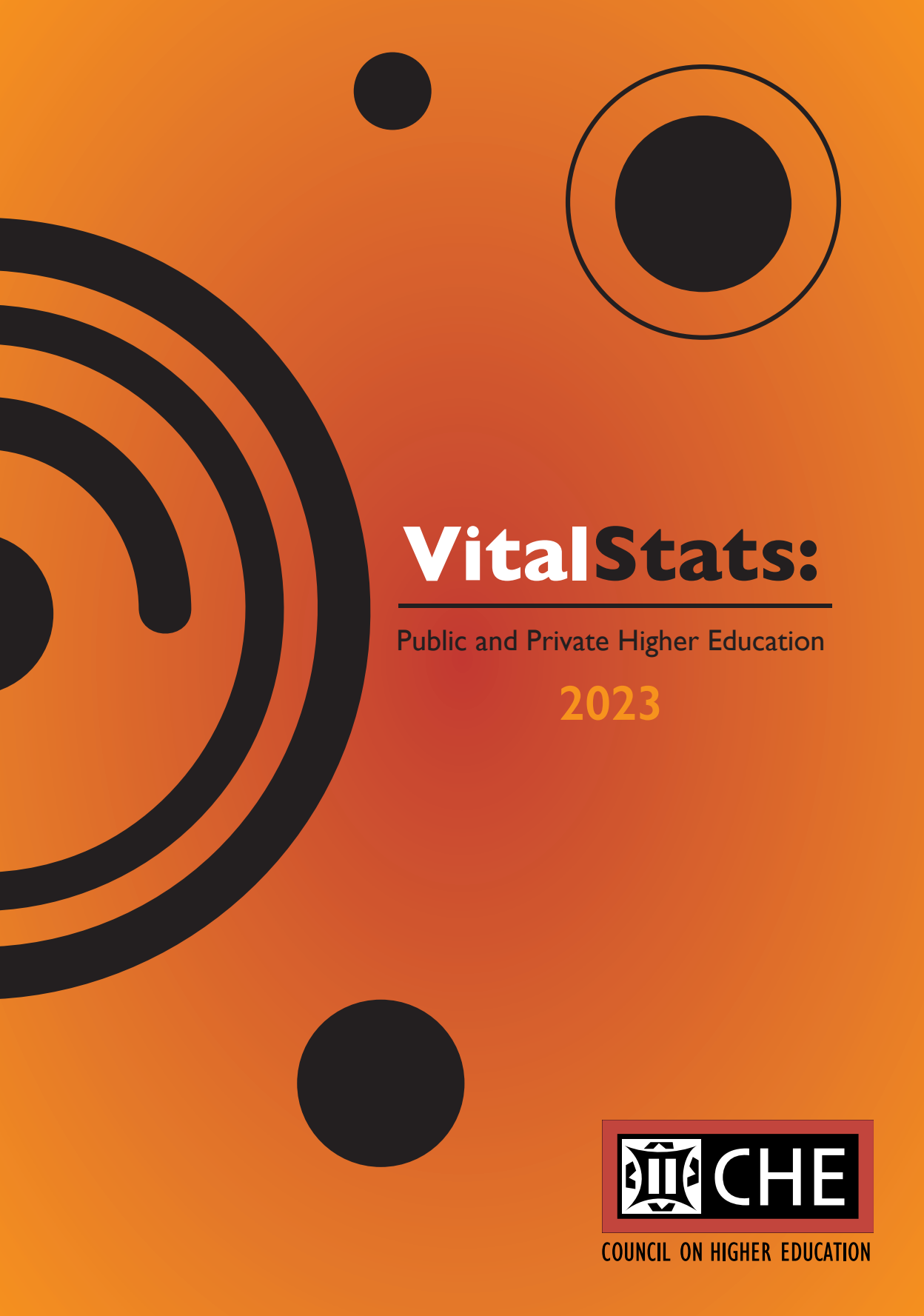




# **VitalStats:**

---

Public and Private Higher Education

**2023**



COUNCIL ON HIGHER EDUCATION

# VitalStats

## Public and Private Higher Education 2023

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 and Training on higher education matters and is responsible for quality assurance and promotion through the Higher Education Quality Committee (HEQC).

Published by the Council on Higher Education in 2025

1 Quintin Brand Street

Persequor Technopark

Brummeria

Pretoria

South Africa

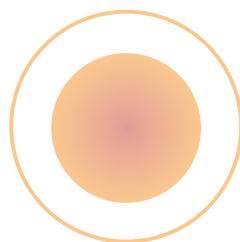
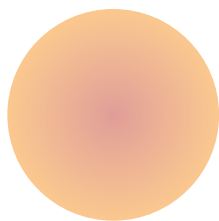
012 349 3887

[www.che.ac.za](http://www.che.ac.za)

© Council on Higher Education, Pretoria, 2025

All rights reserved.

ISSN: 978-1-0672559-7-8



## FOREWORD

*VitalStats* 2023 is the latest in a series of annual publications of the Council on Higher Education (CHE) that present vital statistics on the higher education sector. The inaugural publication in this series was published in 2012. As with earlier issues in the series, this publication presents audited datasets on public higher education in a visual, user-friendly format. The primary source of datasets for the publication is the Higher Education Management Information System (HEMIS) held by the Department of Higher Education and Training (DHET), with additional data drawn from other organisations, including Statistics South Africa (Stats-SA) and the National Student Financial Aid Scheme (NSFAS).

This publication presents comprehensive data on public higher education institutions in South Africa, encompassing all 26 universities. The data is further disaggregated according to the three distinct university types: traditional universities, universities of technology, and comprehensive universities. The reporting period covered in this volume are for the period from 2018 to 2023. In addition to public institutions, the publication includes datasets on private higher education, sourced from the Higher Education Quality Committee Information System (HEQCIS), which is maintained by the Council on Higher Education (CHE). As such, *VitalStats* 2023 is an enriched resource for understanding the broader higher education landscape in South Africa. It is important to note, however, that the data available for private higher education is currently limited.

The data for private higher education is not presented for some of the variables because it is not available.

As in previous issues in the *VitalStats* series, 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 analysis of students that entered 360-credit diplomas, 3-year and 4-year degrees and postgraduate studies in 2017, 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.

*VitalStats* 2023 does not include data on state funding of public higher education, as well as data on postgraduate students and research output. These datasets will be presented separately in a supplementary volume titled Supplement to *VitalStats* 2023.

The CHE extends its sincere appreciation to the staff members of the Research, Monitoring, Policy and Advice Programme, as well as to the external experts who contributed to the processing and analysis of the relevant datasets and the development of the graphical representations in this publication. The CHE also gratefully acknowledges the HEMIS team at the DHET for providing the datasets on public higher education, the HEQCIS team for supplying data on private higher education, and Stats SA for furnishing population data. Furthermore, the CHE expresses its deep appreciation for the invaluable contributions of the peer reviewers who critically reviewed an earlier draft version of *VitalStats* 2023, offering useful feedback which included recommendations that informed subsequent improvements and refinements to the publication.

The CHE welcomes feedback on this publication. Readers are encouraged to submit comments or suggestions via email, addressed to [research@che.co.za](mailto:research@che.co.za). *VitalStats* 2023 is available for downloading from the CHE's official website at [www.che.ac.za](http://www.che.ac.za).

---

**Dr Whitfield J. Green**  
**Chief Executive Officer**

September 2025

# 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 (CU):**

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

## **Contact mode of delivery:**

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

## **Course success rate:**

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

## **Distance mode of delivery:**

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

## **Fields 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) student enrolment:**

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 refers to a student 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 refers to a 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 category:**

A 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 qualifications:**

Postgraduate qualifications include Postgraduate Diplomas and Honours, Master's and Doctoral degrees.

### **Qualification:**

A qualification refers to a 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 member:**

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 employees:**

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

### **Throughput rate:**

A 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 (TU):**

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's 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.

# TABLE OF CONTENTS:

|                                       |     |
|---------------------------------------|-----|
| Student Enrolment and Completion Data | 9   |
| Student Data by Qualification Type    | 31  |
| Student Data by Field of Study        | 45  |
| Student Data by Institutional Type    | 55  |
| Staff Complement                      | 65  |
| Senior Management Staff               | 75  |
| Academic Staff                        | 78  |
| Administrative Staff                  | 86  |
| Service Staff                         | 89  |
| Student:staff ratios                  | 92  |
| Cohort Analysis                       | 95  |
| 360-credit diplomas by broad field    | 102 |
| 3-year degrees by broad field         | 106 |
| 4-year degrees by broad field         | 109 |
| UNISA                                 | 116 |
| Postgraduates                         | 117 |
| Appendix 1: Institutions              | 122 |
| Appendix 2: CESM                      | 123 |
| Appendix 3: Cohort Methodology        | 124 |
| Appendix 4: Table of Figures          | 126 |

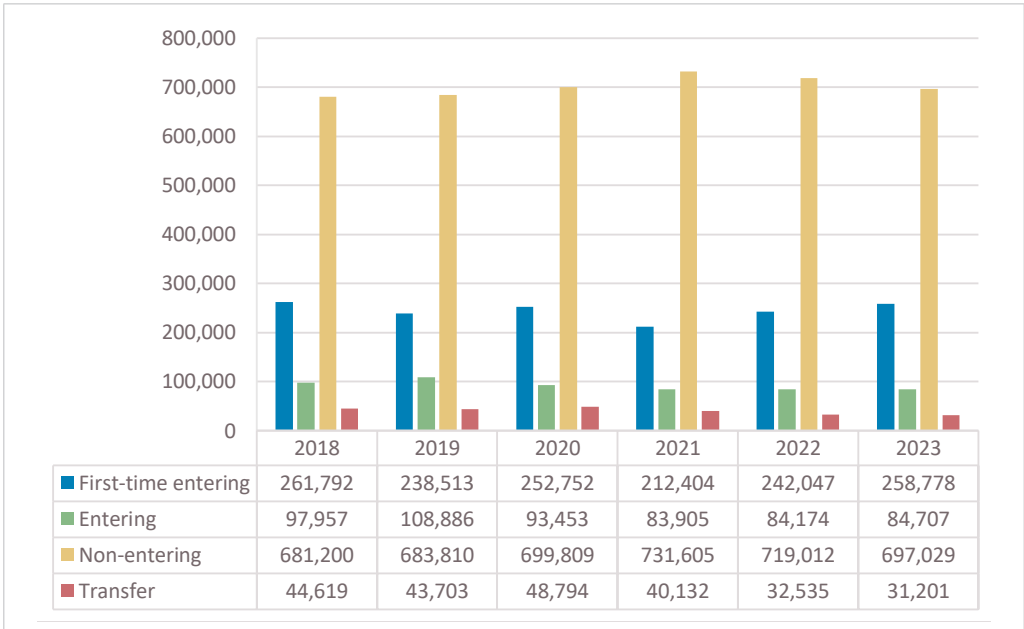




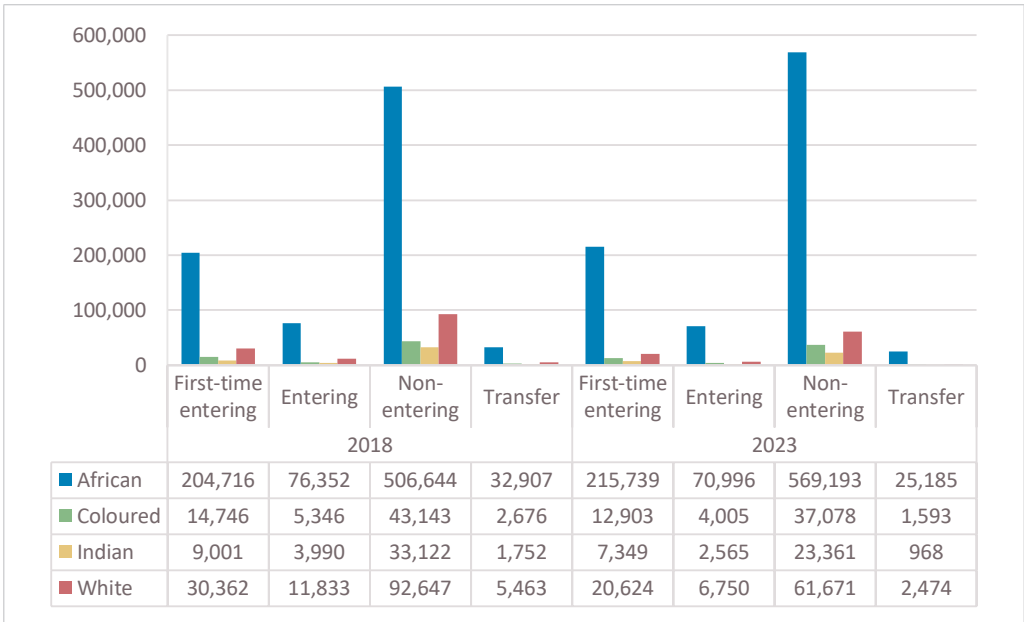


**FIRST-TIME ENTERING  
STUDENTS, ENROLMENTS  
AND COMPLETIONS**

**Figure 1:** Public universities headcount enrolments by entrance category



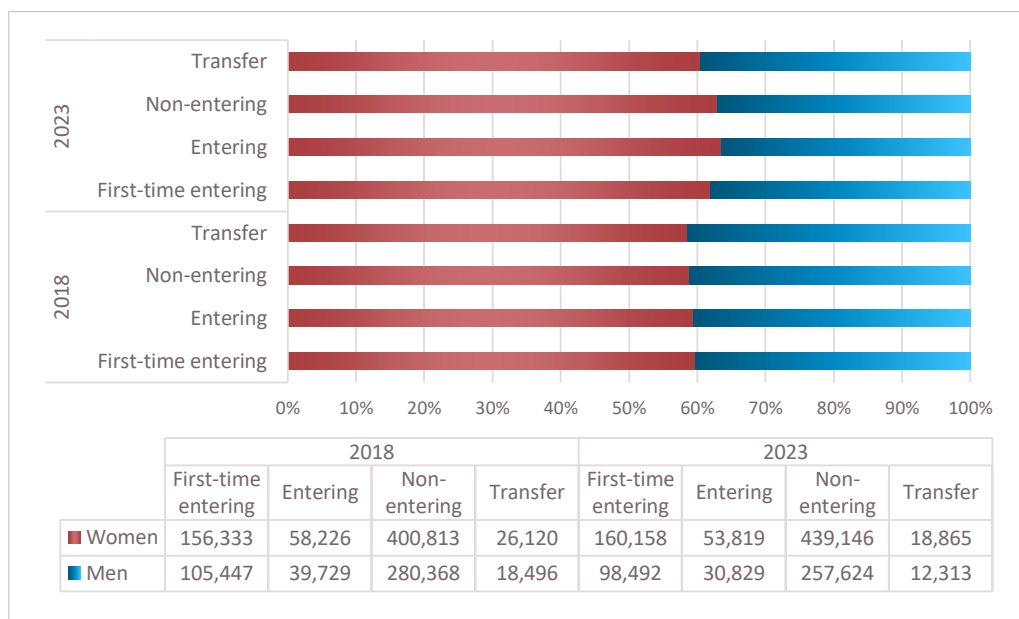
**Figure 2:** Public universities headcount enrolment entrance categories by race



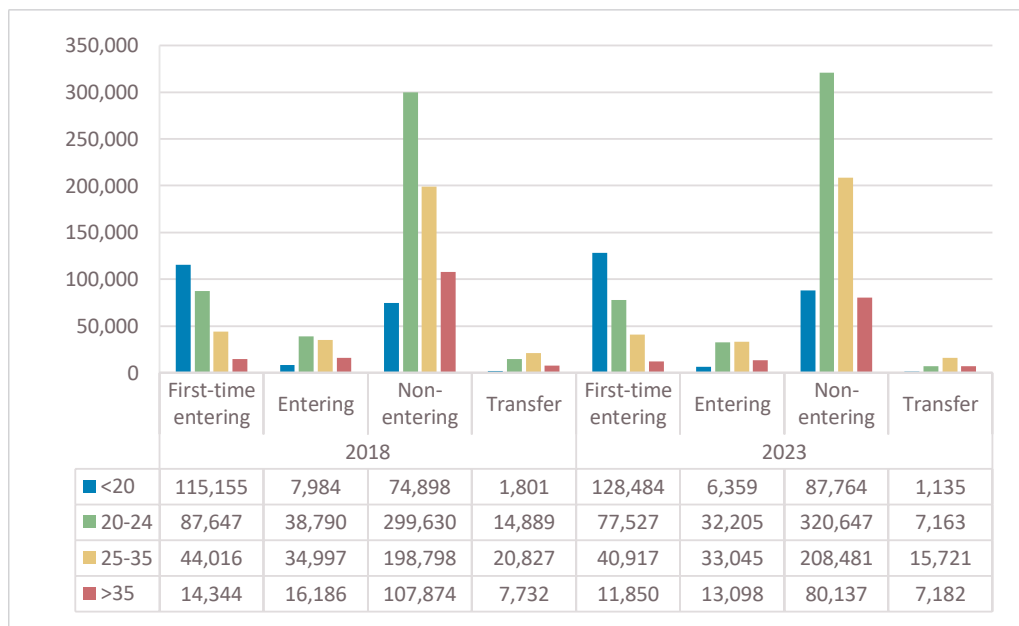
\* The categories for race and gender are as applied in HEMIS. The Unknown category is not displayed, but not omitted. Rounded off percentages may not always add up to 100%.

The most recent HEMIS data in this section were extracted by DHET in December 2024. The most recent HEQCIS data is used for the private higher education graphs.

**Figure 3:** Public universities headcount enrolment entrance categories by gender

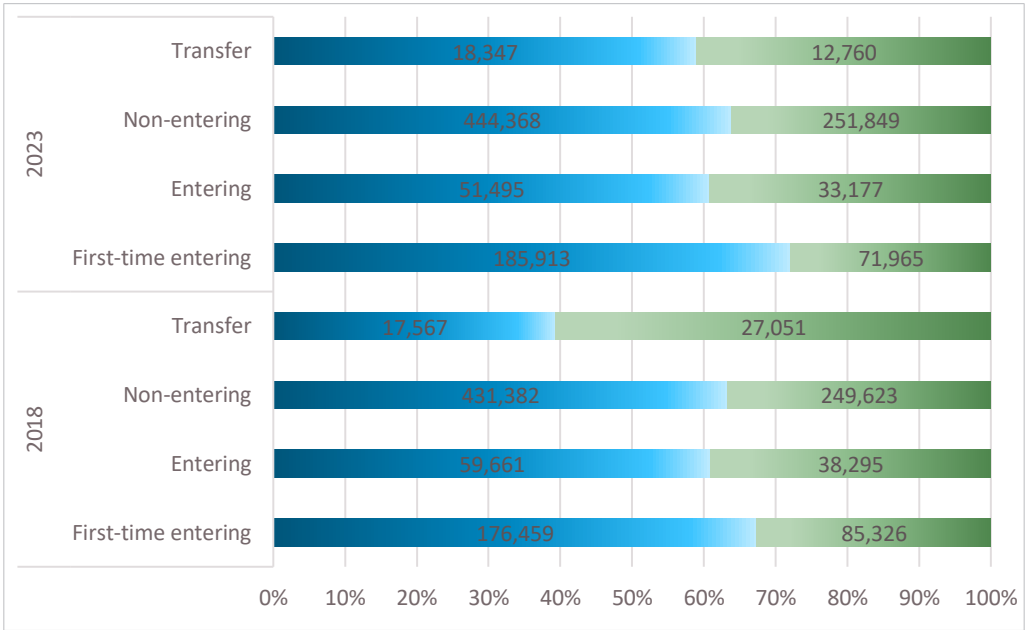


**Figure 4:** Public universities headcount enrolment entrance categories by age group

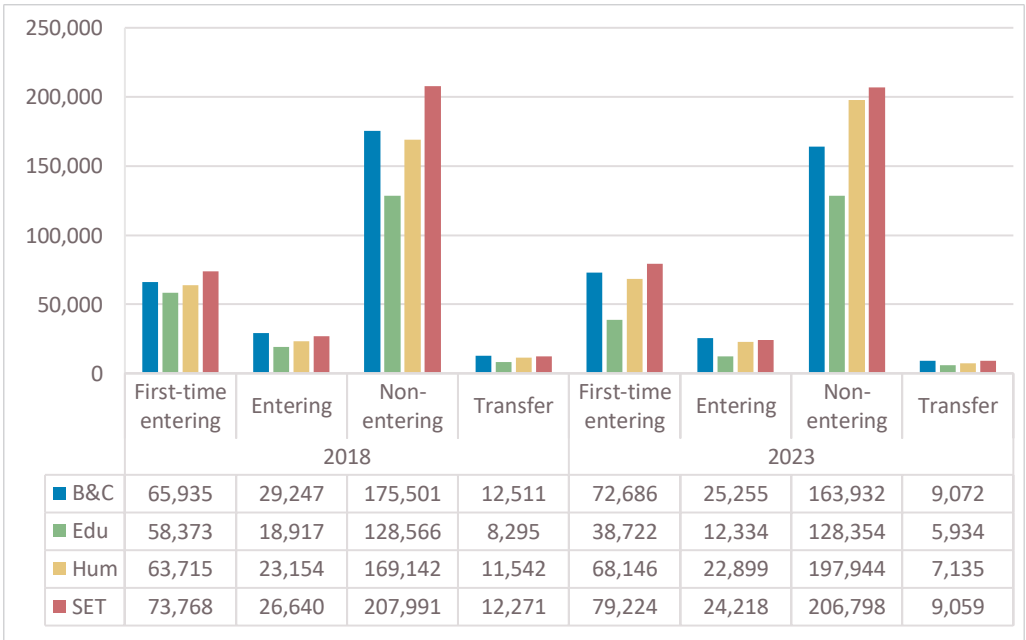


\* The categories for race and gender are as applied in HEMIS. The Unknown category is not displayed, but not omitted.

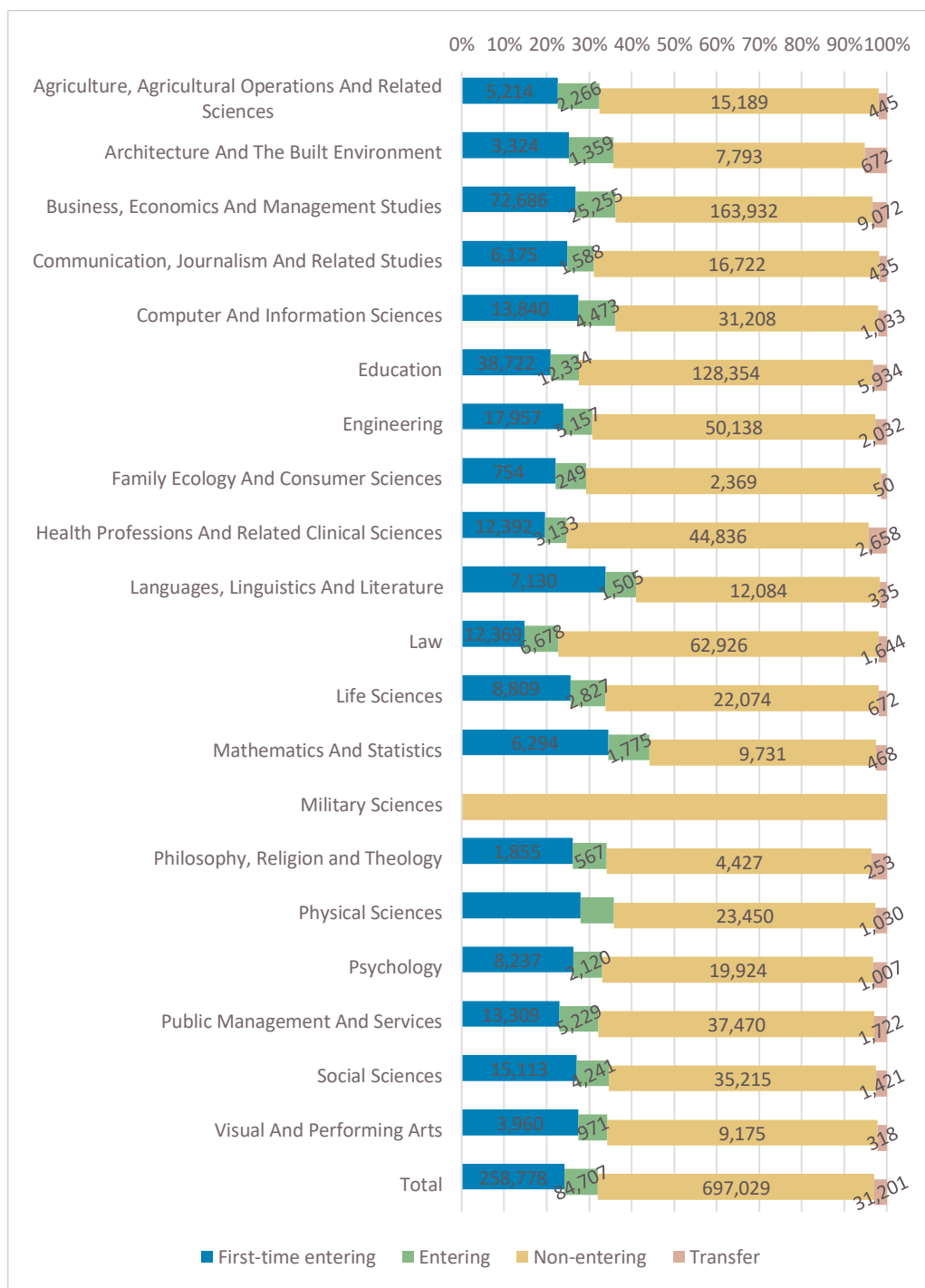
**Figure 5:** Public universities headcount enrolment entrance categories by mode of delivery



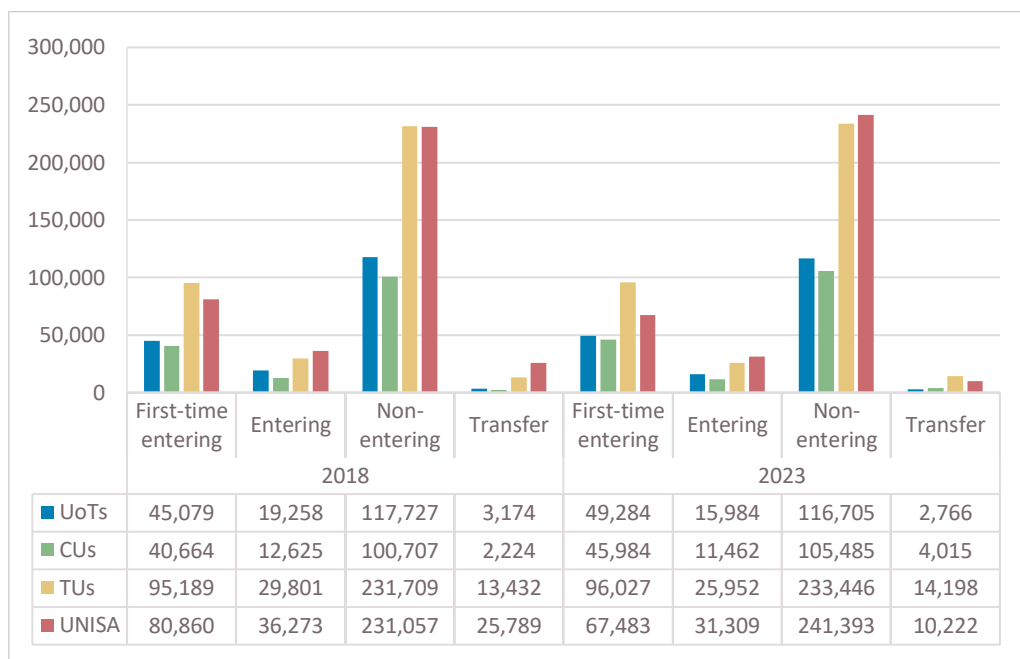
**Figure 6:** Public universities headcount enrolment entrance categories by CESM



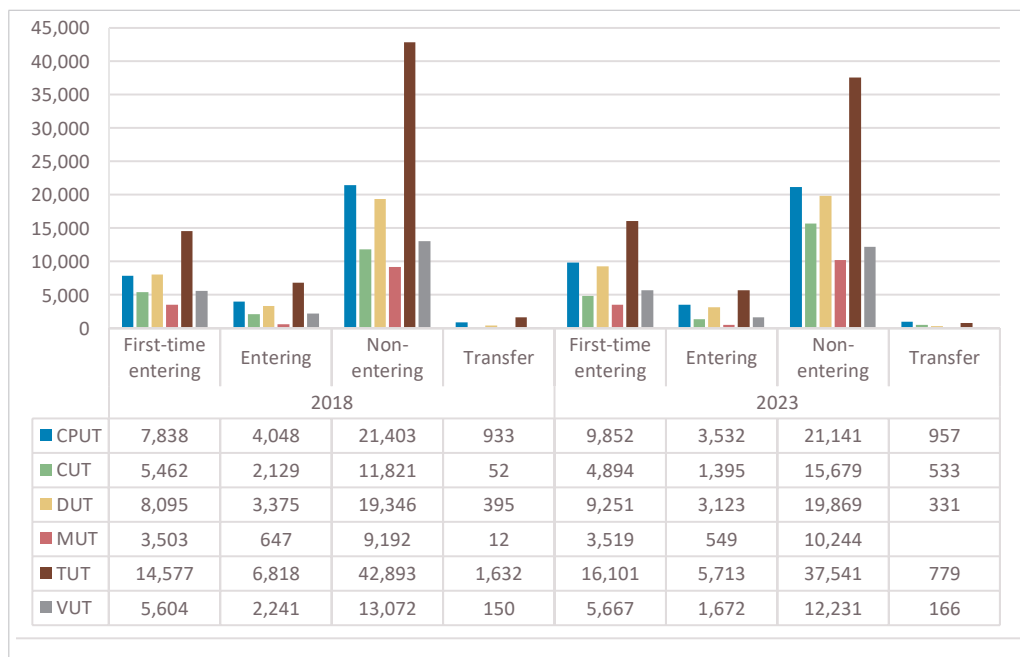
**Figure 7:** Public universities headcount enrolment entrance categories by field of study



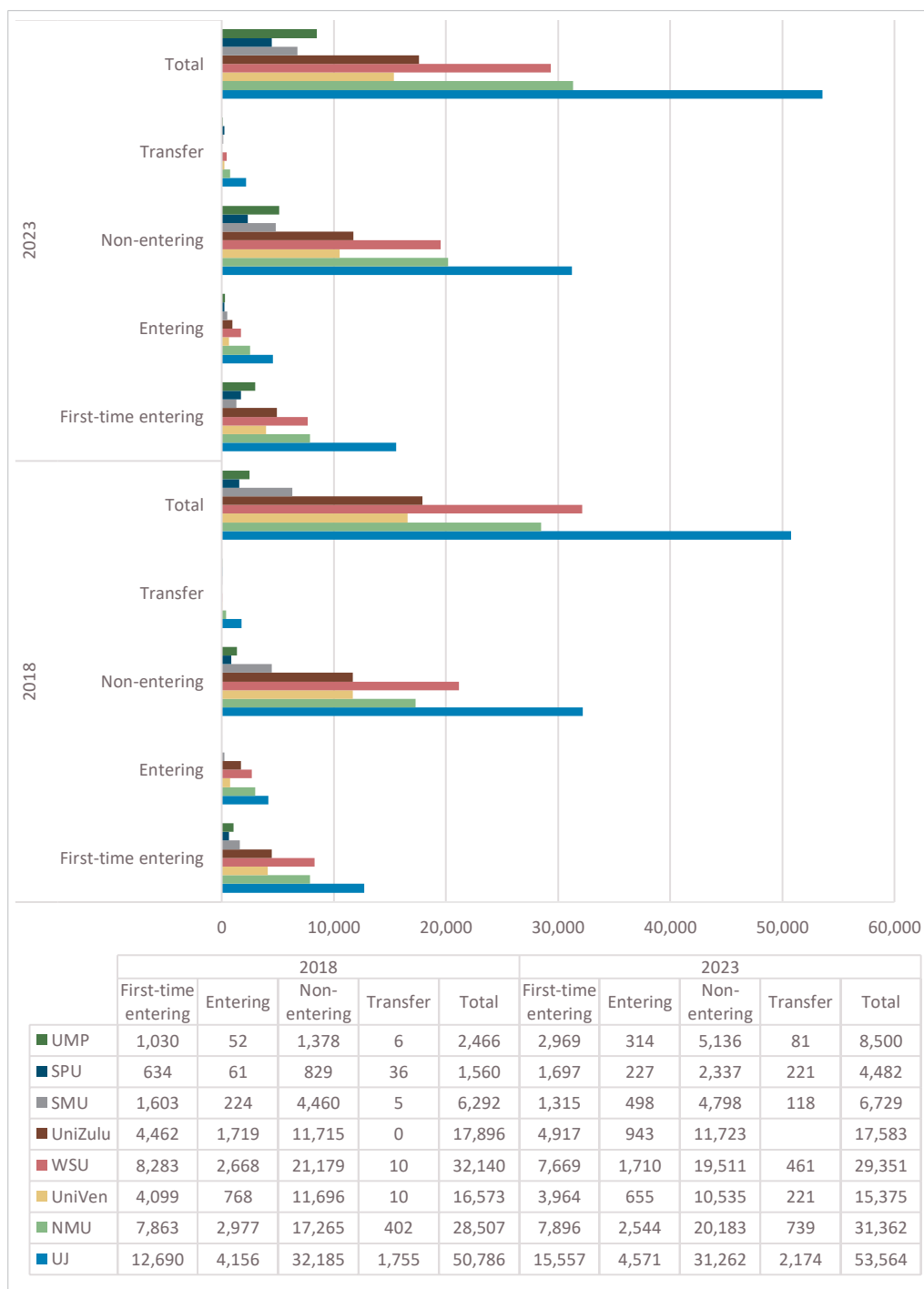
**Figure 8:** Public universities headcount enrolment entrance categories by institutional type



**Figure 9:** Universities of Technology headcount enrolment entrance categories

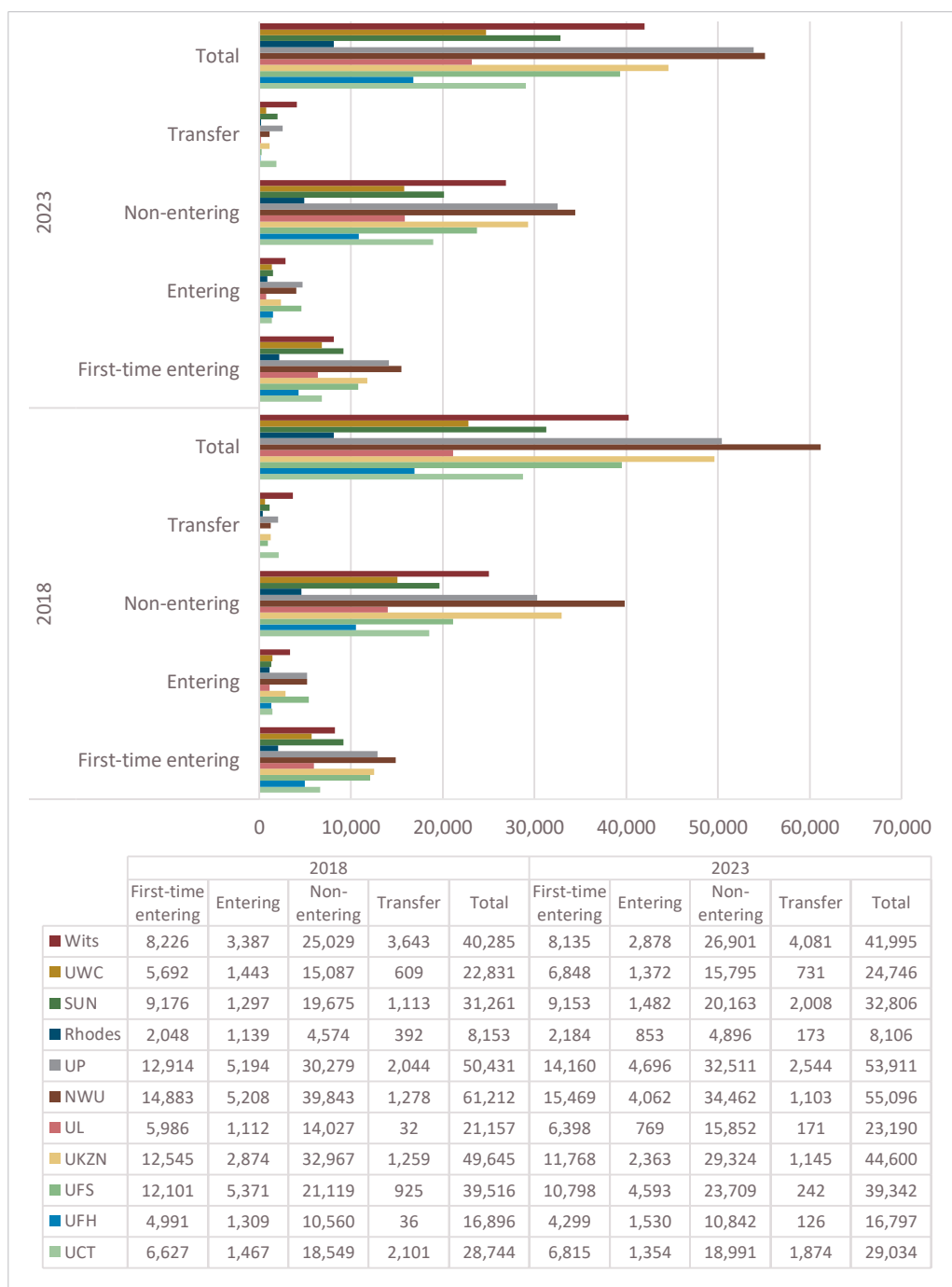


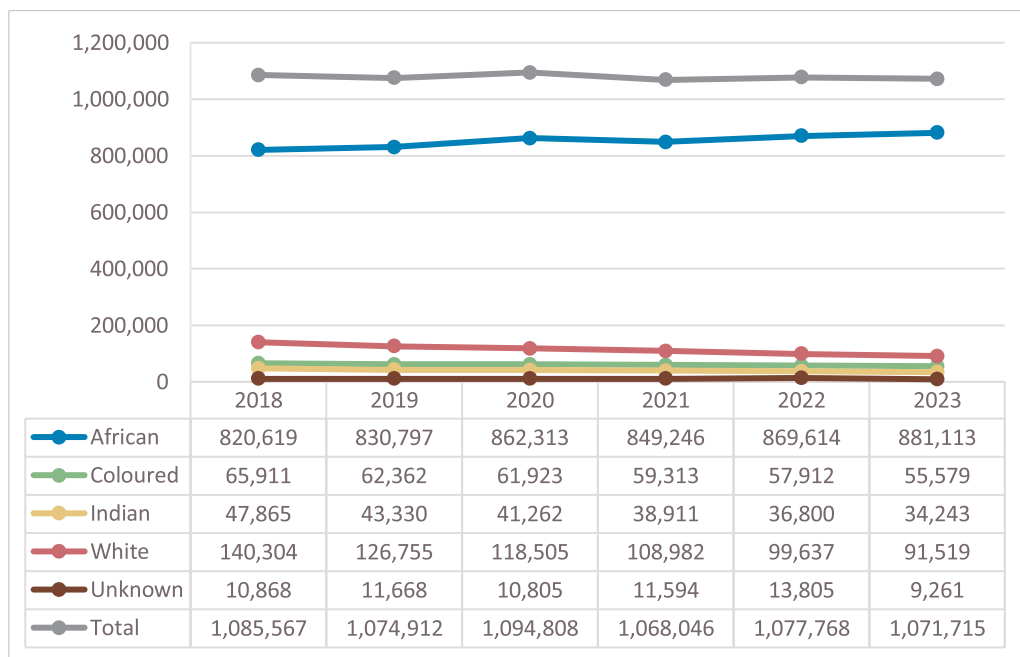
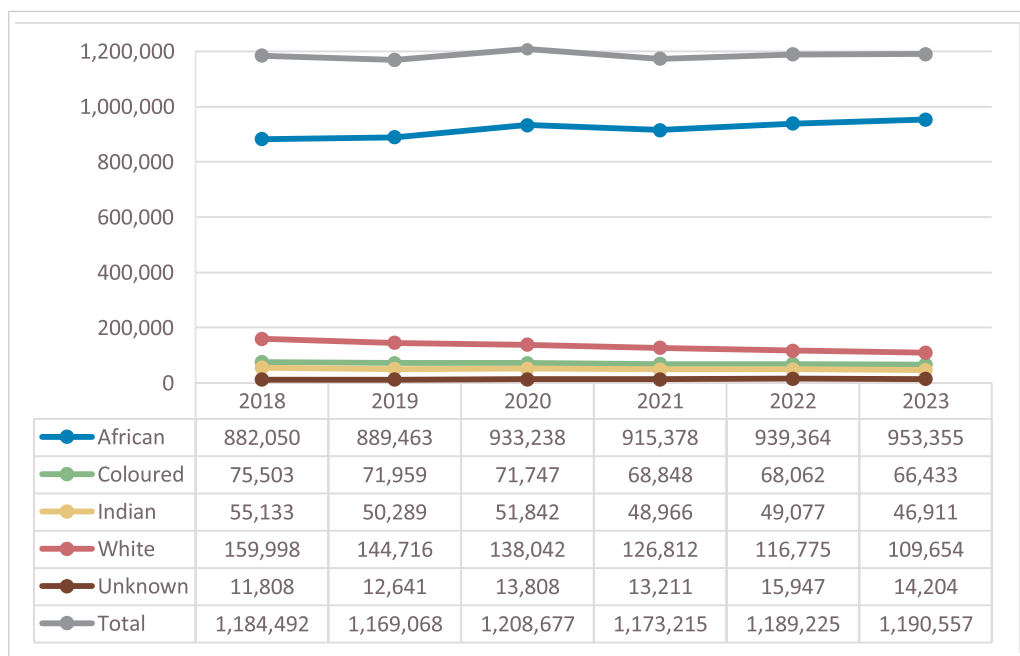
**Figure 10:** Comprehensive universities headcount enrolment entrance categories



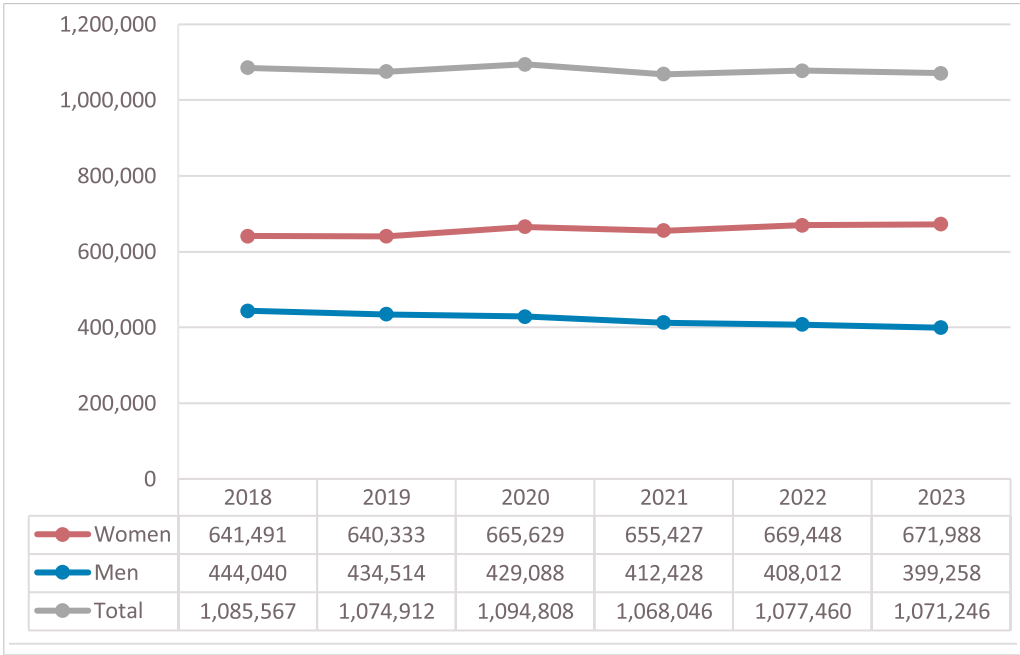


**Figure 11:** Traditional universities headcount enrolment entrance categories

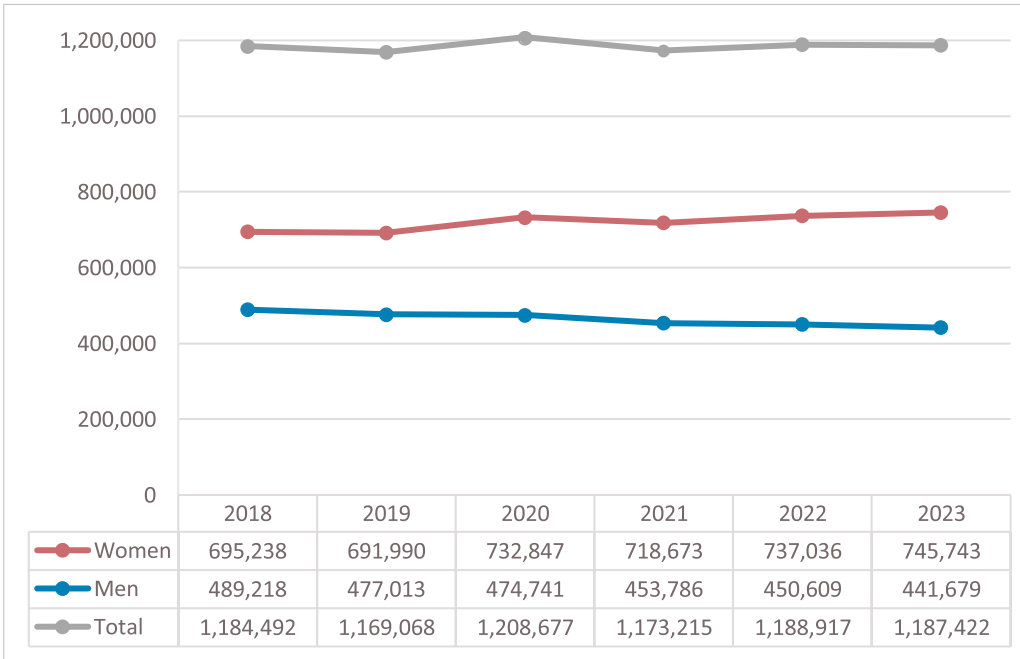


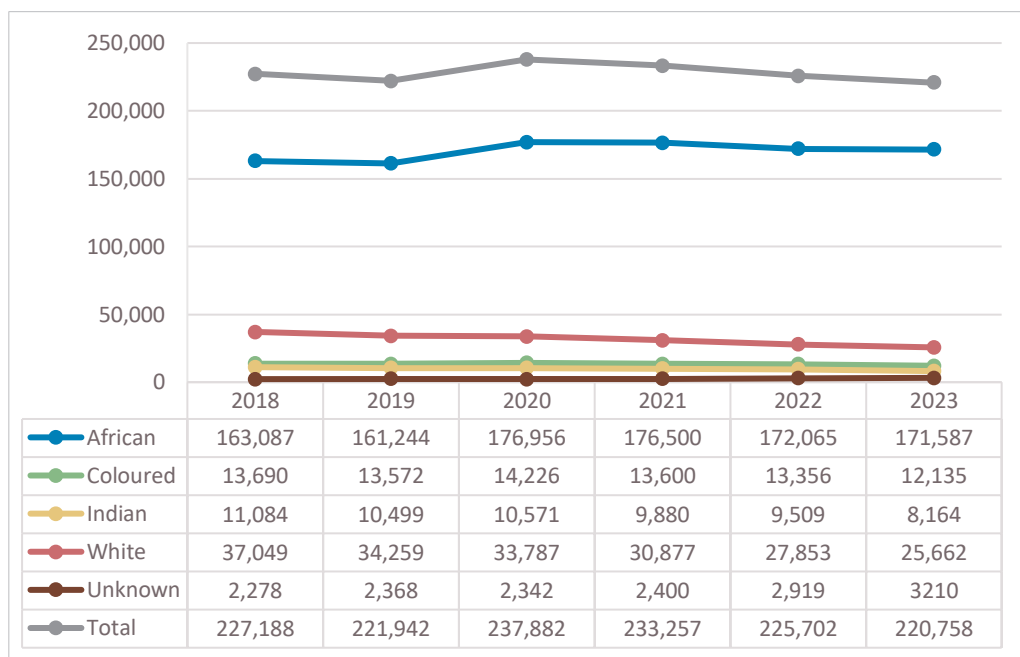
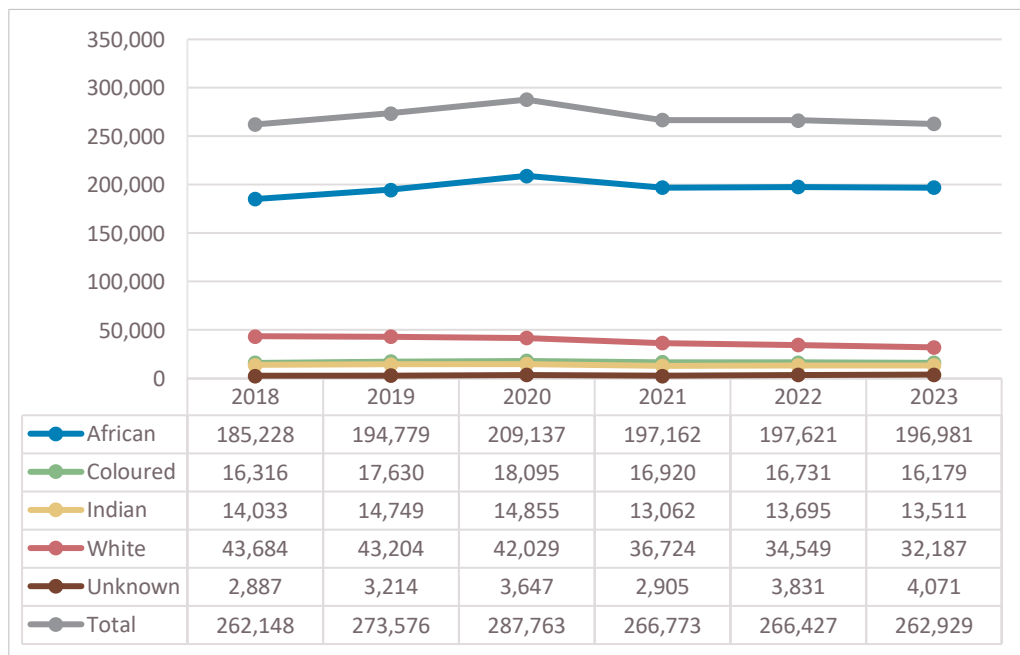
**Figure 12:** Headcount enrolments at public universities by race**Figure 13:** Headcount enrolments in the higher education sector by race

**Figure 14:** Headcount enrolments at public universities by gender

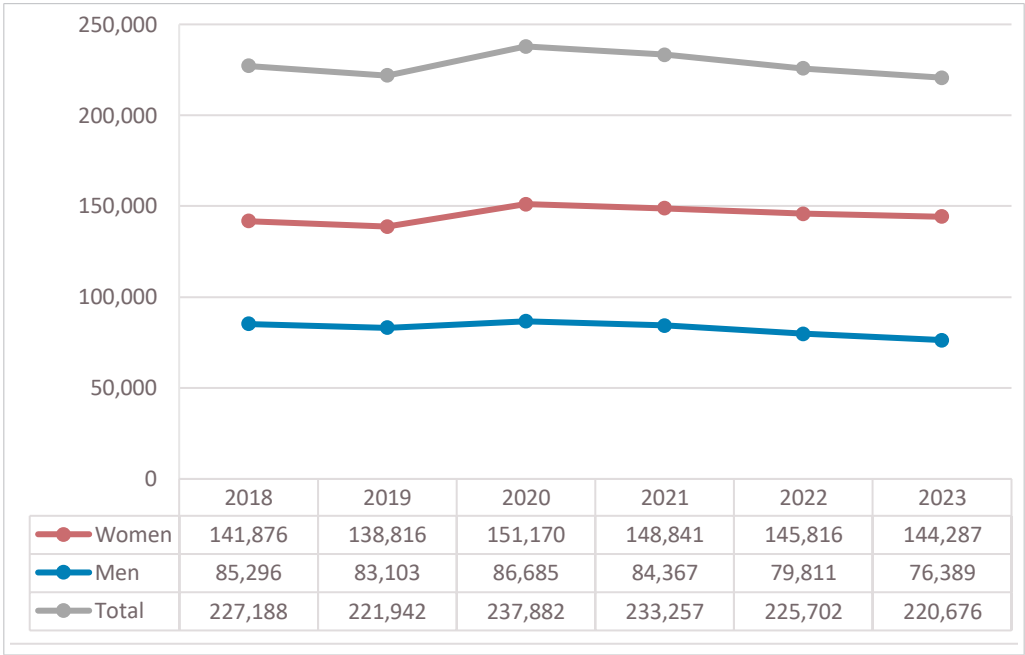


**Figure 15:** Headcount enrolments in the higher education sector by gender

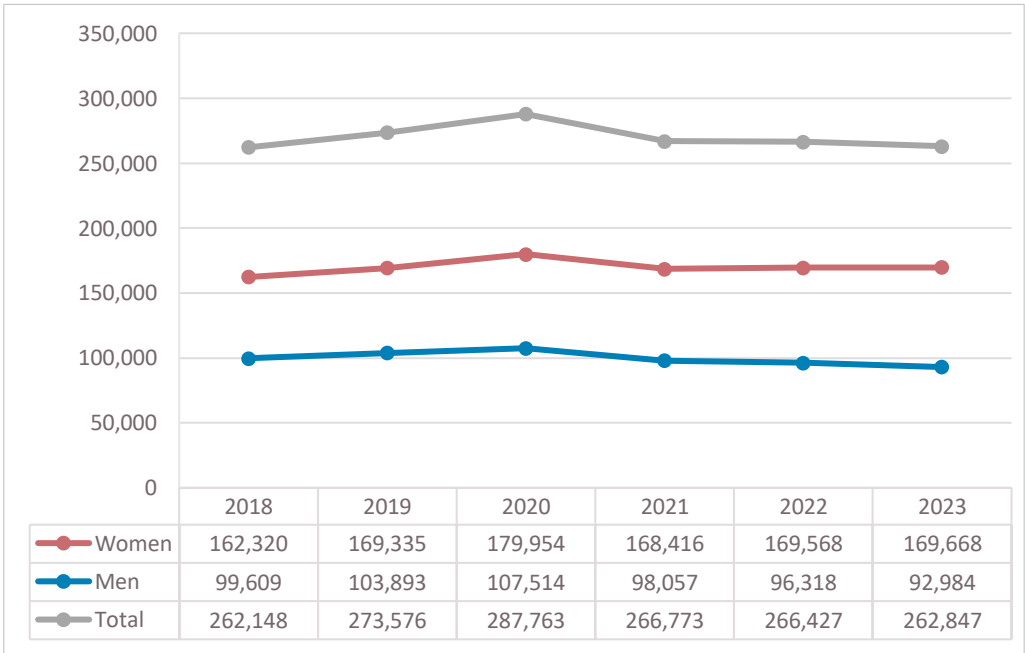


**Figure 16:** Headcount graduates at public universities by race**Figure 17:** Headcount graduates in the higher education sector by race

**Figure 18:** Headcount graduates at public universities by gender



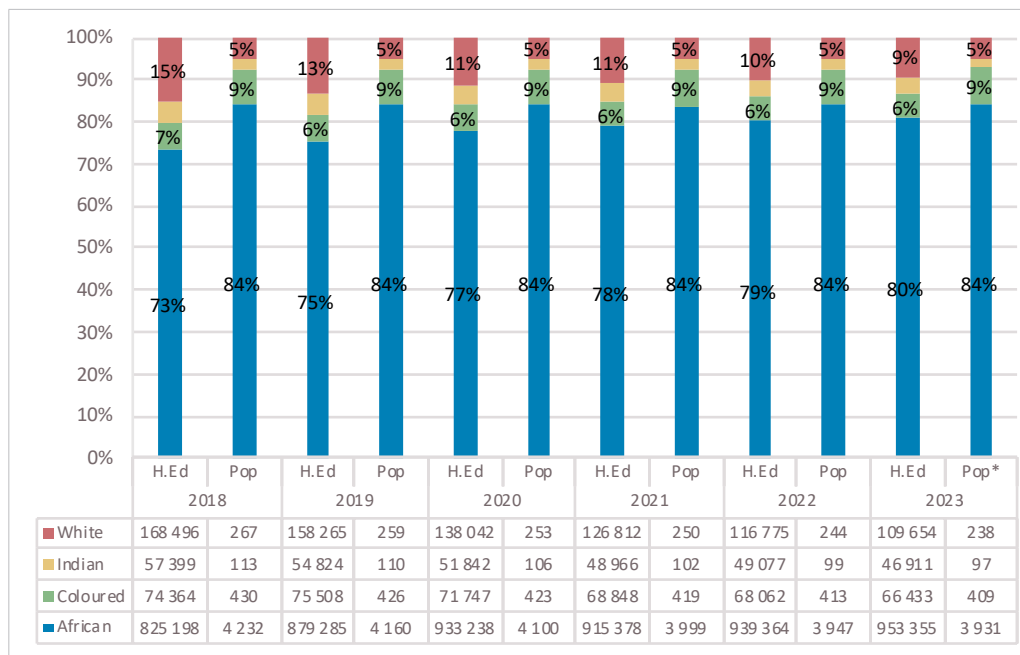
**Figure 19:** Headcount graduates in the higher education sector by gender



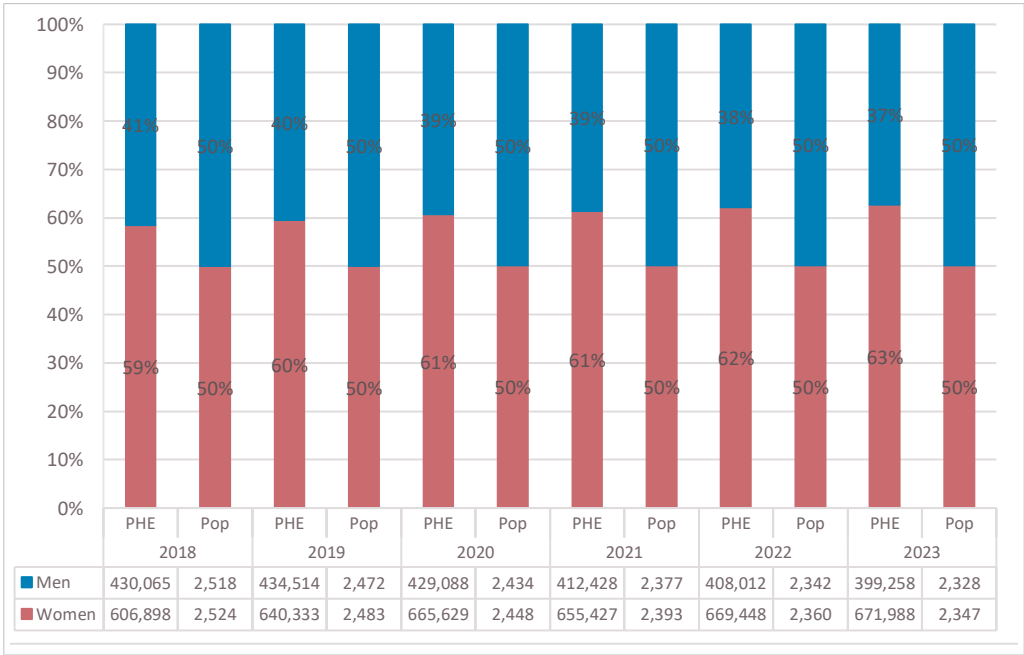
**Figure 20:** Public HE demographics compared to population demographics.



