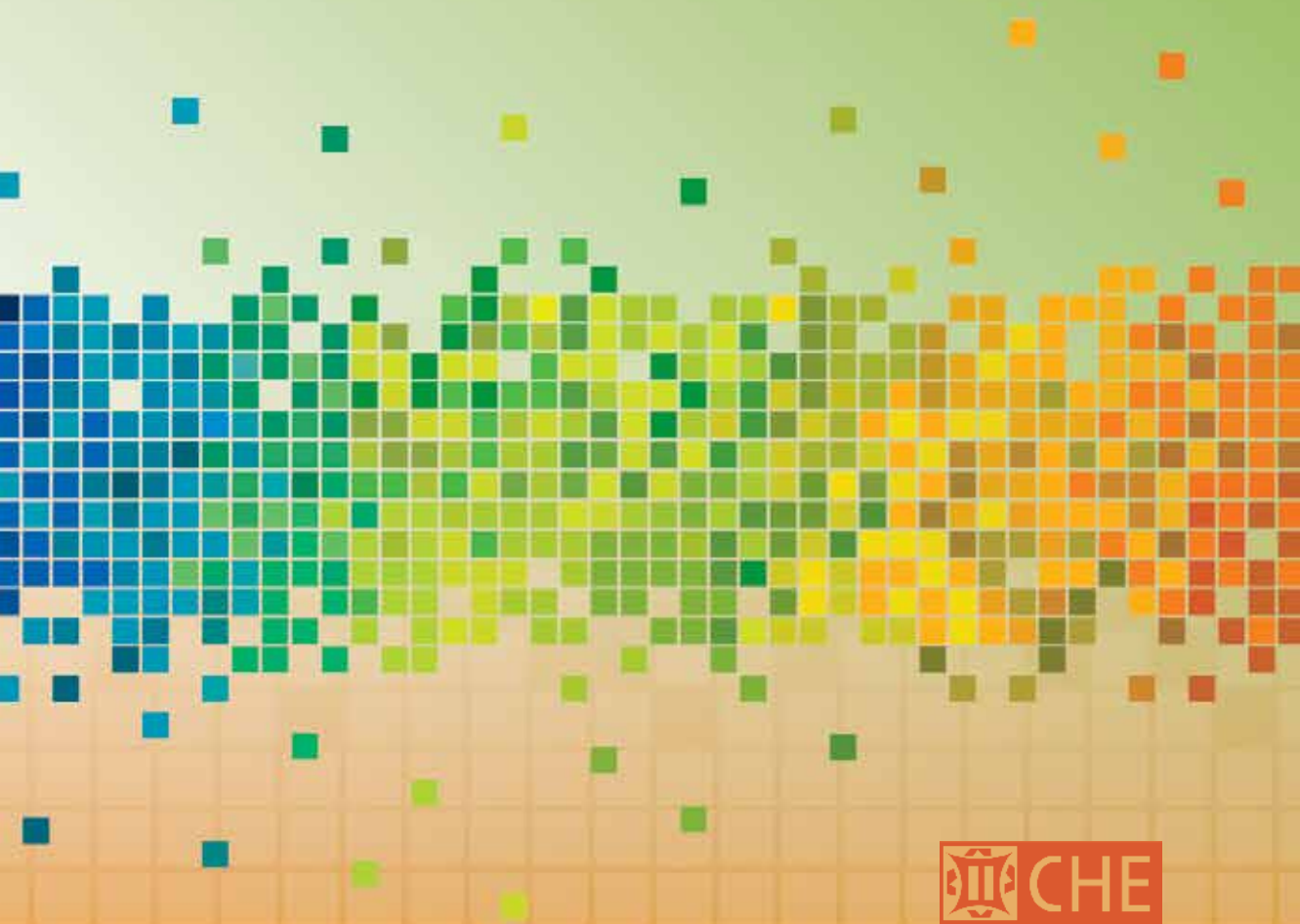


VitalStats

Public Higher Education 2011



VitalStats

Public Higher Education **2011**

The Council on Higher Education (CHE) is an independent statutory body established by the Higher Education Act, no. 101 of 1997 (amended). The CHE is the Quality Council for Higher Education, advises the Minister of Higher Education and Training on all higher education issues and is responsible for quality assistance and promotion through the Higher Education Quality Committee.

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Foreword

In 2012 the Council on Higher Education (CHE) launched *VitalStats* in an effort to provide recent, audited and useful information for the higher education sector. The general response to the publication was very positive and the CHE has followed up with *VitalStats: Public Higher Education, 2011*.

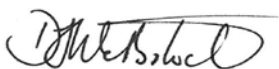
As with the first edition, *VitalStats: Public Higher Education, 2011* includes key data on the higher education system in an easy-to-use format. The purpose of the publication is not to analyse the state of the sector, but rather to provide the statistics required for monitoring and evaluation by researchers and other interested stakeholders.

This edition of *VitalStats* contains data covering the period 2006 to 2011, with 2011 marking the most recent audited data available for the sector. Once again, the Department of Higher Education and Training (DHET) has been most helpful in providing and verifying all the necessary Higher Education Management Information System (HEMIS) data and the CHE appreciates the DHET's willingness to assist in this regard. The CHE is also grateful for the data provided by Statistics South Africa. Efforts to expand the publication to include reliable data on the private sector in the future are still underway.

Based on positive feedback, the format of the publication remains, as in 2012, with the publication divided into six sections. A glossary, based on HEMIS definitions, is available at the start of the publication. In the first four sections, data relating predominantly to the student body is provided with sections focused on enrolments and completions; enrolments by qualification type; enrolments by field of study; and finally, enrolments by institutional type. The fifth section of the publication provides data on the staff complement employed at public universities.

The sixth section of *VitalStats* covers a study of the 2006 cohort of students that entered diploma and degree studies, tracking their respective throughput rates. Owing to the different mode of study (distance and often part-time) at the University of South Africa (UNISA), which impacts on the time it takes a student to graduate, statistics for that university have been excluded in this section (as indicated on the relevant graphs). The CHE would like to thank Charles Sheppard for compiling the cohort studies for this publication. The cohort section of the publication has been expanded in this edition to include some basic data on different fields of study. However, for a fuller picture, please see the CHE website (www.che.ac.za).

The CHE welcomes any suggestions for improvement and requests for additional copies of the publication. Please direct these to Genevieve Simpson at simpson.g@che.ac.za. The publication can also be downloaded from the CHE's website. The role of the Monitoring and Evaluation Directorate staff, particularly Michael Gordon, in developing *VitalStats* is greatly appreciated.



Dr Denyse Webbstock
Director: Monitoring and Evaluation

Definitions

Classification of Educational Subject Matter or CESM categories:

A set of classifications aiming to provide a single coherent system for categorising subject matter irrespective of the level of instruction or type of institution. For a list of first-order CESM categories, see Appendix 2.

Cohort:

The first-time entry students in a particular year who have enrolled for a three or four-year higher education programme.

Comprehensive Universities (Comp):

This refers to institutions that offer the full spectrum of programmes, including vocational, professional and general formative programmes at both undergraduate and postgraduate levels.

Contact Mode of Delivery:

This refers to courses involving personal interaction with institutional teachers or institutional supervisors, through lectures, tutorials, seminars, practicals, supervision, or other forms of required work, which occurs at the institution's premises or at a site of delivery of the institution.

Course success rate:

The success rate refers to the total number of courses passed by students in a given academic year relative to course enrolments. It is calculated by dividing the total number of FTE degree credits (courses completed) by FTE enrolments. These calculations, for a programme or for an institution as a whole, produce weighted average success rates.

Distance Mode of Delivery:

This refers to courses where the interaction with institutional teachers or institutional supervisors is undertaken remotely through the use of correspondence, telematics, or the internet.

Field of study:

Enrolments are divided into four broad fields or areas of study, calculated by aggregating enrolments by CESM category as below. For a description of each CESM category, see Appendix 2:

- Science, Engineering and Technology (SET): CESM 01, 02, 06, 08, 09, 10, 13, 14, 15 & 16
- Business & Commerce (B&C): CESM 04
- Humanities (Hum): CESM 03, 05, 11, 12, 17, 18, 19 & 20
- Education (Ed): CESM 07

FTE:

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. FTE staff numbers are calculated in a similar way.

Headcount:

The total number of students enrolled at each institution whether as full-time, part-time or occasional students.

Occasional Student:

This is a person who satisfies the statutory requirements for entry into a formally approved qualification offered by the institution and who is effectively registered for an approved course, but who is not registered for an approved qualification. It includes persons enrolled for non-degree purposes.

Participation rate or Gross Enrolment Ratio (GER):

This is total headcount enrolment over the national population of 20-24-year olds, calculated as a percentage. The term used by the Department of Higher Education and Training is *participation rate*. The National Plan for Higher Education (Department of Education: 2001) explains that: "The participation rate is calculated using the UNESCO standard, as the percentage of 20-24-year olds of the general population enrolled in higher education".

Percentage accumulative (for Cohort Study):

This indicates (in the relevant graphs) the total number of students of a particular first-time entering cohort who have graduated or dropped out up to that point. It includes all the students of that cohort who have graduated or dropped out in previous years.

Percentage non-accumulative (for Cohort Study):

This indicates (in the relevant graphs) the total number of students of a particular first-time entering cohort who have graduated or dropped out in that particular year. It does not include the students of that cohort who have graduated or dropped out in previous years.

Permanent employee:

A person is classified as a permanent staff member if he/she contributes to an approved retirement fund of the institution.

Personnel categories:

The personnel category indicates the type of duties to be undertaken in a position which a staff member occupies in the institution, and the qualifications and experience normally required by the incumbent of that position. The duties, qualifications and experience referred to relate to those of the position. The personnel categories are:

- **Instruction/research professional (Academic):** A position in which (a) at least 50% of time is spent on instruction and/or research activities, and (b) the position requires a higher education qualification equivalent to at least 4 years of higher education study.
- **Executive/administrative/managerial professional (Senior Management):** A position in which (a) the primary function is the management of the institution or one of its major divisions or sections, and (b) the position requires an educational attainment equivalent to at least 4 years of higher education study.
- **Administrative:** A position in which (a) the primary function is clerical, secretarial or administrative duties, and (b) an educational attainment equivalent to 4 years of higher education study is not required.

Postgraduate:

Postgraduate qualifications include Postgraduate Diplomas and Honours, Masters and Doctoral degrees.

Qualification:

A qualification is the certificate, diploma or degree that an institution awards to a student on the successful completion of an accredited programme of study of 120 credits or more.

Qualification Types:

This refers to the different types of certificates, diplomas and degrees offered by higher education institutions that conform to the specifications for eleven such types on the Higher Education Qualifications Sub-Framework (HEQSF). An explanation of the types of qualifications and requirements for the awarding of the qualification can be found in the HEQSF.

Staff members:

A staff member is a person who is either compensated by the institution by pay or other means for services rendered, or who, while not being paid or compensated by the institution, performs services which relate to the institution's normal activities and those activities which would otherwise have been performed by staff receiving compensation from the institution.

Student: staff ratio:

This refers to the average number of students per academic staff member and gives an indication of the average teaching load carried by each academic staff member. It is calculated by dividing the number of FTE academic staff by the number of FTE students.

Temporary employee:

All staff members who do not contribute to an approved retirement fund of the institution are classified as having temporary employment status.

Throughput rate:

The throughput rate calculates the number of first-time entry undergraduate students of a specific cohort of a specific year who have graduated either within the minimum time, or up to 2 years beyond the minimum time, to the number of students in the baseline enrolments of that cohort. Throughput rates are reflected in the section on cohort studies.

Traditional Universities (Trad):

This refers to institutions that offer a broad range of general formative and professional programmes at both undergraduate and postgraduate levels.

Undergraduate:

A student engaged in an undergraduate qualification at a university, namely a first or entry qualification, including certain certificate programmes, diplomas and Bachelor degrees.

Universities of Technology (UoT):

This refers to institutions (previously called Technikons) that offer a range of programmes that are vocationally and/ or professionally-orientated, primarily at the undergraduate level.

STUDENT ENROLMENT AND COMPLETION DATA

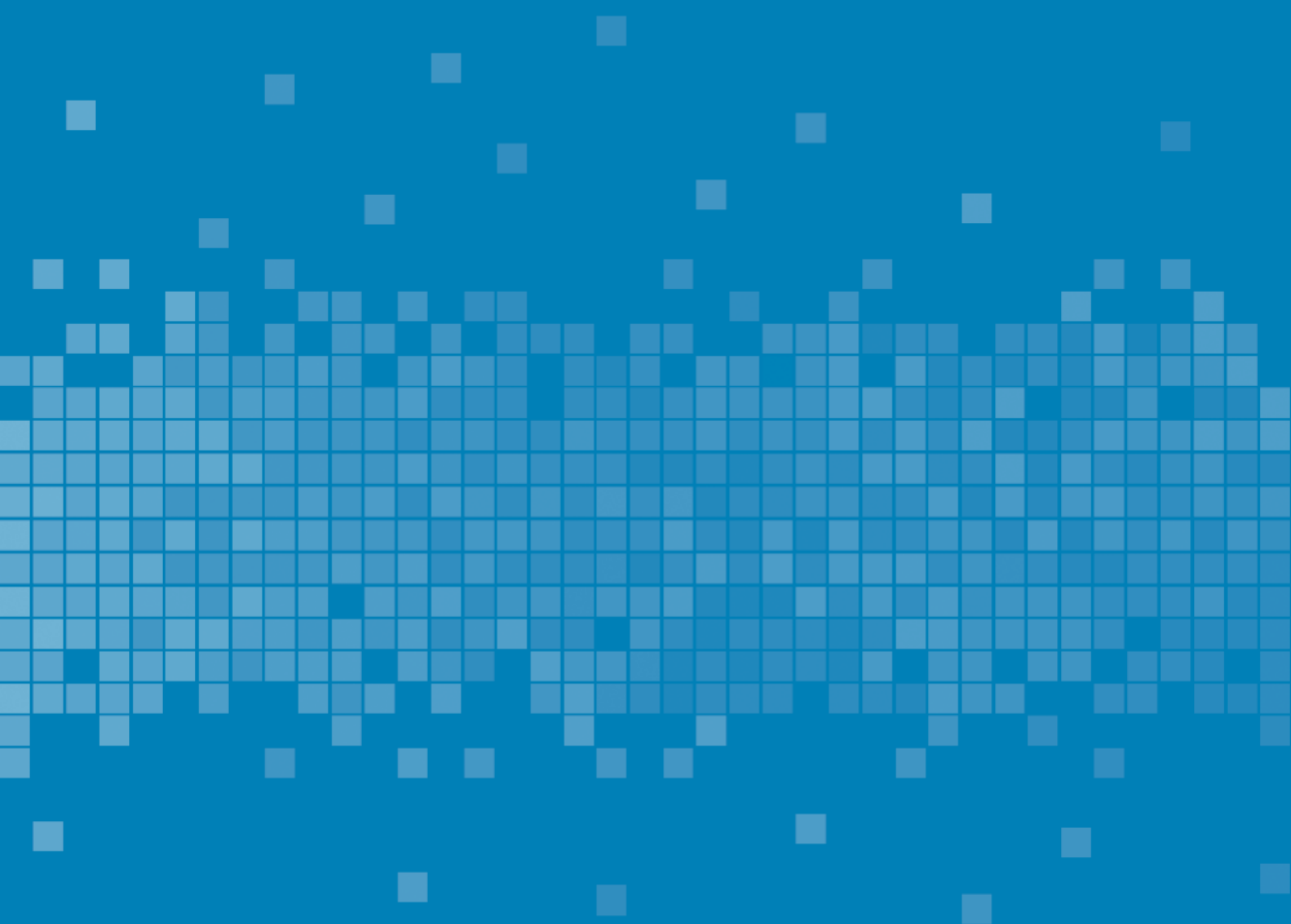




Figure 1: Headcount enrolments by race from 2006 to 2011*

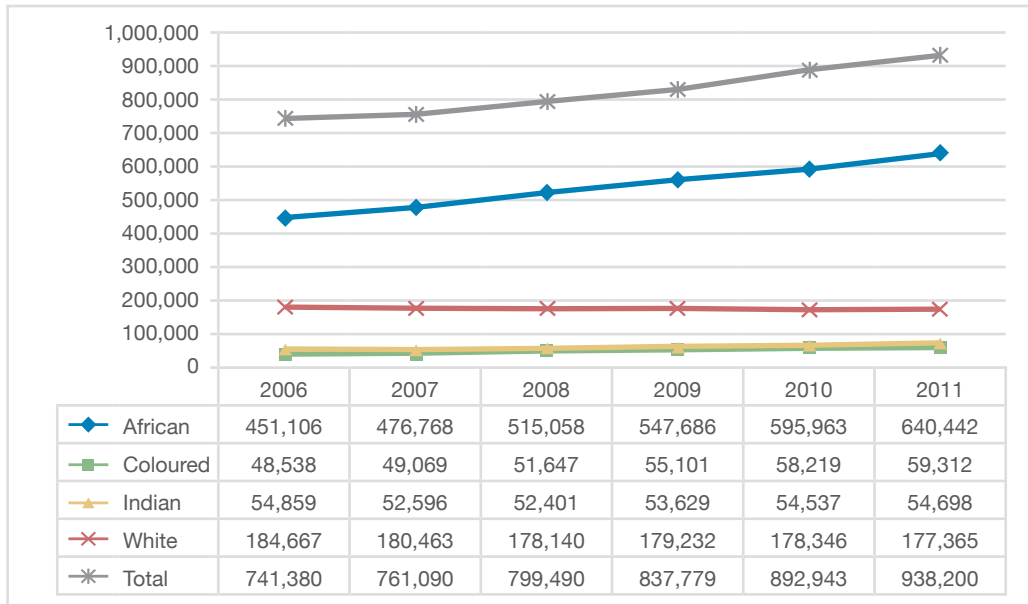
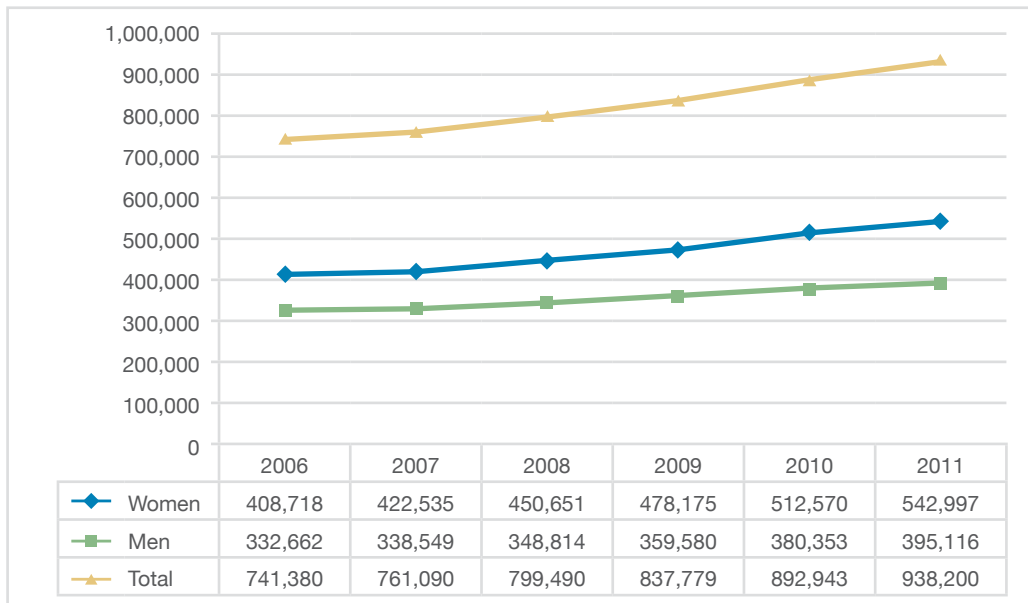


Figure 2: Headcount enrolments by gender from 2006 to 2011



* The Unknown category is not displayed, but not omitted. Rounded off percentages may not always add up to 100%.

Figure 3: Headcount enrolments as a proportional comparison to population headcount by race from 2006 to 2011

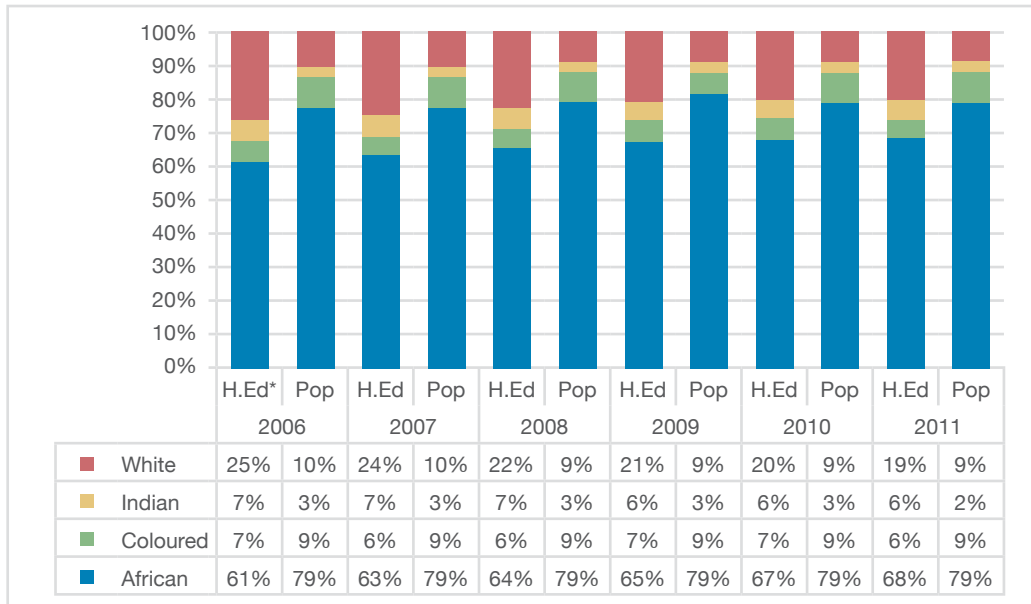
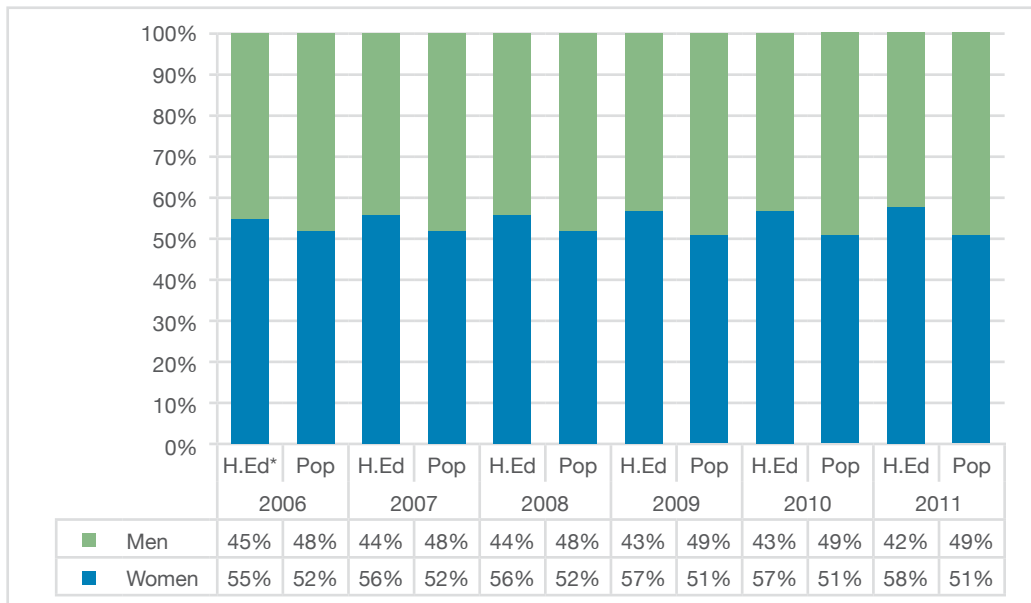


Figure 4: Headcount enrolments as a proportional comparison to population headcount by gender from 2006 to 2011



* Higher education

Figure 5: Participation rates by race from 2006 to 2011

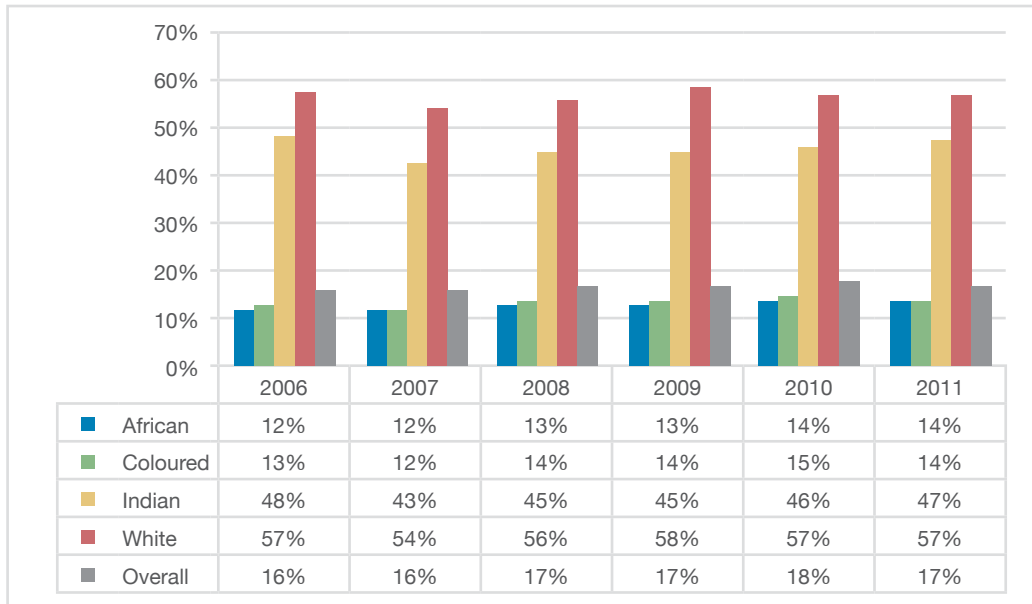


Figure 6: Participation rates by gender from 2006 to 2011

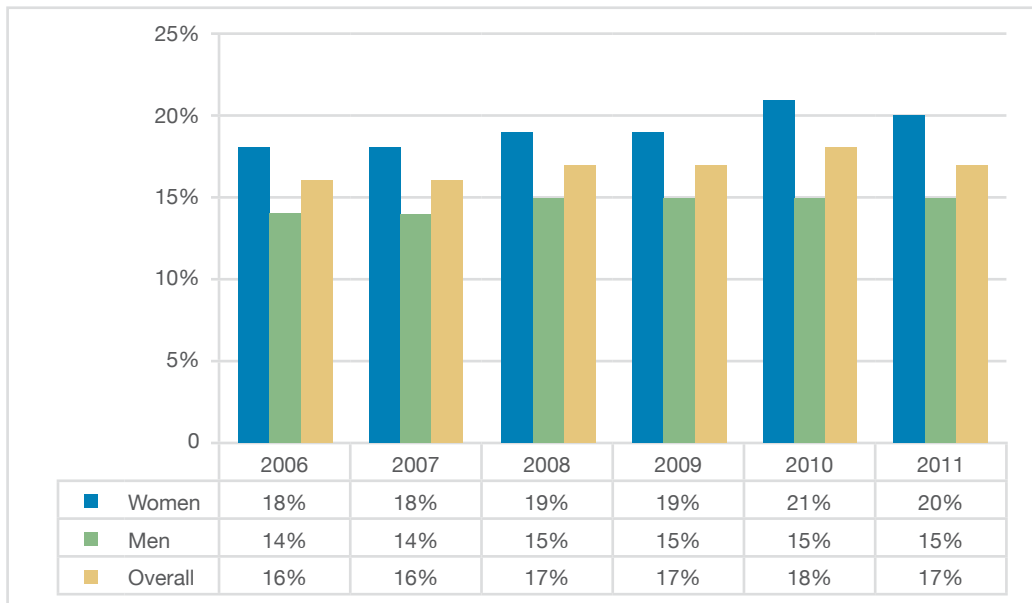


Figure 7: Headcount Enrolments by age group from 2006 to 2011

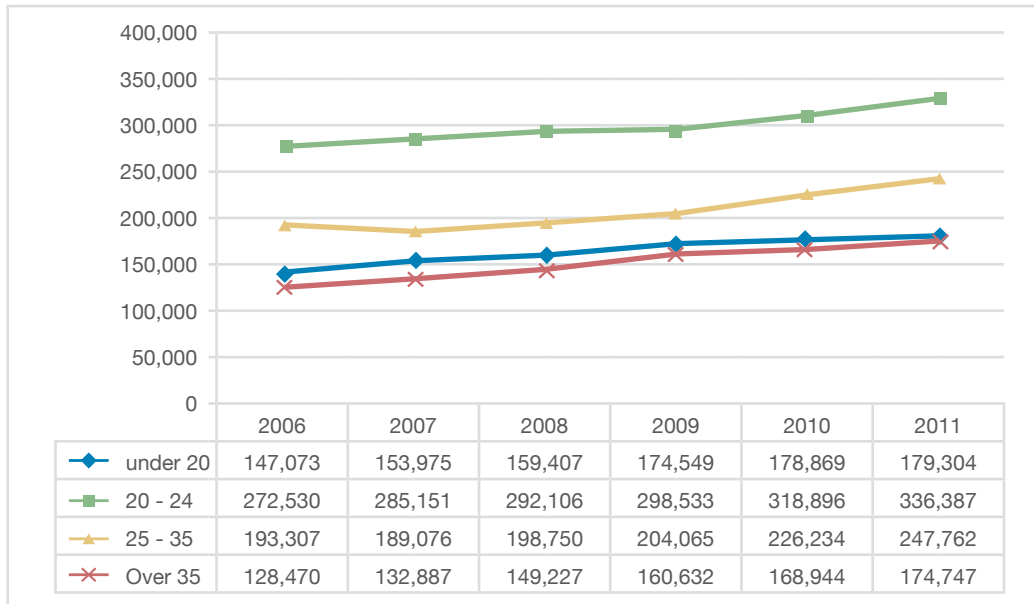


Figure 8: Headcount graduates by age group from 2006 to 2011

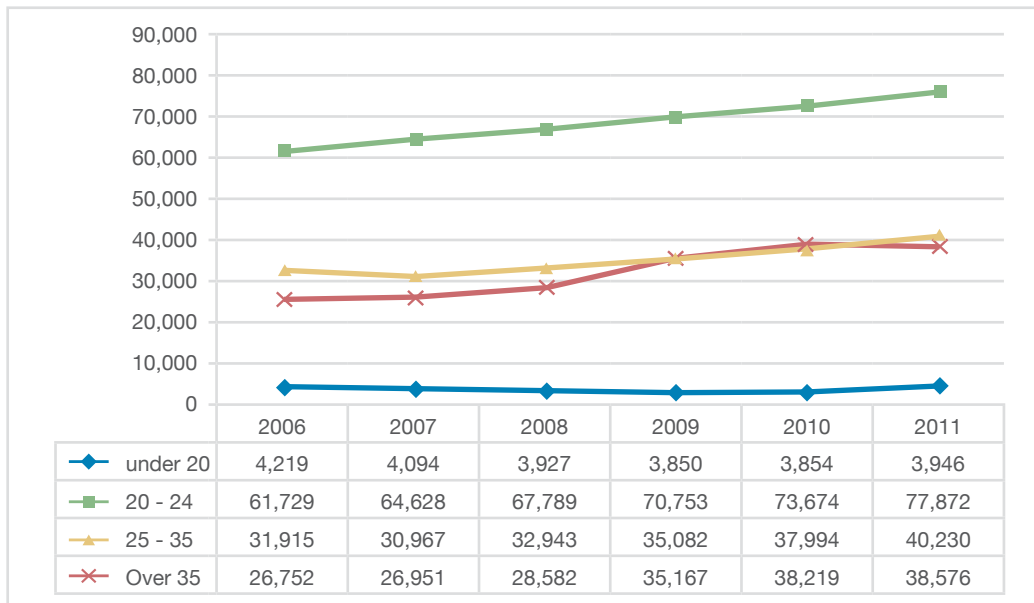


Figure 9: Headcount enrolments of all non-South African students from 2006 to 2011

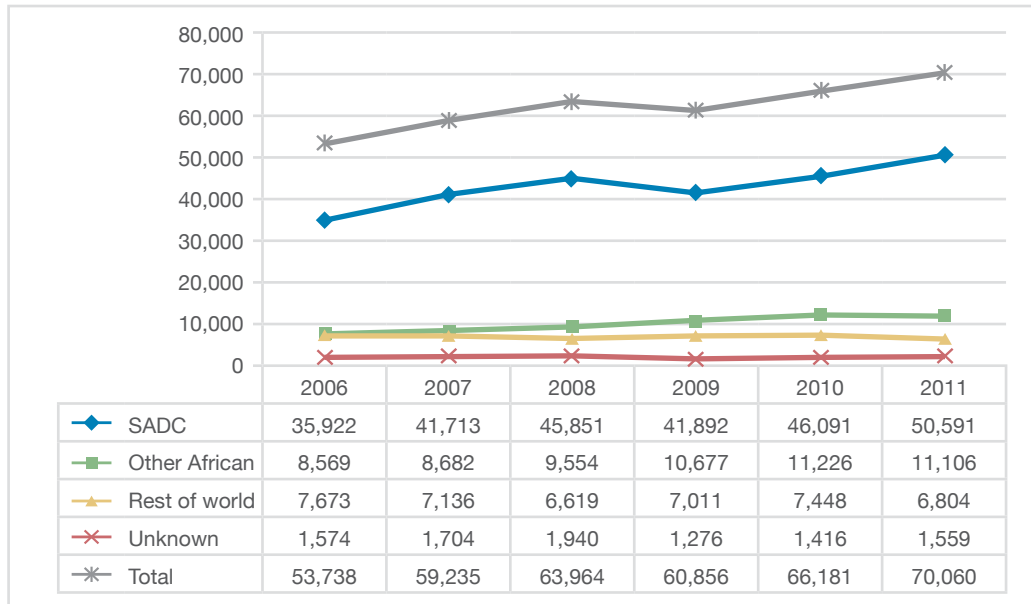


Figure 10: Headcount graduates of all non-South African students from 2006 to 2011

