

# *Vital* **STATS**

PUBLIC AND PRIVATE HIGHER EDUCATION DATA 2020



COUNCIL ON HIGHER EDUCATION





Public and Private Higher Education **2020**

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

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# Foreword

The Council on Higher Education (CHE) published the first VitalStats in 2012. Since then, ten other VitalStats have been published and this latest issue is the eleventh of the series. The first ten issues focused on public higher education. They presented audited datasets on public higher education in a user-friendly format. The datasets were principally from the Higher Education Management Information System (HEMIS) at the Department of Higher Education and Training (DHET), with population data from Statistics South Africa (StatsSA).

Similar to the ten issues before it, VitalStats 2020 presents data for public higher education. The period covered is from 2015 to 2020. It also presents datasets on private higher education which have been sourced from the Higher Education Quality Committee Information System (HEQCIS). This makes VitalStats 2020 a richer resource on data for the broader higher education sector in South Africa. It is important to note, however, that at this stage the data on private higher education is not available on all variables that the publication focuses on.

While the structure and format of the previous issues have been largely retained in VitalStats 2020, they have been enhanced significantly to make the publication more user-friendly. As in previous issues, each section is colour-coded, showing the size and shape of the sector using graphs and data tables. The first section presents data and graphs on student enrolment and completion; and the second section presents data and graphs on levels of qualifications. The third and fourth sections present data and graphs on headcount numbers of students by field of study, and headcount numbers of students by institutional type, respectively. Section five presents data on staffing, disaggregated into various categories. Section six presents cohort analyses of students that entered 360-credit diplomas, 3-year and 4-year degrees and postgraduate studies in 2015, tracking their throughput for the particular qualification types. Owing to the different regulation time for distance and part-time mode of delivery, the cohort analysis graphs for the University of South Africa (UNISA) are presented separately, albeit in the same section.

Readers may note that the usual section on financial data has not been included in VitalStats 2020. This is because there are plans to beef up this section and present it in another publication that will also include data on research funding and outputs.

The CHE acknowledges with much appreciation the roles played by Mr Michael Gordon and Dr Charles Sheppard in compiling VitalStats 2020. It also expresses gratitude to Ms Jean Skene and her HEMIS team at the DHET for providing the relevant datasets for public higher education; and to StatsSA for population data.

The CHE welcomes any feedback on this publication, which can be sent to [research@che.ac.za](mailto:research@che.ac.za). The publication can also be downloaded from the CHE's website ([www.che.ac.za](http://www.che.ac.za)).



Dr Amani Saidi

Director: Research, Monitoring and Advice

# 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 given year who have enrolled for a particular 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 rates:**

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

**Full-time equivalent (FTE):**

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 Ratios (GER):**

This is total headcount enrolment over the national population of 20-24 years old, 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.

***Non-professional administration (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.

***Service staff:*** A group of staff for whom the primary function comprises unskilled activities.

### **Postgraduate:**

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

### **Qualification:**

A qualification is the certificate, diploma or degree which 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 nine 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 rates:**

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.

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# FIRST-TIME ENTERING STUDENTS, ENROLMENTS AND COMPLETIONS

## 2020 Enrolments

Publics  
PHEIs



## 2020 Graduates

Publics  
PHEIs



**Public Universities**  
**1 094 808**

**Private HE Providers**  
**83 022**

## Enrolments by Age Group

< 20  
20 - 24  
25 - 35  
> 35



Women

Men

**Public Universities Graduates**  
**221 942**

**Private HE Institutions Graduates**  
**19 692**

## Actual and Projected Enrolments Toward NDP2030 Target

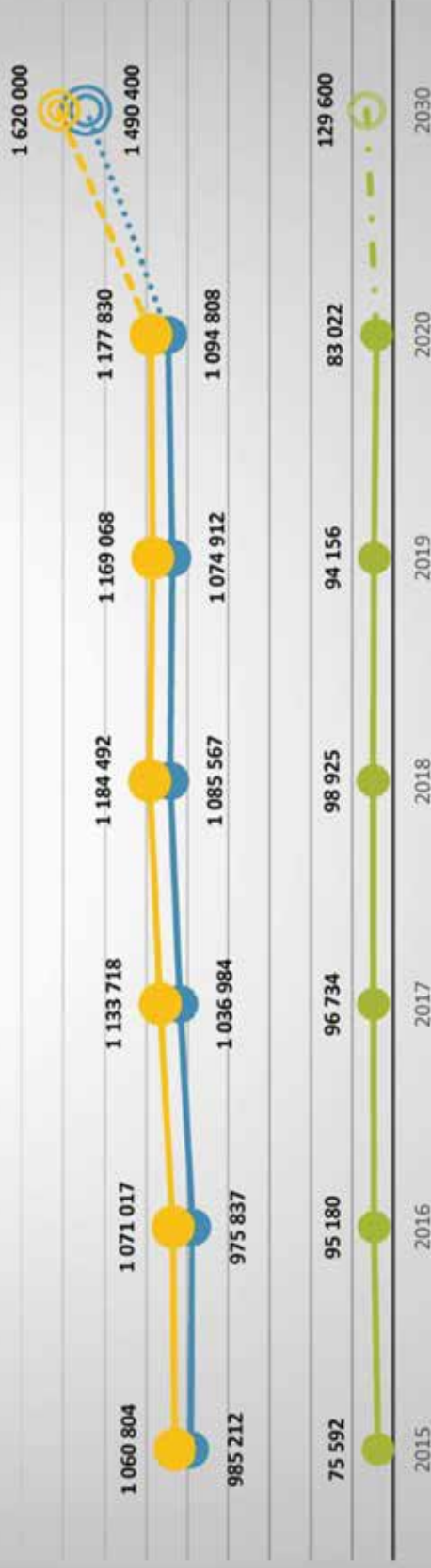


Figure 1: Public universities enrolments by entrance category

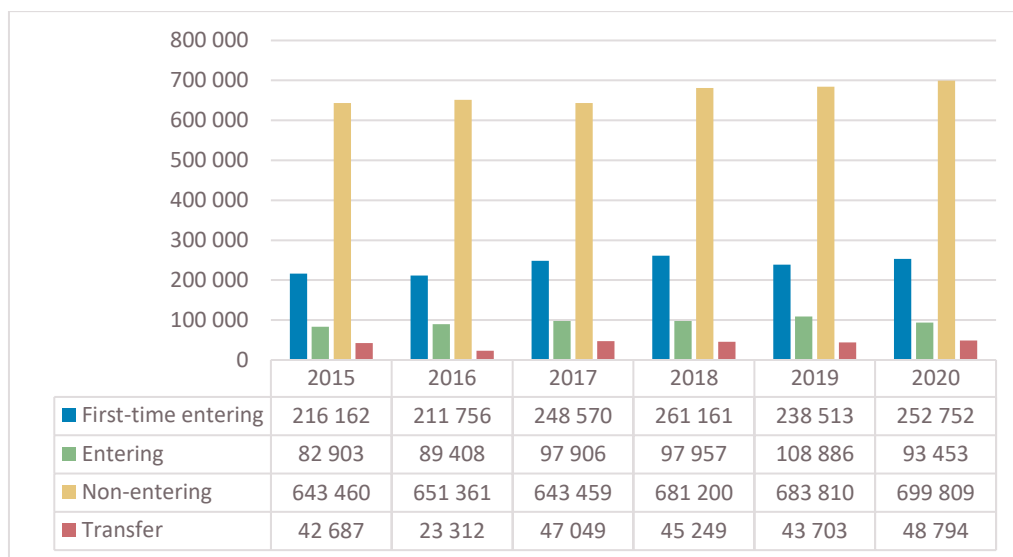
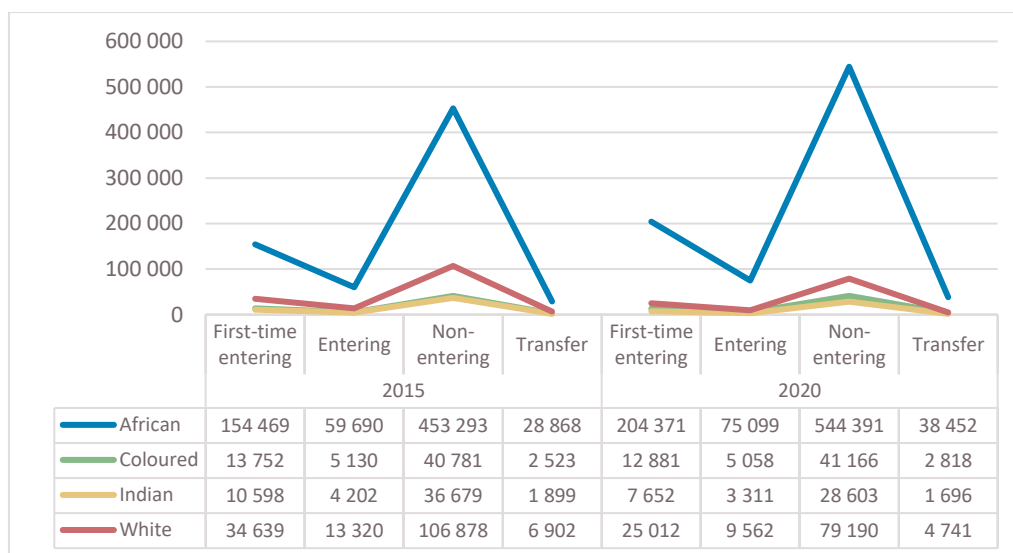


Figure 2: Public universities enrolment entrance categories by race



\* The categories for race and gender is as applied in HEMIS. The Unknown category is not displayed, but not omitted. Rounded off percentages may not always add up to 100%.

The most recent HEMIS data in this section were extracted by DHET in December 2021. The most recent HEQCIS data is used for the private higher education graphs.

Figure 3: Public universities enrolment entrance categories by race

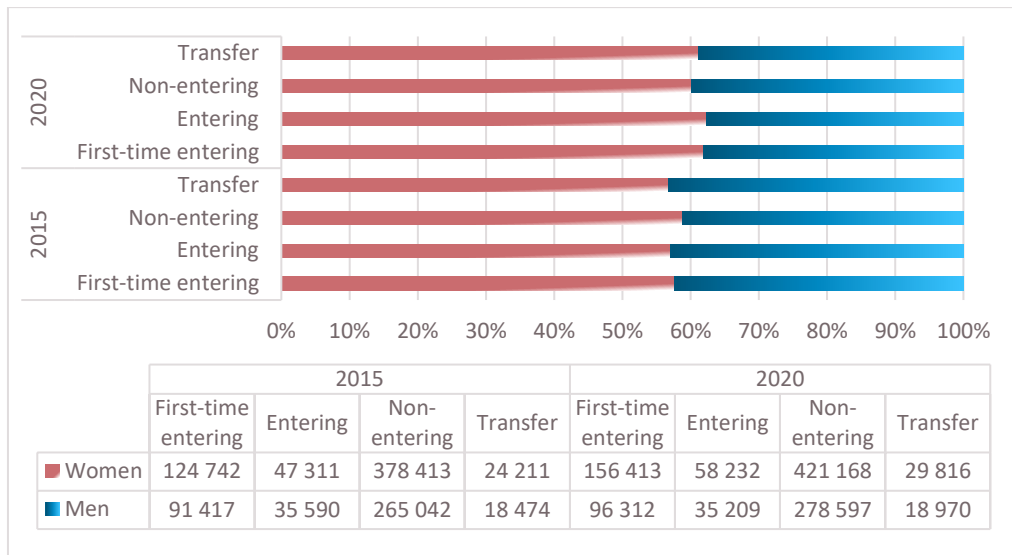
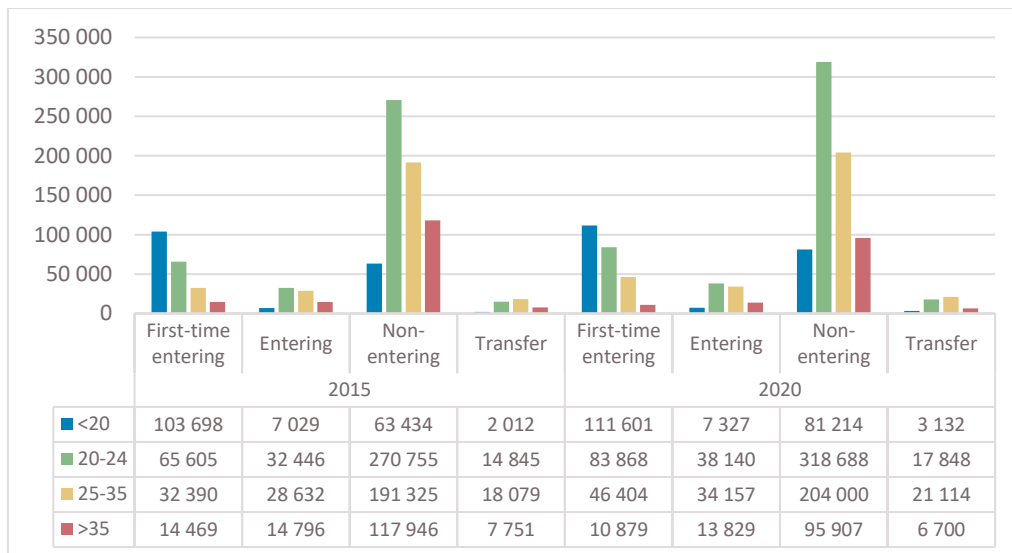


Figure 4: Public universities enrolment entrance categories by age group



\* The categories for race and gender is as applied in HEMIS. The Unknown category is not displayed, but not omitted.

Figure 5: Public universities enrolment entrance categories by mode of delivery

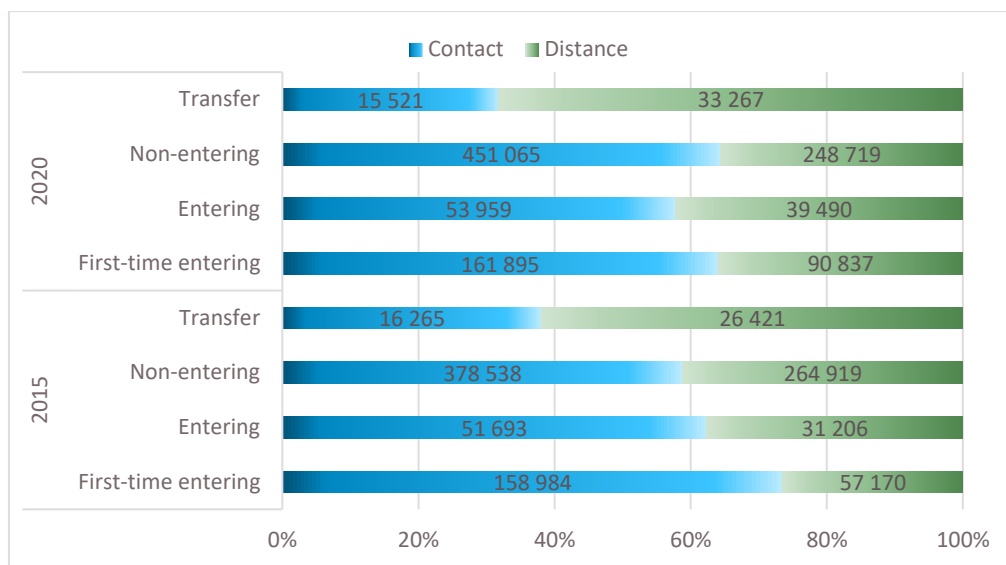


Figure 6: Public universities enrolment entrance categories by CESM

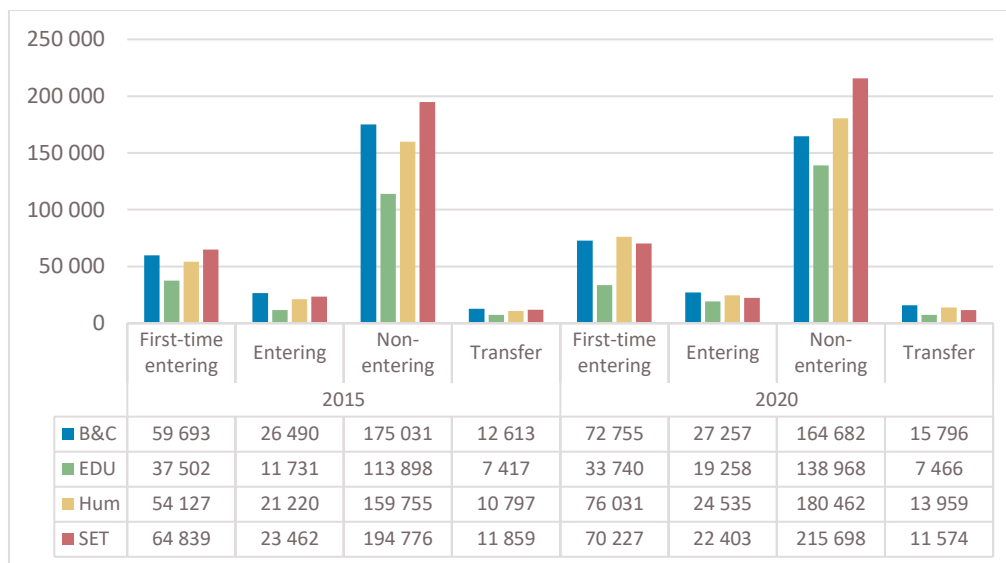


Figure 7: Public universities enrolment entrance categories by field of study

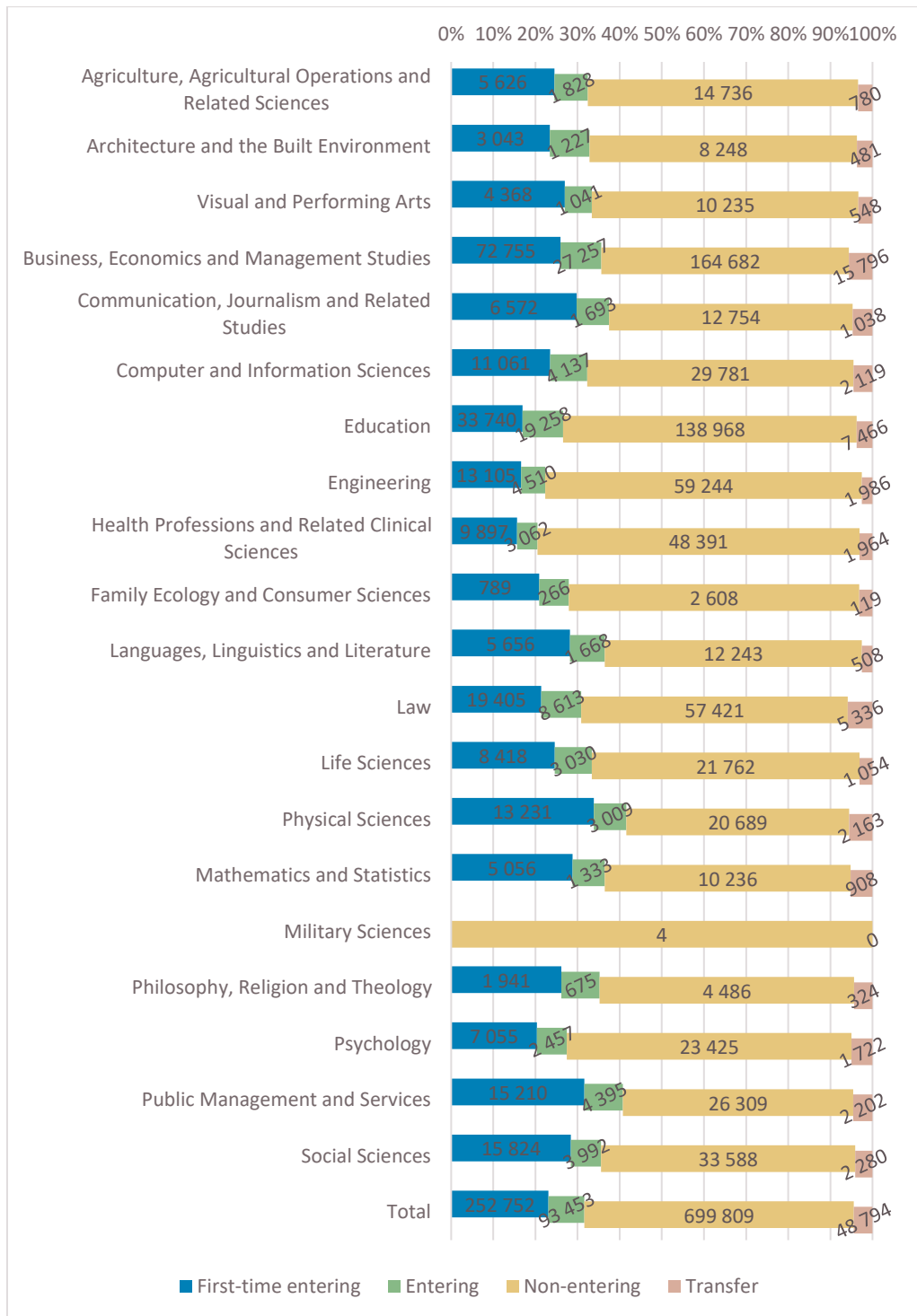


Figure 8: Public universities enrolment entrance categories by institutional type