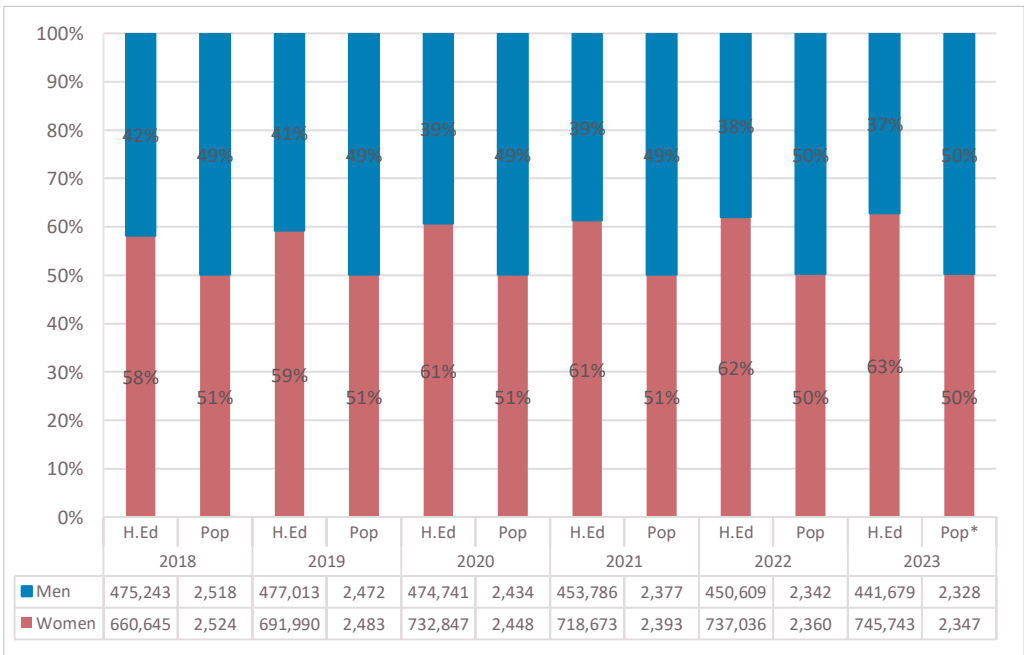
**Figure 21:** Higher education demographics compared to population demographics

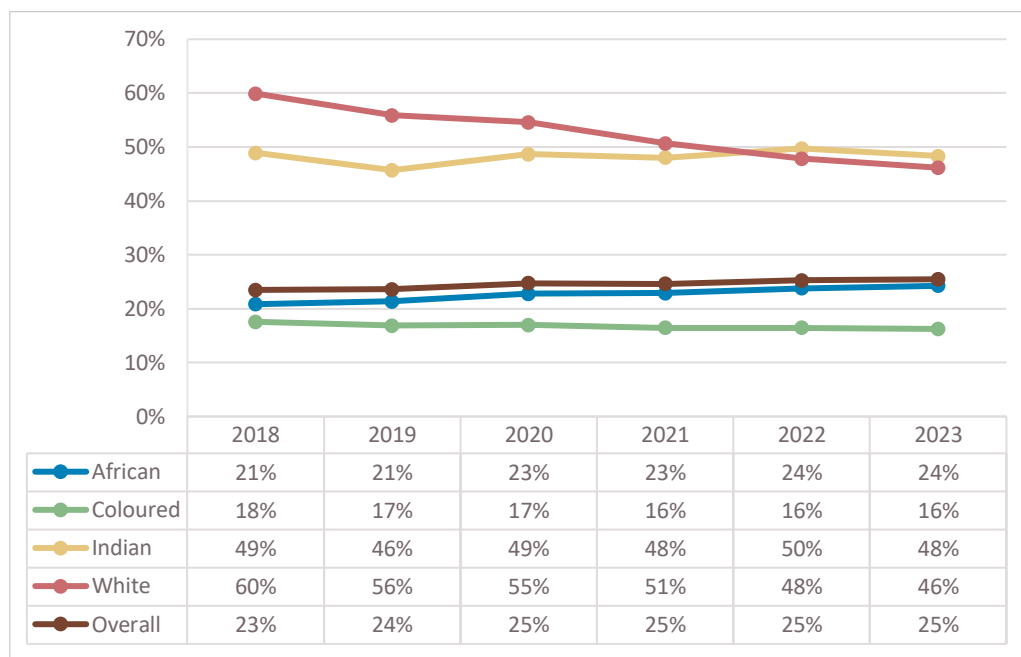
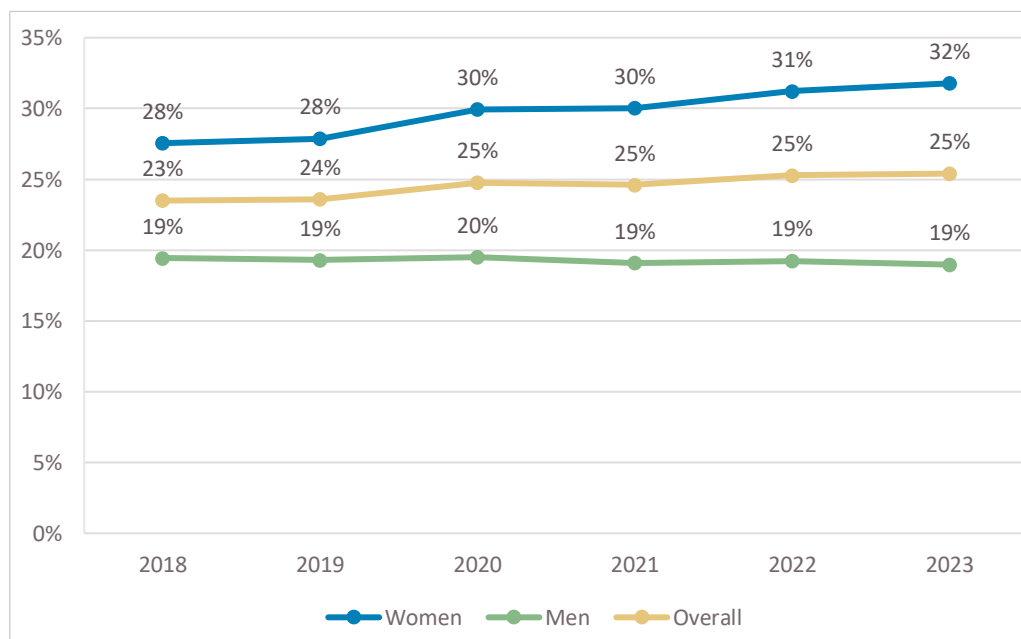


**Figure 22:** Public HE gender compared to population gender



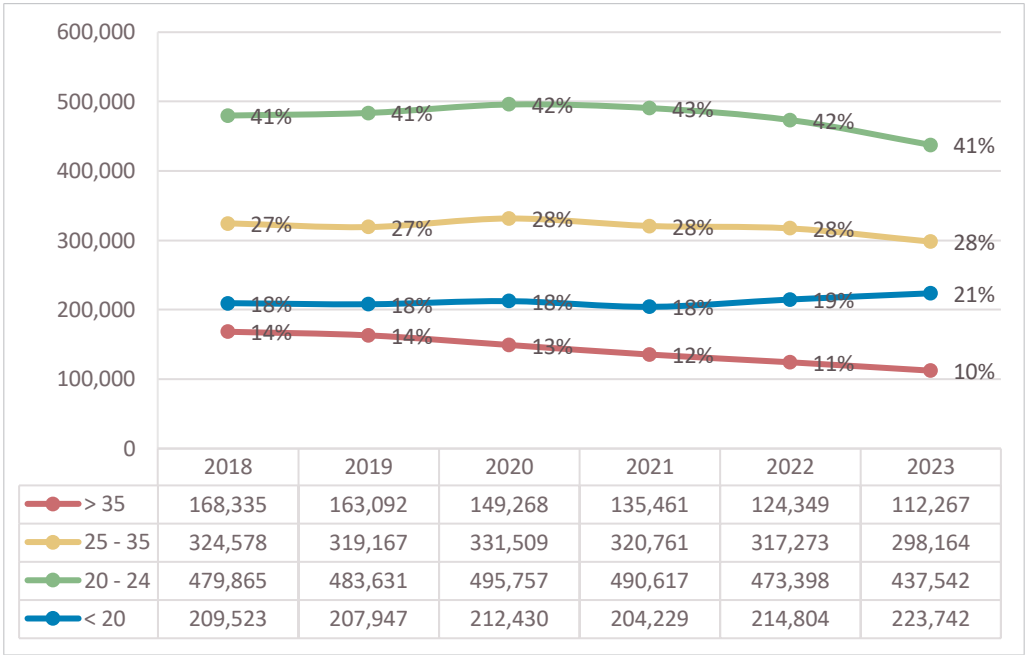
**Figure 23:** Higher education gender compared to population gender



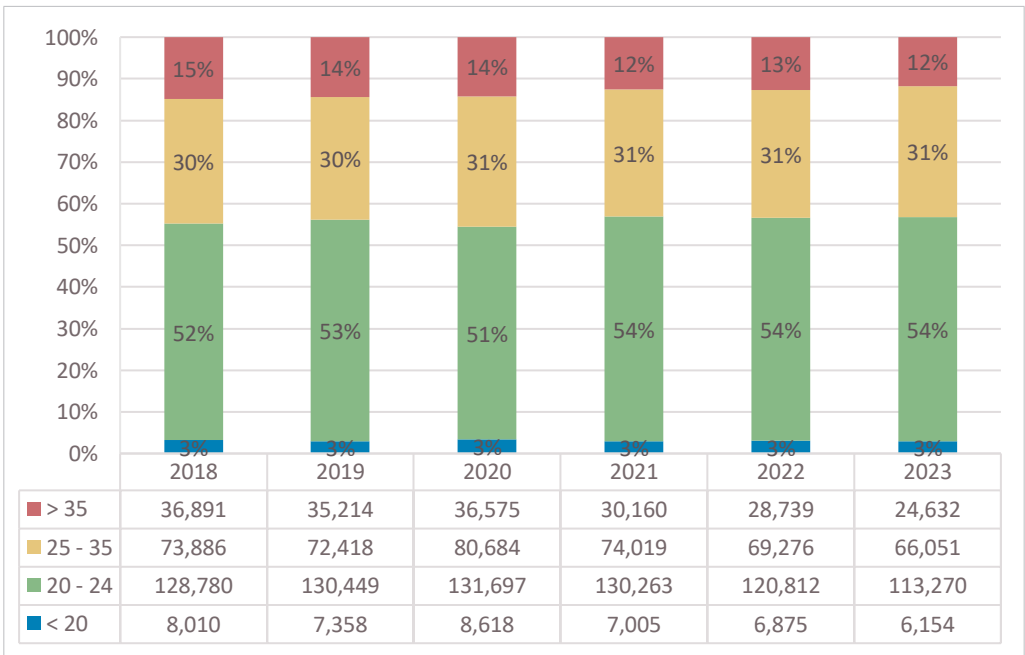
**Figure 24:** Higher education participation rates (GER) by race**Figure 25:** Higher education participation rates (GER) by gender

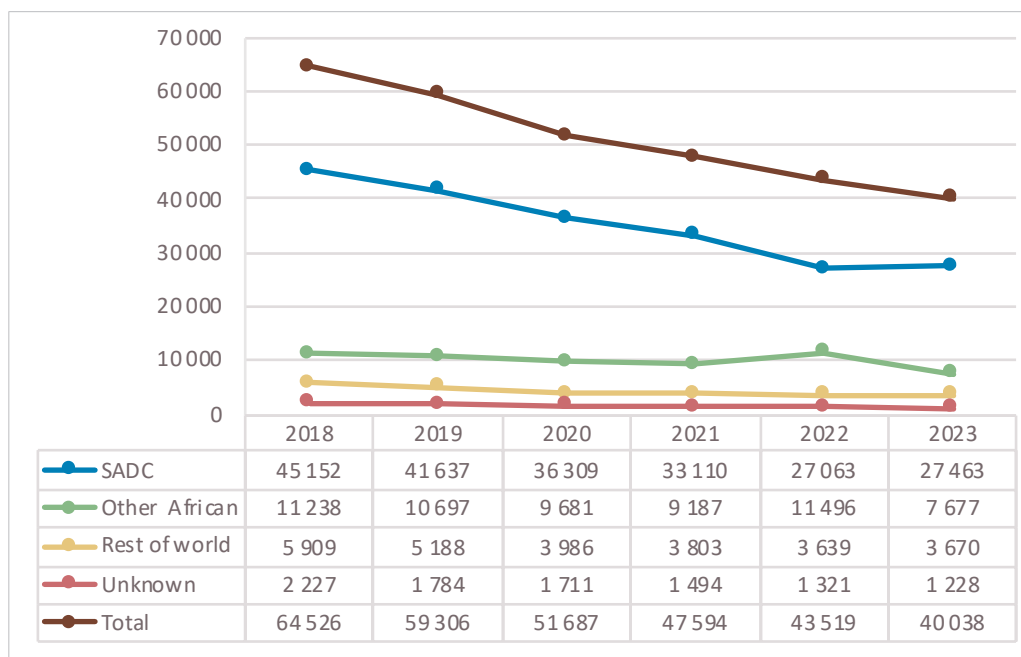
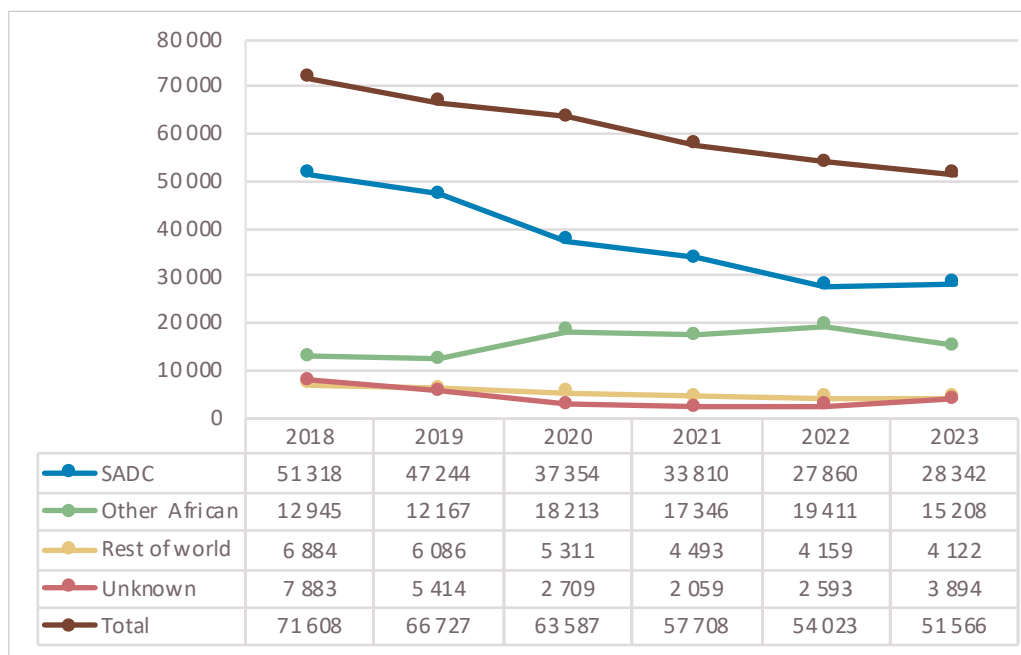


**Figure 26:** Public HE headcount enrolments by age group

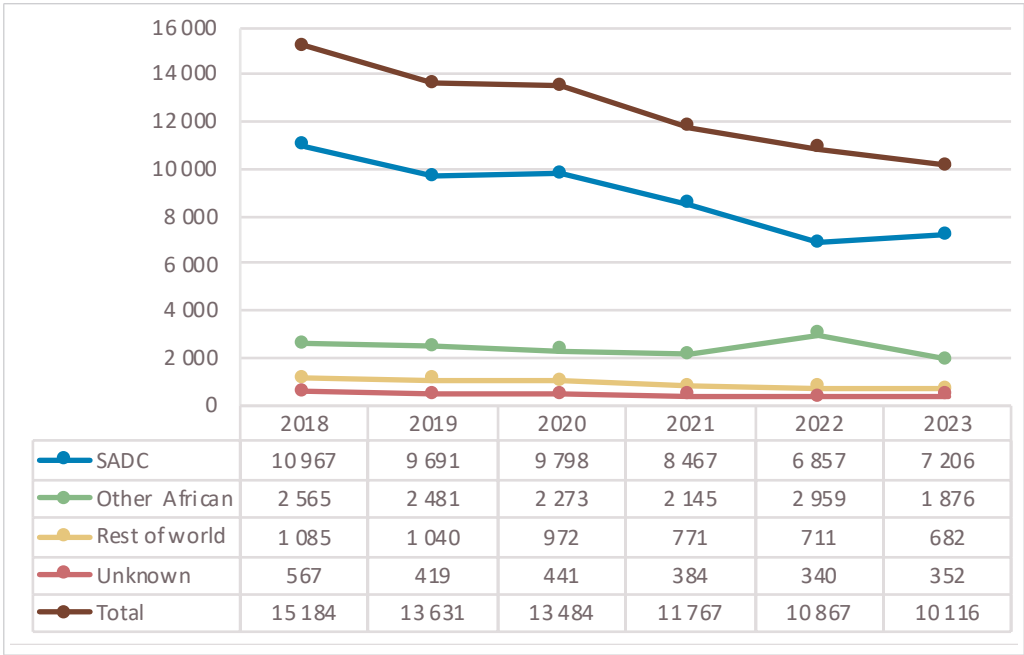


**Figure 27:** Public HE headcount graduates by age group

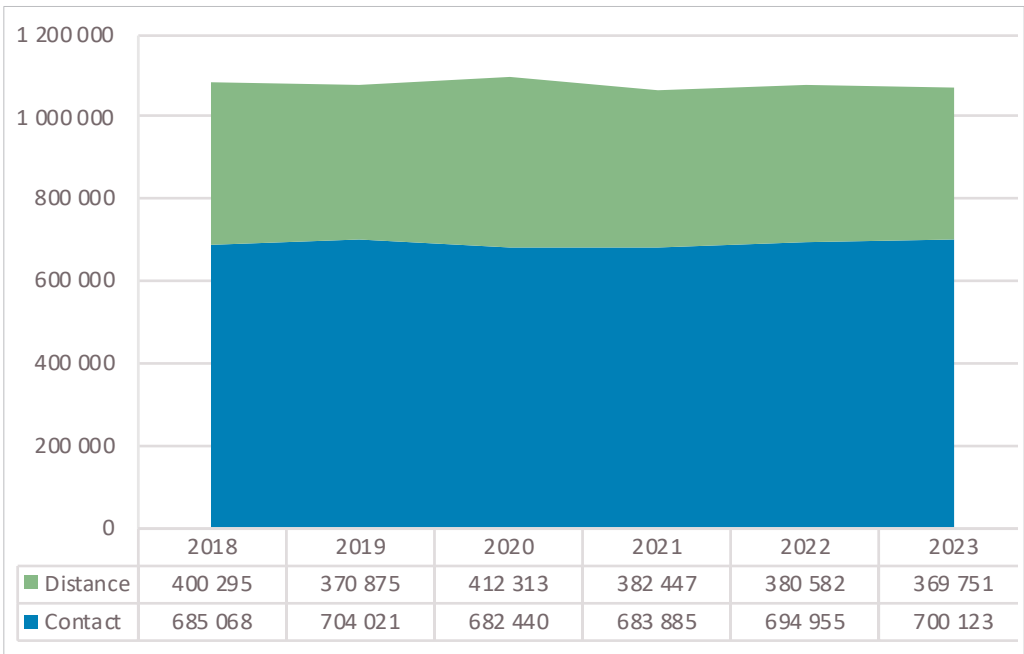


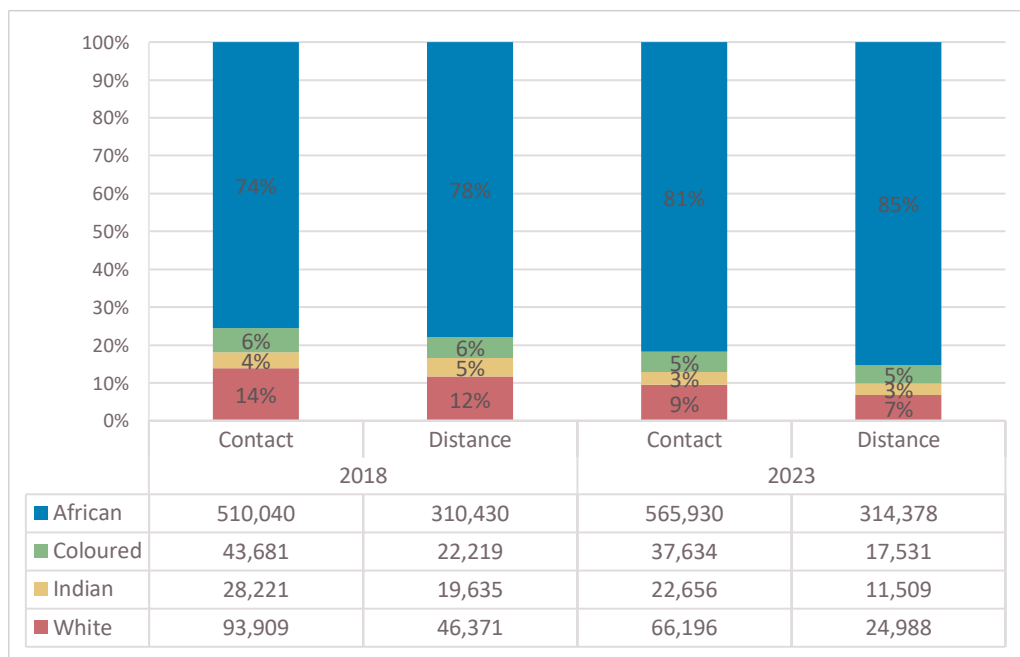
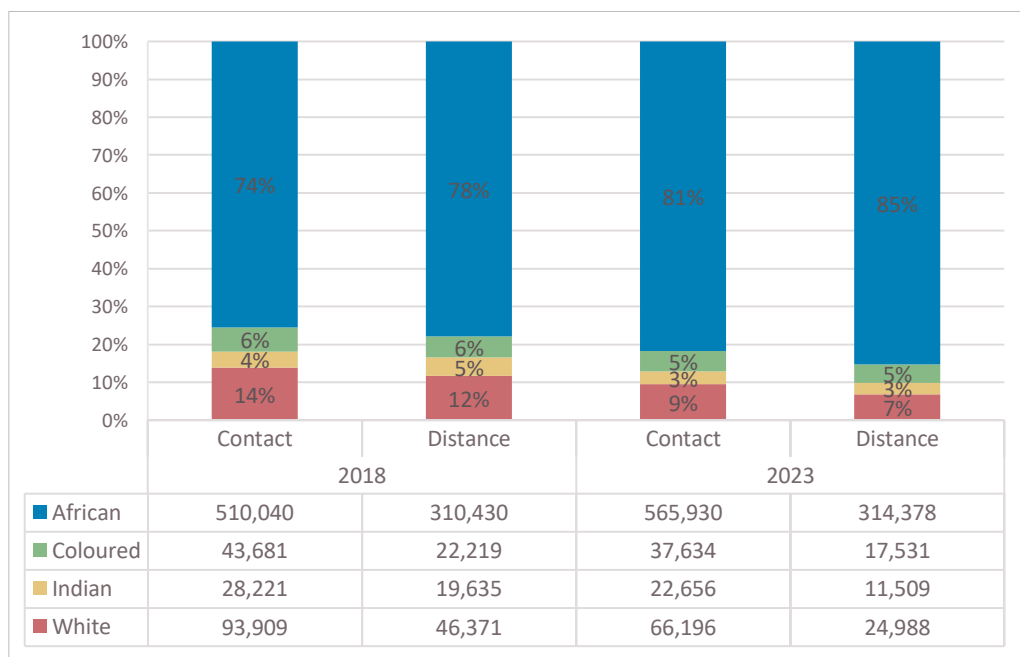
**Figure 28:** Public universities headcount enrolments of all non-South African students**Figure 29:** Higher education enrolments of all non-South African students

**Figure 30:** Public universities headcount graduates of all non-South African students

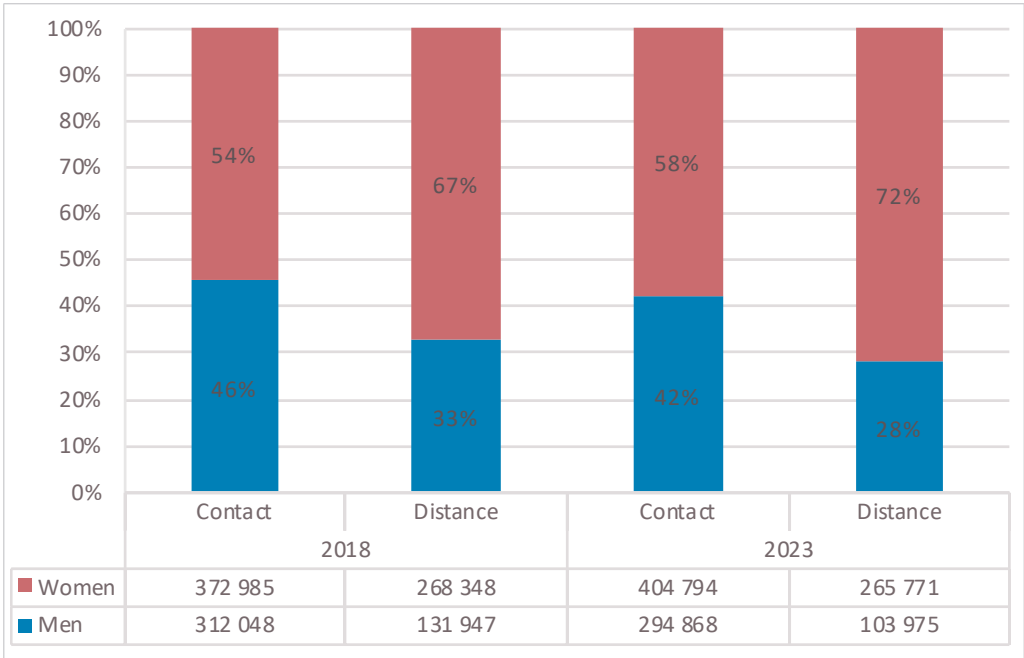


**Figure 31:** Public universities headcount enrolments by mode of delivery

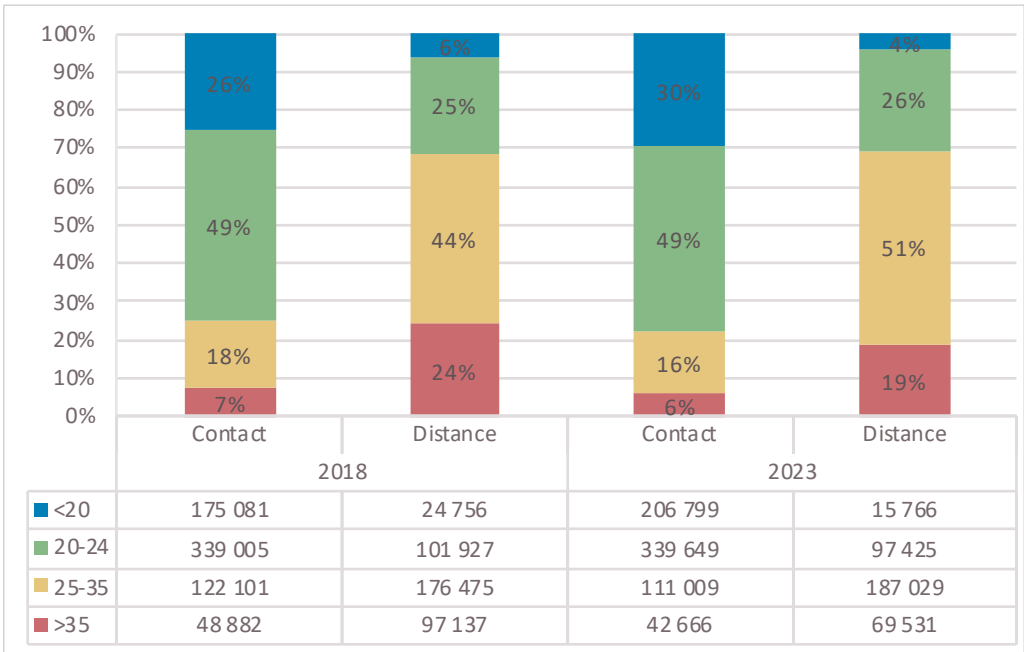


**Figure 32:** Public universities headcount graduates by mode of delivery**Figure 33:** Public universities headcount enrolments by mode of delivery and race

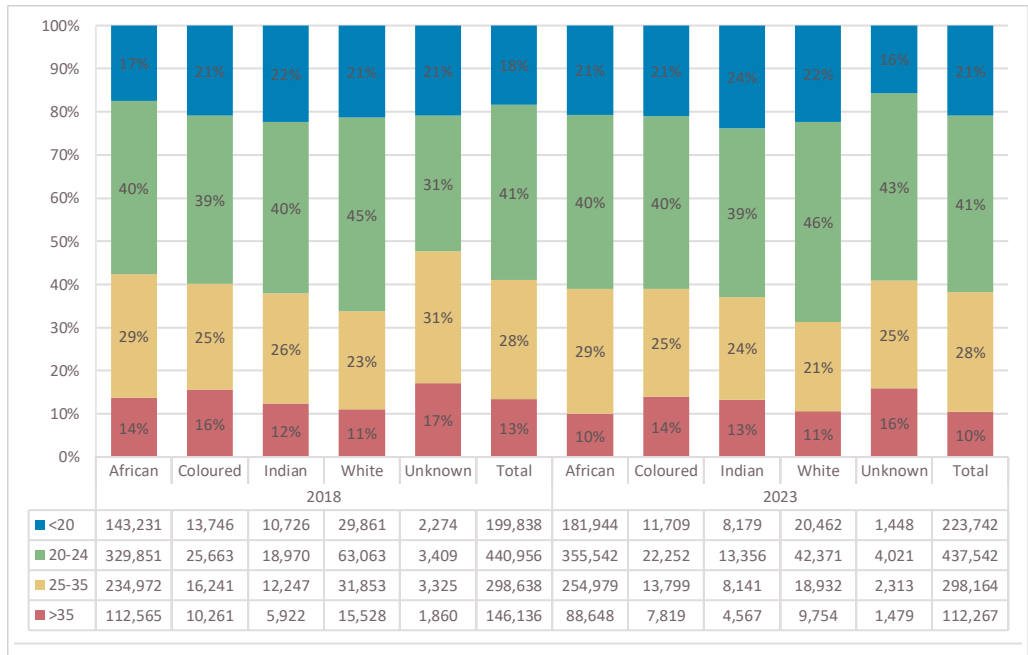
**Figure 34:** Public universities headcount enrolments by mode of delivery and gender



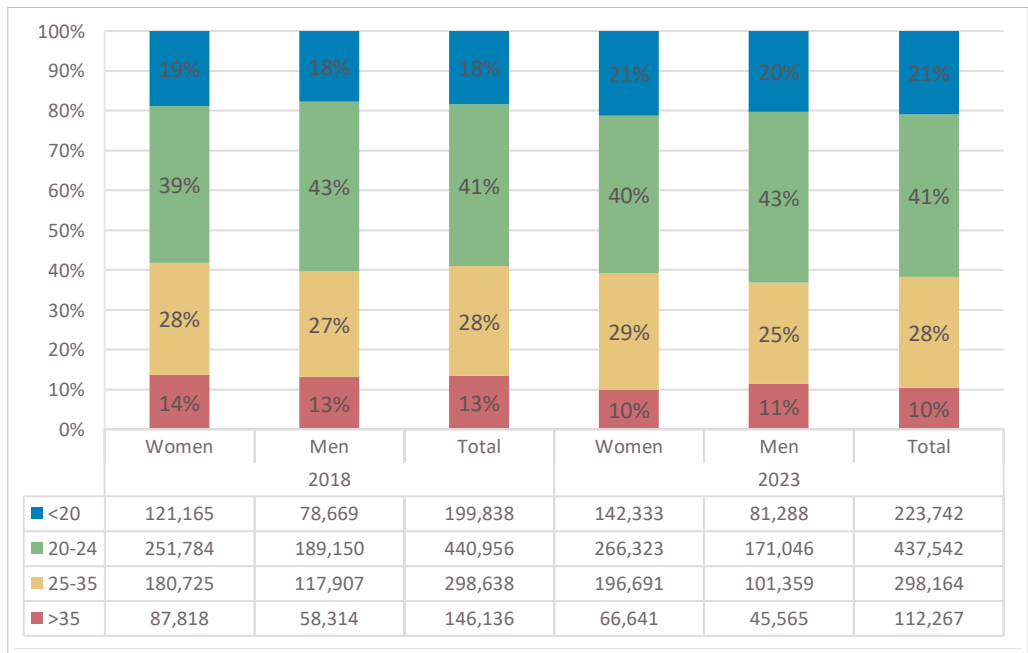
**Figure 35:** Public universities headcount enrolments by mode of delivery and age grouped



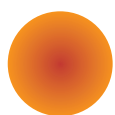
**Figure 36:** Public universities headcount enrolments by age grouped and race



**Figure 37:** Public universities headcount enrolments by age grouped and gender



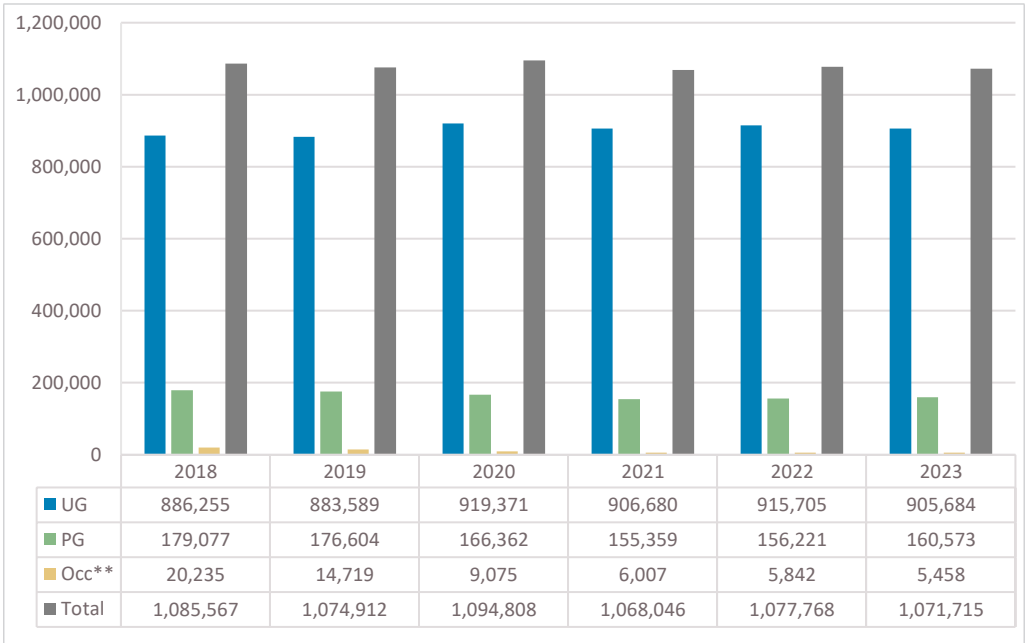




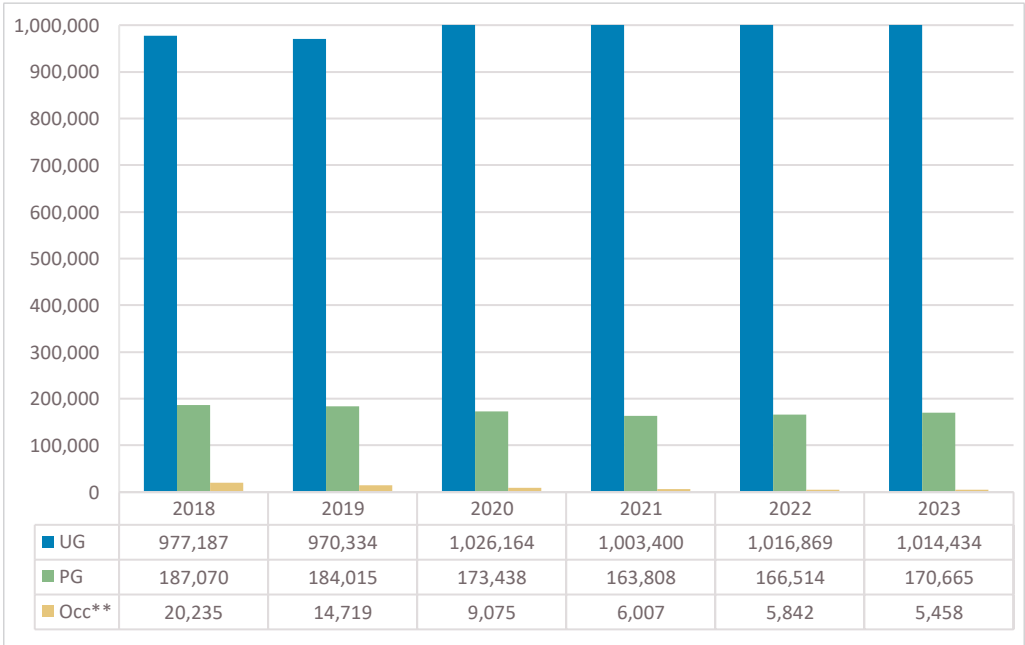
# STUDENT QUALIFICATION TYPES



**Figure 38:** Public universities headcount enrolments by qualification level\*



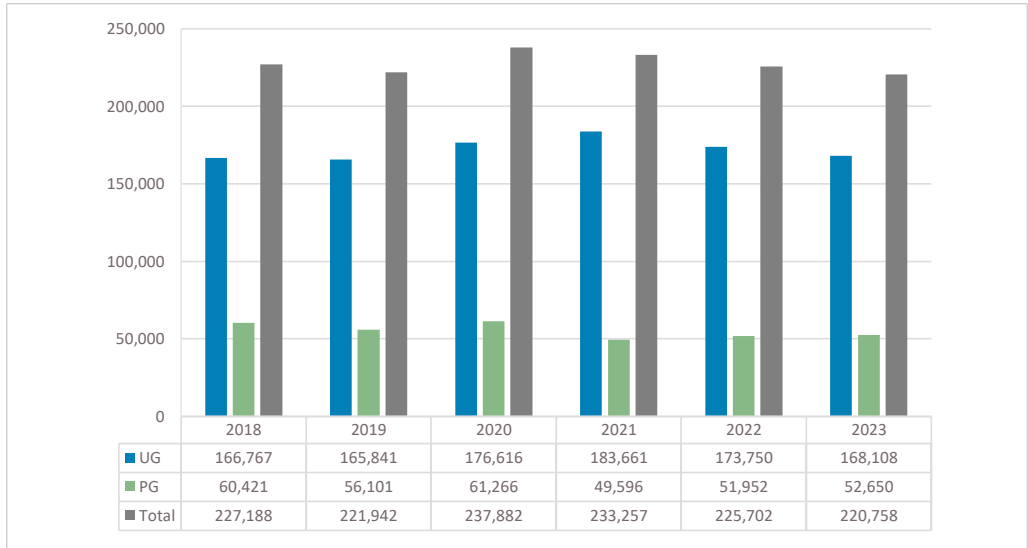
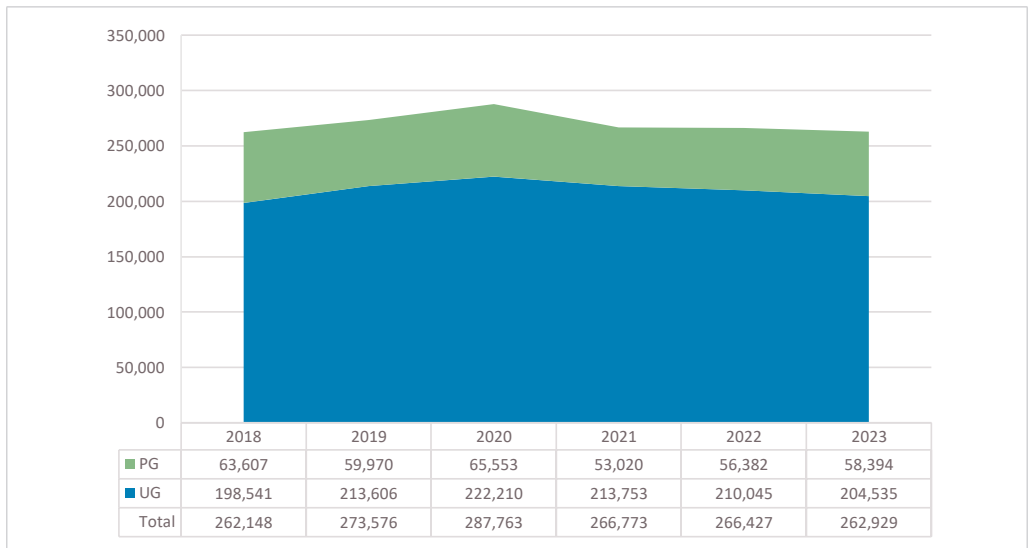
**Figure 39:** Higher education enrolments by qualification level



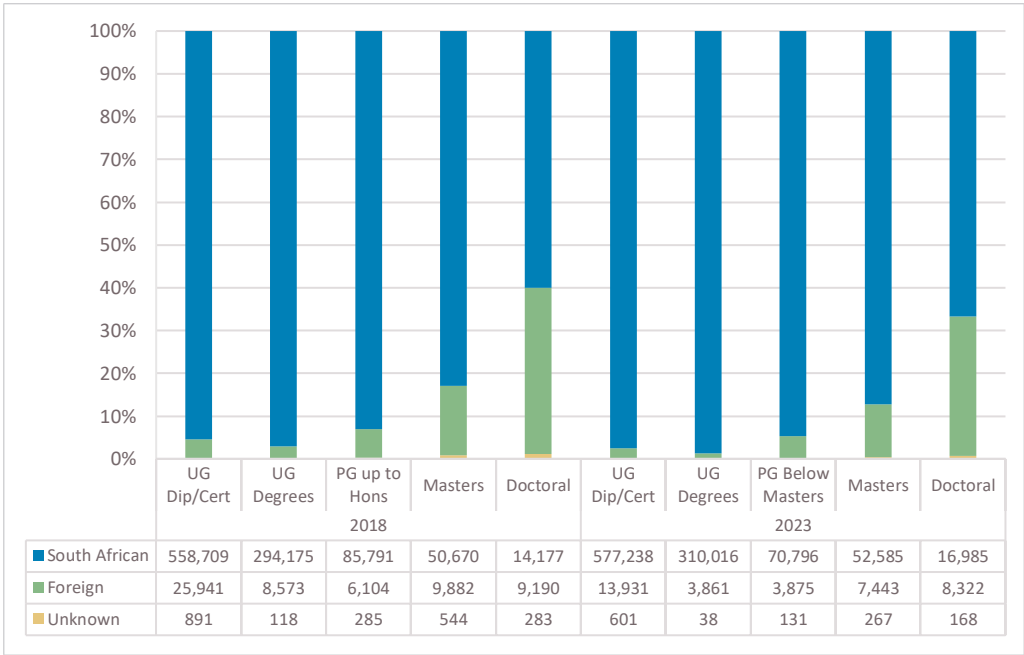
\* The Unknown category is not always displayed, but not omitted. Rounded off percentages may not always add up to 100%.

\* The most recent HEMIS & HEQCIS data in this section were extracted by DHET in December 2024.

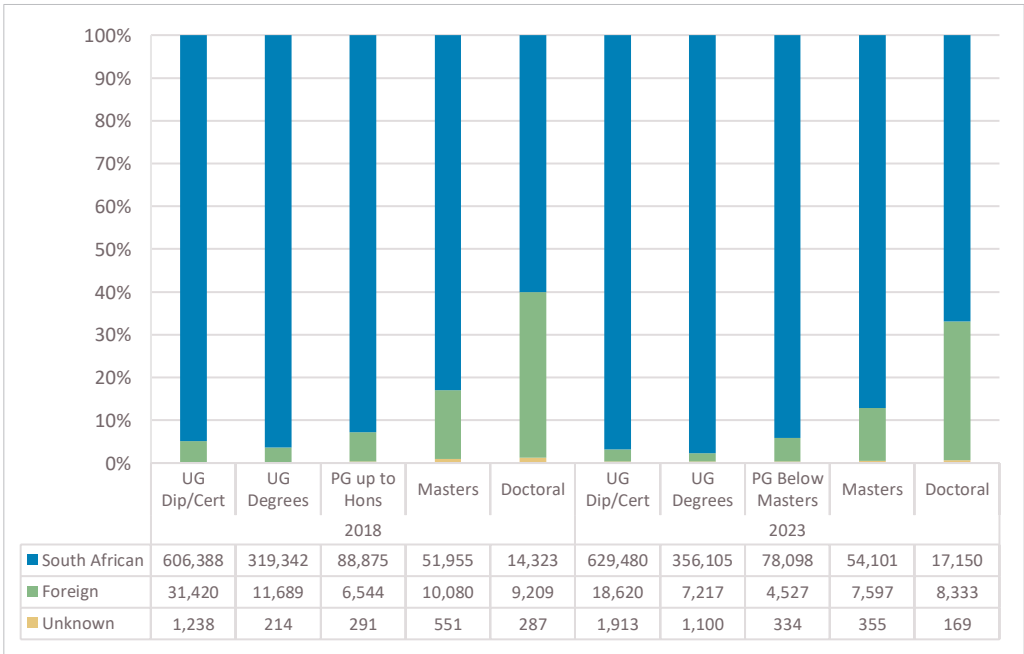
\*\* Occasional students.

