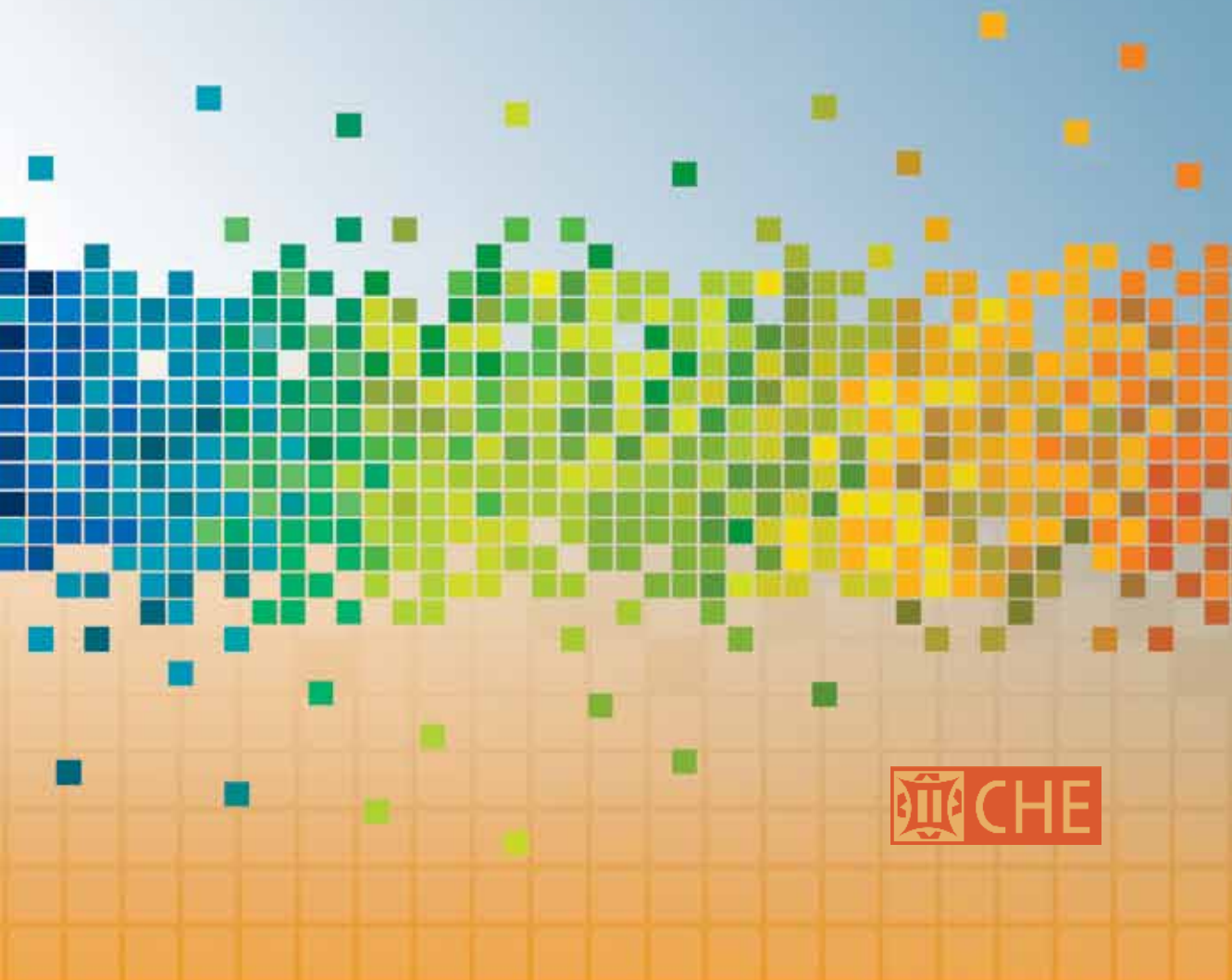


# VitalStats

Public Higher Education 2010



# VitalStats

Public Higher Education **2010**

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

One of the functions of the Council on Higher Education (CHE) is to publish information regarding developments in higher education, including reports on the state of higher education, on a regular basis. However, while the CHE has published reports on the overall state of higher education, as well as on various aspects of higher education policy and practice, it has not in the past published key data on the higher education system that would enable stakeholders, researchers and the general public to make their own assessment of the state of higher education. In order to fill this gap, statistics for the South African higher education system have been collated in this first edition of *VitalStats. Public Higher Education, 2010*. It is intended that *VitalStats* will become an annual publication aimed at providing key data on the public higher education institutions.

This issue covers data for the years 2005 to 2010, starting in the immediate period after the various institutional mergers had been consolidated and ending with the most recent audited data, which is generally two years prior to the current year. An annual update of the publication will ensure that all stakeholders are regularly able to access reliable and recent information on the higher education sector.

The CHE plans to expand the publication to include statistics on the private higher education sector and other sectors such as the national colleges as soon as information systems are in place to make this possible. The CHE is currently working with the Department of Higher Education and Training (DHET), the South African Qualifications Authority (SAQA) and other stakeholders to develop such a national system for the private higher education sector.

The Higher Education Management Information System (HEMIS) data is the main source of data used in this publication and the CHE would like to thank the DHET for making the data available and for its assistance with verification. The CHE is also grateful for the data provided by Statistics South Africa. HEMIS definitions have been used as far as possible to allow for the development of a common understanding of the terms and concepts used.

The purpose of *VitalStats* is to provide key data for public information and use. It is not intended to offer analysis and/or comment on the state of higher education. Monitoring and evaluation of the sector characterises other CHE publications such as in-depth reviews of the sector. It is hoped that this publication will prove useful to researchers and commentators and will encourage empirical research and analysis of the South African higher education sector as well as comparative studies with other countries.

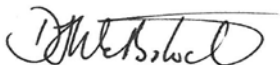
The format of *VitalStats* was developed to allow for quick access to information and for easy comparison over the previous five-year period. The intention is to develop the publication further to produce a coherent system of performance indicators, to be updated annually.

The publication is divided into six sections. The first four sections deal predominantly with student data, starting with general data on enrolments and completions; followed by enrolments by qualification type; enrolments by field of study; and finally enrolments by institutional type. The fifth section pertains to staff employment data at public universities and the final section covers a study of the 2005 cohort of students that entered three-year diploma studies, three-year degree studies and professional four-year degree studies, tracking their respective throughput rates. Statistics for the University of South Africa (UNISA) have been excluded in this section owing to the different mode of study (distance and often part-time) which has an impact on the time it takes for students to graduate. Including UNISA in the cohort studies would, therefore, skew the graphs for the system as a whole. Where data on UNISA has been excluded, this is indicated on the graph concerned.

A full glossary is available at the start of the publication and a list of all graphs and two appendices are produced at the end. The overall design has been optimised for easy navigation and flow of information.

We welcome any suggestions for improvements in future years and request that you contact Genevieve Simpson at [Simpson.g@che.ac.za](mailto:Simpson.g@che.ac.za) with suggestions or to request additional copies of the publication. The entire publication can also be downloaded from the Council on Higher Education's website ([www.che.ac.za](http://www.che.ac.za)).

The role of the Monitoring and Evaluation Directorate staff, particularly Michael Gordon, Job Masekoa and Ntokozo Bhengu, in developing *VitalStats* is greatly appreciated. We would also like to thank Charles Sheppard for compiling the cohort studies for this publication.



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.

## **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.

**Graduation rates:**

A graduation rate is calculated by dividing the number of graduates of a given academic year by the total headcount enrolments of that year. They are not the same as throughput rates.

**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 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:** 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:** 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 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.

**Student 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.

**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.

# STUDENT ENROLMENT AND COMPLETION DATA

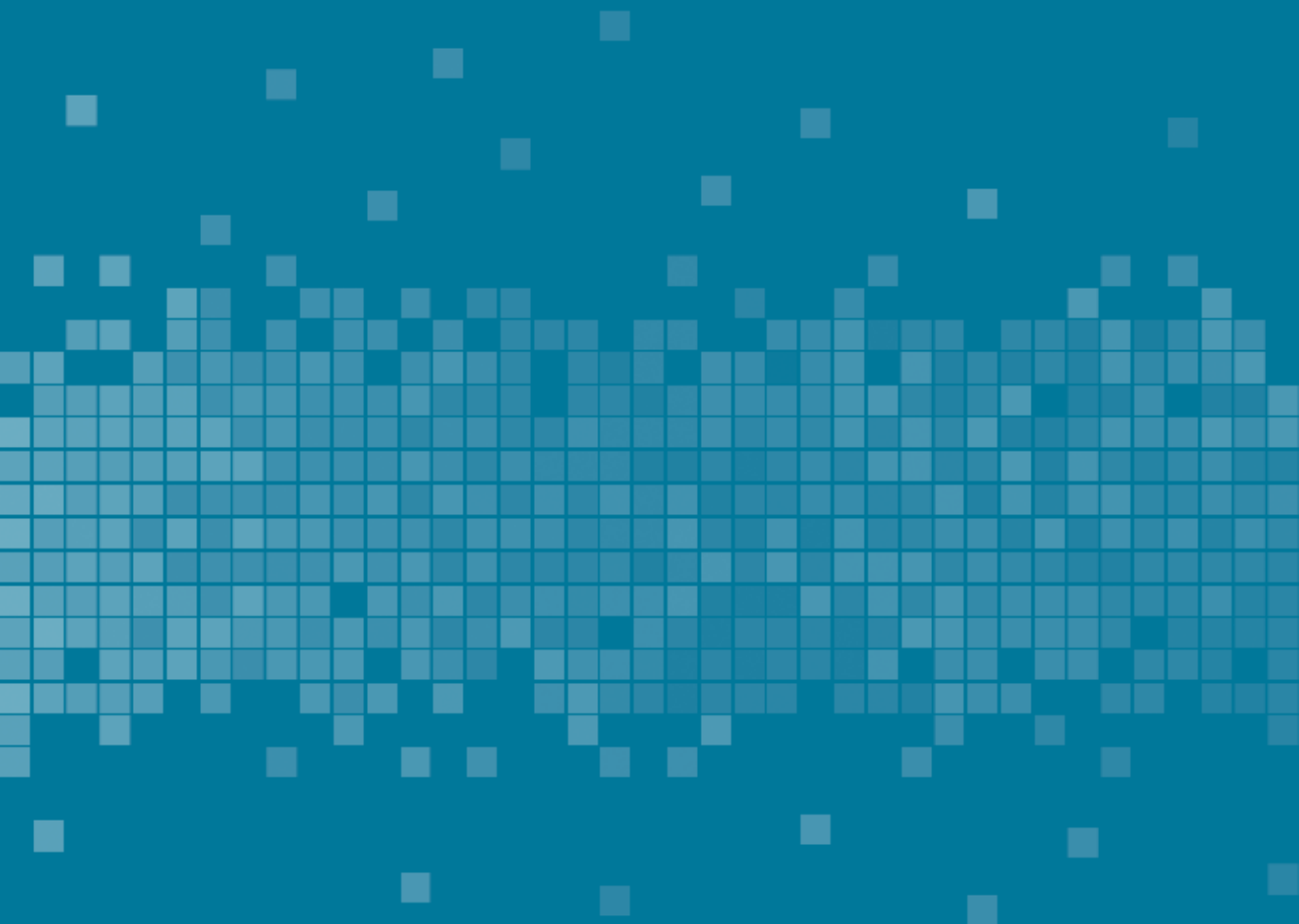




Figure 1 Headcount enrolments by race from 2005 to 2010

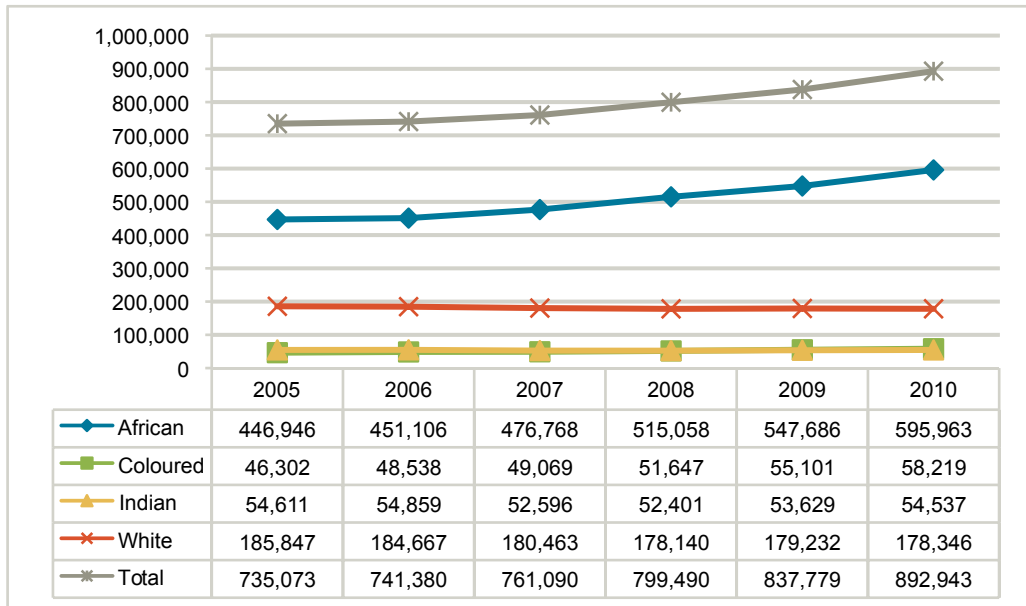


Figure 2 Headcount enrolments by gender from 2005 to 2010

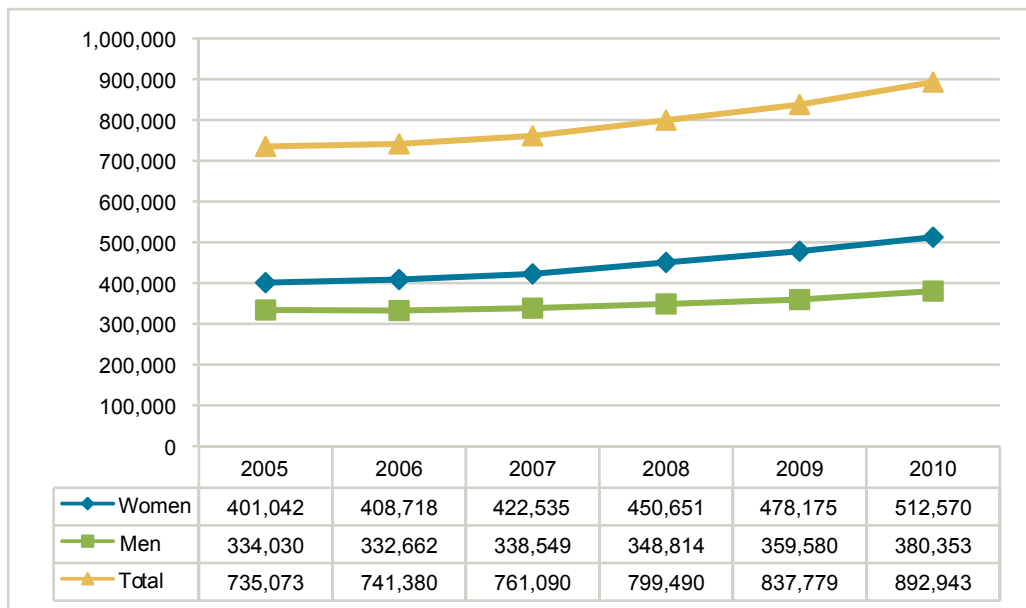


Figure 3 Headcount enrolments as a proportional comparison to population headcount by race from 2005 to 2010

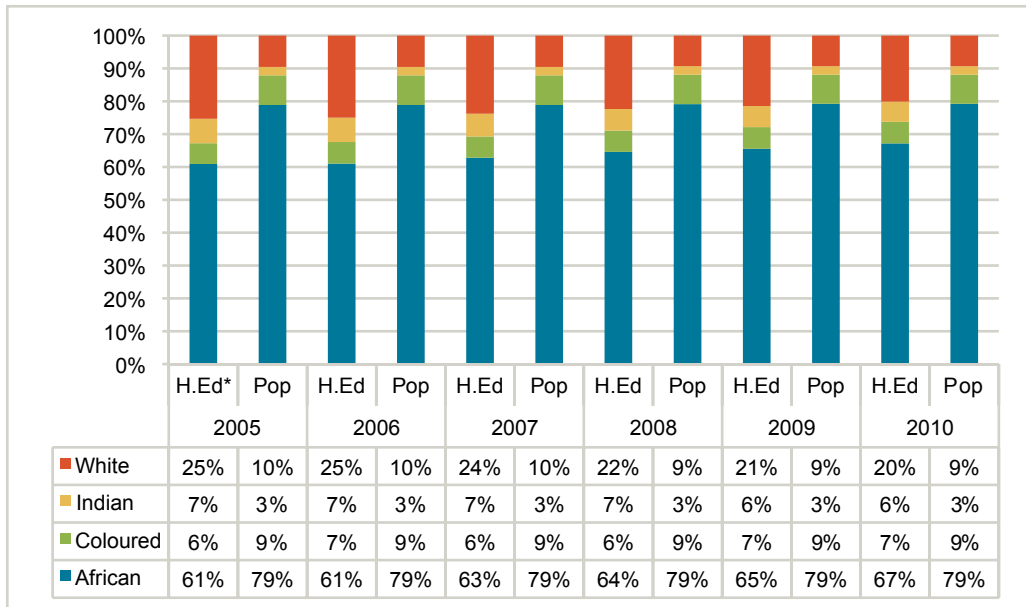
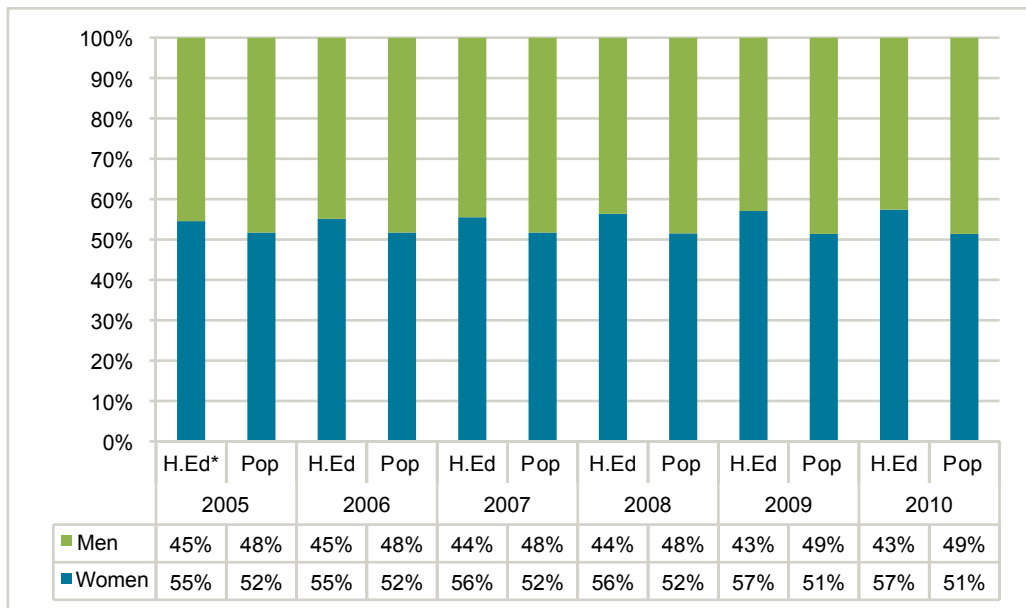


Figure 4 Headcount enrolments as a proportional comparison to population headcount by gender from 2005 to 2010



\* Higher Education

Figure 5 Participation rates by race from 2005 to 2010

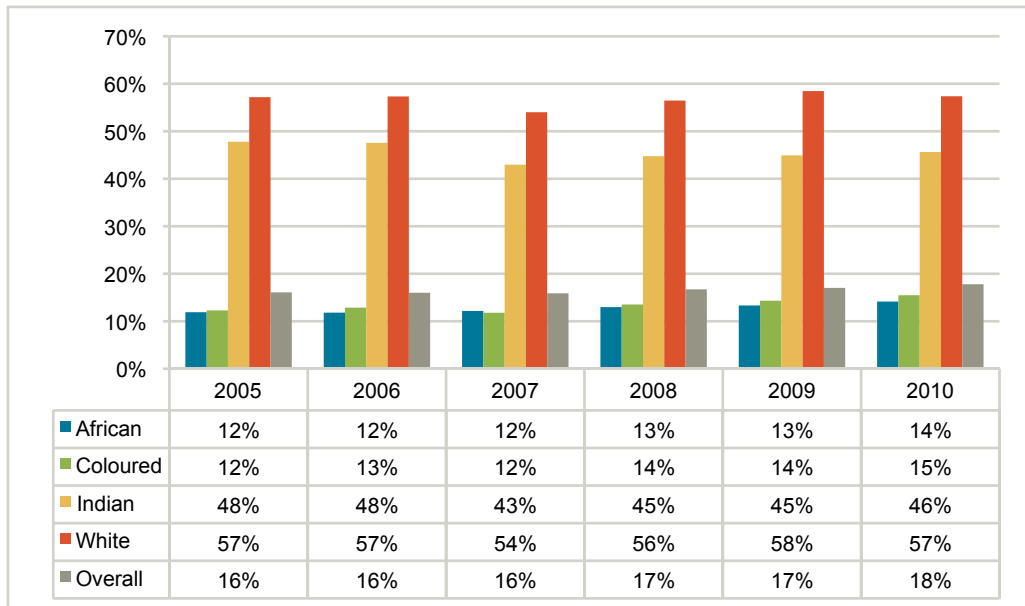


Figure 6 Participation rates by gender from 2005 to 2010

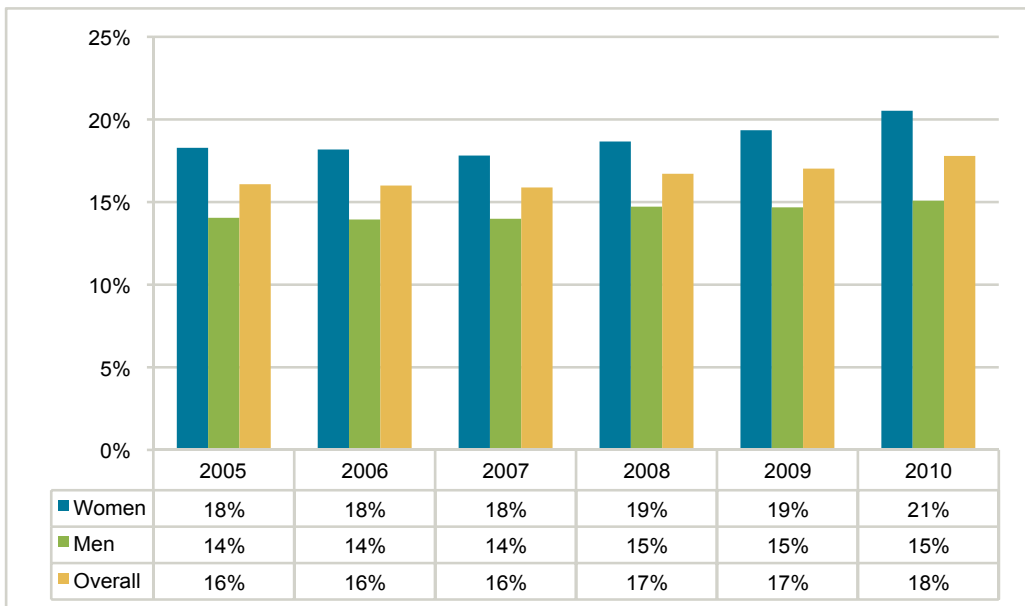


Figure 7 Headcount enrolments by age group from 2005 to 2010

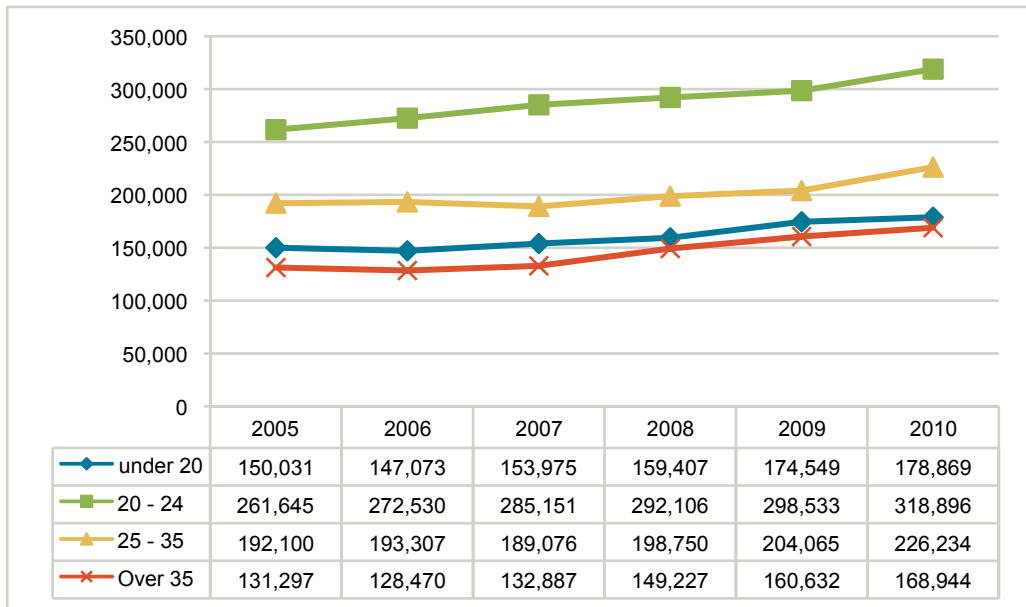


Figure 8 Headcount graduates by age group from 2005 to 2010

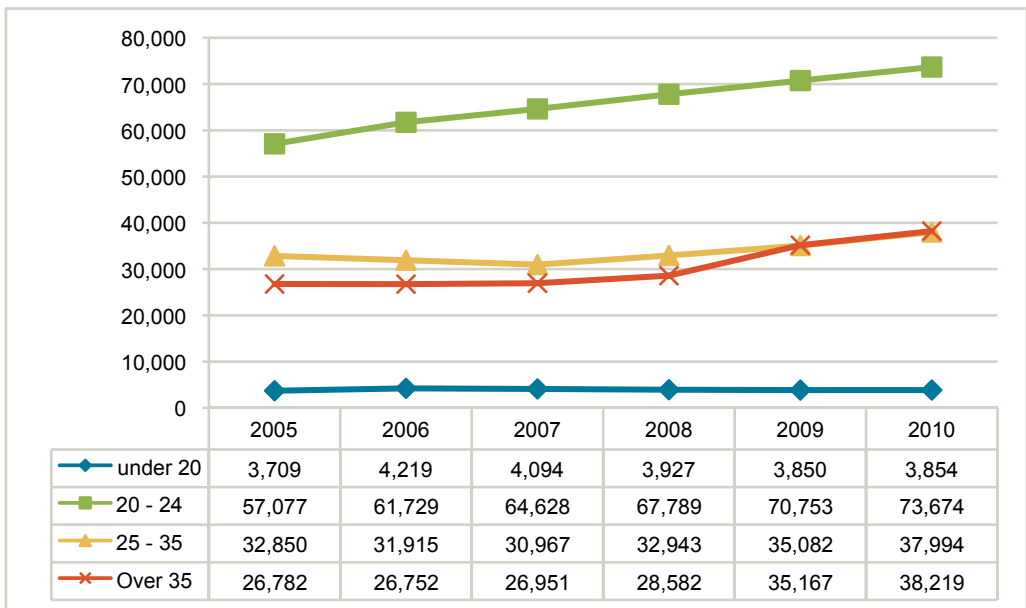


Figure 9 Headcount enrolments of all non-South African students from 2005 to 2010