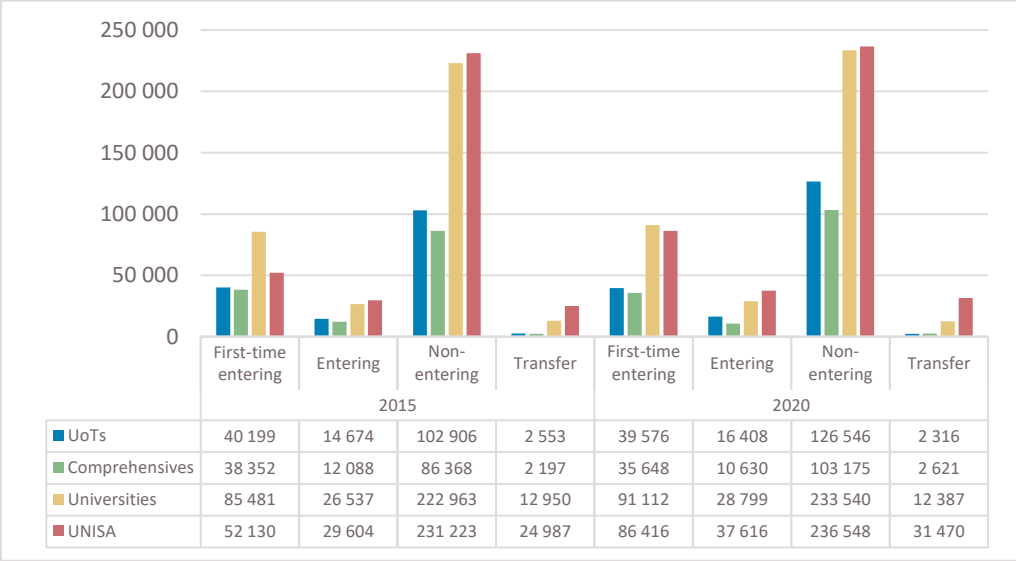


Figure 9: Universities of Technology enrolment entrance categories

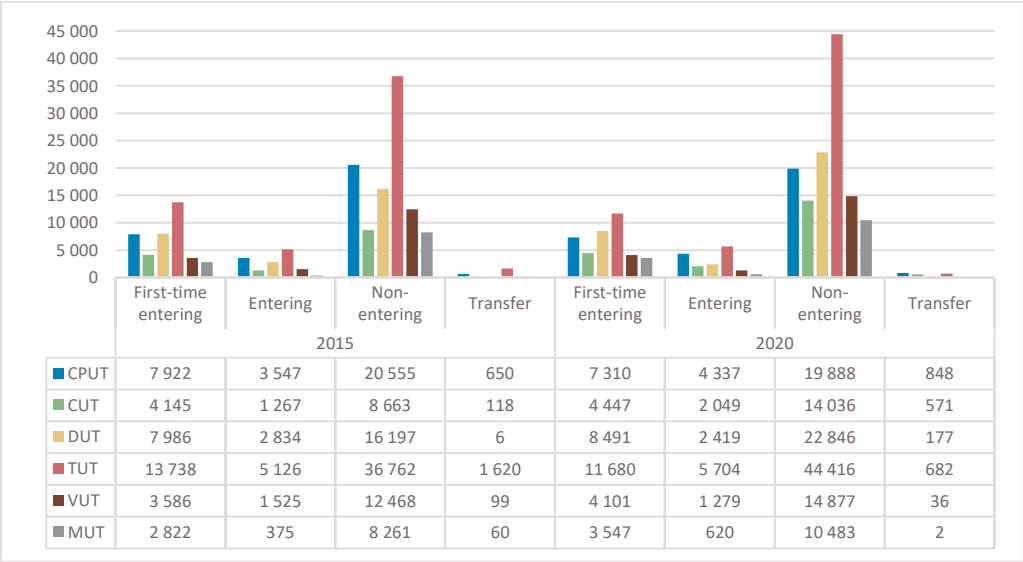


Figure 10: Comprehensive universities enrolment entrance categories

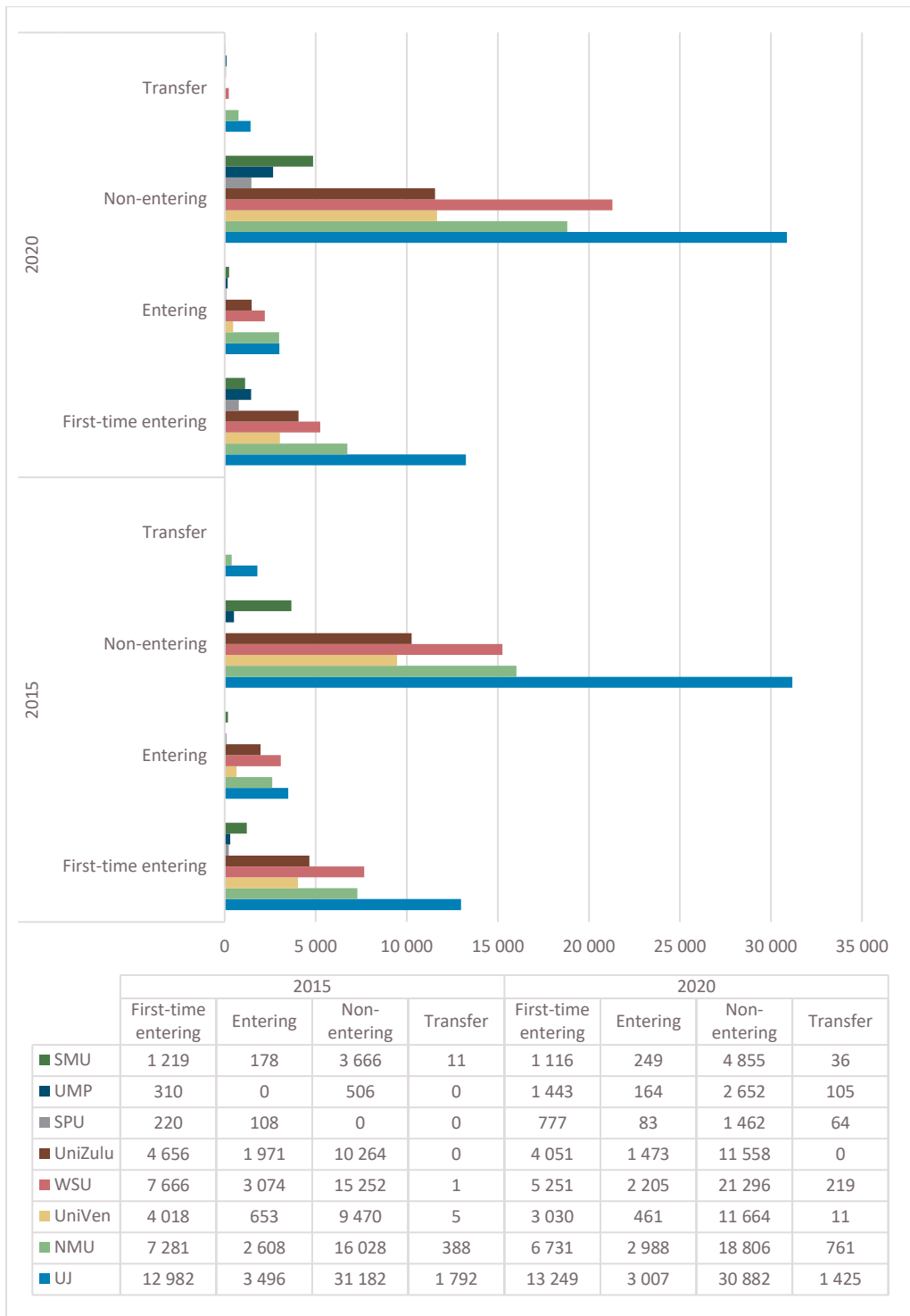


Figure 11: Traditional universities enrolment entrance categories

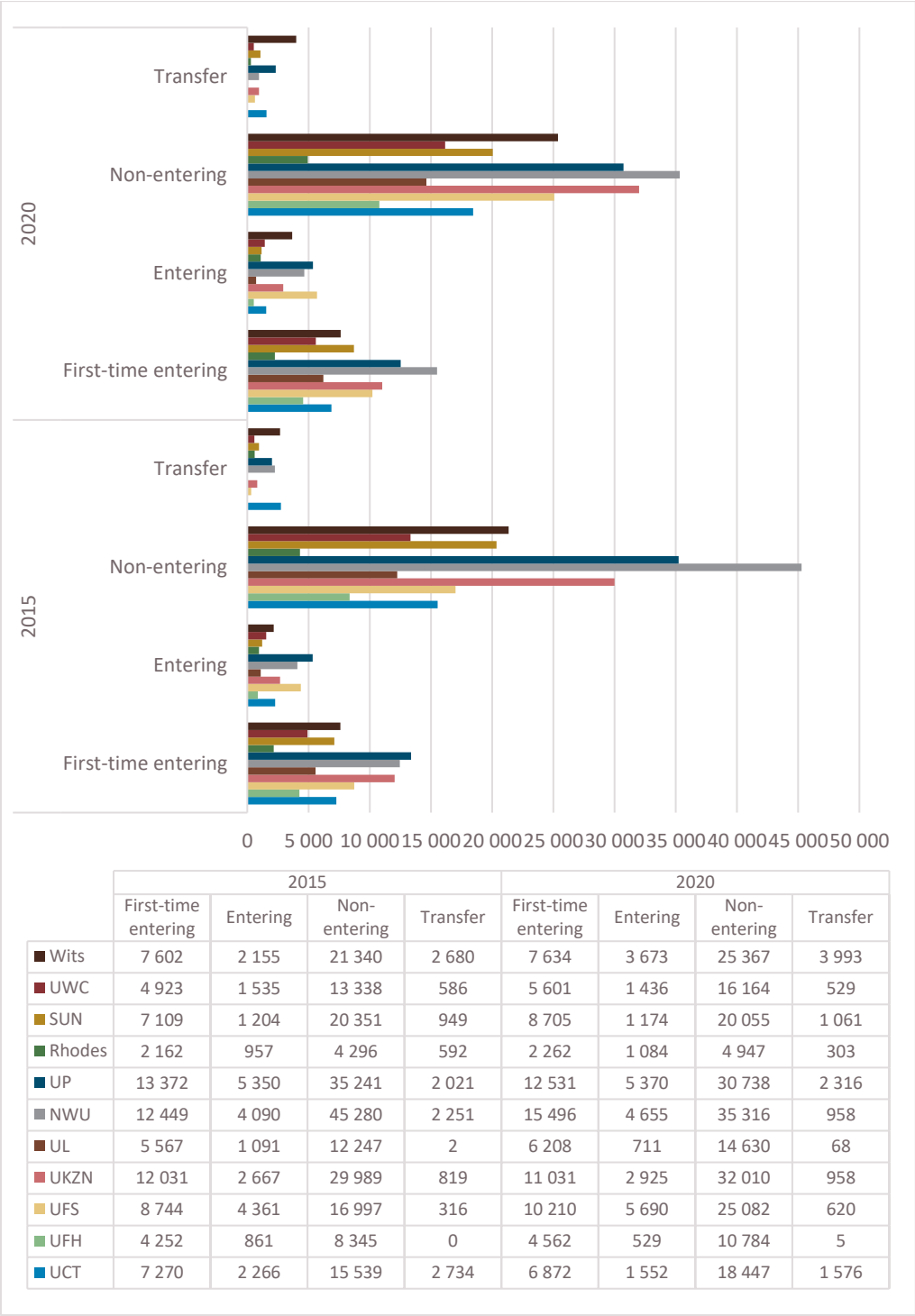


Figure 12: Headcount enrolments at public universities by race

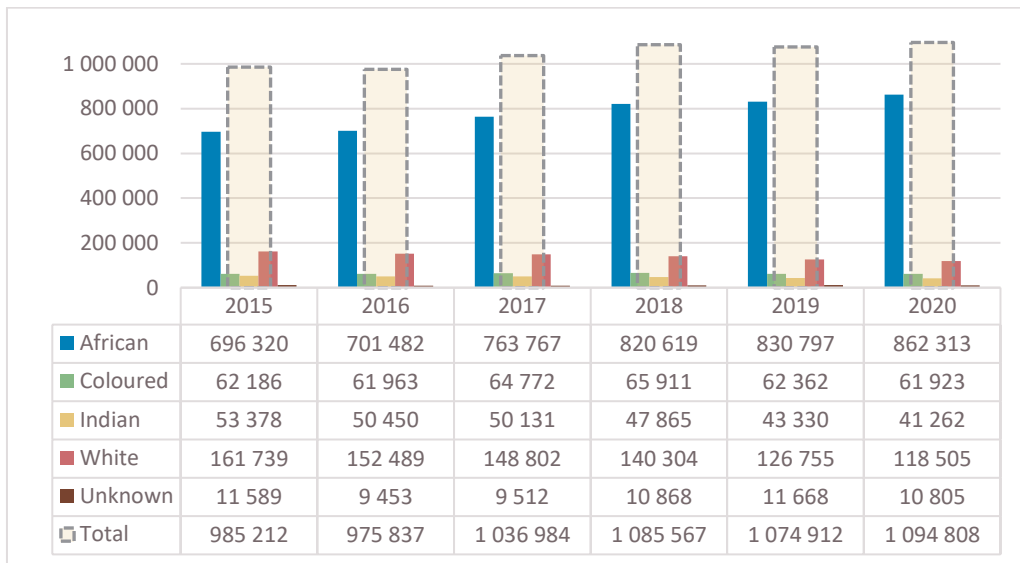


Figure 13: Headcount enrolments in the higher education sector by race

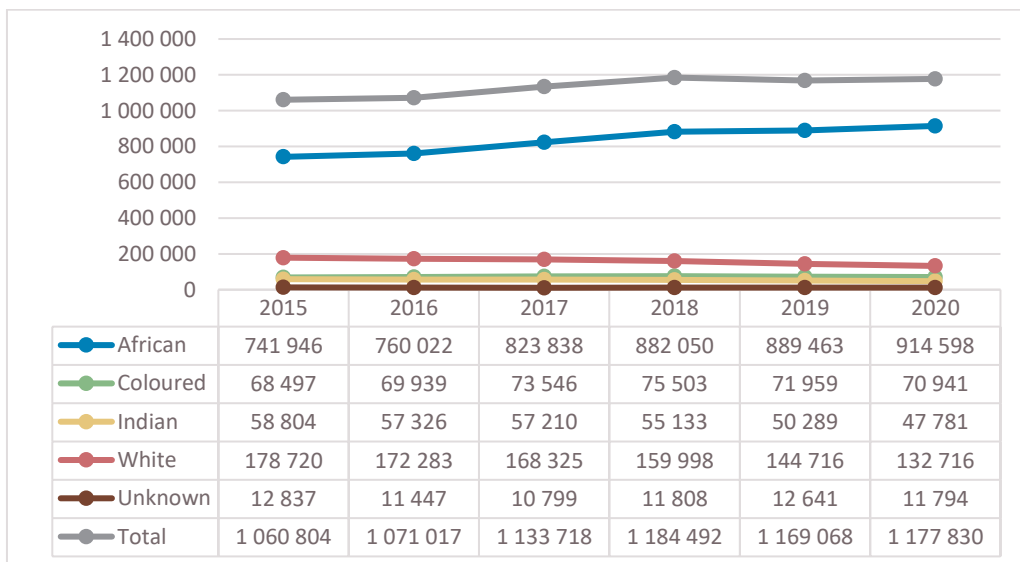


Figure 14: Headcount enrolments at public universities by gender

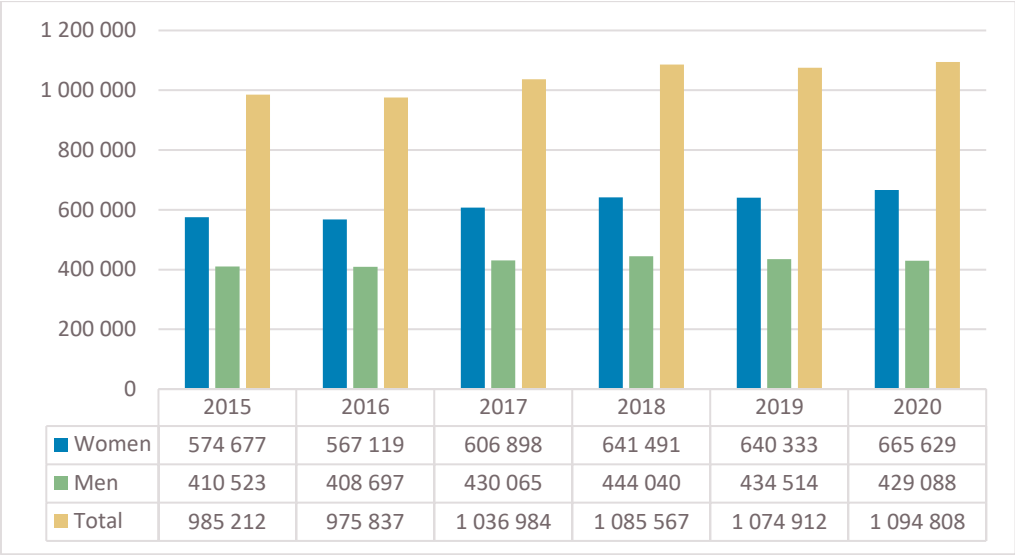


Figure 15: Headcount enrolments in the higher education sector by gender

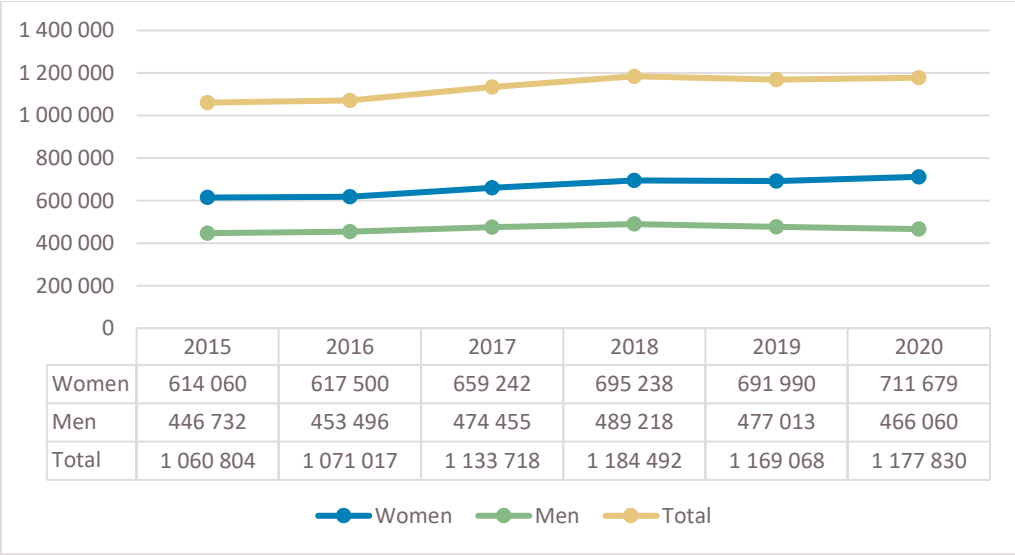


Figure 16: Headcount graduates at public universities by race

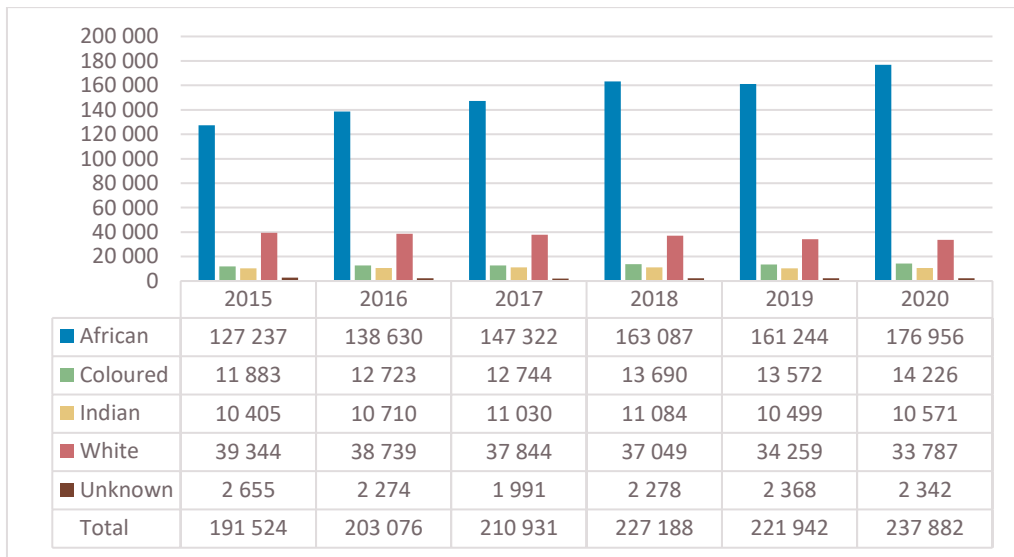


Figure 17: Headcount graduates in the higher education sector by race

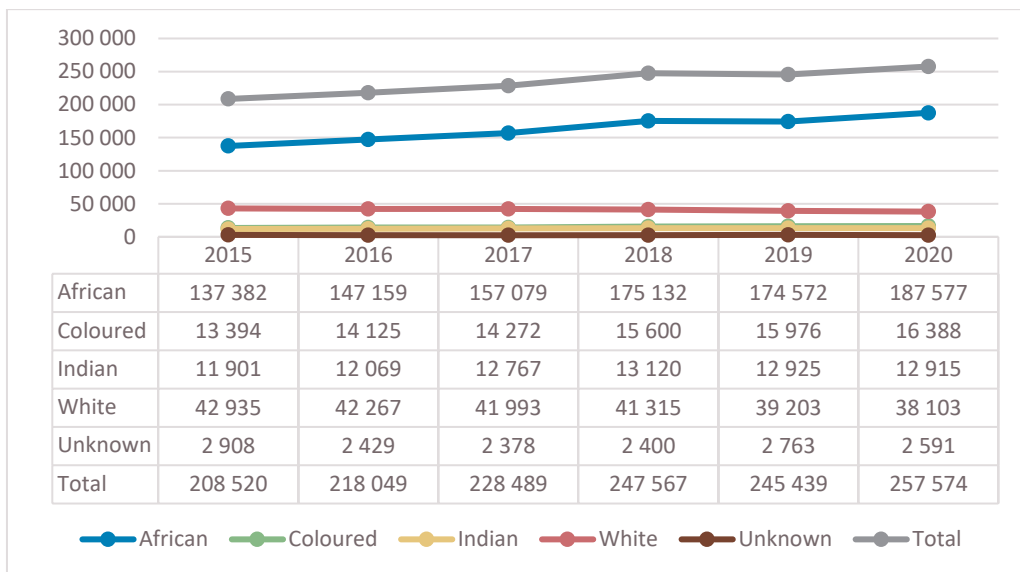


Figure 18: Headcount graduates at public universities by gender

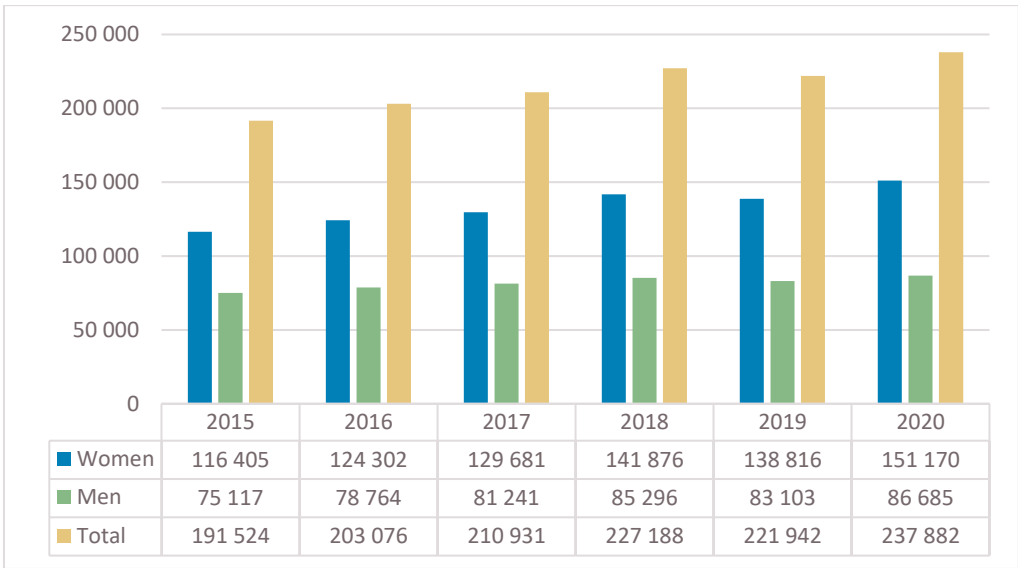


Figure 19: Headcount graduates in the higher education sector by gender

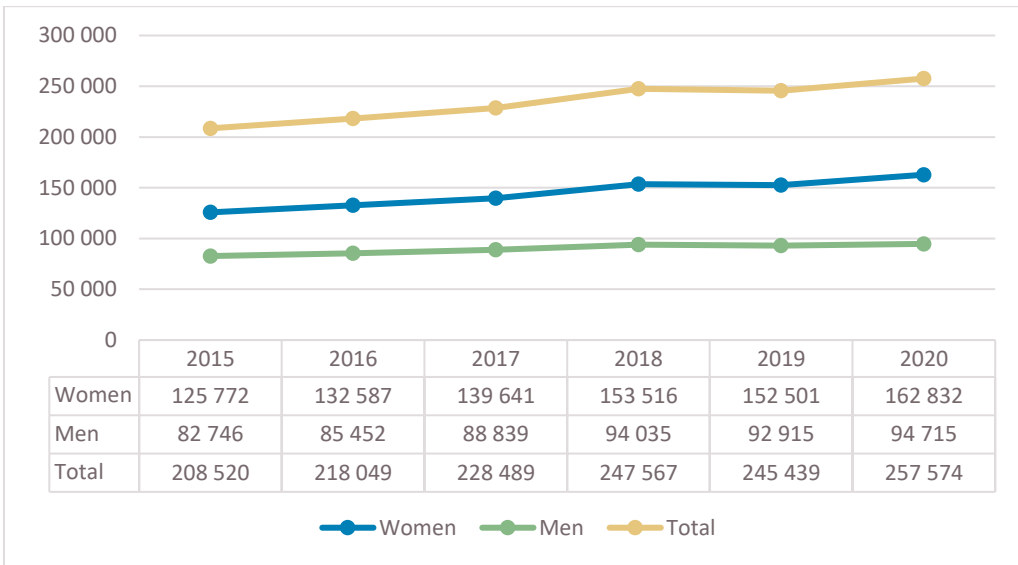


Figure 20: Public HE demographics compared to population demographics

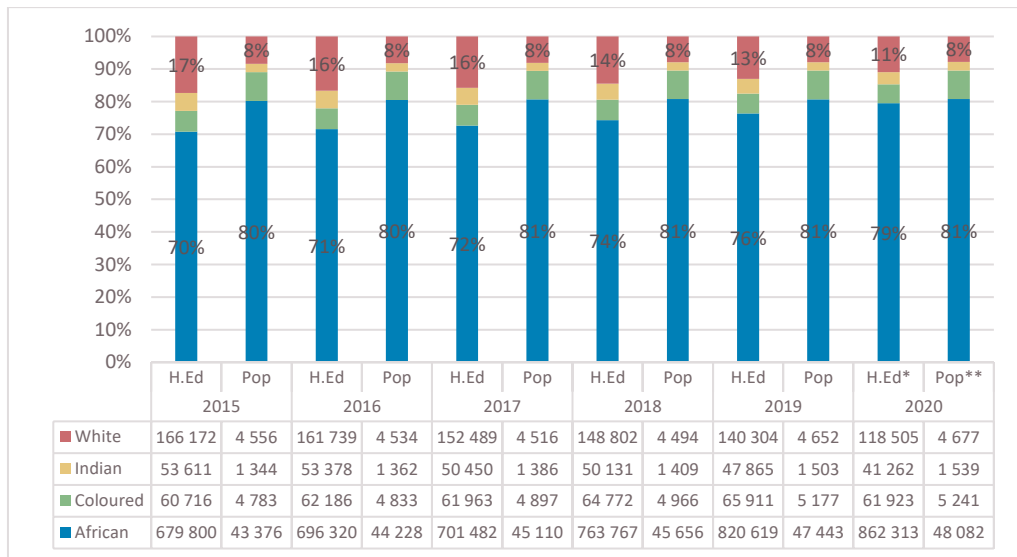


Figure 21: Higher education demographics compared to population demographics

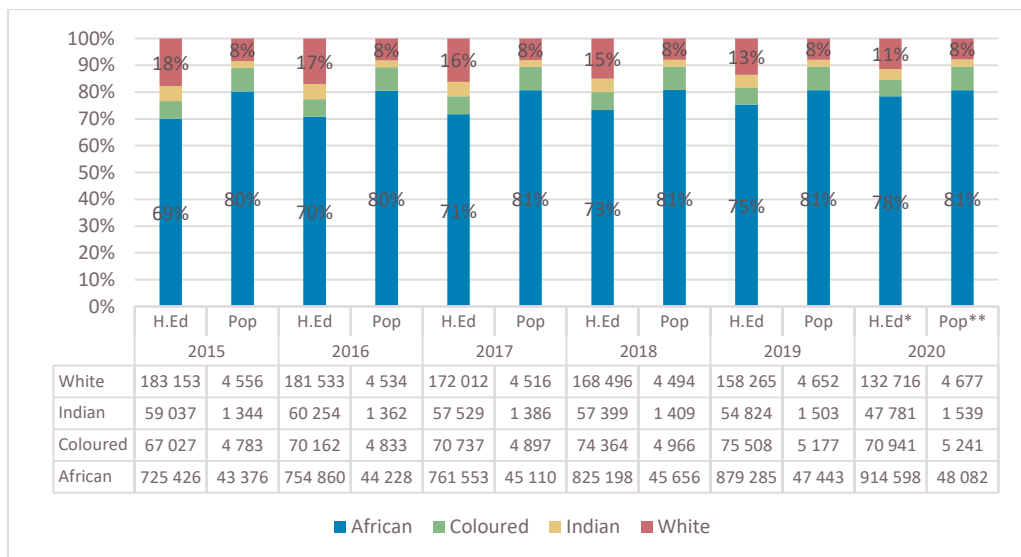


Figure 22: Public HE gender compared to population gender

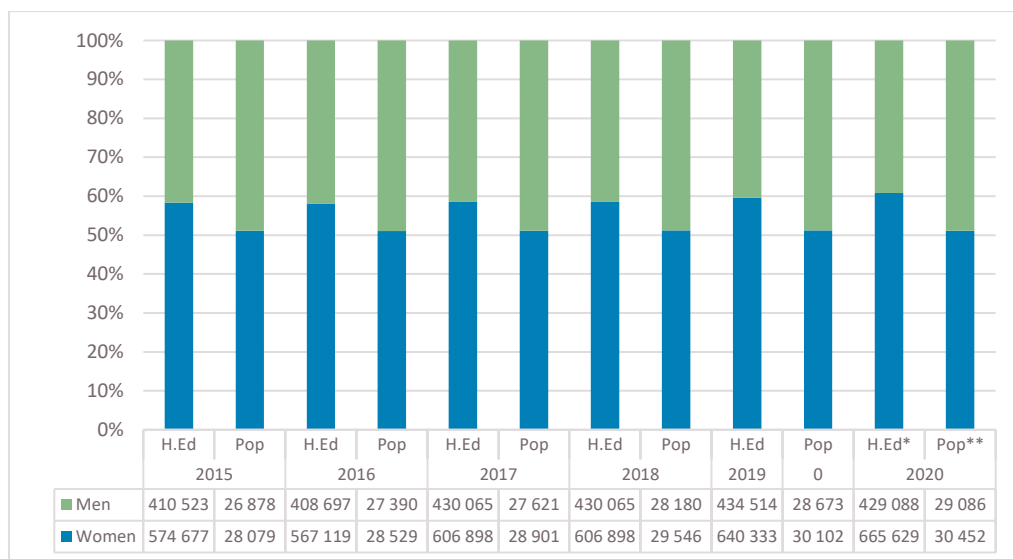


Figure 23: Higher education gender compared to population gender

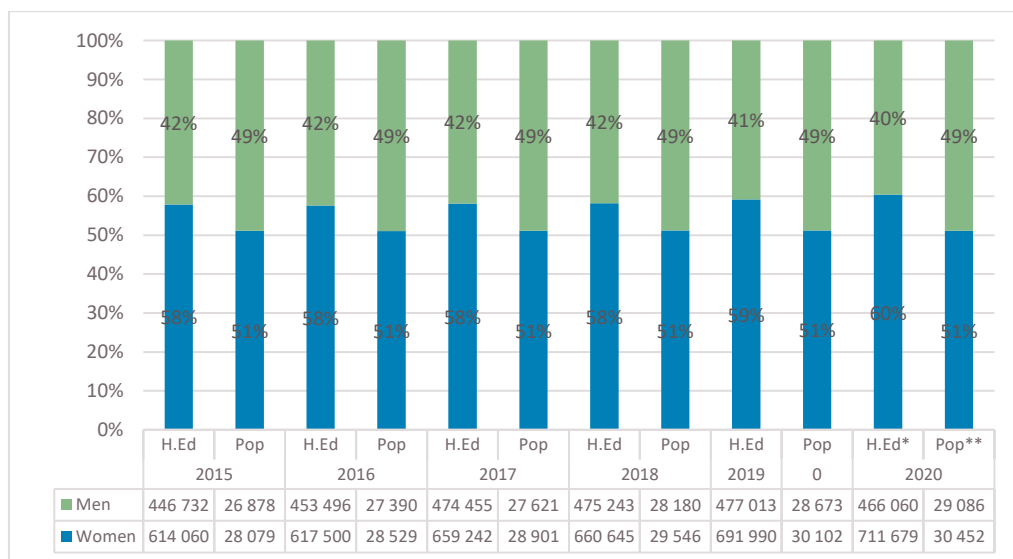


Figure 24: Higher education participation rates (GER) by race

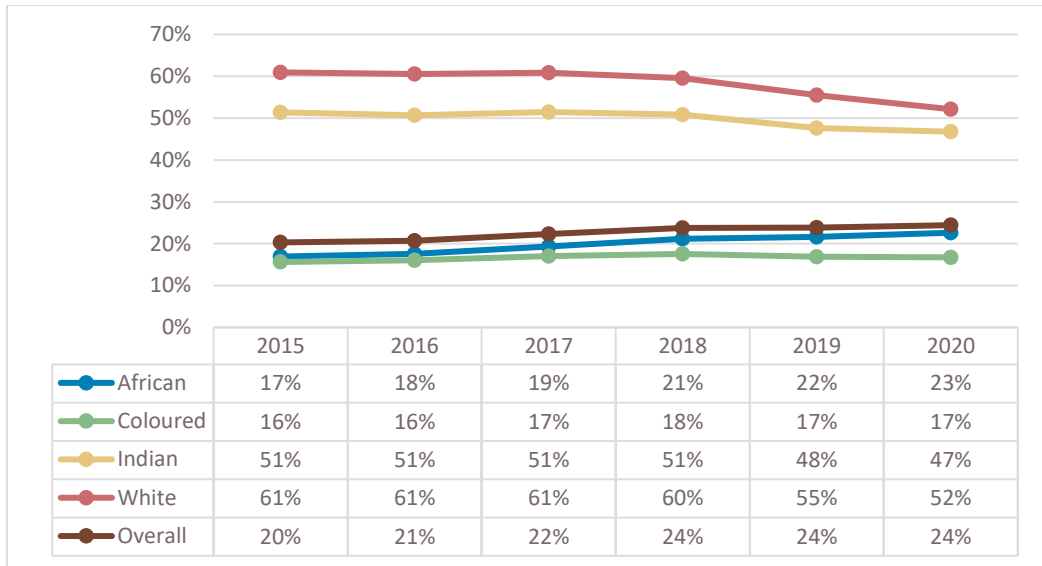


Figure 25: Higher education participation rates (GER) by gender

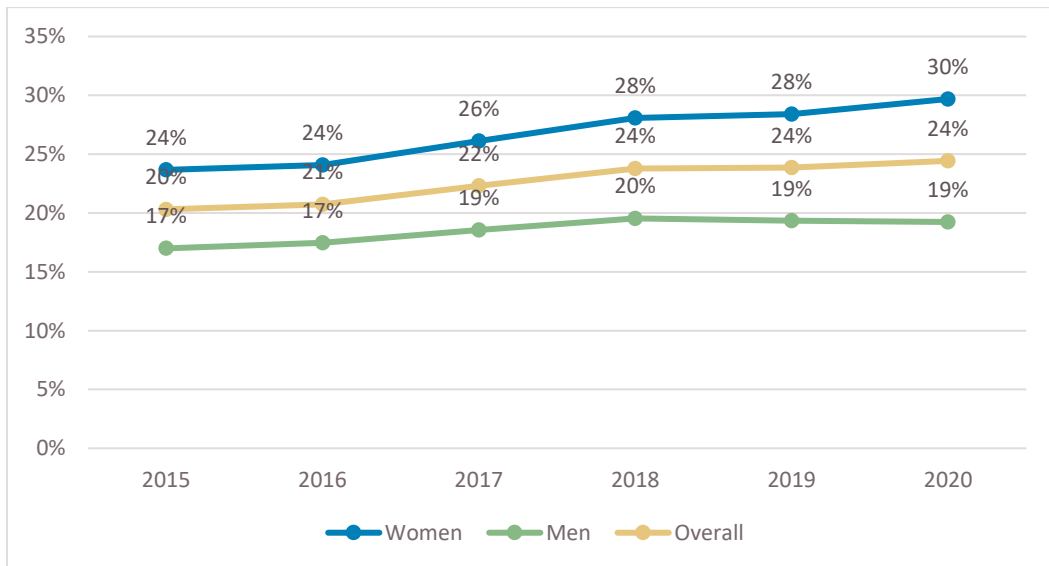


Figure 26: Public HE headcount enrolments by age group

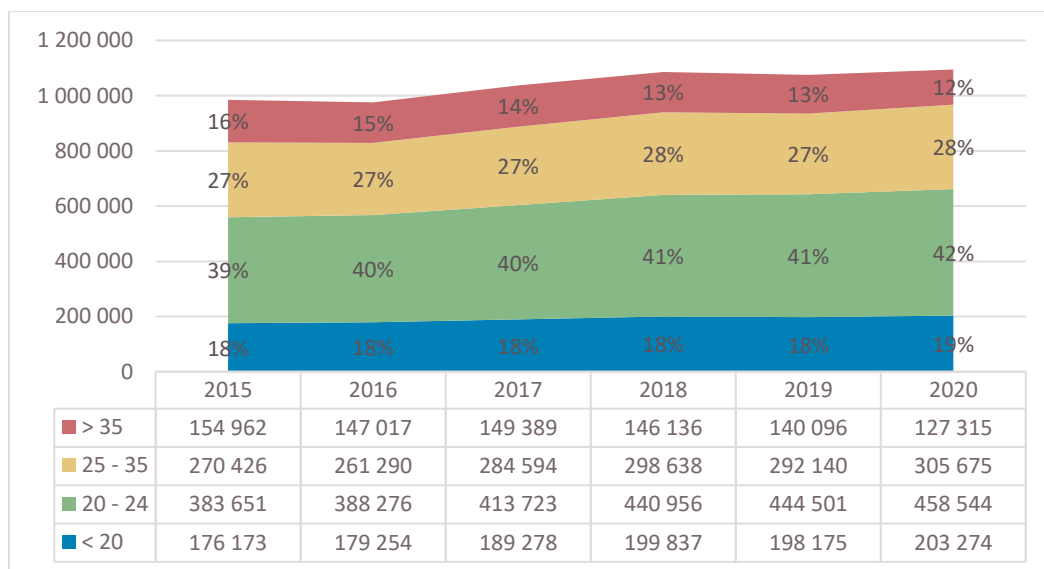


Figure 27: Higher education headcount enrolments by age group

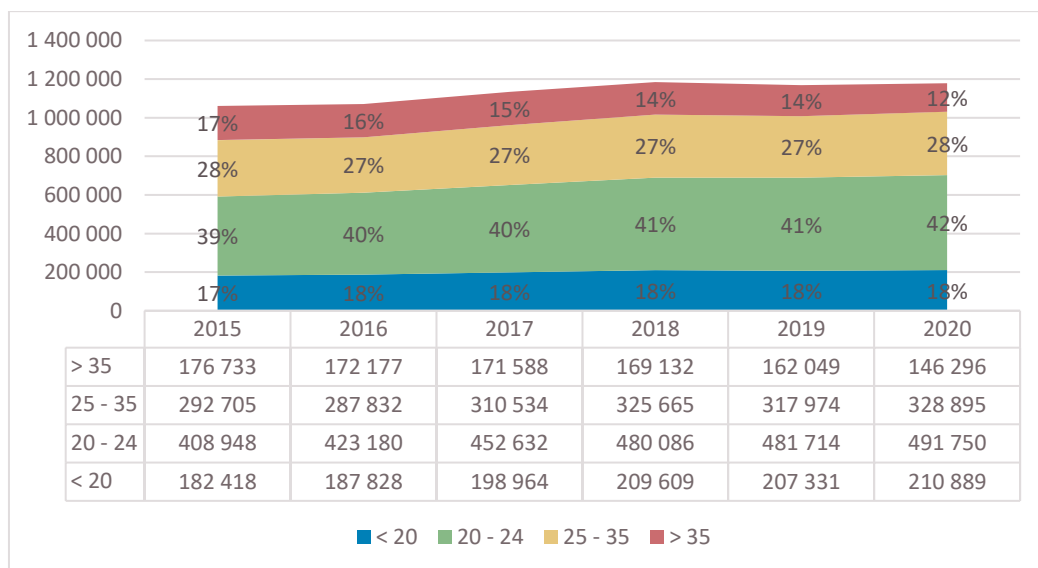


Figure 28: Public HE headcount graduates by age group

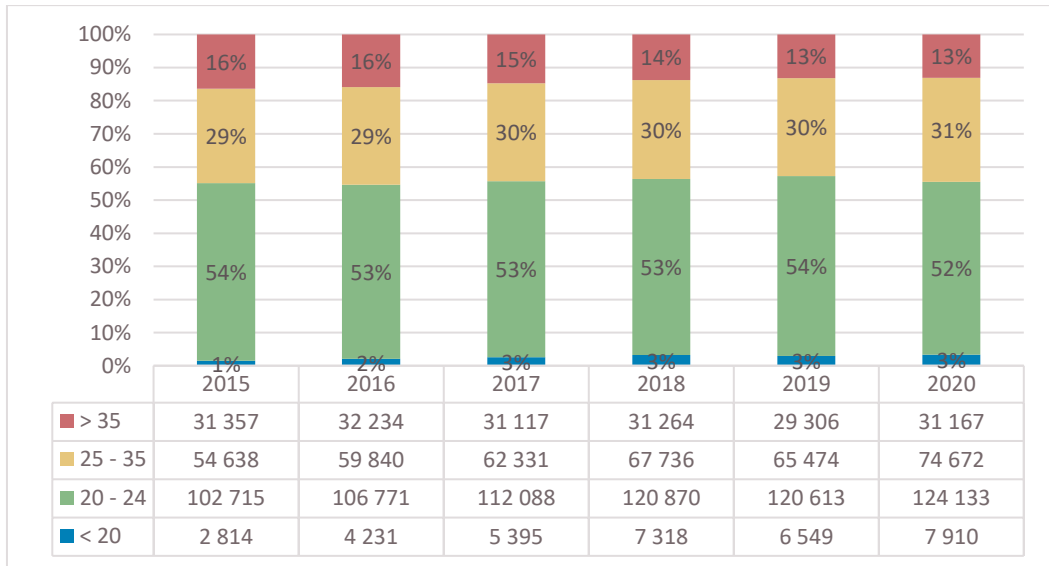


Figure 29: Higher education headcount graduates by age group

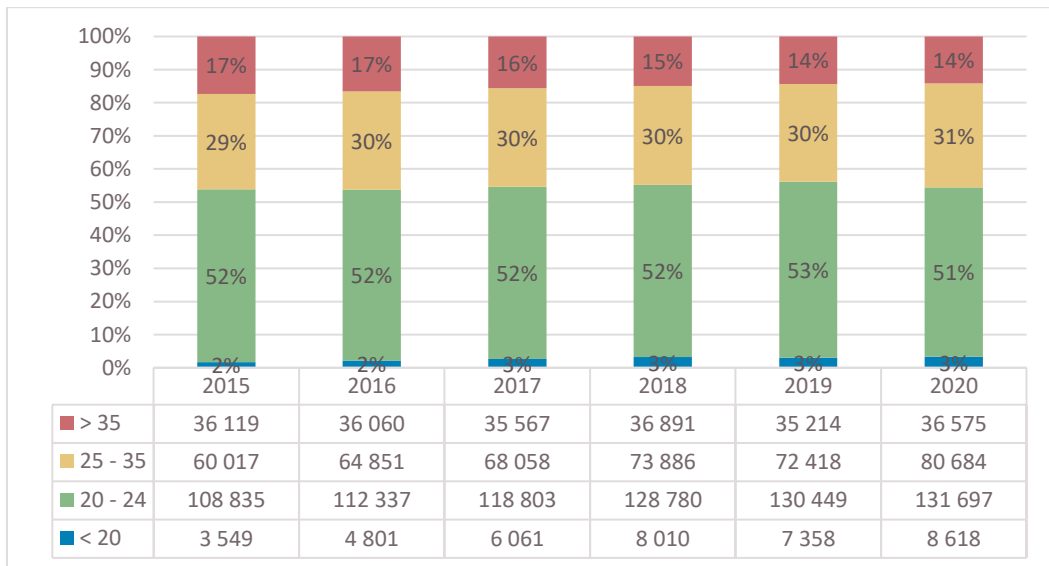


Figure 30: Public universities enrolments of all non-South African students

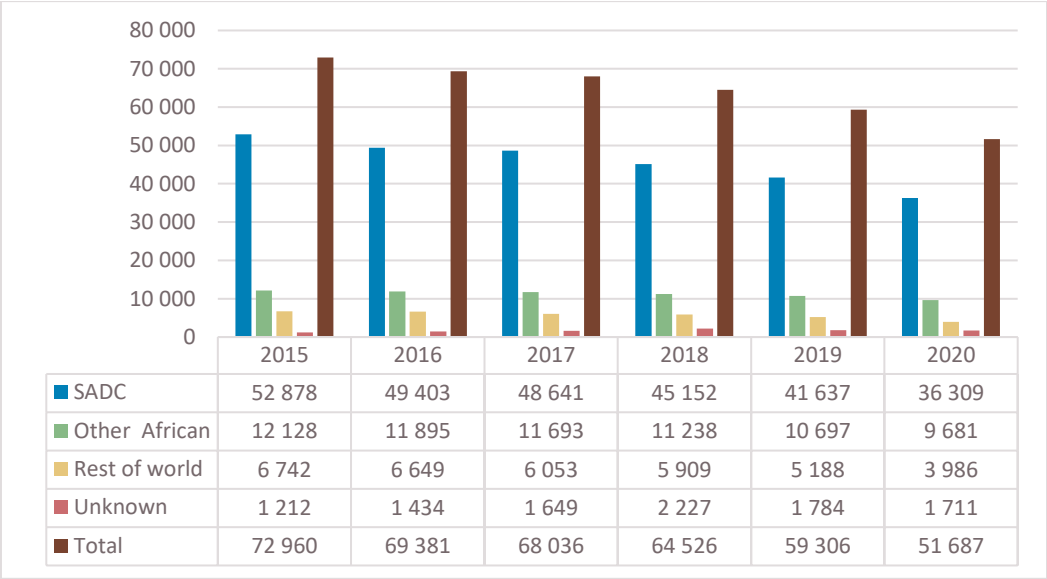


Figure 31: Higher education enrolments of all non-South African students

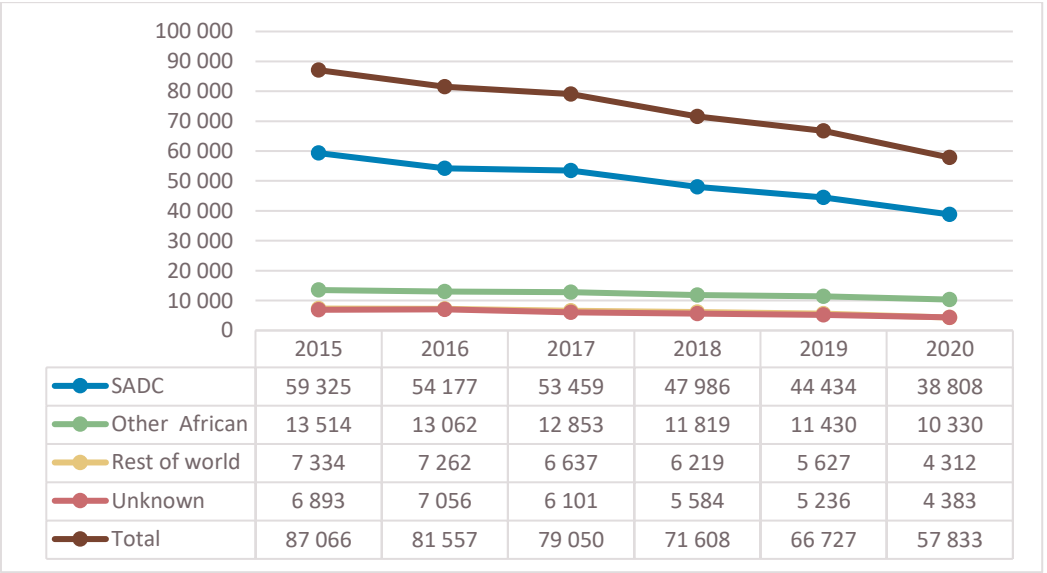


Figure 32: Public universities graduates of all non-South African students

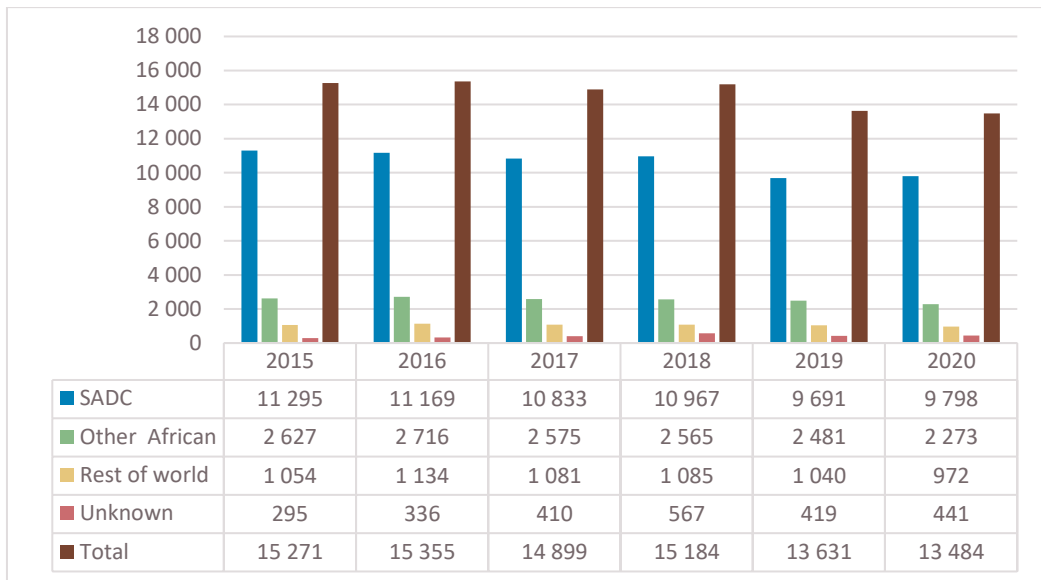


Figure 33: Public universities enrolments by mode of delivery

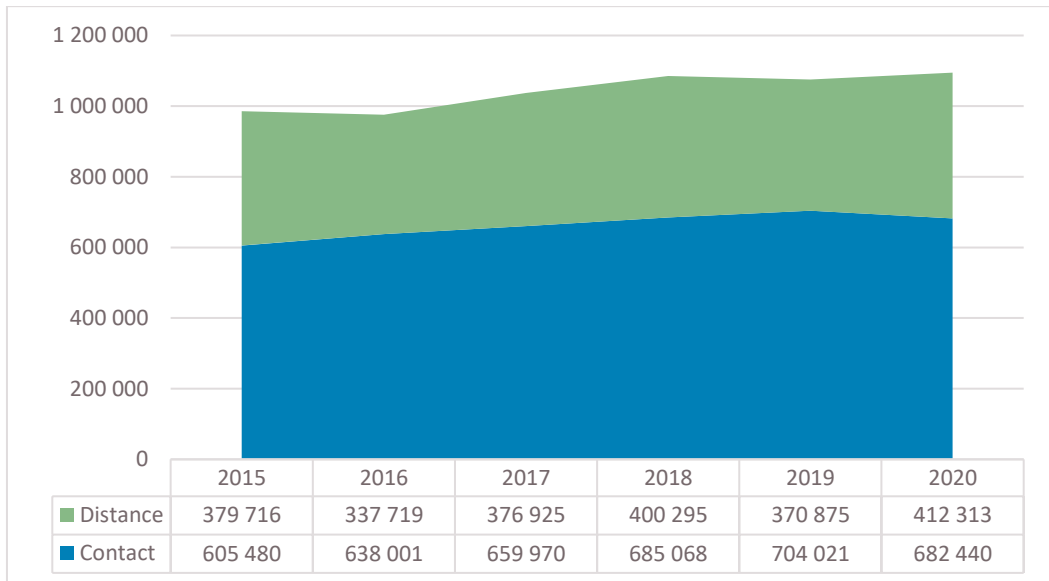


Figure 34: Public universities graduates by mode of delivery

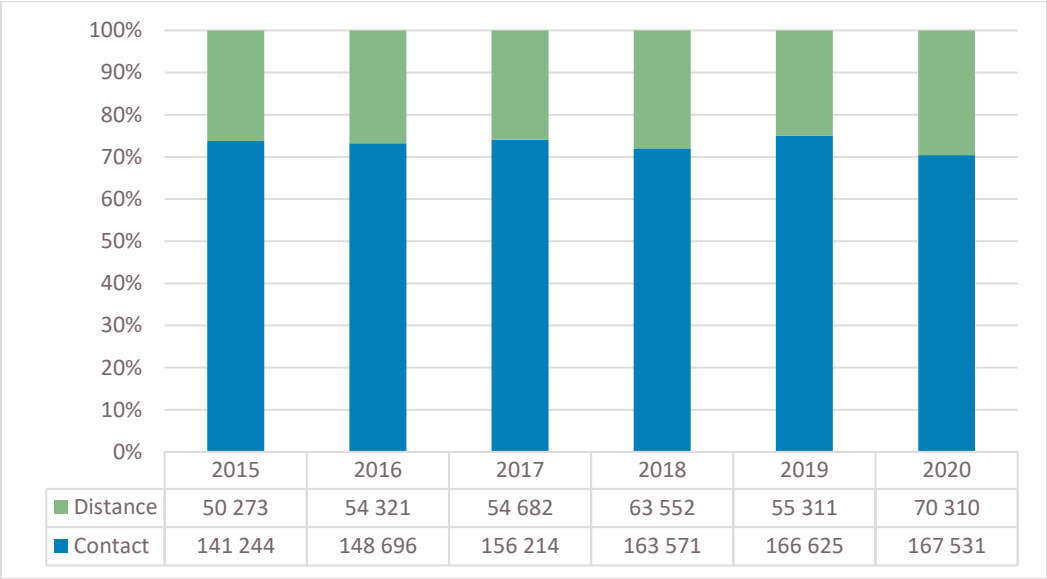


Figure 35: Public Universities enrolments by mode of delivery and race

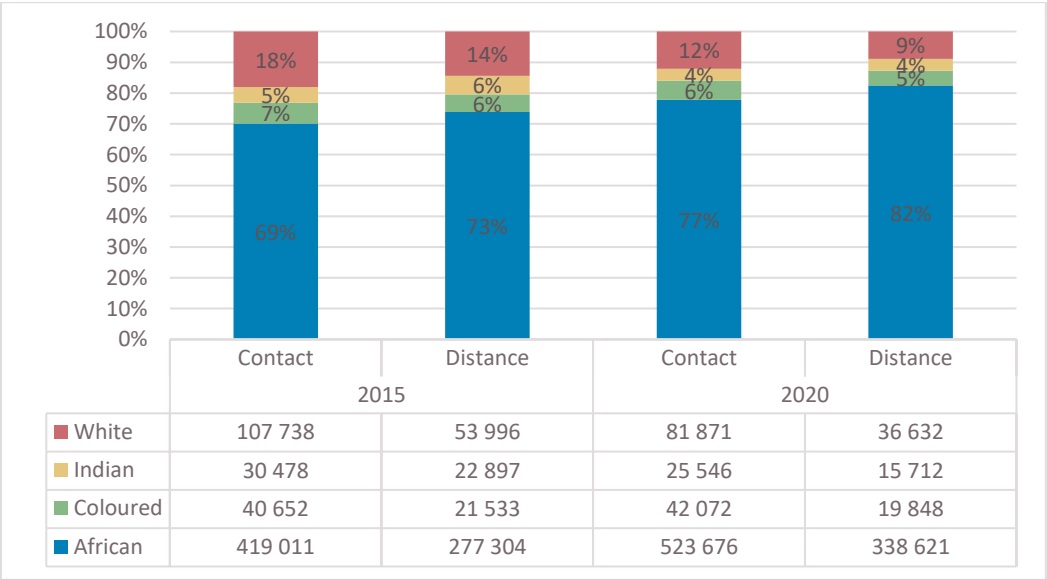


Figure 36: Public Universities enrolments by mode of delivery and gender

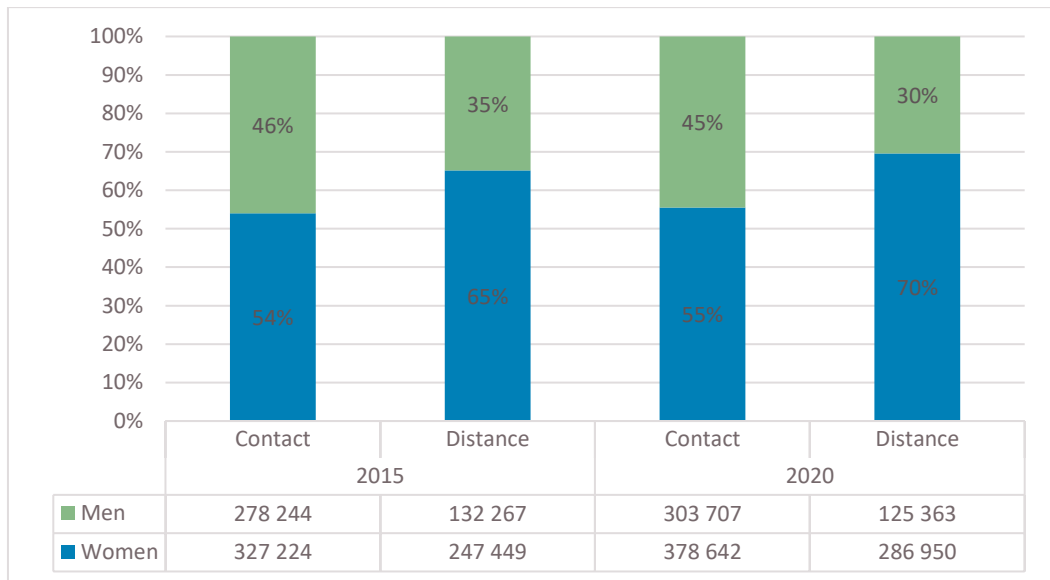


Figure 37: Public Universities enrolments by mode of delivery and age grouped

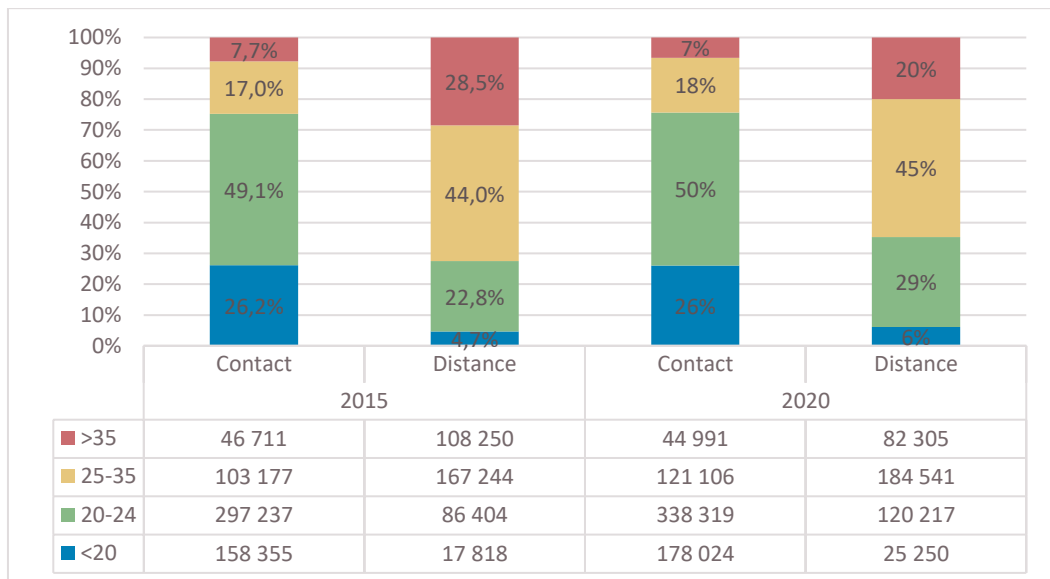


Figure 38: Public Universities enrolments by age grouped and race

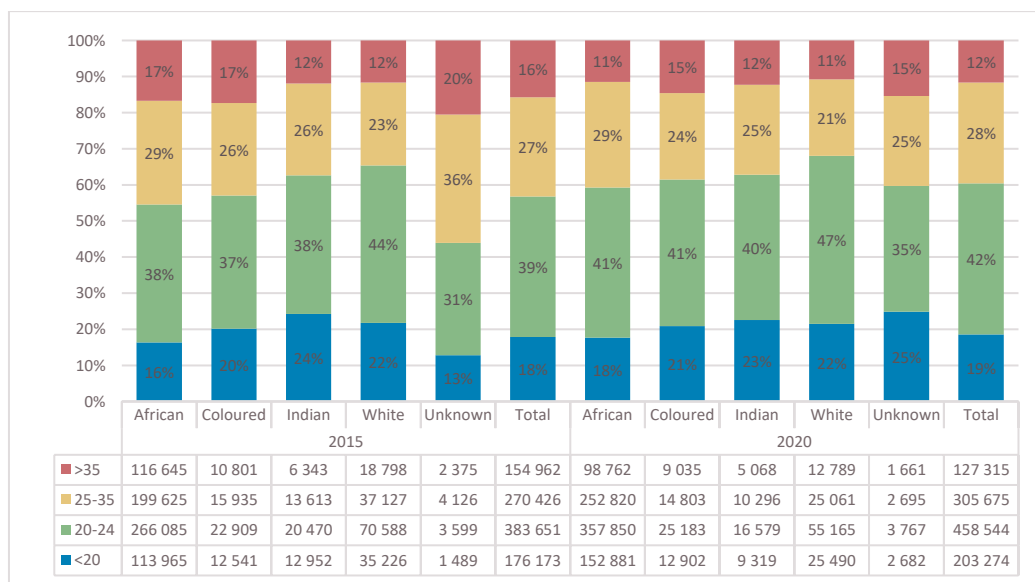
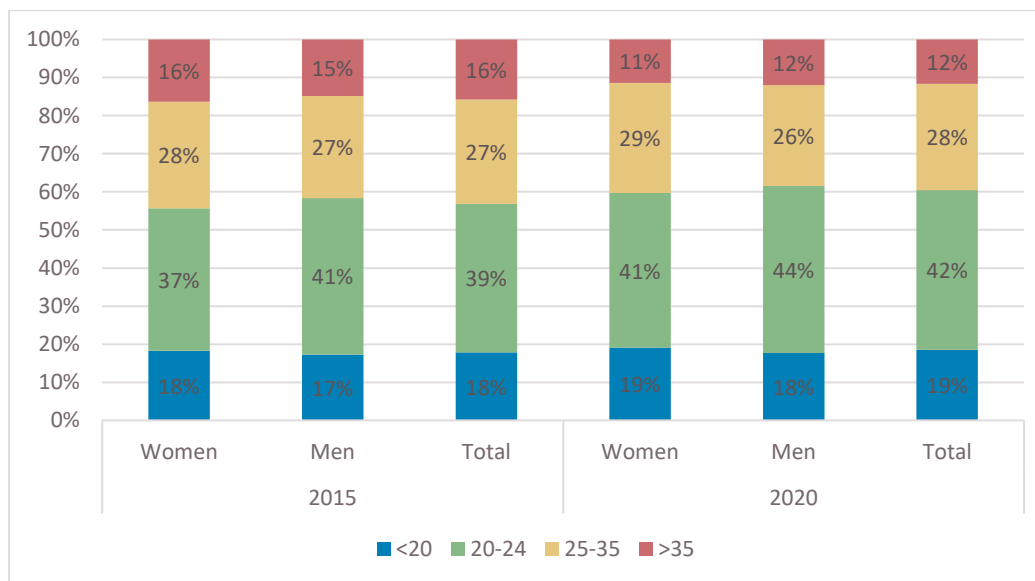
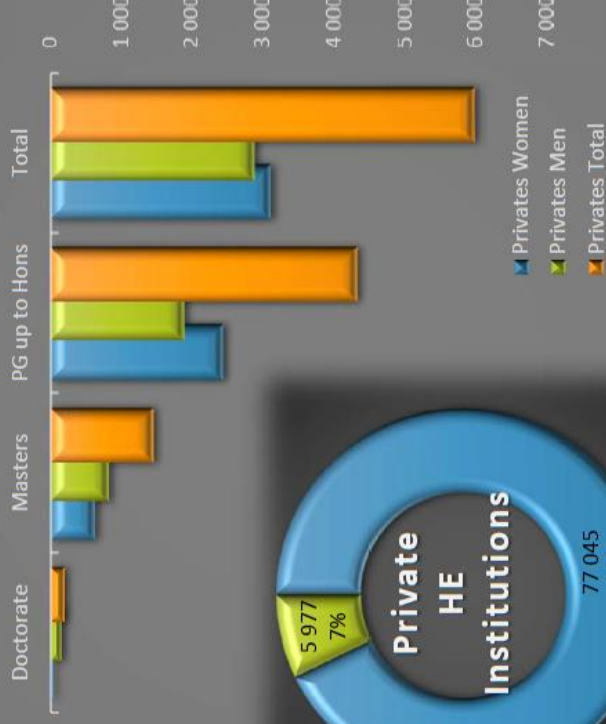
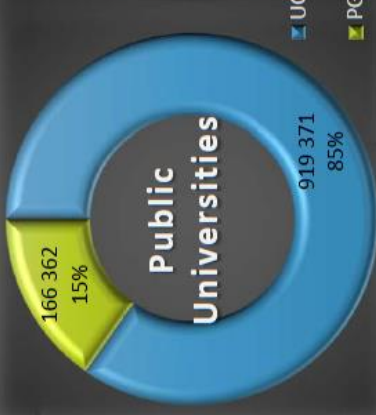
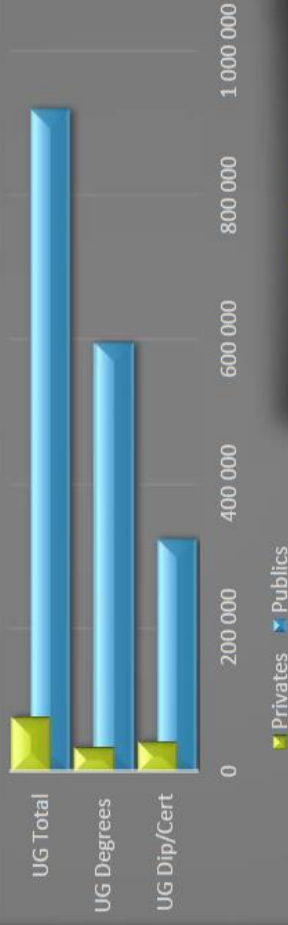


Figure 39: Public Universities enrolments by age grouped and gender





# STUDENT QUALIFICATION TYPES



## Private HE Graduates



## Public HE Graduates

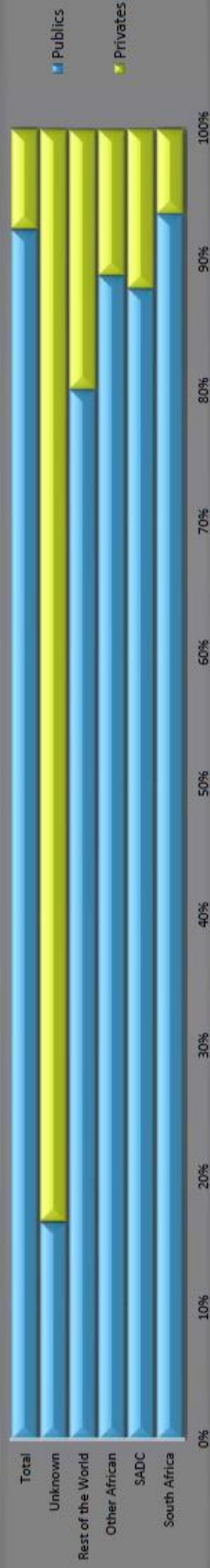
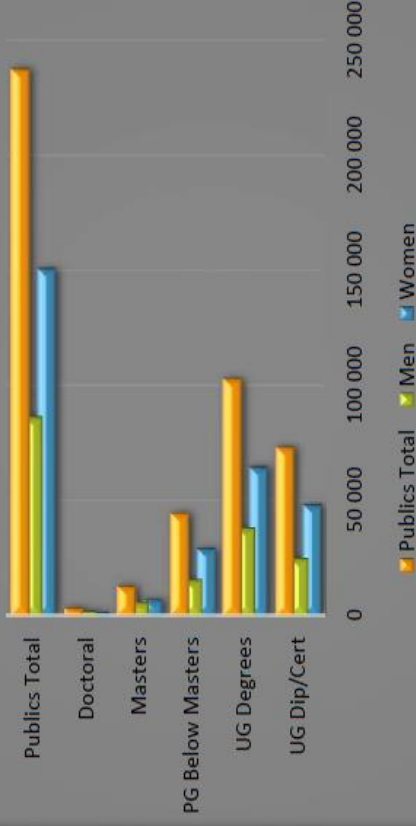
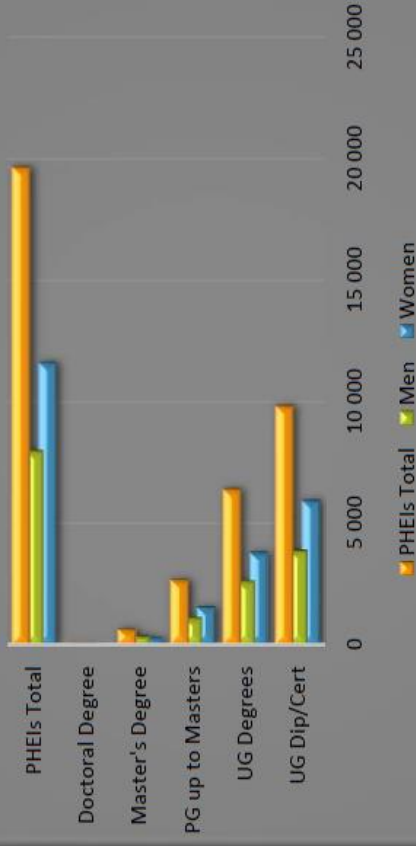


Figure 40: Public universities enrolments by qualification level\*

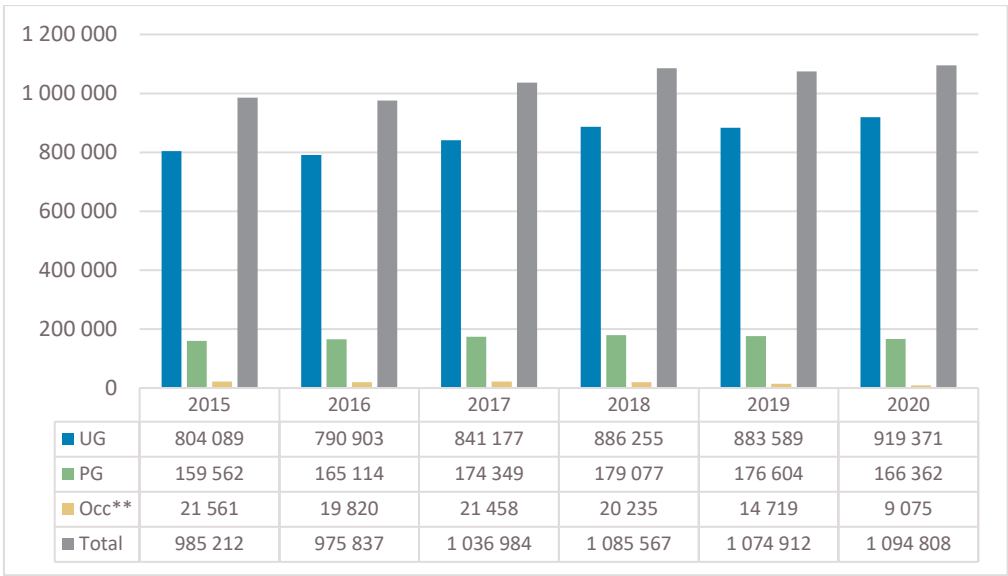
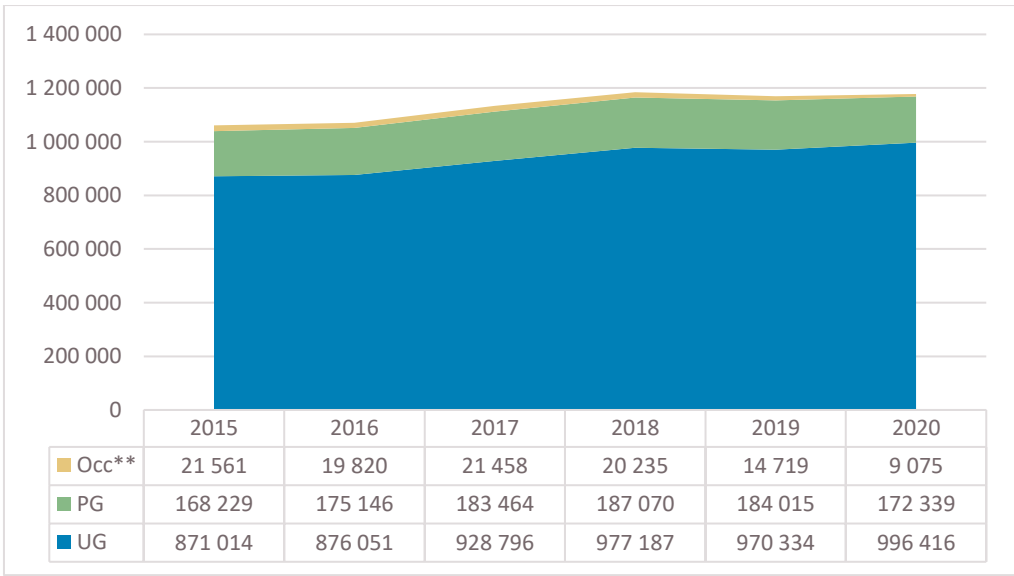


Figure 41: Higher education enrolments by qualification level



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

\* The most recent HEMIS & HEQCIS data in this section were extracted by DHET in December 2021.

\*\* Occasional students.

Figure 42: Public universities graduates by qualification level

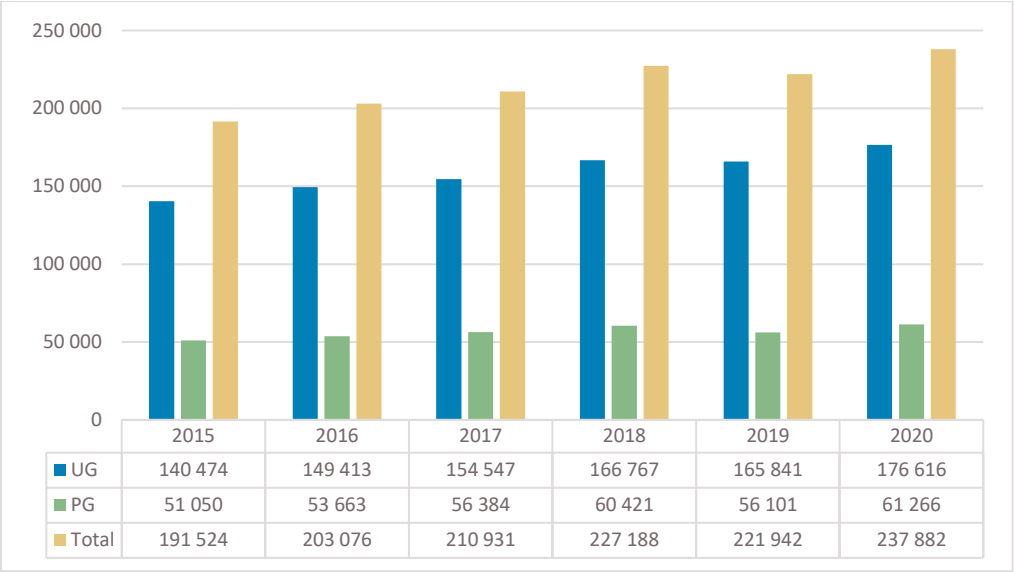


Figure 43: Headcount graduates by qualification level

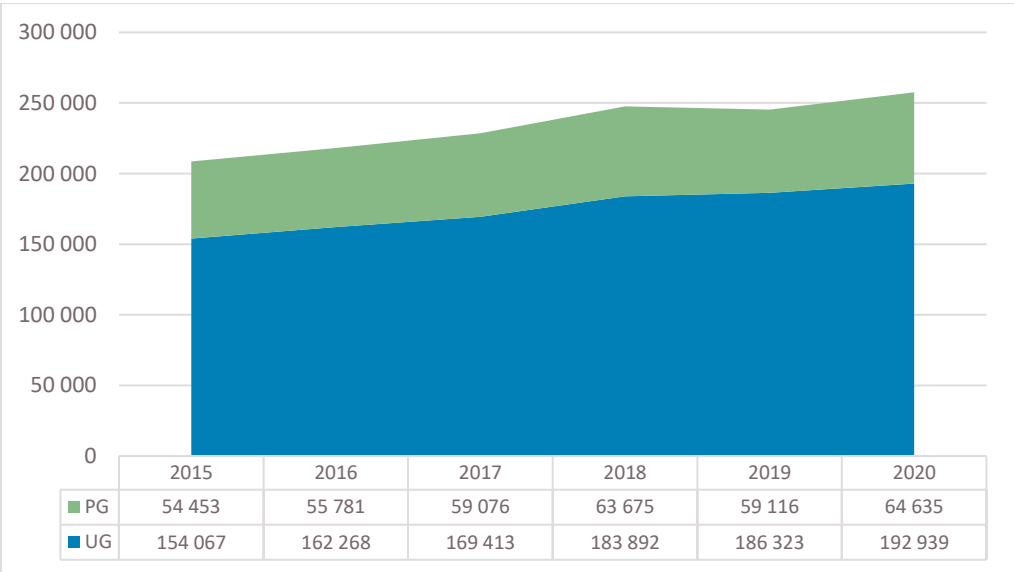


Figure 44: Public universities enrolments by qualification type and nationality

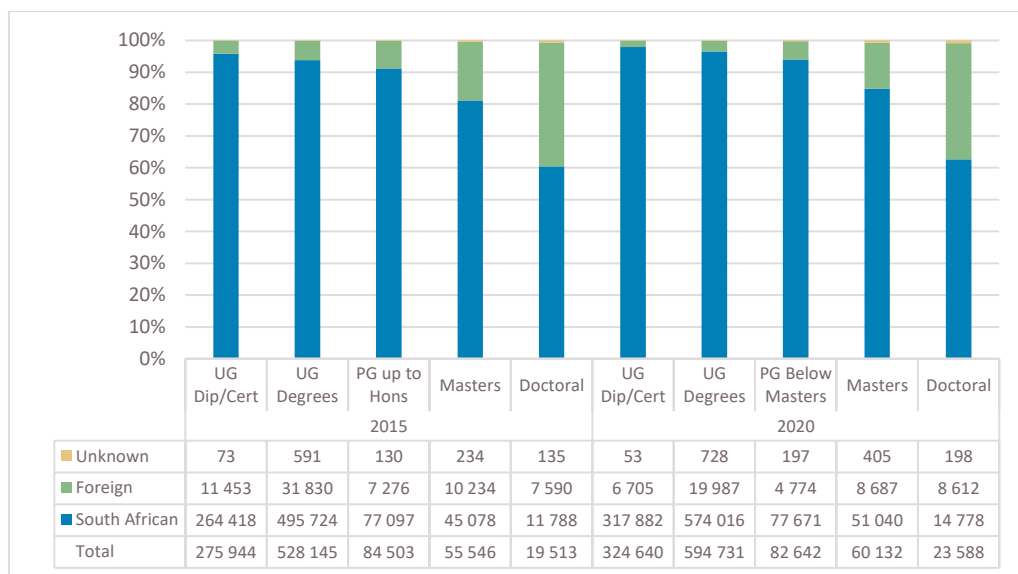


Figure 45: Headcount enrolments by qualification type and nationality

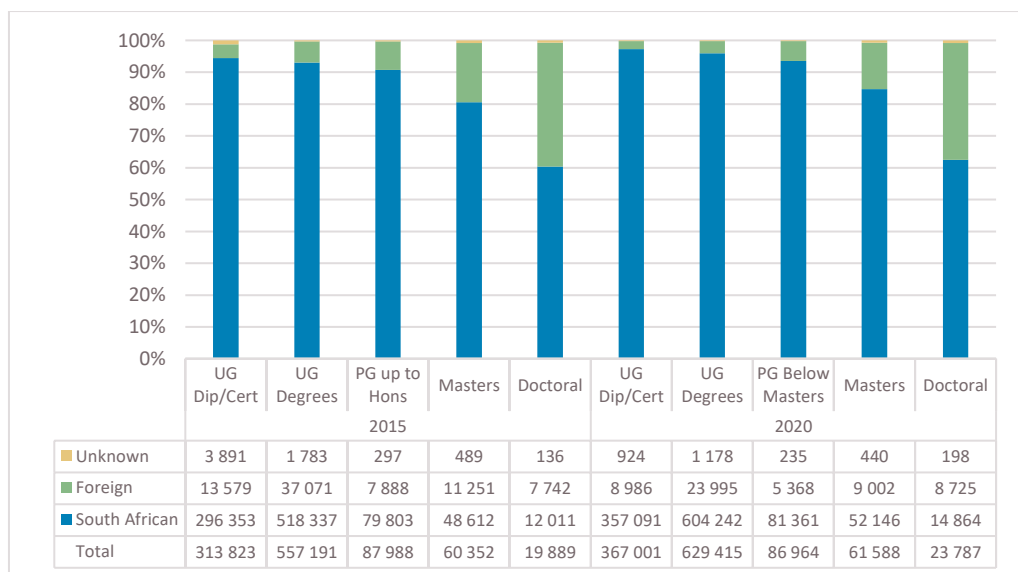


Figure 46: Public universities International enrolments by qualification type

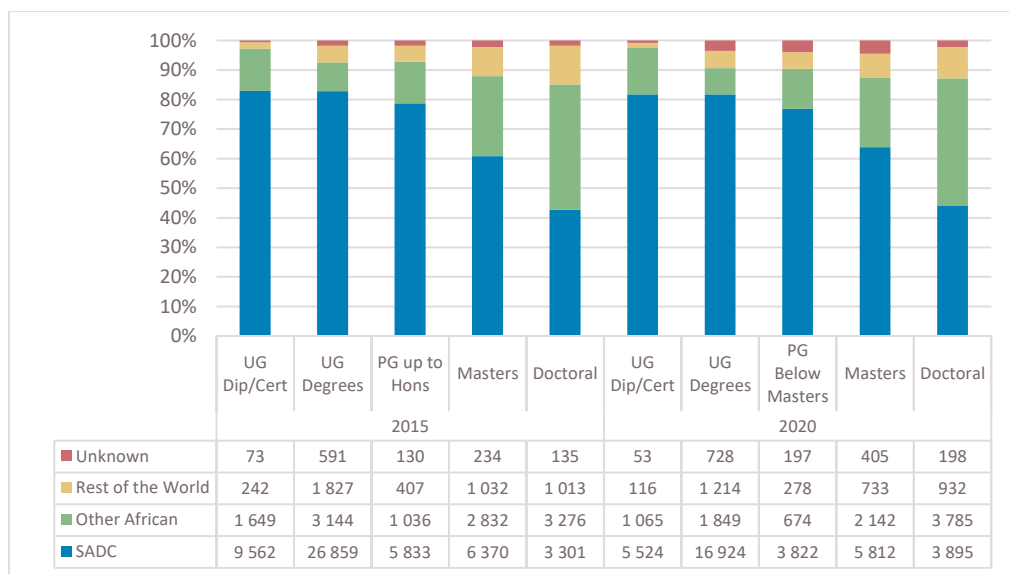


Figure 47: Headcount International enrolments by qualification type and nationality

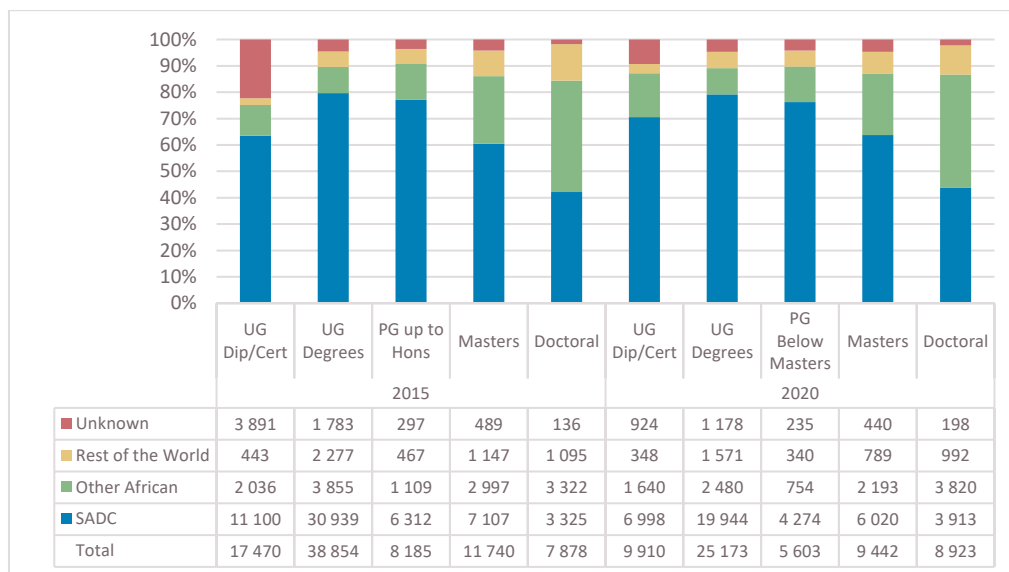


Figure 48: Public universities International graduates by qualification type

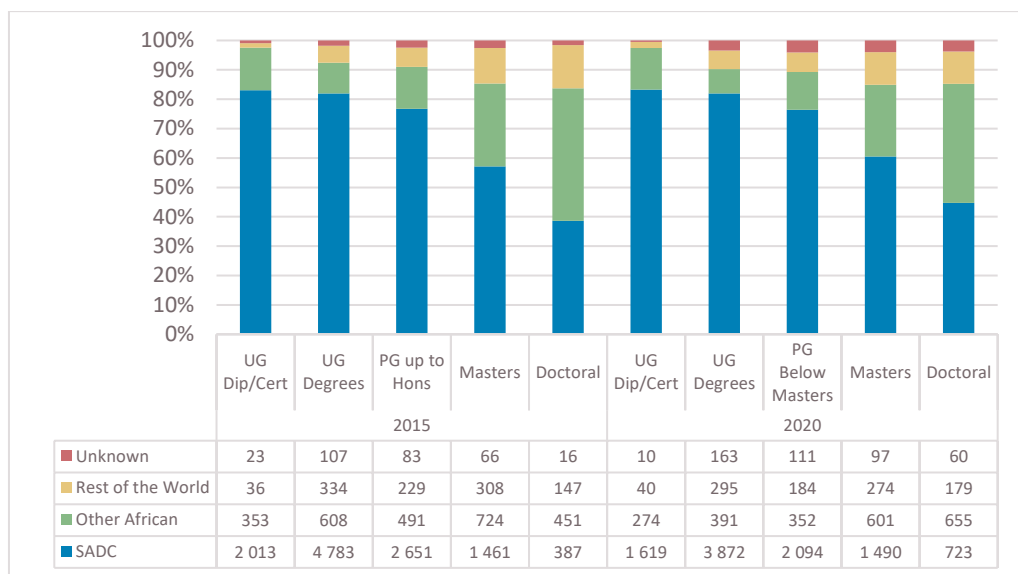


Figure 49: Headcount International graduates by qualification type and nationality

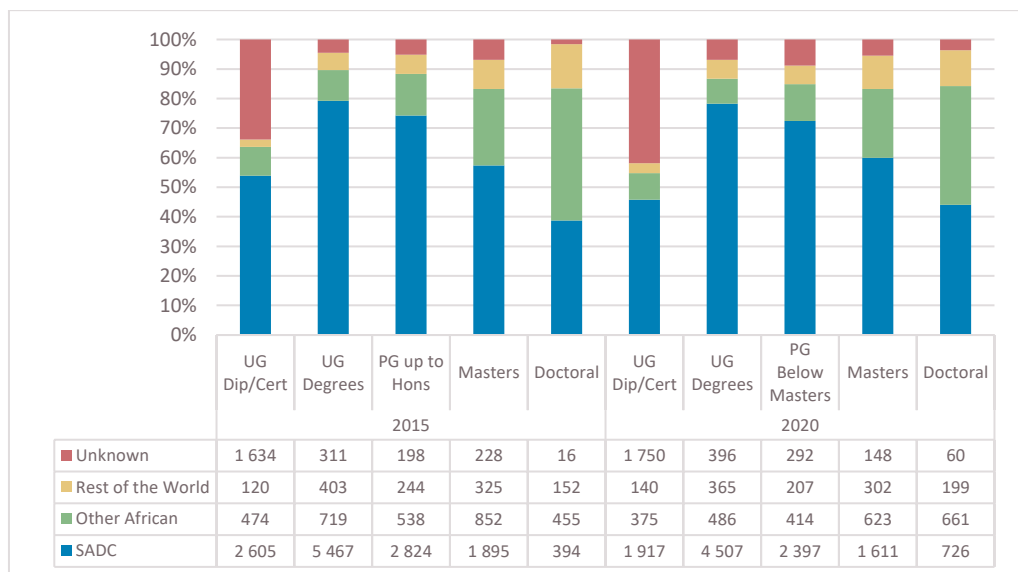


Figure 50: Public universities undergraduate enrolments by qualification type grouping

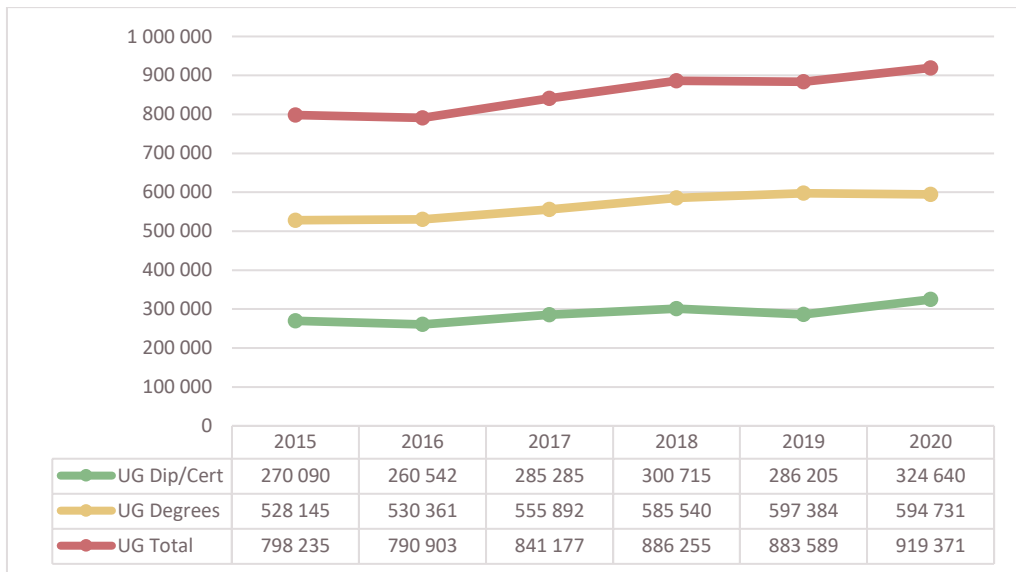
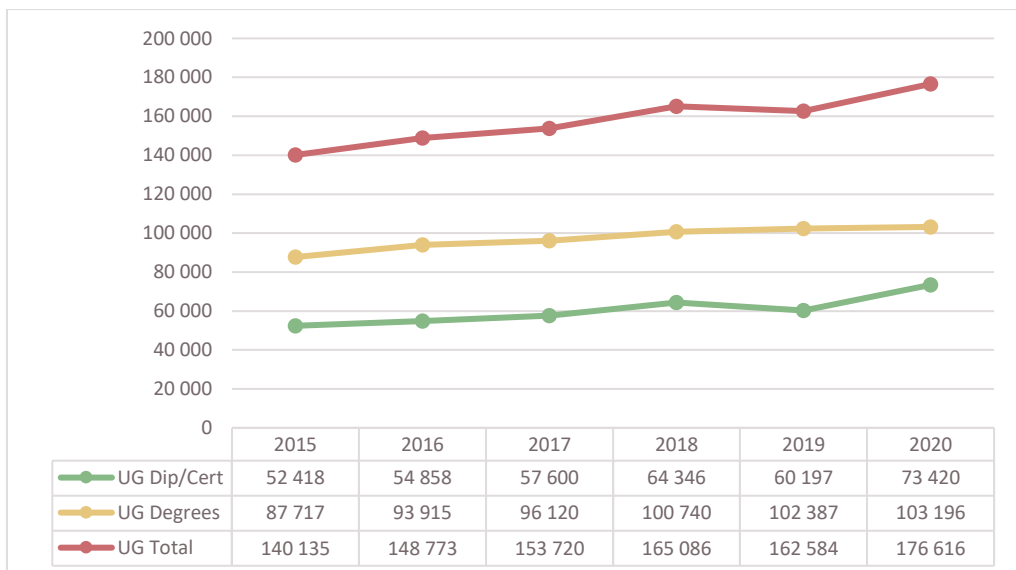


Figure 51: Public universities undergraduate graduates by qualification type grouping



\* The most recent HEMIS and HECIS data in this section were extracted by DHET in December 2021.

