed in the instruction and research category (7 441 out of 13 486).

In addition, Table 10.9 of the Appendix shows that 99.4% of black staff members (i.e., African, Indian/Asian, and Coloured) were employed as services staff, 81.9% as administrative staff, and 62.0% as instruction and research employees.

In the instruction and research category, black staff were in relatively lower numbers at the Universities of Stellenbosch, University of Pretoria, University of the Free State, and North West University (30.6%, 37.4%, 40.0%, and 41.7%, respectively), whereas the University of Venda, Mangosuthu University of Technology, and the University of Limpopo employed more than 94% of black staff in this category.

## 4.3 PRIVATE HIGHER EDUCATION INSTITUTIONS (PHEIs)

### 4.3.1 Introduction

In terms of the Public Notice (*Government Gazette No. 19389*, of 30 October 1998), no private institution is permitted to offer higher education in South Africa as of 1 January 2000, unless registered with the Department. In terms of the Higher Education Act, 1997 (Act No. 101 of 1997, as amended) (“the Act”), and the Regulations for the Registration of Private Higher Education Institutions published in *Government Gazette No. 39880*, of 31 March 2016 (“the Regulations”), all private institutions providing higher education programmes must be registered with the Department. This requirement applies to both local and foreign institutions.

The total student enrolment numbers for private higher education institutions (PHEIs) provided below are based on student enrolment for institutions listed on the Register of PHEIs as on 25 November 2022. The current Register of PHEIs is available on the Department's website through the link: <http://www.dhet.gov.za>.

In 2023, the year in which the 2022 data is reported to the Department, 125 out of 129 (125/129) institutions were required to submit student and staff data to the Department in accordance with section 57(2)(c) of the Higher Education Act and Regulation 27(3). The following 4 institutions did not submit student data since they did not have students enrolled for the 2022 year of reporting: a. Academy of Organizational Change (Pty) Ltd; b. Chatsmed Candlelight Nursing School (Pty) Ltd; c. Felix Higher Education and Training (Pty) Ltd; and d. Keobakile Nursing Academy (Pty) Ltd. From 2016, it became mandatory for PHEIs to submit audited student data to the Department as part of their annual reporting.

### 4.3.2 Enrolment in Private Higher Education Institutions (PHEIs)

**Table 4.9: Number of students enrolled in PHEIs by gender, 2011 - 2022**

Year	Female	% of total	Male	% of total	Unspecified	% of total	Total
2011	54 160	52.6%	48 876	47.4%	0	0.0%	103 036
2012	53 774	55.2%	43 704	44.8%	0	0.0%	97 478
2013	64 335	53.6%	55 606	46.4%	0	0.0%	119 941
2014	73 776	51.8%	65 431	45.9%	3 350	2.3%	142 557
2015	80 532	54.7%	66 516	45.2%	162	0.1%	147 210
2016	91 493	54.7%	73 801	44.1%	2 114	1.3%	167 408
2017	105 983	57.3%	77 754	42.0%	1 309	0.7%	185 046
2018	115 106	58.2%	82 347	41.6%	445	0.2%	197 898
2019	122 021	58.4%	86 037	41.2%	920	0.4%	208 978
2020	131 149	59.9%	86 721	39.6%	1 161	0.5%	219 031
2021	141 751	60.9%	89 485	38.4%	1 679	0.7%	232 915
2022	160 108	62.0%	97 573	37.8%	534	0.2%	258 215

**Sources:** *Statistics on Post-School Education and Training in South Africa, 2022. Annual report submitted by PHEIs to DHET for the 2022 year of reporting.*

Note 1: Only the data from 2016 onward was audited.

Note 2: Unspecified refers to number of students who did not declare their gender.

The figures show that the total number of students enrolled at PHEIs in 2022 was 258 215 which is an increase of 25 300 (10.9%) in comparison to the total student enrolment in 2021 which was 232 915. Over the 12-year period under review, the number of students enrolled in PHEIs has more than doubled from 103 036 in 2011 to 258 215 in 2022 representing an increase of 155 179 which is an increase of 150.6%. The female enrolment in PHEIs was consistently higher than that of males over the period 2011 to 2022. In 2022, the female enrolment in PHEIs was 62 535 higher than that of males. The number of students who did not report on gender decreased significantly from 1 679 in 2021 to 534 in 2022 which is a drop of 68.2% or 1 145.

**Table 4.10: Number of students enrolled in PHEIs by qualification type, 2018 - 2022**

Year	Higher Certificate (120-Credits)	Advanced Certificate (120-Credits)	Diploma (240-Credits)	Diploma (360-Credits)	Advanced Diploma (120-Credits)	Postgraduate Diploma (120-Credits)	Postgraduate Certificate (120-Credits)	Bachelor's Degree (240-Credits)	Bachelor's Degree (360-Credits)	Bachelor's Degree (480-Credits)	Honours Degree (120-Credits)	Master's Degree (180-Credits)	Doctoral Degree (360-Credits)	Total
2018	34 409	3 232	6 441	55 495	2 801	6 498	0	0	66 697	10 937	4 337	6 688	363	197 898
2019	39 881	3 811	5 222	57 046	3 977	8 162	0	0	70 905	8 814	4 529	6 194	437	208 978
2020	39 189	6 579	2 999	47 785	3 678	9 906	0	249	83 715	13 447	4 974	6 097	413	219 031
2021	40 324	3 316	1 568	48 756	4 030	9 191	5 495	569	88 874	18 640	5 513	6 225	414	232 915
2022	44 866	3 439	915	50 715	4 942	10 556	6 980	827	104 423	17 148	6 640	6 175	589	258 215
Percentage contribution for 2022	17.4%	1.3%	0.4%	19.6%	1.9%	4.1%	2.7%	0.3%	40.4%	6.6%	2.6%	2.4%	0.2%	100.0%

Sources: *Statistics on Post-School Education and Training in South Africa, 2022. Annual report submitted by PHEIs to DHET for the 2022 year of reporting.*

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

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

The Bachelor's degree 360-Credits reported the highest enrolment (40.4% or 104 423) followed by enrolments in the Diploma 360-Credits programmes (19.6% or 50 715). The third highest was the enrolment in the Higher Certificate programmes at (17.4% or 44 866) whilst the lowest enrollment was for the Doctoral degree with an enrollment of (0.2% or 589), and the proportion was similar to that of 2020 and 2021. The Master's degree, Honours degree and the Postgraduate Certificate are in the middle with an average percentage of 2.6%.

The figures show that 90.7% or 234 255 students of the total enrolment were enrolled for undergraduate programmes, which is more than 9 out of every 10 students in PHEIs in 2022. A similar proportion was observed in the 2021 academic year.



Table 4.11: Number of students enrolled in PHEIs by NQF field, 2020 - 2022

NQF field	2020	2021	2022	Proportion of enrolments in 2022	Percentage Change between 2021 and 2022	Number of PHEIs in 2022
1. Agriculture and Nature Conservation	295	292	322	0.1%	10.3%	4
2. Culture and Arts	14 331	11 565	11 442	4.4%	-1.1%	38
3. Business, Commerce and Management Studies	120 145	117 265	130 077	50.4%	10.9%	45
4. Communication Studies and Language	6 232	8 179	7 528	2.9%	-8.0%	17
5. Education, Training and Development	27 848	37 659	46 094	17.9%	22.4%	19
6. Manufacturing, Engineering and Technology	586	330	244	0.1%	-26.1%	3
7. Human and Social Studies	12 286	11 961	13 707	5.3%	14.6%	32
8. Law, Military Science and Security	10 410	11 408	15 686	6.1%	37.5%	6
9. Health Sciences and Social Services	2 610	4 009	3 403	1.3%	-15.1%	18
10. Physical, Mathematical, Computer and Life Sciences	20 296	24 509	24 785	9.6%	1.1%	16
11. Services	3 690	5 463	4 486	1.7%	-17.9%	14
12. Physical Planning and Construction	302	275	441	0.2%	60.4%	3
<b>Total</b>	<b>219 031</b>	<b>232 915</b>	<b>258 215</b>	<b>100%</b>	<b>10.9%</b>	<b>215</b>

Sources: Annual report submitted by PHEIs to DHET for the 2022 year of reporting. Statistics on Post-School Education and Training in South Africa, 2021.

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

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

In 2022, more than half of the total number of students in PHEIs were enrolled for programmes on NQF field 3, Business, Commerce and Management Studies, which is 50.4% or 130 077 of the total enrolment. This was followed by enrolment in the Education, Training and Development field (17.9% or 46 094) and Physical, Mathematical, Computer and Life Sciences with 9.6% or 24 785 of the total enrolment. The lowest student enrolments were in NQF field 6, Manufacturing, Engineering and Technology with an enrollment of 0.1% or 244, followed by NQF field 1, Agriculture and Nature Conservation (0.1% or 322) and NQF Field 12, Physical Planning and Construction with (0.1% or 441). This trend is consistent with what was reported over the past eight years.

The highest increase in enrolment (in absolute terms) between 2021 and 2022 were observed in Business, Commerce and Management Studies (12 812 or 10.9% increase), followed by programmes on NQF field 5, Education, Training and Development (8 435 or 22.4% increase). In the same period, NQF field 8, Law, Military Science and Security recorded the third largest increase (4 278 or 37.5% increase), followed by NQF field 7, Human and Social Studies increased by 1 746 (14.6%).

The figures show that 45/129 PHEIs offered programmes on NQF field 3, Business, Commerce and Management Studies whilst only 3/129 PHEIs are reported to offer programmes on NQF field 6, Manufacturing, Engineering and Technology and NQF field 12, Physical Planning and Construction.

**Table 4.12: Number of students enrolled in PHEIs by population group and nationality, 2011 - 2022**

Year	African		Coloured		Indian/ Asian		White		Total South African students	Foreign National students		Unspecified	%	Total
	Enrolment	% of Total South African Students	Enrolment	% of Total South African Students	Enrolment	% of Total South African Students	Enrolment	% of Total South African Students		Enrolment	% of Overall Total			
2011	56 988	60.8%	7 526	8.0%	5 913	6.3%	23 311	24.9%	93 738	9 298	9.0%	0	0%	103 036
2012	56 813	65.0%	6 876	7.9%	5 222	6.0%	18 500	21.2%	87 411	10 067	10.3%	0	0%	97 478
2013	64 933	61.0%	8 183	7.7%	6 649	6.2%	26 664	25.1%	106 429	13 512	11.3%	0	0%	119 941
2014	80 983	64.1%	12 716	10.1%	10 396	8.2%	22 191	17.6%	126 286	12 921	9.1%	3 350	2.3%	142 557
2015	83 997	64.5%	11 127	8.5%	9 456	7.3%	25 740	19.8%	130 320	15 670	10.6%	1 220	0.8%	147 210
2016	99 972	67.1%	11 223	7.5%	10 494	7.0%	27 212	18.3%	148 901	16 393	9.8%	2 114	1.3%	167 408
2017	112 124	67.0%	13 491	8.1%	11 955	7.1%	29 780	17.8%	167 350	16 387	8.9%	1 309	0.7%	185 046
2018	122 342	67.6%	14 057	7.8%	12 756	7.0%	31 802	17.6%	180 957	16 496	8.3%	445	0.2%	197 898
2019	128 519	67.1%	16 260	8.5%	14 594	7.6%	32 131	16.8%	191 504	16 554	7.9%	920	0.4%	208 978
2020	133 506	66.0%	18 075	8.9%	15 898	7.9%	34 848	17.2%	202 327	15 543	7.1%	1 161	0.5%	219 031
2021	142 518	65.7%	20 175	9.3%	16 628	7.7%	37 511	17.3%	216 832	14 404	6.2%	1 679	0.7%	232 915
2022	159 948	66.2%	24 053	10.0%	17 717	7.3%	39 949	16.5%	241 667	16 014	6.2%	534	0.2%	258 215

Sources: *Statistics on Post-School Education and Training in South Africa, 2021. Annual report submitted by PHEIs to DHET for the 2022 year of reporting.*

Note 1: Only the 2016-2022 figures provided in the above table were audited.

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

Most of the students who were enrolled in PHEIs in 2022 were South Africans with a reported enrolment of 93.6% or 241 667, while 6.2% or 16 014 of students were foreign nationals. Only 0.2% or 534 of the total enrolment opted not to report on population group, gender and/or nationality. Between 2021 and 2022, the number of South African students enrolled in PHEIs increased by 11.5% or 24 835, while that of foreign nationals increased by 11.2% or 1 610.

The figures show that in 2022, among South African students, the highest student enrolment was in the African population group, which was 66.2% or 159 948, followed by the White population group which was 16.5% or 39 949. The Coloured and Indian/Asian population groups accounted for 10.0% or 24 053 and 7.3% or 17 717, respectively. Overall, there has been a steady increase in student enrolment across the race groups since 2011.

Over the period 2011 to 2022, the student enrolment has increased significantly in all population groups by more than 71% increase.

**Table 4.13: Number of students enrolled in PHEIs by age group and gender, 2022**

Age group	Female	Male	Total
<18 years	216	550	766
18-24 years	64 018	44 097	108 115
25-31 years	31 306	16 972	48 278
32-38 years	32 043	15 961	48 004
39-45 years	21 013	11 643	32 656
≥46	11 717	8 439	20 156
Unspecified	0	0	240
<b>Total</b>	<b>160 313</b>	<b>97 662</b>	<b>258 215</b>

Source: Annual reports submitted by PHEIs to DHET for the 2022 year of reporting.

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

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

The majority of students enrolled in PHEIs in 2022 were aged between 18 - 24 years with an enrolment of 41.9% or 108 115, followed by the 25 - 31 years old age group with an enrolment of 18.7% or 48 278, and the 32 – 38 years old with an enrolment of 18.6% or 48 004. A smaller number of students were aged less than 18 years old (0.3% or 766). The number of females was consistently higher than that of males in almost all age groups (except those who were younger than 18) and the highest disparity was in the age group 18-24 years, where 19 921 more females enrolled than males.

Table 4.14: Number of foreign students enrolled in PHEIs by country and qualification type, 2022

Country	Qualification type													Total
	Higher Certificate (120-Credits)	Advanced Certificate (120-Credits)	Diploma (240-Credits)	Diploma (360-Credits)	Advanced Diploma (120-Credits)	Postgraduate Certificate	Postgraduate Diploma (120-Credits)	Bachelor's Degree (240-Credits)	Bachelor's Degree (360-Credits)	Bachelor's Degree (480-Credits)	Honours Degree (120-Credits)	Master's Degree (180-Credits)	Doctoral Degrees (360-Credits)	
Zimbabwe	601	20	17	400	24	15	293	5	1 998	75	177	131	18	3 774
Namibia	808	8	1	490	116	20	197	191	1 897	31	300	223	9	4 291
Eswatini	182	6	1	27	12	1	79	0	894	10	44	43	2	1 301
Lesotho	64	3	4	33	4	0	33	0	195	5	13	24	0	378
Nigeria	34	0	0	23	1	2	172	1	143	7	12	64	9	468
Democratic Republic of the Congo	118	2	4	101	7	0	26	0	325	13	15	14	2	627
Botswana	44	10	1	14	7	0	16	1	172	3	13	20	3	304
Zambia	47	10	0	20	0	1	19	0	141	2	10	29	4	283
Kenya	19	2	1	13	1	0	18	0	94	3	9	12	5	177
United States of America	11	0	0	0	0	0	2	0	40	3	7	8	34	105
Other Foreign Nationalities	582	17	32	543	52	25	364	1	2 083	69	136	340	62	4 306
<b>Total</b>	<b>2 510</b>	<b>78</b>	<b>61</b>	<b>1 664</b>	<b>224</b>	<b>64</b>	<b>1 219</b>	<b>199</b>	<b>7 982</b>	<b>221</b>	<b>736</b>	<b>908</b>	<b>148</b>	<b>16 014</b>
<b>Percentage (%)</b>	<b>15.7 %</b>	<b>0.5%</b>	<b>0.4%</b>	<b>10.4%</b>	<b>1.4%</b>	<b>0.4%</b>	<b>7.6%</b>	<b>1.2%</b>	<b>49.8%</b>	<b>1.4%</b>	<b>4.6%</b>	<b>5.7%</b>	<b>0.9%</b>	<b>100.0%</b>

Source: Annual report submitted by PHEIs to DHET for the 2022 year of reporting.

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

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

The figures show that enrolment by foreign national students in the PHEIs in 2022 was 16 014, which is 6.2% of the total student enrolment at PHEIs. The number of foreign national students increased by 11.2% or 1 610 between 2021 and 2022.

The highest number of enrolled foreign national students were from Namibia with a figure of 26.8% or 4 291, followed by Zimbabwe (23.6% or 3 774) and Eswatini (8.1% or 1 301). The smallest proportion of students were from the United States of America with a figure of 0.7% or 105.

The highest proportion of foreign national students were enrolled on programmes offered at Bachelor's degree 360-Credits level with an enrolment figure of 49.8% or 7 982, with the majority of them from Zimbabwe with an enrolment figure of 1 998 or 25.0%, followed by Namibia with an enrolment figure of 1 897 or 23.8%. Furthermore, a total of 2 510 or 15.7% of foreign national students were enrolled on Higher Certificate qualifications and 10.4% or 1 664 were enrolled on Diploma 360-Credits qualifications. The figures also show that a total of 5.7% or 908 of foreign national students were enrolled on Master's degree qualifications and 0.9% or 148 were enrolled for Doctoral degrees. Of the students enrolled for Doctoral degrees, it is noted that the highest number, 23.0% or 34/148 were from the United States of America, and they were mainly enrolled for the Doctorate in Theology.

### 4.3.3 Graduates from Private Higher Educations Institutions (PHEIs)

Table 4.15: Number of graduates from PHEIs, by qualification type, 2018 - 2022

Year	Higher Certificate (120-Credits)	Advanced certificate (120-Credits)	Diploma (240-Credits)	Diploma (360-Credits)	Advanced Diploma (120-Credits)	Postgraduate Diploma (120-Credits)	Postgraduate Certificate (120-Credits)	Bachelor's Degree (240 Credits)	Bachelor's Degree (360-Credits)	Bachelor's Degree (480-Credits)	Honours Degree (120-Credits)	Master's Degree (180-Credits)	Doctoral Degree (360-Credits)	Total
2018	7 790	393	1 905	7 297	891	1 008	0	0	11 068	1 207	1 394	988	31	33 972
2019	11 197	1 032	1 624	8 264	1 137	2 757	0	0	12 817	874	1 226	1 575	23	42 526
2020	13 134	1 739	1 543	10 227	1 138	2 500	0	0	12 704	1 059	1 616	1 383	42	47 085
2021	14 161	1 430	1 252	8 394	2 302	4 607	2 035	14	14 845	1 290	2 406	1 772	43	54 551
2022	16 021	1 426	495	7 870	2 455	2 504	3 862	126	16 173	2 107	2 660	1 570	33	57 302
Percentage contribution for 2022	28.0%	2.5%	0.9%	13.7%	4.3%	4.4%	6.7%	0.2%	28.2%	3.7%	4.6%	2.7%	0.1%	100.0%

Source: Annual reports submitted by PHEIs to DHET for the 2022 year of reporting.

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

Note 2: Graduates referred to enrolled in the previous academic years.

The figures show that in 2022, 57 302 students graduated from PHEIs which is an increase of 2 751 or 5.0% when compared with 2021. Of these, the greatest proportion of students graduated with the Bachelor's degree 360-Credits, 28.2% or 16 173 followed by Higher Certificate with a figure of 28.0% or 16 021, Diploma 360-Credits with a figure of 13.7% or 7 870, Postgraduate Certificate (6.7% or 3 862), Honours Degree with a figure of 4.6% or 2 660, Postgraduate Diploma (4.4% or 2 504) and Advanced Diploma (4.3% or 2 455). The lowest proportion of graduates obtained Doctoral degrees (0.1% or 33).

Increases were recorded in the number of graduates between 2021 and 2022 in the following qualifications (Bachelor's Degree 240-credits (112 or 800.0%), Postgraduate Certificate 120-Credits (1 827 or 89.8%), Bachelor's Degree 480-Credits (63.3% or 817), Higher Certificate 120-Credits (13.1% or 1 860), Honours Degree (10.6% or 254), Bachelor's Degree 360-Credits (8.9% or 1 328), and Advanced Diploma (6.6% or 153).

In the same period, the number of graduates declined in the following qualifications (Diploma 240-Credits (60.5% or 757), Postgraduate Diploma (45.6% or 2 103), Doctoral Degree 360-Credits (23.3% or 10), Master's Degree 180-Credits (11.4% or 202), Diploma 360-Credits (6.2% or 524) and Advanced Certificate 120-Credits (0.3% or 4).

#### 4.3.4 Staffing in Private Higher Education Institutions (PHEIs)

**Table 4.16: Number of staff in PHEIs by employment period and personnel categories, 2022**

Employment Period	Academic/Research	Service Staff	Support Staff	Total
Full-time	3 744	1 013	5 259	10 016
Part-time	5 575	213	1 249	7 037
<b>Total</b>	<b>9 319</b>	<b>1 226</b>	<b>6 508</b>	<b>17 053</b>

*Source: Annual report submitted by PHEIs to DHET for the 2022 year of reporting.*

The figures show that the total number of full-time and part-time staff in PHEIs was 17 053 in 2022. Of this total, 58.7% or 10 016 were full-time staff while 41.3% or 7 037 were appointed on a part-time basis. More than half (54.6%) or 9 319 of the staff were employed as academic/research staff. The majority of the part-time staff (79.2%) or 5 575 were appointed as Academics/Researchers.

## 5. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES

### 5.1 OVERVIEW OF TVET COLLEGES

Technical and Vocational Education and Training (TVET) colleges are administered in terms of the Continuing Education and Training (CET) Act, No. 16 of 2006, as amended. In 2022 there were 50 public TVET colleges with 267 head offices, campuses, other delivery sites and units for which enrolment was reported. The vision and objective for the public TVET colleges sector as articulated in the national PSET plan is an expanded and strengthened TVET sub-system that provides quality technical and vocational education and training to prepare students for the world of work (i.e., formal employment, self-employment, and other forms of work).

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

- a. The National Certificate (Vocational) [NC(V)] offered at NQF levels 2, 3 and 4. The NC(V) qualification has 19 vocational programmes that are offered at TVET colleges.
- b. Report 190/1 part-qualification, or commonly known as the NATED programmes, which are offered at six N levels (N1 to N6) for Engineering Studies and three or four N levels (Introductory, N4 to N6) for Business and General Studies. These national technical education certificates culminate in a national technical education diploma on condition that students meet the requirements for work experience. Students enrolled for Business or General Studies programmes require 18 months (2 000 hours) of applicable work experience, while those enrolled for Engineering Studies programmes require a minimum of 24 months (2 670 hours) of applicable work experience or a relevant trade test certificate to obtain the National N Diploma.
- c. The Pre-Vocational Learning Programme (PLP) is a foundational learning programme to prepare students for access into a specific vocational or occupational learning pathway at TVET colleges such as the NCV programmes at NQF level 2, N1 Engineering Studies programmes (Report 190) and occupational programmes at NQF levels 2 to 4. It aims to address identified learning gaps and to improve students' chances of academic success in the qualifications and programmes they progress into after completing the PLP. The PLP does not replace any existing foundational programme. Although the PLP has no assigned credits, there is formal assessment of competence and progress and these results are endorsed by the Academic Boards of colleges.

- d. Occupational qualifications and part-qualifications are inclusive of the trade offerings offered by Centres of Specialisation (COS) and other colleges. These programmes are inclusive of a workplace learning component and are closely linked to workplace skills demands and opportunities. Many of the occupational learning programmes are funded by Sector Education Training and Authorities (SETAs) and the National Skills Fund (NSF) through the levy grant system. The trade programme offerings through the COS have been placed on the ministerial; approved programme register and form part of the mainstream offerings funded by State.
- e. Skills programmes include accredited and non-accredited short courses. Their duration will differ according to the college and stakeholder agreement, which could be a year or few weeks. They relate to community and industry needs. They are mostly self-funded.
- f. NQF Level 5 and Level 6 qualifications include the higher certificate qualifications to be offered under the auspices of a higher education institution such as a university. Approval from the Minister must be sought in this regard.

**Note:**

1. These programme types that appear in the ministerial approved programme register [NC(V), Report 191, PLP and trades offered by COS] are funded by State in terms of the *National Norms and Standards for Funding TVET Colleges*.
2. Sub-levels N1 to N3 are equivalent to NQF levels 2 to 4.  
Sub-levels N4 to N6 are equivalent to NQF level 5.

In a TVET college context, it is important to understand the different enrolment cycles with programme enrolment and how students are counted and reported. There are six enrolment intakes/ cycles at TVET colleges during an academic year – i.e., annual, trimester and semester. Enrolment into the NC(V) and PLP and often occupational qualifications is annually, for Report 190/1 Engineering Studies enrolment is per trimester and for the Business and General Studies programmes of Report 191, the intake is per semester.

The TVET colleges enrolment figures reported in this section reflect a cycle count of student records where a student record is counted only once in an enrolment period/ cycle and counted at the highest level of the programme they are enrolled into. This section of the report provides a statistical overview of student cycle enrolment in TVET colleges, and the subsequent sections provide further detail on student and programme enrolment in TVET colleges.



## 5.1.1 Enrolment of students in TVET colleges

Table 5.1: Enrolment in TVET colleges, 2010 - 2022

Year	Qualification Category						Total
	NC(V)	Report 191 (N1-N6)	Occupational Qualifications	Other/skills programmes	PLP	Level 5 and Level 6 Qualifications	
2010	130 039	169 774	23 160	35 420	n.a	n.a	358 393
2011	124 658	222 754	20 799	32 062	n.a	n.a	400 273
2012	140 575	359 624	62 359	95 132	n.a	n.a	657 690
2013	154 960	442 287	19 000	23 371	n.a	n.a	639 618
2014	166 433	486 933	19 825	29 192	n.a	n.a	702 383
2015	165 459	519 464	20 533	32 424	n.a	n.a	737 880
2016	177 261	492 026	13 642	22 468	n.a	n.a	705 397
2017	142 373	510 153	10 969	24 533	n.a	n.a	688 028
2018	131 212	482 175	20 106	23 355	285	n.a	657 133
2019	138 912	494 070	22 886	14 025	3 597	n.a	673 490
2020	146 637	274 907	20 130	3 888	5 250	1 465	452 277
2021	141 768	416 949	18 277	6 653	4 581	855	589 083
2022	135 727	356 575	15 837	4 505	4 420	1 520	518 584

Source: 2022 Student headcount listing with verification checks 20240420FINAL.

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

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

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

Note 4: "Other"/ Skills programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (credit bearing). It also includes programme enrolment numbers that were misreported in 2010-2019 as "Other". The correct reporting is recorded in the 2020 data going forward.

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

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

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

Note 8: The following colleges did not report any enrolment in Occupational Qualifications in 2022, namely, Ikhala, Ingwe, King Sabata Dalindyebo, Mopani, Sedibeng, Taletso and Western TVET Colleges.

Note 9: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

Enrolment in TVET colleges was 518 584 in 2022, reflecting a 12% (70 499) decline when compared with 2021 (589 083). Decreases between 2021 and 2022 years were recorded in almost all programmes except (Level 5 and 6 qualifications, which increased by 665 (77.8%). The largest decrease was recorded in Report 191 programmes (60 374).

The proportion of enrolment in Report 191 programmes has been the highest since 2010, and more than 60% of enrolments in this programme were reported by TVET colleges since 2013. In 2022, more than two thirds of enrolments were in Report 191 (356 575 or 68.8%), followed by NC(V) (135 727 or 26.2%). Less than 5% of enrolments were in occupational qualifications (4 505 or 3.1%), PLP (4 420 or 0.9%) and Level 5 and 6 Qualifications (1 520 or 0.9%).

In 2022, TVET colleges that recorded the highest enrolment were Majuba (25 316 or 4.9%), Northlink (20 187 or 3.9%), South West Gauteng (18 258 or 3.5%), Capricorn (17 402 or 3.4%) and Motheo (17 010 or 3.3%). The lowest enrolments were in Lephalale (1 699 or 0.3%), Waterberg (4 289 or 0.8%) and Northern Cape Urban (4 906 or 0.9%) TVET colleges - see Table 10.10 of the Appendix.

**Table 5.2: Enrolment cycle count of students in TVET colleges by qualification category and age group, 2022**

Qualification Category	< 15 years	15 – 19 years	20 – 24 years	25 – 29 years	30 – 34 years	35 – 39 years	≥40 years	Total
NC(V)	0	7 899	83 894	34 791	6 928	1 646	569	135 727
Report 191 (N1-N6)	1	37 736	224 576	60 808	19 091	8 259	6 104	356 575
Occupational Qualifications	0	419	4 218	5 468	3 237	1 216	1 279	15 837
Skills programmes	0	241	1 483	1 429	823	285	244	4 505
PLP	0	894	2 853	535	97	30	11	4 420
Level 5 and Level 6 Qualifications	0	74	290	372	274	167	343	1 520
<b>Total</b>	<b>1</b>	<b>47 263</b>	<b>317 314</b>	<b>103 403</b>	<b>30 450</b>	<b>11 603</b>	<b>8 550</b>	<b>518 584</b>

Source: 2022 Student headcount listing with verification checks 20240420FINAL.

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

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

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

Note 4: Skills programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (credit bearing).

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

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

Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2022, namely, Ikhala, Ingwe, King Sabata Dalindyebo, Mopani, Sedibeng, Taletso and Western TVET Colleges.

Note 8: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

Most students were in the age group 20-24 years (317 314 or 61.2%), followed by 25-29 years (103 403 or 19.9%). Across all age groups, enrolment was higher on Report 191 programmes. However, the second largest enrolment for students aged 40 years and above was occupational qualifications, while for the other age groups, the second largest enrolment was in NC(V). Although the highest enrolment occurred in the 20-24 years age group, students aged 25-29 years dominated enrolment in occupational qualifications and Level 5 and 6 Qualifications.

**Table 5.3: Enrolment cycle count of students in TVET colleges by qualification category and population group, 2022**

Qualification Category	African	Coloured	Indian/Asian	White	Total
NC(V)	130 131	5 287	83	226	135 727
Report 191 (N1-N6)	329 180	25 158	565	1 672	356 575
Occupational Qualifications	12 916	2 710	33	178	15 837
Skills programmes	3 840	603	9	53	4 505
PLP	4 049	360	2	9	4 420
Level 5 and Level 6 Qualifications	633	858	2	27	1 520
<b>Total</b>	<b>480 749</b>	<b>34 976</b>	<b>694</b>	<b>2 165</b>	<b>518 584</b>

Source: 2022 Student headcount listing with verification checks 20240420FINAL.

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

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

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

Note 4: Skills programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (credit bearing).

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

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

Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2022, namely, Ikhala, Ingwe, King Sabata Dalindyebo, Mopani, Sedibeng, Taletso and Western TVET Colleges.

Note 8: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

Over 92% of students enrolled in TVET colleges in 2022 were Africans (92.7% or 480 749). Coloured, White and Indian/Asian students comprised smaller proportions (6.7%, 0.4% and 0.1% respectively). Students across different population groups enrolled primarily in Report 191 and NC(V) programmes. Despite African students being in the majority, more than half of enrolments in Level 5 and 6 Qualifications were for Coloured students (56.5% or 858).

**Table 5.4: Enrolment cycle count of students in TVET colleges by qualification category and gender, 2022**

Qualification Category	Female	Male	Total	Female	Male
NC(V)	95 808	39 919	135 727	70.6%	29.4%
Report 191 (N1-N6)	227 536	129 039	356 575	63.8%	36.2%
Occupational Qualifications	9 035	6 802	15 837	57.0%	43.0%
Skills programmes	1 922	2 583	4 505	42.7%	57.3%
PLP	2 533	1 887	4 420	57.3%	42.7%
Level 5 and Level 6 Qualifications	1 339	181	1 520	88.1%	11.9%
<b>Total</b>	<b>338 173</b>	<b>180 411</b>	<b>518 584</b>	<b>65.2%</b>	<b>34.8%</b>

Source: 2022 Student headcount listing with verification checks 20240420FINAL.

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

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

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

Note 4: Skills programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (credit bearing).

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

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

Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2022, namely, Ikhala, Ingwe, King Sabata Dalindyebo, Mopani, Sedibeng, Taletso and Western TVET Colleges.

Note 8: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

In 2022, almost two-thirds of students in TVET colleges were females (338 173 or 65.2%), while males accounted for 180 411 (34.8%). Female proportions exceeded those of males in almost all programmes except for skills programmes, where 661 more males than females enrolled. The highest proportion of females was in the Level 5 and 6 Qualifications (88.1%). The largest gender disparity was in Report 191, where 98 497 more females enrolled than males.

### 5.1.2 Overview of the TVET sector by province

Table 5.5: Number of TVET colleges and enrolment cycle count of students in TVET colleges by province, 2022

Province	TVET colleges	Students
Eastern Cape	8	55 937
Free State	4	43 134
Gauteng	8	120 040
KwaZulu-Natal	9	99 990
Limpopo	7	61 281
Mpumalanga	3	34 459
North West	3	23 247
Northern Cape	2	10 636
Western Cape	6	69 860
National	50	518 584

Source: 2022 Student headcount listing with verification checks 20240420FINAL.

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

In 2022, enrolment was higher in colleges located in Gauteng (120 040 or 23.1%), KwaZulu-Natal (99 990 or 19.3%) and Western Cape (69 860 or 13.5%). Northern Cape and North West recorded the lowest enrolments (10 636 or 2.1% and 23 247 or 4.5% respectively). These provinces also have fewer colleges (2 and 3 respectively) compared to the others.

**Table 5.6: Enrolment cycle count of students in TVET colleges by qualification category and province, 2022**

Province	NC(V)	Report 191 (N1-N6)	Occupational Qualifications	Skills programmes	PLP	Level 5 and Level 6 Qualifications	Total
Eastern Cape	15 867	38 852	362	31	814	11	55 937
Free State	7 146	34 221	681	851	201	34	43 134
Gauteng	30 045	86 903	1 797	486	809	0	120 040
KwaZulu Natal	28 301	67 909	1 894	870	866	150	99 990
Limpopo	22 024	31 860	5 570	1 329	425	73	61 281
Mpumalanga	13 372	20 324	510	0	253	0	34 459
North West	6 462	16 195	111	182	297	0	23 247
Northern Cape	1 526	8 427	390	0	274	19	10 636
Western Cape	10 984	51 884	4 522	756	481	1 233	69 860
<b>National</b>	<b>135 727</b>	<b>356 575</b>	<b>15 837</b>	<b>4 505</b>	<b>4 420</b>	<b>1 520</b>	<b>518 584</b>

**Source:** 2022 Student headcount listing with verification checks 20240420FINAL.

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

Note 2: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

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

Note 4: Skills programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (credit bearing).