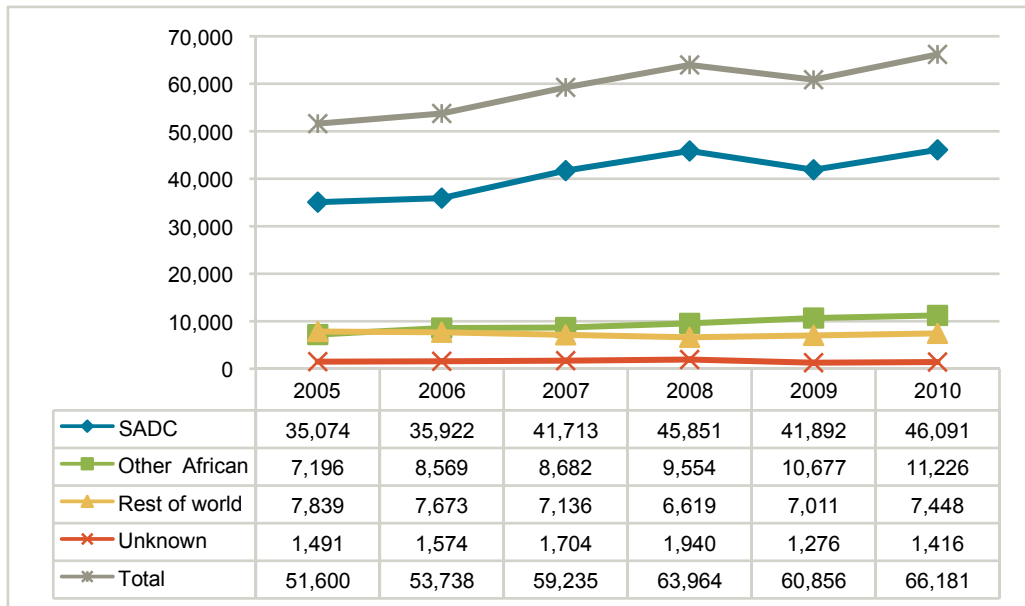


Figure 10 Headcount graduates of all non-South African students from 2005 to 2010