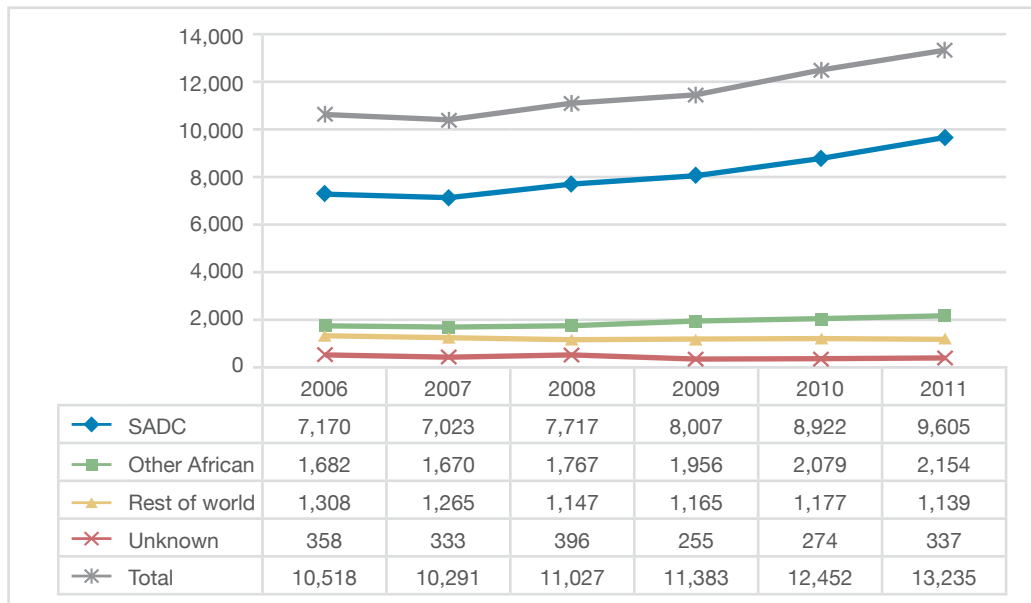


Figure 11: Headcount enrolments by mode of delivery from 2006 to 2011

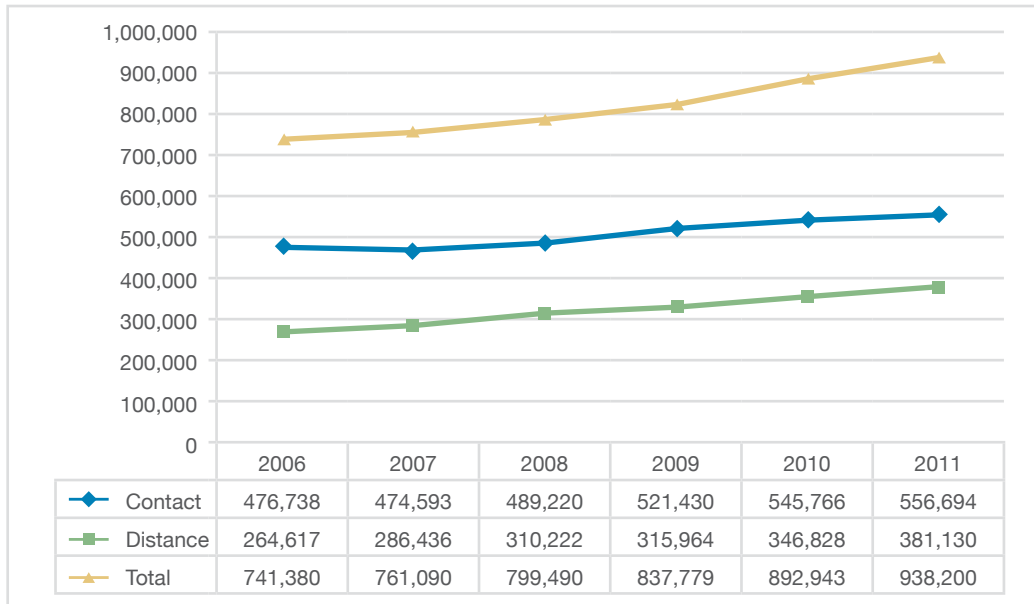


Figure 12: Headcount graduates by mode of delivery from 2006 to 2011

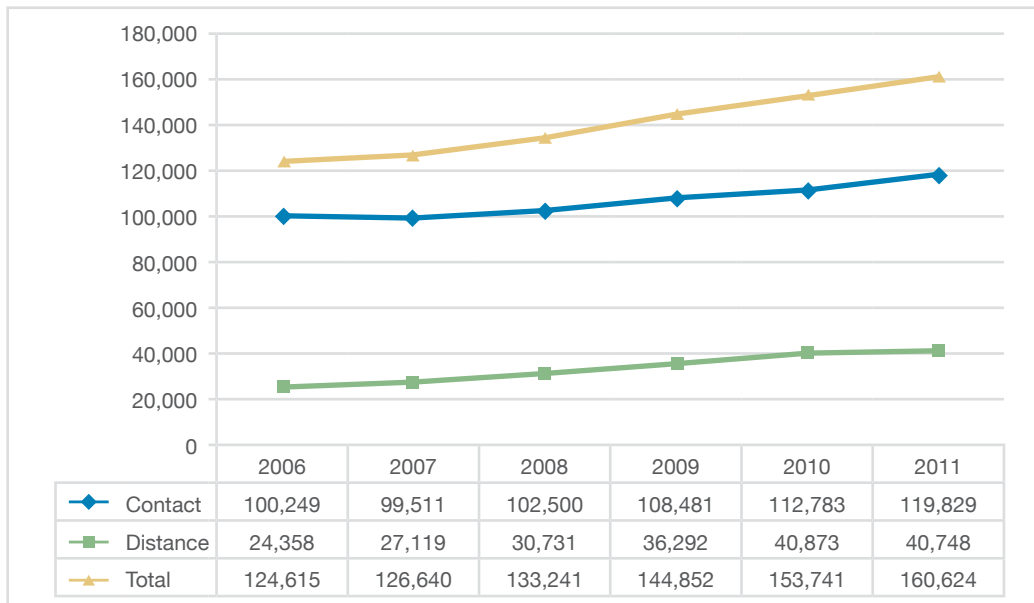


Figure 13: Headcount enrolments by mode of delivery and race for 2006 and 2011

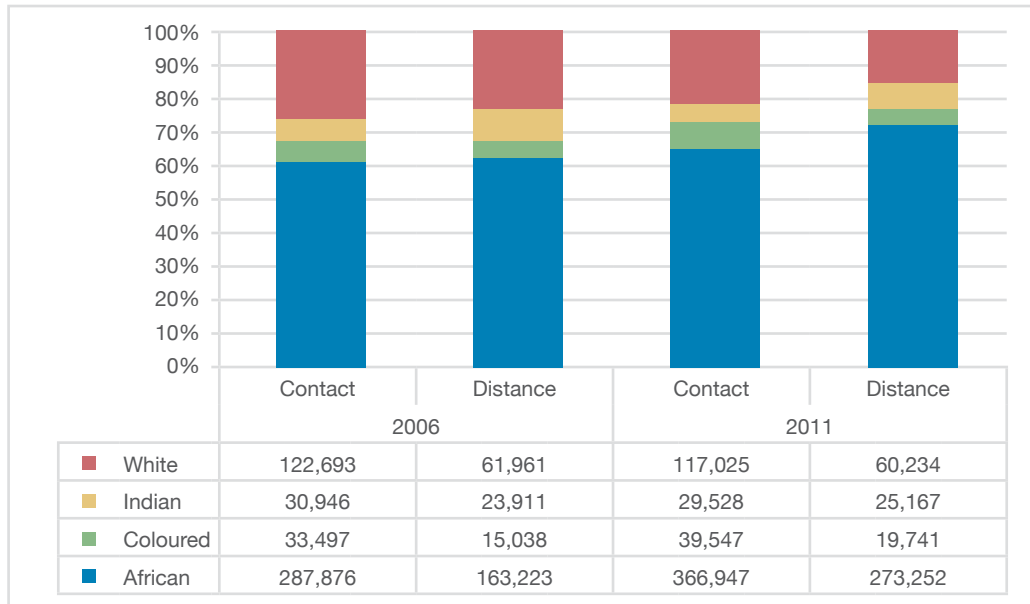


Figure 14: Headcount enrolments by mode of delivery and gender for 2006 and 2011

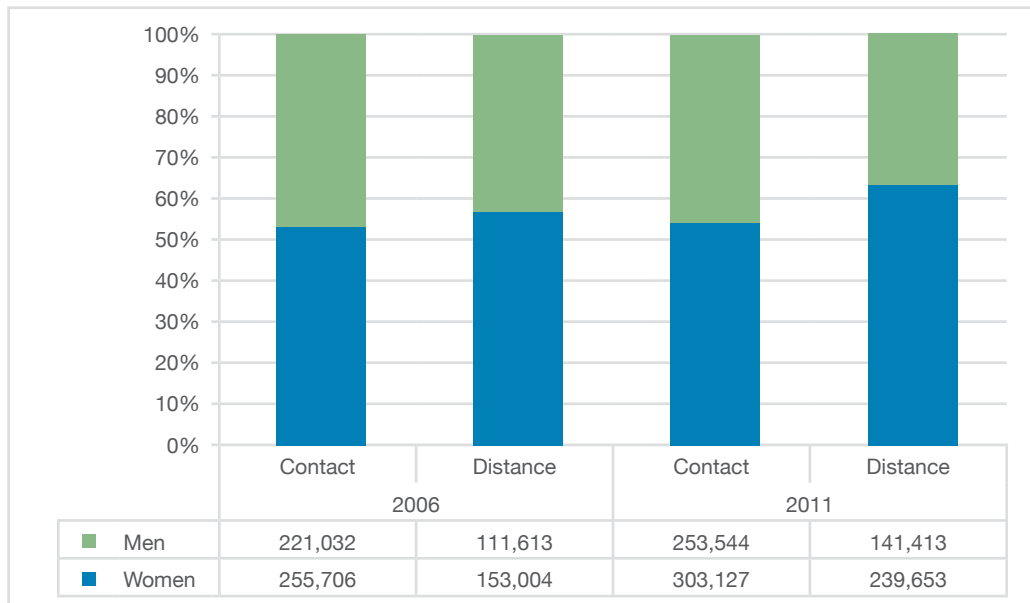


Figure 15: Headcount graduates by mode of delivery and race for 2006 and 2011

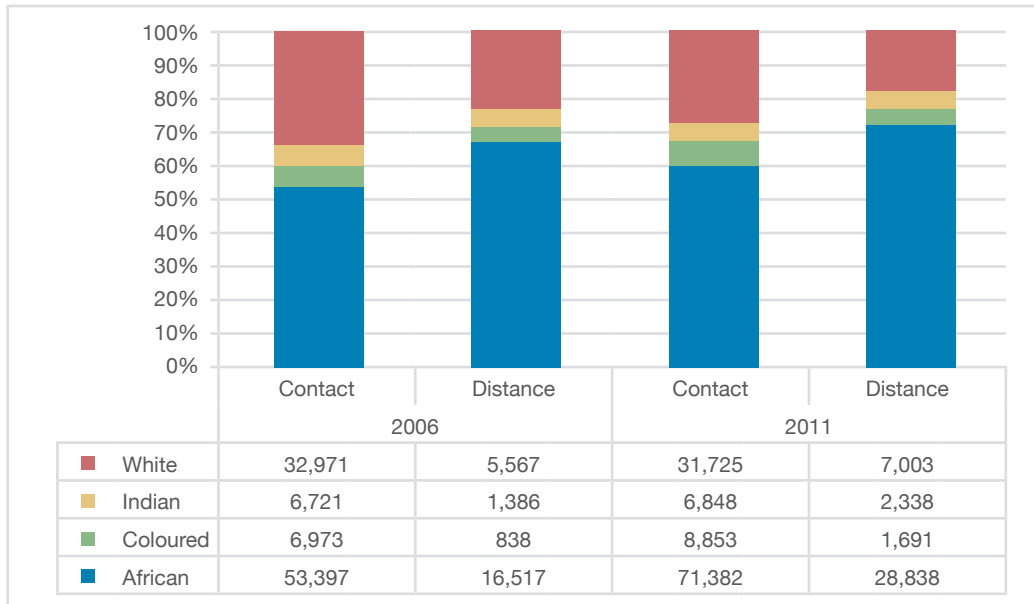


Figure 16: Headcount graduates by mode of delivery and gender for 2006 and 2011

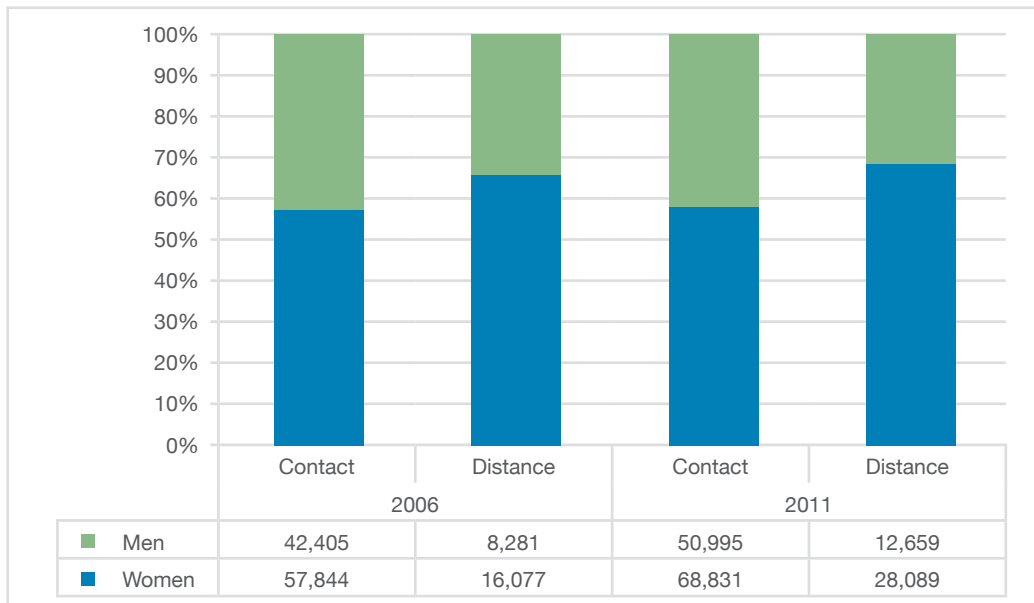


Figure 17: Course success rates by race from 2006 to 2011

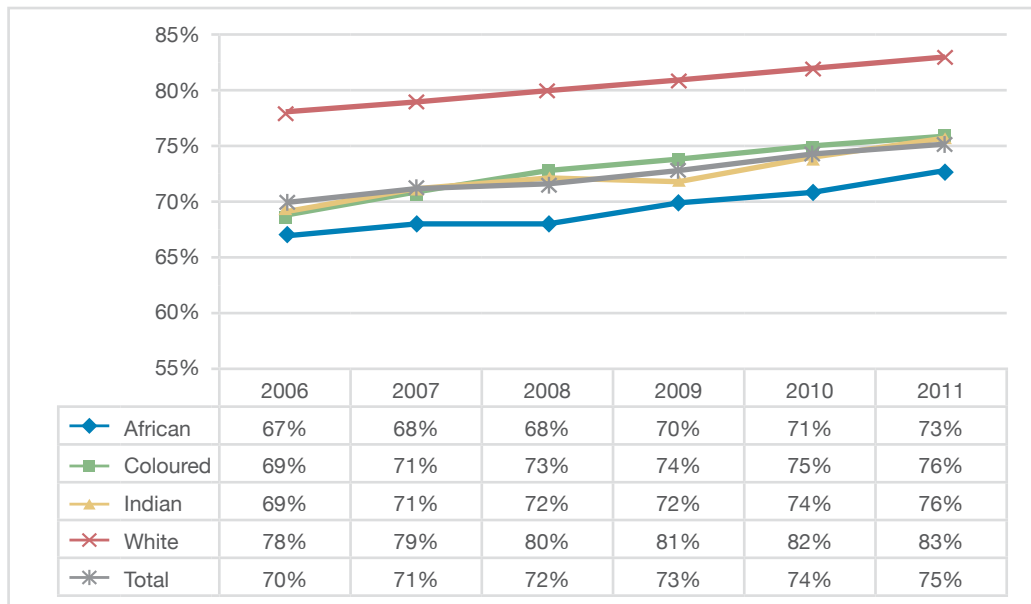


Figure 18: Course success rates by gender from 2006 to 2011

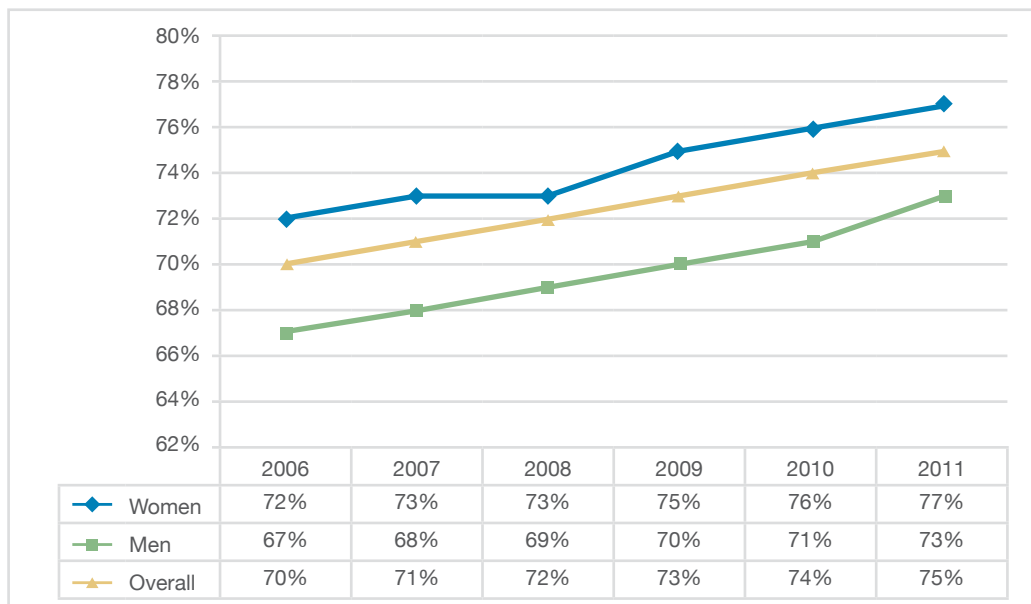


Figure 19: Course success rates by qualification level from 2006 to 2011

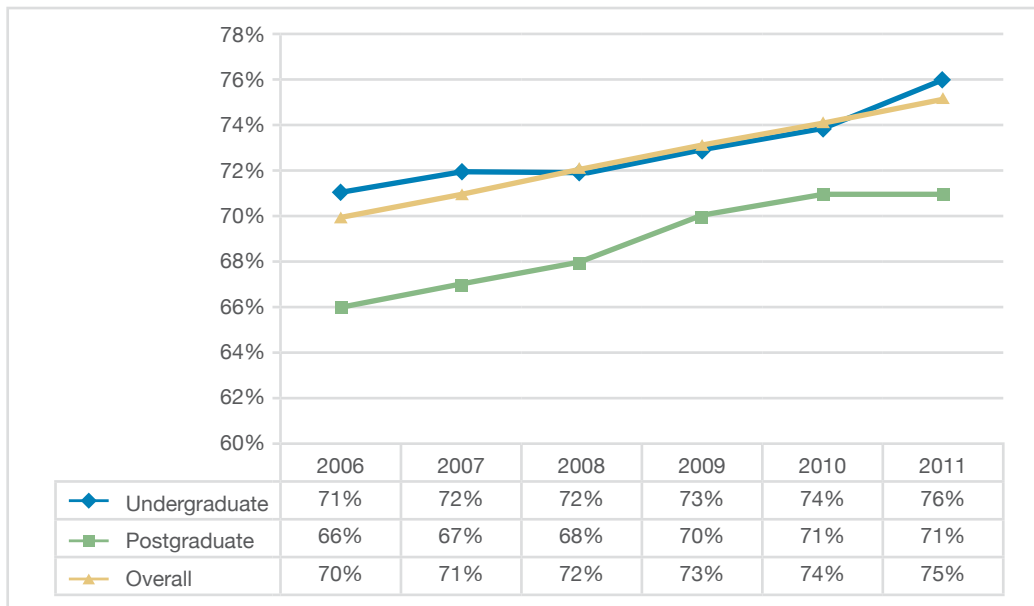


Figure 20: Course success rates per qualification level by race from 2006 to 2011

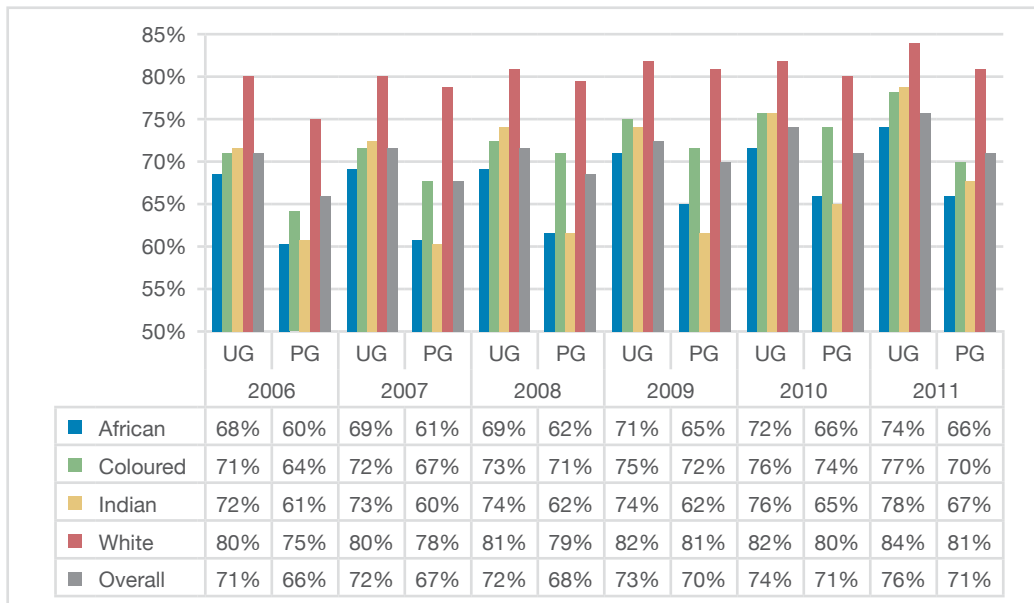
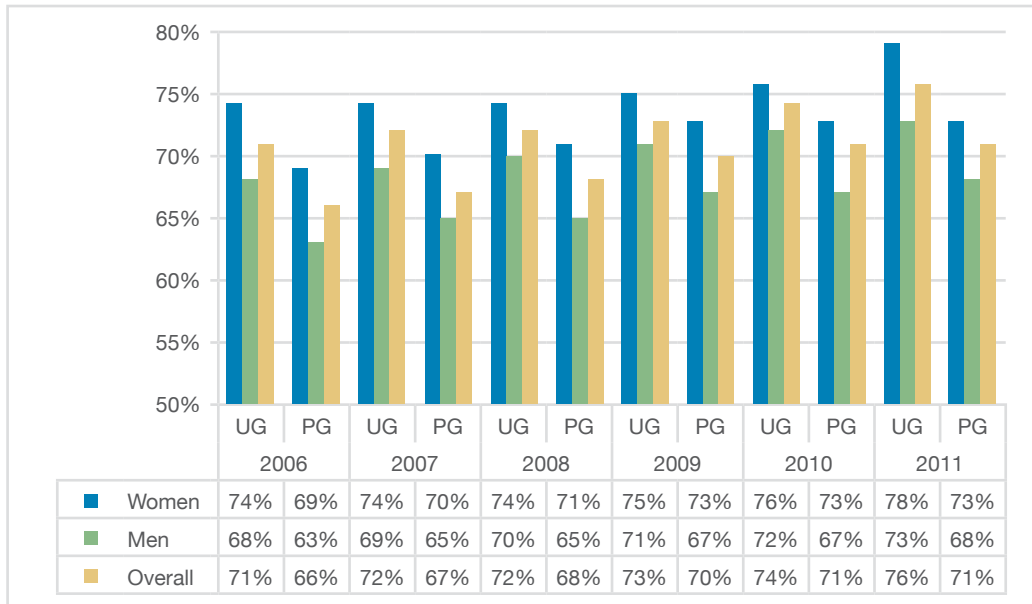


Figure 21: Course success rates per qualification level by gender from 2006 to 2011



ENROLMENT BY QUALIFICATION TYPE

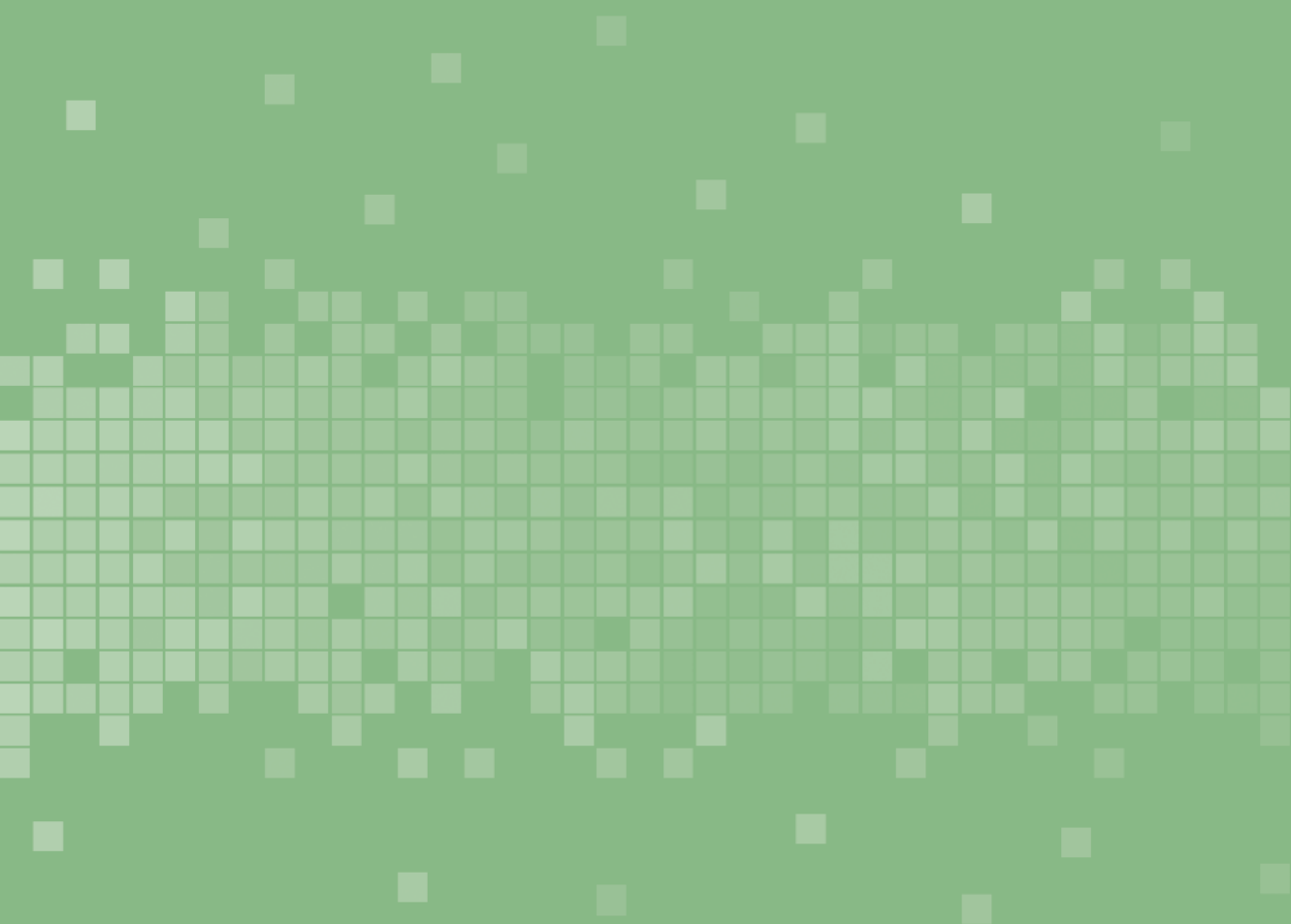


Figure 22: Headcount enrolments by qualification level from 2006 to 2011*

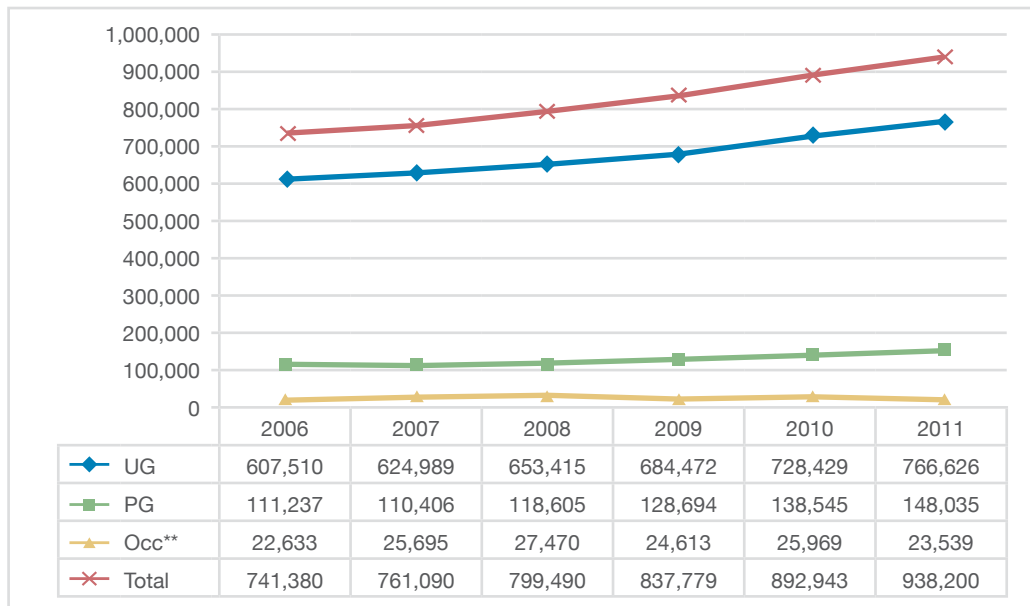
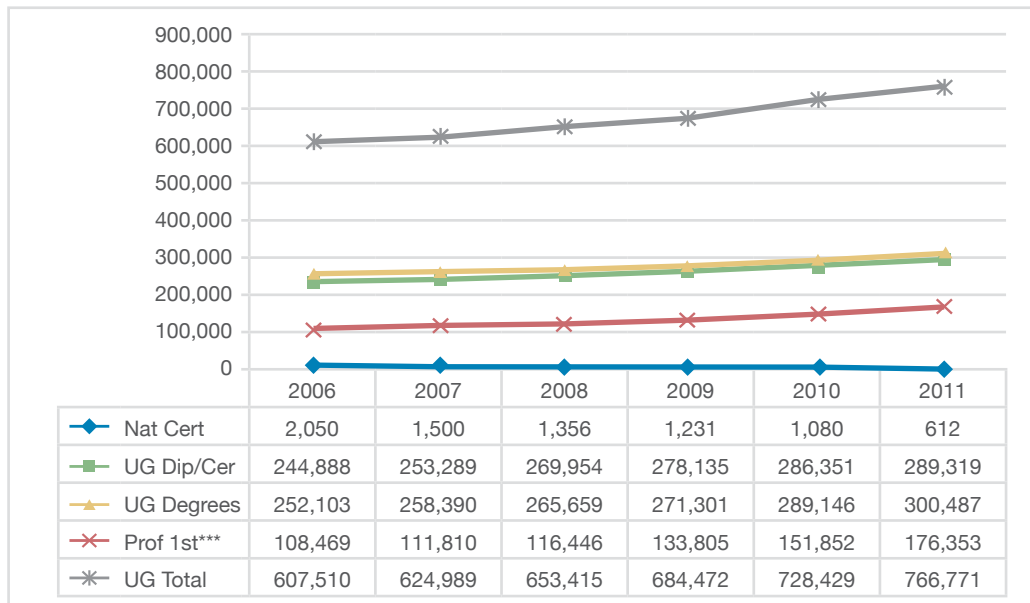


Figure 23: Headcount undergraduate enrolments by qualification type from 2006 to 2011



* The Unknown category is not displayed, but not omitted. Rounded off percentages may not always add up to 100%.

** Occasional students

*** Professional first four-year degrees

Figure 24: Headcount undergraduate enrolments by race for 2006 and 2011

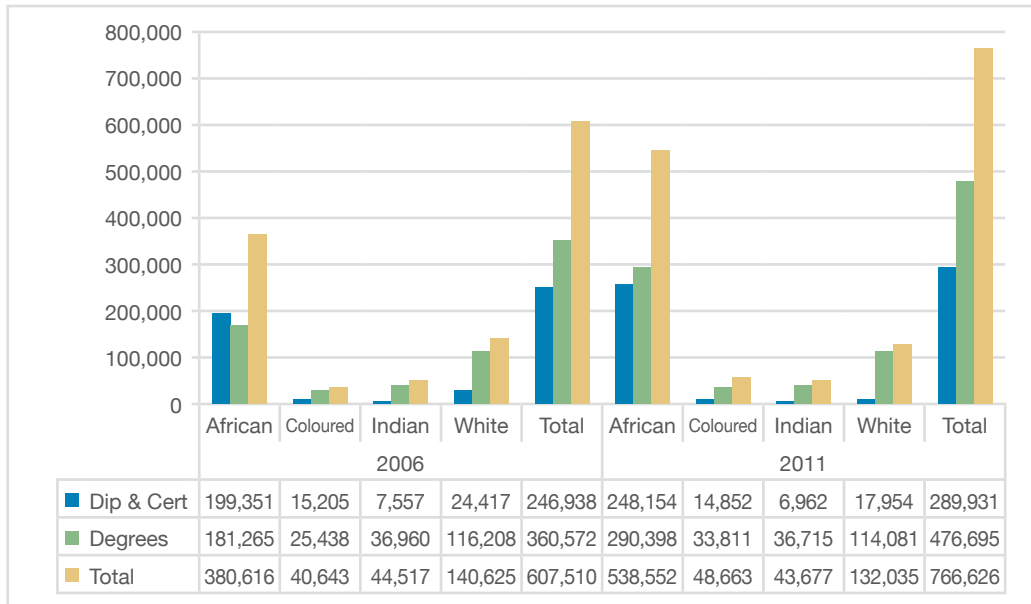


Figure 25: Headcount undergraduate enrolments by gender for 2006 and 2011

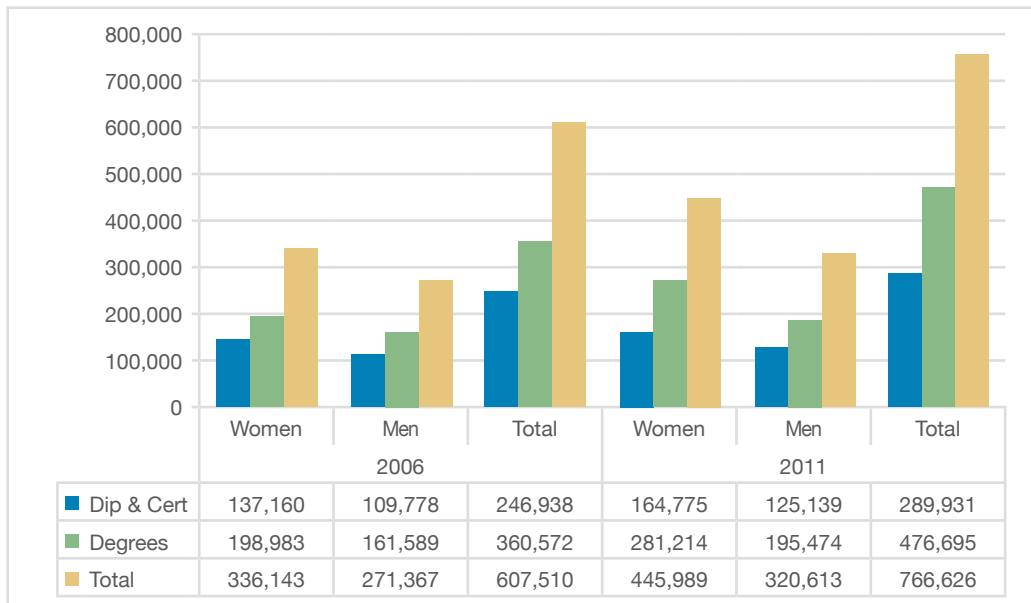


Figure 26: Headcount of undergraduate qualifications awarded by race for 2006 and 2011

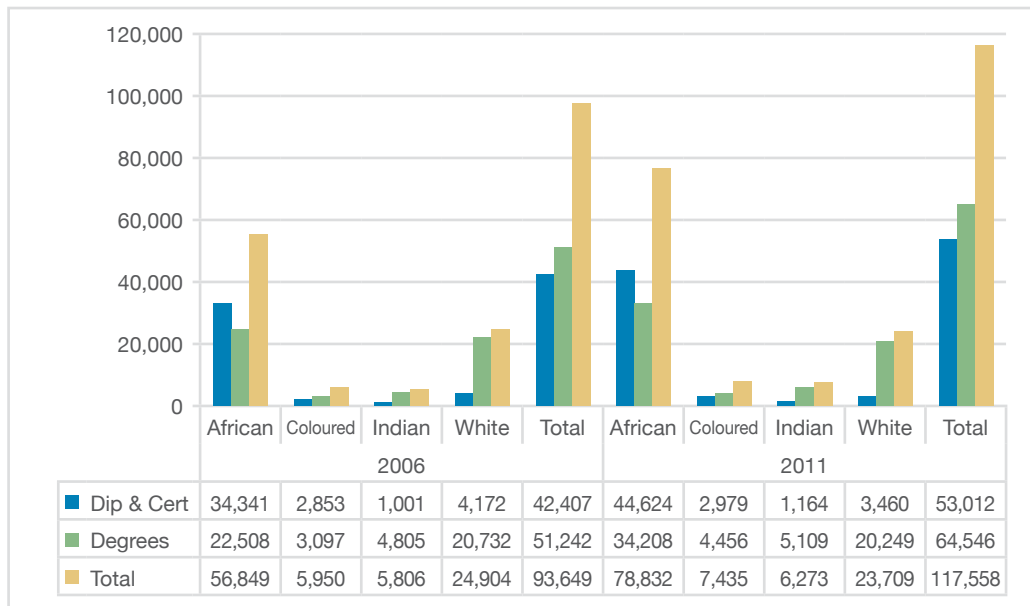


Figure 27: Headcount of undergraduate qualifications awarded by gender for 2006 and 2011

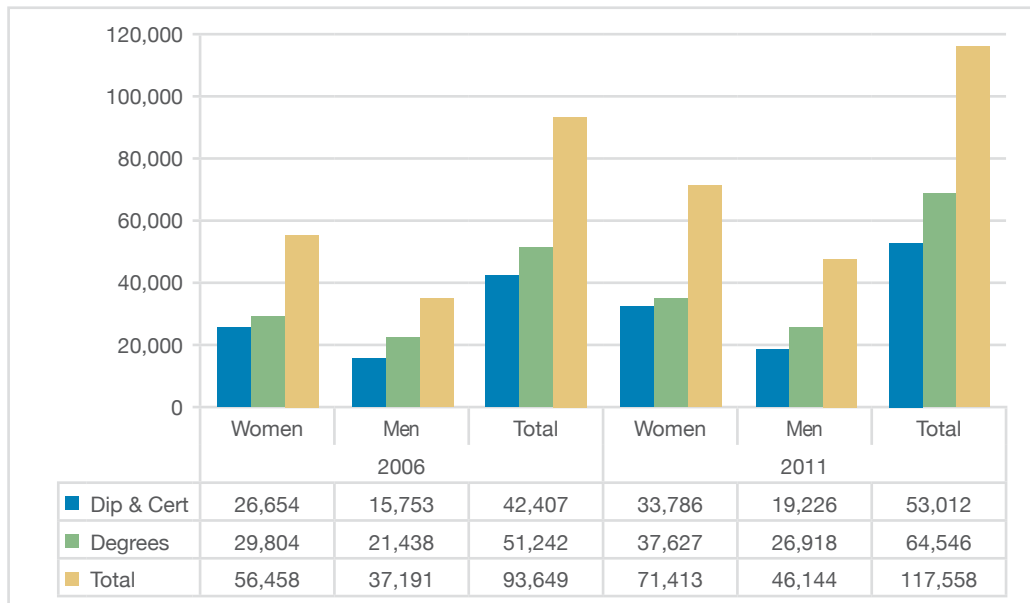


Figure 28: Headcount of postgraduate enrolments by race for 2006 and 2011

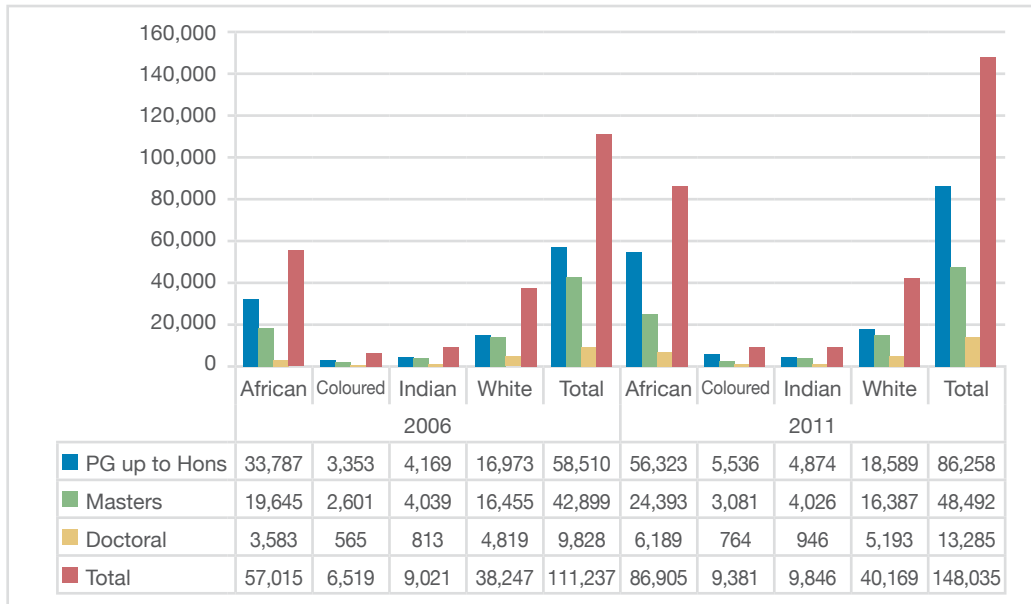


Figure 29: Headcount of postgraduate enrolments by gender for 2006 and 2011

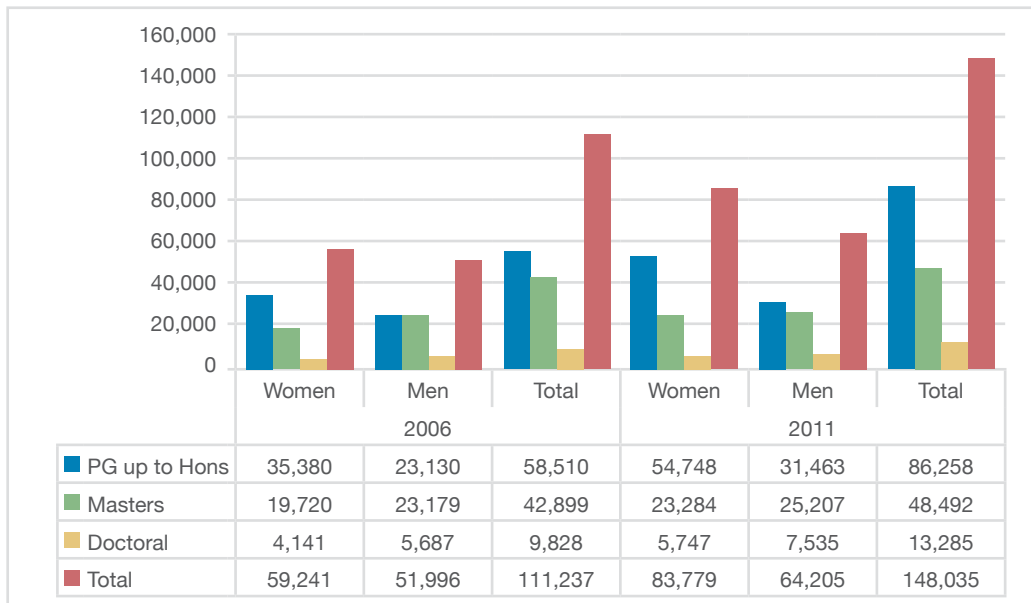


Figure 30: Headcount of postgraduate qualifications awarded by race for 2006 and 2011