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

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

Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2022, namely, Ikhala, Ingwe, King Sabata Dalindyebo, Mopani, Sedibeng, Taletso and Western TVET Colleges.

Note 8: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

TVET colleges in Gauteng contributed largely to enrolments in Report 191 and NC(V) (86 903 or 24.4% and 30 045 or 22.1% respectively). On the other hand, more than one third of occupational qualifications enrolment were in Limpopo TVET colleges (5 570 or 35.2%), and nearly 30% of skills programmes enrolments were in the same province (1 329 or 29.5%). Additionally, almost 20% of PLP enrolments were in KwaZulu-Natal TVET colleges (866 or 19.6%). Although enrolments in Level 5 and 6 qualifications were the lowest in 2022, a significant majority of these enrolments (81.1% or 1 233), were in Western Cape TVET colleges.

### 5.1.3 Enrolment in TVET colleges by qualification levels and programmes

Table 5.7: Enrolment cycle count of students in TVET colleges for NC(V) Level 2-4 programmes by gender, 2022

Programme	Female	Male	Total
1. Civil Engineering and Building Construction	6 349	4 384	10 733
2. Drawing Office Practice	68	96	164
3. Education and Development	3 404	232	3 636
4. Electrical Infrastructure and Construction	9 512	6 552	16 064
5. Engineering and Related Design	8 239	9 043	17 282
6. Finance, Economics and Accounting	5 808	1 566	7 374
7. Hospitality	7 523	1 459	8 982
8. Information Technology and Computer Science	3 859	2 971	6 830
9. Management	4 709	1 361	6 070
10. Marketing	4 099	1 389	5 488
11. Mechatronics	507	410	917
12. Office Administration	24 415	4 082	28 497
13. Primary Agriculture	3 385	1 394	4 779
14. Primary Health	1 169	92	1 261
15. Process Instrumentation	14	9	23
16. Process Plant Operations	427	118	545
17. Safety in Society	3 125	1 416	4 541
18. Tourism	6 146	1 874	8 020
19. Transport and Logistics	3 050	1 471	4 521
<b>Total</b>	<b>95 808</b>	<b>39 919</b>	<b>135 727</b>

Source: 2022 Student headcount listing with verification checks 20240420FINAL.

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

Out of the 135 727 enrolments in NC(V) programmes, the largest proportion of students enrolled in Office Administration (28 497 or 21.0%), followed by Engineering and Related Design (17 282 or 12.7%) and Electrical Infrastructure and Construction (16 064 or 11.8%).

Seven out of every ten students enrolled in NC(V) programmes were female (95 808 or 70.6%) compared to 39 919 (29.4%) males. The most significant gap was observed in Office Administration, with 20 333 more females than males enrolled. Conversely, Engineering and Related Design and Drawing Office Practice had a slightly higher male enrolment (804 and 28 more males than females). It is also worth highlighting that female enrolment in Education and Development and Primary Health was 15 and 13 times higher than males.

When looking at female enrolment in NC(V), it can be observed that a quarter of them enrolled in Office Administration (24 415 or 25.5%), followed by Electrical Infrastructure and Construction (9 515 or 9.9%) and Engineering and Related Design (8 239 or 8.6%).

Males on the other hand enrolled mainly in Engineering and Related Design (9 043 or 22.7%), followed by Electrical Infrastructure and Construction (6 552 or 16.4%) and Civil Engineering and Building Construction (4 384 or 11.0%).

**Table 5.8: Enrolment cycle count of students in TVET colleges for Report 191 programmes, by level of study and gender, 2022**

Report 191	Female	Male	Total	Female	Male
<b>Non-National Certificate</b>	59	352	<b>411</b>	14.4%	85.6%
<b>N1</b>	15 435	18 912	<b>34 347</b>	44.9%	55.1%
<b>N2</b>	17 288	20 067	<b>37 355</b>	46.3%	53.7%
<b>N3</b>	10 641	11 948	<b>22 589</b>	47.1%	52.9%
<b>N4</b>	85 078	39 475	<b>124 553</b>	68.3%	31.7%
<b>N5</b>	54 733	21 908	<b>76 641</b>	71.4%	28.6%
<b>N6</b>	44 099	16 277	<b>60 376</b>	73.0%	27.0%
<b>Unspecified</b>	203	100	<b>303</b>	67.0%	33.0%
<b>Total</b>	<b>227 536</b>	<b>129 039</b>	<b>356 575</b>	<b>63.8%</b>	<b>36.2%</b>

Source: 2022 Student headcount listing with verification checks 20240420FINAL.

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

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

Females' enrolment in Report 191 programmes was 227 536 (63.8%), and this was 98 497 higher than that of males (129 039 or 36.2%). Male enrolment was however higher in N1-N3 and Non-National Certificates, while female enrolment was higher in N4-N6 (which includes both Engineering and Business Studies Programmes). The largest gender gap was observed in N4, where 45 603 more females enrolled than males.

**Table 5.9: Enrolment cycle count of students in TVET colleges for N6 Report 191 programmes by gender, 2022**

Programme Name	Female	Male	Total
1. N6: Art and Design	158	162	320
2. N6: Business Management	4 765	1 814	6 579
3. N6: Clothing Production	250	82	332
4. N6: Educare	2 490	120	2 610
5. N6: Engineering Studies	4 365	4 350	8 715
6. N6: Farming Management	1 031	514	1 545
7. N6: Financial Management	4 380	1 495	5 875
8. N6: Hospitality and Catering Services	1 612	477	2 089
9. N6: Human Resource Management	5 260	1 585	6 845
10. N6: Legal Secretary	548	95	643
11. N6: Management Assistant	9 352	1 834	11 186
12. N6: Marketing Management	1 964	885	2 849
13. N6: Medical Secretary	108	12	120
14. N6: Popular Music: Composition	0	5	5
15. N6: Popular Music: Performance	23	36	59
16. N6: Popular Music: Studio Work	10	48	58
17. N6: Public Management	6 072	2 104	8 176
18. N6: Public Relations	330	89	419
19. N6: Tourism	1 381	570	1 951
<b>Total</b>	<b>44 099</b>	<b>16 277</b>	<b>60 376</b>

Source: 2022 Student headcount listing with verification checks 20240420FINAL.

Note: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification with 19 programmes.

Female enrolment in Report 191 N6 programmes was 44 099 (73.0%), which was 27 822 higher when compared with male enrolment (16 277 or 27.0%). The top three enrolments in Report 191 programmes were in Management Assistant (11 186 or 18.5%), followed by Engineering Studies (8 715 or 14.4%) and Public Management (8 176 or 13.5%).

More than half of females enrolled in Management Assistant (9 352 or 21.2%), Public Management (6 072 or 13.8%), Human Resource Management (5 260 or 11.9%) and Business Management (4 765 or 10.8%). On the other hand, more than 62% of male students enrolled in Engineering Studies (4 350 or 26.7%), Public Management (2 104 or 12.9%), Management Assistant (1 834 or 11.3%) and Business Management (1 814 or 11.1%). The largest gender gap was observed in Management Assistant, where 7 518 more females enrolled than males.



### 5.1.4 Examination results in TVET colleges

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

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

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

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

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

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

**Table 5.10: Number of students in TVET colleges who registered, wrote examinations and completed national qualifications, by qualification category and gender, 2022**

Qualification Category	Female			Male			Total			
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	Completion rate
Report 190/1 N3	8 186	6 320	4 435	9 041	6 358	4 869	17 227	12 678	9 304	73.4%
Report 190/1 N6	42 074	37 317	21 036	14 272	12 003	6 471	56 346	49 320	27 507	55.8%
NC(V) Level 4	11 824	10 499	6 568	3 791	3 197	1 830	15 615	13 696	8 398	61.3%
<b>Total</b>	<b>62 084</b>	<b>54 136</b>	<b>32 039</b>	<b>27 104</b>	<b>21 558</b>	<b>13 170</b>	<b>89 188</b>	<b>75 694</b>	<b>45 209</b>	<b>59.7%</b>

Source: National Examinations Database, November 2022.

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED includes only those who were eligible to complete qualifications (part or full) during the 2022 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2022.
- Note 2: "Number Registered" refers to the number of students who registered for the relevant examinations in 2022 and were eligible to complete the relevant qualifications during the 2022 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the relevant qualifications in 2022.
- Note 3: "Number Wrote" refers to the number of students who wrote the relevant examinations in 2022 and were eligible to complete the relevant qualifications during the 2022 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the relevant qualifications in 2022.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2022 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the relevant qualifications in 2022.

The number of students who registered for Report 190/1 (N3 and N6) and NC(V) Level 4 examinations in TVET colleges in 2022 was 89 188, of which 75 694 wrote examinations and 45 209 completed. The highest proportion of students registered for Report 190/1 N6 part-qualification (63.2% or 56 3446) followed by Report 190/1 (N3) part-qualification (19.3% or 17 227) while the lowest proportion of students registered for NC(V) Level 4 part-qualification (17.1% or 15 615). The largest gender disparity for completion in 2022 was reported for Report 190/1 N6 part-qualification, where 14 565 more female students completed the part-qualification compared to males.

More than half of the students who wrote exams for the NC(V) Level 4 qualification completed successfully with (61.3%). The completion rate for N3 part-qualification was the highest (73.4% or 9 304 students), while the lowest rate was recorded for N6 part-qualification (55.8% or 27 507 students). Overall, more female compared to male students registered, wrote and subsequently completed national qualifications. However, the number of males who completed the N3 part-qualification was higher (4 869) compared to 4 435 females.

**Table 5.11: Number of students in TVET colleges who registered, wrote and completed NC(V) qualifications, by province and level, 2022**

Province	NC(V) Level 2				NC(V) Level 3				NC(V) Level 4			
	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate
Eastern Cape	6 756	3 731	2 565	68.7%	2 868	2 417	1 770	73.2%	1 783	1 609	995	61.8%
Free State	2 714	1 271	1 005	79.1%	1 265	966	666	68.9%	938	799	495	62.0%
Gauteng	12 903	6 324	4 454	70.4%	4 554	3 539	2 352	66.5%	3 230	2 811	1 703	60.6%
KwaZulu-Natal	12 088	7 842	5 135	65.5%	4 925	4 114	2 695	65.5%	3 221	2 812	1 487	52.9%
Limpopo	6 411	4 499	3 315	73.7%	3 887	3 391	2 284	67.4%	2 876	2 586	1 594	61.6%
Mpumalanga	5 369	3 260	2 505	76.8%	2 381	1 938	1 369	70.6%	1 285	1 088	677	62.2%
North West	3 183	1 699	1 318	77.6%	1 011	787	592	75.2%	728	659	480	72.8%
Northern Cape	821	400	284	71.0%	304	210	147	70.0%	211	180	109	60.6%
Western Cape	4 856	2 482	1 944	78.3%	1 891	1 486	1 139	76.6%	1 343	1 152	858	74.5%
<b>Total</b>	<b>55 101</b>	<b>31 508</b>	<b>22 525</b>	<b>71.5%</b>	<b>23 086</b>	<b>18 848</b>	<b>13 014</b>	<b>69.0%</b>	<b>15 615</b>	<b>13 696</b>	<b>8 398</b>	<b>61.3%</b>

Source: National Examinations Database, November 2022.

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an NC(V) qualification during the 2022 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2022.
- Note 2: "Number Registered" refers to the number of students who registered for the 2022 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2022 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the NC(V) Level 2-4 qualifications in 2022.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2022 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2022 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 2-4 qualifications in 2022.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the NC(V) Levels 2-4 qualifications in the 2022 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the NC(V) Level 2-4 qualifications in 2022.
- Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2022 academic year, expressed as a percentage (%) of the number of candidates who were eligible to complete the NC(V) Level 2-4 qualifications and wrote the examinations (the latter is defined above) in 2022.
- Note 6: NC(V) Level 2, NC(V) Level 3 and NC(V) Level 4 are each full qualification.

In 2022, the national completion rate for NC(V) was higher in Level 2 (71.5%), and lower for subsequent levels (69.0% for NC(V) Level 3 and 61.3% for NC(V) Level 4). The largest proportion of students who registered, wrote and completed examinations were for the NC(V) Level 2 qualification, compared to Levels 3 and 4.

TVET colleges in Gauteng had the largest number of students who wrote and completed NC(V) levels 2 and 3, however, while KwaZulu-Natal had the lowest completion rate on all level on all levels (65.5% for NC(V) level 2; 65.5% for NC(V) level 3 and 52.9% for NC(V) level 4). The highest completion rates were recorded in Western Cape TVET colleges on NC(V) levels 3 and 4 (76.6% and 74.5% respectively).

**Table 5.12: Number of students in TVET colleges who registered, wrote and completed report 190/1 N1 to N3 qualification for Engineering Studies by province, 2022**

Province	Report 190/1 N1				Report 190/1 N2				Report 190/1 N3			
	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate
Eastern Cape	3 609	2 757	1 478	53.6%	1 999	1 855	1 620	87.3%	1 861	1 495	1 168	78.1%
Free State	2 975	2 099	1 267	60.4%	2 107	1 500	1 321	88.1%	1 421	1 024	726	70.9%
Gauteng	7 366	5 859	3 672	62.7%	4 352	2 818	2 548	90.4%	3 741	2 090	1 645	78.7%
KwaZulu-Natal	5 181	4 658	2 839	60.9%	5 565	5 203	4 355	83.7%	4 339	3 712	2 477	66.7%
Limpopo	4 119	3 387	2 490	73.5%	2 065	1 846	1 380	74.8%	1 580	1 223	806	65.9%
Mpumalanga	2 397	1 937	1 341	69.2%	2 164	1 623	1 513	93.2%	1 687	1 231	1 038	84.3%
North West	2 084	1 811	1 044	57.6%	1 361	864	641	74.2%	658	410	268	65.4%
Northern Cape	889	648	413	63.7%	816	732	584	79.8%	390	277	201	72.6%
Western Cape	5 894	3 924	2 123	54.1%	2 636	2 297	2 009	87.5%	1 550	1 216	975	80.2%
<b>Total</b>	<b>34 514</b>	<b>27 080</b>	<b>16 667</b>	<b>61.5%</b>	<b>23 065</b>	<b>18 738</b>	<b>15 971</b>	<b>85.2%</b>	<b>17 227</b>	<b>12 678</b>	<b>9 304</b>	<b>73.4%</b>

Source: National Examinations Database, November 2022.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 190/1 part-qualification during the 2022 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2022.

Note 2: "Number Registered" refers to the number of students who registered for the 2022 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2022 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2022.

Note 3: "Number Wrote" refers to the number of students who wrote the 2022 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2022 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2022.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N1-N3 part-qualifications in the 2022 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2022.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N1-N3 part-qualification in the 2022 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N1-N3 part-qualifications and wrote the examinations (the latter is defined above) in 2022.

Note 6: The number of students who registered for, wrote and completed N1-N3 Engineering Studies part-qualifications includes the consolidated numbers across all three trimesters of the 2022 academic year.

The national completion rates for Report 190/1 N1 to N3 part-qualifications for Engineering Studies varied across all levels, with the highest reported for N2 (85.2%), and the lowest was on N1 (61.5%). The largest number of students registered and wrote examinations for the N1 part-qualification, and subsequently more students completed the N1 part-qualification (16 667) when compared to N2 (15 971) and N3 (9 304) part-qualifications.

In terms of provincial performance, TVET colleges in Limpopo province demonstrated the best completion rate on N1 (73.5%). Meanwhile, Mpumalanga had the highest completion rates on N2 and N3 part-qualifications (93.2% and 84.3% respectively). The completion rates for KwaZulu-Natal and North West were lower than average across all levels.

**Table 5.13: Number of students in TVET colleges who registered, wrote and completed Report 190/1 N4 to N6 part-qualifications for Engineering Studies by province, 2022**

Province	Report 190/1 N4				Report 190/1 N5				Report 190/1 N6			
	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate
Eastern Cape	1 769	1 433	1 215	84.8%	1 263	1 099	962	87.5%	866	709	314	44.3%
Free State	914	612	550	89.9%	576	445	405	91.0%	279	202	92	45.5%
Gauteng	3 188	1 777	1 585	89.2%	1 731	1 249	1 020	81.7%	1 249	868	346	39.9%
KwaZulu-Natal	2 706	2 080	1 823	87.6%	2 734	2 387	1 923	80.6%	1 603	1 376	463	33.6%
Limpopo	2 386	1 837	1 294	70.4%	775	641	451	70.4%	719	630	215	34.1%
Mpumalanga	1 185	786	721	91.7%	699	508	439	86.4%	343	237	99	41.8%
North West	447	281	229	81.5%	236	150	107	71.3%	143	104	28	26.9%
Northern Cape	114	78	53	67.9%	26	20	8	40.0%	6	6	1	16.7%
Western Cape	1 187	876	764	87.2%	809	682	591	86.7%	444	387	167	43.2%
<b>Total</b>	<b>13 896</b>	<b>9 760</b>	<b>8 234</b>	<b>84.4%</b>	<b>8 849</b>	<b>7 181</b>	<b>5 906</b>	<b>82.2%</b>	<b>5 652</b>	<b>4 519</b>	<b>1 725</b>	<b>38.2%</b>

Source: National Examinations Database, November 2022.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 190/1 part-qualification during the 2022 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2022.

Note 2: "Number Registered" refers to the number of students who registered for the 2022 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2022 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2022.

Note 3: "Number Wrote" refers to the number of students who wrote the 2022 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2022 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2022.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N4-N6 part-qualifications in the 2022 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2022.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2022 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N4-N6 part-qualifications and wrote the examinations (the latter is defined above) in 2022.

Note 6: The number of students who registered for, wrote and completed N4-N6 Engineering Studies part-qualifications includes the consolidated numbers across all three trimesters of the 2022 academic year.

The completion rates for Report 190/1 N4 to N6 Engineering Studies at the national level were as follows: N4 (84.4%), N5 (82.2%) and N6 (38.2%). The largest number of students completed examinations for the N4 part-qualification (8 234), as compared to N5 (5 906) and N6 (1 725).

Regarding completion rates, Mpumalanga province performed the best on the N4 part-qualification (91.7%), while Free State outperformed the other provinces on N5 and N6 (91.0% and 45.5% respectively). In terms of the actual numbers, the highest number of students who registered, wrote and completed N5 and N6 part-qualifications were in KwaZulu-Natal province, while Northern Cape Province recorded the lowest numbers. Completion rates for Limpopo, North West and Northern Cape were lower than average across all levels.

**Table 5.14: Number of students in TVET colleges who registered, wrote and completed Report 191 N4 to N6 part-qualifications for Business Studies by province, 2022**

Province	Report 190/1 N4				Report 190/1 N5				Report 190/1 N6			
	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate
Eastern Cape	12 741	10 501	5 874	55.9%	8 972	7 947	4 368	55.0%	7 471	6 788	3 606	53.1%
Free State	11 834	8 308	5 340	64.3%	5 658	4 816	2 793	58.0%	4 013	3 631	2 085	57.4%
Gauteng	25 221	18 324	11 853	64.7%	13 330	11 322	7 728	68.3%	8 814	7 647	4 818	63.0%
KwaZulu-Natal	20 587	15 935	8 972	56.3%	15 464	12 985	7 975	61.4%	12 350	10 575	6 023	57.0%
Limpopo	8 758	7 376	4 277	58.0%	5 548	5 082	3 101	61.0%	4 650	4 305	2 309	53.6%
Mpumalanga	4 802	3 737	2 614	69.9%	3 587	3 100	2 120	68.4%	2 506	2 191	1 365	62.3%
North West	4 370	3 133	1 994	63.6%	2 641	2 304	1 494	64.8%	1 922	1 732	1 029	59.4%
Northern Cape	3 732	2 826	1 342	47.5%	1 771	1 460	635	43.5%	1 240	1 120	377	33.7%
Western Cape	18 794	14 023	8 931	63.7%	11 311	9 382	5 875	62.6%	7 728	6 812	4 170	61.2%
<b>Total</b>	<b>110 839</b>	<b>84 163</b>	<b>51 197</b>	<b>60.8%</b>	<b>68 282</b>	<b>58 398</b>	<b>36 089</b>	<b>61.8%</b>	<b>50 694</b>	<b>44 801</b>	<b>25 782</b>	<b>57.5%</b>

Source: National Examinations Database, November 2022.

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 190/1 part-qualification during the 2022 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2022.
- Note 2: "Number Registered" refers to the number of students who registered for the 2022 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2022 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2022.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2022 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2022 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2022.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N4-N6 part-qualifications in the 2022 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2022.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2022 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N4-N6 part-qualifications and wrote the examinations (the latter is defined above) in 2022.
- Note 6: The number of students who registered for, wrote and completed N4-N6 Business Studies part-qualifications includes the consolidated numbers across both semesters of the 2022 academic year.

The national completion rates in Report 190/1 N4 to N6 Business Studies, were as follows: N4 (60.8%), N5 (61.8%) and N6 (57.5%). The majority of students successfully completed examinations for the N4 part-qualification (51 197), as compared to completions for N5 (36 089) and N6 (25 782). Completion rates for Business Studies were higher when compared to those of Engineering Studies, most notably for Report 190/1 N6 part-qualification (19.3 percentage points difference). There was also a large number of students who registered, wrote and completed Business Studies when compared with Engineering Studies (see Table 5.15) across all N levels.

Provincially in terms of completion rates, Mpumalanga province performed the best for levels N4 (69.9%) and N5 (68.4%) while Gauteng performed the best on N6 (63.0%). Northern Cape province recorded the lowest number of students who registered, wrote and completed across all levels.

**Table 5.15: Number of students in TVET colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, 2022**

NC(V) Level Programmes	Female				Male				Total			
	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate
1. L4:Civil Engineering and Building Construction	492	439	238	54.2%	272	232	140	60.3%	764	671	378	56.3%
2. L4:Drawing Office Practice	2	2	0	0.0%	2	2	1	50.0%	4	4	1	25.0%
3. L4:Education and Development	597	533	416	78.0%	52	42	29	69.0%	649	575	445	77.4%
4. L4:Electrical Infrastructure Construction	668	610	221	36.2%	412	353	134	38.0%	1 080	963	355	36.9%
5. L4:Engineering and Related Design	777	684	359	52.5%	801	655	325	49.6%	1 578	1 339	684	51.1%
6. L4:Finance, Economics And Accounting	715	633	394	62.2%	171	142	81	57.0%	886	775	475	61.3%
7. L4:Hospitality	1 056	937	425	45.4%	187	167	74	44.3%	1 243	1 104	499	45.2%
8. L4:Information Technology and Computer Science	315	271	125	46.1%	265	221	114	51.6%	580	492	239	48.6%
9. L4:Management	578	515	344	66.8%	130	111	79	71.2%	708	626	423	67.6%
10. L4:Marketing	533	450	216	48.0%	129	101	45	44.6%	662	551	261	47.4%
11. L4:Mechatronics	46	34	22	64.7%	44	31	24	77.4%	90	65	46	70.8%
12. L4:Office Administration	3 695	3 301	2 407	72.9%	530	452	324	71.7%	4 225	3 753	2 731	72.8%
13. L4:Primary Agriculture	343	308	214	69.5%	149	119	82	68.9%	492	427	296	69.3%
14. L4:Primary Health	168	155	103	66.5%	9	9	3	33.3%	177	164	106	64.6%
15. L4:Process Plant Operations	45	40	14	35.0%	7	7	3	42.9%	52	47	17	36.2%
16. L4:Safety In Society	408	374	192	51.3%	161	143	69	48.3%	569	517	261	50.5%
17. L4:Tourism	951	841	647	76.9%	268	238	184	77.3%	1 219	1 079	831	77.0%
18. L4:Transport and Logistics	435	372	231	62.1%	202	172	119	69.2%	637	544	350	64.3%
<b>Total</b>	<b>11 824</b>	<b>10 499</b>	<b>6 568</b>	<b>62.6%</b>	<b>3 791</b>	<b>3 197</b>	<b>1 830</b>	<b>57.2%</b>	<b>15 615</b>	<b>13 696</b>	<b>8 398</b>	<b>61.3%</b>

Source: National Examinations Database, November 2022.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an NC(V) qualification during the 2022 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2022.

Note 2: "Number Registered" refers to the number of students who registered for the 2022 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2022 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2022.

Note 3: "Number Wrote" refers to the number of students who wrote the 2022 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2020 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2022.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the NC(V) Level 4 qualification in the 2022 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the NC(V) Level 4 qualification in 2022.

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

In 2022, among 13 696 students who wrote examinations for NC(V) Level 4, three in every five completed the qualification (61.3% or 8 398). Close to one third of the completions were in Office Administration (32.5% or 2 731, while the second and third highest were in Tourism (9.9% or 831) and Engineering and Related Design (8.1% or 684). In terms of completion rates, the highest were recorded in Education and Development (77.4%) followed by Tourism (77.0%) and Office Administration (72.8%), while the lowest were Process Plant Operations (36.2%) and Electrical Infrastructure Construction (25.0%). Drawing Office Practice, Process Plant Operations and Mechatronics were the least popular programmes, and fewer students registered, wrote and completed these programmes.

A significant number of females registered, wrote and completed NC(V) Level 4 qualification examinations compared to males, and this was noticeable across nearly all programmes (except Mechatronics and Drawing Office Practice). In terms of completions, 6 568 female students completed NC(V) Level 4 studies, with an overall completion rate of 62.6%. Among female students, over a third completed NC(V) Level 4 in Office Administration (36.6% or 2 407), followed by Tourism (9.9% or 647).

Conversely, 1 830 males completed NC(V) Level 4, and their completion rate was lower (57.2%) as compared to that of females. despite the lower completion for males, the majority of them completed NC(V) Level 4 in Engineering and Related Design (17.8% or 325) and Office Administration (17.7% or 324).



**Table 5.16: Number of students in TVET colleges who registered, wrote and completed the Report 190/1 N6 part-qualification, by programme and gender, 2022**

Report 191 N6 Programmes	Female				Male				Total			
	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate
1. N6:Art and Design	179	166	134	80.7%	171	147	118	80.3%	350	313	252	80.5%
2. N6:Business Management	4 884	4 324	2 409	55.7%	1 779	1 533	942	61.4%	6 663	5 857	3 351	57.2%
3. N6:Clothing Production	294	270	197	73.0%	82	74	56	75.7%	376	344	253	73.5%
4. N6:Educare	2 825	2 570	2 129	82.8%	140	126	104	82.5%	2 965	2 696	2 233	82.8%
5. N6:Engineering Studies	2 935	2 416	920	38.1%	2 717	2 103	805	38.3%	5 652	4 519	1 725	38.2%
6. N6:Farming Management	1 314	1 213	733	60.4%	674	587	329	56.0%	1 988	1 800	1 062	59.0%
7. N6:Financial Management	4 087	3 692	2 583	70.0%	1 359	1 193	855	71.7%	5 446	4 885	3 438	70.4%
8. N6:Hospitality and Catering Services	1 646	1 497	1 045	69.8%	463	413	298	72.2%	2 109	1 910	1 343	70.3%
9. N6:Human Resources Management	4 931	4 461	2 712	60.8%	1 464	1 293	778	60.2%	6 395	5 754	3 490	60.7%
10. N6:Legal Secretary	428	381	189	49.6%	79	66	28	42.4%	507	447	217	48.5%
11. N6:Management Assistant	7 339	6 577	3 535	53.7%	1 359	1 184	640	54.1%	8 698	7 761	4 175	53.8%
12. N6:Marketing Management	2 125	1 866	780	41.8%	950	765	326	42.6%	3 075	2 631	1 106	42.0%
13. N6:Medical Secretary	164	127	58	45.7%	21	15	7	46.7%	185	142	65	45.8%
14. N6:Popular Music: Composition	0	0	0	0.0%	3	3	3	100%	3	3	3	100%
15. N6:Popular Music: Performance	18	16	9	56.3%	34	29	18	62.1%	52	45	27	60.0%
16. N6:Popular Music: Studio Work	9	9	7	77.8%	46	43	38	88.4%	55	52	45	86.5%
17. N6:Public Management	6 637	5 849	3 487	59.6%	2 111	1 802	1 098	60.9%	8 748	7 651	4 585	59.9%
18. N6:Public Relations	256	249	109	43.8%	57	56	28	50.0%	313	305	137	44.9%
19. N6:Tourism	2 003	1 634	0	0.0%	763	571	0	0.0%	2 766	2 205	0	0.0%
<b>Total</b>	<b>42 074</b>	<b>37 317</b>	<b>21 036</b>	<b>56.4%</b>	<b>14 272</b>	<b>12 003</b>	<b>6 471</b>	<b>53.9%</b>	<b>56 346</b>	<b>49 320</b>	<b>27 507</b>	<b>55.8%</b>

Source: National Examinations Database, November 2022.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an N6 part-qualification during the 2022 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2022.

Note 2: "Number Registered" refers to the number of students who registered for the 2022 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2022 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2022.

Note 3: "Number Wrote" refers to the number of students who wrote the 2022 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2022 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N6 part-qualification in 2022.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N6 part-qualification in the 2022 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N6 part-qualification in 2022.

Of the 49 320 students who wrote examination for N6 part-qualifications, 27 507 of them completed, resulting in 55.8% completion rate. Most students wrote examination in the following programmes: Management Assistant (7 761), Public Management (7 651), Human Resources (5 754), Financial Management (4 885) and Business Management (5 857). Subsequently the highest number of students completed their N6 part-qualifications in Public Management (4 585) followed by Management Assistant (4 175), Human Resource Management (3 490) and Financial Management (3 438) programmes.

Over three quarters of students who wrote examinations for N6 part-qualifications were females (75.7% or 37 317) while 24.3% (12 003) were males. Subsequently, more female students completed N6 part-qualifications (76.5% or 21 036), with an overall completion rate of 56.4%, while males' rate was slightly lower at 53.9%. The majority of females completed their N6 part-qualifications in Management Assistant (16.8% or 3 535), Public Management (16.6% or 3 487), Human Resources Management (12.9% or 2 712), Financial Management (12.3% or 2 583), and Business Management (11.5% or 2 409).

Of the 12 003 male students who wrote examinations for N6 part-qualifications, 6 417 of them completed N6 part-qualification, resulting with a completion rate of 53.9%. Most of these completions were in Public Management (17.0% or 6 471), followed by Business Management (14.6% or 942), Financial Management (13.2% or 855), Engineering Studies (12.4% or 805), and Human Resources Management (12.0% or 778).

The largest gender disparities were in the Management Assistant, Public Management and Educare programmes, where 2 896, 2 389 and 2 025 more female students completed compared to males. Despite overall completion being higher for females compared to males, a slightly higher number of males completed N6: Popular Music: Studio Work, N6: Popular Music: Performance and N6: Popular Music: Composition compared to females.

## 6. COMMUNITY EDUCATION AND TRAINING COLLEGES

### 6.1 OVERVIEW OF CET COLLEGES

The presentation of these statistics on CET colleges follows the successful implementation of a Community Education and Training Management Information System (CETMIS). Though various modules have been embedded into the CETMIS, the initial implementation was based on the student module, which presents a perennial deficiency in the CET data management system. The weakness in the quality of student data was highlighted by the Auditor-General South Africa (AGSA) on several accounts, hence the prioritisation of its management. Of importance is that colleges were able to employ the data management system as the main instrument for capturing student data, despite some teething problems which were addressed as and when they occurred.

Notwithstanding the success noted in transitioning from a manual system of capturing data to a digitised version, student data for 2022 show a decline from the figure of 143 031 in 2021 to a figure of 130 752 in 2022. This is a decline of 8.6% in enrolments, or a figure of 12 279 students. This figure is substantial, noting the number of students categorised as Not in Employment, Education or Training (NEET) during the period under review. According to the Quarterly Labour Force Survey published in the fourth quarter of 2022, there were about 10.2 million young people aged 15–24 years in Q2: 2022, of which 33.6% were NEET. The report further highlights that the NEET rate increased by 0.8 of a percentage point between Q4:2021 and Q4:2022. The CET sector has not been able to capitalise on this convenient demographic to increase enrolments.

As a response to dwindling student enrolments, the CET sector has introduced various measures intended at increasing student figures. The measures include, but not exhaustively, the following:

- Intensification of the implementation of responsive and diversified learning programmes in order to address community needs. On that score, funding has been sought from the National Skills Fund and other SETAs for the purposes of implementing skills programmes in order to attract students whilst simultaneously addressing immediate skills shortages amongst community members.
- Colleges, in conjunction with SETAs and the QCTO, are being accredited to offer skills programmes. In this way, learning centres will be better positioned to offer diversified and responsive programmes.
- In addressing the lack of physical infrastructure, funding has been made available to construct CET learning centres. Though not sufficient, an initial amount of R1 billion is currently being disbursed for the purposes of construction of CET learning centres and extra funding will be availed in the medium term.

- Funding has been made available by the Department of Higher Education and Training in order to address the matter of ICT infrastructure. In the previous financial year, 90 multi-function printers were procured for colleges. In the current financial year, an amount of R600 000 will be disbursed to colleges for the purposes of acquiring other ICT assets such as laptops. In collaboration with the SETAs, additional funding has been made available for the establishment of ICT laboratories at colleges. Lecturers are being offered training by NEMISA for the purposes of capacitating them in ICT skills.
- In order to address the issue of visibility of the sector in communities, advocacy and marketing programmes of the CET Colleges has been prioritised. To that effect, an advocacy strategy has been devised for the CET sector.

An important observation made relating to CET colleges data is that whilst student numbers have been decreasing, lecturer establishments have been stable over the same period. In 2021, the CET sector employed 11 026 lecturers, compared to 11 545 in 2022. The latter shows that lecturer numbers have increased year on year. These lecturer establishments create an anomalous academic situation because the student-lecturer ratios continue to decline with no commensurate improvement in the quality of student results. Adding to the vexed question of dwindling student-lecturer ratios is that some gazetted centres have no students whilst they do have lecturers. This is a matter that the CET sector is currently seized with and an audit of centres will be carried out in 2024.

This report should be read in conjunction with the matters raised in this overview of the CET landscape.

### 6.1.1 Enrolment of students in CET colleges

**Table 6.1: Number of students enrolled in CET colleges by programme, 2022**

Programme	2022	Percentage
AET Level 1	1 252	1.0%
AET Level 2	2 228	1.7%
AET Level 3	3 766	2.9%
GETC: ABET Level 4 (NQF Level 1)	50 753	38.8%
Grade 12 (NQF Level 4)	64 057	49.0%
Non-formal programmes	8 138	6.2%
Occupational Qualifications	558	0.4%
<b>Total</b>	<b>130 752</b>	<b>100.0%</b>

Source: CETMIS 2022, data extracted in April 2024.