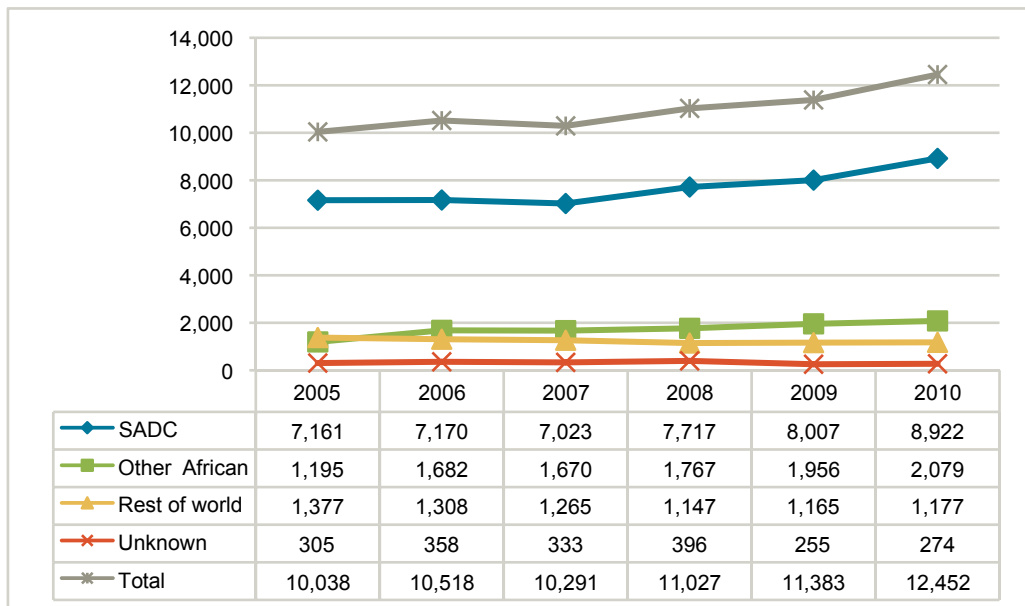




Figure 11 Headcount enrolments by mode of delivery from 2005 to 2010

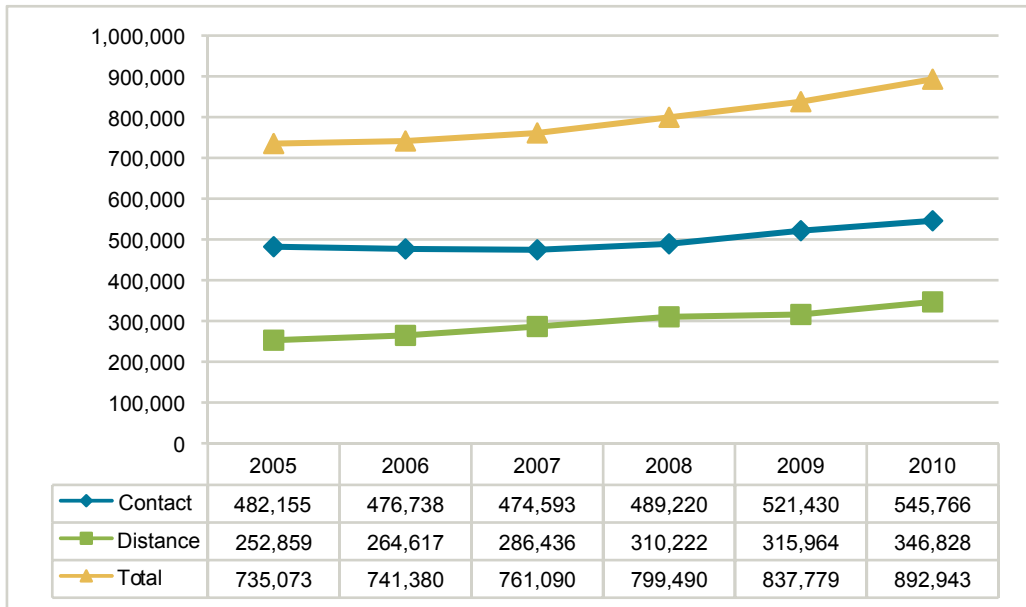


Figure 12 Headcount graduates by mode of delivery from 2005 to 2010

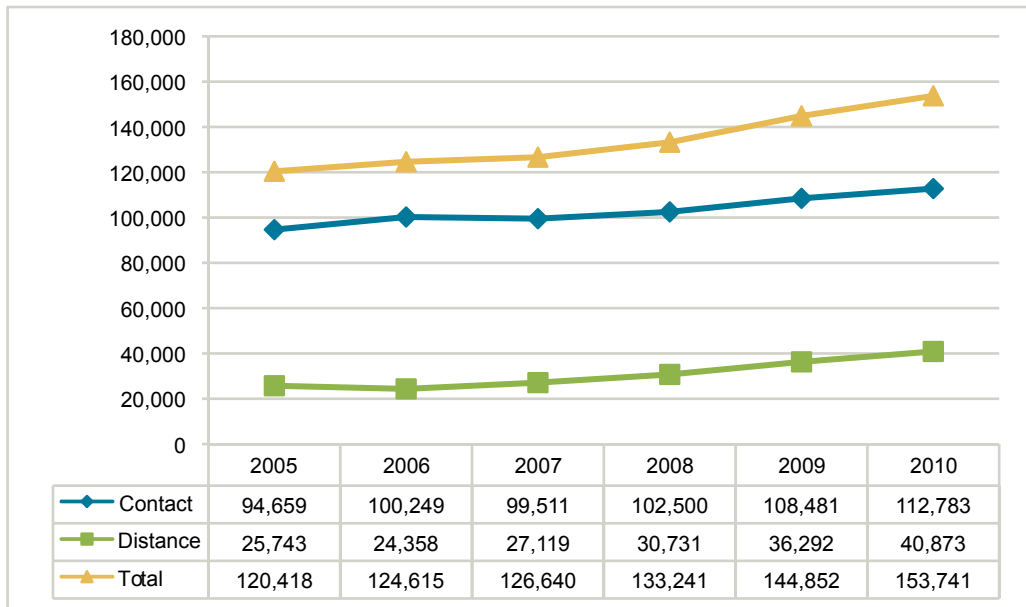


Figure 13 Headcount enrolments by mode of delivery and race for 2005 and 2010

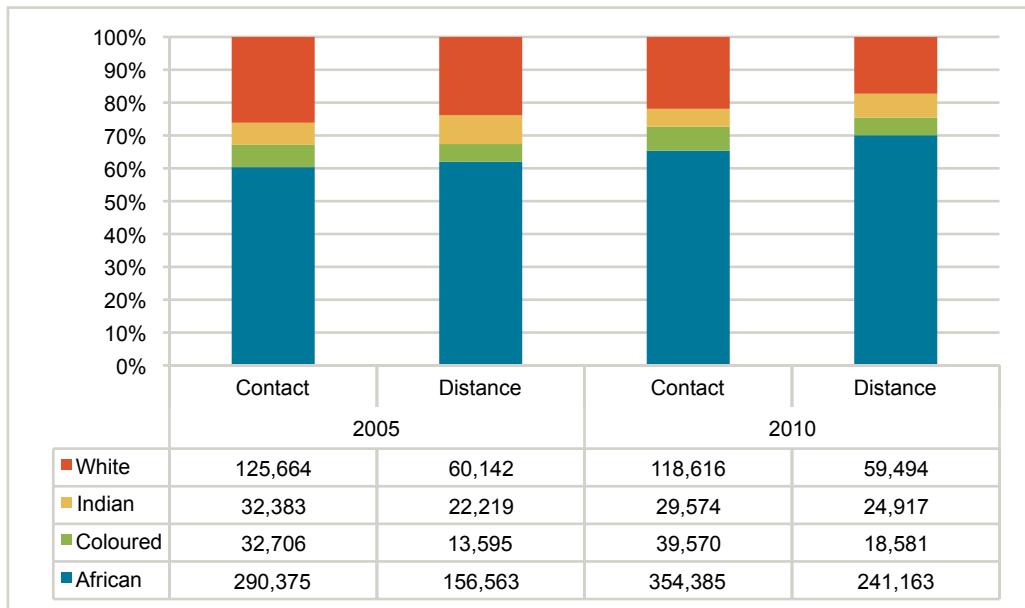


Figure 14 Headcount enrolments by mode of delivery and gender for 2005 and 2010

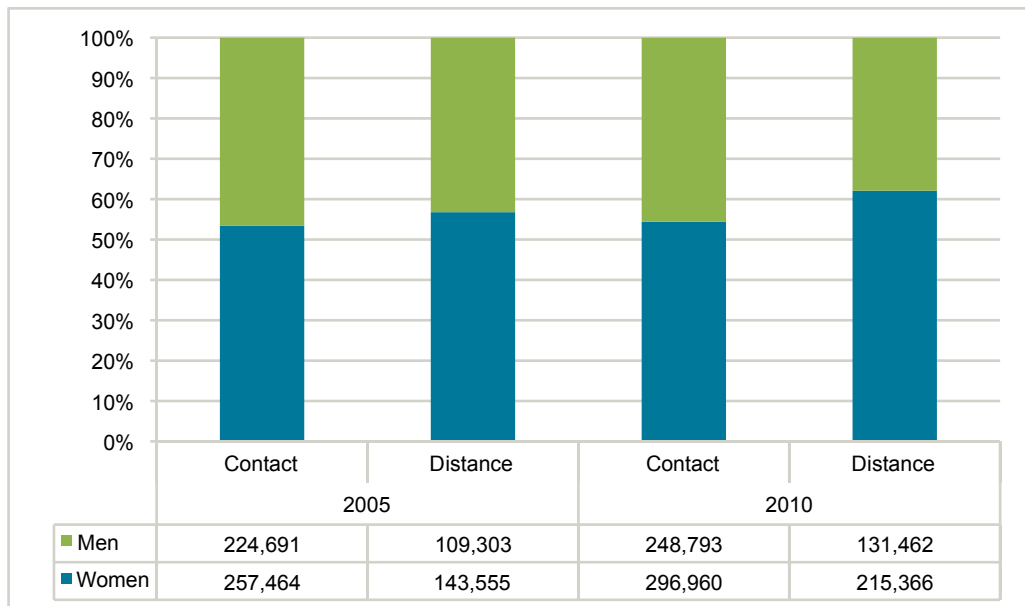


Figure 15 Headcount graduates by mode of delivery and race for 2005 and 2010

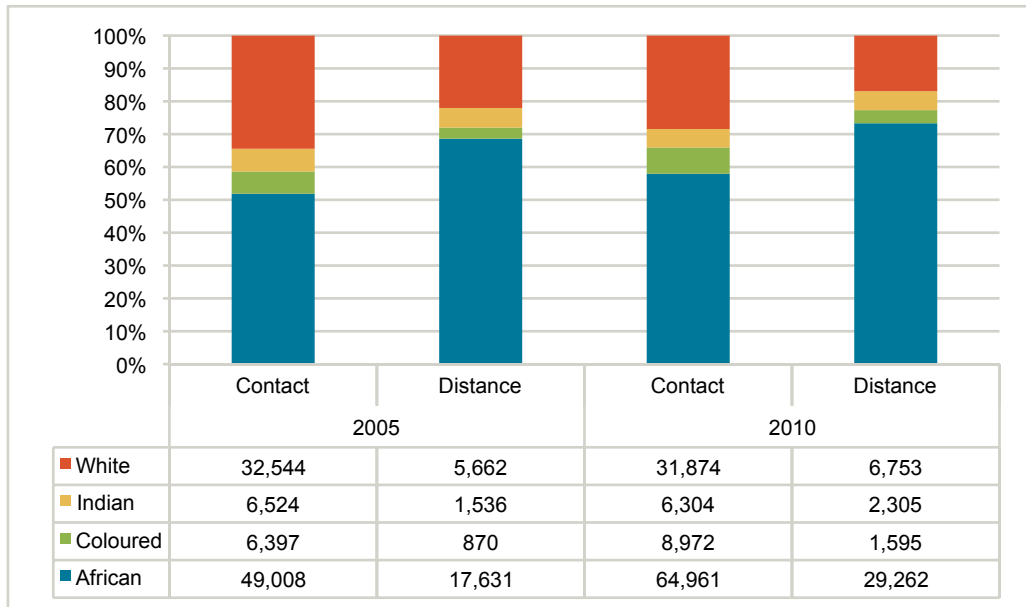


Figure 16 Headcount graduates by mode of delivery and gender for 2005 and 2010

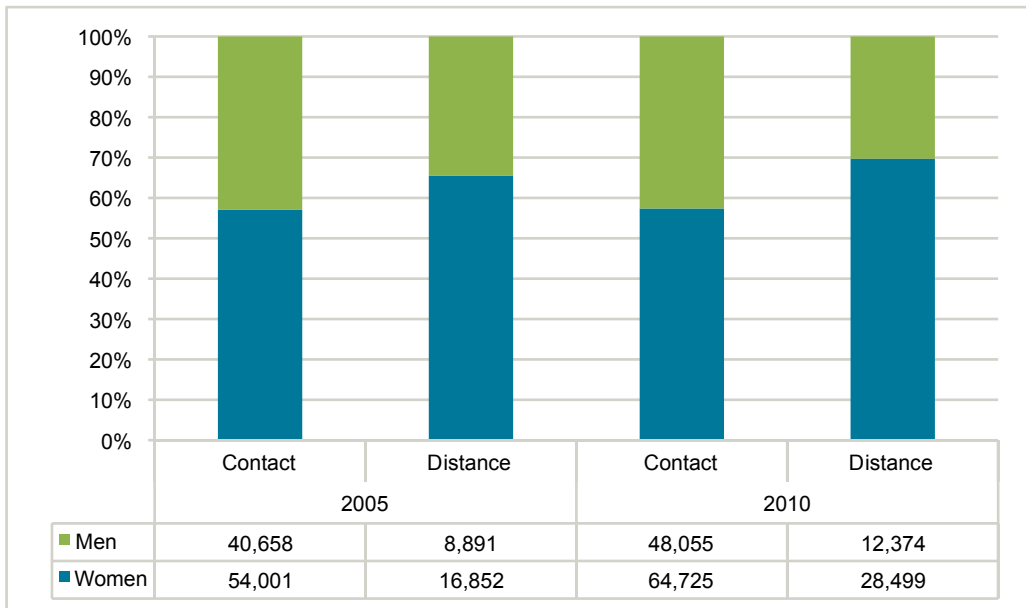


Figure 17 Graduation rates by race from 2005 to 2010

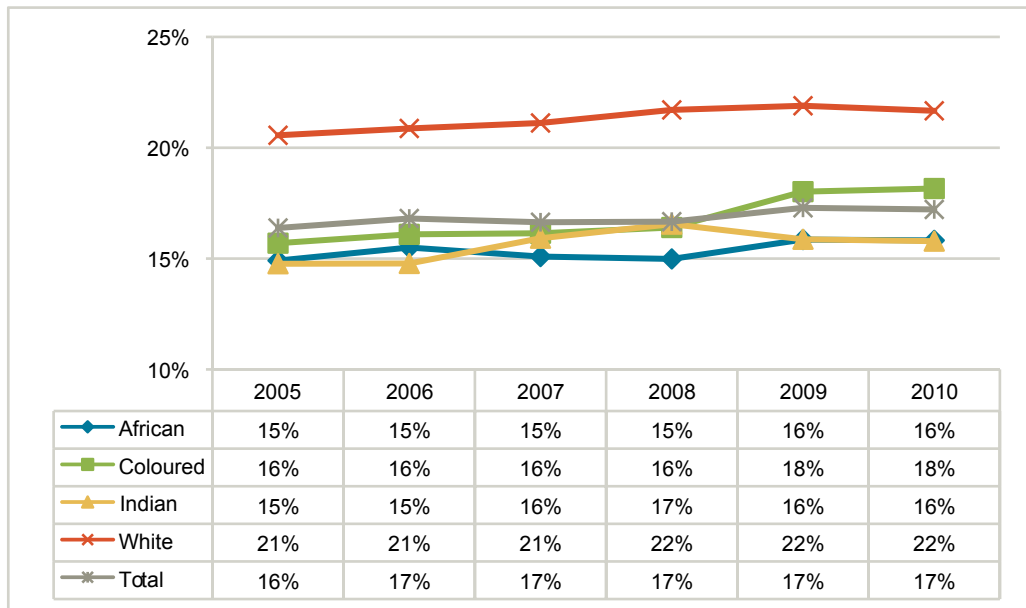


Figure 18 Graduation rates by gender from 2005 to 2010

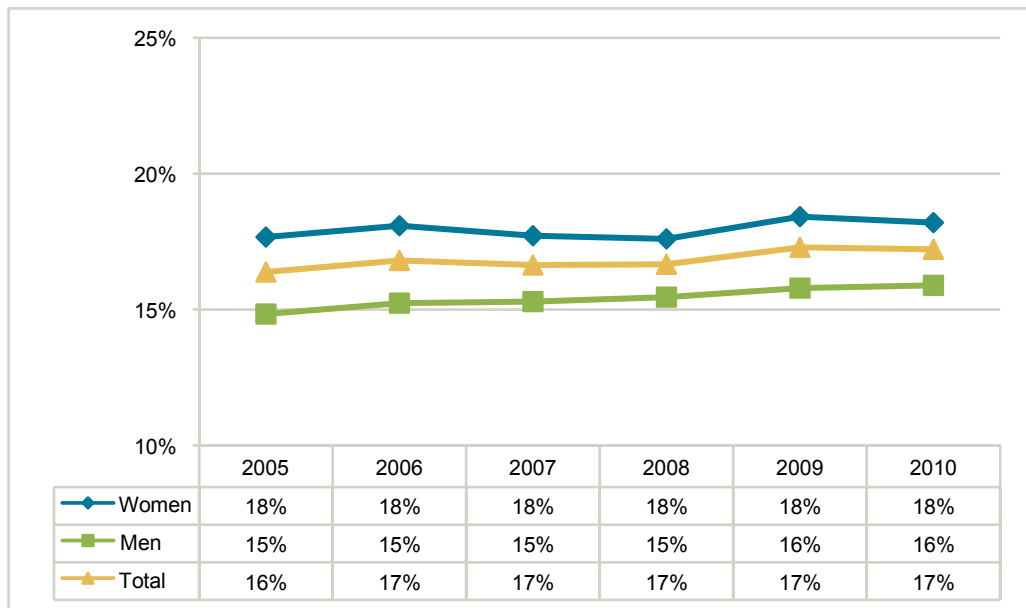


Figure 19 Graduation rates by qualification level and race from 2005 to 2010

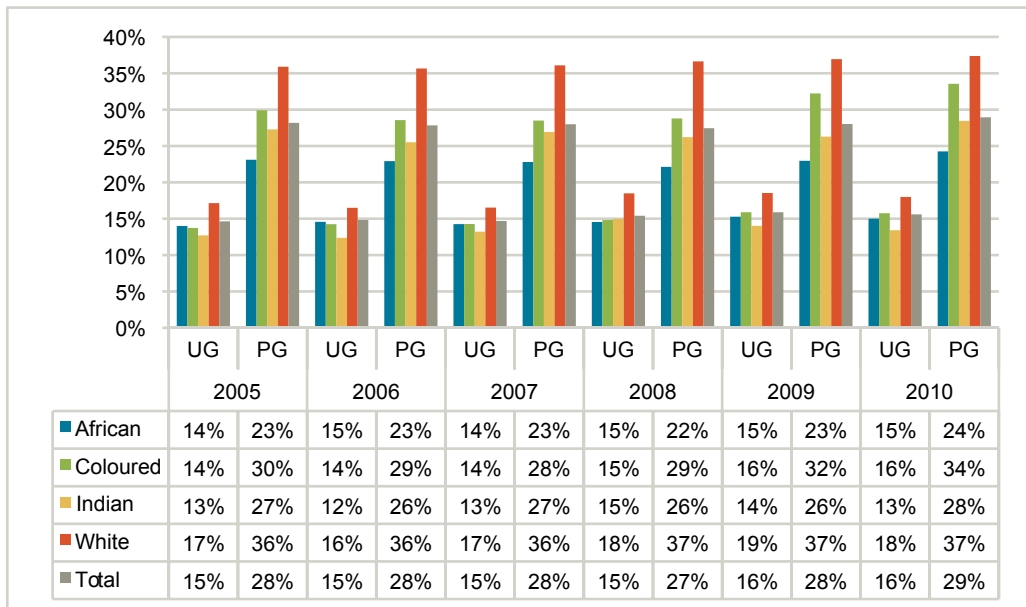


Figure 20 Graduation rates by qualification level and gender from 2005 to 2010

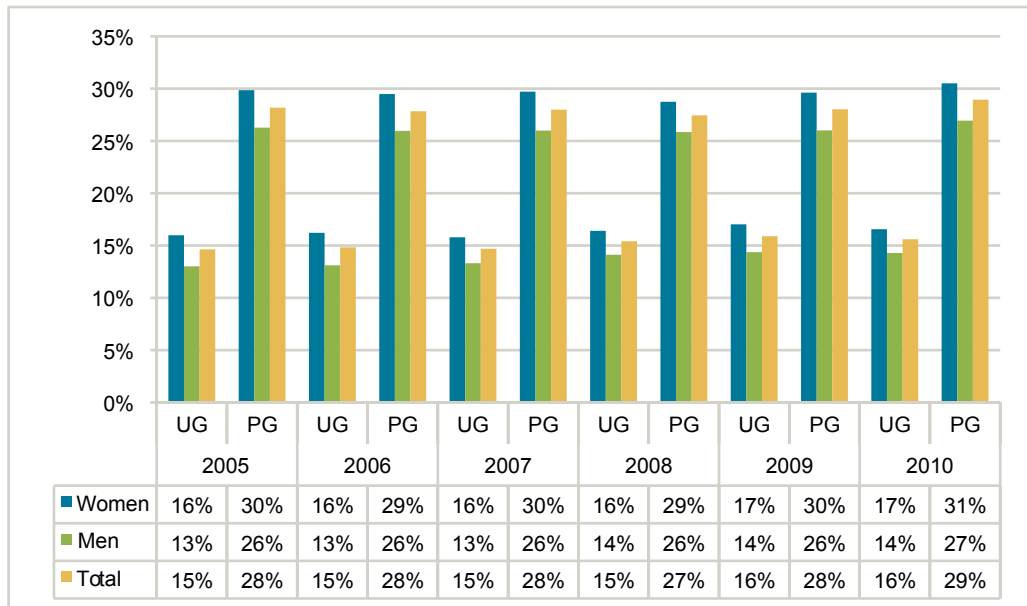


Figure 21 Success rates by race from 2005 to 2010

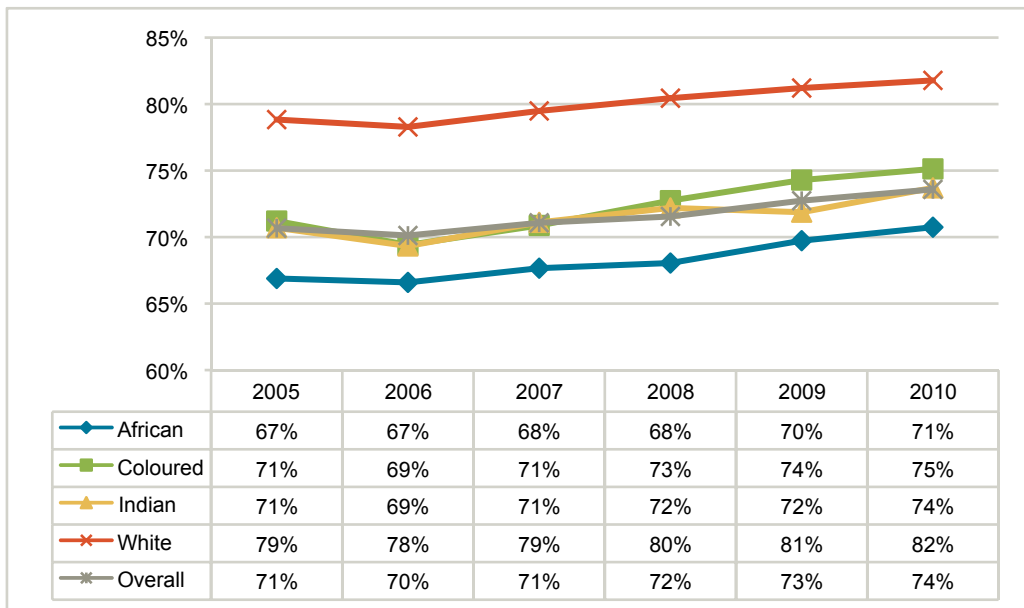


Figure 22 Success rates by gender from 2005 to 2010

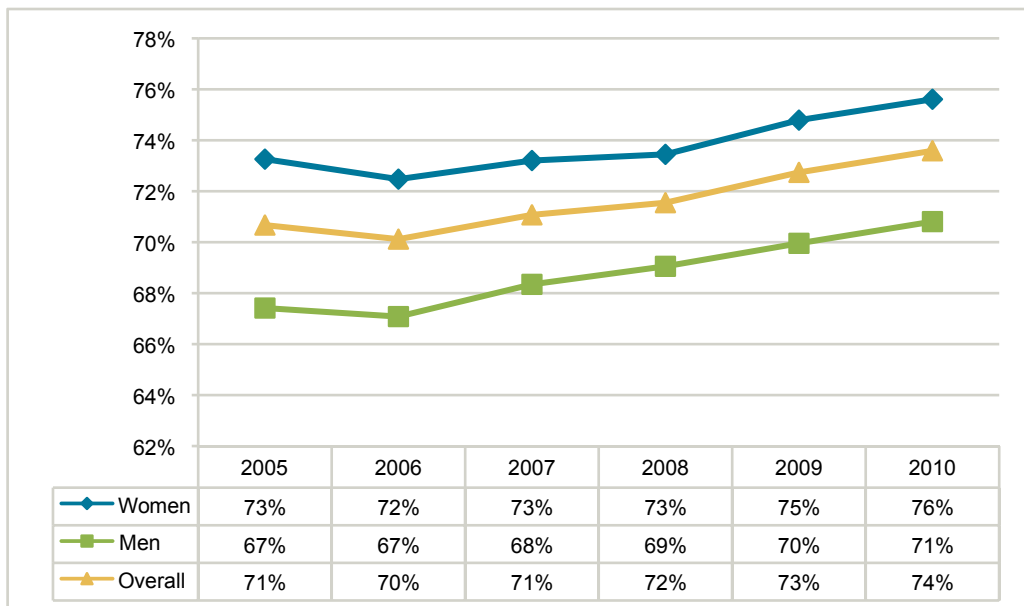


Figure 23 Success rates by qualification level from 2005 to 2010

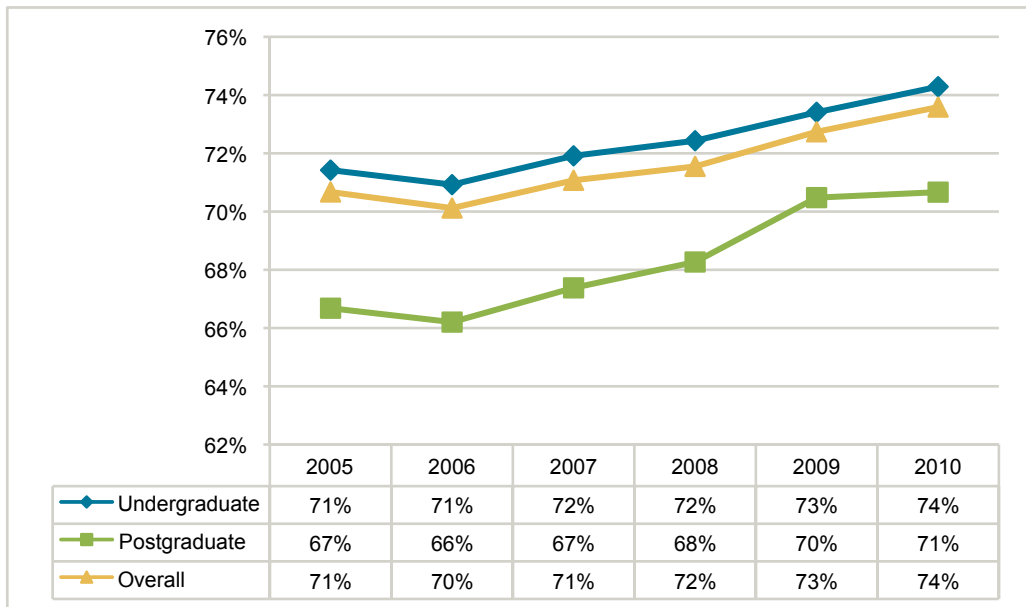


Figure 24 Success rates by qualification level and race from 2005 to 2010

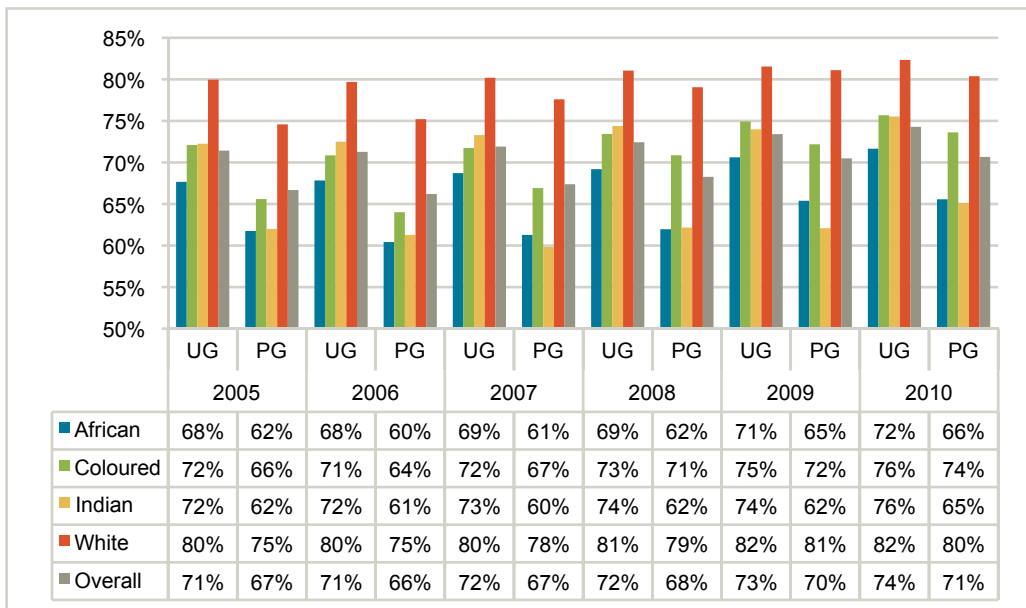
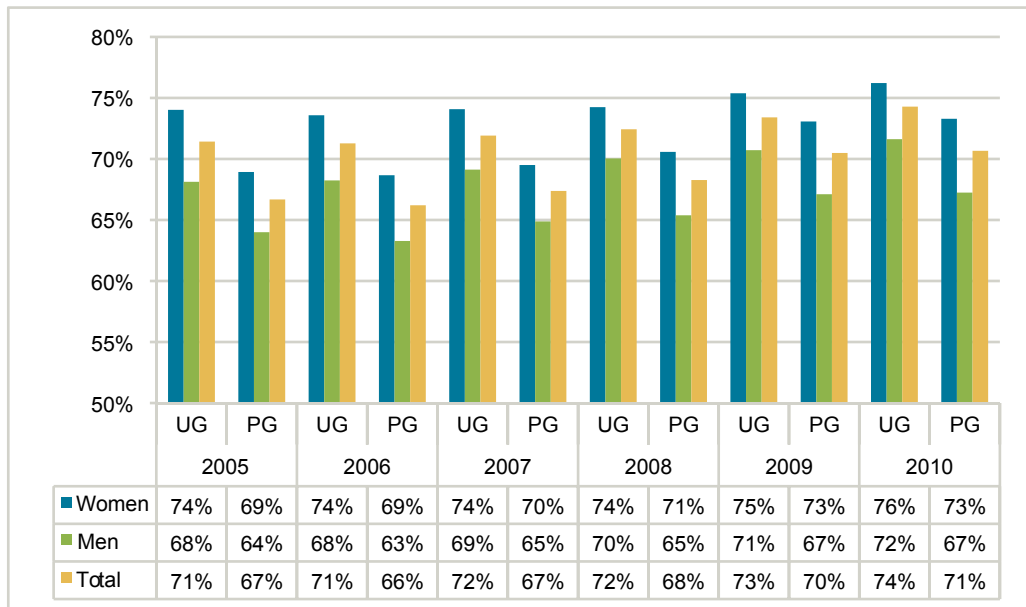


Figure 25 Success rates by qualification level and gender from 2005 to 2010







# ENROLMENT BY QUALIFICATION TYPE

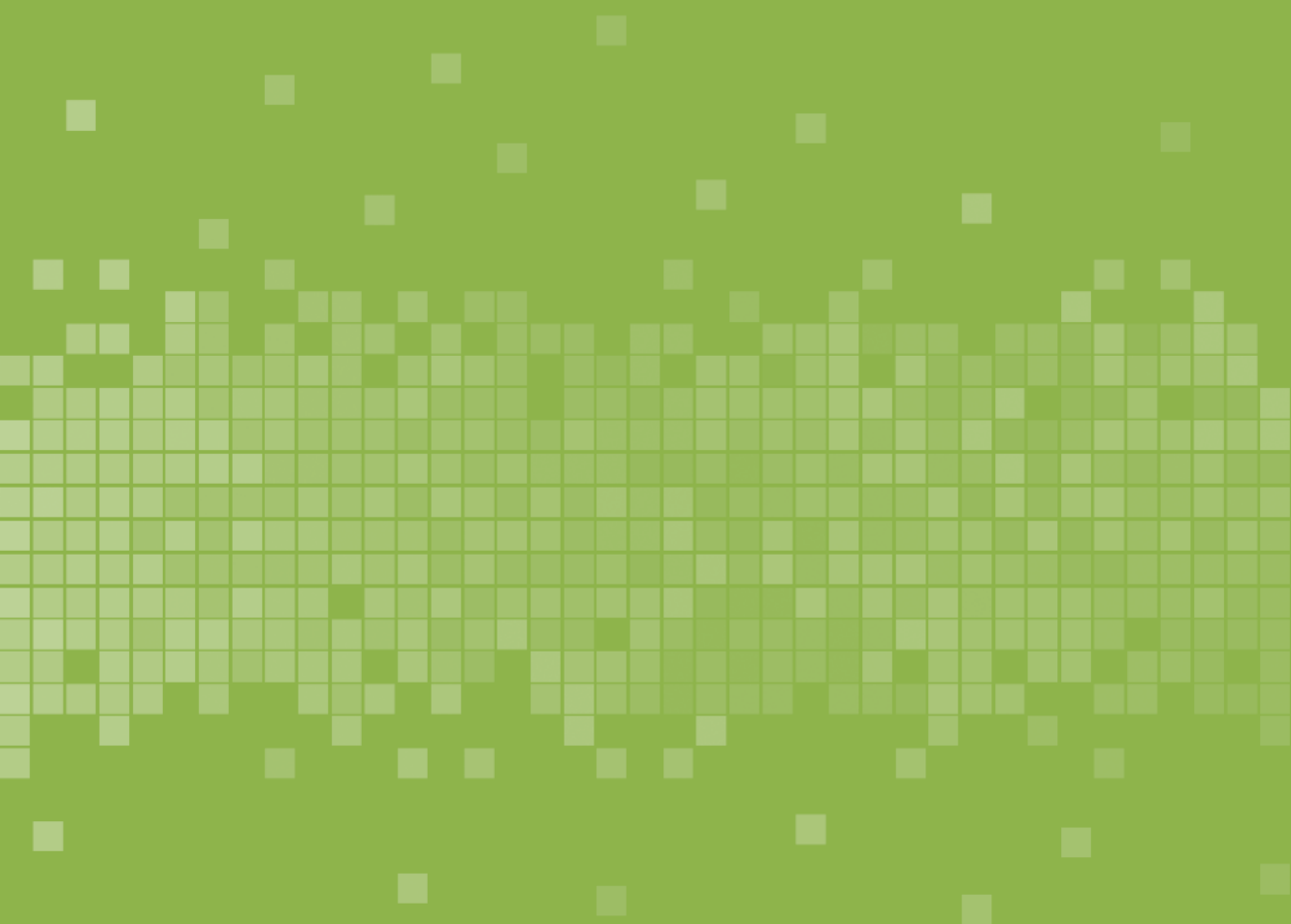




Figure 26 Headcount enrolments by qualification level from 2005 to 2010

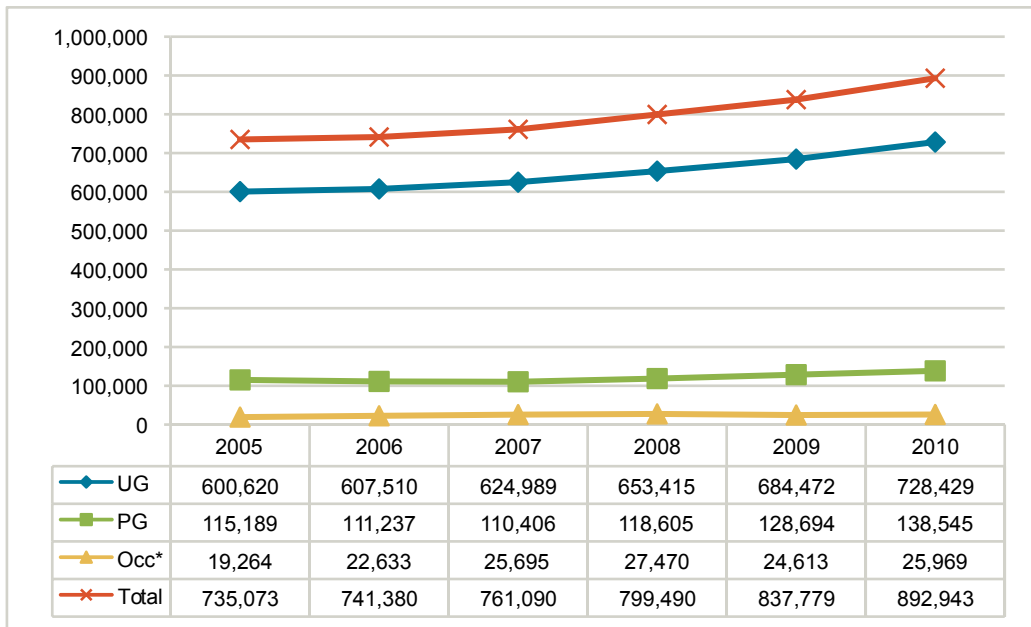
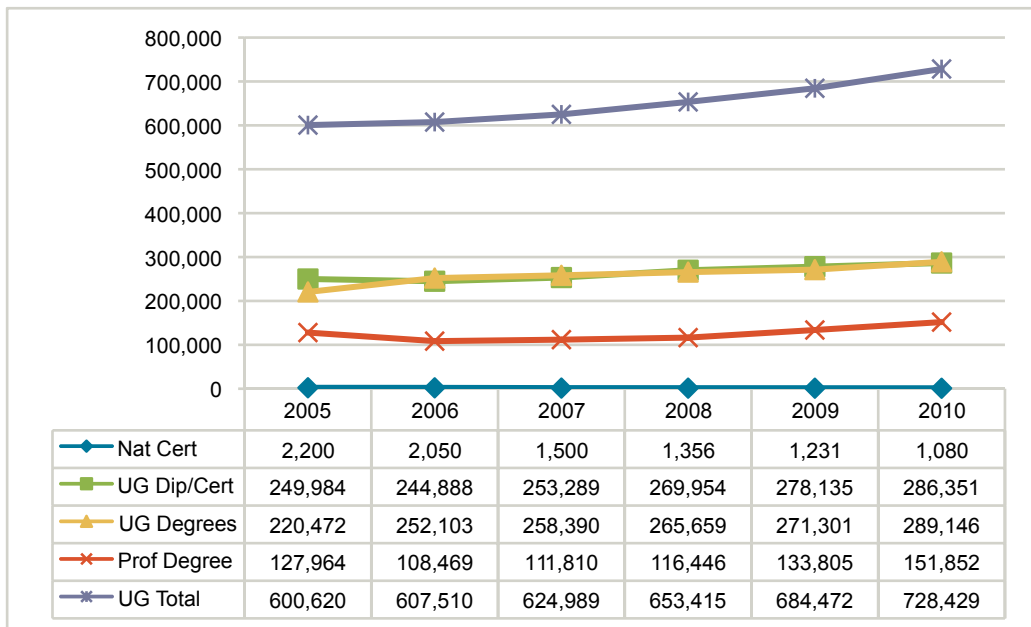


Figure 27 Headcount undergraduate enrolments by qualification type from 2005 to 2010



\* Occasional

Figure 28 Headcount undergraduate enrolments by race for 2005 and 2010

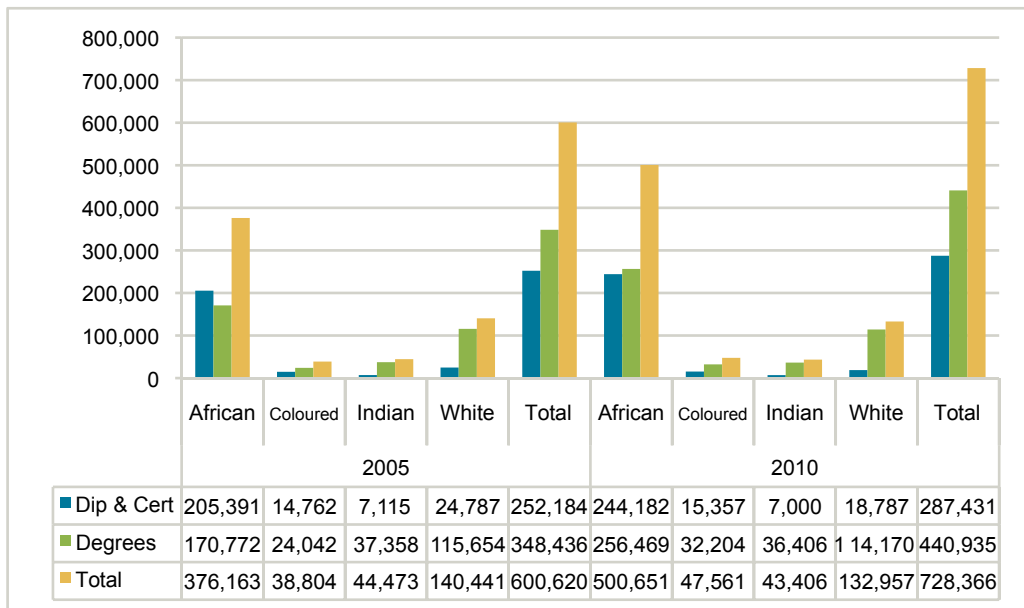


Figure 29 Headcount undergraduate enrolments by gender for 2005 and 2010

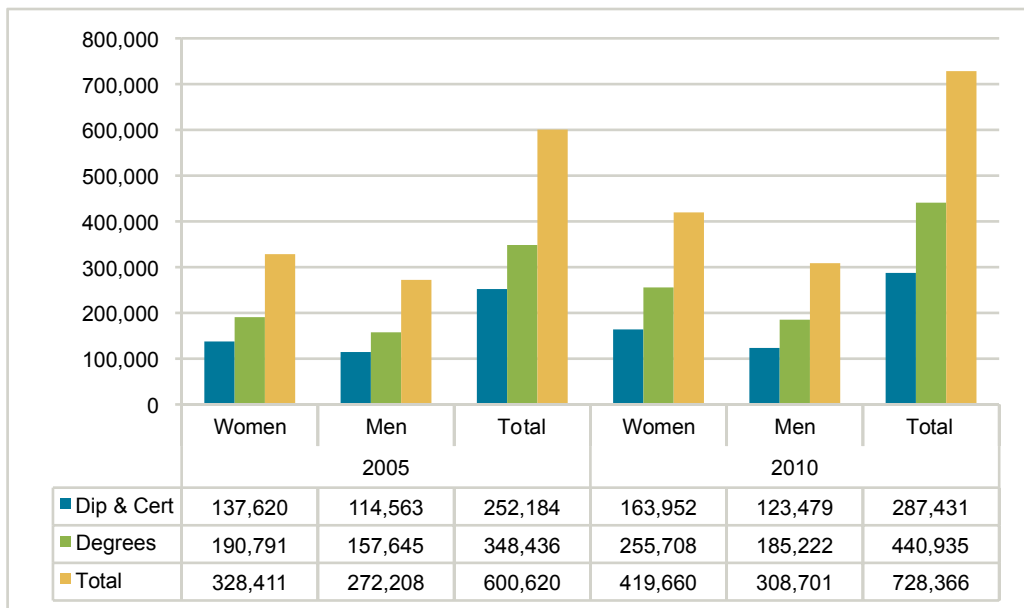


Figure 30 Headcount of undergraduate qualifications awarded by race for 2005 and 2010

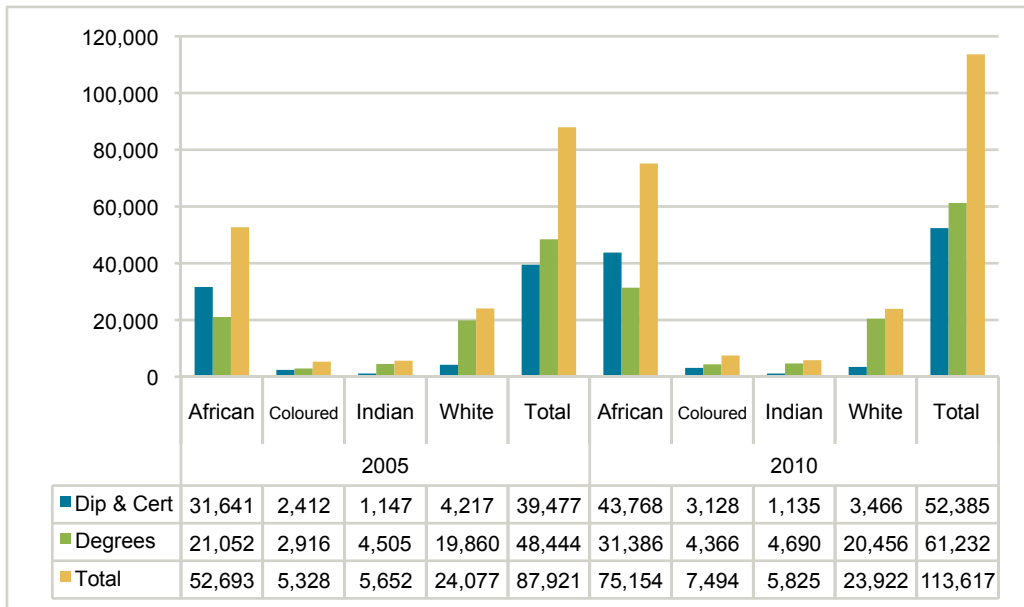


Figure 31 Headcount of undergraduate qualifications awarded by gender for 2005 and 2010