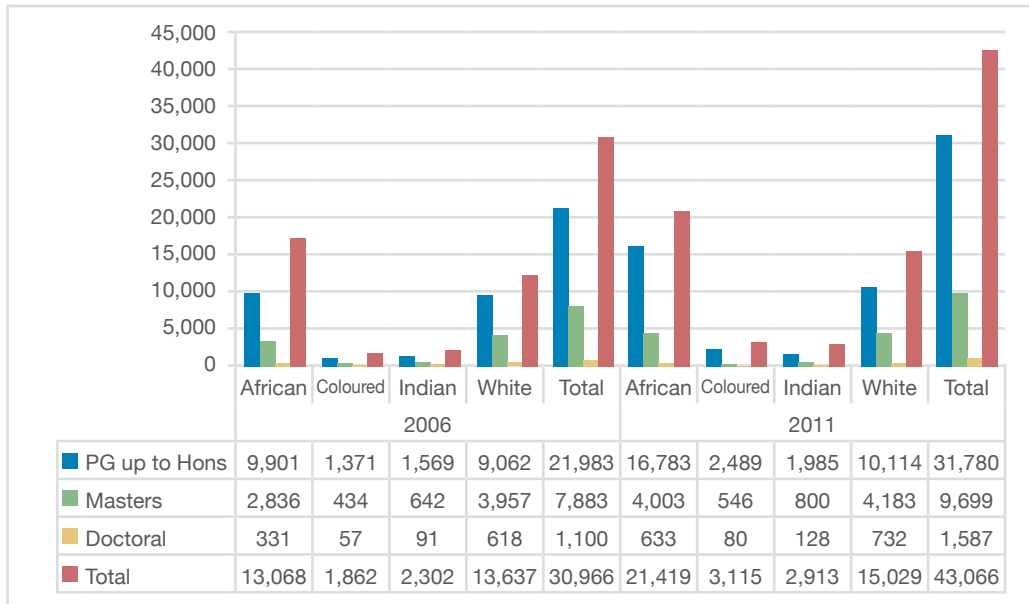


Figure 31: Headcount of postgraduate qualifications awarded by gender for 2006 and 2011

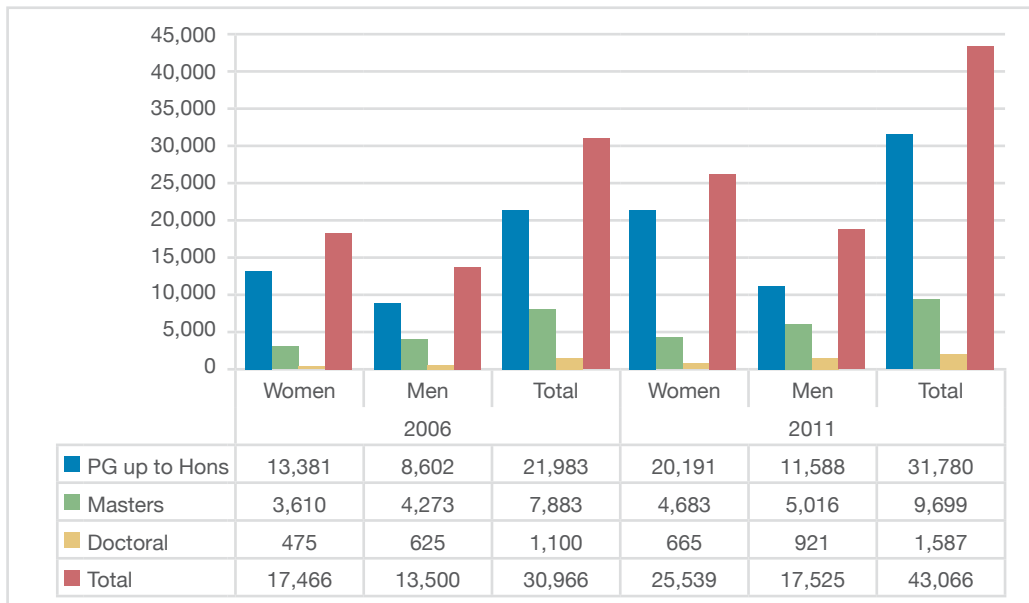


Figure 32: Headcount enrolments of doctoral students by foreign nationality grouping from 2006 to 2011

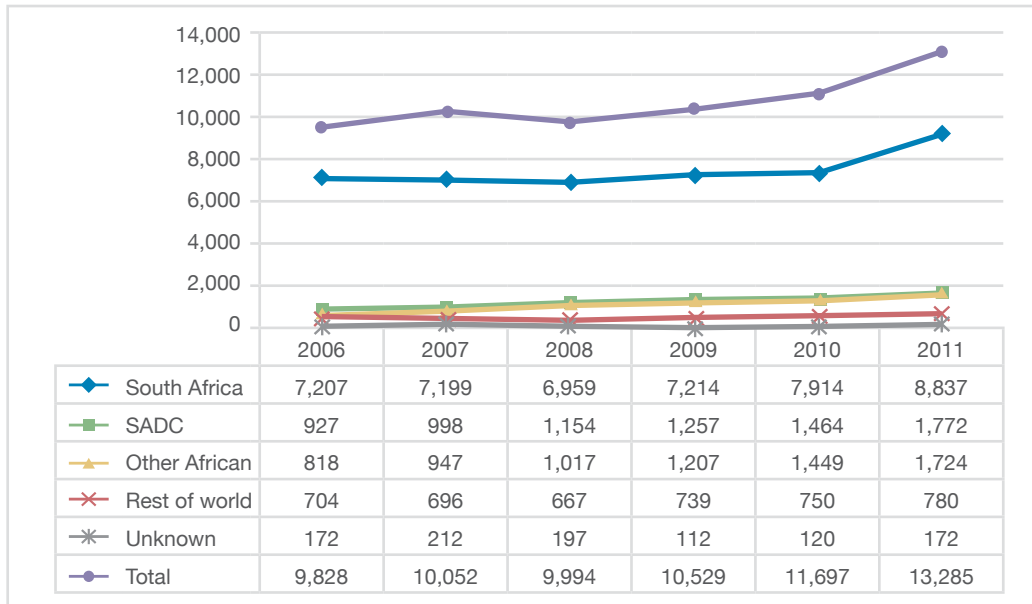
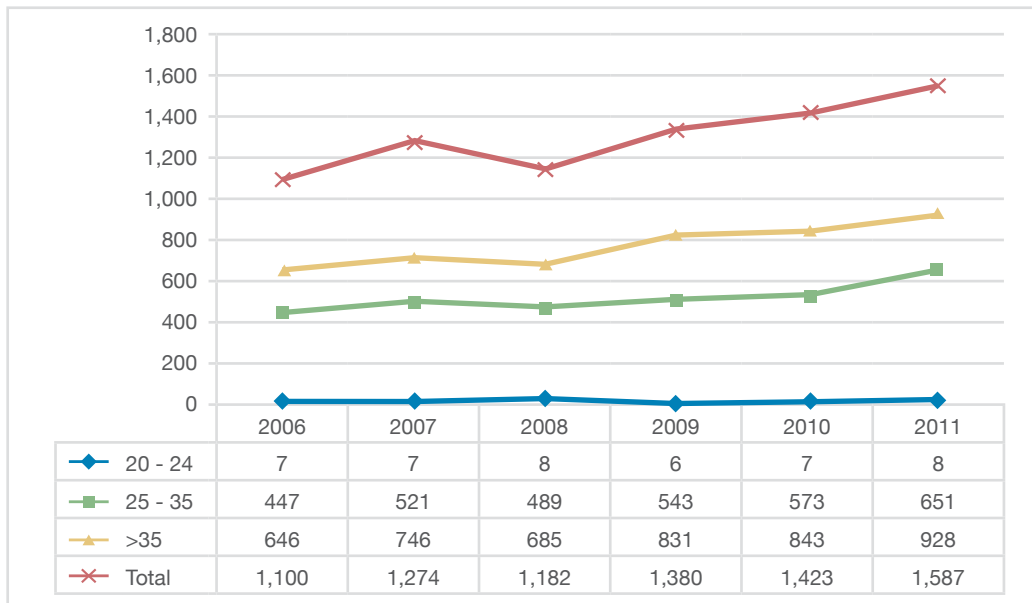


Figure 33: Headcount doctoral graduates by age grouping from 2006 to 2011



ENROLMENT BY FIELD OF STUDY

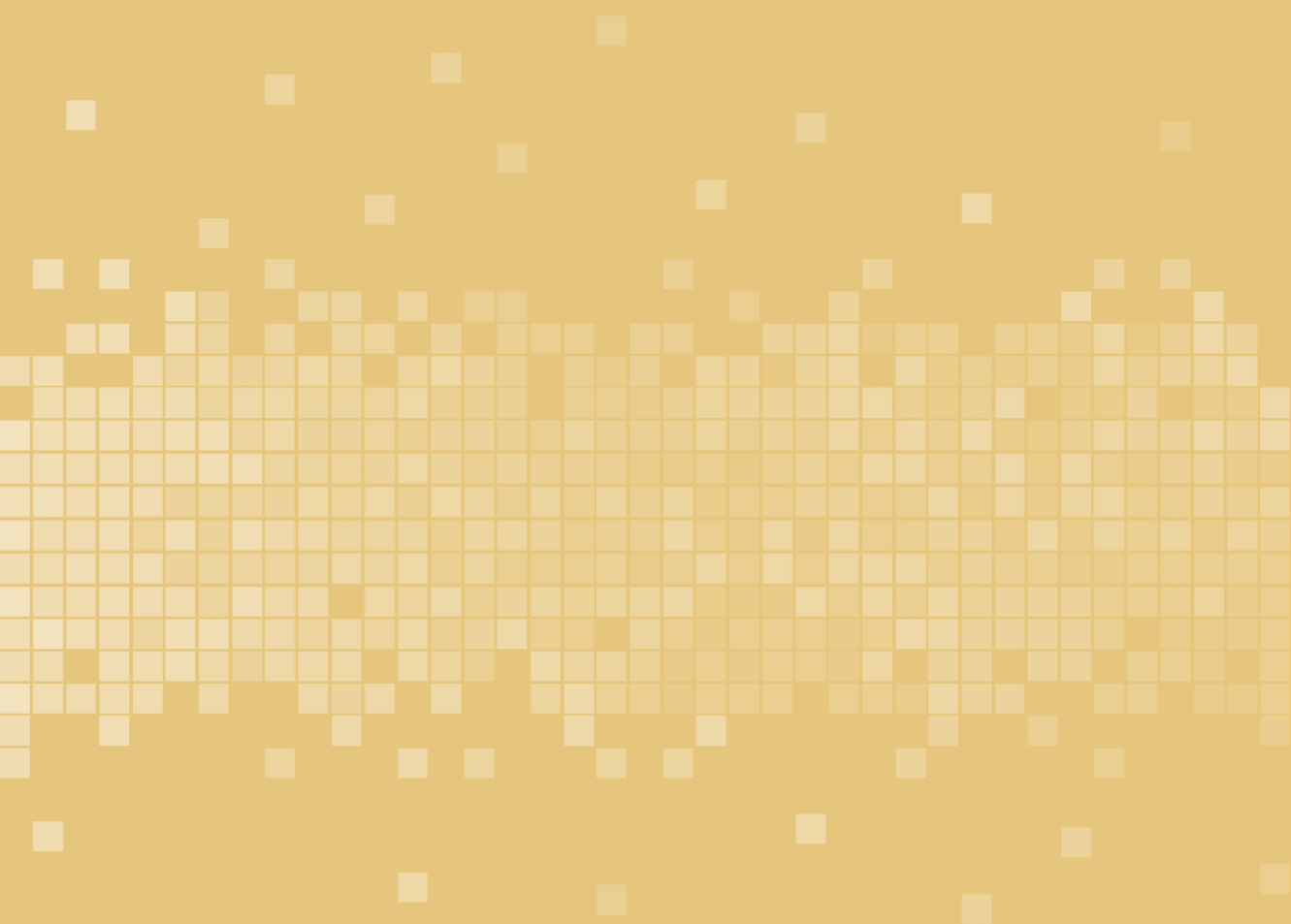


Figure 34: Headcount enrolments by field of study from 2006 to 2011*

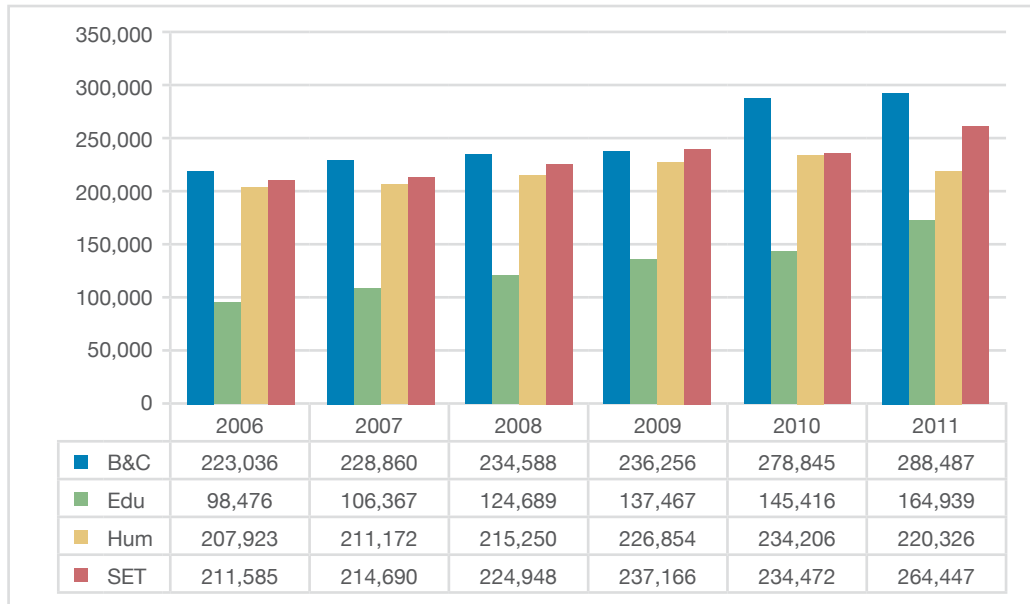
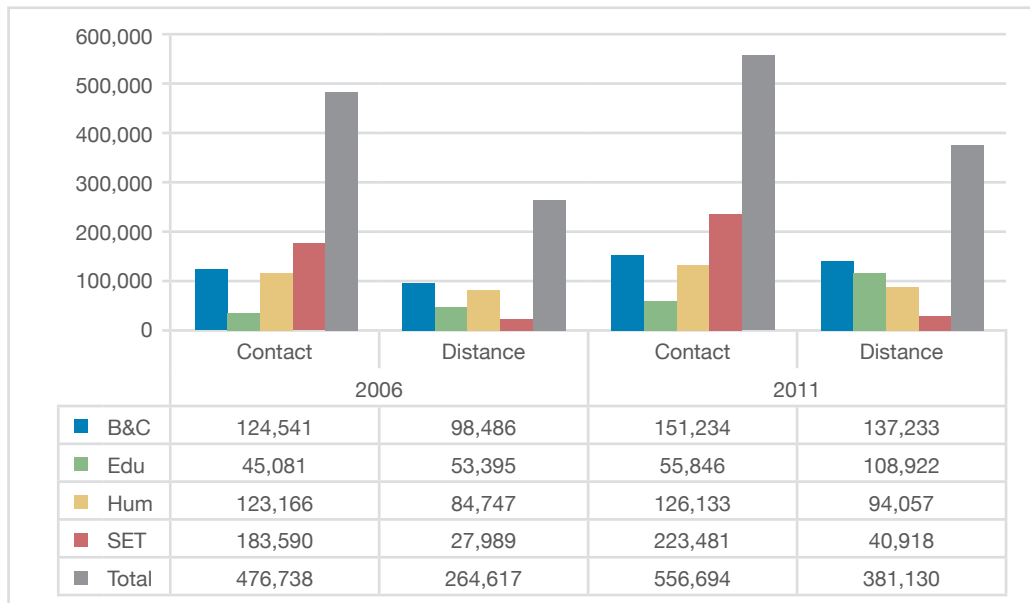


Figure 35: Headcount enrolments by field of study and mode of delivery for 2006 and 2011



* The Unknown category is not displayed, but not omitted. Rounded off percentages may not always add up to 100%.

Figure 36: Headcount enrolments by field of study and race for 2006 and 2011

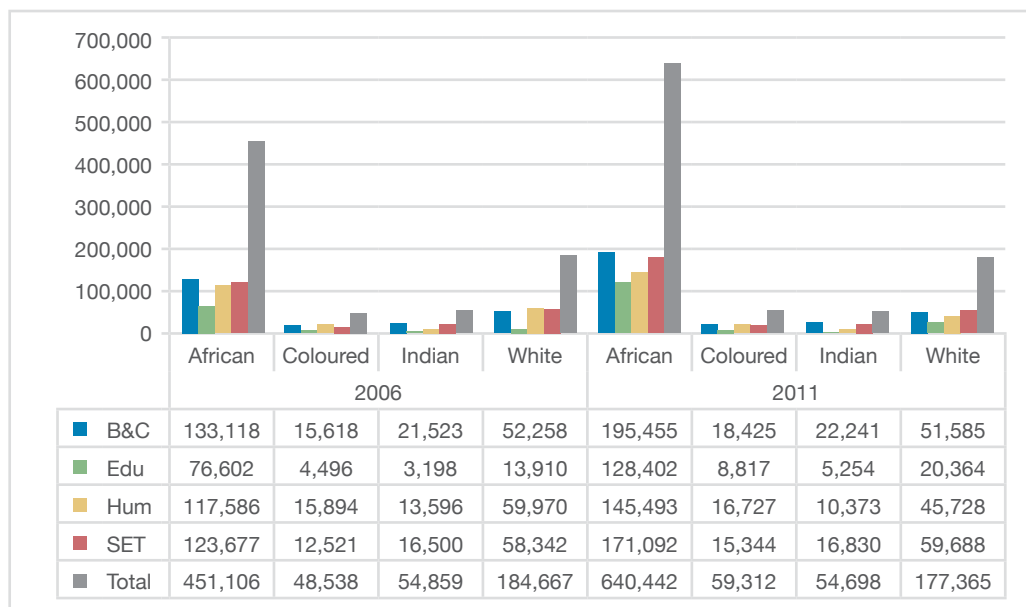


Figure 37: Headcount enrolments by field of study and gender for 2006 and 2011

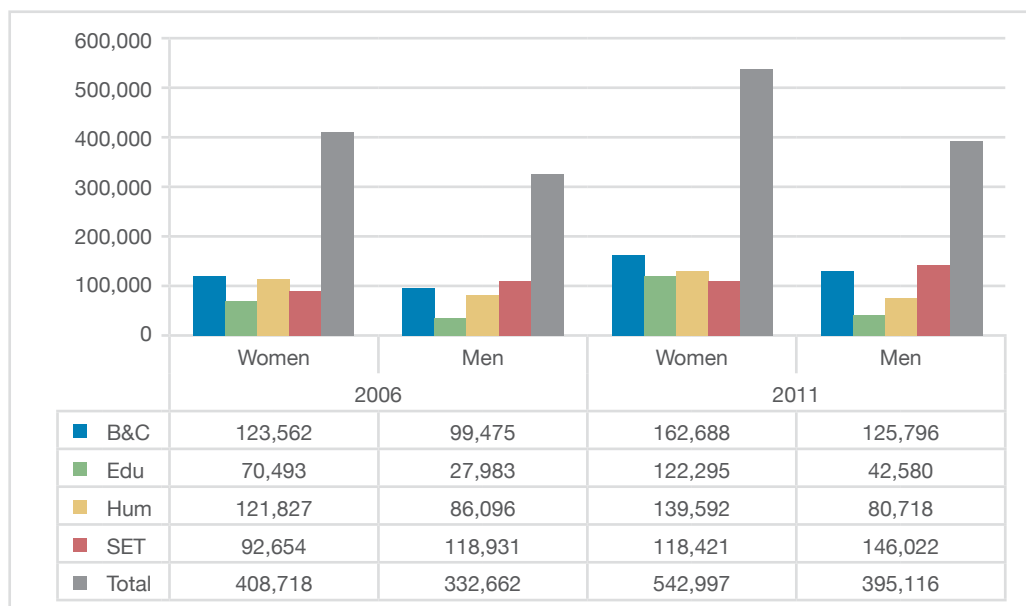


Figure 38: Headcount graduates by field of study and race for 2006 and 2011

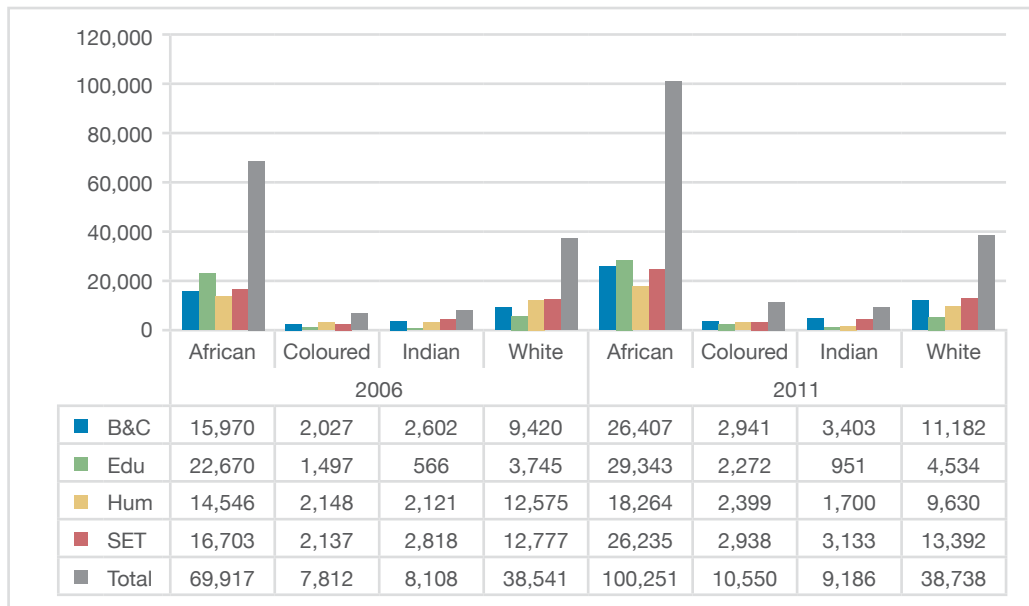


Figure 39: Headcount graduates by field of study and gender for 2006 and 2011

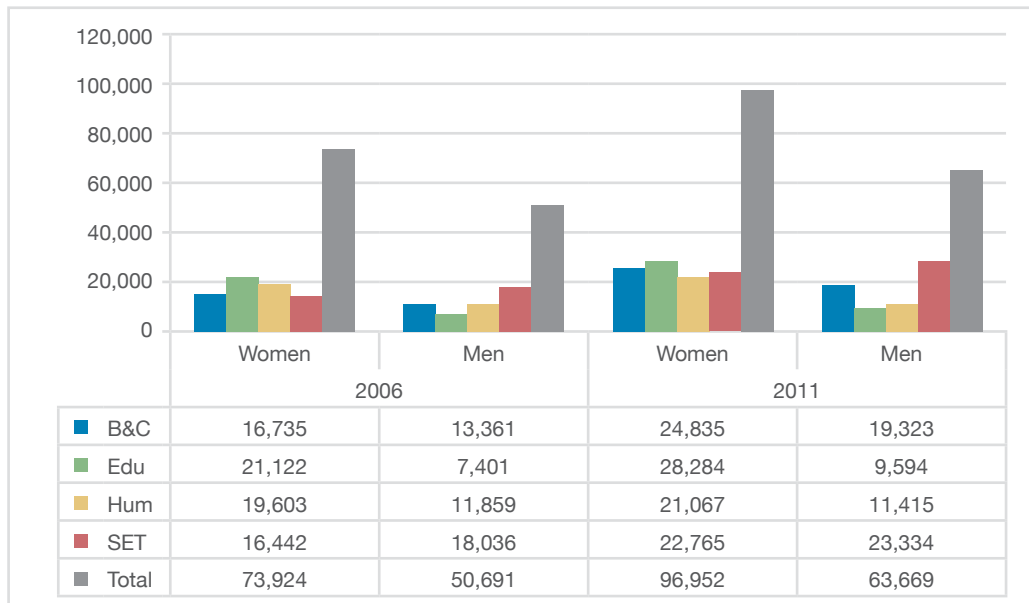


Figure 40: Course success rate by CESM* for 2011

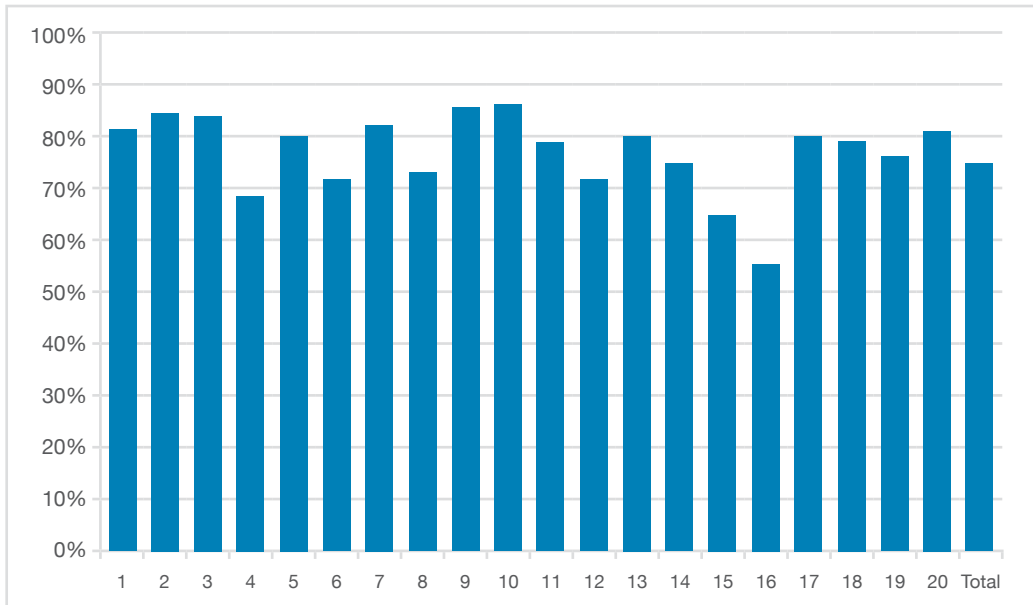
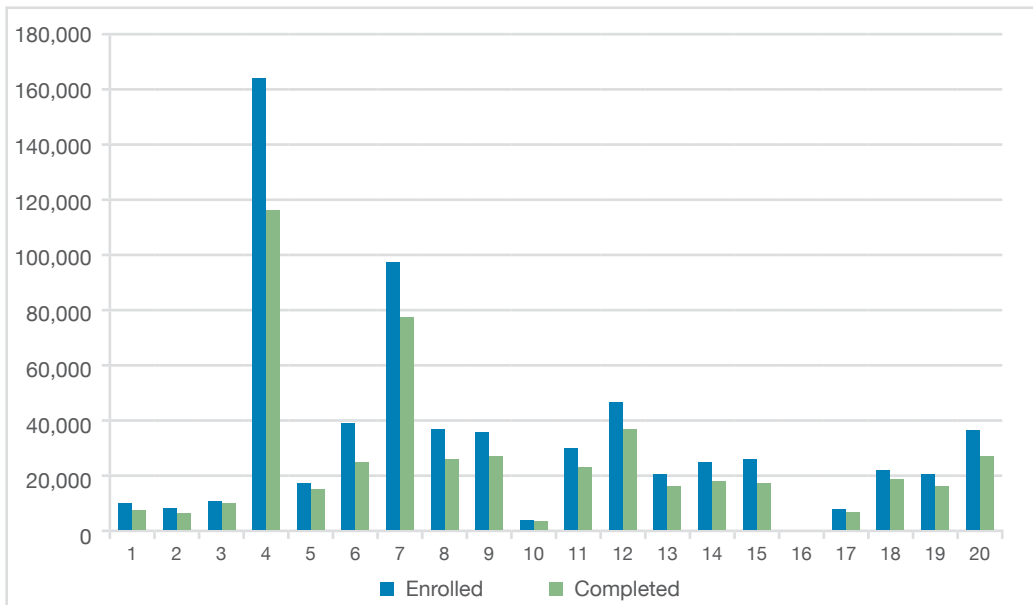


Figure 41: FTE enrolled and completed figures per CESM category for 2011



* The CESM categories are listed in Appendix 2

Figure 42: Course success rate by field of study from 2006 to 2011

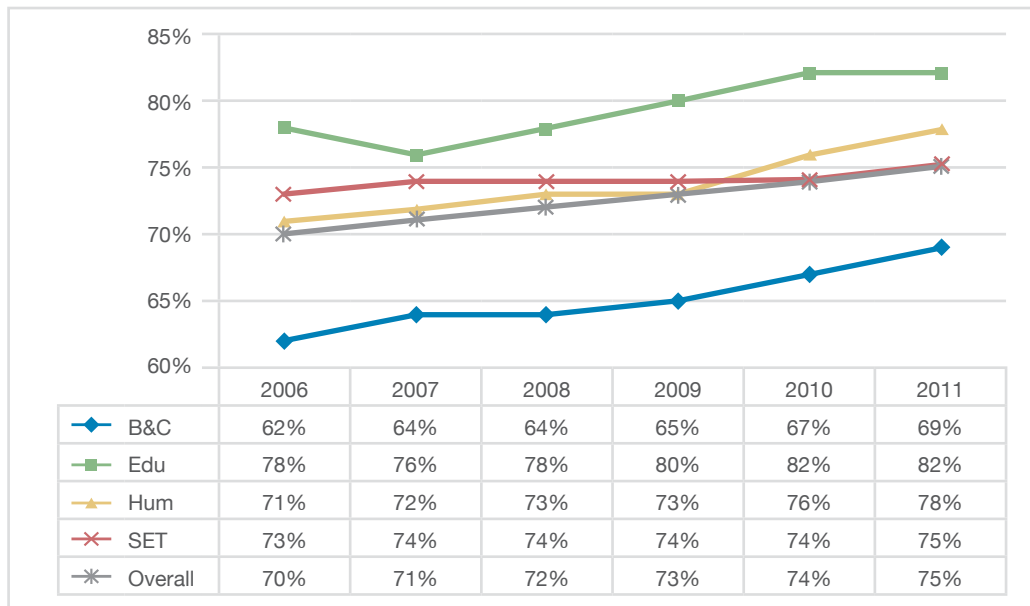


Figure 43: FTE enrolments by field of study from 2006 to 2011

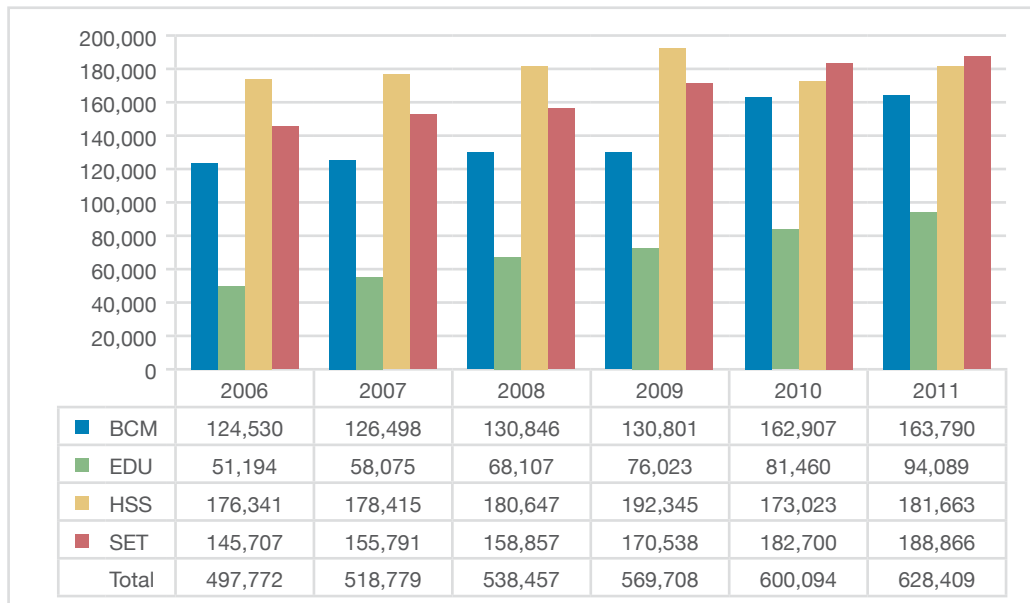
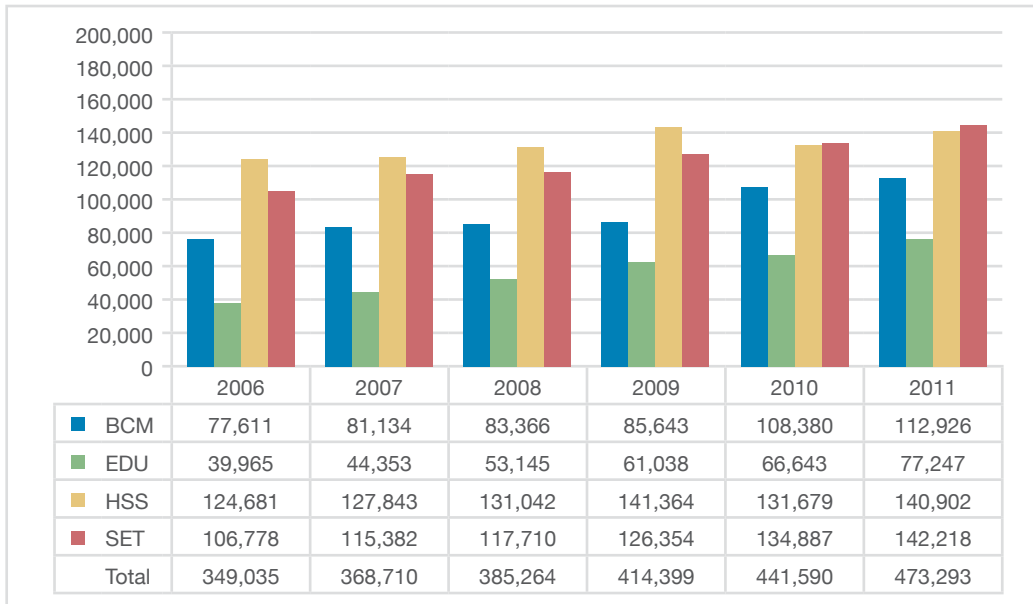
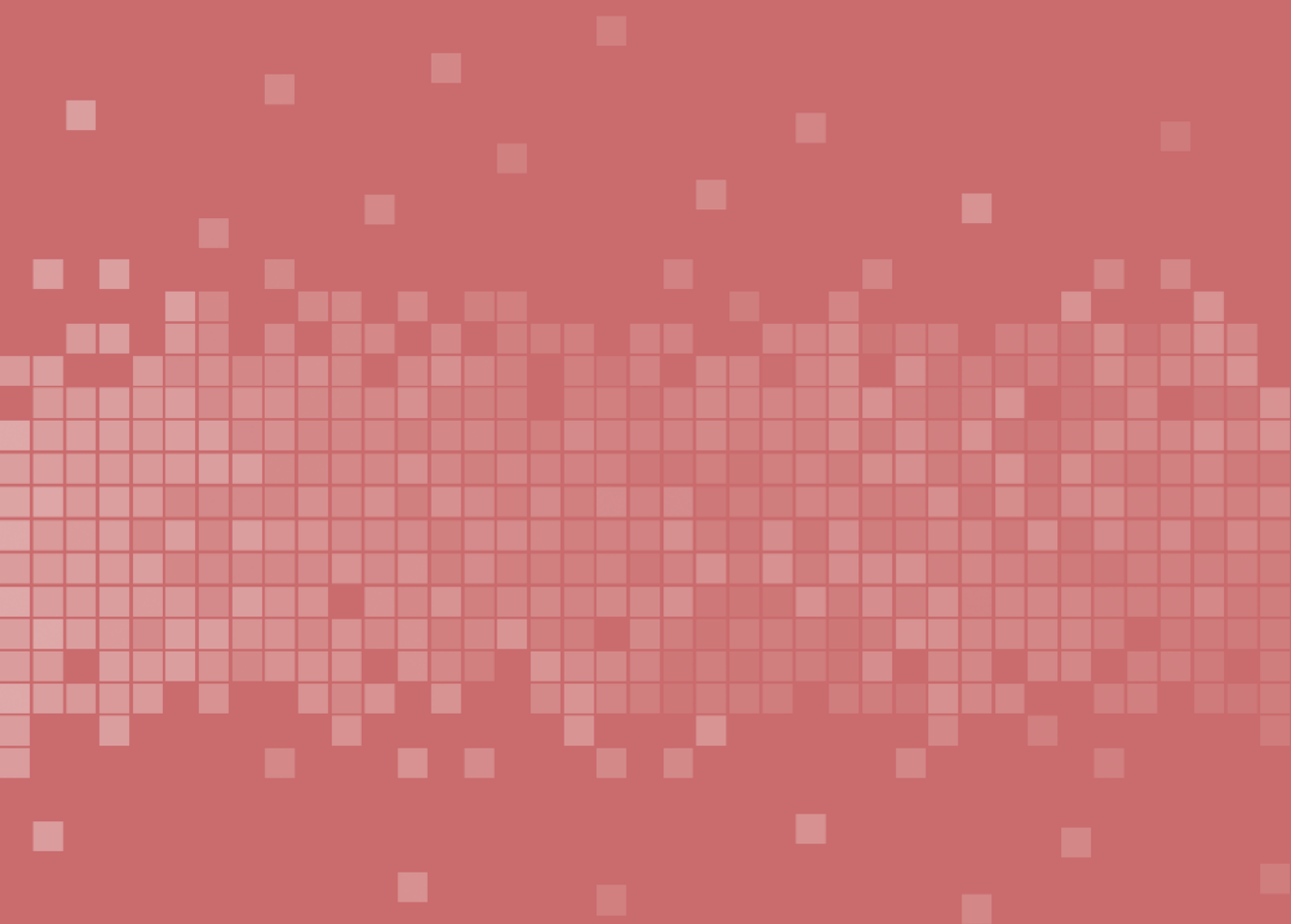