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

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

Note 3: Total enrolment is based on a response rate of 80.0%.

In 2022, enrolment in CET colleges was 130 752, which represents an 8.6% (12 279) decline compared to the 143 031 enrolment in 2021. Nearly half of the enrolments were for Grade 12 (49.0% or 64 057), as CET colleges offer second chance matric as part of their programmes. The second highest enrolment was in GETC: ABET level 4 (38.8% or 50 753), while non-formal programmes constituted 6.2% of total enrolment. The proportion of students enrolled for AET levels 1-3 was 5.5% (and the lowest enrolment was observed in occupational qualifications (0.4% or 558). It is pleasing to note that there has been an upsurge in enrolments for non-formal programmes.

**Table 6.2: Number of students enrolled in CET colleges by programme and gender, 2022**

Programme	Female	Male	Total	Female	Male
AET Level 1	605	647	1 252	48.3%	51.7%
AET Level 2	1 268	960	2 228	56.9%	43.1%
AET Level 3	1 939	1 827	3 766	51.5%	48.5%
GETC: ABET Level 4 (NQF Level 1)	38 295	12 458	50 753	75.5%	24.5%
Grade 12 (NQF Level 4)	44 647	19 410	64 057	69.7%	30.3%
Non-formal programmes	6 268	1 870	8 138	77.0%	23.0%
Occupational Qualifications	378	180	558	67.7%	32.3%
<b>Total</b>	<b>93 400</b>	<b>37 352</b>	<b>130 752</b>	<b>71.4%</b>	<b>28.6%</b>

Source: CETMIS 2022, data extracted in April 2024.

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

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

Note 3: Total enrolment is based on a response rate of 80.0%.

The proportion of females enrolled in CET colleges was 71.4% (93 400) compared to 28.6% (37 352) males. Across almost all programmes, female students outnumbered males except in AET level 1, where a slightly higher number of males enrolled.

The proportion of females was also significantly higher in non-formal programmes and GETC: ABET level 4, with females accounting for more than three-quarters of enrolments in these programmes. The largest gender gap was observed in GETC: ABET level 4 and Grade 12, where 25 837 and 25 237 more females than males enrolled.

**Table 6.3: Number of students enrolled in CET colleges by programme and population group, 2022**

Programme	African	Coloured	Indian/Asian	White	Other <sup>1</sup>	Total
AET Level 1	1 093	151	2	2	4	1 252
AET Level 2	1 958	257	1	3	9	2 228
AET Level 3	3 392	354	2	6	12	3 766
GETC: ABET Level 4 (NQF Level 1)	47 963	2 536	76	78	100	50 753
Grade 12 (NQF Level 4)	61 357	2 218	153	187	142	64 057
Non-formal programmes	8 034	79	5	7	13	8 138
Occupational Qualifications	438	87	1	3	29	558
<b>Total</b>	<b>124 235</b>	<b>5 682</b>	<b>240</b>	<b>286</b>	<b>309</b>	<b>130 752</b>

Source: CETMIS 2022, data extracted in April 2024.

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

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

Note 3: Total enrolment is based on a response rate of 80.0%.

Note 4: "Other<sup>1</sup>" refers to population groups other than the groups mentioned or those who refused to identify themselves in terms of population group.

A large number of students enrolled in CET colleges in 2022 were African (124 235 or 95.0%), followed by Coloureds (5 682 or 4.3%), while a lower number of students were Indian/Asians and White (240 or 286 respectively). The majority of African, Indian/Asian and White students enrolled for Grade 12, followed by GETC: ABET level 4. Coloured students had a different pattern of enrolment, with the majority of them enrolling primarily in GETC: ABET Level 4 followed by Grade 12.

**Table 6.4: Number of students enrolled in CET colleges by programme and age group, 2022**

Age category	AET Level 1	AET Level 2	AET Level 3	GETC: ABET Level 4 (NQF Level 1)	Grade 12 (NQF Level 4)	Non-formal programmes	Occupational Qualifications	Total
<15 years	12	17	22	11	1	3	3	69
15-19 years	214	526	1 176	5 320	8 359	450	74	16 119
20-24 years	138	219	668	15 604	27 052	2 211	210	46 102
25-29 years	105	156	346	10 707	11 545	1 822	98	24 779
30-34 years	95	144	299	7 734	8 346	1 167	81	17 866
35-39 years	83	164	242	5 042	4 331	874	39	10 775
≥40 years	596	987	984	6 160	4 123	1 607	52	14 509
Unspecified	9	15	29	175	300	4	1	533
<b>Total</b>	<b>1 252</b>	<b>2 228</b>	<b>3 766</b>	<b>50 753</b>	<b>64 057</b>	<b>8 138</b>	<b>558</b>	<b>130 752</b>

Source: CETMIS 2022, data extracted in April 2024.

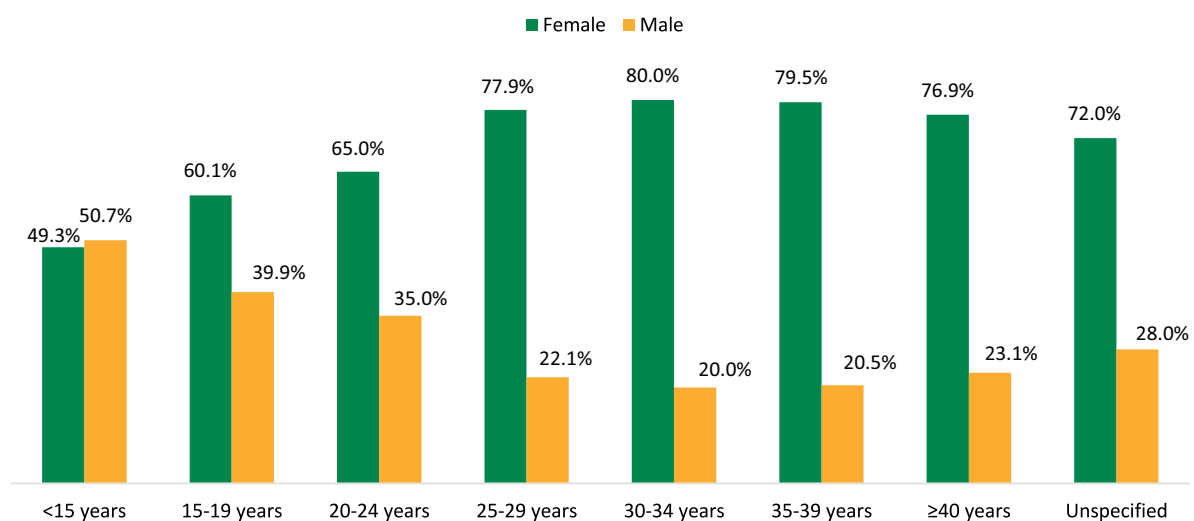
Note 1: Non-formal programmes were previously referred to as other/skills programmes.

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

Note 3: Total enrolment is based on a response rate of 80.0%.

More than a third of students in CET colleges were in the age group 20-24 years (46 102 or 35.3%), followed by those aged 25-29 years (24 779 or 19.0%) then 30-34 years (17 866 or 13.7%), and 15-19 years (16 119 or 12.3%). The majority of students in nearly all age groups enrolled in Grade 12, although students between the ages of 35 and 39 and those older than 40 years enrolled primarily in GETC: ABET level 4. Despite the relatively low enrolment of students younger than 15 years old (69), almost three quarters of them enrolled in AET levels 1,2 and 3 (52 or 73.9%). Enrolment patterns by age category show that the CET sector is transforming from being perceived as meant for adults, as the majority of enrolled students are in the youth category (80.3%).

**Figure 6.1: Proportions of students enrolled in CET colleges by gender and age group, 2022**



Source: CETMIS 2022, data extracted in April 2024.

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

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

Note 3: Total enrolment is based on a response rate of 80.0%.

In almost all age groups (except those under 15 years), female enrolment was higher than male enrolment. The gender gap exceeded 50 percentage points in the older age groups (25 years and older), with the highest difference of 60 percentage points observed in the 30-34 years age group. The younger age group had a smaller percentage point difference.

### 6.1.2 Enrolment per CET college

Table 6.5: Number of students in CET colleges, by college and programme, 2022

College	AET Level 1	AET Level 2	AET Level 3	GETC: ABET Level 4 (NQF Level 1)	Grade 12 (NQF Level 4)	Non-formal programmes	Occupational Qualifications	Total
Eastern Cape CET College	307	287	433	8 241	789	1 034	0	11 091
Free State CET College	75	178	451	3 279	5 058	296	0	9 337
Gauteng CET College	141	185	605	7 337	49 651	357	209	58 485
KwaZulu-Natal CET College	211	247	371	11 669	3 627	4 941	40	21 106
Limpopo CET College	43	31	88	5 894	538	3	0	6 597
Mpumalanga CET College	110	759	886	5 477	288	972	0	8 492
North West CET College	174	201	428	5 425	384	483	171	7 266
Northern Cape CET College	33	37	40	713	519	52	2	1 396
Western Cape CET College	158	303	464	2 718	3 203	0	136	6 982
<b>National</b>	<b>1 252</b>	<b>2 228</b>	<b>3 766</b>	<b>50 753</b>	<b>64 057</b>	<b>8 138</b>	<b>558</b>	<b>130 752</b>

Source: CETMIS 2022, data extracted in April 2024.

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

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

Note 3: Total enrolment is based on a response rate of 80.0%.

Gauteng had the highest proportion of students enrolled in CET in colleges (58 485 or 44.7%), followed by KwaZulu-Natal (21 106 or 16.1%) then Eastern Cape (11 091 or 8.5%), and Free State (9 337 or 7.1%). The lowest proportion of students were in Northern Cape CET college (1 396 or 1.1%).

Enrolment in GETC: ABET Level 4 enrolment was high in almost all CET colleges, except Gauteng, Free State and Western Cape, where the majority of students were enrolled in Grade 12 (49 651, 5 058 and 3 203 respectively). The proportion of students enrolled in GETC: ABET level 4 was higher in CET colleges located in Limpopo (89.3% or 5 894), North West (74.7% or 5 425) and Eastern Cape (8 241 or 74.3%). On the other hand, Gauteng CET college had 84.9% (49 651) of their students enrolled for Grade 12.



### 6.1.3 Examination results in CET colleges

The Community Education and Training (CET) Colleges are administered in terms of the Continuing Education and Training, 2006 (Act No. 16 of 2006), Government Gazette No. 36271. The Community Education and Training (CET) colleges provide General Education and Training programmes to adult learners who have not completed Grade 9 in the school sector. The examination results in CET colleges in this report are for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) Level 4 qualification.

**Table 6.6: Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification, 2012 - 2022**

Year	Number registered	Number wrote	Number completed	Completion rate
2012	109 883	55 735	23 325	41.8%
2013	109 518	52 501	19 945	38.0%
2014	133 363	102 534	38 592	37.6%
2015	117 224	91 603	34 125	37.3%
2016	100 490	78 105	28 024	35.9%
2017	85 136	65 225	24 757	38.0%
2018	89 644	64 700	28 154	43.5%
2019	75 980	53 945	41 638	77.2%
2020	64 726	39 340	22 764	57.9%
2021	58 262	42 179	19 417	46.0%
2022	41 586	25 314	10 383	41.0%

Source: *National Examinations Database, November 2022.*

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a GETC qualification during the 2012-2022 academic years. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2012-2022.

Note 2: "Number Registered" refers to the number of students who registered for the 2012-2022 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2012-2022 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2012-2022.

Note 3: "Number Wrote" refers to the number of students who wrote the 2012-2022 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2012-2022 academic years. This number excludes students who wrote individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2012-2022.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the GETC: ABET Level 4 qualification in the 2012-2022 academic years. This number excludes students who may have passed individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2012-2022.

Note 5: "Completion rate" refers to the number of students who successfully completed a GETC: ABET qualification in the 2012-2022 academic years, expressed as a percentage of the number of students who were eligible to complete the GETC-ABET Level 4 qualification and wrote the examinations (the latter is defined above) in 2022.

Note 6: \*Data for 2021 were revised.

The number of students who completed GETC: ABET level 4 in 2022 was 10 383, which was 46.5% (9 034) lower compared with 2021 (19 417). The completion rate for GETC: ABET Level 4 qualification has been on a downward trend since 2013, shown some improvement in 2018, and reached the highest level in 2019 (77.2%). The completion rate in 2022 was 41.0%, and this was 5.0 percentage points lower when compared with 2021 (46.0%).

**Table 6.7: Number of students in CET colleges registered, wrote and completed the GETC: ABET Level 4 qualification by province, 2022**

Province	Number registered	Number wrote	Number completed	Completion rate
Eastern Cape	6 414	3 579	1 364	38.1%
Free State	2 415	1 560	494	31.7%
Gauteng	8 476	4 048	1 646	40.7%
KwaZulu-Natal	10 168	6 159	3 222	52.3%
Limpopo	4 451	3 288	1 242	37.8%
Mpumalanga	4 258	2 987	1 338	44.8%
North West	2 973	2 251	734	32.6%
Northern Cape	593	378	71	18.8%
Western Cape	1 838	1 064	272	25.6%
<b>National</b>	<b>41 586</b>	<b>25 314</b>	<b>10 383</b>	<b>41.0%</b>

Source: National Examinations Database, November 2022.

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a GETC qualification during the 2022 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2022.
- Note 2: "Number Registered" refers to the number of students who registered for the 2022 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2022 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2022.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2022 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2022 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2022.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the GETC: ABET Level 4 qualification in the 2022 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2022.
- Note 5: "Completion rate" refers to the number of students who successfully completed a GETC: ABET qualification in the 2013-2022 academic years, expressed as a percentage of the number of students who were eligible to complete the GETC-ABET Level 4 qualification and wrote the examinations (the latter is defined above) in 2022.

In 2022, the national completion rate for GETC: ABET Level 4 was 41.0%. Kwazulu-Natal had the highest number of students who registered, wrote, and completed the GETC: ABET Level 4 qualification. Only two provinces exceeded the national average completion rate: KwaZulu-Natal (52.3%) and Mpumalanga (44.8%). The lowest completion rate was observed in the Northern Cape (18.8%) province.

**Table 6.8: Number of students in CET colleges who registered, wrote and completed the GETC ABET Level 4 qualification, by province and gender, 2022**

Province	Female				Male				Total			
	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate
Eastern Cape	5 382	3 079	1 216	39.5%	1 032	500	148	29.6%	6 414	3 579	1 364	38.1%
Free State	1 496	1 009	354	35.1%	919	551	140	25.4%	2 415	1 560	494	31.7%
Gauteng	4 920	2 426	1 126	46.4%	3 556	1 622	520	32.1%	8 476	4 048	1 646	40.7%
KwaZulu-Natal	8 652	5 385	2 875	53.4%	1 516	774	347	44.8%	10 168	6 159	3 222	52.3%
Limpopo	3 524	2 622	1 046	39.9%	927	666	196	29.4%	4 451	3 288	1 242	37.8%
Mpumalanga	3 342	2 386	1 131	47.4%	916	601	207	34.4%	4 258	2 987	1 338	44.8%
North West	2 039	1 543	551	35.7%	934	708	183	25.8%	2 973	2 251	734	32.6%
Northern Cape	366	249	55	22.1%	227	129	16	12.4%	593	378	71	18.8%
Western Cape	966	577	149	25.8%	872	487	123	25.3%	1 838	1 064	272	25.6%
<b>National</b>	<b>30 687</b>	<b>19 276</b>	<b>8 503</b>	<b>44.1%</b>	<b>10 899</b>	<b>6 038</b>	<b>1 880</b>	<b>31.1%</b>	<b>41 586</b>	<b>25 314</b>	<b>10 383</b>	<b>41.0%</b>

Source: National Examinations Database, November 2022.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a GETC qualification during the 2022 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2022.

Note 2: "Number Registered" refers to the number of students who registered for the 2022 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2022 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2022.

Note 3: "Number Wrote" refers to the number of students who wrote the 2022 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2022 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2022.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the GETC: ABET Level 4 qualification in the 2022 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2022.

Note 5: "Completion rate" refers to the number of students who successfully completed a GETC: ABET qualification in the 2022 academic year, expressed as a percentage of the number of students who were eligible to complete the GETC: ABET Level 4 qualification and wrote the examinations (the latter is defined above) in 2022.

In 2022, female students outnumbered males in terms of registration, writing, and completion of the GETC: ABET Level 4 qualification. In terms of completions, 8 503 females and 1 880 males completed their GETC: ABET Level 4 qualification. The largest gender disparity was found in KwaZulu-Natal and Eastern Cape, where females outnumbered males by 2 528 and 1 068, respectively.

The overall completion rate for females was higher (44.1%), while males achieved a lower completion rate (31.1%). KwaZulu-Natal province had the highest completion rate for both females and males with 53.4% and 44.8% respectively. On the other hand, the lowest completion rates for females and males were recorded in Northern Cape (22.1% and 12.4% respectively).

**Table 6.9: Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by Content, 2022**

Content Learning Area	Number wrote	Number completed	Pass rate
Ancillary Health Care	21 663	11 841	54.7%
Applied Agriculture & Agriculture Technology	2 587	1 771	68.5%
Arts and Culture	1 541	1 194	77.5%
Early Childhood Development	14 961	11 290	75.5%
Economics & Management Sciences	4 084	2 168	53.1%
Human and Social Sciences	4 190	2 471	59.0%
Information & Communication Technology	1 260	961	76.3%
Life Orientation	25 609	20 631	80.6%
Mathematical Literacy	25 264	14 924	59.1%
Maths & Maths Sciences	3 048	1 738	57.0%
Natural Sciences	1 501	877	58.4%
Small Medium & Micro Enterprises	5 962	3 734	62.6%
Technology	611	236	38.6%
Travel and Tourism	10 243	7 621	74.4%
Wholesale and Retail	2 271	1 079	47.5%
<b>Total</b>	<b>124 795</b>	<b>82 536</b>	<b>66.1%</b>

Source: National Examinations Database, November 2022.

- Note 1: The number of students who WROTE and PASSED included who wrote and passed a Learning Area irrespective of whether they were eligible to complete the GETC qualification or not during the 2022 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2022.
- Note 2: "Number Wrote" refers to the number of students who wrote a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification or not during the 2022 academic year.
- Note 3: "Number Passed" refers to the number of students who passed a Learning Area irrespective of whether they were eligible to complete the GETC qualification or not during the 2022 academic year.
- Note 4: "Pass rate" refers to the number of students who successfully passed a Learning Area in the GETC: ABET Level 4 qualification, expressed as a percentage of the number of candidates who wrote a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification (the latter is defined above) in 2022.

The number of GETC: ABET Level 4 content learning area subjects written in 2022 was 124 795. A large number of students wrote Life Orientation (25 609) followed by Mathematical Literacy (25 264) and Ancillary Health Care (21 663), while the least number of students wrote Technology (611) and Information and Communication Technology (1 260).

Subsequently, the content learning areas with the highest completions were Life Orientation (20 631), Mathematical Literacy (14 924) and Ancillary Health Care (11 841). In contrast, Technology (236), Natural Sciences (877) and Information and Communication Technology (961) had the lowest pass rates. The content learning areas with the highest pass rates were Life Orientation (80.6%), Arts and Culture (77.5%) and Information and Communication Technology (76.3%). The average pass rate for the 15 content learning areas was 66.1%, and lower than average pass rates were observed in 9 of them, with the lowest recorded in Technology (38.6%) and Wholesale and Retail (47.5%).

**Table 6.10: Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by language, 2022**

Language Learning Area	Number wrote	Number completed	Pass rate
Afrikaans	662	424	64.0%
English	27 730	14 932	53.8%
IsiNdebele	191	144	75.4%
IsiXhosa	2 821	2 619	92.8%
IsiZulu	5 178	4 581	88.5%
Sepedi	2 252	1 823	81.0%
Sesotho	597	561	94.0%
Setswana	1 573	1 438	91.4%
SiSwati	934	801	85.8%
Tshivenda	725	701	96.7%
Xitsonga	930	887	95.4%
<b>Total</b>	<b>43 593</b>	<b>28 911</b>	<b>66.3%</b>

Source: National Examinations Database, November 2022.

- Note 1: The number of students who WROTE and PASSED included who wrote and passed a Learning Area irrespective of whether they were eligible to complete the GETC qualification or not during the 2022 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2022.
- Note 2: "Number Wrote" refers to the number of students who wrote a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification or not during the 2022 academic year.
- Note 3: "Number Passed" refers to the number of students who passed a Learning Area irrespective of whether they were eligible to complete the GETC qualification or not during the 2022 academic year.
- Note 4: "Pass rate" refers to the number of students who successfully passed a Learning Area in the GETC: ABET Level 4 qualification, expressed as a percentage of the number of candidates who wrote a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification (the latter is defined above) in 2022.

There were 43 593 students who wrote for GETC: ABET Level 4 language learning areas, and the majority wrote English (27 730), followed by IsiZulu (5 178) and IsiXhosa (2 821), while the least number of students wrote IsiNdebele (191).

Subsequently, the highest completions were in English (14 932), IsiZulu (4 581) and IsiXhosa (2 619), while the least number of students completed IsiNdebele (144). The language learning areas with the highest pass rates were Tshivenda (96.7%), followed by Xitsonga (95.4%), Sesotho (94.0%), IsiXhosa (92.8%) and Setswana (91.4%). Even though the highest number of completions were in English, the pass rate for this subject was the lowest at 53.8%.

## 6.1.4 Staffing in CET colleges

Table 6.11: Number of staff in CET colleges, by college, staff category and gender, 2022

College	Management Staff			Lecturer Staff			Support Staff			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Eastern Cape CET College	1	2	3	2 054	369	2 423	10	6	16	2 065	377	2 442
Free State CET College	2	1	3	595	301	896	65	34	99	662	336	998
Gauteng CET College	2	2	4	1 205	663	1 868	231	203	434	1 438	868	2 306
KwaZulu-Natal CET College	2	2	4	2 132	552	2 684	33	11	44	2 167	565	2 732
Limpopo CET College	1	3	4	930	188	1 118	2	0	2	933	191	1 124
Mpumalanga CET College	0	4	4	1 044	114	1 158	20	4	24	1 064	122	1 186
Northern Cape CET College	1	3	4	120	41	161	9	5	14	130	49	179
North West CET College	0	3	3	692	202	894	11	6	17	703	211	914
Western Cape CET College	2	2	4	219	124	343	107	57	164	328	183	511
National	11	22	33	8 991	2 554	11 545	488	326	814	9 490	2 902	12 392
Percentage	33.3%	66.7%	100.0%	77.9%	22.1%	100.0%	60.0%	40.0%	100.0%	76.6%	23.4%	100.0%

Source: *CETCollege2022\_20240126, data extracted in January 2024.*

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

Note 2: The category "Lecturing Staff" refers to any person who teaches, educates or trains other persons or who provides professional educational services at any college, and who is appointed in a post on any lecturer establishments under this Act; (CET Act 16 of 2006).

Note 3: The category "Support Staff" refers to staff who render academic support services; student support services; human resource management; financial management; administration; maintenance of the buildings and gardens; catering services; and security services; (CET Act 16 of 2006).

Note 4: Staff information is based on data from 1 546 of the 1791 gazetted learning centres that submitted Annual Survey data to the Department.

Note 5: Total staff reported excludes volunteering staff.

In 2022, the total staff count in CET colleges was 12 392. The majority comprised of lecturers (93.2% or 11 545), while the support staff and management staff made up smaller proportions (6.6% or 814 and 0.3% or 33 respectively). Among the colleges, KwaZulu-Natal CET college had the highest number of staff (22.0% or 2 732), followed by Eastern Cape CET college (19.7% or 2 442) and Gauteng CET college (18.6% or 2 306).

The number of lecturers was also higher in KwaZulu-Natal (2 684), Eastern Cape (2 423) and Gauteng (1 868) CET colleges. Meanwhile, support staff were predominantly concentrated in Gauteng (434) and Western Cape (164) CET colleges.

Variations exist in gender distribution in different CET colleges. Among the 12 392 staff members, over three quarters were females (76.6% or 9 490), while males constituted 23.4% (2 902). The gender gap narrowed in the support staff category, with 60% (488) females compared to 40.0% (326) males. Conversely, males were prominent in management staff (66.7% or 22), compared to 33.3% or 11 females. The gender disparity was also notable among lecturers in Eastern Cape, KwaZulu-Natal and Mpumalanga CET colleges, with 1 685, 1 580 and 930 more females respectively than males employed in this role.

Table 6.12: Number of staff in CET colleges, by staff category and population group, 2022

College	Management Staff						Lecturer Staff						Support Staff						Total number of staff
	African	Coloured	Indian/Asian	White	Other	Total	African	Coloured	Indian/Asian	White	Other	Total	African	Coloured	Indian/Asian	White	Other	Total	
Eastern Cape CET College	3	0	0	0	0	3	2 382	39	0	1	1	2 423	16	0	0	0	0	16	2 442
Free State CET College	3	0	0	0	0	3	887	8	1	0	0	896	99	0	0	0	0	99	998
Gauteng CET College	3	1	0	0	0	4	1 839	17	1	9	1	1 867	433	2	0	0	0	435	2 306
KwaZulu-Natal CET College	4	0	0	0	0	4	2 673	3	8	0	1	2 685	42	0	1	0	0	43	2 732
Limpopo CET College	4	0	0	0	0	4	1 115	1	0	1	1	1 118	2	0	0	0	0	2	1 124
Mpumalanga CET College	4	0	0	0	0	4	1 154	1	0	1	2	1 158	24	0	0	0	0	24	1 186
Northern Cape CET College	2	2	0	0	0	4	128	31	0	2	0	161	14	0	0	0	0	14	179
North West CET College	3	0	0	0	0	3	893	1	0	0	0	894	17	0	0	0	0	17	914
Western Cape CET College	3	1	0	0	0	4	186	151	0	5	1	343	81	80	0	3	0	164	511
National	29	4	0	0	0	33	11 257	252	10	19	7	11 545	728	82	1	3	0	814	12 392
Percentage	87.9%	12.1%	0.0%	0.0%	0.0%	100.0%	97.5%	2.2%	0.1%	0.2%	0.1%	100.0%	89.4%	10.1%	0.1%	0.4%	0.0%	100.0%	

Source: CETCollege2022\_20240126, data extracted in January 2024.

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

Note 2: The category "Lecturing Staff" refers to any person who teaches, educates or trains other persons or who provides professional educational services at any college, and who is appointed in a post on any lecturer establishments under this Act; (CET Act 16 of 2006).

Note 3: The category "Support Staff" refers to staff who render academic support services; student support services; human resource management; financial management; administration; maintenance of the buildings and gardens; catering services; and security services; (CET Act 16 of 2006).

Note 4: Staff information is based on data from 1 546 of the 1791 gazetted learning centres that submitted Annual Survey data to the Department.

Note 5: Total staff reported excludes volunteering staff.

The African population group constituted the largest proportion of staff members in CET colleges, accounting for 96.9% (12 014). The highest proportions were also observed among lecturers, where 97.5% (11 257) of them were Africans, while the other population groups constituted smaller proportions. The management staff consisted only of Coloured and African population groups, and the majority were African (87.9% or 29).

In seven CET colleges, over 98% of staff members were Africans. While Northern Cape CET college also had a substantial number of African staff members, the proportion was lower at (80.4%) or 144 staff members compared to the other seven colleges. In the Western Cape CET college, the proportions of African and Coloured staff members were similar (52.8% or 270 and 45.4% or 232 respectively). Among lecturers in Western Cape CET college, 54.2% or 186 were Africans, followed by Coloureds (44.0% or 151). The proportion of African and Coloured support staff in this college was also similar (49.4% and 48.8% respectively).

## 7. PRIVATE COLLEGES

### 7.1 OVERVIEW OF PRIVATE COLLEGES

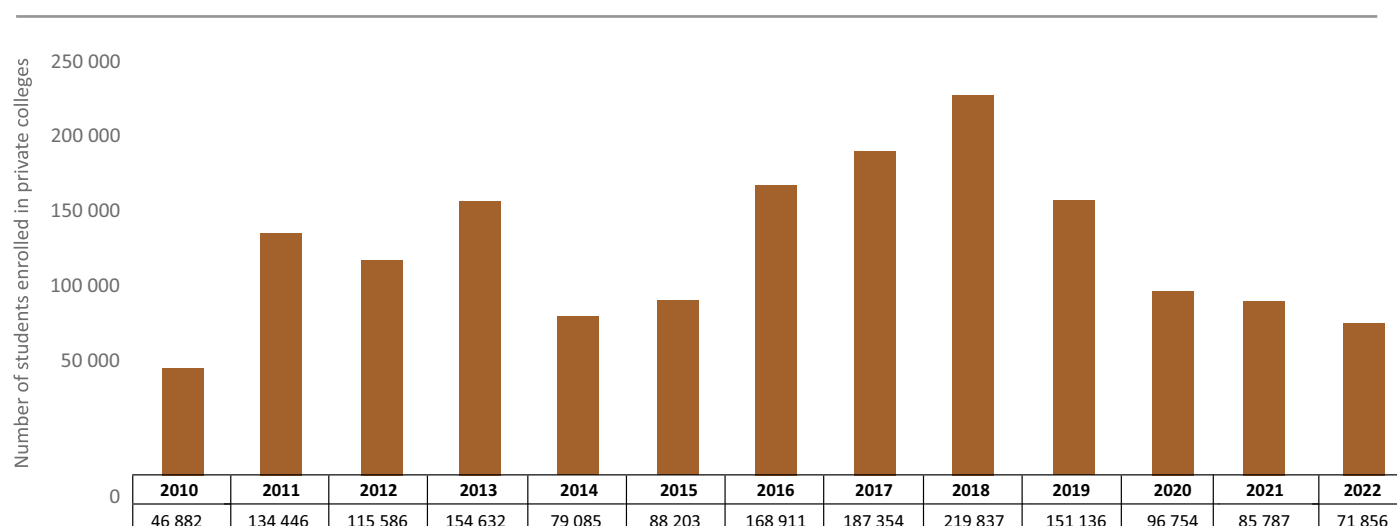
Section 29 (3) (b) of the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996) requires that private education institutions be registered with the state, that is, the Department of Higher Education and Training (the Department). The Continuing Education and Training (CET) Act and the *Regulations for the Registration of Private Further Education & Training Colleges, 2007* provide the Department with the legal framework for the registration of such private education institutions, their monitoring for compliance with registration legislation and collection of data from them at specified intervals.

The legal framework cited above currently requires the Department to register private education institutions that offer General and Further Education and Training qualifications and part- qualifications such as National Certificate: Vocational (NC(V)), N1-N3 Engineering Studies and Adult Education and Training (AET), as private colleges. Therefore, private education institutions that offer Occupational Qualifications are excluded from registration under the current CET Act and accompanying Regulations. These private education institutions are known as Skills Development Providers (SDPs).

To operate legally, SDPs must have been accredited by the Quality Council for Trades and Occupations (QCTO) or must have been accredited by the Sector Education and Training Authorities (SETAs) delegated by the QCTO. The information presented and analysed below had been collected from registered private colleges through the annual survey.

#### 7.1.1 Enrolment of students in private colleges

**Figure 7.1: Number of students enrolled in private colleges, 2010 - 2022**



Sources: *Statistics on Post-School Education and Training in South Africa, 2021.*  
*FET\_Pvt\_Annual\_2022\_20240124, extracted in January 2024.*

Note: The 2022 figure represents enrolment at only 90 of the 161 registered private colleges that responded to the departmental Annual Survey.

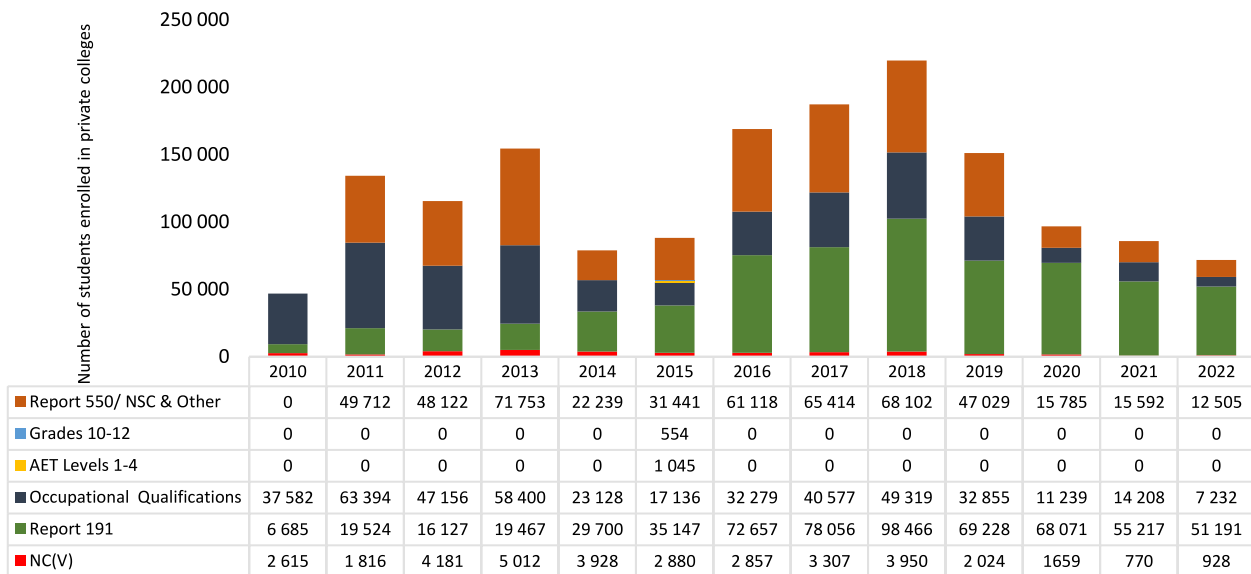


The total enrolment for students in private colleges was 71 856, which was 13 931 or 16.2% lower than in 2021 and 53.3% (24 974) higher than in 2010. The decline in the number of students enrolled in private colleges since 2019 can be attributed to changes in the Department's regulations governing private college registration. The response rate also declined from 80.5% in 2021 to 55.9% in 2022.

Communique 1 of 2020, published in 2020, emphasised that Skills Development Providers that offer occupational qualifications and part-qualifications on the Occupational Qualification Sub-Framework (OQSF) are no longer required to register with the Department, but they must be accredited by the QCTO or its delegated Quality Assurance Partners.

The total enrolment results reflect the number of registered private colleges which submitted data to the Department, and as such, no statistical imputation or estimation is applied to the colleges which did not submit data.