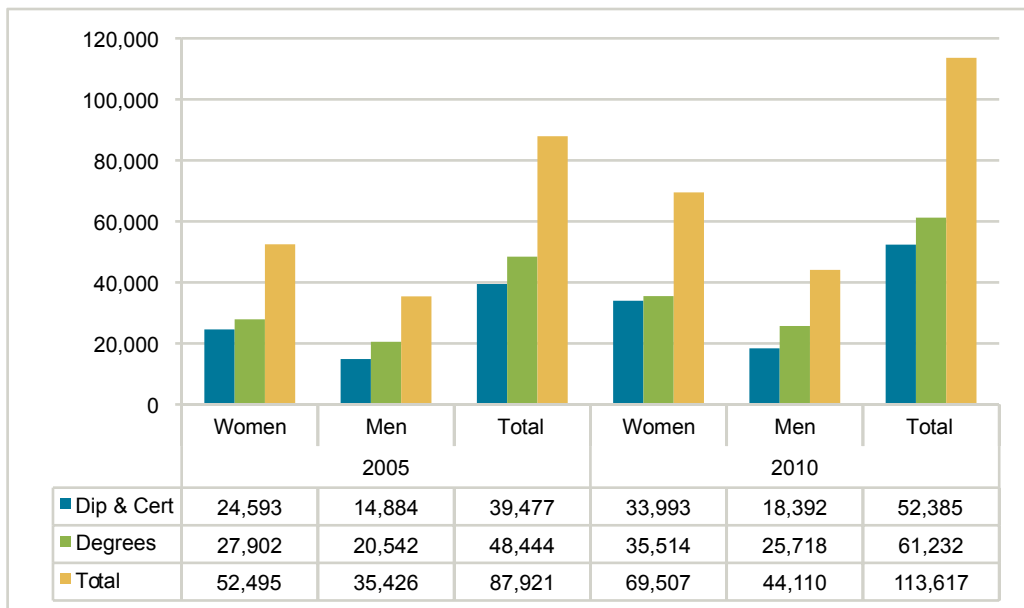


Figure 32 Headcount of postgraduate enrolments by race for 2005 and 2010

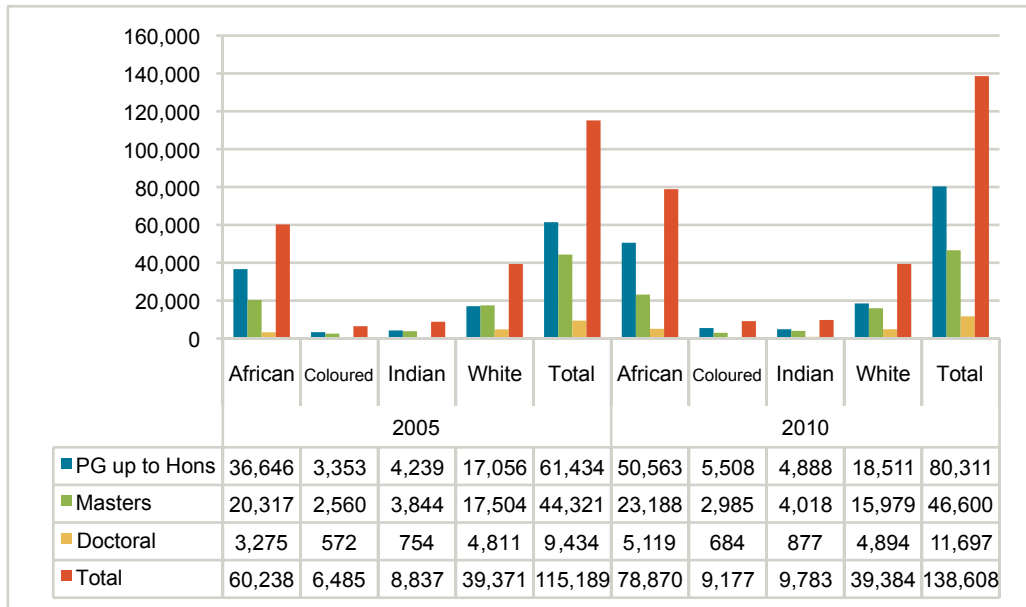


Figure 33 Headcount of postgraduate enrolments by gender for 2005 and 2010

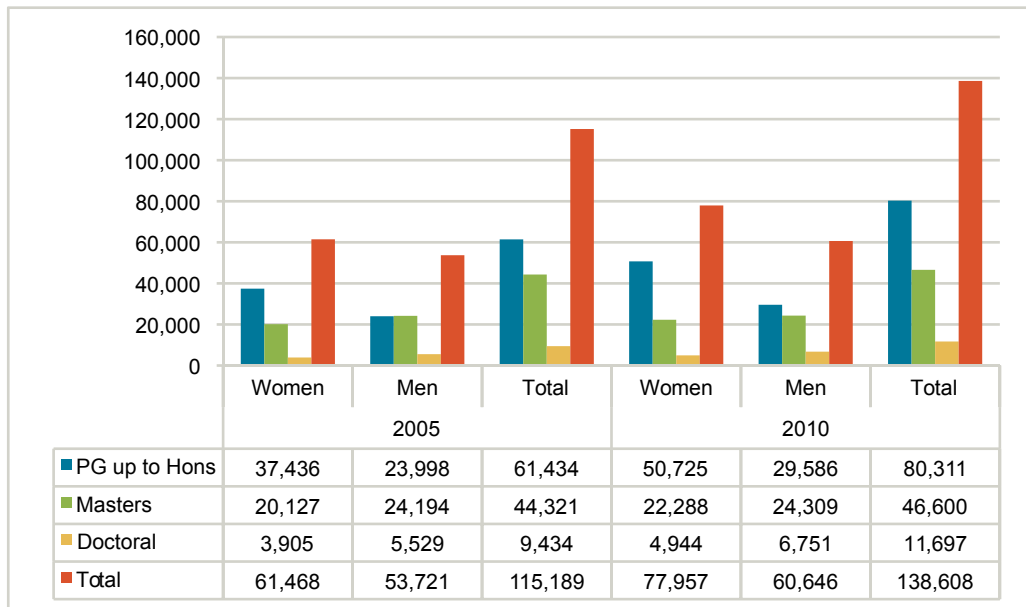


Figure 34 Headcount of postgraduate qualifications awarded by race for 2005 and 2010

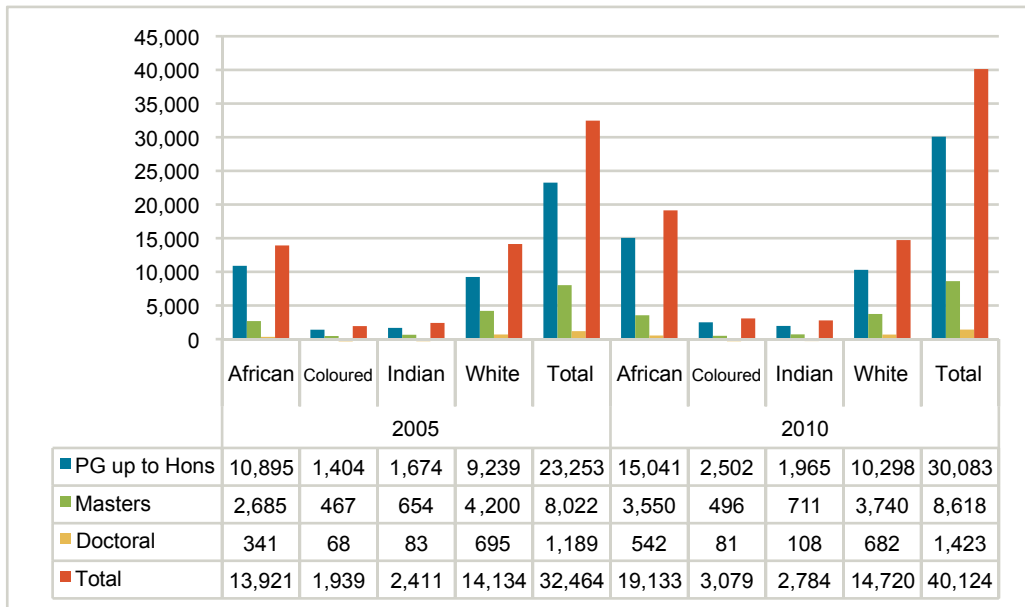


Figure 35 Headcount of postgraduate qualifications awarded by gender for 2005 and 2010

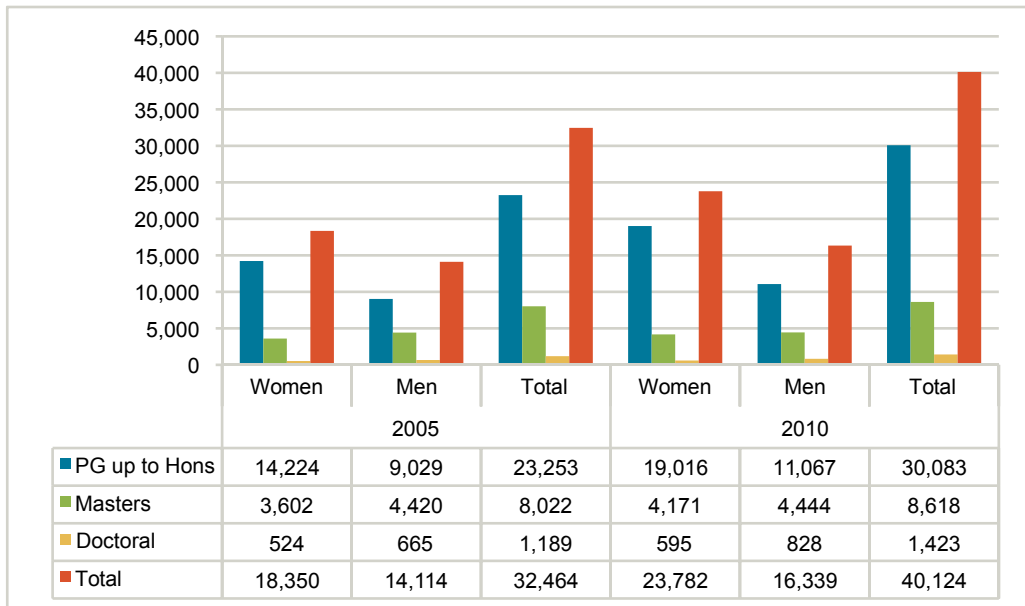




Figure 36 Headcount enrolments of doctoral students by foreign nationality grouping from 2005 to 2010

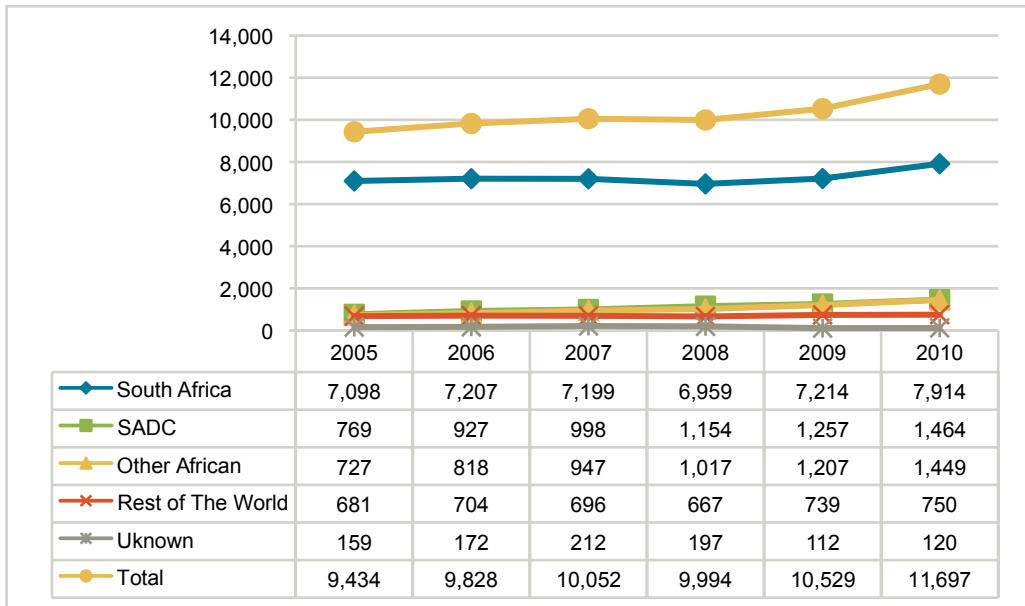
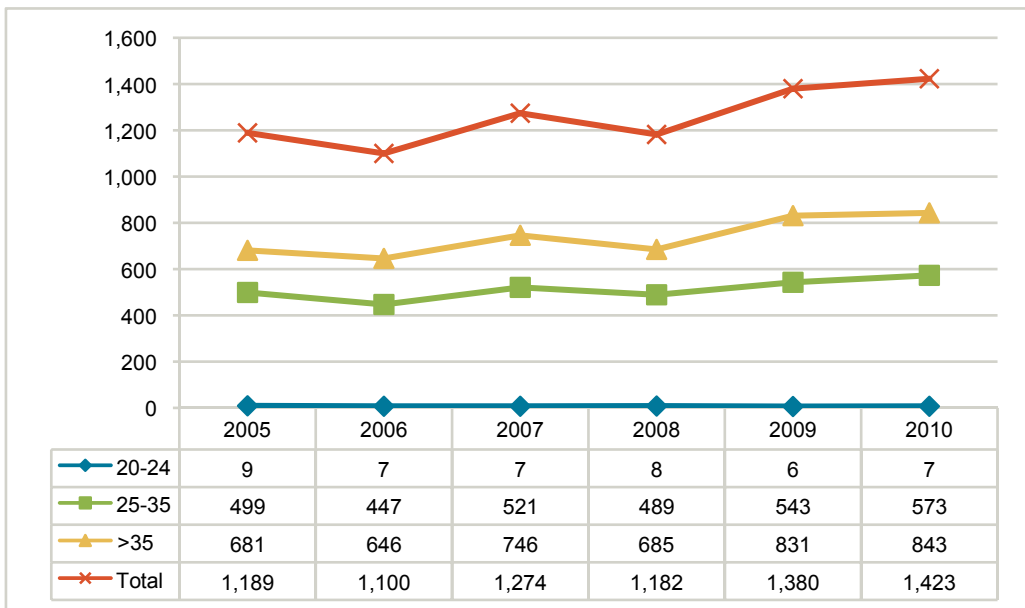


Figure 37 Headcount doctoral graduates by age grouping from 2005 to 2010



# ENROLMENT BY FIELD OF STUDY

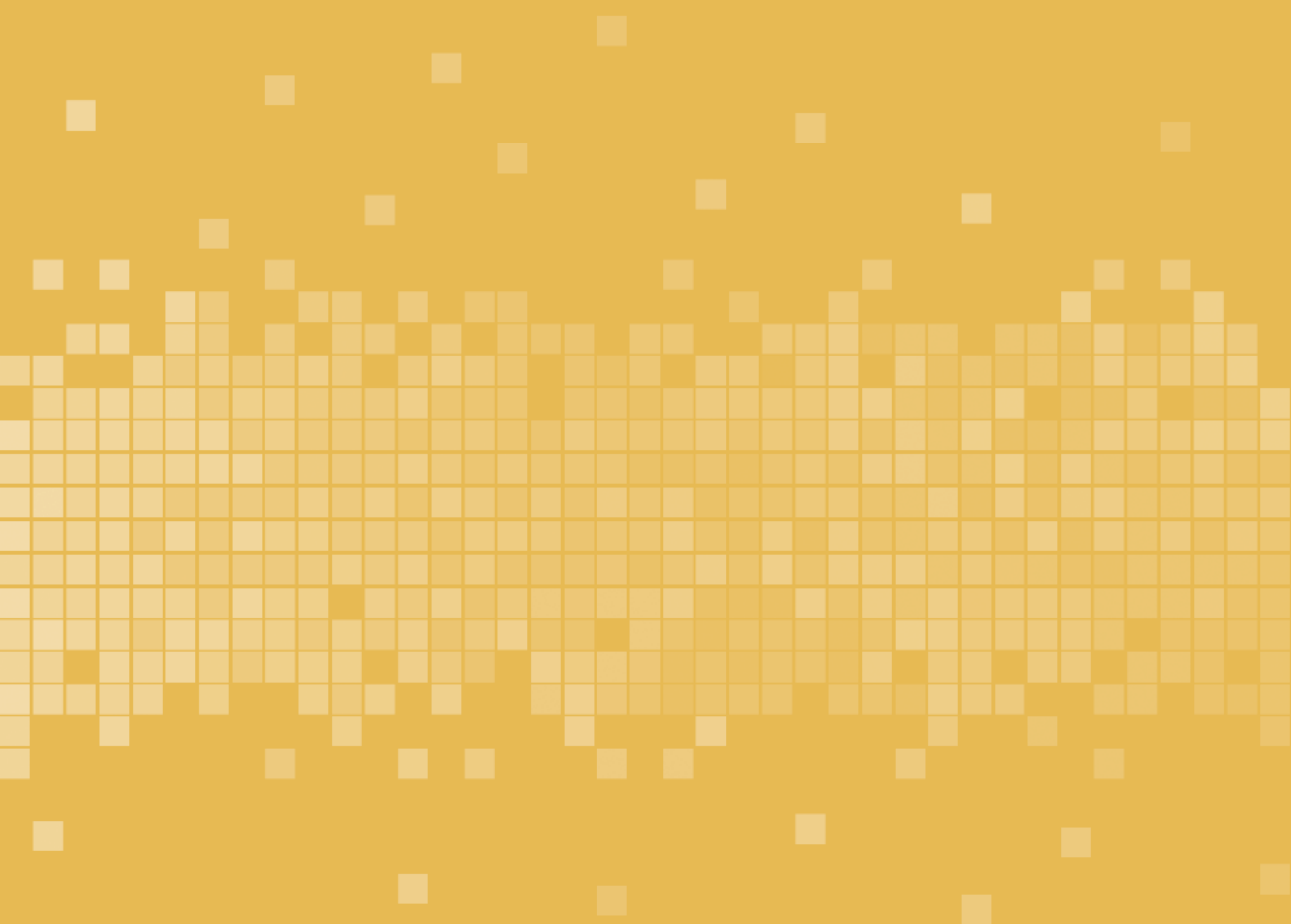




Figure 38 Headcount enrolments by field of study from 2005 to 2010

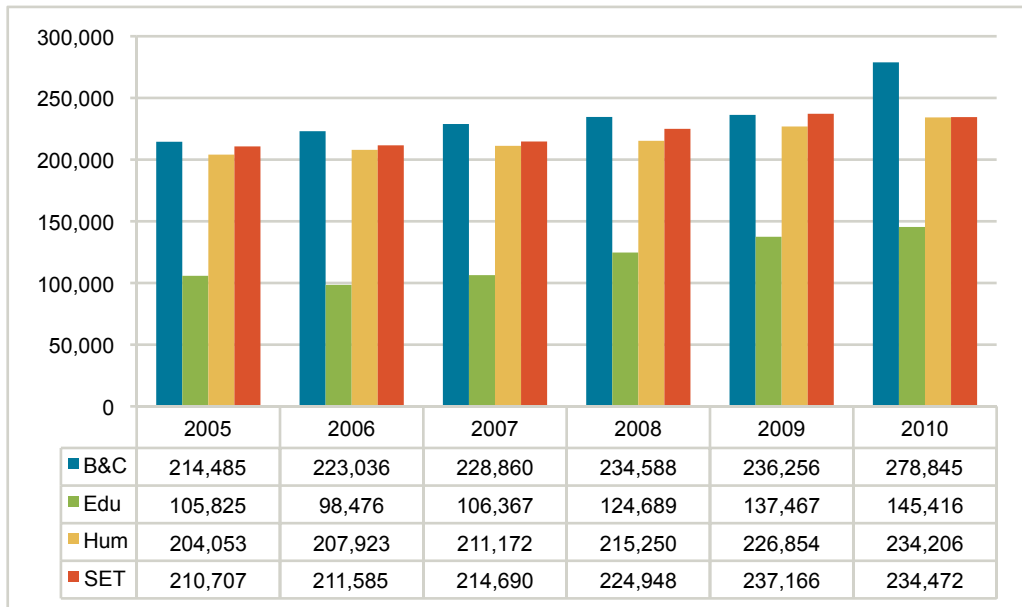


Figure 39 Headcount enrolments by field of study and race for 2005 and 2010

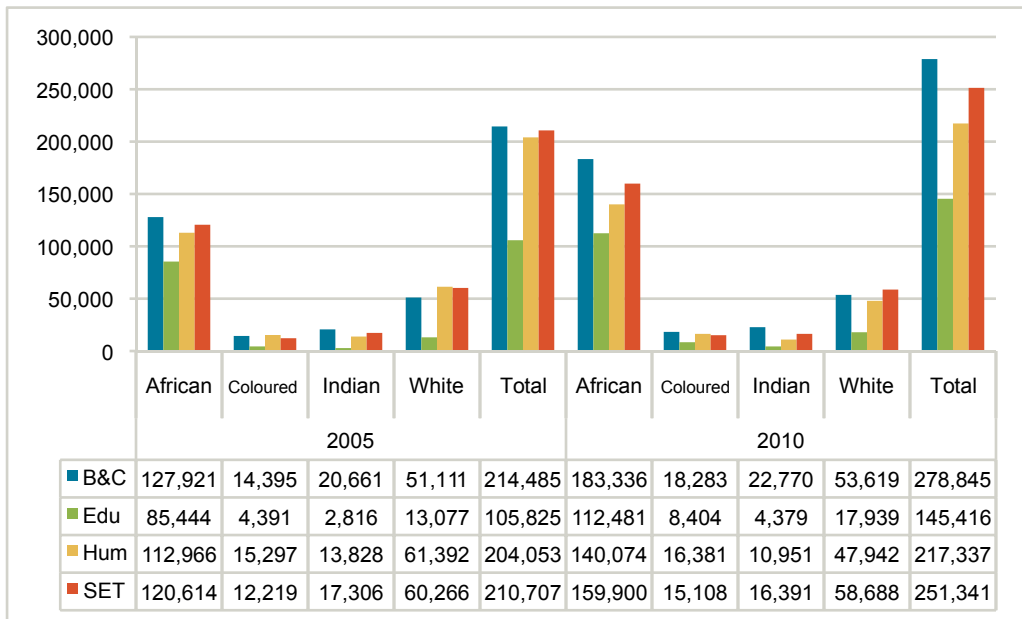


Figure 40 Headcount enrolments by field of study and gender for 2005 and 2010

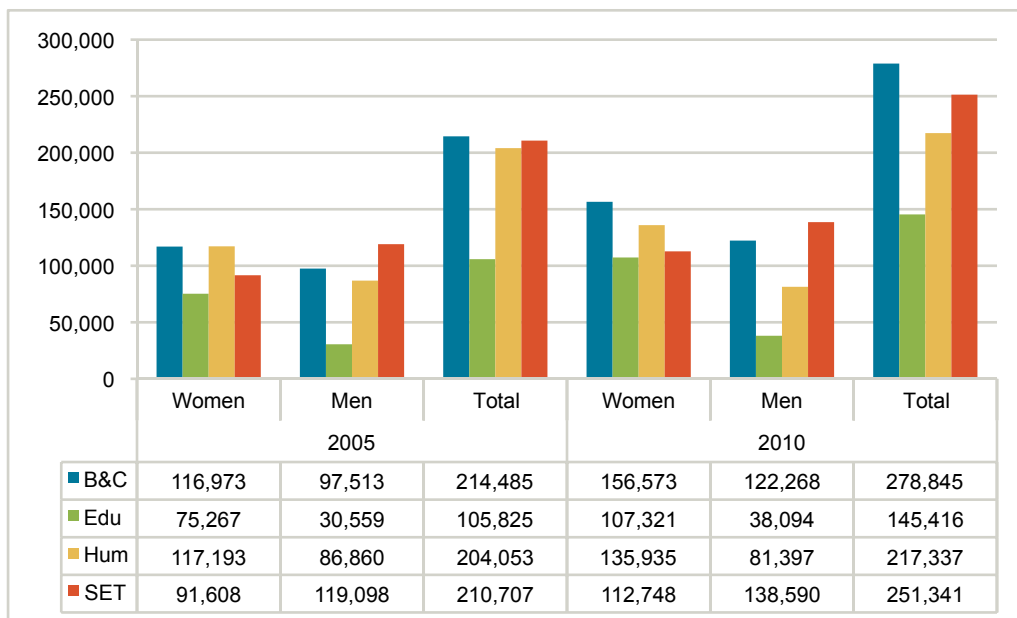


Figure 41 Headcount graduates by field of study and race for 2005 and 2010

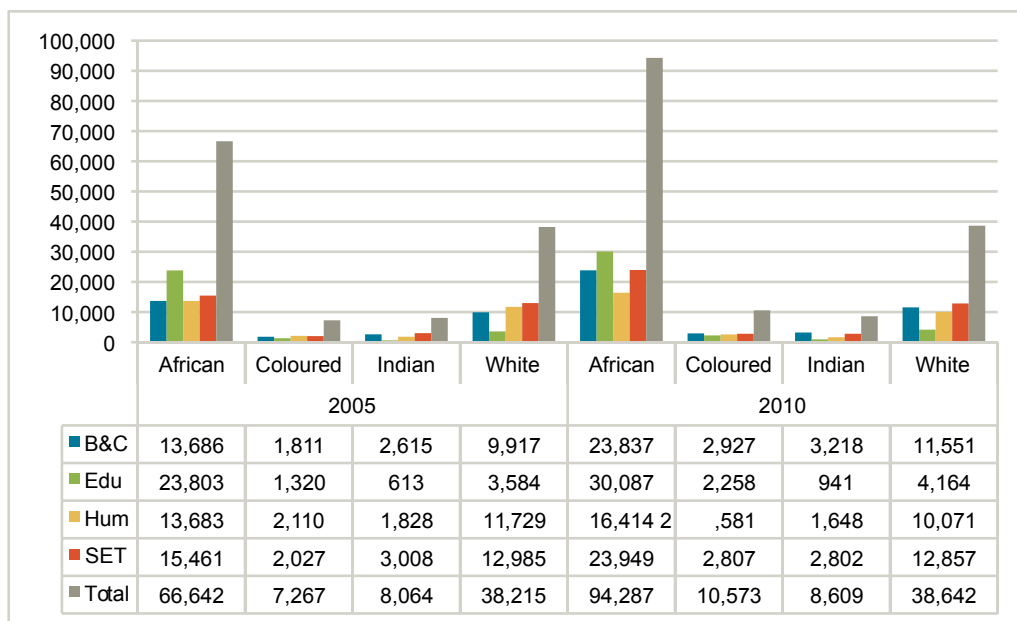


Figure 42 Headcount graduates by field of study and gender for 2005 and 2010

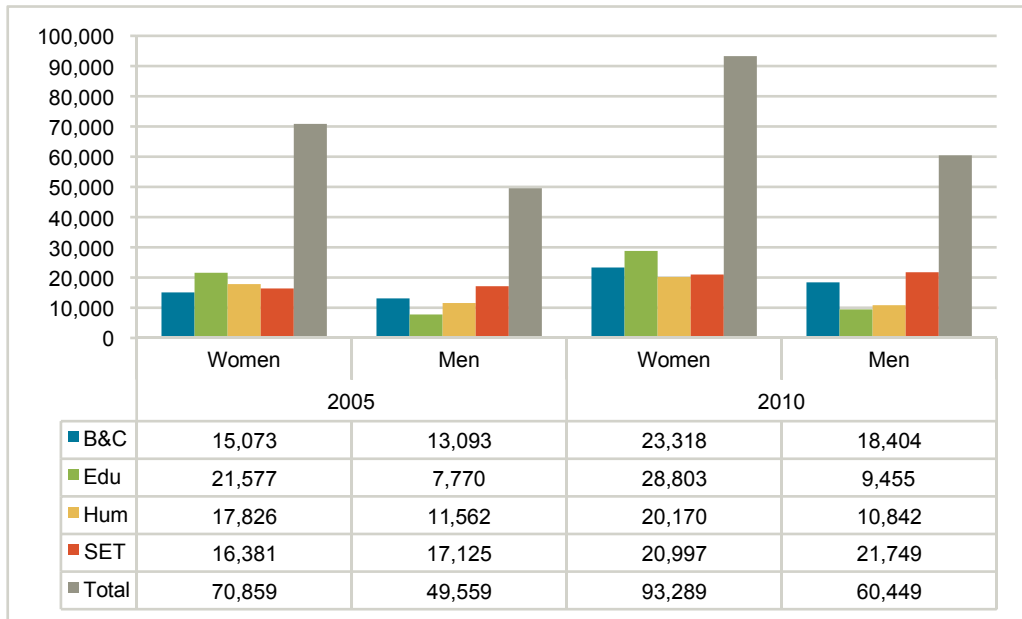


Figure 43 Headcount enrolments by field of study and mode of delivery for 2005 and 2010