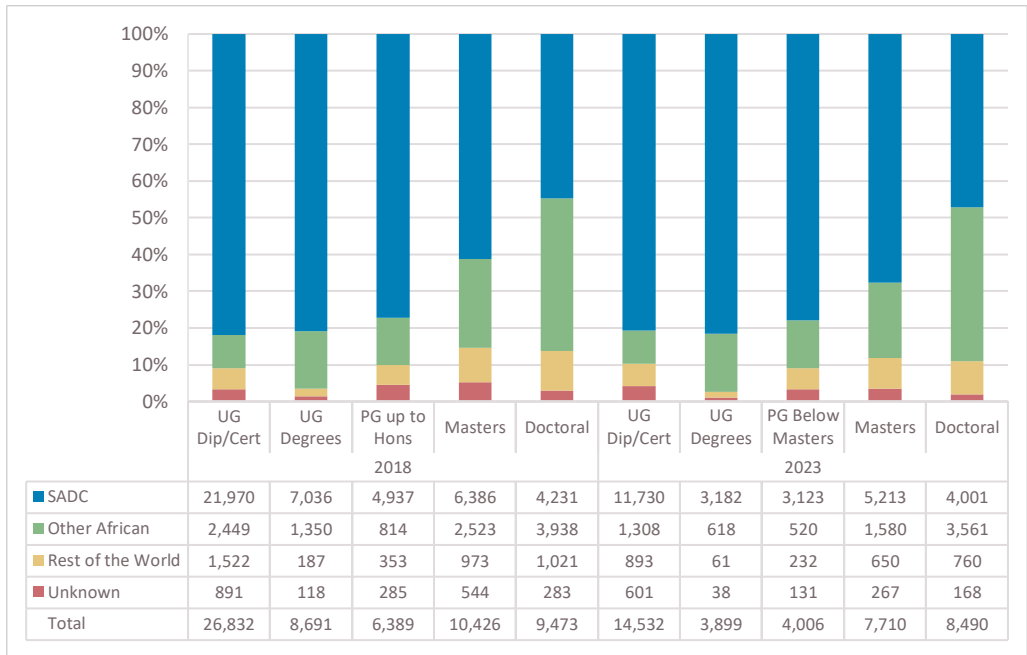
**Figure 40:** Public universities headcount graduates by qualification level.**Figure 41:** Headcount graduates by qualification level

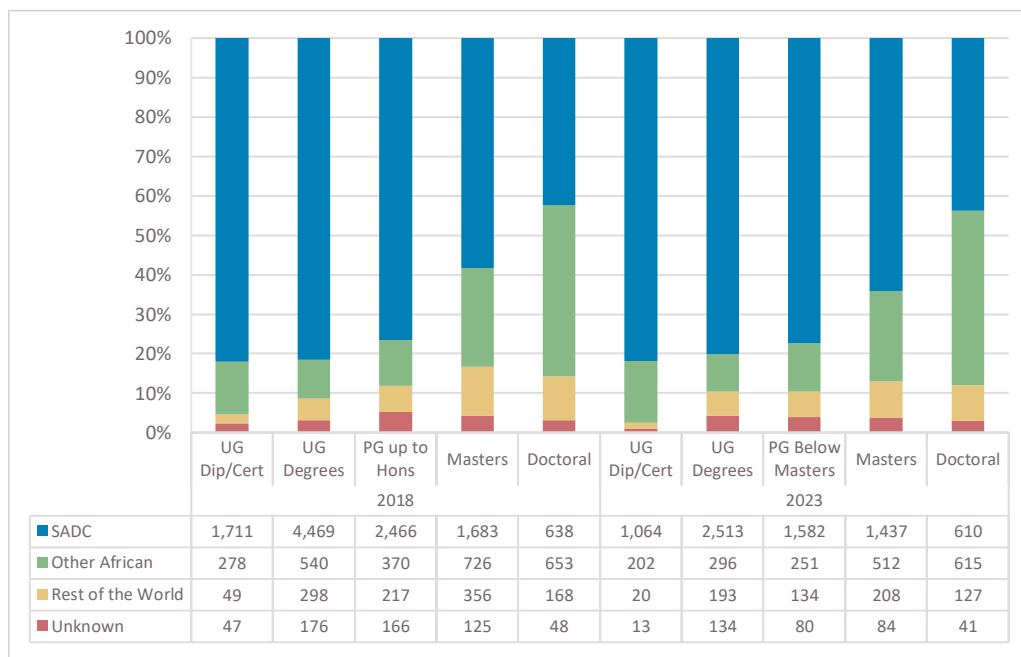
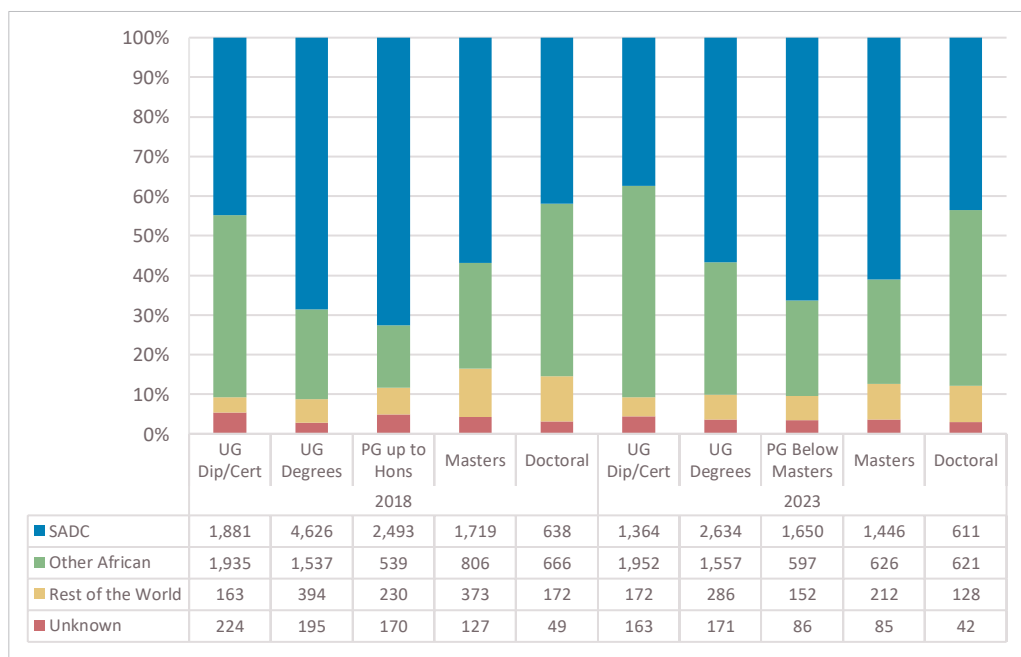
**Figure 42:** Public universities headcount enrolments by qualification type and nationality

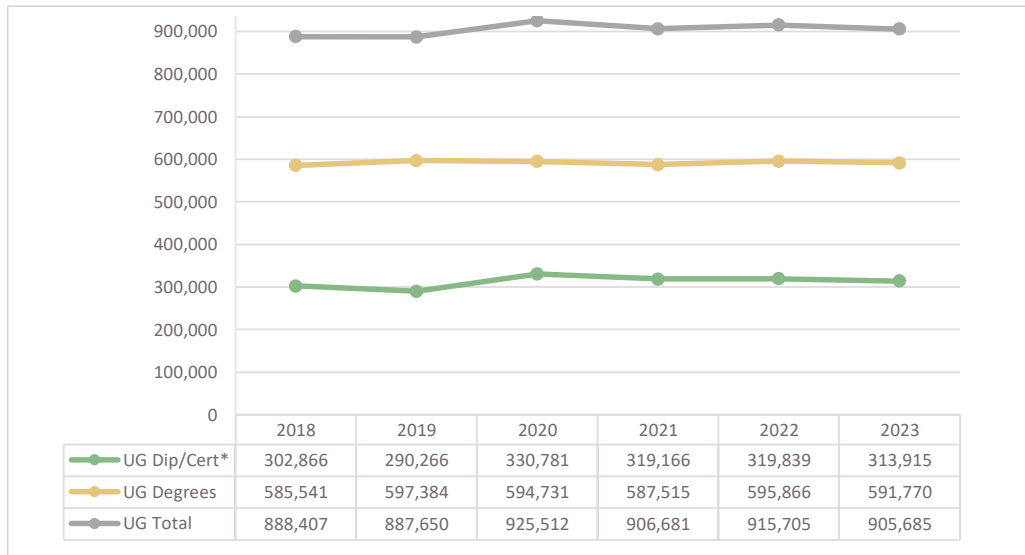
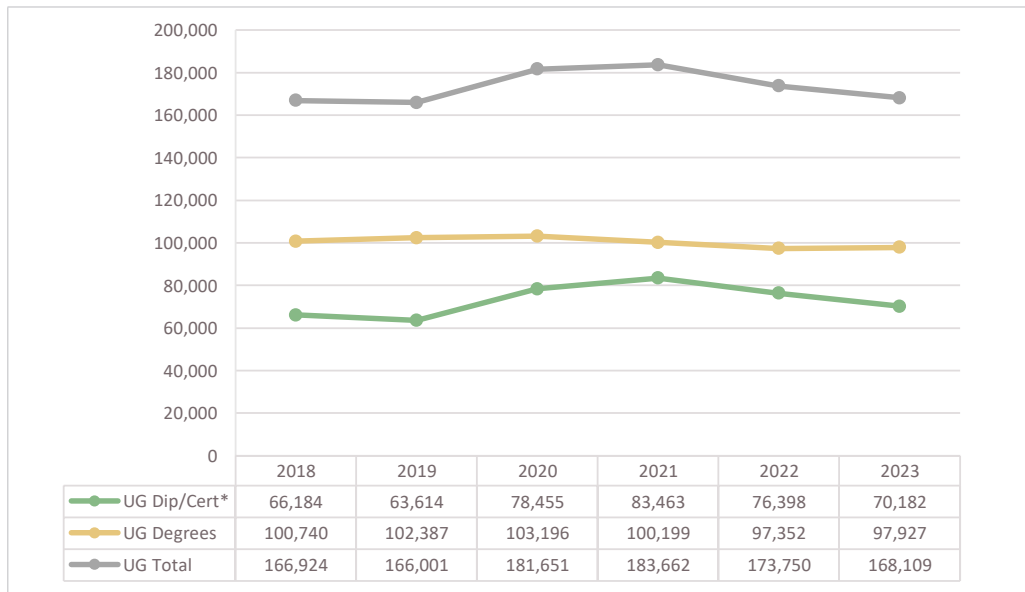


**Figure 43:** Headcount enrolments by qualification type and nationality



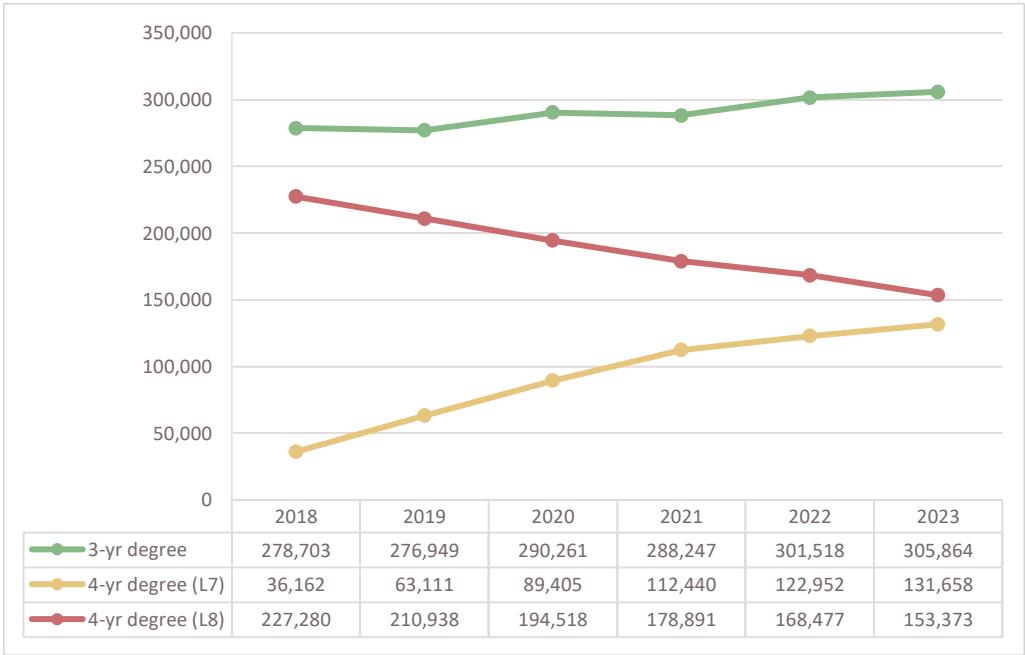
**Figure 44:** Public universities headcount international enrolments by qualification type**Figure 45:** Headcount International enrolments by qualification type and nationality

**Figure 46:** Public universities headcount International graduates by qualification type**Figure 47:** Headcount International graduates by qualification type and nationality

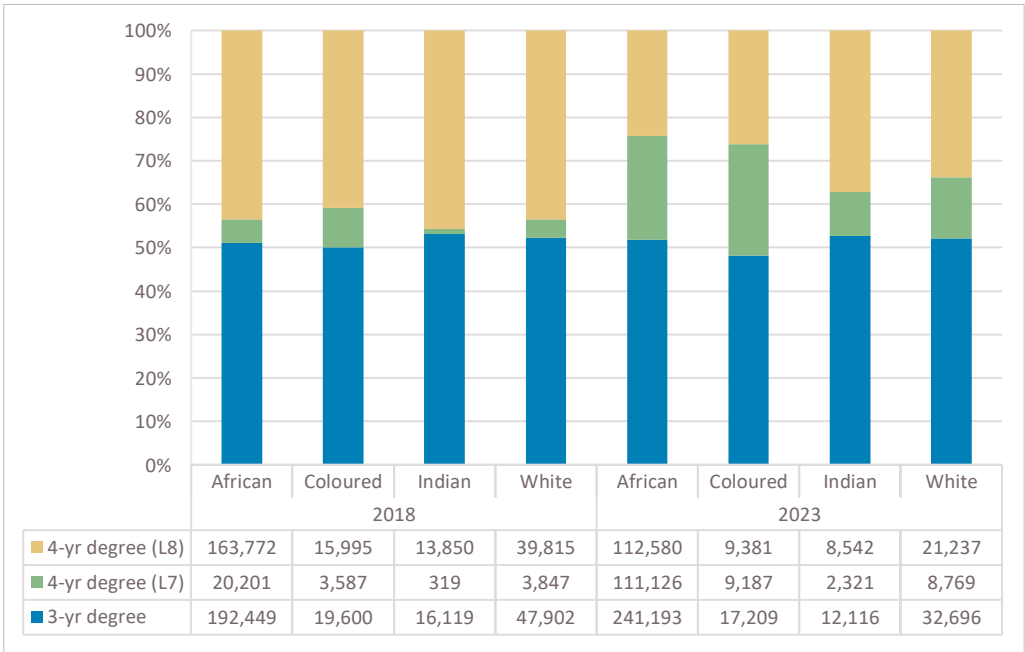
**Figure 48:** Public universities headcount undergraduate enrolments by qualification type grouping**Figure 49:** Public universities headcount undergraduate graduates by qualification type grouping

\* The most recent HEMIS data in this section were extracted by DHET in December 2024.

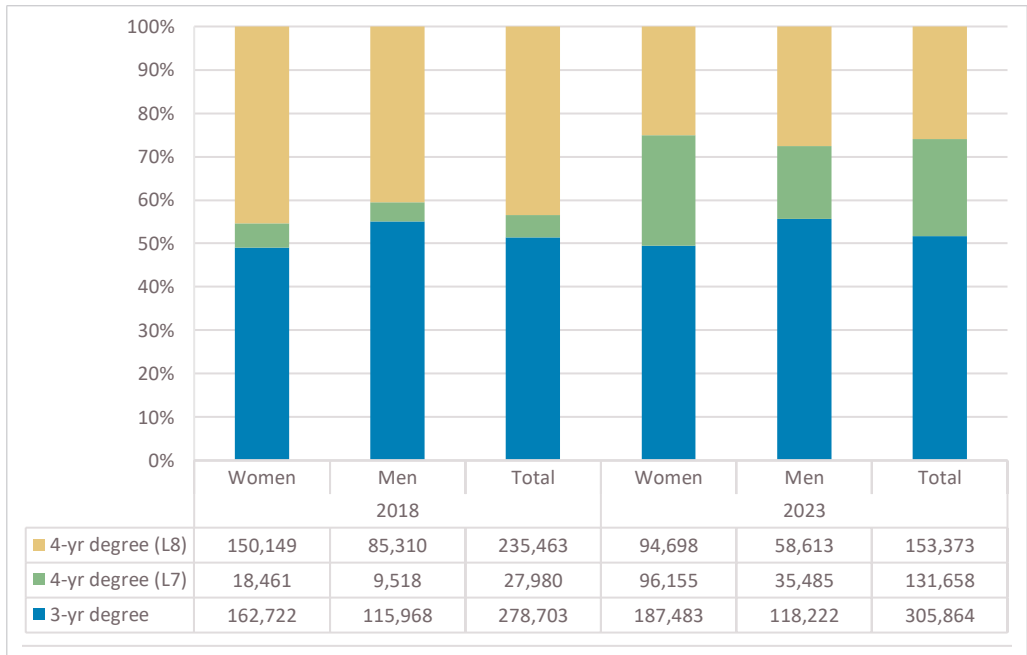
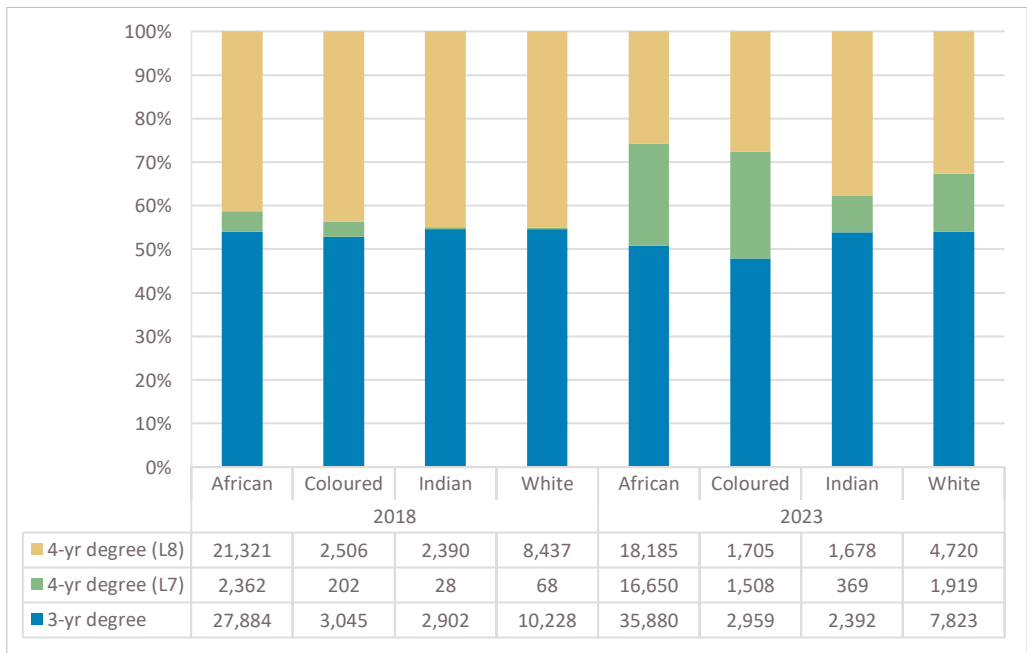
**Figure 50:** Public universities headcount enrolments by degree type grouping\*



**Figure 51:** Public universities headcount undergraduate enrolments by race

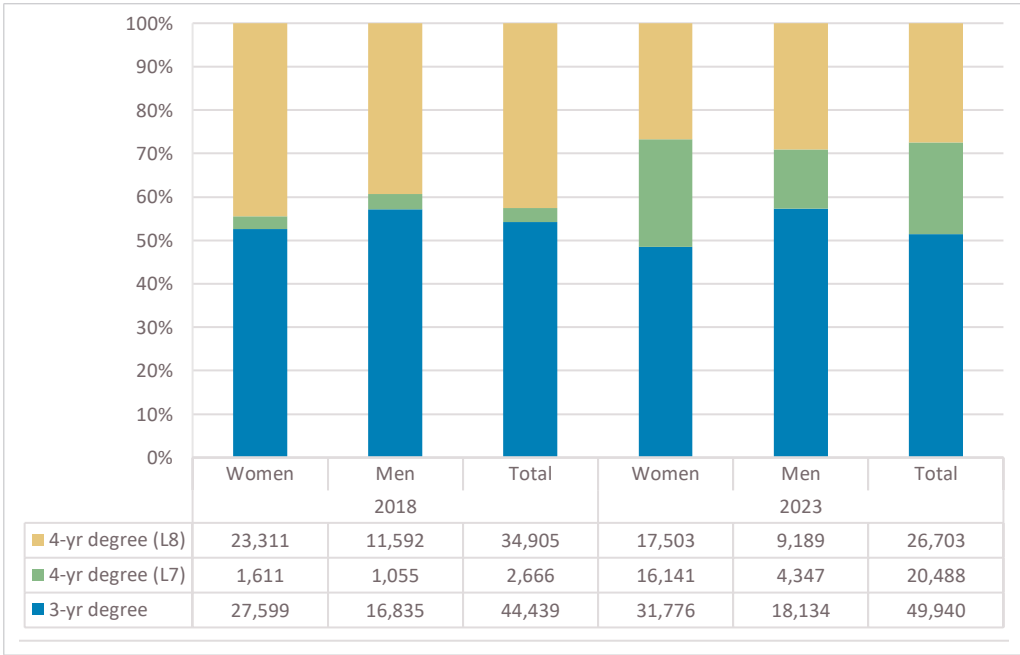


\*BTechs included, but not shown.

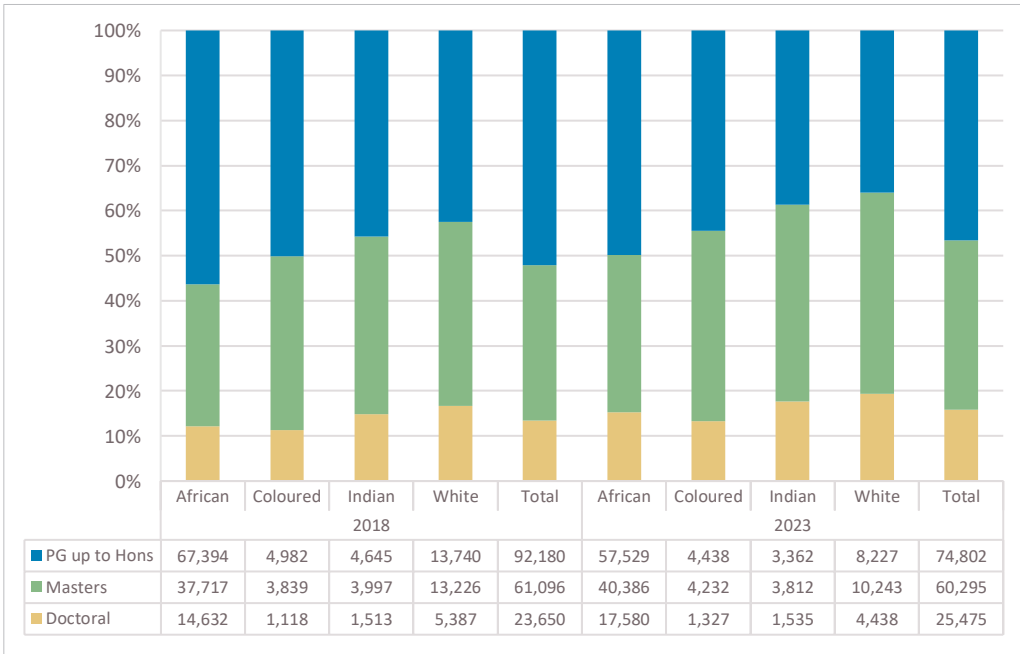
**Figure 52:** Public universities headcount undergraduate degree enrolments by gender**Figure 53:** Public universities headcount undergraduate degree qualifications awarded by race.

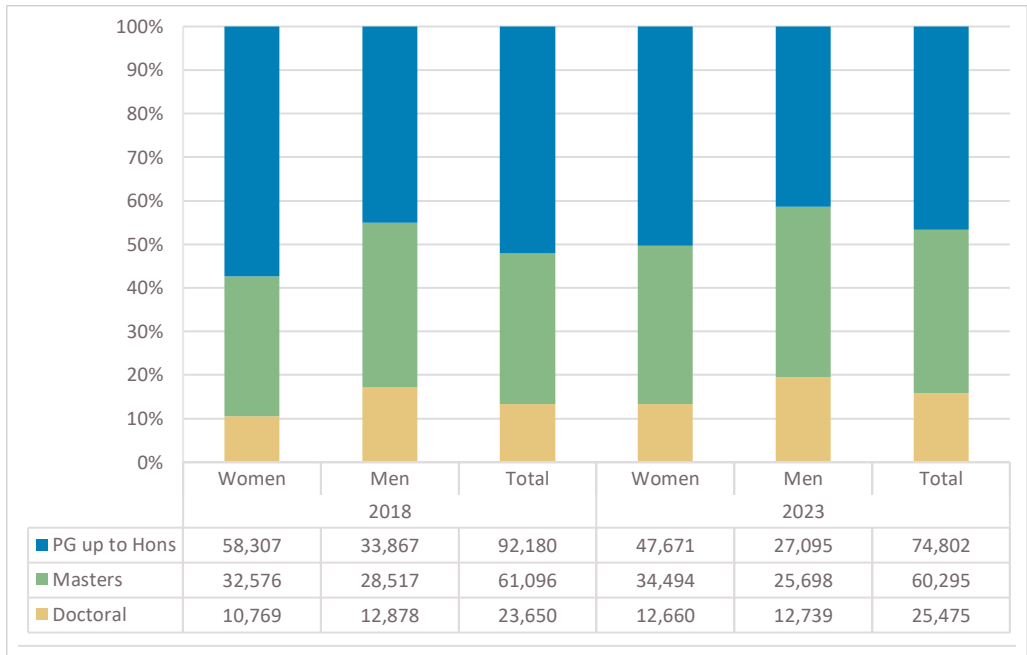
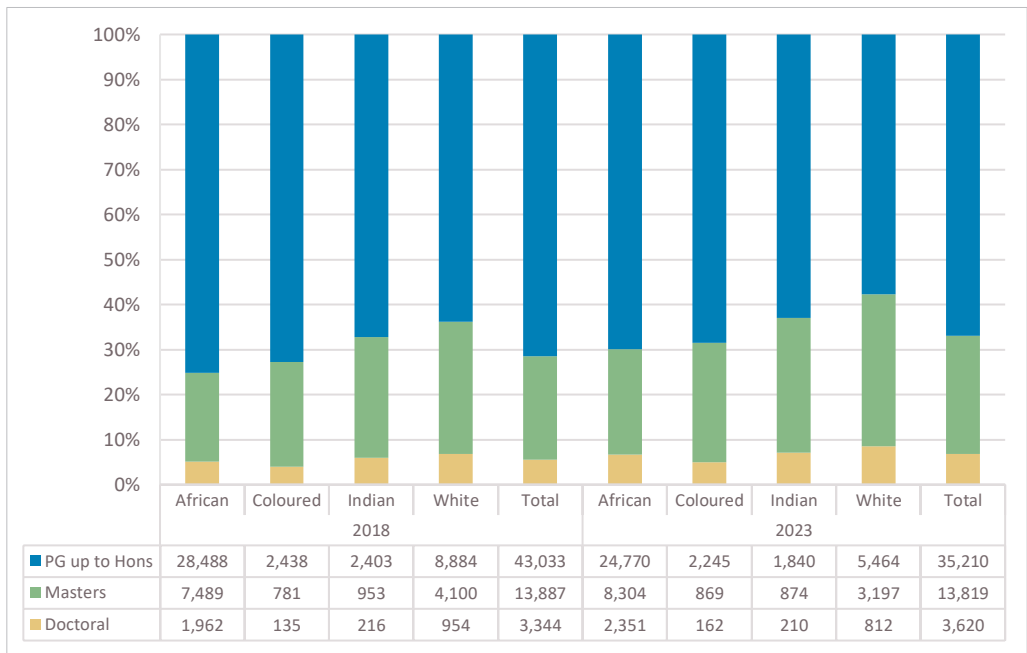


**Figure 54:** Public universities headcount undergraduate degree qualifications awarded by gender

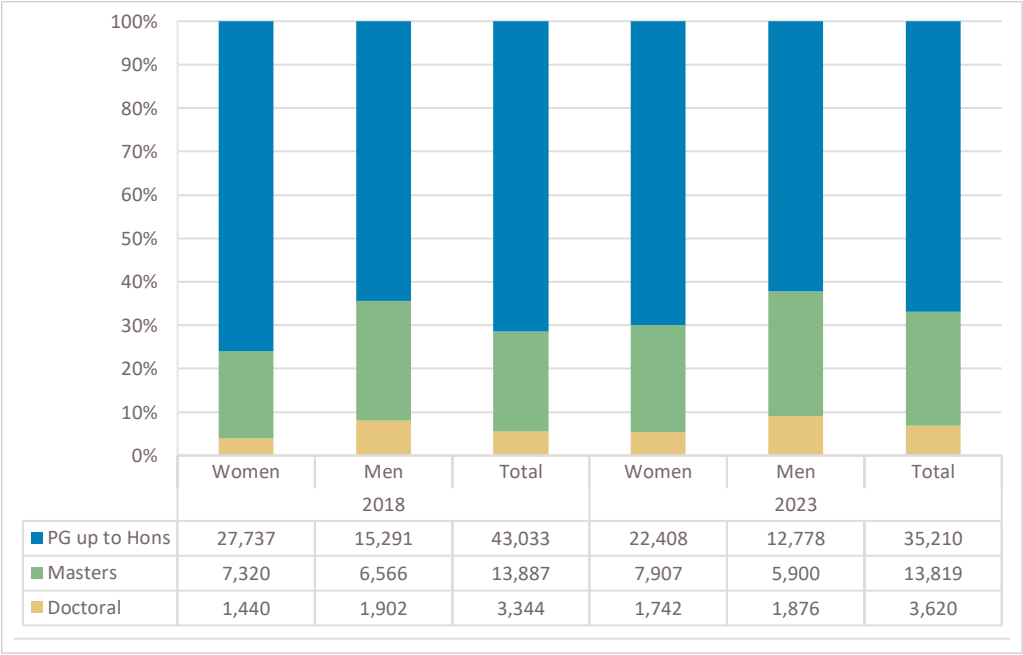


**Figure 55:** Public universities headcount postgraduate enrolments by race

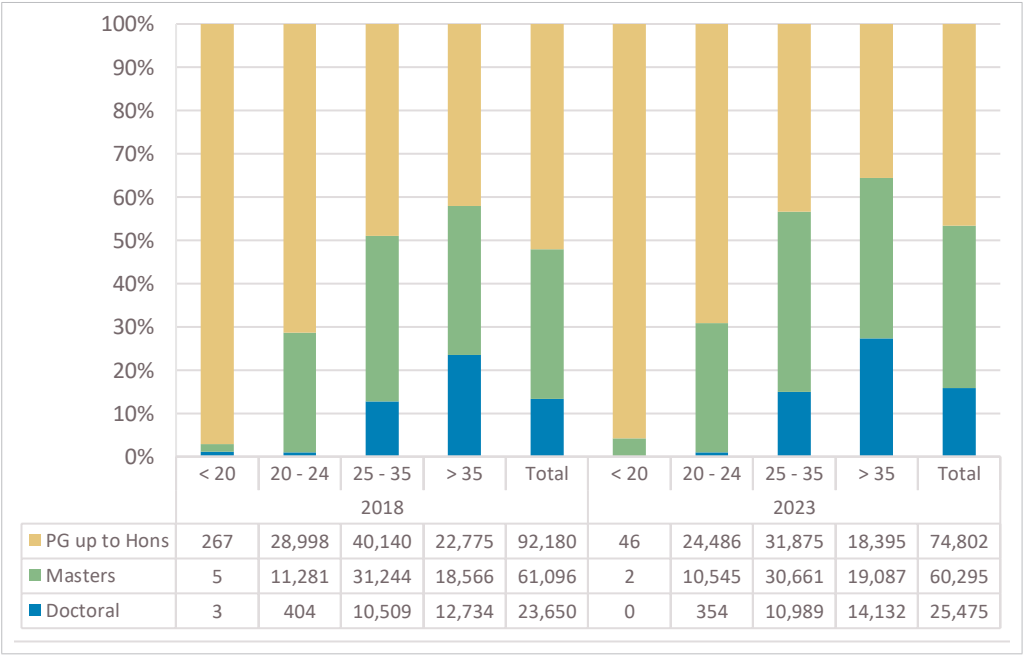


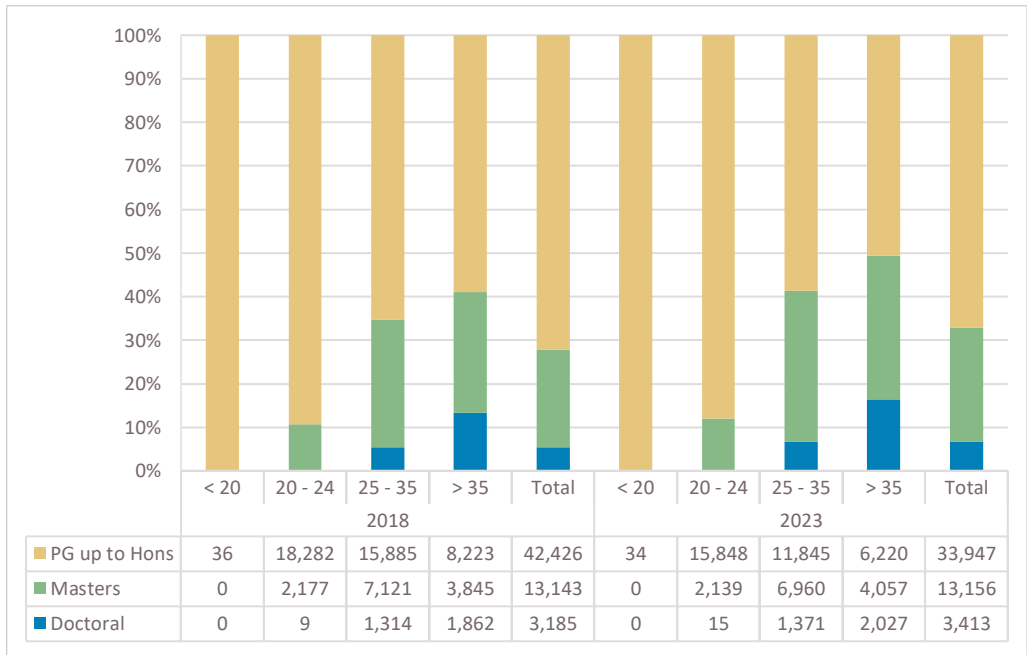
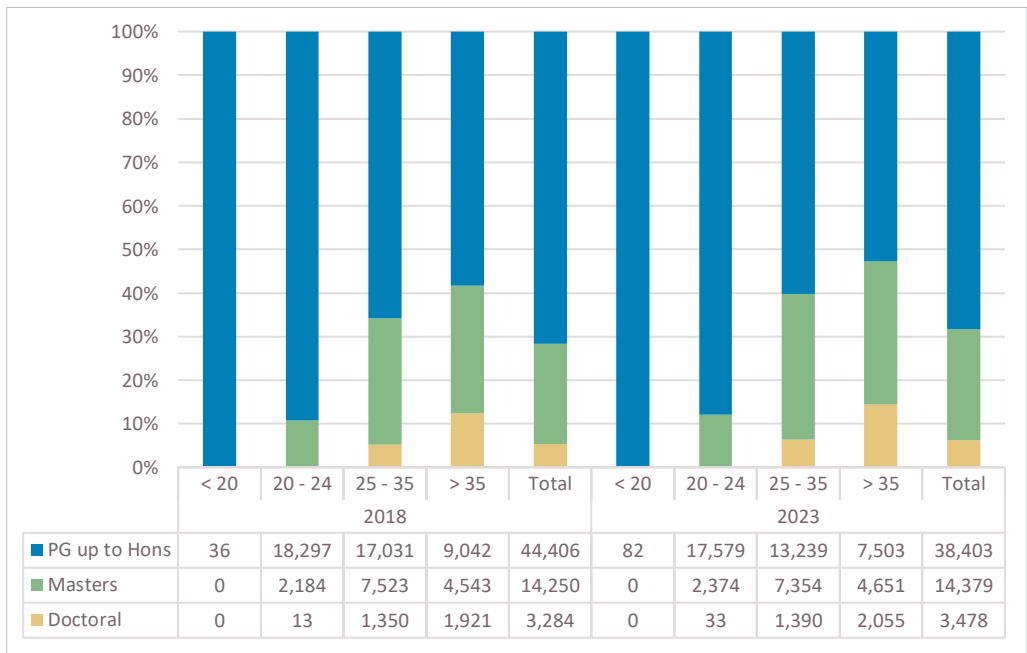
**Figure 56:** Public universities headcount postgraduate enrolments by gender**Figure 57:** Public universities headcount postgraduate qualifications awarded by race

**Figure 58:** Public universities headcount postgraduate qualifications awarded by gender



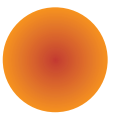
**Figure 59:** Public universities headcount postgraduate enrolments by age group



**Figure 60:** Public universities headcount postgraduate qualification awarded by age group**Figure 61:** Headcount higher education postgraduate qualification awarded by age group

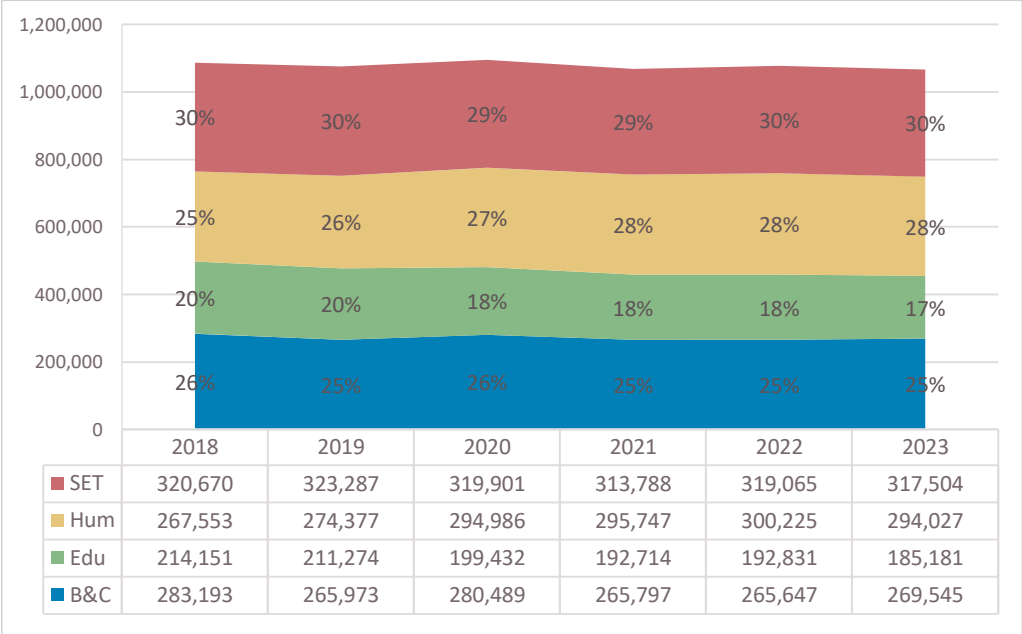
There are no Private HE data in this section.



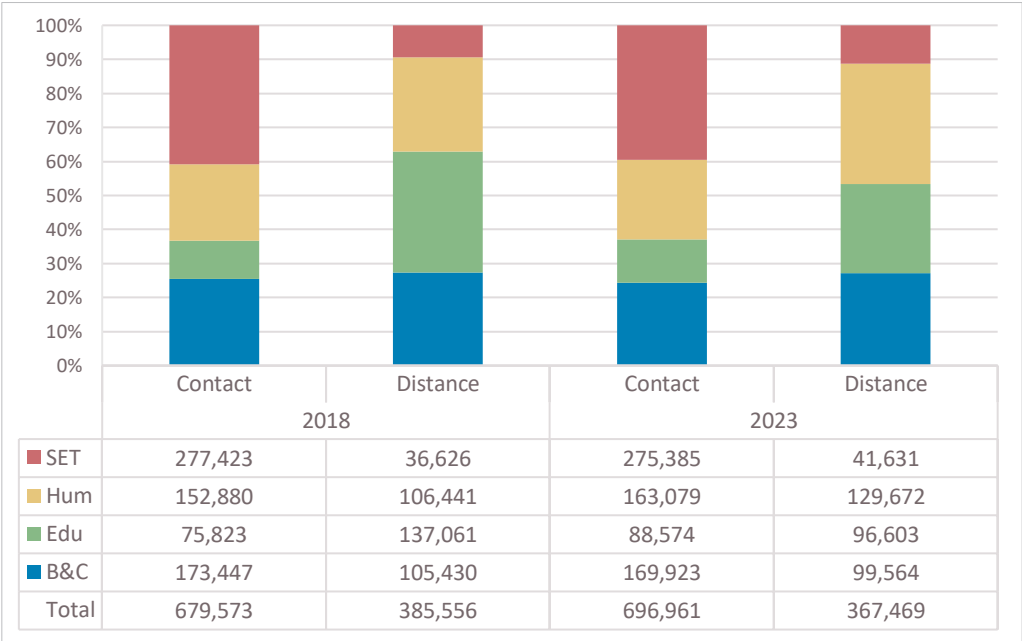


**STUDENT DATA BY FIELD OF  
STUDY AND SUCCESS RATES**

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



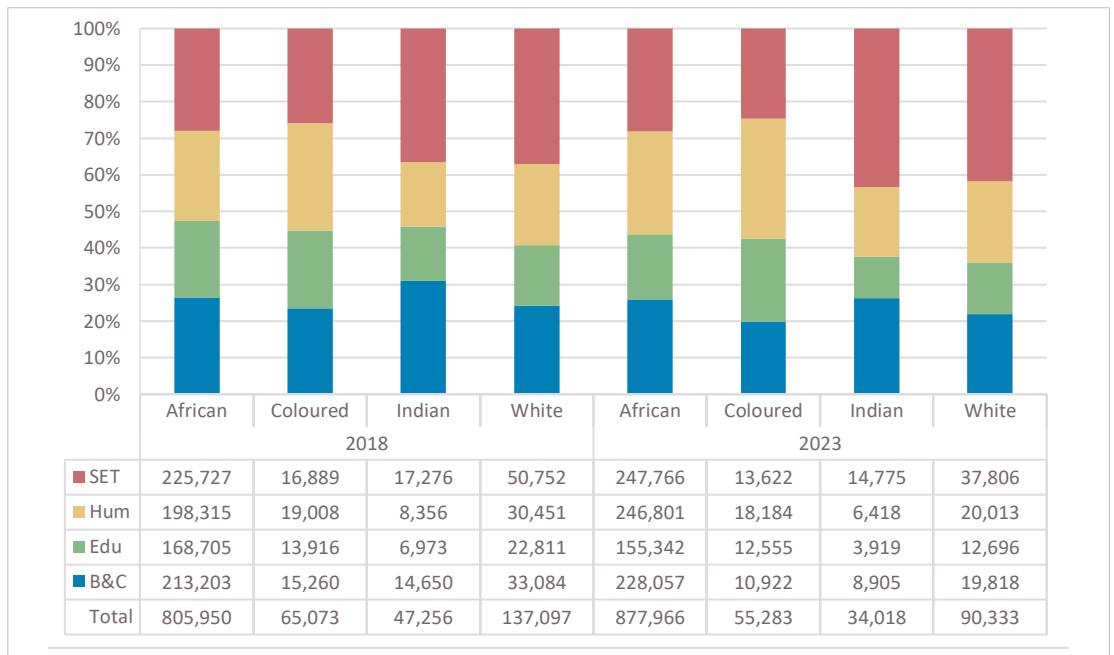
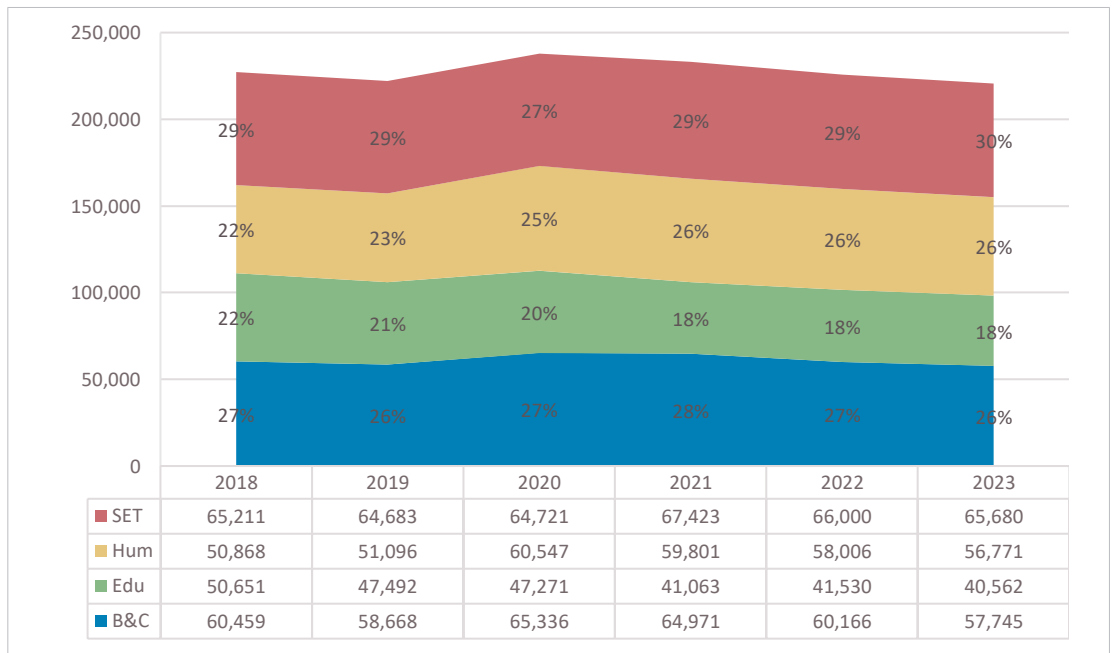
**Figure 63:** Public universities headcount enrolments by field of study and mode of delivery



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

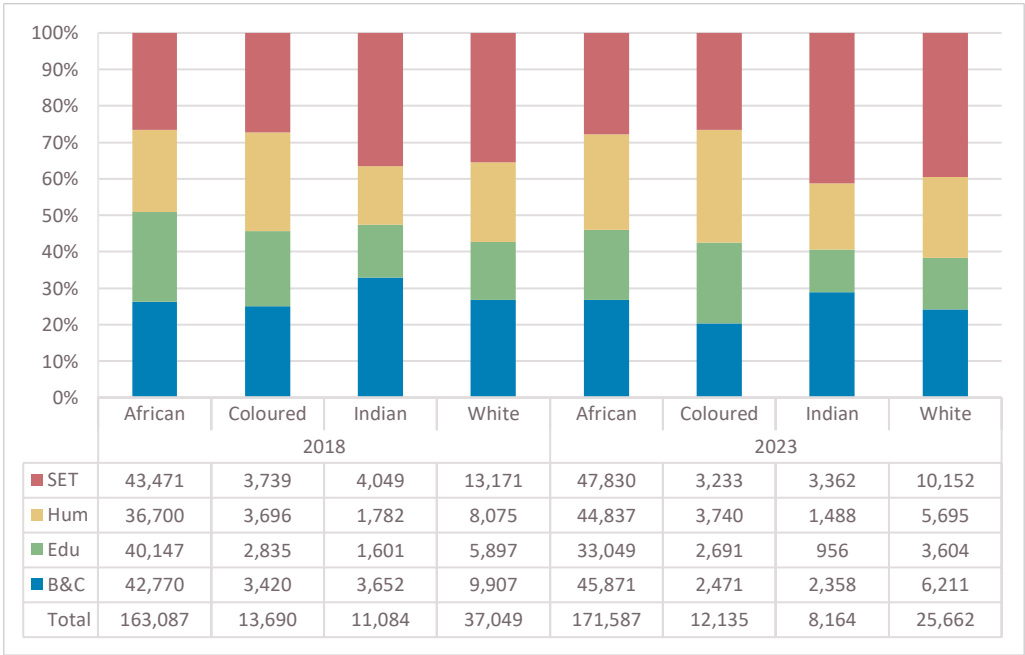
The most recent HEMIS data in this section were extracted by DHET in December 2024.

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

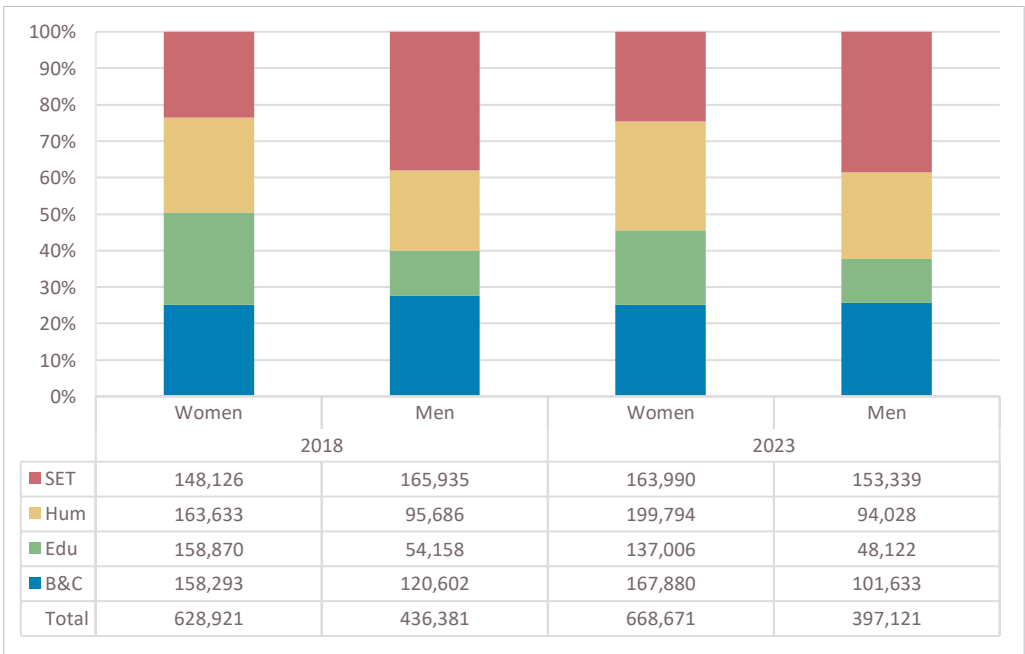
**Figure 64:** Public universities headcount enrolments by field of study and race**Figure 65:** Public universities headcount graduates by field of study.