**Figure 7.2: Number of students enrolled in private colleges by qualification category, 2010 - 2022**



Sources: Statistics on Post-School Education and Training in South Africa, 2021. FET\_Pvt\_Annual\_2022\_20240124, extracted in January 2024.

- Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.
- Note 2: NC(V) refers to the National Certificate (Vocational) Levels 2-4.
- Note 3: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning, consisting of knowledge unit standards, practical unit standards and work experience unit standards.
- Note 4: "Other" in colleges refers to all other skills development and short courses.
- Note 5: The 2022 figure represents enrolment at only 90 of the 161 registered private colleges that responded to the departmental Annual Survey.

The majority of students in private colleges enrolled in Report 191 programmes in 2022 (71.2% or 51 191), followed by Report 550/NSC and "other" programmes (17.4 % or 12 505), and this has been a trend since 2015. The lowest enrolment in the private college sector has been in the NC(V) qualification category over the last 13 years (2010-2022), with the 2021 proportion being the lowest with (0.9% or 770).

**Table 7.1: Number of students enrolled in private colleges by qualification category, 2010 – 2022**

Year	Qualification Category						
	NC(V)	Report 191	Occupational Qualifications	AET Levels 1-4	Grades 10-12	Report 550/ NSC & Other	Total
2010	2 615	6 685	37 582	n. a	n. a	n. a	46 882
2011	1 816	19 524	63 394	n. a	n. a	49 712	134 446
2012	4 181	16 127	47 156	n. a	n. a	48 122	115 586
2013	5 012	19 467	58 400	n. a	n. a	71 753	154 632
2014	3 928	29 700	23 128	n. a	n. a	22 329	79 085
2015	2 880	35 147	17 136	1 045	554	31 441	88 203
2016	2 857	72 657	32 279	n. a	n. a	61 118	168 911
2017	3 307	78 056	40 577	n. a	n. a	65 414	187 354
2018	3 950	98 466	49 319	n. a	n. a	68 102	219 837
2019	2 024	69 228	32 855	n. a	n. a	47 029	151 136
2020	1 659	68 071	11 239	n. a	n. a	15 785	96 754
2021	770	55 217	14 208	n. a	n. a	15 592	85 787
2022	928	51 191	7 232	n. a	n. a	12 505	71 856

Sources: *Statistics on Post-School Education and Training in South Africa, 2021.*  
*FET\_Pvt\_Annual\_2022\_20240124, extracted in January 2024.*

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

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

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

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

Note 5: "n.a" means that no private colleges were offering the programmes in the years indicated.

Note 6: The 2022 figure represents enrolment at only 90 of the 161 registered private colleges that responded to the departmental Annual Survey.

Over the period under review (2010-2022), enrolment increased by 53.3% (24 974), and Report 191 contributed largely and increased by 44 506. Meanwhile, large declines were recorded for occupational qualifications (attributed to legislative changes affecting the registration of colleges offering programs under the OQSF) and NC(V) programmes in the same period.

Between 2021 and 2022, enrolment declined in three qualification categories, with occupational qualifications experiencing the largest decline (6 976). The only increase recorded during this period was for NC(V) qualifications, which rose by 158.

**Table 7.2: Number of students enrolled in private colleges by qualification category and age group, 2022**

Qualification Category	15 – 19 years	20 – 24 years	25 – 29 years	30 – 34 years	35 – 39 years	≥40 years	Total
NC(V) Levels 2-4	556	341	20	4	3	4	928
Report 191 (N1-N3)	6 540	8 713	4 274	2 421	1 296	930	24 174
Report 191 (N4-N6)	8 173	9 456	4 280	2 455	1 398	1 255	27 017
Occupational Qualifications	1 950	2 364	1 251	774	441	452	7 232
Report 550/ NSC	1 989	970	160	95	33	33	3 280
Other	1 950	2 358	1 990	1 253	770	904	9 225
<b>Total</b>	<b>21 158</b>	<b>24 202</b>	<b>11 975</b>	<b>7 002</b>	<b>3 941</b>	<b>3 578</b>	<b>71 856</b>

Source: *FET\_Pvt\_Annual\_2022\_20240124, extracted in January 2024.*

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

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

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

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

Note 5: The 2022 figure represents enrolment at only 90 of the 161 registered private colleges that responded to the departmental Annual Survey.

In 2022, more than a third of students who enrolled in private colleges were between the ages 20-24 years (33.7% or 24 202), followed by ages 15-19 years (29.4% or 21 158) and 25-29 years (16.7% or 11 975). The lowest proportion of students were in the age group 40 years and older (5.0% or 3 578).

More than three-quarters of the 20–24-year-old students in private colleges enrolled for Report 191 (N1-N6) (75.1% or 18 169), and the proportions were similar within the age groups 15–19-years (69.5% or 14 713) and 25-29 years (71.4% and 8 554). It's worth noting that enrolment across all programmes was dominated by the younger age groups (15-24 years) and declined for the older age groups.

**Table 7.3: Number of students enrolled in private colleges by qualification category and population group, 2022**

Qualification Category	African	Coloured	Indian/Asian	White	Unspecified	Total
NC(V) Levels 2-4	908	1	1	18	-	928
Report 191 (N1-N3)	20 159	806	875	2 307	27	24 174
Report 191 (N4-N6)	24 604	817	580	1 002	14	27 017
Occupational Qualifications	5 690	567	139	795	41	7 232
Report 550/NSC	3 135	36	24	77	8	3 280
Other	-	-	-	-	-	9 225
<b>Total</b>	<b>54 496</b>	<b>2 227</b>	<b>1 619</b>	<b>4 199</b>	<b>90</b>	<b>71 856</b>

Source: *FET\_Pvt\_Annual\_2022\_20240124, extracted in January 2024.*

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

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

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

Note 4: "Other" refers to all other skills development and short courses.

Note 5: "Unspecified" refers to the number of students who did not report on the population group.

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

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

Note 8: The 2022 figure represents enrolment at only 90 of the 161 registered private colleges that responded to the departmental Annual Survey.

More than two-thirds of students who were registered in private colleges in 2022 were Africans (75.8% or 54 496), followed by White (5.8% or 4 199) and Coloured students (3.1% or 2 227). A higher proportion of African and Coloured students enrolled for Report 191 (N4-N6), while White and Indian/Asian students enrolled mainly in Report 191 (N1-N3) programmes. NC(V) Levels 2-4 had the lowest number of enrolments across all the population groups. The proportion of African students enrolled in NC(V) programmes was notably the highest (97.8% or 908) when compared to the other population groups.

**Table 7.4: Number of students enrolled in private colleges by qualification category and gender, 2022**

Qualification Category	Female	Male	Total	Female	Male
NC(V) Levels 2-4	388	540	928	41.8%	58.2%
Report 191 (N1-N3)	8 449	15 725	24 174	35.0%	65.0%
Report 191 (N4-N6)	14 318	12 699	27 017	53.0%	47.0%
Occupational Qualifications	4 268	2 964	7 232	59.0%	41.0%
Report 550/ NSC	1 859	1 421	3 280	56.7%	43.3%
Other	3 932	5 293	9 225	42.6%	57.4%
<b>Total</b>	<b>33 214</b>	<b>38 642</b>	<b>71 856</b>	<b>46.2%</b>	<b>53.8%</b>

Source: FET\_Pvt\_Annual\_2022\_20240124, extracted in January 2024.

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

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

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

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

Note 5: The 2022 figure represents enrolment at only 90 of the 161 registered private colleges that responded to the departmental Annual Survey.

The number of male students enrolled in private colleges was 38 642 (53.8%), which was 5 428 more than of female students (46.2% or 33 214). The programmes which had more male students enrolled than females were NC(V) Levels 2-4, Report 191 (N1-N3) and "other". The highest gender disparity was recorded for Report 191 (N1-N3), where 7 276 more males than females enrolled. On the other hand, female enrolment was higher in Report 191 (N4-N6), Occupational Qualifications and Report 550/NSC programmes compared to male enrolments.

Table 7.5: Number of foreign national students enrolled in private colleges by country, 2022

Country	Total	% of foreign national students
Zimbabwe	632	40.0%
Lesotho	206	13.0%
Democratic Republic of the Congo	185	11.7%
Nigeria	101	6.4%
Swaziland/Eswatini	76	4.8%
Angola	48	3.0%
Congo	46	2.9%
Malawi	42	2.7%
Botswana	38	2.4%
Namibia	38	2.4%
Mozambique	37	2.3%
Zambia	32	2.0%
Other Foreign Nationalities	98	6.2%
<b>Total</b>	<b>1 579</b>	<b>100.0%</b>

Source: FET\_Pvt\_Annual\_2022\_20240124, extracted in January 2024.

Note 1: Enrolment numbers are listed by the ten countries with the most foreign student enrolment. The rest of the foreign student enrolments are included in the "other foreign nationalities" category.

Note 2: The 2022 figure represents enrolment at only 90 of the 161 registered private colleges that responded to the departmental Annual Survey.

The number of foreign students enrolled in private colleges by country in 2022 was 1 579, accounting for 2.2% of the total enrolments (71 856). The highest proportion of foreign national students were from Zimbabwe (40.0% or 632), followed by Lesotho (13.0% or 206) and the Democratic Republic of the Congo (11.7% or 185). Nine in every 10 foreign national students were from 12 of the 16 Southern African Development Community (SADC) regions (90.7% or 1 432).

**Table 7.6: Number of Special Needs Education (SNE) students in private colleges by primary disability and gender, 2022**

Barriers to Learning	Female	Male	Total
1. Albinism	0	1	1
2. Attention-deficit disorder with/without hyperactivity (ADHD)	11	66	77
3. Autistic spectrum disorders	3	9	12
4. Blindness	0	1	1
5. Cerebral palsy	0	1	1
6. Deaf blindness	0	1	1
7. Deafness	2	0	2
8. Epilepsy	7	4	11
9. Hard of hearing	6	1	7
10. Mild to moderate intellectual disability	5	0	5
11. Partial sightedness / Low vision	5	7	12
12. Physical disability	21	8	29
13. Psychiatric disorder	4	3	7
14. Severely intellectually disabled	1	1	2
15. Specific learning disability	5	24	29
<b>Total</b>	<b>70</b>	<b>127</b>	<b>197</b>

Source: FET\_Pvt\_Annual\_2022\_20240124, extracted in January 2024.

Note: The 2022 figure represents enrolment at only 90 of the 161 registered private colleges that responded to the departmental Annual Survey.

In 2022, 197 students in private colleges were reported to have a disability, accounting for 0.3% of total enrolments (71 856). The majority of students reported having attention deficit disorder with or without hyperactivity (ADHD) (39.1% or 77), followed by physical disability (29 or 14.7%) and specific learning disability (29 or 14.7%). Males accounted for about (64.5% or 127) of students with a disability compared to (35.5% or 70) of females. The largest gender disparities were observed in the attention deficit disorder with or without hyperactivity (ADHD) and specific learning disability categories, where 55 and 19 more male students reported having disabilities compared to females.

Table 7.7: Number of students in private colleges by Occupational Qualifications and gender, 2022

Qualifications for Occupational Fields	Female	Male	Total
1. Business, Commerce and Management Studies	1 600	688	2 288
2. Communication Studies and Language	17	6	23
3. Culture and Arts	1	7	8
4. Education, Training and Development	478	326	804
5. Health Sciences and Social Services	725	137	862
6. Human and Social Studies	3	0	3
7. Law, Military Science and Security	751	788	1 539
8. Manufacturing, Engineering and Technology	348	404	752
9. Physical Planning and Construction	116	309	425
10. Physical, Mathematical, Computer and Life Sciences	192	297	489
11. Services	37	2	39
<b>Total</b>	<b>4 268</b>	<b>2 964</b>	<b>7 232</b>

Source: FET\_Pvt\_Annual\_2022\_20240124, extracted in January 2024.

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

Note 2: These courses are all accredited by SAQA.

Note 3: The 2022 figure represents enrolment at only 90 of the 161 registered private colleges that responded to the departmental Annual Survey.

The third largest enrolment in 2022 was for occupational qualifications, and the majority of students enrolled in Business, Commerce and Management Studies (31.6 or 2 288), followed by Law, Military Science and Security (21.3% or 1 539), Health Sciences and Social Services (11.9% or 862) and Education, Training and Development (11.1% or 804).

A higher proportion of female students (59.0% or 4 268) compared to male students (41.0% or 2 964) enrolled in occupational qualifications. More than 70.0% of female students enrolled in Business, Commerce and Management Studies, Law, Military Science and Security and Health Sciences and Social Services, while more than 64.0% of males enrolled in Law, Military Science and Security, Business, Commerce and Management Studies and Manufacturing, Engineering and Technology. The largest gender gap was in the Business, Commerce and Management Studies where 912 more females enrolled than males.

## 7.1.2 Enrolment in private colleges by province

Table 7.8: Number of students in private colleges by qualification category and province, 2022

Province	NC(V)	Report 191 N1-N3	Report 191 N4-N6	Occupational Qualifications	Report 550/NSC	Other	Total
Eastern Cape	59	275	1 171	46	0	26	1 577
Free State	178	928	1 151	109	317	330	3 013
Gauteng	575	10 328	11 877	3 459	1 887	3 900	32 026
KwaZulu-Natal	9	3 513	2 675	763	31	783	7 774
Limpopo	107	2 769	4 444	469	403	441	8 633
Mpumalanga	0	3 307	2 052	482	208	103	6 152
North West	0	1 938	1 888	140	155	273	4 394
Northern Cape	0	564	294	0	0	0	858
Western Cape	0	552	1 465	1 764	279	3 369	7 429
National	928	24 174	27 017	7 232	3 280	9 225	71 856

Source: FET\_Pvt\_Annual\_2022\_20240124, extracted in January 2024.

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

Note 2: The 2022 figure represents enrolment at only 90 of the 161 registered private colleges that responded to the departmental Annual Survey.

The majority of students who enrolled for qualifications in private colleges were from Gauteng (44.6% or 32 026), followed by Limpopo (12.0% or 8 633) and KwaZulu-Natal (10.8% or 7 774). There was a significant contribution by private colleges in Gauteng for enrolments in all qualification categories, with the province having the highest enrolment recorded for Report 191 (N4-N6) (11 877) and N1-N3 (10 328).

Private colleges in eight provinces enrolled the majority of their students in Report 191 (N1-N6) programmes, while Western Cape colleges enrolled almost 70% of their students in occupational qualifications and other programmes. Northern Cape colleges only enrolled students in Report 191 (N1-N6) programmes.

Despite the low enrolments in private colleges for NC(V) programmes, the majority of students enrolled in this qualification were in Gauteng colleges (62.0% or 575), followed by Free State (19.2% or 178) and Limpopo (11.5% or 107). Colleges in four provinces did not have student enrolments in NC(V) programmes.



**Table 7.9: Number of students and lecturers in private colleges by province, 2022**

Province	Lecturers	Students
Eastern Cape	56	1 577
Free State	130	3 013
Gauteng	755	32 026
KwaZulu-Natal	189	7 774
Limpopo	140	8 633
Mpumalanga	84	6 152
North West	69	4 394
Northern Cape	12	858
Western Cape	133	7 429
<b>National</b>	<b>1 568</b>	<b>71 856</b>

Source: FET\_Pvt\_Annual\_2022\_20240124, extracted in January 2024.

Note: The 2022 figure represents enrolment at only 90 of the 161 registered private colleges that responded to the departmental Annual Survey.

In 2022 there were 1 568 lecturers employed by private colleges, with Gauteng accounting for the majority of lecturers (48.2% or 755), followed by KwaZulu-Natal (12.1% or 189) and Limpopo (8.9% or 140). The lecturer-to-student ratios reported by private colleges was 1:46 on average, with higher ratios in Mpumalanga (1:73), Northern Cape (1:72) and North West (1:64).

### 7.1.3 Examination results in private colleges

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

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

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

- b) The “Report 191 National Technical Education (NATED)” Certificates offered at six different levels (N1 to N6) for Engineering Studies programmes and three levels (N4 to N6) for Business Studies programmes, which culminate in a National N Diploma if students meet the requirements for work experience. Students enrolled for Business Studies require 18 months (2 000 hours) of applicable work experience, while those enrolled for Engineering Studies require a minimum of 24 months (2 670 hours) of applicable work experience to obtain the National N Diploma. Students may also choose to take a trade test on completion of the N2 certificates whenever they have acquired the necessary practical skills.
- c) Occupational qualifications and part-qualifications which are based on job-related programmes that are closely linked to workplace demands and opportunities.

The following section of the report provides performance statistics in private colleges for Report 191 (N1-N6) programmes and NC(V) levels 2-4 programmes.

**Table 7.10: Number of students in private colleges who registered, wrote and completed national qualifications, by qualification category and gender, 2022**

Qualification Category	Female			Male			Total			
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	Completion rate
Report 191/1 N3	4 360	2 732	1 908	8 238	4 751	3 325	12 598	7 483	5 233	69.9%
Report 191/1 N6	8 694	7 203	3 953	4 442	3 227	1 594	13 136	10 430	5 547	53.2%
NC(V) Level 4	181	149	91	78	58	29	259	207	120	58.0%
<b>Total</b>	<b>13 235</b>	<b>10 084</b>	<b>5 952</b>	<b>12 758</b>	<b>8 036</b>	<b>4 948</b>	<b>25 993</b>	<b>18 120</b>	<b>10 900</b>	<b>60.2%</b>

Source: National Examinations Database, November 2022.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete qualifications (part or full) during the 2022 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2022.

Note 2: “Number Registered” refers to the number of students who registered for the relevant examinations in 2022 and were eligible to complete the relevant qualifications during the 2022 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the relevant qualifications in 2022.

Note 3: “Number Wrote” refers to the number of students who wrote the relevant examinations in 2022 and were eligible to complete the relevant qualifications during the 2022 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the relevant qualifications in 2022.

Note 4: “Number Completed” refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2022 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the relevant qualifications in 2022.

The number of students who registered for Report 190/1 (N3 and N6) and NC(V) Level 4 examinations in private colleges in 2022 was 25 993, of which 18 120 wrote examinations and 10 900 completed. The highest proportion of students registered for Report 190/1 (N6) part-qualification (50.5% or 13 136), followed by Report 190/1 (N3) part-qualification (48.5% or 12 598), while the lowest number of students registered for NC(V) Level 4 examinations (1.0% or 259).

A large number of male students registered, wrote and completed examinations for Report 190/1 N3 part qualification (Engineering Studies), while the majority of female students registered, wrote and completed Report 190/1 N6 part qualification and NC(V) Level 4 qualification. The largest gender disparity in terms of completions was observed for Report 190/1 N6 part-qualification, where 2 359 more female students completed as compared to females.

Three in every five students completed Report 191/1 N3, Report 191/1 N6 and NC(V) level 4 qualification in private colleges in 2022. The highest completion rates of 69.9% and 58.0% were recorded for N3 and NC(V) part qualification.

**Table 7.11: Number of students in private colleges who registered, wrote and completed NC(V) qualifications, by level, 2022**

Qualification	Number registered	Number wrote	Number completed	Completion rate
NC(V) Level 2	1 383	631	439	69.6%
NC(V) Level 3	337	259	172	66.4%
NC(V) Level 4	259	207	120	58.0%
<b>Total</b>	<b>1 979</b>	<b>1 097</b>	<b>731</b>	<b>66.6%</b>

Source: *National Examinations Database, November 2022.*

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an NC(V) qualification during the 2022 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2022.

Note 2: "Number Registered" refers to the number of students who registered for the 2022 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2022 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the NC(V) Level 2-4 qualifications in 2022.

Note 3: "Number Wrote" refers to the number of students who wrote the 2022 NC(V) Levels 2 – 4 examinations and were eligible to complete an NC(V) qualification during the 2022 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 2-4 qualifications in 2022.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the NC(V) Levels 2-4 qualifications in the 2022 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the NC(V) Level 2-4 qualifications in 2022.

Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2022 academic year, expressed as a percentage of the number of candidates who were eligible to complete the NC(V) Level 2-4 qualifications and wrote the examinations (the latter is defined above) in 2022.

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

In 2022, a total of 1 979 students registered for NC(V) Levels 2-4 examinations in private colleges in 2022. Among them, 1 097 wrote examinations and 731 successfully completed, resulting in a completion rate of 66.6%. Completions were higher for NC(V) Level 2 (439) and declined for levels 3 and 4 (172 and 120 respectively). Similarly, the completion rate was higher for NC(V) Level 2 (69.6%) and lower for NC(V) Level 3 (66.4%) and Level 4 (58.0%).

**Table 7.12: Number of students in private colleges who registered, wrote and completed Report 190/1 N1 to N3 part qualifications for Engineering Studies, 2022**

Qualification	Number registered	Number wrote	Number completed	Completion rate
Report 191 N1	10 670	8 568	4 847	56.6%
Report 191 N2	15 573	11 156	6 551	58.7%
Report 191 N3	12 598	7 483	5 233	69.9%
<b>Total</b>	<b>38 841</b>	<b>27 207</b>	<b>16 631</b>	<b>61.1%</b>

Source: National Examinations Database, November 2022.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 1901 part-qualification during the 2022 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2022.

Note 2: "Number Registered" refers to the number of students who registered for the 2022 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2020 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2022.

Note 3: "Number Wrote" refers to the number of students who wrote the 2022 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2022 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2022.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N1-N3 part-qualifications in the 2022 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2022.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N1-N3 part-qualification in the 2022 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N1-N3 part-qualifications and wrote the examinations (the latter is defined above) in 2022.

Note 6: The number of students who registered for, wrote and completed N1-N3 Engineering Studies part-qualifications includes the consolidated numbers across all three trimesters of the 2022 academic year.

In 2022, private colleges registered 38 841 students for Report 190/1 N1 - N3 examinations. Among them, 27 207 wrote examinations and 16 631 completed, resulting in a completion rate of 61.1%. The Report 190/1 N2 part-qualification had the highest number of students who registered and wrote examinations. However, the highest completion rate was observed for Report 190/1 N3 part-qualification (69.9%), while the lowest completion rate was recorded for Report 190/1 N1 part-qualification (56.6%).

**Table 7.13: Number of students in private colleges who registered, wrote and completed Report 190/1 N4 to N6 part - qualification for Engineering Studies, 2022**

Qualification	Number registered	Number wrote	Number completed	Completion rate
Report 191 N4	9 128	5 463	3 899	71.4%
Report 191 N5	5 419	3 802	2 676	70.4%
Report 191 N6	3 292	2 281	1 010	44.3%
<b>Total</b>	<b>17 839</b>	<b>11 546</b>	<b>7 585</b>	<b>65.7%</b>

Source: *National Examinations Database, November 2022.*

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an N6 part-qualification during the 2022 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2022.
- Note 2: "Number Registered" refers to the number of students who registered for the 2022 Report 190/1 N6 examinations and were eligible to complete a Report 191 N6 part-qualification during the 2022 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2022.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2022 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2022 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N6 part-qualification in 2022.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N6 part-qualification in the 2022 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N6 part-qualification in 2022.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N6 part-qualification in the 2022 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N6 part-qualification and wrote the examinations (the latter is defined above) in 2022.
- Note 6: The number of students who registered for, wrote and completed N4-N6 Engineering Studies part-qualifications includes the consolidated numbers across all three trimesters of the 2022 academic year.

The number of students who registered to write Report 190/1 N4 - N6 part-qualification Engineering Studies examinations in private colleges in 2022 was 17 839, of which 11 546 wrote examinations and 7 585 completed, resulting in a completion rate of 65.7%. The Report 190/1 N4 part-qualification attracted the largest number of students in terms of registration, examination participation, and completion, and the highest completion rate of 71.4% was subsequently recorded at the same level. The lowest completion rate was recorded for 190/1 N6 part-qualification (44.3%).

**Table 7.14: Number of students in private colleges who registered, wrote and completed Report 190/1 N4 to N6 part - qualifications for Business Studies, 2022**

Qualification	Number registered	Number wrote	Number completed	Completion rate
Report 191 N4	27 947	18 529	8 649	46.7%
Report 191 N5	14 157	11 538	6 059	52.5%
Report 191 N6	9 844	8 149	4 537	55.7%
<b>Total</b>	<b>51 948</b>	<b>38 216</b>	<b>19 245</b>	<b>50.4%</b>

Source: *National Examinations Database, November 2022.*

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 190/1 part-qualification during the 2022 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2022.

Note 2: "Number Registered" refers to the number of students who registered for the 2022 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2020 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2022.

Note 3: "Number Wrote" refers to the number of students who wrote the 2022 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2022 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2022.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N4-N6 part-qualifications in the 2022 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2022.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2022 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N4-N6 part-qualifications and wrote the examinations (the latter is defined above) in 2022.

Note 6: The number of students who registered for, wrote and completed N1-N3 Business Studies part-qualifications includes the consolidated numbers across both semesters of the 2022 academic year.

The number of students who registered for Report 190/1 N4 - N6 part-qualification Business Studies examinations in private colleges in 2022 was 51 948, of which 38 216 wrote examinations and 19 245 completed. This translated to a completion rate of 50.4%. A large number of students registered, wrote and completed Report 190/1 N4 part-qualification, however, the highest completion rate was recorded for Report 190/1 N6 (55.7%). The lowest completion rate was recorded for Report 190/1 N4 (46.7%). Completion rates for Business Studies were lower than those of Engineering Studies (see Table 7.13), most notably for Report 190/1 N6 part qualification (difference of 24.7 percentage points).

**Table 7.15: Number of students in private colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, 2022**

NC(V) Level 4 Programme	Female				Male				Total			
	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate
1. L4: Civil Engineering and Building Construction	1	1	0	0.0%	0	0	0	n.a	1	1	0	0.0%
2. L4: Finance, Economics and Accounting	3	3	1	33.3%	2	1	1	100.0%	5	4	2	50.0%
3. L4: Information Technology and Computer Science	5	4	3	75.0%	14	8	6	75.0%	19	12	9	75.0%
4. L4: Management	32	26	17	65.4%	8	7	6	85.7%	40	33	23	69.0%
5. L4: Marketing	18	18	9	50.0%	14	11	8	72.7%	32	29	17	58.6%
6. L4: Office Administration	75	60	43	71.7%	16	11	5	45.5%	91	71	48	67.6%
7. L4: Safety in Society	28	21	6	28.6%	21	18	2	11.1%	49	39	8	20.5%
8. L4: Tourism	11	9	6	66.7%	3	2	1	50.0%	14	11	7	63.6%
9. L4: Transport and Logistics	8	7	6	85.7%	0	0	0	n.a	8	7	6	85.7%
<b>Total</b>	<b>181</b>	<b>149</b>	<b>91</b>	<b>61.1%</b>	<b>78</b>	<b>58</b>	<b>29</b>	<b>50.0%</b>	<b>259</b>	<b>207</b>	<b>120</b>	<b>58.0%</b>

Source: National Examinations Database, November 2022.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an NC(V) qualification during the 2022 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2022.

Note 2: "Number Registered" refers to the number of students who registered for the 2022 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2022 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2022.

Note 3: "Number Wrote" refers to the number of students who wrote the 2020 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2022 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2022.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the NC(V) Level 4 qualification in the 2022 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the NC(V) Level 4 qualification in 2022.

Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2022 academic year, expressed as a percentage of the number of students who were eligible to complete the NC(V) Level 4 qualification and wrote the examinations (the latter is defined above) in 2022.

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

In private colleges, a total of 259 students registered to write examinations for NC(V) Level 4 in 2022, of which 207 wrote and 120 of them completed resulting in a completion rate of 58.0%. Two in every five students completed their NC(V) Level 4 qualification in Office Administration (40.0% or 48), followed by Management (19.2% or 23) and Marketing (14.2% or 17). The highest completion rates were in Transport and Logistics (85.7%) and Information Technology and Computer Science (75.0%).

Despite the relatively low completion for private college students, over three quarters of females completed their qualification (75.8% or 91) compared to 24.2% (29) of males. The completion rate for females was also higher (61.1%) as opposed to 50.0% for males. Completion for females were marginally higher than those for males in almost all programmes except Information Technology and Computer Science.

Among females, the highest completion was in Office Administration (43) and Management (17). Meanwhile, male students completed their NC(V) Level 4 qualifications in Marketing (8), Management (6) and Information Technology and Computer Science (6).



**Table 7.16: Number of students in private colleges who registered, wrote and completed the Report 191/N6 part-qualification, by programme and gender, 2022**

Report 191 N6 Programme	Female				Male				Total			
	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate
1. N6:Art and Design	11	10	8	80.0%	17	15	11	73.3%	28	25	19	76.0%
2. N6:Business Management	537	427	258	60.4%	335	251	143	57.0%	872	678	401	59.1%
3. N6:Clothing Production	13	9	6	66.7%	9	2	2	100.0%	22	11	8	72.7%
4. N6:Educare	2 299	1 985	1 596	80.4%	161	137	93	67.9%	2 460	2 122	1 689	79.6%
5. N6:Engineering Studies	1 229	918	386	42.0%	2 063	1 363	624	45.8%	3 292	2 281	1 010	44.3%
6. N6:Farming Management	80	71	31	43.7%	47	37	13	35.1%	127	108	44	40.7%
7. N6:Financial Management	423	358	222	62.0%	196	163	109	66.9%	619	521	331	63.5%
8. N6:Hospitality and Catering Services	242	197	94	47.7%	63	45	25	55.6%	305	242	119	49.2%
9. N6:Human Resources Management	1 071	870	438	50.3%	355	271	139	51.3%	1 426	1 141	577	50.6%
10. N6:Legal Secretary	109	98	17	17.3%	36	30	3	10.0%	145	128	20	15.6%
11. N6:Management Assistant	476	387	139	35.9%	73	64	24	37.5%	549	451	163	36.1%
12. N6:Marketing Management	220	187	80	42.8%	161	116	52	44.8%	381	303	132	43.6%
13. N6:Medical Secretary	439	375	76	20.3%	38	29	7	24.1%	477	404	83	20.5%
14. N6:Popular Music: Composition	2	1	1	100.0%	4	4	1	25.0%	6	5	2	40.0%
15. N6:Popular Music: Studio Work	22	19	12	63.2%	260	186	120	64.5%	282	205	132	64.4%
16. N6:Public Management	963	841	525	62.4%	408	345	208	60.3%	1 371	1 186	733	61.8%
17. N6:Public Relations	238	188	64	34.0%	62	51	20	39.2%	300	239	84	35.1%
18. N6:Tourism	320	262	0	0.0%	154	118	0	0.0%	474	380	0	0.0%
<b>Total</b>	<b>8 694</b>	<b>7 203</b>	<b>3 953</b>	<b>54.9%</b>	<b>4 442</b>	<b>3 227</b>	<b>1 594</b>	<b>49.4%</b>	<b>13 136</b>	<b>10 430</b>	<b>5 547</b>	<b>53.2%</b>

Source: National Examinations Database, November 2022.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED includes only those who were eligible to complete an N6 part-qualification during the 2022 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2022.

Note 2: "Number Registered" refers to the number of students who registered for the 2022 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2022 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2022.

Note 3: "Number Wrote" refers to the number of students who wrote the 2022 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2022 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N6 part-qualification in 2022.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N6 part-qualification in the 2022 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 191 N6 part-qualification in 2022.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N6 part-qualification in the 2022 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N6 part-qualification and wrote the examinations (the latter is defined above) in 2022.

In private colleges 10 430 students wrote examinations for Report 190/1 N6 part qualification and 5 547 of them completed, resulting in a completion rate of 53.2%. The majority of students wrote examinations in the following programmes: Engineering Studies (2 281), Educare (2 122), Public Management (1 186) and Human Resources Management (1 141). Subsequently, more students completed their N6 part-qualification in Educare (1 689), Engineering Studies (1 010), Public Management (733) and Human Resources Management (577).

The majority of students who completed examinations for Report 190/1 N6 part-qualification were females, with an overall completion rate of 54.9%, and a large number of them completed their part-qualifications in Educare (1 596), followed by Public Management (525), Human Resource Management (438) and Engineering Studies (386). The completion rate for male students was 49.4%, and the majority of them completed their part-qualifications in Engineering Studies (624) followed by Public Management (208), Business Management (143) and Human Resources Management (139). The largest gender disparity was recorded in Educare, where 1 503 more female students completed as compared to males.

### 7.1.4 Staffing in private colleges

**Table 7.17: Number of staff in private colleges, by personnel category and gender, 2022**

Personnel Category	Female	Male	Total
Management Staff	182	213	395
Lecturer Staff	656	912	1 568
Support Staff	740	331	1 071
<b>Total</b>	<b>1 578</b>	<b>1 456</b>	<b>3 034</b>

Source: FET\_Pvt\_Annual\_2022\_20240124, extracted in January 2024.

Note 1: The category "Management" refers to the principal/CEO and vice principal responsible for the management of the company/college. This category includes Chief Executive Officer, Chief Financial Officer and Managing Director of a college.

Note 2: The category "Lecturing" refers to any person who teaches, educates or trains other persons or who provides professional educational services at any college, and who is appointed in a post on any lecturer establishments under this Act; (CET Act 16 of 2006).

Note 3: The category "Support" refers to staff who render academic support services; student support services; human resource management; financial management; administration; maintenance of the buildings and gardens; catering services; and security services; (CET Act 16 of 2006).

Note 4: The 2022 figure represents enrolment at only 90 of the 161 registered private colleges that responded to the departmental Annual Survey.

In 2022, the 90 private colleges which submitted data to the Department had about 3 034 staff members, comprising of lecturer staff (51.7% or 1 568), followed by support staff (35.3% or 1 071) and management staff (13.0% or 395). More than half of the staff members in private colleges were females (52.0% or 1 578) compared to (48.0% or 1 456) of males.

Male staff members were the majority among lecturers (912 or 58.2%), while a large proportion of female staff members were support staff (740 or 69.1%). The greatest gender disparity was observed in the support staff category, where 409 more females than males were employed.

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

### 8.1. INTRODUCTION

Sector Education and Training Authorities (SETAs) are established in terms of Section 9 of the *Skills Development Act, 1998* (Act No. 97 of 1998). There are currently 21 SETAs within the levy grant system. SETAs are required to implement their Sector Skills Plans (SSPs) by facilitating the delivery of improved industries' sector-specific skills to contribute to the goals of the National Skills Development Strategy (NSDS). They are expected to ensure that intermediate and high-level skills are developed among both workers as well as unemployed persons. SETAs support workplace-based education and training through Learnerships, Internships and Skills Programmes. SETAs perform their functions in accordance with the Skills Development Act, the Skills Development Levies Act, and their respective Constitutions.

The Department of Higher Education and Training (the Department) is responsible for the management of the SETAs' performance to ensure that the above functions are undertaken effectively and efficiently. The Department is determined to realize the slogan of "together turning every workplace into a training space" by ensuring that a significant number of young people access workplace-based training through Learnerships, Internships and Skills Programmes.