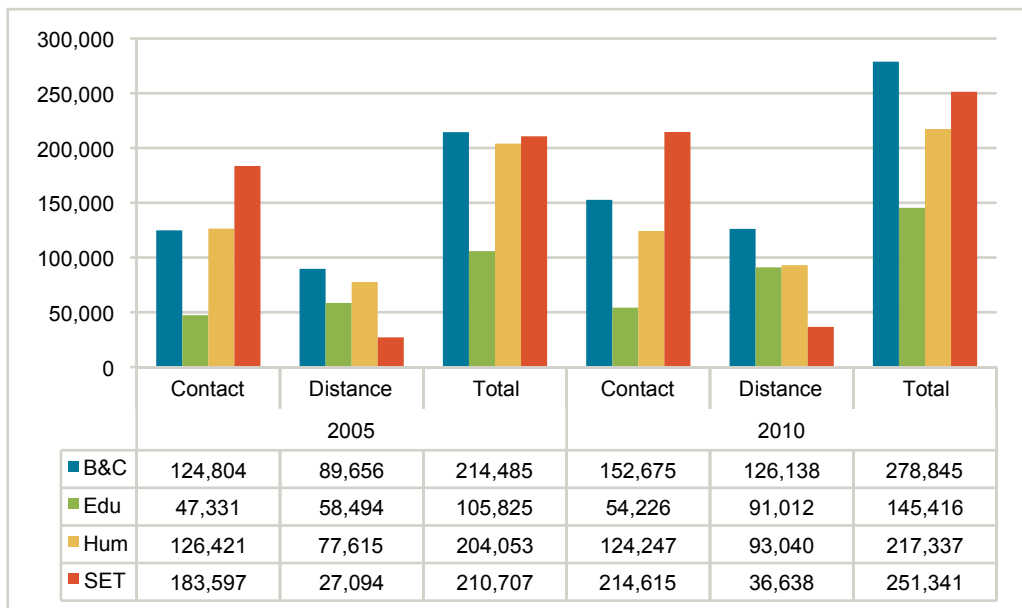


Figure 44 Success rate by CESM\* for 2010

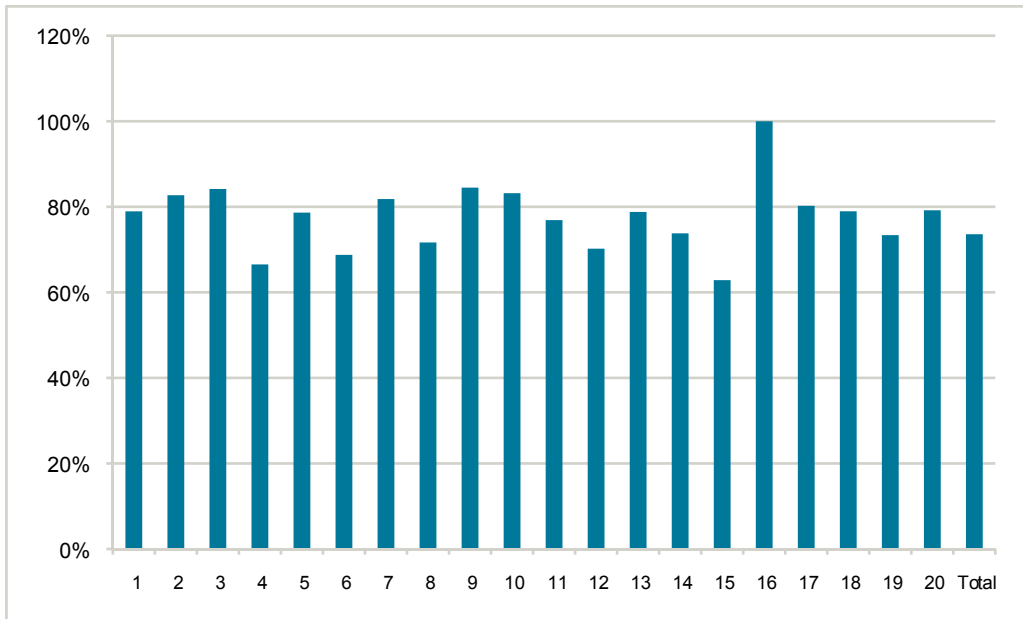
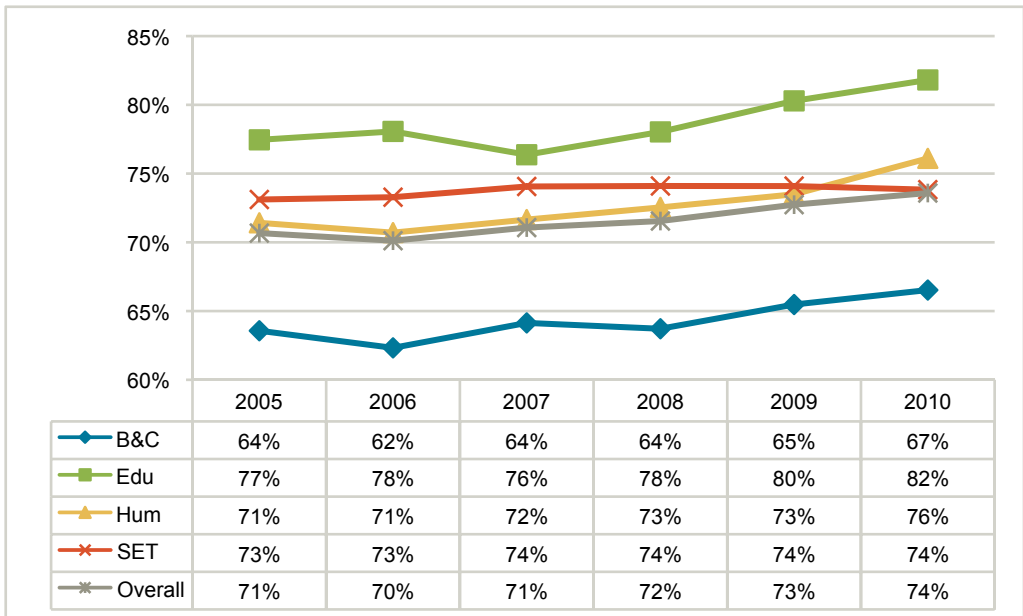


Figure 45 Success rate by field of study from 2005 to 2010



\* The CESM categories can be found in Appendix 2

# ENROLMENT BY INSTITUTIONAL TYPE

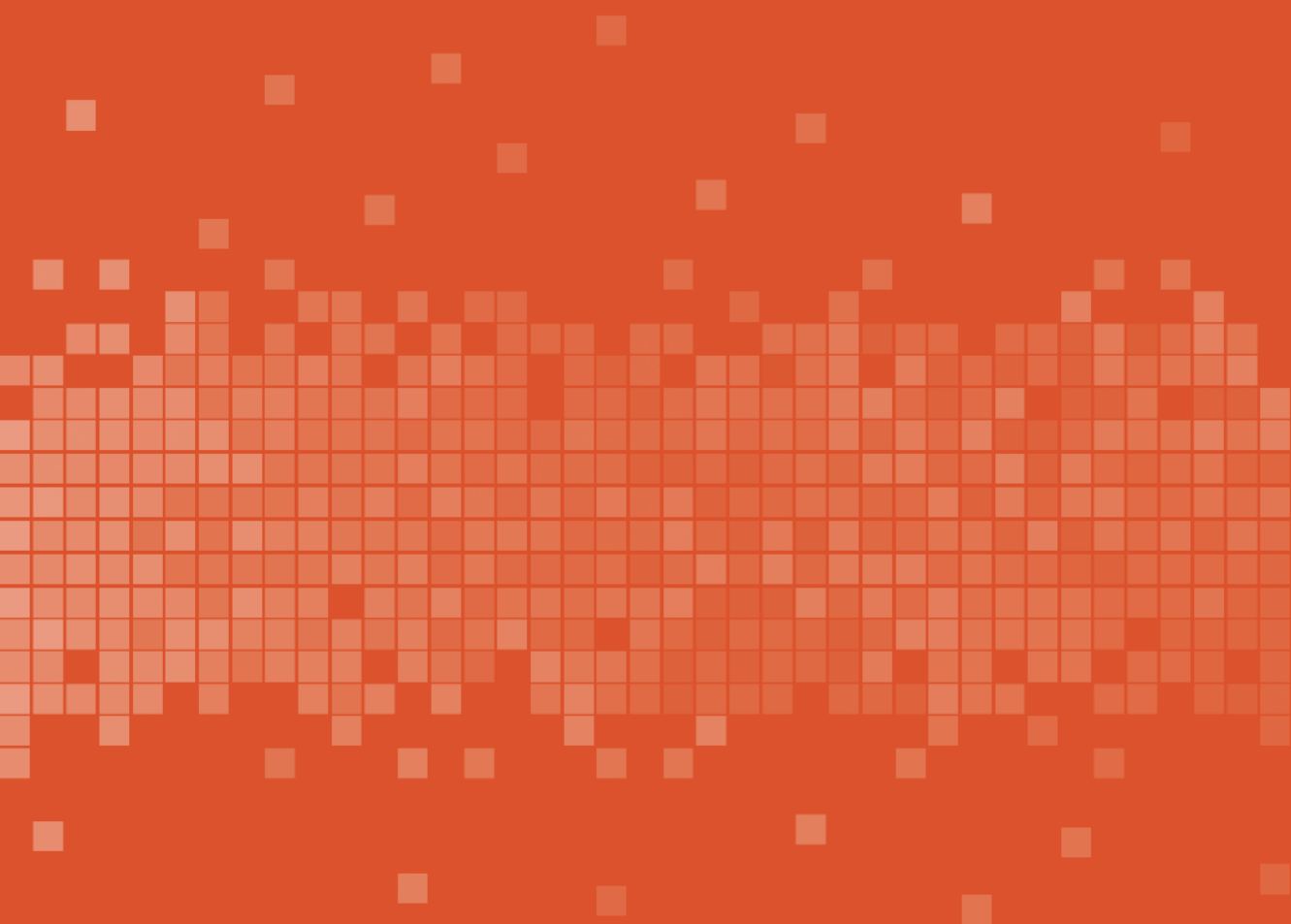






Figure 46 Headcount enrolments by institutional type from 2005 to 2010

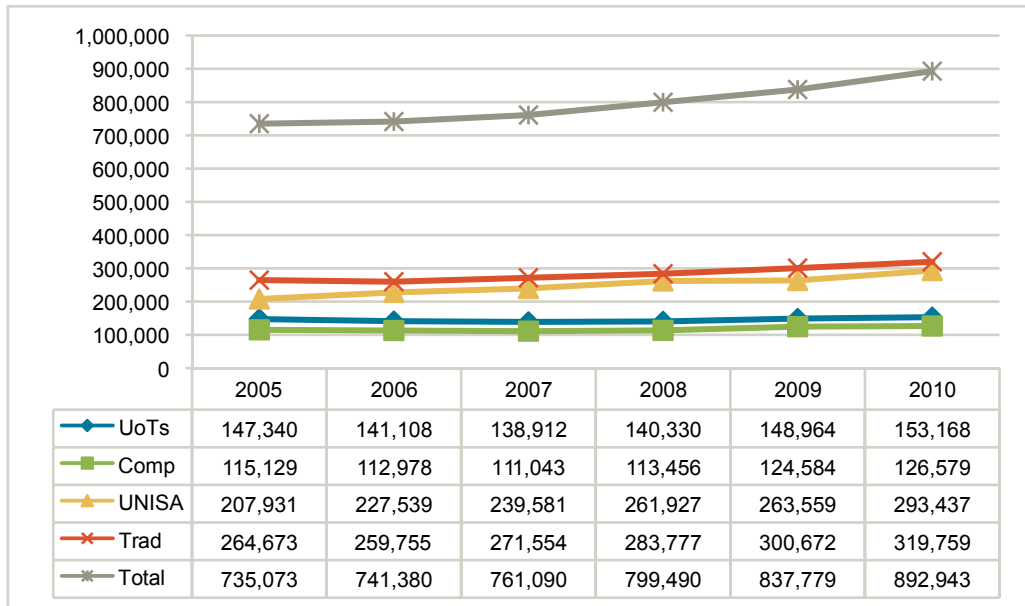


Figure 47 Headcount enrolments by institutional type and race for 2005 and 2010

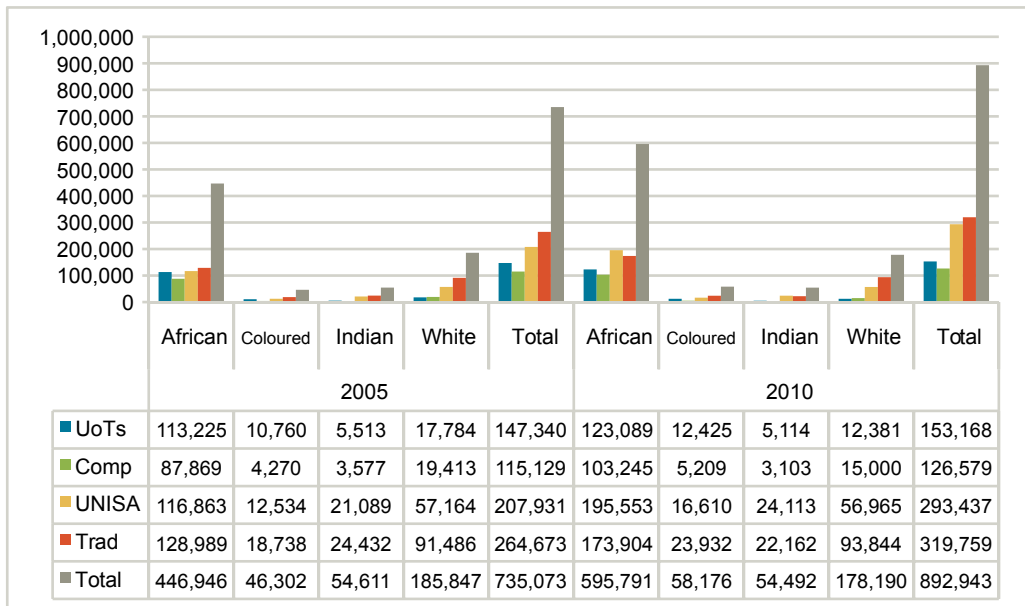


Figure 48 Headcount enrolments by institutional type and gender for 2005 and 2010

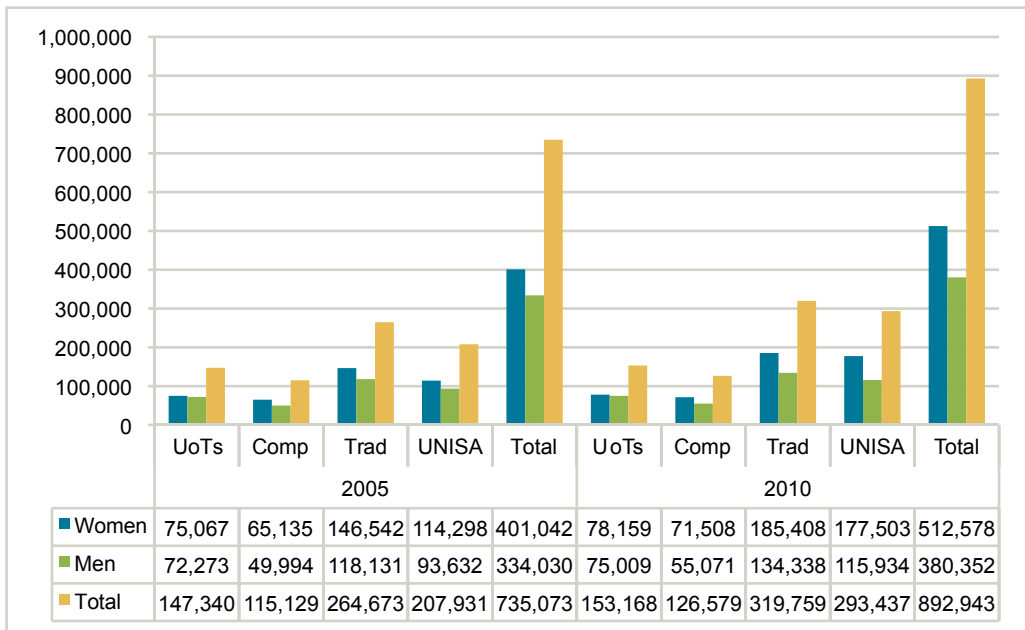
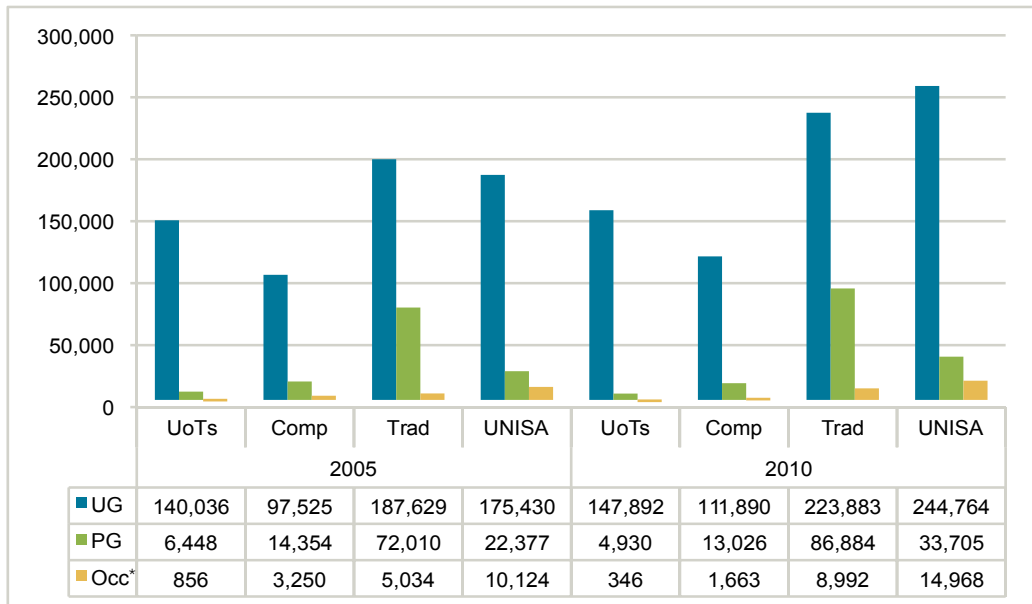


Figure 49 Headcount enrolments by institutional type and qualification level for 2005 and 2010



\* Occasional

Figure 50 Headcount enrolments by institutional type and undergraduate qualifications for 2005 and 2010

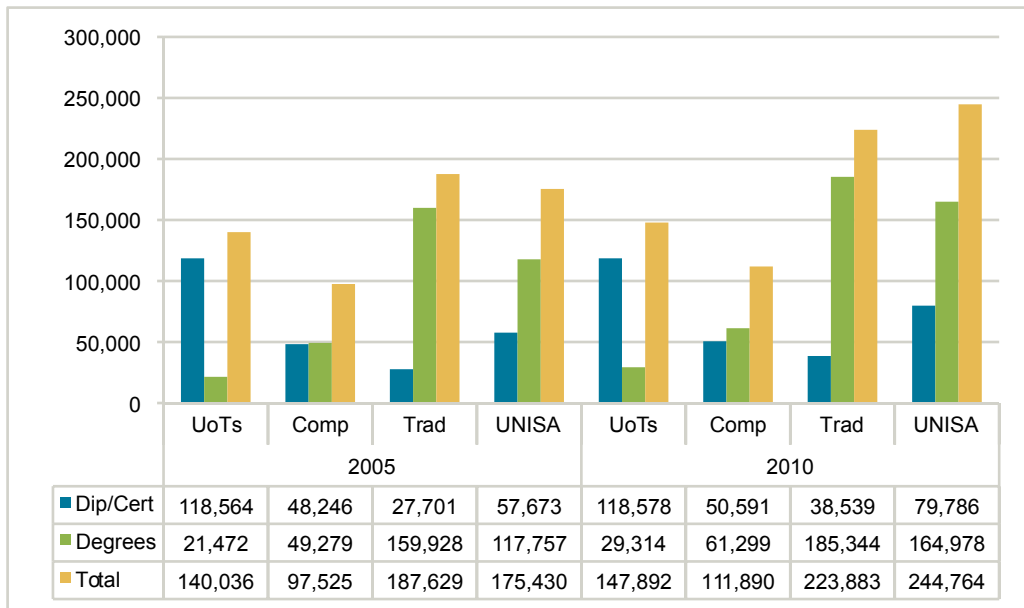


Figure 51 Headcount enrolments by institutional type and postgraduate qualifications for 2005 and 2010