Figure 52: Public universities enrolments by degree type grouping\*

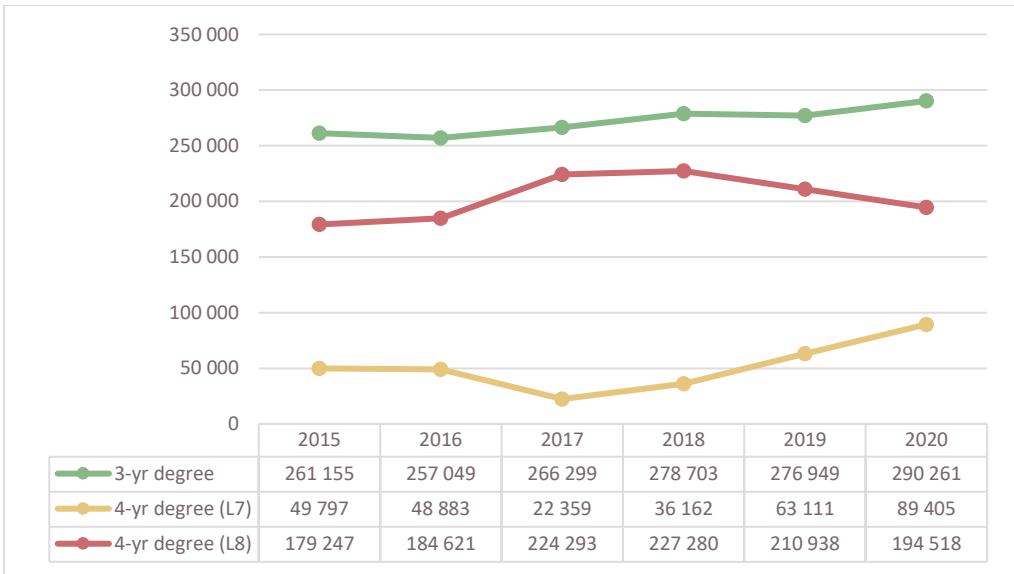
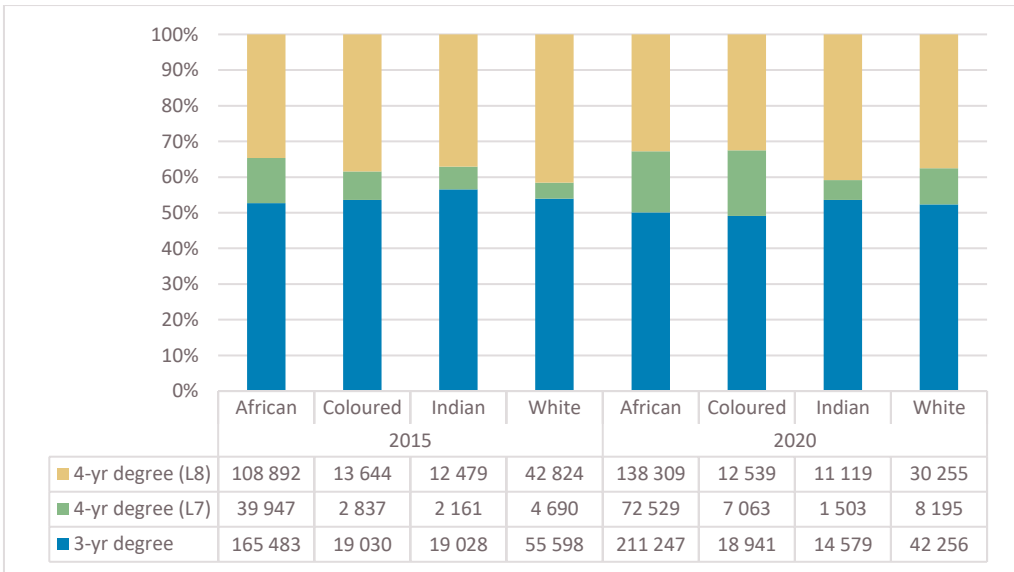


Figure 53: Public universities undergraduate degree enrolments by race



\*BTechs included, but not shown.

Figure 54: Public universities undergraduate degree enrolments by gender

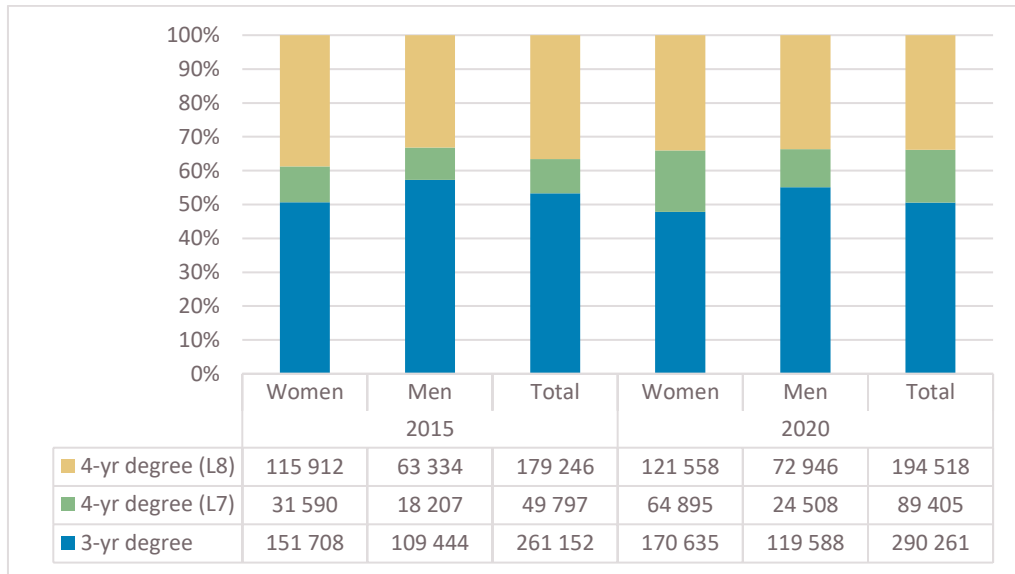


Figure 55: Public universities undergraduate degree qualifications awarded by race

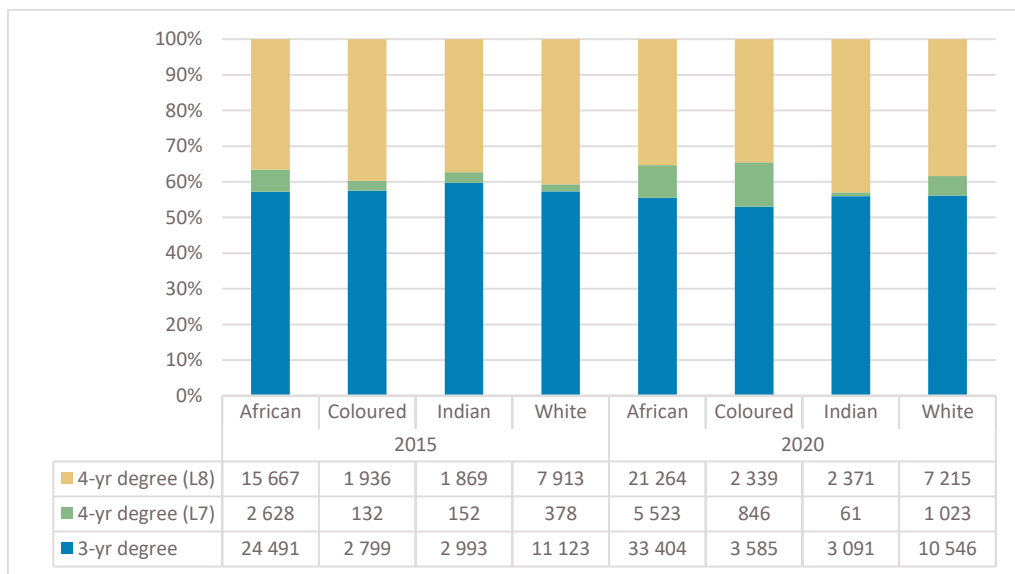


Figure 56: Public universities undergraduate degree qualifications awarded by gender

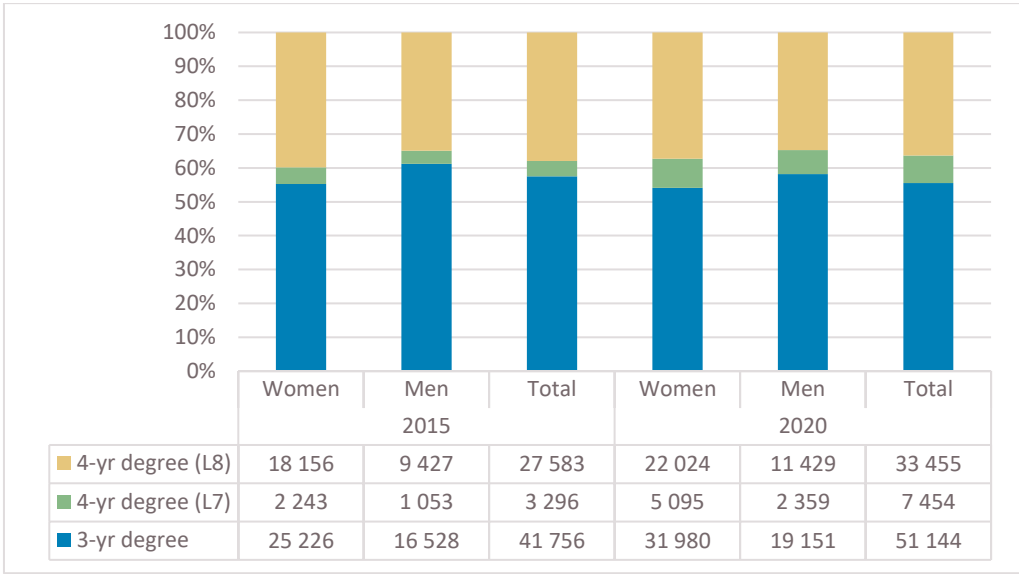


Figure 57: Public universities postgraduate enrolments by race

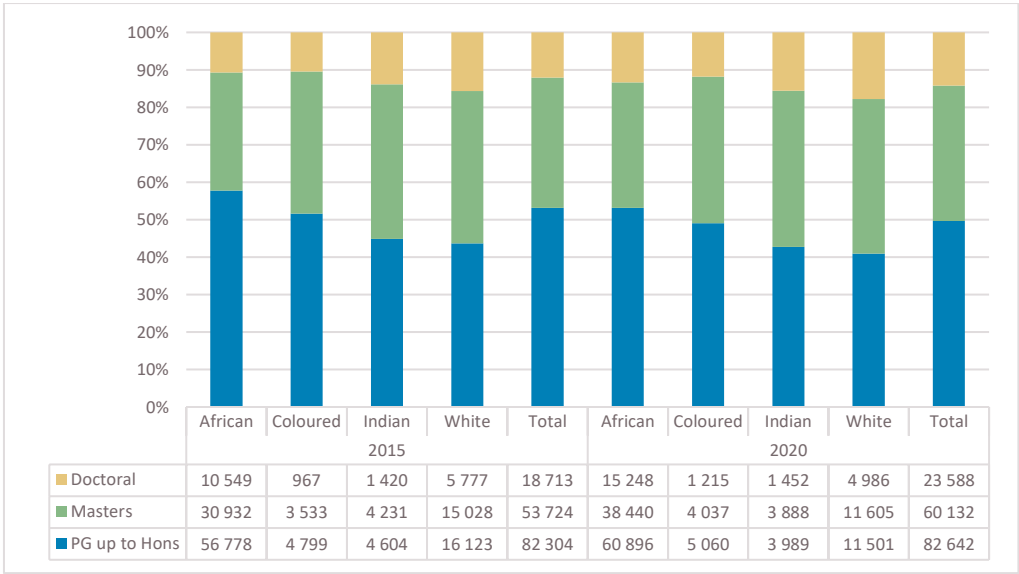


Figure 58: Public universities postgraduate enrolments by gender

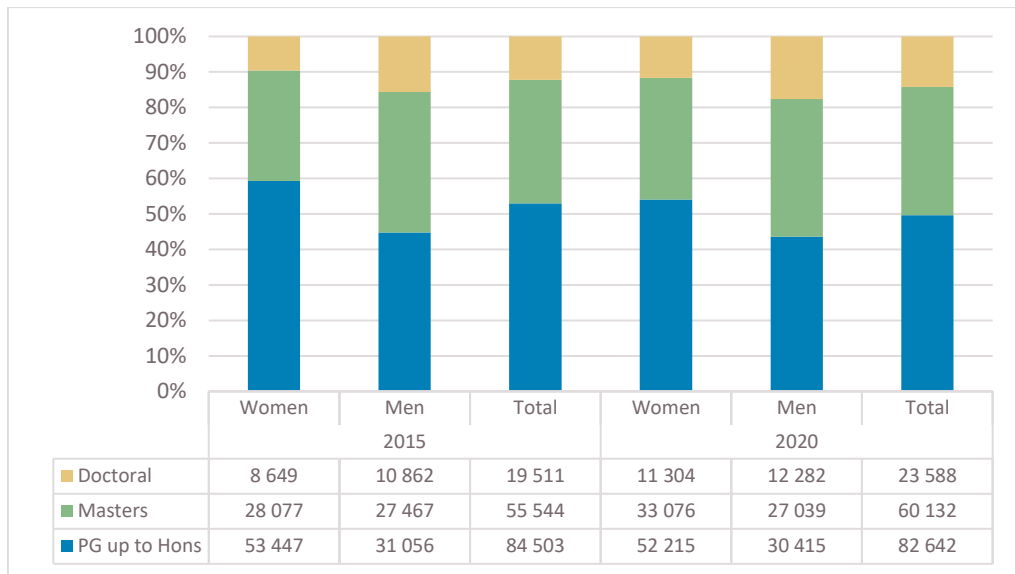


Figure 59: Public universities postgraduate qualifications awarded by race

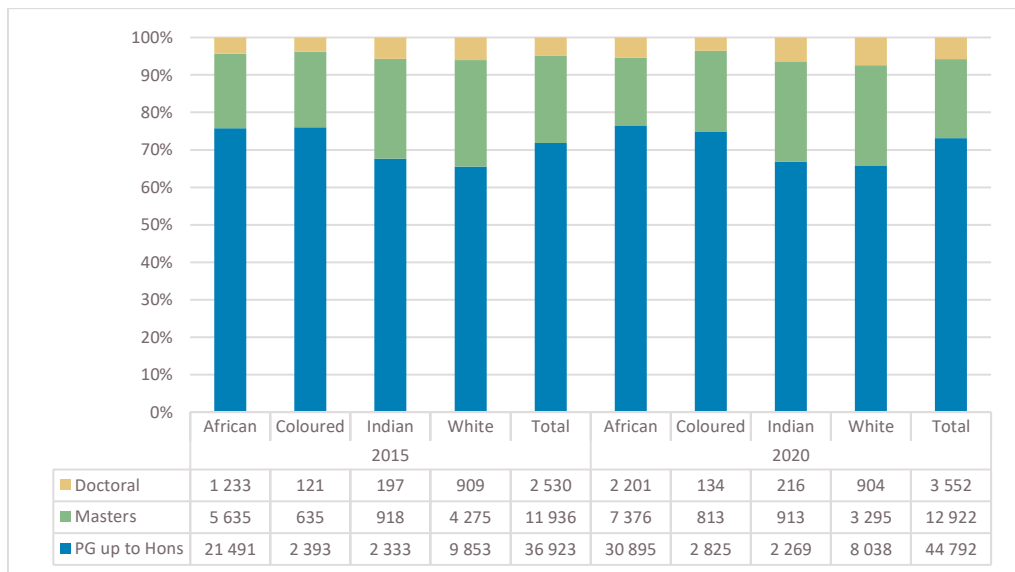


Figure 60: Public universities postgraduate qualifications awarded by gender

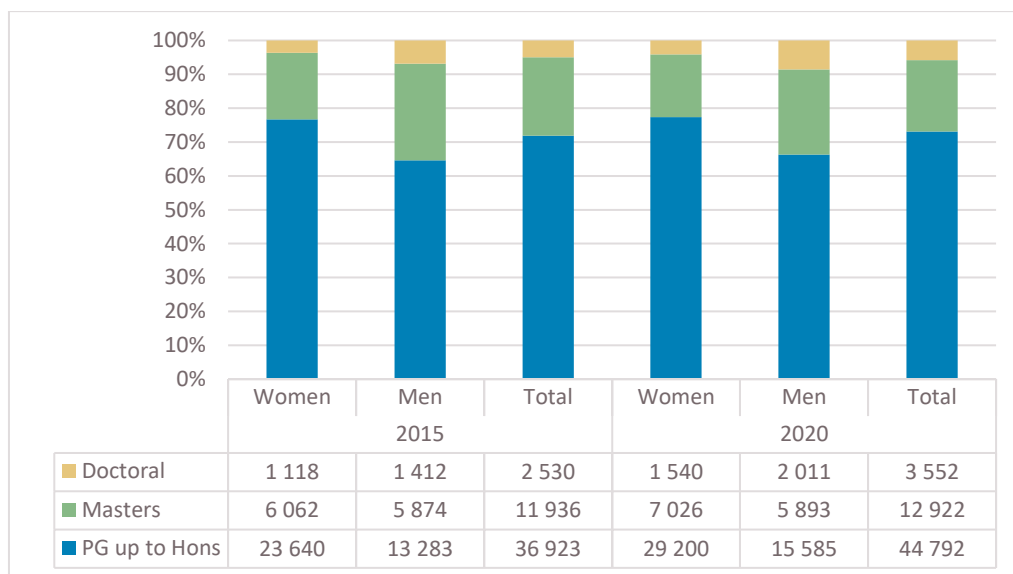
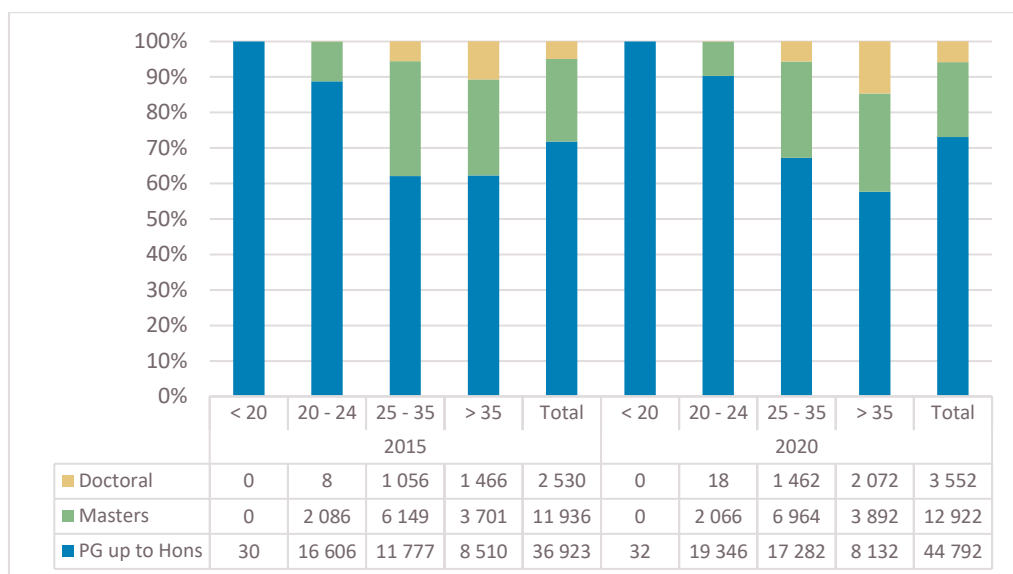


Figure 61: Public universities postgraduate qualifications awarded by age group

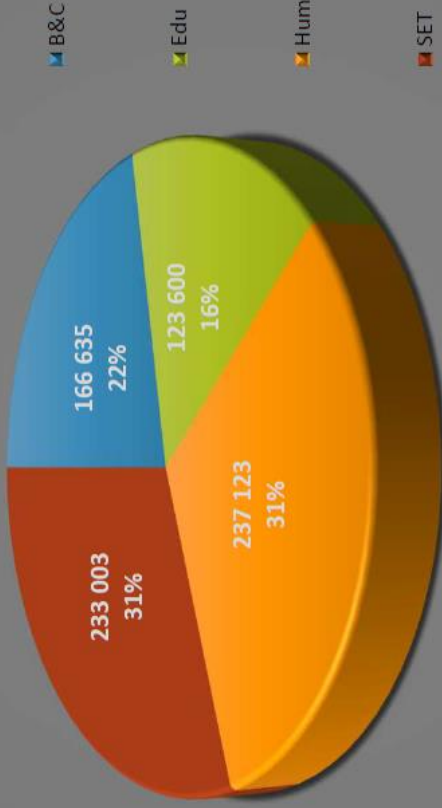




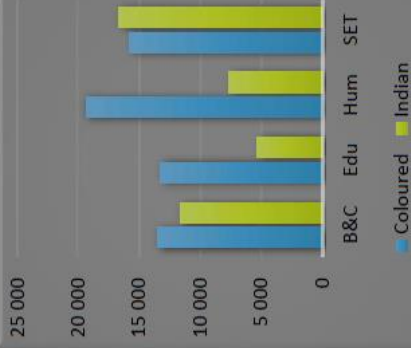
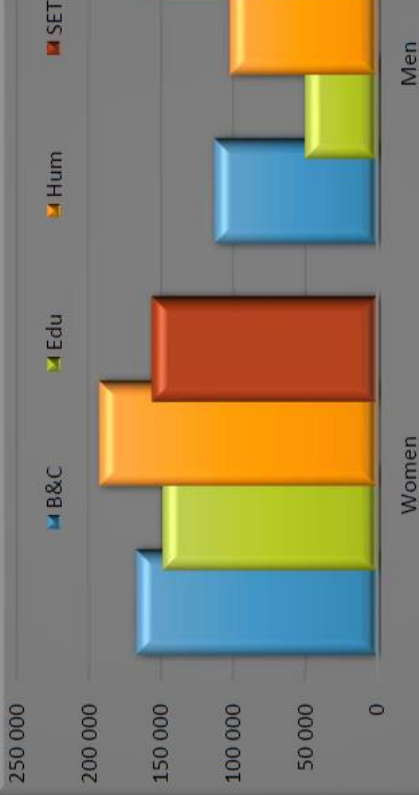
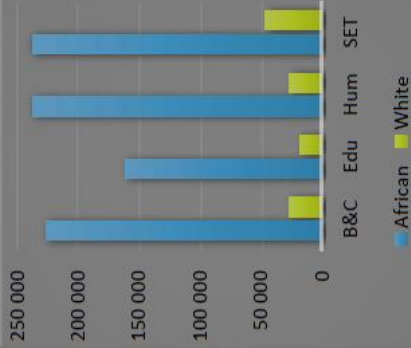
# STUDENT DATA BY FIELD OF STUDY AND SUCCESS RATES



Headcounts

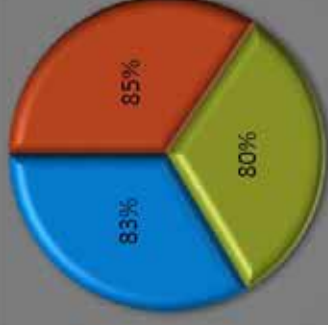
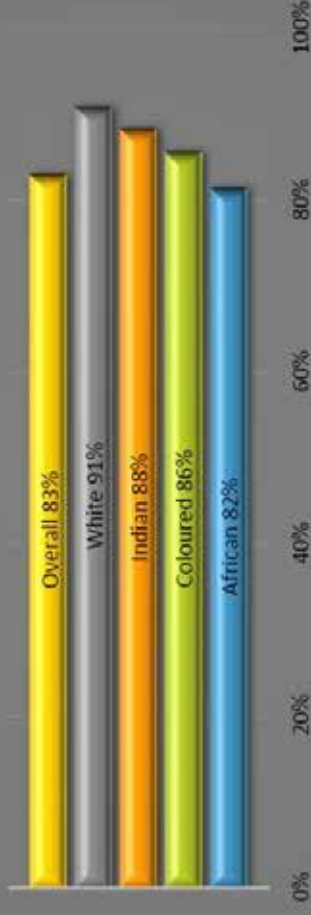


FTEs

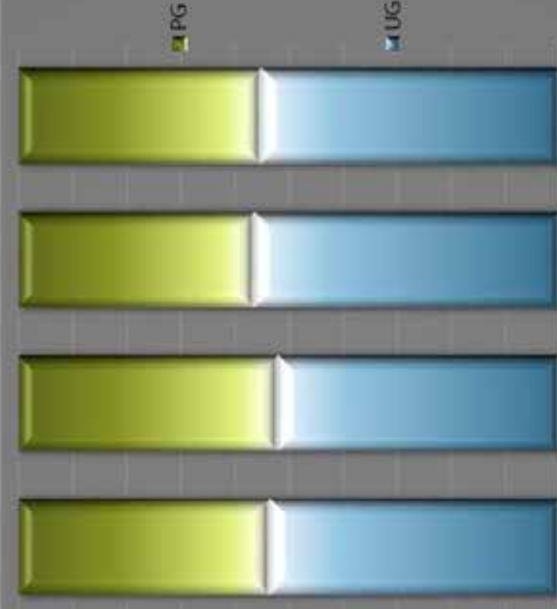




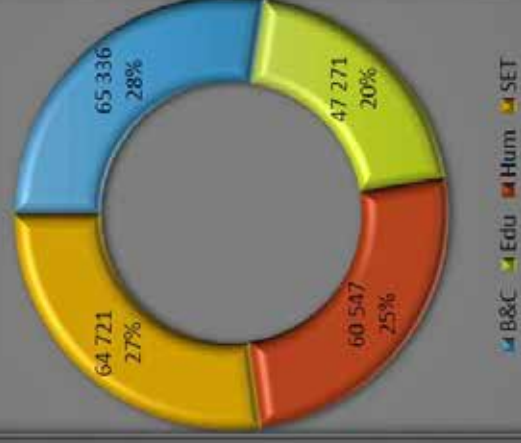
## Course Success Rates



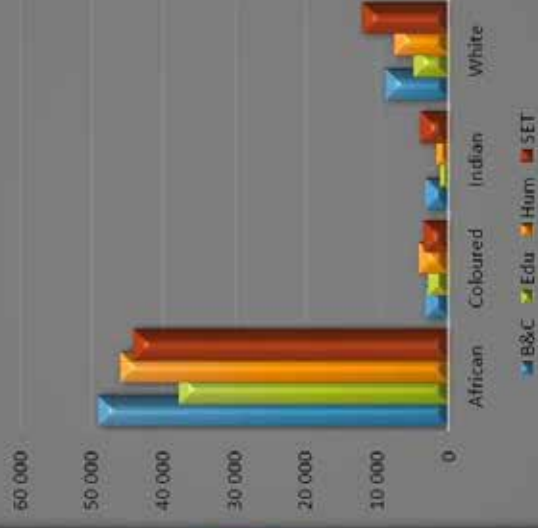
100%



## Graduates



## Graduates



# STUDENT DATA BY FIELD OF STUDY

There are no Private HE data in this section.

Figure 62: Public universities enrolments by field of study\*

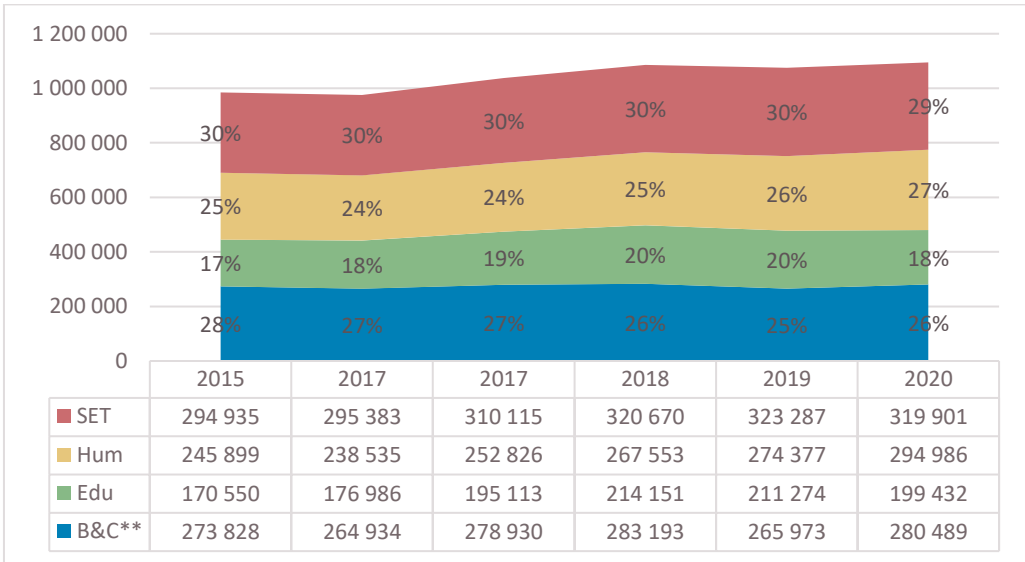
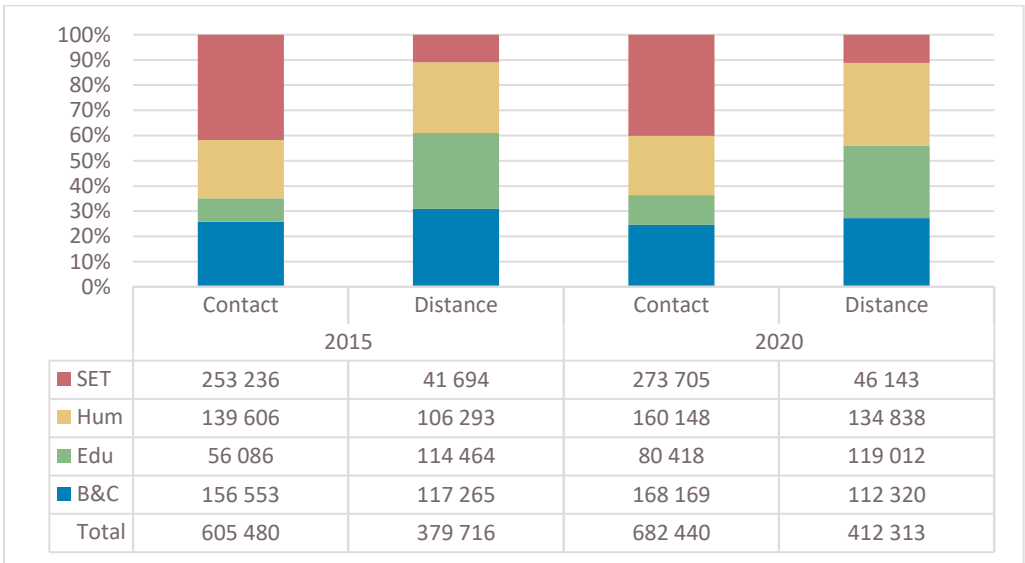


Figure 63: Public universities enrolments by field of study and mode of delivery



\* The Unknown category is not displayed, but not omitted. Rounded off percentages may not always add up to 100%.  
The most recent HEMIS data in this section were extracted by DHET in December 2021.

\*\* B&C: Business and Commerce; SET: Science, Engineering and Technology.

Figure 64: Public universities enrolments by field of study and race

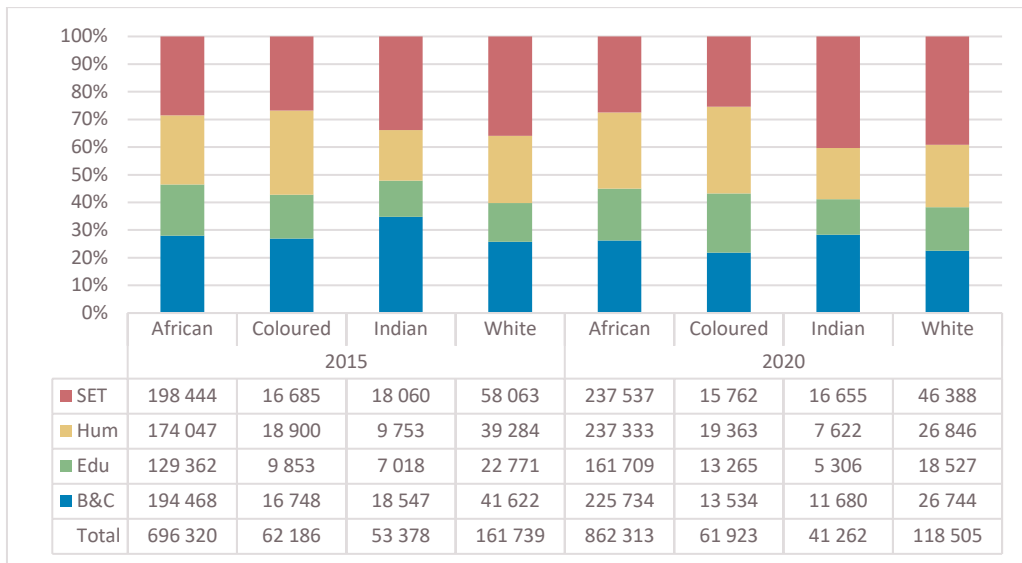


Figure 65: Public universities graduates by field of study

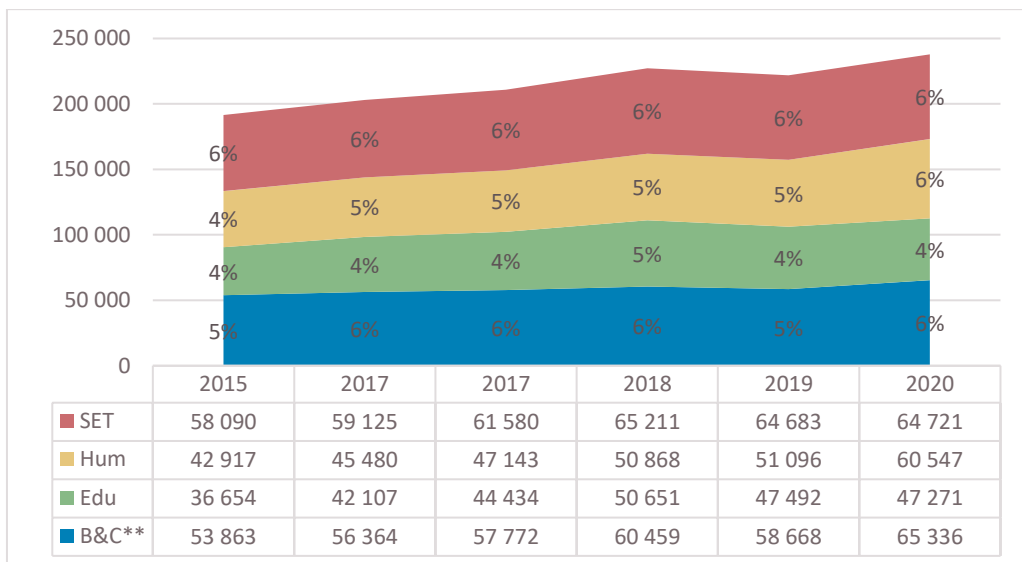


Figure 66: Public universities graduates by field of study and race

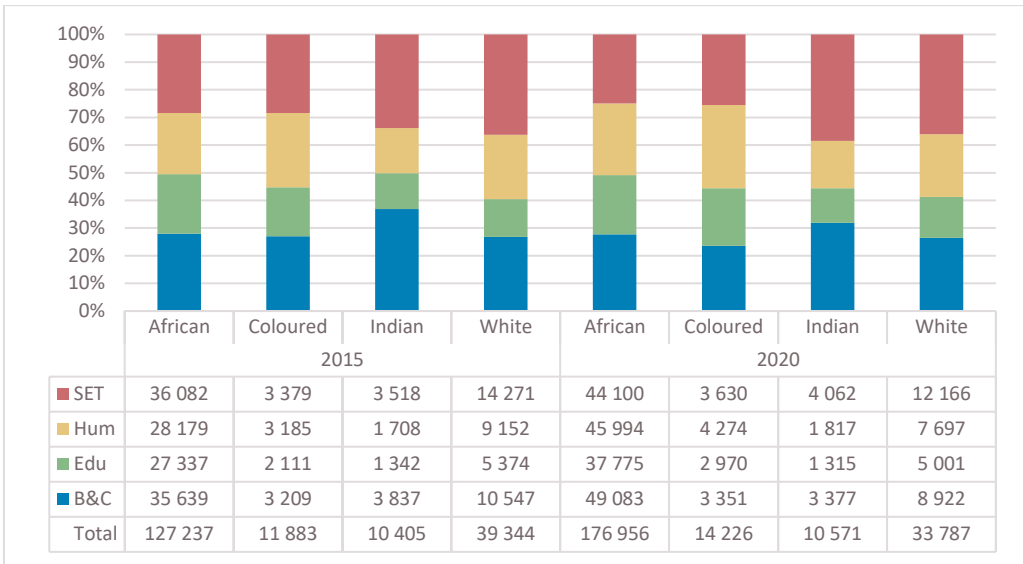


Figure 67: Public universities enrolments by field of study and gender

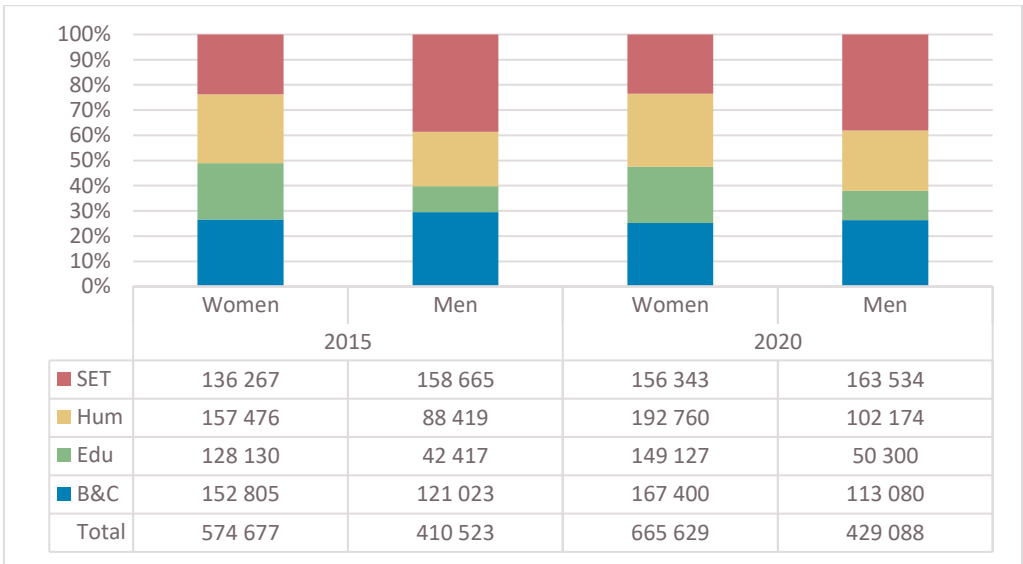


Figure 68: Public universities graduates by field of study and gender

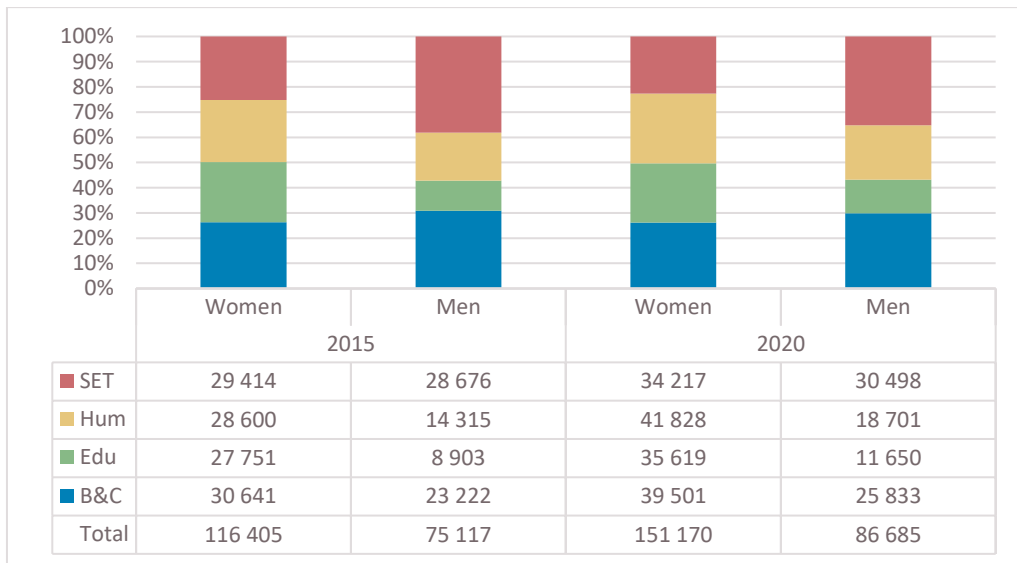
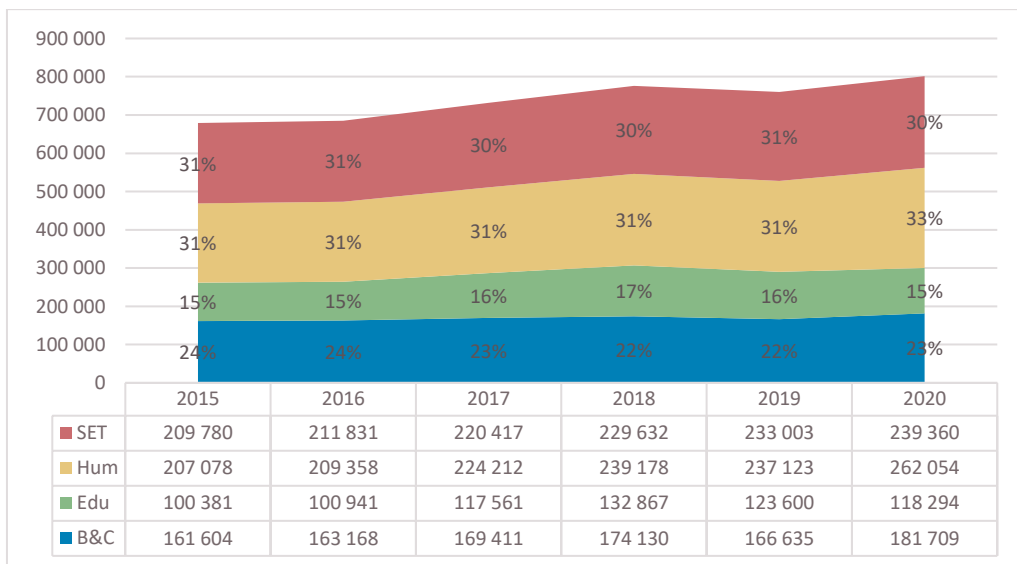


Figure 69: Public universities graduates by field of study and gender



\* The CESM categories are listed in Appendix 2.

Figure 70: Public universities FTE completed by field of study

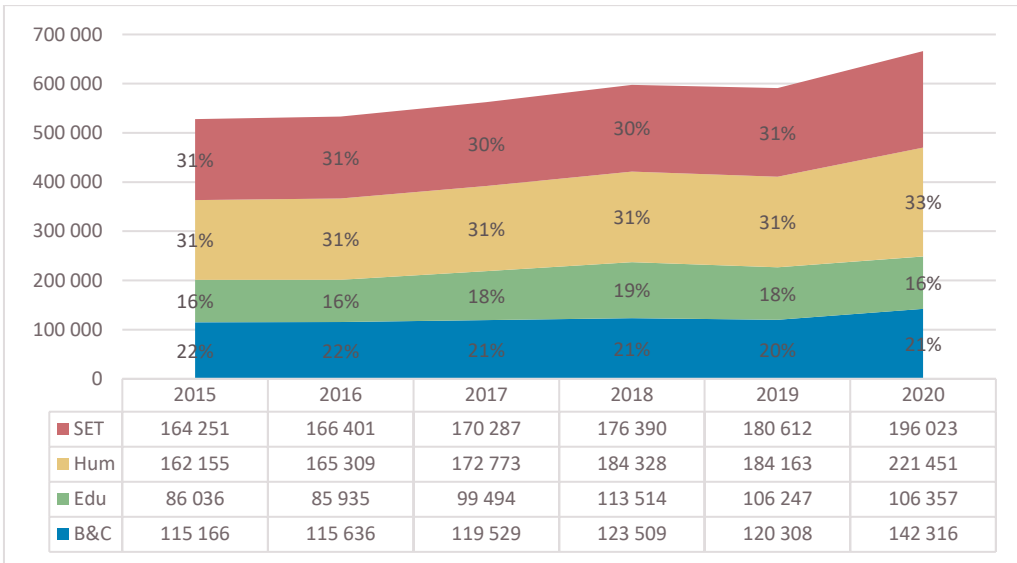
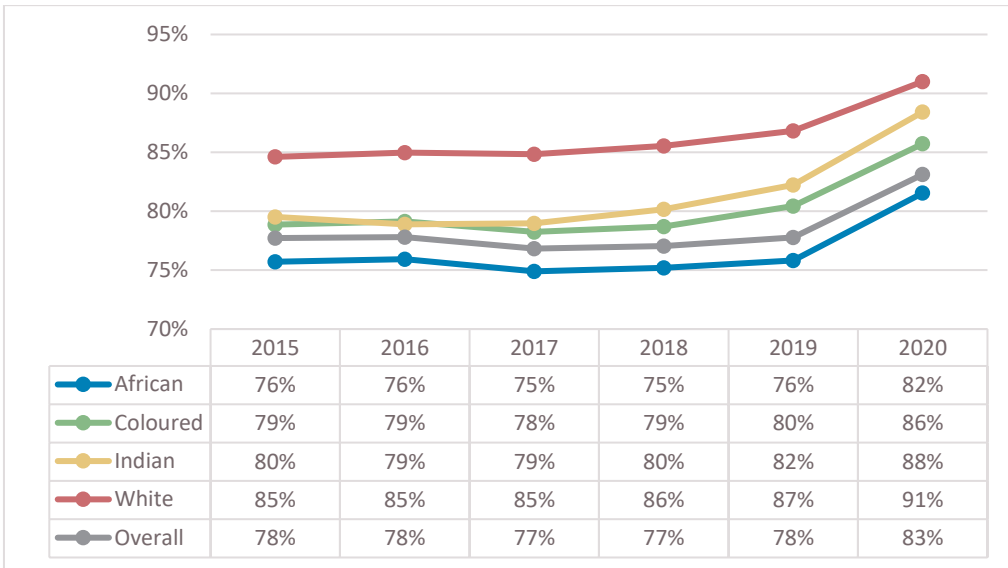


Figure 71: Course success rates by race



\* The CESM categories are listed in Appendix 2.

Figure 72: Course success rates by gender

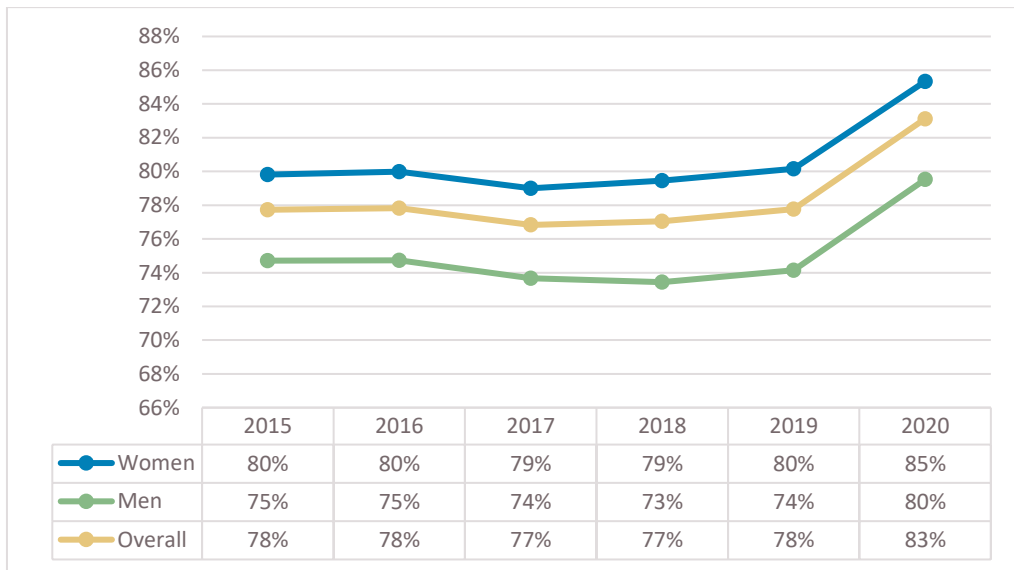


Figure 73: Undergraduate and postgraduate course success rate

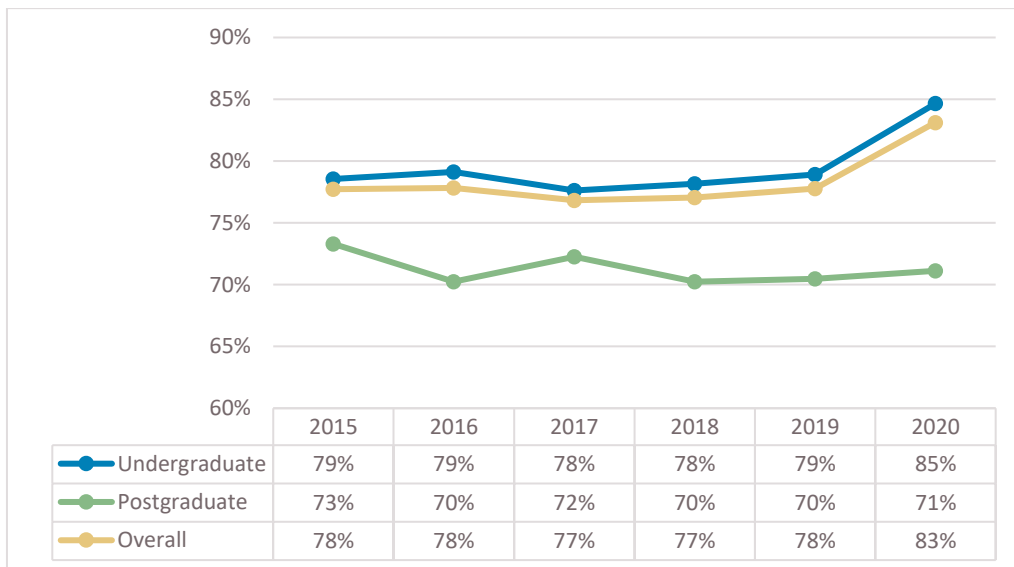


Figure 74: Undergraduate and postgraduate course success rate by race

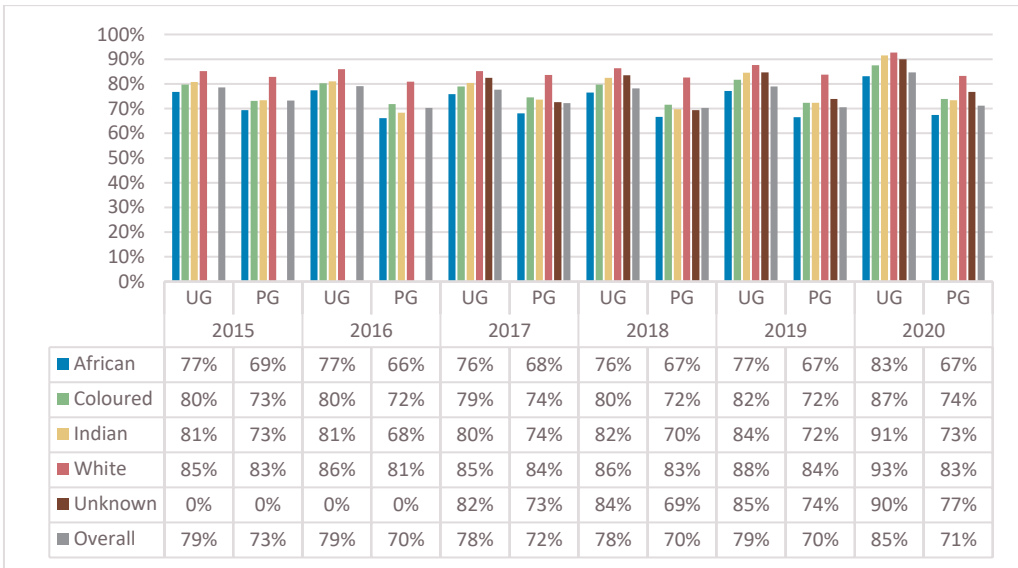


Figure 75: Undergraduate and postgraduate course success rate by gender

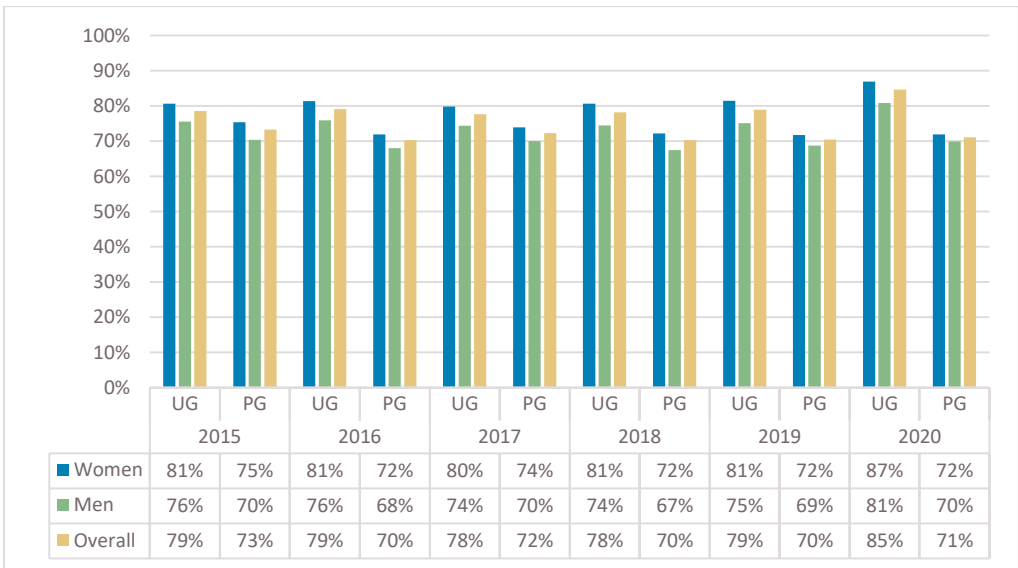


Figure 76: Undergraduate and postgraduate course success rate by CESM

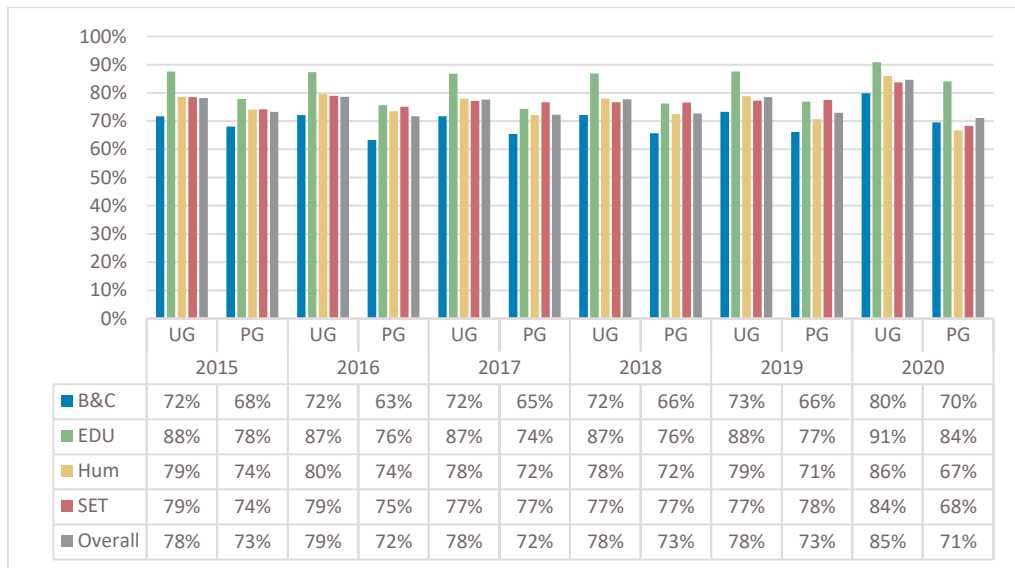
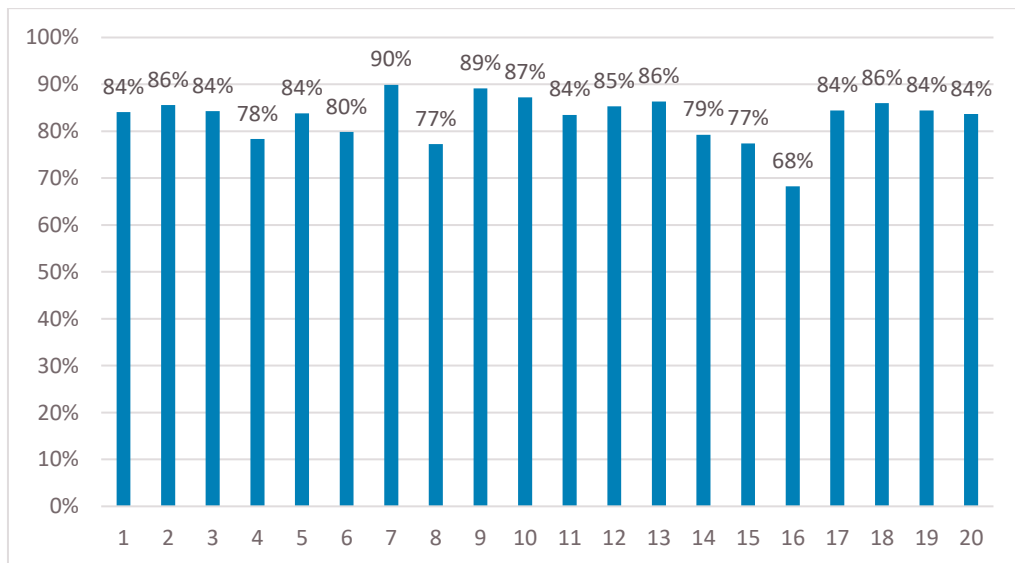


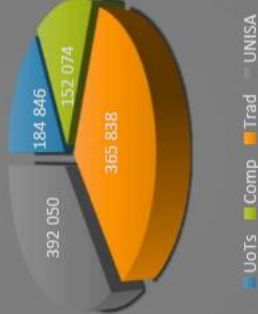
Figure 77: Course Success rates by field of study



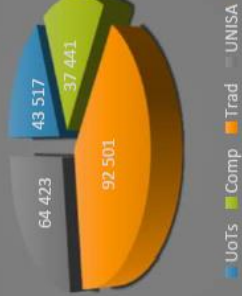
\* The CESM categories are listed in Appendix 2.