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

## 8.2. REGISTRATION AND CERTIFICATION OF SETA-SUPPORTED LEARNING PROGRAMMES

**Table 8.1: Number of workers and unemployed persons registered and certificated in SETA-supported learning programmes, by programme type, 2011/12 – 2022/23**

Year	Registered				Certificated			
	Learnerships	Internships	Skills Programmes	Total registered	Learnerships	Internships	Skills Programmes	Total certificated
2011/12	43 871	3 452	87 906	135 229	29 197	878	87 527	117 602
2012/13	50 885	6 127	74 587	131 599	37 158	2 195	86 491	125 844
2013/14	75 782	8 017	92 508	176 307	38 796	2 510	109 547	150 853
2014/15	77 931	12 006	137 880	227 817	40 891	3 663	106 459	151 013
2015/16	94 369	13 135	123 593	231 097	43 322	3 352	127 144	173 818
2016/17	101 447	17 216	131 017	249 680	58 080	6 777	116 141	180 998
2017/18	111 681	12 935	144 531	269 147	48 002	6 496	122 979	177 477
2018/19	105 548	15 482	150 674	271 704	61 841	6 123	144 460	212 424
2019/20	81 988	11 784	128 438	222 210	57 888	7 711	114 032	179 631
2020/21	46 546	6 022	65 973	118 541	37 684	7 405	81 636	126 725
2021/22	71 921	9 598	48 745	130 264*	44 164	3 607	46 944	94 715*
2022/23	60 809	13 085	53 518	127 412	22 068	2 051	51 981	76 100

Sources: SETMIS 2022/23 data extracted in June 2023.  
Statistics on Post-School Education and Training in South Africa, 2021.

Note 1: "Learnerships" refer to a period of workplace-based learning culminating in an occupational qualification or part-qualification. It includes an apprenticeship and cadetship. The data above excludes registrations in trade-related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012<sup>3</sup>.

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

Note 3: Internship data includes only those who were recruited through a specific SETA, and it is not a comprehensive report on the number of interns in the system.

Note 4: "Skills Programmes" refer to a QCTO-accredited learning programme that is occupationally based and which, when completed, will constitute credits towards a qualification registered in terms of the NQF. It uses skills development providers accredited by the QCTO, and complies with any requirements that may be prescribed.

Note 5: The difference in registered and certificated programmes is due to programmes taking longer than a year to complete, thus certification occurs in the next financial years.

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

Note 7: \*Total registered and total certificated includes 3 401 (1 021 registrations and 2 380 certifications) records with unspecified economic status.

In the 2022/23 financial year, 127 412 learners registered for SETA-supported learning programmes, with learnerships accounting for more than 40% of all registrations (47.7% or 60 809), followed by skills programmes (42.0% or 53 518), while internships accounted for the least number of registrations (10.3% or 13 085). When comparing 2022/23 registrations with the previous financial years (2011/12 -2022/23), this is the second financial year in a row where the largest proportion of registrations was in learnerships as compared to the other learning programmes.

There was a decrease of 2.2% or 2 852 in total registrations between the two financial years 2021/22 and 2022/23 and the biggest decrease was for learnerships (15.5% or 11 112). Despite the overall decline between the two financial years, registration for skills programmes increased by (9.8% or 4 773), while that of internships increased by (36.3% or 3 487) in the same period.

<sup>3</sup> The registration and certification data for trade related programmes can be found in Tables 8.7 and 8.10.

During the 2022/23 financial year, 76 100 learners were certificated for SETA-supported learning programmes, and the majority of certifications were in skills programmes (68.3% or 51 981) and learnerships (29.0% or 22 068). The number of certifications in the 2022/23 financial year was 18 615 lower when compared to 2021/22 (94 715). The only increase in certifications was recorded in skills programmes (10.7% or 5 037), while decreases were recorded for learnerships (50.0% or 22 096) and internships (43.1% or 1 556).

**Table 8.2 Number of workers and unemployed persons registered and certificated in SETA-supported learning programmes, by programme type and gender, 2011/12 – 2022/23**

Year	Registered								Certificated							
	Learnerships		Internships		Skills Programmes		Total registered		Learnerships		Internships		Skills Programmes		Total certificated	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2011/12	26 323	13 438	2 002	1 250	47 469	39 849	75 794	54 537	15 766	12 835	446	396	49 015	36 987	65 227	50 218
2012/13	27 986	22 389	3 860	1 867	46 243	27 465	78 089	51 721	18 950	16 907	1 163	948	45 840	38 574	65 953	56 429
2013/14	47 742	25 327	5 772	1 645	52 729	39 779	106 243	66 751	20 561	16 366	1 355	1 035	59 155	48 987	81 071	66 388
2014/15	40 524	32 802	8 164	3 534	79 970	51 890	128 658	88 226	22 081	18 408	1 978	1 596	59 617	44 874	83 676	64 878
2015/16	49 993	38 287	5 698	5 391	66 740	54 253	122 431	97 931	23 827	19 208	1 776	1 365	67 556	56 389	93 159	76 962
2016/17	50 665	50 782	9 897	7 319	72 403	53 614	132 965	116 715	30 075	28 005	3 788	1 989	64 912	51 229	98 775	82 223
2017/18	67 008	44 673	6 833	6 102	93 945	50 586	167 786	101 361	24 951	23 051	3 855	2 641	64 376	58 603	93 182	84 295
2018/19	54 536	51 012	9 686	5 796	81 236	69 438	145 458	126 246	33 204	28 637	4 200	1 923	75 511	68 949	112 915	99 509
2019/20	47 498	34 490	7 862	3 922	69 260	59 178	124 620	97 590	32 079	25 809	5 078	2 633	50 525	63 507	87 682	91 949
2020/21	24 901	21 645	3 929	2 093	32 862	33 111	61 692	56 849	20 032	17 652	4 783	2 622	40 978	40 658	65 793	60 932
2021/22	40 297	31 624	6 256	3 342	23 213	25 532	69 766	60 498	24 793	19 371	2 360	1 247	20 482	26 462	47 635	47 080
2022/23	35 706	25 103	9 047	4 038	27 503	26 015	72 256	55 156	12 253	9 815	1 262	789	23 233	28 748	36 748	39 352

Sources: SETMIS 2022/23 data extracted in June 2023.  
 Statistics on Post-School Education and Training in South Africa, 2021.

- Note 1: "Learnerships" refer to a period of workplace-based learning culminating in an occupational qualification or part-qualification. It includes an apprenticeship and cadetship. The data above excludes registrations in trade-related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012<sup>4</sup>.
- Note 2: "Internships" refer to the structured work experience component of an occupational qualification registered by the Quality Council for Trades and Occupations (QCTO).
- Note 3: Internship data includes only those who were recruited through a specific SETA, and it is not a comprehensive report on the number of interns in the system.
- Note 4: "Skills Programmes" refer to a QCTO-accredited learning programme that is occupationally based and which, when completed, will constitute credits towards a qualification registered in terms of the NQF. It uses skills development providers accredited by the QCTO, and complies with any requirements that may be prescribed.
- Note 5: The difference in registered and certificated programmes is due to programmes taking longer than a year to complete, thus certification occurs in the next financial years.
- Note 6: The imbalances in the gender figures for the 2011/12-2015/16 financial years are attributed to SETAs not fully reporting on equity thereby making the equity data not equivalent to the totals.
- Note 7: Unemployed persons refer to learners who were not employed by their current employer before undertaking a Workplace Based Learning Programme.

<sup>4</sup> The registration and certification data for trade related programmes can be found in Tables 8.7 and 8.10.

More than half of learners registered for SETA-supported learning programmes during the 2022/23 financial year were females (56.7% or 72 256), while males accounted for 43.3% (55 156) of total registrations. There were 17 100 more females registered for SETA-supported learning programmes as compared to males in the 2022/23 financial year. The largest gender gap was observed in learnerships, where 10 603 more females were registered as compared to males. The number of females registered has been consistently higher than that of males throughout the period under review (2011/12 – 2022/23 financial years).

For certifications, a similar proportion of females and males were certificated in SETA-supported learning programmes during the 2022/23 financial year (48.3% or 36 748) and (51.7% or 39 352) respectively. In contrast to registrations, males' certifications were 2 604 higher when compared to females. Skills programmes showed the largest gender gap, with 5 515 more males certificated than females. However, in learnerships and internships, there were higher numbers of female certifications, with 2 438 and 473 more females certified compared to males, respectively. In all the financial years under review except for 2019/20 and 2022/23, the number of females certificated was higher than that of males.

## 8.2.1 Workers registered for SETA-supported learning programmes

Table 8.3: Number of workers registered for learnerships by SETA, 2022/23

SETA	Target	Actual	Achieved
AGRISETA	1 300	175	13.5%
BANKSETA	970	128	13.2%
CATHSSETA	225	247	109.8%
CETA	221	105	47.5%
CHIETA	500	282	56.4%
ETDP SETA	0	0	n.a
EWSETA	100	124	124.0%
FASSET	310	331	106.8%
FOODBEV	1 500	1 519	101.3%
FP&M SETA	1 040	518	49.8%
HWSETA	2 125	704	33.1%
INSETA	800	801	100.1%
LGSETA	1 500	1 641	109.4%
MERSETA	1 440	927	64.4%
MICT SETA	0	0	n.a
MQA	410	563	137.3%
PSETA	0	60	n.a
SASSETA	650	243	37.4%
SERVICES	1 000	971	97.1%
TETA	700	1 086	155.1%
W&RSETA	2 800	5 708	203.9%
<b>Total</b>	<b>17 591</b>	<b>16 133</b>	<b>91.7%</b>

Source: SETMIS 2022/23 data extracted in June 2023.

Note: "Learnerships" refer to a period of workplace-based learning culminating in an occupational qualification or part-qualification. It includes an apprenticeship and cadetship. The data above excludes registrations in trade-related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012<sup>5</sup>.

The number of workers registered for learnerships during the 2022/23 financial year was 16 133, which is 26.5% of learnership registrations reflected in Table 8.1 (60 809). The number of registrations was 1 458 lower when compared with the target, and this translated to an achievement of 91.7%. Nine SETAs underachieved their targets during 2022/23, and the lowest achievements were recorded for AGRISSETA (13.5%), BANKSETA (13.2%), HWSETA (33.1%), and SASSETA (37.4%). Despite the overall underachievement in learnership registrations, W&RSETA showed an observable overachievement and registered 2 908 more learners than the planned target resulting in a 203.9% achievement rate.

<sup>5</sup> The registration and certification data for trade related programmes can be found in Tables 8.7 and 8.10.

## 8.2.2 Workers certificated in SETA-supported learning programmes

Table 8.4: Number of workers certificated in learnerships by SETA, 2022/23

SETA	Target	Actual	Achieved
AGRISETA	1 000	209	20.9%
BANKSETA	870	629	72.3%
CATHSSETA	132	153	115.9%
CETA	105	77	73.3%
CHIETA	250	258	103.2%
ETDP SETA	6 305	0	0.0%
EWSETA	100	309	309.0%
FASSET	190	96	50.5%
FOODBEV	800	636	79.5%
FP&M SETA	852	21	2.5%
HWSETA	1 000	56	5.6%
INSETA	500	519	103.8%
LGSETA	1 000	230	23.0%
MERSETA	1 183	760	64.2%
MICT SETA	0	0	n.a
MQA	703	378	53.8%
PSETA	80	82	102.5%
SASSETA	325	246	75.7%
SERVICES	350	122	34.9%
TETA	350	594	169.7%
W&RSETA	1 400	0	0.0%
<b>Total</b>	<b>17 495</b>	<b>5 375</b>	<b>30.7%</b>

Source: SETMIS 2022/23 data extracted in June 2023.

Note: "Learnerships" refer to a period of workplace-based learning culminating in an occupational qualification or part-qualification. It includes an apprenticeship and cadetship. The data above excludes registrations in trade-related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012<sup>6</sup>.

The total number of workers certificated for the learnerships during the 2022/23 financial year was 5 375, which is 24.4% of learnership certifications highlighted in Table 8.1 (22 068). The number of certifications was 12 120 lower when compared to the target, and this translated to an overall achievement of 30.7%.

Fourteen SETAs did not meet their targets during the 2022/23 financial year. Noticeable under achievements were recorded for FP&M SETA (2.5%) and W&R SETA (5.6%), while ETDP SETA and W&RSETA did not certificate any learners for this learning programme. TETA and EWSETA showed an observable overachievement and certificated 244 and 209 more learners respectively than the planned target.

<sup>6</sup> The registration and certification data for trade related programmes can be found in Tables 8.7 and 8.10.



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

Table 8.5: Number of unemployed persons registered for SETA-supported learning programmes, by programme type, 2022/23

SETA	Learnerships			Internships			Total target	Total actual
	Target	Actual	Achieved	Target	Actual	Achieved		
AGRISETA	3 000	742	24.7%	600	135	22.5%	3 600	877
BANKSETA	1 000	464	46.4%	1 000	4 764	476.4%	2 000	5 228
CATHSSETA	240	902	375.8%	313	309	98.7%	553	1 211
CETA	3 000	1 267	42.2%	352	203	57.7%	3 352	1 470
CHIETA	1 500	1 475	98.3%	525	519	98.9%	2 025	1 994
ETDP SETA	200	0	0.0%	1 500	541	36.1%	1 700	541
EWSETA	750	266	35.5%	500	114	22.8%	1 250	380
FASSET	0	5 486	n. a	1 650	1 712	103.8%	1 650	7 198
FOODBEV	1 800	1 658	92.1%	450	446	99.1%	2 250	2 104
FP&M SETA	2 535	1 784	70.4%	650	3	0.5%	3 185	1 787
HWSETA	2 200	1 822	82.8%	1 089	205	18.8%	3 289	2 027
INSETA	1 500	0	0.0%	1 240	0	0.0%	2 740	0
LGSETA	1 500	1 686	112.4%	350	507	144.9%	1 850	2 193
MERSETA	3 000	3 899	130.0%	250	126	50.4%	3 250	4 025
MICT SETA	3 200	687	21.5%	850	0	0.0%	4 050	687
MQA	1 000	1 299	129.9%	650	432	66.5%	1 650	1 731
PSETA	0	0	n. a	50	81	162.0%	50	81
SASSETA	1 500	879	58.6%	500	532	106.4%	2 000	1 411
SERVICES	7 000	5 646	80.7%	500	1 025	205.0%	7 500	6 671
TETA	850	2 202	259.1%	300	467	155.7%	1 150	2 669
W&RSETA	8 000	12 512	156.4%	750	964	128.5%	8 750	13 476
<b>Total</b>	<b>43 775</b>	<b>44 676</b>	<b>102.1%</b>	<b>14 069</b>	<b>13 085</b>	<b>93.0%</b>	<b>57 844</b>	<b>57 761</b>

Source: SETMIS 2022/23 data extracted in June 2023.

Note 1: "Learnerships" refer to a period of workplace-based learning culminating in an occupational qualification or part-qualification. It includes an apprenticeship and cadetship. The data above excludes registrations in trade-related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012<sup>7</sup>.

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

Note 3: Internship data includes only those recruited through a specific SETA, and it is not a comprehensive report on the number of interns in the system.

Note 4: "Skills Programmes" refer to a part qualification as defined in the NQF Act.

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

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

<sup>7</sup> The registration and certification data for trade related programmes can be found in Tables 8.7 and 8.10.

The total number of unemployed persons registered for learnership and internship programmes during the 2022/23 financial year was 57 761, and the majority registered for learnerships (44 676 or 77.3%), while the least number registered for internships (13 085 or 22.7%). The contribution of unemployed persons' registration for learnerships was 73.5% (i.e. 44 676) out of the 60 809 highlighted in Table 8.1.

The only overachievement was recorded for learnerships, where an achievement of 102.1% or 44 678 was recorded), while an underachievement of 93.0% or 13 085 was recorded for internships. Twelve SETAs did not meet their targets, and the lowest achievements were recorded for INSETA (0.0%), MICT SETA (21.5%), AGRISETA (24.7%) and EWSETA (35.5%).

The number of registrations for internships was 13 085, which was 984 lower than the target of 14 069, resulting in an achievement rate of 93.0%. Thirteen SETAs did not meet their planned targets, with the lowest achievements noted for FP&M SETA (0.5%) and HWSETA (18.8%), while MICT SETA and INSETA did not register any learners for this intervention. Despite the overall underachievement in internship registrations, a notable achievement was recorded for BANKSETA, where 3 764 more learners were registered against their planned target.

<sup>6</sup> The registration and certification data for trade related programmes can be found in Tables 8.7 and 8.10.

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

Table 8.6: Number of unemployed persons certificated in SETA-supported learning programmes, by programme type, 2022/23

SETA	Learnerships			Internships			Total target	Total actual
	Target	Actual	Achieved	Target	Actual	Achieved		
AGRISETA	950	563	59.3%	250	59	23.6%	1 200	622
BANKSETA	488	523	107.2%	85	165	194.1%	573	688
CATHSSETA	100	171	171.0%	109	121	111.0%	209	292
CETA	2 000	1 204	60.2%	124	71	57.3%	2 124	1 275
CHIETA	750	1 267	168.9%	263	263	100.0%	1 013	1 530
ETDP SETA	0	0	n. a	1 227	677	55.2%	1 227	677
EWSETA	500	661	132.2%	80	36	45.0%	580	697
FASSET	0	2 965	n.a	0	0	n. a	0	2 965
FOODBEV	1 400	1 258	89.9%	100	0	0.0%	1 500	1 258
FP&M SETA	2 200	32	1.5%	520	0	0.0%	2 720	32
HWSETA	800	121	15.1%	870	0	0.0%	1 670	121
INSETA	1 050	0	0.0%	870	168	19.3%	1 920	168
LGSETA	835	200	24.0%	150	40	26.7%	985	240
MERSETA	2 583	2 271	87.9%	170	50	29.4%	2 753	2 321
MICT SETA	1 600	484	30.3%	425	3	0.7%	2 025	487
MQA	675	1 669	247.3%	0	0	n. a	675	1 669
PSETA	0	75	n. a	0	0	n. a	0	75
SASSETA	500	484	96.8%	250	195	78.0%	750	679
SERVICES	1 701	1 234	72.5%	189	0	0.0%	1 890	1 234
TETA	425	1 511	355.5%	150	203	135.3%	575	1 714
W&RSETA	4 000	0	0.0%	250	0	0.0%	4 250	0
<b>Total</b>	<b>22 557</b>	<b>16 693</b>	<b>74.0%</b>	<b>6 082</b>	<b>2 051</b>	<b>33.7%</b>	<b>28 639</b>	<b>18 744</b>

Source: SETMIS 2022/23 data extracted in June 2023.

Note 1: "Learnerships" refer to a period of workplace-based learning culminating in an occupational qualification or part-qualification. It includes an apprenticeship and cadetship. The data above excludes registrations in trade-related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012<sup>8</sup>.

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

Note 3: Internship data includes only those recruited through a specific SETA, and it is not a comprehensive report on the number of interns in the system.

Note 4: Unemployed persons refer to learners who were not employed by their current employer before undertaking a Workplace Based Learning Programme.

<sup>8</sup> The registration and certification data for trade related programmes can be found in Tables 8.7 and 8.10.

The total number of unemployed persons certificated in SETA-supported learning programmes (learnerships and internships) during the 2022/23 financial year was 18 744, which represents 24.6% of certifications in this period. Almost 90% of unemployed persons were certificated in learnerships (89.1% or 16 693), while fewer certifications were for internships (10.9% or 2 051).

The contribution of learnership certifications for unemployed persons was 75.6% (i.e. 16 693) out of the 22 068 total reflected in Table 8.1.

There was an overall underachievement of 9 895 for certifications. The lowest achievement was recorded for internships (33.7%), and 4 031 fewer learners were certificated against the planned target by the SETAs. Under achievements in certifications for internships were recorded by 14 SETAs, and the lowest achievements were recorded for MICT SETA (0.7%), INSETA (19.3%) and AGRISSETA (23.6%). Five SETAs had zero achievements for this intervention, while BANKSETA, CATHSETA and TETA recorded overachievements.

The number of certifications for learnerships was 16 693, 5 864 lower than the target, resulting in an achievement rate of 74.0%. Ten SETAs did not meet their planned targets, and the lowest achievement was recorded for FP&M SETA (1.5%), HWSETA (15.1%), LGSETA (24.0%) and MICT SETA (30.3%). ETDP SETA, INSETA and W&RSETA did not certify any learners in this period. Despite the overall underachievement for learnership certifications, six SETAs demonstrated higher achievements, with TETA leading with 355.5% achievement, exceeding the planned target by 1 086 certifications.

## 8.3 ARTISANS

### 8.3.1 Introduction

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

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

A person has to follow several steps to be certified as an artisan. These steps include the completion of a theory component, a practical training component, structured workplace training and trade testing. There is a continuous need for suitably qualified artisans to sustain industries and support economic growth in South Africa.

Artisan development has therefore been elevated as a priority area for skills development in the country. Government's National Development Plan (NDP) and the White Paper for Post-School Education and Training indicates that by 2030 the country should be producing 30 000 qualified artisans per year. At present the country is producing on average 20 000 qualified artisans per year, the number has to increase drastically in the next 7 years leading up to 2030 for the country to realise the NDP target.

### 8.3.2 Learners entering artisanal learning programmes

Table 8.7: Number of learners entering artisanal learning programmes, by sector, 2011/12 – 2022/23

SETA	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
AGRISETA	96	70	116	244	347	227	193	303	396	564	785	671
CATHSETA	563	662	312	840	514	683	639	699	1 112	194	262	251
CETA	1 849	579	1 342	2 104	1 737	2 024	8 731	8 913	1 812	1 889	2 191	2 947
CHIETA	2 541	1 989	1 694	2 164	3 372	4 263	3 172	2 144	2 543	1 148	1 770	1 783
EWSETA	1 046	1 316	390	507	1 378	1 287	1 789	1 165	672	467	724	1 020
FOODBEV	15	-	267	70	45	178	167	218	141	191	76	433
FP&M SETA	351	584	426	958	459	419	290	257	270	267	160	673
HWSETA	-	-	-	109	119	87	74	170	237	136	91	115
INDLELA	5 227	5 795	7 865	7 122	5 734	7 311	5 508	4 065	3 056	1 849	2 895	2 401
LGSETA	413	528	294	754	1 020	888	646	191	44	59	-	-
MERSETA	6 254	4 951	10 394	7 606	8 130	8 038	6 755	7 353	1 524	997	1 619	4 522
MQA	2 525	2 365	2 468	2 621	1 848	1 978	1 872	1 459	1 847	1 644	2 160	2 622
PSETA	78	53	2	48	33	34	20	76	60	80	-	-
SASSETA	-	516	385	539	467	401	77	117	165	117	128	119
SERVICES	2 104	984	968	761	1 127	1 416	1 416	1 515	1 031	448	645	968
TETA	1 019	711	538	1 579	1 778	1 314	981	897	682	130	157	329
W&RSETA	334	746	209	276	532	269	-	440	626	122	716	1 074
ARPL Unspecified	-	-	-	-	-	-	-	-	-	-	-	535
<b>Total</b>	<b>24 415</b>	<b>21 849</b>	<b>27 670</b>	<b>28 302</b>	<b>28 640</b>	<b>30 817</b>	<b>32 330</b>	<b>29 982</b>	<b>16 218</b>	<b>10 302</b>	<b>14 379</b>	<b>20 463</b>

Sources: *Statistics on Post-School Education and Training in South Africa, 2021.*

*National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2023.*

Note 1: An artisanal learning programme includes an apprenticeship, learnership, skills programme undertaken at the workplace conclude with a trade test which is undertaken for an occupation that is part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012.

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

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

Note 4: ARPL refers to Artisan Recognition of Prior Learning.

Note 5: ARPL data were previously reported under each SETA.

In the 2022/23 financial year was, a total of 20 463 learners enrolled in artisanal learning programmes, and 61% of these registration were reported by MERSETA (4 522 or 22.1%), followed by CETA (2 947 or 14.4%), MQA (2 622 or 12.8%) and INDLELA (2 401 or 11.7%). The number of learners registered through the Artisan Recognition of Prior Learning was reported for the first time in the 2022/23 financial year, and 535 (2.6%) learners registered through accredited trade test centres.

The registration figures for 2022/23 financial year show a significant increase of 42.3% (6 084) compared to the previous financial year (2021/22). MERSETA was the biggest contributor to this increase in 2022/23 compared with 2021/22, adding 2 903 registrations, followed by CETA (756), FP&MSETA (513) and MQA (462). It is important to highlight that despite the overall increase, INDLELA experienced a decline of 494 registrations, followed by AGRISSETA (114), while CATHSETA and SASSETA recorded smaller decreases of 11 and 9 respectively.

Over the 12 year period (2011/12 – 2022/23), the number of artisanal learning programme registrations decreased by 16.2% (3 952), with MERSETA, INDLELA, and SERVICES SETA experiencing the highest drops of 2 826; 1 732 and 1 136 respectively.

**Table 8.8: Number of learners entering artisanal learning programmes, by province, citizenship and gender, 2022/23**

Province	Female	Male	Total
Western Cape	380	1 149	1 529
Eastern Cape	442	683	1 125
Northern Cape	213	477	690
Free State	327	526	853
KwaZulu-Natal	1 067	1 917	2 984
North West	246	591	837
Gauteng	1 888	3 844	5 732
Mpumalanga	721	1 575	2 296
Limpopo	1 163	1 868	3 031
Not specified	291	1 095	1 386
<b>Total</b>	<b>6 738</b>	<b>13 725</b>	<b>20 463</b>

*Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2023.*

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

During the 2022/23 financial year, the largest share of learners who enrolled in artisanal learning programs were situated in Gauteng (5 732 or 28.0%), followed by Limpopo (3 031 or 14.8%) and KwaZulu-Natal (2 984 or 14.6%) provinces, while Northern Cape had the lowest proportion of learners (690 or 3.4%).

The enrolment in artisanal learning programs was predominantly male, constituting 13 725 or 67.1% of all registrations, in contrast to 6 738 or 32.9% for females. The gender gaps were most pronounced in Gauteng, Mpumalanga and KwaZulu-Natal provinces, with 1 956; 854; and 850 more males than females entering artisanal learning programmes.

**Table 8.9: Number of learners entering artisanal learning programmes, by Special Infrastructure Projects (SIPs) scarce skills, population group and gender, 2022/23**

Trade	African		Coloured		Indian/Asian		White		Total	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Automotive motor mechanic	155	614	15	203	4	64	3	233	177	1114
Boilermaker	255	739	12	69	-	10	-	75	267	893
Bricklayer	621	454	8	2	-	1	1	8	630	465
Carpenter	175	179	4	34	-	2	-	1	179	216
Carpenter/ Joiner	-	-	-	-	-	-	-	-	-	-
Diesel Mechanic	153	776	4	61	2	25	3	275	162	1 137
Electrician	1 911	2 338	26	161	4	49	8	325	1 949	2 873
Fitter & turner	185	369	8	40	-	7	1	60	194	476
Joiner	-	1	-	-	-	-	-	-	-	1
Mechanical fitter	370	1 230	9	89	2	55	1	108	382	1 482
Millwright	210	582	5	31	3	12	4	160	222	785
Pipe fitter	-	-	-	-	-	-	-	-	-	-
Plumber	525	646	2	54	-	13	3	82	530	795
Rigger	123	400	1	24	-	7	-	14	124	445
Welder	475	827	17	149	2	10	1	63	495	1 049
<b>Total</b>	<b>5 158</b>	<b>9 155</b>	<b>111</b>	<b>917</b>	<b>17</b>	<b>255</b>	<b>25</b>	<b>1 404</b>	<b>5 311</b>	<b>11 731</b>

Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2023.

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

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

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

The number of learners registered for scarce skills artisanal programmes (Special Infrastructure Projects (SIPs)) was 17 042, which represents 83.3% of the total number of artisans registered in the 2022/23 financial year (20 463). The Electrician trade remains the most prominent, with nearly 30% (4 822 or 28.3%) of learners receiving training in this trade.

A higher proportion of males were registered for scarce skills trades (68.8% or 11 731) as compared to 31.2% (5 311) of females. The most significant gender disparities were observed in the Mechanical Fitter, Diesel Mechanic, Automotive Motor Mechanic and Electrician trades, where 1 100; 975; 937 and 924 more males were trained than females. Bricklaying was the only trade where a slightly higher number of females (165 more) were trained as compared to males.

Africans constituted the majority of registrations for scarce skills artisanal learning programmes, with 14 313 learners or 84.0% of the total, followed by White (1 429 or 8.4%), Coloured (1 028 or 6.0%), and Indian/Asian (272 or 1.6%). The top 3 trades registered by learners in different population groups varied. For example, half of the African learners (7 151 or 50.0%) registered in the Electrician, Mechanical Fitter and Welder trades, while almost 60% of White learners (833 or 59.3%) registered in the Electrician, Diesel Mechanic and Automotive Motor Mechanic trades.



On the other hand, among Coloured learners, over 55% (571 or 55.5%) registered in the Automotive Motor Mechanic, Electrician and Welder trades, while almost two thirds of Indian/Asian learners (178 or 65.4%) opted to register in the Automotive Motor Mechanic, Mechanical Fitter and Electrician trades. The most significant gender disparities for African and Indian/Asian learners were observed in the Mechanical Fitter trade, while the White and Coloured learners had the largest disparities in the Electrician trade.

### 8.3.3 Learners completing artisanal learning programmes

**Table 8.10: Number of learners completing artisanal learning programmes by sector, 2011/12 – 2022/23**

SETA	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
AGRISETA	77	149	100	121	154	228	195	275	280	271	264	313
CATHSSETA	282	1 007	1 161	86	-	-	1 590	190	56	-	44	59
CETA	699	520	9	5	504	1 344	957	1 798	1 824	1 446	2 741	4 381
CHIETA	989	1 279	387	547	743	946	344	1 287	1 980	1 389	1 633	1 433
EWSETA	571	37	1 841	360	470	697	629	1 560	3 085	1 631	2 582	1 715
FOODBEV	160	36	168	-	-	13	63	146	119	113	104	206
FP&M SETA	-	-	4	30	101	124	114	171	493	471	369	834
HWSETA	-	-	-	8	36	74	91	56	214	271	151	120
INDLELA	3 392	1 355	2 077	3 177	2 952	3 224	4 133	3 227	3 087	965	1 888	2 036
LGSETA	226	305	81	383	87	232	453	368	549	263	309	89
MERSETA	3 155	7 166	7 522	6 869	8 352	9 660	7 938	6 224	6 411	4 008	4 895	3 103
MQA	2 566	2 035	3 597	1 617	1 382	1 807	1 931	1 712	2 465	2 262	1 734	1 587
PSETA	1	5	-	-	30	15	35	22	11	33	10	65
SASSETA	-	-	101	-	-	227	171	201	294	114	88	97
SERVICES	1 521	841	185	348	550	1 245	1 427	1 280	1 719	1 093	1 740	1 452
TETA	208	169	478	718	714	1 359	1 075	1 109	1 463	770	984	449
W&RSETA	176	373	399	120	39	3	5	1	-	6	-	378
TRADE Test Centres: Unspecified	-	-	-	-	-	-	-	-	-	-	-	1 745
<b>Total</b>	<b>14 023</b>	<b>15 277</b>	<b>18 110</b>	<b>14 389</b>	<b>16 114</b>	<b>21 198</b>	<b>21 151</b>	<b>19 627</b>	<b>24 050</b>	<b>15 106</b>	<b>19 536</b>	<b>20 062</b>

Sources: *Statistics on Post-School Education and Training in South Africa, 2021.*  
*National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2023.*

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

There were 20 062 learners who completed artisanal learning programmes in the 2022/23 financial year, a 2.7% (526) increase as compared with the 2021/22 financial year (19 536), and CETA (1 640), FP&M SETA (465) and INDLELA (148) were the contributors to the growth. In the same period, eight SETAs recorded decreases, and the largest decline was observed for MERSETA (1 792). The number of learners completing through the Artisan Recognition of Prior Learning was reported for the first time in the 2022/23 financial year, and 1 745 (8.7%) learners completed through accredited trade test centres.

CETA contributed more than twenty percent or 4 381 (21.8%) completions in the 2022/23 financial year, followed by MERSETA (15.5% or 3 103) and INDLELA (10.1% or 2 036). Over the twelve-year period (2011/12 - 2022/23), completion increased by 43.1% (6 039), and the largest contributors to the increase were CETA (3 682), EWSETA (1 144), and CHIETA (444). INDLELA and MQA recorded the largest decreases (1 356 and 979 respectively) in the number of learners completing artisanal learning programmes over the twelve-year period, despite the overall increase reported during this period.

**Table 8.11: Number of learners completing artisanal learning programmes, by province and gender, 2022/23**

Province	Female	Male	Total
Western Cape	299	1 219	1 518
Eastern Cape	190	568	758
Northern Cape	57	240	297
Free State	162	381	543
KwaZulu-Natal	474	1 667	2 141
North West	151	556	707
Gauteng	1 721	5 805	7 526
Mpumalanga	380	1 338	1 718
Limpopo	532	887	1 419
Not specified	852	2 583	3 435
<b>Total</b>	<b>4 818</b>	<b>15 244</b>	<b>20 062</b>

*Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2023.*

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

The majority of learners who completed artisanal learning programmes in the 2022/23 financial year were in Gauteng (37.5% or 7 526), followed by KwaZulu-Natal (10.7% or 2 141) and Mpumalanga (8.6% or 1 718), while the lowest proportion were in Northern Cape (1.5% or 297). Consequently, a large proportion of both male and female learners who completed artisanal learning programmes were from Gauteng, KwaZulu-Natal and Mpumalanga.

Similar to registrations, males made up the majority of students who completed artisanal learning programmes (76.0% or 15 244), while females made up a smaller share (24.0%, or 4 818). The largest gender difference was recorded in Gauteng, where 4 084 more males completed as compared to females.