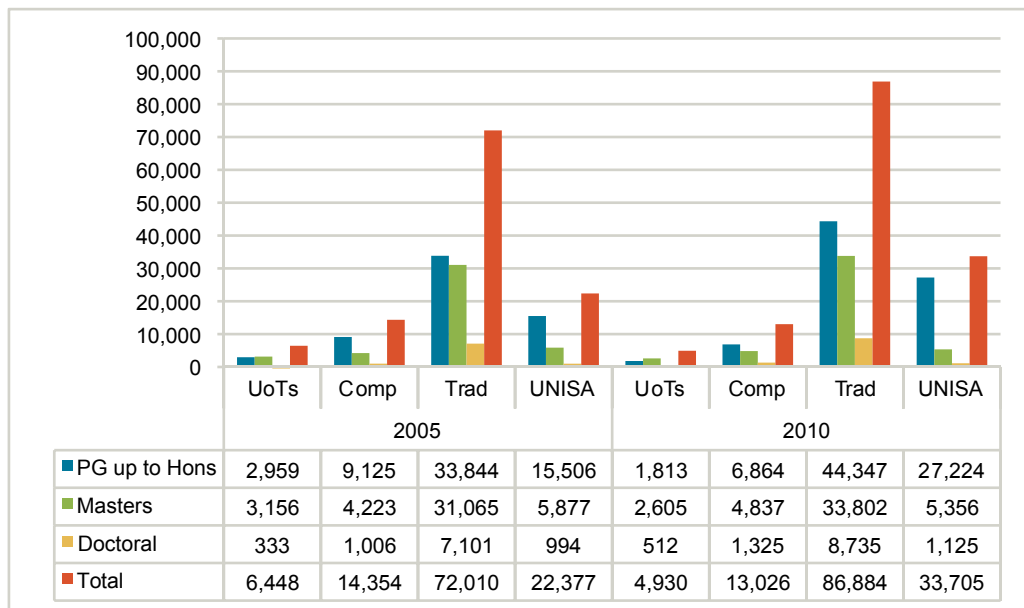
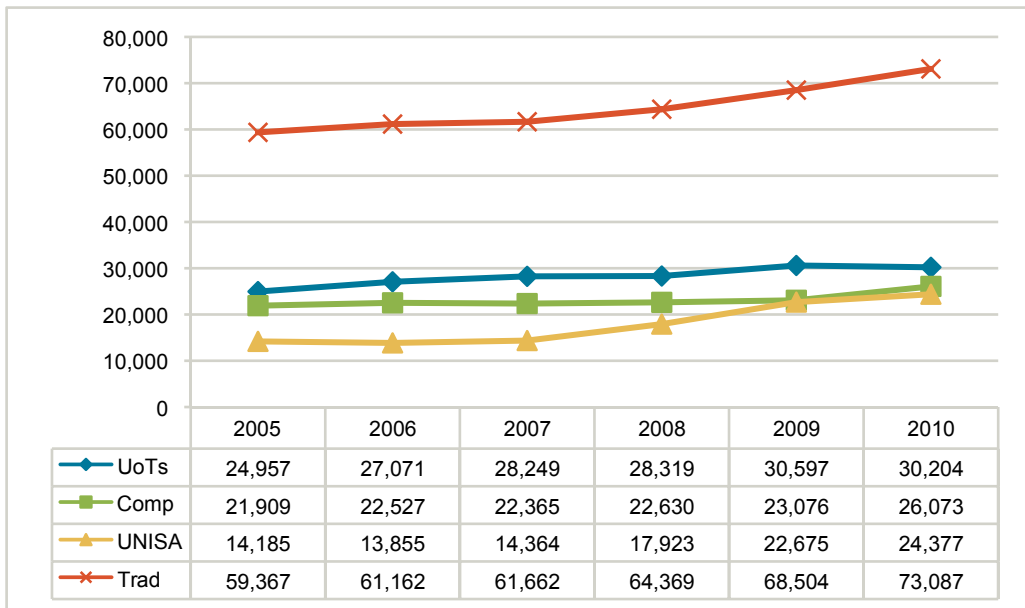
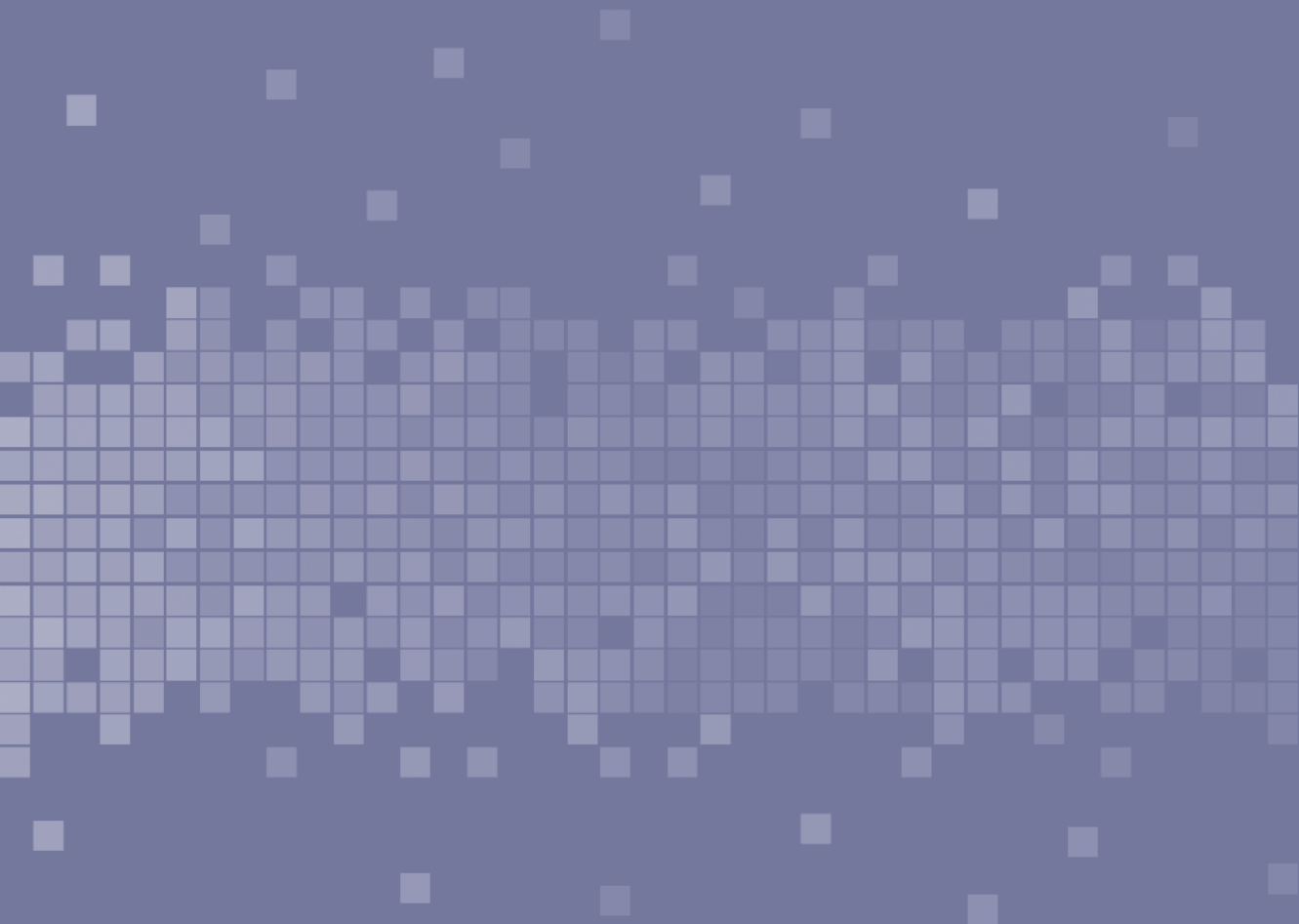


Figure 52 Headcount graduates by institutional type from 2005 to 2010



# STAFF COMPLEMENT



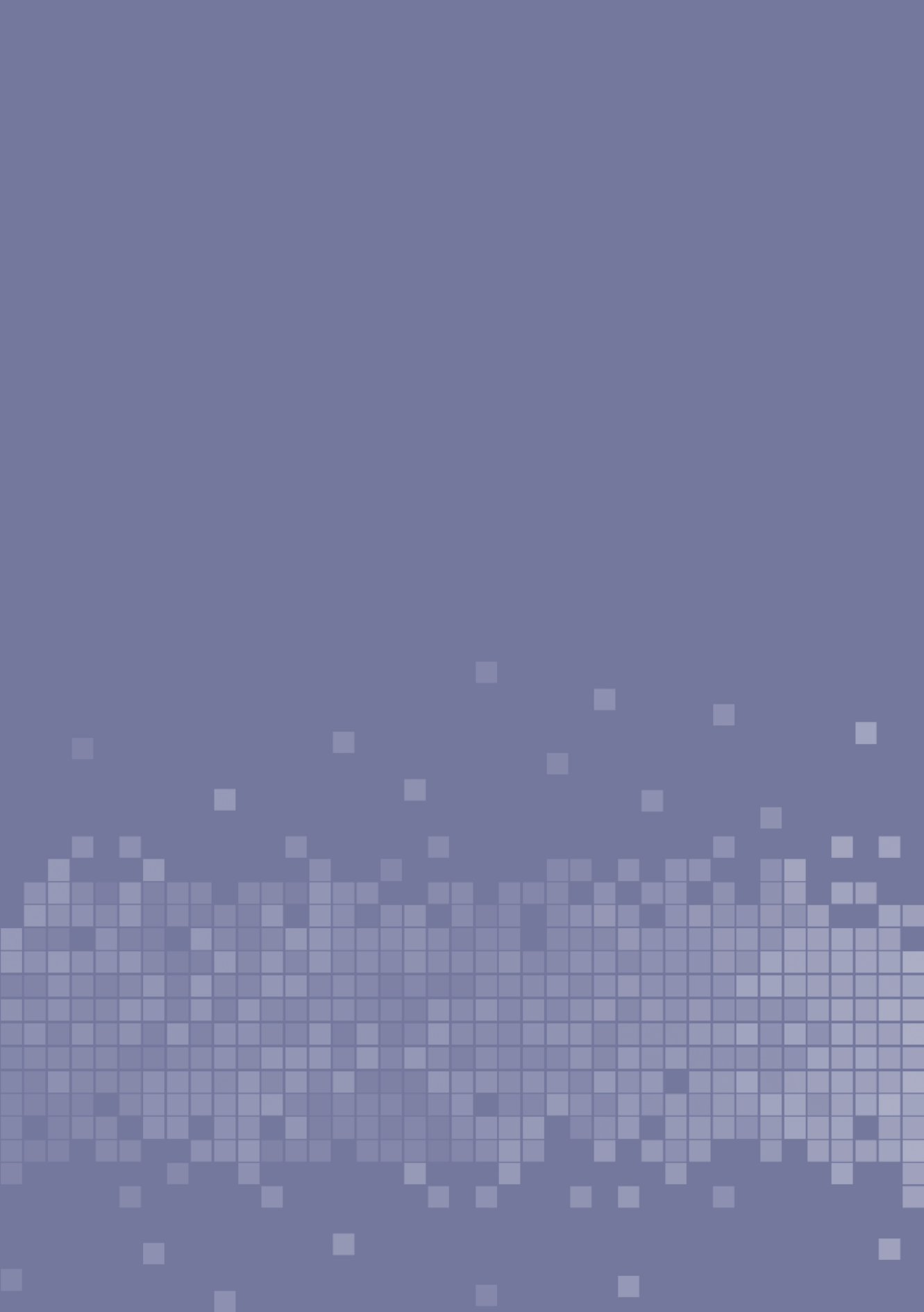


Figure 53 Headcount staff members from 2005 to 2010

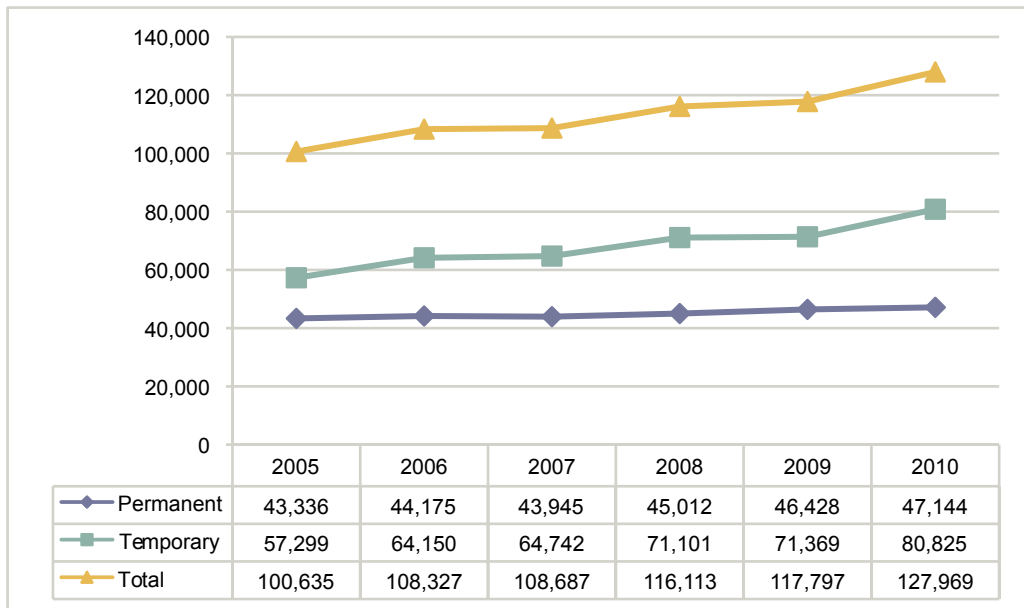


Figure 54 Proportion of permanent vs temporary staff members from 2005 to 2010

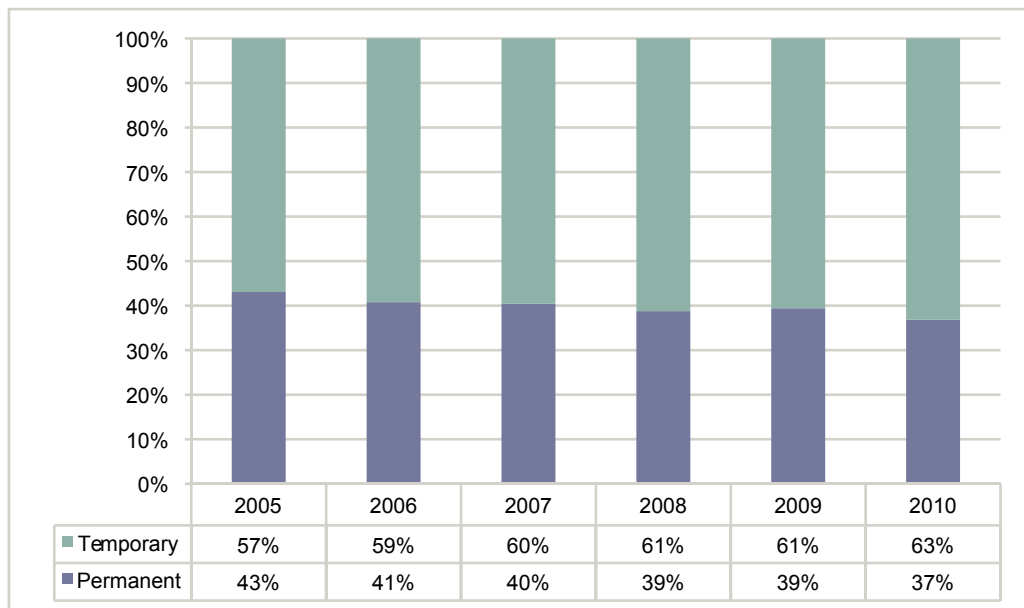




Figure 55 Headcount staff members by employment status and race for 2005 and 2010

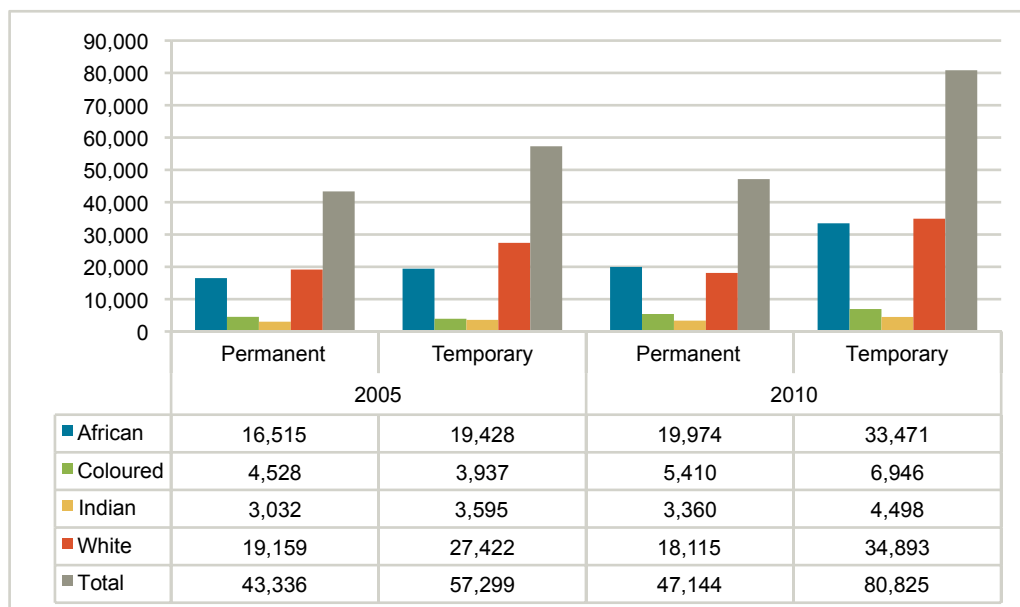


Figure 56 Headcount overall staff members by employment status and gender for 2005 and 2010

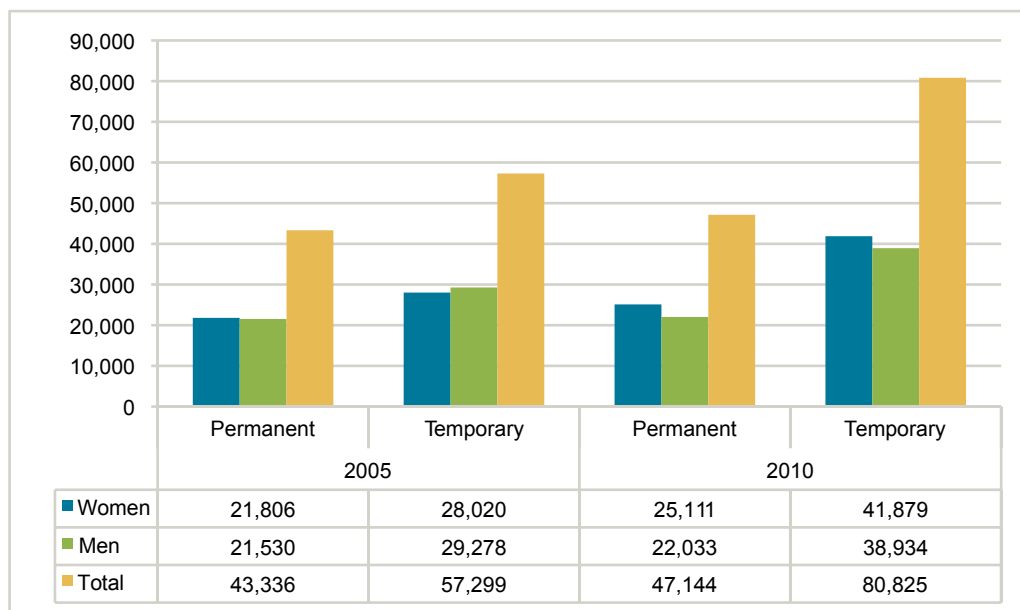


Figure 57 Headcount senior management staff members by race from 2005 to 2010

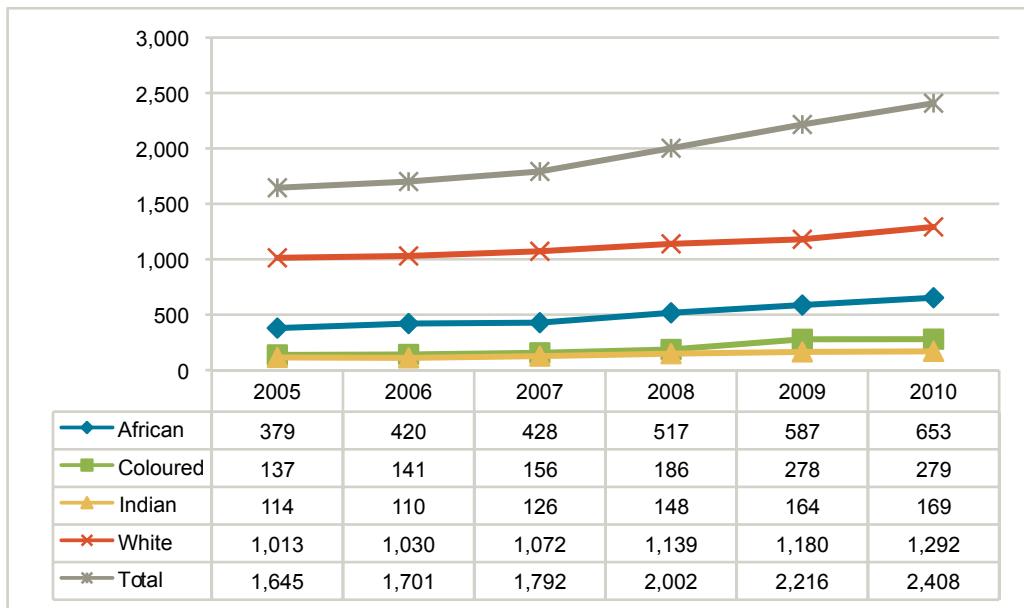


Figure 58 Headcount senior management staff members by gender from 2005 to 2010

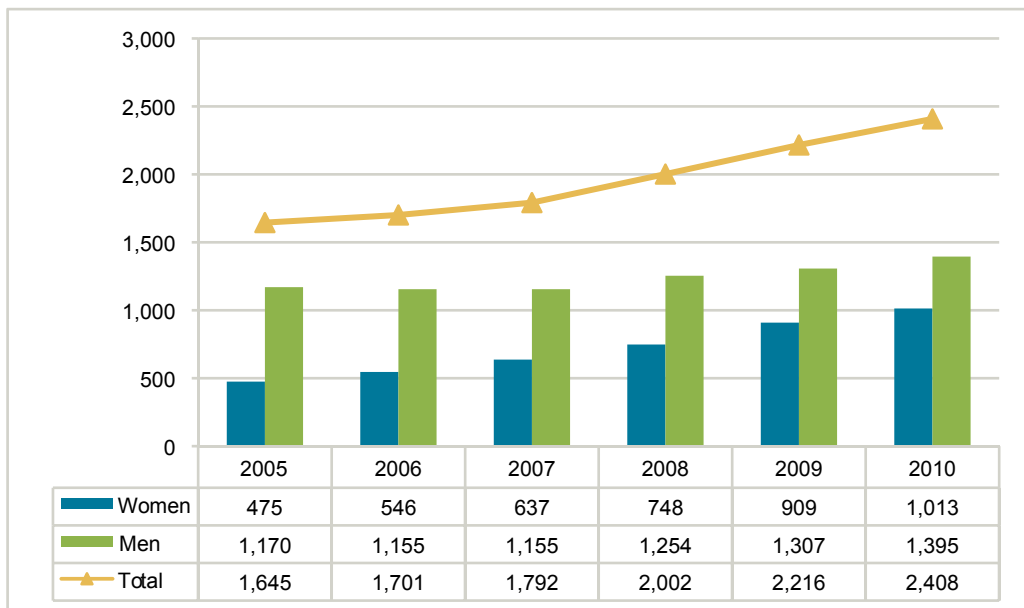


Figure 59 Headcount instruction and research staff members from 2005 to 2010

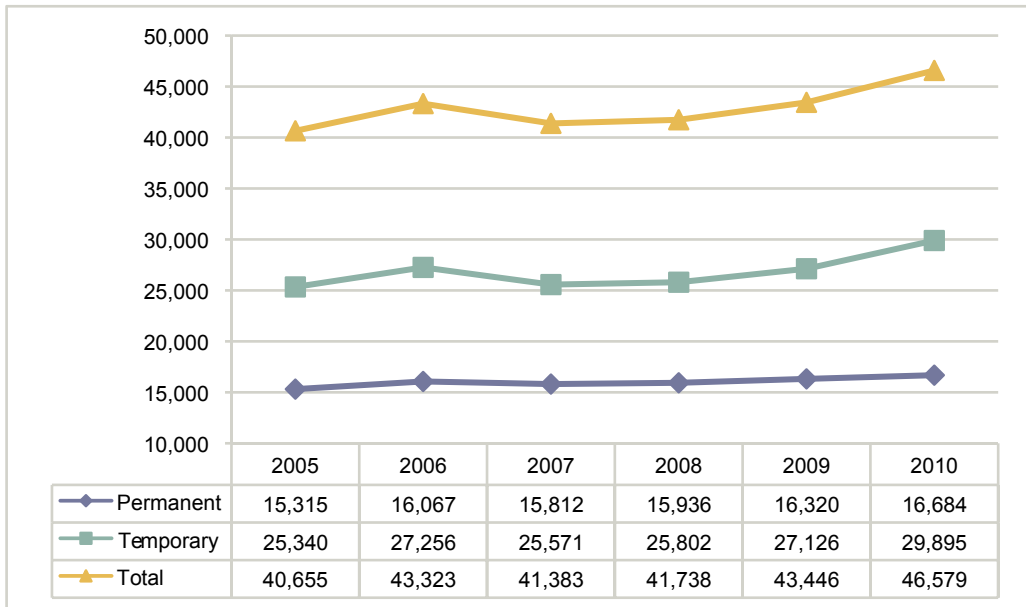


Figure 60 Proportion of permanent vs temporary instruction and research staff members from 2005 to 2010

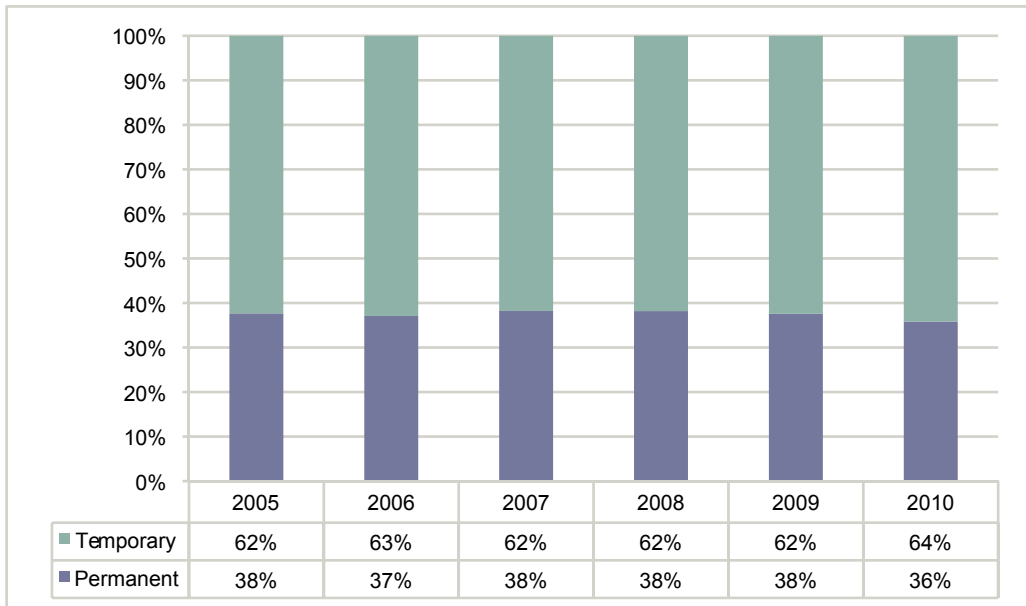


Figure 61 Headcount instruction and research staff members by race for 2005 and 2010