[illegible]

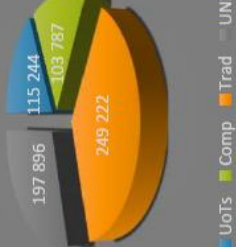
Publics Enrolments



Publics Graduates



FTE Completed



FTE Enrolments



## Graduates



Enrolments



Graduates



Figure 78: Public universities enrolments by institutional type

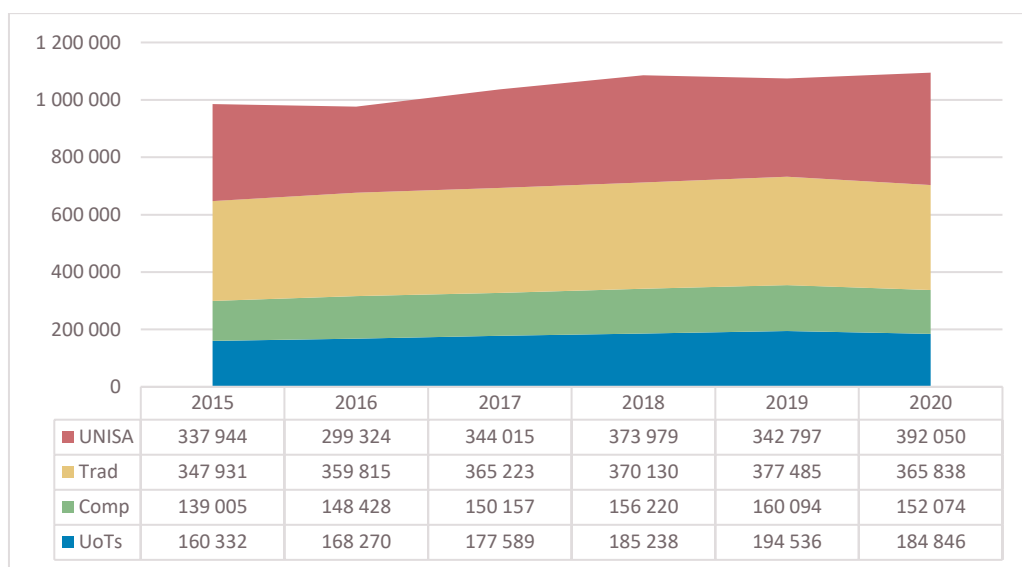
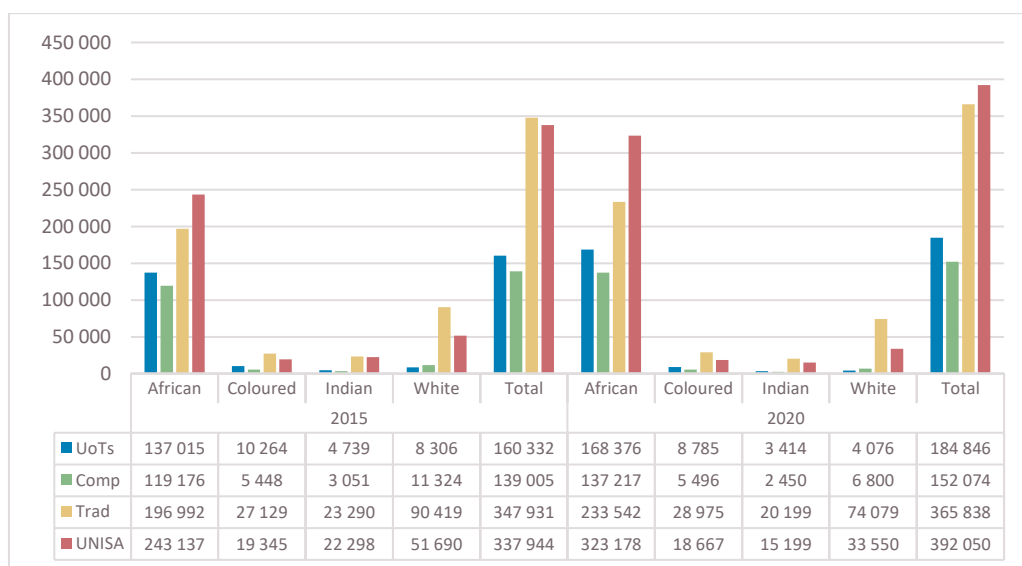


Figure 79: Public universities enrolments by institutional type and race



\* The Unknown category is not displayed, but not omitted. Rounded off percentages may not always add up to 100%. The most recent HEMIS data in this section were extracted by DHET in December 2021.

Figure 80: Public universities enrolments by institutional type

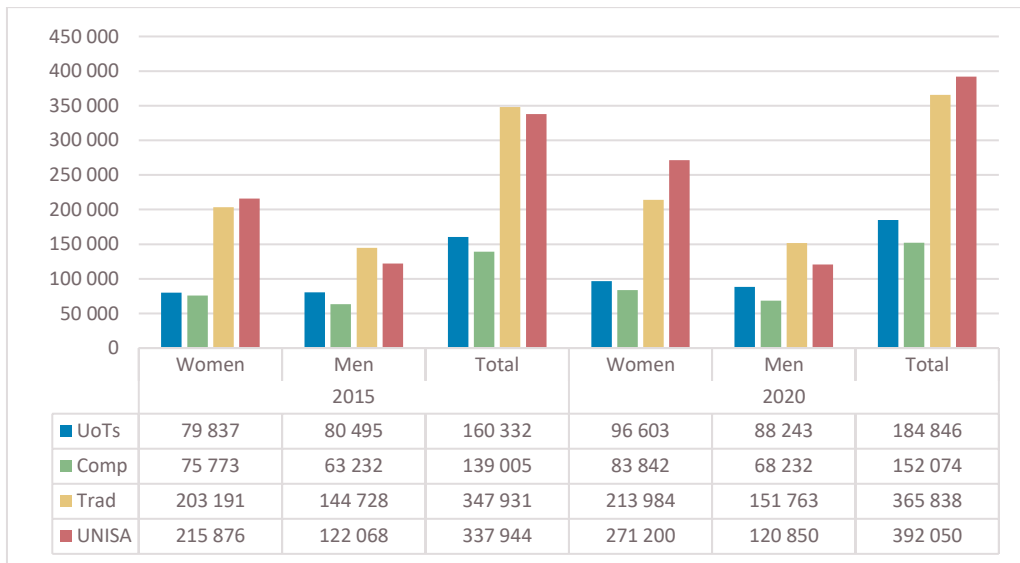


Figure 81: Public universities FTE Enrolled by institutional type by gender

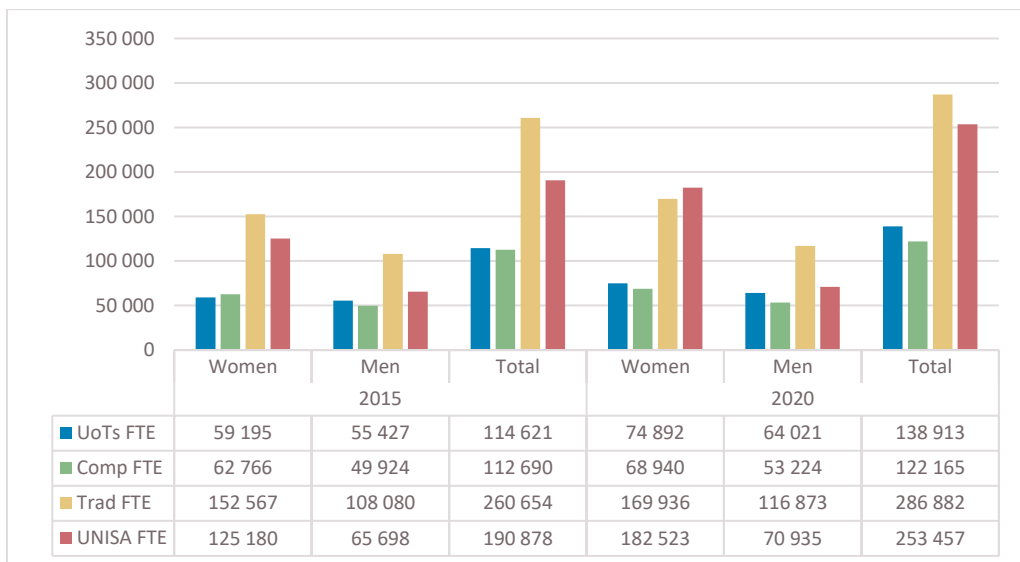


Figure 82: Public universities enrolments by institutional type and qualification level

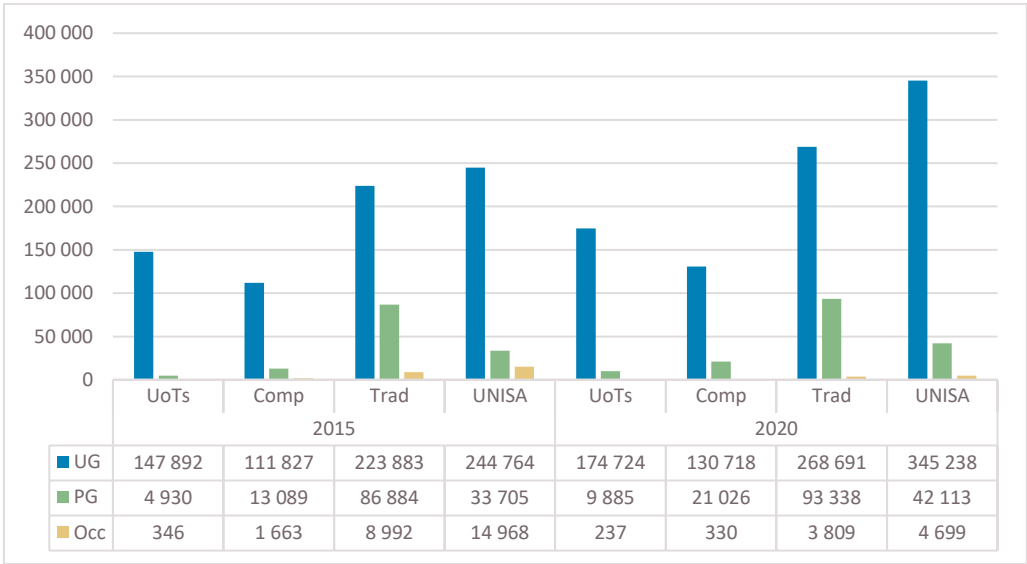


Figure 83: Public universities enrolments by institutional type and undergraduate qualifications

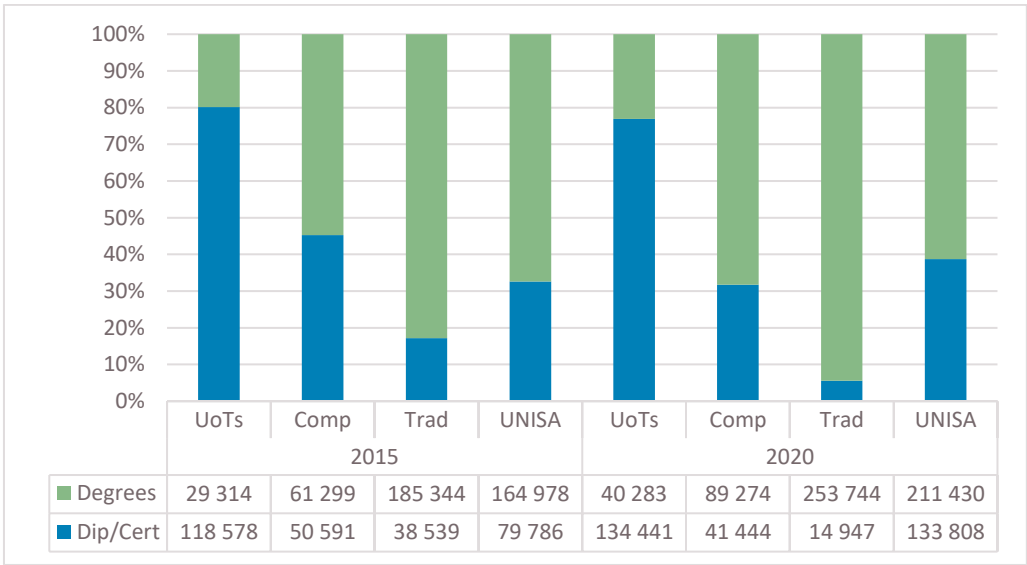


Figure 84: Public universities enrolments by institutional type and postgraduate qualifications

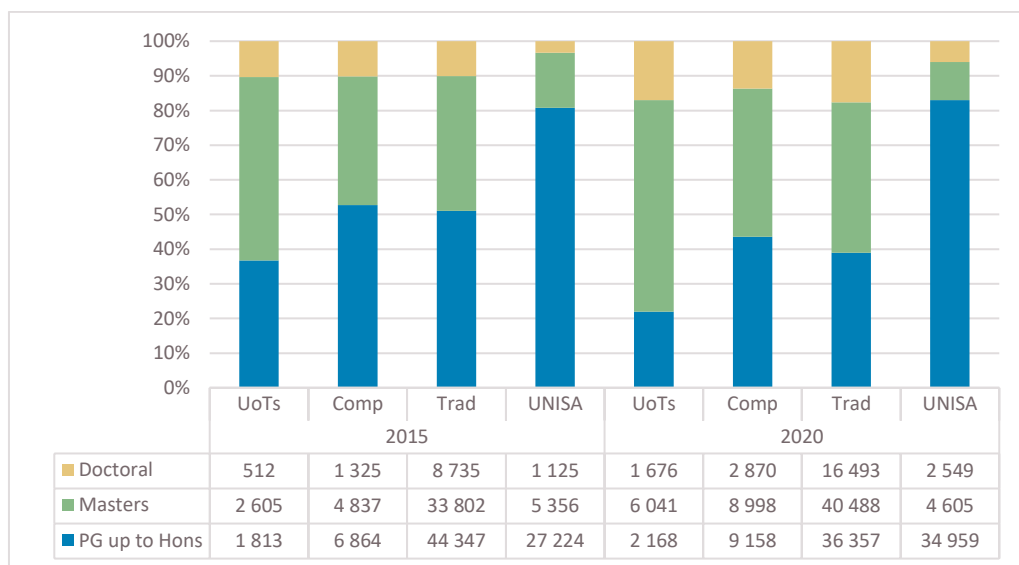


Figure 85: Public universities graduates by institutional type

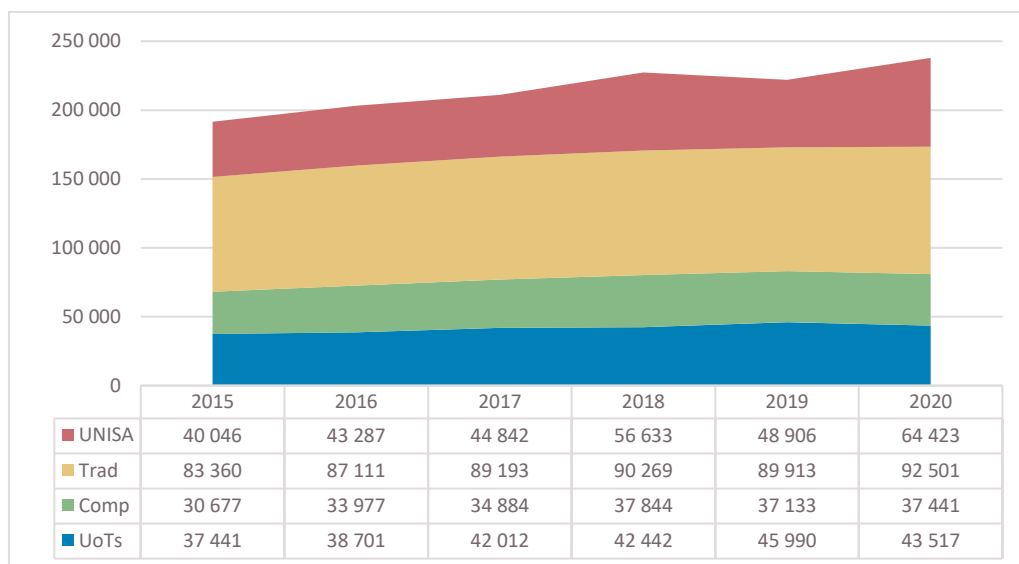


Figure 86: Public universities enrolments at traditional Universities

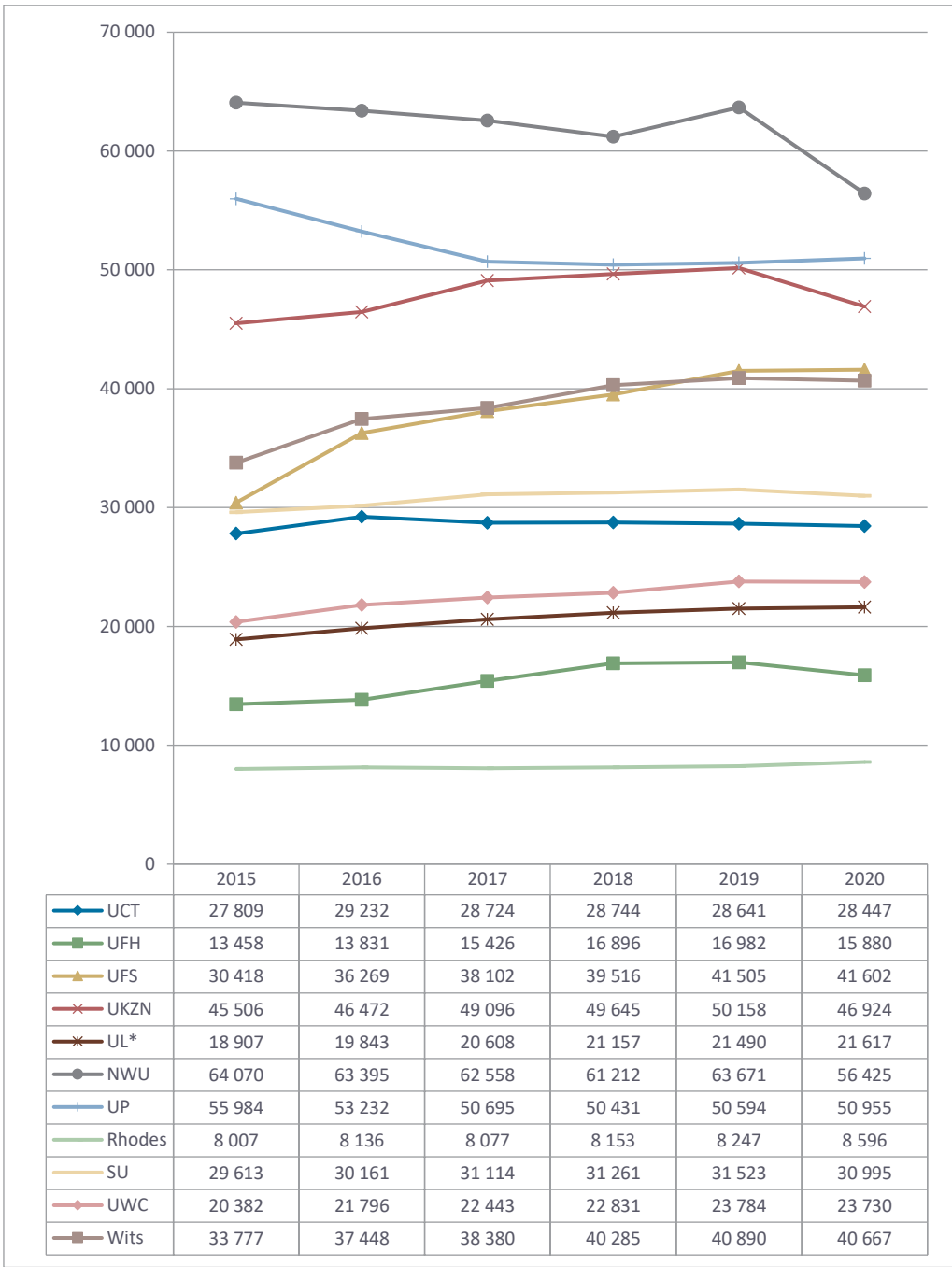


Figure 87: Public universities enrolments at Universities of Technology

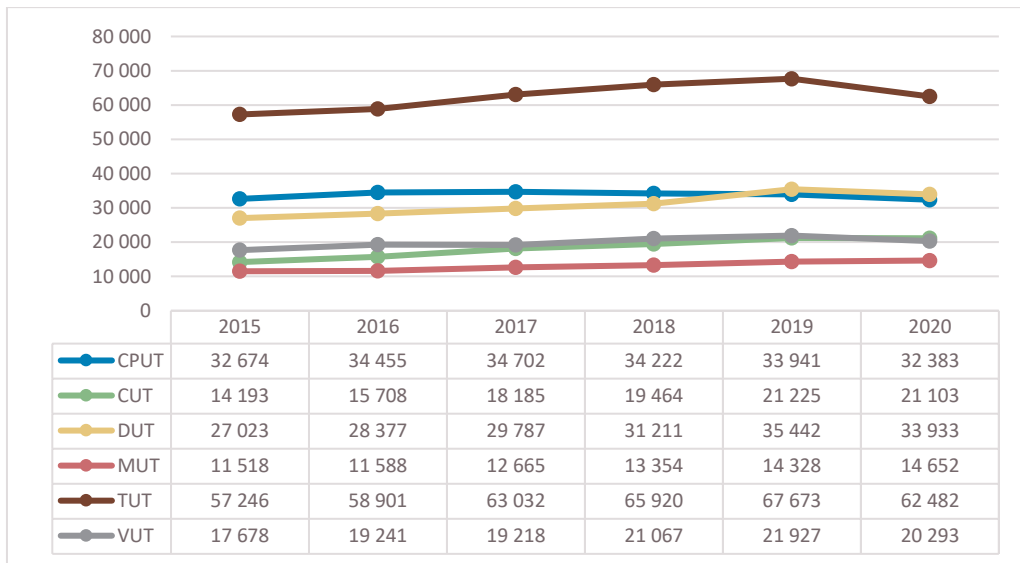
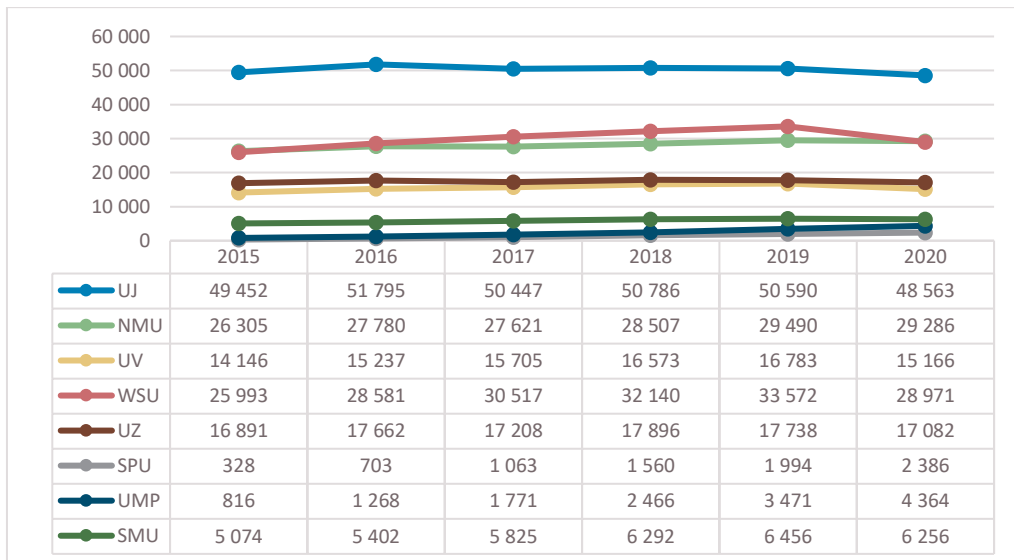


Figure 88: Public universities enrolments at Comprehensive Universities



\* SMU started enrolling students from 2015.

Figure 89: Public universities headcount vs FTE enrolments at UNISA

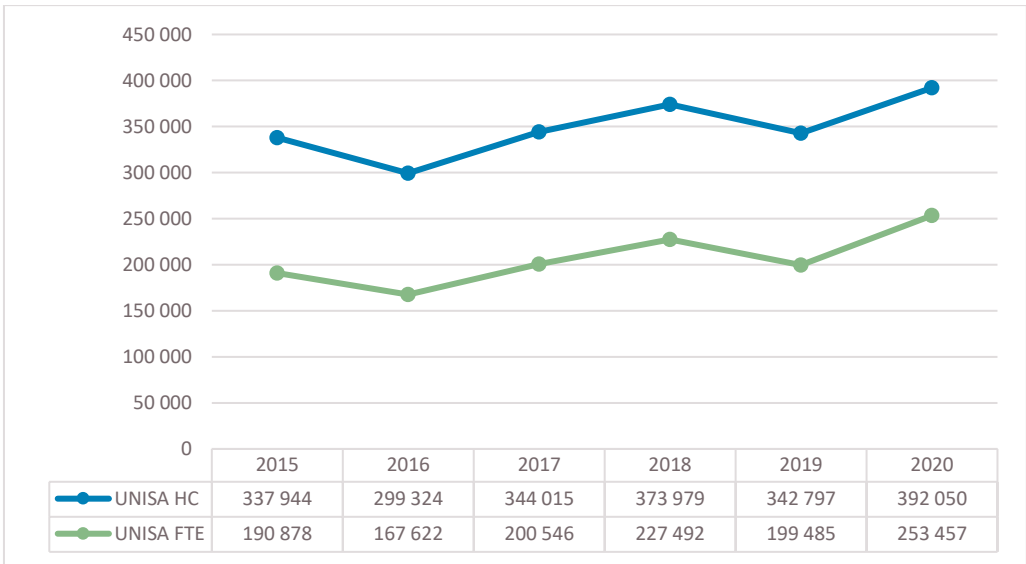


Figure 90: FTE enrolments at Universities of Technology

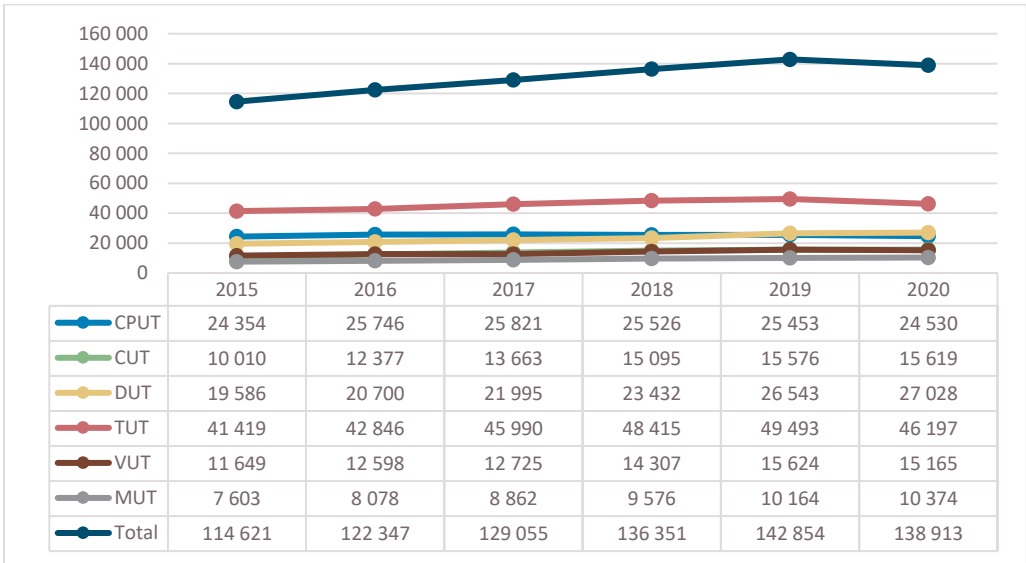


Figure 91: FTE enrolments at traditional Universities

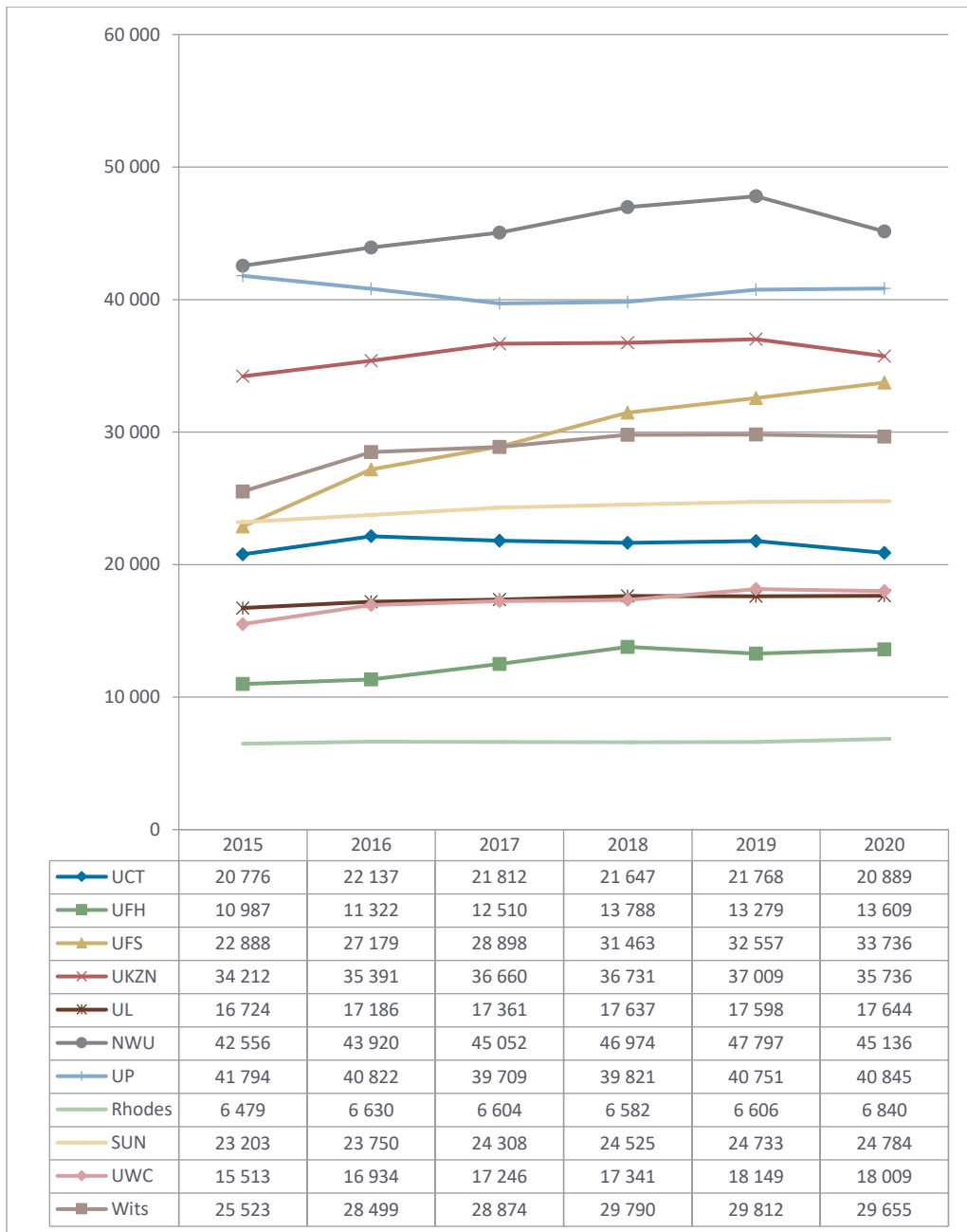
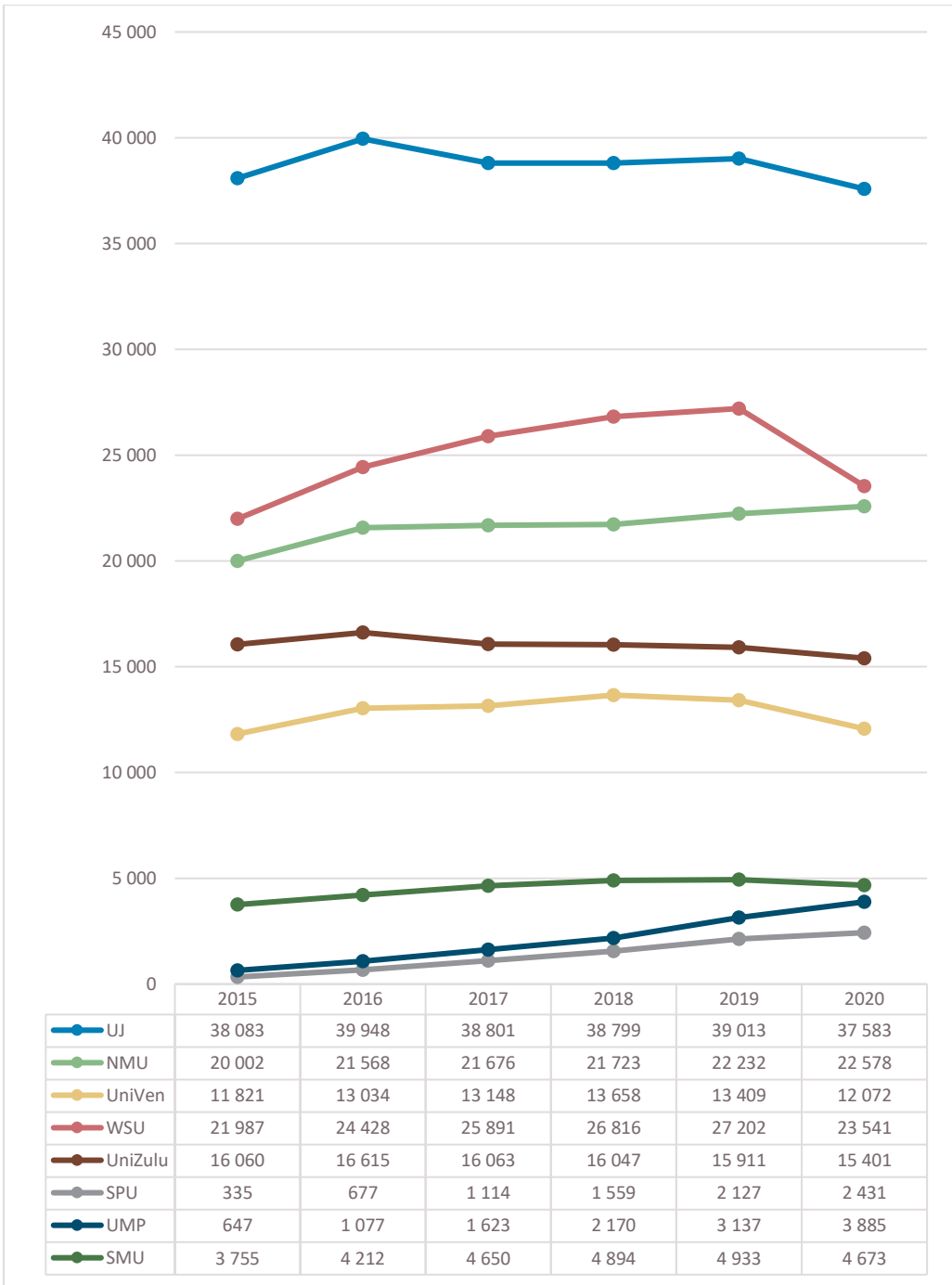
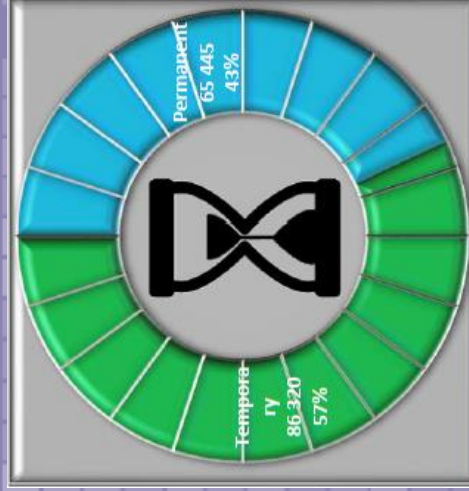


Figure 92: FTE enrolments at Comprehensive Universities



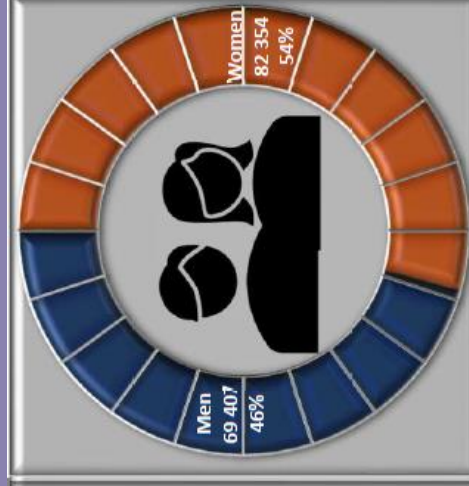


# STAFF COMPLEMENT



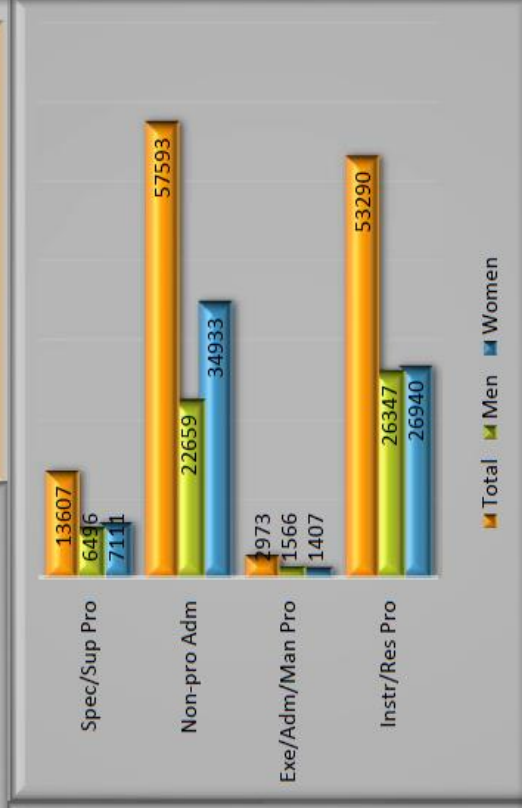
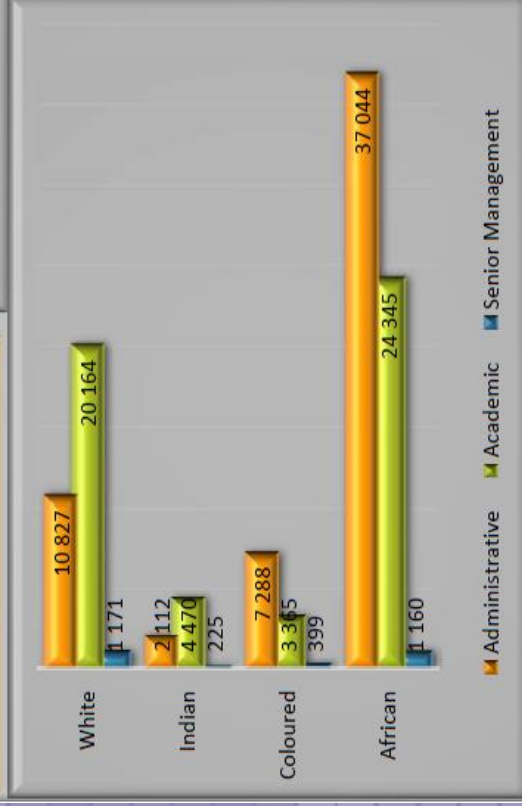
Staff Growth: 2015-2020

Overall: 5%; Temp: -7%; Perm: 28%

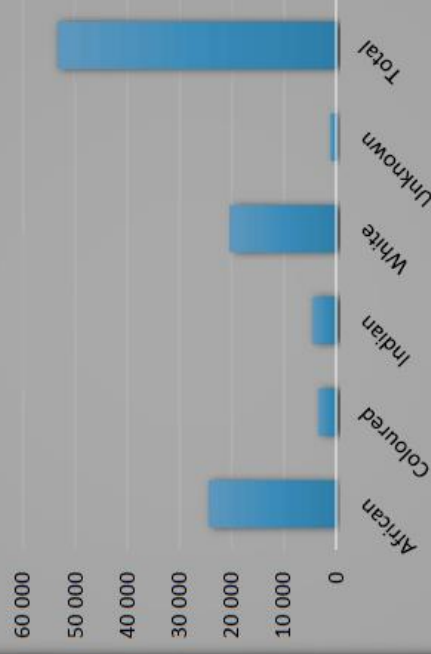


Student Growth: 2015-2020

Overall: 11%; Men: 5%; Fem: 16%



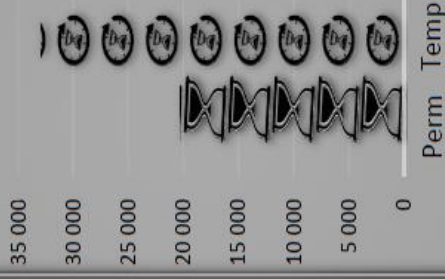
2020



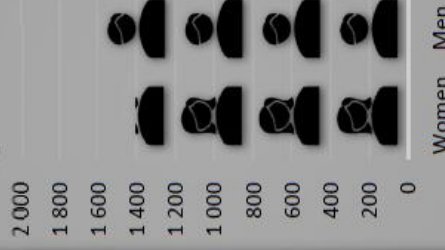
## Academic Age



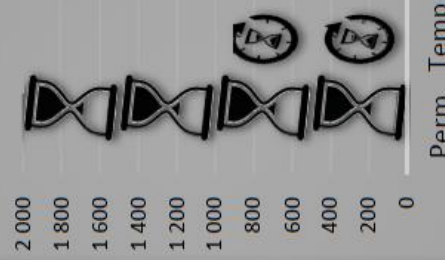
## Academics



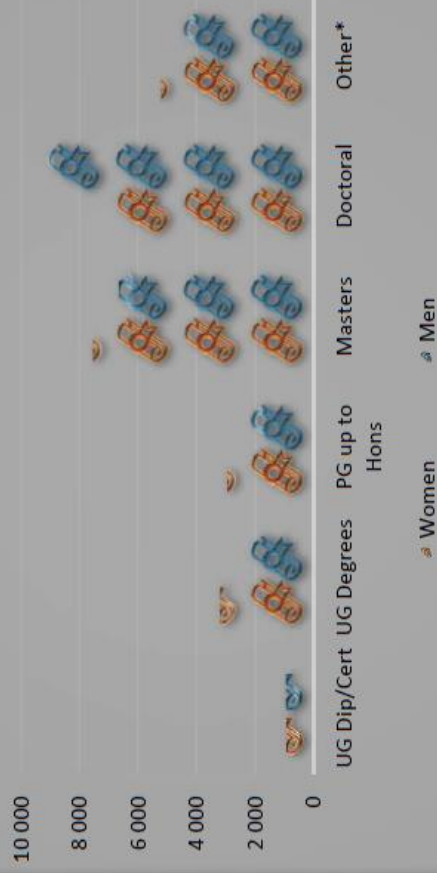
## Management



## Senior



## Academic Gender and Qualification



# Overall Staffing\*

Figure 93: Headcount permanent vs. temporary staff members

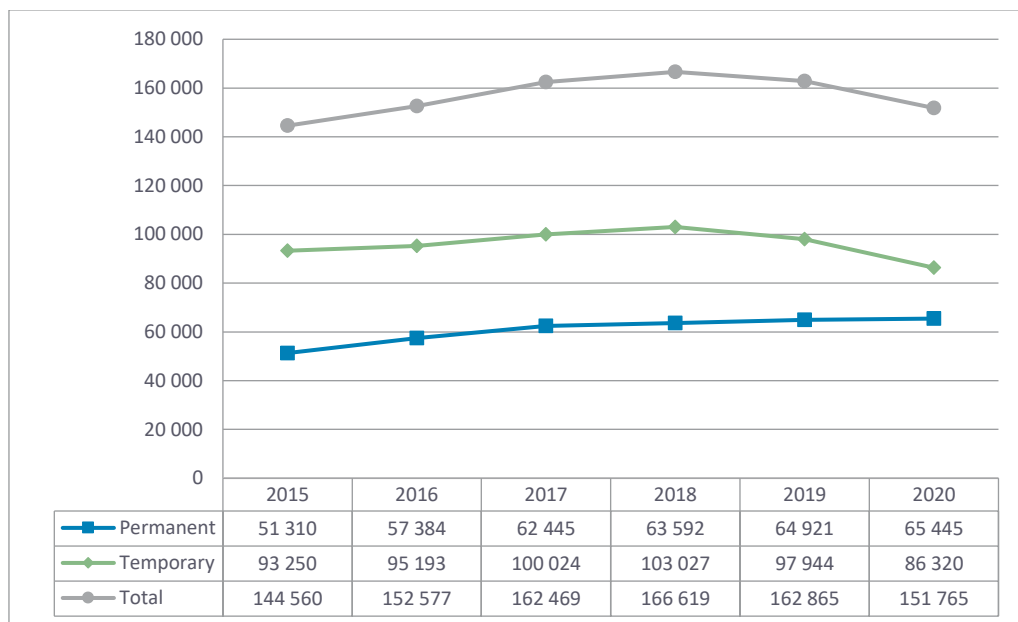
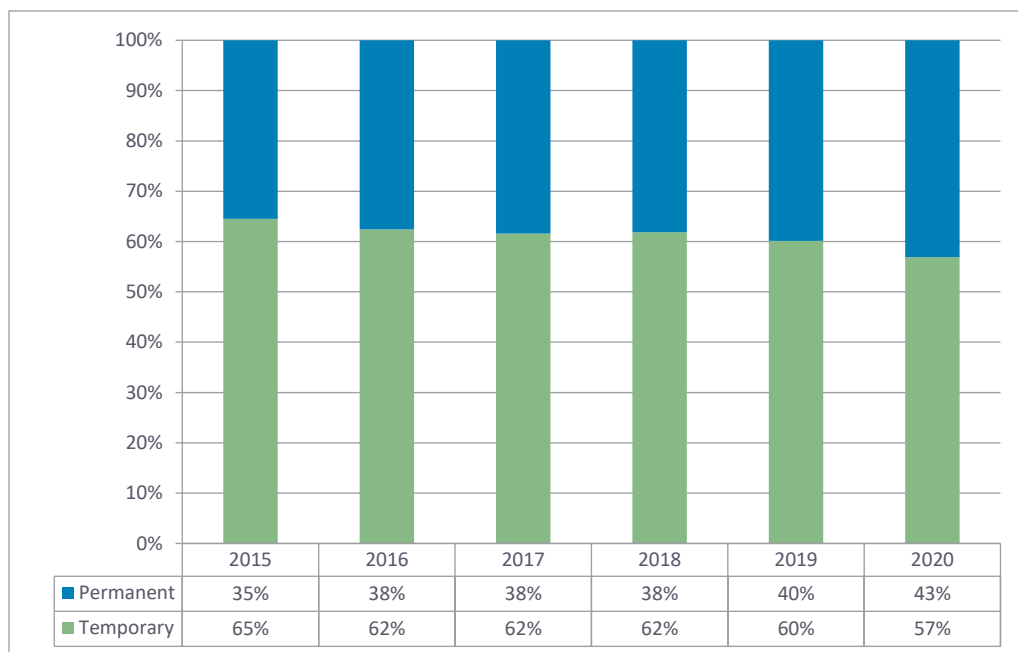


Figure 94: Proportion of permanent vs. temporary staff members



\* The Unknown category is not displayed, but not omitted. Rounded off percentages may not always add up to 100%. The most recent HEMIS data in this section were extracted by DHET in December 2020.