**Table 8.12: Number of learners completing artisanal learning programmes, by Special Infrastructure Projects (SIPs) scarce skills, population group and gender, 2022/23**

Trade	African		Coloured		Indian/Asian		White		Total	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Automotive motor mechanic	51	382	3	89	1	47	4	167	59	685
Boilermaker	108	643	6	65	-	5	-	88	114	801
Bricklayer	355	318	1	3	-	-	13	29	369	350
Carpenter	51	108	-	6	-	1	-	15	51	130
Carpenter/ Joiner	-	11	-	-	-	-	-	-	-	11
Diesel Mechanic	221	898	5	100	-	40	11	350	237	1 388
Electrician	1 630	3 155	20	115	3	41	45	746	1 698	4 057
Fitter & turner	91	316	7	55	-	66	3	92	101	529
Joiner	1	2	-	1	-	-	-	6	1	9
Mechanical fitter	255	1 243	8	115	-	56	5	149	268	1 563
Millwright	166	576	5	38	3	15	6	217	180	846
Pipe fitter	2	2	4	15	-	-	-	1	6	18
Plumber	661	1 213	2	47	-	17	28	512	691	1 789
Rigger	57	453	1	15	-	2	1	17	59	487
Welder	179	583	13	122	-	36	2	67	194	808
<b>Total</b>	<b>3 828</b>	<b>9 903</b>	<b>75</b>	<b>786</b>	<b>7</b>	<b>326</b>	<b>118</b>	<b>2 456</b>	<b>4 028</b>	<b>13 471</b>

Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2023.

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

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

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

The scarce skills trades (17 499) accounted for about 87.2% of completions in artisanal learning programmes (20 062), with almost a third being in the trade of Electrician (5 755 or 32.9%), followed by Plumber (2 480 or 14.2%), Mechanical Fitter (1 831 or 10.5%) and Diesel Mechanic (1 625 or 9.3%). Large gender discrepancies were also recorded in the Electrician, Mechanical Fitter, Diesel Mechanic and Plumber trades, where 2 359; 1 295; 1 151; and 1 098 more males completed as compared to females.

A higher proportion of males completed the scarce skills trades (77.0% or 13 471) as compared to 23.0% (4 028) of females. Although fewer females completed artisanal learning programmes, nearly half of them were qualified as Electricians (42.1% or 1 698), while the proportion of males who completed the same trade was 30.1% or 4 057.

Africans constituted the majority of registrations for scarce skills artisanal learning programmes, with 13 731 learners or 78.5% of the total, followed by White (2 574 or 14.7%), Coloured (861 or 4.9%), and Indian/Asian (333 or 1.9%). The top 3 trades registered by learners in different population groups varied. For example, more than half of the African learners (8 157 or 59.4%) registered in the Electrician, Mechanical Fitter and Plumber trades, while almost two thirds of White learners (1 692 or 65.7%) registered in the Electrician, Plumber and Diesel Mechanic trades.

Among Coloured learners, almost half of them (393 or 45.6%) completed in the Electrician, Welder and Mechanical Fitter trades, while more than half of Indian/Asian learners (170 or 51.1%) completed in the Fitter and Turner, Mechanical Fitter and Automotive Motor Mechanic trades. The most pronounced gender gaps among African and White students were identified in the Electrician trade, whereas Coloured students displayed the most disparity in the Mechanical Fitter trade, and Indian/Asian students in the Fitter and Turner trade. Within the African population group, females outperformed males in the Bricklayer trade, with 37 more females completing compared to their male counterparts.

Table 8.13: Number of artisans certificated by SETAs and INDLELA, by economic sector, 2014/15 - 2022/23

SETA	Economic Sectors	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
AGRISETA	Agriculture	190	186	219	193	277	234	234	280	314
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sport	-	1	1	-	-	-	13	56	148
CETA	Construction	479	582	1 058	1 500	1 427	1 279	1 253	2 682	4 216
CHIETA	Chemicals	572	861	1 020	917	1 314	2 013	819	1 545	1 308
ETDPSETA	Education & Training	-	-	-	-	-	-	-	-	-
EWSETA	Energy & Water	964	1 170	993	666	1 202	1 969	1 232	3 359	3 355
FOODBEV	Food Processing	2	-	14	63	69	106	66	115	219
FP&MSETA	Fibre Processing & Manufacturing	98	106	106	111	189	449	223	402	434
HWSETA	Health & Welfare	16	79	73	116	59	175	209	100	141
INDLELA	Non-SETA Candidates	4 983	3 791	3 692	4 381	3 277	2 405	587	1 935	1 865
LGSETA	Local Government	486	98	233	415	442	566	210	311	215
MERSETA	Manufacturing & Engineering	6 890	6 600	7 061	6 108	6 320	4 182	4 651	4 511	3 633
MICT SETA	Media, Information and Communication	-	-	-	-	-	-	-	-	-
MQA	Mining and Minerals	1 876	2 056	1 974	1 963	1 978	1 734	1 372	1 435	1 855
PSETA	National & Provincial Government	-	29	14	36	15	11	32	10	48
SASSETA	Safety & Security	12	21	133	168	260	245	170	98	100
SERVICES	Services Sector	1 685	928	1 271	1 246	1 272	1 639	907	1 948	2 131
TETA	Transport	1 028	1 402	1 541	1 212	1 250	1 312	516	870	1 048
W&R SETA	Wholesale & Retail SETA	-	-	3	5	4	-	6	-	46
<b>Total</b>		<b>19 281</b>	<b>17 910</b>	<b>19 406</b>	<b>19 100</b>	<b>19 355</b>	<b>18 319</b>	<b>12 500</b>	<b>19 657</b>	<b>21 076</b>

Sources: *Statistics on Post-School Education and Training in South Africa, 2021.*  
*National Artisan Development Support Centre (NADSC) – National Artisan Recommendation for certification data management System, 2023.*

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

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

The total number of artisans issued with national trade certificates by SETAs and INDLELA during the 2022/23 financial year was 21 076. The majority of certificates were issued by CETA (4 216 or 20.0%) followed by MERSETA (3 633 or 17.2%), EWSETA (3 355 or 15.9%), SERVICES SETA (2 131 or 10.1%) and INDLELA (1 865 or 8.8%).

The number of certificates issued during the 2022/23 financial year was 7.2% (1 419) higher when compared with the 2021/22 financial year (19 657). The major contributors to the increase were CETA (1 534), MQA (420) and SERVICES SETA (183). While there was an overall increase, significant declines were recorded at MERSETA (878) and CHIETA (237).

Over the nine-year period (2014/15 – 2022/23 financial years), the number of certificates issued increased by 9.3% (1 795), and the largest increase were recorded by CETA (3 737) and EWSETA (2 391). MERSETA issued the largest number of certificates throughout the period under review (2014/15 – 2022/23 financial years), despite being the second largest contributor to the decline during this period. The largest decline recorded between 2014/15 and 2022/23 financial years was MERSETA, where 3 257 less certificates were issued.

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

### 9.1 INTRODUCTION

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

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

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

Funding for TVET colleges takes into account, inter alia: the type of programmes offered, student enrolment numbers, the cost of delivery, the need for capital infrastructure and the ability of colleges to utilise resources efficiently.

In the 2011/12 and 2012/13 financial years, the Department transferred funds to PEDs, which in turn administered TVET colleges. In the 2013/14 and 2014/15 financial years, TVET colleges received funding directly from the Department in the form of subsidies, while PEDs received funding from the Department in the form of conditional grants. The latter was undertaken to compensate PEDs for salaries paid to TVET college lecturers who were still on the PED PERSAL system. From the 2015/16 to 2019/20 financial years, TVET colleges received funding directly from the Department for operational costs and TVET college lecturers were paid directly from the Department. In the 2020/21 financial year, TVET colleges also received earmarked funds for infrastructure from the Department.

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

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

Table 9.1: Funding for key Post-School Education and Training institutions, 2011/12 - 2022/23

Financial year	Public HEIs R'000	TVET Colleges R'000	CET Colleges R'000	Total R'000	
2011/12	19 354 159	Subsidies	0	n.a.	0
		Conditional Grant	4 375 311	n.a.	4 375 311
		<b>Total</b>	<b>4 375 311</b>	<b>1 413 194</b>	<b>25 142 664</b>
2012/13	20 902 779	Subsidies	0	n.a.	0
		Conditional Grant	4 844 607	n.a.	4 844 607
		<b>Total</b>	<b>4 844 607</b>	<b>1 535 932</b>	<b>27 283 318</b>
2013/14	22 388 767	Subsidies	3 013 189	n.a.	3 013 189
		Conditional Grant	2 454 188	n.a.	2 454 188
		<b>Total</b>	<b>5 467 377</b>	<b>1 669 252</b>	<b>29 525 396</b>
2014/15	24 155 093	Subsidies	3 185 827	n.a.	3 185 827
		Conditional Grant	2 631 346	n.a.	2 631 346
		<b>Total</b>	<b>5 817 173</b>	<b>1 927 300</b>	<b>31 899 566</b>
*2015/16	26 342 110	Subsidies	1 239 740	91 758	1 331 498
		Operational	4 873 078	1 728 103	6 601 181
		<b>Total</b>	<b>6 112 818</b>	<b>1 819 861</b>	<b>34 274 789</b>
2016/17	27 964 560	Subsidies	1 566 747	98 053	1 664 800
		Operational	4 982 866	1 845 337	6 828 203
		<b>Total</b>	<b>6 549 613</b>	<b>1 943 390</b>	<b>36 457 563</b>
2017/18	31 580 302	Subsidies	1 495 749	103 897	1 599 646
		Operational	5 251 088	2 030 926	7 282 014
		<b>Total</b>	<b>6 746 837</b>	<b>2 134 823</b>	<b>40 461 962</b>
2018/19	36 896 878	Subsidies	4 287 538	109 923	4 397 461
		Operational	5 706 181	2 070 142	7 776 323
		<b>Total</b>	<b>9 993 719</b>	<b>2 180 065</b>	<b>49 070 662</b>
2019/20	42 358 941	Subsidies	5 204 965	150 835	5 355 800
		Operational	6 338 721	2 057 787	8 396 508
		<b>Total</b>	<b>11 543 686</b>	<b>2 208 622</b>	<b>56 111 249</b>
2020/21	43 070 379	Subsidies	5 315 043	156 812	5 471 855
		Operational	6 439 198	1 812 914	8 252 112
		<b>Total</b>	<b>11 754 241</b>	<b>1 969 726</b>	<b>56 794 346</b>
2021/22	43 047 445	Subsidies	5 184 519	206 779	5 391 298
		Operational	6 195 965	1 943 073	8 139 038
		<b>Total</b>	<b>11 380 484</b>	<b>2 149 852</b>	<b>56 577 781</b>
2022/23	46 352 812	Subsidies	5 490 918	215 151	5 706 069
		Operational	6 759 675	2 378 865	9 138 540
		<b>Total</b>	<b>12 250 593</b>	<b>2 594 016</b>	<b>61 197 421</b>
Share of total expenditure in 2022/23	75.7%	20.0%	4.2%	100.0%	

Sources: Statistics on Post-School Education and Training in South Africa, 2021.  
DHET Annual Report, 2022/23.

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

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

Note 3: Amount for CET Centres reflects funds transferred from provincial education departments to CET Centres.

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

Note 5: Allocations above exclude NSFAS allocation.

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



In the 2022/23 financial year, the Department provided R61.20 billion in total financing to public PSET institutions, with the majority of that amount transferred to public HEIs (R46.35 billion), followed by TVET colleges (R12.25 billion), and the least amount was allocated to CET colleges (R2.59 billion). The total funding for 2022/23 was 8.2% (R4.62 billion) more than what was allocated in 2021/22 (R56.58 billion).

Funding for public HEIs and TVET colleges increased by R3.31 billion (7.7%) and R870.11 million (7.7%) respectively between 2021/22 and 2022/23 financial years, while funding for CET colleges increased by R444.16 million (20.7%).

In the 2022/23 financial year, more than one third of the transfers to public HEIs were made to the following institutions: UNISA (R5.28 billion or 11.4%), the University of Pretoria (R3.35 billion or 7.2%), the University of KwaZulu-Natal (R2.95 billion or 6.4%), Tshwane University of Technology (R2.91 billion or 6.3%) and the University of Witwatersrand (R2.67 billion or 5.8%). The lowest amount was allocated to Rhodes University (R622.18 million or 1.3%). Between the 2021/22 and 2022/23 financial years, funding to public HEIs increased by 7.7% (R3.31 billion), and the largest increases were recorded for the University of Zululand (56.4% or R344.77 million), University of Venda (27.1% or R236.17 million), University of Western Cape (21.8% or R282.61 million) and the University of Free State (18.5% or R306.67 million).

Over the last five financial years (2018/19 and 2022/23), there was a notable increase of R9.46 billion in transfers to public HEIs. Notably, UNISA saw the most substantial increase within this timeframe, receiving an additional R1.52 billion in funding. The only reduction during this period was observed at the University of Mpumalanga and Rhodes University, where the allocation declined by R17.14 million and R16.44 million respectively. The three leading institutions in terms of funding allocation have been UNISA, the University of Pretoria, and the University of KwaZulu-Natal over the last five years (excluding 2021/22) – see Table 10.12 of the Appendix.

Since the 2015/16 financial year, the Department has provided funding to TVET and CET colleges in the form of operational costs and subsidies. In the 2022/23 financial year, operational costs accounted for over half of the total funding given to TVET colleges (55.2% or R6.76 billion), while subsidies made up 44.8% (R5.49 billion).

According to Table 10.13 of the Appendix, during the 2022/23 financial year Majuba TVET college received a larger share of the TVET college subsidies (R342.48 million or 6.2%), followed by Gert Sibande (R337.71 million or 6.2%), South West Gauteng (R316.08 million or 5.8%), Coastal (R206.83 million or 3.8%), Ekurhuleni West (R196.10 million or 3.6%) and Capricorn (R183.18 million or 3.3%). Lephalale TVET college received the least amount of funding (R19.78 million or 0.4%).

Between the 2021/22 and 2022/23 financial years, the amount of subsidies transferred to TVET colleges increased by R306.40 million (5.9%) and operating expenses increased by R563.71 million (9.1%). Over the five financial years (2018/19 - 2022/23), subsidies allocated to TVET colleges increased by R1.20 billion (28.1%), and the largest increases occurred in South West Gauteng (205.3% or R212.54 million), Mthashana (158.3% or R84.486 million), Capricorn (128.1% or R102.87 million), Majuba (125.5% or R190.61 million), Central Johannesburg (111.8% or R77.79 million) and Gert Sibande (106.0% or R173.77 million) TVET colleges. False Bay TVET college recorded the largest decline of 84.4% or R380.97 million in the same period.

A larger proportion of CET colleges funding in 2022/23 was allocated for operational costs (91.7% or R2.34 billion), while 8.3% (R215.15 million) was allocated for subsidies. Gauteng CET college received more than a quarter of subsidies amount (R54.76 million or 25.5%), followed by KwaZulu-Natal CET college (R43.21 million or 20.1%), while the lowest amount was allocated to Northern Cape CET college (almost R9.40 million or 4.4%).

The subsidies amount to CET colleges increased by R8.37 million (4.0%) while operational costs increased by R435.79 million (22.4%) between 2021/22 and 2022/23 financial years. Despite receiving the lowest funding in comparison to public HEIs and TVET colleges, allocation for the CET colleges sector increased by 95.7% (R105.23 million), over the five year period (2018/19 – 2022/23 financial years). The largest increases were observed in KwaZulu-Natal and Northern Cape CET colleges (374.9% or R34.11 million and 350.7% or R7.31 million respectively). Conversely, the allocation for North West CET college declined by R1.49 million or 9.8% in the same period - See Table 10.14 of the Appendix.

## 9.3 THE SKILLS DEVELOPMENT LEVY

### 9.3.1 Introduction

The Skills Development Levies Act, 1999 (*Act No. 9 of 1999*) directs employers to contribute 1% of their payroll towards skills development. The South African Revenue Service (SARS) collects the skills levies and report to the Department of Higher Education and Training on a monthly basis. The Department of Higher Education and Training transfers monthly, 80% of the levies to the Sector Education and Training Authorities (SETAs) and the remaining 20% to the National Skills Fund (NSF) to implement the National Skills Development Plan.

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

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

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

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

### 9.3.2 Distribution of the Skills Development Levy

Table 9.2: Distribution of the Skills Development Levy, 2011/12 – 2022/23

Year	Total Amount Disbursed by the Skills Levy Fund R'000	Distribution of Levy Funds					Portion of SETA Admin fee transferred to QCTO: R'000
		NSF R'000	Amount disbursed to SETAs R'000	SETAs			
				Administration Costs R'000	Mandatory Grant R'000	Discretionary Grant R'000	
2011/12	10 106 213	2 020 029	8 086 184	1 010 773	5 053 865	2 021 546	n.a
2012/13	11 419 341	2 283 872	9 135 469	1 141 934	5 709 668	2 283 867	n.a
2013/14	12 566 289	2 511 390	10 054 899	1 319 705	2 513 725	6 221 469	15 428
2014/15	14 036 309	2 818 082	11 218 227	1 472 392	2 804 557	6 941 278	28 500
2015/16	15 225 043	3 044 212	12 180 831	1 598 734	3 045 208	7 536 889	40 000
2016/17	15 298 454	3 046 235	12 252 219	1 608 104	3 063 055	7 581 061	60 670
2017/18	16 234 599	3 246 920	12 987 679	1 704 633	3 246 920	8 036 126	68 431
2018/19	17 479 895	3 495 979	13 983 916	1 835 389	3 495 979	8 652 548	86 691
2019/20	18 283 843	3 656 768	14 627 075	1 919 804	3 656 769	9 050 503	90 347
2020/21	12 363 798	2 473 409	9 890 389	1 298 114	2 472 597	6 119 678	97 200
2021/22	19 011 609	3 802 322	15 209 287	1 996 219	3 802 322	9 410 746	67 743
2022/23	20 808 849	4 161 770	16 647 080	2 184 929	4 161 770	10 300 381	96 147
<b>Total</b>	<b>182 834 242</b>	<b>36 560 988</b>	<b>146 273 255</b>	<b>19 090 730</b>	<b>43 026 435</b>	<b>84 156 092</b>	<b>651 157</b>

Sources: *Statistics on Post-School Education and Training in South Africa, 2021.*  
*DHET Levy System, data extracted in April 2023.*

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

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

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

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

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

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

Note 7: \* QCTO data for 2020/21 have been revised.

In the 2022/23 financial year, the total amount collected through the skills development fund levy was R20.8 billion, and this was 9.5% higher (approximately R1.8 billion) compared to the collection in the 2021/22 financial year.

In accordance with the Skills Development Act, R4.16 billion (20.0%) was allocated to the NSF while R16.65 billion (80.0%) was disbursed to SETAs. The amount allocated to SETAs was utilized for discretionary grants (R10.30 billion), with administration costs accounting for almost R2.19 billion, and over R4.16 billion was paid back to levy-paying firms in the form of mandatory grants.

Discretionary grants are aimed at encouraging stakeholders to contribute towards skills development through PIVOTAL programmes such as learnerships, Work Integrated Learning, bursaries, skills programmes, Adult Education and Training programmes and candidacy. These PIVOTAL programmes can result in a part qualification or full qualification (i.e. any program that is linked to an NQF qualification).

Between 2021/22 and 2022/23 financial years, disbursement to SETAs increased by R1.44 billion (9.5%), while NSF allocation increased by R359.45 million (9.5%). During the same period, administration fee to QCTO increased by 41.9% (R28.40 million).

Over R182.83 billion was collected through skill development levies during the twelve-year period (2011/12 - 2022/23 financial years). Of this total, R146.27 billion was allocated to SETAs, while over R36.56 billion was provided to the NSF. The skills development levies increased by 105.9% (R10.70 billion) over the twelve-year period, and the most substantial growth was observed in discretionary grants (R8.28 billion or 409.5%), while mandatory grants declined by over R892 million.

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

### 9.4.1 Introduction

The National Skills Fund (NSF) was established in 1999 in terms of section 27(1) of the Skills Development Act, 1998 (Act No. 97 of 1998) (SDA), stating the following:

“The National Skills Fund is hereby established”. The NSF is thereby not established with legal persona, however, it was listed as a Schedule 3A public entity in terms of the PFMA. In terms of section 29(1) of the SDA, the Director-General of the Higher Education and Training is the accounting authority of the NSF as contemplated by section 49(2) (b) of the Public Finance Management Act, 1999 (Act No. 1 of 1999) (PFMA). Within the framework of the Director-General's delegation of authority, the day-to-day operations of the NSF are managed by the Executive Officer: National Skills Fund. The NSF reports through the structures and processes of the Department in so far as the compliance with the PFMA and other legislation as required in line with PFMA processes of reporting to the Accounting Authority and the Executive Authority.

In terms of the SDA the funds received by the NSF may be used for the primary objectives as defined by the prescripts of the Skills Development Act (SDA) namely:

- i. To fund projects identified in the National Skills Development Strategy now called the National Skills Development Plan (NSDP) as national priorities (section 28(1) of the SDA);
- ii. To fund projects related to the achievement of the purposes of the SDA as the Director General of the DHET determines (section 28(1) of the SDA);
- iii. To fund any activity undertaken by the Minister of Higher Education and Training to achieve a national standard of good practice in skills development (section 30B of the SDA);
- iv. To administer the NSF within the prescribed limit (section 28(3) of the SDA), and
- v. Regulations to prescribe the limit for the administration of the NSF at 10% of revenue was approved and published in Notice No. R.1030, Government Gazette No. 33740 dated 8 November 2010.

NSF is funded through section 27(2) of the Skills Development Act (SDA) (Act No. 97 of 1998) which stipulates that:

The Fund must be credited with -

- i. 20% of the skills development levies as contemplated in the Skills Development Levies Act (SDLA);
- ii. skills development levies collected and transferred to the Fund, in terms of the SDLA in respect of those sectors in which there are no SETAs;
- iii. money appropriated by Parliament for the Fund;
- iv. interest earned on investments contemplated in section 29(3);
- v. donations to the Fund, and
- vi. money received from any other source.

The NSF provides funding for Skills Development Initiatives and associated services in line with the NSF Strategic Plan, the NSF Annual Performance Plan (APP), the guidelines and requirements of the NSF Funding Framework, Skills Development Funding Standard Operating Procedure (SOP) and within the prescripts of the Public Finance Management Act (PFMA), which provide for an open, transparent, fair and competitive process to achieve the best value for money. In the majority of cases, this is the preferred approach for providing funding to achieve the best return for Skills Development and to ensure all proponents wishing to conduct business with the Government are given a fair and reasonable opportunity to do so.

The data depicted below provides an overview of the number of projects funded by the NSF against the beneficiaries/learners, coupled with the distribution of funds across key projects.

## 9.4.2 Number of projects and beneficiaries supported by the NSF

**Table 9.3: Number of NSF supported projects and beneficiaries/learners funded by province, 2013/14 - 2022/23**

Province	Number of projects										Number of beneficiaries									
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2014/15	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Eastern Cape	11	13	16	23	18	36	33	27	35	30	3 134	5 045	5 479	5 898	9 271	9 767	7 483	7 127	10 499	2 875
Free State	4	4	4	4	4	6	22	21	22	7	857	2 541	1 674	2 859	2 148	2 944	2 251	1 997	6 450	843
Gauteng	18	20	23	25	27	38	51	40	39	84	2 220	15 980	19 039	10 684	9 781	12 095	9 571	6 881	30 848	4 285
KwaZulu-Natal	21	19	18	24	21	48	46	39	39	36	11 903	11 516	16 976	8 012	10 450	10 282	10 734	6 374	11 906	4 524
Limpopo	11	10	10	11	12	23	29	27	38	21	5 261	8 668	6 598	7 147	6 649	7 641	4 967	3 009	5 922	3 435
Mpumalanga	4	5	4	6	5	13	28	20	33	13	1 591	4 604	2 902	2 497	2 040	2 929	2 884	3 020	3 371	1 996
North Cape	5	4	4	4	2	3	12	11	16	6	625	601	1 003	1 603	1 602	1 569	1 260	977	641	600
North West	6	5	5	5	4	13	27	22	25	1	1 727	3 534	1 730	2 010	3 204	3 807	3 195	2 425	4 983	1 028
Western Cape	13	13	16	18	17	26	27	25	25	17	6 188	10 128	8 502	7 293	11 952	7 687	6 597	3 184	6 903	4 732
Multi-provinces	39	34	24	42	24	45	18	16	-	-	44 407	n.a.	n.a.	n.a.	n.a.	n.a.	-	-	-	-
National	32	58	83	8	39	46	65	56	-	6	n.a.	n.a.	n.a.	166	141	330	-	-	9*	-
<b>Total</b>	<b>164</b>	<b>185</b>	<b>207</b>	<b>170</b>	<b>173</b>	<b>297</b>	<b>358</b>	<b>304</b>	<b>272</b>	<b>221</b>	<b>77 913</b>	<b>62 617</b>	<b>63 903</b>	<b>48 169</b>	<b>57 238</b>	<b>59 051</b>	<b>48 942</b>	<b>34 994</b>	<b>81 532</b>	<b>24 318</b>

Sources: *Statistics on Post-School Education and Training in South Africa, 2021. NSF organisational report (2021-2023). NSF Annual Financial Statements and Annual Reports for the years ended 31 March 2014 to 31 March 2023.*

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

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

Note 3: Projects in "Multi-provinces" – people that benefited from skills development are counted in the province where training takes place.

Note 4: 81 532 beneficiaries were funded during 2021/22 financial year. A total of 244 beneficiaries did not provide their provincial status during the time of reporting in preparation for the NSF Annual report. However, the information was subsequently reported as follows: EC – 222, FS – 3, KZN – 2, LP – 1, NW – 5, WC – 2, and beneficiaries without provincial status – 9.

Note 5: \* The provincial status for these beneficiaries was not specified.

In the 2022/23 financial year, the NSF funded 221 projects benefitting 24 318 recipients, and this reflected a 70.2% (57 214) decrease compared to the previous financial year (2021/22). The most substantial decline was recorded in Gauteng, where the number of beneficiaries decreased by 26 563. The high number of beneficiaries in 2021/22 was attributed to a once-off funding allocated to the beneficiaries of the National Student Financial Aid Scheme (NSFAS). The majority of beneficiaries supported in the 2022/23 financial year were in Western Cape (19.5% or 4 732) followed by KwaZulu-Natal (18.6% or 4 524), and Gauteng (17.6% or 4 285).

**Table 9.4: Number of NSF beneficiaries/learners funded by gender, 2016/17 - 2022/23**

Year	Female	Male	Total
2016/17	26 702	21 467	48 169
2017/18	33 308	23 930	57 238
2018/19	35 291	23 760	59 051
2019/20	21 370	27 572	48 942
2020/21	20 529	14 465	34 994
2021/22	51 109	30 423	81 532
2022/23	14 426	9 892	24 318

Sources: *Statistics on Post-School Education and Training in South Africa, 2021.*  
*NSF organisational report (2019 - 2022).*  
*NSF Annual Financial Statements and Annual Reports for the years ended 31 March 2017 to 31 March 2023.*

The majority of NSF beneficiaries were mainly females in almost all financial years under review (except 2019/20). In the 2022/23 financial year, the majority of NSF beneficiaries were females (59.3% or 14 426), compared to 40.7% (9 892) males. A large gender gap was noticeable in 2021/22, with 20 686 more females funded than males. However, this gender gap narrowed in the 2022/23 financial year to 4 534.

**Table 9.5: Number of NSF beneficiaries/learners funded by area type, 2016/17 - 2022/23**

Year	Rural	Urban	Total
2016/17	25 641	22 528	48 169
2017/18	32 892	24 346	57 238
2018/19	34 925	24 126	59 051
2019/20	27 713	21 229	48 942
2020/21	21 904	13 090	34 994
2021/22	37 188	44 344	81 532
2022/23	10 284	14 034	24 318

Sources: *Statistics on Post-School Education and Training in South Africa, 2021.*  
*NSF organisational report (2019-2023).*  
*NSF Annual Financial Statements and Annual Reports for the years ended 31 March 2017 to 31 March 2023.*

The predominant proportion of NSF beneficiaries were from rural areas in the 2016/17 – 2020/21 financial years. However, a shift in this trend was observed starting from the 2021/22 financial year, where the majority of beneficiaries were from urban areas. In the 2022/23 financial year, 57.7% (14 034) of beneficiaries were from urban areas, while 42.3% (10 284) were from rural areas.



Table 9.6: Distribution of NSF across key projects and number of beneficiaries/learners, 2013/14 - 2022/23

Project	Number of beneficiaries										Amount disbursed R'000										% of total amount disbursed 2022/23
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	
Bursaries	30 162	15 216	17 747	19 171	16 643	10 815	6 655	6 733	55 017	798	1 272 200	1 074 769	1 551 362	1 390 404	969 714	1 057 916	647 759	381 287	1 794 487	81 739	5.1%
NSF Disbursement to TVET colleges	25 850	23 112	14 835	2 844	7 326	9 698	5 357	1 988	3 010	4 989	493 123	507 020	453 705	209 610	233 810	486 897	1 117 515	493 124	686 266	255 980	15.9%
Support to NGP (Public & Private)	9 238	6 099	5 562	10 029	n.a	n.a	n.a	n.a	-	-	428 456	225 262	213 430	544 431	n.a	n.a	n.a	n.a	n.a	n.a	n.a
Support to IPAP (Public)	626	3 228	5 778	657	377	3 613	4 407	460	413	-	64 800	58 653	181 136	32 311	0	64 217	36 287	10 266	8 925	105 538	6.6%
Rural Development	3 156	7 731	12 627	15 468	32 892	34 925	32 523	25 813	23 092	18 531	101 008	221 235	233 779	241 744	1 795 634	531 849	1 102 351	490 520	123 272	710 750	44.2%
Other National Priorities	8 881	7 731	7 354	0	0	0	0	0	0	0	618 826	1 003 604	1 723 750	2 597 398	3 970 941	149 901	204 565	313 396	748 279	454 885	28.3%
<b>Total</b>	<b>77 913</b>	<b>62 617</b>	<b>63 903</b>	<b>48 169</b>	<b>57 238</b>	<b>59 051</b>	<b>48 942</b>	<b>34 994</b>	<b>81 532</b>	<b>24 318</b>	<b>2 978 413</b>	<b>3 090 543</b>	<b>4 357 162</b>	<b>5 015 898</b>	<b>6 970 099</b>	<b>2 290 780</b>	<b>3 108 477</b>	<b>1 688 593</b>	<b>3 361 229</b>	<b>1 608 892</b>	<b>100%</b>

Sources: *Statistics on Post-School Education and Training in South Africa, 2021.*  
*NSF audited financial statements for the years ending 31 March 2014 to 31 March 2023.*

Note 1: The NSF funding provides bursaries to students via NSFAS, the NRF in scarce skills; and international scholarships.

Note 2: Full details regarding the NSF expenditure and performance information are in the NSF Annual Reports from 2013/14 to 2021/22.

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

Note 4: Certain disbursed amounts stated under "Amount Disbursed" NSDS III for 2013/14 may have changed as per the restated figures in the NSF Annual Financial Statements for the years ended 31 March 2014 to 31 March 2019.

Note 5: "Rural development" – this figure does not reflect the number of people benefiting from skills development under the other key project types also with a rural impact, but will be indicated in the text (note paragraph above).

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

Note 7: The numbers under the project type "Support to NGP" are with effect from 2017/18 covered under Bursaries, TVET colleges, IPAP and Rural Development.

Note 8: Information for financial years 2011/12 and 2012/13 is available in the publication *Statistics on Post-School Education and Training in South Africa, 2017.*

During the 2022/23 financial year, the NSF allocated over R1.6 billion to skills development interventions, reflecting a 52.1% decrease (R1.7 billion) compared to the disbursement in the 2021/22 financial year, which amounted to R3.3 billion. Large decreases were observed in various areas during this period, notably in bursaries (R1.7 billion), NSF disbursement to TVET colleges (R430 million) and other national priorities (R293 million). Despite the overall decline in the amount disbursed in the 2022/23 financial year compared to the 2021/22 financial year, substantial increases were noted in the amount allocated for rural development (R587.5 million) and support to IPAP (R96.6 million).

The number of beneficiaries decrease by 57 214 during the same period (from 81 532 to 24 318), with a considerable decline noted in bursaries (54 219). Despite the decrease in the allocated amount for NSF disbursement to TVET colleges, the number of beneficiaries in this project increased by 1 979. This was the only increase recorded during this period.

The high increase in the allocation amount for bursaries and the number of beneficiaries in 2021/22 was attributed to the once-off funding provided to the National Skills Fund, which was utilised to fund the learners through the NSFAS.

In the 2022/23 financial year, a significant portion of NSF funds, amounting to R710.7 million (44.2%), was allocated for rural development (44.2% or R710.7 million), benefiting 18 531 beneficiaries. This was followed by allocations to other national priorities (28.3% or R454.9 million), while 15.9% (R256 million) was allocated to TVET colleges. The lowest proportion of the funds were allocated for support for bursaries (5.1% or R81.7 million). The highest average expenditure per beneficiary was observed in bursaries, with R102 000 spent per beneficiary.

### 9.4.3 NSF Infrastructure grants

Table 9.7: Distribution of NSF infrastructure budget, 2012/13 – 2022/23

Year	Amount disbursed		
	Public HEIs/TVET colleges/CET colleges R'000	Other R'000	Total R'000
2012/13	21 113	32 838	53 951
2013/14	275 061	28 104	303 165
2014/15	407 425	18 014	425 439
2015/16	278 152	-19	278 133
2016/17	218 254	0	218 254
2017/18	126 789	0	126 789
2018/19	105 085	0	105 085
2019/20	503 280	0	503 280
2020/21	294 911	0	294 911
2021/22	545 377	0	545 377
2022/23	86 311	58 049	144 360
<b>Total</b>	<b>2 861 758</b>	<b>136 986</b>	<b>2 998 744</b>

Sources: *Statistics on Post-School Education and Training in South Africa, 2021.*  
NSF audited financial statements for the year ending 31 March 2013 to 31 March 2023.

Note 1: "Other" includes institutions other than government.

Note 2: The negative amount indicated in 2015/16 refers to over provision relating to projects during the 2015/16 financial year.

Note 3: Certain disbursed amounts stated under "Amount Disbursed" may have changed as per the restated figures in the NSF Annual Financial Statements for the years ended 31 March 2014 to 31 March 2021.

Since the 2012/13 financial year, the NSF has been supporting the improvement of infrastructure in public Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) colleges, Community Education and Training (CET) colleges, and state-owned enterprises. Over this period, the NSF has allocated more than R2.9 billion towards skills infrastructure development, which is regarded as a national priority of government.

In 2022/23, the NSF spent R144.4 million towards infrastructure projects in TVET colleges. This allocation was 73.5% (R401 million) lower than what was spent in the 2021/22 financial year. The allocation for 2021/22 was the highest during the period under review (2012/13 – 2022/23 financial years). The R58 million expenditure in the 2022/23 financial year was allocated to the SANReN (South African National Research Network) and SABEN (South African Broadband Education Network) project, which aims to address the bandwidth challenges at TVET colleges.