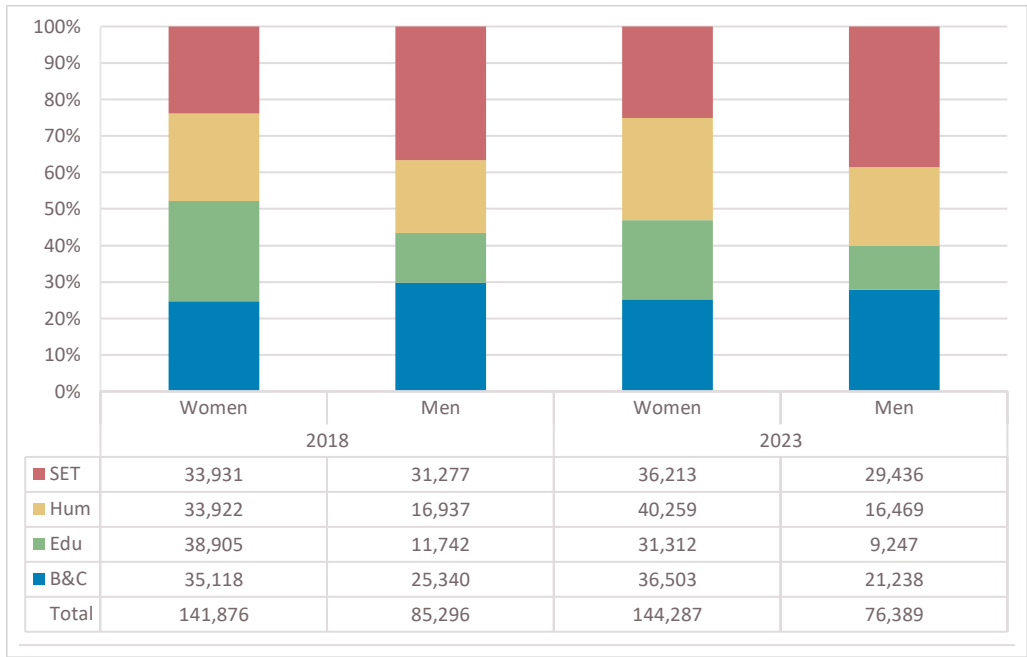
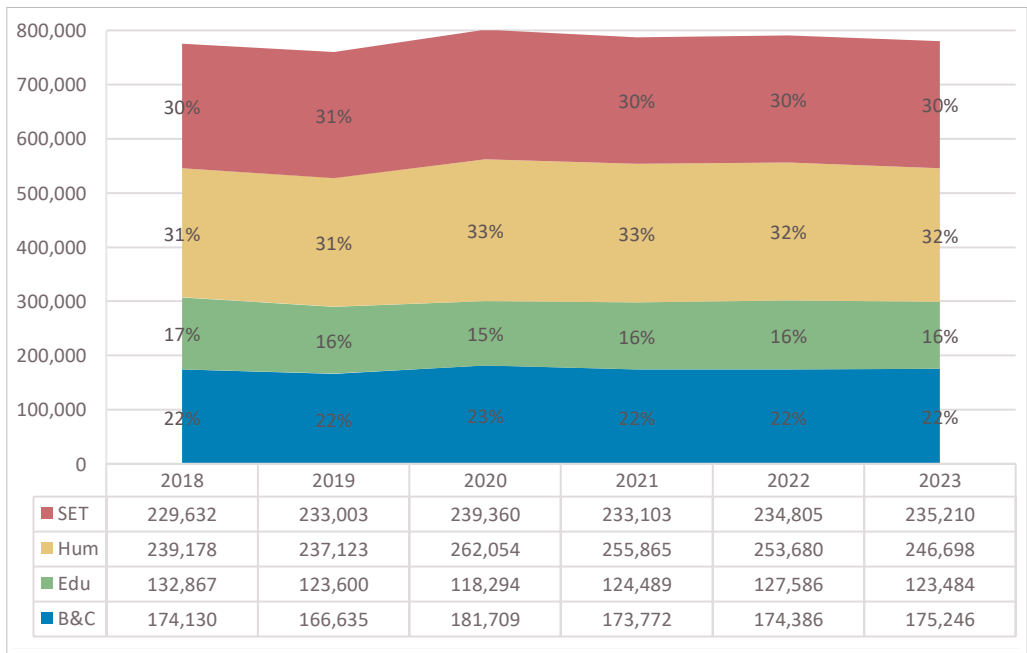


**Figure 66:** Public universities headcount graduates by field of study and race.



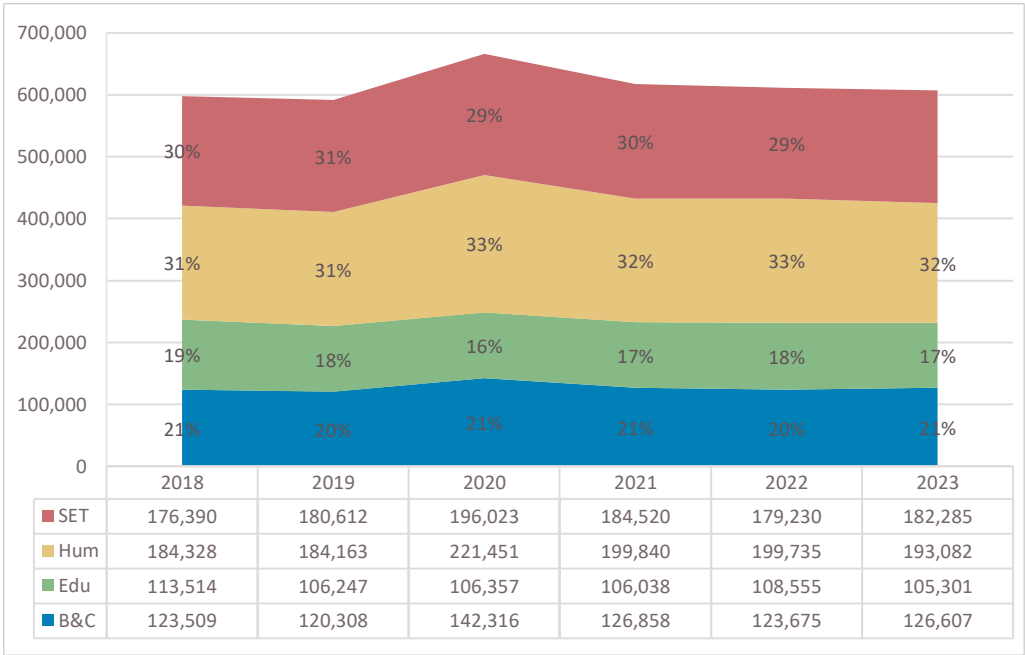
**Figure 67:** Public universities headcount enrolments by field of study and gender



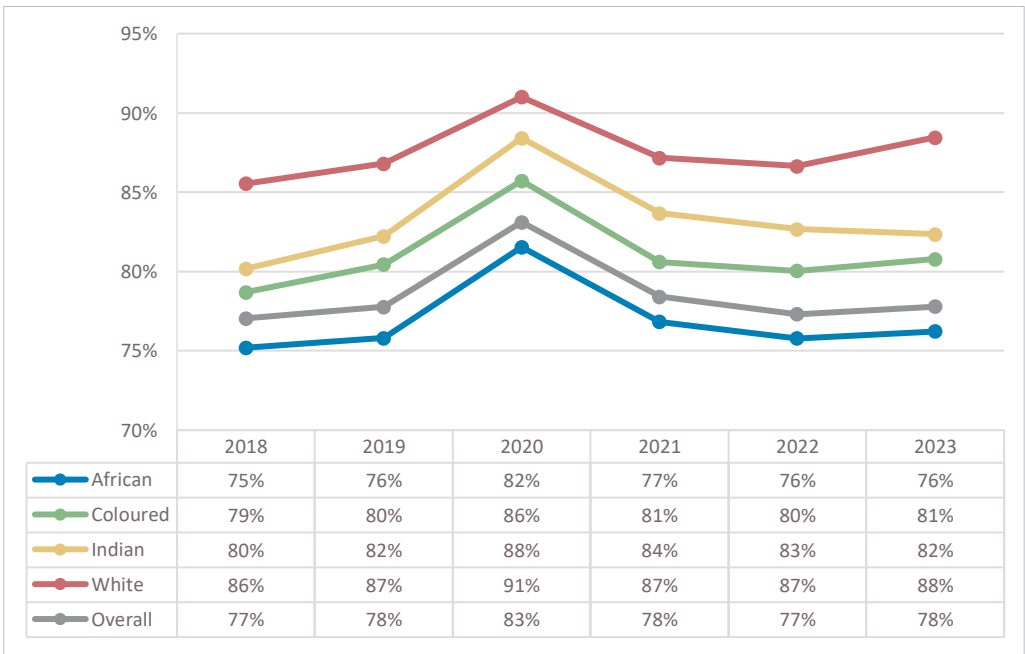
**Figure 68:** Public universities headcount graduates by field of study and gender**Figure 69:** Public universities FTE enrolled by field of study

\* The CESM categories are listed in Appendix 2.

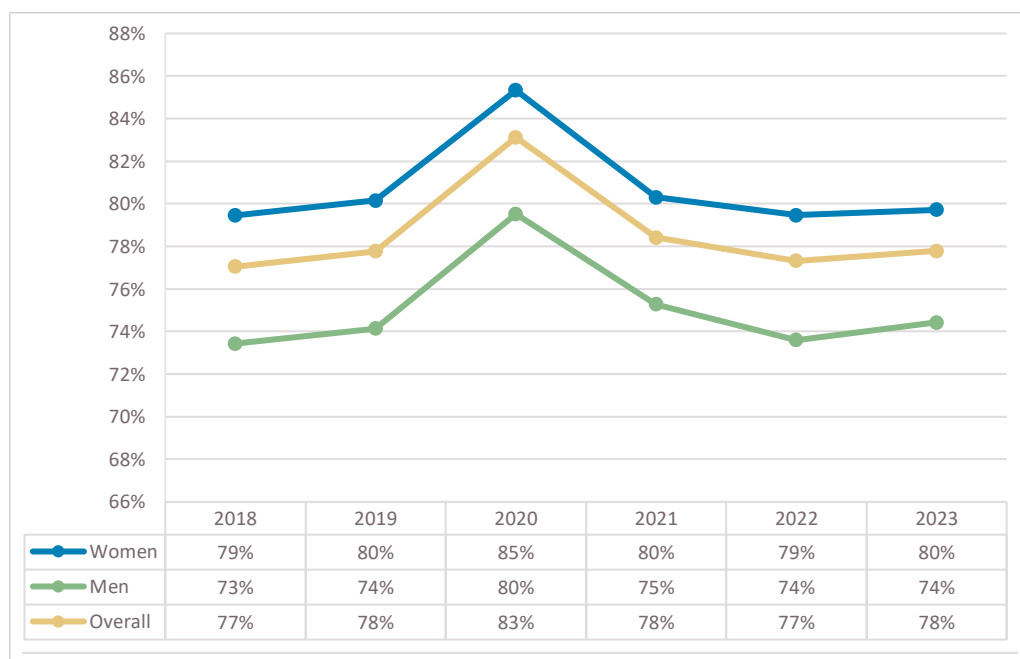
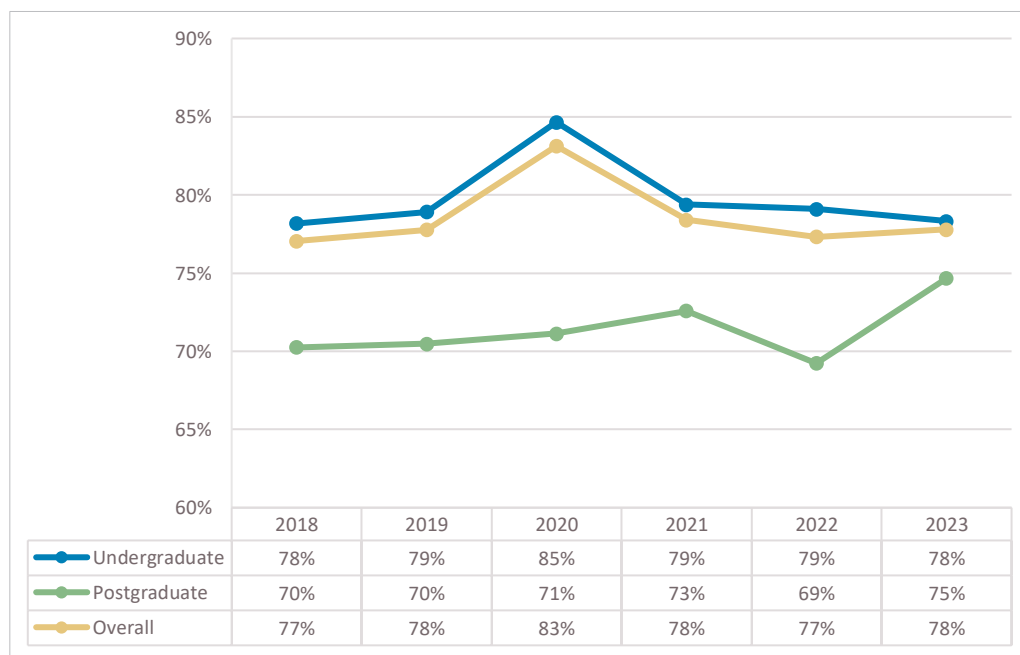
**Figure 70:** Public universities FTE completed by field of study.



**Figure 71:** Course success rates by race



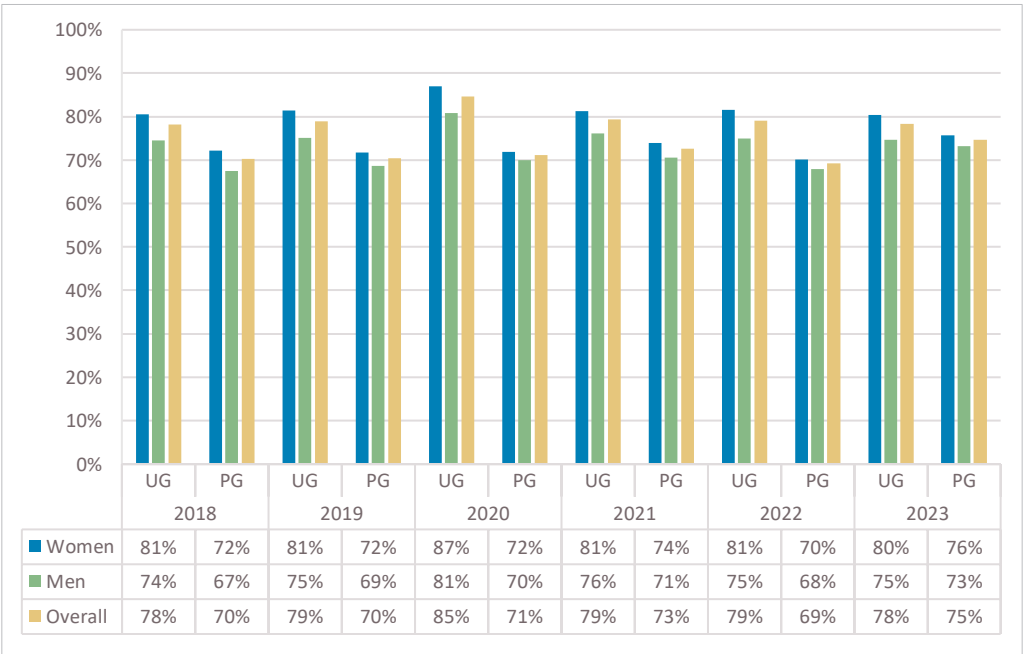
\* The CESM categories are listed in Appendix 2.

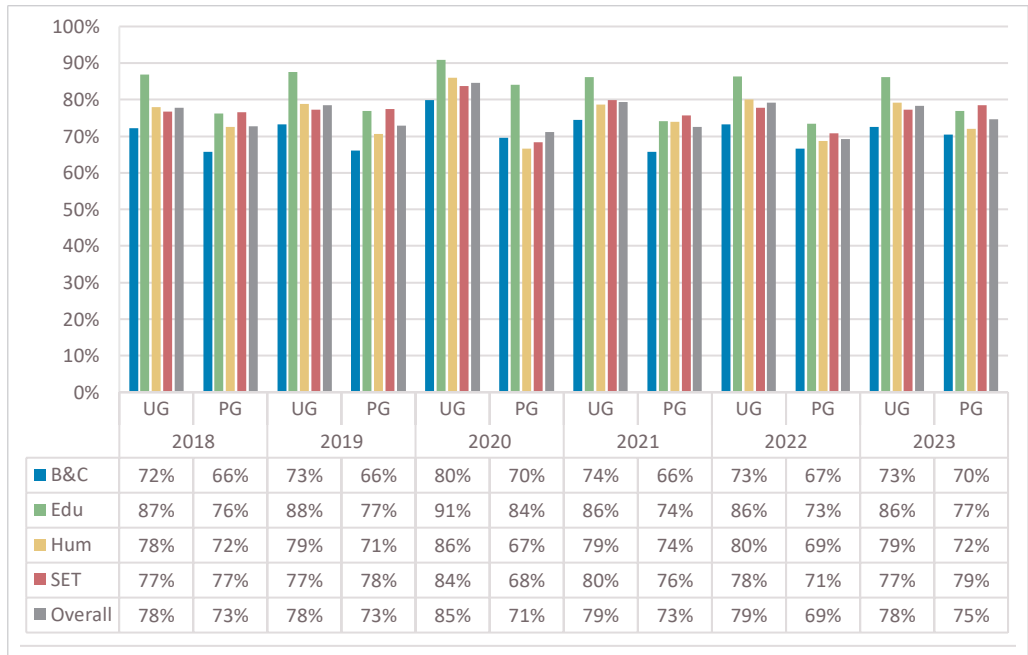
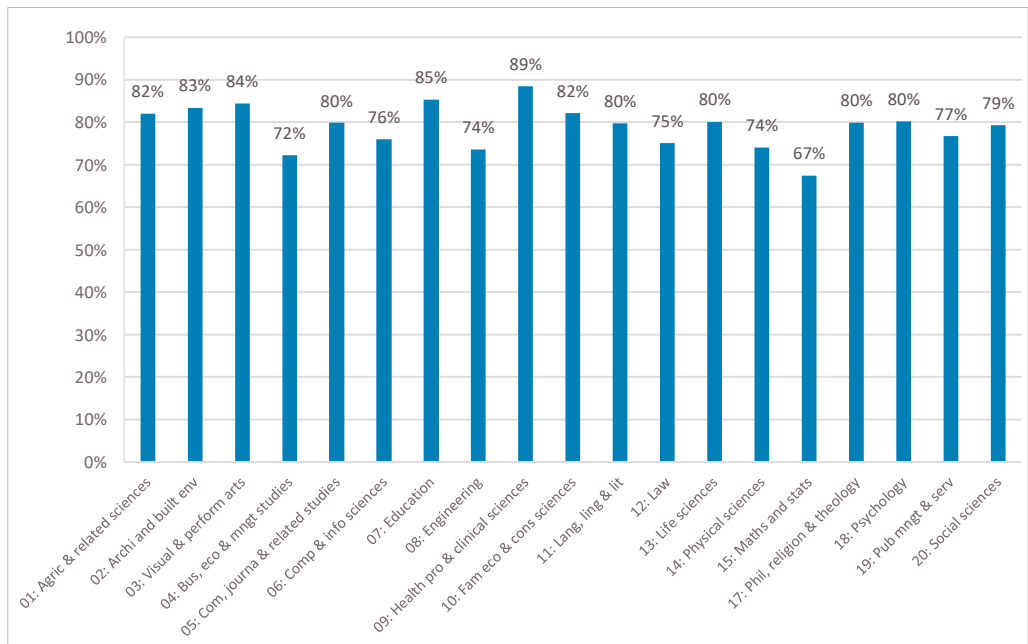
**Figure 72:** Course success rates by gender**Figure 73:** Undergraduate and postgraduate course success rate

**Figure 74:** Undergraduate and postgraduate course success rate by race



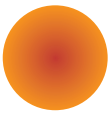
**Figure 75:** Undergraduate and postgraduate course success rate by gender



**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.

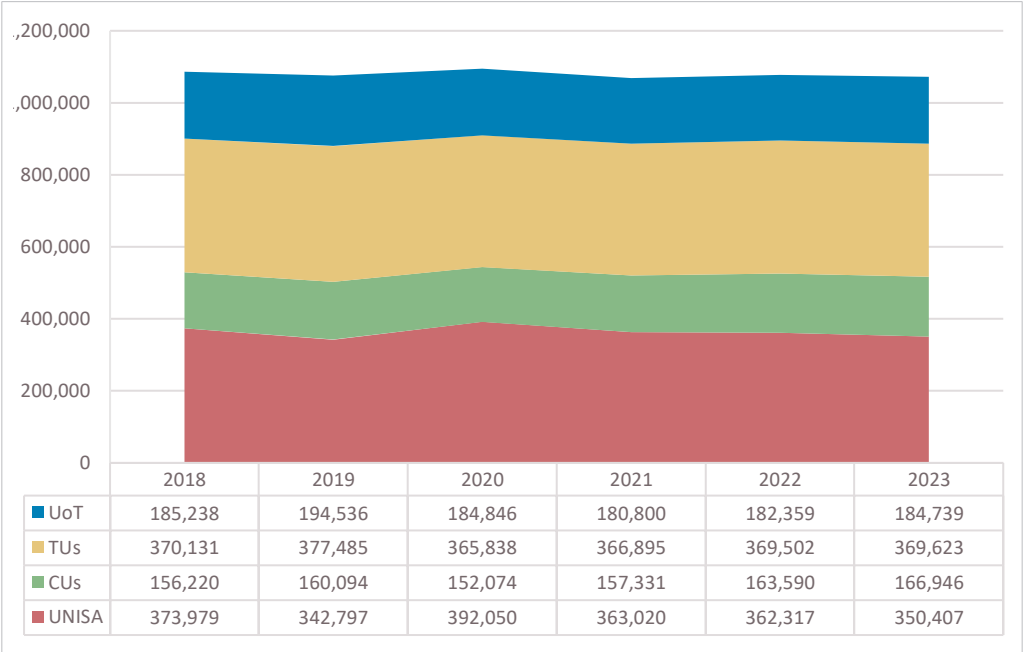




**STUDENT DATA BY  
INSTITUTIONAL TYPE**



**Figure 78:** Public universities headcount enrolments by institutional type

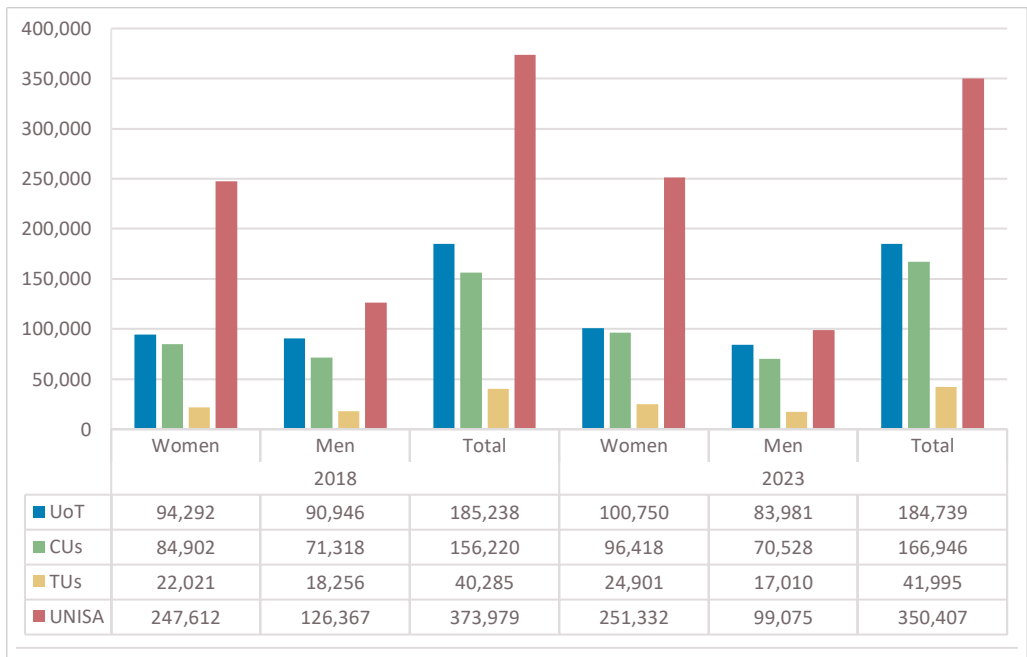
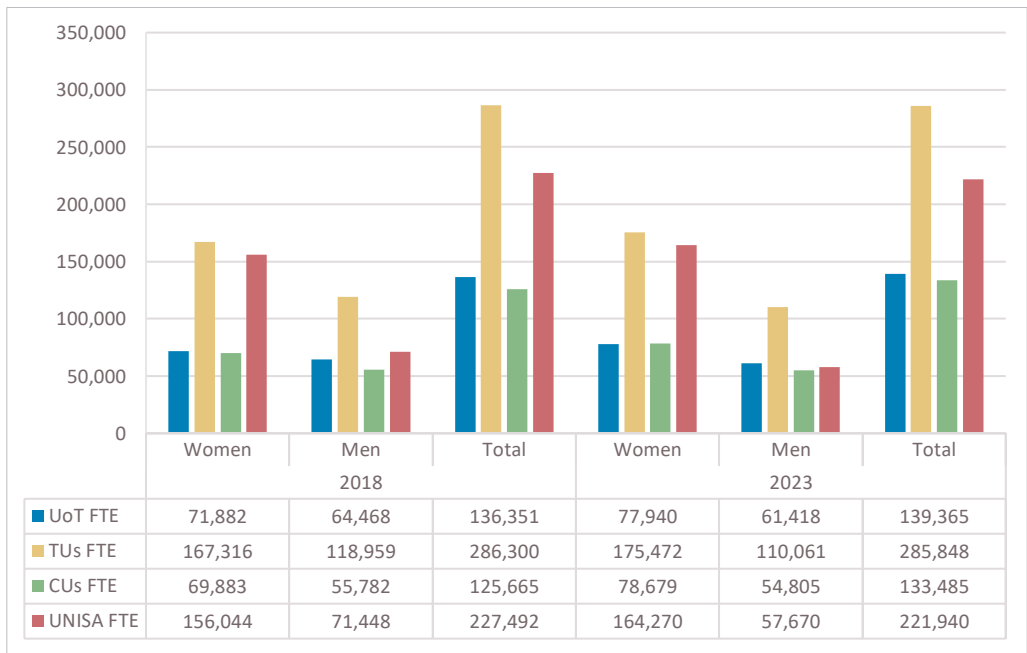


**Figure 79:** Public universities headcount enrolments by institutional type and race

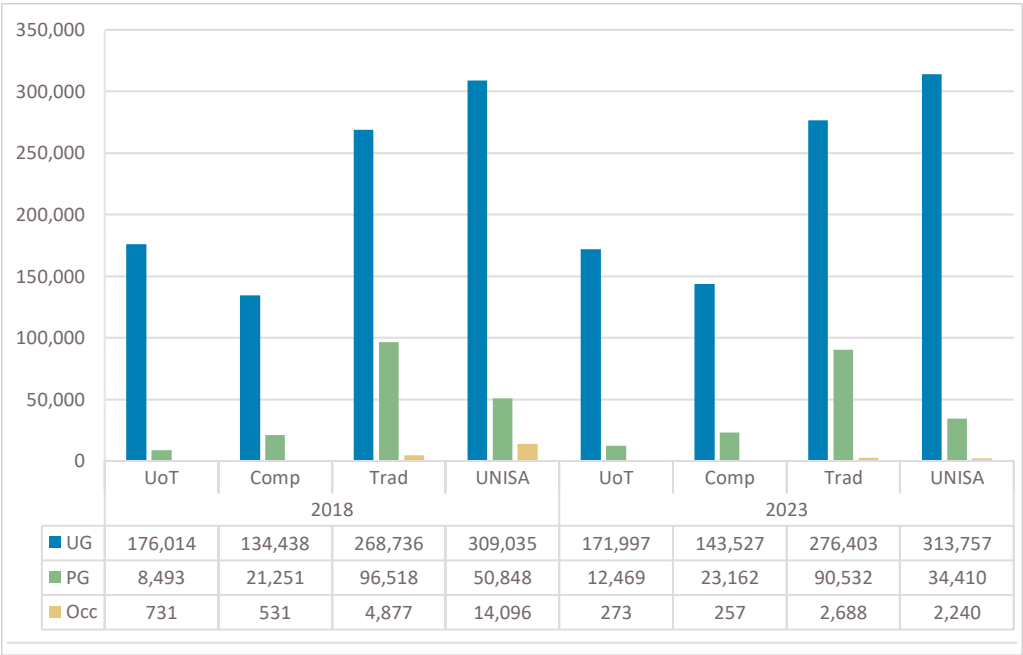


\* The Unknown category is not displayed, but not omitted. Rounded off percentages may not always add up to 100%.

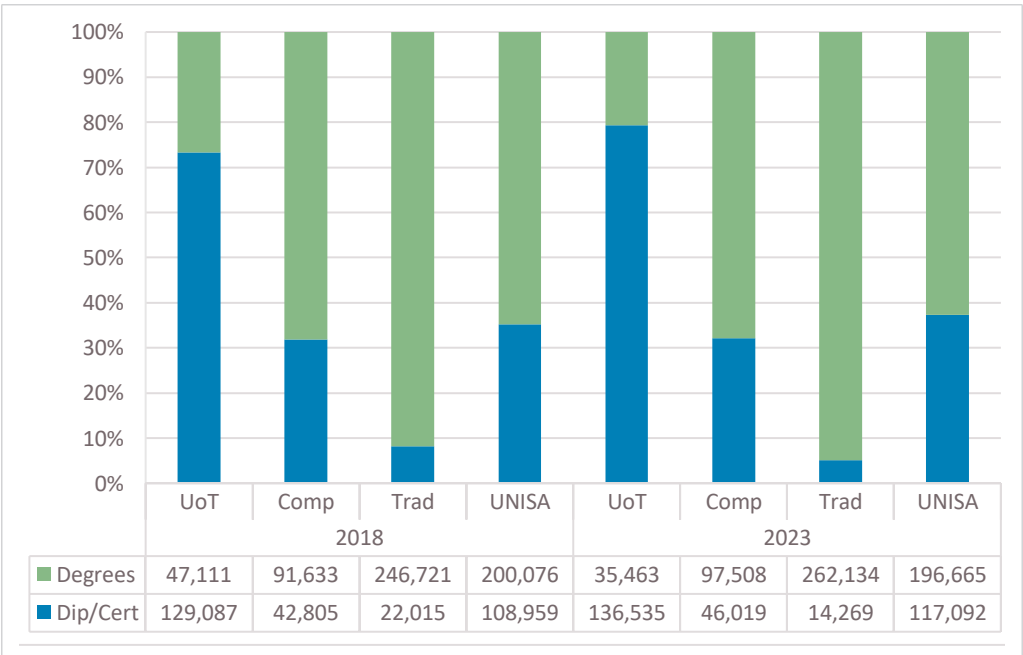
The most recent HEMIS data in this section were extracted by DHET in December 2024.

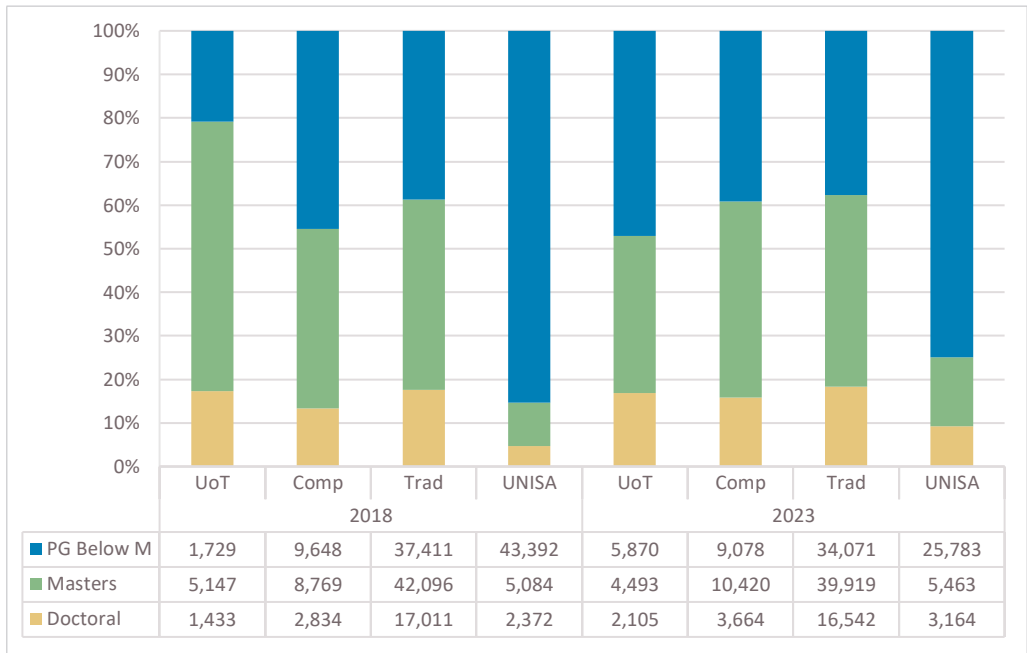
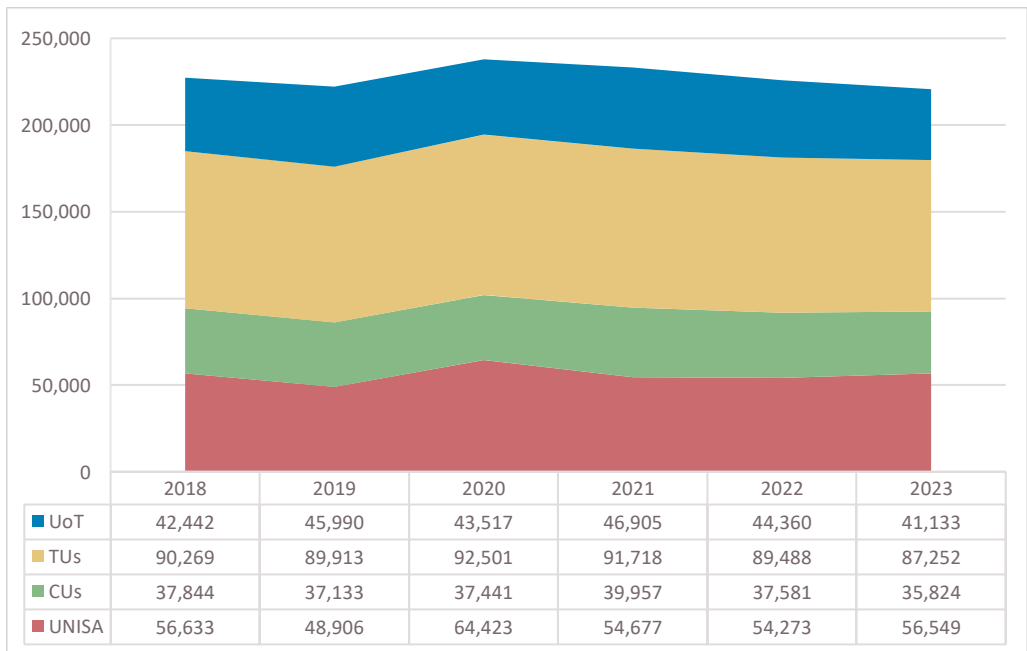
**Figure 80:** Public universities headcount enrolments by institutional type by gender**Figure 81:** Public universities FTE Enrolled by institutional type by gender

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

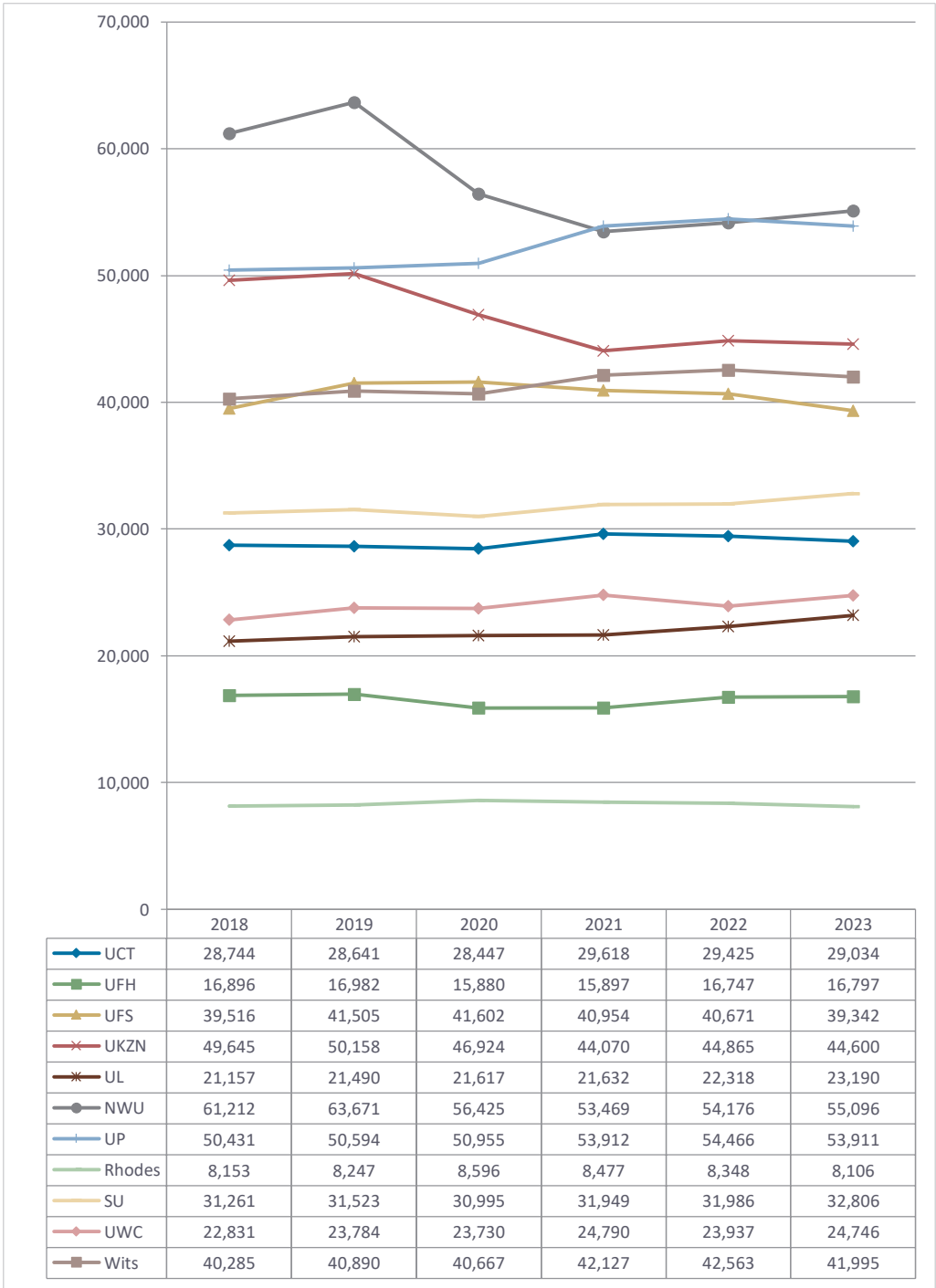


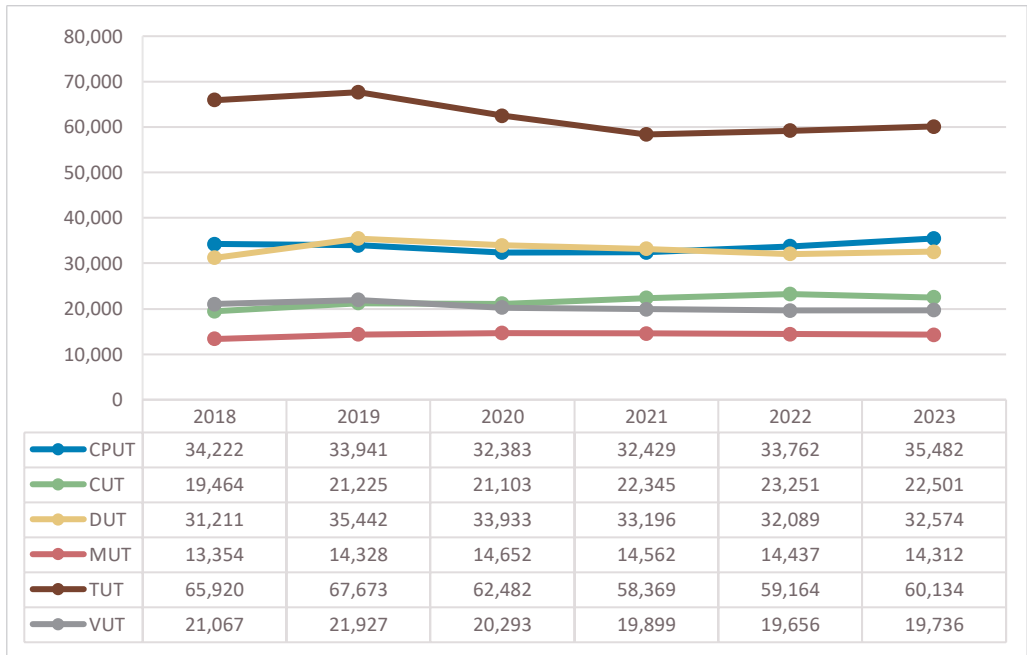
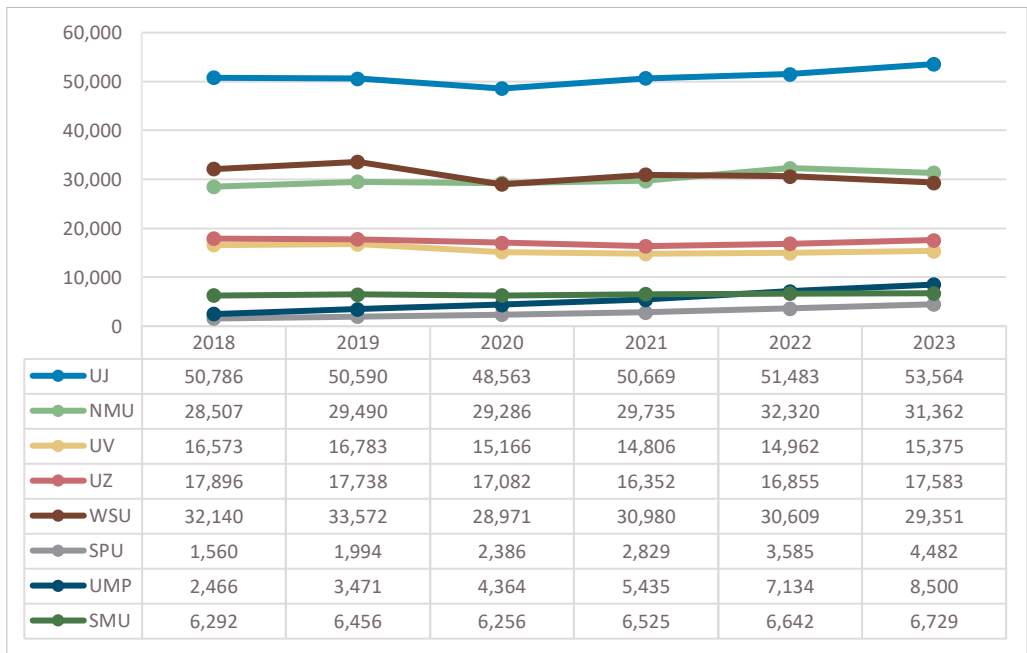
**Figure 83:** Public universities headcount enrolments by institutional type and undergraduate qualifications



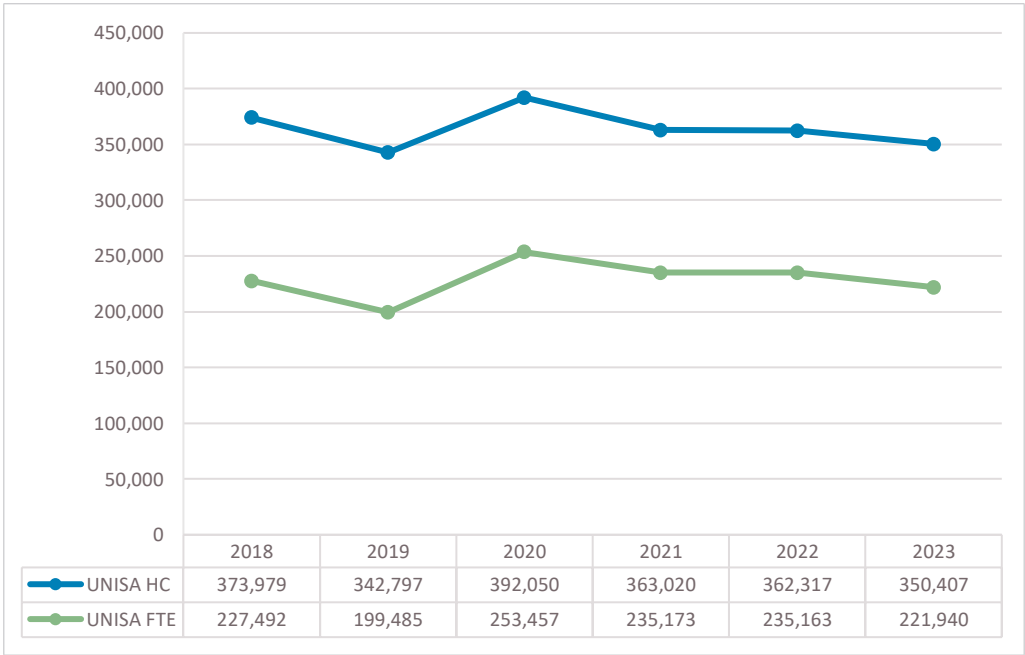
**Figure 84:** Public universities headcount enrolments by institutional type and postgraduate qualifications**Figure 85:** Public universities headcount graduates by institutional type

**Figure 86:** Public universities headcount enrolments at traditional Universities

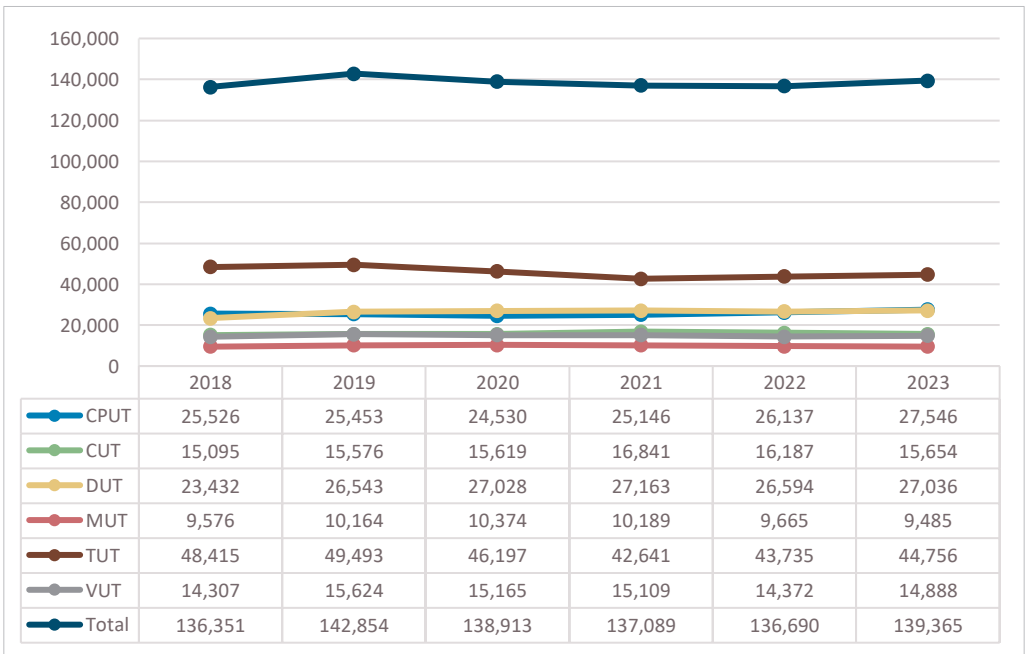


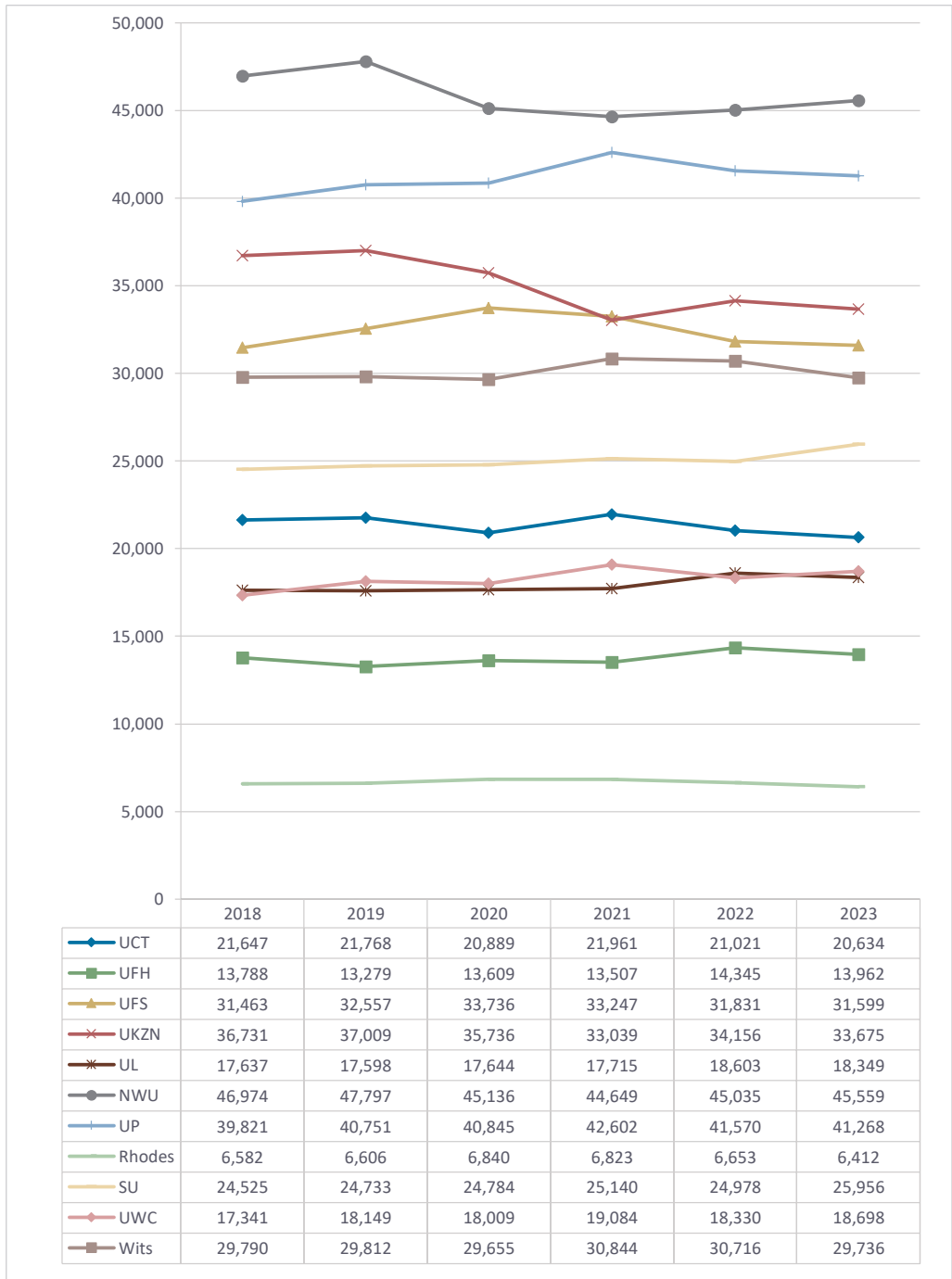
**Figure 87:** Public universities headcount enrolments at Universities of Technology**Figure 88:** Public universities headcount enrolments at Comprehensive Universities

**Figure 89:** Public universities headcount vs FTE enrolments at UNISA



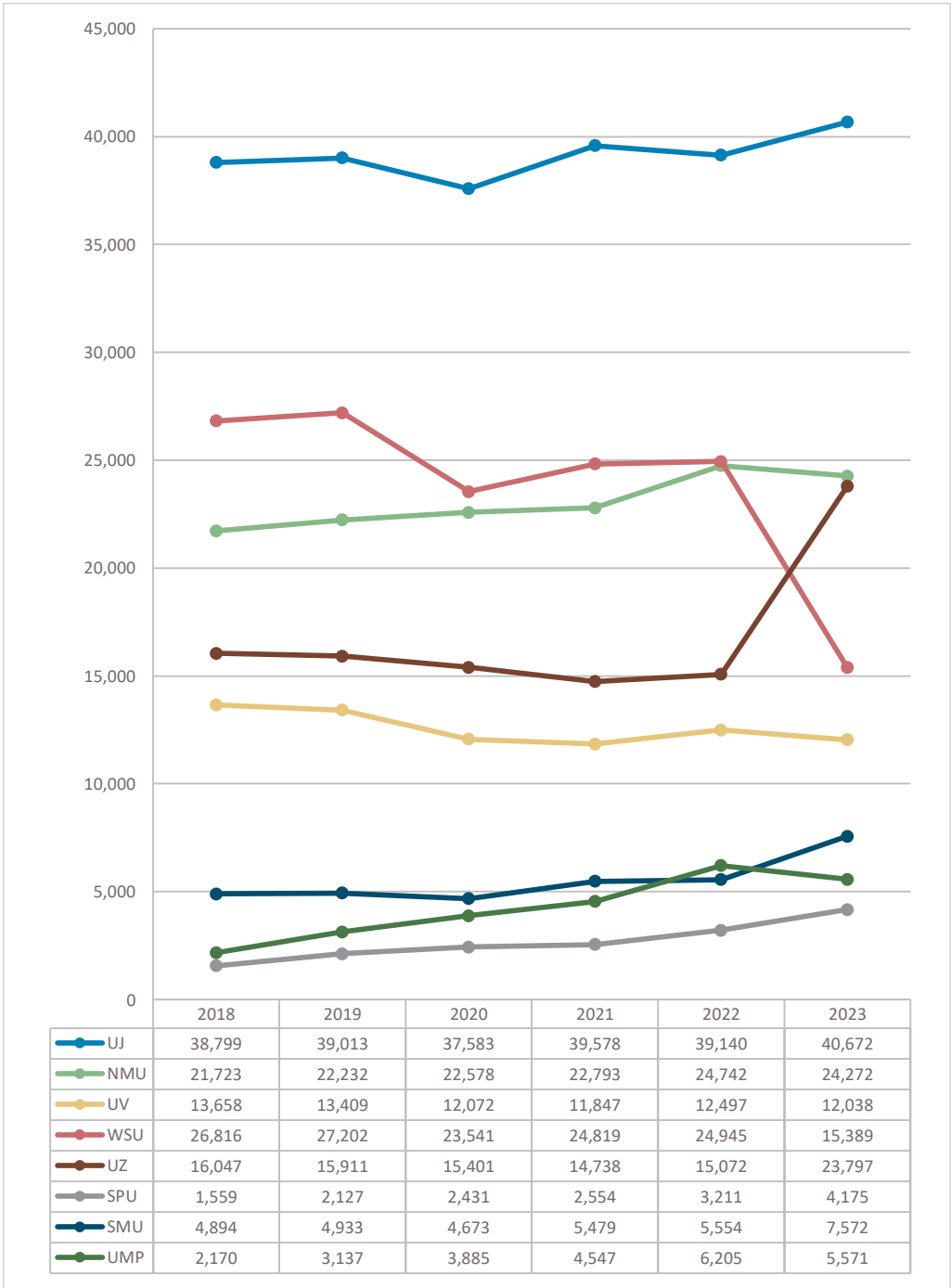
**Figure 90:** FTE enrolments at Universities of Technology