Figure 44: FTE completed by field of study from 2006 to 2011



ENROLMENT BY INSTITUTIONAL TYPE



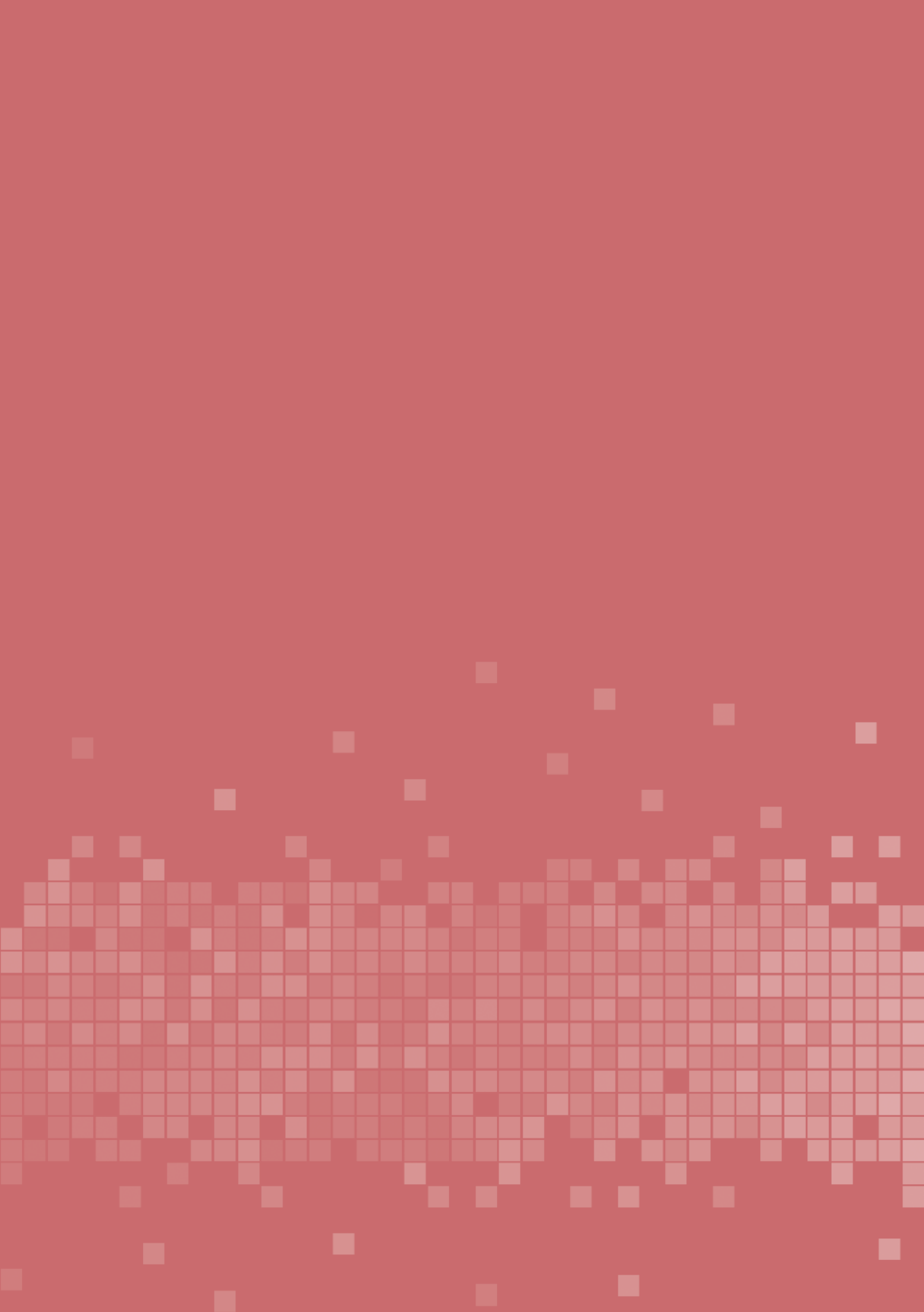


Figure 45: Headcount enrolments by institutional type from 2006 to 2011*

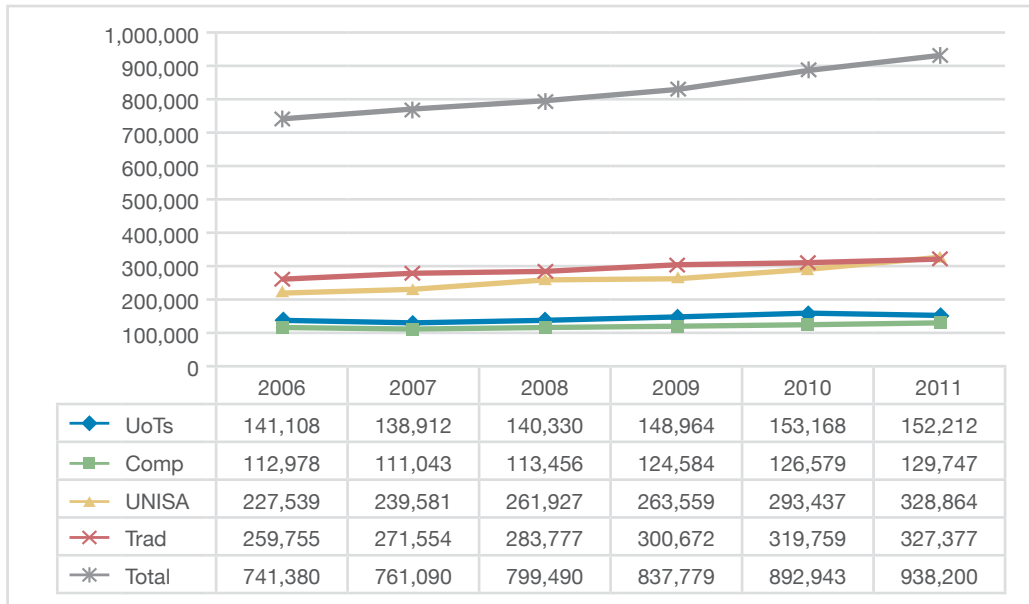
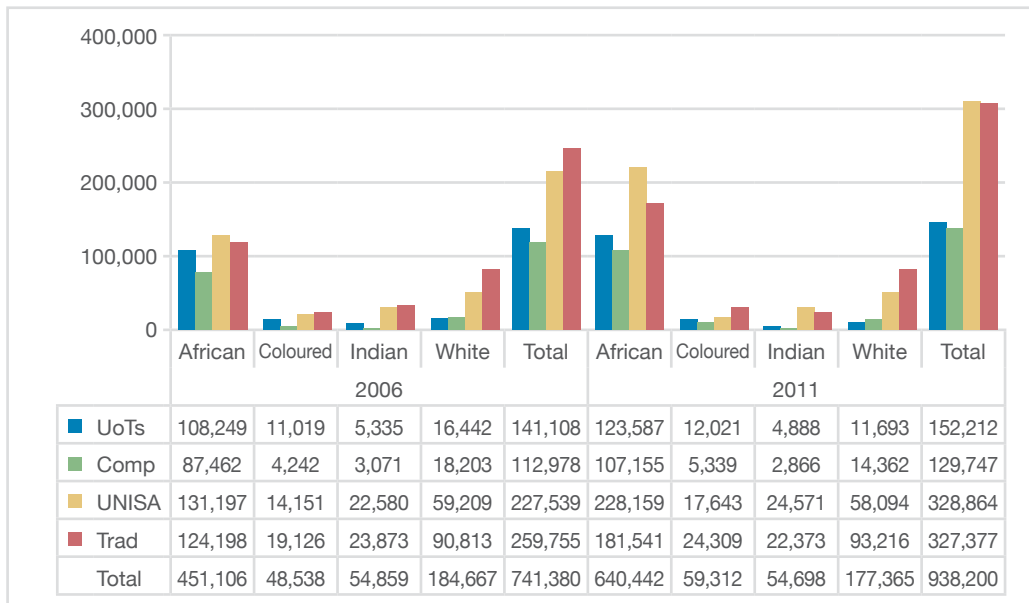


Figure 46: Headcount enrolments by institutional type and race for 2006 and 2011



* The Unknown category is not displayed, but not omitted. Rounded off percentages may not always add up to 100%.

Figure 47: Headcount enrolments by institutional type and gender for 2006 and 2011

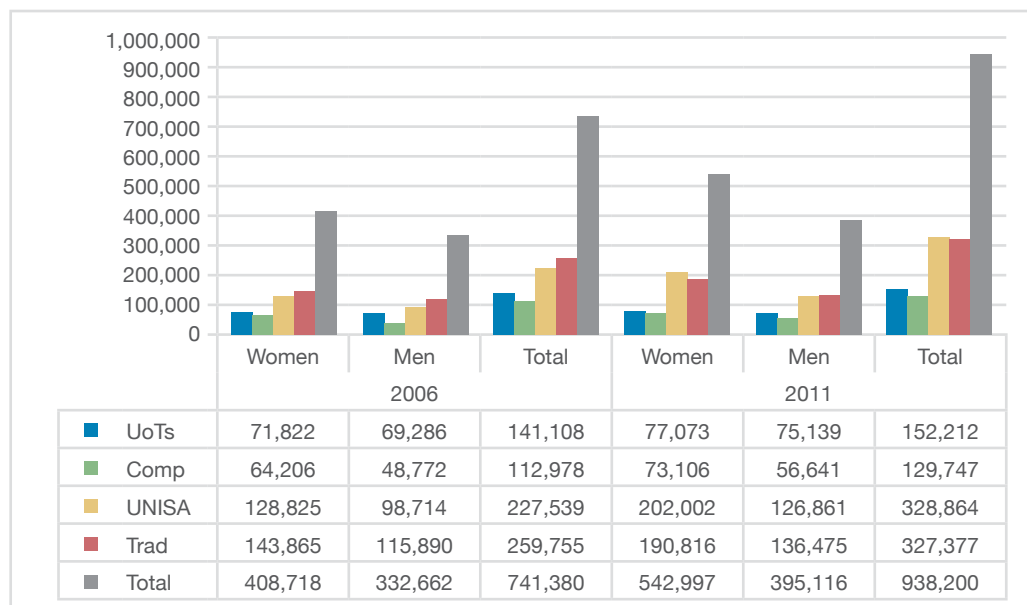
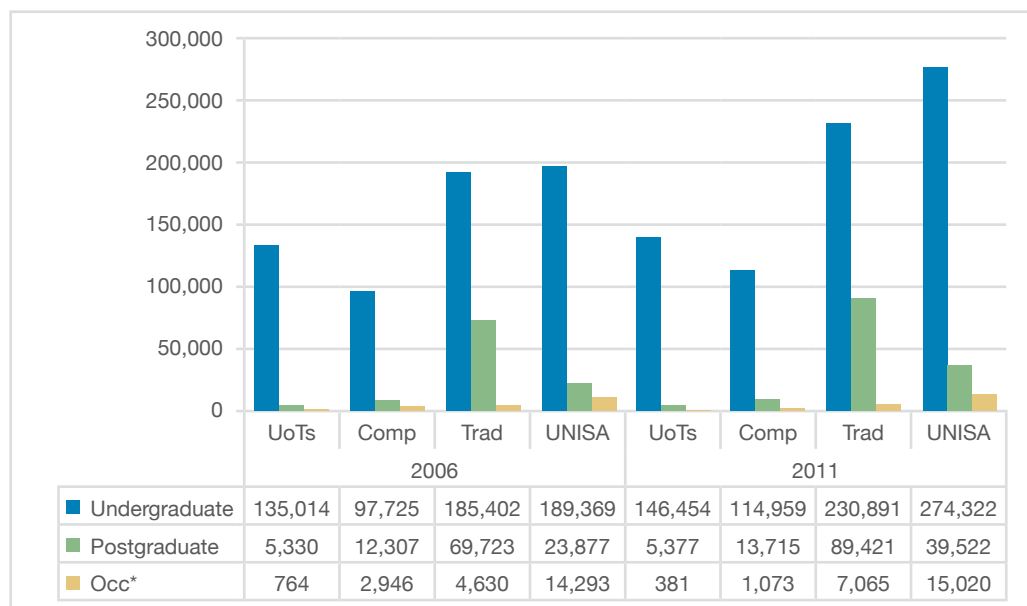


Figure 48: Headcount enrolments by institutional type and qualification level for 2006 and 2011



* Occasional students

Figure 49: Headcount enrolments by institutional type and undergraduate qualifications for 2006 and 2011

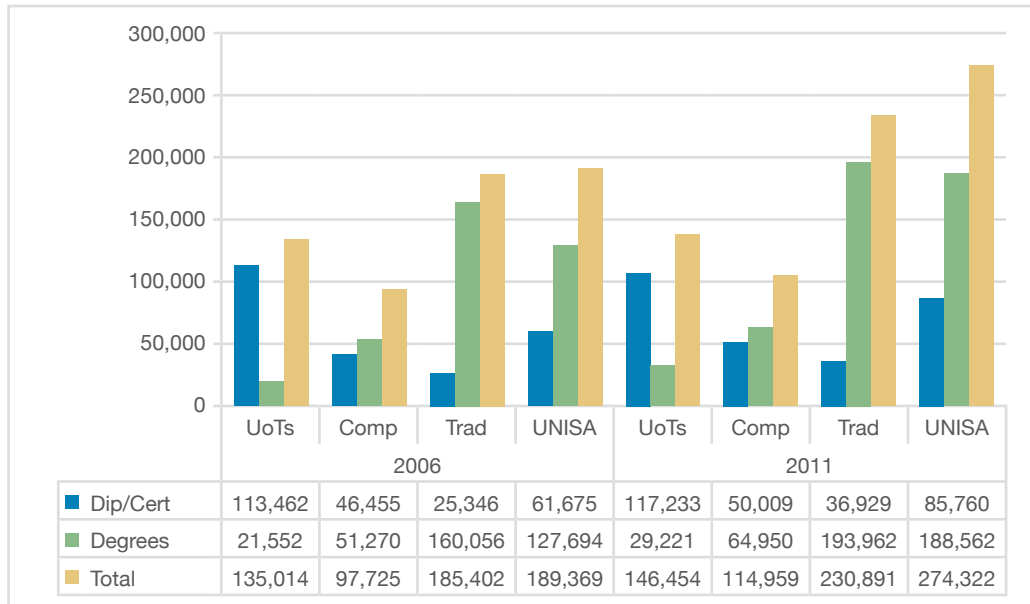


Figure 50: Headcount enrolments by institutional type and postgraduate qualifications for 2006 and 2011

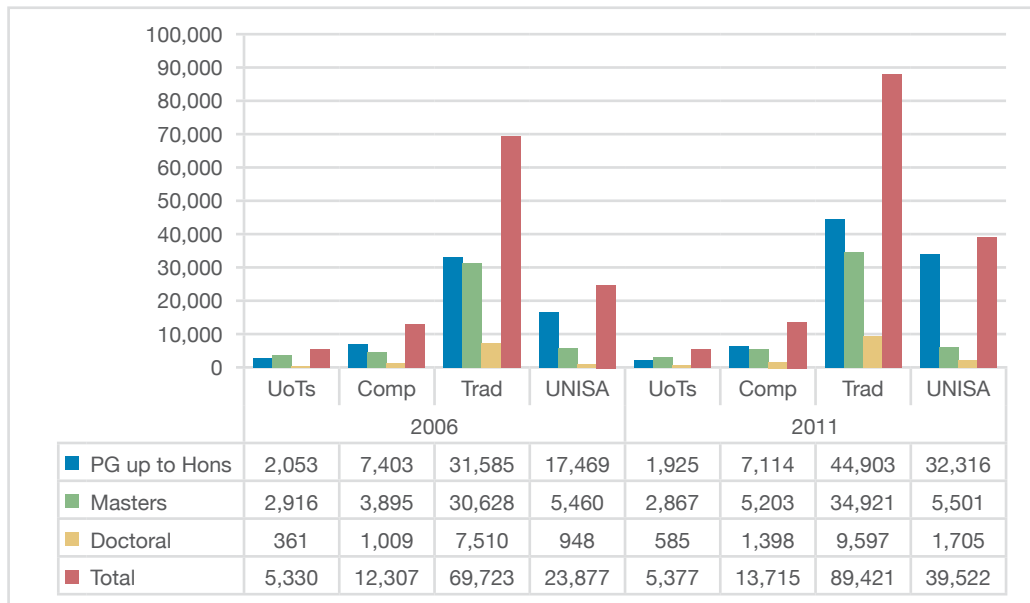


Figure 51: Headcount graduates by institutional type from 2006 to 2011

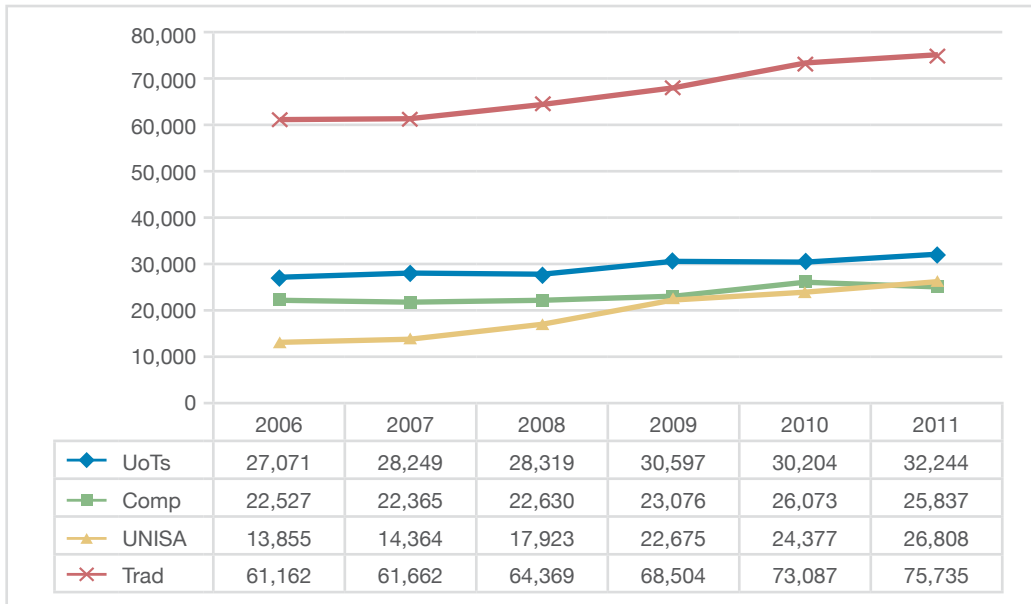


Figure 52: Enrolments at Universities of Technology from 2006 to 2011

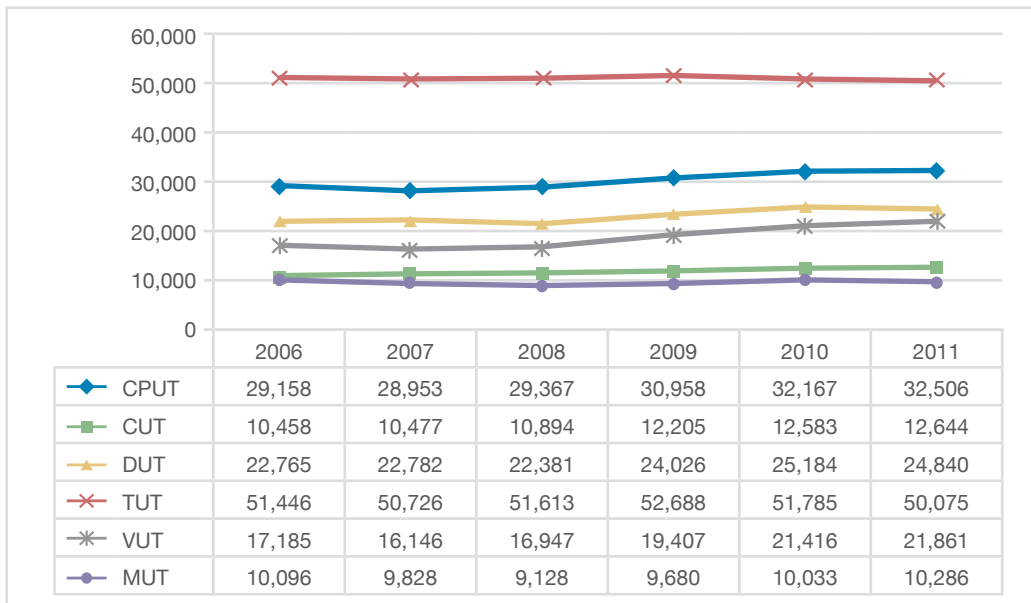


Figure 53: Enrolments at Traditional Universities from 2006 to 2011

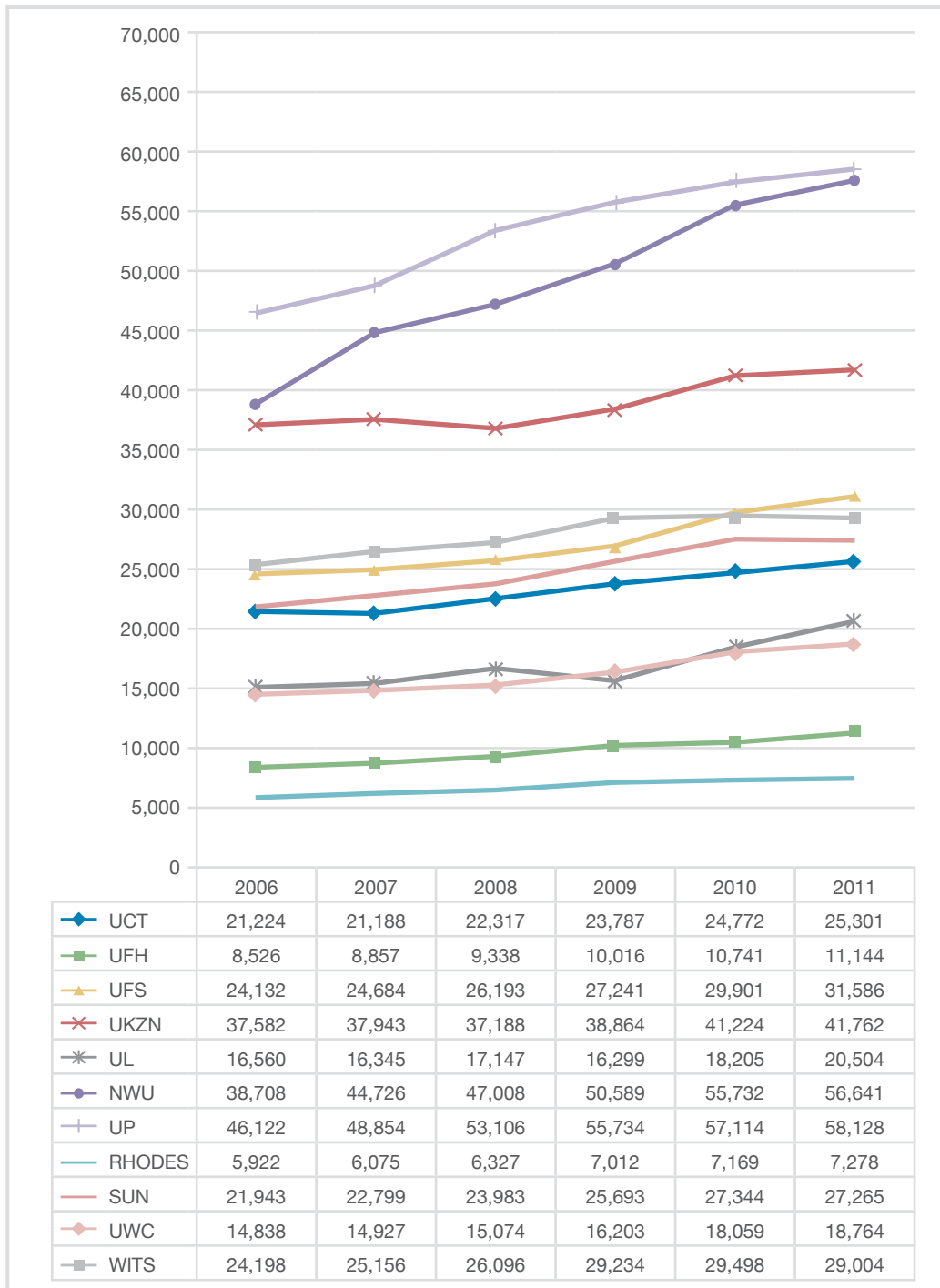
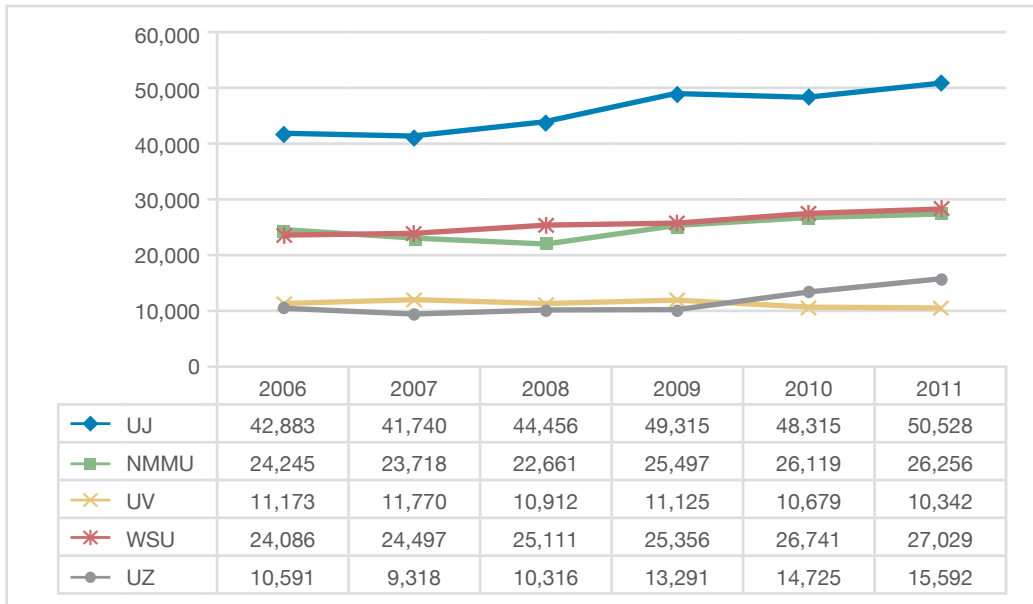
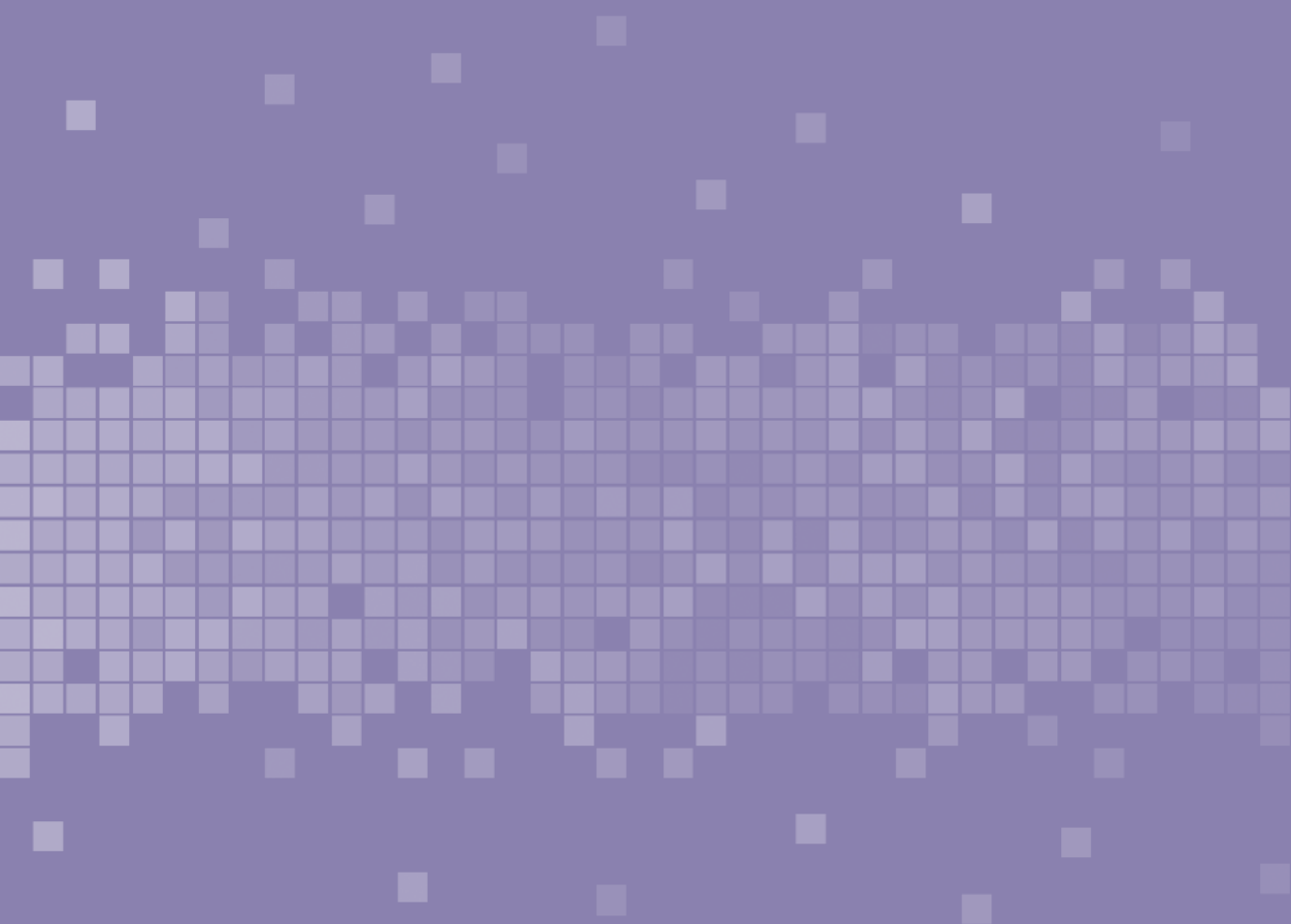


Figure 54: Enrolments at Comprehensive Universities from 2006 to 2011 (excluding UNISA)



STAFF COMPLEMENT



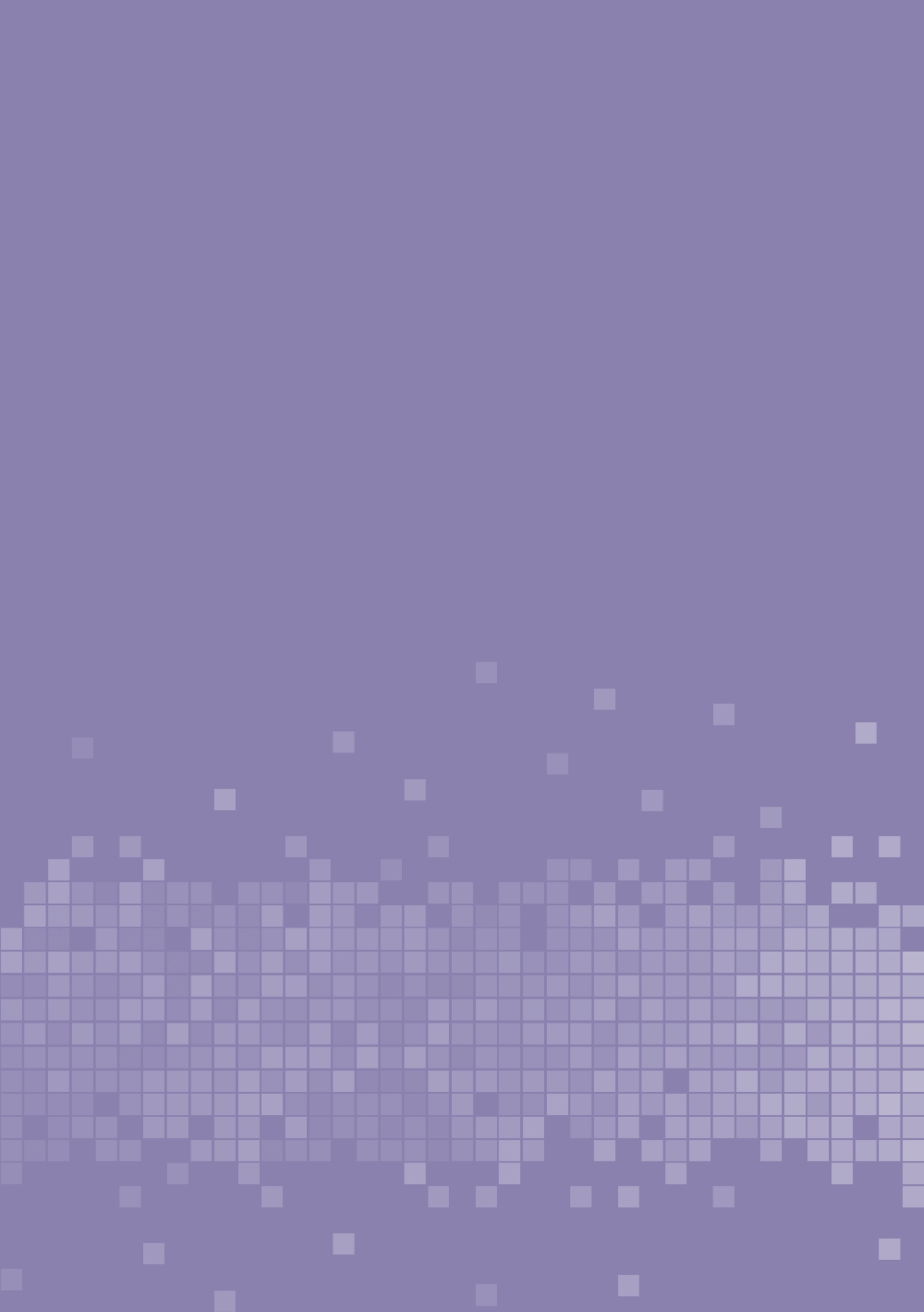


Figure 55: Headcount permanent vs temporary staff members from 2006 to 2011

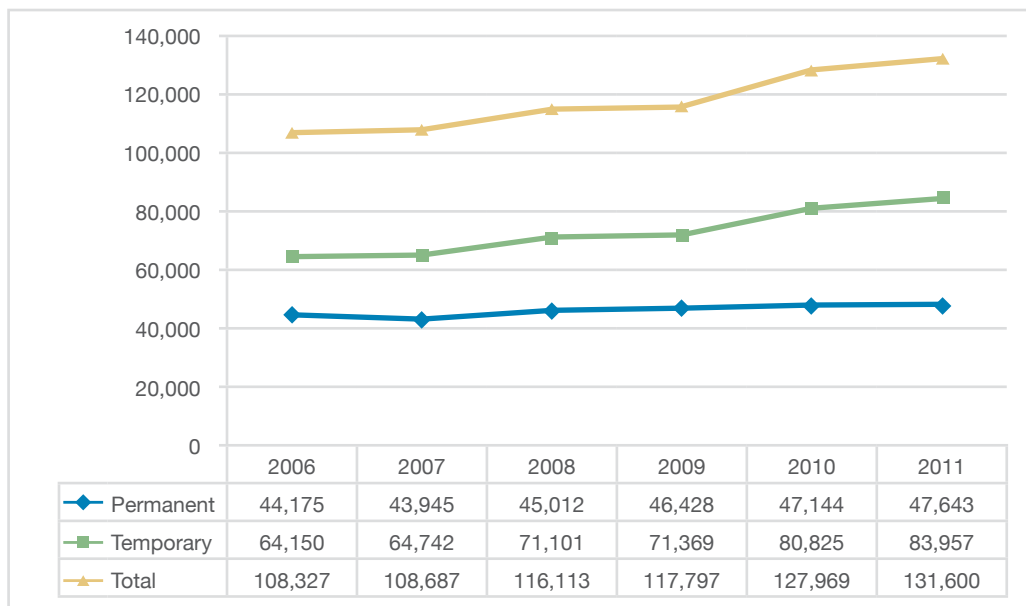
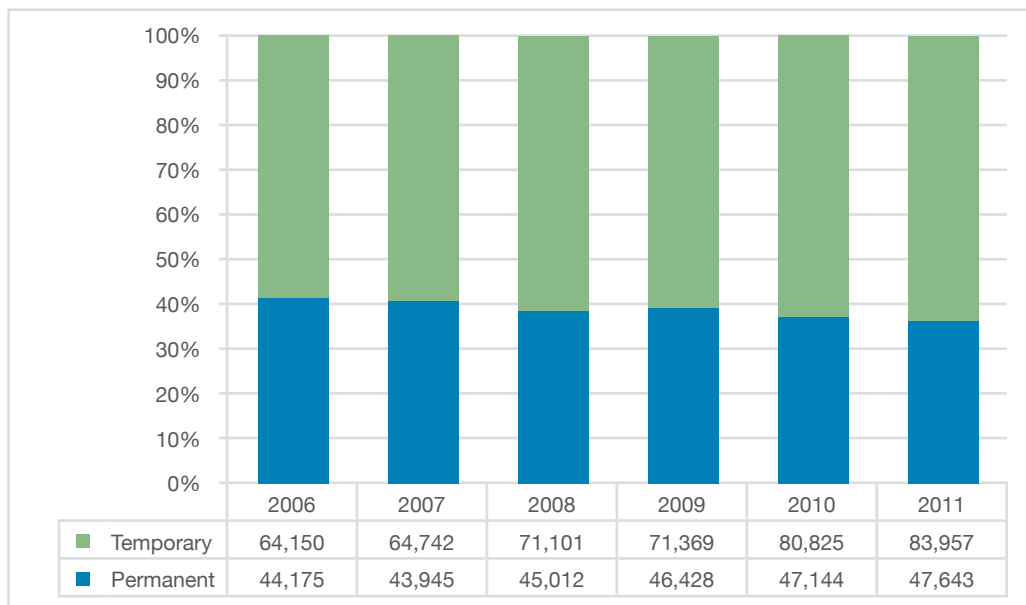


Figure 56: Proportion of permanent vs temporary staff members from 2006 to 2011



* The Unknown category is not displayed, but not omitted. Rounded off percentages may not always add up to 100%.