Figure 95: Headcount overall staff members by race

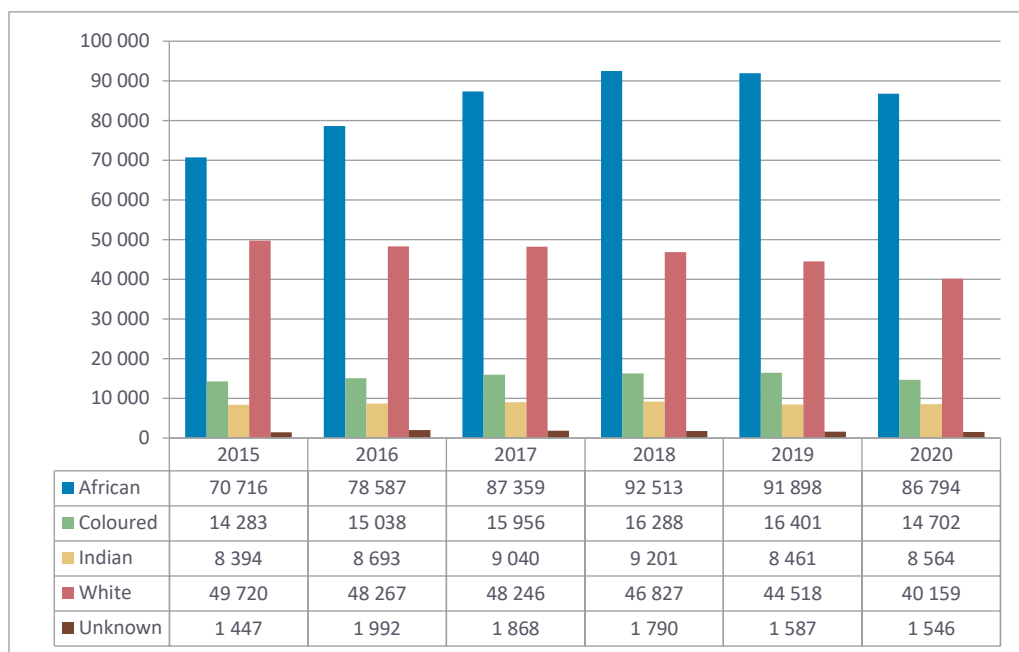


Figure 96: Headcount overall staff by gender

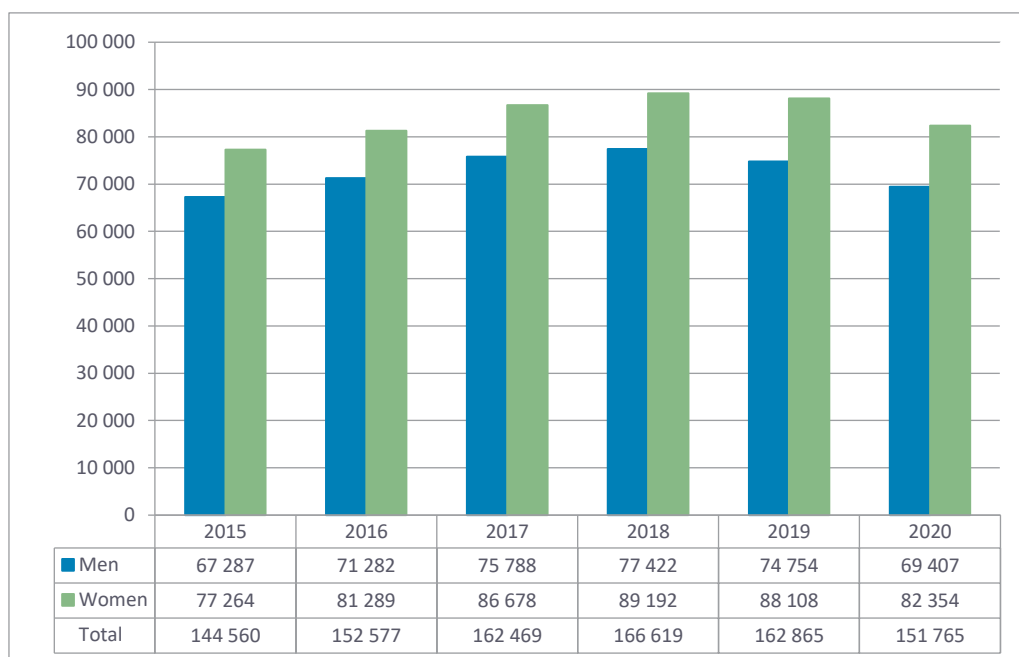


Figure 97: Headcount overall staff members by race and employment status

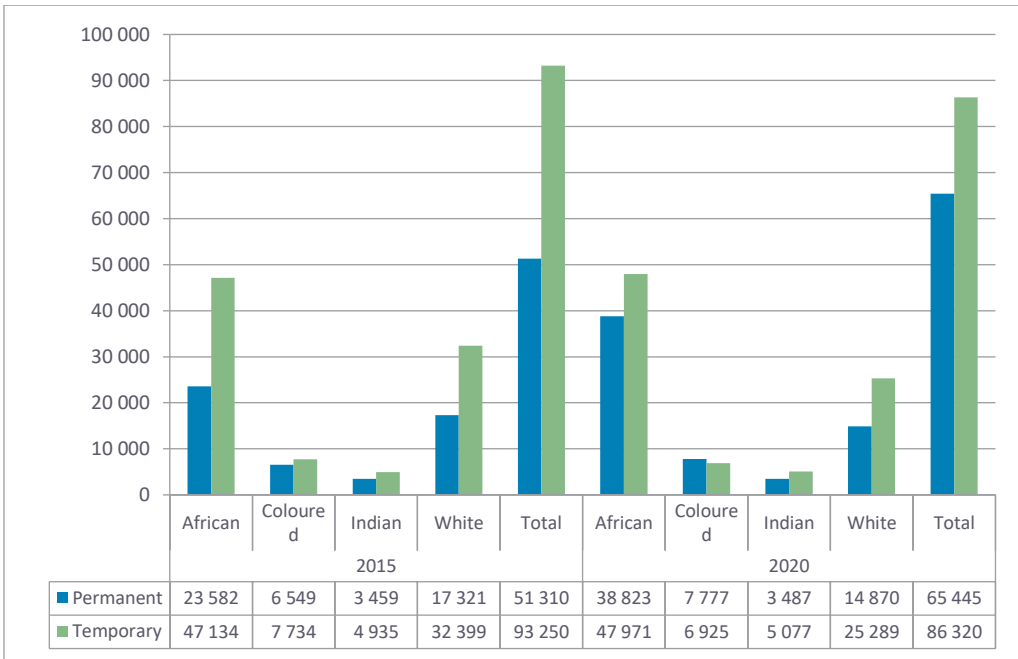


Figure 98: Headcount overall staff members by gender and employment status

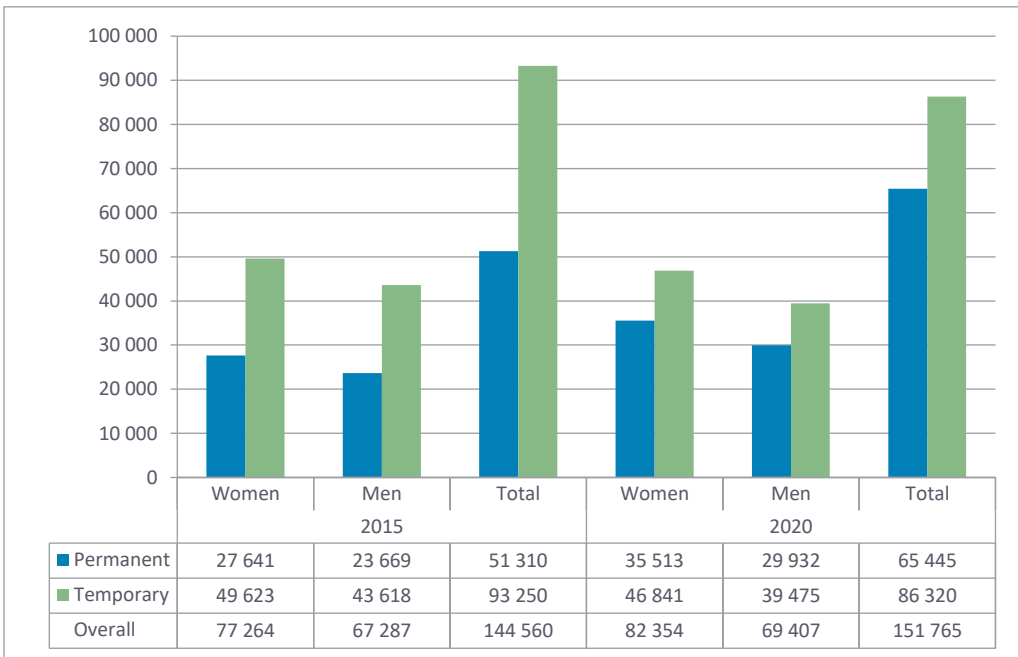


Figure 99: Headcount staff in selected personnel categories by race

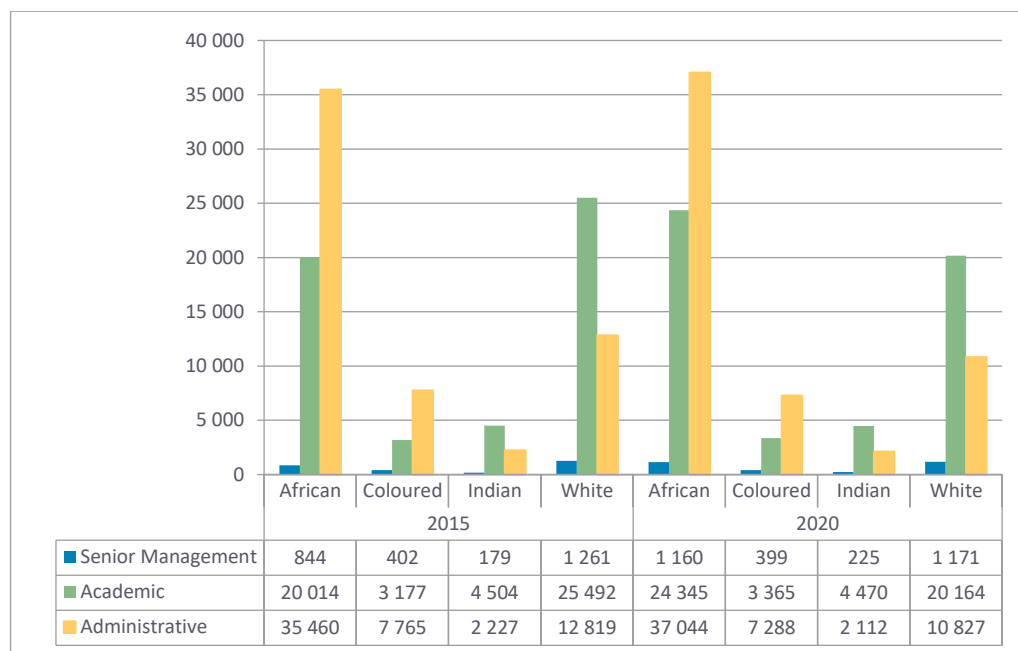


Figure 100: Headcount Staff at Universities of Technology

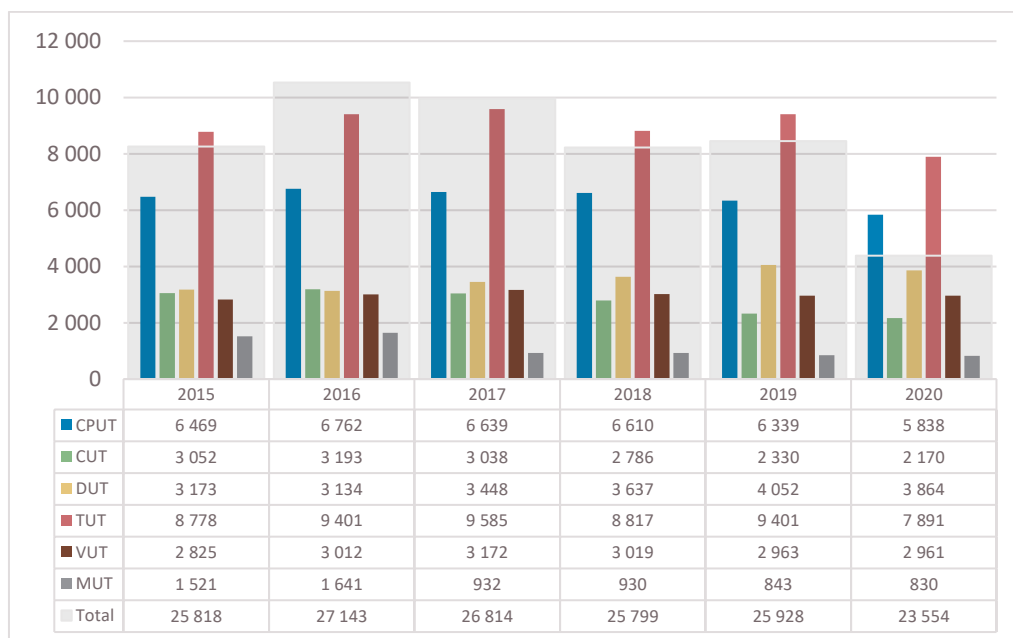


Figure 101: FTE Staff at Universities of Technology

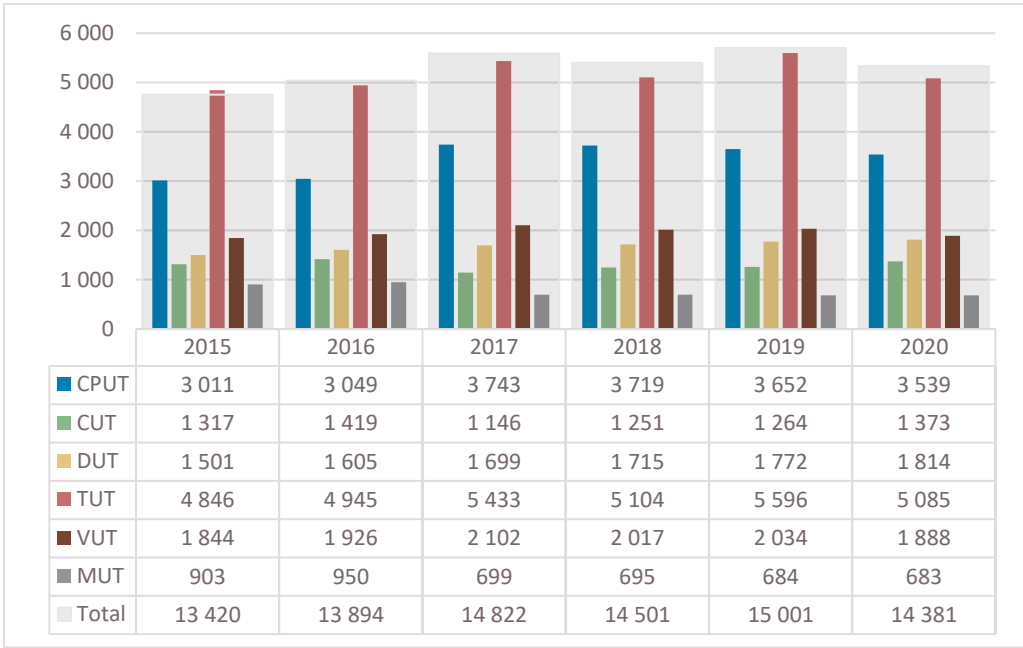


Figure 102: Headcount vs FTE staff at UNISA

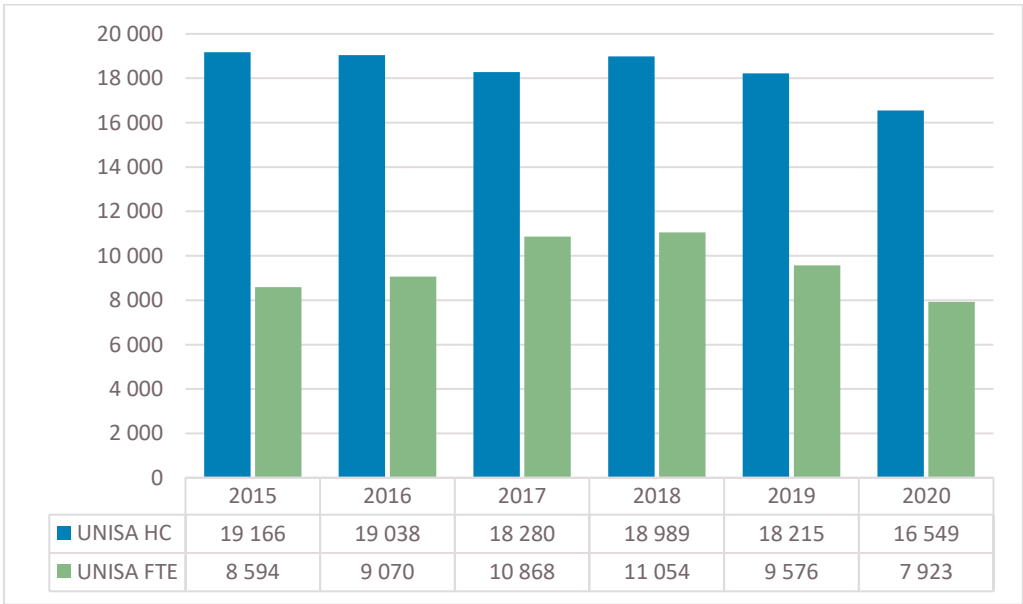


Figure 103: Headcount staff at traditional Universities



Figure 104: FTE staff at traditional Universities

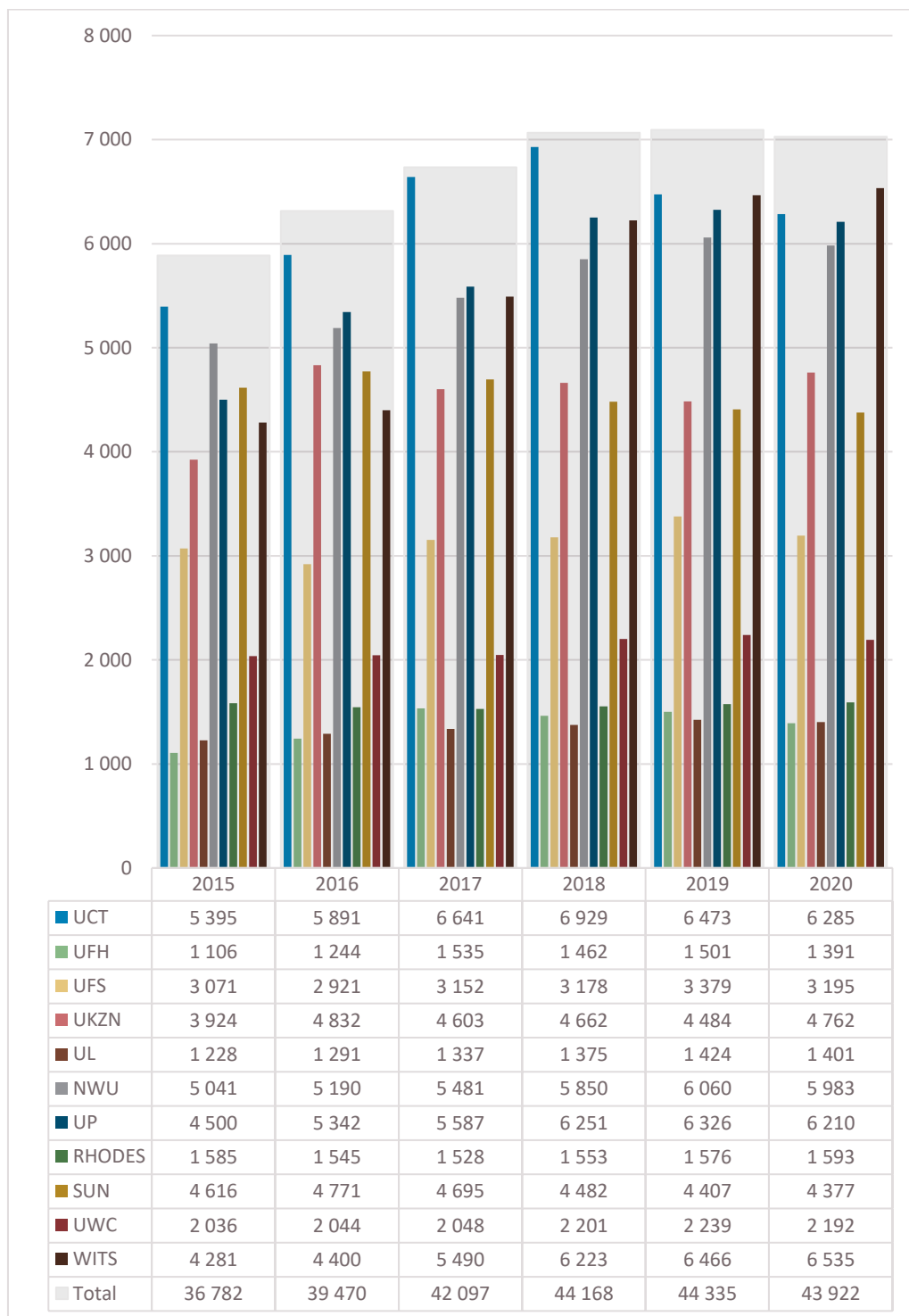


Figure 105: Headcount staff at Comprehensive Universities

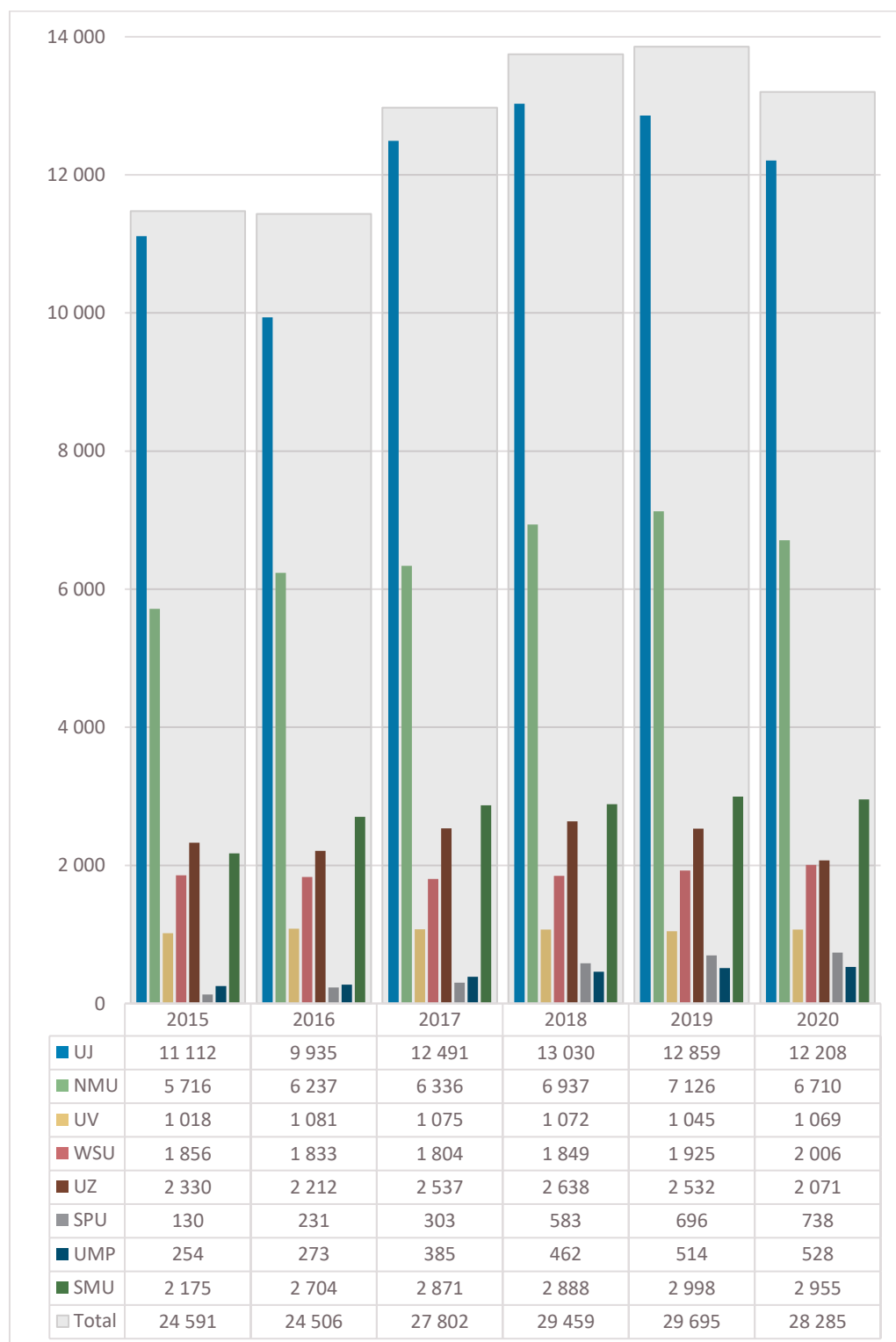
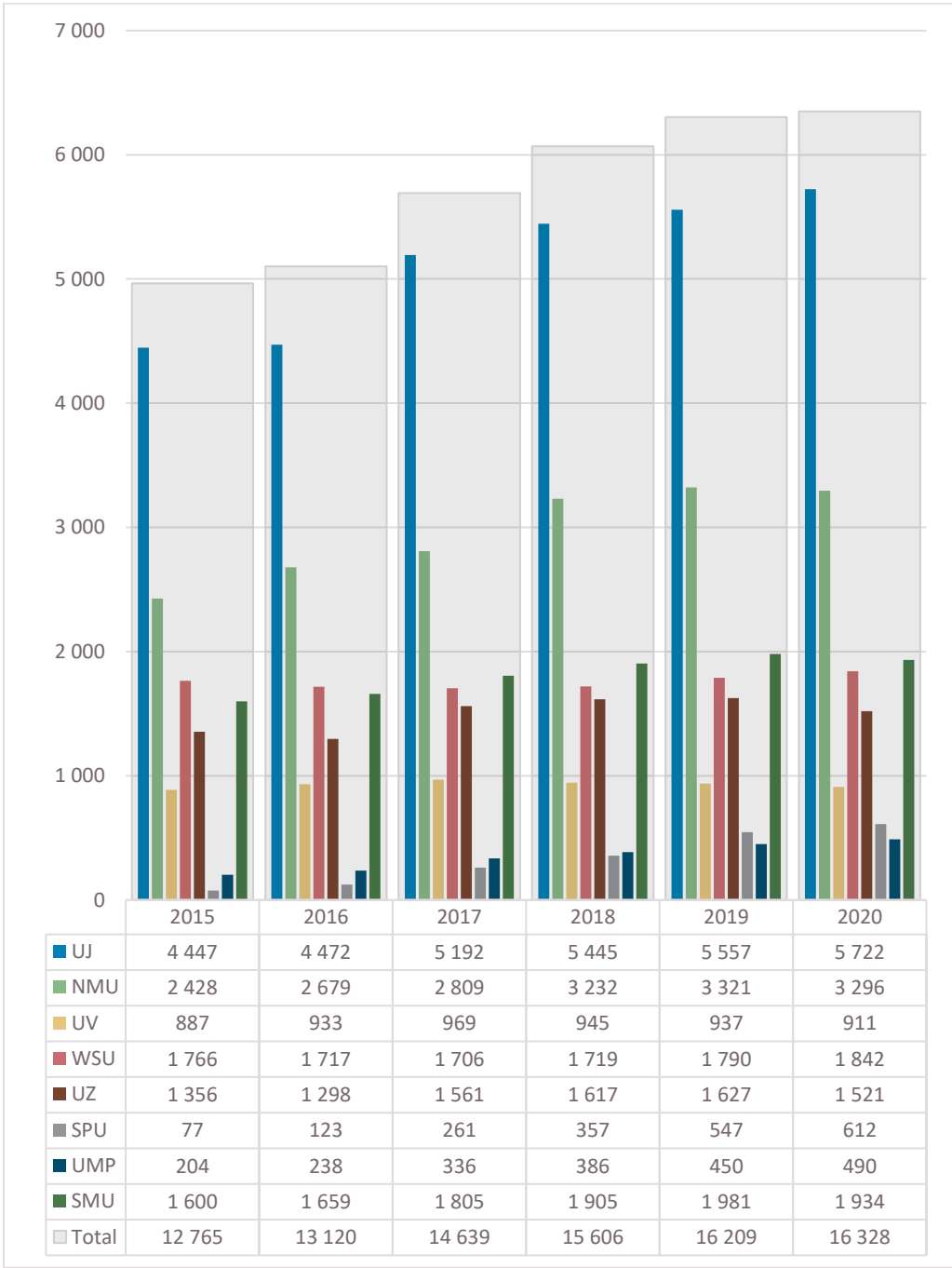


Figure 106: FTE staff at Comprehensive Universities



## Senior management staff

Figure 107: Headcount senior management staff by employment status

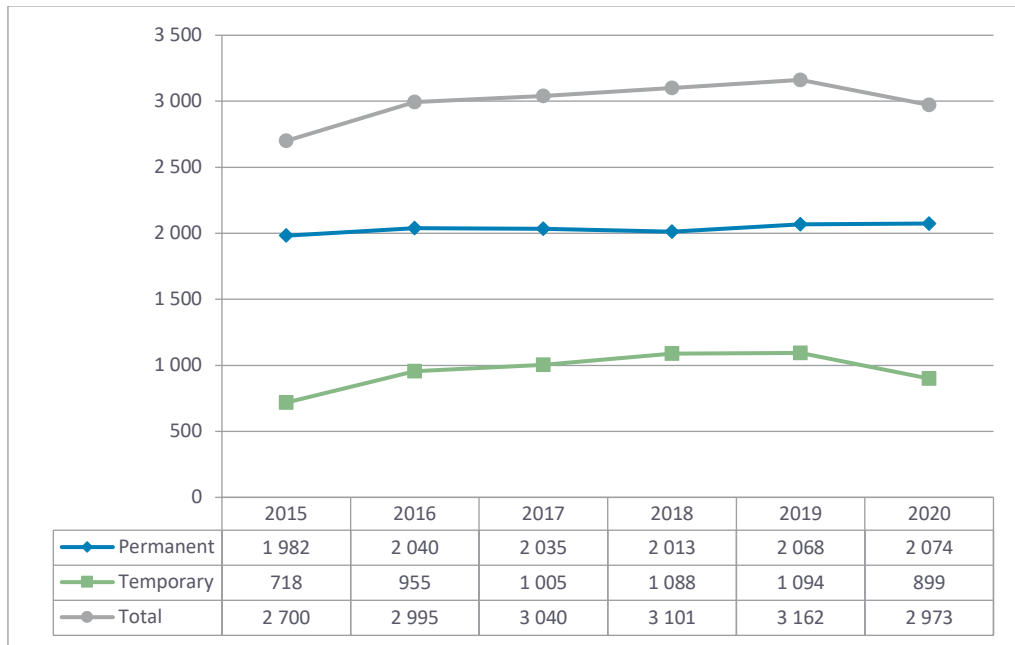


Figure 108: Proportion of permanent vs. temporary senior management staff

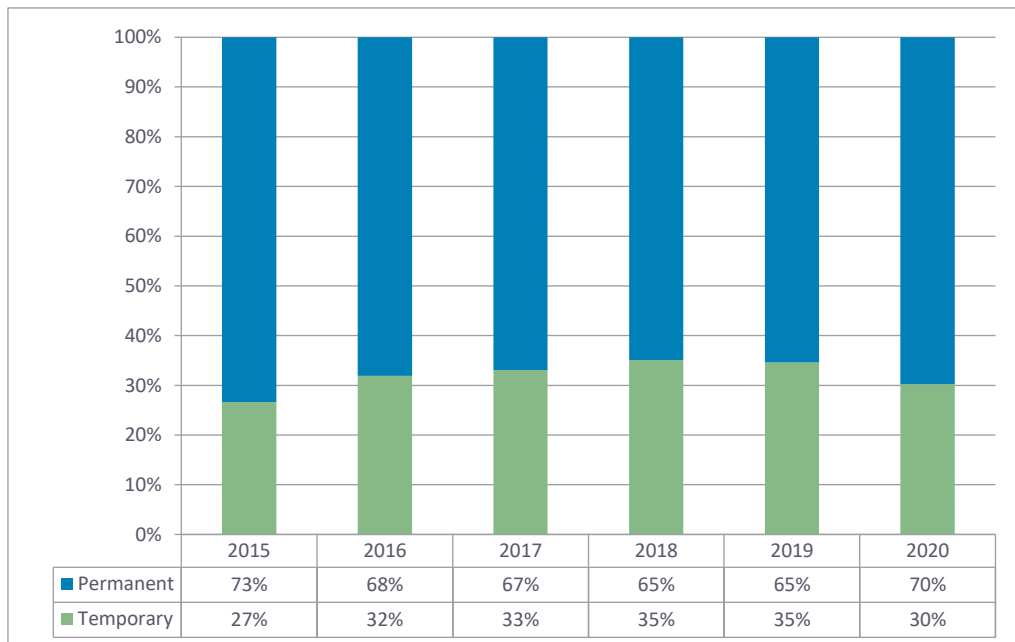


Figure 109: Headcount senior management staff members by race

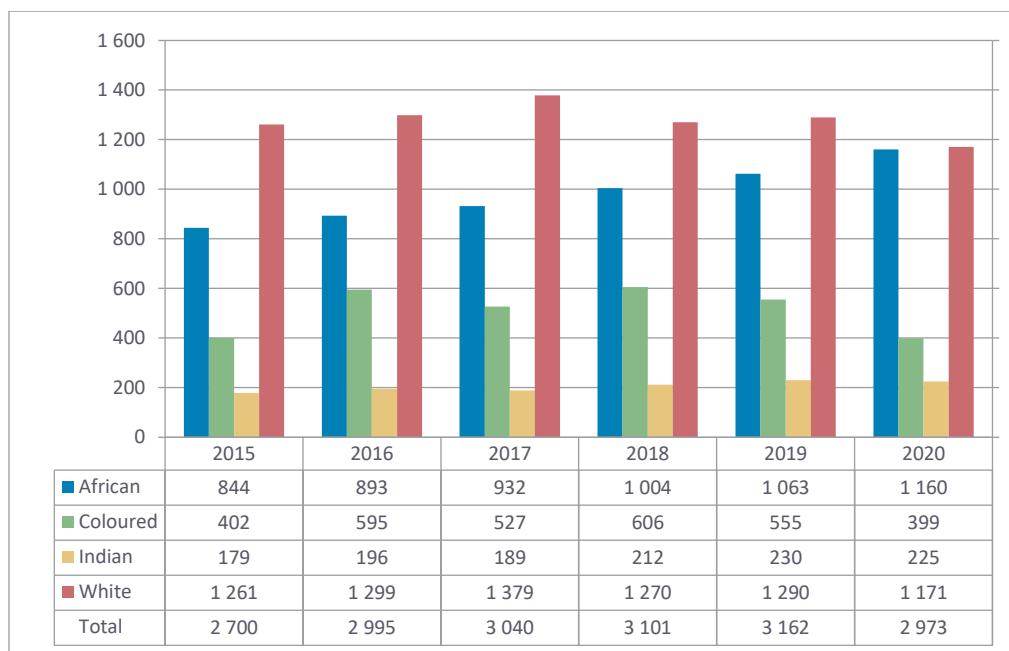


Figure 110: Headcount senior management staff members by gender

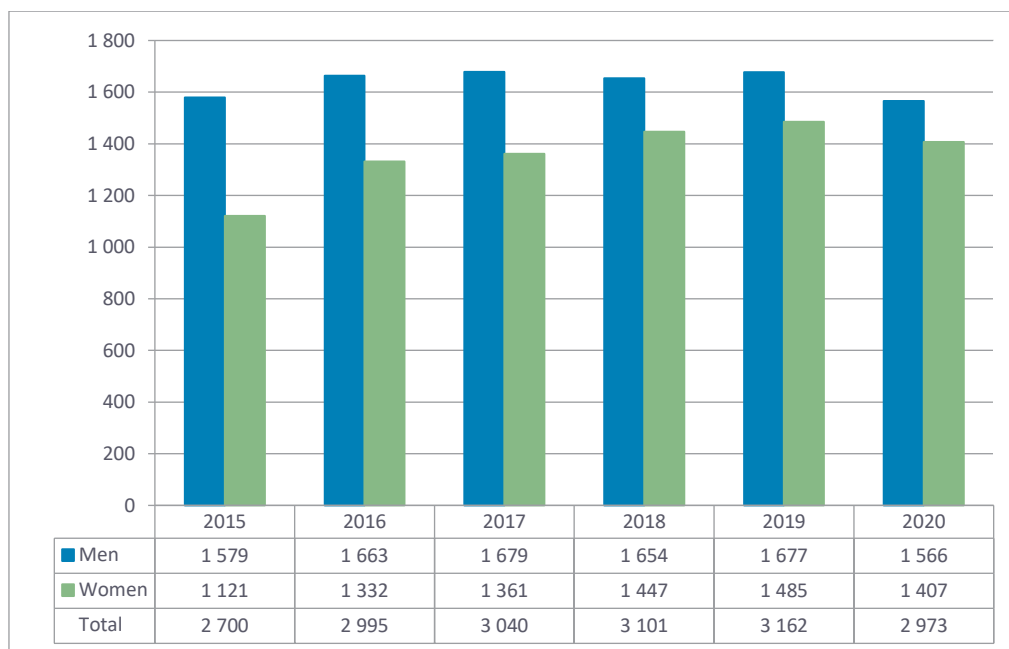


Figure 111: Headcount senior management staff members by race and employment status

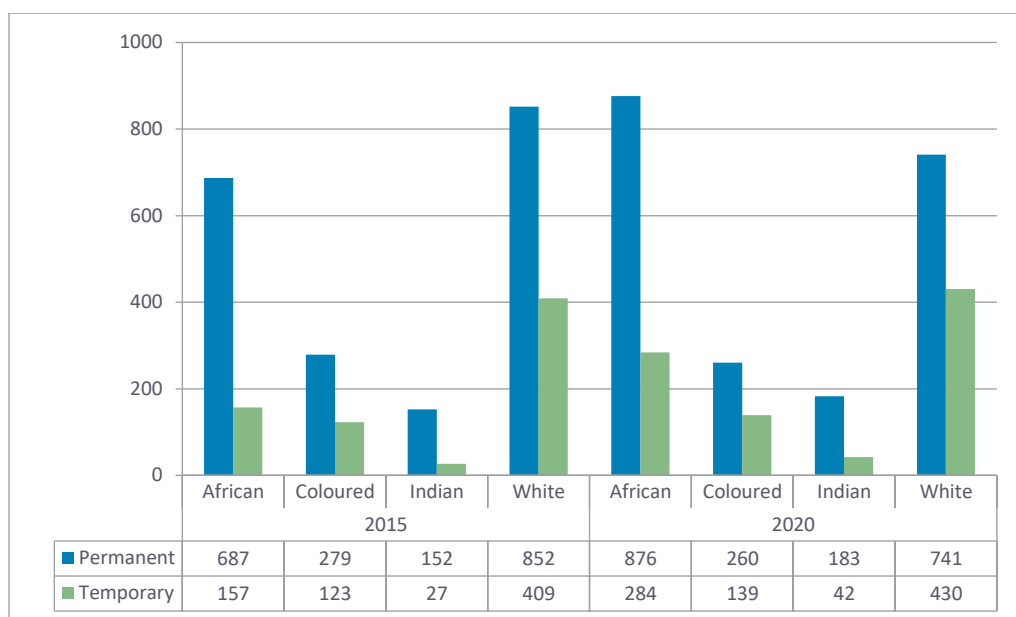
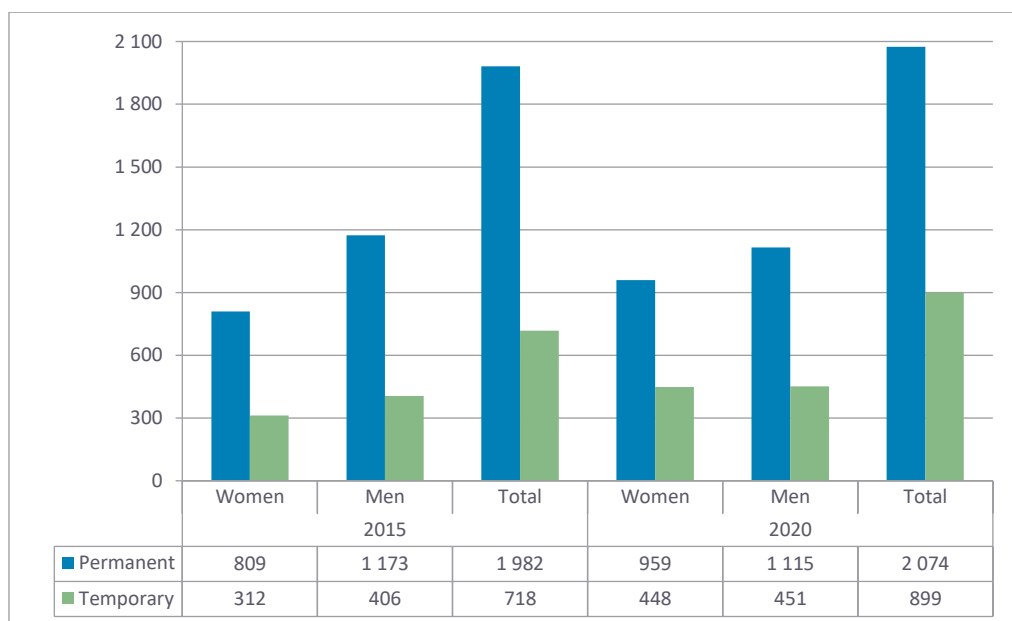


Figure 112: Headcount senior management staff members by gender and employment status