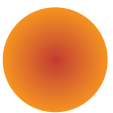
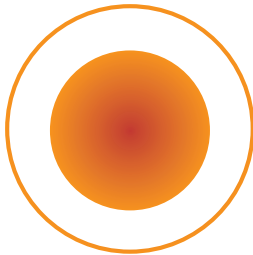
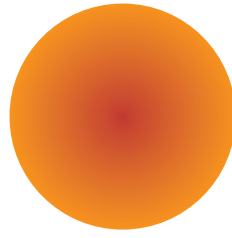


**Figure 9I:** FTE enrolments at traditional Universities



**Figure 92:** FTE enrolments at Comprehensive Universities





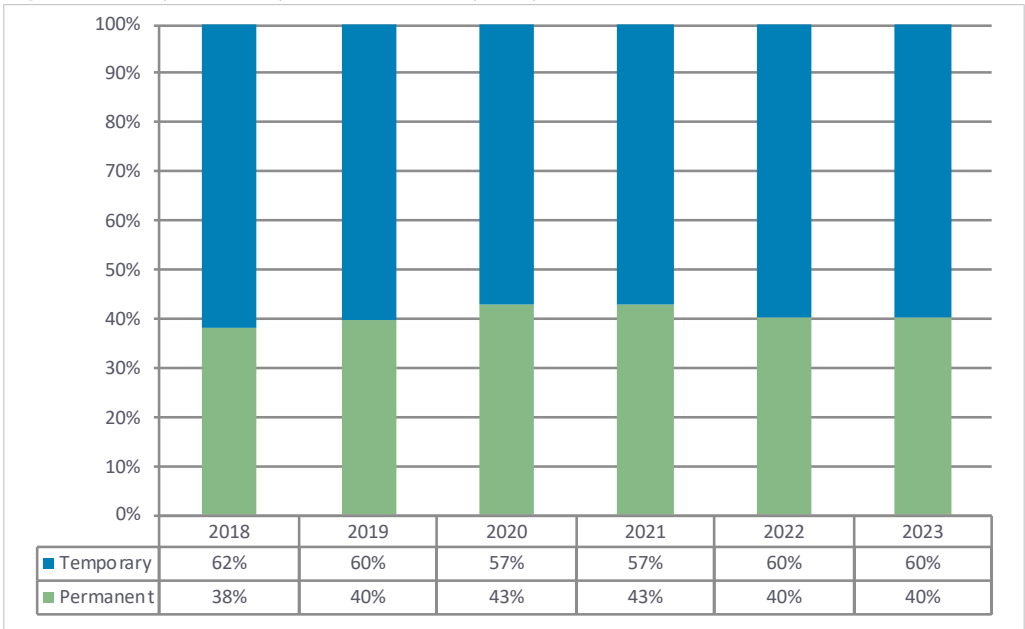
**STAFF COMPLEMENT**

## OVERALL STAFFING\*

**Figure 93:** Headcount permanent vs. temporary staff members

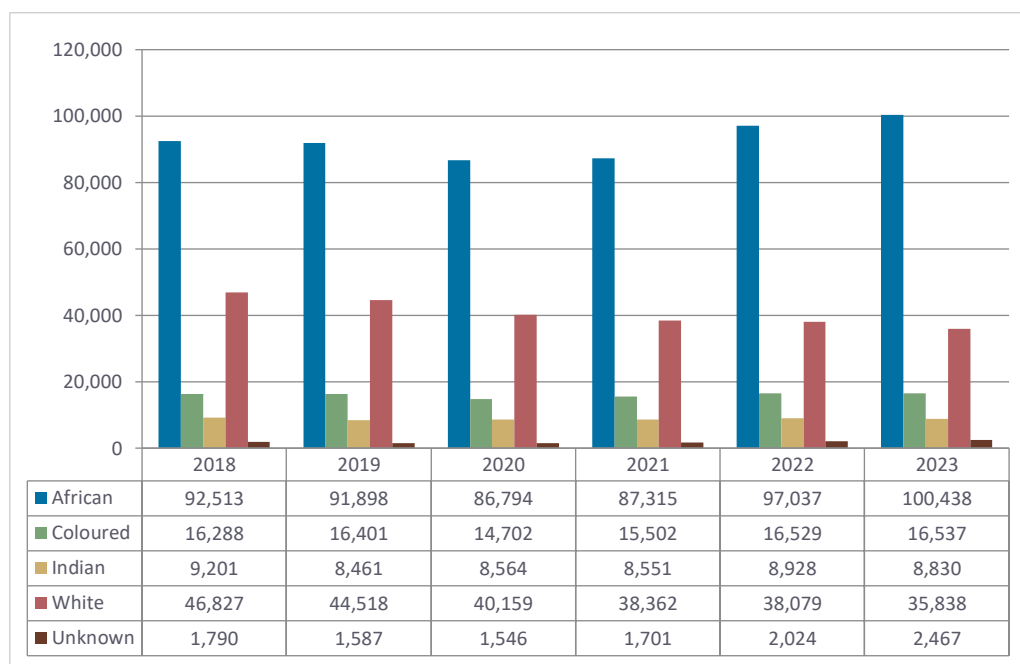
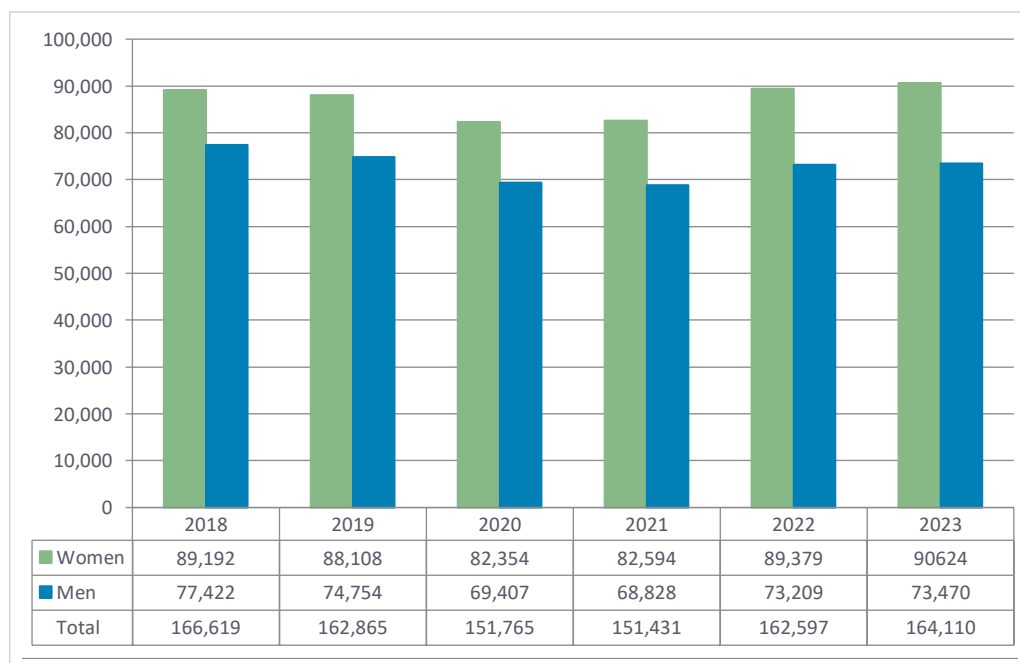


**Figure 94:** Proportion of permanent vs. temporary staff members

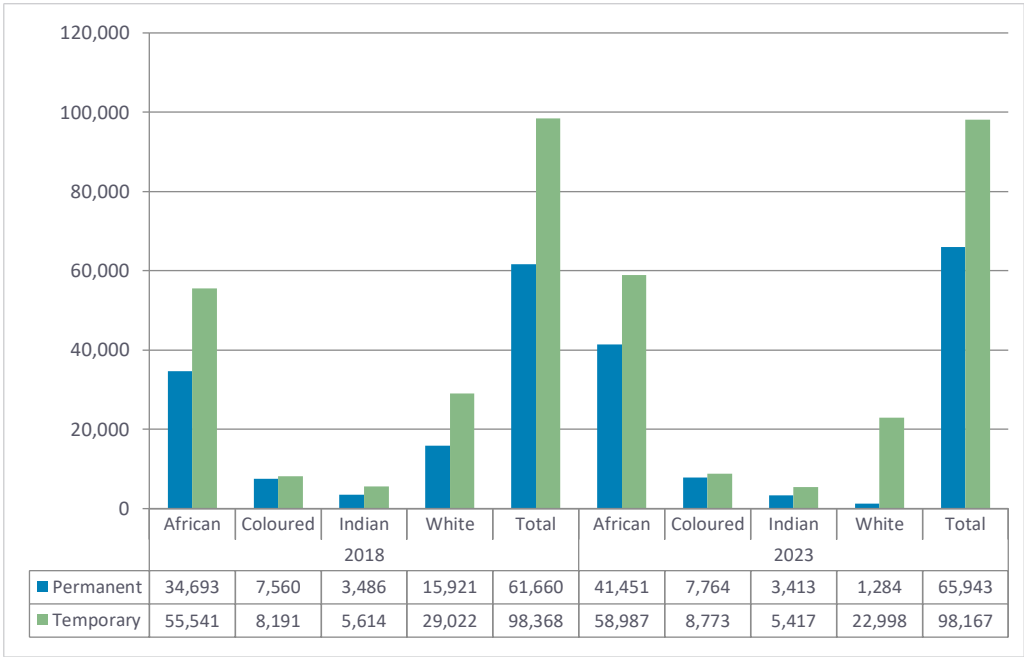


\* The Unknown category is not displayed, but not omitted. Rounded off percentages may not always add up to 100%.

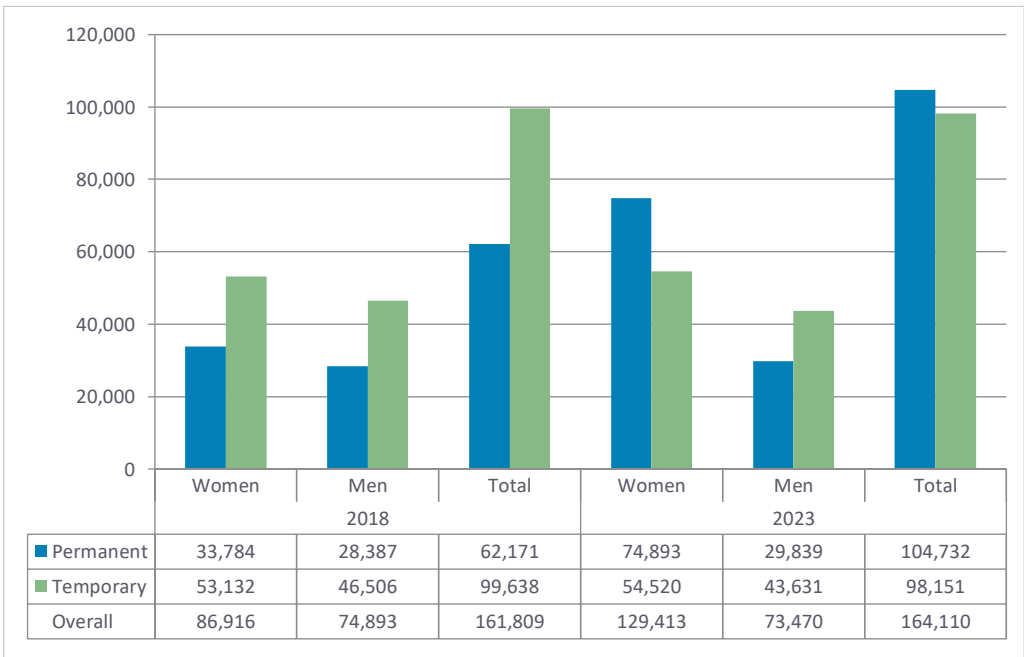
The most recent HEMIS data in this section were extracted by DHET in December 2024.

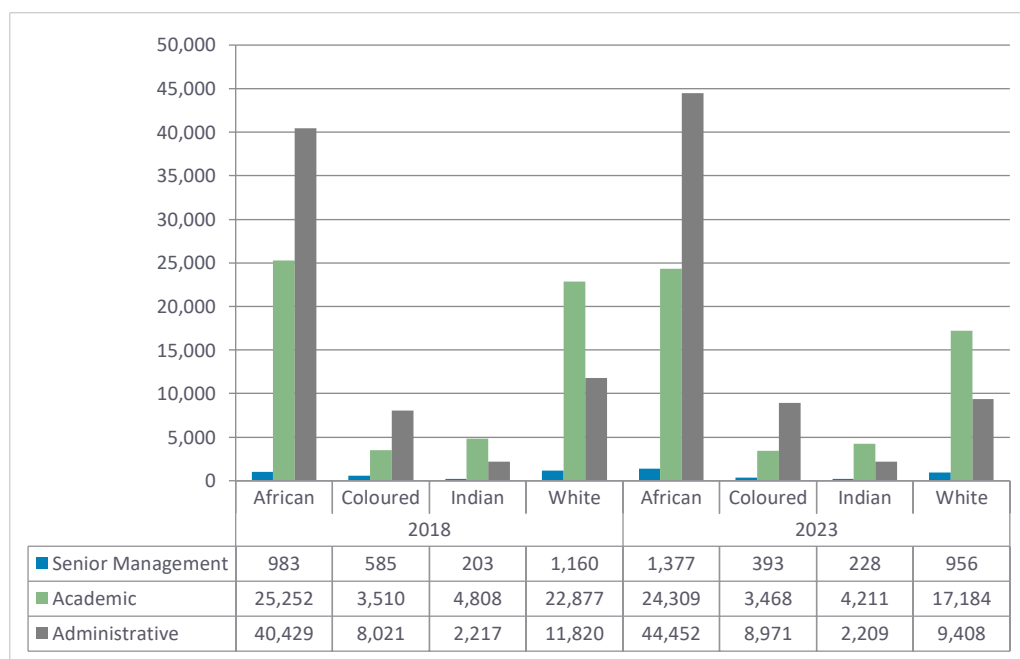
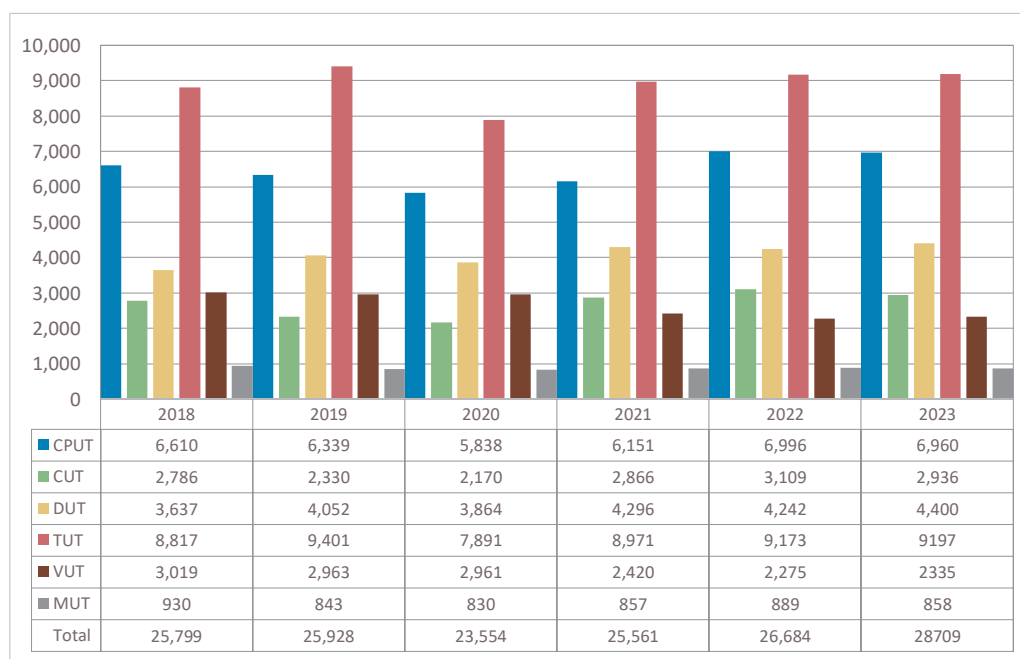
**Figure 95:** Headcount overall staff members by race**Figure 96:** Headcount overall staff by gender

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

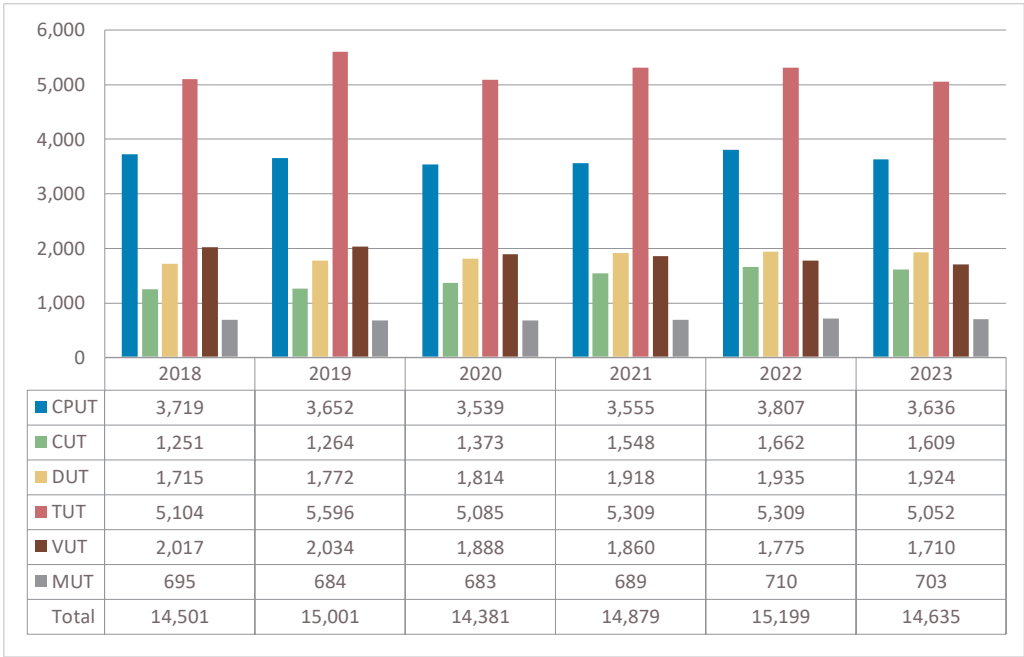


**Figure 98:** Headcount overall staff members by gender and employment status

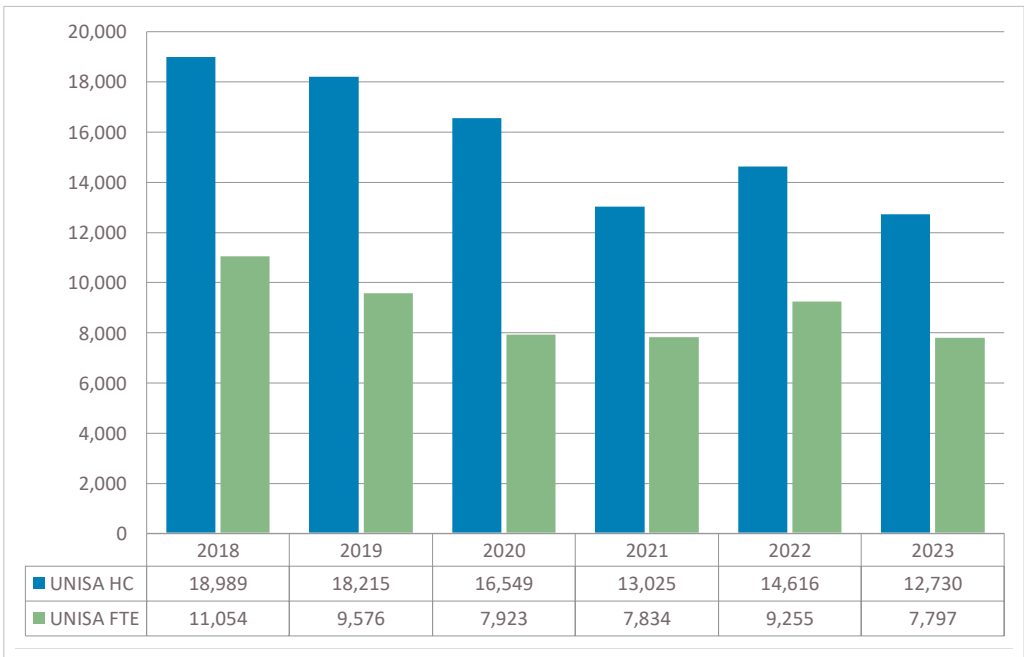


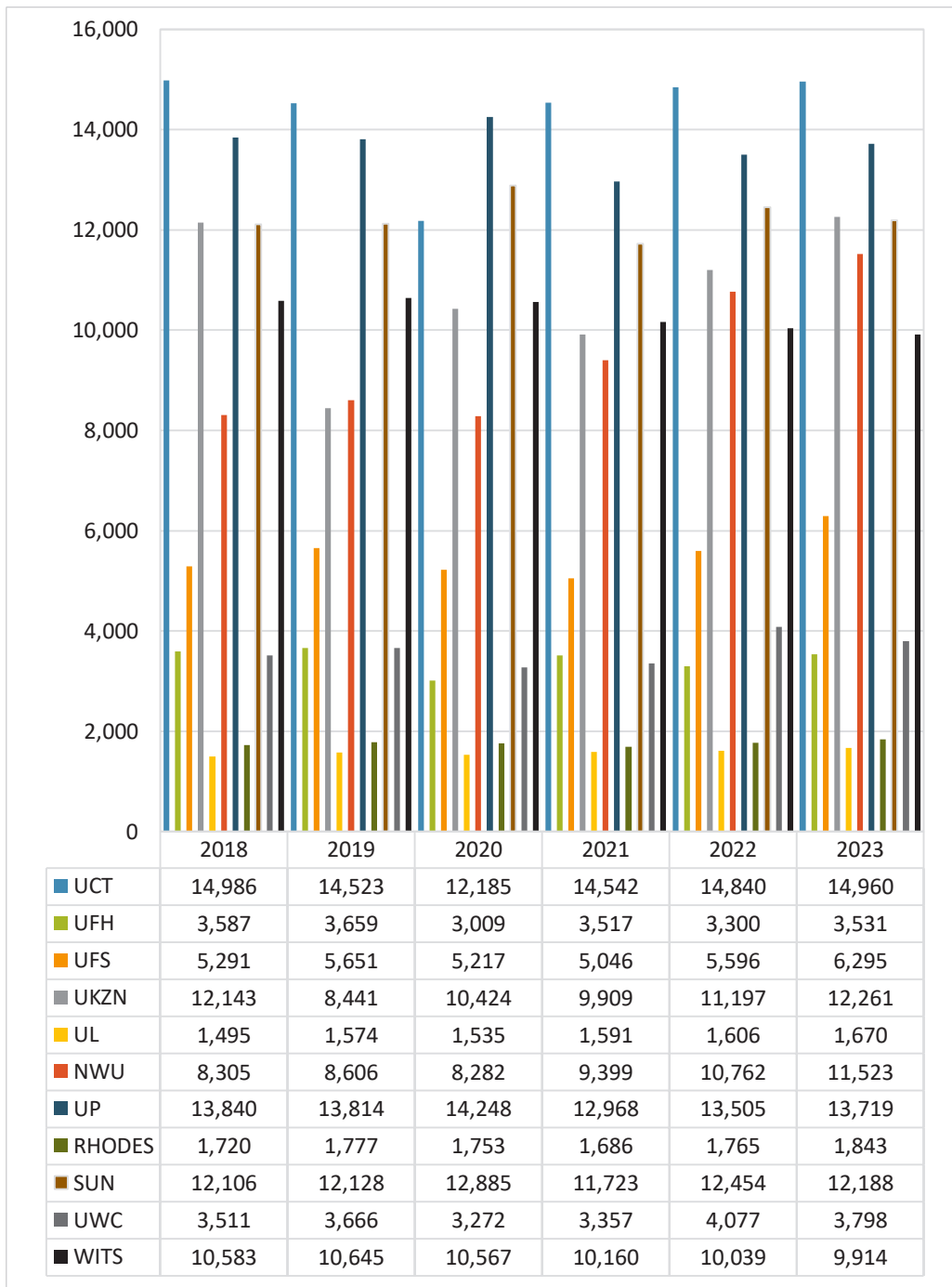
**Figure 99:** Headcount staff in selected personnel categories by race**Figure 100:** Headcount Staff at Universities of Technology

**Figure 101:** FTE Staff at Universities of Technology



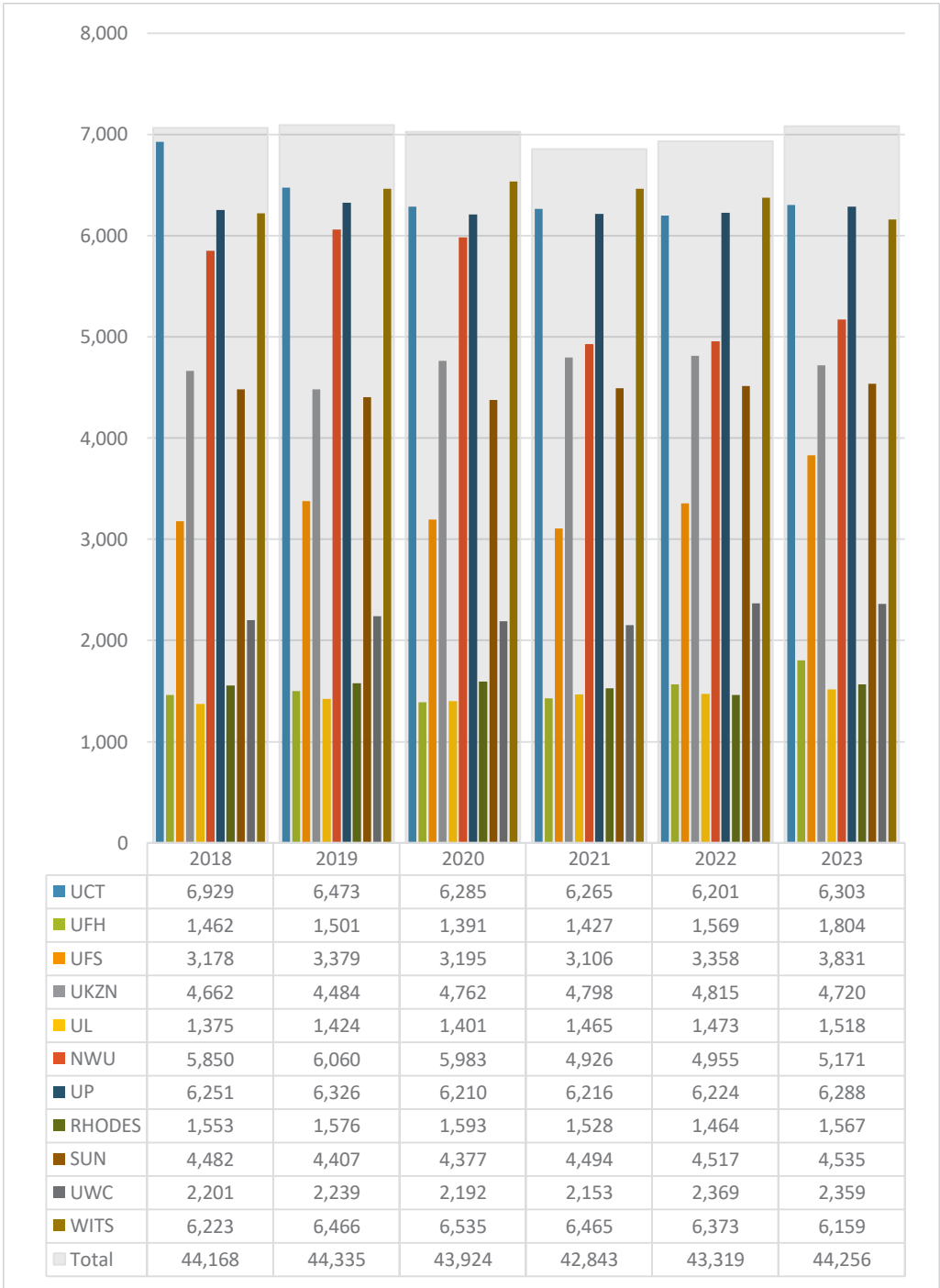
**Figure 102:** Headcount vs FTE staff at UNISA

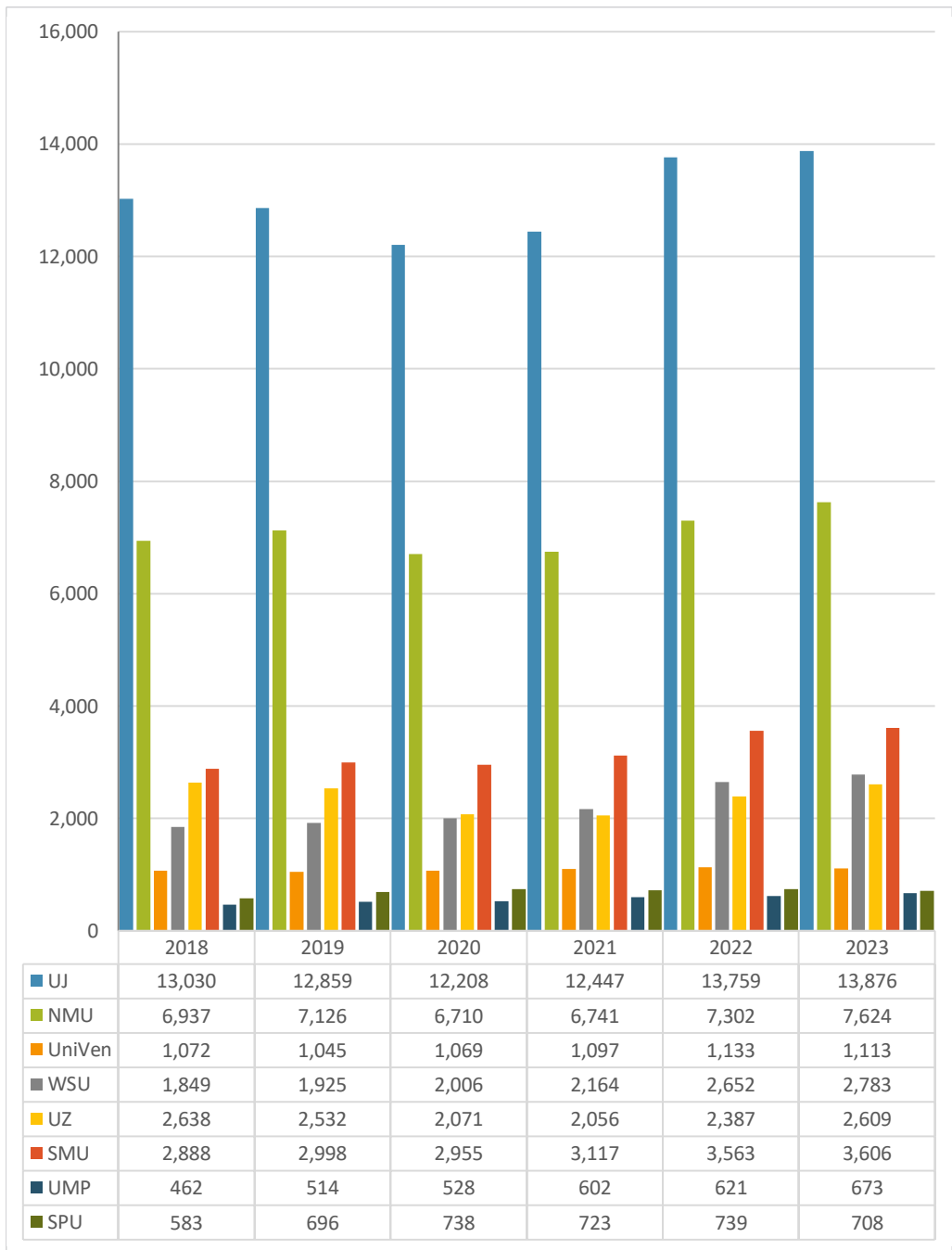


**Figure 103:** Headcount staff at traditional Universities

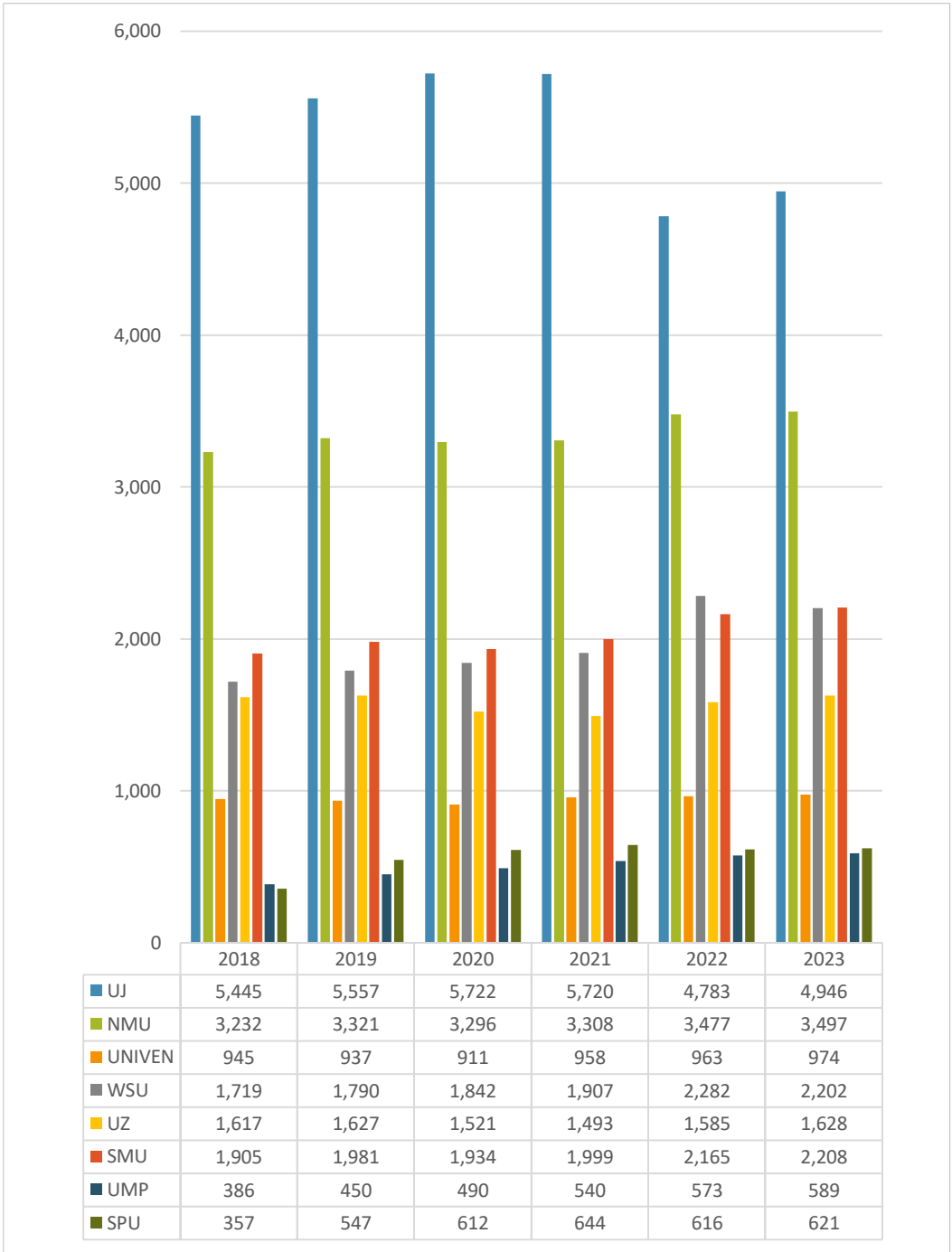


**Figure 104:** FTE staff at traditional Universities



**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

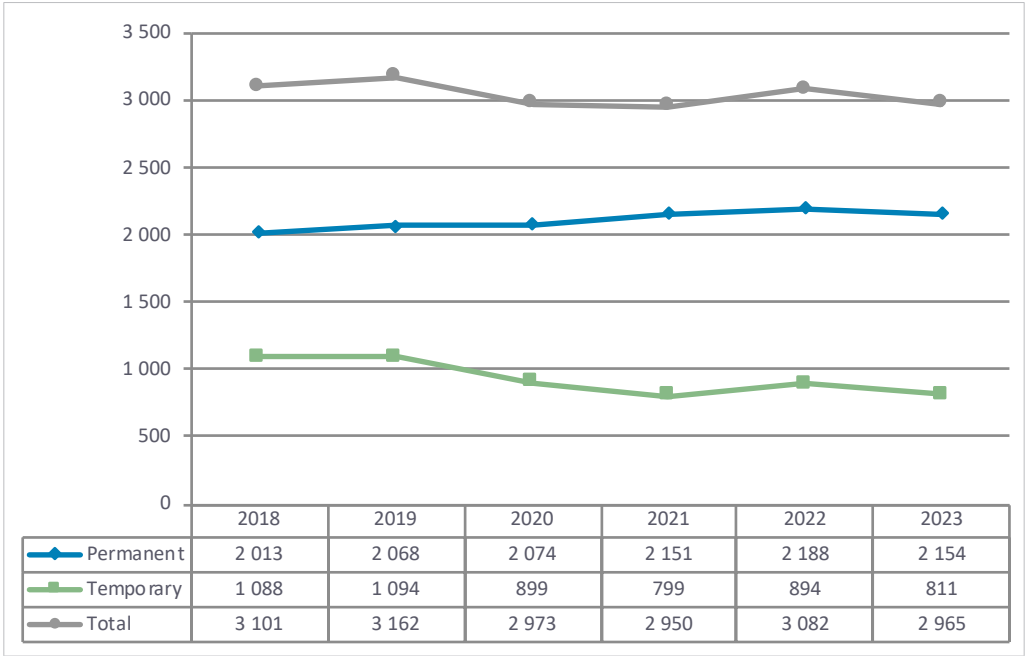
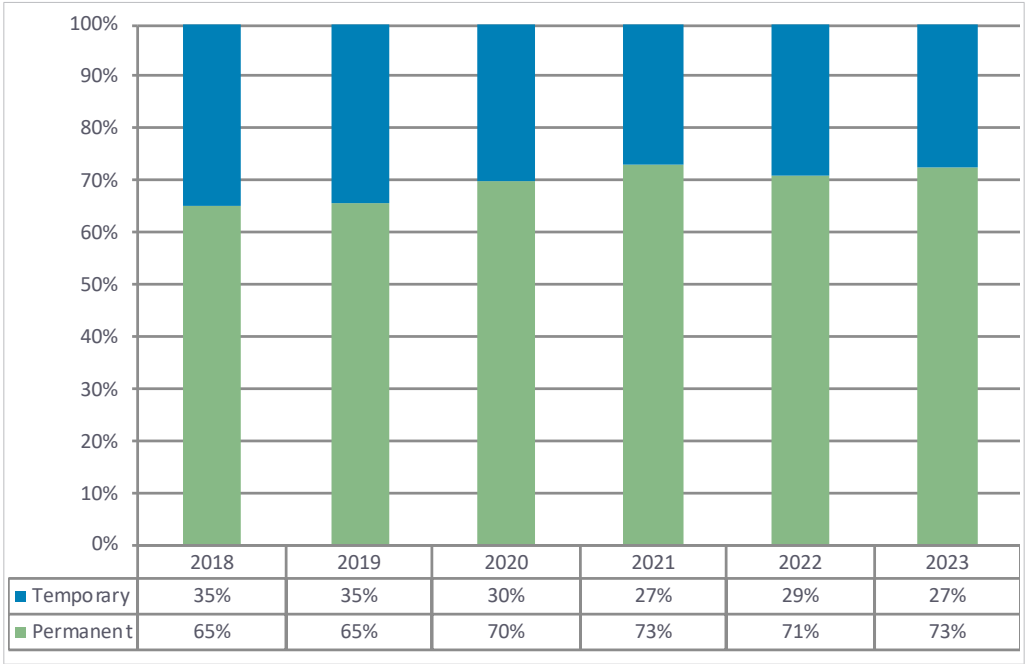
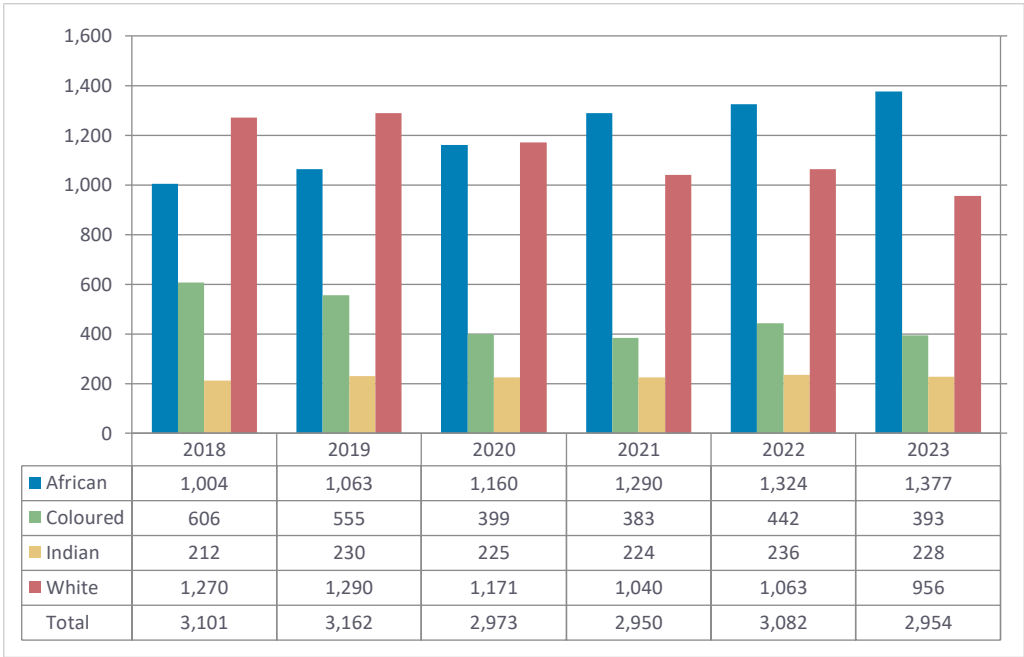


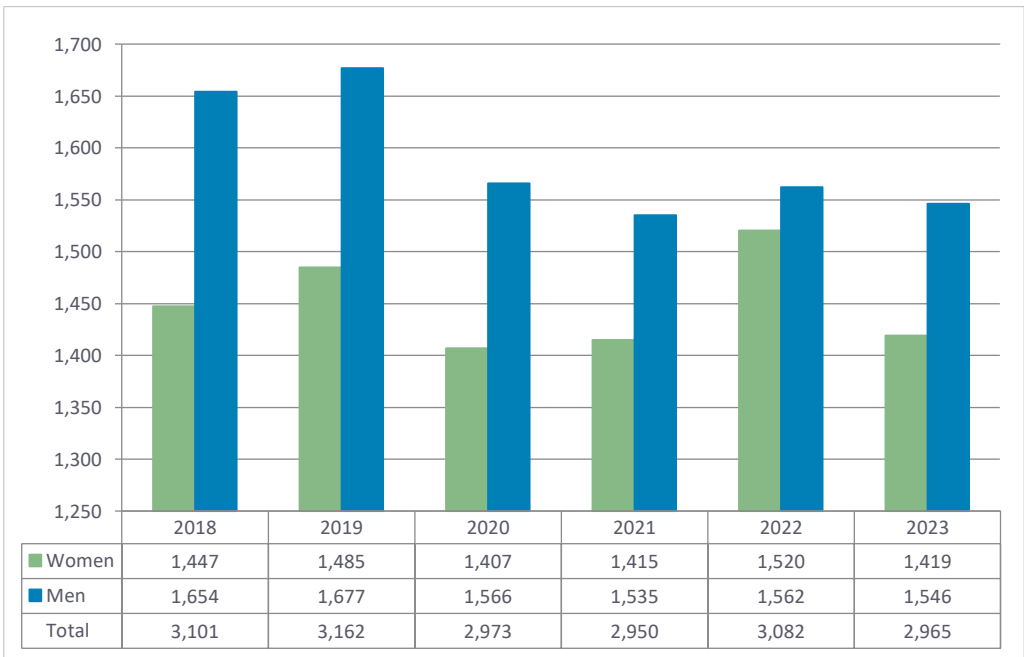
Figure 108: Proportion of permanent vs. temporary senior management staff

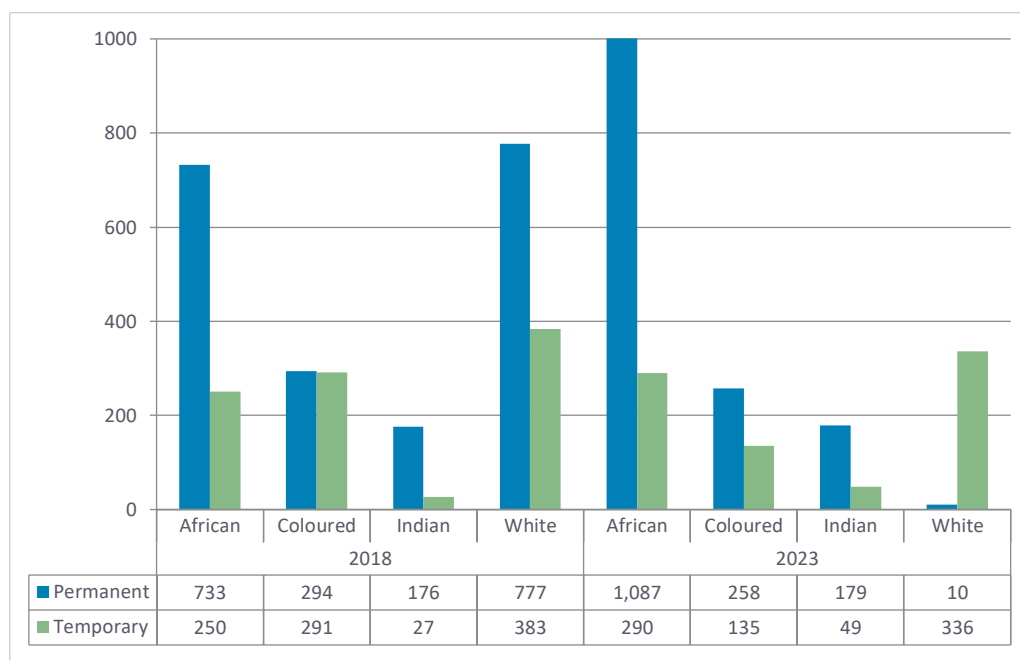


**Figure 109:** Headcount senior management staff members by race



**Figure 110:** Headcount senior management staff members by gender



**Figure I I1:** Headcount senior management staff members by race and employment status**Figure I I2:** Headcount senior management staff members by gender and employment status

ACADEMIC STAFF

Figure 113: Headcount academic staff members by employment status

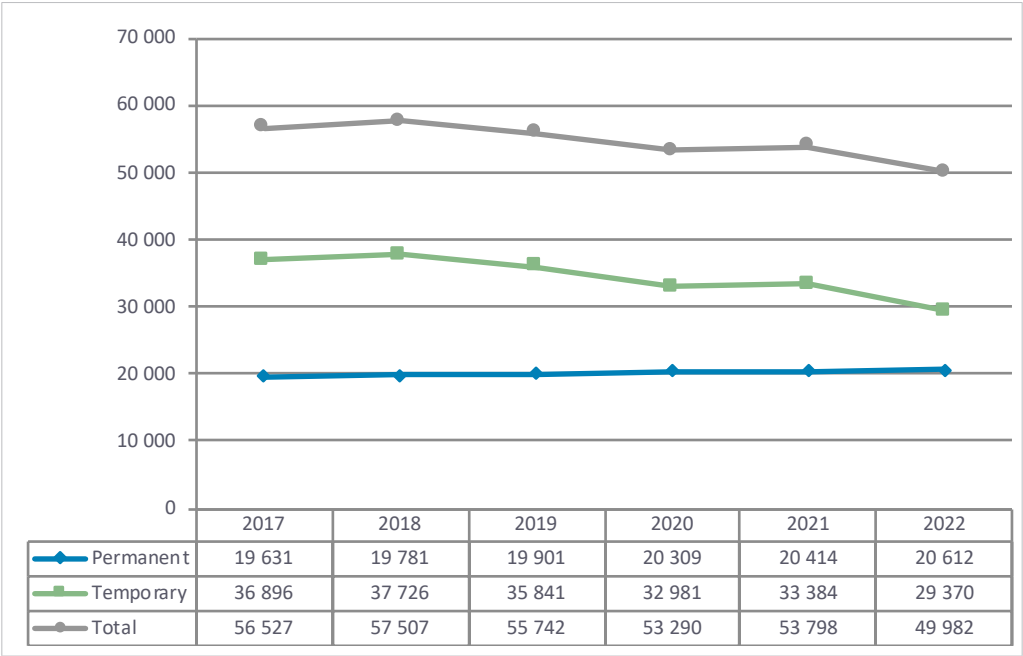
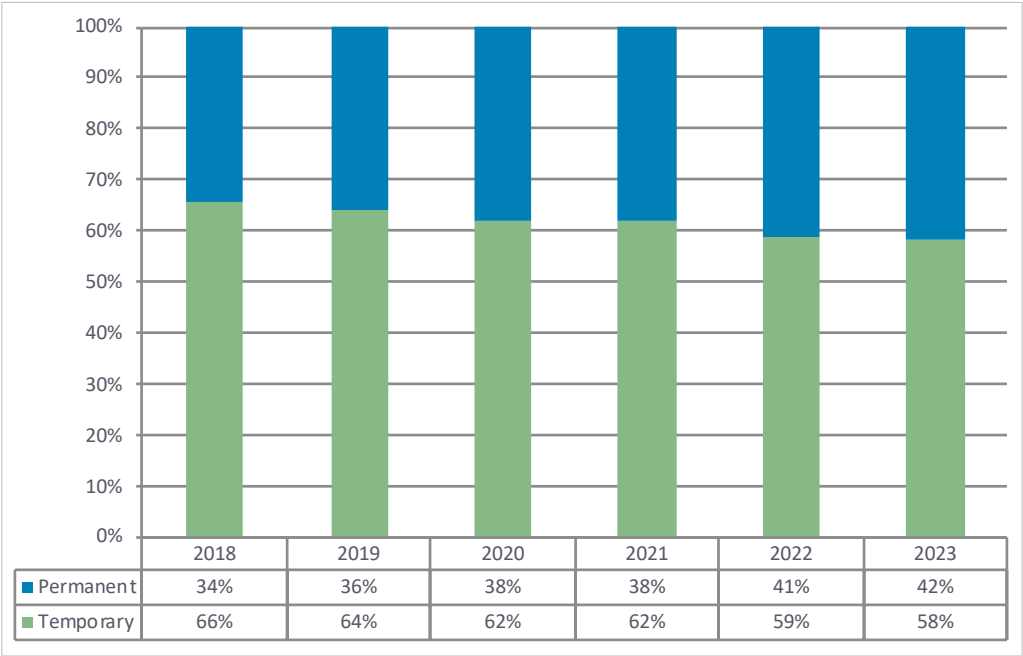
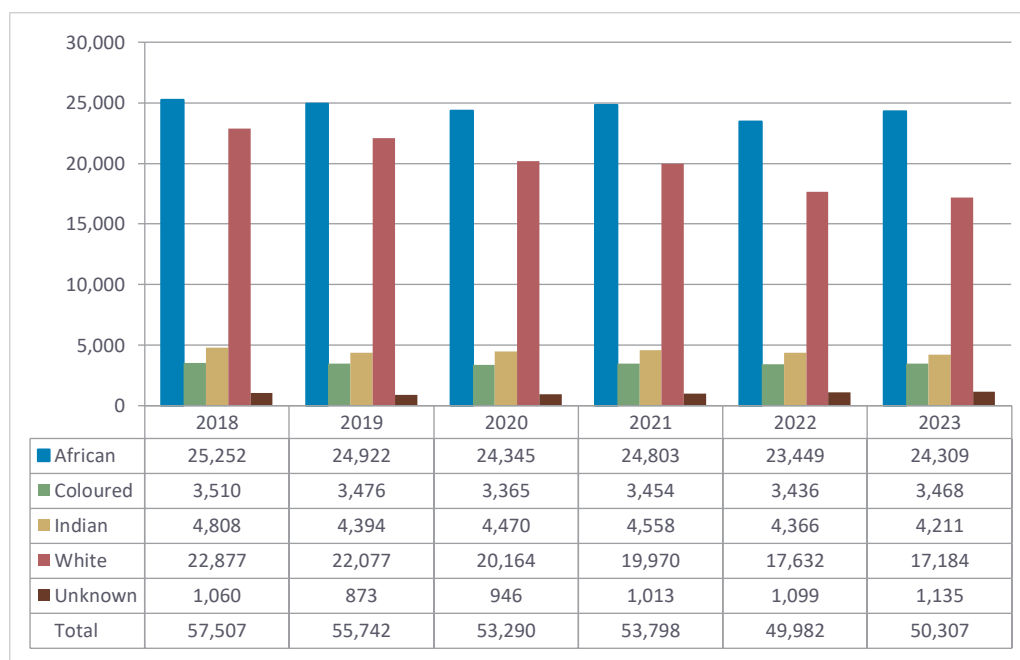