Figure 57: Headcount overall staff members by race from 2006 to 2011

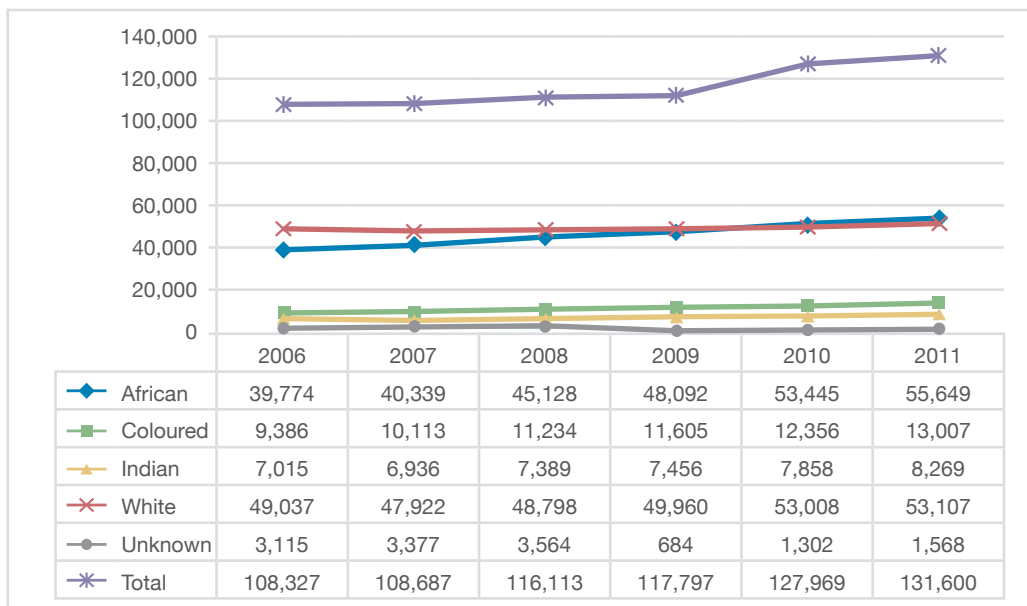


Figure 58: Headcount overall staff by gender for 2006 and 2011

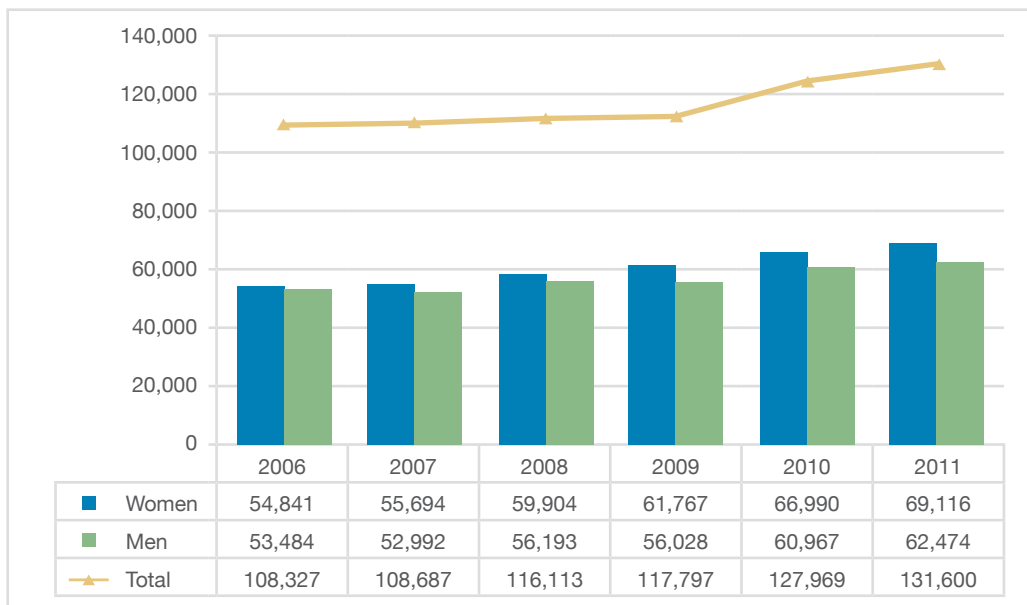


Figure 59: Headcount overall staff members by race and employment status for 2006 and 2011

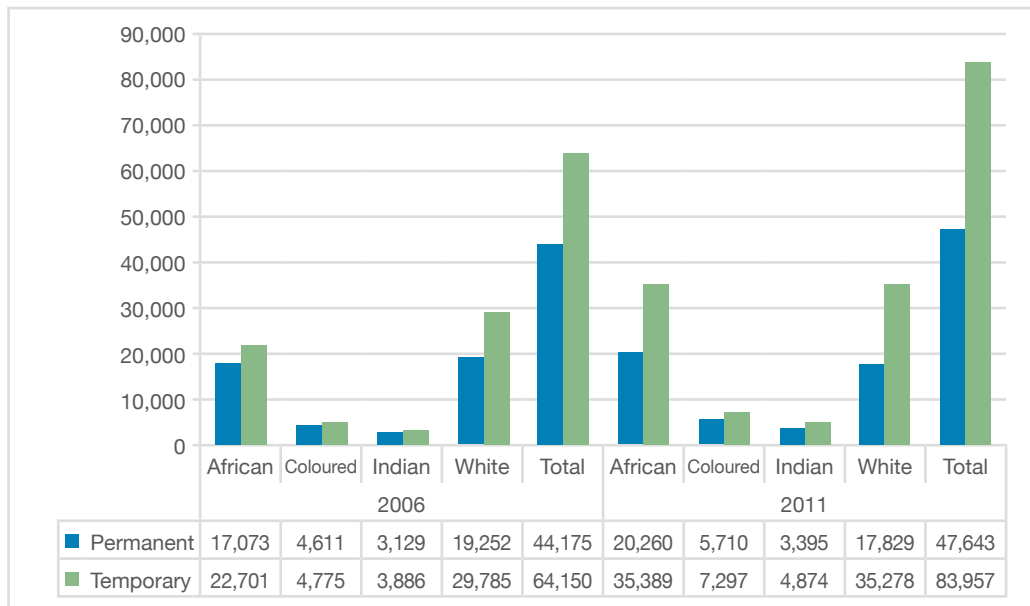
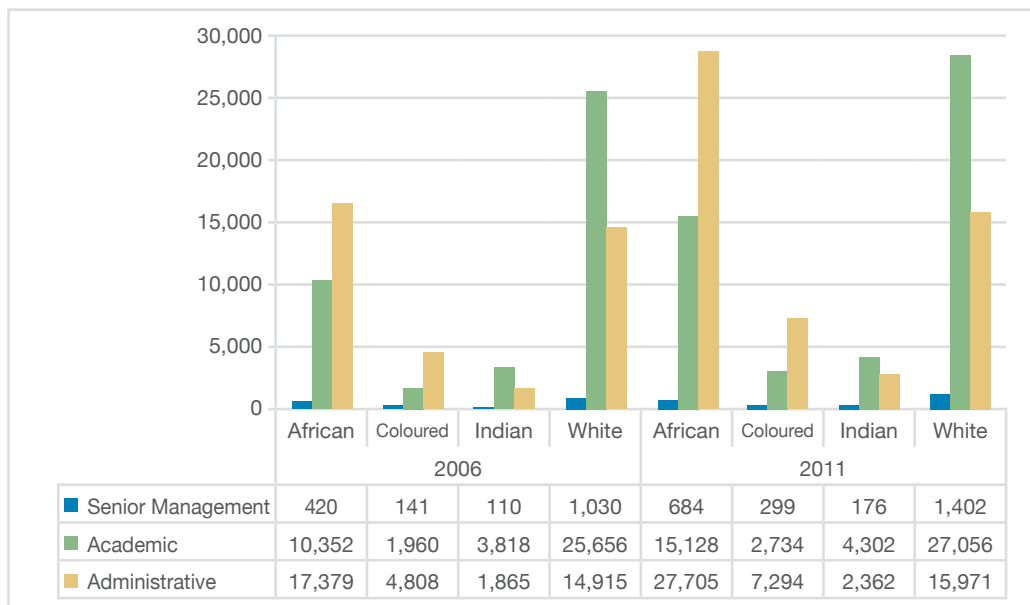


Figure 60: Headcount staff in selected personnel categories by race for 2006 and 2011



Senior management staff

Figure 61: Headcount senior management staff by employment status from 2006 to 2011

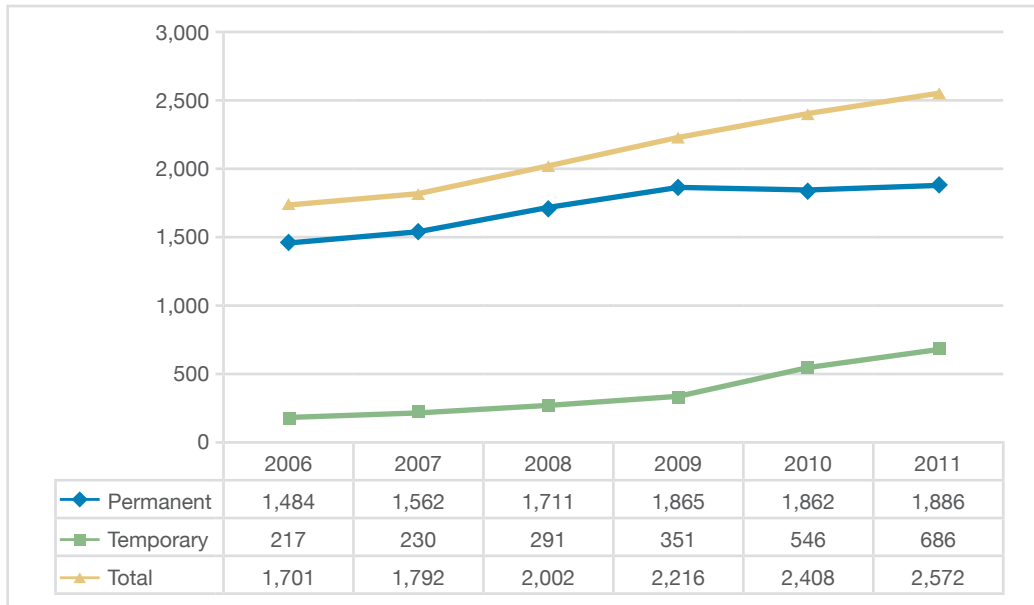


Figure 62: Proportion of permanent vs temporary senior management staff from 2006 to 2011

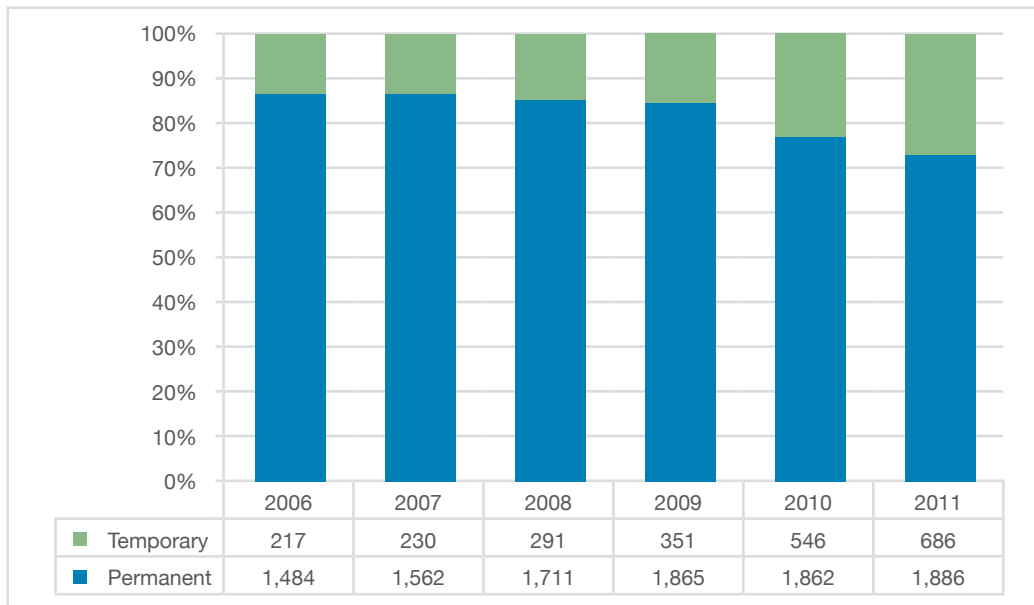


Figure 63: Headcount senior management staff members by race from 2006 to 2011

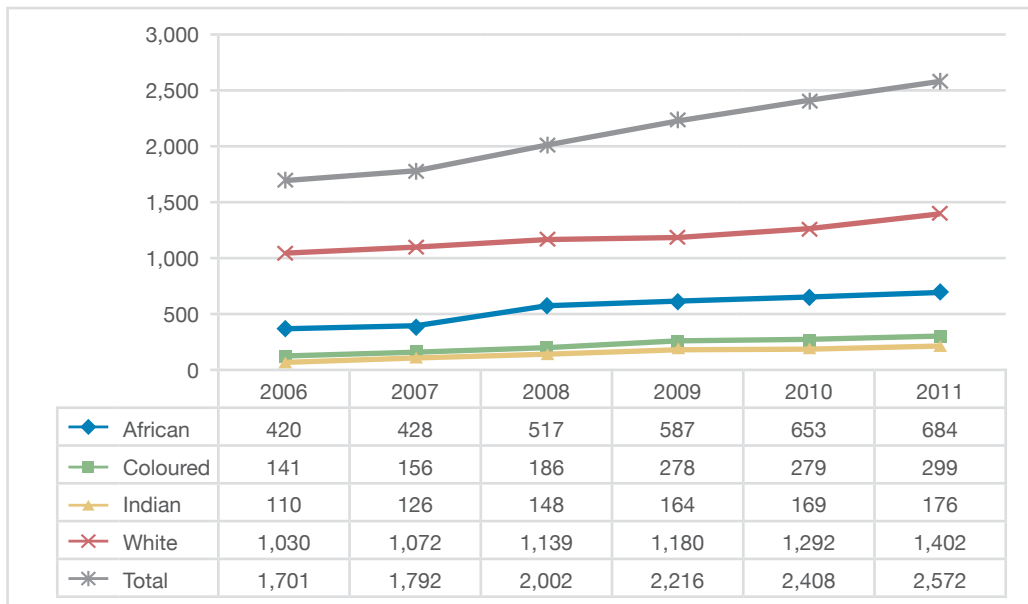


Figure 64: Headcount senior management staff members by gender from 2006 to 2011

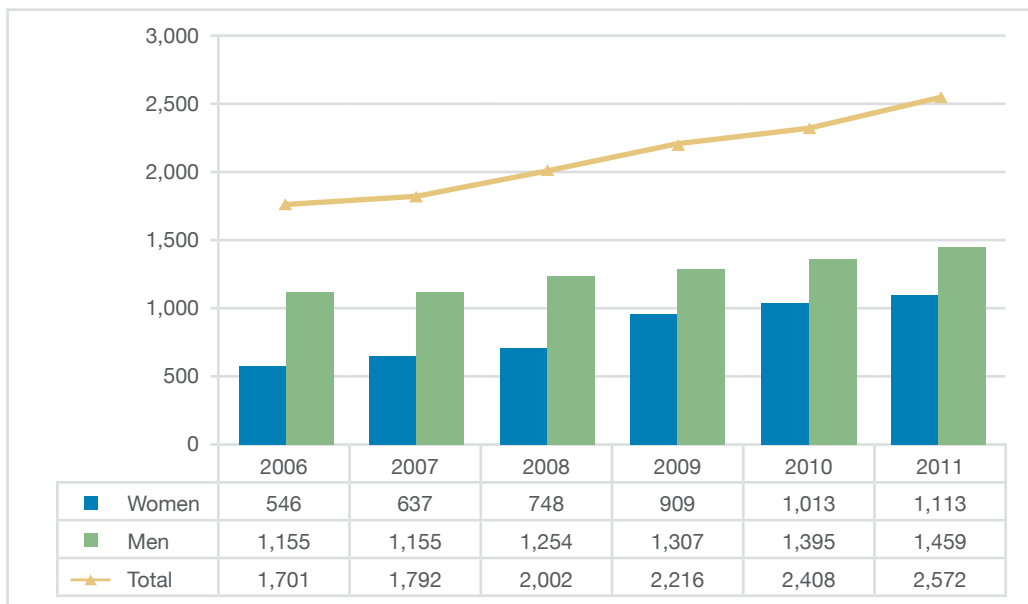
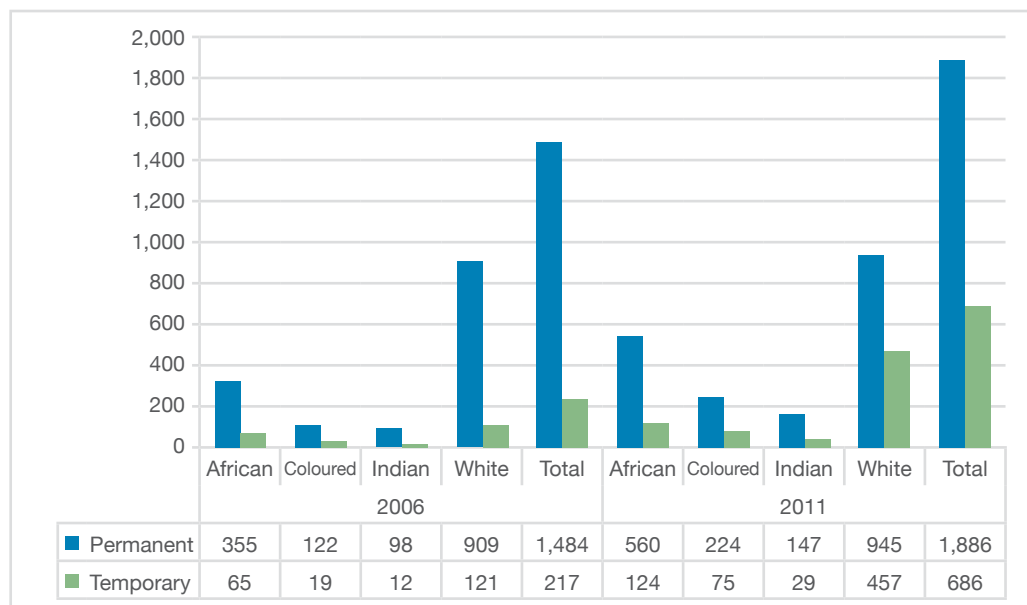


Figure 65: Headcount senior management staff members by race and employment status for 2006 and 2011



Instruction and research staff (Academic staff)

Figure 66: Headcount instruction and research staff members by employment status from 2006 to 2011

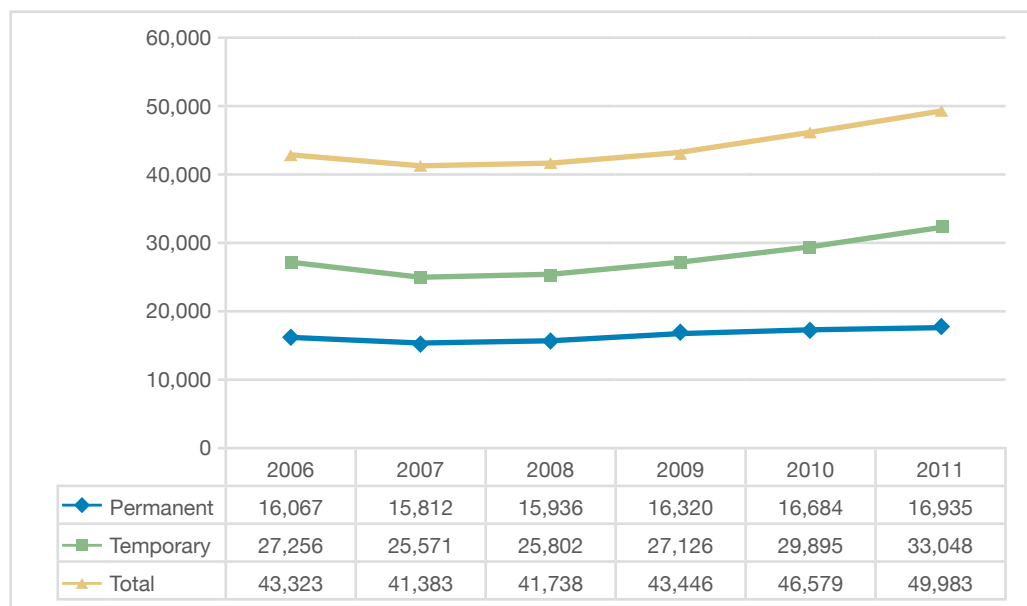


Figure 67: Proportion of permanent vs temporary instruction and research staff members from 2006 to 2011

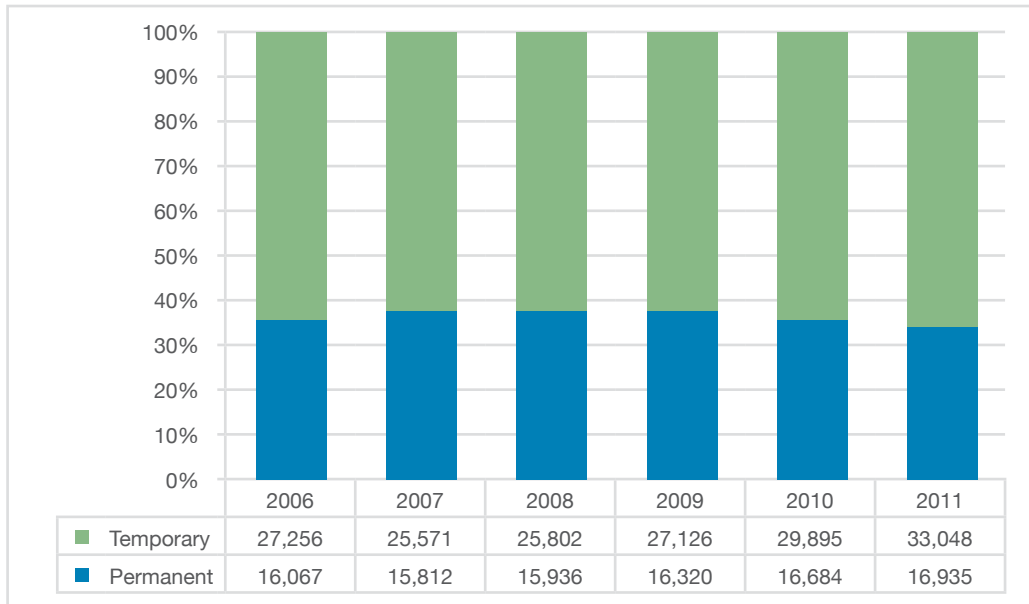


Figure 68: Headcount instruction and research staff members by race from 2006 to 2011

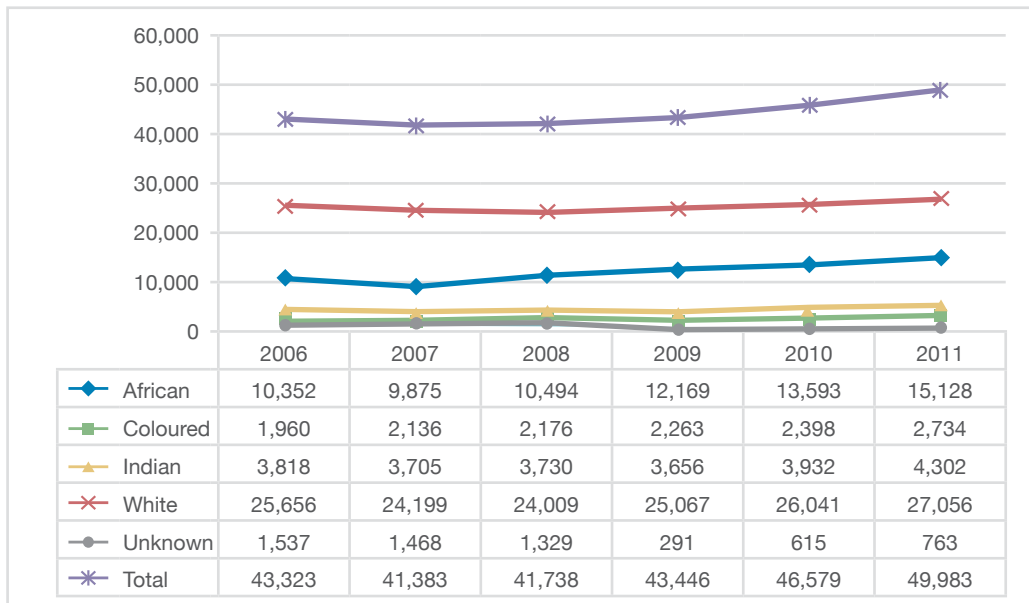


Figure 69: Headcount instruction and research staff members by gender from 2006 to 2011

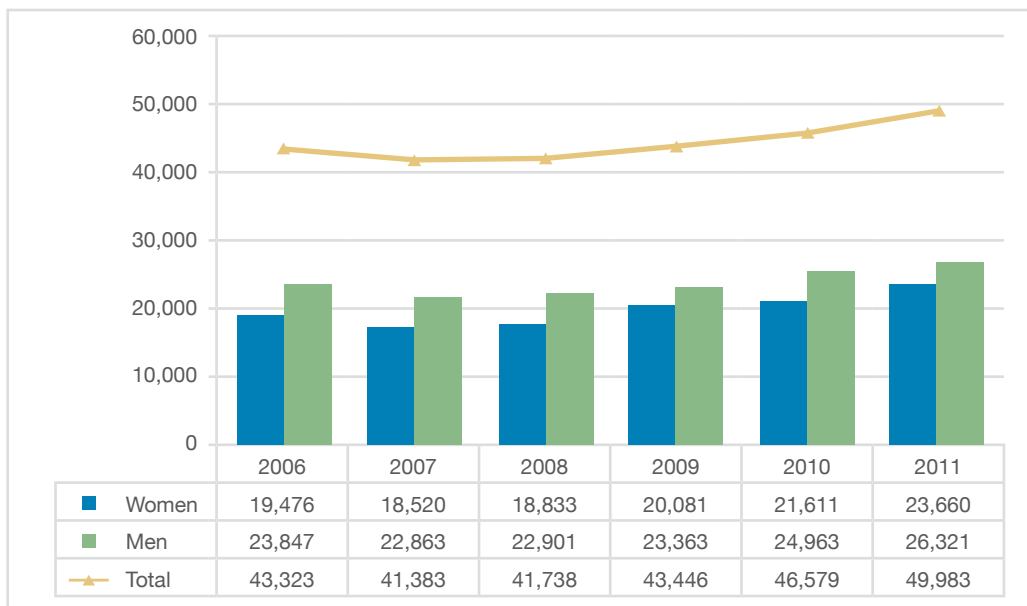


Figure 70: Headcount instruction and research staff members by race and employment status for 2006 and 2011

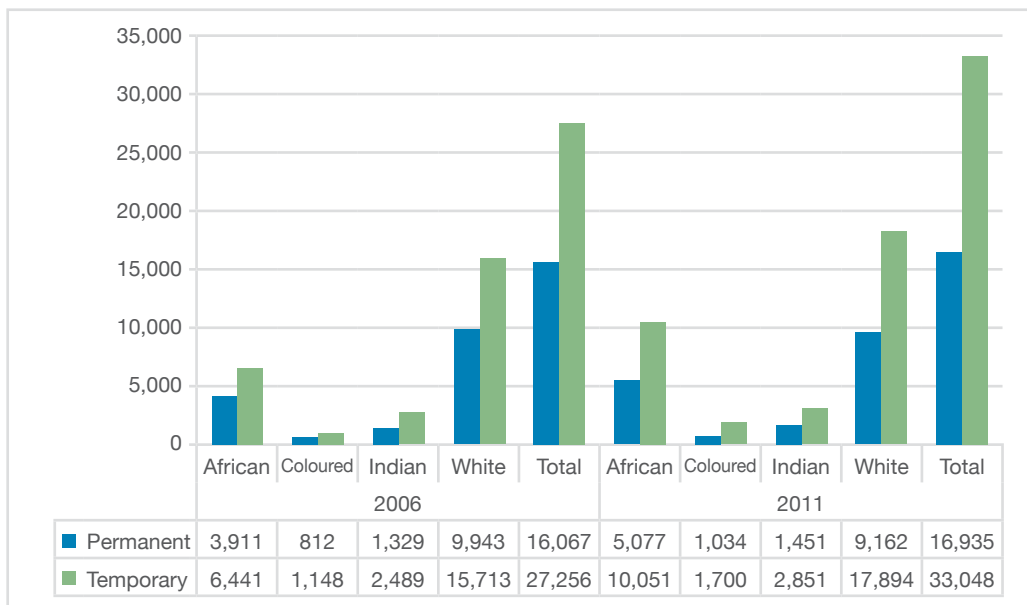


Figure 71: Headcount permanent instruction and research staff by race and qualification level for 2006 and 2011

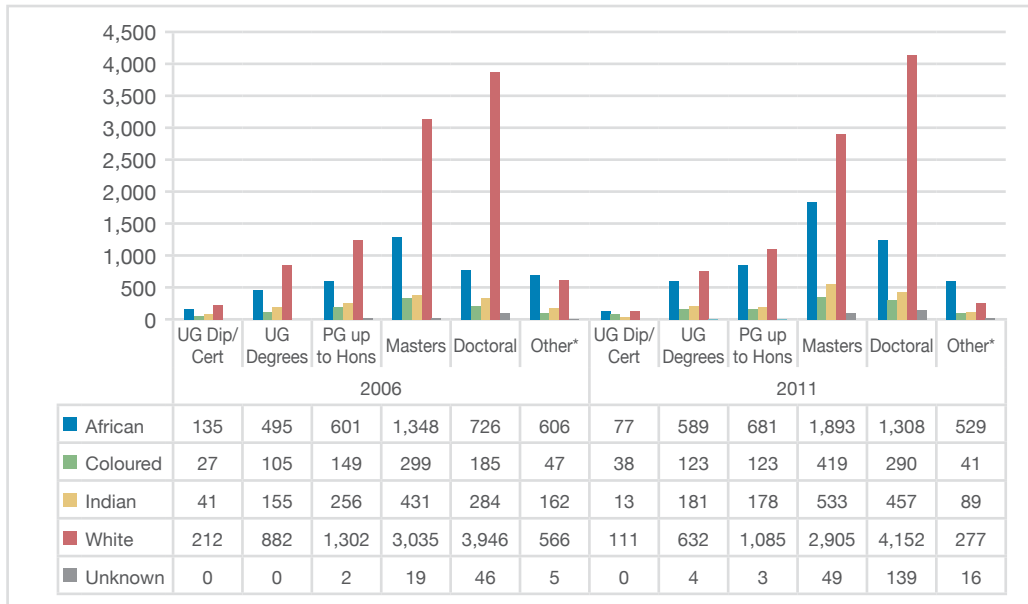
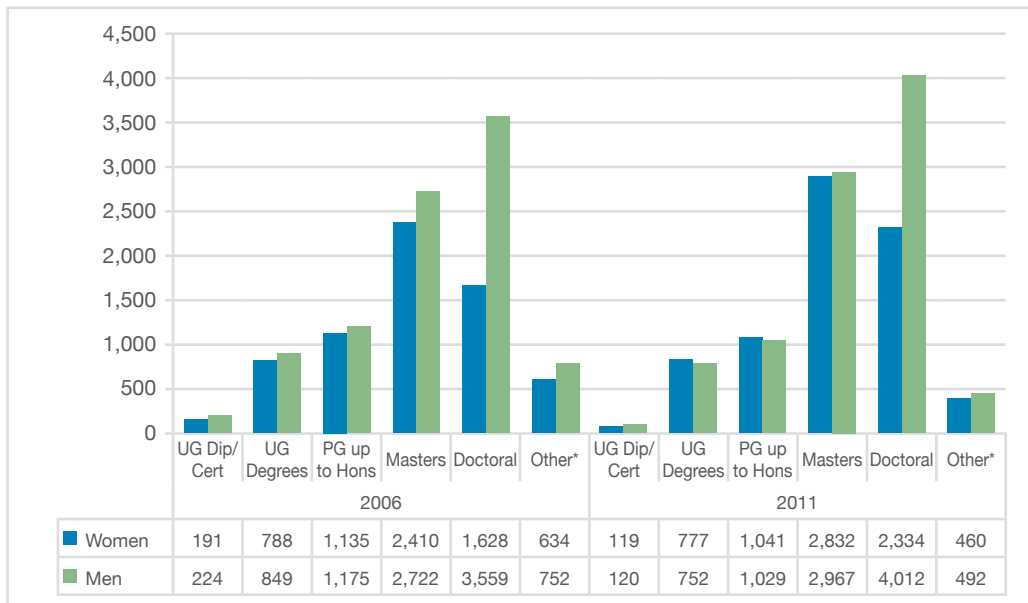


Figure 72: Headcount permanent instruction and research staff by gender and qualification level for 2006 and 2011



* Other includes all unknowns and qualifications labelled as other

Figure 73: Headcount instruction and research staff members by age grouping from 2006 to 2011

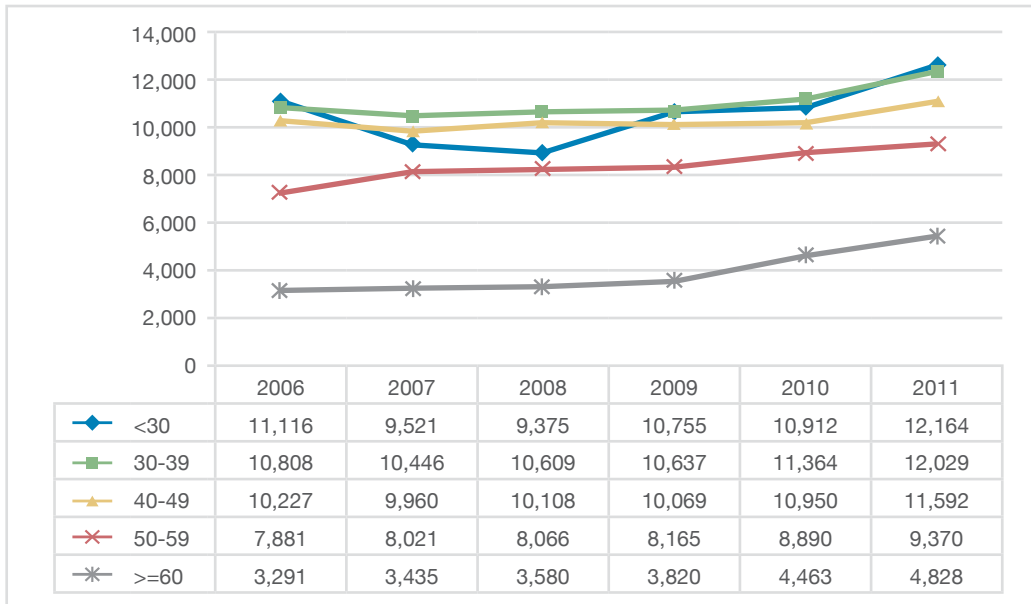


Figure 74: Headcount permanent instruction and research staff members by age grouping from 2006 to 2011



Administrative staff

Figure 75: Headcount non-professional administrative staff members by employment status from 2006 to 2011

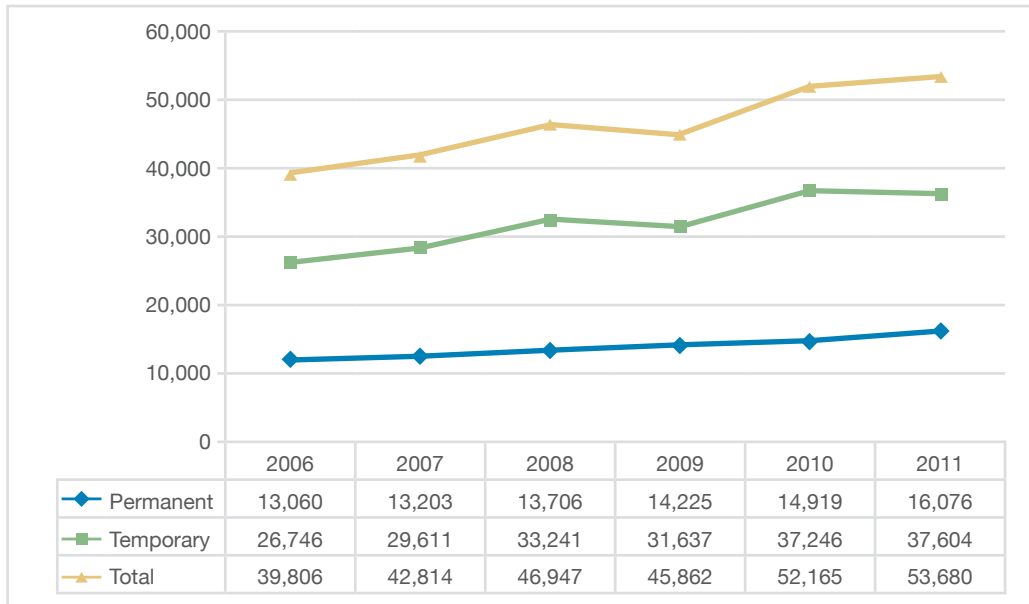


Figure 76: Proportion of permanent vs temporary non-professional administrative staff members from 2006 to 2011