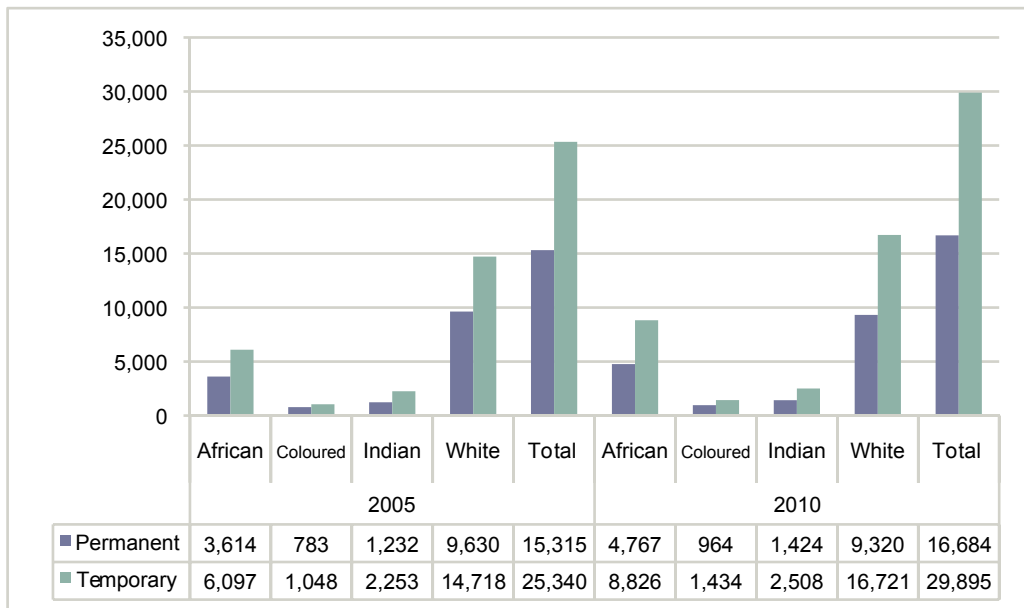


Figure 62 Headcount instruction and research staff members by gender for 2005 and 2010

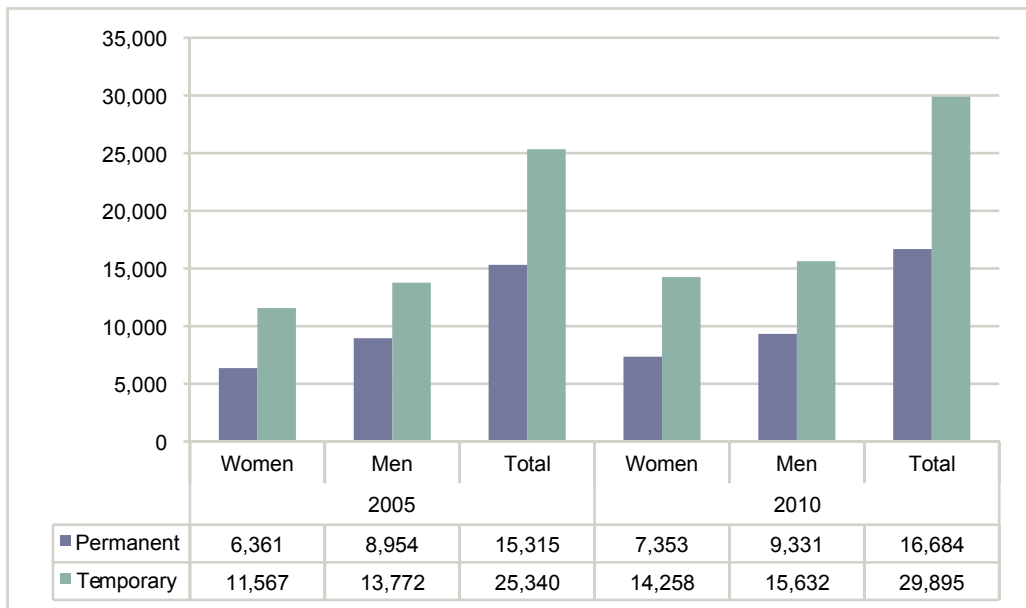


Figure 63 Headcount non-professional administrative staff members from 2005 to 2010

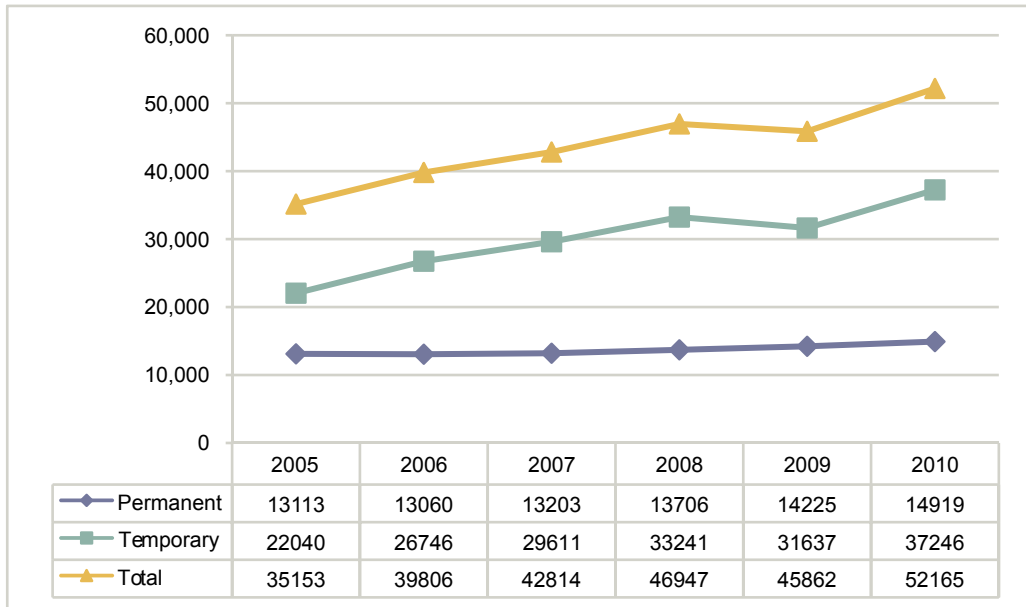


Figure 64 Proportion of permanent vs temporary non-professional administrative staff members from 2005 to 2010

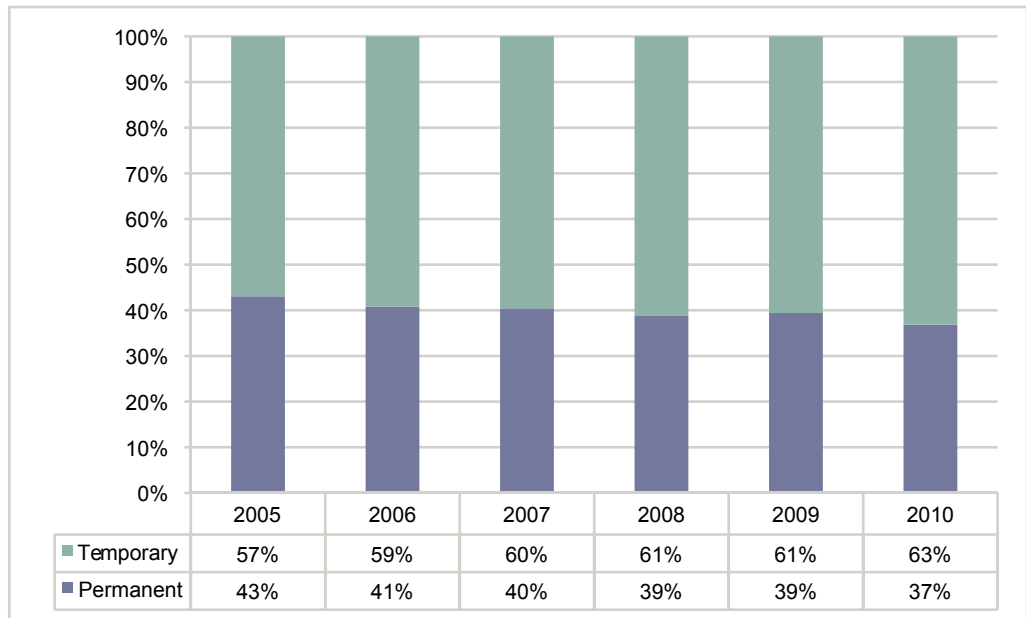


Figure 65 Headcount non-professional administrative staff members by race for 2005 and 2010

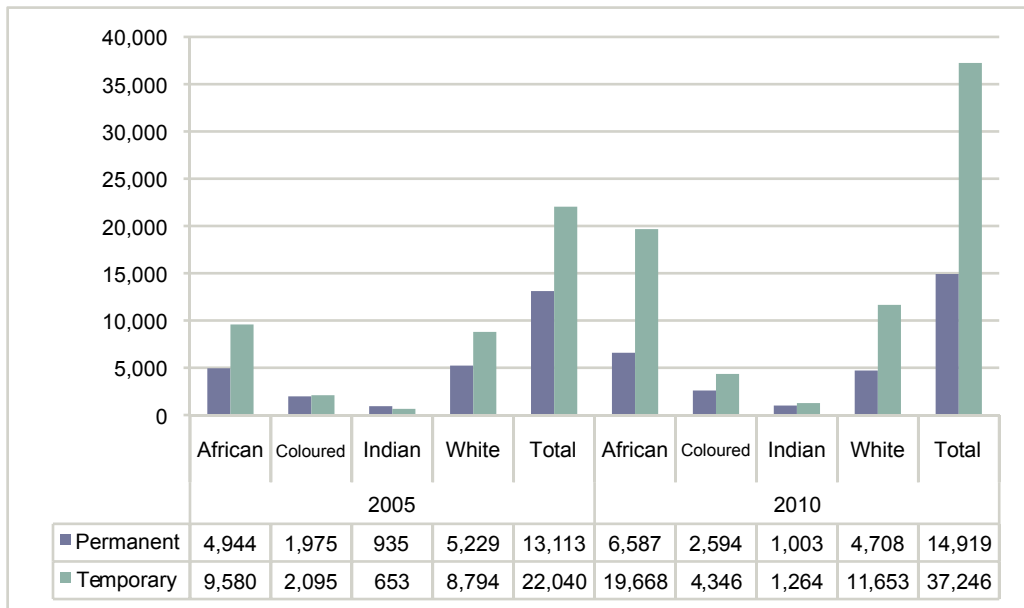


Figure 66 Headcount non-professional administrative staff members by employment status by gender for 2005 and 2010

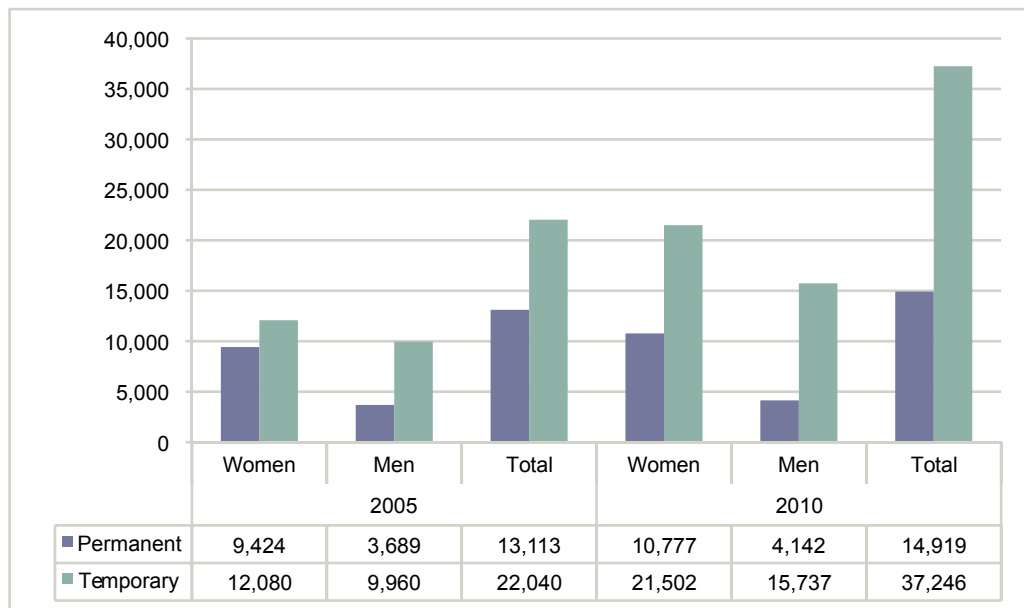


Figure 67 Headcount service staff members by employment status and race for 2005 and 2010

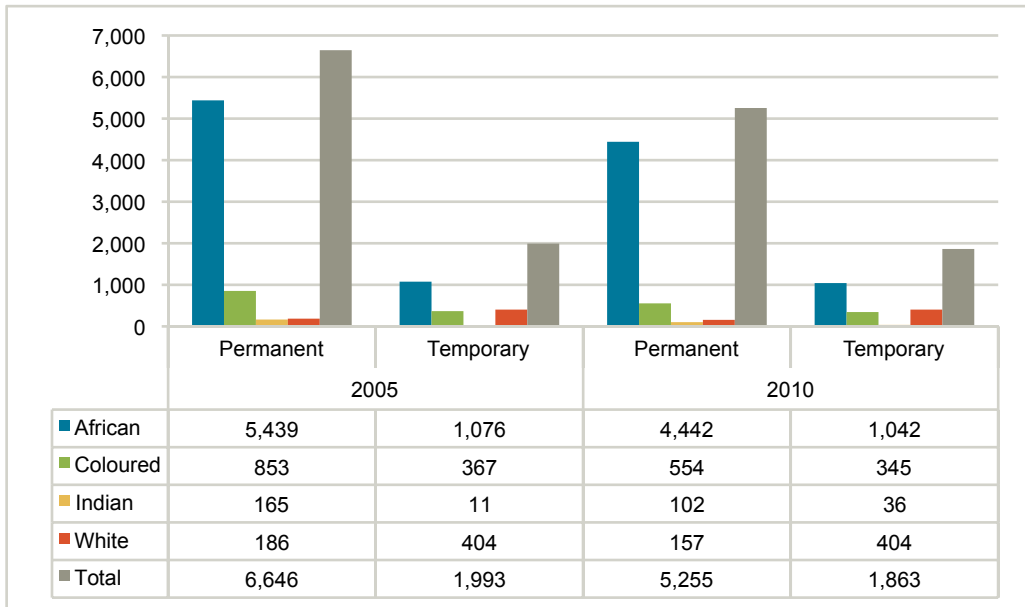


Figure 68 Headcount service staff members by employment status and gender for 2005 and 2010

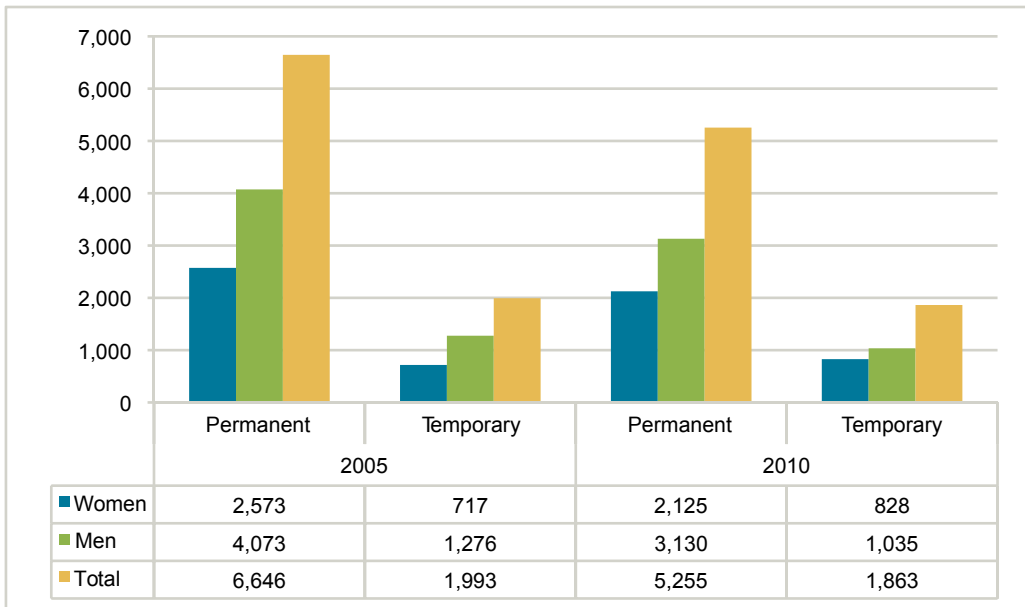


Figure 69 Headcount instruction and research staff qualification level by race for 2005 and 2010

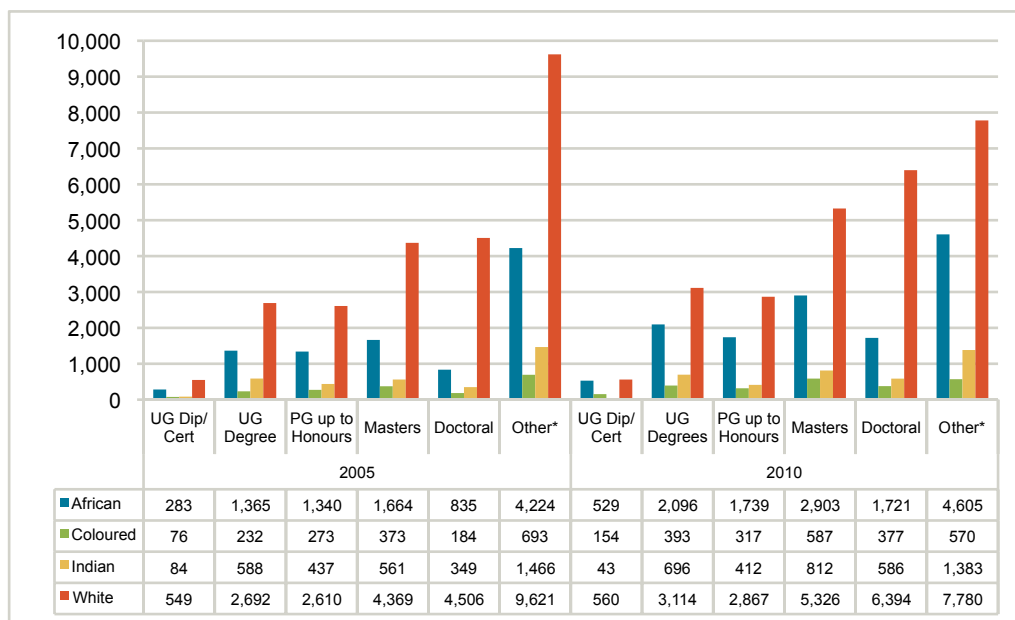
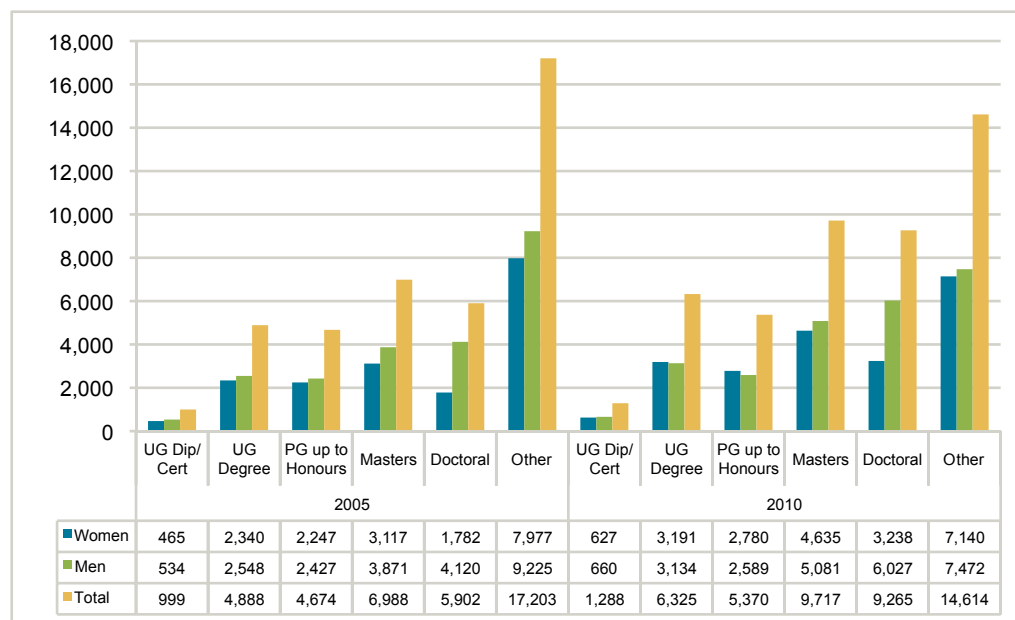


Figure 70 Headcount instruction and research staff qualification level by gender for 2005 and 2010



\* Other includes all unknowns and qualifications labelled as other



Figure 71 Headcount instruction and research staff members by age grouping from 2005 to 2010

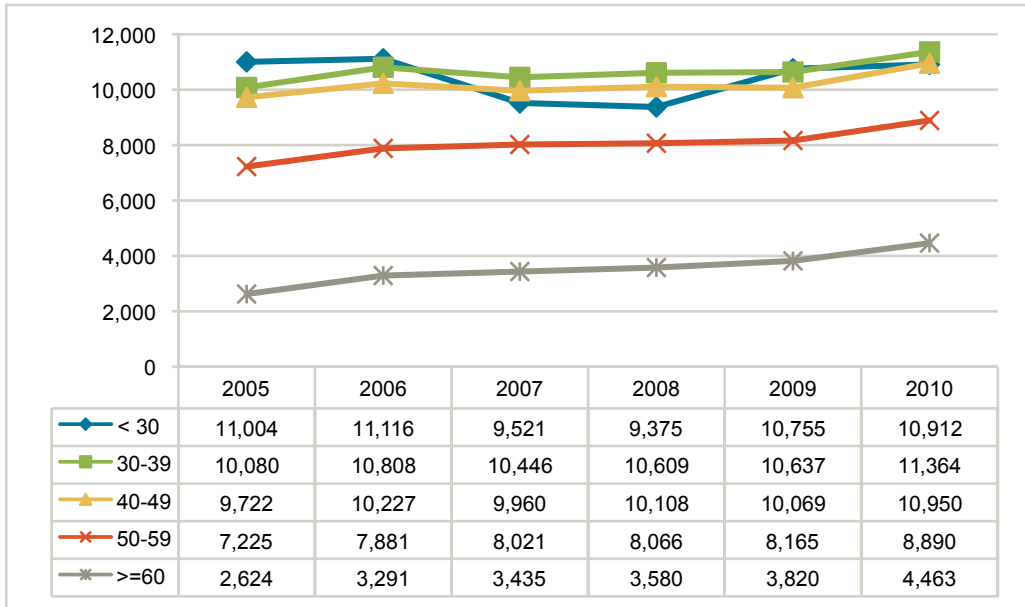
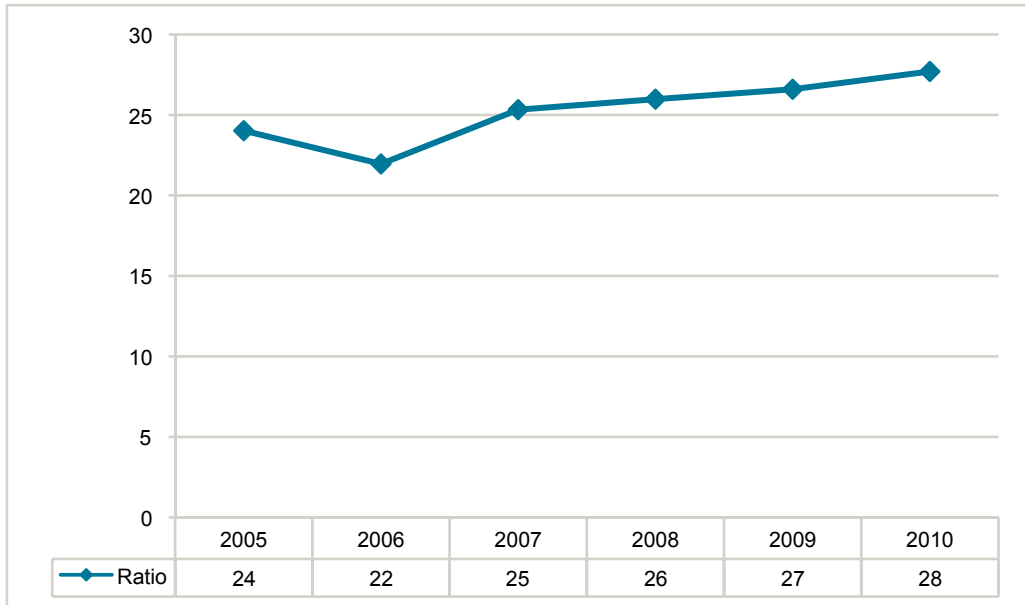
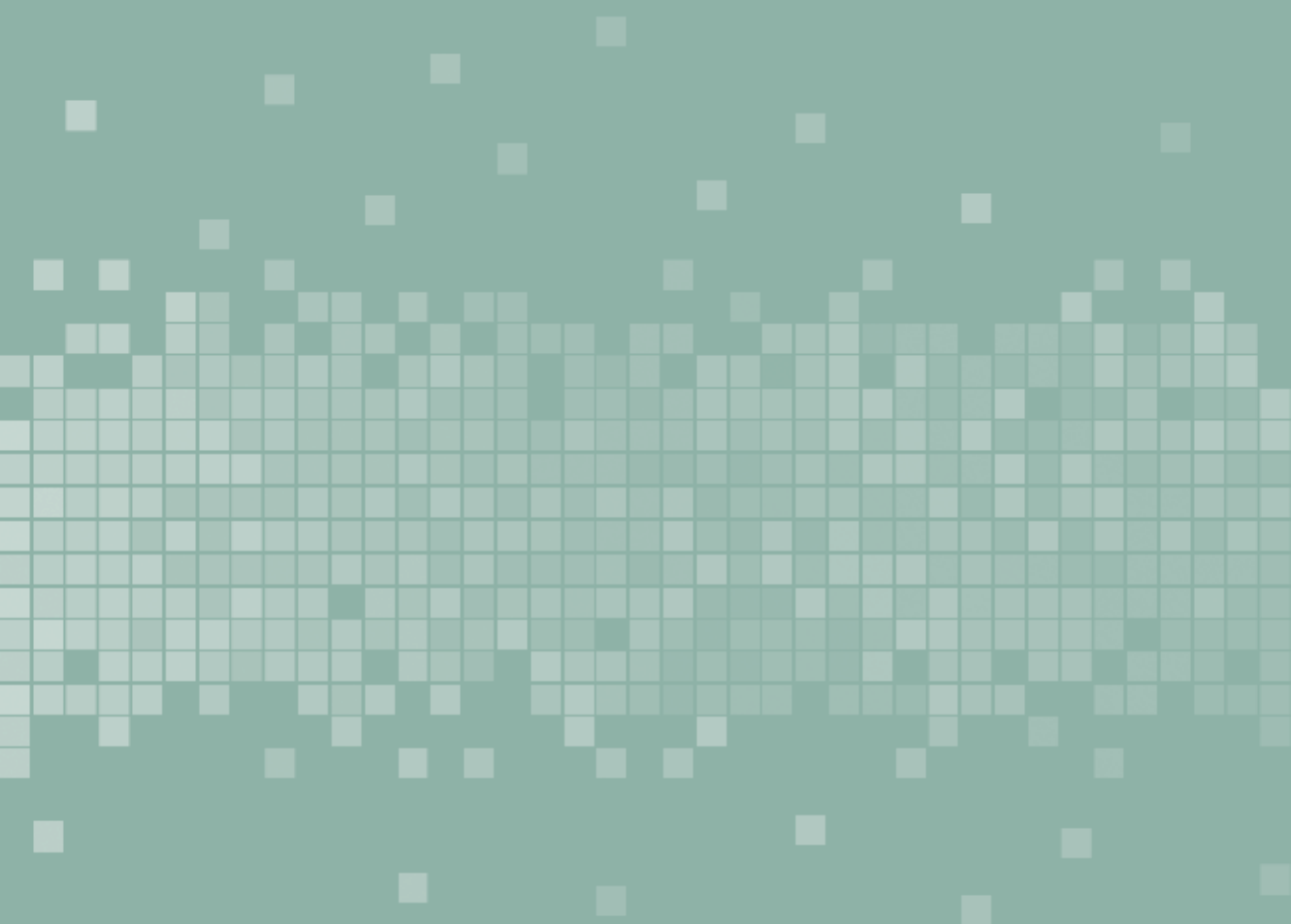