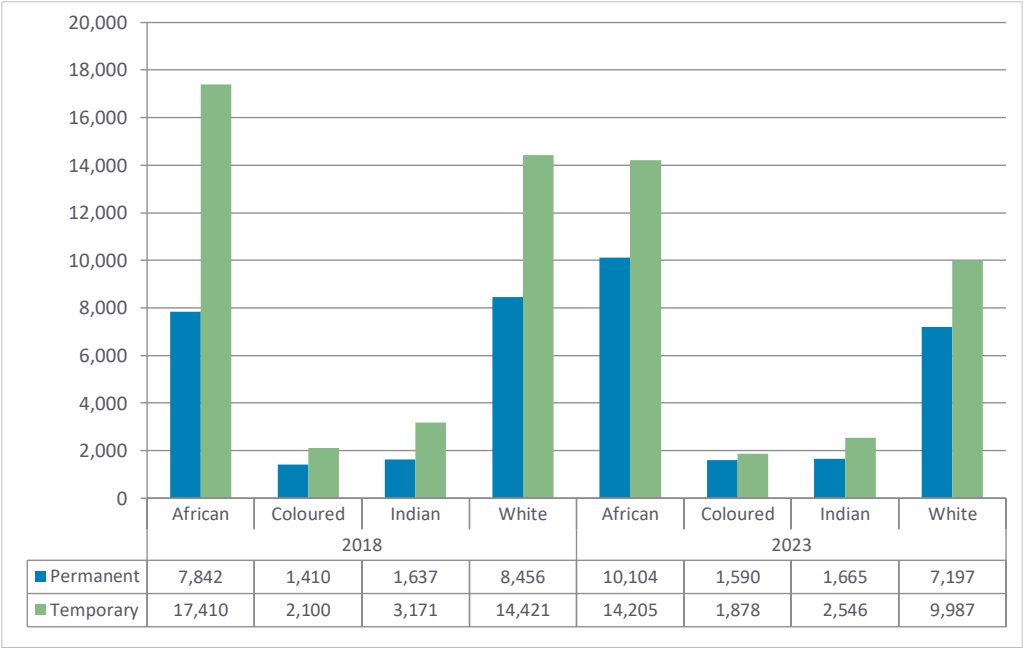
Figure 114: Proportion of permanent vs. temporary academic staff members



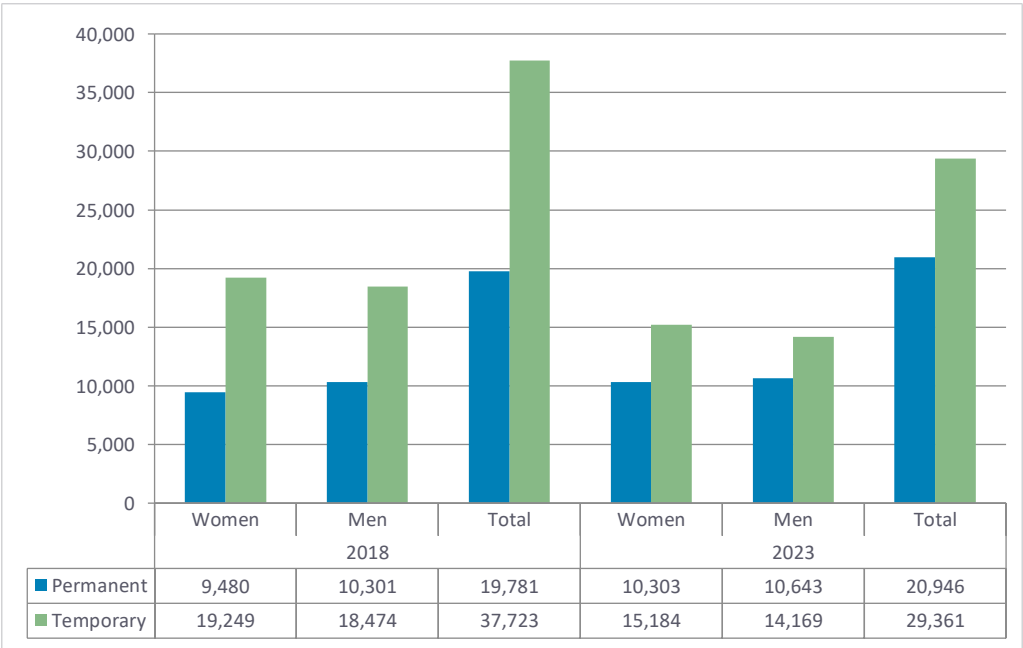
**Figure 115:** Headcount academic staff members by race**Figure 116:** Headcount academic staff members by gender

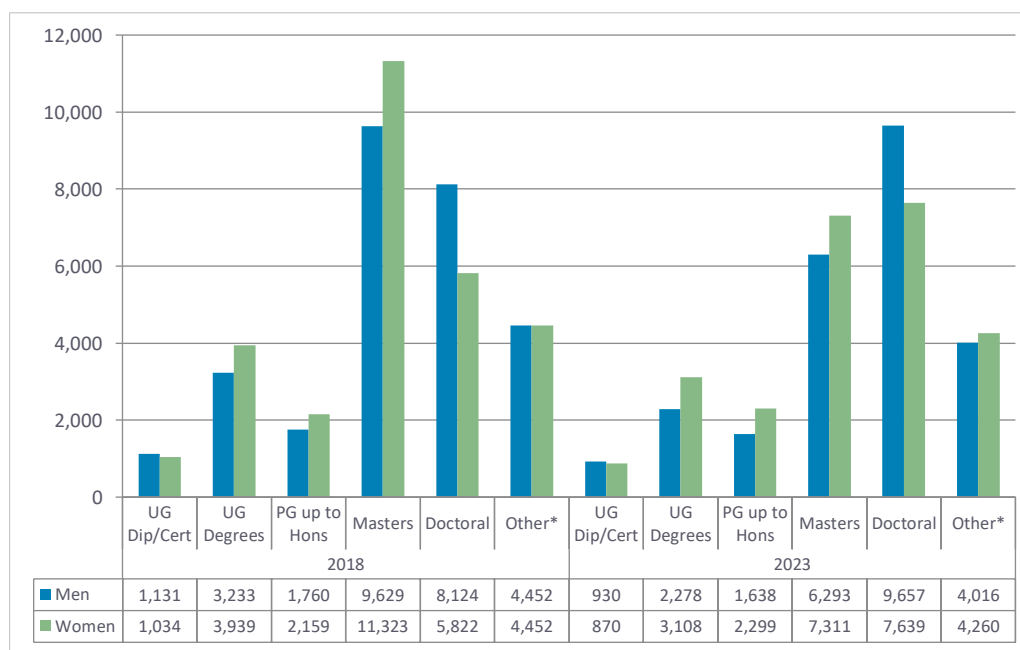


**Figure I 17:** Headcount academic staff members by race and employment status

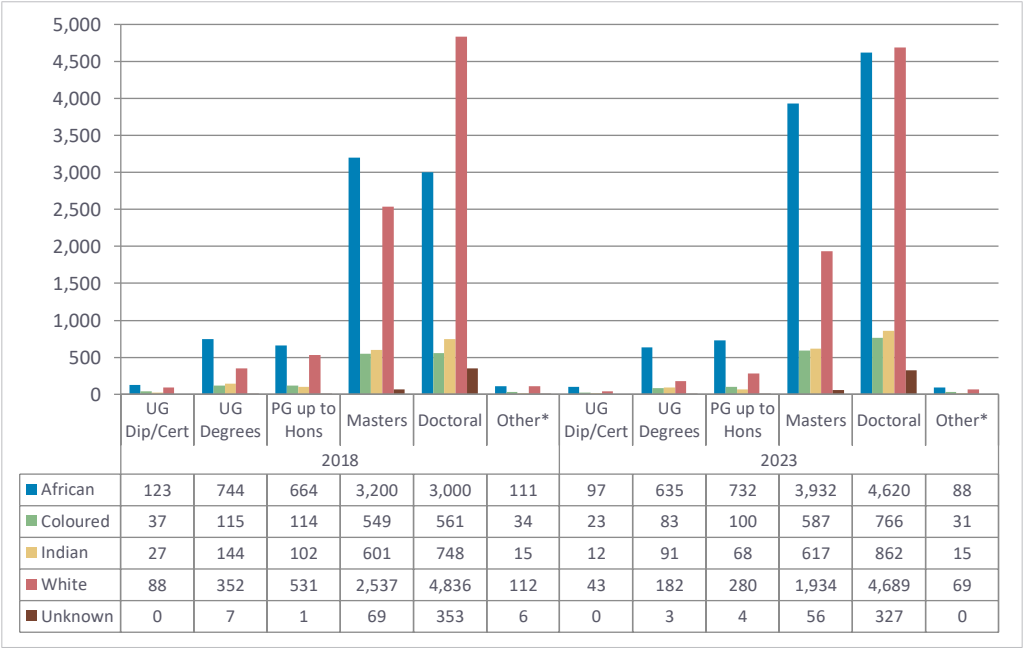


**Figure I 18:** Headcount academic staff members by gender and employment status

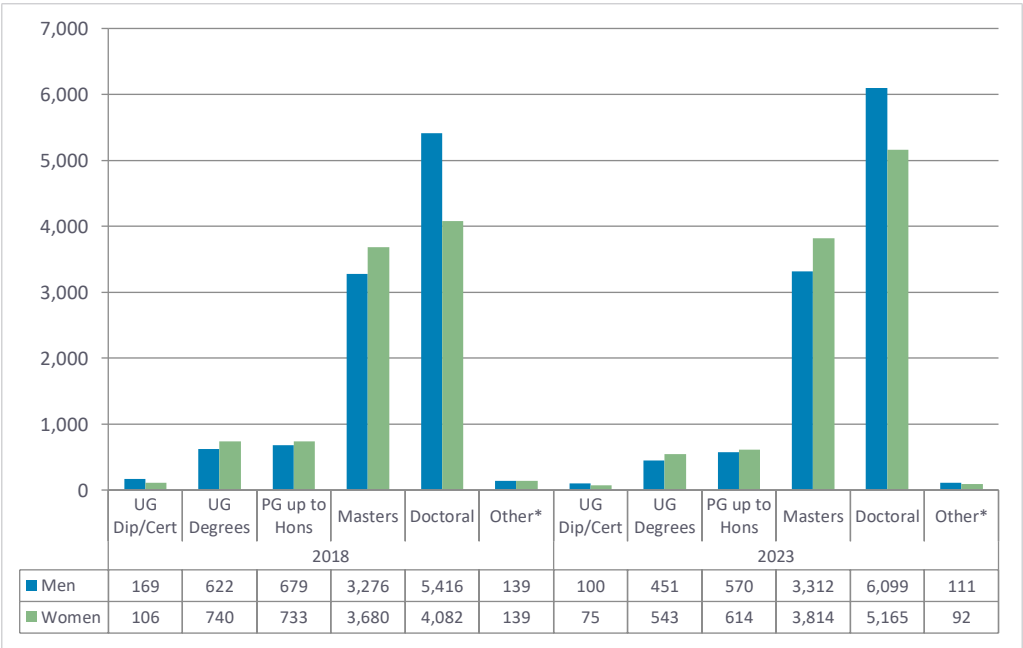


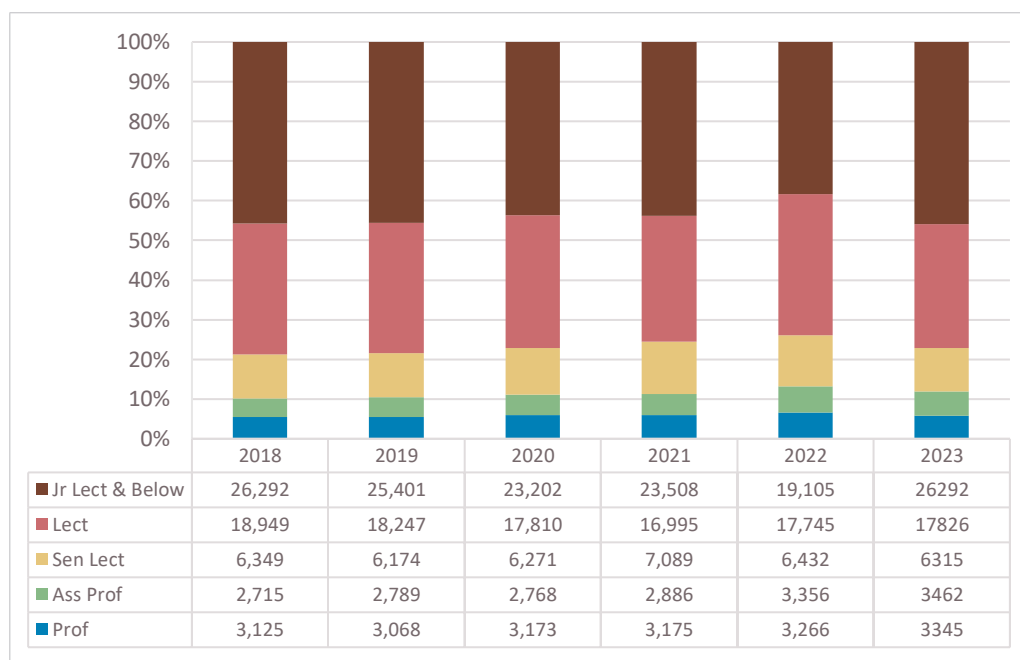
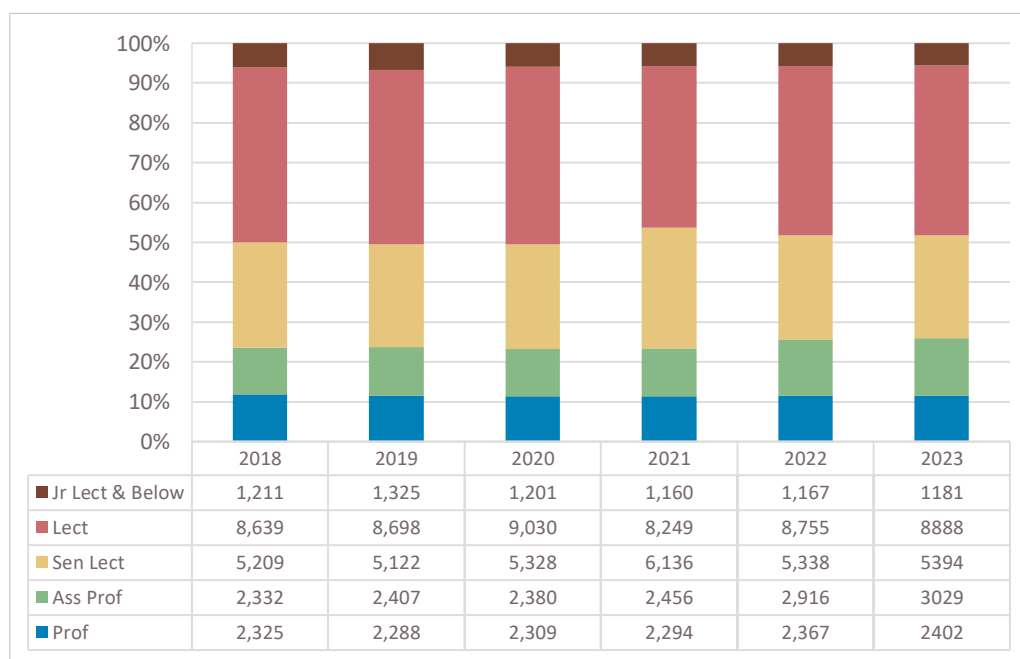
**Figure 119:** Headcount academic staff by race and qualification level**Figure 120:** Headcount academic staff by gender and qualification level

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

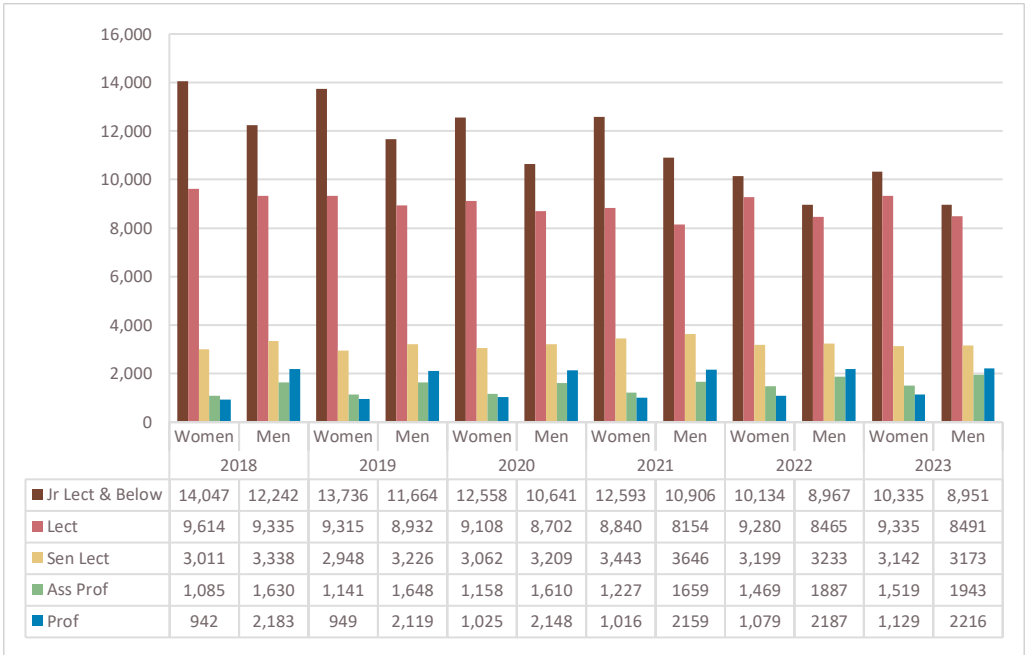


**Figure 122:** Headcount permanent academic staff by gender and qualification level

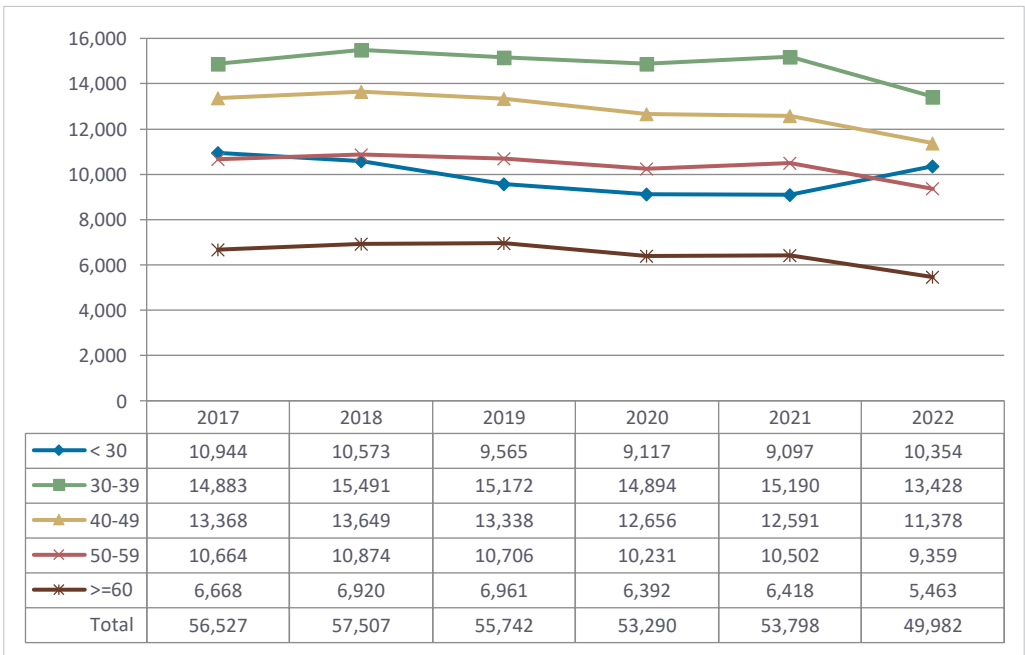


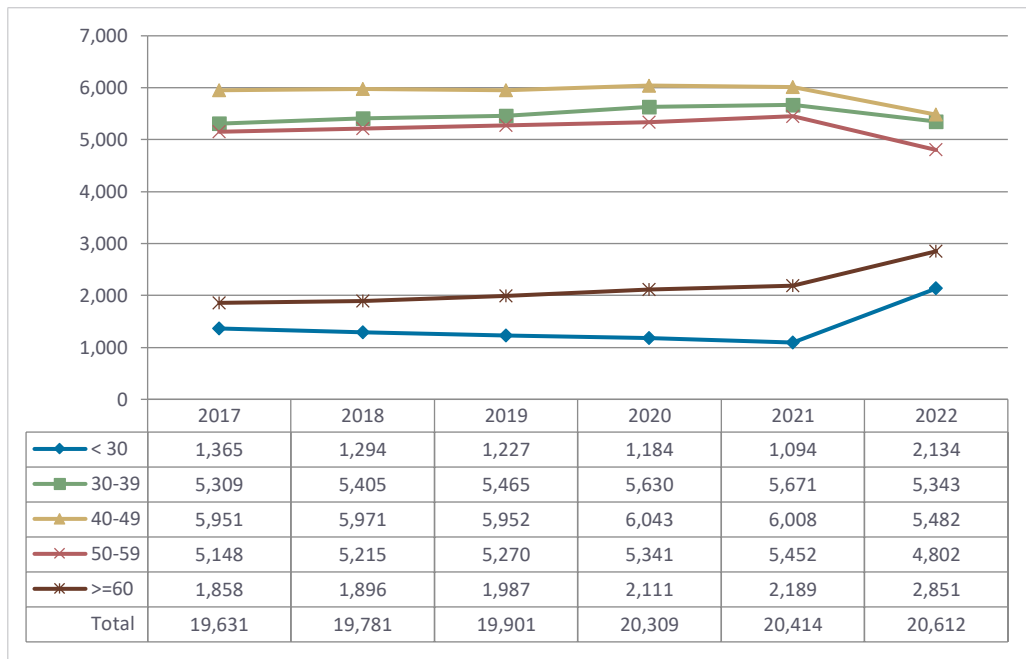
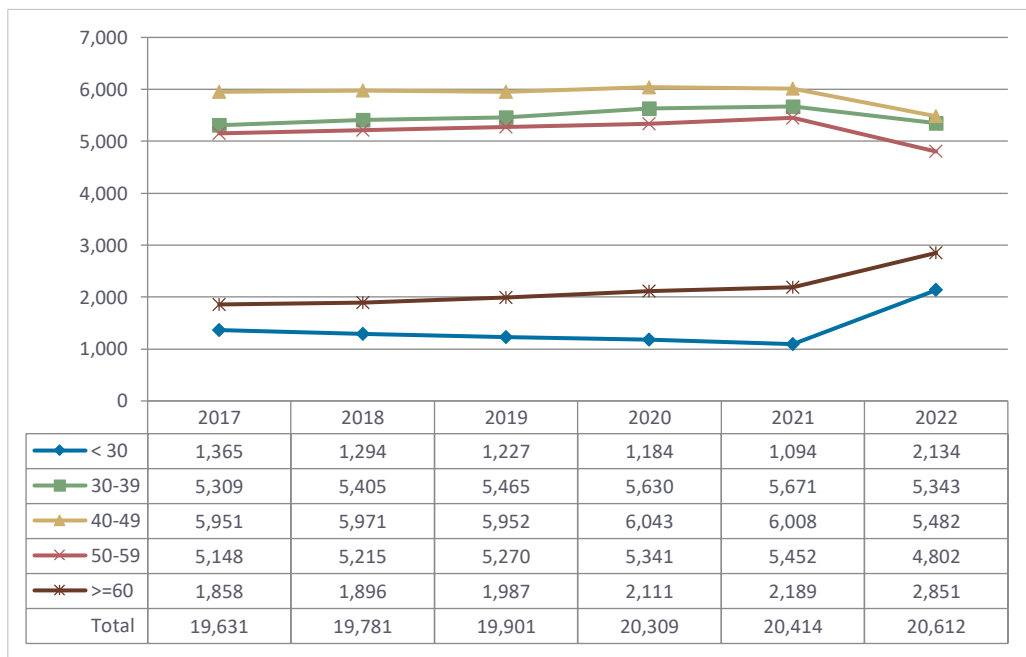
**Figure 123:** Headcount academic staff rank**Figure 124:** Headcount permanent academic staff rank

**Figure 125:** Headcount academic staff rank by gender



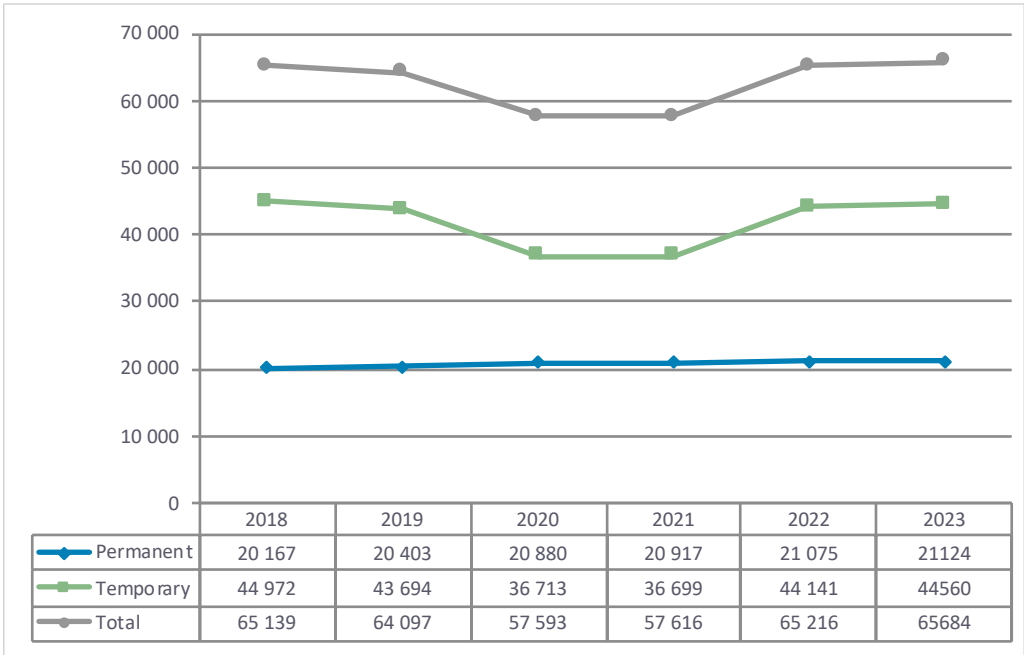
**Figure 126:** Headcount academic staff members by age grouping



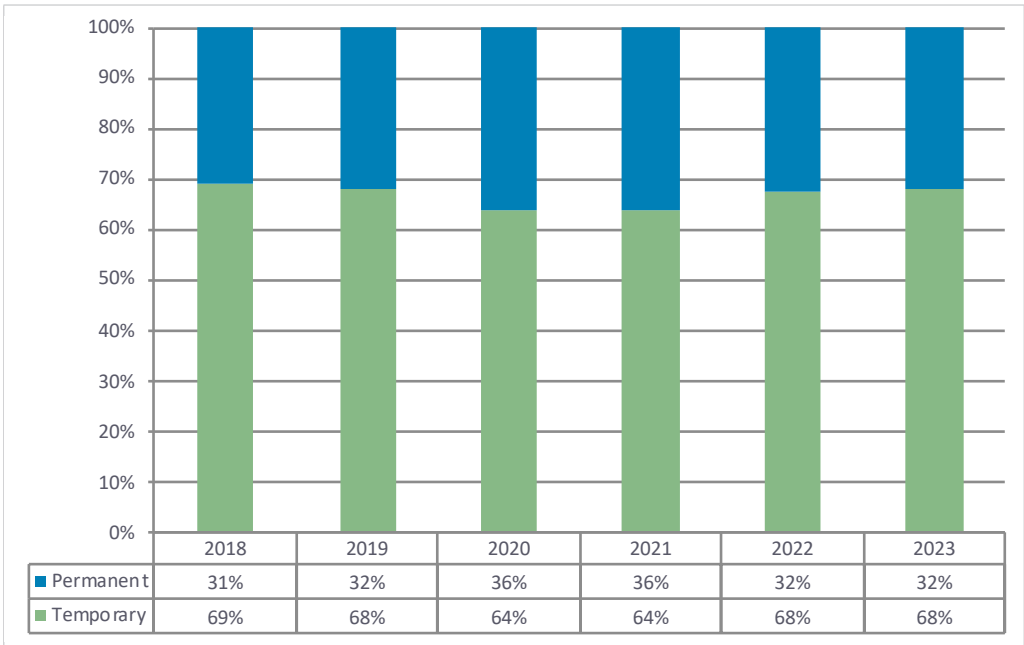
**Figure 127:** Headcount permanent academic staff members by age grouping**Figure 128:** FTE academic staff members by field of study

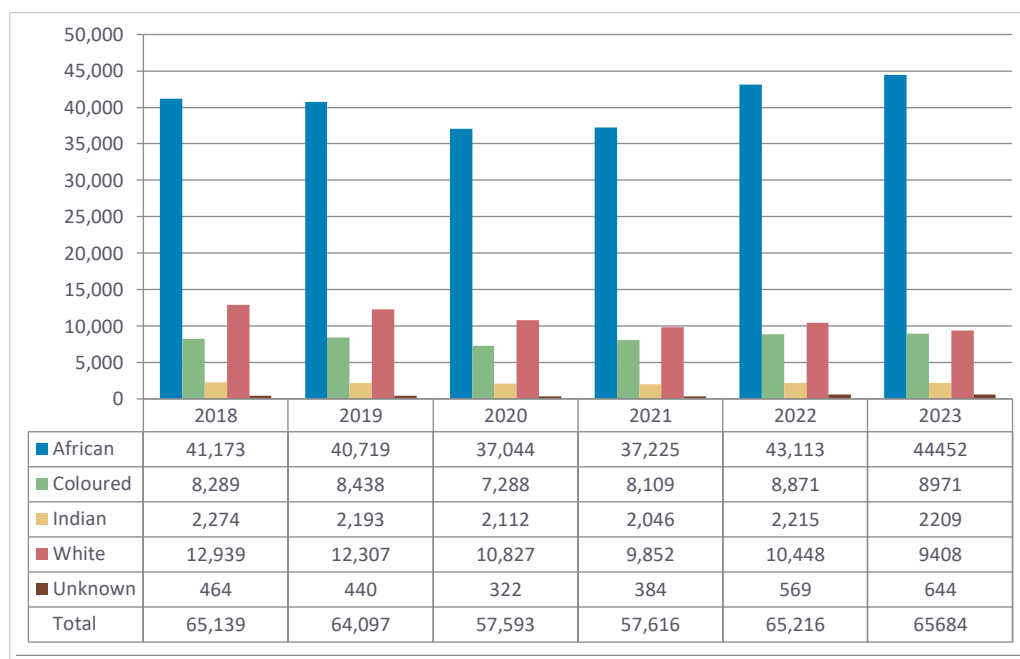
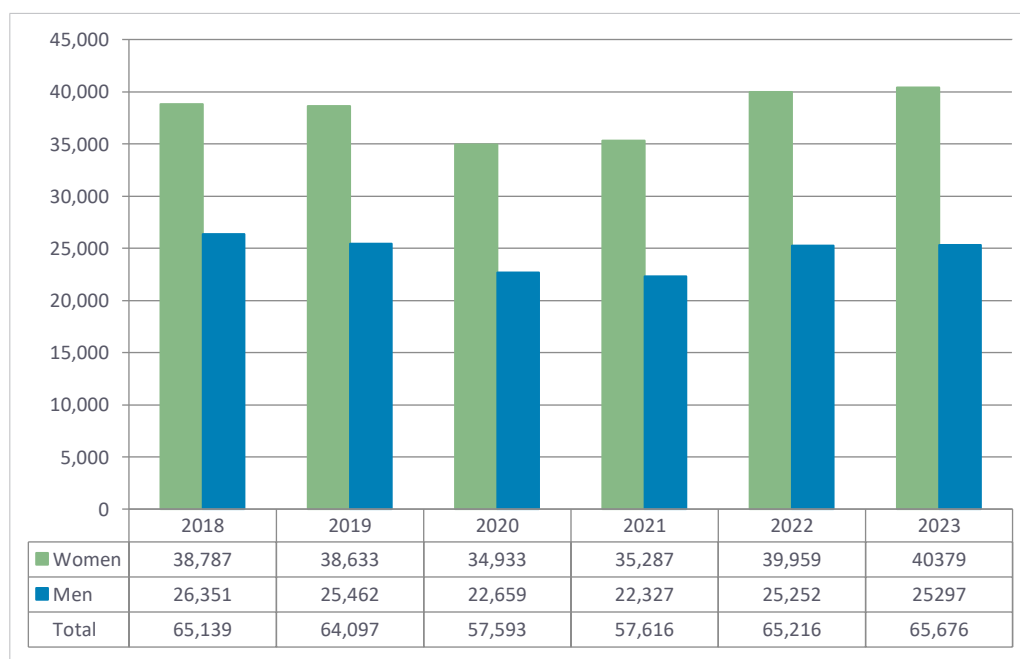
# ADMINISTRATIVE STAFF

**Figure 129:** Headcount administrative staff members by employment status



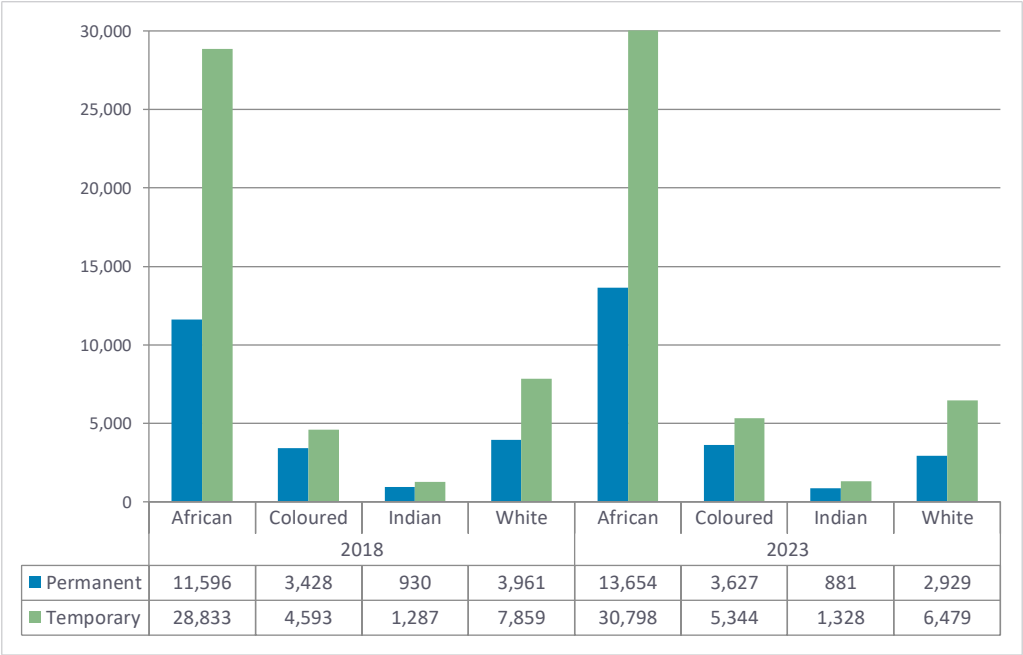
**Figure 130:** Proportion of permanent vs. temporary administrative staff members



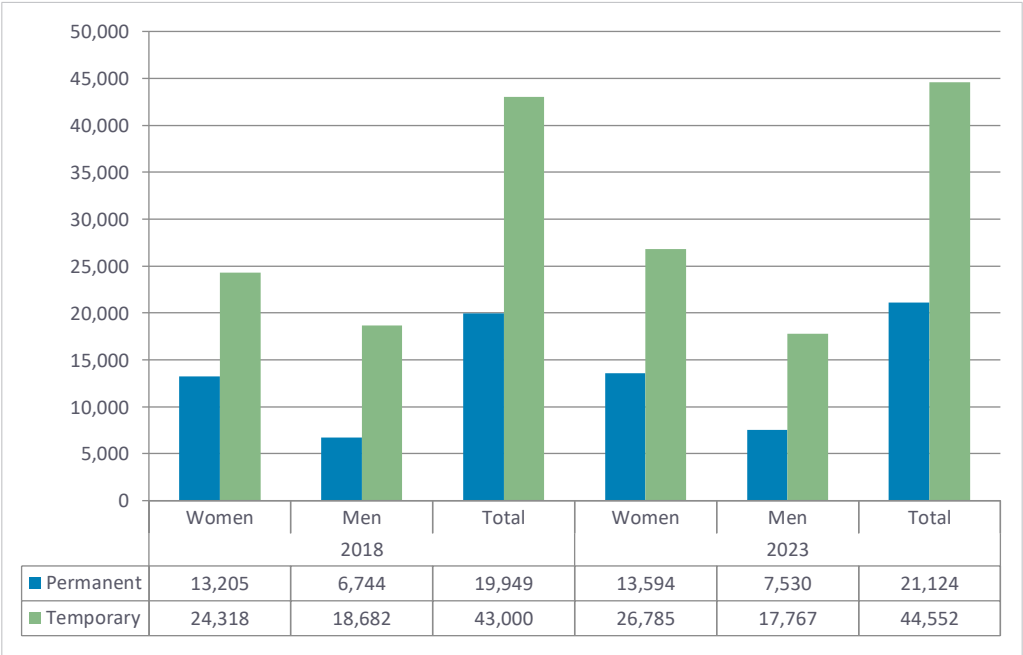
**Figure 131:** Headcount administrative staff members by race**Figure 132:** Headcount administrative staff members by gender



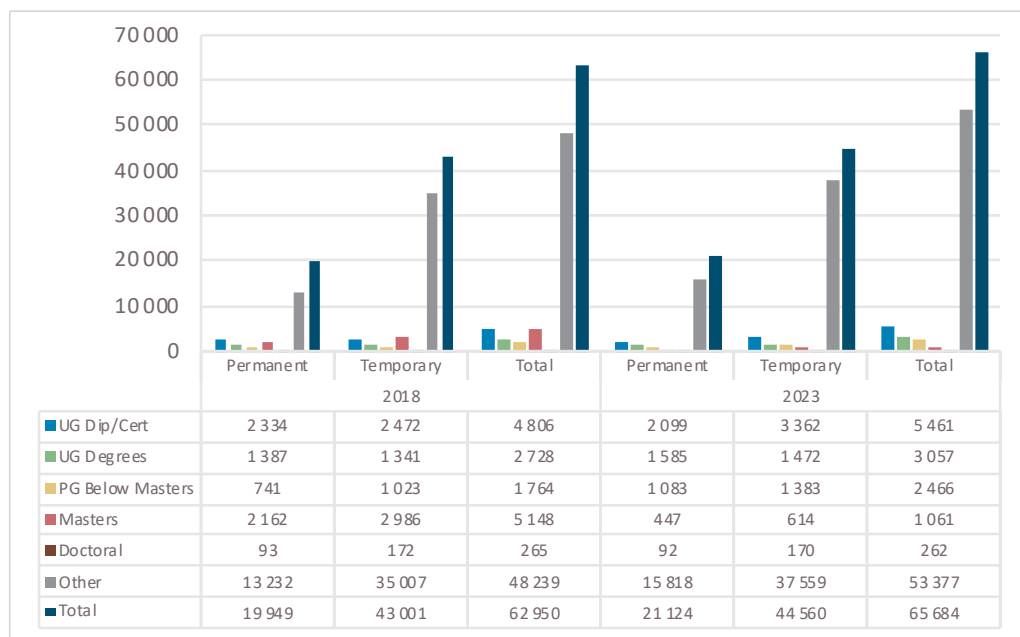
**Figure 133:** Headcount administrative staff members by race and employment status



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

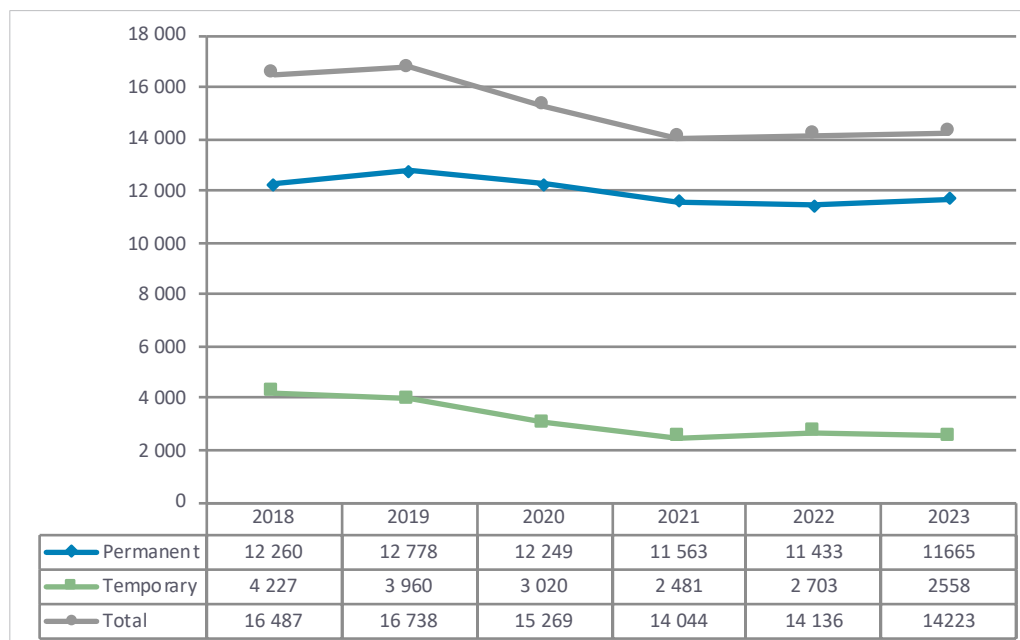


**Figure 135:** Headcount administrative staff members by qualification type and employment status

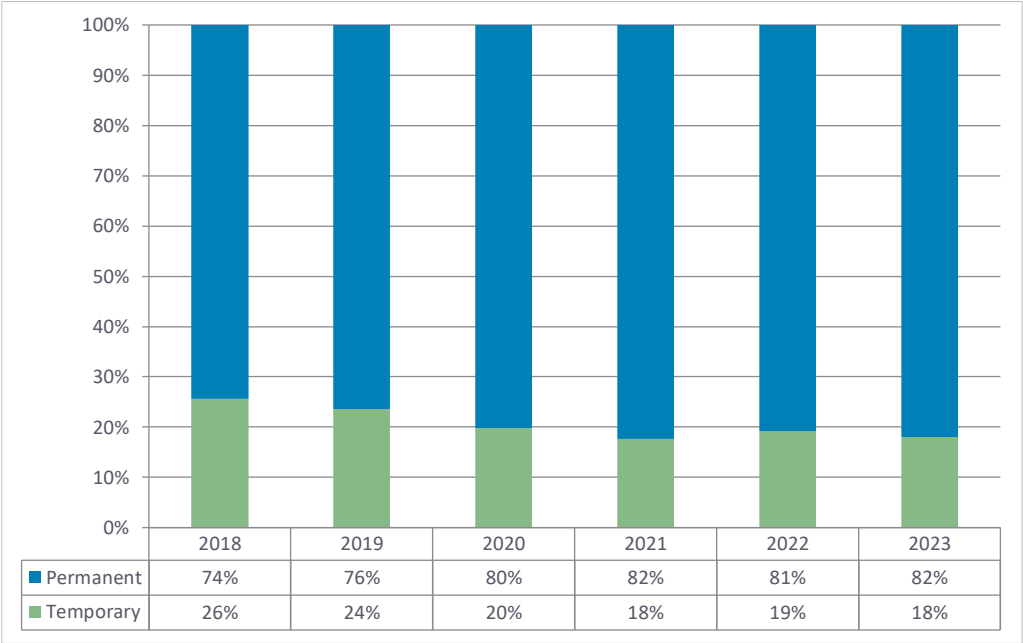


## SERVICE STAFF

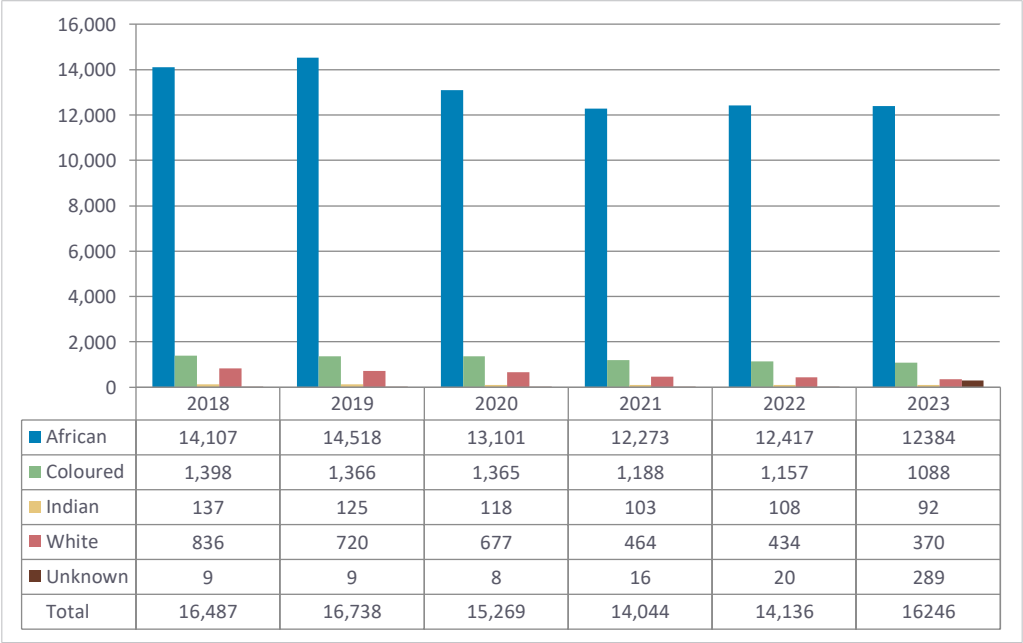
**Figure 136:** Headcount service staff members by employment status



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



**Figure 138:** Headcount service staff members by race



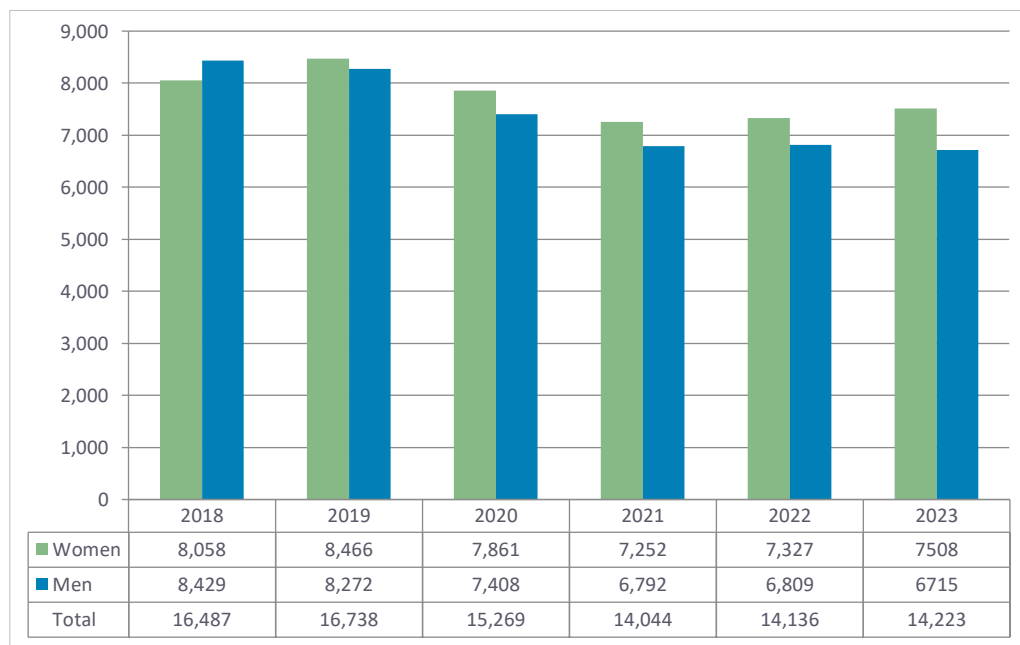
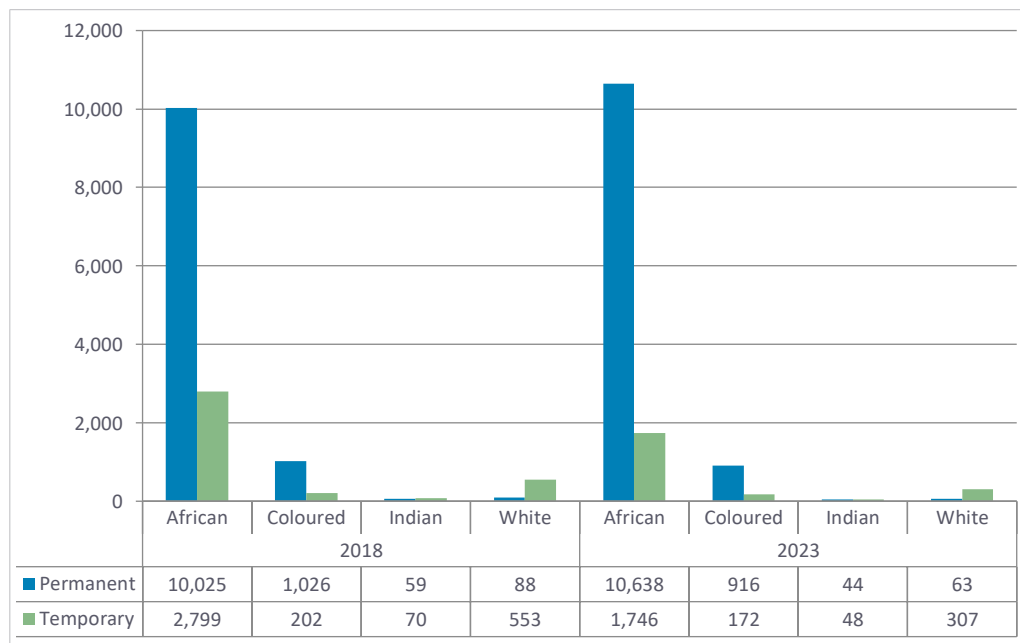
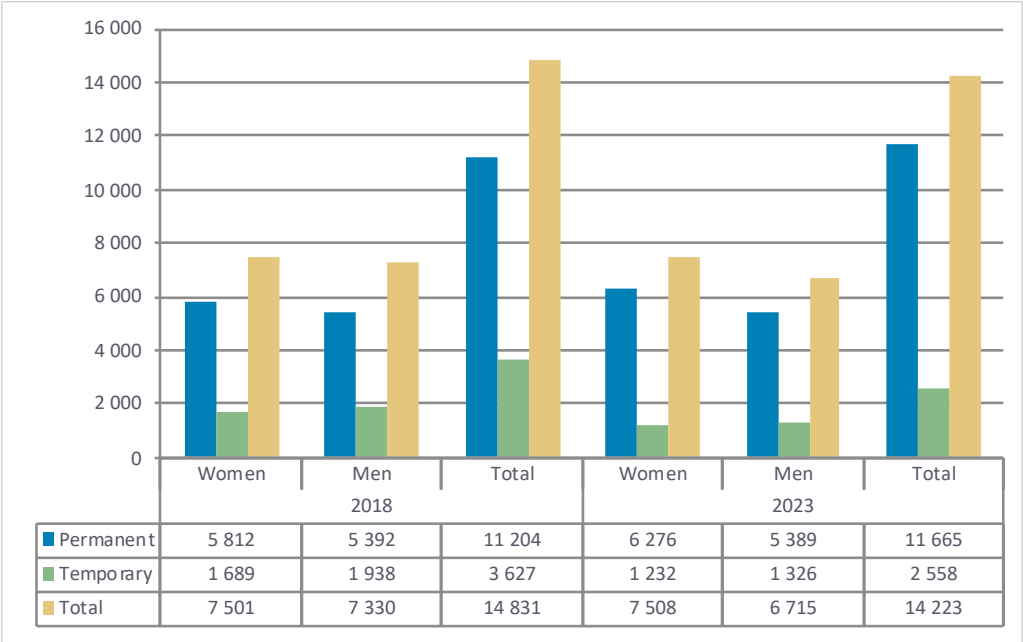
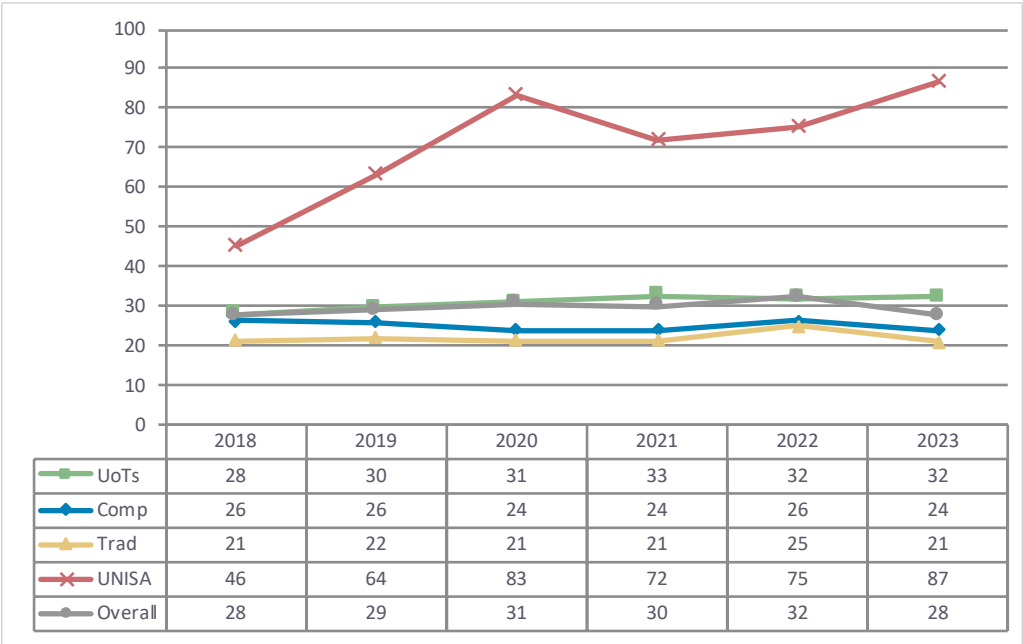
**Figure 139:** Headcount service staff members by gender**Figure 140:** Headcount service staff members by race and employment status