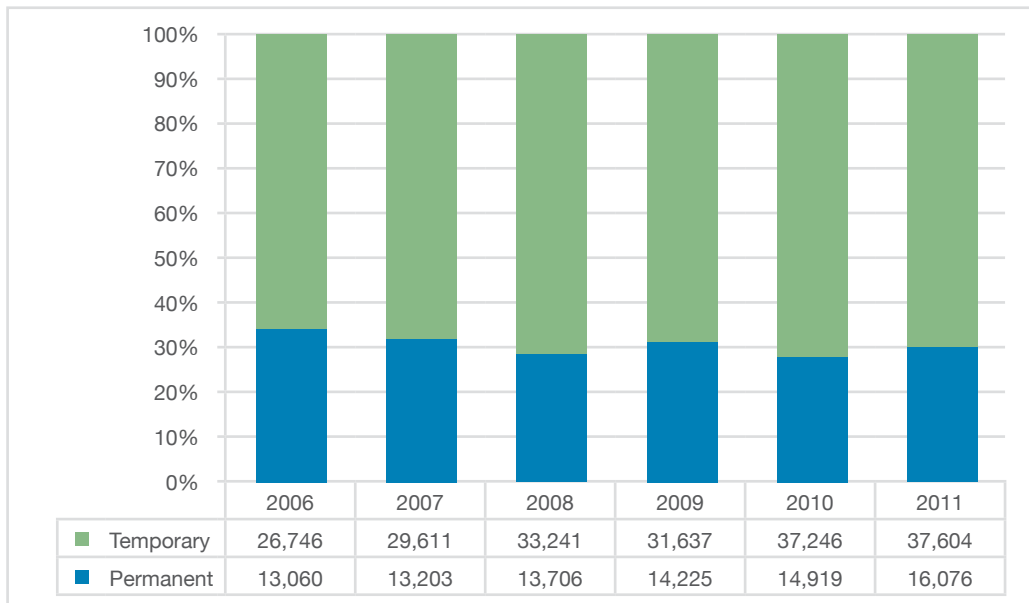


Figure 77: Headcount non-professional administrative staff members by race from 2006 to 2011

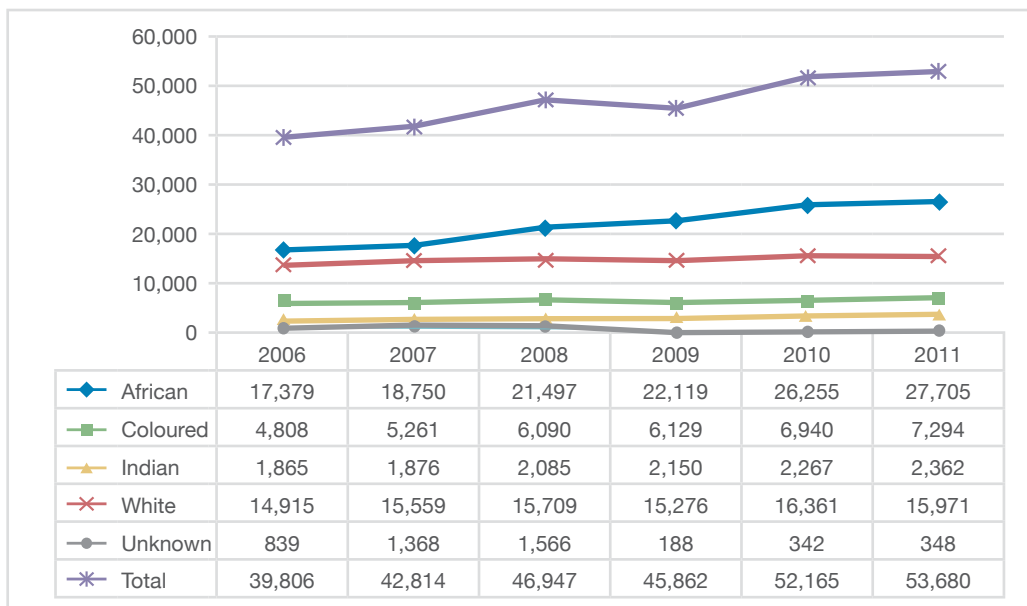


Figure 78: Headcount non-professional administrative staff members by gender from 2006 to 2011

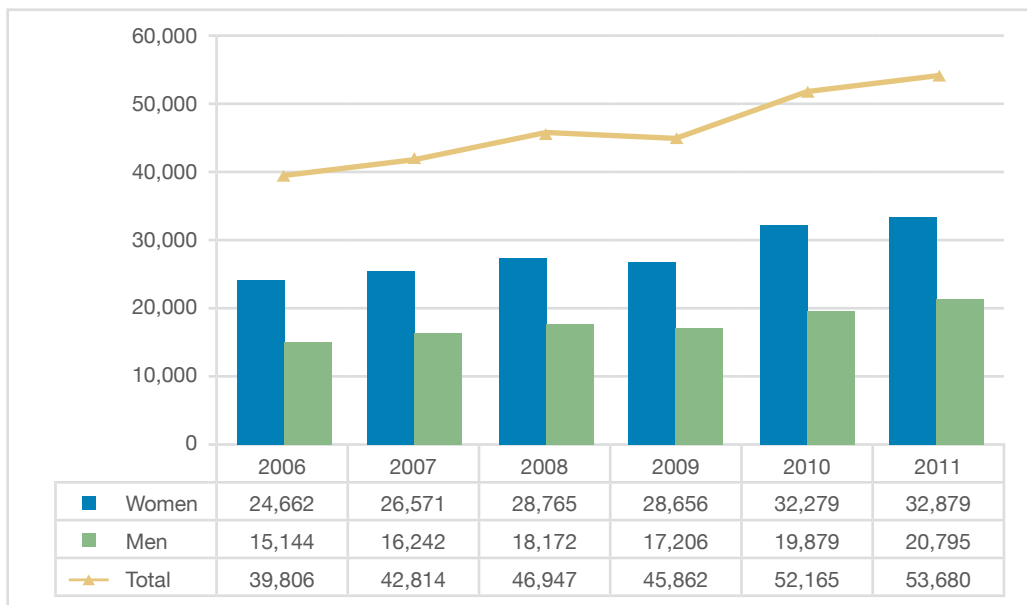
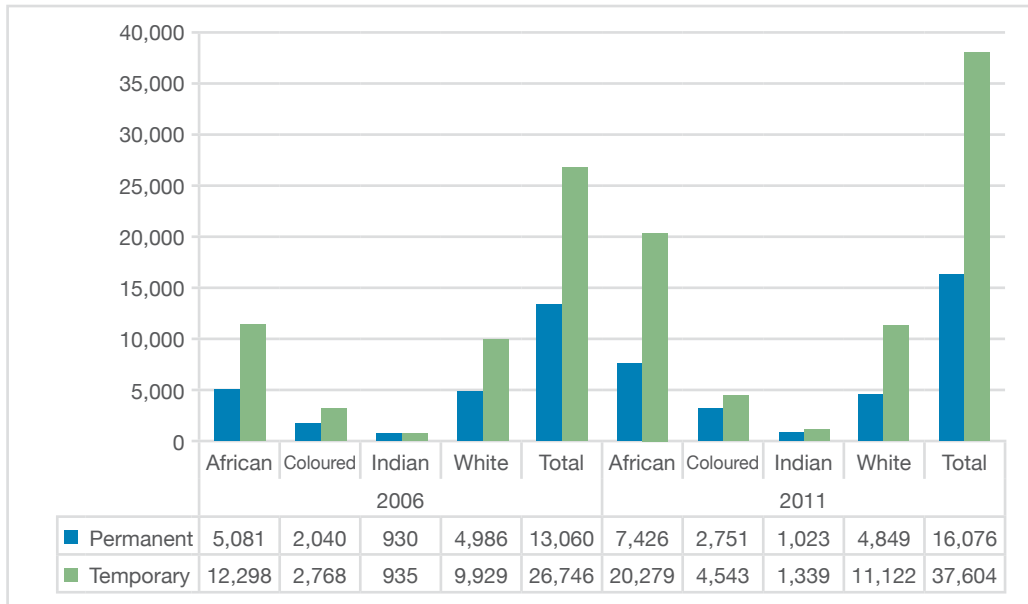


Figure 79: Headcount non-professional administrative staff members by race for 2006 and 2011



Service staff

Figure 80: Headcount service staff members by employment status from 2006 to 2011

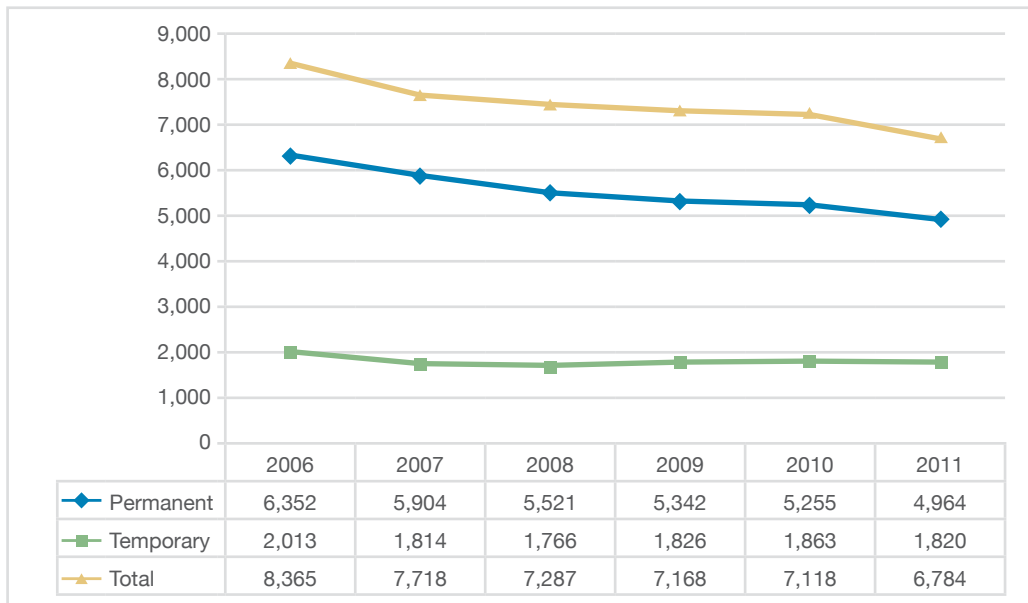


Figure 81: Proportion of permanent vs temporary service staff members from 2006 to 2011

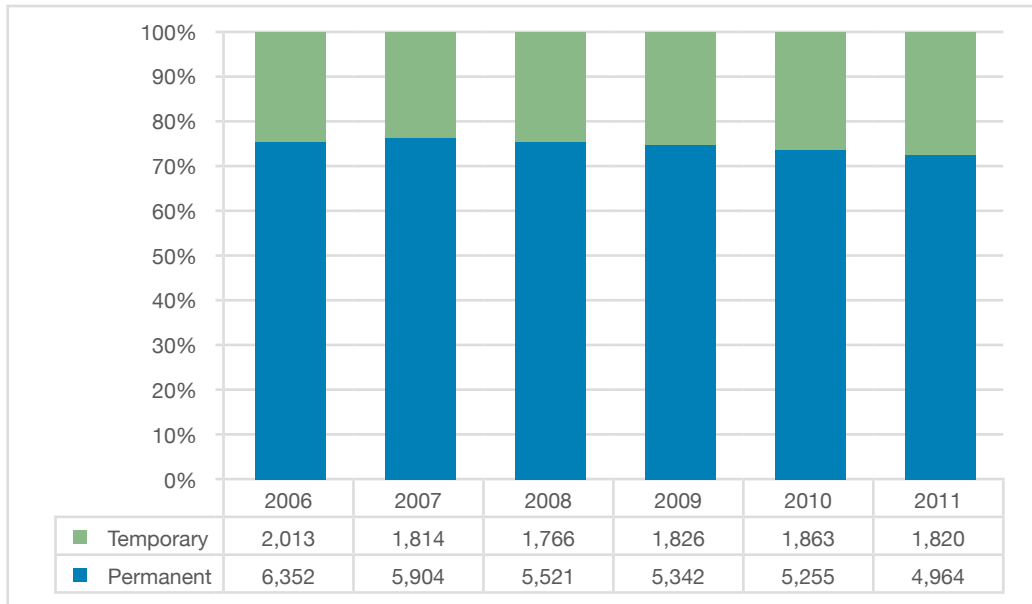


Figure 82: Headcount service staff members by race from 2006 to 2011

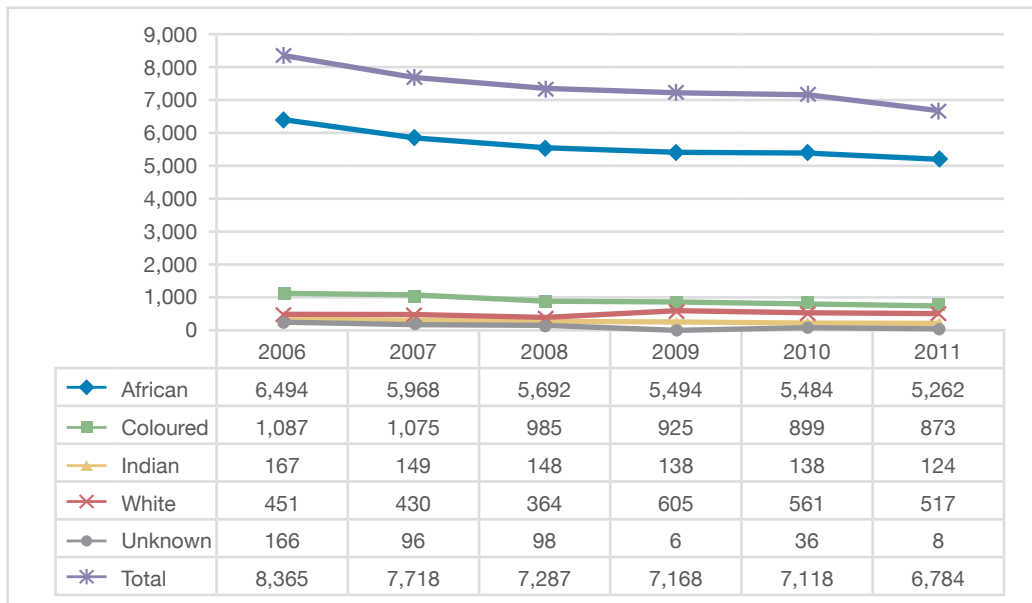


Figure 83: Headcount service staff members by gender from 2006 to 2011

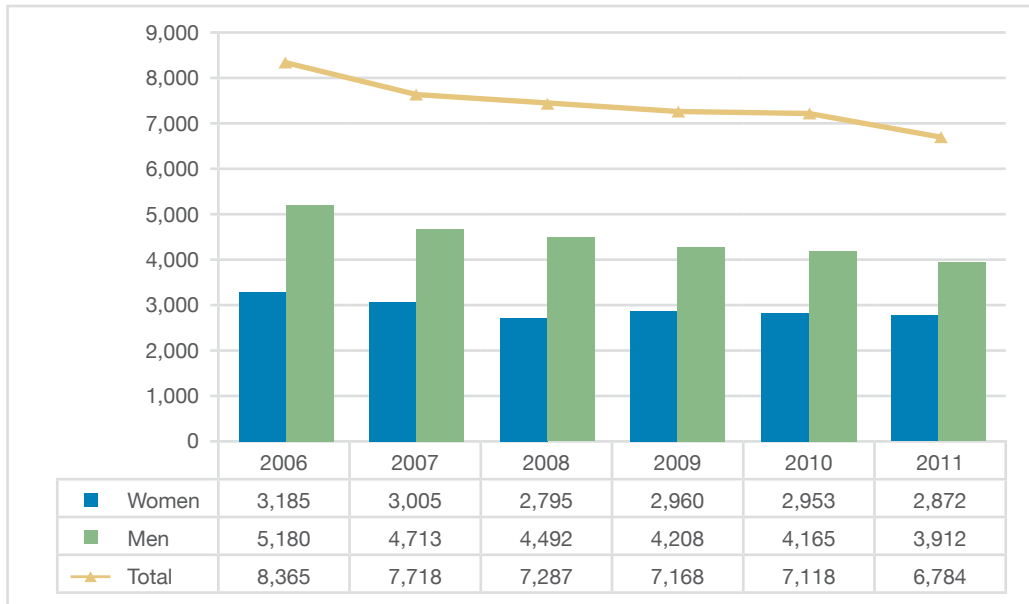
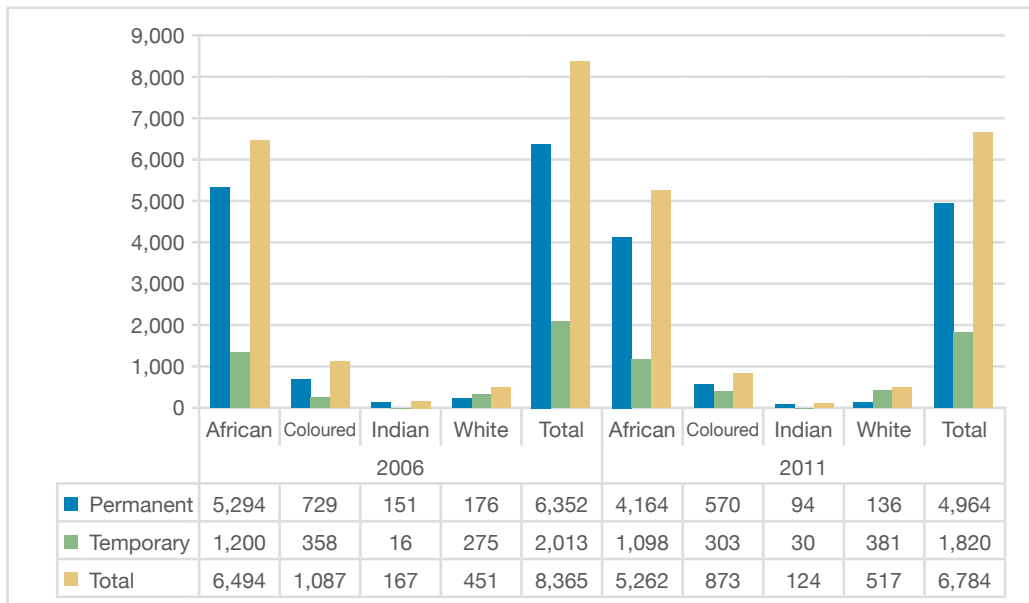


Figure 84: Headcount service staff members by employment status and race for 2006 and 2011



Student: staff ratios

Figure 85: FTE Student: staff ratio from 2006 to 2011

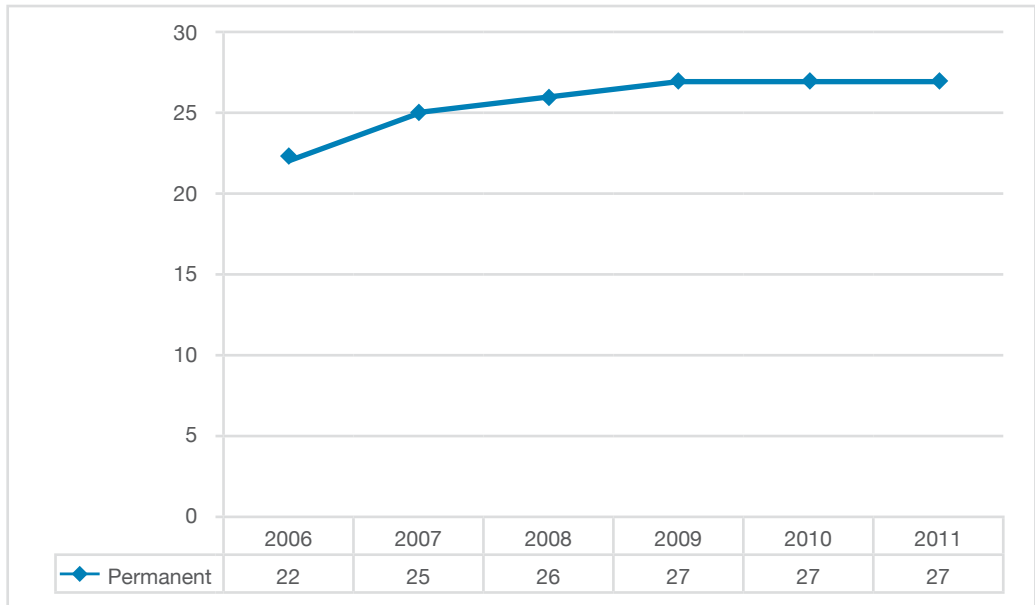


Figure 86: Headcount Student: staff ratio for permanent and temporary instruction and research staff together and permanent instruction and research staff only from 2006 to 2011

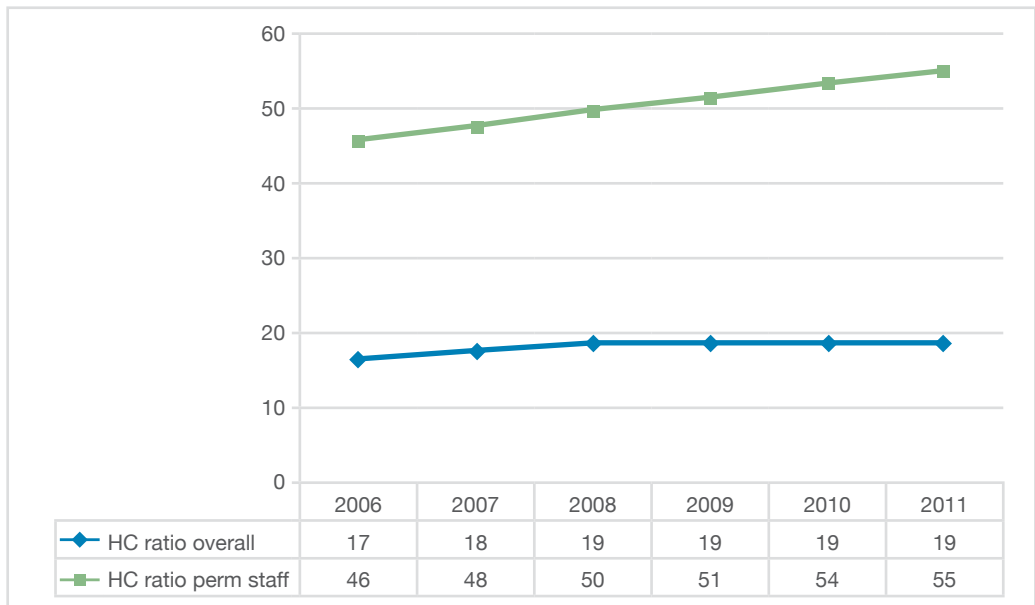
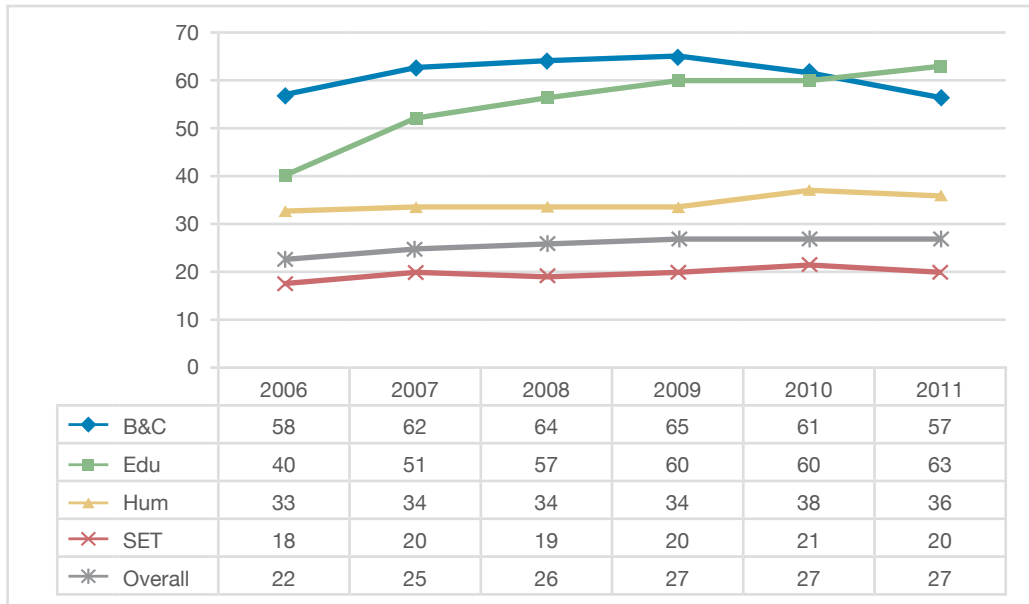
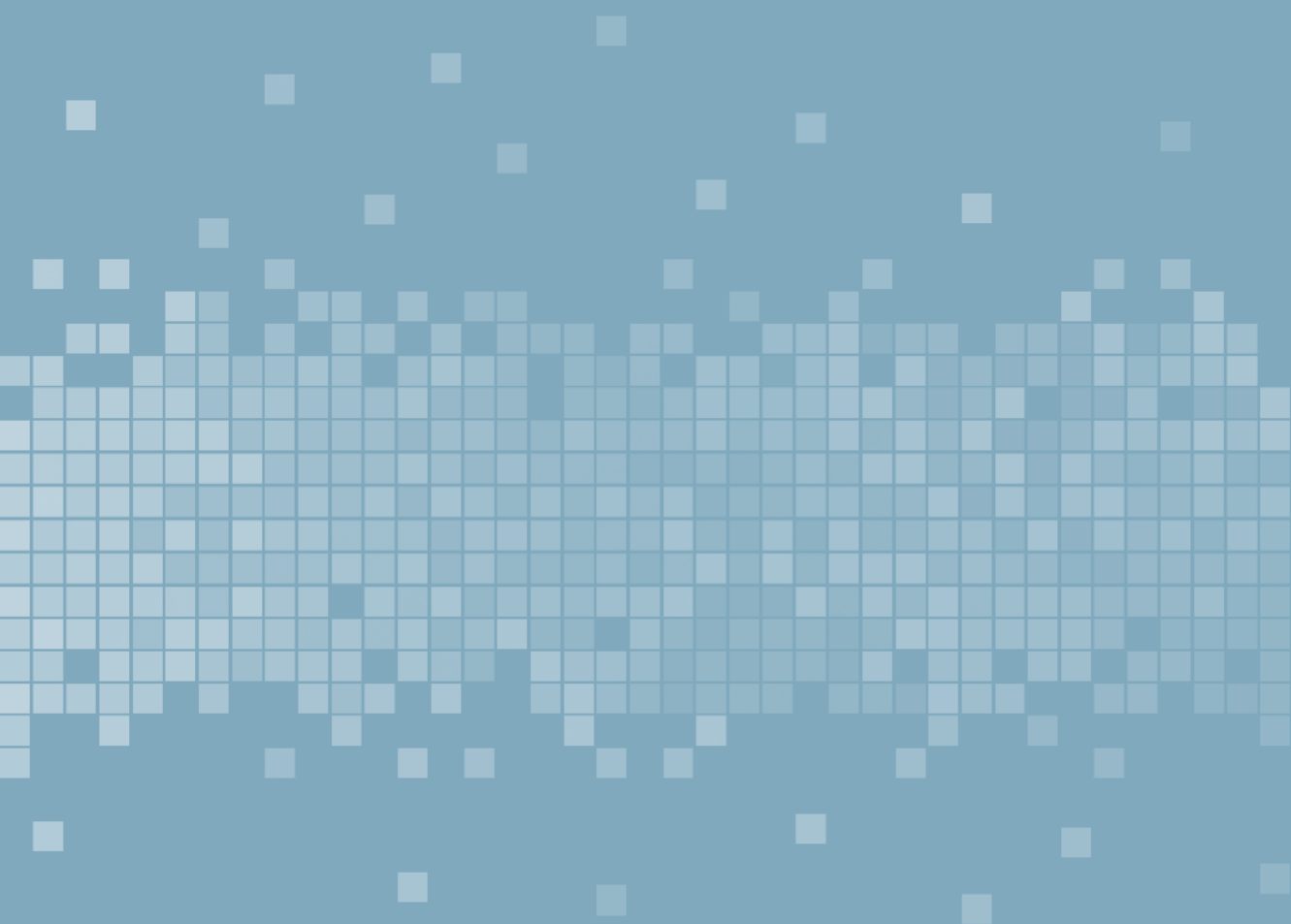


Figure 87: FTE Student: staff ratio by field of study from 2006 to 2011



COHORT STUDY



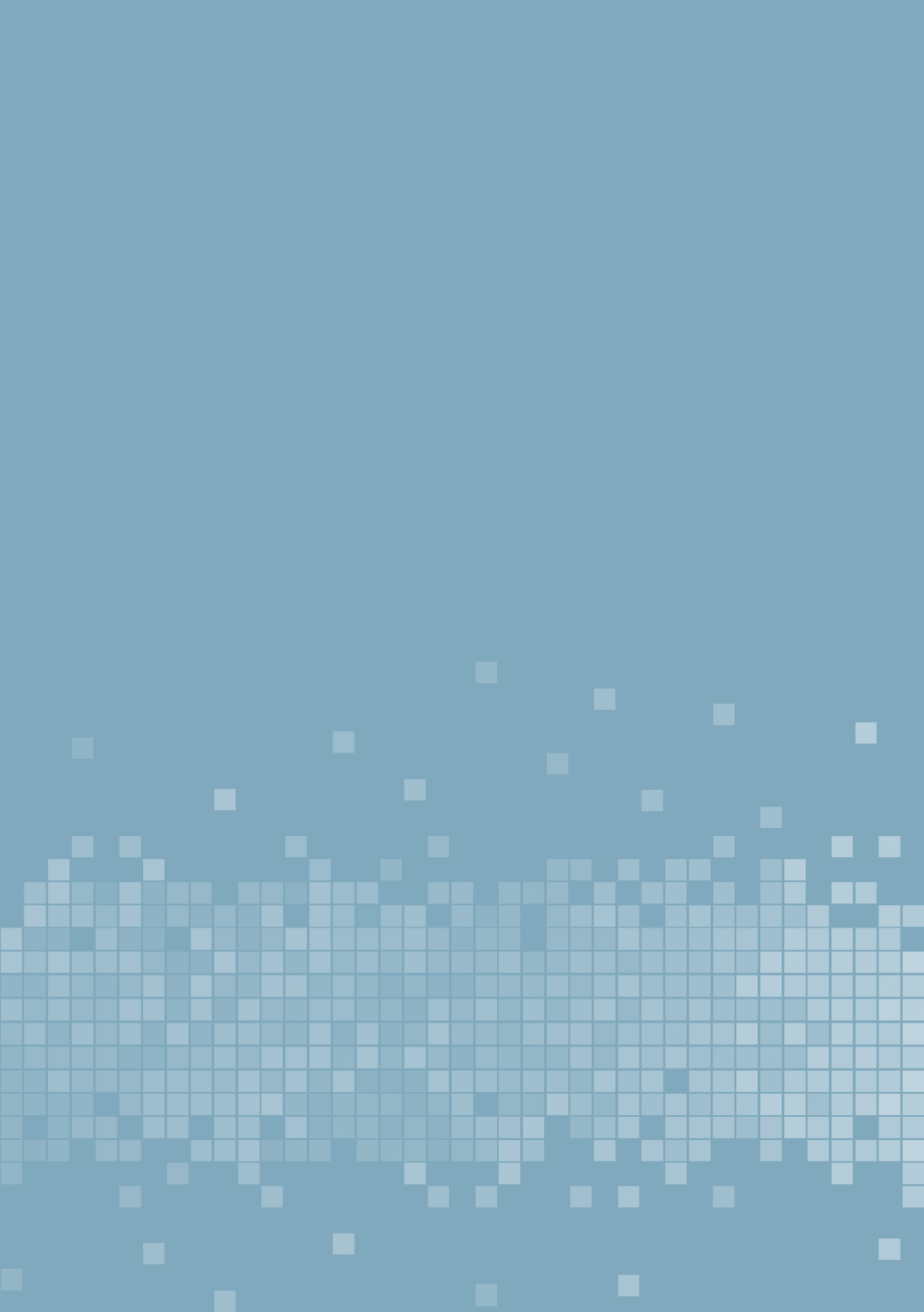


Figure 88: Throughput rates for 360-credit diplomas with first year of enrolment in 2006 (excluding UNISA)

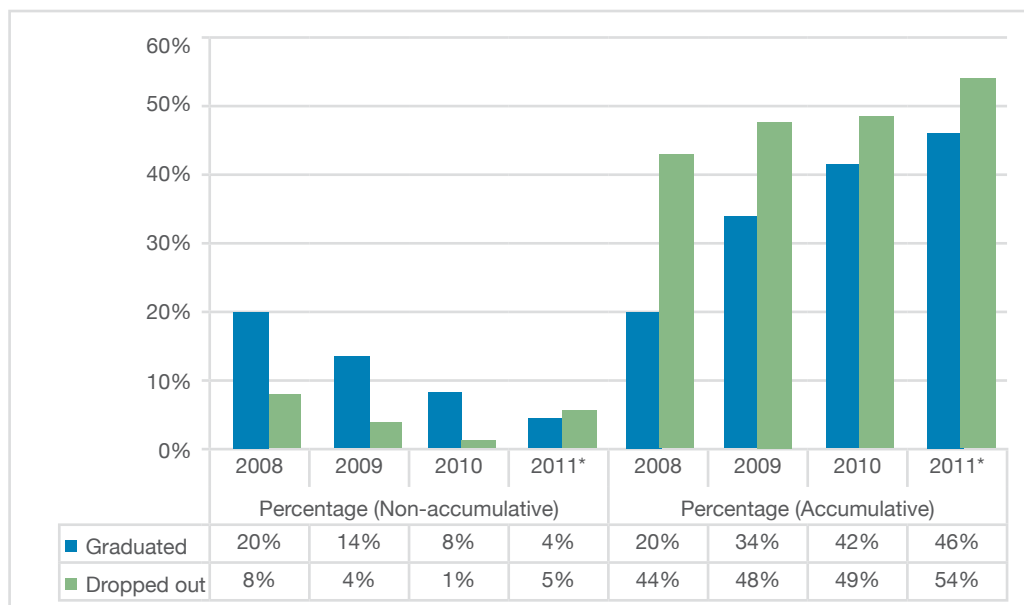
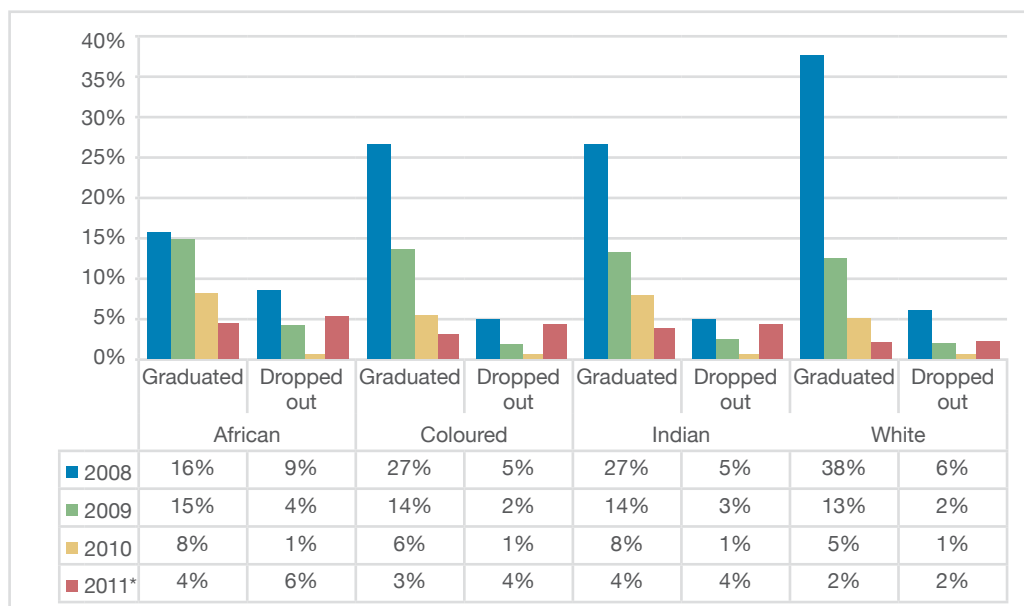


Figure 89: Throughput rates by race for 360-credit diplomas with first year of enrolment in 2006 (excluding UNISA) - non-accumulative



* There may be potential graduates remaining in the system after 2011.

Figure 90: Throughput rates by race for 360-credit diplomas with first year of enrolment in 2006 (excluding UNISA) - accumulative

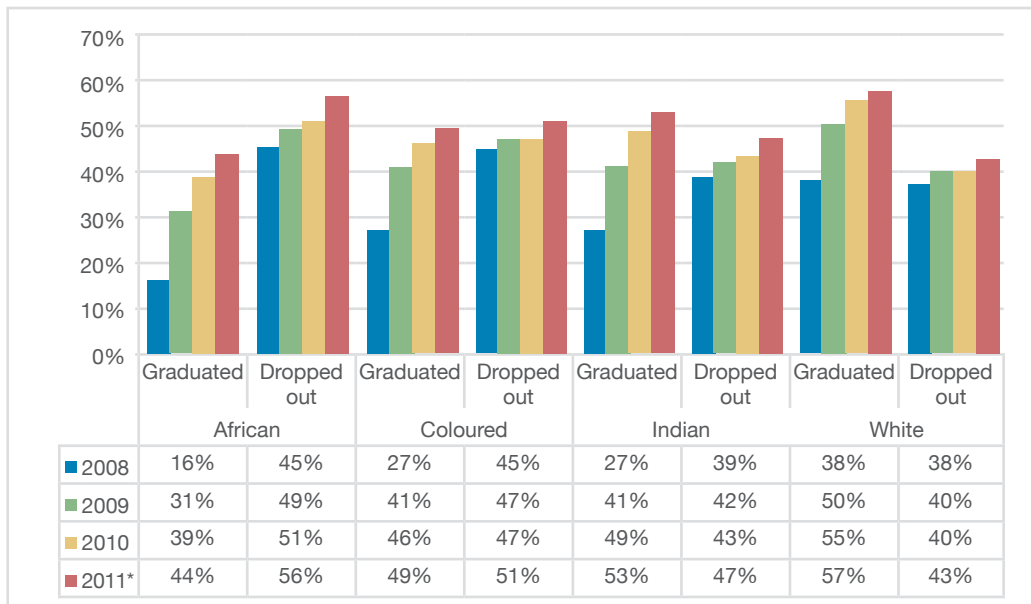
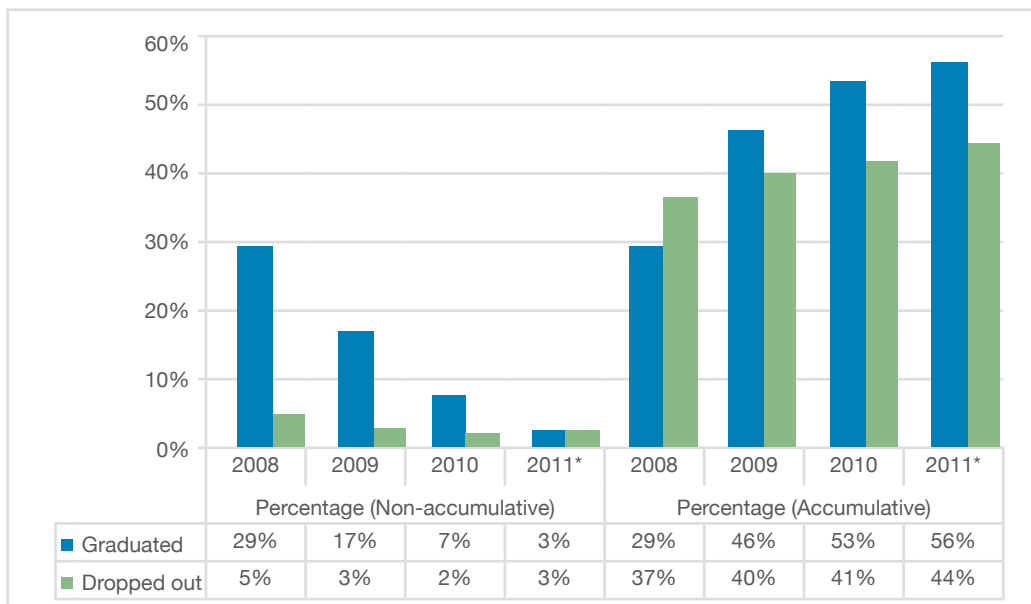


Figure 91: Throughput rates for 3-year degrees with first year of enrolment in 2006 (excluding UNISA)



* There may be potential graduates remaining in the system after 2011.