# Academic staff

Figure 113: Headcount academic staff members by employment status

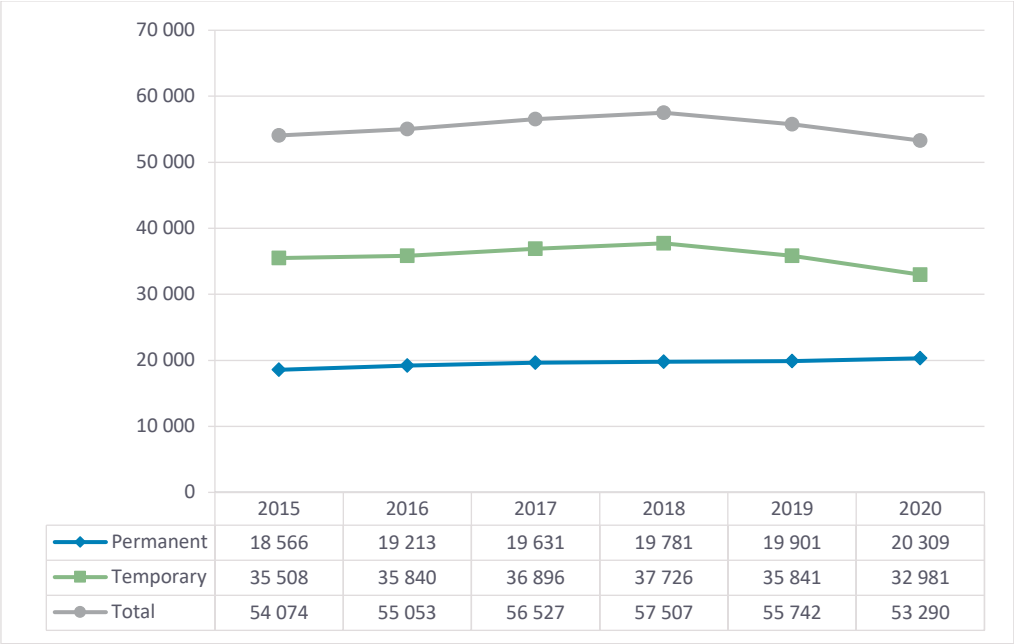


Figure 114: Proportion of permanent vs. temporary academic staff members

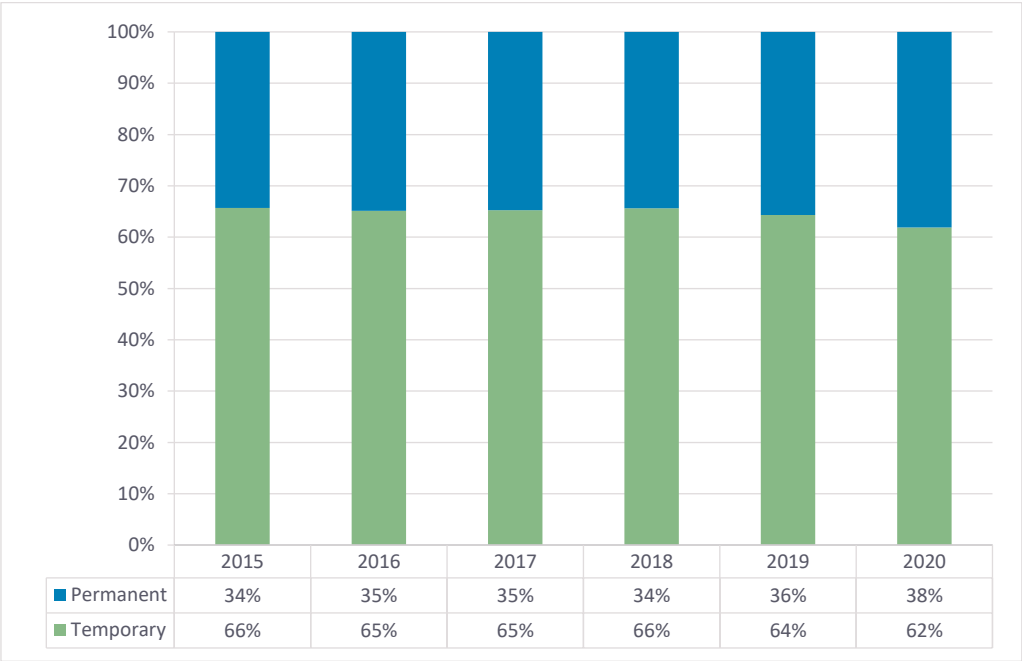


Figure 115: Headcount academic staff members by race

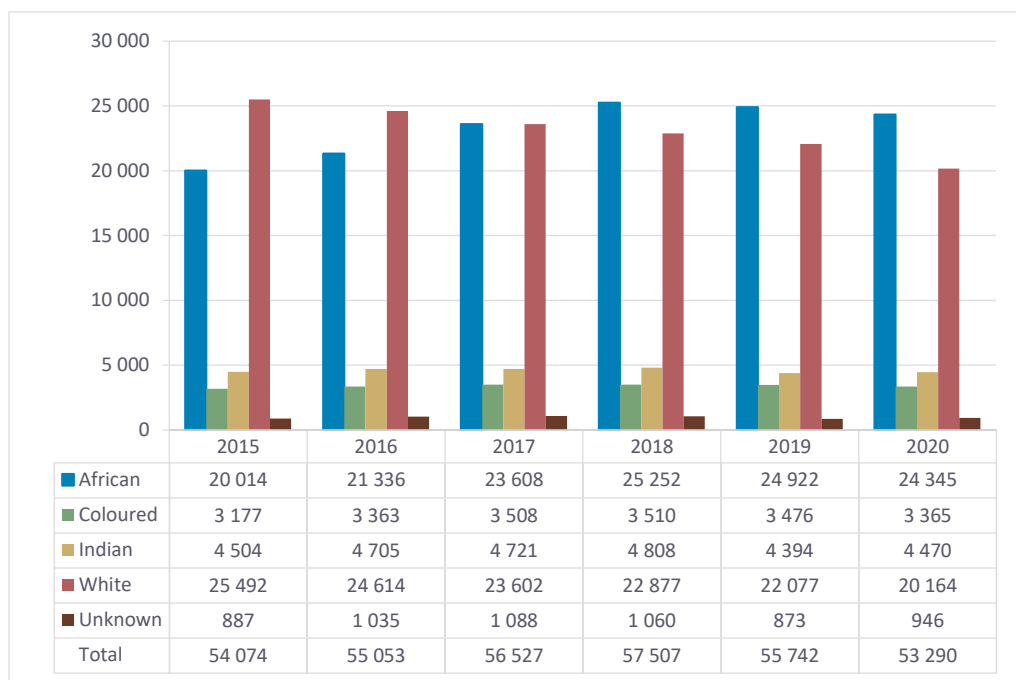


Figure 116: Headcount academic staff members by gender

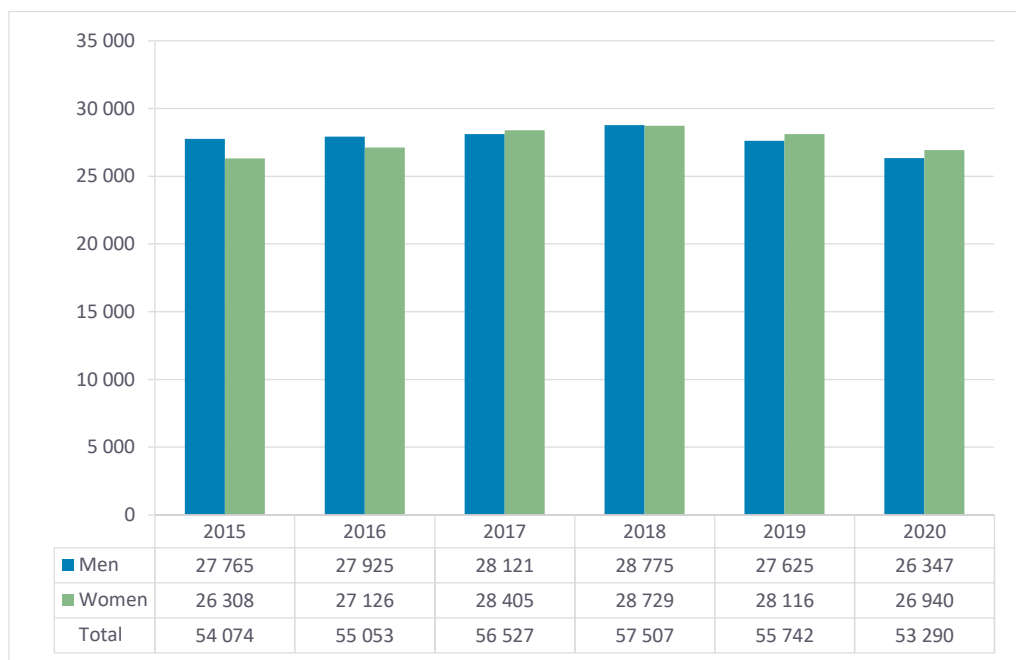


Figure 117: Headcount academic staff members by race and employment status

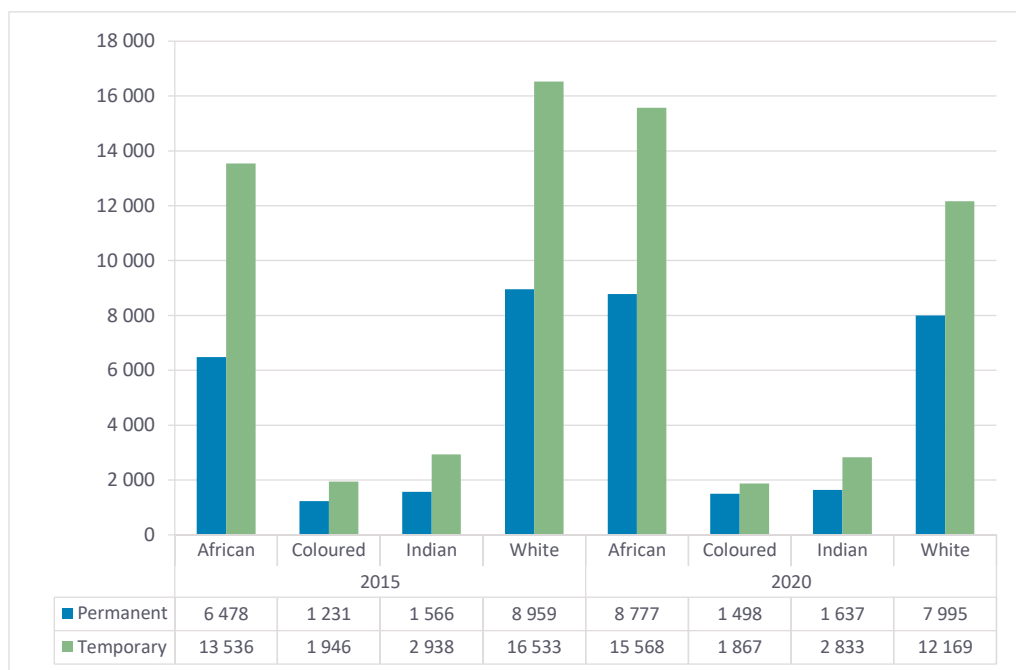


Figure 118: Headcount academic staff members by gender and employment status

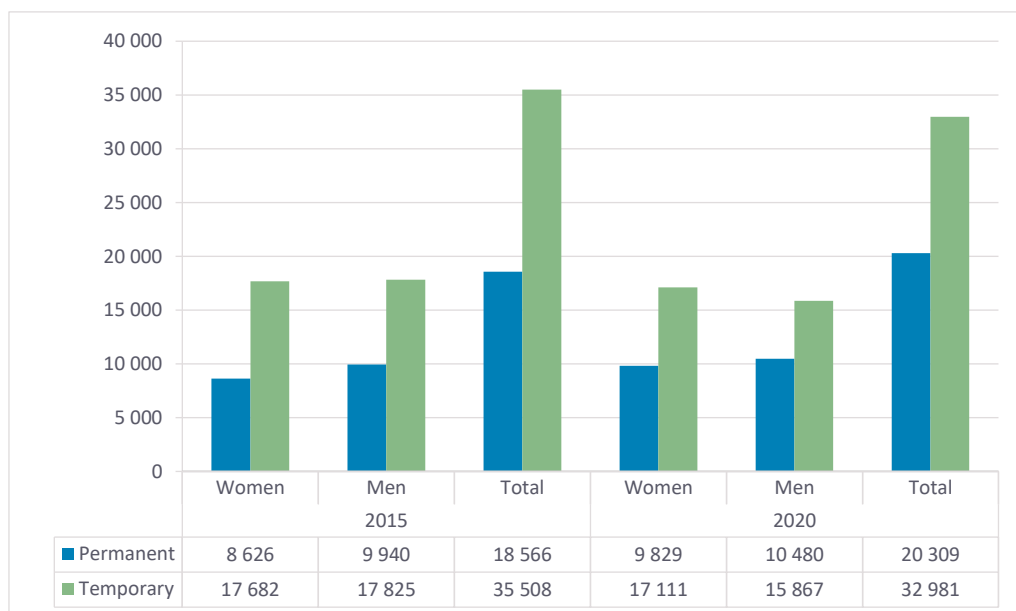


Figure 119: Headcount academic staff by race and qualification level



Figure 120: Headcount academic staff by gender and qualification level

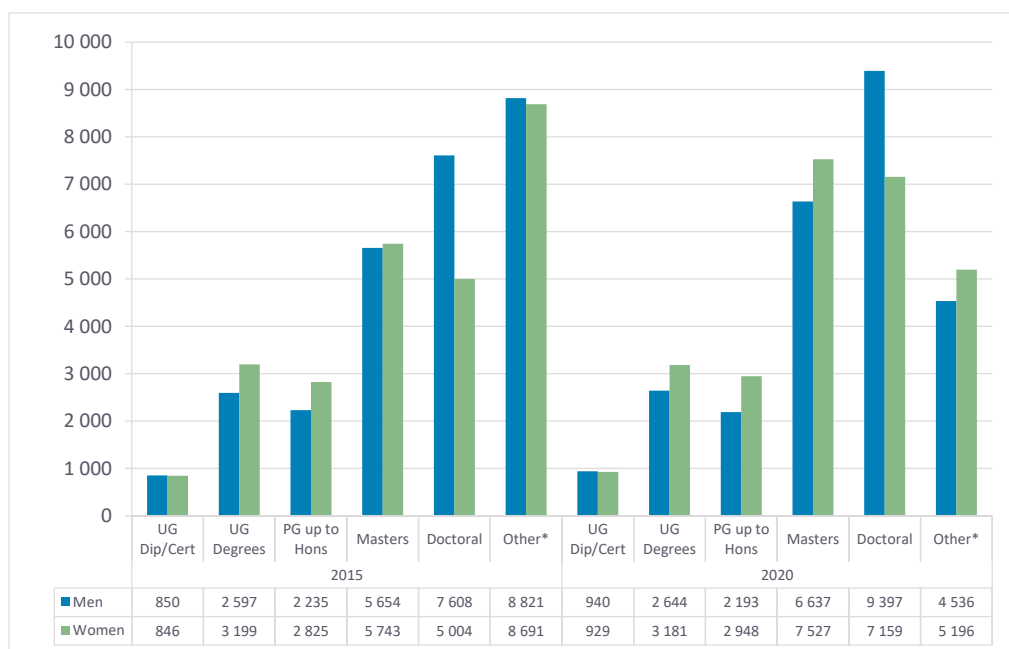


Figure 121: Headcount permanent academic staff by race and qualification level

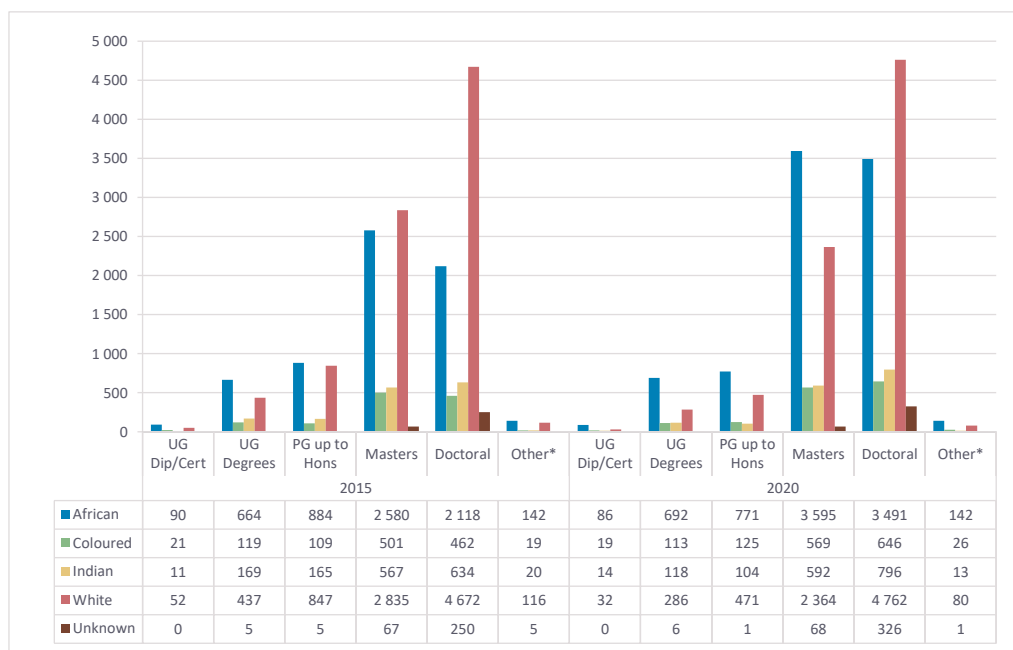


Figure 122: Headcount permanent academic staff by gender and qualification level

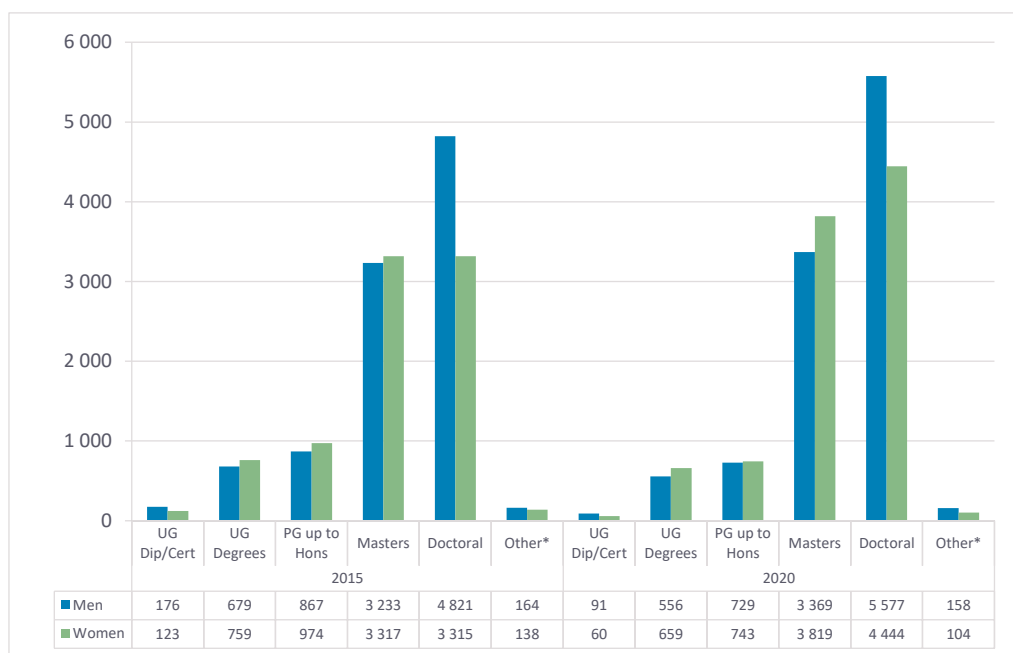


Figure 123: Headcount academic staff rank

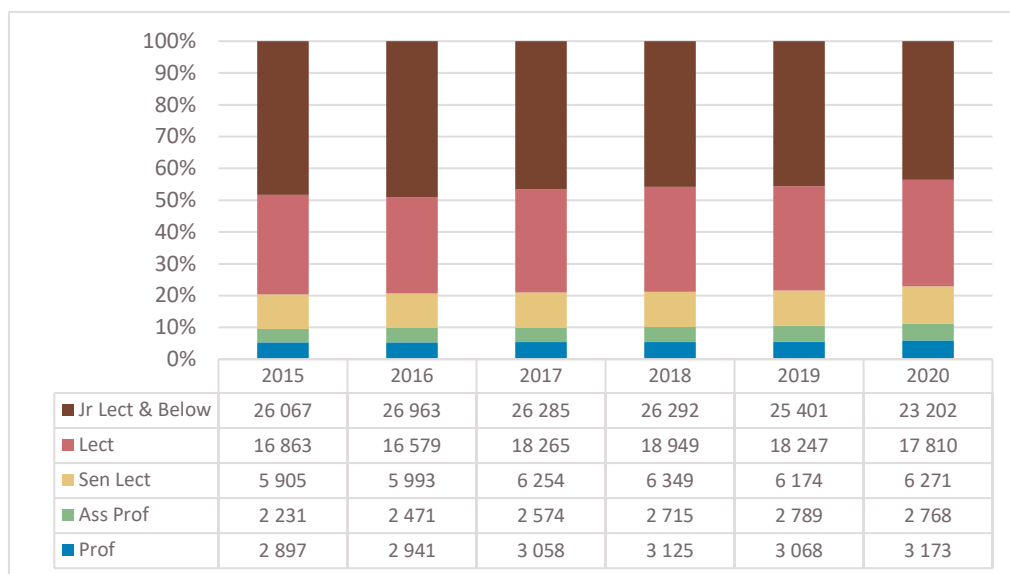


Figure 124: Headcount permanent academic staff rank

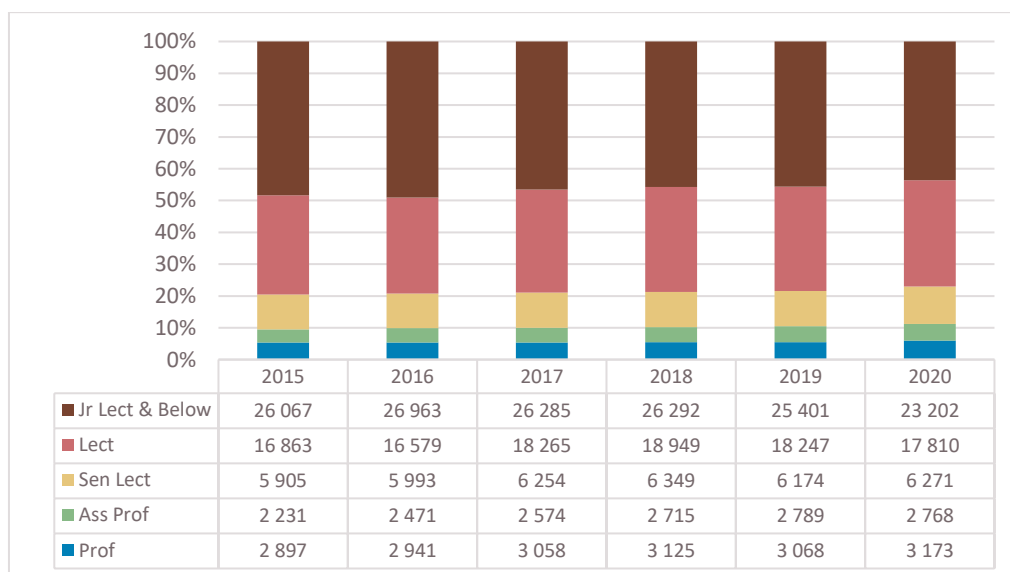


Figure 125: Headcount academic staff rank by gender

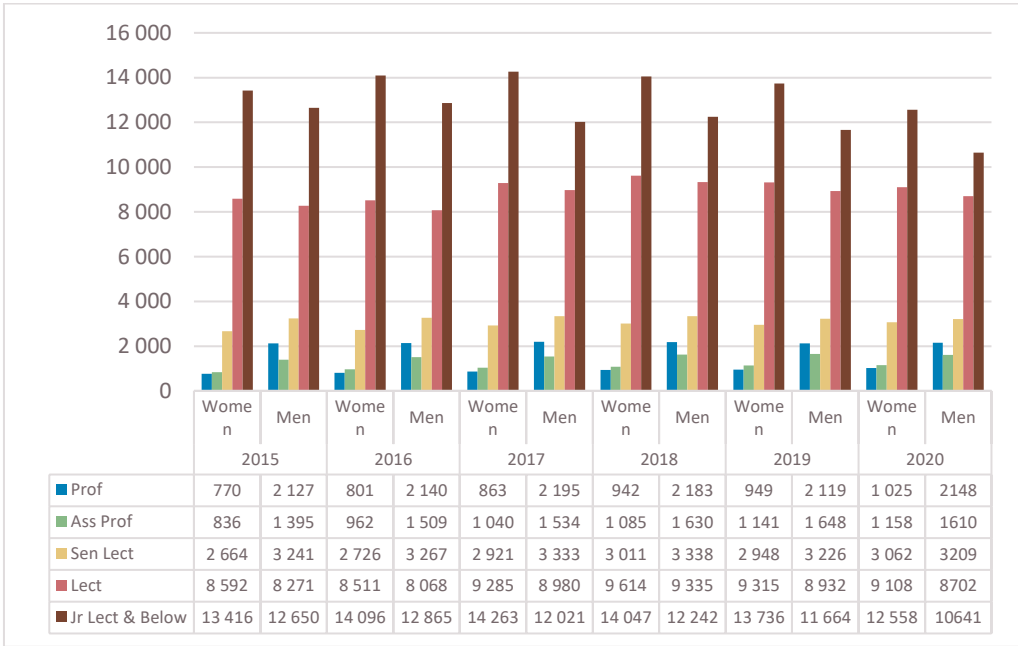


Figure 126: Headcount academic staff members by age grouping

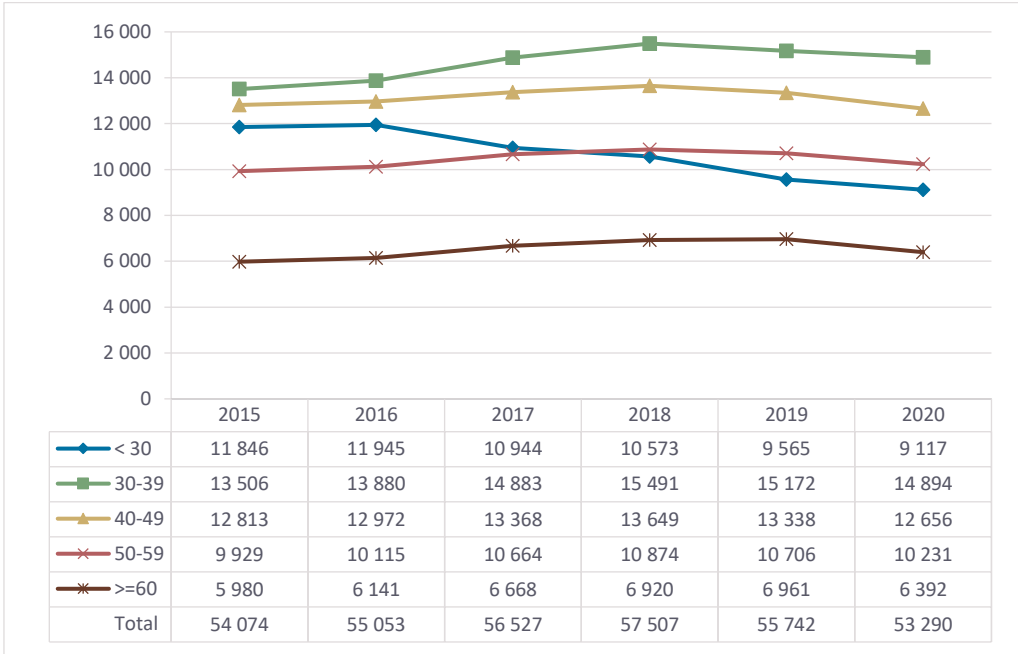


Figure 127: Headcount permanent academic staff members by age grouping

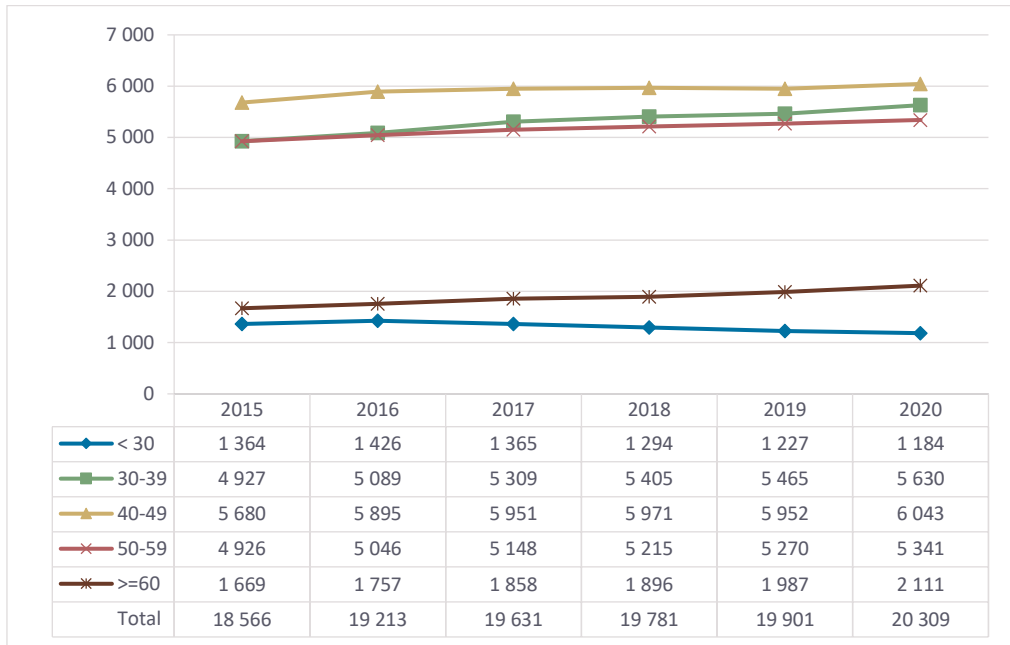
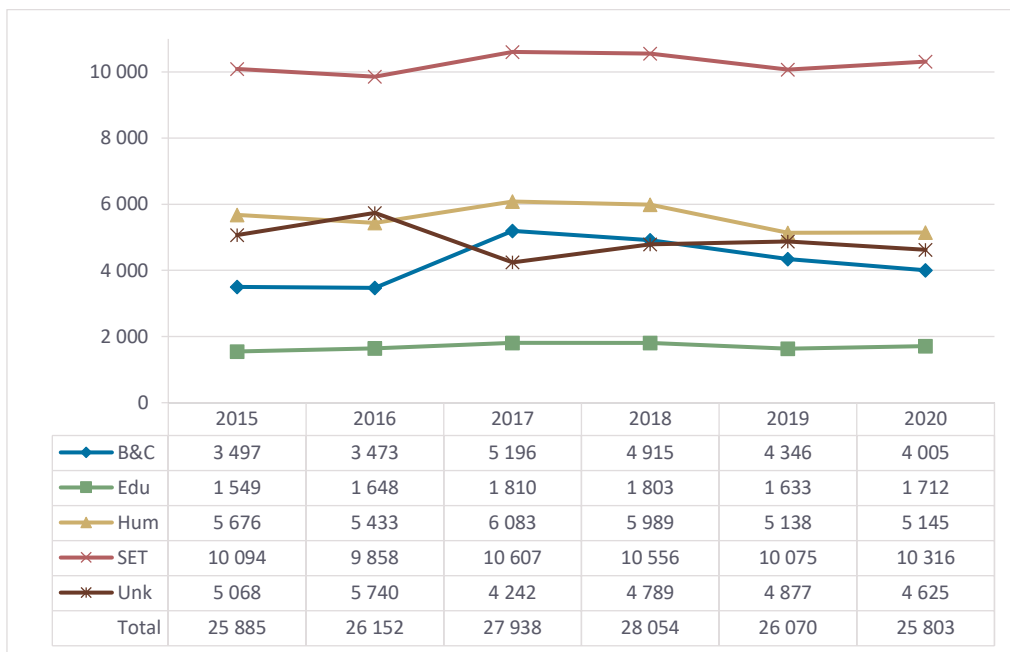


Figure 128: FTE academic staff members by field of study



# Administrative staff

Figure 129: Headcount administrative staff members by employment status

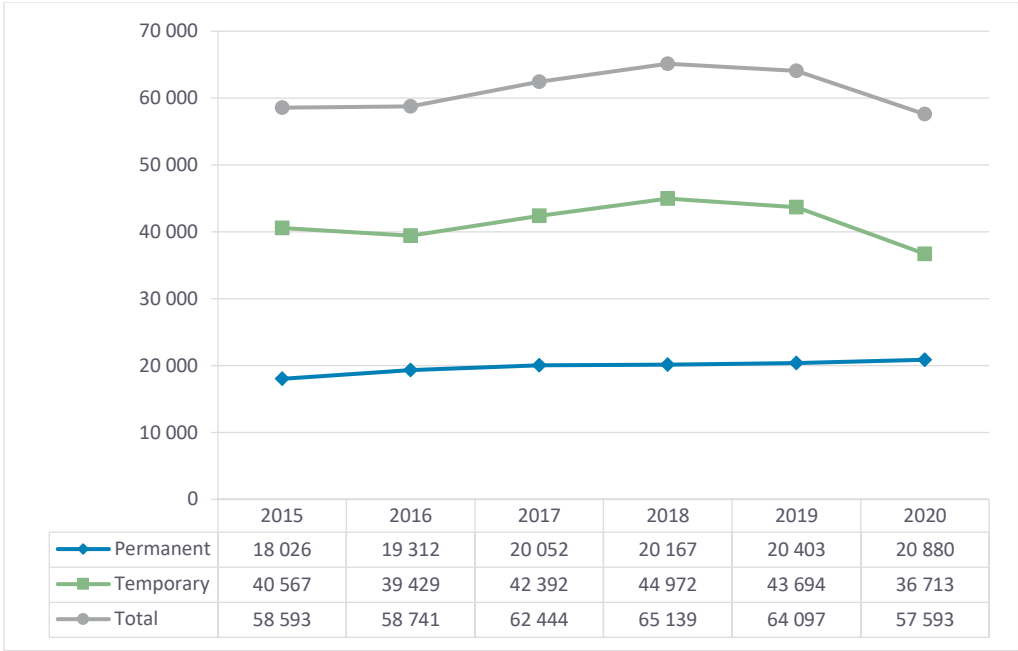


Figure 130: Proportion of permanent vs. temporary administrative staff members

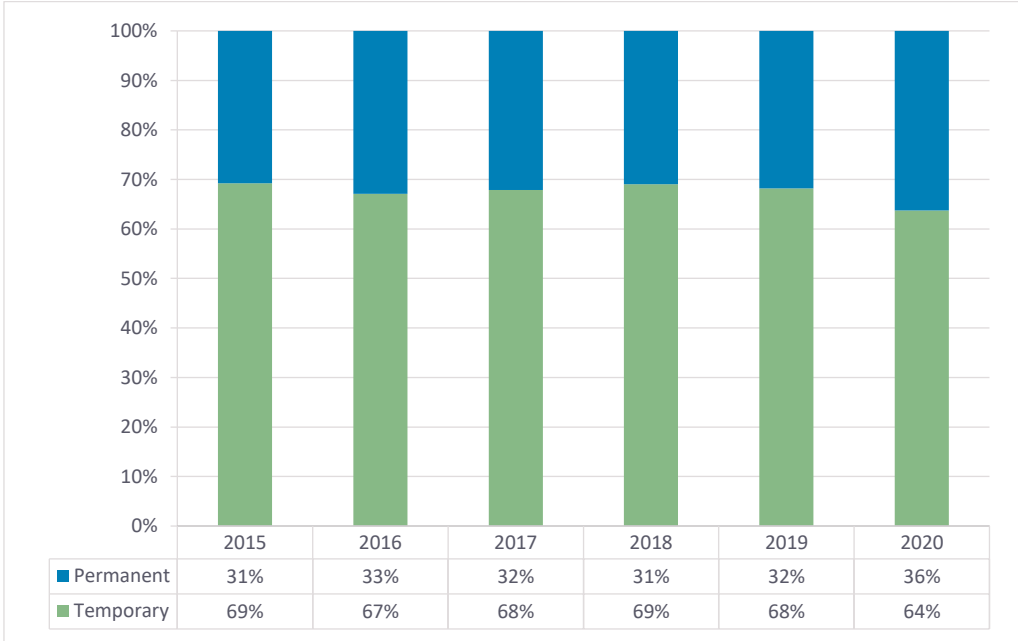


Figure 131: Headcount administrative staff members by race

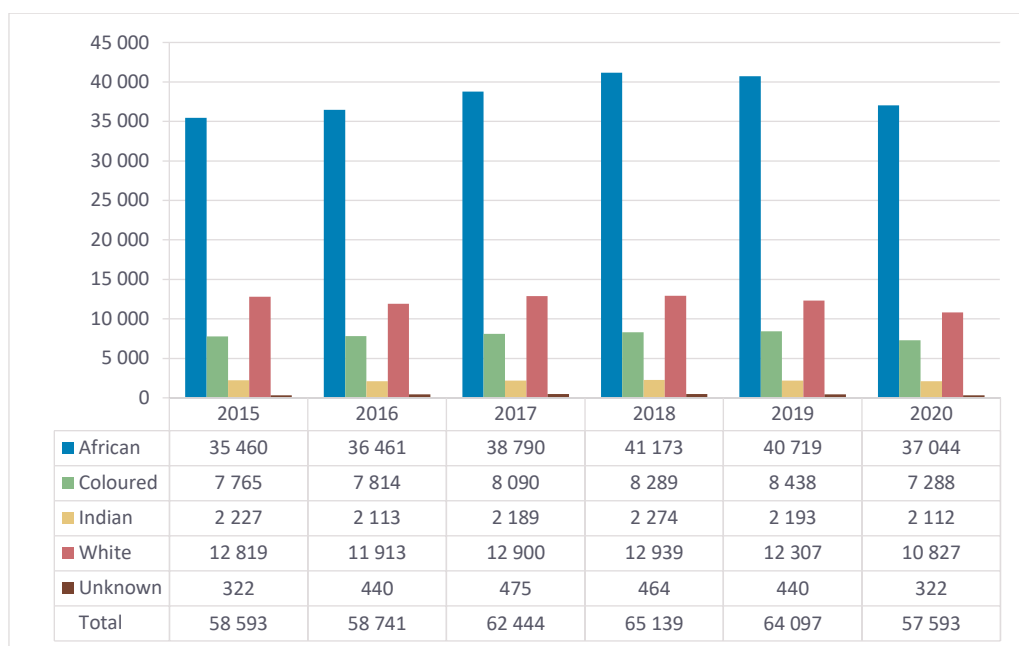


Figure 132: Headcount administrative staff members by gender

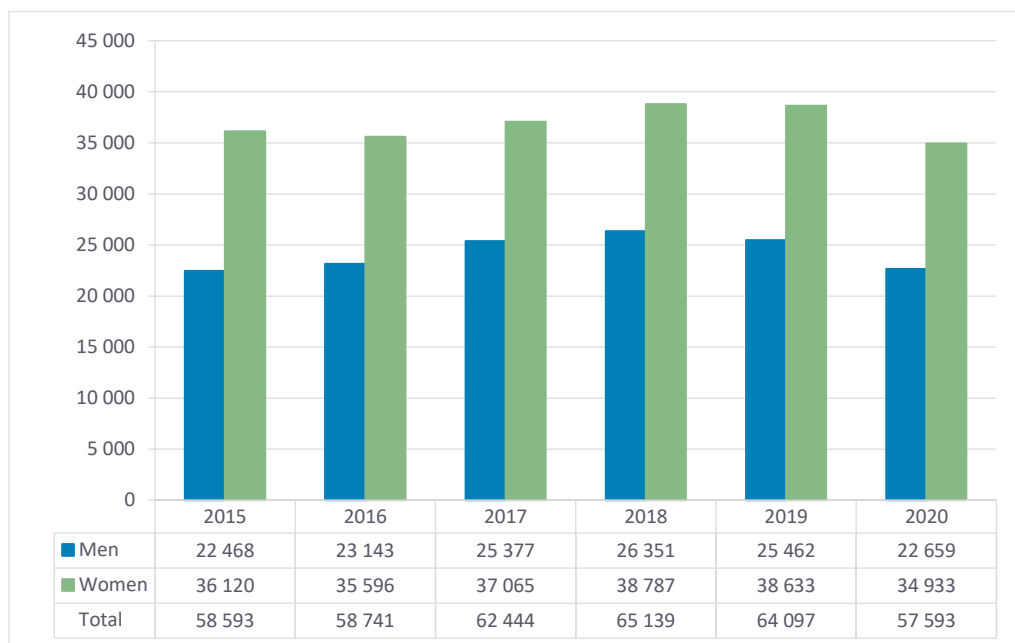


Figure 133: Headcount administrative staff members by race and employment status

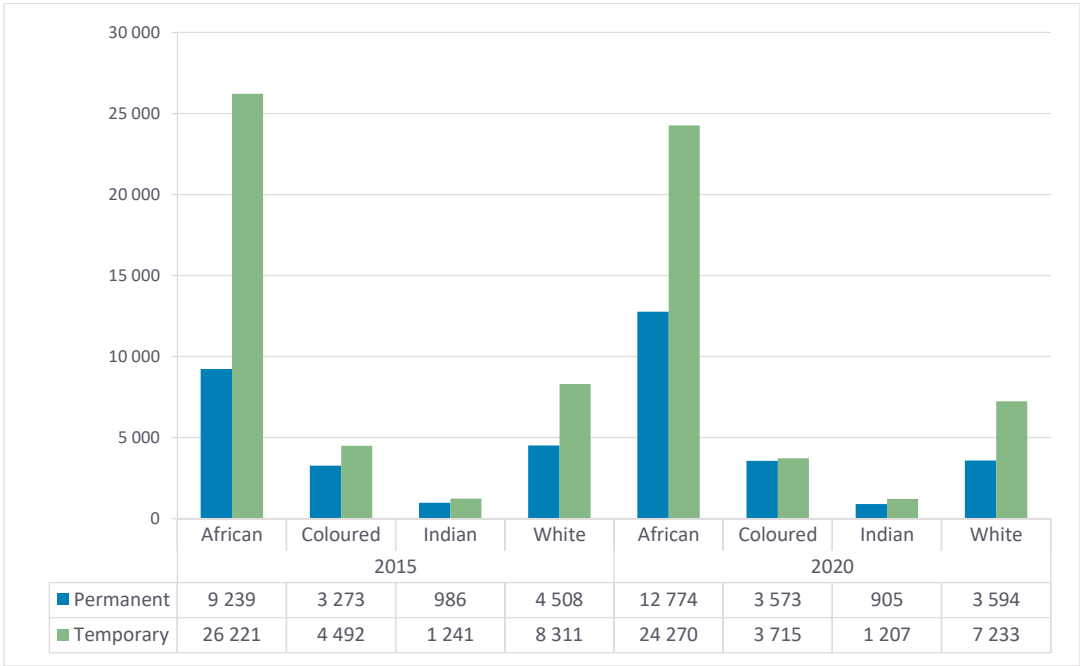


Figure 134: Headcount administrative staff members by gender and employment status

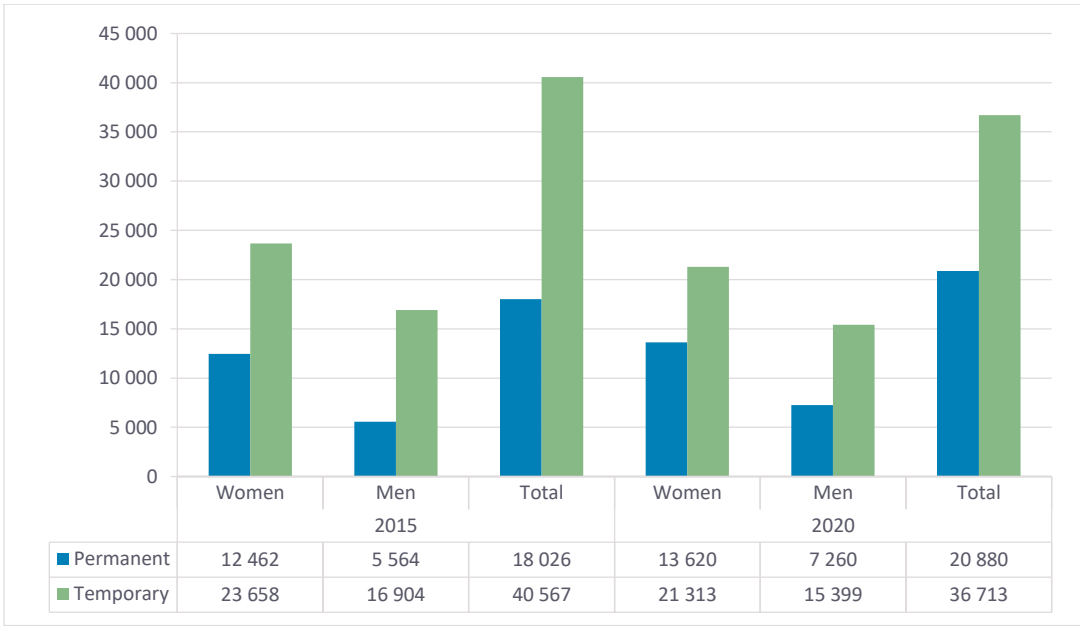
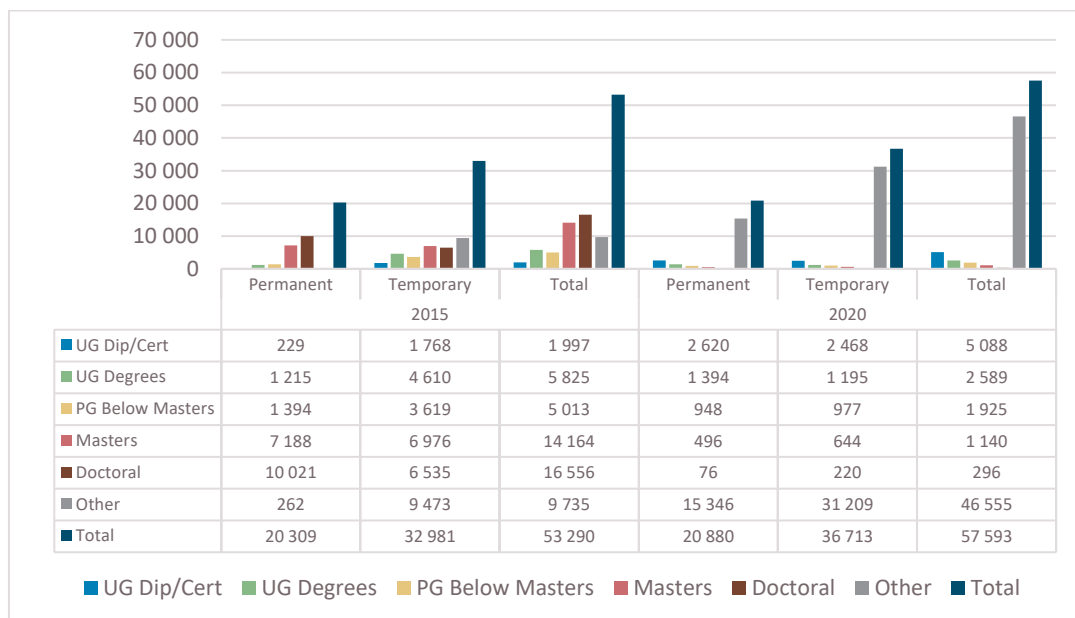


Figure 135: Headcount administrative staff members by qualification type and employment status



## Service staff

Figure 136: Headcount service staff members by employment status

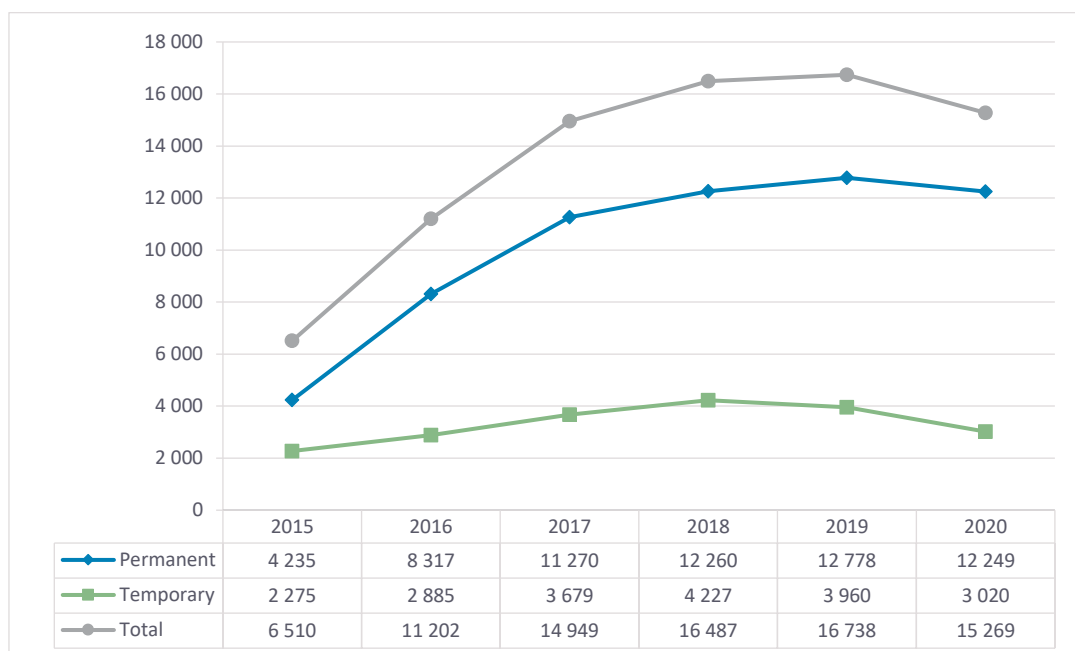


Figure 137: Proportion of permanent vs. temporary service staff members

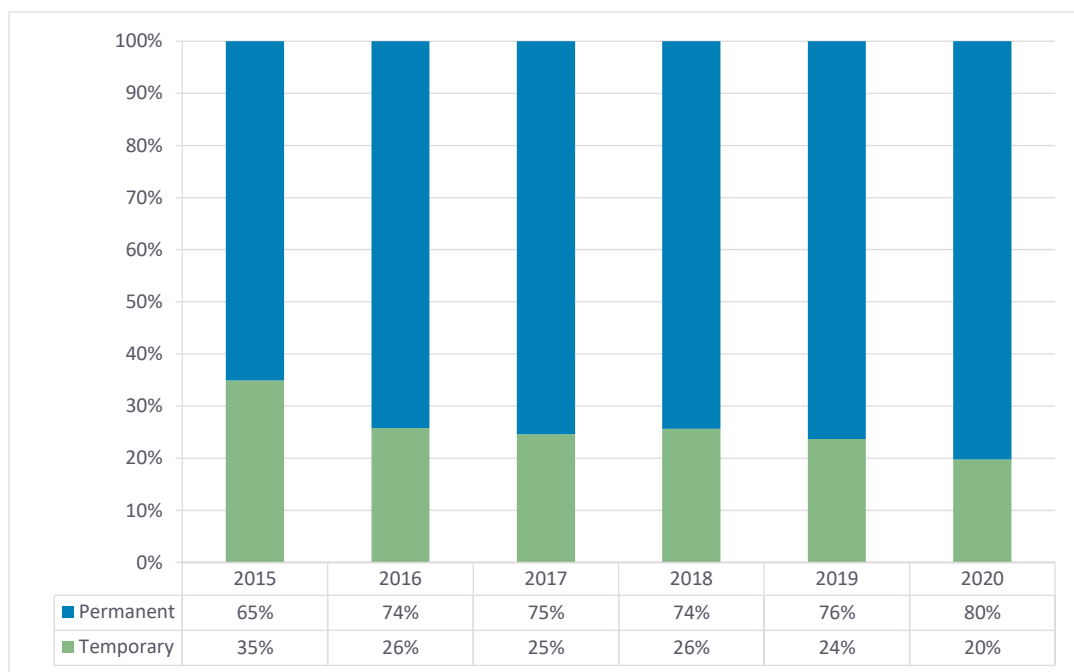


Figure 138: Headcount service staff members by race

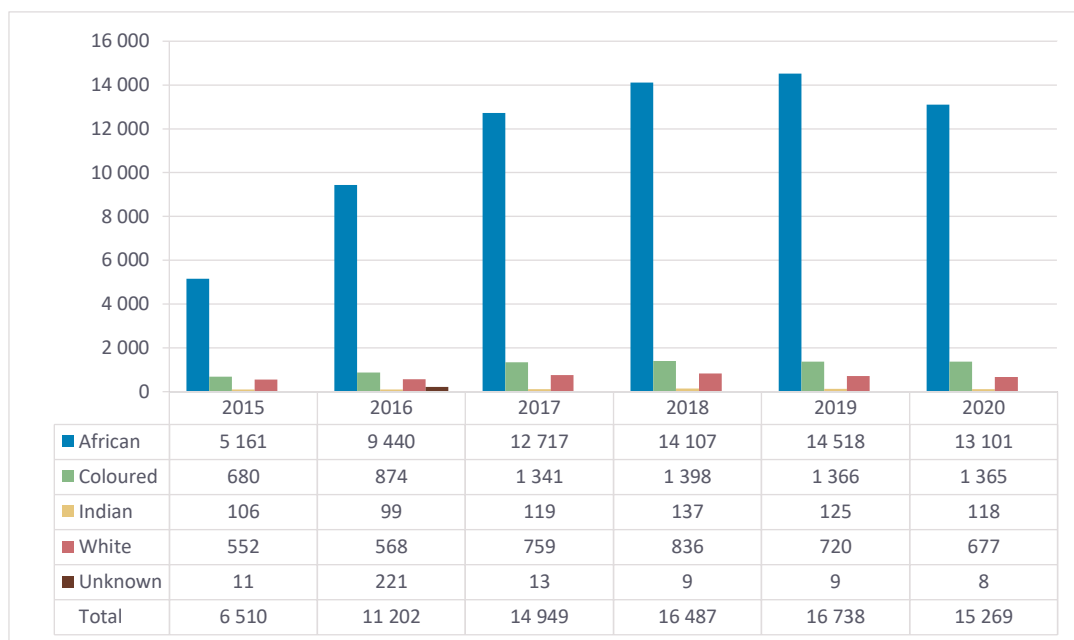


Figure 139: Headcount service staff members by gender

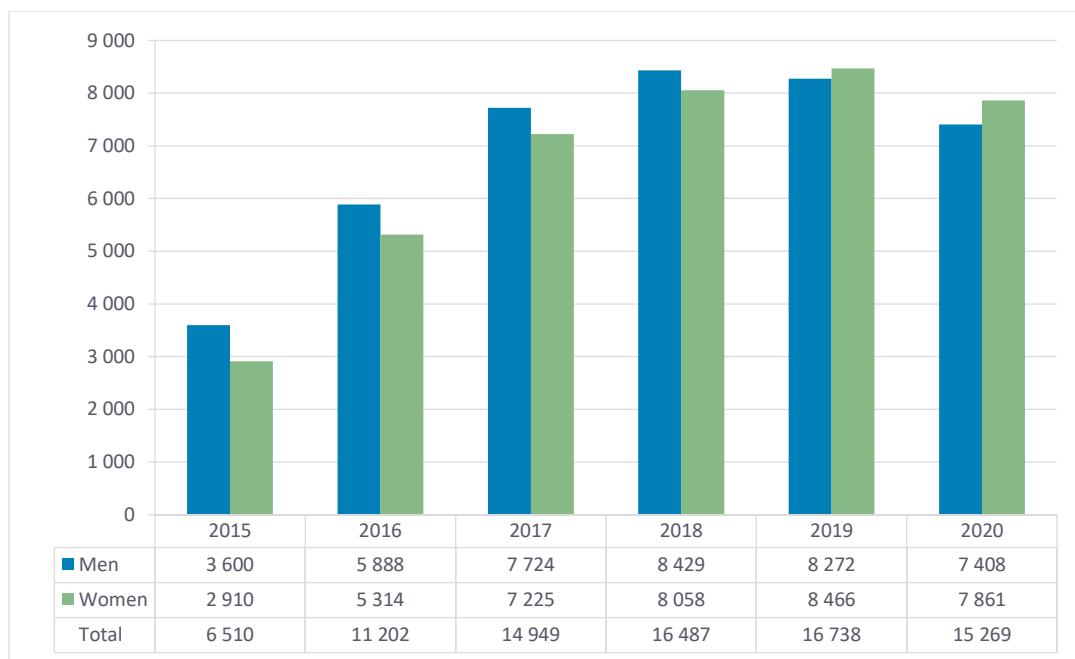


Figure 140: Headcount service staff members by race and employment status

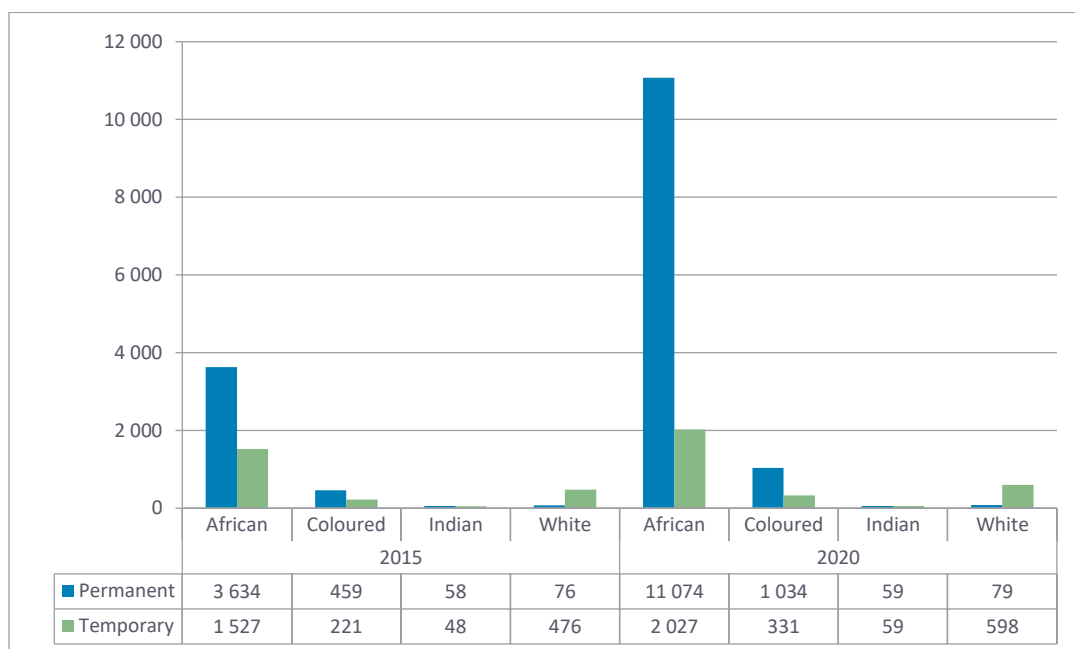
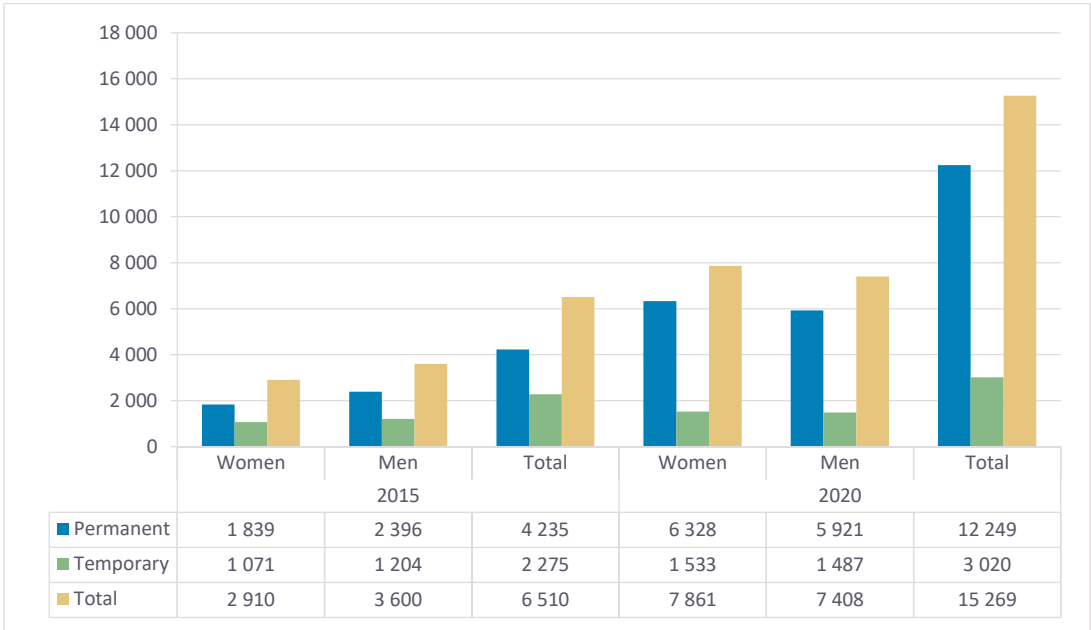


Figure 141: Headcount service staff members by gender and employment status



## Student: staff ratios

Figure 142: FTE Student: Staff ratio

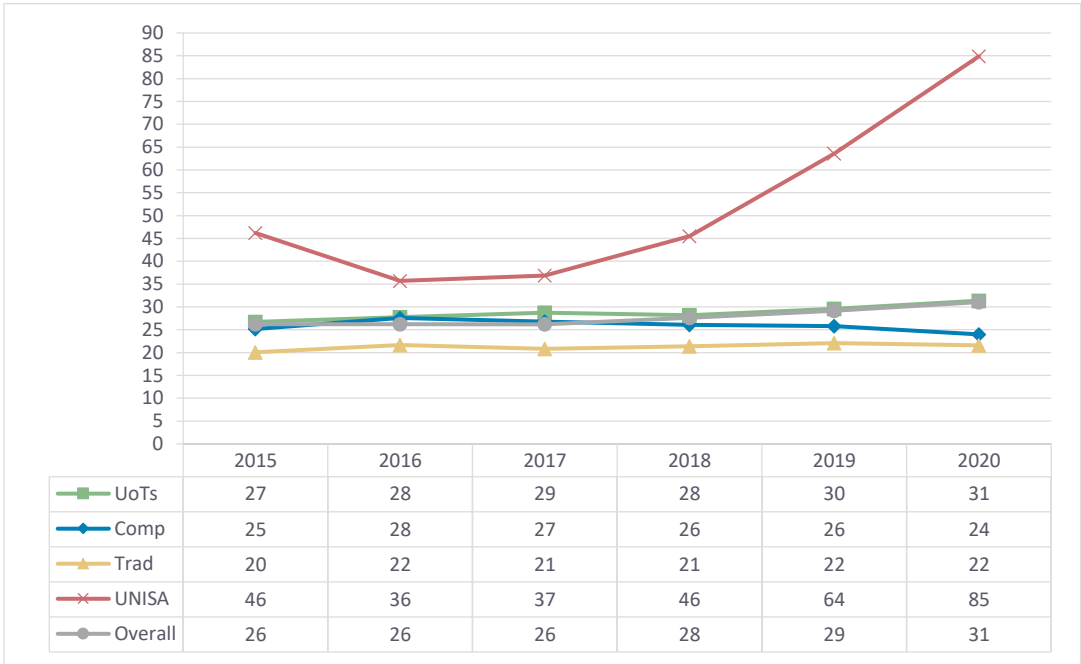


Figure 143: Headcount Student: Staff ratio for permanent and temporary academic staff together and permanent academic staff only

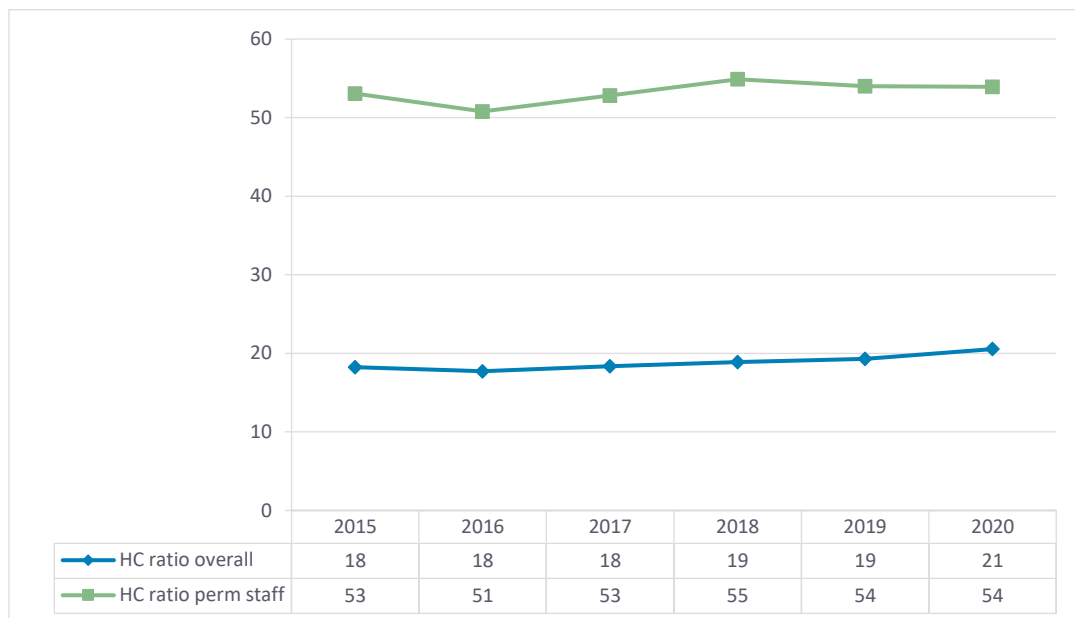
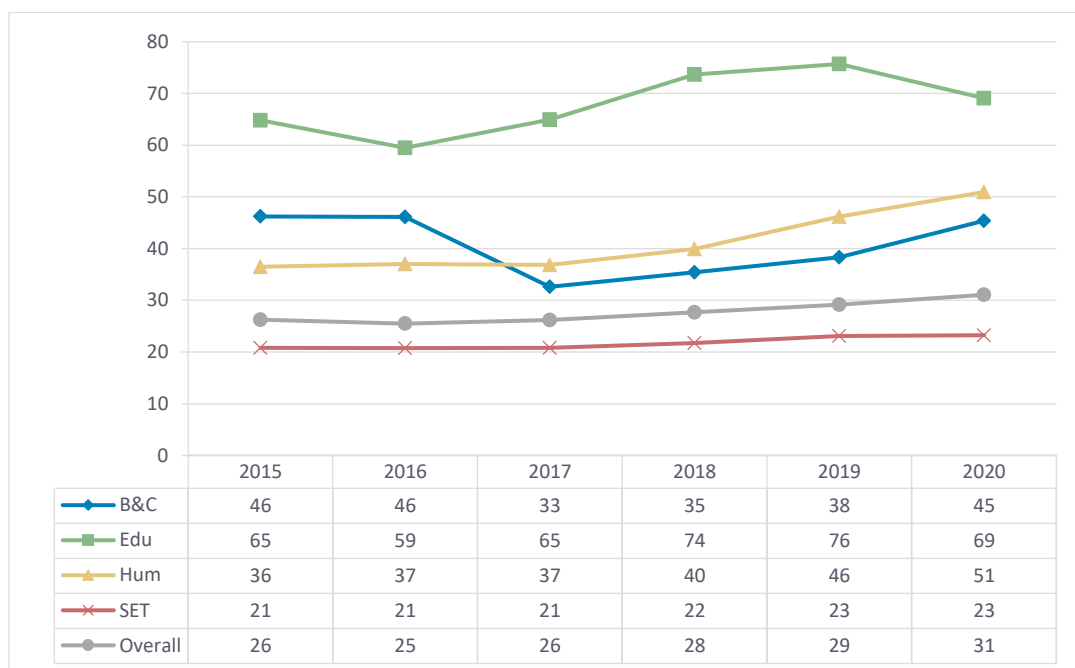
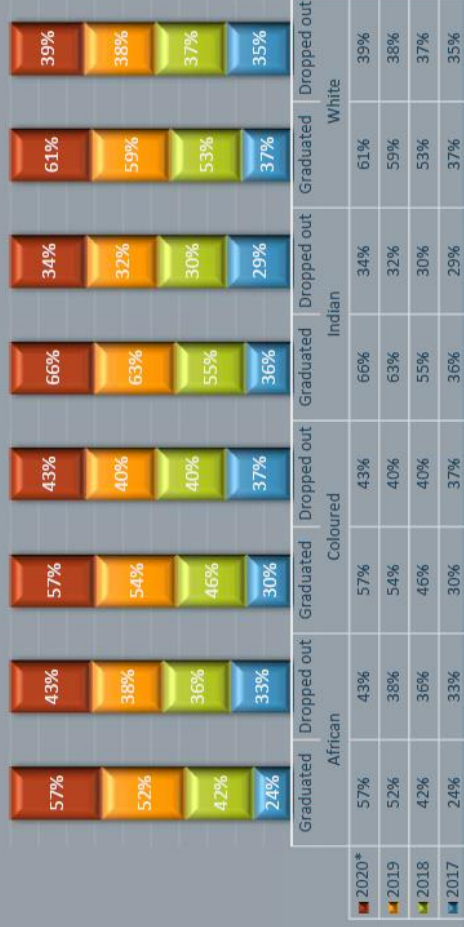


Figure 144: FTE Student: Staff ratio by field of study



# COHORT ANALYSIS

## 3-year Diploma



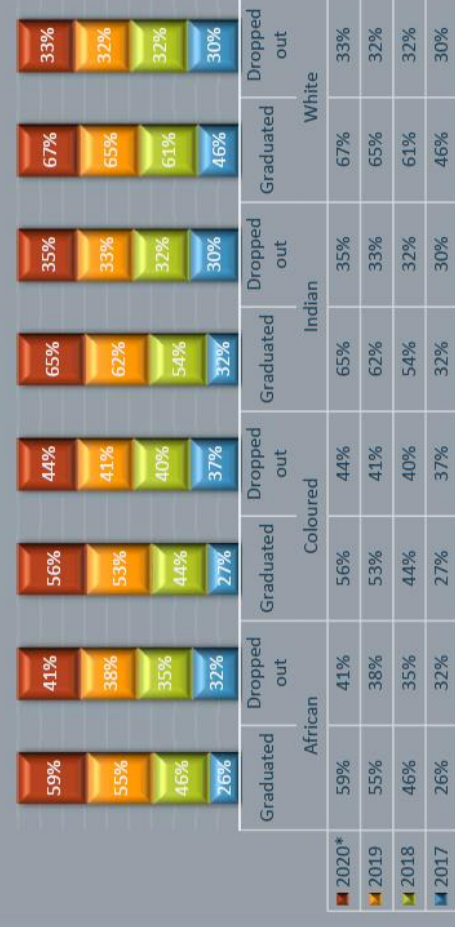
## 3-year Diploma



## 3-year Degrees



## 3-year Degrees



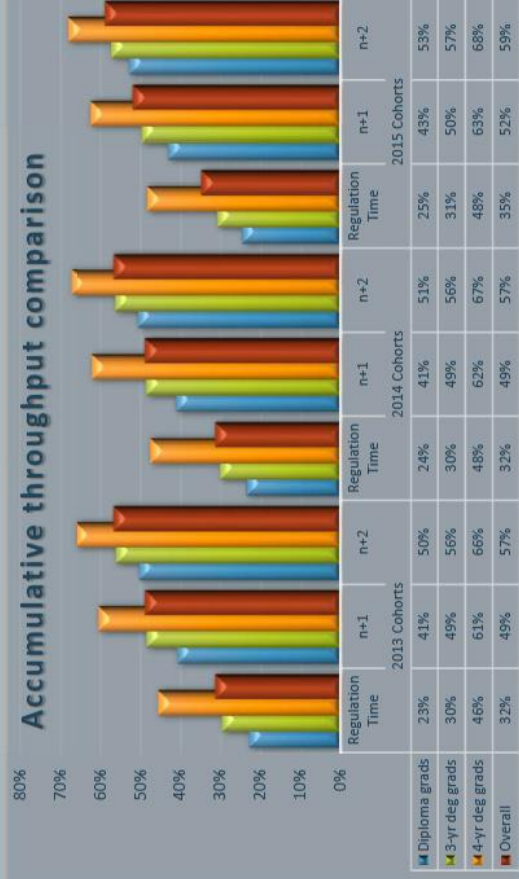
## 4-year Degress



## 4-year Degress



## Accumulative throughput comparison



## Throughput of cohorts 2013, 2014 & 2015



Figure 145: Throughput rates for 360-credit diplomas with first year of enrolment in 2015 (excluding UNISA)

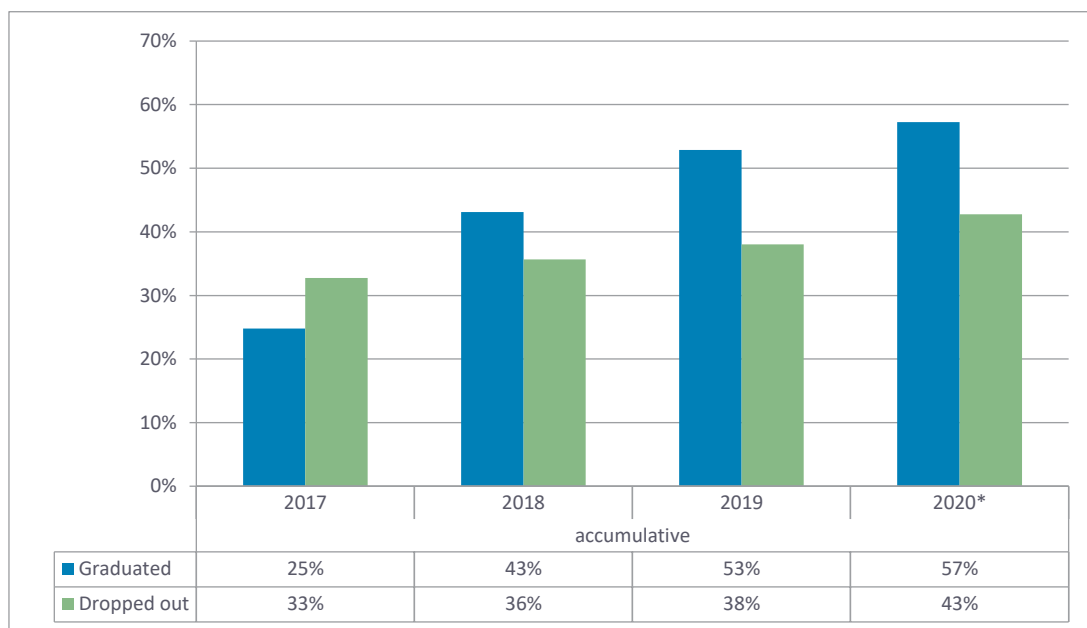
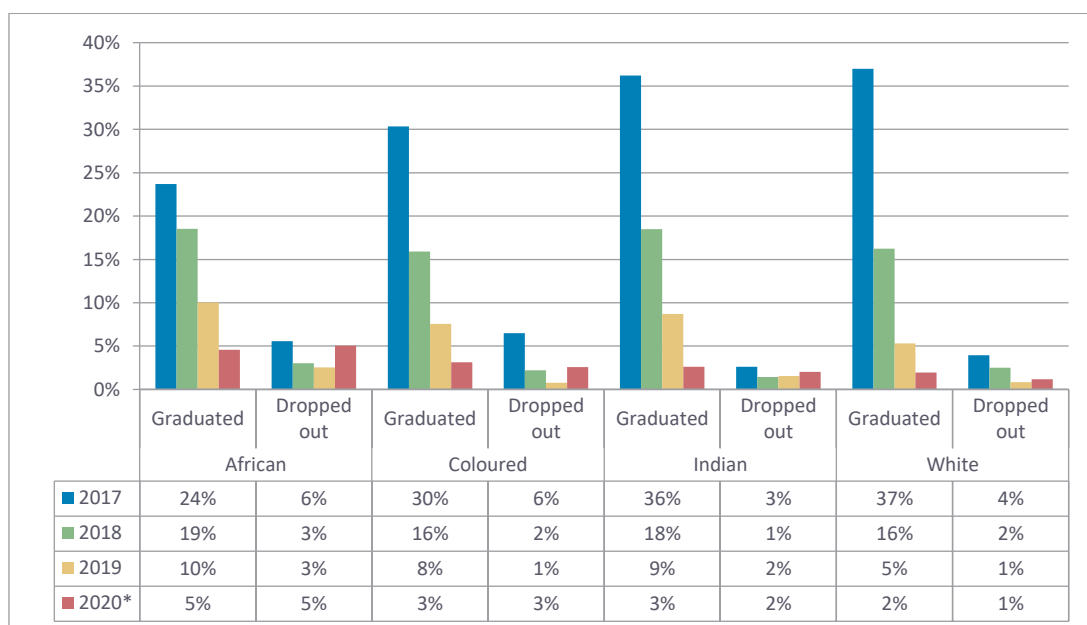


Figure 146: Throughput rates by race for 360-credit diplomas with first year of enrolment in 2015 (excluding UNISA) - non-accumulative



\* There may be potential graduates remaining in the system after 2020.

Figure 147: Throughput rates by race for 360-credit diplomas with first year of enrolment in 2015 (excluding UNISA) – accumulative

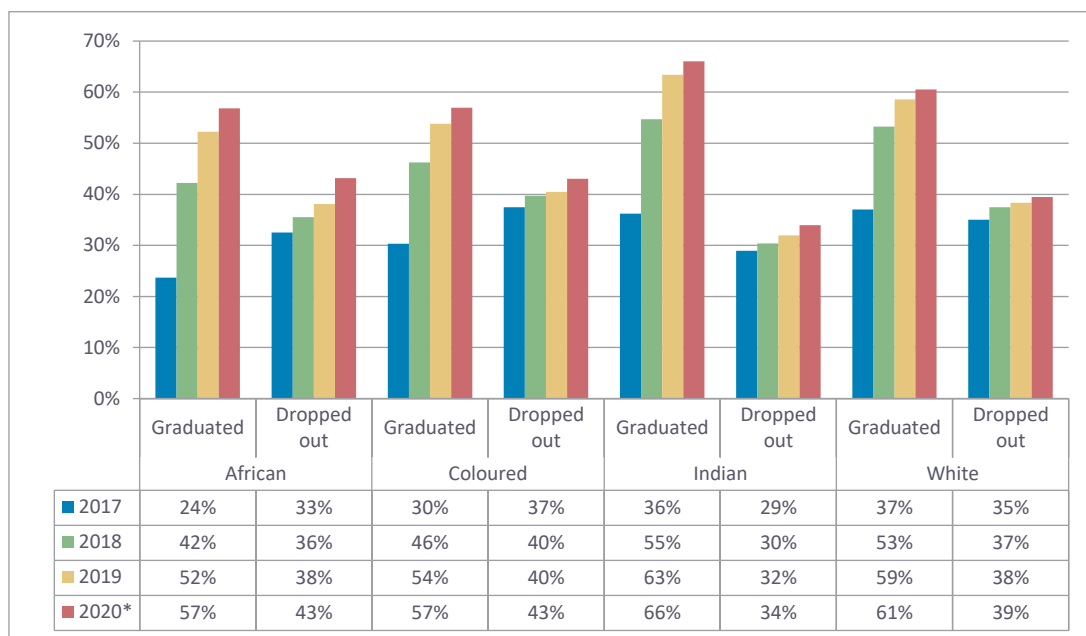
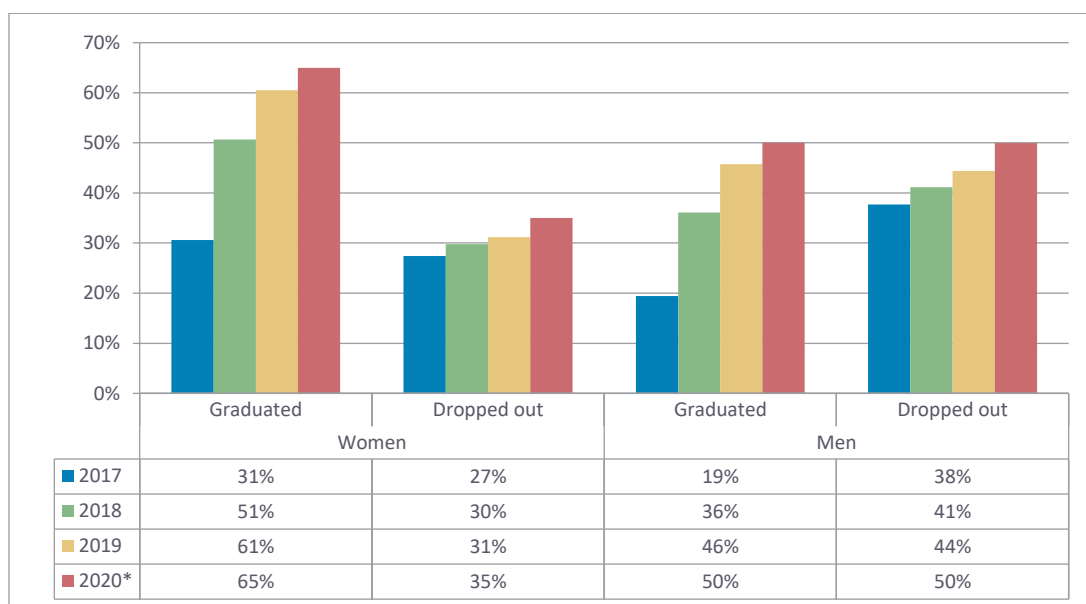


Figure 148: Throughput rates by gender for 360-credit diplomas with first year of enrolment in 2015 (excluding UNISA) – accumulative



\* There may be potential graduates remaining in the system after 2020.