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

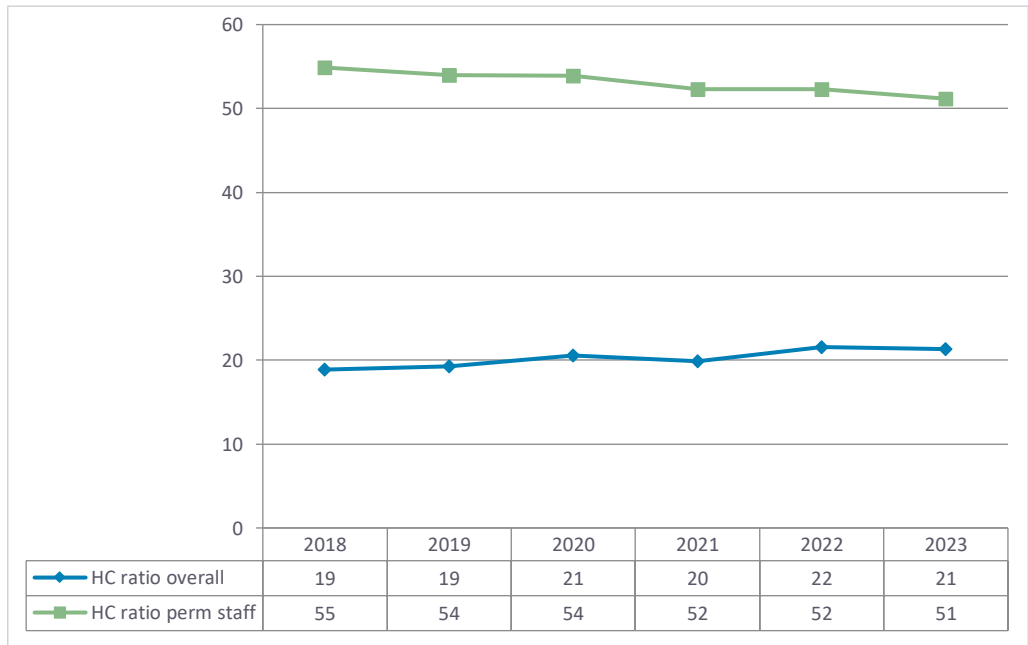


STUDENT: STAFF RATIOS

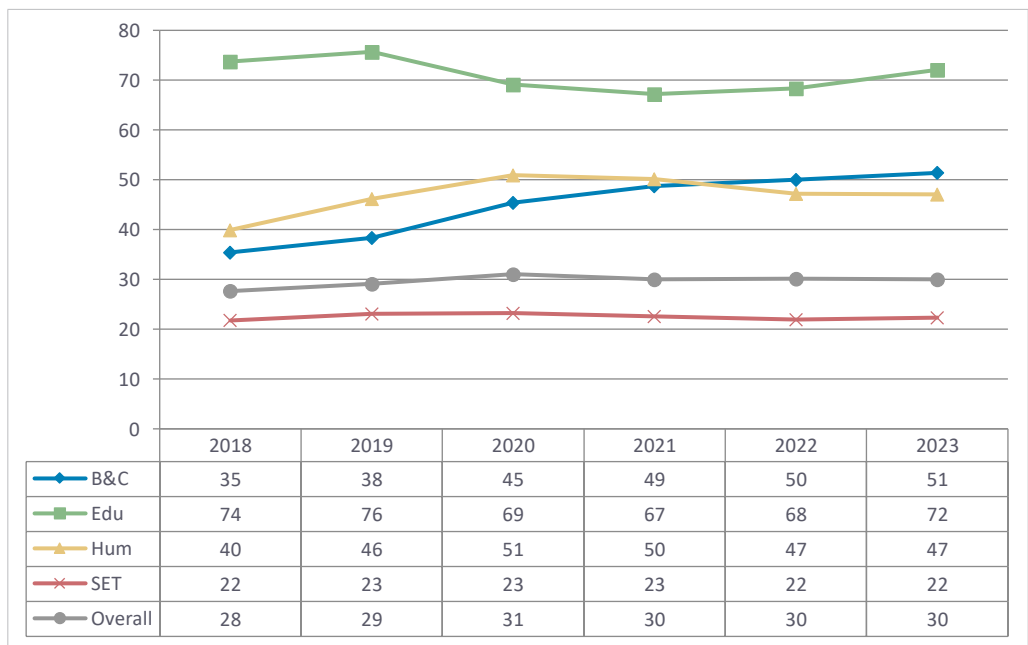
Figure 142: FTE Student: Staff ratio



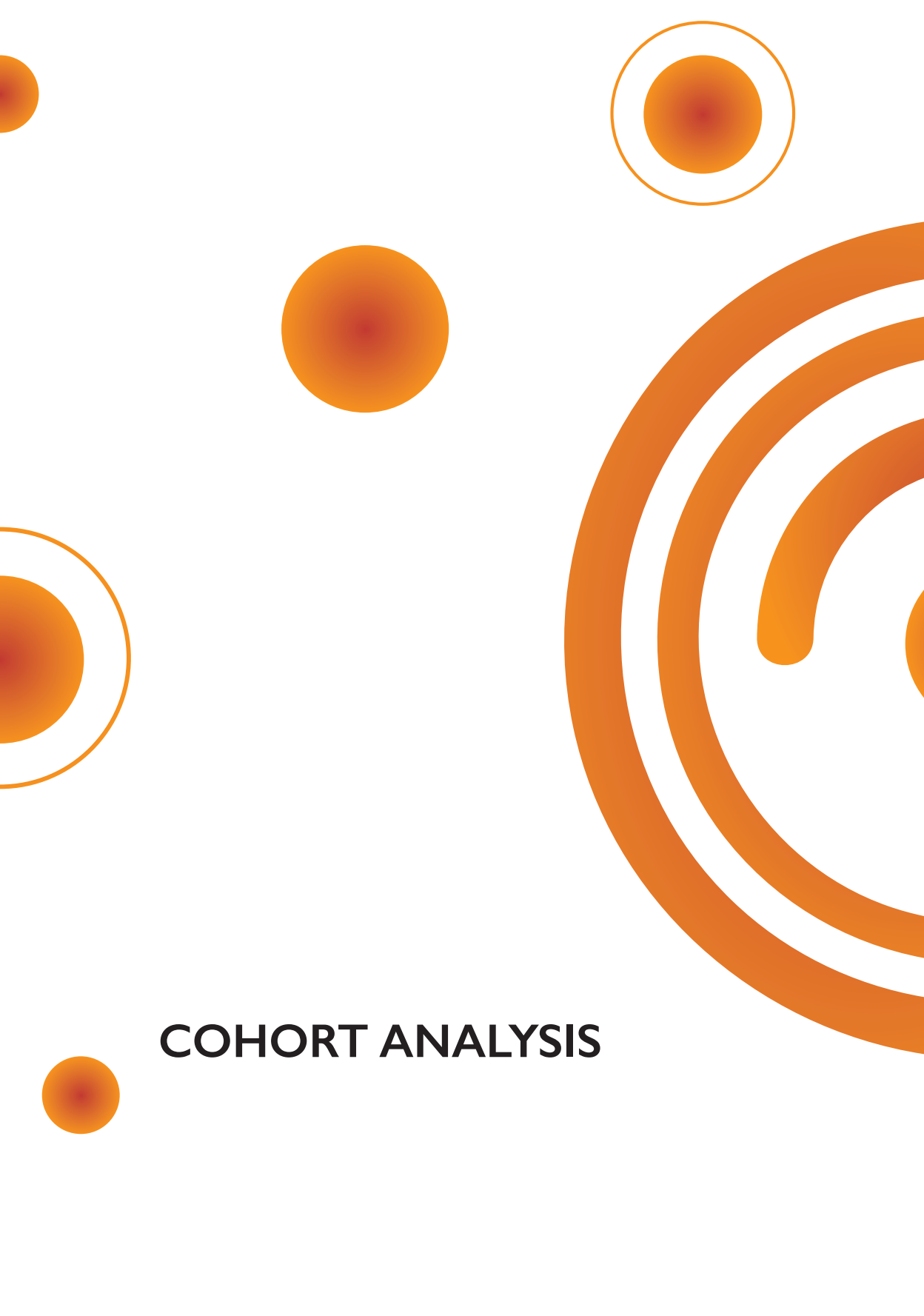
**Figure I43:** Headcount Student: Staff ratio for permanent and temporary academic staff together and permanent academic staff only



**Figure I44:** FTE Student: Staff ratio by field of study



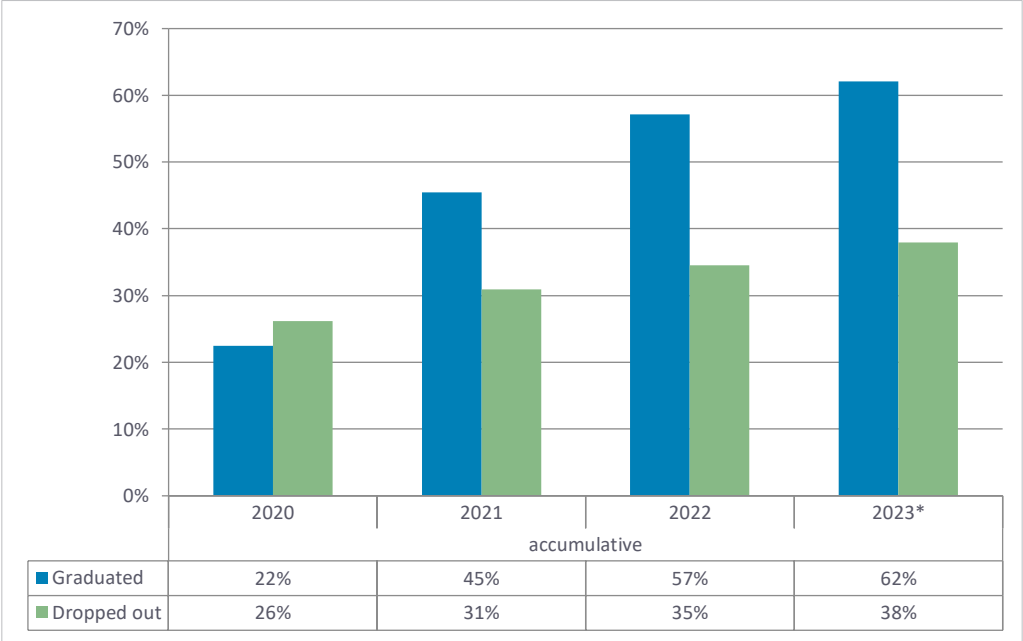




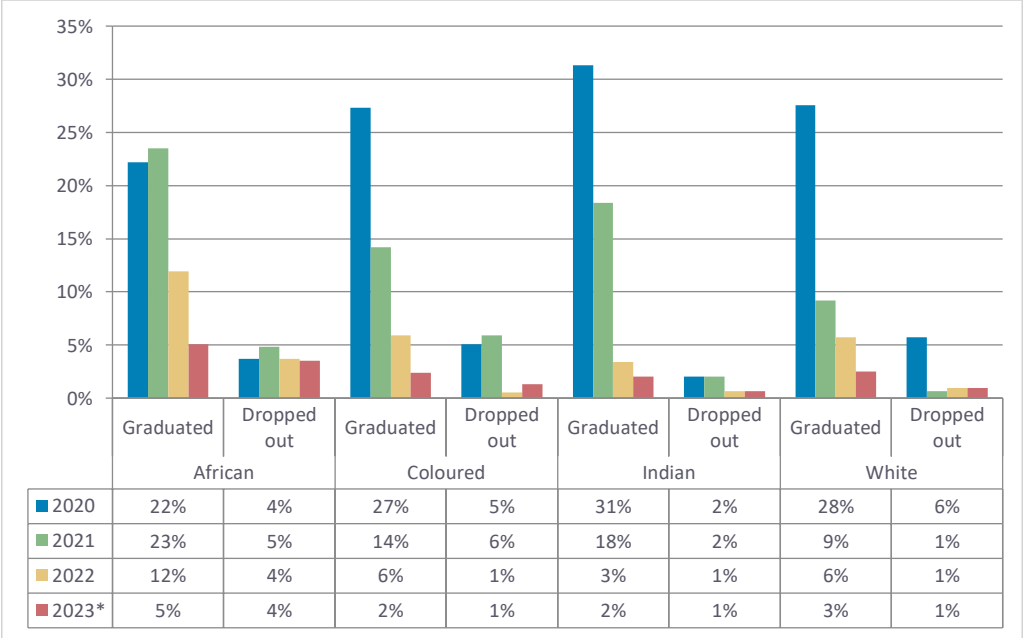
# COHORT ANALYSIS



**Figure I45:** Throughput rates for 360-credit diplomas with first year of enrolment in 2018 (excluding UNISA) - accumulative

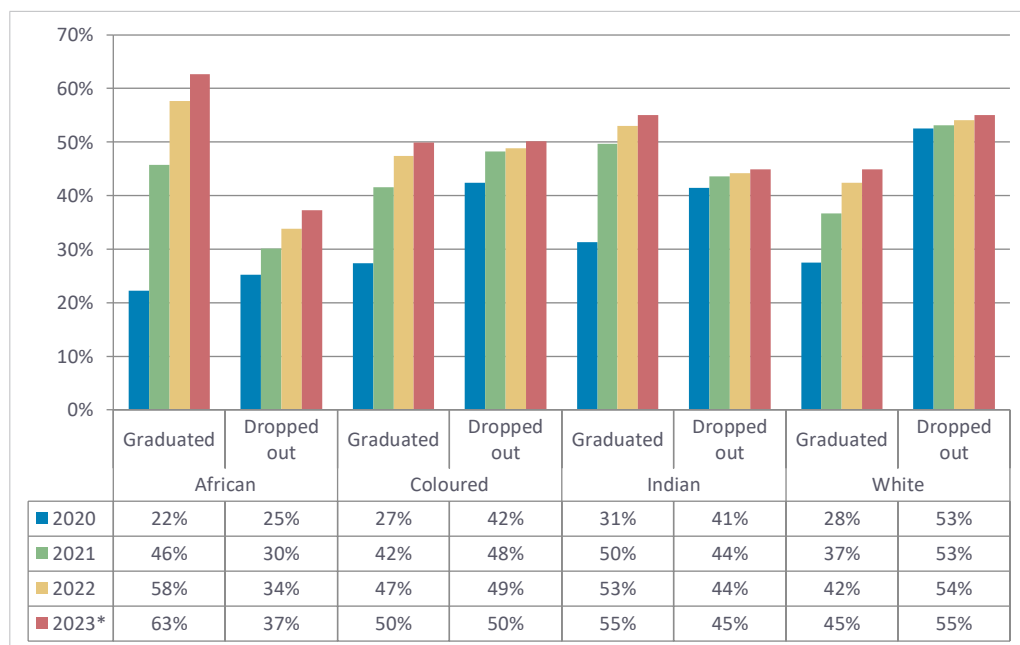


**Figure I46:** Throughput rates by race for 360-credit diplomas with first year of enrolment in 2018 (excluding UNISA) - non-accumulative

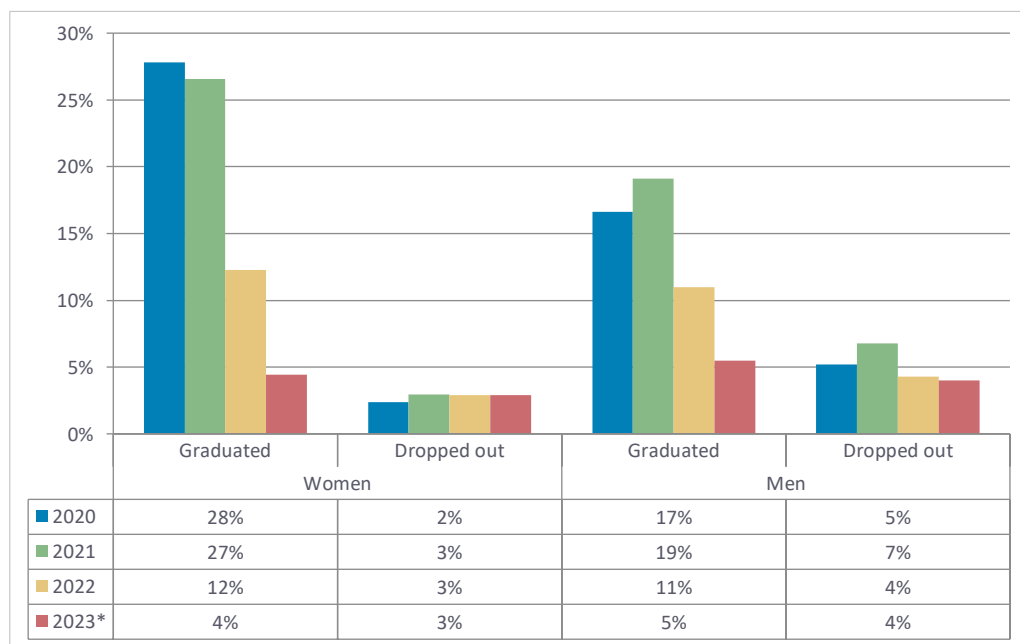


\* There may be potential graduates remaining in the system after 2023.

**Figure 147:** Throughput rates by race for 360-credit diplomas with first year of enrolment in 2018 (excluding UNISA) – accumulative



**Figure 148:** Throughput rates by gender for 360-credit diplomas with first year of enrolment in 2018 (excluding UNISA) – non-accumulative

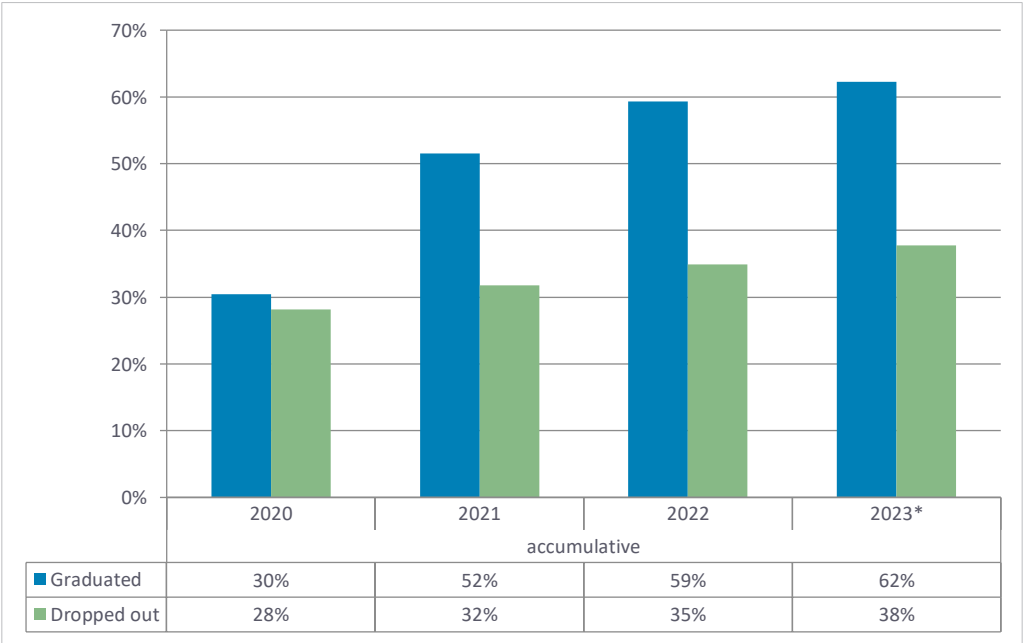


\* There may be potential graduates remaining in the system after 2023.

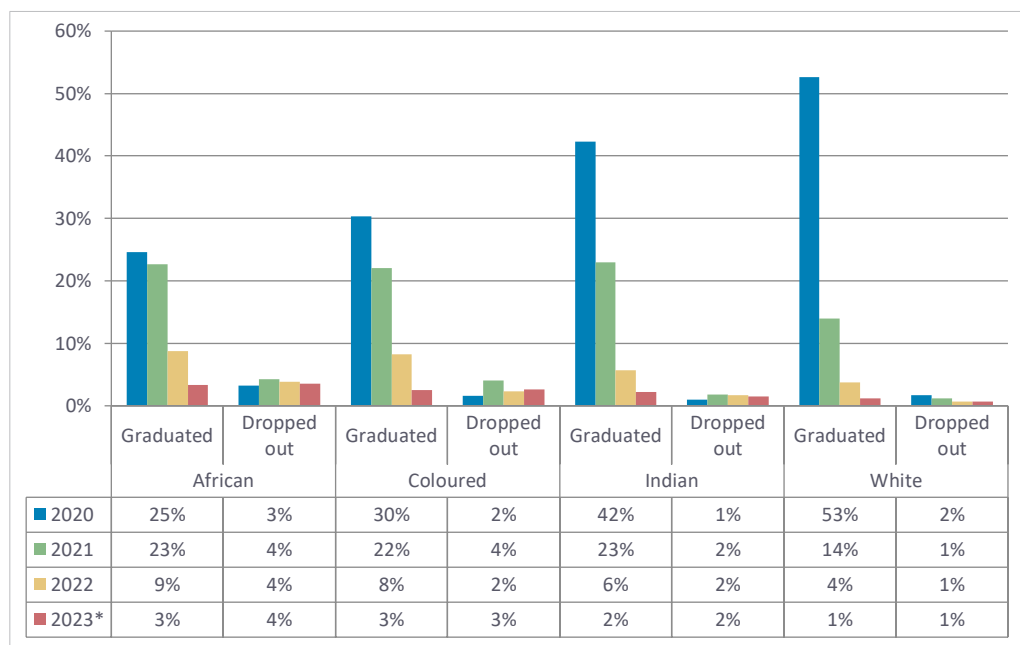
**Figure 149:** Throughput rates for 3-year degrees with first year of enrolment in 2018 (excluding UNISA) - accumulative



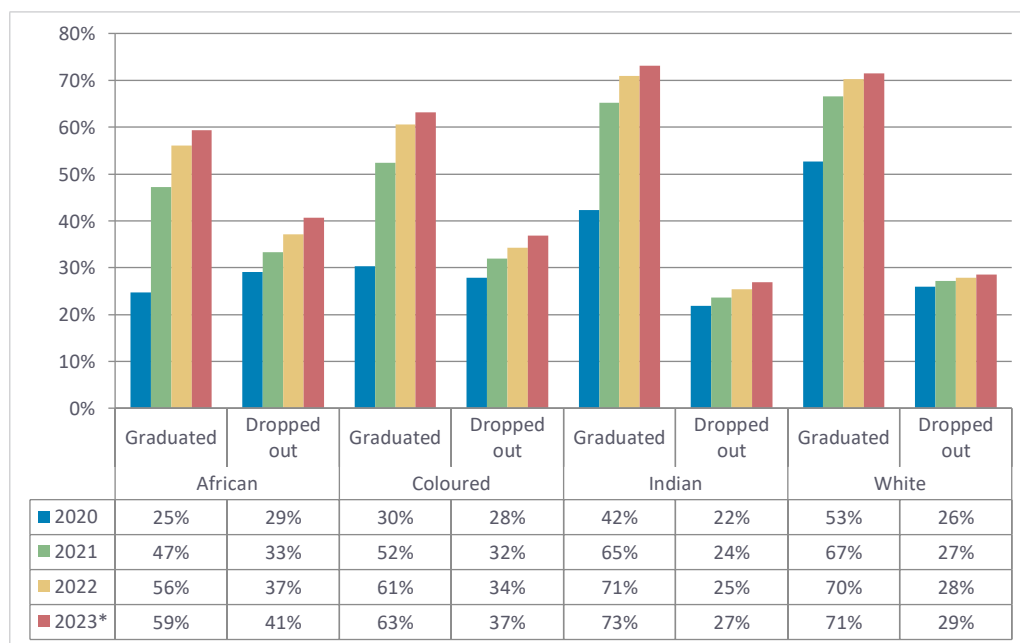
**Figure 150:** Throughput rates by race for 3-year degrees with first year of enrolment in 2018 (excluding UNISA) - accumulative



**Figure 151:** Throughput rates by race for 3-year degrees with first year of enrolment in 2018 (excluding UNISA) – non-accumulative

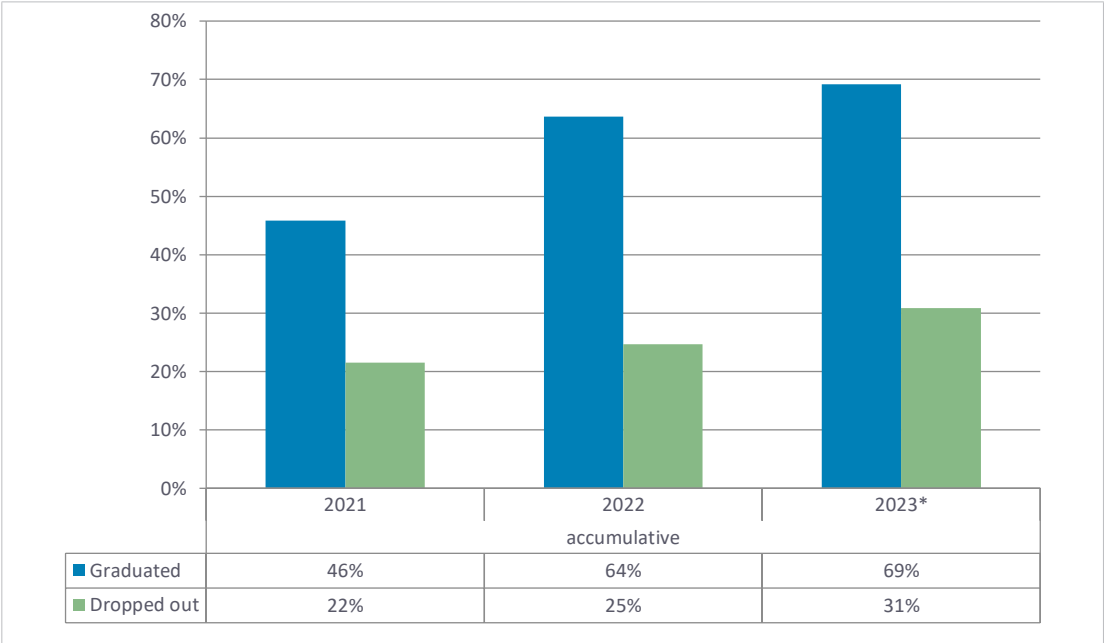


**Figure 152:** Throughput rates by gender for 3-year degrees with first year of enrolment in 2018 (excluding UNISA) – accumulative

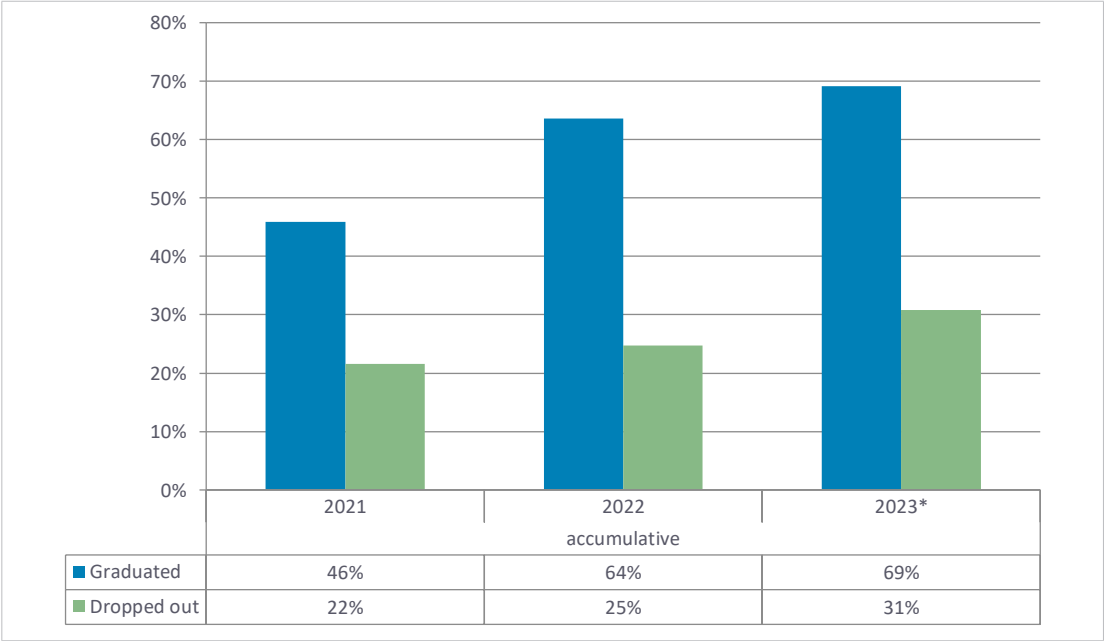


\* There may be potential graduates remaining in the system after 2023.

**Figure 153:** Throughput rates for 4-year degrees with first year of enrolment in 2018 (excluding UNISA)

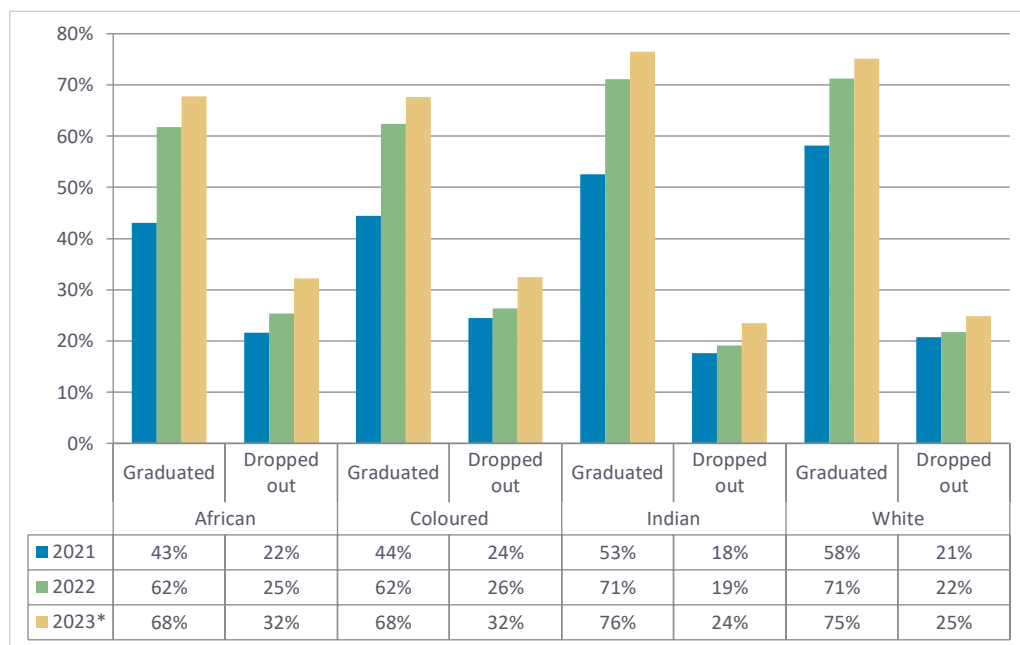


**Figure 154:** Throughput rates by race for 4-year degrees with first year of enrolment in 2018 (excluding UNISA) - non-accumulative

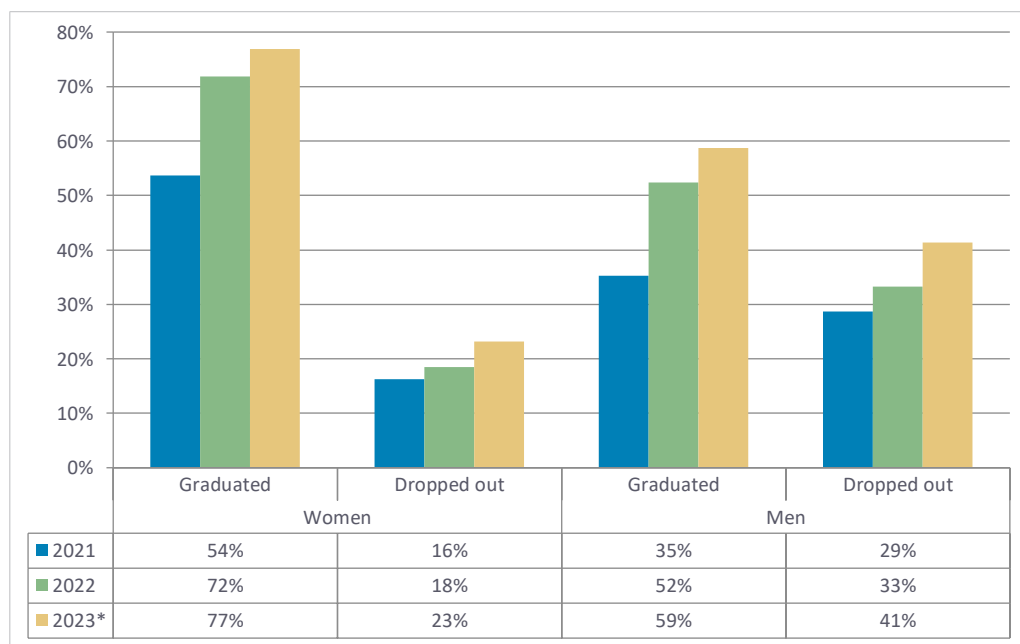


\* There may be potential graduates remaining in the system after 2023

**Figure 155:** Throughput rates by race for 4-year degrees with first year of enrolment in 2018 (excluding UNISA) – accumulative

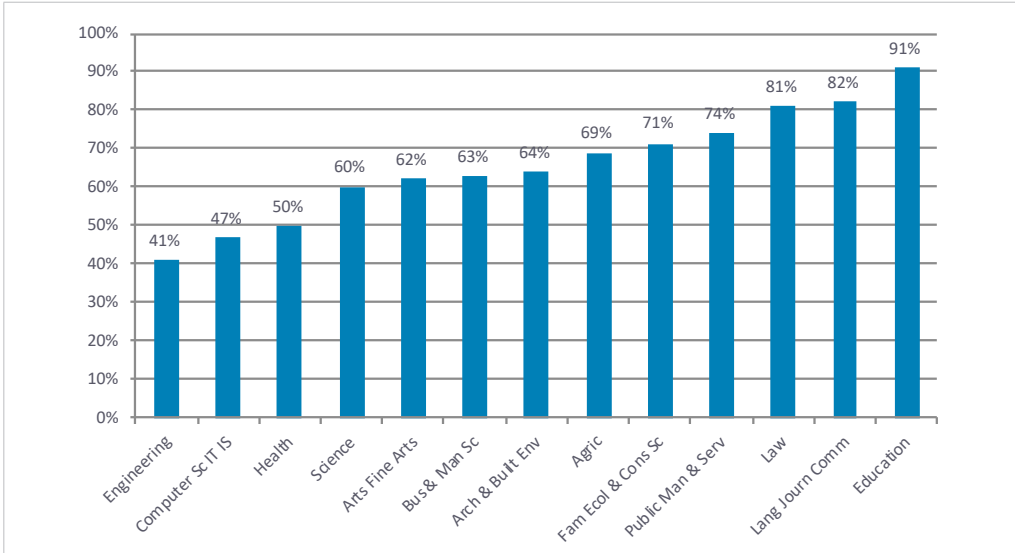


**Figure 156:** Throughput rates by gender for 4-year degrees with first year of enrolment in 2018 (excluding UNISA) – accumulative

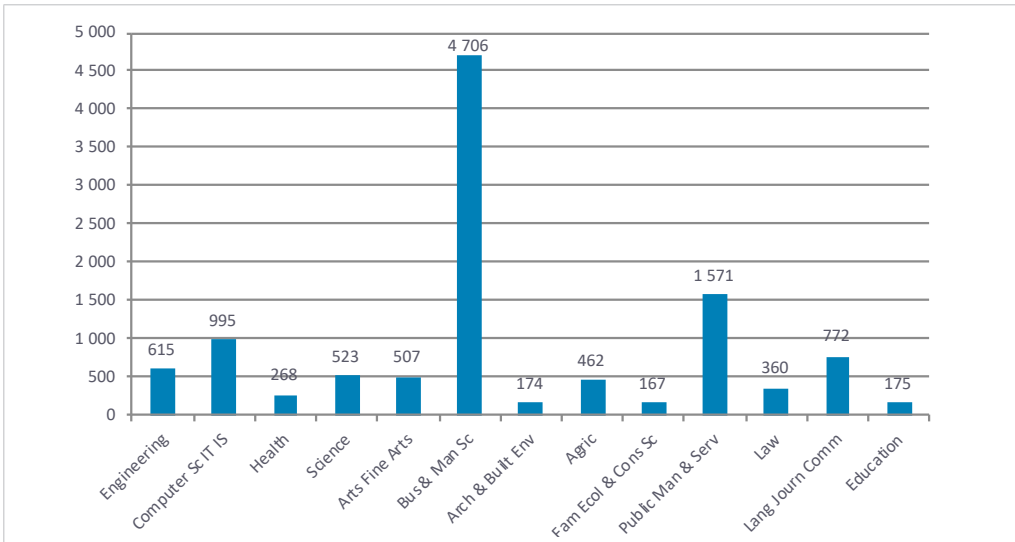


## 360-CREDIT DIPLOMAS BY BROAD FIELD

**Figure 157:** Percentage of the 2018 cohort doing 360-credit diplomas that graduated in 6 years or by 2023\*\*



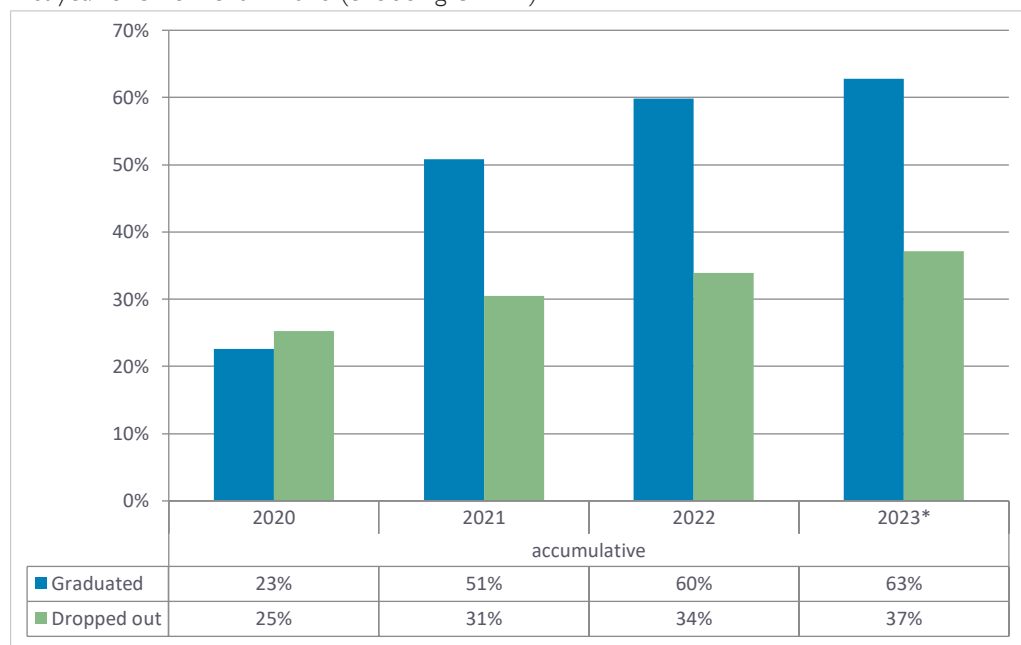
**Figure 158:** Headcount of the 2018 cohort doing 360-credit diplomas that graduated in 6 years or by 2023



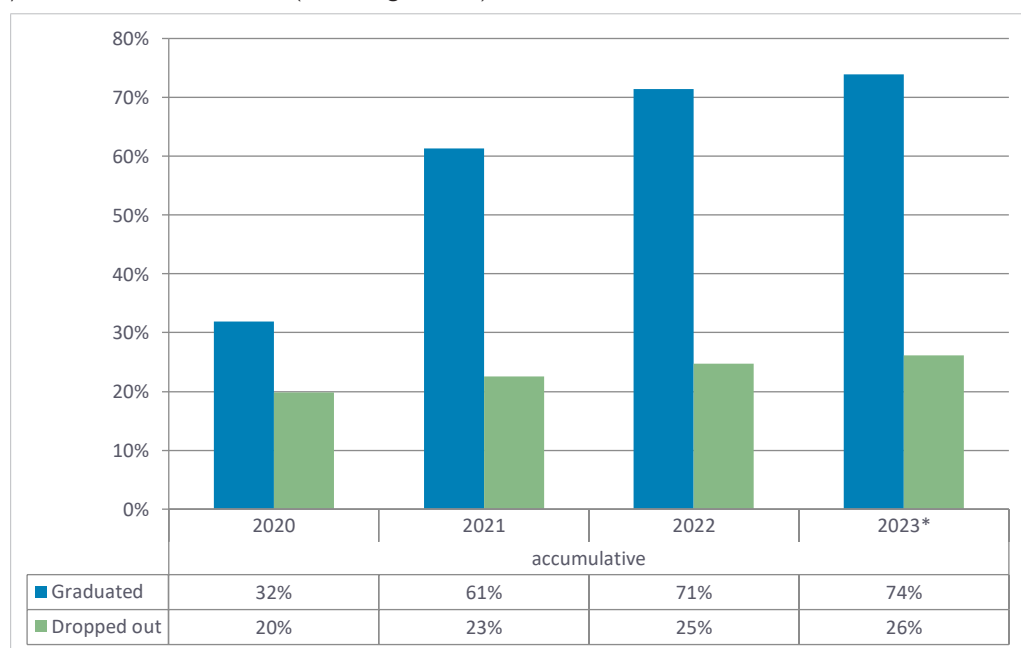
\* There may be potential graduates remaining in the system after 2023.\*\* A detailed list of the specific knowledge areas included for each broad field can be found in Appendix 3.

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 2018 (excluding UNISA)



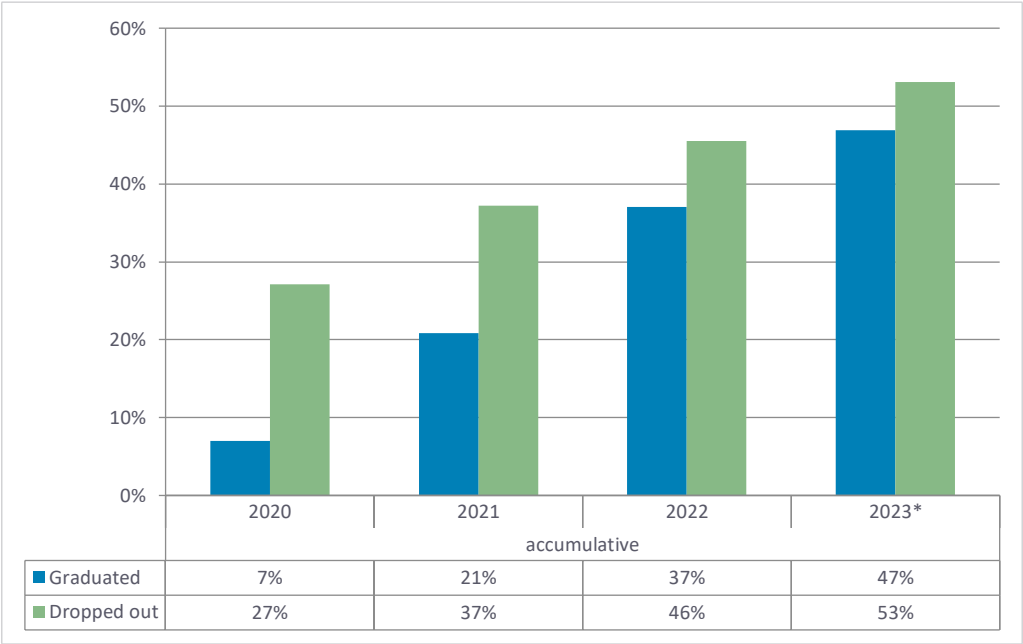
**Figure 160:** Throughput rates for 360-credit diplomas (Public Management & Services) with first year of enrolment in 2018 (excluding UNISA)



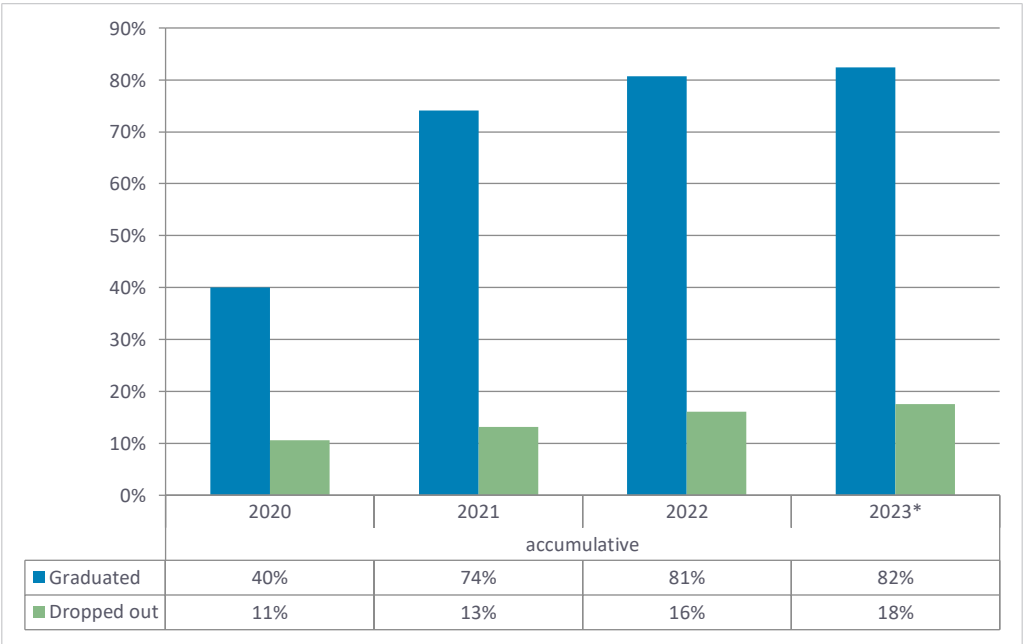
\* There may be potential graduates remaining in the system after 2023.