Figure 92: Throughput rates by race for 3-year degrees with first year of enrolment in 2006 (excluding UNISA) - non-accumulative

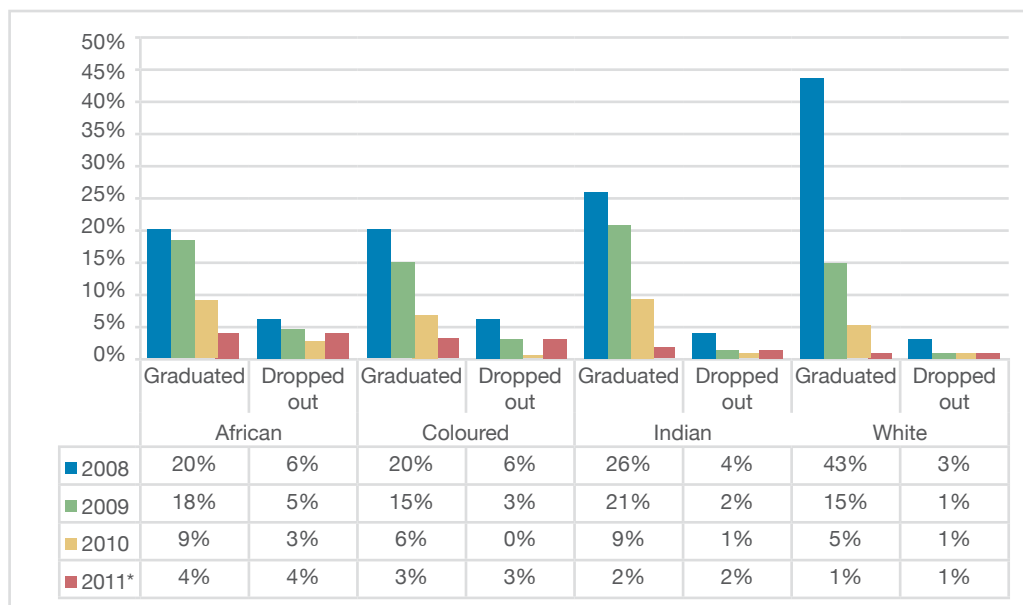
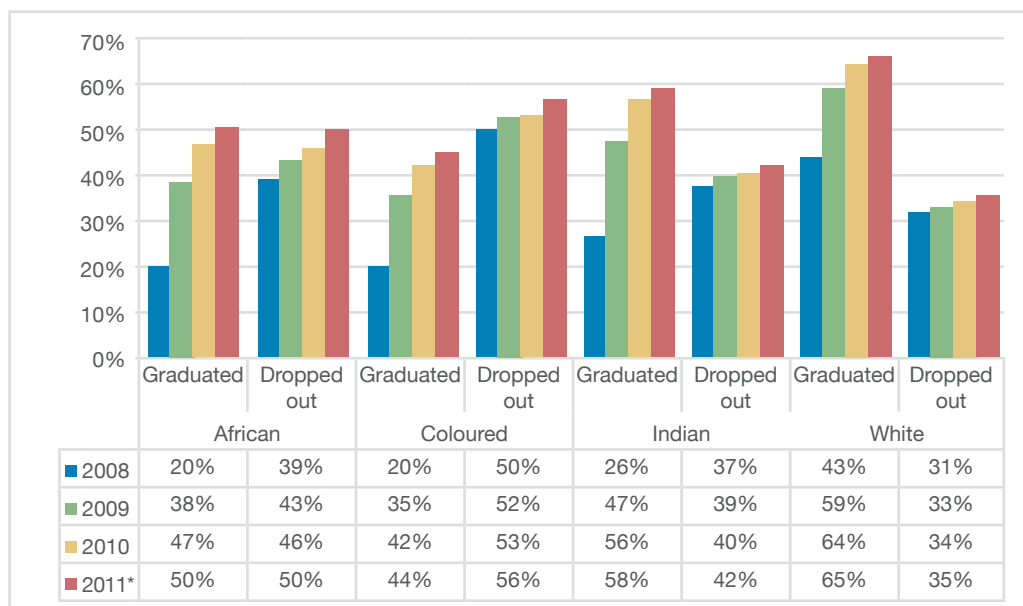


Figure 93: Throughput rates by race for 3-year degrees with first year of enrolment in 2006 (excluding UNISA) - accumulative



* There may be potential graduates remaining in the system after 2011.

Figure 94: Throughput rates for 4-year degrees with first year of enrolment in 2006 (excluding UNISA)

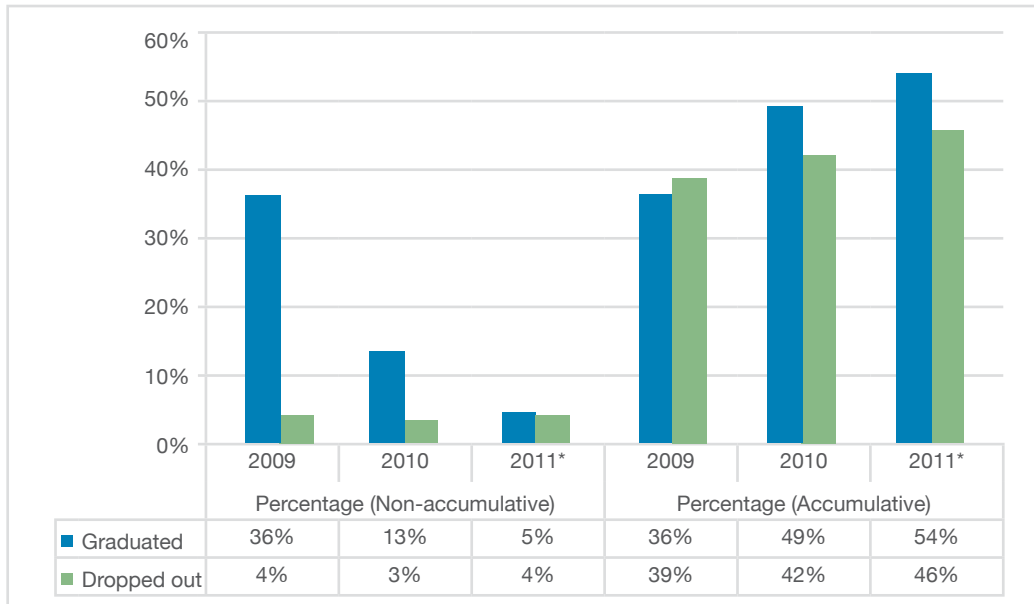
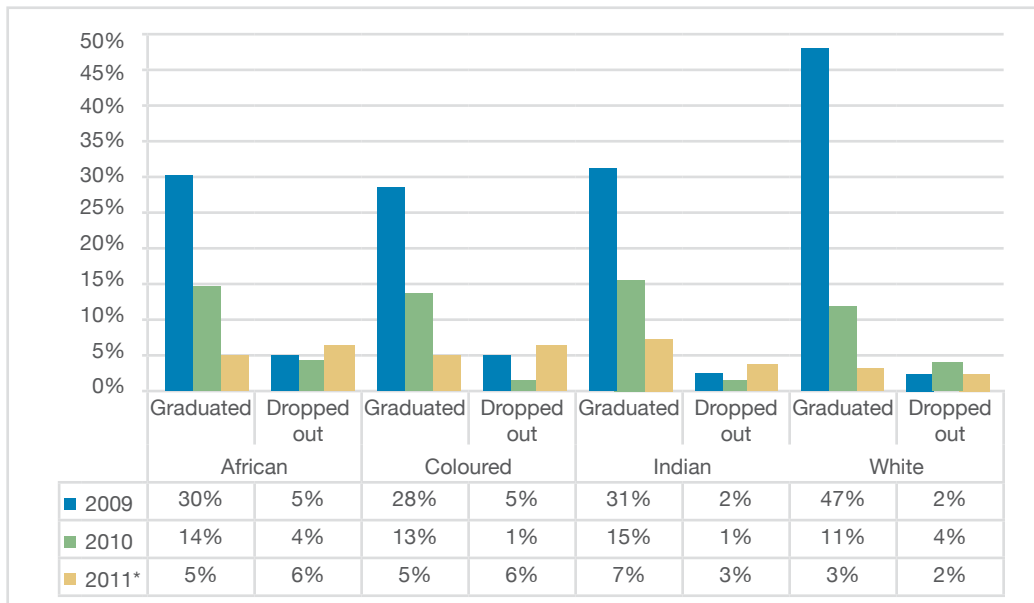
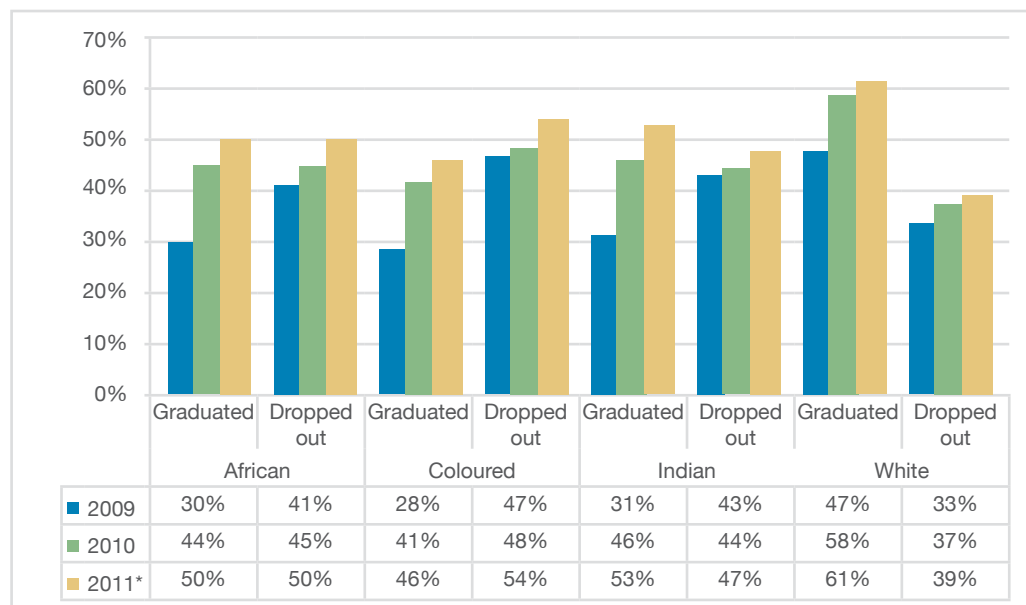


Figure 95: Throughput rates by race for 4-year degrees with first year of enrolment in 2006 (excluding UNISA) - non-accumulative



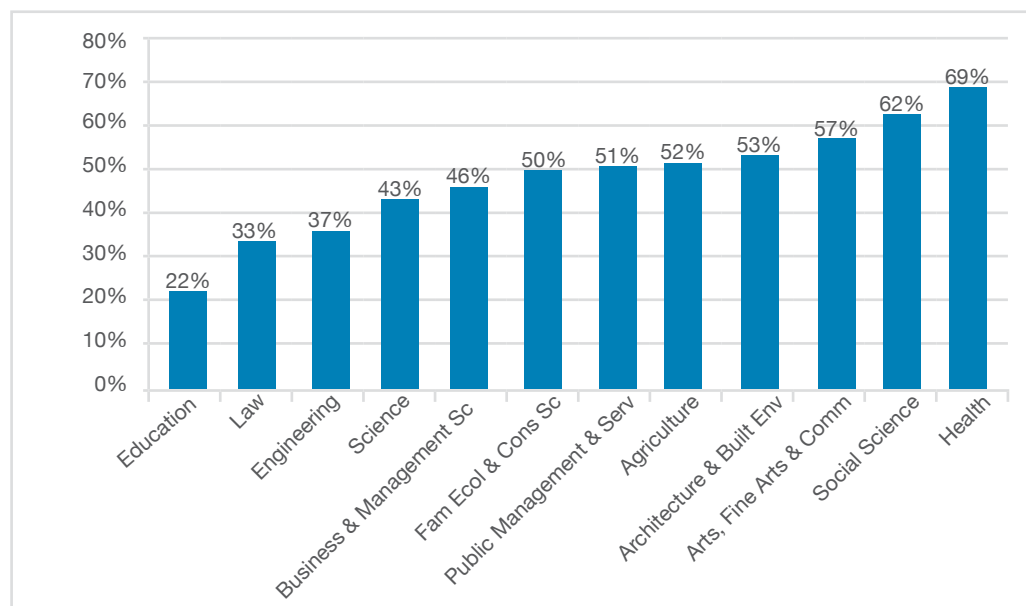
* There may be potential graduates remaining in the system after 2011.

Figure 96: Throughput rates by race for 4-year degrees with first year of enrolment in 2006 (excluding UNISA) - accumulative



360-credit diplomas by broad field**

Figure 97: Percentage of the 2006 cohort doing 360-credit diplomas that graduated in 6 years i.e. by 2011



* There may be potential graduates remaining in the system after 2011.

** A detailed list of the specific knowledge areas included for each broad field can be found in Appendix 3. Only the fields with the highest number of student enrolled are shown in the graphs for 360-credit diplomas below.

Figure 98: Headcount of the 2006 cohort doing 360-credit diplomas that graduated in 6 years i.e. by 2011

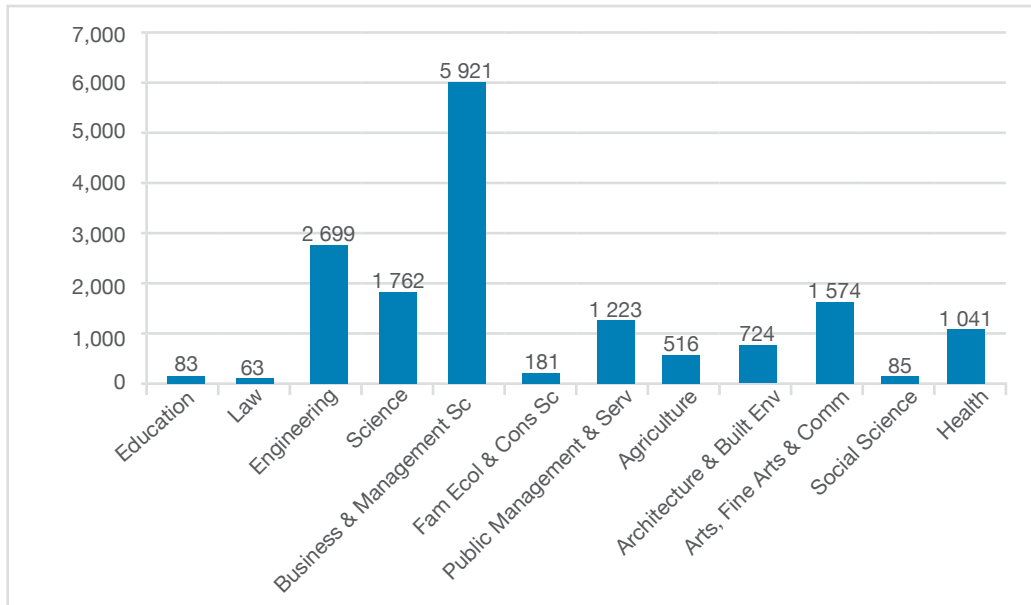
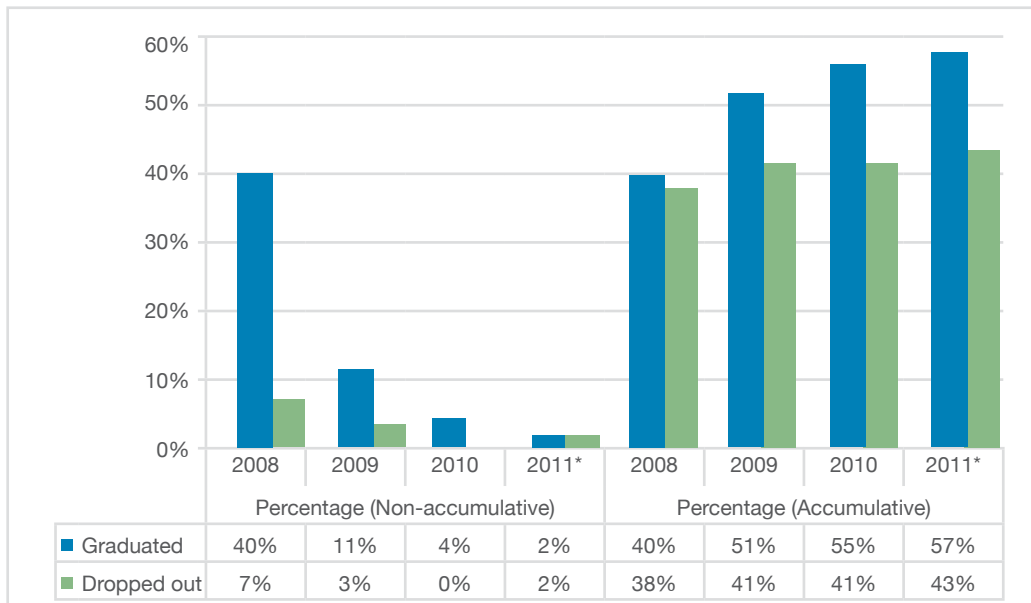


Figure 99: Throughput rates for 360-credit diplomas (Arts, Fine Arts & Communication) with first year of enrolment in 2006 (excluding UNISA)



* There may be potential graduates remaining in the system after 2011.

Figure 100: Throughput rates for 360-credit diplomas (Business & Management Sciences) with first year of enrolment in 2006 (excluding UNISA)

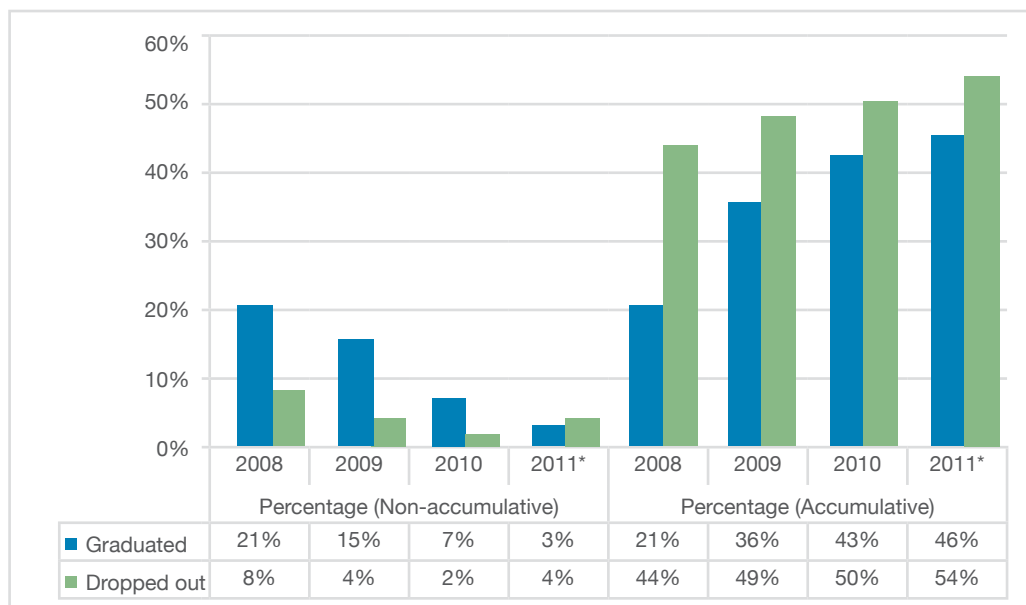
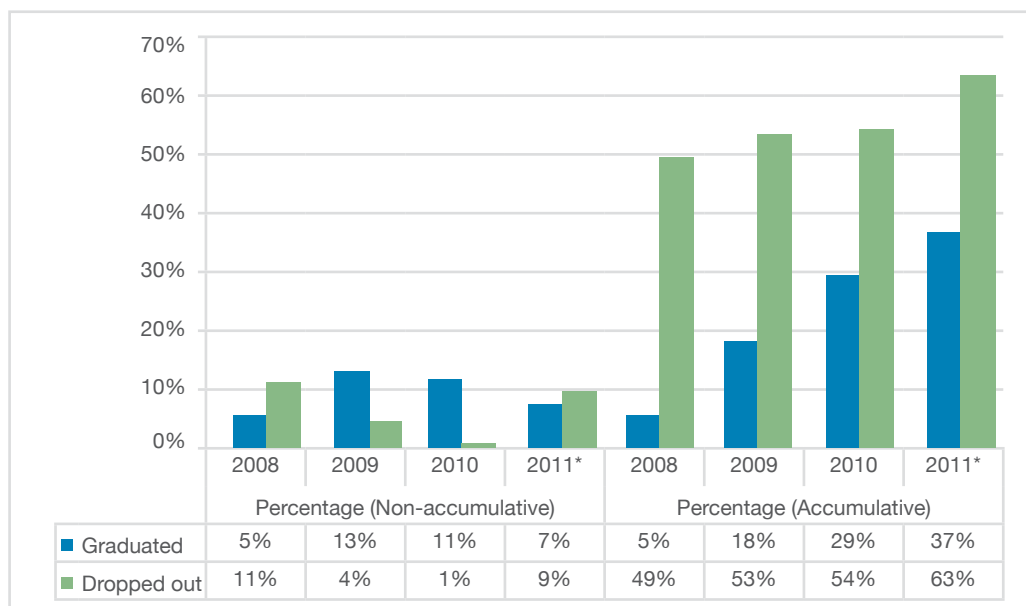


Figure 101: Throughput rates for 360-credit diplomas (Engineering) with first year of enrolment in 2006 (excluding UNISA)



* There may be potential graduates remaining in the system after 2011.

Figure 102: Throughput rates for 360-credit diplomas (Health) with first year of enrolment in 2006 (excluding UNISA)

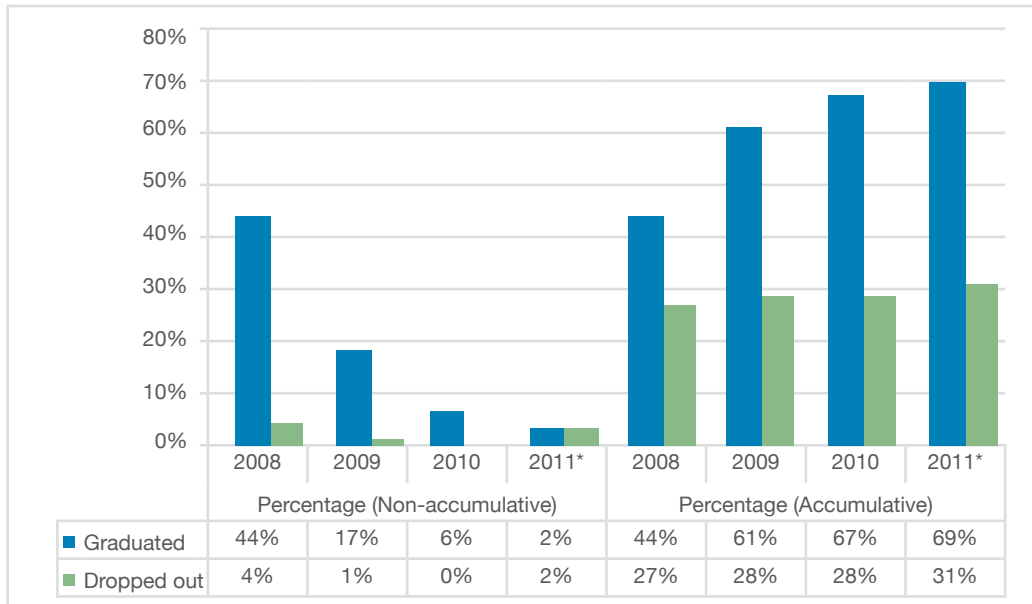
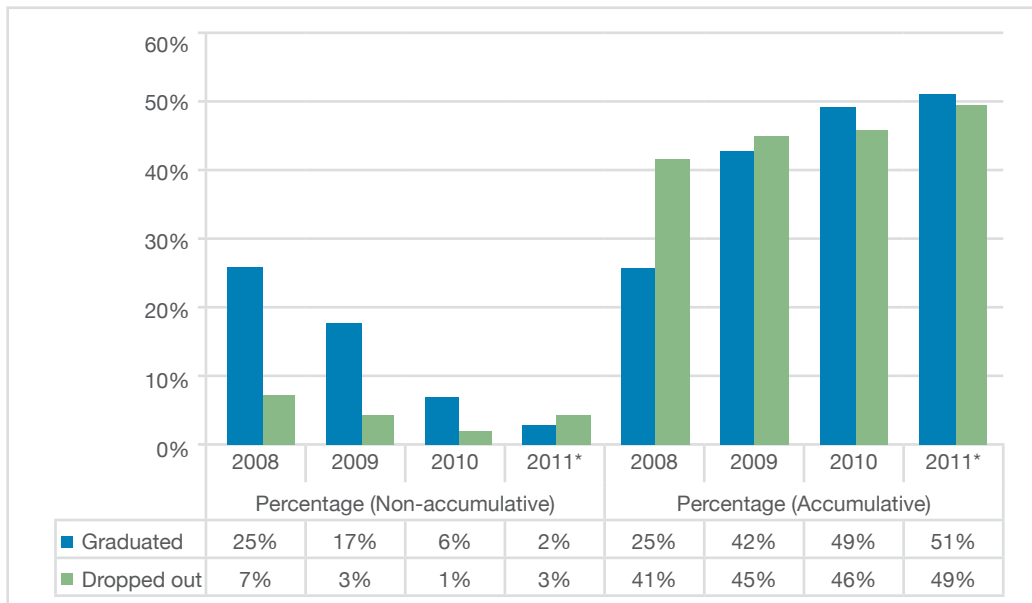
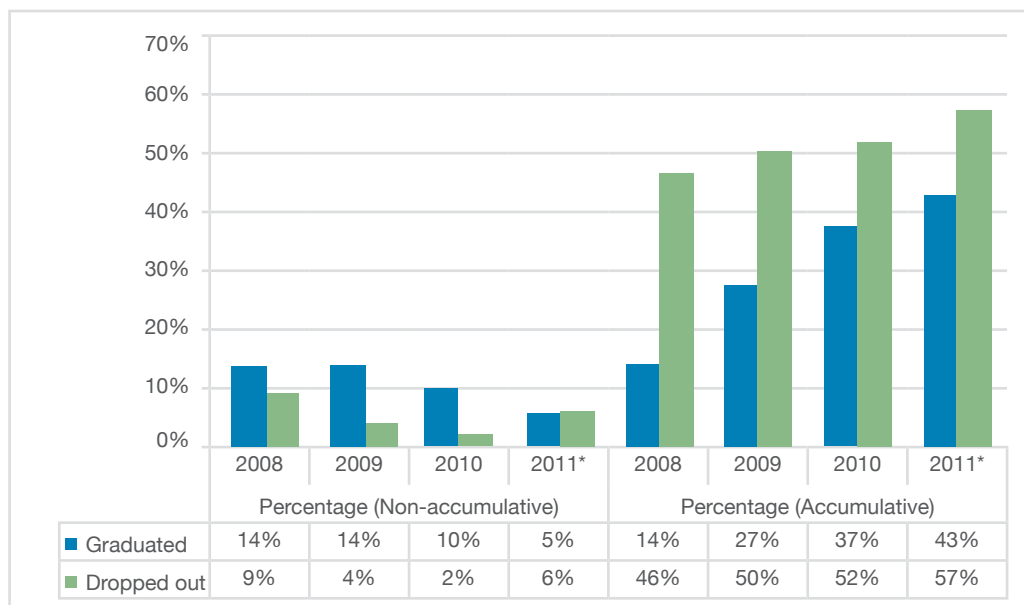


Figure 103: Throughput rates for 360-credit diplomas (Public Management & Services) with first year of enrolment in 2006 (excluding UNISA)



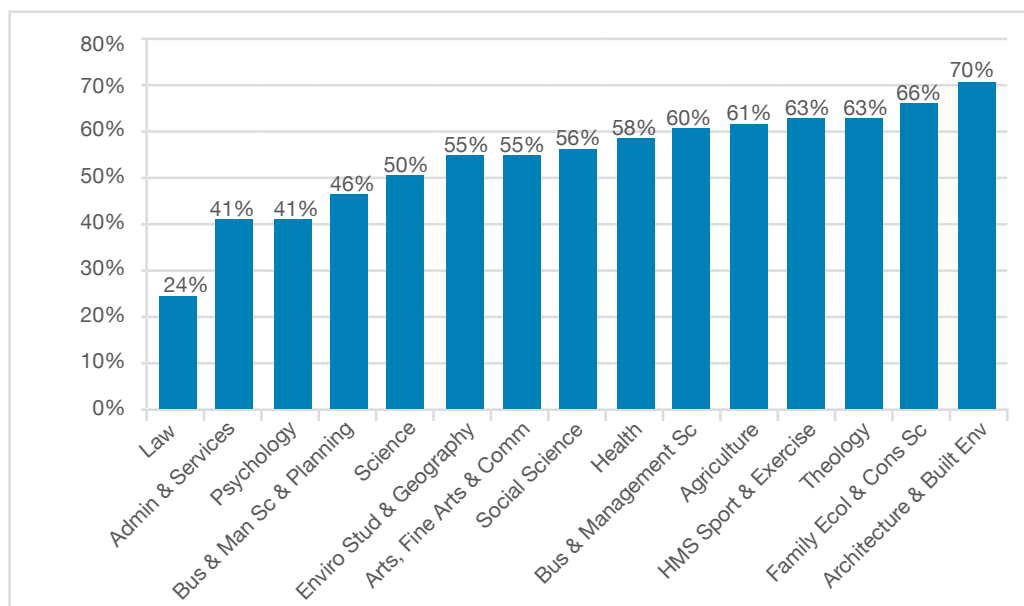
* There may be potential graduates remaining in the system after 2011.

Figure 104: Throughput rates for 360-credit diplomas (Science) with first year of enrolment in 2006 (excluding UNISA)



3-year degrees by broad field**

Figure 105: Percentage of the 2006 cohort doing a 3-year degree that graduated in 6 years i.e. by 2011



* There may be potential graduates remaining in the system after 2011.

** A detailed list of the specific knowledge areas included for each broad field can be found in Appendix 3. Only the fields with the highest number of student enrolled are shown in the graphs for 3-year degrees below.

Figure 106: Headcount of the 2006 cohort doing a 3-year degree that graduated in 6 years i.e. by 2011

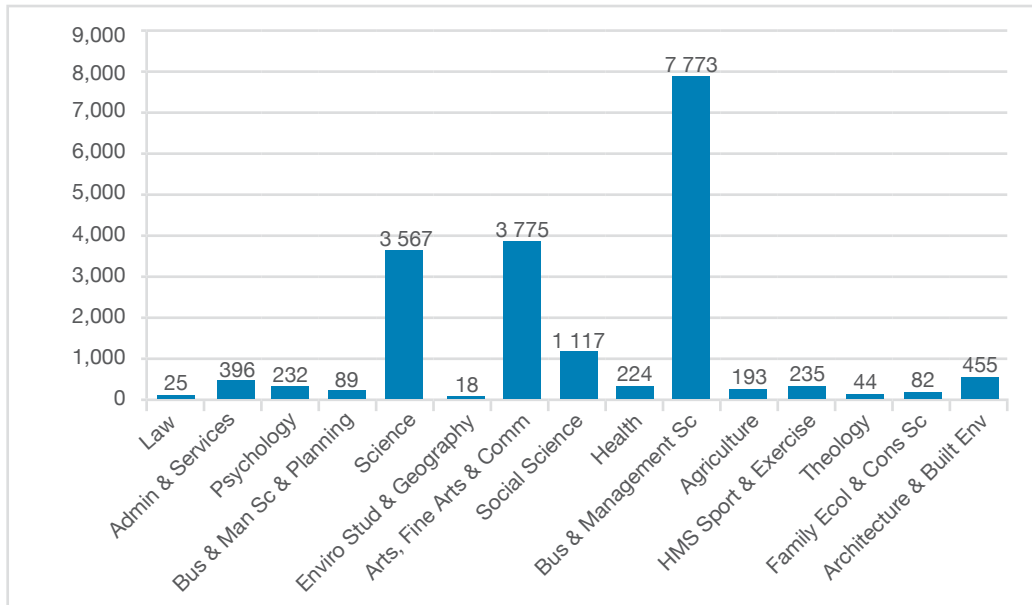
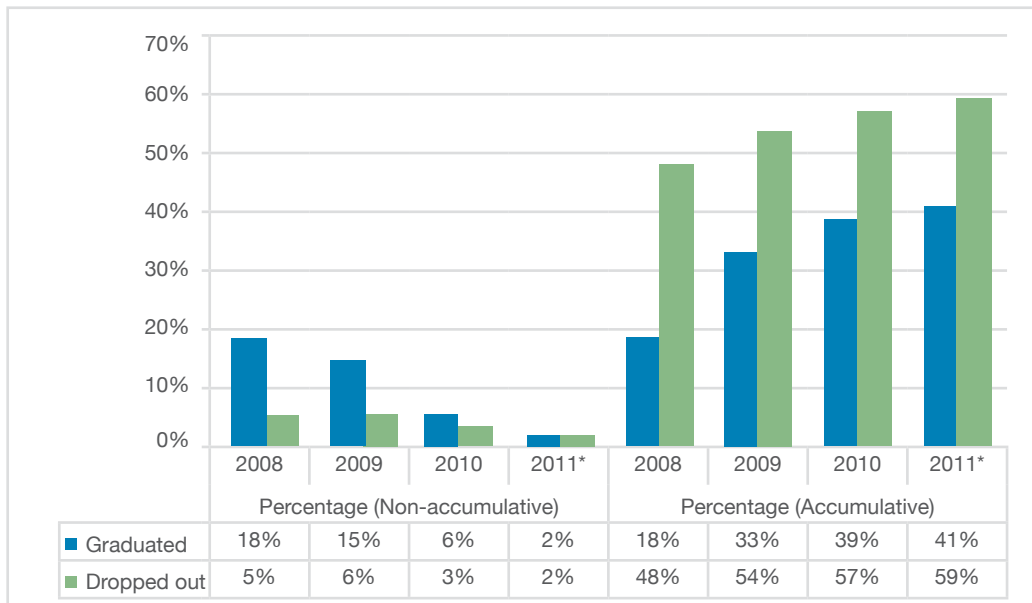


Figure 107: Throughput rates for 3-year degrees (Administration & Services) with first year of enrolment in 2006 (excluding UNISA)



* There may be potential graduates remaining in the system after 2011.

Figure 108: Throughput rates for 3-year degrees (Arts, Fine Arts & Communication) with first year of enrolment in 2006 (excluding UNISA)

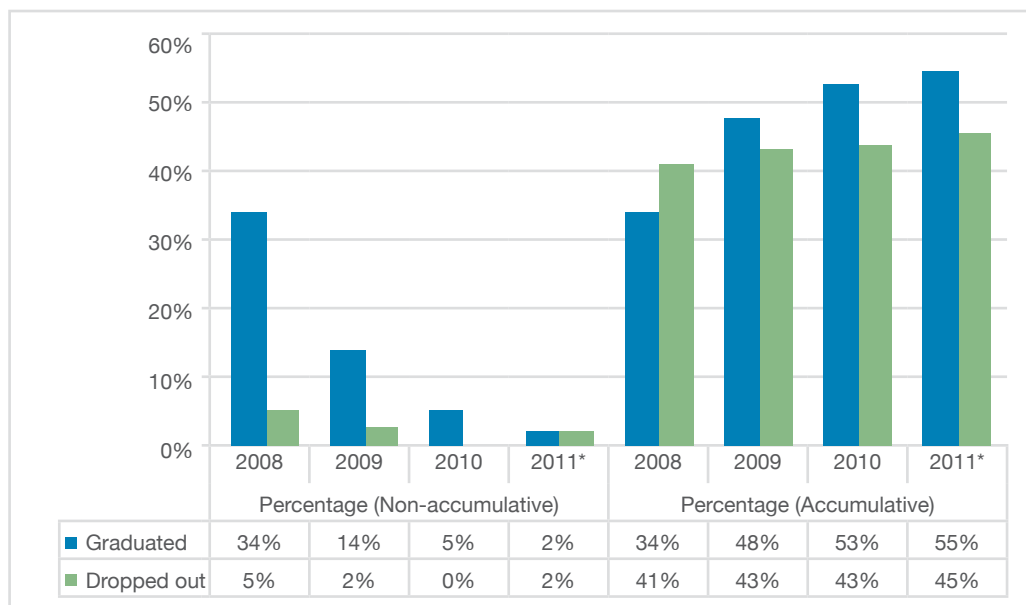
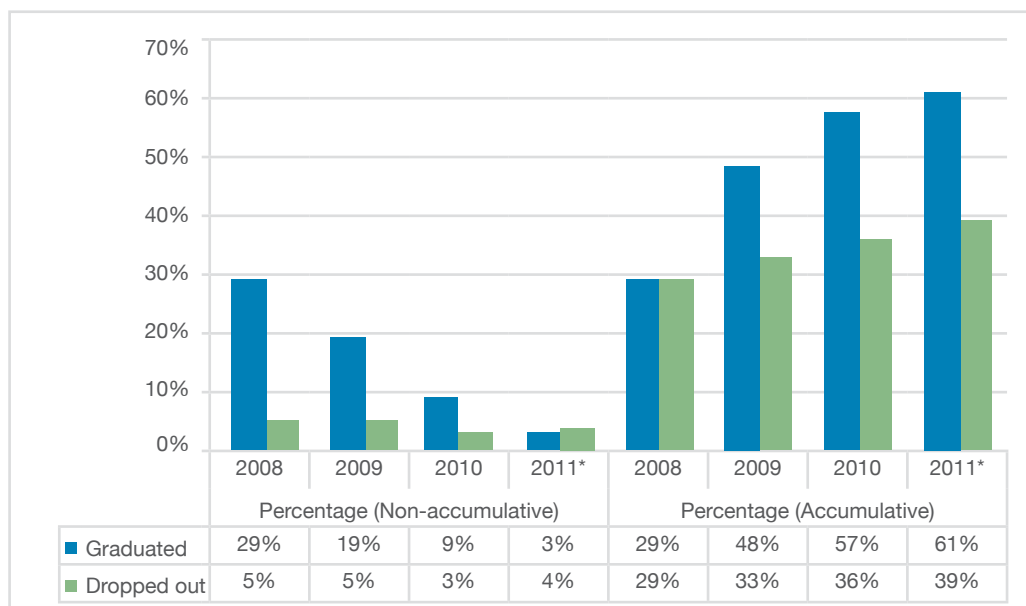


Figure 109: Throughput rates for 3-year degrees (Business & Management Services) with first year of enrolment in 2006 (excluding UNISA)



* There may be potential graduates remaining in the system after 2011.