## 10. APPENDIX: STATISTICAL TABLES

Table 10.1: Number of students enrolled in public HEIs, by major field of study, qualification type and institution, 2022

Institution	Major Field of Study					Qualification Type							
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Occasional Students	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Advanced Diploma and Postgraduate Certificate in Education	Postgraduate, Below Master's Level	Master's Degrees	Doctoral Degrees	Total
1. Cape Peninsula University of Technology	15 591	9 993	5 403	2 775	33 762	126	20 163	7 697	3 497	787	1 160	332	33 762
2. University of Cape Town	14 146	6 442	739	8 099	29 425	413	311	17 142	393	2 815	6 111	2 240	29 425
3. Central University of Technology	10 800	5 541	5 267	1 643	23 251	74	11 314	8 786	1 428	1 021	422	206	23 251
4. Durban University of Technology	12 615	13 503	1 776	4 195	32 089	0	19 645	7 931	1 934	767	1 168	644	32 089
5. University of Fort Hare	3 740	2 465	3 119	7 423	16 747	16	195	13 927	286	999	876	448	16 747
6. University of the Free State	8 761	6 685	10 725	14 500	40 671	205	3 059	31 081	458	2 660	2 187	1 021	40 671
7. University of Johannesburg	17 496	19 833	4 642	9 512	51 483	59	8 630	29 264	2 113	4 352	5 137	1 928	51 483
8. University of KwaZulu-Natal	16 889	5 966	7 954	14 056	44 865	74	1	33 378	818	3 230	4 500	2 864	44 865
9. University of Limpopo	9 100	2 960	3 678	6 580	22 318	61	0	19 794	169	926	1 106	262	22 318
10. Mangosuthu University of Technology	8 322	4 850	0	1 266	14 437	0	13 437	404	538	57	1	0	14 437
11. University of Mpumalanga	3 276	1 331	782	1 745	7 134	0	2 304	4 397	116	174	126	17	7 134
12. Nelson Mandela University	10 976	10 917	2 175	8 252	32 320	212	12 307	14 639	1 752	1 356	1 486	568	32 320
13. North West University	12 753	12 054	15 752	13 617	54 176	214	5 591	40 235	954	2 839	2 803	1 540	54 176
14. University of Pretoria	26 297	9 078	7 862	11 229	54 466	397	372	35 700	1 003	8 218	6 190	2 586	54 466
15. Rhodes University	2 466	1 213	1 213	3 456	8 348	108	68	6 024	217	614	791	526	8 348
16. Soliso Makhetho Health Science University	6 390	0	0	252	6 642	7	111	4 826	0	356	1 180	162	6 642
17. Sol Plaatje University, Northern Cape	1 006	240	1 641	698	3 585	0	738	2 380	153	298	16	0	3 585
18. University of South Africa	41 176	93 608	92 996	134 539	362 317	2 233	108 813	206 459	12 059	25 441	4 628	2 684	362 317
19. University of Stellenbosch	15 850	6 249	1 841	8 047	31 986	610	201	20 639	420	3 507	4 950	1 659	31 986
20. Tshwane University of Technology	23 351	20 637	4 659	10 517	59 164	44	41 700	8 838	4 554	1 625	1 827	576	59 164
21. University of Venda	6 020	2 779	1 460	4 703	14 962	0	110	13 124	274	574	588	292	14 962
22. Vaal University of Technology	8 667	6 450	811	3 729	19 656	11	16 269	828	1 563	417	443	125	19 656
23. Walter Sisulu University	9 349	7 452	7 704	6 104	30 609	88	14 323	11 963	2 533	986	607	109	30 609
24. University of Western Cape	8 253	2 594	2 826	10 265	23 937	0	182	17 847	424	1 823	2 393	1 268	23 937
25. University of Witwatersrand	20 752	9 127	3 960	8 724	42 563	793	0	25 278	482	5 589	8 047	2 374	42 563
26. University of Zululand	5 025	3 682	3 847	4 300	16 855	97	1 419	13 285	438	522	733	361	16 855
<b>Total</b>	<b>319 065</b>	<b>265 647</b>	<b>192 831</b>	<b>300 225</b>	<b>1 077 768</b>	<b>5 842</b>	<b>281 263</b>	<b>595 866</b>	<b>38 576</b>	<b>71 953</b>	<b>59 476</b>	<b>24 792</b>	<b>1 077 768</b>

Source: 2022 HEMIS database, November 2023.

Note 1: SET majors mean majors in science, engineering and technology. These include majors in engineering, health sciences, life sciences, physical sciences, computer sciences and mathematical sciences.

Note 2: Business majors include majors in accounting, management and all other business-related majors, such as marketing.

Note 3: Humanities majors include majors in education, languages and literary studies, fine arts, music and the social sciences.

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

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

Note 6: The category "Postgraduate, Below Master's Level" includes postgraduate and post-diploma diplomas, postgraduate bachelor's degrees, and honours degrees.

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

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

**Table 10.2: Number of students enrolled in public HEIs, by attendance mode, population group, gender and institution, 2022**

Institution	Contact									Distance								
	African	Coloured	Indian/Asian	White	No information	Total	Female	Male	No information	African	Coloured	Indian/Asian	White	No information	Total	Female	Male	No information
1. Cape Peninsula University of Technology	24 857	6 905	189	1 353	56	33 360	19 360	14 000	0	280	36	12	70	4	402	222	180	0
2. University of Cape Town	9 135	3 293	1 503	4 177	9 736	27 844	14 814	12 993	37	380	263	45	168	725	1 581	1 205	374	2
3. Central University of Technology, Free State	22 384	412	20	420	15	23 251	12 728	10 523	0	0	0	0	0	0	0	0	0	0
4. Durban University of Technology	29 306	281	2 096	260	146	32 089	17 559	14 530	0	0	0	0	0	0	0	0	0	0
5. University of Fort Hare	16 374	278	23	72	0	16 747	9 814	6 933	0	0	0	0	0	0	0	0	0	0
6. University of the Free State	33 367	1 690	317	3 694	138	39 206	24 708	14 493	5	908	119	38	386	14	1 465	975	489	1
7. University of Johannesburg	44 247	1 186	1 677	2 247	134	49 491	26 876	22 615	0	1 353	104	118	298	119	1 992	1 180	812	0
8. University of KwaZulu-Natal	37 116	758	6 170	706	115	44 865	26 967	17 898	0	0	0	0	0	0	0	0	0	0
9. University of Limpopo	22 263	24	16	15	0	22 318	12 357	9 961	0	0	0	0	0	0	0	0	0	0
10. Mangosuthu University of Technology	14 397	20	17	3	0	14 437	7 358	7 079	0	0	0	0	0	0	0	0	0	0
11. University of Mpumalanga	7 106	14	6	8	0	7 134	4 392	2 742	0	0	0	0	0	0	0	0	0	0
12. Nelson Mandela University	26 576	2 756	332	2 636	0	32 300	18 449	13 851	0	16	1	1	2	0	20	15	5	0
13. North West University	31 122	1 625	516	12 005	20	45 288	26 591	18 696	1	5 993	696	153	2 045	1	8 888	7 460	1 428	0
14. University of Pretoria	27 370	1 619	3 333	17 606	36	49 964	29 077	20 773	114	3 911	139	119	323	10	4 502	3 241	1 258	3
15. Rhodes University	6 777	473	238	781	0	8 269	5 351	2 918	0	69	6		4		79	39	40	0
16. Sefako Makgatho Health Science University	6 210	44	142	246	0	6 642	4 211	2 431	0	0	0	0	0	0	0	0	0	0
17. Sol Plaatje University, Northern Cape	2 936	599	15	35	0	3 585	2 245	1 340	0	0	0	0	0	0	0	0	0	0
18. University of South Africa	0	0	0	0	0	0	0	0	0	305 438	17 236	12 601	25 692	1 350	362 317	258 055	104 262	0
19. University of Stellenbosch	7 203	5 753	1 213	16 881	936	31 986	18 117	13 804	65	0	0	0	0	0	0	0	0	0
20. Tshwane University of Technology	57 902	212	119	660	0	58 893	31 196	27 697	0	219	38	7	7	0	271	115	156	0
21. University of Venda	14 926	7	24	5	0	14 962	8 482	6 480	0	0	0	0	0	0	0	0	0	0
22. Vaal University of Technology	19 487	64	19	79	7	19 656	9 783	9 873	0	0	0	0	0	0	0	0	0	0
23. Walter Sisulu University	30 359	88	66	96		30 609	17 442	13 167	0	0	0	0	0	0	0	0	0	0
24. University of Western Cape	12 621	9 461	742	955	158	23 937	14 940	8 982	15	0	0	0	0	0	0	0	0	0
25. University of Witwatersrand	29 207	1 622	4 799	5 565	74	41 267	23 814	17 388	65	1 023	65	82	126	0	1 296	783	513	0
26. University of Zululand	16 776	25	32	11	11	16 855	9 527	7 328	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>550 024</b>	<b>39 209</b>	<b>23 624</b>	<b>70 516</b>	<b>11 582</b>	<b>694 955</b>	<b>396 158</b>	<b>298 495</b>	<b>302</b>	<b>319 590</b>	<b>18 703</b>	<b>13 176</b>	<b>29 121</b>	<b>2 223</b>	<b>382 813</b>	<b>273 290</b>	<b>109 517</b>	<b>6</b>
Percentage	79.1%	5.6%	3.4%	10.1%	1.7%	100.0%	57.0%	43.0%	0.0%	83.5%	4.9%	3.4%	7.6%	0.6%	100.0%	71.4%	28.6%	0.0%

Source: 2022 HEMIS database, November 2023.

- 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: As a result of rounding off, numbers and percentages may not necessarily add up.
- Note 4: Audited data was amended to ensure that totals balance.

**Table 10.3: Number of first-time undergraduate students enrolled in public HEIs by institution, 2009 - 2022**

Institution	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
1. Cape Peninsula University of Technology	8 244	8 106	7 876	7 949	7 604	7 595	7 343	7 980	7 186	7 183	6 753	6 784	7 067	8 522
2. University of Cape Town	4 153	3 637	3 464	3 875	3 748	3 877	4 105	4 235	4 102	3 690	3 957	3 996	4 243	3 703
3. Central University of Technology, Free State	3 941	3 321	2 722	2 803	3 408	3 795	3 683	4 316	4 995	4 220	4 430	3 972	4 241	4 724
4. Durban University of Technology	6 856	7 096	6 243	6 078	6 842	7 568	7 687	7 062	7 825	7 804	8 422	8 057	7 703	8 318
5. University of Fort Hare	2 314	2 468	2 592	2 811	2 276	2 718	2 950	2 792	3 153	3 422	3 421	3 638	3 395	3 964
6. University of the Free State	4 038	5 007	5 829	6 202	5 533	5 680	4 918	7 966	8 027	8 992	7 719	7 794	7 993	8 929
7. University of Johannesburg	13 168	10 230	12 404	10 181	10 142	11 902	10 443	11 311	9 784	9 574	9 953	9 970	10 534	10 424
8. University of KwaZulu-Natal	8 048	8 053	7 649	7 150	8 684	10 586	8 108	8 037	8 894	8 359	7 976	8 065	7 180	9 058
9. University of Limpopo	3 421	4 745	5 288	5 137	4 861	5 291	4 514	4 878	4 716	4 722	4 761	5 060	4 418	5 203
10. Mangosuthu University of Technology	3 032	2 769	2 510	2 840	2 883	2 684	2 791	3 138	3 677	3 439	3 658	3 463	2 718	3 435
11. University of Mpumalanga	n.a.	n.a.	n.a.	n.a.	n.a.	140	310	589	775	1 010	1 463	1 375	1 702	2 690
12. Nelson Mandela University	5 391	5 099	5 815	5 164	5 226	5 955	5 600	5 769	5 088	6 068	6 132	5 220	5 854	8 428
13. North West University	5 929	7 206	7 526	7 848	8 770	9 029	9 359	11 166	11 595	11 874	12 255	12 209	9 656	12 625
14. University of Pretoria	8 015	8 124	7 408	7 412	8 497	8 648	8 773	7 868	7 519	9 077	8 989	8 335	9 348	8 469
15. Rhodes University	1 670	1 451	1 230	1 275	1 372	1 491	1 472	1 267	1 339	1 361	1 483	1 608	1 348	1 549
16. Sefako Makgatho Health Science University	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	926	979	993	1 229	919	714	925	1 087
17. Sol Plaatje University, Northern Cape	n.a.	n.a.	n.a.	n.a.	n.a.	124	220	408	444	634	648	652	735	1 213
18. University of South Africa	40 884	47 208	60 912	52 227	33 828	34 897	43 181	19 164	54 434	67 484	48 271	78 144	36 585	43 130
19. University of Stellenbosch	4 234	4 599	4 535	3 936	4 553	5 161	5 285	5 025	5 200	5 189	5 054	5 160	5 165	5 926
20. Tshwane University of Technology	12 760	11 621	10 556	12 184	13 593	13 901	13 053	13 727	14 822	13 522	12 064	11 053	11 318	13 602
21. University of Venda	1 796	1 680	1 975	2 176	3 457	3 579	3 460	3 488	3 086	3 322	3 427	2 470	2 764	3 344
22. Vaal University of Technology	5 956	6 073	4 816	4 412	4 010	3 841	3 300	4 937	4 513	5 222	4 803	3 579	4 262	4 080
23. Walter Sisulu University	6 082	6 078	5 742	5 214	5 956	5 809	7 113	7 488	6 960	7 056	7 175	5 009	6 875	7 041
24. University of Western Cape	3 251	3 783	3 852	3 871	3 896	4 109	4 047	5 056	4 575	4 537	4 829	4 405	4 482	4 678
25. University of Witwatersrand	6 590	5 300	4 684	5 349	5 418	5 921	5 475	6 439	5 907	5 988	5 463	5 360	5 596	6 394
26. University of Zululand	4 745	4 734	3 477	3 671	3 832	4 055	3 814	3 806	3 673	3 683	3 697	3 430	3 568	4 178
<b>Total</b>	<b>164 518</b>	<b>168 388</b>	<b>179 105</b>	<b>169 765</b>	<b>158 389</b>	<b>168 356</b>	<b>171 930</b>	<b>158 891</b>	<b>193 282</b>	<b>208 661</b>	<b>187 722</b>	<b>209 522</b>	<b>169 675</b>	<b>194 714</b>

Sources: *Statistics on Post-School Education and Training in South Africa, 2021.*  
*2022 HEMIS database, data extracted in November 2023.*

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

Note 2: The term "undergraduate students" refers to students who have enrolled in a Bachelor's degree, BTech, Diploma (including advanced Diploma), Higher Certificate, Advanced Certificate and Post-Graduate Certificate in Education. It includes students enrolled in professional Bachelor's degrees such as BSc (Engineering) and MBChB), which are those that have an approved formal time of three or more years.

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

Table 10.4: Full-time Equivalent student enrolment in public HEIs by attendance mode, major field of study and institution, 2022

Institution	Contact					Distance				
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total
1. Cape Peninsula University of Technology	11 407	6 775	3 491	4 142	25 816	20	258	0	43	321
2. University of Cape Town	9 642	4 583	414	6 181	20 819	40	0	0	162	202
3. Central University of Technology, Free State	6 803	2 939	4 888	1 557	16 187	0	0	0	0	0
4. Durban University of Technology	10 048	9 635	2 755	4 157	26 594	0	0	0	0	0
5. University of Fort Hare	3 341	1 793	2 647	6 565	14 345	0	0	0	0	0
6. University of the Free State	7 124	4 280	7 152	12 624	31 180	0	490	35	126	651
7. University of Johannesburg	12 271	13 202	2 686	10 217	38 376	155	184	418	8	765
8. University of KwaZulu-Natal	11 404	4 162	7 372	11 218	34 156	0	0	0	0	0
9. University of Limpopo	7 678	2 543	2 305	6 078	18 603	0	0	0	0	0
10. Mangosuthu University of Technology	4 865	3 004	3	1 793	9 665	0	0	0	0	0
11. University of Mpumalanga	2 594	1 490	892	1 229	6 205	0	0	0	0	0
12. Nelson Mandela University	8 443	7 698	1 730	6 868	24 740	2	0	0	0	2
13. North West University	9 870	7 977	6 239	13 858	37 944	199	325	5 895	672	7 090
14. University of Pretoria	17 867	6 811	4 607	10 686	39 970	679	0	744	176	1 599
15. Rhodes University	1 995	815	808	2 977	6 595	0	38	0	21	59
16. Sefako Makgatho Health Science University	5 263	0	4	287	5 554	0	0	0	0	0
17. Sol Plaatje University, Northern Cape	857	268	1 414	672	3 211	0	0	0	0	0
18. University of South Africa	0	0	0	0	0	31 561	53 758	48 518	101 325	235 163
19. University of Stellenbosch	12 126	5 021	1 456	6 376	24 978	0	0	0	0	0
20. Tshwane University of Technology	15 793	14 491	3 332	9 916	43 532	64	6	0	133	203
21. University of Venda	4 872	1 777	1 194	4 655	12 497	0	0	0	0	0
22. Vaal University of Technology	5 620	4 439	674	3 639	14 372	0	0	0	0	0
23. Walter Sisulu University	7 007	4 882	7 559	5 498	24 945	0	0	0	0	0
24. University of Western Cape	6 033	2 063	2 402	7 831	18 330	0	0	0	0	0
25. University of Witwatersrand	14 778	5 153	2 431	7 834	30 196	6	437	0	77	519
26. University of Zululand	4 380	3 088	3 523	4 082	15 072	0	0	0	0	0
<b>Total</b>	<b>202 079</b>	<b>118 890</b>	<b>71 976</b>	<b>150 937</b>	<b>543 883</b>	<b>32 726</b>	<b>55 496</b>	<b>55 610</b>	<b>102 743</b>	<b>246 574</b>
<b>Percentage</b>	<b>37.2%</b>	<b>21.9%</b>	<b>13.2%</b>	<b>27.8%</b>	<b>100.0%</b>	<b>13.3%</b>	<b>22.5%</b>	<b>22.6%</b>	<b>41.7%</b>	<b>100.0%</b>

Source: 2022 HEMIS database, data extracted in November 2023.

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

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

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

Note 4: Definitions for fields of study used here are the same as those used in Table 10.1.

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

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

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

Table 10.5: Number of students who graduated from public HEIs by major field of study, qualification type and institution, 2022

Institution	Major Field of Study					Formal Qualification						
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Advanced Diploma and Postgraduate Certificate in	Postgraduate Below Master's Level	Master's Degrees	Doctoral Degrees	Total
1. Cape Peninsula University of Technology	3 417	2 408	1 217	604	7 646	3 937	1 395	1 771	256	238	49	7 646
2. University of Cape Town	3 008	1 673	363	1 985	7 028	181	3 258	223	1 744	1 342	280	7 028
3. Central University of Technology, Free State	1 736	859	827	353	3 775	1 708	974	640	372	64	17	3 775
4. Durban University of Technology	3 276	4 136	531	1 296	9 239	5 495	1 546	1 378	497	225	98	9 239
5. University of Fort Hare	739	438	637	1 594	3 408	52	2 360	196	631	112	57	3 408
6. University of the Free State	2 327	1 659	2 741	3 288	10 015	1 356	5 922	385	1 635	554	163	10 015
7. University of Johannesburg	3 668	4 608	1 353	2 499	12 128	1 665	5 117	1 307	2 529	1 232	278	12 128
8. University of KwaZulu-Natal	3 573	1 826	2 313	3 192	10 904	0	6 681	743	2 009	991	480	10 904
9. University of Limpopo	1 405	784	776	1 361	4 326	0	3 241	137	577	310	61	4 326
10. Mangosuthu University of Technology	1 462	1 253	0	373	3 088	2 623	84	337	44	0	0	3 088
11. University of Mpumalanga	666	216	108	240	1 230	411	578	80	132	29	0	1 230
12. Nelson Mandela University	2 470	2 501	575	1 828	7 373	2 633	2 488	981	882	306	83	7 373
13. North West University	2 672	3 341	4 761	2 962	13 735	2 072	8 053	680	2 022	695	213	13 735
14. University of Pretoria	5 775	3 124	1 890	2 764	13 553	134	7 169	372	3 725	1 821	332	13 553
15. Rhodes University	609	299	290	847	2 045	21	1 102	190	451	201	80	2 045
16. Sefako Makgatho Health Science University	1 133	0	0	41	1 174	47	746	0	223	146	12	1 174
17. Sol Plaatje University, Northern Cape	161	69	361	176	766	144	378	102	140	2	0	766
18. University of South Africa	6 257	14 322	14 668	19 027	54 273	17 570	23 991	2 956	8 224	1 007	525	54 273
19. University of Stellenbosch	3 710	2 142	641	1 968	8 462	54	3 978	301	2 403	1 448	278	8 462
20. Tshwane University of Technology	5 438	5 535	1 516	2 782	15 271	9 302	2 133	2 594	774	381	87	15 271
21. University of Venda	1 205	523	853	687	3 267	22	2 574	247	274	112	38	3 267
22. Vaal University of Technology	2 219	1 820	354	948	5 341	3 593	325	974	342	92	15	5 341
23. Walter Sisulu University	1 936	2 511	1 907	1 849	8 204	3 647	2 564	1 725	173	86	9	8 204
24. University of Western Cape	1 852	758	772	2 236	5 616	137	3 477	343	1 062	431	166	5 616
25. University of Witwatersrand	4 420	2 793	1 033	2 151	10 396	0	4 853	273	3 085	1 866	319	10 396
26. University of Zululand	870	571	1 042	955	3 438	284	2 365	375	291	74	50	3 439
<b>Total</b>	<b>66 000</b>	<b>60 166</b>	<b>41 530</b>	<b>58 006</b>	<b>225 701</b>	<b>57 088</b>	<b>97 352</b>	<b>19 310</b>	<b>34 497</b>	<b>13 765</b>	<b>3 690</b>	<b>225 702</b>

Source: 2022 HEMIS database, data extracted in November 2023.

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

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

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

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



Table 10.6: Summaries of graduation rates in public HEIs by qualification type and institution, 2022

Institution	Undergraduate Certificates and Diplomas (%)	Undergraduate Degrees (%)	Postgraduate below Master's Level	Master's Degrees (%)	Doctoral Degrees (%)
1. Cape Peninsula University of Technology	19.5	18.1	32.5	20.5	14.8
2. University of Cape Town	58.2	19.0	62.0	22.0	12.5
3. Central University of Technology, Free State	15.1	11.1	36.4	15.2	8.3
4. Durban University of Technology	28.0	19.5	64.8	19.3	15.2
5. University of Fort Hare	26.7	16.9	63.2	12.8	12.7
6. University of the Free State	44.3	19.1	61.5	25.3	16.0
7. University of Johannesburg	19.3	17.5	58.1	24.0	14.4
8. University of KwaZulu Natal	0.0	20.0	62.2	22.0	16.8
9. University of Limpopo	n.a	16.4	62.3	28.0	23.3
10. Mangosuthu University of Technology	19.5	20.8	77.2	0.0	n.a
11. University of Mpumalanga	17.8	13.1	75.9	23.0	0.0
12. Nelson Mandela University	21.4	17.0	65.0	20.6	14.6
13. North West University	37.1	20.0	71.2	24.8	13.8
14. University of Pretoria	36.0	20.1	45.3	29.4	12.8
15. Rhodes University	30.9	18.3	73.5	25.4	15.2
16. Sefako Makgatho Health Science University	42.3	15.5	62.6	12.4	7.4
17. Sol Plaatje University, Northern Cape	19.5	15.9	47.0	12.5	n.a
18. University of South Africa	16.1	11.6	32.3	21.8	19.6
19. University of Stellenbosch	26.9	19.3	68.5	29.3	16.8
20. Tshwane University of Technology	22.3	24.1	47.6	20.9	15.1
21. University of Venda	20.0	19.6	47.7	19.0	13.0
22. Vaal University of Technology	22.1	39.3	82.0	20.8	12.0
23. Walter Sisulu University	25.5	21.4	17.5	14.2	8.3
24. University of Western Cape	75.3	19.5	58.3	18.0	13.1
25. University of Witwatersrand	n.a	19.2	55.2	23.2	13.4
26. University of Zululand	20.0	17.8	55.7	10.1	13.9
Averages	20.3	16.3	47.9	23.1	14.9

Source: 2022 HEMIS database, data extracted in November 2023.

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

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

	<u>Undergraduate</u>	<u>Doctoral</u>
Contact programmes	25%	20%
Distance programmes	15%	15%

Note 3: Graduation rates include graduates and diplomates.

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

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

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

**Table 10.7: Undergraduate success rates of students in public HEIs by attendance mode, population group and institution, 2022**

Institution	Contact (%)					Distance (%)				
	African	Coloured	Indian/Asian	White	Average	African	Coloured	Indian/Asian	White	Average
1. Cape Peninsula University of Technology	74.6	84.6	83.4	92.9	77.6	54.0	62.1	89.5	80.8	60.1
2. University of Cape Town	74.8	82.3	83.7	91.8	80.4	81.5	83.6	92.2	93.1	85.3
3. Central University of Technology, Free State	56.2	64.1	68.9	77.7	56.6	n.a.	n.a.	n.a.	n.a.	n.a.
4. Durban University of Technology	85.8	85.2	89.6	85.5	86.0	n.a.	n.a.	n.a.	n.a.	n.a.
5. University of Fort Hare	84.6	85.3	89.7	80.7	84.6	n.a.	n.a.	n.a.	n.a.	n.a.
6. University of the Free State	83.5	84.1	87.9	92.5	84.2	86.1	96.5	99.1	95.0	91.4
7. University of Johannesburg	83.8	85.8	90.6	91.0	84.3	90.7	90.8	97.6	91.6	91.2
8. University of KwaZulu-Natal	88.1	87.8	93.1	91.9	88.7	n.a.	n.a.	n.a.	n.a.	n.a.
9. University of Limpopo	80.5	63.2	88.9	97.9	80.5	n.a.	n.a.	n.a.	n.a.	n.a.
10. Mangosuthu University of Technology	76.2	86.1	66.1	92.9	76.3	n.a.	n.a.	n.a.	n.a.	n.a.
11. University of Mpumalanga	77.8	76.2	60.1	83.4	77.7	n.a.	n.a.	n.a.	n.a.	n.a.
12. Nelson Mandela University	79.8	85.2	89.3	91.4	81.1	n.a.	n.a.	n.a.	n.a.	n.a.
13. North West University	83.7	80.5	87.3	89.5	85.0	92.0	89.3	95.5	91.2	91.7
14. University of Pretoria	80.6	84.7	83.2	89.3	84.1	83.4	91.5	100.0	100.0	84.0
15. Rhodes University	78.4	80.6	82.3	89.4	79.3	78.4	100.0	n.a.	100.0	80.7
16. Sefako Makgatho Health Science University	94.6	102.1	86.5	101.2	94.6	n.a.	n.a.	n.a.	n.a.	n.a.
17. Sol Plaatje University, Northern Cape	84.9	80.3	78.5	90.1	84.1	n.a.	n.a.	n.a.	n.a.	n.a.
18. University of South Africa	n.a.	n.a.	n.a.	n.a.	n.a.	68.2	72.8	77.8	78.7	69.4
19. University of Stellenbosch	71.2	77.8	81.6	87.3	82.4	n.a.	n.a.	n.a.	n.a.	n.a.
20. Tshwane University of Technology	76.0	78.4	89.8	85.0	76.1	73.1	80.6	89.2	74.9	74.7
21. University of Venda	78.6	85.4	83.9	47.6	78.6	n.a.	n.a.	n.a.	n.a.	n.a.
22. Vaal University of Technology	83.6	80.3	91.7	82.3	83.6	n.a.	n.a.	n.a.	n.a.	n.a.
23. Walter Sisulu University	87.0	77.4	93.1	94.5	87.0	n.a.	n.a.	n.a.	n.a.	n.a.
24. University of Western Cape	80.8	86.4	90.6	93.4	83.7	n.a.	n.a.	n.a.	n.a.	n.a.
25. University of Witwatersrand	75.5	82.8	84.1	89.3	78.4	93.6	100.0	100.0	100.0	95.5
26. University of Zululand	78.9	75.1	83.5	66.7	78.9	n.a.	n.a.	n.a.	n.a.	n.a.
<b>Averages</b>	<b>80.4</b>	<b>83.4</b>	<b>87.5</b>	<b>89.3</b>	<b>81.5</b>	<b>68.8</b>	<b>73.7</b>	<b>78.2</b>	<b>80.0</b>	<b>70.1</b>

Source: 2022 HEMIS database, data extracted in November 2023.

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

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

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

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

**Table 10.8: Number of permanent staff in public HEIs by population group, gender, personnel categories and institution, 2022**

Institution	African						Coloured						Indian/Asian						White					
	Instruction and Research Staff		Administrative Staff		Service Staff		Instruction and Research Staff		Administrative Staff		Service Staff		Instruction and Research Staff		Administrative Staff		Service Staff		Instruction and Research Staff		Administrative Staff		Service Staff	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1. Cape Peninsula University of Technology	112	180	260	200	403	324	132	134	273	156	142	116	26	25	19	10	0	1	114	97	61	34	1	2
2. University of Cape Town	98	152	422	483	362	182	109	87	866	476	195	91	61	51	98	36	0	0	322	283	276	140	2	0
3. Central University of Technology, Free State	63	113	162	138	228	133	9	6	32	16	6	1	4	4	2	2	0	0	72	50	42	24	1	2
4. Durban University of Technology	149	148	260	257	12	60	13	4	15	7	0	0	118	98	169	121	1	4	59	39	21	14	0	0
5. University of Fort Hare	100	160	271	191	3	22	7	6	15	5	0	1	3	0	5	2	0	0	32	28	18	14	0	0
6. University of the Free State	125	152	523	354	72	197	24	23	152	55	4	13	11	10	13	13	0	0	300	217	397	140	1	3
7. University of Johannesburg	264	358	598	793	626	568	40	32	130	40	9	2	100	72	91	23	0	0	253	209	233	113	3	1
8. University of KwaZulu-Natal	209	221	621	383	690	572	18	10	68	26	0	2	182	126	306	232	6	34	122	100	94	39	1	0
9. University of Limpopo	226	386	284	217	22	43	2	3	5	2	0	0	5	7	5	1	0	0	22	17	14	10	0	0
10. Mangosuthu University of Technology	63	110	178	145	15	26	2	0	2	3	0	0	17	29	6	5	0	0	6	3	3	2	0	0
11. University of Mpumalanga	59	93	125	99	109	67	0	1	1	0	0	0	4	0	1	2	0	0	12	10	5	3	0	0
12. Nelson Mandela University	123	125	346	201	338	269	73	48	187	107	33	14	20	19	34	14	1	1	164	147	202	102	4	5
13. North West University	234	363	511	425	119	142	33	35	133	85	6	10	16	18	20	17	0	0	534	445	739	323	5	15
14. University of Pretoria	175	174	605	492	527	825	24	14	106	32	1	16	63	25	57	25	0	0	448	346	450	197	1	9
15. Rhodes University	60	67	186	115	232	173	16	15	55	50	16	23	8	3	8	6	0	0	95	104	93	43	0	1
16. Solako Makgatho Health Science University	322	257	279	213	266	257	2	3	1	2	0	0	23	28	1	1	0	0	38	32	39	10	0	0
17. Sol Plaatje University, Northern Cape	34	67	76	77	113	78	6	9	33	22	44	13	3	2	1	1	0	1	10	10	11	12	2	1
18. University of South Africa	487	625	1540	1428	286	108	23	31	79	50	2	1	71	34	47	31	0	0	363	189	321	157	0	0
19. University of Stellenbosch	64	74	191	111	12	15	115	91	659	446	69	102	23	29	28	20	0	0	443	456	668	262	1	0
20. Tshwane University of Technology	211	347	629	652	629	333	10	5	20	5	1	0	13	15	17	8	0	0	154	120	208	85	0	2
21. University of Venda	172	277	206	202	34	25	2	0	0	2	0	0	3	1	0	0	0	0	6	8	1	1	0	0
22. Vaal University of Technology	91	143	232	156	115	61	3	2	6	0	1	0	7	3	4	7	0	0	62	33	54	21	1	2
23. Walter Sisulu University	345	459	603	533	40	40	7	3	8	3	0	1	13	25	5	2	0	0	23	30	8	11	0	0
24. University of Western Cape	42	38	124	88	3	2	137	103	401	266	1	17	37	16	21	19	0	0	117	65	22	21	0	0
25. University of Witwatersrand	182	242	1378	1112	174	304	42	23	124	36	1	2	91	46	129	62	0	1	304	281	138	65	0	0
26. University of Zululand	115	143	350	271	43	56	0	0	2	0	0	0	12	17	10	3	0	1	22	25	10	7	1	0
<b>Total</b>	<b>4 125</b>	<b>5 474</b>	<b>10 960</b>	<b>9 336</b>	<b>5 473</b>	<b>4 882</b>	<b>849</b>	<b>688</b>	<b>3 373</b>	<b>1 892</b>	<b>531</b>	<b>425</b>	<b>934</b>	<b>703</b>	<b>1 097</b>	<b>663</b>	<b>8</b>	<b>43</b>	<b>4 097</b>	<b>3 344</b>	<b>4 128</b>	<b>1 850</b>	<b>24</b>	<b>43</b>

Source: 2022 HEMIS database, data extracted in November 2023.

- Note 1: A permanent staff member is defined as an employee who contributes to an institutional pension or retirement fund.
- Note 2: Instruction/research staff (also referred to as academic staff) are those who spend more than 50% of their official time on duty on instruction and research activities.
- Note 3: The category "administrative staff" includes all executive and professional staff who spend less than 50% of their official time on duty on instruction and research activities, as well as all technical and office staff.
- Note 4: The category "service staff" includes all staff, such as cleaners, gardeners, security guards and messengers, who are not engaged in supervisory or administrative functions linked to an office.
- Note 5: Black staff, for the purpose of this summary table, includes all African, Coloured and Indian/Asian staff employed on a permanent contract.
- Note 6: As a result of rounding off, numbers may not necessarily add up to totals.