Figure 72 Student:Staff Ratio from 2005 to 2010



# COHORT STUDY



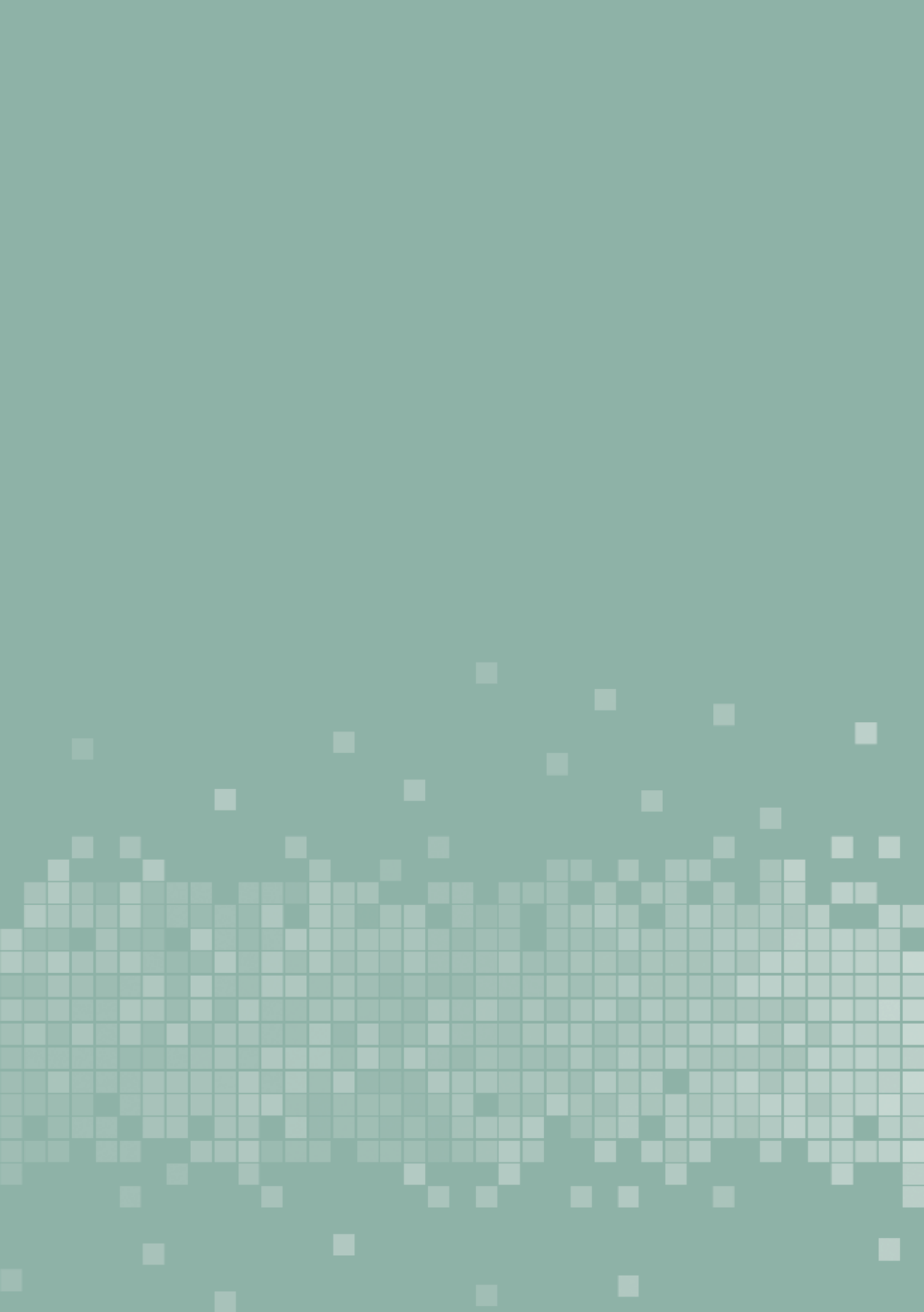


Figure 73 Throughput rates for 360 credit Diplomas with first year of enrolment in 2005 (excluding UNISA)

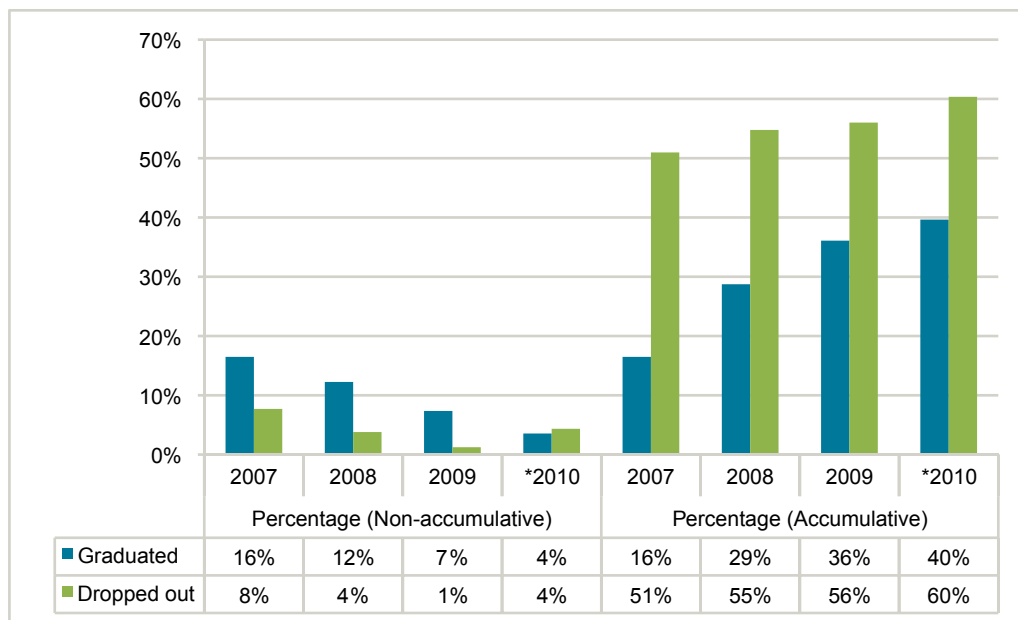
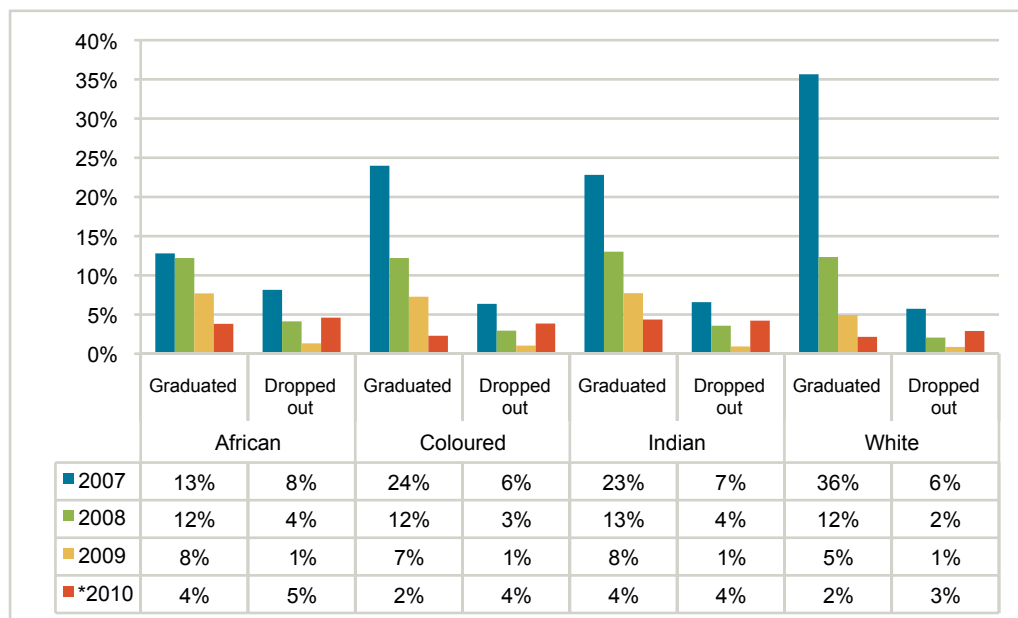


Figure 74 Throughput rates by race for 360 credit Diplomas with first year of enrolment in 2005 (excluding UNISA) - non-accumulative



\* There may be remaining potential graduates in the system after 2010

Figure 75 Throughput rates by race for 360 credit Diplomas with first year of enrolment in 2005 (excluding UNISA) - accumulative

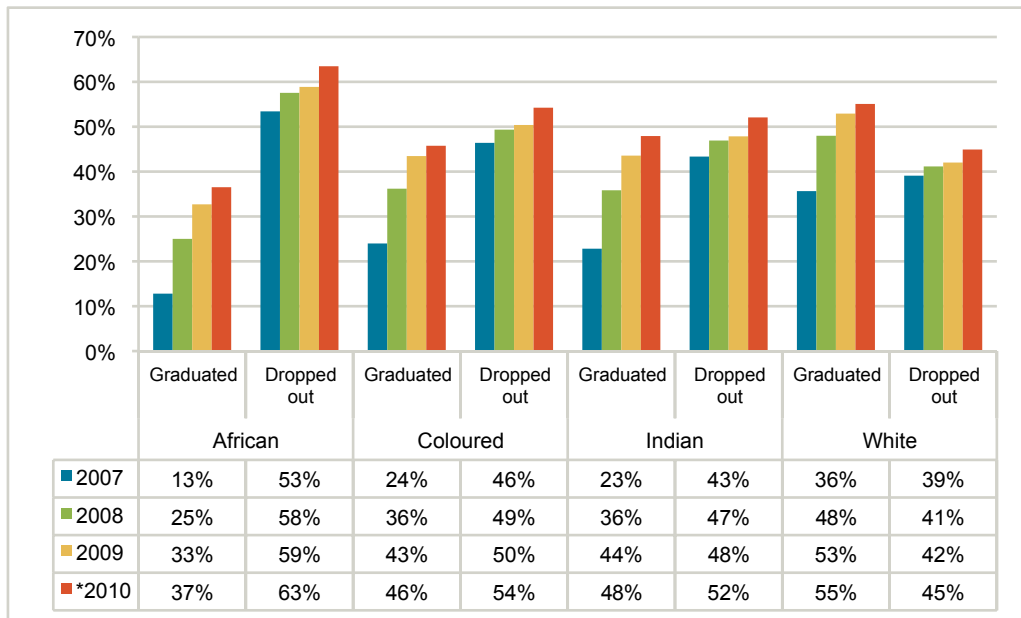
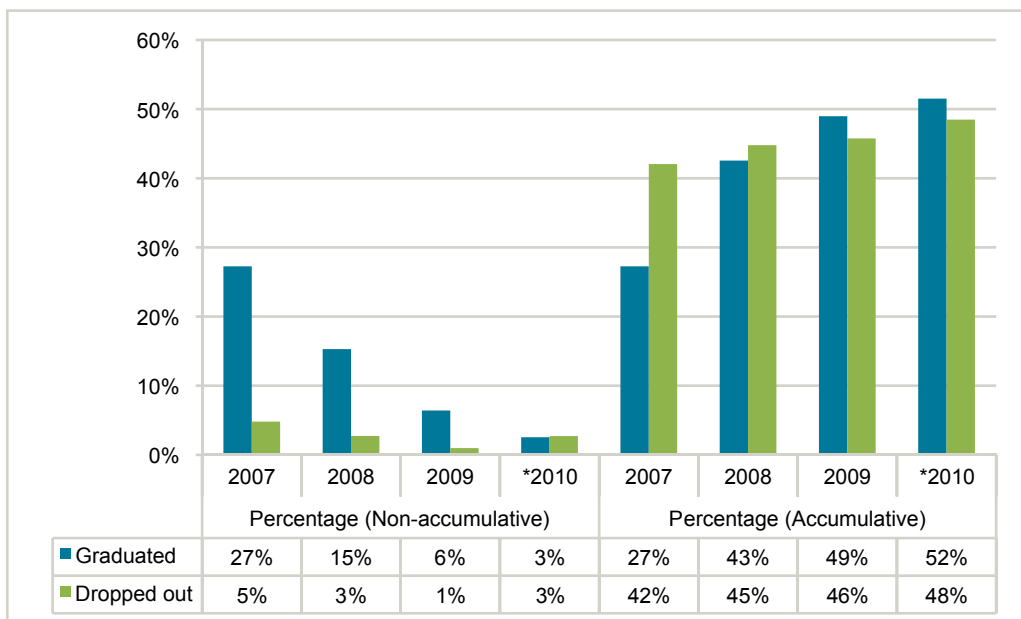


Figure 76 Throughput rates for 3 year Degrees with first year of enrolment in 2005 (excluding UNISA)



\* There may be remaining potential graduates in the system after 2010

Figure 77 Throughput rates by race for 3 year Degrees with first year of enrolment in 2005 (excluding UNISA) - non-accumulative

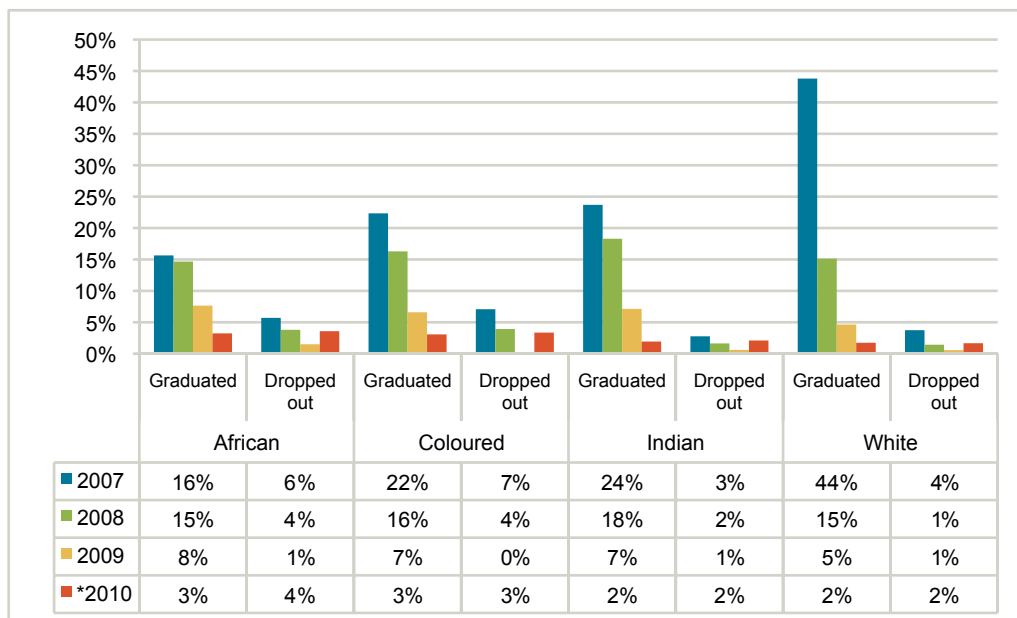
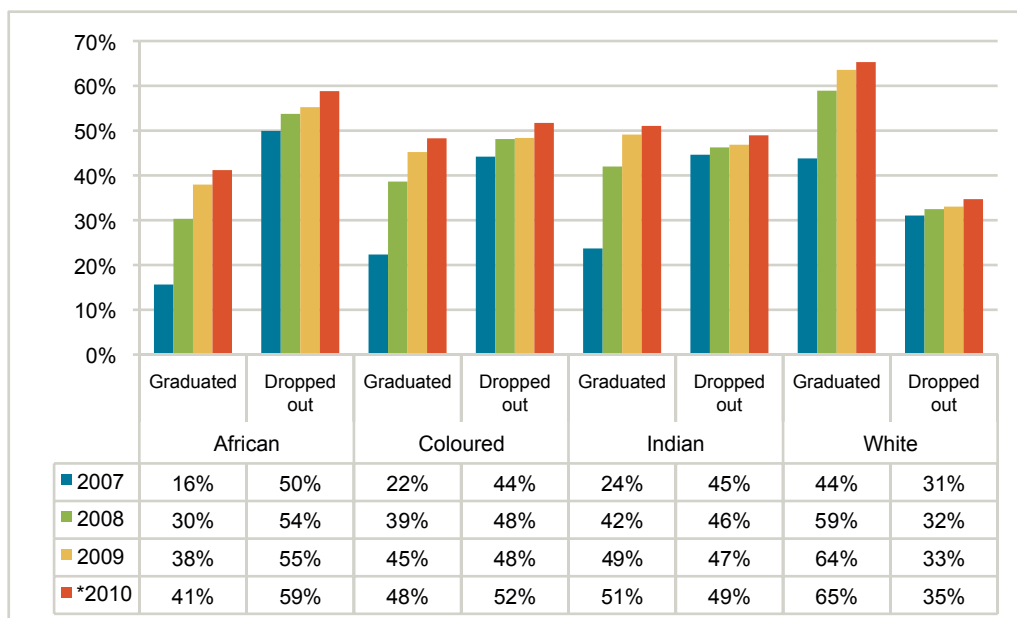


Figure 78 Throughput rates by race for 3 year Degrees with first year of enrolment in 2005 (excluding UNISA) - accumulative



\* There may be remaining potential graduates in the system after 2010

Figure 79 Throughput rates for 4 year Professional Degrees with first year of enrolment in 2005 (excluding UNISA)

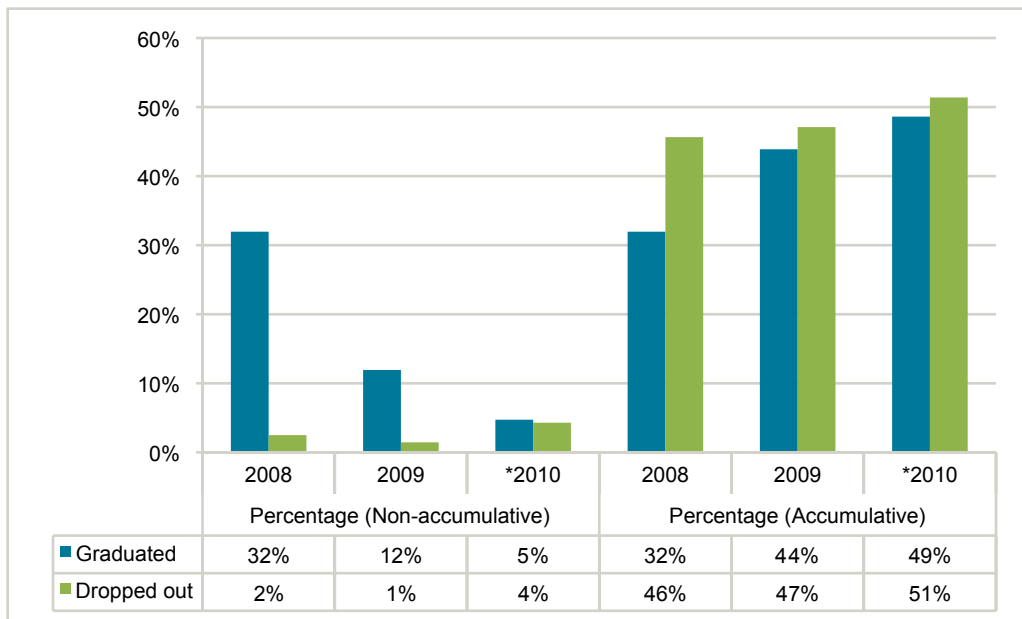
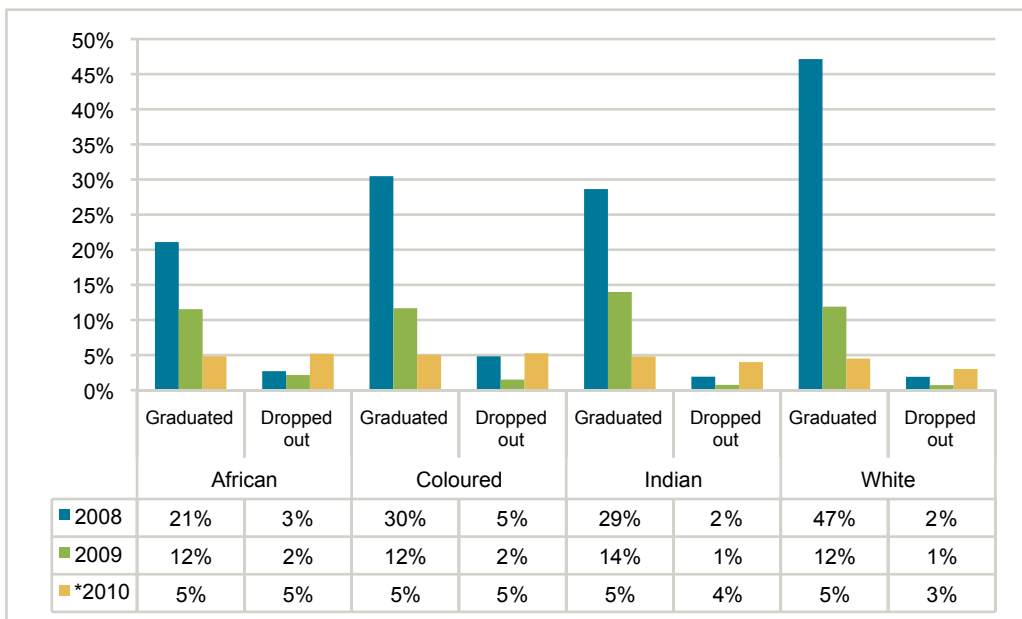
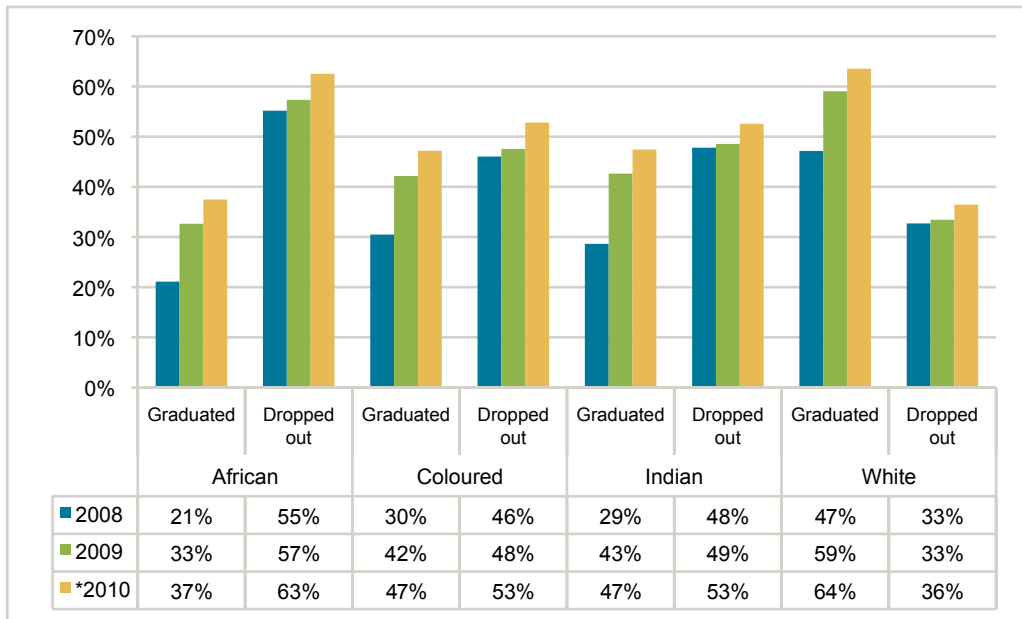


Figure 80 Throughput rates by Race for 4 year Professional Degrees with first year of enrolment in 2005 (excluding UNISA) - non-accumulative



\* There may be remaining potential graduates in the system after 2010

Figure 81 Throughput rates by Race for 4 year Professional Degrees with first year of enrolment in 2005 (excluding UNISA) - accumulative



\* There may be remaining potential graduates in the system after 2010



# 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 (US)  
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

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