Figure 110: Throughput rates for 3-year degrees (Science) with first year of enrolment in 2006 (excluding UNISA)

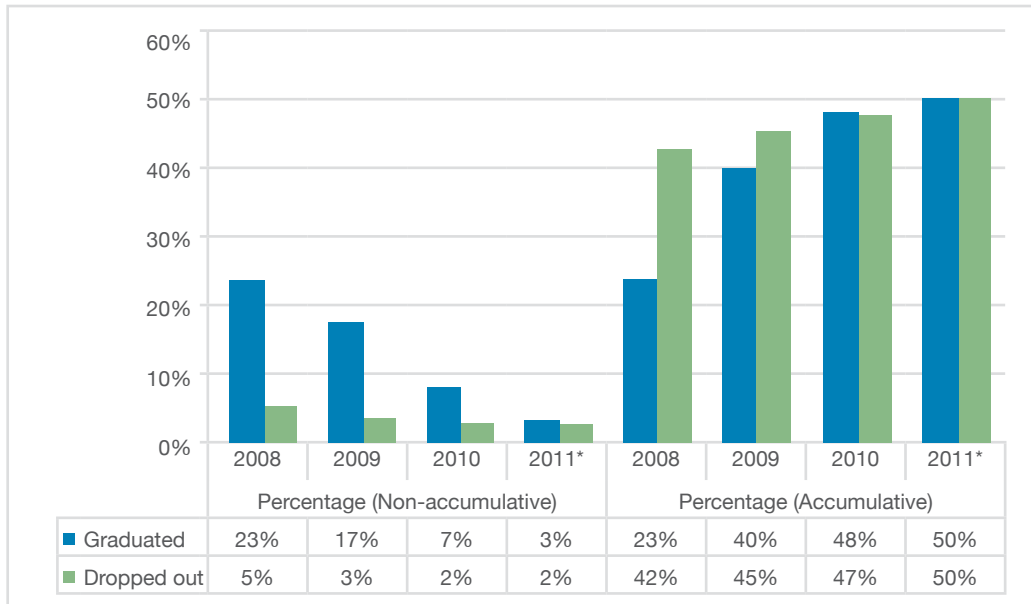
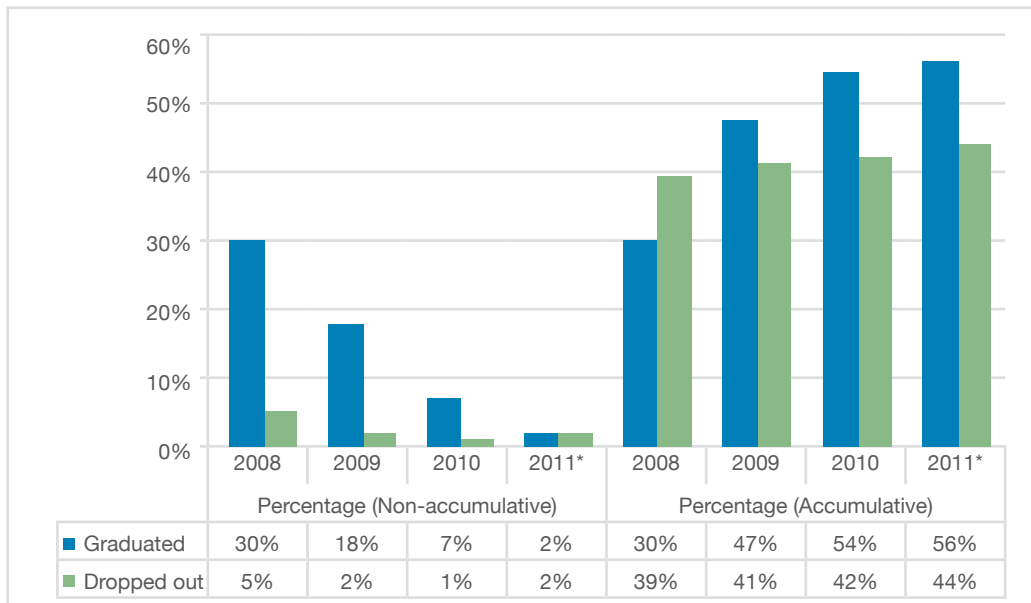


Figure 111: Throughput rates for 3-year degrees (Social Science) with first year of enrolment in 2006 (excluding UNISA)



* There may be potential graduates remaining in the system after 2011.

4-year degrees by broad field*

Figure 112: Percentage of the 2006 cohort doing 4-year degrees that graduated in 6 years i.e. by 2011

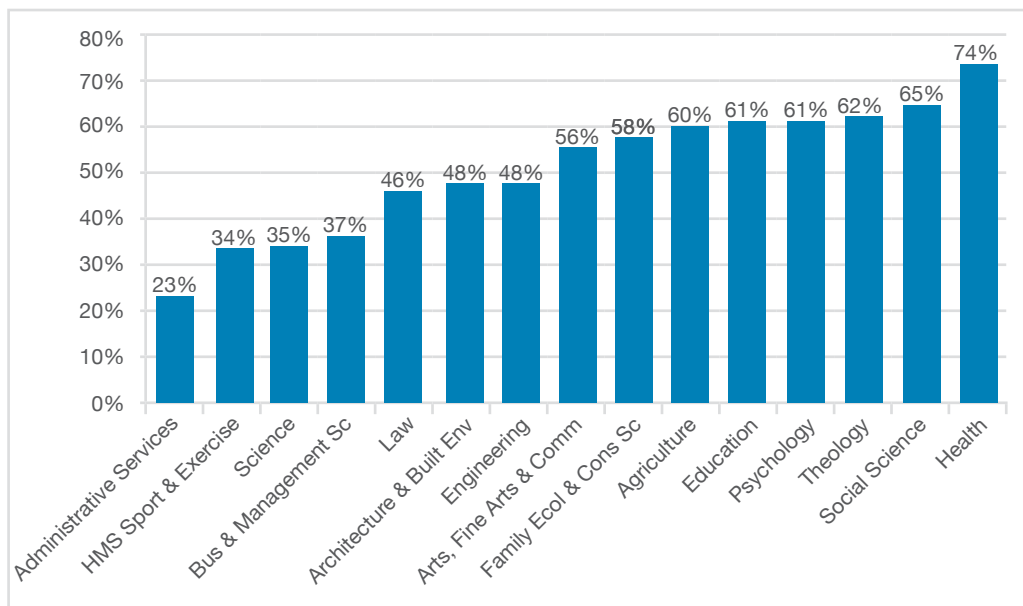
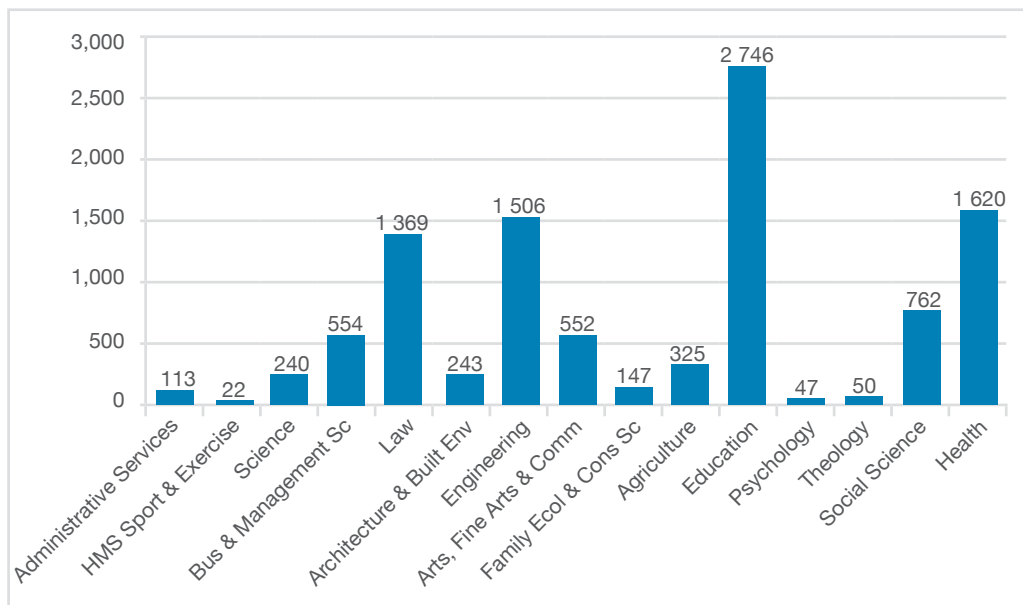


Figure 113: Headcount of the 2006 cohort doing 4-year degrees that graduated in 6 years i.e. by 2011



* A detailed list of the specific knowledge areas included for each broad field can be found in Appendix 3. Only the fields with the highest number of student enrolled are shown in the graphs for 4-year degrees below.

Figure 114: Throughput rates for 4-year degrees (Agriculture) with first year of enrolment in 2006 (excluding UNISA)

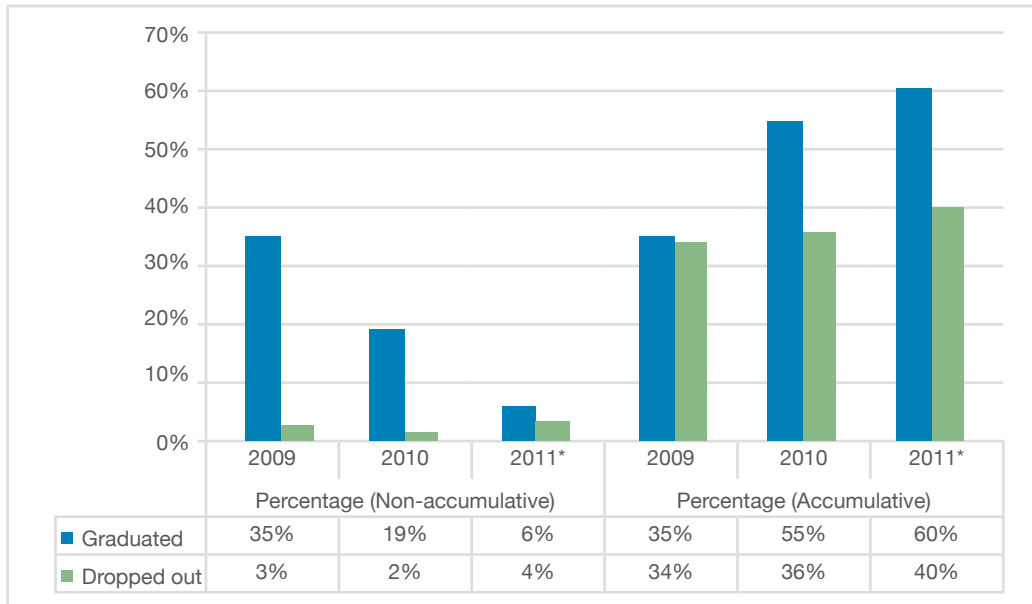
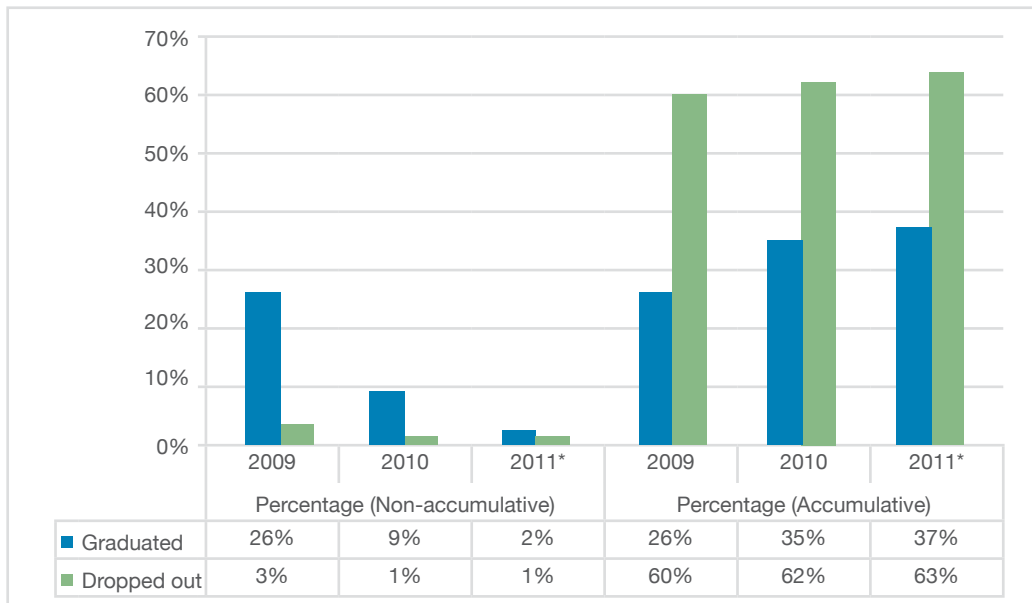


Figure 115: Throughput rates for 4-year degrees (Business & Management Sciences) with first year of enrolment in 2006 (excluding UNISA)



* There may be potential graduates remaining in the system after 2011.

Figure 116: Throughput rates for 4-year degrees (Education) with first year of enrolment in 2006 (excluding UNISA)

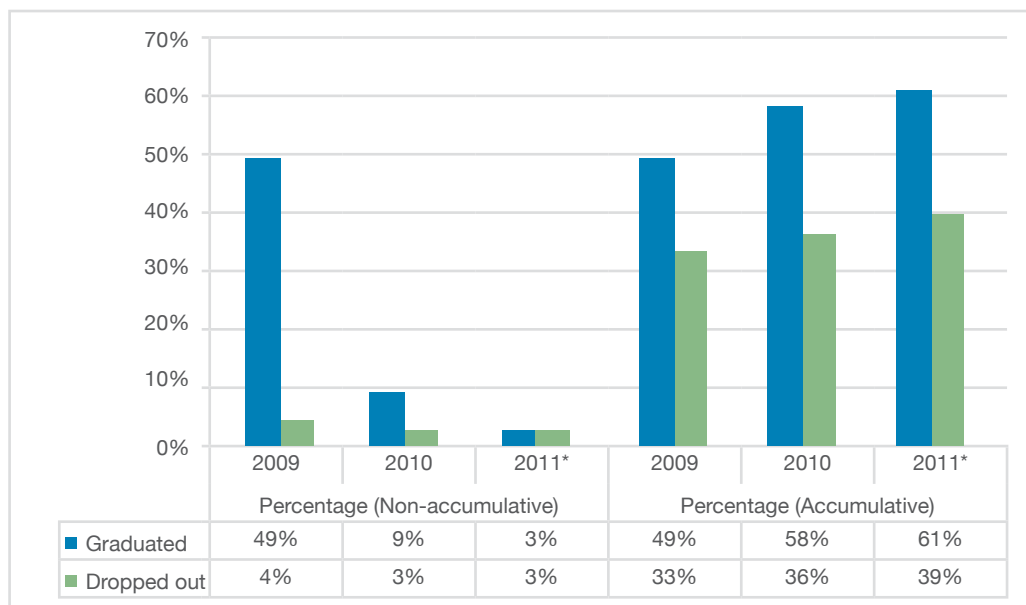
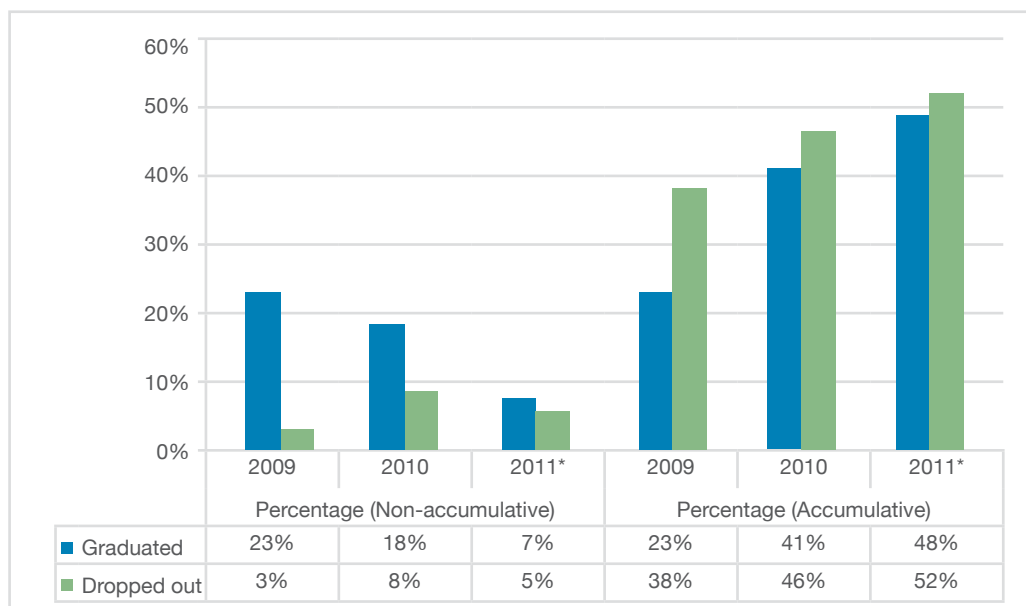


Figure 117: Throughput rates for 4-year degrees (Engineering) with first year of enrolment in 2006 (excluding UNISA)



* There may be potential graduates remaining in the system after 2011.

Figure 118: Throughput rates for 4-year degrees (Health) with first year of enrolment in 2006 (excluding UNISA)

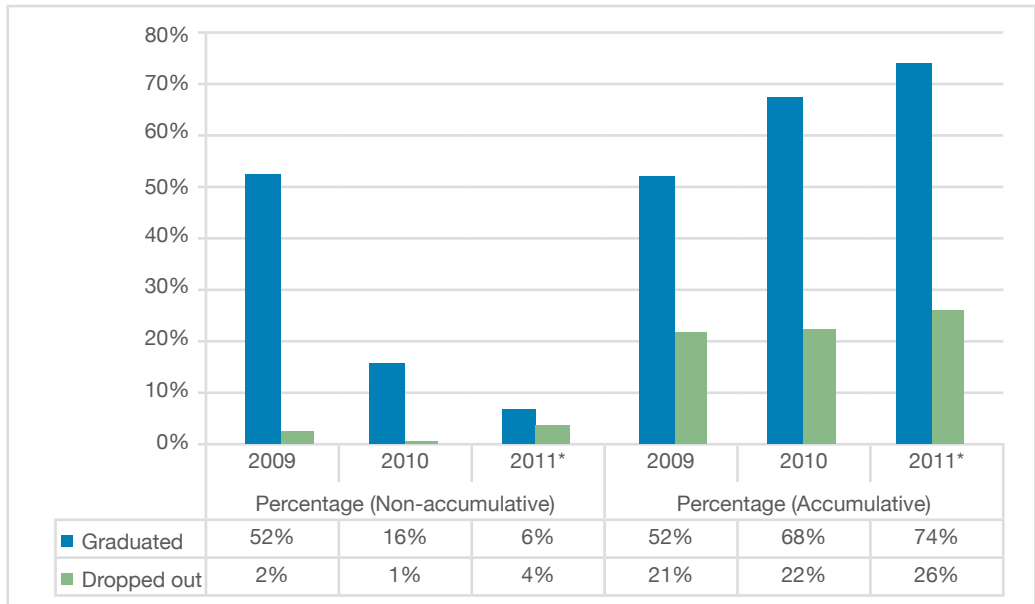
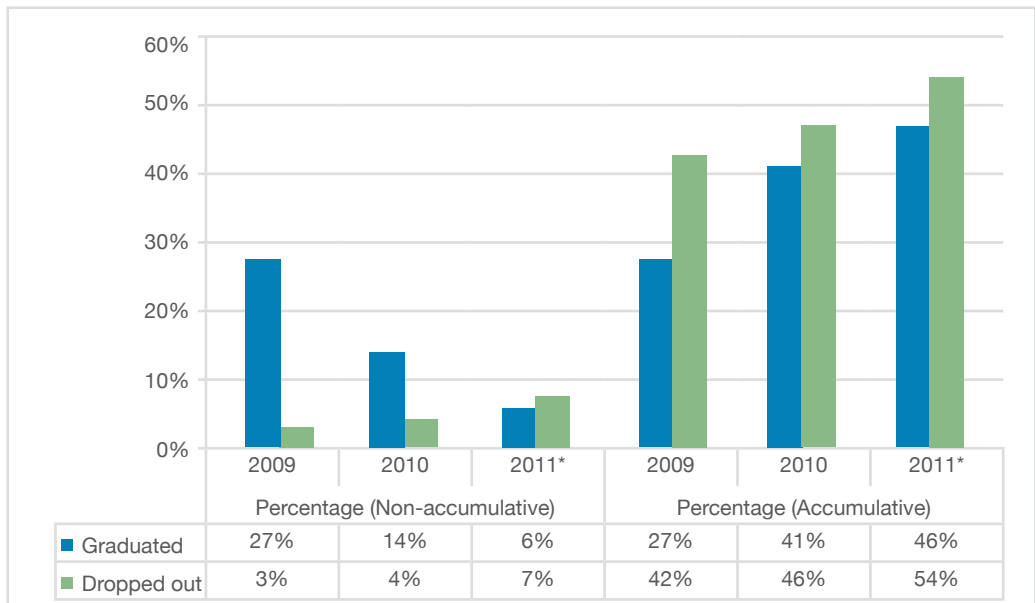


Figure 119: Throughput rates for 4-year degrees (Law) with first year of enrolment in 2006 (excluding UNISA)



* There may be potential graduates remaining in the system after 2011.

Figure 120: Throughput within regulation time up to n+2 years for 3-year diplomas, 3-year degrees, 4-year degrees and weighted national rate with first enrolment in 2006 (excluding UNISA)

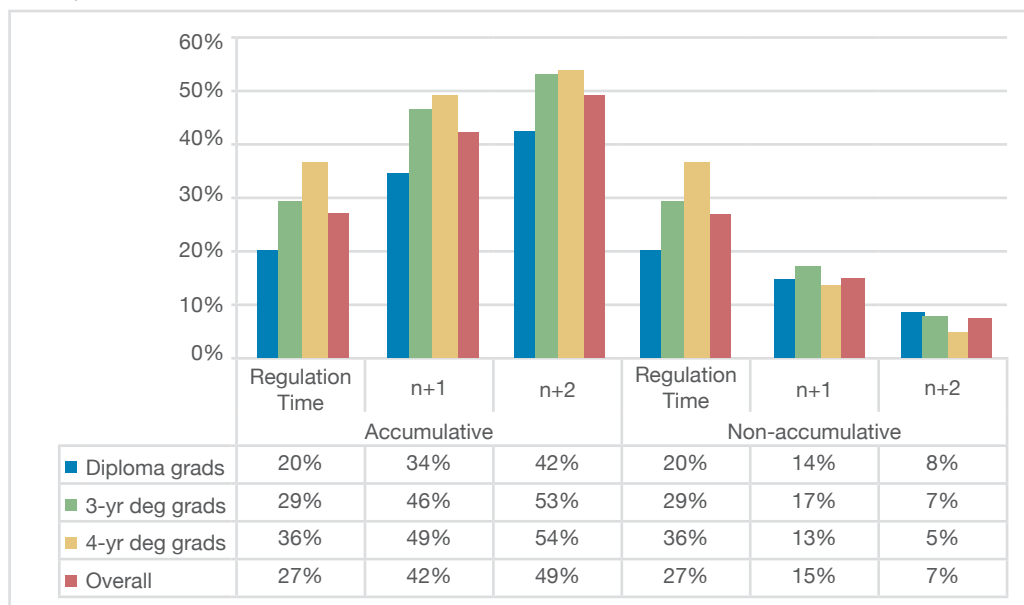
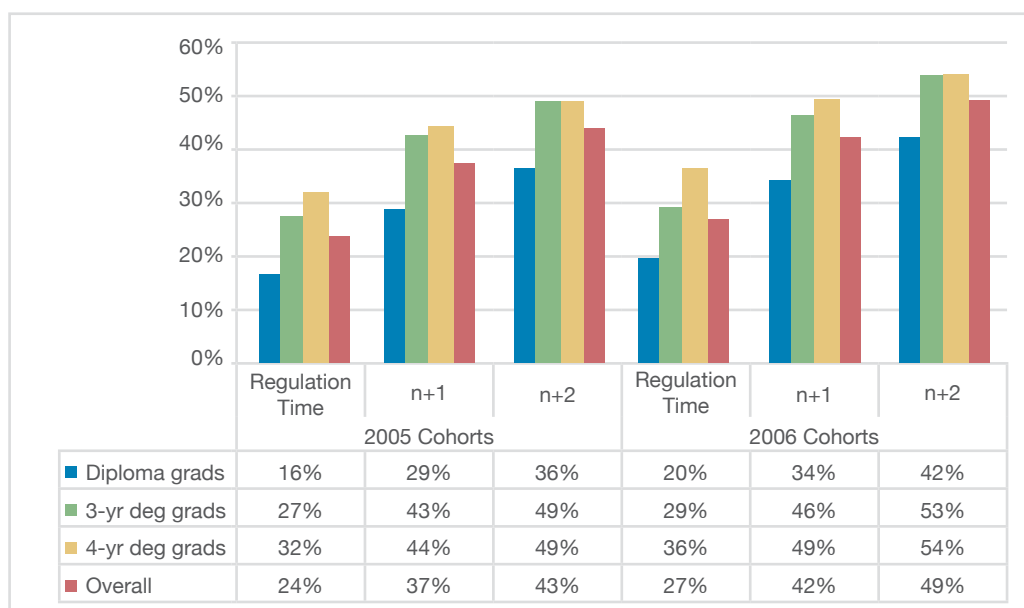


Figure 121: Accumulative throughput comparison of 2005 and 2006 cohorts finishing within regulation time up to n+2 years for 3-year diplomas, 3-year degrees, 4-year degrees and weighted national rate (excluding UNISA)



Appendix 1:

Institutions by Institutional Type

Traditional Universities

North-West University (NWU)
Rhodes University (RU)
University of Cape Town (UCT)
University of Fort Hare (UFH)
University of the Free State (UFS)
University of KwaZulu-Natal (UKZN)
University of Limpopo (UL)
University of Pretoria (UP)
University of Stellenbosch (SUN)
University of the Western Cape (UWC)
University of the Witwatersrand (Wits)

Comprehensive Universities

Nelson Mandela Metropolitan University (NMMU)
University of Johannesburg (UJ)
University of South Africa (UNISA)
University of Venda (UV)
University of Zululand (UZ)
Walter Sisulu University (WSU)

Universities of Technology

Cape Peninsula University of Technology (CPUT)
Central University of Technology (CUT)
Durban University of Technology (DUT)
Mangosuthu University of Technology (MUT)
Tshwane University of Technology (TUT)
Vaal University of Technology (VUT)

Appendix 2:

Classification of Educational Subject Matter (CESM) categories

CESM 01:	Agriculture, Agricultural Operations and Related Sciences
CESM 02:	Architecture and the Built Environment
CESM 03:	Visual and Performing Arts
CESM 04:	Business, Economics and Management Studies
CESM 05:	Communication, Journalism and Related Studies
CESM 06:	Computer and Information Sciences
CESM 07:	Education
CESM 08:	Engineering
CESM 09:	Health Professions and Related Clinical Sciences
CESM 10:	Family Ecology and Consumer Sciences
CESM 11:	Languages, Linguistics and Literature
CESM 12:	Law
CESM 13:	Life Sciences
CESM 14:	Physical Sciences
CESM 15:	Mathematics and Statistics
CESM 16:	Military Sciences
CESM 17:	Philosophy, Religion and Theology
CESM 18:	Psychology
CESM 19:	Public Management and Services
CESM 20:	Social Sciences

Appendix 3:

List of specific knowledge areas included in the broad fields used in the cohort study*

360-credit diplomas

Arts, Fine Arts & Communication:

Fine Art, Dance, Drama, Music, Musical Theatre, Opera, Performing Arts Technology, Vocal Art, Fashion, Fashion Design and Technology, Surface Design, Interior Design, Ceramic Design, Three Dimensional Design, Jewellery Design and Manufacture, Photography, Film and Television Production, Film and Video Technology, Motion Picture Production, Graphic Design, Multimedia, International Communication, Journalism, Language Practice, Translation and Interpreting Practice, Human Sciences, Public Relations, Public Relations Management.

Business & Management Sciences:

Economics, Economic Management Accounting, Economic Management Analysis, Finance and Accounting, Accounting, Credit Management, Cost and Management Accounting, State accounts and Finance (inland), Taxation, Internal Auditing, Logistics, Purchase Management, Purchasing Management, Import and Export Management, Inventory and Stores Management, Secretarial: Office Administration, Administrative Management: General/ Financial, Company Administration, Commercial Administration, Commercial Practice, Office Management, Business Administration, Office Management and Technology, Credit Management, Entrepreneurship, Financial Information Systems, Management, Management Services, Management Sciences, Retail Business Management, Business Management, Small Business Management, Public Management, Sport Management, Human Resources Management/ Development, Personnel Management, Labour Relations, Marketing, Sport Administration and Marketing, Business Communication, Event Management, Operations Management, Productions and Operations Management, Production Management, Organisational & Work Study: Factories, Packaging and Printing Management, Printing Management, Recreation Management, Open Space and Recreation Management, Tourism Management, Travel and Tourism, Transportation Management, Transport Economics, Adventure Tourism Management, Ecotourism Management, Hospitality Management, Management of Training, Organisational Leadership, Real Estate, Maritime Studies.

Health:

Biomedical Technology, Clinical Technology, Dental Technology, Emergency Medical Care, Environmental Health, Medical Orthotics and Prosthetics, Radiography: Diagnostic, Radiography: Nuclear Medicine, Radiology: Therapy, Radiology: Ultrasound, Radiology: Somatology, Veterinary Technology, Optometry, Optical Dispensing, Chiropractic, Homoeopathy, Medical Technology, Podiatry, Health Services Administration.

* Please note that all extended programmes were excluded from these groupings.

Public Management & Services:

Contact Centre Management, Correctional Services Management, Government Finance, Local Government Finance, Local Government Management, Policing, Police Administration, Public Management, Public Management and Administration, Public Relations Management, Road Traffic and Municipal Police Management, Traffic Safety Management, Security Management, Safety Management, Security Risk Management.

Science:

Analytical Chemistry, Biotechnology, Cartography, Computer Studies, Computer Systems, Environmental Management, Water Care, Environmental Sciences, Nature Conservation, Geology, Geotechnology, Meteorology, Oceanography, Polymer Technology, Explosive Technology, Extraction Metallurgy, Fire Service Technology, Fire Technology, Fuel Technology, Plastic Technology, Rubber Technology, Information Technology, Information Technology: Business Applications, Information Technology: Communication Network, Information Technology: Software Development, Information Technology: Technical Applications, Mathematical Technology, Officiating and Coaching Science, Sport and Exercise Technology, Non-Destructive Testing.

3-year degrees

Arts, Fine Arts & Communication:

Applied Language Studies, Languages and Language Studies, Language Practice, Language Technology, Language Legal Interpretation, Liaison Interpreting, Language Teaching, African Languages, English Studies, Contemporary English Studies, Literary Studies, Literature and Creative Writing, Translation, Professional Writing, Communication, Information and Technology, Communication Science, Corporate and Marketing Communication, Journalism, Media Studies and Journalism, Media and Communication, Publishing, Arts and Culture, Drama and Theatre Arts, Music, Fine Arts, Visual Arts, Visual Studies, Arts Education, Soil Sciences.

Administration & Services:

Administration - Local Government, Human Resources, Personnel Management, Industrial Psychology, Information Management, Public Management, Public Finance, Public Administration, Administration of Criminal Justice, Criminal Justice, Crime Studies, Correctional Studies, Police Studies, Security Studies, Ethnic and Policy Studies.

Business & Management Sciences:

Accounting, Accounting Sciences, Financial Accounting, Commercial Accounting, Management Accounting, Internal Auditing, Banking, Finance, Financial Journalism, Financial Management Sciences, Financial Information Management, Financial Mathematics, Statistics, Quantitative Decision Making, Quantitative Decision Making, Risk Management, Insurance, Investment, Investment Science, Investment

Management and Banking, Institutional Investment, Economics, Development Economics, Economics and Statistics, Econometrics, Informatics, Mathematical Sciences, Mathematics, Environmental Economics, International Economics, Monetary Economics, Management, Business Management, Transport Management, Aviation Management, Logistics Management, Logistics Analysis, Events and Facility Management, Human Resource Management, Public Management, Public Administration and Economics, Public Affairs, Sports Management, Marketing, Marketing Management, Communication Management, Entrepreneurship, Tourism Studies, Tourism Management, Hotel Management, Ecotourism Management, Indigenous Development, Applied Leisure Science Tourism, Leisure Science, Recreation and Sport Management, Commercial Law, Law Information Management, Computer Science, Information Technology, Information Management, Financial Information Management, Industrial Psychology, Commerce Education, Development, Property Studies.

Science:

Computer Science, Information Systems, Information Technology, Data Communication, Data Communication Technology, Industry and Mining, Computer Linguistics, Geographical Information Systems, Geo-Informatics, Biotechnology, Botany, Plant Biochemistry, Plant Biotechnology, Plant Health, Plant Improvement, Biology, Plant Biology, Plant Growth Manipulation, Plant Pathology, Plant Diversity, Food Biotechnology, Genetics, Human Genetics, Population Genetics, Behaviour Genetics, Chemical Science, Chemistry, Biochemistry, Chemical Biology, Geo-Chemistry, Geotechnics, Industrial Chemistry, Polymers and Textiles, and Hydro Sciences, Hydro Informatics, Hydrology, Biochemistry, Biological Science, Biology, Ecology, Life Sciences, Physiological Sciences, Human Physiology, Human Biology, Molecular Biology, Human Molecular Biology, Biotechnology, Bio-Informatics, Microbiology, Micro Biotechnology, Biodiversity and Ecology, Microbic Diversity, Earth Sciences, Soil Science, Atmospheric Sciences, Agrometeorology, Applied Mathematics, Mathematical Sciences, Mathematical and Statistical Sciences, Mathematical Statistics, Actuarial Science, Financial Mathematics, Risk Analysis, Physical Science, Nuclear Physics, Laser Physics, Theoretical Physics, Astrophysics, Geophysics, Electronics, Material Science, Sport and Exercise Sciences, Zoology, Environmental Science, Resource Studies, Environmental Geography, Environmental Geology, Environmental Management, Biodiversity and Conservation Biology, Water Studies, Industrial Sciences, Sciences Education, Pre-Engineering Science, Water Resources Management, Geology, Applied Geology. Science Education: Chemistry, Physics, Mathematics, Entomology, Geography, Geology, Community Water Services and Sanitation, Operational Research, Veterinary Biology, Animal Biotechnology, Exploration Geophysics, Meteorology.

Social Science:

Heritage Studies, Information Science and Technology, Sociology, Social Sciences, Philosophy, Political Philosophy and Economic Studies, Political Studies, Population Studies, Gender Studies, International Studies, Social Dynamics, Socio Informatics, Industrial Sociology, Value and Policy Studies, Public Policy, Anthropology, Community Development, Cultural Studies, Africa Studies, Human and Societal Dynamics, Governance and Political Transformation, Governance and Business Ethics, Youth Work, Religious Studies, History and Cultural Studies, Industrial Sociology and Labour Studies, Urban and Rural Studies.

4-year degrees

Agriculture:

Agricultural Economics, Natural Agricultural Resources, Animal Science, Animal Health, Animal Genetics, Molecular Genetics, Animal Production Management, Meat Science, Food Science, Food Technology, Food Production and Process, Food Science and Biochemistry/ Microbiology/ Chemistry, Pasture Science, Grassland Science, Plant Pathology, Plant Breeding/ Production/ Protection, Weed Science, Genetics, Crop Production Management, Crop Science, Crop Protection, Nursery Management, Ornamental Horticulture, Horticultural and Horticulture Management, Vineyards and Wine Science, Agro meteorology, Agronomy, Entomology, Soil Science, Irrigation Science, Irrigation Management, Natural Resources, Agribusiness Management, Education with Agriculture, Mixed Farming Management, Wildlife Management, Forestry, Wood Production, Land Use Planning, Sustainable Resource Utilization, Rural Development Management.

Business & Management Sciences:

Accounting, Economics, Banking, Business Administration, Business Science, Tourism, Commercial Communication, Education with Business and Commerce Studies, Financial Information Management, Small Medium and Micro Enterprises, Personnel Leadership, Recreation and Leisure Studies, Bachelor of Business Science, Real Estate.

Education:

Pre-School and Foundation Phase, Foundation and Intermediate - Arts, Culture and Life Orientation, Human, Social, Economic and Management, Language Education, Mathematics Literacy, Science, Education and Technology, Life Orientation, Science Education, Further Education and Training – Physical Science, Mathematics, Technology, Consumer, Food & Textile Sciences, Economic and Management Sciences, Languages, Physical Education, Health Education, Humanities, Music Education, Natural Sciences, Pedagogic, Adult Education, Human Movement Sciences, Sport Management, Agricultural Science Education.

Engineering:

Mechatronics, Aeronautical, Applied Geophysics, Chemical, Civil, Environmental Engineering, Electrical, Electronic, Computer, Geology, Industrial, Mechanical, Metallurgy and Materials, Electro-Mechanical, Mining, Mining Resource Management, Land Surveying.

Health:

Nursing, Occupational Therapy, Pharmacy, Dietetics, Physiotherapy, Oral Health, Oral Biology, Communication Pathology, Speech and Hearing Therapy, Audiology, Optometry, Biokinetics and Sports Science, Laboratory Medicine, Radiology – Diagnostic, Nuclear Medicine, Radiation Therapy.

Law:

Law, Financial Planning Law.

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