Figure 149: Throughput rates for 3-year degrees with first year of enrolment in 2015 (excluding UNISA)

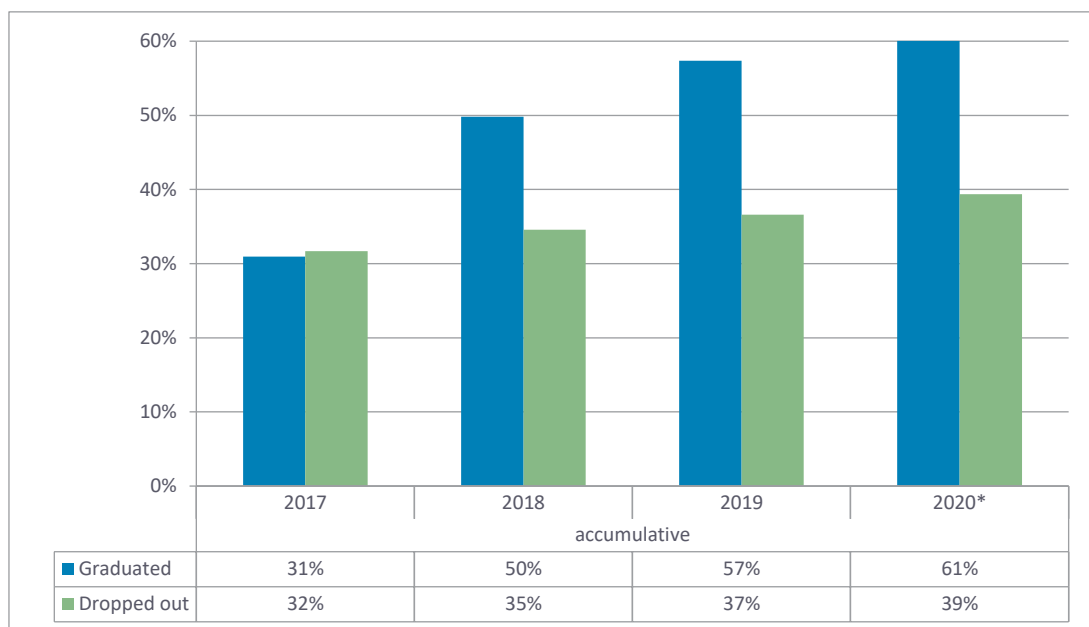


Figure 150: Throughput rates by race for 3-year degrees with first year of enrolment in 2015 (excluding UNISA) - non-accumulative

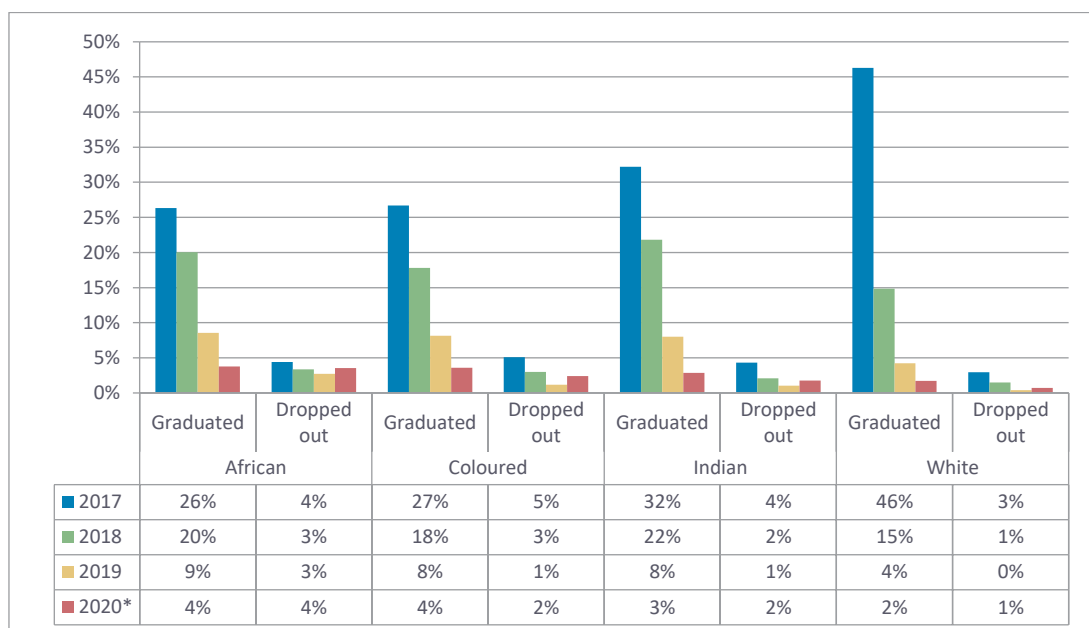


Figure 151: Throughput rates by race for 3-year degrees with first year of enrolment in 2015 (excluding UNISA) – accumulative

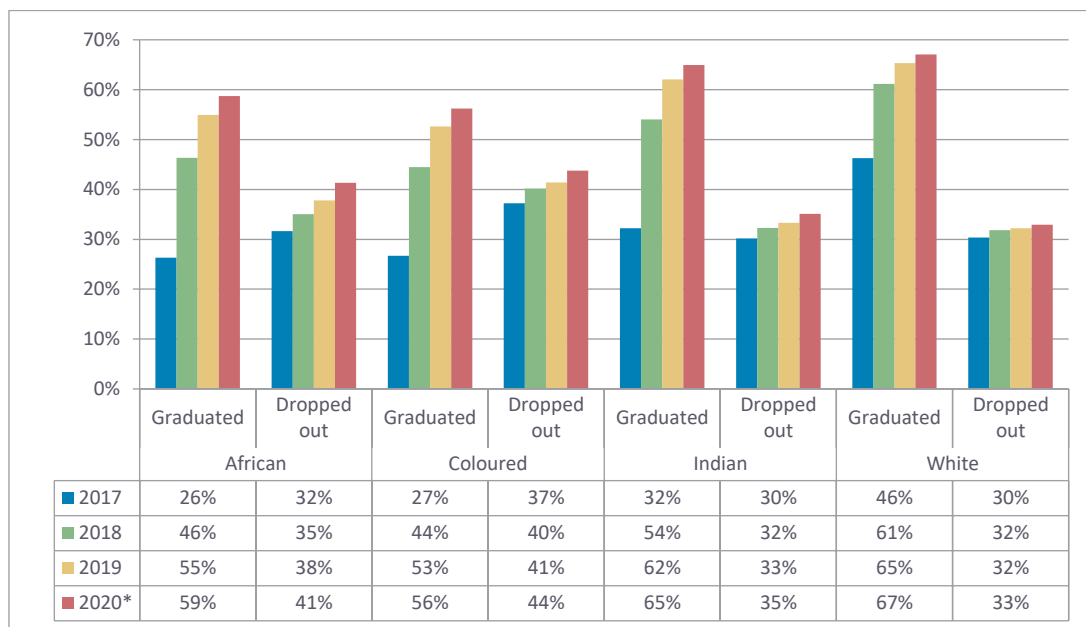
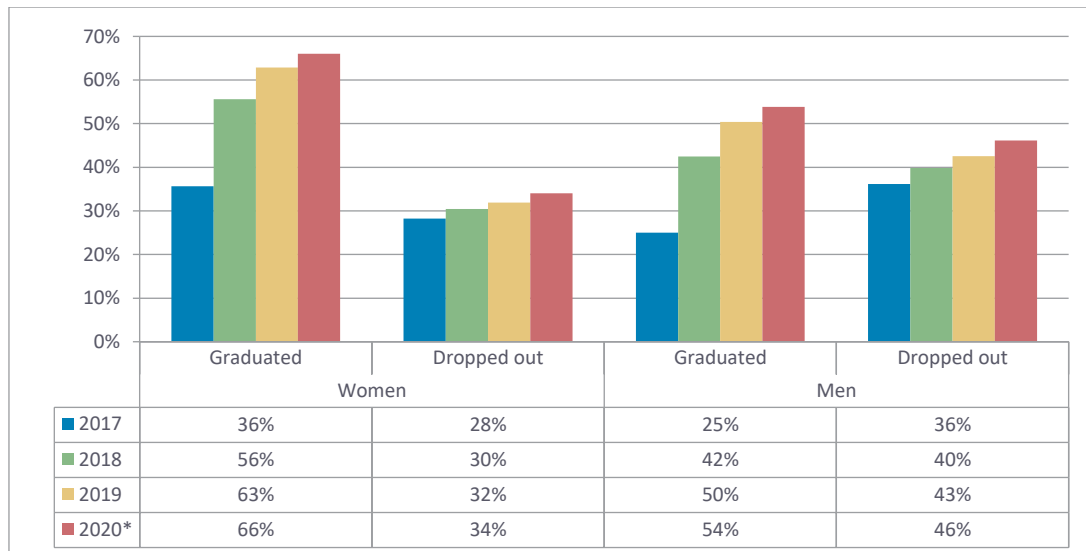


Figure 152: Throughput rates by gender for 3-year degrees with first year of enrolment in 2015 (excluding UNISA) – accumulative



\* There may be potential graduates remaining in the system after 2020.

Figure 153: Throughput rates for 4-year degrees with first year of enrolment in 2015 (excluding UNISA)

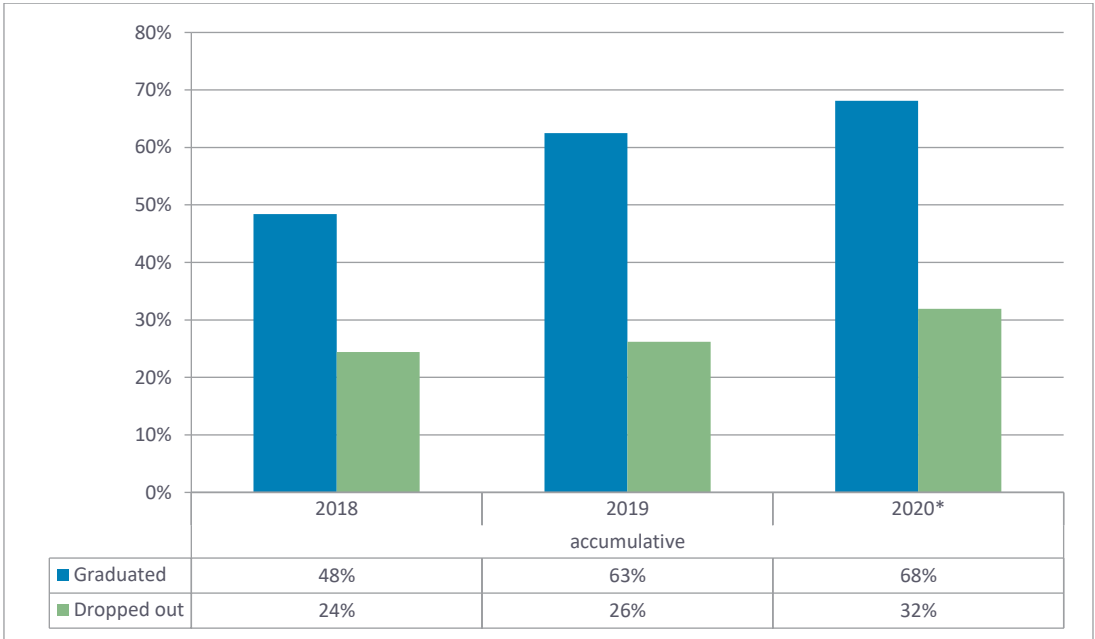
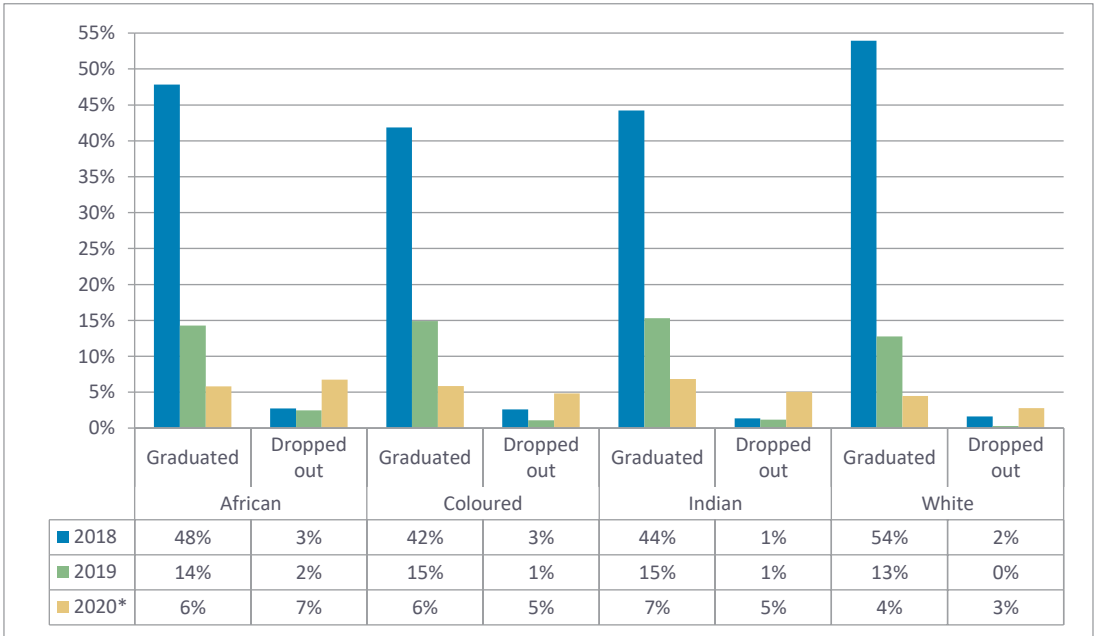


Figure 154: Throughput rates by race for 4-year degrees with first year of enrolment in 2015 (excluding UNISA) - non-accumulative



\* There may be potential graduates remaining in the system after 2020.

Figure 155: Throughput rates by race for 4-year degrees with first year of enrolment in 2015 (excluding UNISA) – accumulative

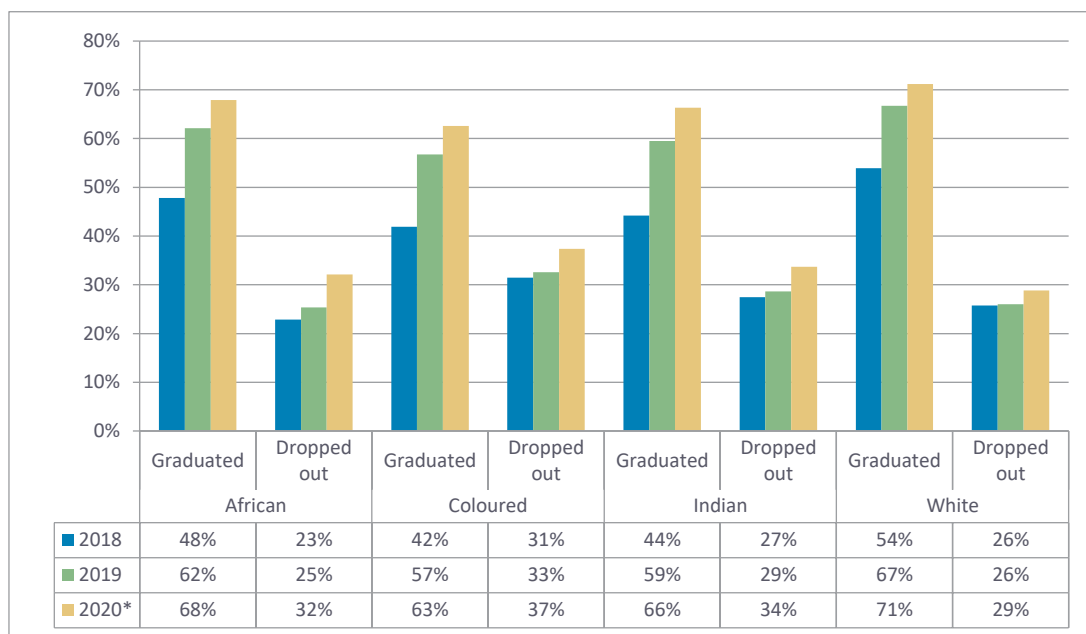
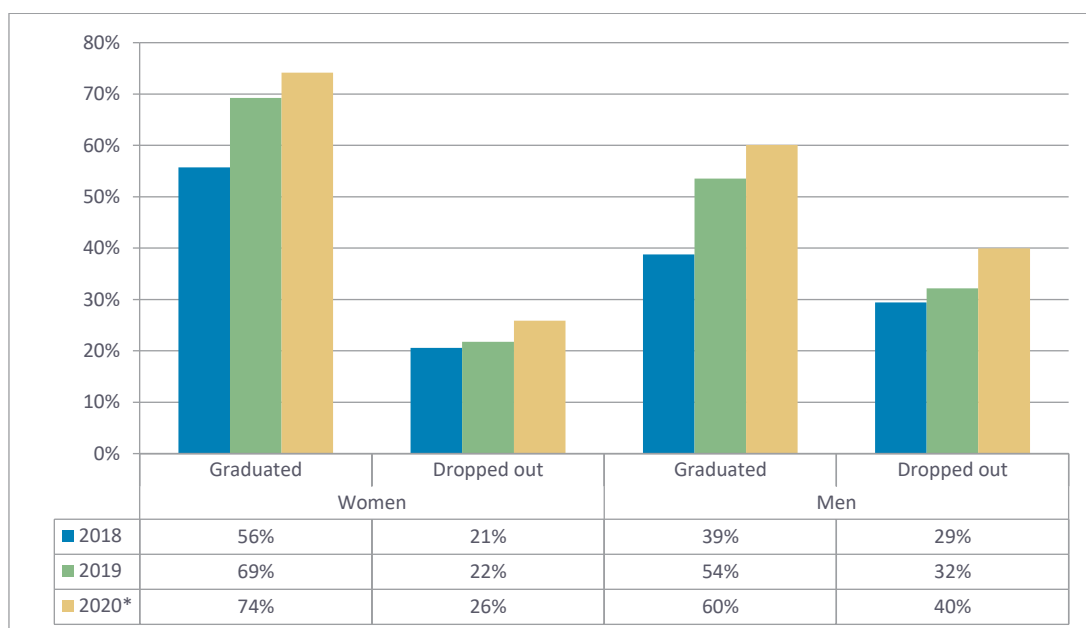


Figure 156: Throughput rates by gender for 4-year degrees with first year of enrolment in 2015 (excluding UNISA) – accumulative



# 360-credit diplomas by broad field

Figure 157: Percentage of the 2015 cohort doing 360-credit diplomas that graduated in 6 years i.e. by 2020\*\*

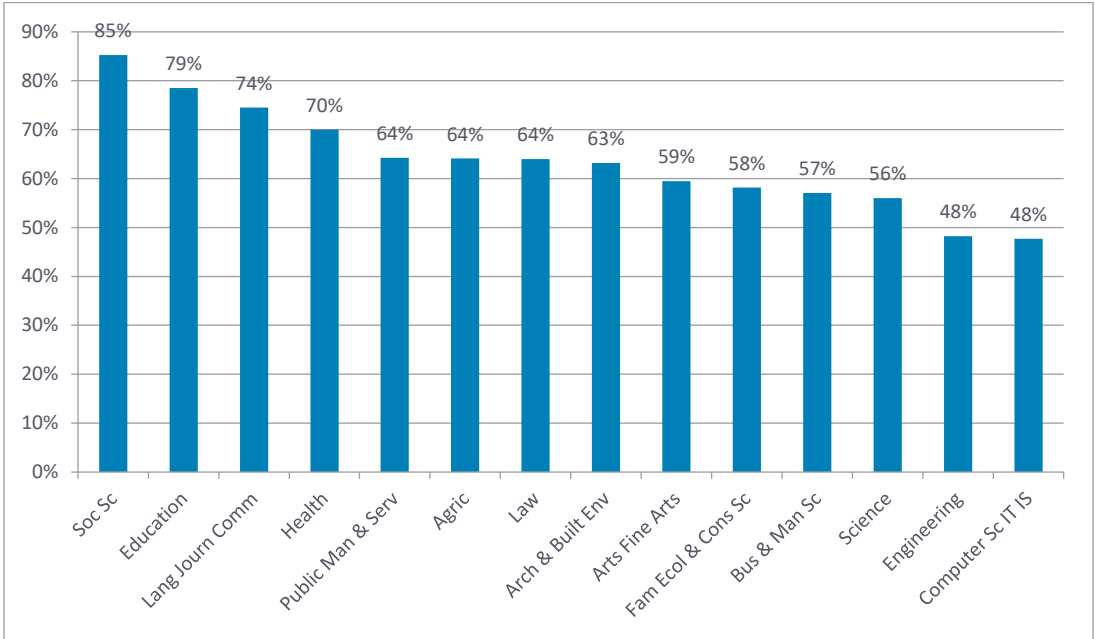
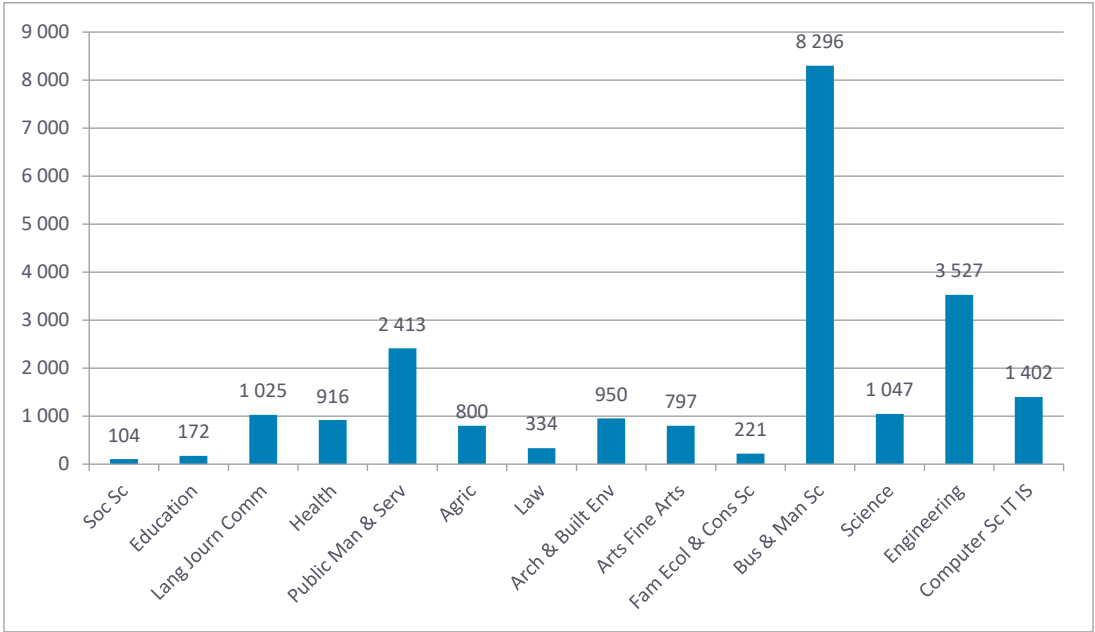


Figure 158: Headcount of the 2015 cohort doing 360-credit diplomas that graduated in 6 years i.e. by 2020



\* There may be potential graduates remaining in the system after 2020.

\*\* 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 numbers are shown in the graphs for 360-credit diplomas below.

Figure 159: Throughput rates for 360-credit diplomas (Business & Management Sciences) with first year of enrolment in 2015 (excluding UNISA)

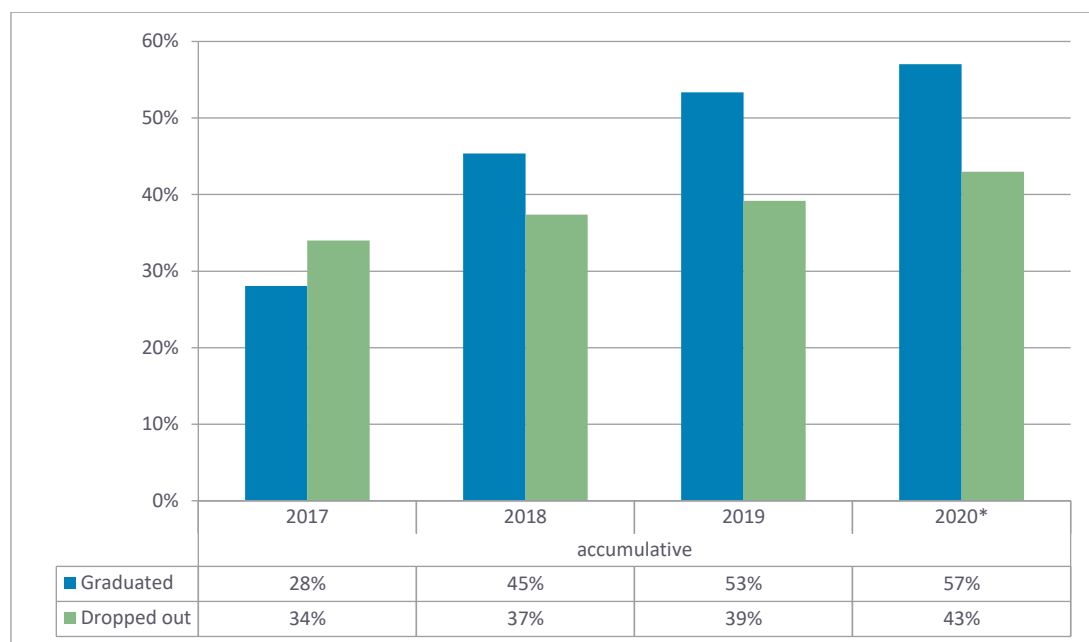
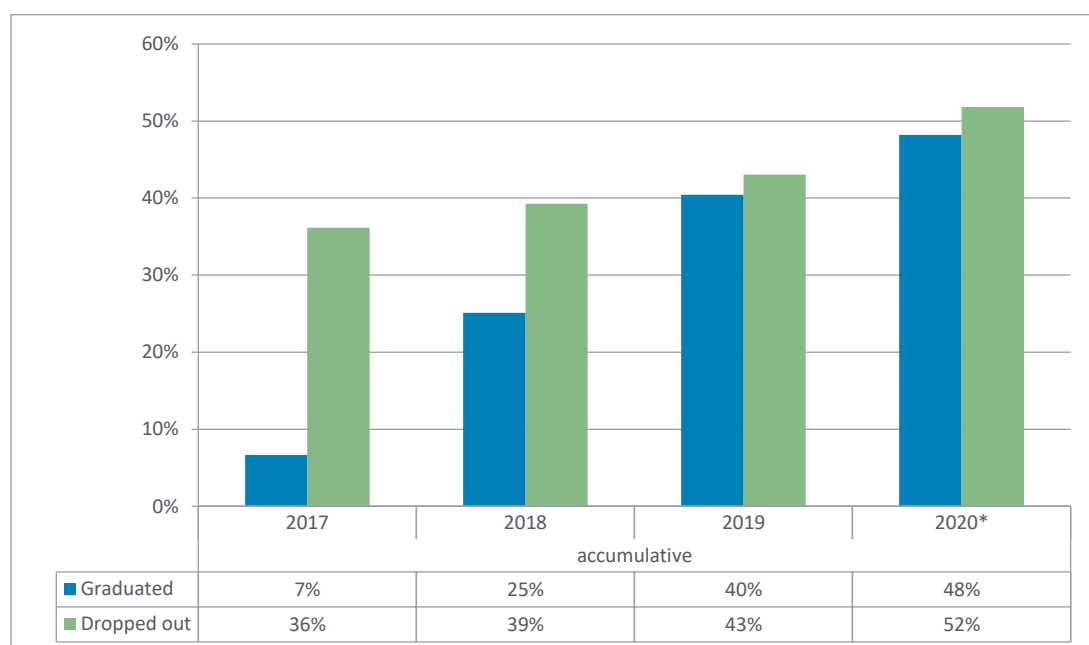


Figure 160: Throughput rates for 360-credit diplomas (Engineering) with first year of enrolment in 2015 (excluding UNISA)



\* There may be potential graduates remaining in the system after 2020.

Figure 161: Throughput rates for 360-credit diplomas (Public Management & Services) with first year of enrolment in 2015 (excluding UNISA)

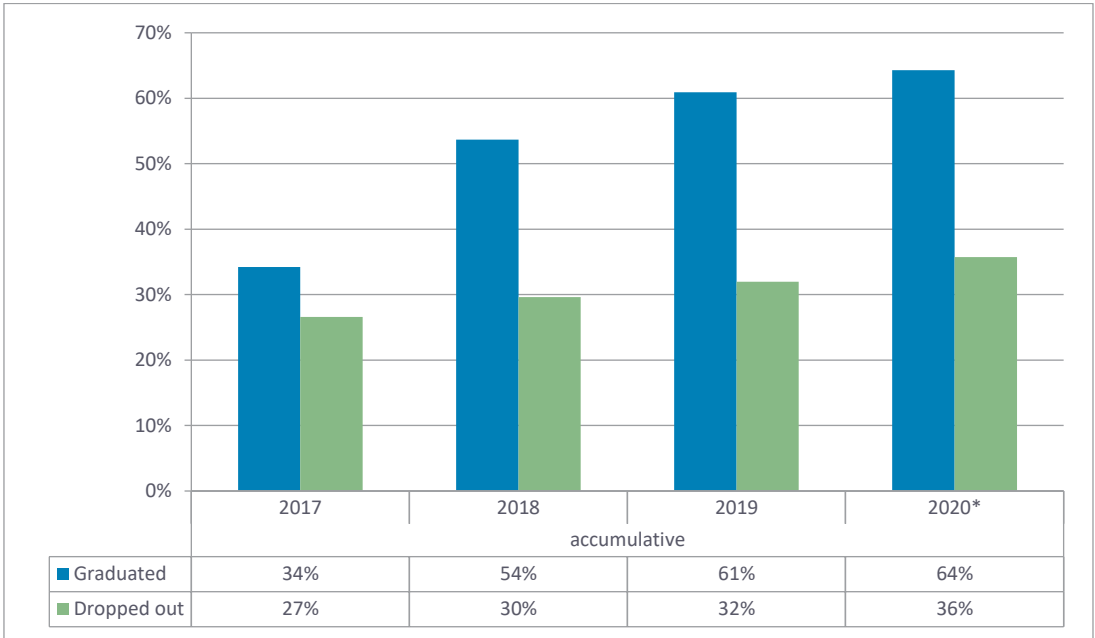


Figure 162: Throughput rates for 360-credit diplomas (Computer Science, Information Technology & Information Systems) with first year of enrolment in 2015 (excluding UNISA)

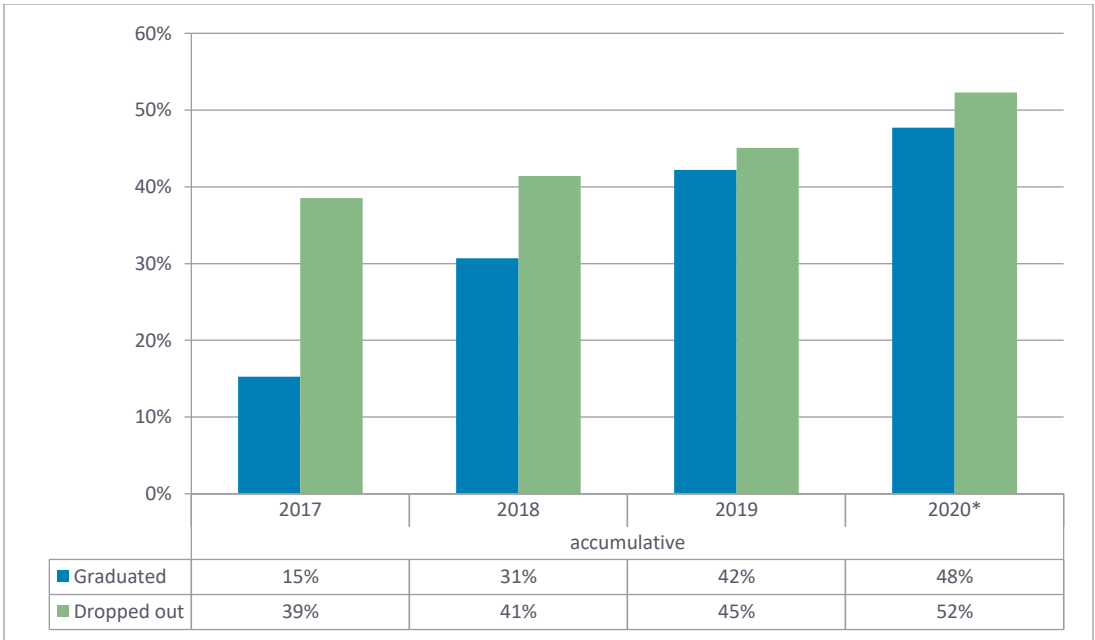


Figure 163: Throughput rates for 360-credit diplomas (Science) with first year of enrolment in 2015 (excluding UNISA)

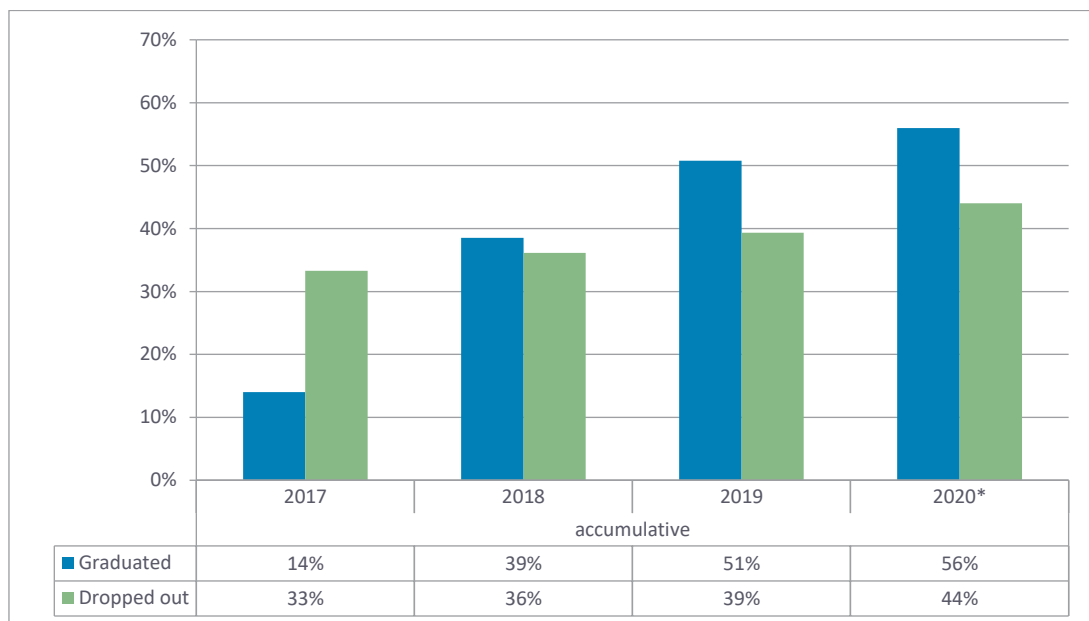
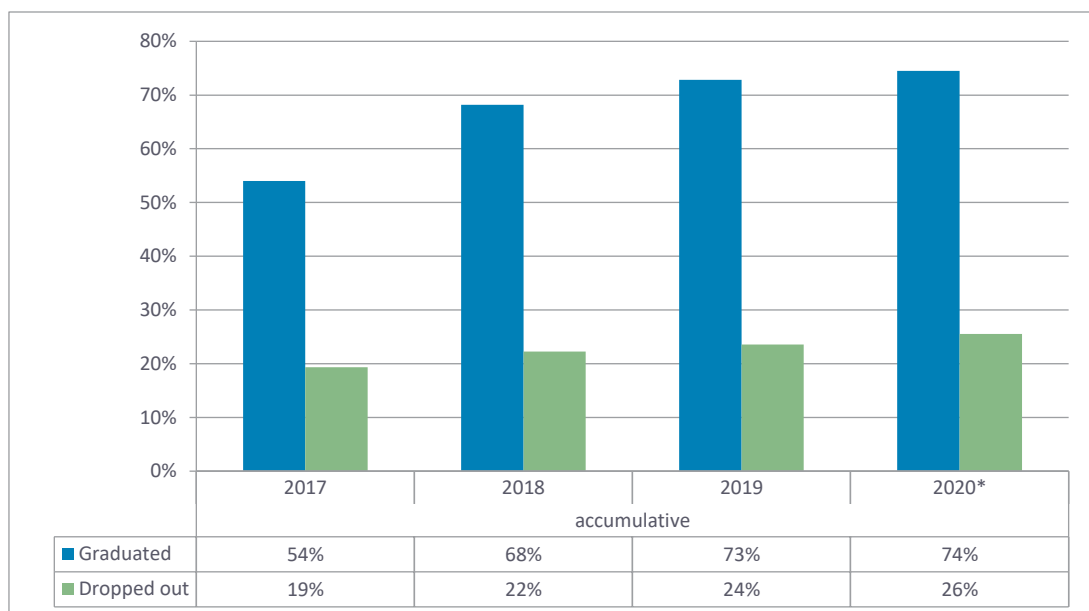


Figure 164: Throughput rates for 360-credit diplomas (Language, Journalism, Communication) with first year of enrolment in 2015 (excluding UNISA)



# 3-year degrees by broad field\*\*

Figure 165: Percentage of the 2015 cohort doing a 3-year degree that graduated in 6 years i.e. by 2020

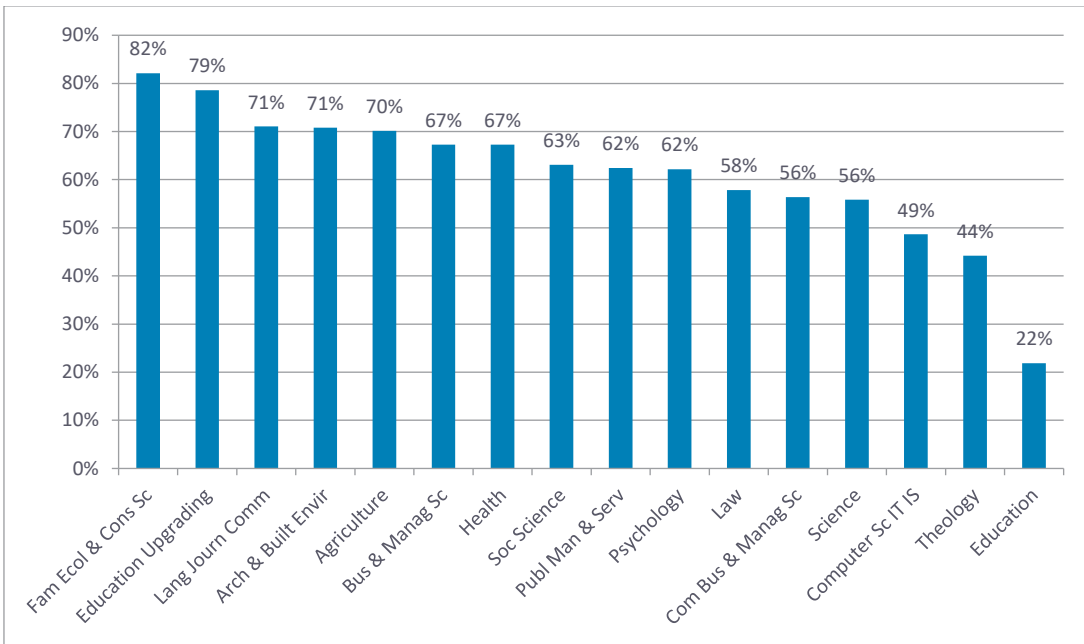
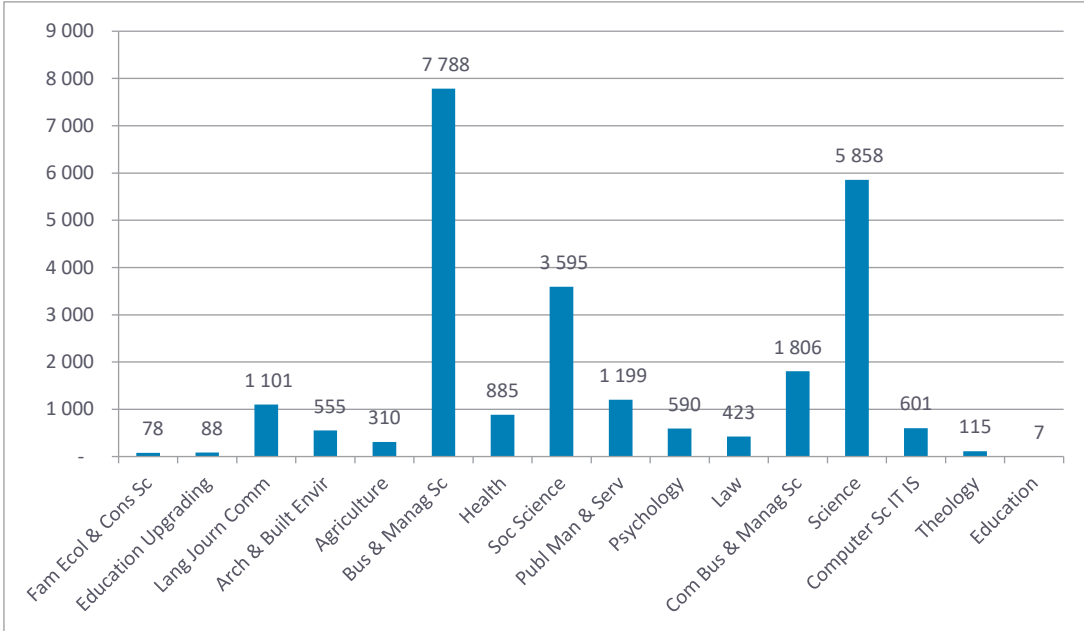


Figure 166: Headcount of the 2015 cohort doing a 3-year degree that graduated in 6 years i.e. by 2020



\* There may be potential graduates remaining in the system after 2020.

\*\* 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 numbers are shown in the graphs for 3-year degrees below.

Figure 167: Throughput rates for 3-year degrees (Business & Management Sciences) with first year of enrolment in 2015 (excluding UNISA)

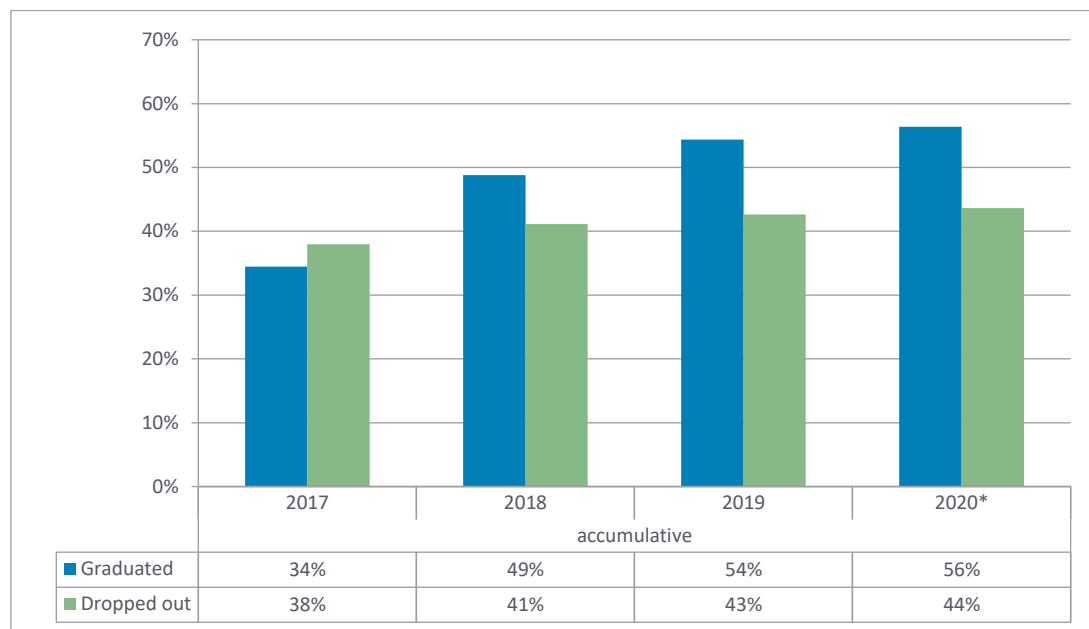


Figure 168: Throughput rates for 3-year degrees (Science) with first year of enrolment in 2015 (excluding UNISA)

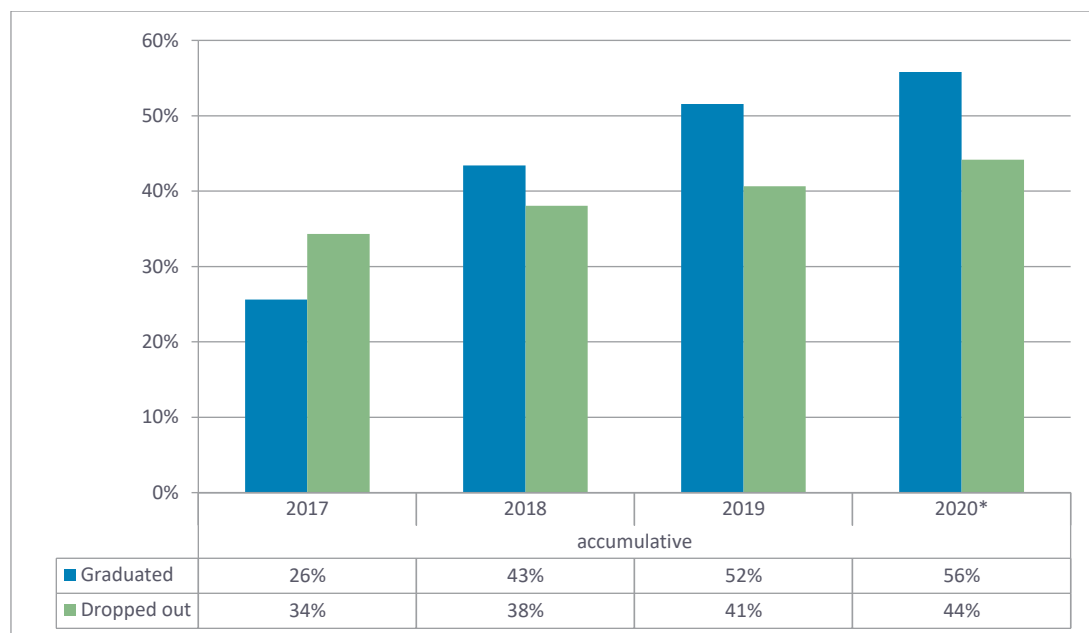


Figure 169: Throughput rates for 3-year degrees (Social Science) with first year of enrolment in 2015 (excluding UNISA)

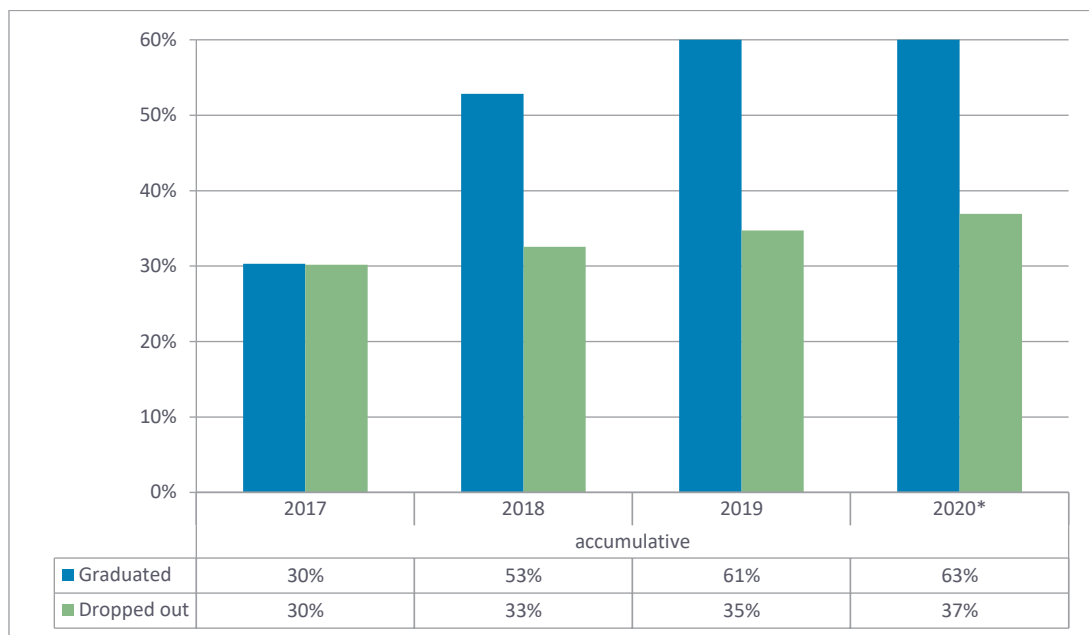


Figure 170: Throughput rates for 3-year degrees (Public Management & Services) with first year of enrolment in 2015 (excluding UNISA)

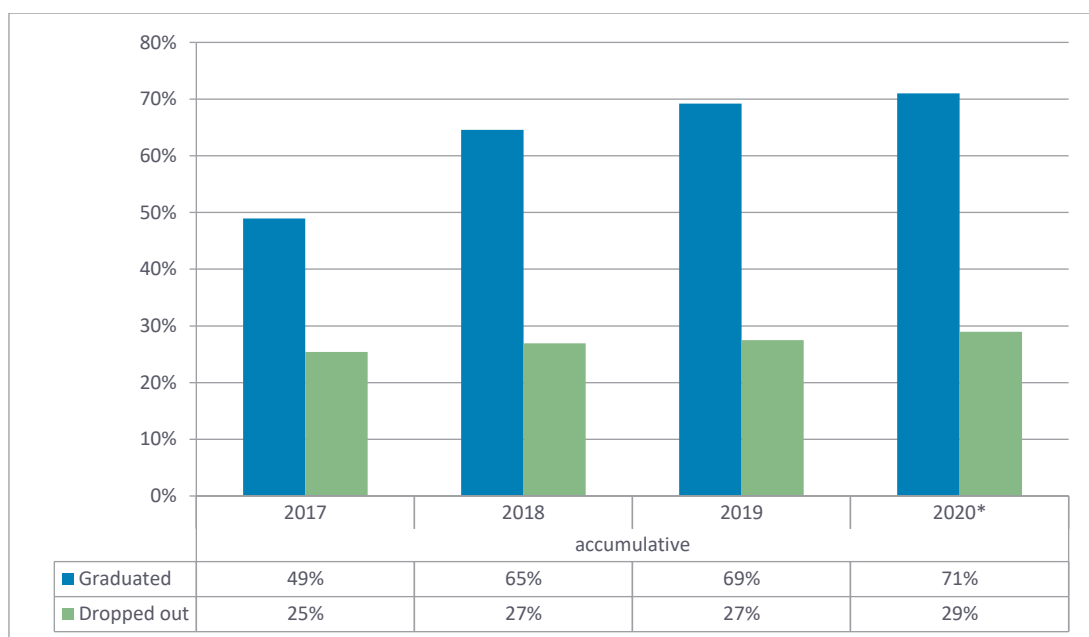
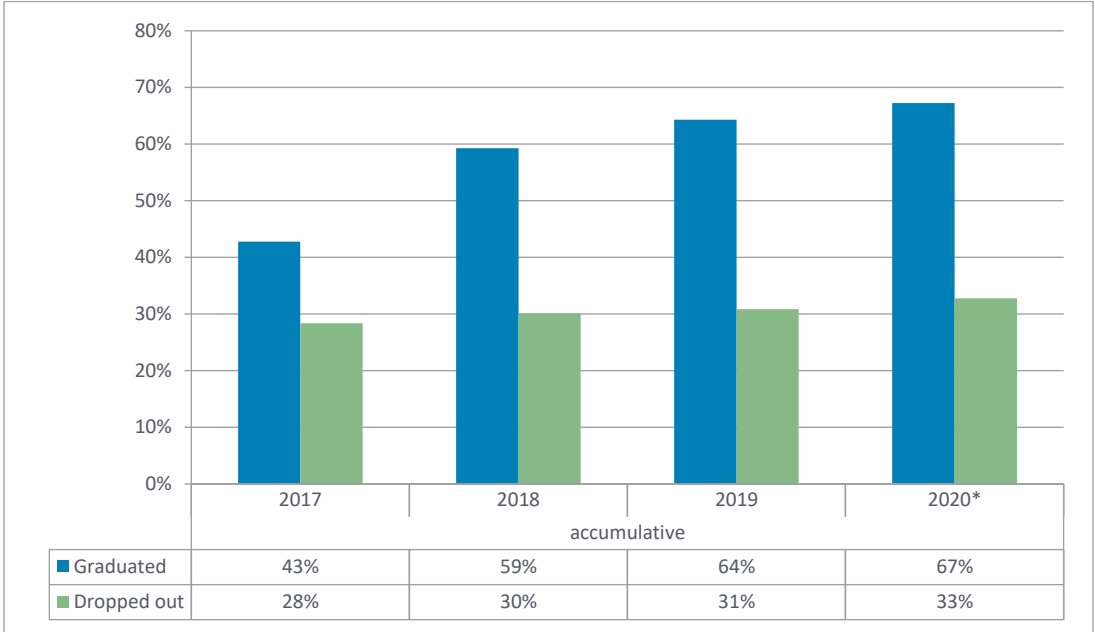


Figure 171: Throughput rates for 3-year degrees (Language, Journalism & Communication) with first year of enrolment in 2015 (excluding UNISA)



## 4-year degrees by broad field\*

Figure 172: Percentage of the 2015 cohort doing 4-year degrees that graduated in 6 years i.e. by 2020

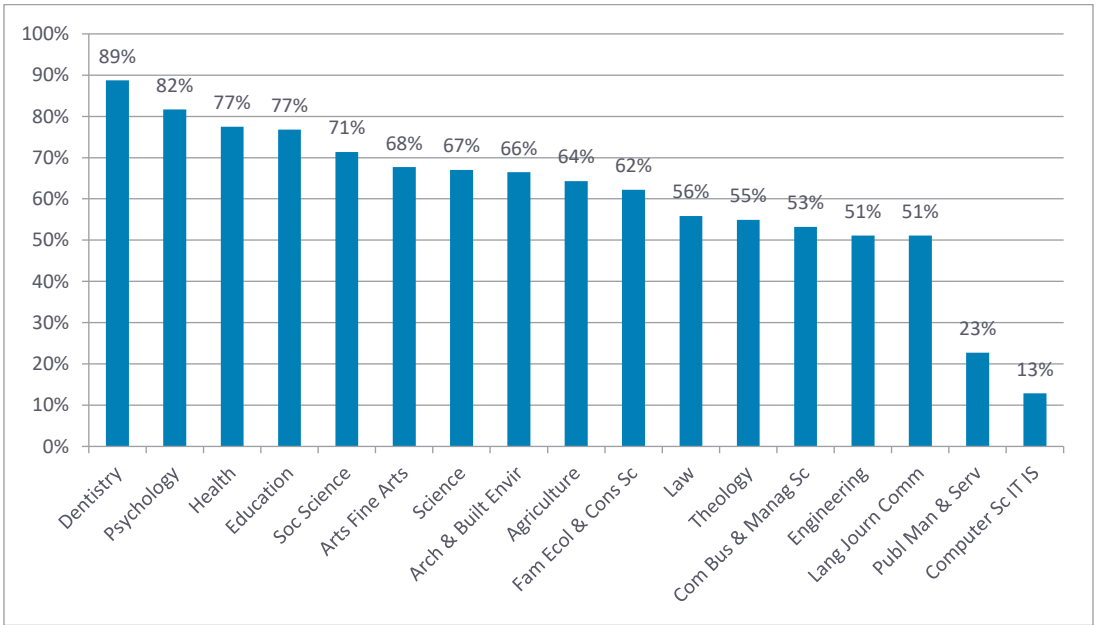


Figure 173: Headcount of the 2015 cohort doing 4-year degrees that graduated in 6 years i.e. by 2020

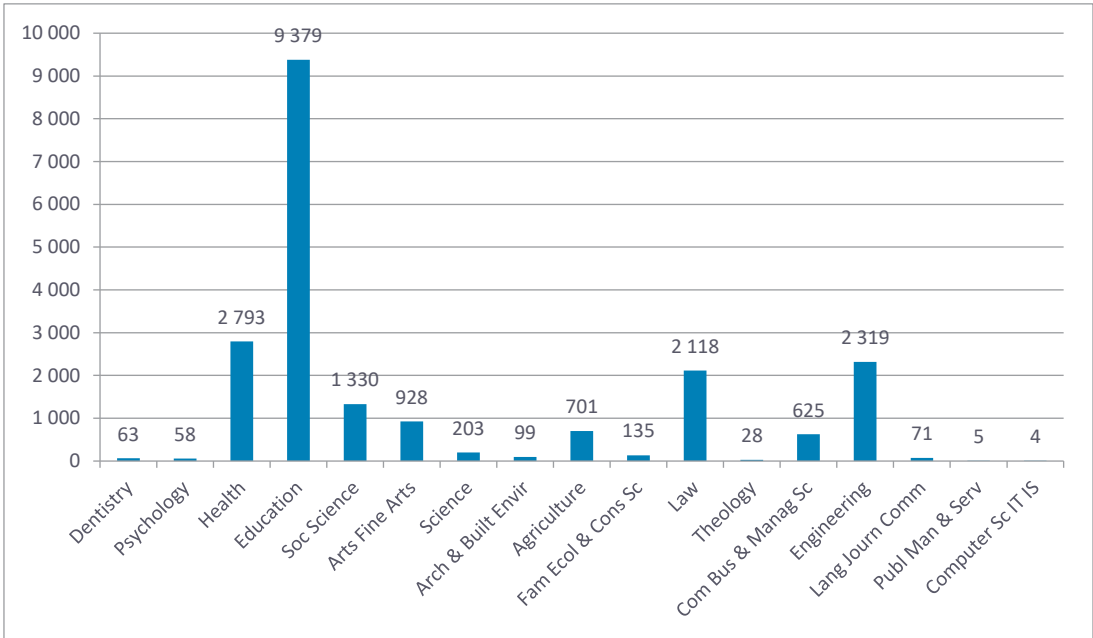
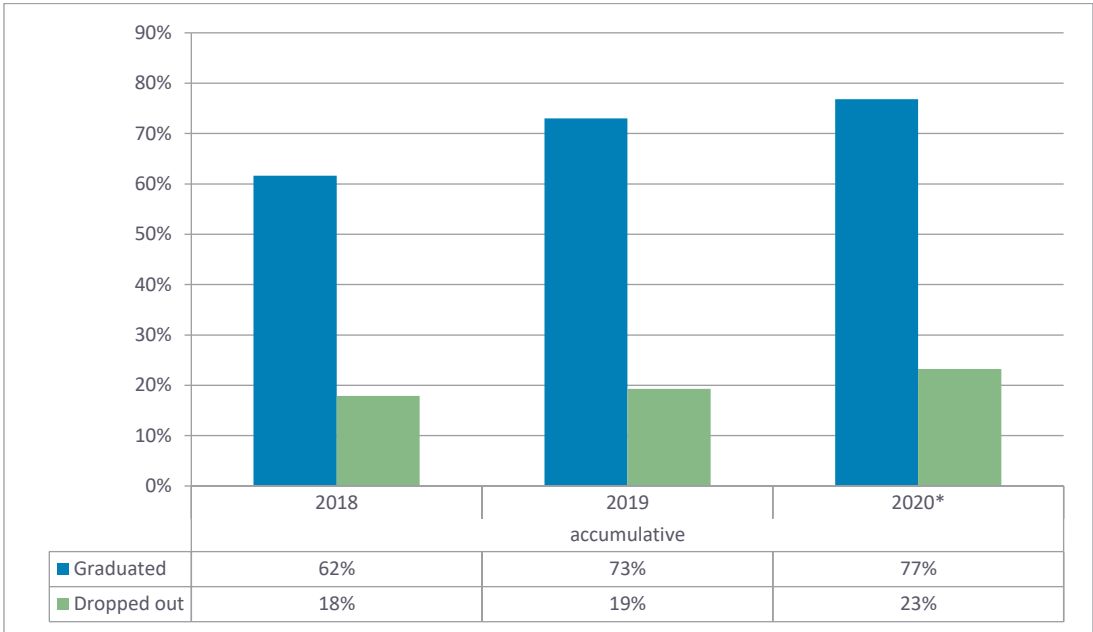


Figure 174: Throughput rates for 4-year degrees (Education) with first year of enrolment in 2015 (excluding UNISA)



\* 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 numbers are shown in the graphs for 4-year degrees.