**Table 10.9: Number and percentage of permanent staff in public HEIs, by population group, gender, personnel categories and institution, 2022**

Institution	Total Permanent Staff				% of Black Staff in Total			% of Female Staff in Total		
	Instruction and Research Staff	Administrative Staff	Service Staff	Total	Instruction and Research Staff	Administrative Staff	Service Staff	Instruction and Research Staff	Administrative Staff	Service Staff
1. Cape Peninsula University of Technology	820	1 013	989	2 822	74.3	90.6	99.7	46.8	60.5	55.2
2. University of Cape Town	1 192	2 820	834	4 846	46.8	84.4	99.5	50.6	59.3	67.3
3. Central University of Technology, Free State	321	418	371	1 110	62.0	84.2	99.2	46.1	56.9	63.3
4. Durban University of Technology	676	872	77	1 625	78.4	95.1	100.0	51.8	53.4	16.9
5. University of Fort Hare	336	521	26	883	82.1	93.9	100.0	42.3	59.3	11.5
6. University of Free State	862	1 647	290	2 799	40.0	67.4	98.6	53.4	65.9	26.6
7. University of Johannesburg	1 328	2 021	1 209	4 558	65.2	82.9	99.7	49.5	52.1	52.8
8. University of KwaZulu-Natal	1 176	1 795	1 306	4 277	65.1	91.1	99.8	48.1	61.2	53.4
9. University of Limpopo	668	538	65	1 271	94.2	95.5	100.0	38.2	57.2	33.8
10. Mangosuthu University of Technology	230	344	41	615	96.1	98.5	100.0	38.3	54.9	36.6
11. University of Mpumalanga	179	236	176	591	87.7	96.6	100.0	41.9	55.9	61.9
12. Nelson Mandela University	719	1 193	665	2 577	56.7	74.5	98.6	52.9	64.5	56.5
13. North West University	1 678	2 253	297	4 228	41.7	52.9	93.3	48.7	62.3	43.8
14. University of Pretoria	1 269	1 964	1 379	4 612	37.4	67.1	99.3	55.9	62.0	38.4
15. Rhodes University	368	556	445	1 369	45.9	75.5	99.8	48.6	61.5	55.7
16. Sefako Makgatho Health Science University	705	546	523	1 774	90.1	91.0	100.0	54.6	58.6	50.9
17. Sol Plaatje University, Northern Cape	141	233	252	626	85.8	90.1	98.8	37.6	51.9	63.1
18. University, South Africa	1 823	3 653	397	5 873	69.7	86.9	100.0	51.8	54.4	72.5
19. University, Stellenbosch	1 295	2 385	199	3 879	30.6	61.0	99.5	49.8	64.8	41.2
20. Tshwane University of Technology	875	1 624	965	3 464	68.7	82.0	99.8	44.3	53.8	65.3
21. University of Venda	469	412	59	940	97.0	99.5	100.0	39.0	50.2	57.6
22. Vaal University of Technology	344	480	180	1 004	72.4	84.4	98.3	47.4	61.7	65.0
23. Walter Sisulu University	910	1 175	82	2 167	93.6	98.2	98.8	42.6	53.2	48.8
24. University of Western Cape	683	973	23	1 679	54.6	94.5	100.0	54.6	58.9	17.4
25. University of Witwatersrand	1 211	3 044	482	4 737	51.7	93.3	100.0	51.1	58.1	36.3
26. University of Zululand	334	653	101	1 088	85.9	97.4	99.0	44.6	57.0	43.6
<b>Total</b>	<b>20 612</b>	<b>33 369</b>	<b>11 433</b>	<b>65 414</b>	<b>62.0</b>	<b>81.9</b>	<b>99.4</b>	<b>49.0</b>	<b>58.7</b>	<b>52.8</b>

Source: 2022 HEMIS database, data extracted in November 2023.

- Note 1: A permanent staff member is defined as an employee who contributes to an institutional pension or retirement fund.
- Note 2: Instruction/research (also referred to as academic staff) are those who spend more than 50% of their official time on duty on instruction and research activities.
- Note 3: The category "administrative" includes all executive and professional staff who spend less than 50% of their official time on duty on instruction and research activities, as well as all technical and office staff.
- Note 4: The category "service" includes all staff, such as cleaners, gardeners, security guards and messengers, who are not engaged in supervisory or administrative functions linked to an office.
- Note 5: Black staff, for the purpose of this summary table, includes all African, Coloured and Indian/Asian staff employed on a permanent contract.
- Note 6: As a result of rounding off, numbers and percentages may not necessarily add up to totals.

Table 10.10: Enrolment cycle count of students in TVET colleges by college and qualification category, 2022

College	NC(V)	Report 191 (N1-N6)	Occupational Qualifications	Skills Programmes	PLP	Level 5 and Level 6 Qualifications	Total
1. Boland TVET College	1 177	8 233	1 087	0	115	210	10 822
2. Buffalo City TVET College	2 193	3 826	43	0	75	0	6 137
3. Capricorn TVET College	5 501	9 933	539	1 329	100	0	17 402
4. Central Johannesburg TVET College	1 941	11 176	46	0	0	0	13 163
5. Coastal TVET College	4 572	9 796	313	113	191	0	14 985
6. College of Cape Town for TVET	3 168	7 223	1 378	99	61	88	12 017
7. Eastcape Midlands TVET College	1 450	3 909	115	31	111	11	5 627
8. Ehlanzeni TVET College	3 940	3 678	97	0	70	0	7 785
9. Ekurhuleni East TVET College	3 809	11 547	428	105	121	0	16 010
10. Ekurhuleni West TVET College	6 795	6 964	38	22	151	0	13 970
11. Elangeni TVET College	3 874	5 364	203	6	78	0	9 525
12. Esayidi TVET College	2 574	8 808	172	0	98	0	11 652
13. False Bay TVET College	1 496	7 420	315	595	126	231	10 183
14. Flavius Mareka TVET College	582	9 035	264	0	60	0	9 941
15. Gert Sibande TVET College	5 563	7 310	353	0	87	0	13 313
16. Goldfields TVET College	1 139	4 770	41	469	0	0	6 419
17. Ikhala TVET College	1 822	4 859	0	0	20	0	6 701
18. Ingwe TVET College	2 659	5 705	0	0	84	0	8 448
19. King Hintsa TVET College	1 362	3 909	30	0	138	0	5 439
20. King Sabata Dalindyebo TVET College	2 906	6 759	0	0	98	0	9 763
21. Lephale TVET College	788	513	377	0	21	0	1 699
22. Letaba TVET College	2 264	3 776	3 849	0	0	0	9 889
23. Lovedale TVET College	1 621	4 358	150	0	85	0	6 214
24. Majuba TVET College	5 520	18 677	472	438	119	90	25 316
25. Maluti TVET College	3 609	5 671	221	223	40	0	9 764
26. Mnambithi TVET College	1 754	5 329	161	79	79	0	7 402
27. Mopani TVET College	3 652	2 828	0	0	98	0	6 578
28. Motheo TVET College	1 816	14 745	155	159	101	34	17 010
29. Mthashana TVET College	1 602	4 646	16	0	129	0	6 393
30. Nkangala TVET College	3 869	9 336	60	0	96	0	13 361
31. Northern Cape Rural TVET College	757	4 589	312	0	53	19	5 730
32. Northern Cape Urban TVET College	769	3 838	78	0	221	0	4 906
33. Northlink TVET College	2 280	17 095	490	25	131	166	20 187
34. Orbit TVET College	2 195	3 246	45	0	62	0	5 548
35. Port Elizabeth TVET College	1 854	5 527	24	0	203	0	7 608
36. Sedibeng TVET College	3 380	11 645	0	0	92	0	15 117
37. Sekhukhune TVET College	1 371	3 716	455	0	77	0	5 619
38. South Cape TVET College	762	5 632	262	37	0	275	6 968
39. South West Gauteng TVET College	6 639	10 999	543	0	77	0	18 258
40. Taletso TVET College	2 055	6 282	0	0	105	0	8 442
41. Thekwini TVET College	2 074	5 673	244	43	81	0	8 115
42. Tshwane North TVET College	2 942	12 146	17	6	124	0	15 235
43. Tshwane South TVET College	2 640	9 428	725	315	173	0	13 281
44. Umfolozi TVET College	4 190	5 567	183	191	42	60	10 233
45. Umgungundlovu TVET College	2 141	4 049	130	0	49	0	6 369
46. Vhembe TVET College	5 411	10 109	186	0	99	0	15 805
47. Vuselela TVET College	2 212	6 667	66	182	130	0	9 257
48. Waterberg TVET College	3 037	985	164	0	30	73	4 289
49. West Coast TVET College	2 101	6 281	990	0	48	263	9 683
50. Western TVET College	1 899	12 998	0	38	71	0	15 006
<b>Total</b>	<b>135 727</b>	<b>356 575</b>	<b>15 837</b>	<b>4 505</b>	<b>4 420</b>	<b>1 520</b>	<b>518 584</b>

Source: 2022 Student headcount listing with verification checks 20240420FINAL.

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

Note 2: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

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

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

Note 5: Skills programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (credit bearing). It also includes programme enrolment numbers that were misreported in 2010-2019. The correct reporting is recorded in the 2020 data going forward.

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

Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2022, namely, Ikhala, Ingwe, King Sabata Dalindyebo, Mopani, Sedibeng, Taletso and Western TVET Colleges.

Note 8: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

Table 10.11: Funding allocated for public HEIs, by institution name, 2018/19 - 2022/23

Institution name	2018/19	2019/20	2020/21	2021/22	2022/23
	Total amount allocated (R'000)	Total amount allocated (R'000)	Total amount allocated (R'000)	Total amount allocated (R'000)	Total amount allocated (R'000)
1. Cape Peninsula University of Technology	1 410 494	1 574 033	1 569 195	1 719 203	1 426 053
2. University of Cape Town	1 786 486	1 854 928	1 851 735	1 885 988	1 951 553
3. Central University of Technology, Free State	674 133	690 150	920 681	807 715	909 932
4. Durban University of Technology	1 234 530	1 365 212	1 466 708	1 411 351	1 602 116
5. University of Fort Hare	701 865	961 474	1 059 869	846 217	912 029
6. University of the Free State	1 528 562	1 628 630	1 634 523	1 654 954	1 961 626
7. University of Johannesburg	2 185 612	2 626 074	2 615 532	2 693 945	2 631 091
8. University of KwaZulu-Natal	2 374 318	2 692 336	2 936 829	2 796 113	2 951 925
9. University of Limpopo	1 015 681	1 451 549	1 269 675	1 164 609	1 244 954
10. University of Mpumalanga	980 345	1 063 589	1 069 647	911 937	963 210
11. Mangosuthu University of Technology	624 824	563 736	677 507	556 692	630 023
12. Nelson Mandela University	1 352 395	1 384 441	1 362 712	1 631 473	1 595 579
13. North West University	2 148 988	2 566 843	2 298 083	2 328 664	2 549 469
14. University of Pretoria	2 744 115	3 105 279	3 143 953	3 190 157	3 354 071
15. Rhodes University	638 618	772 549	559 109	584 858	622 177
16. Sefako Makgatho Health Sciences University	743 085	998 938	936 496	1 037 401	1 134 656
17. Sol Plaatje University, Northern Cape	610 164	692 146	762 922	668 169	730 421
18. University of South Africa	3 758 744	4 356 776	4 632 420	4 706 779	5 276 257
19. University of Stellenbosch	1 957 801	2 086 014	2 033 820	2 088 407	2 283 446
20. Tshwane University of Technology	2 097 579	2 613 579	2 610 607	2 913 998	2 906 052
21. University of Venda	694 550	891 018	1 042 459	870 576	1 106 746
22. Vaal University of Technology	869 491	837 950	863 376	1 015 254	943 203
23. Walter Sisulu University	932 226	1 137 950	1 177 790	1 310 132	1 446 074
24. University of Western Cape	1 291 327	1 326 011	1 249 802	1 295 258	1 577 864
25. University of Witwatersrand	1 920 667	2 420 586	2 350 634	2 345 788	2 685 708
26. University of Zululand	620 278	697 150	974 295	611 807	956 577
<b>Total</b>	<b>36 896 878</b>	<b>42 358 941</b>	<b>43 070 379</b>	<b>43 047 445</b>	<b>46 352 812</b>

Source: DHET Annual Report 2018/19 - 2022/23.

Table 10.12: Funding allocated for TVET colleges, by college name, 2018/19 - 2022/23

College name	2018/19	2019/20	2020/21	2021/22	2022/23
	Total amount allocated (R'000)	Total amount allocated (R'000)	Total amount allocated (R'000)	Total amount allocated (R'000)	Total amount allocated (R'000)
1. Boland TVET College	69 499	85 114	75 179	48 563	53 427
2. Buffalo City TVET College	66 077	69 443	74 073	73 262	64 602
3. Capricorn TVET College	80 306	190 257	212 683	186 490	183 179
4. Central JHB TVET College	69 604	96 816	84 097	96 955	147 394
5. Coastal TVET College	109 162	145 109	162 354	154 578	206 832
6. Cape Town TVET College	75 477	89 927	94 184	66 566	66 041
7. East Cape Midlands TVET College	78 922	126 899	79 064	63 915	64 968
8. Ehlanzeni TVET College	105 329	147 774	157 398	153 909	137 514
9. Ekurhuleni East TVET College	85 131	135 826	158 140	157 072	148 870
10. Ekurhuleni West TVET College	103 918	171 774	209 484	188 975	196 095
11. Elangeni TVET College	87 873	105 016	114 522	104 678	110 472
12. Esayidi TVET College	76 330	91 493	145 355	104 378	142 825
13. False Bay TVET College	451 248	81 994	69 654	57 353	70 278
14. Flavius Mareka TVET College	45 854	49 576	47 944	31 346	44 235
15. Gert Sibande TVET College	163 934	164 357	167 220	204 291	337 705
16. Goldfields TVET College	42 770	47 751	56 453	45 180	47 367
17. Ikhala TVET College	50 750	93 160	108 974	74 198	98 043
18. Ingwe TVET College	63 493	74 374	87 570	123 906	70 482
19. King Hintsa TVET College	52 729	76 747	40 879	56 379	42 459
20. King Sabata Dalindyebo TVET College	63 087	86 242	91 463	83 201	78 100
21. Lephale TVET College	34 199	9 726	9 826	8 168	19 781
22. Letaba TVET College	46 939	104 366	65 946	84 256	89 269
23. Lovedale TVET College	53 154	48 849	53 073	52 384	56 696
24. Majuba TVET College	151 873	220 240	237 855	238 224	342 483
25. Maluti TVET College	52 922	85 065	109 573	87 956	85 127
26. Mnambithi TVET College	59 173	65 916	69 998	63 476	67 881
27. Mopani South East TVET College	71 314	84 187	100 097	96 460	88 769
28. Motheo TVET College	73 064	102 463	98 033	87 886	91 319
29. Mthashana TVET College	54 014	100 344	81 216	125 047	139 500
30. Nkangala TVET College	116 251	147 408	166 578	167 253	155 572
31. Northern Cape Rural TVET College	72 430	48 358	53 837	43 424	52 714
32. Northern Cape Urban TVET College	76 189	84 845	87 196	87 143	74 399
33. Northlink TVET College	98 281	132 876	112 602	89 097	101 994
34. Orbit TVET College	145 942	88 821	81 301	76 780	77 545
35. Port Elizabeth TVET College	91 095	50 854	46 010	42 501	49 820
36. Sedibeng TVET College	81 874	148 707	182 986	161 980	163 738
37. Sekhukhune TVET College	49 181	45 776	39 730	32 388	57 643
38. South Cape TVET College	56 161	27 096	21 409	18 072	27 016
39. South West Gauteng TVET College	103 535	251 106	325 167	328 783	316 076
40. Taletso TVET College	75 993	89 341	101 226	131 078	100 471
41. Thekwini TVET College	60 824	60 959	65 373	64 102	56 584
42. Tshwane North TVET College	83 949	131 568	134 582	159 330	127 246
43. Tshwane South TVET College	98 080	146 015	58 086	76 143	85 383
44. Umfolozi TVET College	113 039	235 179	159 706	186 823	171 935
45. Umgungndlovu TVET College	55 078	55 156	106 483	122 847	89 900
46. Vhembe TVET College	90 812	136 609	126 439	102 318	106 354
47. Vuselela TVET College	80 854	92 098	92 723	91 879	108 537
48. Waterberg TVET College	46 973	61 836	74 316	70 223	62 095
49. West Coast TVET College	66 287	89 131	89 148	88 138	87 962
50. Western College TVET College	86 565	130 421	127 838	125 165	126 221
<b>Total</b>	<b>4 287 538</b>	<b>5 204 965</b>	<b>5 315 043</b>	<b>5 184 519</b>	<b>5 490 918</b>

Source: DHET Annual Report 2018/19 - 2022/23.

Note: Funding allocated to TVET colleges includes the amounts that were transferred to TVET colleges for subsidies and training purposes and not the operational costs that are directly paid by the Department.

Table 10.13: Funding allocation for CET colleges, by college name, 2018/19 - 2022/23

College name	2018/19	2019/20	2020/21	2021/22	2022/23
	Total amount allocated (R'000)	Total amount allocated (R'000)	Total amount allocated (R'000)	Total amount allocated (R'000)	Total amount allocated (R'000)
1. Eastern Cape CET College	7 831	10 273	15 682	23 397	24 009
2. Free State CET College	5 071	7 808	10 979	16 096	16 690
3. Gauteng CET College	32 146	49 315	43 485	52 684	54 759
4. KwaZulu-Natal CET College	9 098	10 894	32 993	41 311	43 205
5. Limpopo CET College	14 510	18 925	12 546	19 071	19 944
6. Mpumalanga CET College	14 594	18 080	12 545	17 425	18 145
7. Northern Cape CET College	2 085	2 687	6 627	8 965	9 397
8. North West CET College	15 167	19 941	9 409	13 213	13 676
9. Western Cape CET College	9 421	12 912	12 546	14 617	15 326
<b>Total</b>	<b>109 923</b>	<b>150 835</b>	<b>156 812</b>	<b>206 779</b>	<b>215 151</b>

Source: DHET BAS report, 2018 - 2022.

Note: Funding includes subsidy amounts transferred in respect of Community Learning Centres and not the operational costs that are directly paid by the Department.



## 11. EXPLANATORY NOTES

### 11.1 INTRODUCTION

These explanatory notes provide information about data sources and some methodological issues pertaining to the data submitted to the Department for the compilation of this publication.

### 11.2 SCOPE

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

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

### 11.3 METHODOLOGY

Data pertaining to private colleges and private HEIs are provided to the Department in an aggregated format owing to the unavailability of Unit Level Record (ULR) data, while public HEIs, TVET colleges, CET colleges and SETAs submit ULR data as per the format prescribed by the Department. TVET colleges started submitting ULR data in 2016 through the Technical and Vocational Education and Training Management Information System (TVETMIS), while SETAs started submitting data through the Skills Education and Training Management Information System (SETMIS) in the 2019/20 financial year. CET colleges have been submitting their ULR data since 2019, and started using the Community Education and Training Management Information System (CETMIS) in 2023 to capture 2022 student enrolment data. Aggregated data for previous years was used to report on enrolment and workplace-based learning programmes prior to implementation of the above-mentioned Management Information Systems.

Previous statistical data on TVET colleges reported on programme headcount, which reflected the total number of enrolments for the enrolment cycle, irrespective of the unique student identity number. Thus, all programme and subject enrolments were counted, whether the same student is counted more than once.

Since the implementation of TVETMIS, data used for TVET colleges reports on an enrolment cycle count of students, where a student is counted only once in an enrolment period/cycle, irrespective of the programme and subject enrolment and taking into account the college the student is registered at. There are six (6) enrolment intakes/cycles at TVET colleges during an academic year – i.e. annual, trimester (3) and semester (2). Enrolment into the NC(V) and PLP qualifications occurs once a year, while Report 191 Engineering Studies intake is in trimesters, and enrolment for Report 191 Business and General Studies programmes is in semesters.

The data in this publication is as received from the institutions and entities, with no imputation or weighting applied. Data for CET and private colleges covers enrolment up to October of every year.

#### 11.4 RESPONSE RATES

The response rates to data submitted to the Department with respect to 2022 data are as follows:

- Public HEIs: **100%**
- Private HEIs: **96.9%**
- TVET colleges: **100.0%**
- Private colleges: **56.0%**
- CET colleges: **80.0%**

## 12. GLOSSARY

### Administration Costs

An administration costs incurred by SETAs, as defined in Regulation 1 of the SETA Grant regulations regarding monies received by a SETA and related matters. *The Sector Education and Training Authorities (SETAs) Grant Regulations Regarding Monies Received by a SETA and Related Matters, 2012.*

### Administrative staff

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

### Age

The number of years from the date of birth to the year in which the data collection is being undertaken. Department of Higher Education and Training, adapted from Statistics South Africa: *Concepts and Definitions for Statistics South Africa, 2017.*

### Apprenticeship

A period of workplace based learning culminating in an occupational qualification for a listed trade. *Sector Education and Training Authorities (SETAs) Workplace Based Learning programme Agreement Regulations, 2018.*

### Artisan

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

### Artisanal Learning Programme

An apprenticeship, learnership, skills programme undertaken at the workplace conclude with a trade test which is undertaken for an occupation that is part of the official list of artisan occupations. *Skills Development Act, 1998, Schedule 2, Listing of Occupations as Trades for which Artisan Qualifications are required, Gazette no. 35625 of 31 August 2012.*

### Bachelor's degree

A qualification with an NQF exit level of 7 or 8 and minimum total credits of 360 or 480. *Higher Education Qualifications Sub-Framework, 2013.*

### Barriers to learning

Systematic and/or intrinsic difficulties that prevent students from effective learning. DBE, Policy on Screening, Identification, Assessment and Support, 2014.

**Bursary**

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

**Certification**

Formal Recognition of a qualification or part-qualification awarded to a successful learner. *National Qualifications Framework: Standard Glossary of Terms, 2013*.

**College**

(a) a public college that is established or declared as:

- (i) a technical and vocational education and training college; or
- (ii) a community education and training college; or

(b) a private college that is established, declared or registered under the Community Education Act, but does not include a college under the authority of a government department other than the Department of Higher Education and Training. *Continuing Education and Training Act, 2006 (Act No. 16 of 2006)*.

**Completion rate**

The proportion of students who successfully completed a qualification or part-qualification in an academic cycle, expressed as a percentage of the number of students who were eligible to complete the level and are assessed in that academic cycle.

**Comprehensive University**

An institution that provides higher education on a full-time, part-time or distance basis which is established or deemed to be established as a public higher education institution under the Higher Education Act, (Act No. 101 of 1997), declared as a public higher education institution under the Higher Education Act, (Act No. 101 of 1997), or registered or conditionally registered as a private higher education institution under the Higher Education Act, (Act No. 101 of 1997). *Higher Education Act, 1997 (Act No. 101 of 1997)*.

**Continuing Education and Training**

All learning and training programmes leading to qualifications or part-qualifications at levels 1 to 4 of the NQF contemplated in the National Qualifications Framework Act, 2008 (Act 67 of 2008) provided for at a college in terms of the Continuing Education and Training Act. *Continuing Education and Training Act, 2006 (Act No. 16 of 2006) (as amended)*.

**Contact student**

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

**Disability**

The loss or elimination of opportunities to take part in the life of the community, equitably with others, that is encountered by persons having physical, sensory, psychological, developmental, learning, neurological or other impairments, which may be permanent, temporary or episodic in nature; thereby causing activity limitations and participation restriction within the mainstream society. Department of Higher Education and Training: *Strategic Policy Framework on Disability for the Post-School Education and Training System, 2018*.

**Distance student**

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

**Doctoral degree**

A postgraduate qualification with an NQF exit level 10 and minimum total credits of 360. Higher Education Qualifications Sub-Framework, 2013.

**Examination**

A component of the assessment that refers to the culmination of the summative assessment process when students/learners are subjected to a final sitting at the end of the learning process. Department of Higher Education and Training: *Regulations on the Assessment Process and Procedures for Adult Education and Training NQF Level 1, 2013*.

**Financial year**

The twelve months according to which organisations and government departments budget and account. Department of Higher Education and Training: *adapted from the National Treasury Glossary, 2018*.

**First-time entering student**

A person who is enrolled at a PSET institution and has not enrolled at a similar institution in the past. Department of Higher Education and Training: *adapted from Higher Education Management Information System Valpac Glossary, 2007*.

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

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

**Funding**

The process of providing financial assistance for a particular purpose or intervention, to either an enrolled student or the institution.

**Gender**

Social distinction between males and females. Statistics South Africa: *Concepts and Definitions for Statistics South Africa, 2010*.

**General Education and Training (GET)**

All learning and training programmes leading to a qualification on Level 1 of the National Qualifications Framework. *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

**General Education and Training Certificate (GETC)**

A certificate to be awarded on to learners on completion of Adult Education and Training Level 4. Department of Higher Education and Training: *Regulations on the assessment process and procedures for Adult Education and Training (AET) National Qualifications Framework (NQF) Level 1, 2018*.

**Graduate**

A student who has satisfied all the requirements of the degree, diploma or certificate for which he/she was enrolled. Adapted from the *Department of Education Manual: South African Post-Secondary Education (SAPSE), 1982, 1995*.

**Graduation rate**

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

**Headcount enrolment**

Unduplicated number of students enrolled in a PSET institution at a given time in an academic year, regardless of their course load, or number of programmes enrolled in.

**Headcount, enrolment cycle**

A count of students once in every enrolment period/cycle. There are six enrolment intakes/cycles at TVET and private colleges during an academic year: annual, 3 trimester intakes, and 2 semester intakes. Students are counted once in each intake, and in instances where a student is enrolled in more than one programme in a cycle, they are counted at the highest-level programme they are enrolled in.

**Higher certificate**

An entry-level higher education qualification with NQF exit level 5 and minimum total credits of 120. *Higher Education Qualification Sub-Framework, 2013*.

**Higher Education Institution (HEI)**

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

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

**Honours degree**

A postgraduate specialisation qualification with NQF exit level 8 and minimum total credits of 120. *Higher Education Qualification Sub-Framework, 2013.*

**Internship**

Internship programmes are structured, planned, and managed workplace-based learning programmes that aim to provide practical experience to higher education or further education graduates in their field of study (*HRSC, 2010*).

**Instruction and research staff/Academic staff**

Any person appointed to teach or to do research at a public higher education institution and any other employee designated as such by the council of that institution. *Higher Education Act, 1997 (Act No. 101 of 1997).*

**Learning programme**

A structured and purposeful set of learning experiences that leads to a qualification or part-qualification and includes a studentship, an apprenticeship, a skills programme and any other prescribed learning programme which includes a structured work experience component. Adapted from *South African Qualifications Authority, Policy and Criteria for the Registration of Qualifications and Part-Qualifications on the NQF, 2013.*

**Learnership**

A period of workplace based learning culminating in an occupational qualification or part-qualification. *Sector Education and Training Authorities (SETAs) Workplace Based Learning Programme Agreement Regulations, 2018.*

**Lecturer**

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

**Loan**

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

**Mandatory Grant**

Funds designated as mandatory grants contemplated in regulation 4 to fund the education and training programmes as contained in the Workplace Skills Plan (WSP) and Annual Training Report (ATR) of a SETA. *The Sector Education and Training Authorities (SETAs) Grant Regulations Regarding Monies Received by a SETA and Related Matters, 2012.*

**Major field of study**

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

**Management staff**

A position in which the primary function is the management of the institution or one of its major divisions or sections. In colleges, it refers to a principal and vice-principal of a public college. *Continuing Education and Training Act, 2006 (Act No. 16 of 2006)* (as amended).

**Master's degree**

A postgraduate qualification with an NQF exit level 9 and minimum total of 180 credits. *Higher Education Qualifications Sub-Framework, 2013.*

**Master list of institutions**

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

**Mixed mode of delivery**

The interaction between institutional teachers or institutional supervisors and students is undertaken through a mixture of contact and distance modes of delivery. Department of Higher Education and Training: *adapted from Higher Education Management Information System Valpac Glossary, 2007.*

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

A qualification with 120 to 140 minimum credits at levels 2, 3 or 4 of the NQF that will be awarded to students who comply with the national policy requirements of the NC(V). The qualification comprises both internal and external components of assessment and is quality assured by Umalusi.

**National Skills Fund**

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



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

*National Skills Fund Annual Report, 2014/2016.*

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

The National Student Financial Aid Scheme was established in terms of the *National Student Financial Aid Scheme Act, 1999 (Act No. 56 of 1999)*. It is responsible for providing loans and bursaries to eligible students at all public universities, Technical and Vocational Education and Training (TVET) colleges (formerly known as Further Education and Training [FET] colleges) throughout the country. Further mandates for the entity include the recovery of student loans and raising funds for student loans and bursaries, and to recover the loans from students once they are employed. *National Student Financial Aid Scheme Annual Report, 2015/2016.*

### **Occasional student**

A person who satisfies the statutory requirements for entry into a formally approved qualification offered by the institution, who is effectively registered for an approved course, but who is not registered for an approved qualification. Department of Higher Education and Training: *Higher Education Management Information System Valpac glossary, 2007.*

### **Occupational qualification**

A qualification that consist of a minimum of 25 credits associated with a trade, occupation or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external summative assessment. *Quality Council for Trades and Occupations (QCTO): Assessment Policy for Qualifications and Part-Qualifications on the Occupational Qualifications Sub-Framework, 2013.*

### **Part-qualification**

An assessed unit of learning with a clearly defined purpose that is, or will be, registered as part of a qualification on the NQF. Department of Higher Education and Training: *adapted from the National Qualifications Framework Act, 2008 (Act No. 67 of 2008.)*

### **Permanent staff**

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

**Population group**

Classification of people by race. The following categories are provided in the census: Black African, Coloured, Indian/Asian, White, other. Statistics South Africa: *Concepts and Definitions for Statistics South Africa, 2017*.

**Postgraduate, below Master's level**

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

**Postgraduate qualification**

Qualification at levels 8 to 10 on the HEQSF, excluding professional qualification at level 8. Higher Education Qualification Sub-Framework, 2013

**Post-School Education and Training Institution (PSETI)**

Education and training institutions that include universities, national institutes of higher education and private higher education institutions, technical and vocational education and training colleges, private colleges, community education and training colleges, and skills development providers. These are established, declared or registered by any law assigned to the Minister of Higher Education, Science and Innovation. Department of Higher Education and Training: *adapted from the White Paper for Post-School Education and Training, 2013*

**Part-qualification**

An assessed unit of learning with a clearly defined purpose that is, or will be, registered as part of a qualification on the NQF. Department of Higher Education and Training: *adapted from the National Qualifications Framework Act, 2008 (Act No. 67 of 2008.)*

**Permanent staff**

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

**Population group**

Classification of people by race. The following categories are provided in the census: Black African, Coloured, Indian/Asian, White, other. Statistics South Africa: *Concepts and Definitions for Statistics South Africa, 2017*.

**Post graduate, below Master's level**

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

**Post-School Education and Training (PSET) sector**

A sector that comprises all education and training provision for those who have completed school, those who did not complete their schooling, and those who never attended school. Department of Higher Education and Training: *White Paper for Post-School Education and Training, 2013*.

**Pre-Vocational Learning Programme (PLP)**

A foundational learning programme to prepare students for access into a specific vocational or occupational learning pathway at TVET colleges such as the NCV programmes at NQF level 2, N1 Engineering Studies programmes (Report 190) and occupational programmes at NQF levels 2 to 4.

**Private College**

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

**Private Higher Education Institution**

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

**Public college**

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

- (a) established or regarded as having been established as a public college under section 3 of this Act; or
- (b) declared as a public college under section 4 of the Continuing Education and Training Act, 2006.

*Continuing Education and Training Act, (Act No. 16 of 2006)*.

**Public Higher Education Institution**

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

**Qualification**

The formal recognition of the achievement of the required number and range of credits and such other requirements at specific levels of the National Qualifications Framework, as may be determined by the relevant bodies registered for such purpose by the South African Qualifications Authority. *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

**Recognition of Prior Learning (RPL)**

The principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development. *National Qualifications Framework Standard Glossary of Terms, 2017*.

**Report 191**

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

**Report 550**

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

**Response rate**

Proportion of eligible respondents who submitted data with usable information to total number of eligible respondents. Department of Higher Education and Training, adapted from Statistics South Africa: *Concepts and Definitions for Statistics South Africa, 2017.*

**South African Qualifications Authority (SAQA)**

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

**Service staff (HEIs)**

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

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

A Sector Education and Training Authority established in terms of section 9(1) of the Skills Development Act to develop and implement sector skills plans and promote learning programmes, including workplace learning. *Skills Development Act, 1998 (Act No. 97 of 1998).*

**Skills programme**

A skills programme that:

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

**Student**

Any person enrolled as a student at any PSET institution. *Adapted from the Higher Education Act, 1997 (Act No. 101 of 1997) and Continuing Education Act, 2006 (Act No. 16 of 2006) (as amended).*

**Success rate**

A proportion of Full-Time Equivalent (FTE) passes relative to FTE enrolments at a PSET institution.

**Support staff**

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

**Undergraduate courses**

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

**Undergraduate student**

Student enrolled in a Bachelor's degree, BTech, Diploma (including advanced Diploma), Higher Certificate, Advanced Certificate and Post-Graduate Certificate in Education. It includes students enrolled in professional Bachelor's degrees such as BSc (Engineering) and MBChB, which are those that have an approved formal time of three or more years.

**Undergraduate Diploma or Certificate**

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

**Undergraduate degree**

Refers to Bachelor's degrees, BTech and professional Bachelor's degrees such as such as BSc (Engineering), MBChB, BFA, which are those that have an approved formal time of three or more years. Adapted from the *Department of Education Manual: South African Post-Secondary Education (SAPSE), 1982, 1995.*

**Undergraduate qualification**

Qualification at NQF levels 5 to 7 of the HEQSF, including professional bachelor's degrees, which are at NQF level 8. Adapted from the *Higher Education Qualification Sub-Framework, 2013.*

**University**

Any institution that provides higher education on a full-time, part-time or distance basis and which is established or deemed to be established as a public higher education institution under the Higher Education Act, 101 of 1997, declared as a public higher education institution under the Higher Education Act, 101 of 1997, or registered or conditionally registered as a private higher education institution under the Higher Education Act, 101 of 1997. *Higher Education Act, 1997 (Act No. 101 of 1997).*

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## DID YOU KNOW?

*The following Post-School Education and Training institutions existed in South Africa in 2022:*

- 26** Public Higher Education Institutions
- 125** Private Higher Education Institutions
- 50** Technical and Vocational Education and Training (TVET) colleges
- 161** Private colleges
- 9** Community Education and Training (CET) colleges

*Student enrolment in the Post-School Education and Training sector in 2022 was as follows:*

Public Higher Education and Training Institutions:	<b>1 077 768</b>
Private Higher Education and Training Institutions:	<b>258 215</b>
Technical and Vocational Education and Training (TVET) colleges:	<b>518 584</b>
Private colleges:	<b>71 856*</b>
Community Education and Training colleges:	<b>130 752**</b>
Sector Education and Training Authority (SETA) programmes:	<b>127 412</b>

\* This figure represents enrolment at only 90 of the 161 registered private colleges that responded to the Departmental Annual Survey.

\*\* This figure represents enrolment at only 1 433 of the 1 791 gazetted Learning Centres.

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