Figure 175: Throughput rates for 4-year degrees (Health) with first year of enrolment in 2015 (excluding UNISA)

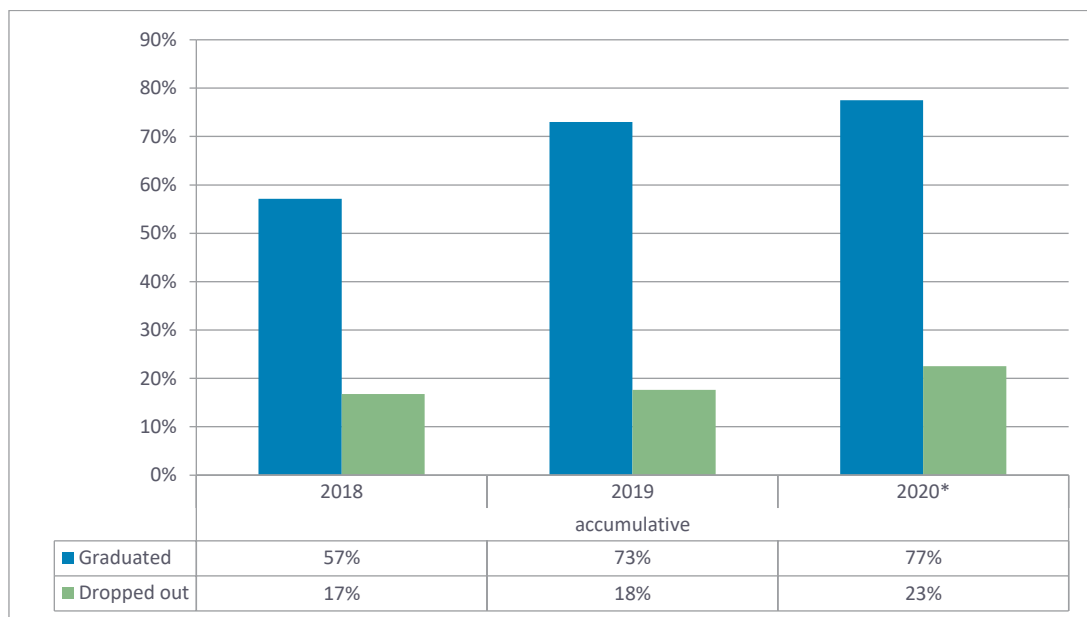


Figure 176: Throughput rates for 4-year degrees (Engineering) with first year of enrolment in 2015 (excluding UNISA)

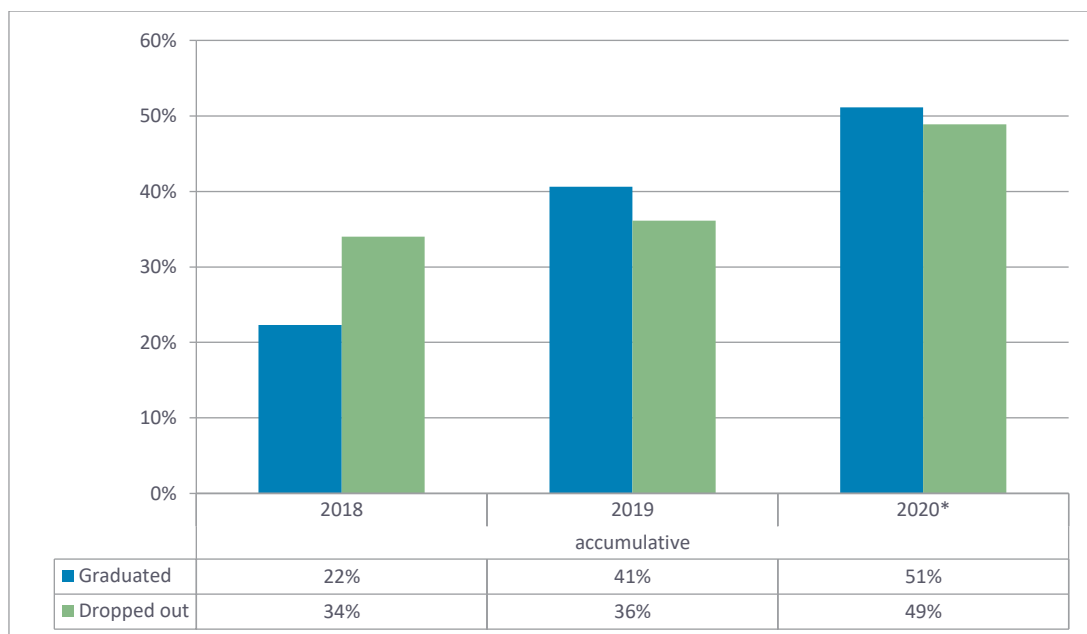


Figure 177: Throughput rates for 4-year degrees (Law) with first year of enrolment in 2015 (excluding UNISA)

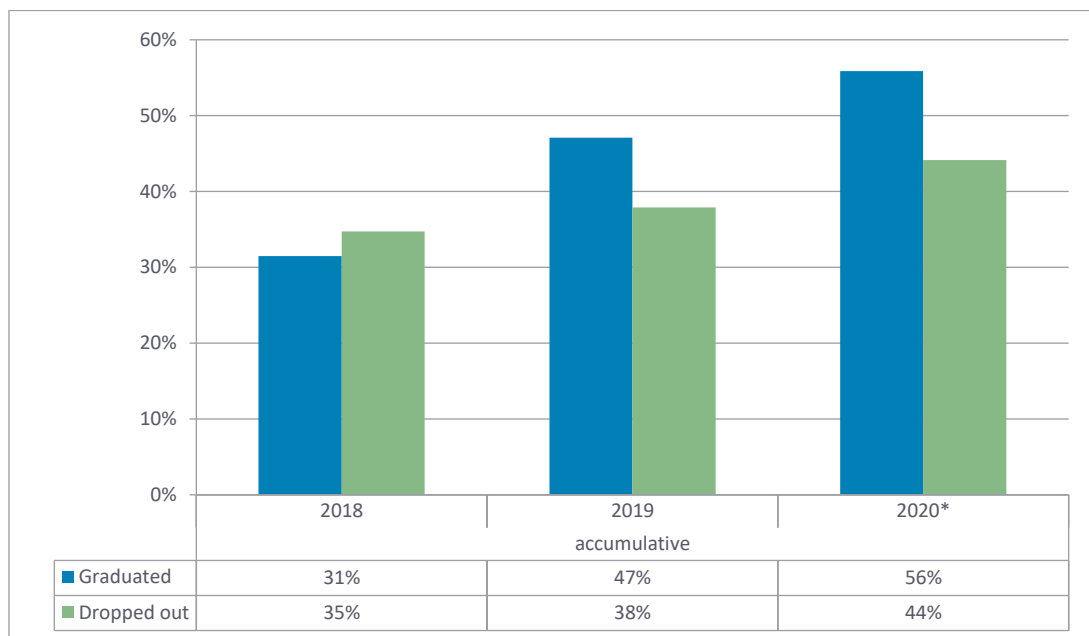


Figure 178: Throughput rates for 4-year degrees (Social Science) with first year of enrolment in 2015 (excluding UNISA)

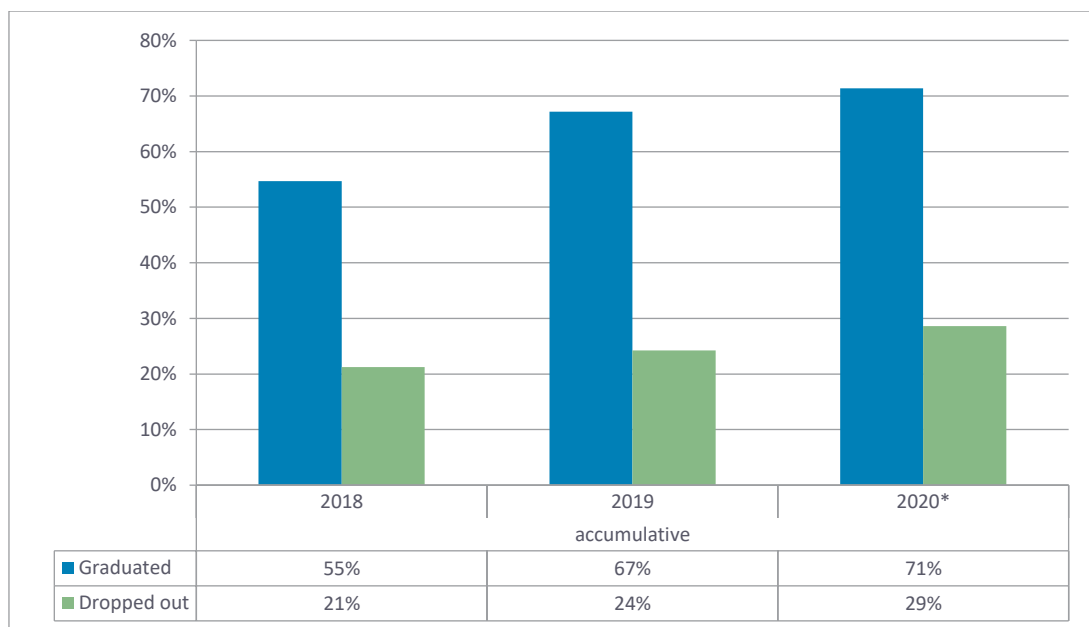


Figure 179: Throughput rates for 4-year degrees (Arts & Fine Arts) with first year of enrolment in 2015 (excluding UNISA)

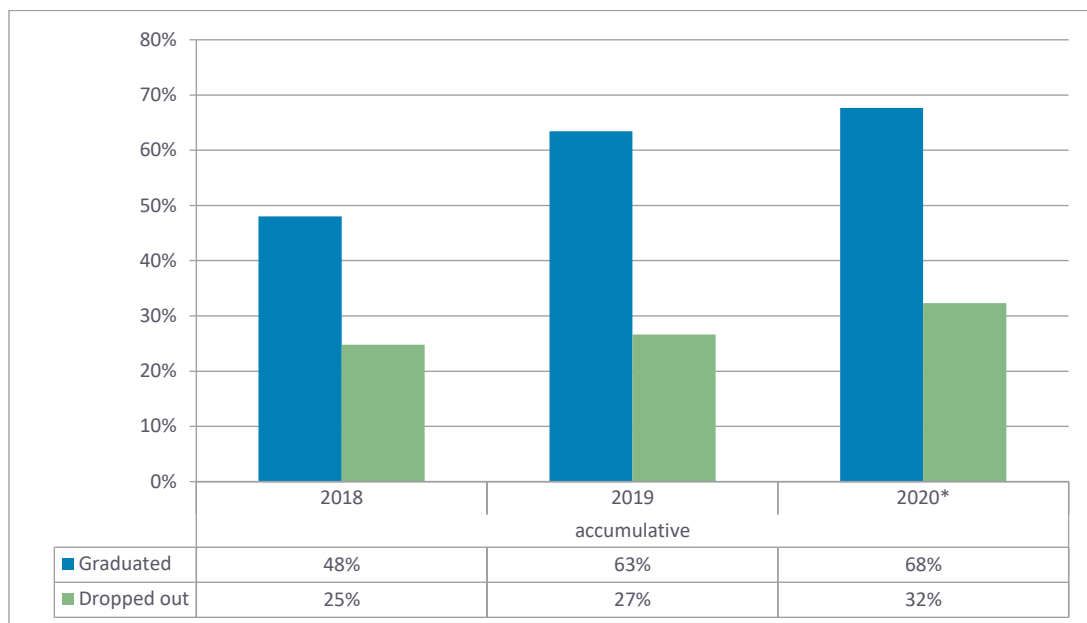


Figure 180: Throughput within regulation time up to n+2 years for 360-credit diplomas, 3-year degrees, 4-year degrees and weighted national rate with first enrolment in 2015 (excluding UNISA)

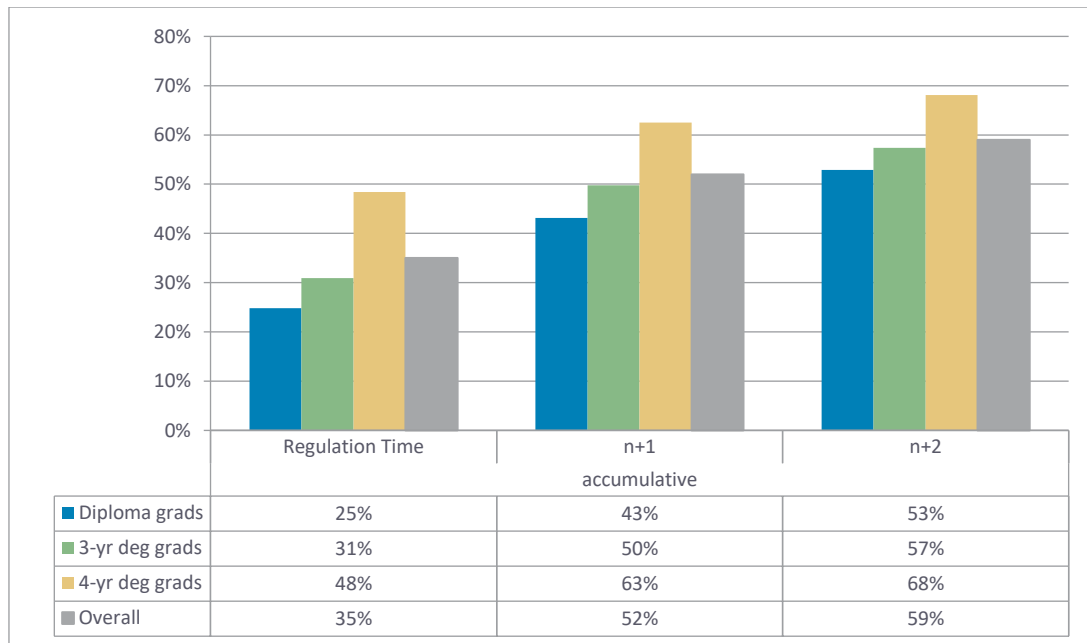


Figure 181: Accumulative throughput comparison of 2013, 2014 and 2015 cohorts finishing within regulation time up to n+2 years for 3-year diplomas, 3-year degrees, 4-year degrees and weighted national rate (excluding UNISA)

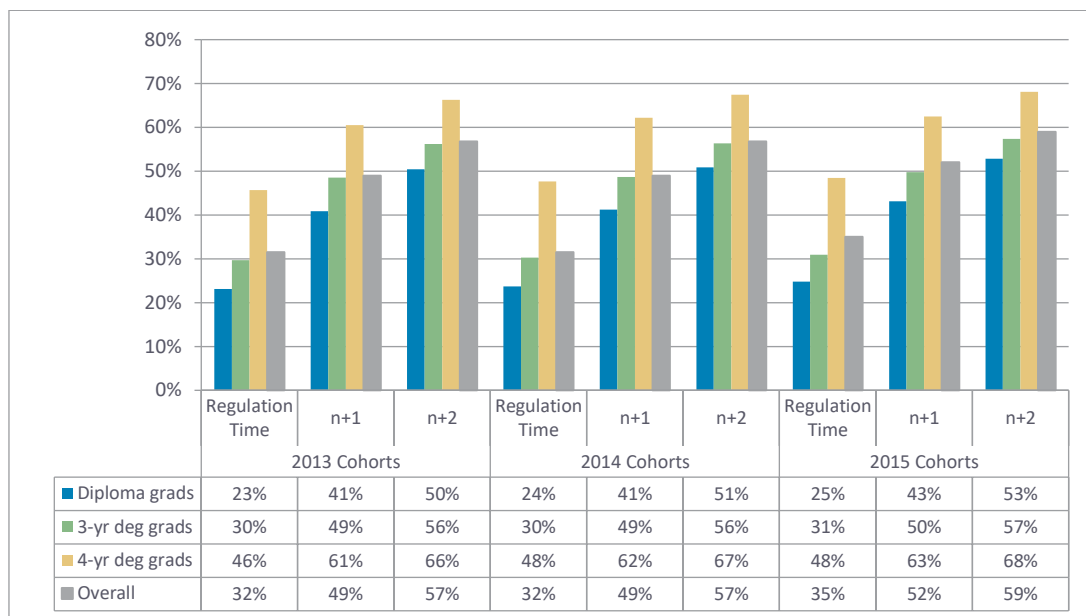


Figure 182: Throughput comparison of 2013, 2014 and 2015 cohorts from regulation time up to n+3 years for 360-credit diplomas (excluding UNISA)

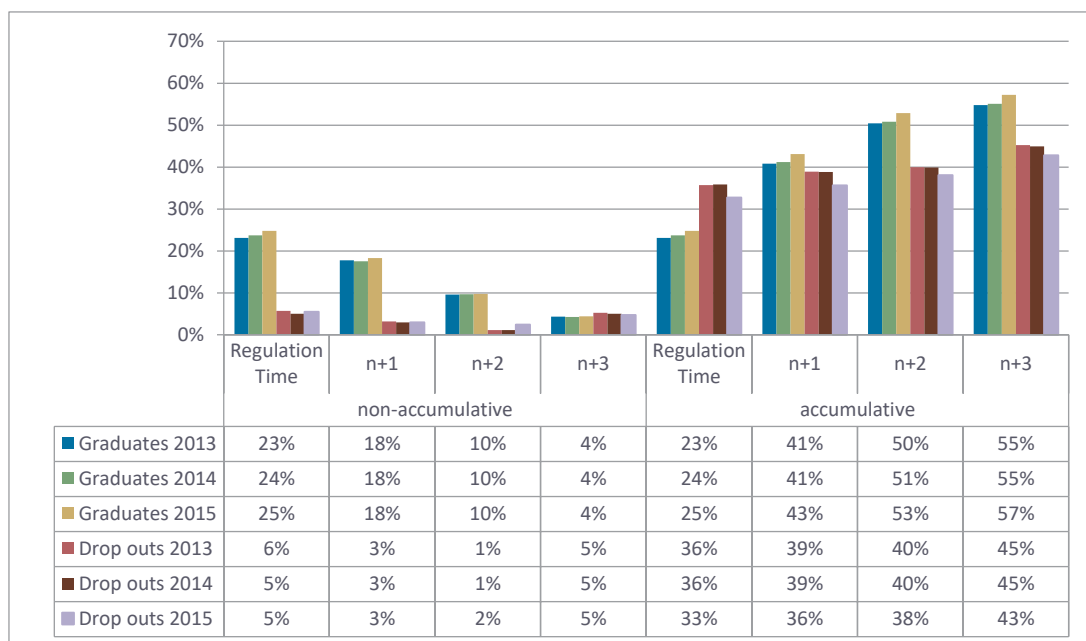


Figure 183: Throughput comparison of 2013, 2014 and 2015 cohorts from regulation time up to n+3 years for 3-year degrees (excluding UNISA)

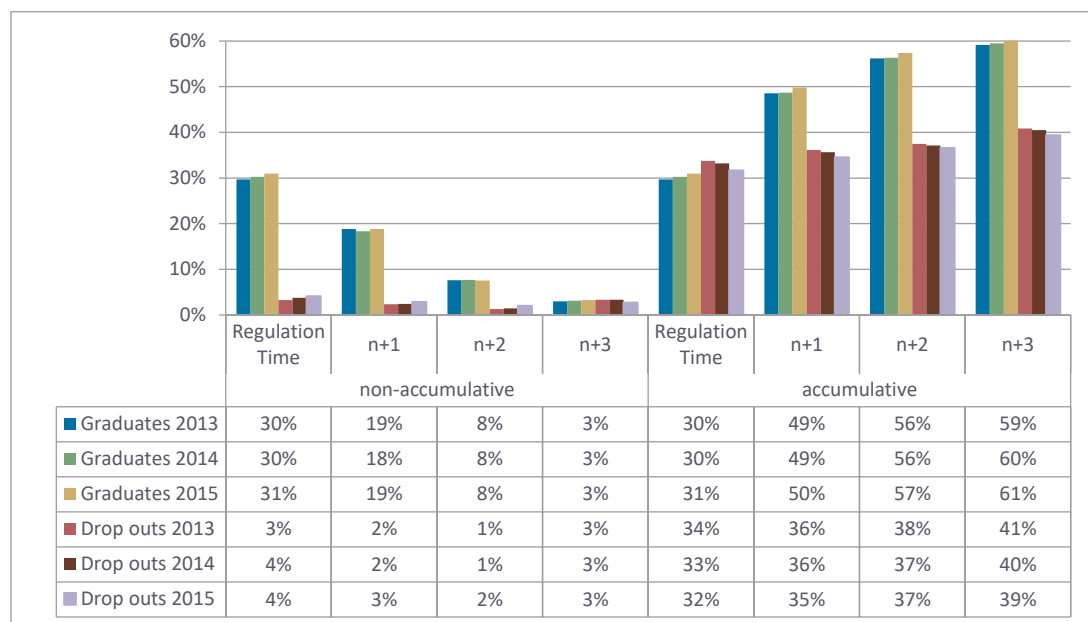


Figure 184: Throughput comparison of 2013, 2014 and 2015 cohorts from regulation time up to n+2 years for 4-year degrees (excluding UNISA)

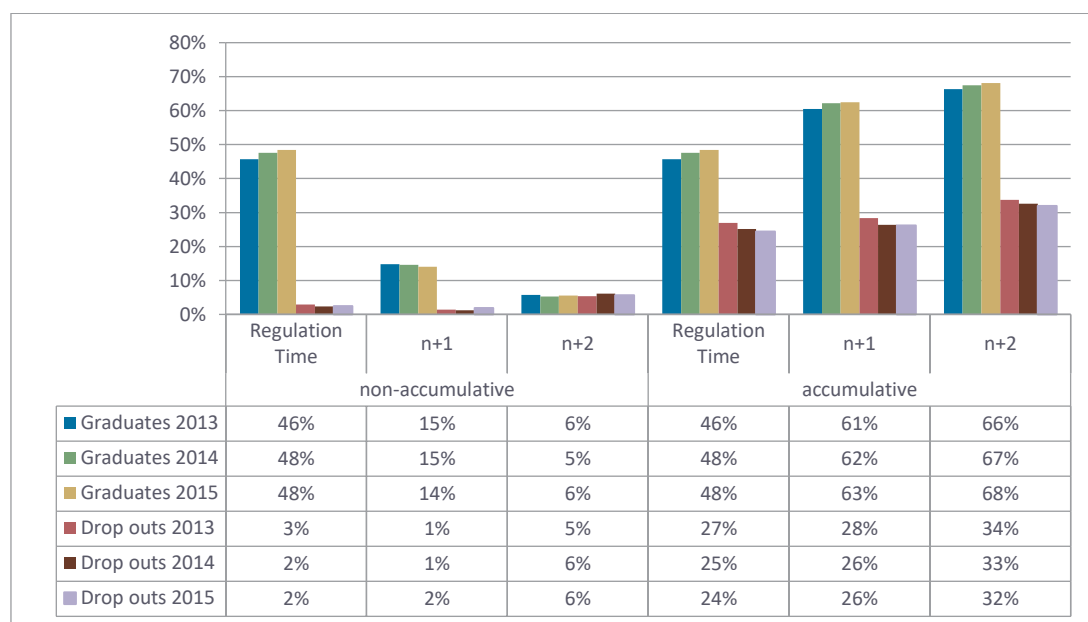


Figure 185: Throughput rates at UNISA for 360-credit diplomas with first year of enrolment in 2013

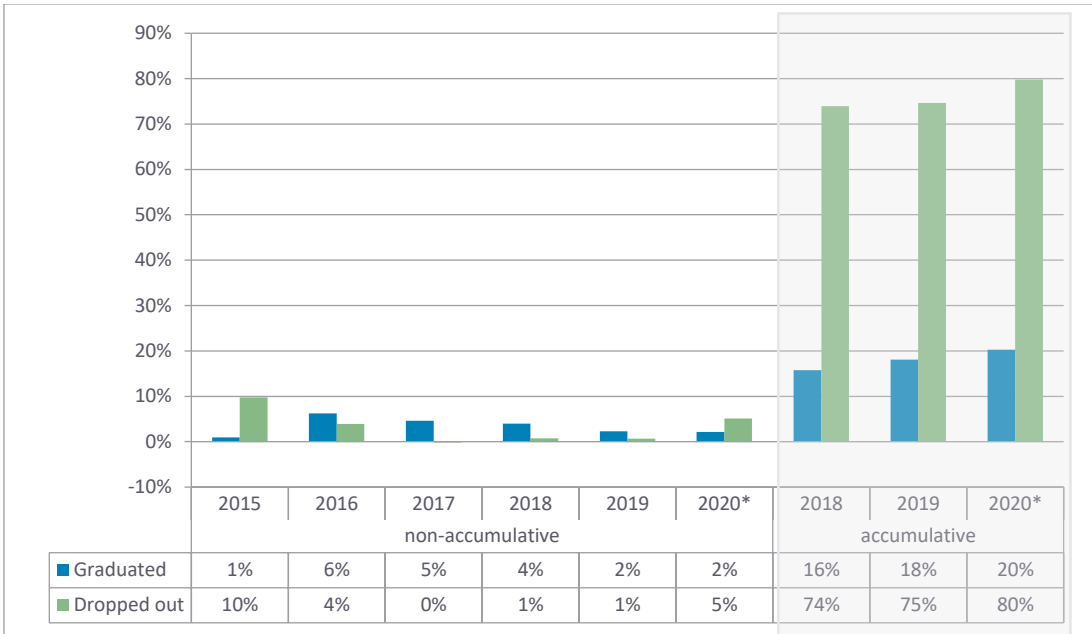
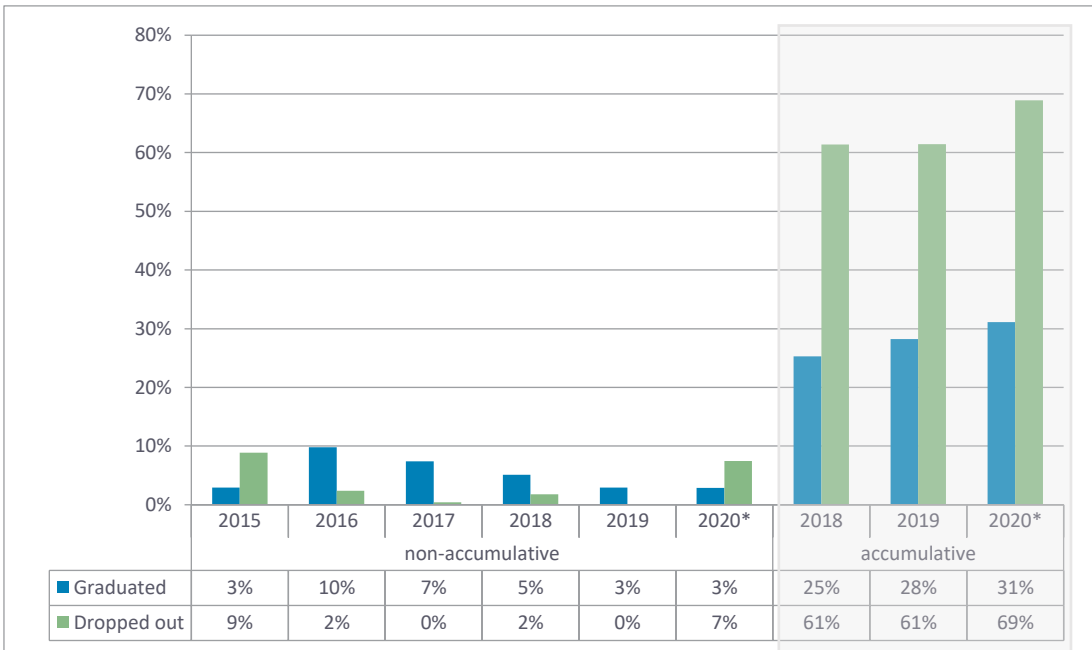


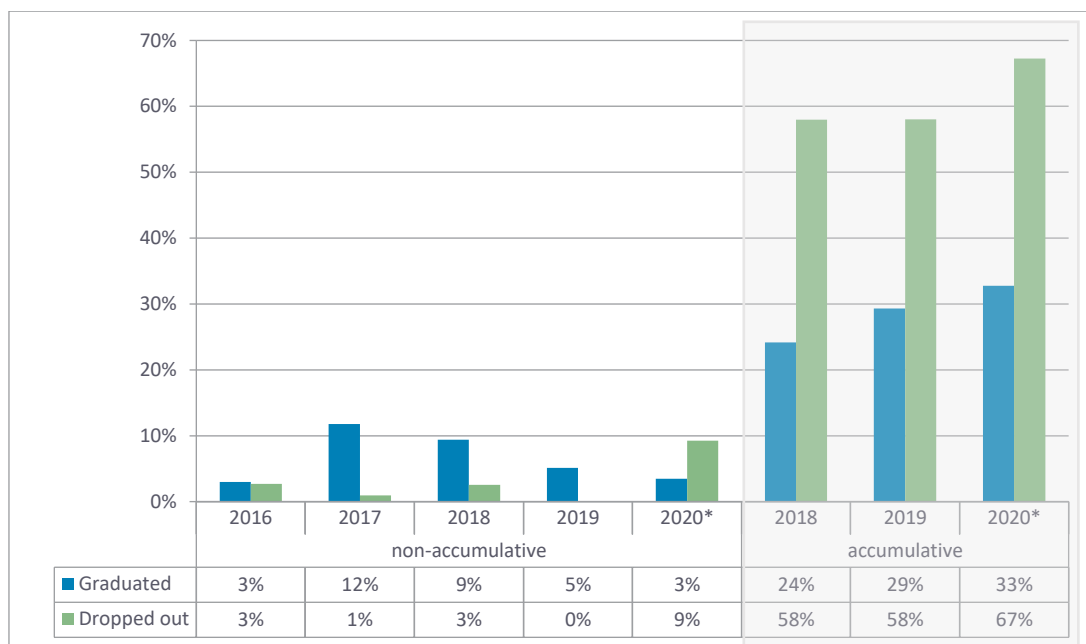
Figure 186: Throughput rates at UNISA for 3-year degrees with first year of enrolment in 2013



\* There may be potential graduates remaining in the system after 2020.

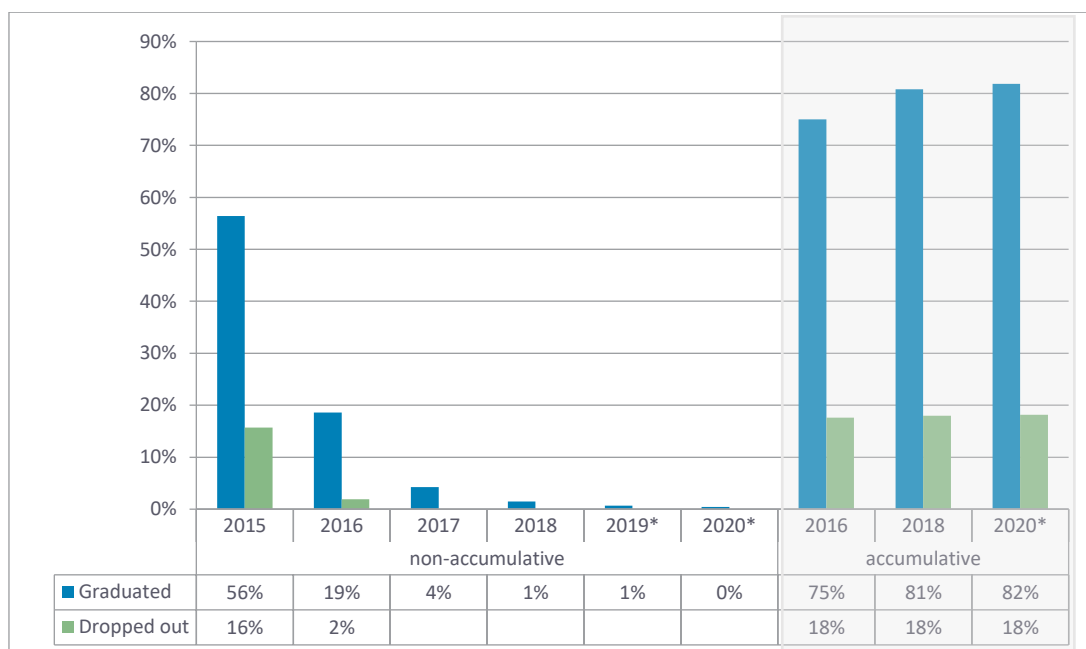
\*\* The different mode of study (distance and often part-time) at the University of South Africa (UNISA), impacts on the time it takes a student to graduate. These completion rates cannot be compared to those for the sector as a whole.

Figure 187: Throughput rates at UNISA for 4-year degrees with first year of enrolment in 2013



## Postgraduates

Figure 188: Throughput rates for postgraduate diplomas or certificates with first year of enrolment in 2015 (excluding UNISA)



\* There may be potential graduates remaining in the system after 2020.  
The negative percentages (e.g. -0.3) show those students that returned after stopping out.

Figure 189: Percentage of the 2015 cohort doing postgraduate diplomas or certificates that graduated in 3 years i.e. by 2017 (excluding UNISA)

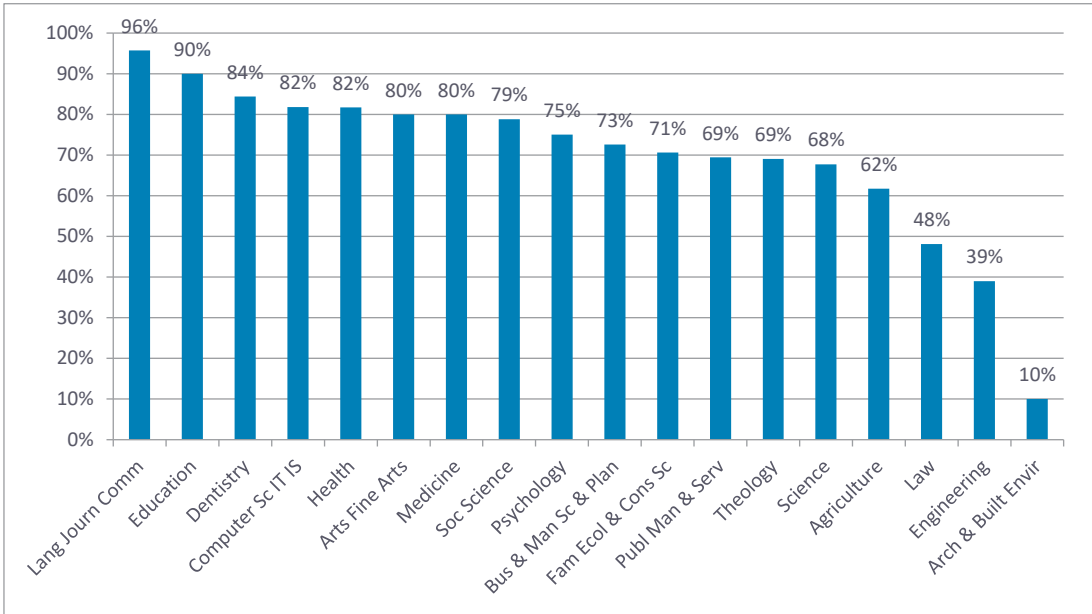


Figure 190: Headcount of the 2015 cohort doing postgraduate diplomas or certificates that graduated in 3 years i.e. by 2017 (excluding UNISA)

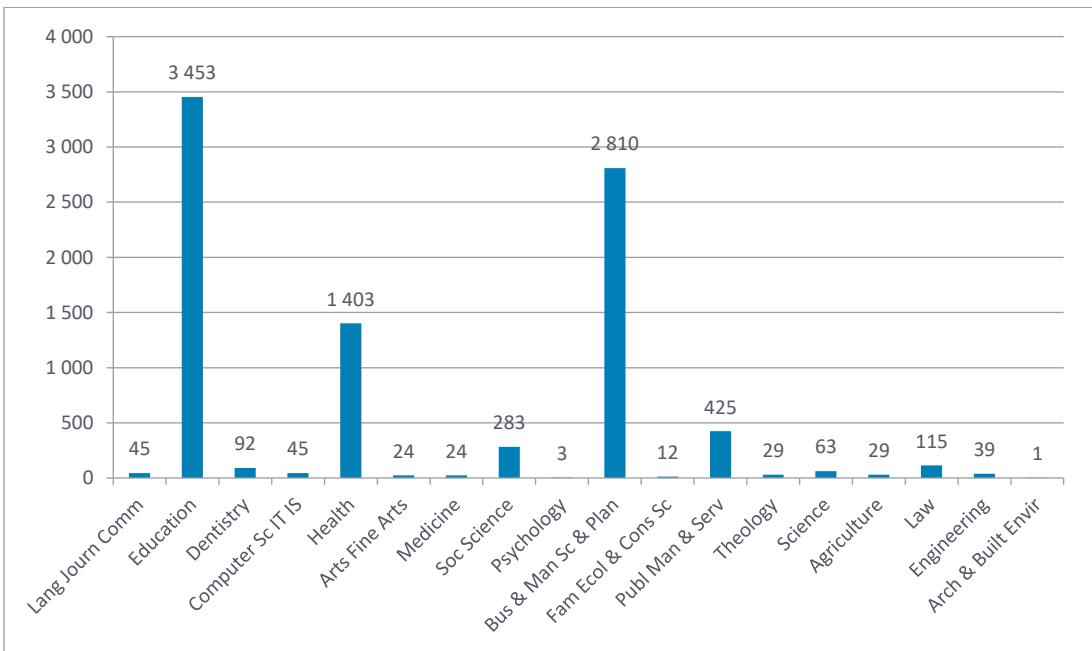


Figure 191: Percentage of the 2015 cohort doing Honours that graduated in 3 years i.e. by 2017

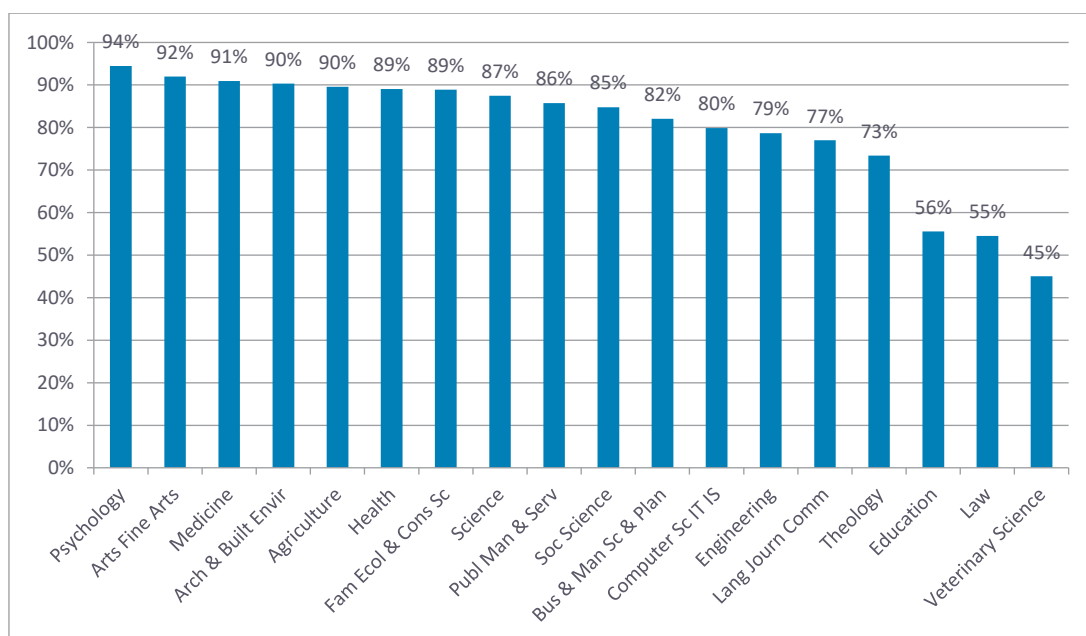


Figure 192: Headcount of the 2015 cohort doing Honours that graduated in 3 years i.e. by 2017

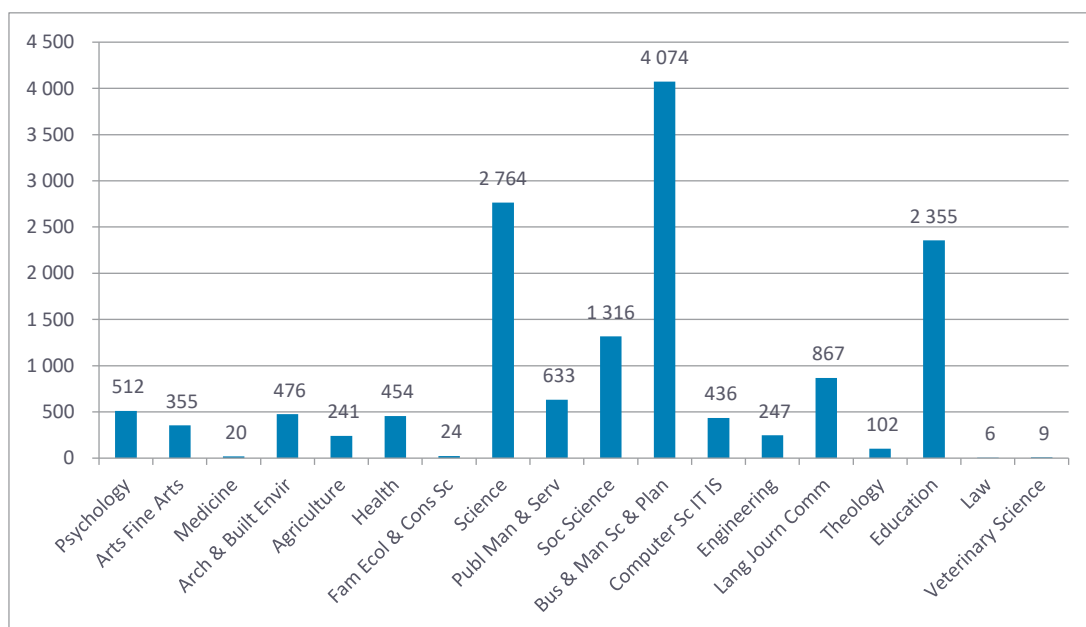


Figure 193: Throughput rates for Honours with first year of enrolment in 2014 (excluding UNISA)

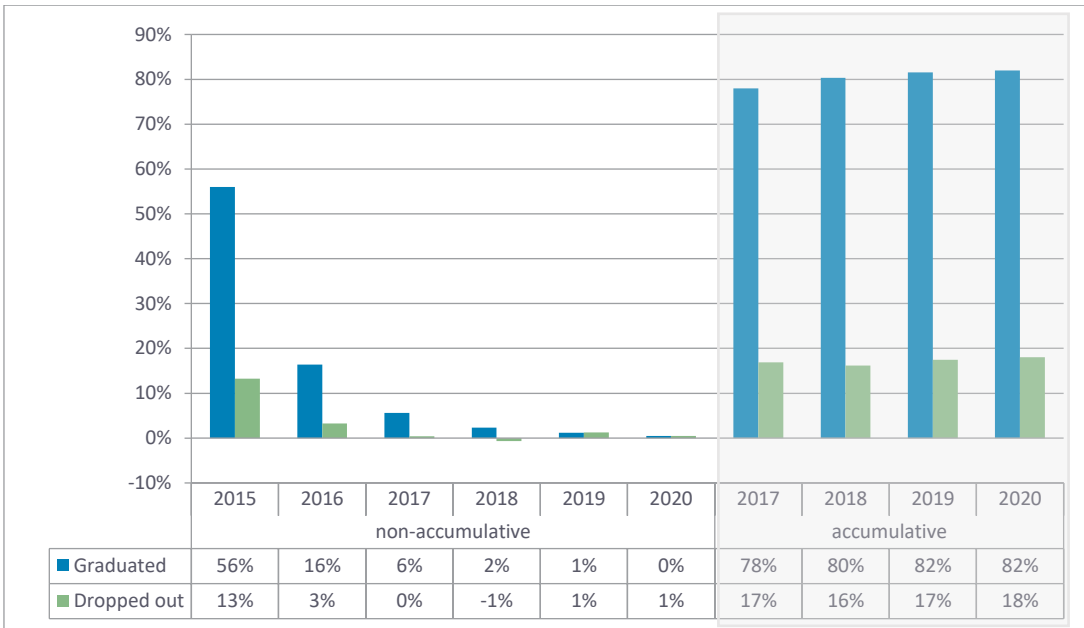
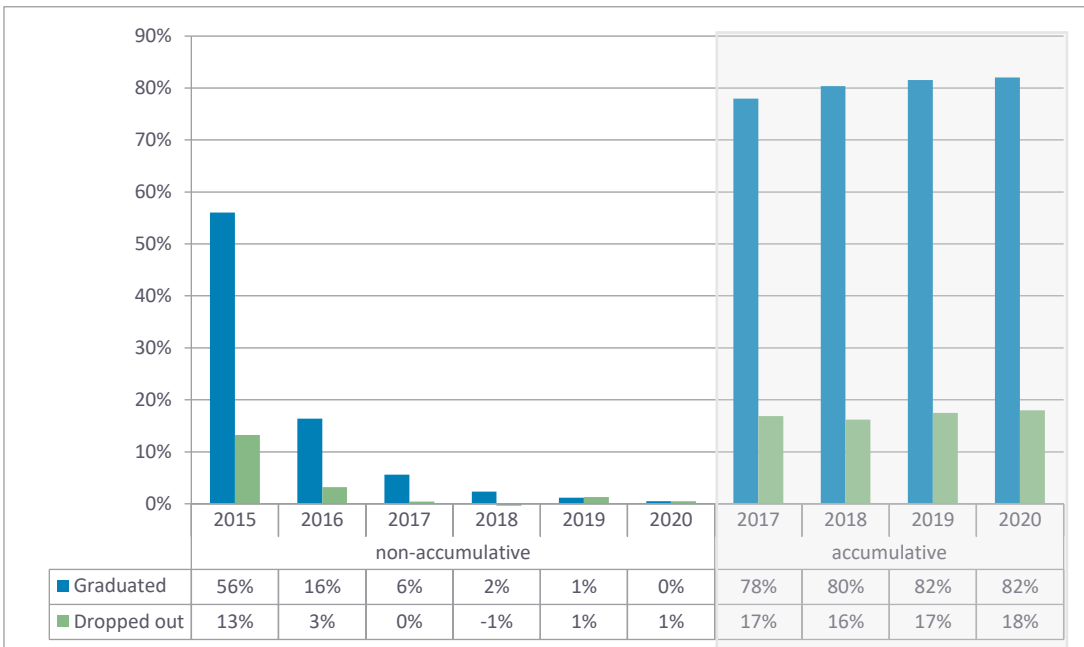


Figure 194: Throughput rates for coursework Masters with first year of enrolment in 2014 (excluding UNISA)



\* There may be potential graduates remaining in the system after 2020.

Figure 195: Percentage of the 2015 cohort doing coursework Masters that graduated in 4 years i.e. by 2018

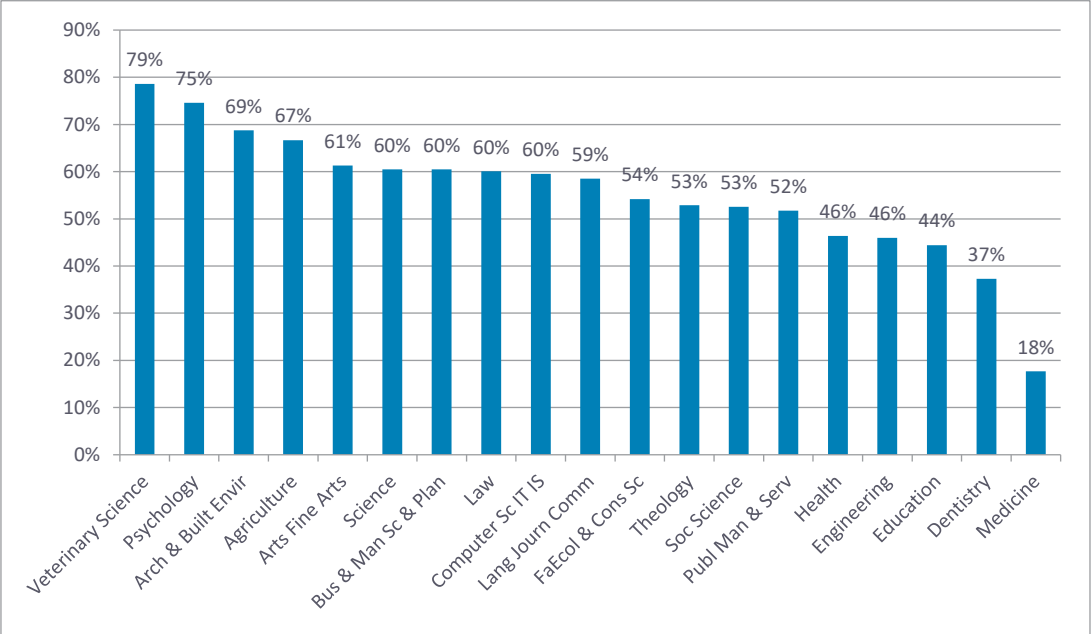
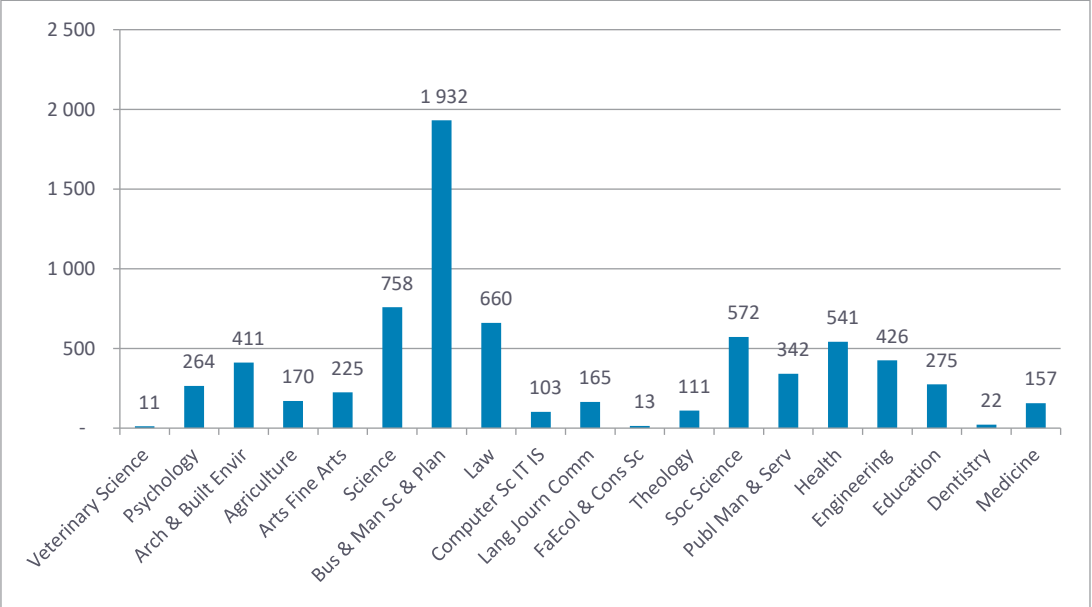


Figure 196: Headcount of the 2015 cohort doing coursework Masters that graduated in 4 years i.e. by 2018



# Appendix 1:

## Public 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 (SU)  
University of the Western Cape (UWC)  
University of the Witwatersrand (Wits)

### Comprehensive Universities

Nelson Mandela University (NMU)  
Sefako Makgatho Health Sciences University (SMU)  
Sol Plaatjie University (SPU)  
University of Johannesburg (UJ)  
University of Mpumalanga (UMP)  
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:

# Cohort methodology and list of specific knowledge areas included in the broad fields used in the cohort study

### Methodological note for cohort analysis

Based on CESM categories and qualifiers, qualifications were recoded into uniform qualification names for the purpose of uniformity and to reduce the number of groups to be analysed. These groupings are shown in this Appendix.

Student cohorts were then defined and identified as follows:

- At undergraduate level (for first qualifications), a cohort comprised the first-time entering students in a particular year, in the relevant qualification group who were selected as the new entrants.
- For honours and postgraduate diplomas and certificates the cohort comprised new entrants made up of students from all three categories; namely, first-time entering, transfer and entering.
- For masters and doctoral students all students who had not been enrolled in the previous year were deemed to be new entrants.

Any student in a cohort who graduated before the minimum expected duration of a qualification was deleted from the cohort on the assumption that the entrance category of the student was incorrect, or that the student had carried credits into the qualification being analysed.

Two types of analyses were performed:

1. Where cohort analyses were performed by uniform qualification name, any student who discontinued his/her studies in a particular uniform qualification during the period analysed was counted as a drop-out for that particular uniform qualification classification.
2. An analysis was also done ignoring the uniform qualification classification, and any student who qualified in the same qualification type i.e. degree or diploma of any sort, was counted as a successful graduate. This analysis showed slightly higher completion rates. Students who discontinued their studies in the qualification type being analysed and who moved to a different qualification type e.g. from a degree to a diploma, were seen as a dropout for the degree, but a completion for the diploma.

In both analyses, students who discontinued their studies during the period of analysis and then returned (stop-outs) were discounted against the number of dropouts in the year that they returned. This accounts for the negative dropout numbers shown in some graphs. They were counted as successful if they graduated during the period analysed.

UNISA's cohort analyses are complicated by the fact that large numbers of students interrupt their studies for a number of years.

\* Please note that all extended programmes were **included** in these groupings as they are too complex to exclude.

\*\* These cohort analyses address a particular research question: Of those students entering in a particular qualification, what is the throughput within that particular qualification.

It does not consider students who entered in a particular qualification, dropped out of that qualification to enter under a different qualification. Such students are considered dropouts.

# Appendix 4:

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