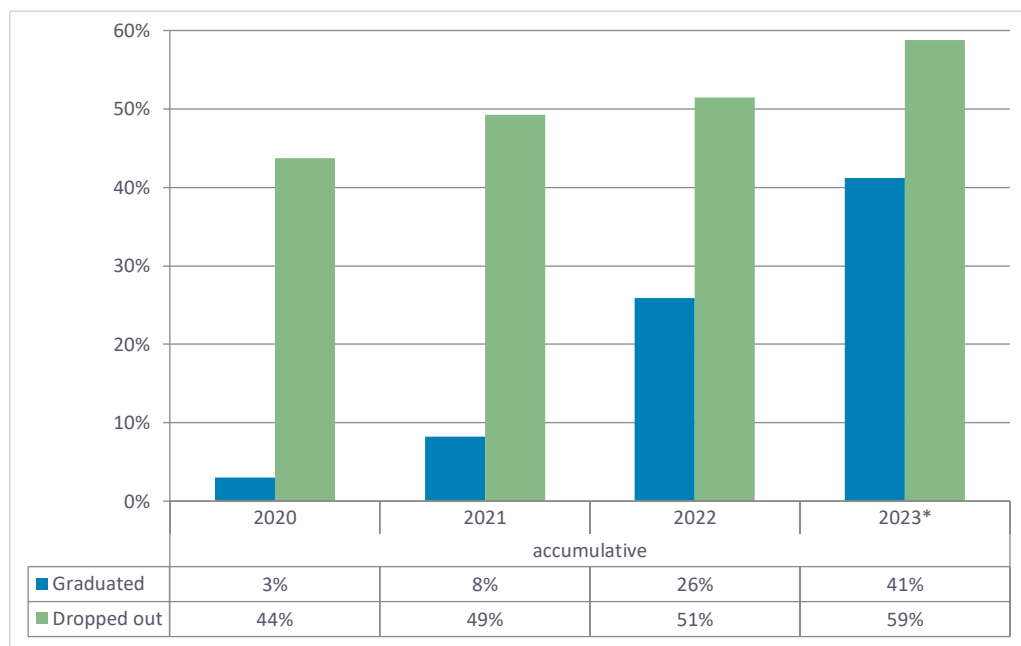
**Figure 161:** Throughput rates for 360-credit diplomas (Computer Science, Information Technology & Information Systems) with first year of enrolment in 2018 (excluding UNISA)



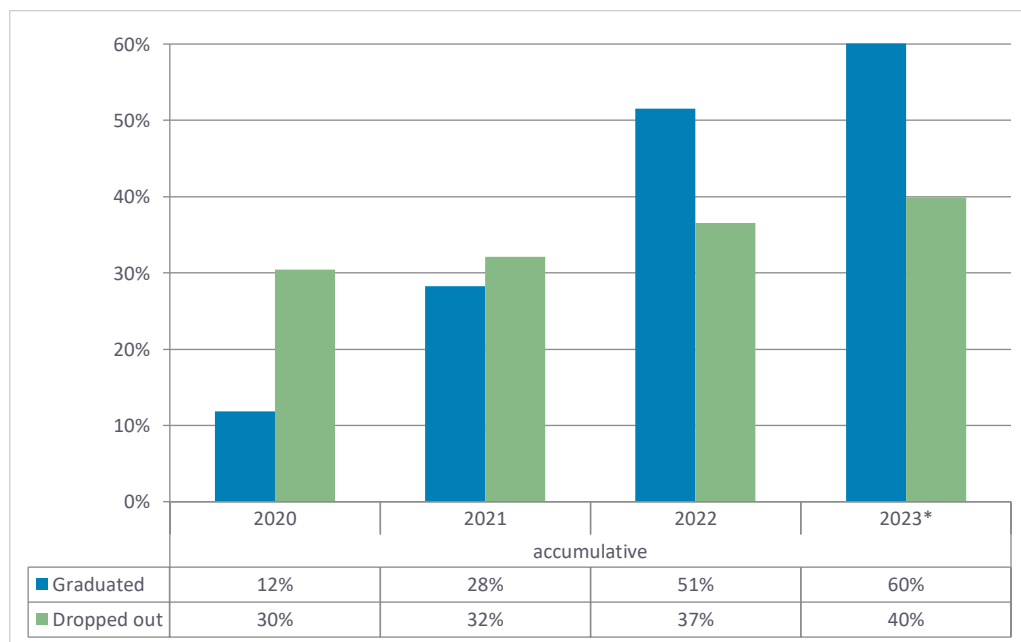
**Figure 162:** Throughput rates for 360-credit diplomas (Language, Journalism & Communication) with first year of enrolment in 2018 (excluding UNISA)



**Figure 163:** Throughput rates for 360-credit diplomas (Engineering) with first year of enrolment in 2018 (excluding UNISA)

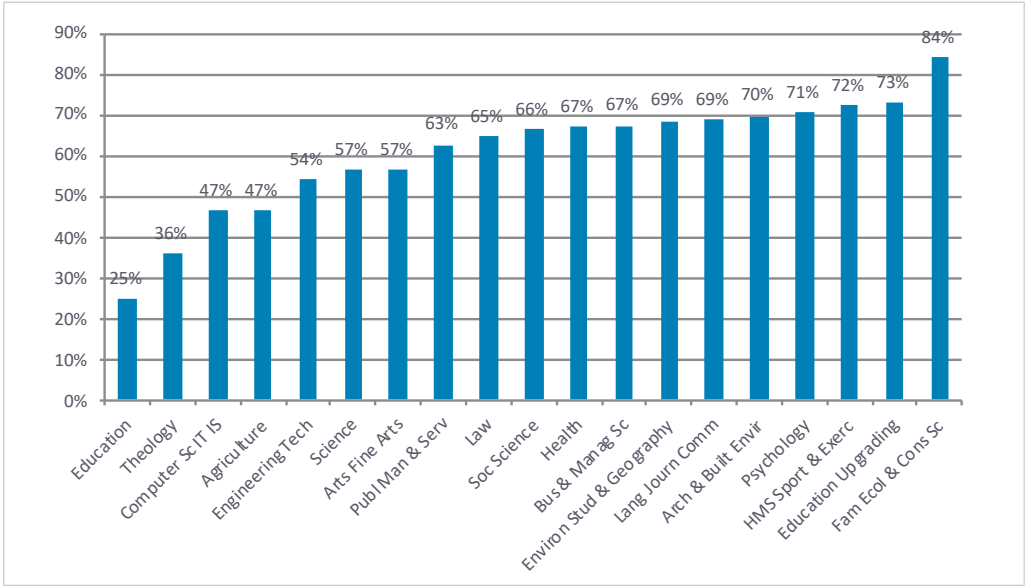


**Figure 164:** Throughput rates for 360-credit diplomas (Science) with first year of enrolment in 2018 (excluding UNISA)

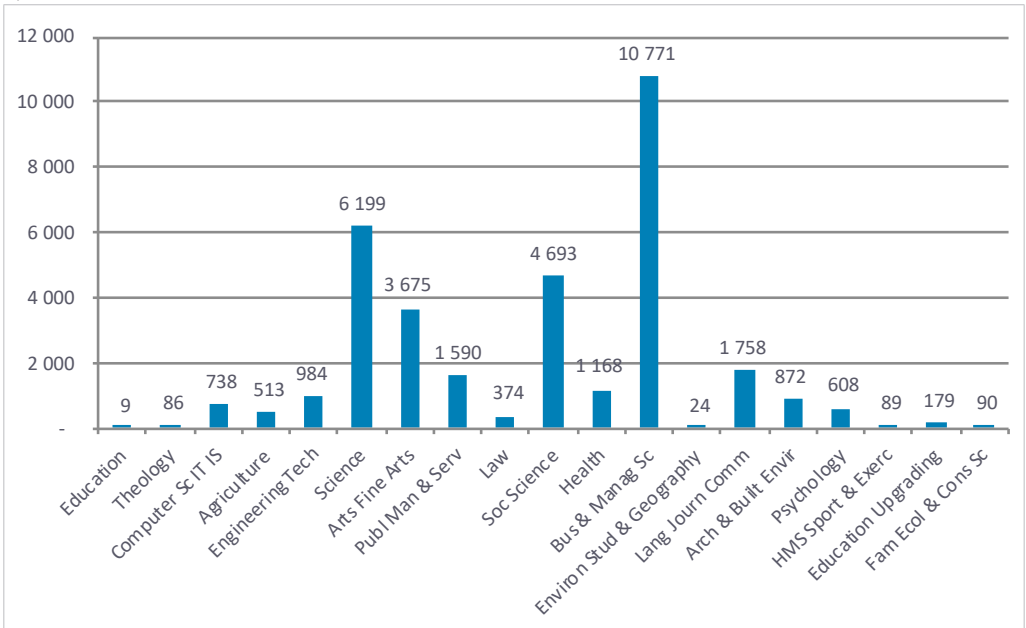


### 3-YEAR DEGREES BY BROAD FIELD\*\*

**Figure 165:** Percentage of the 2018 cohort doing a 3-year degree that graduated in 6 years or by 2023



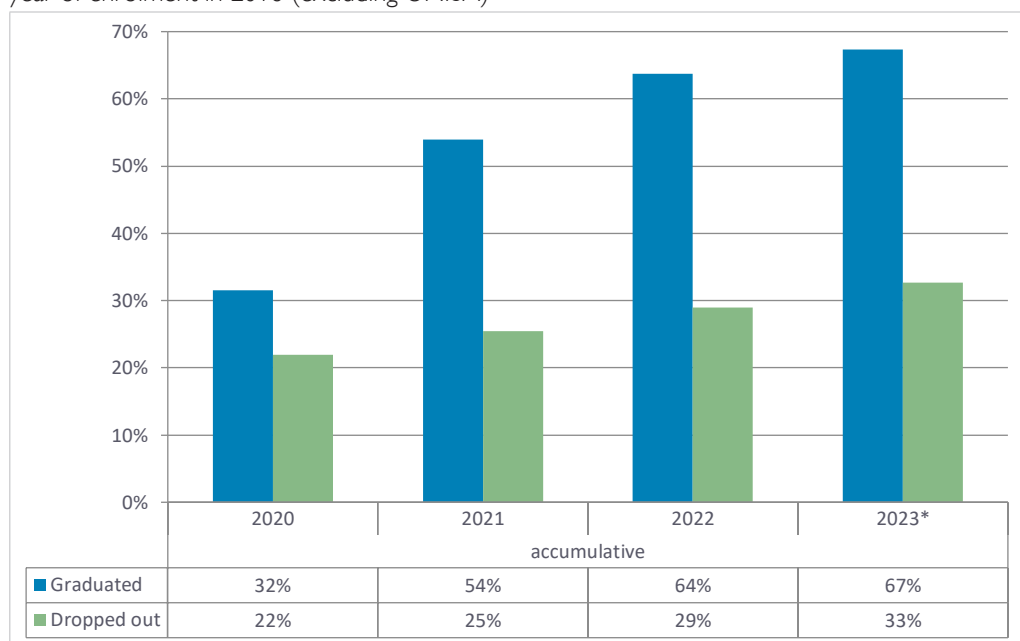
**Figure 166:** Headcount of the 2018 cohort doing a 3-year degree that graduated in 6 years or by 2023



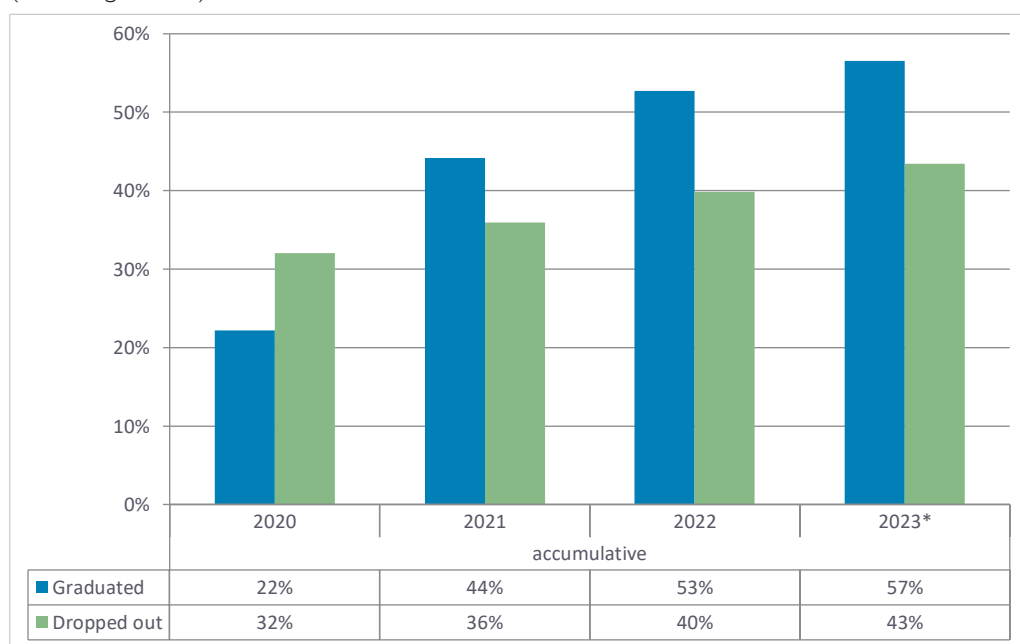
\* There may be potential graduates remaining in the system after 2023.

\*\* 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.

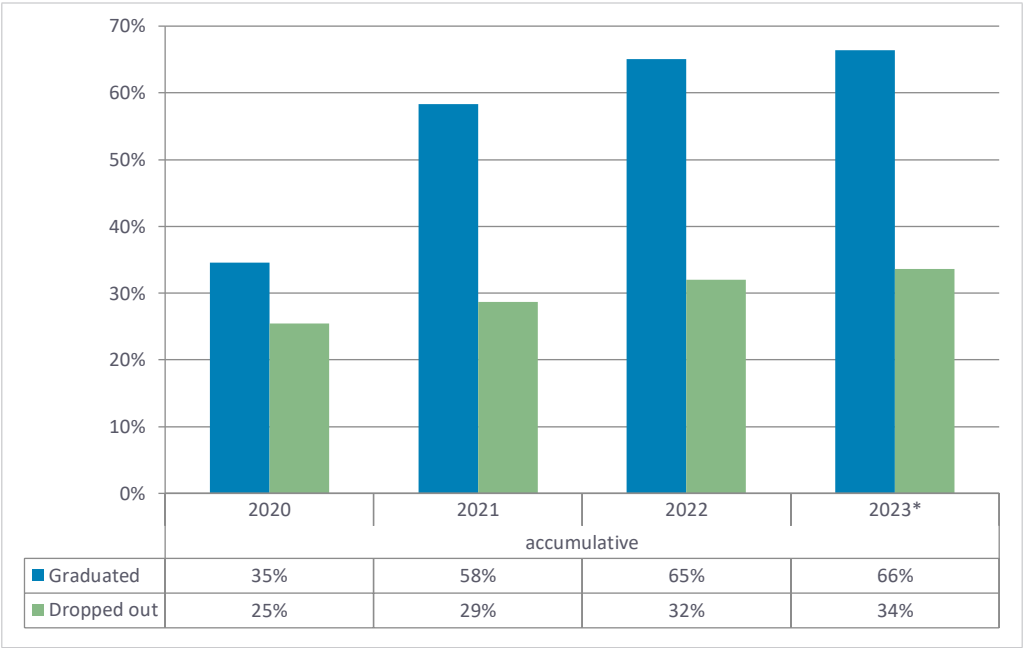
**Figure 167:** Throughput rates for 3-year degrees (Business & Management Sciences) with first year of enrolment in 2018 (excluding UNISA)



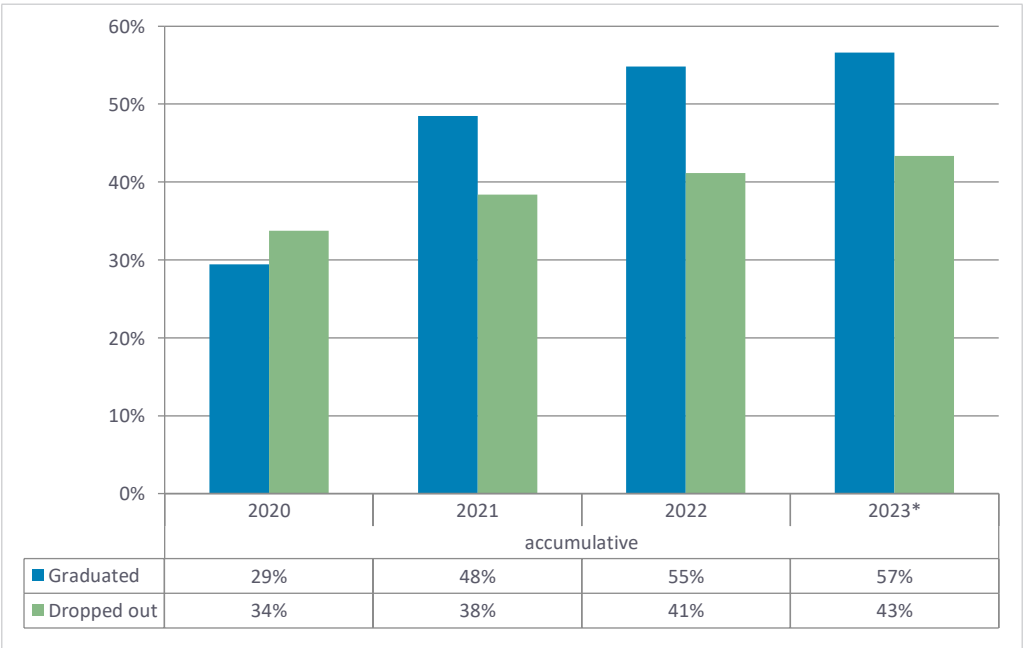
**Figure 168:** Throughput rates for 3-year degrees (Science) with first year of enrolment in 2018 (excluding UNISA)



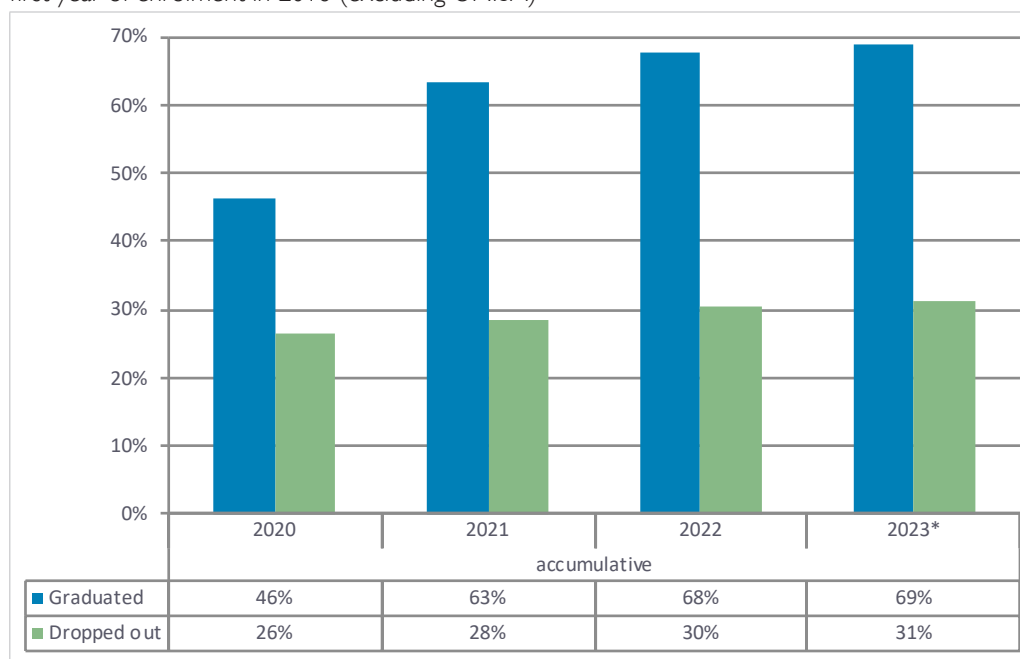
**Figure 169:** Throughput rates for 3-year degrees (Social Science) with first year of enrolment in 2018 (excluding UNISA)



**Figure 170:** Throughput rates for 3-year degrees (Arts and Fine Arts) with first year of enrolment in 2018 (excluding UNISA)

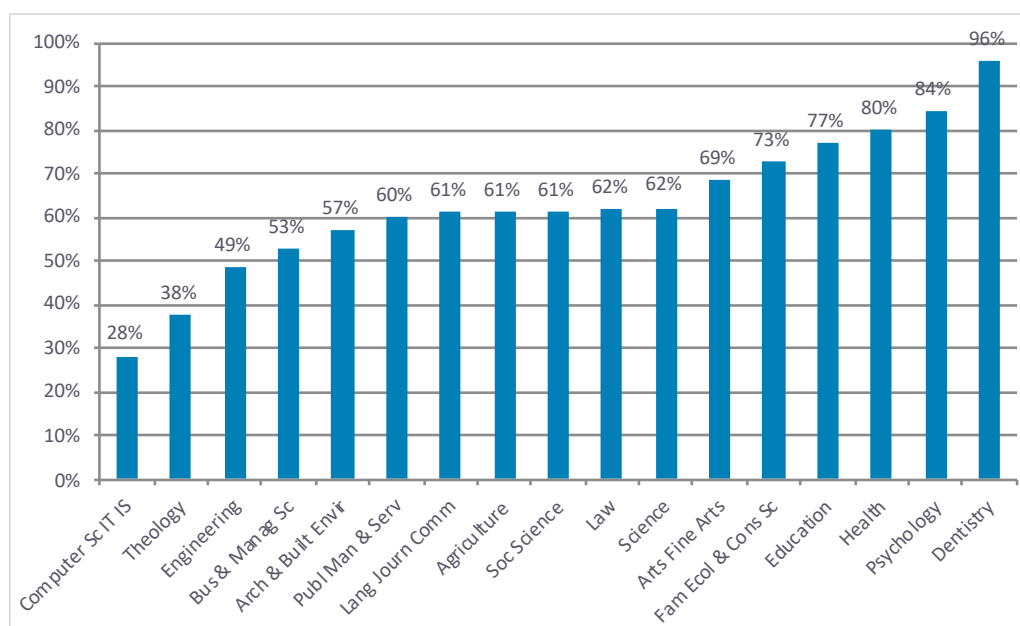


**Figure 171:** Throughput rates for 3-year degrees (Language, Journalism & Communication) with first year of enrolment in 2018 (excluding UNISA)

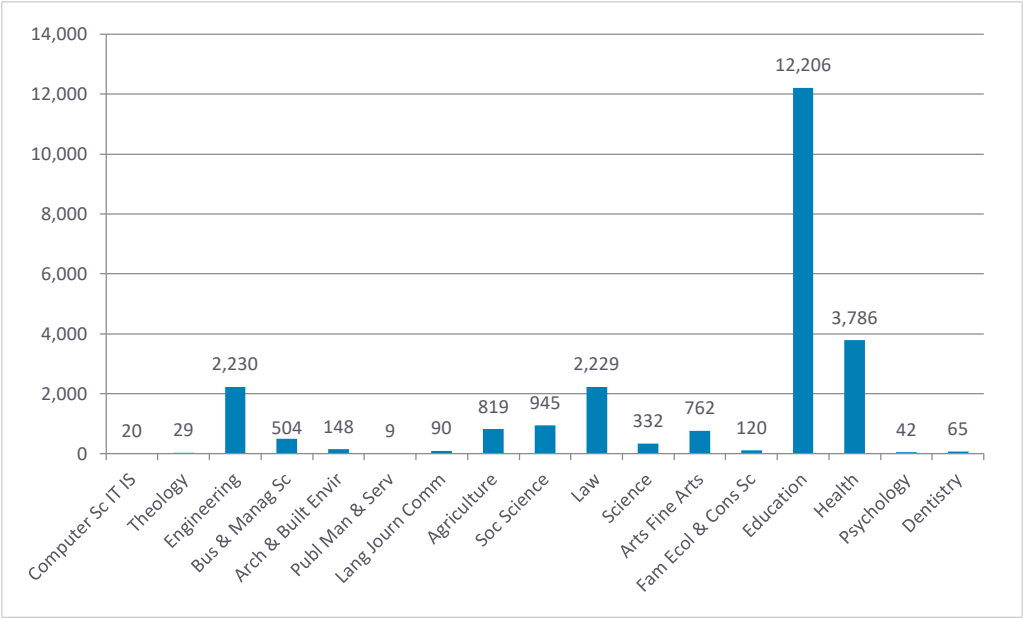


## 4-YEAR DEGREES BY BROAD FIELD\*

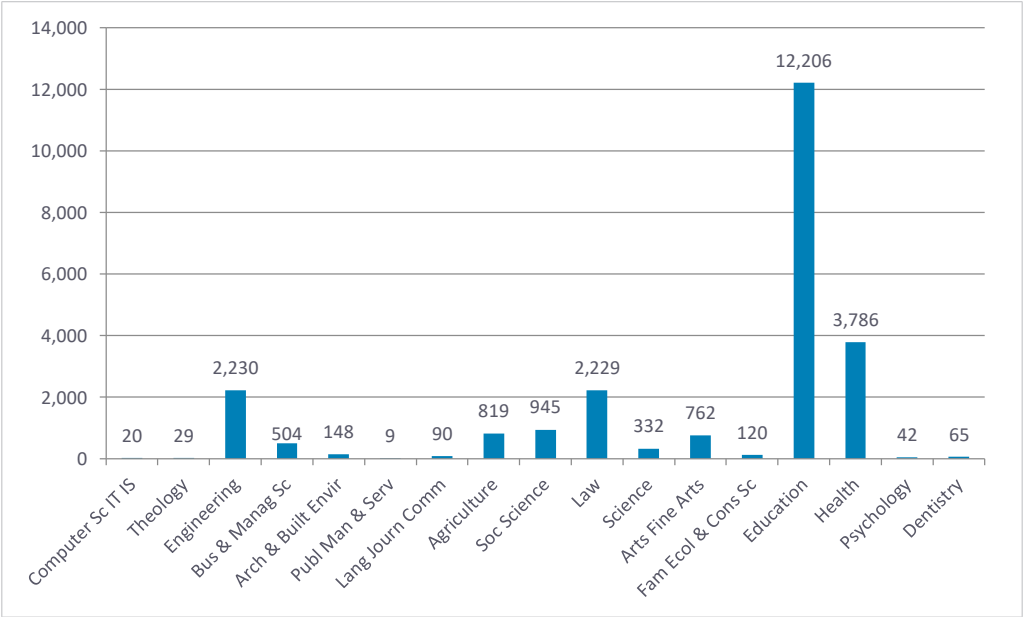
**Figure 172:** Percentage of the 2018 cohort doing 4-year degrees that graduated in 6 years or by 2023



**Figure 173:** Headcount of the 2018 cohort doing 4-year degrees that graduated in 6 years or by 2023

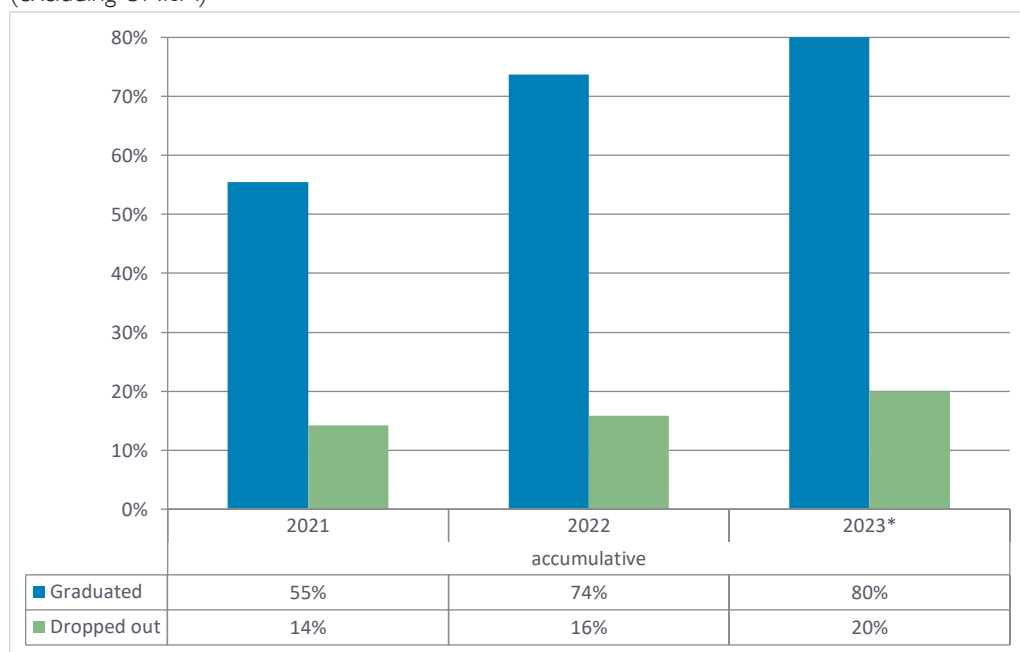


**Figure 174:** Throughput rates for 4-year degrees (Education) with first year of enrolment in 2018 (excluding UNISA)

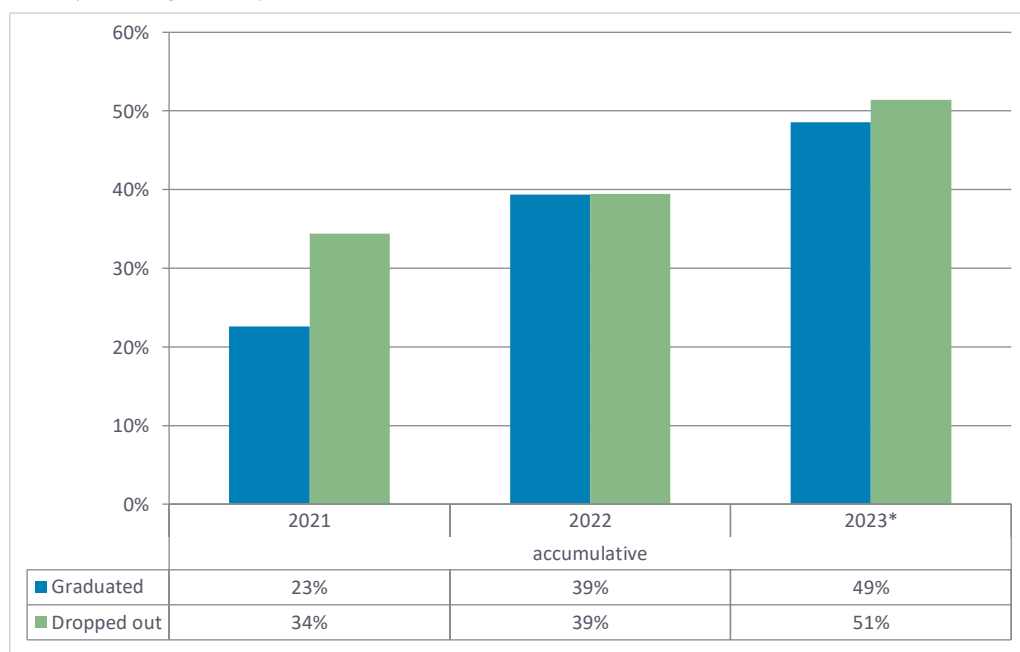


\* A detailed list of the specific knowledge areas included for each broad field can be found in Appendix 3. Only the fields with the highest numbers are shown in the graphs for 4-year degrees.

**Figure 175:** Throughput rates for 4-year degrees (Health) with first year of enrolment in 2018 (excluding UNISA)

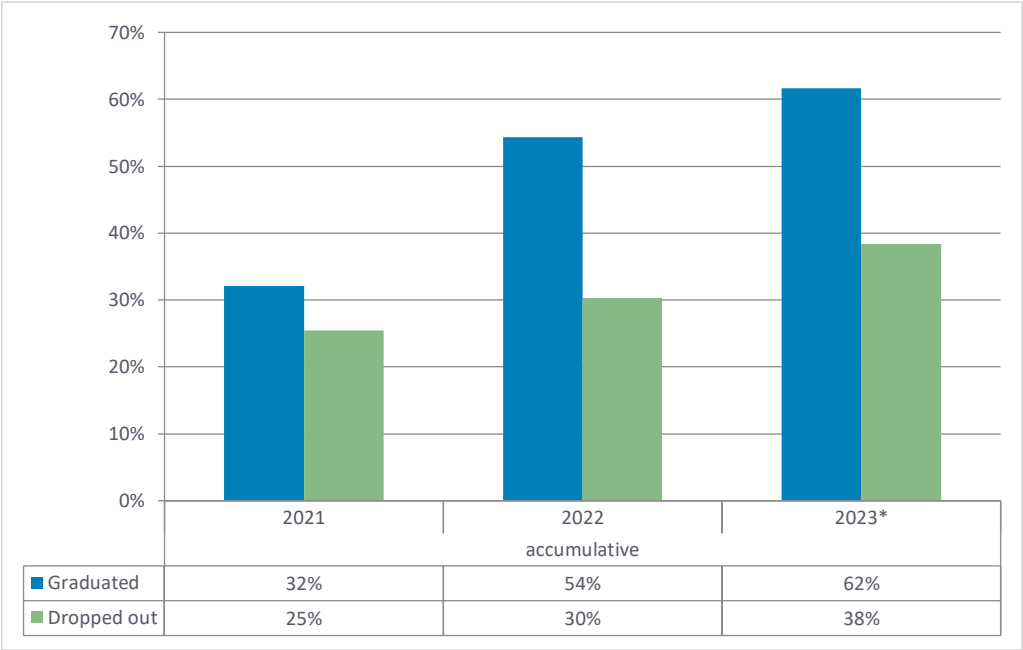


**Figure 176:** Throughput rates for 4-year degrees (Engineering) with first year of enrolment in 2018 (excluding UNISA)

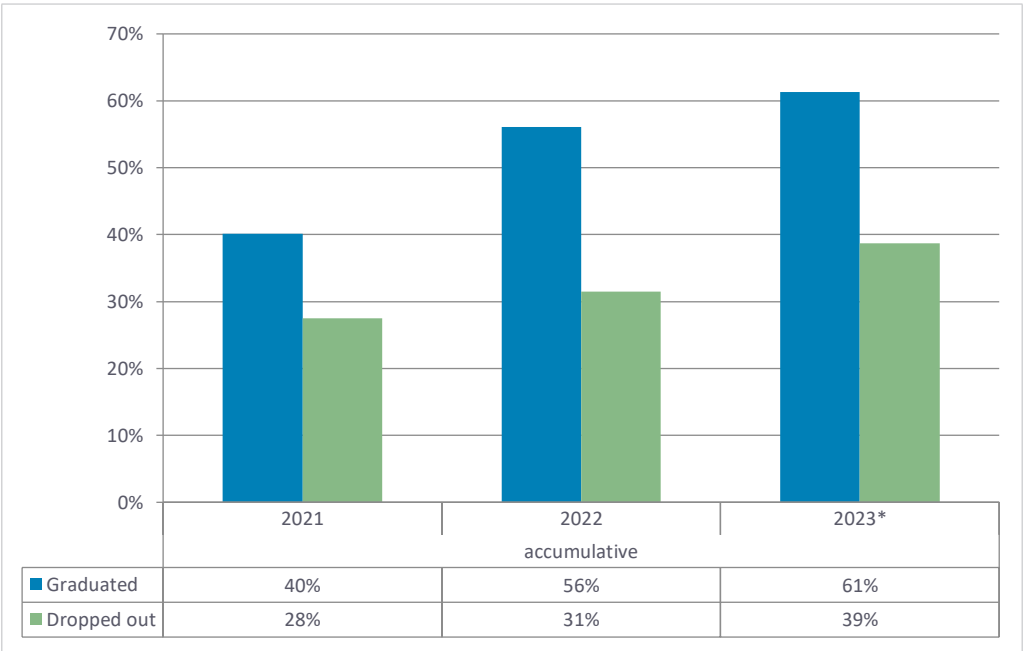




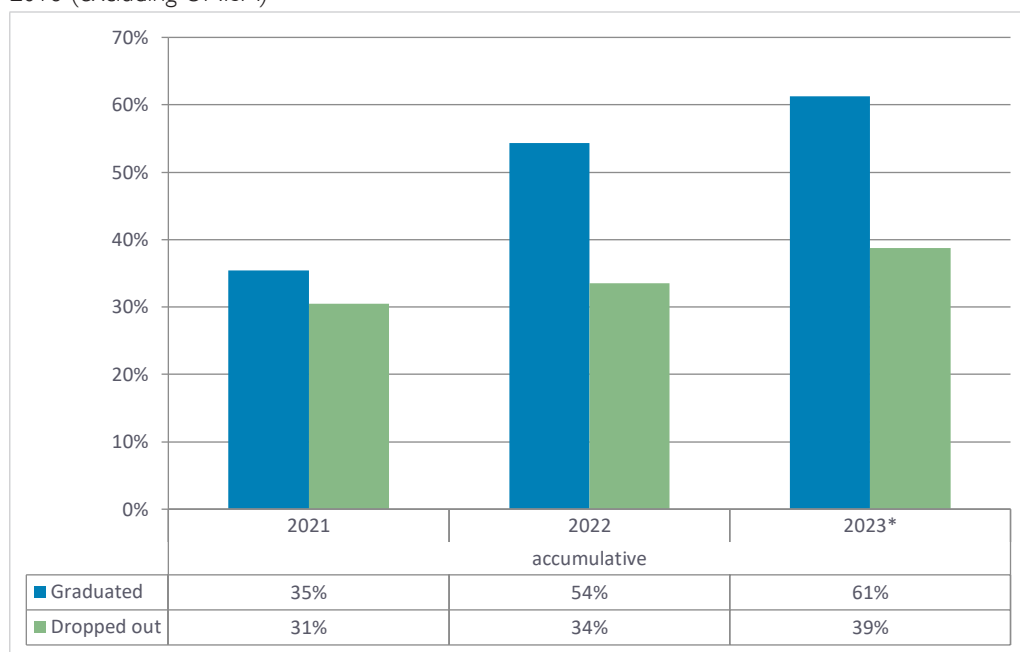
**Figure 177:** Throughput rates for 4-year degrees (Law) with first year of enrolment in 2018 (excluding UNISA)



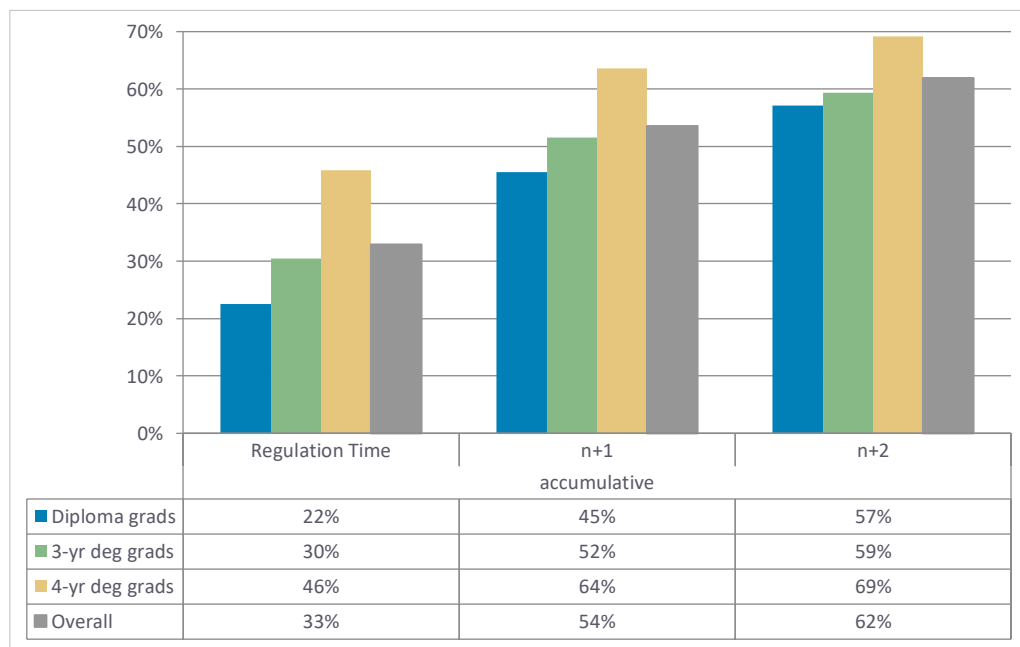
**Figure 178:** Throughput rates for 4-year degrees (Social Science) with first year of enrolment in 2018 (excluding UNISA)



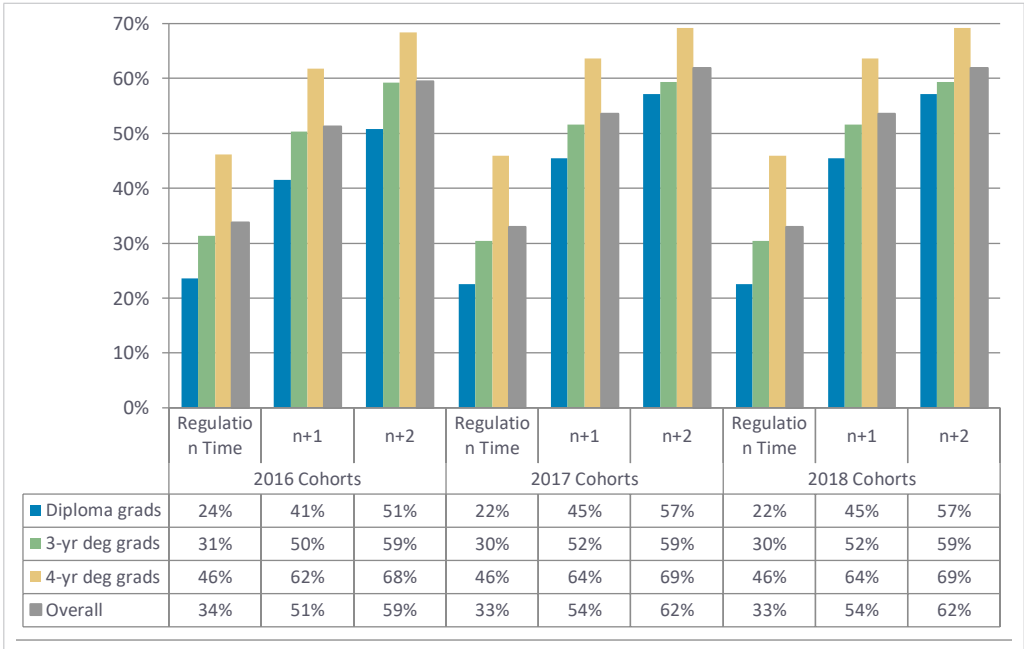
**Figure 179:** Throughput rates for 4-year degrees (Agriculture) with first year of enrolment in 2018 (excluding UNISA)



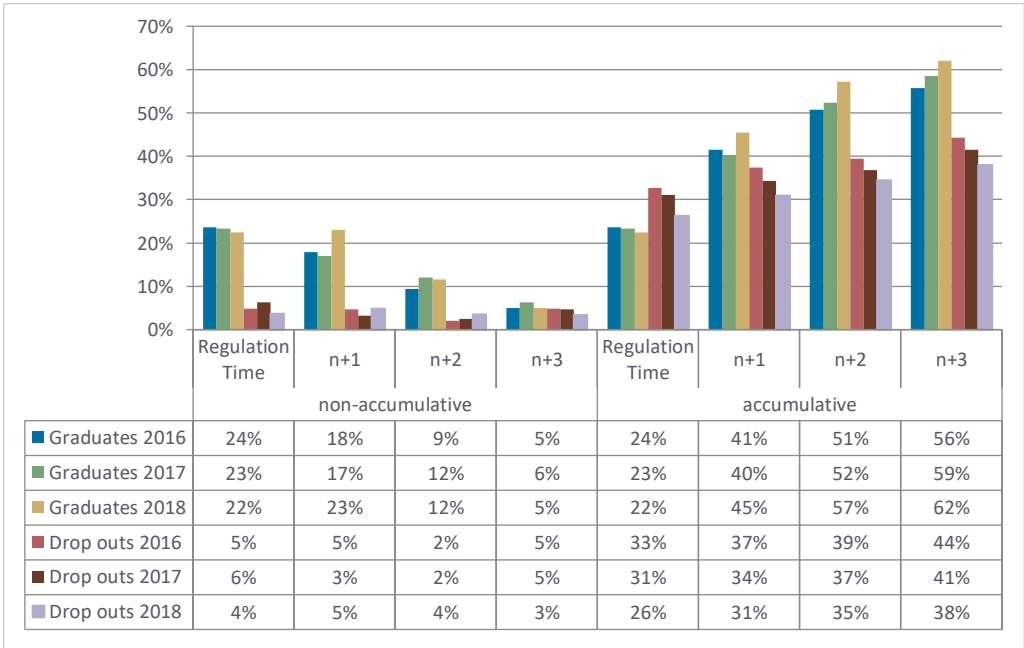
**Figure 180:** Throughput within regulation time up to n+2 years for 360-credit diplomas, 3-year degrees, 4-year degrees and weighted national rate with first enrolment in 2018 (excluding UNISA)



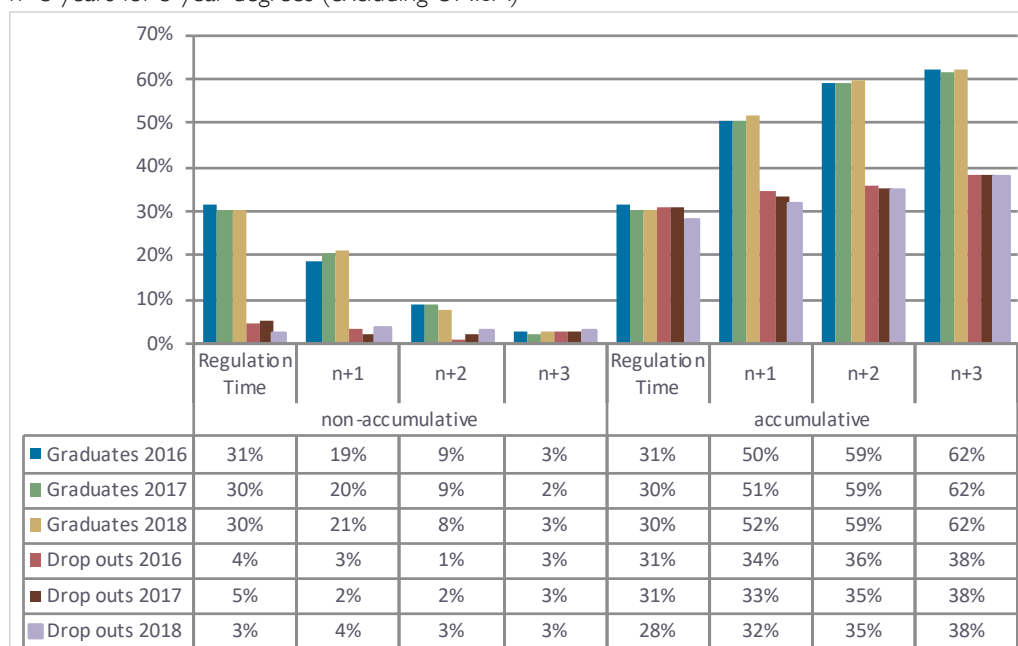
**Figure 181:** Accumulative throughput comparison of 2016, 2017 and 2018 cohorts finishing within regulation time up to n+2 years for 3-year diplomas, 3-year degrees, 4-year degrees and weighted national rate (excluding UNISA)



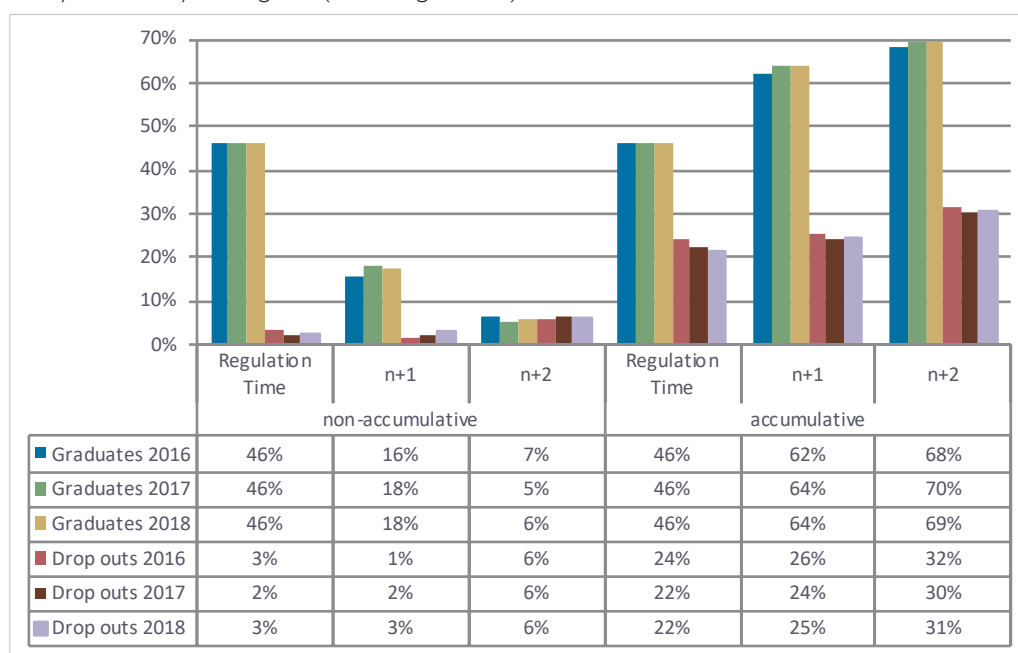
**Figure 182:** Throughput comparison of 2016, 2017 and 2018 cohorts from regulation time up to n+3 years for 360-credit diplomas (excluding UNISA)



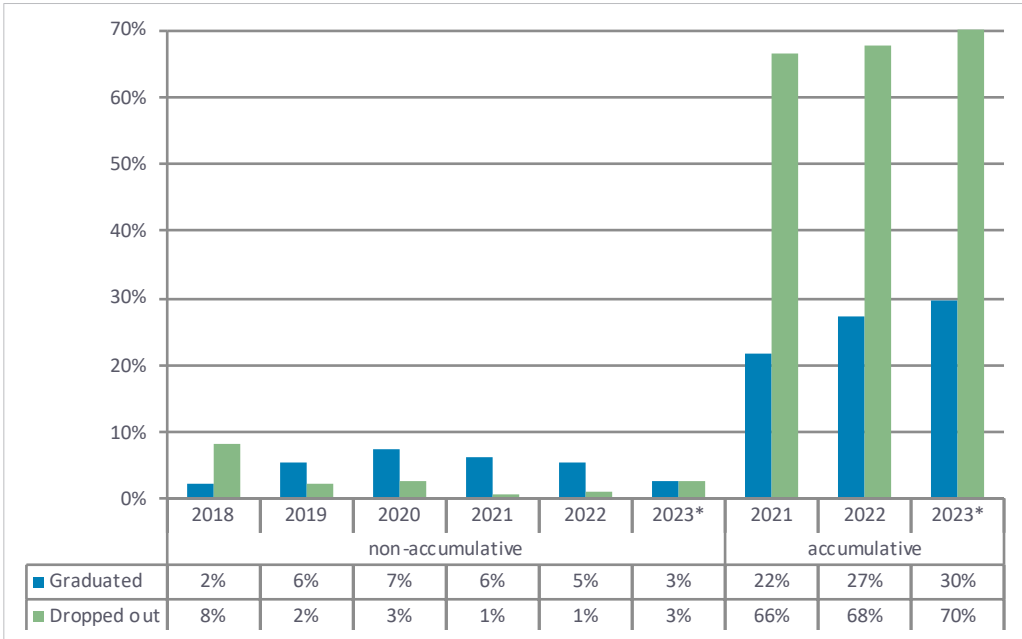
**Figure 183:**Throughput comparison of 2016, 2017 and 2018 cohorts from regulation time up to n+3 years for 3-year degrees (excluding UNISA)



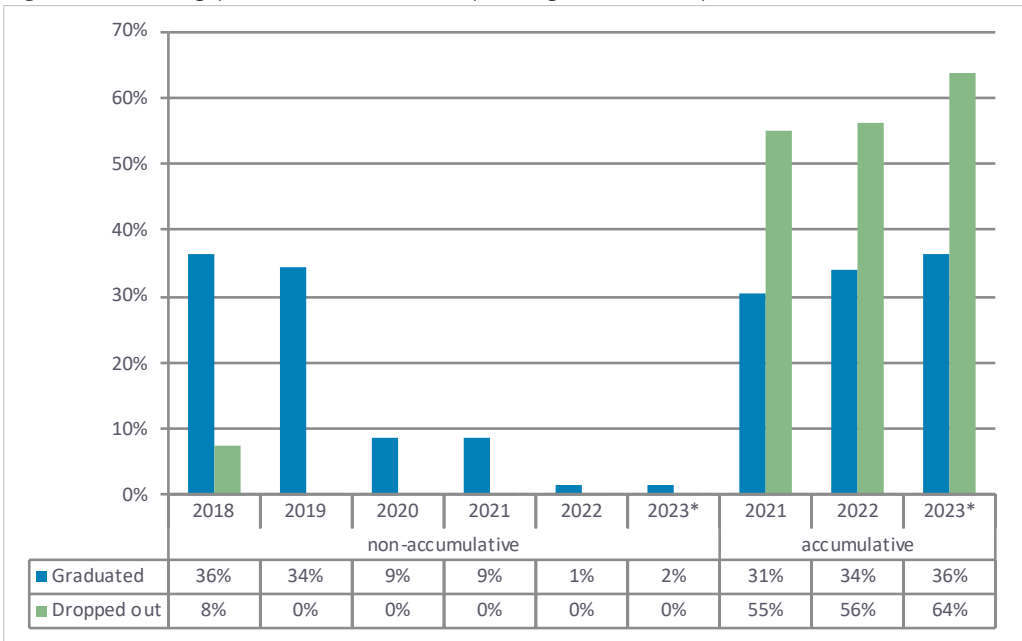
**Figure 184:**Throughput comparison of 2016, 2017 and 2018 cohorts from regulation time up to n+2 years for 4-year degrees (excluding UNISA)



**Figure 185:** Throughput rates at UNISA for 360-credit diplomas with first year of enrolment in 2016

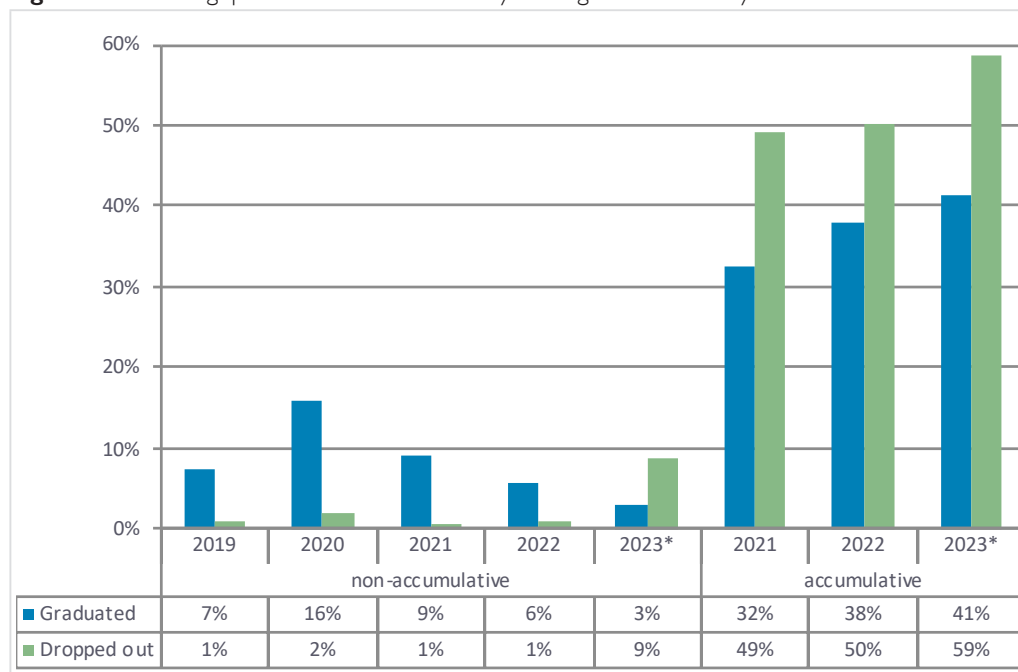


**Figure 186:** Throughput rates at UNISA for 3-year degrees with first year of enrolment in 2016

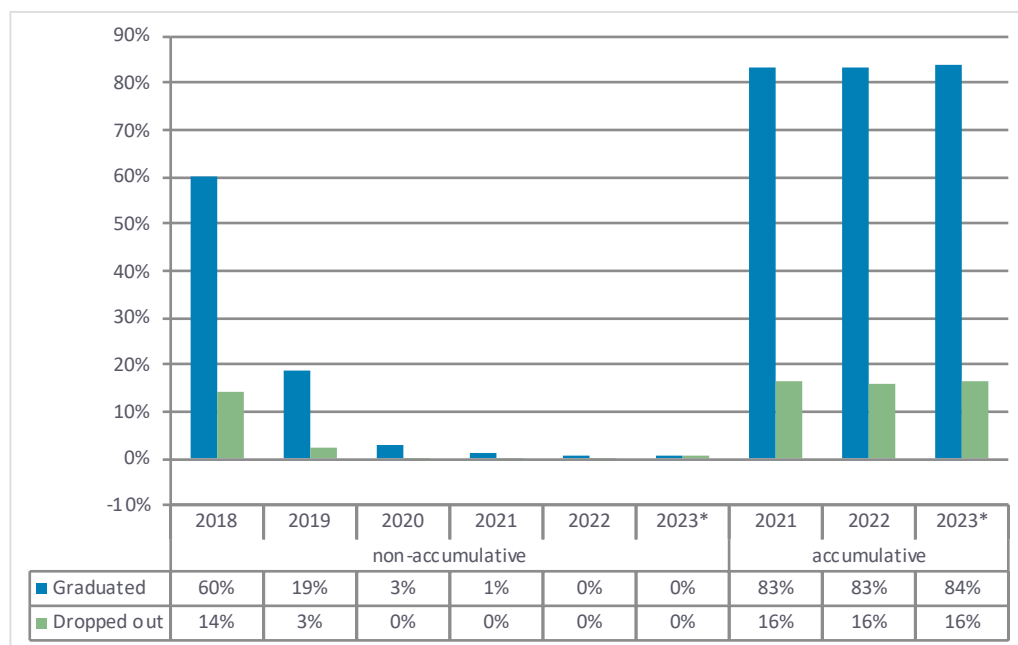


\* There may be potential graduates remaining in the system after 2023.

\*\* 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.

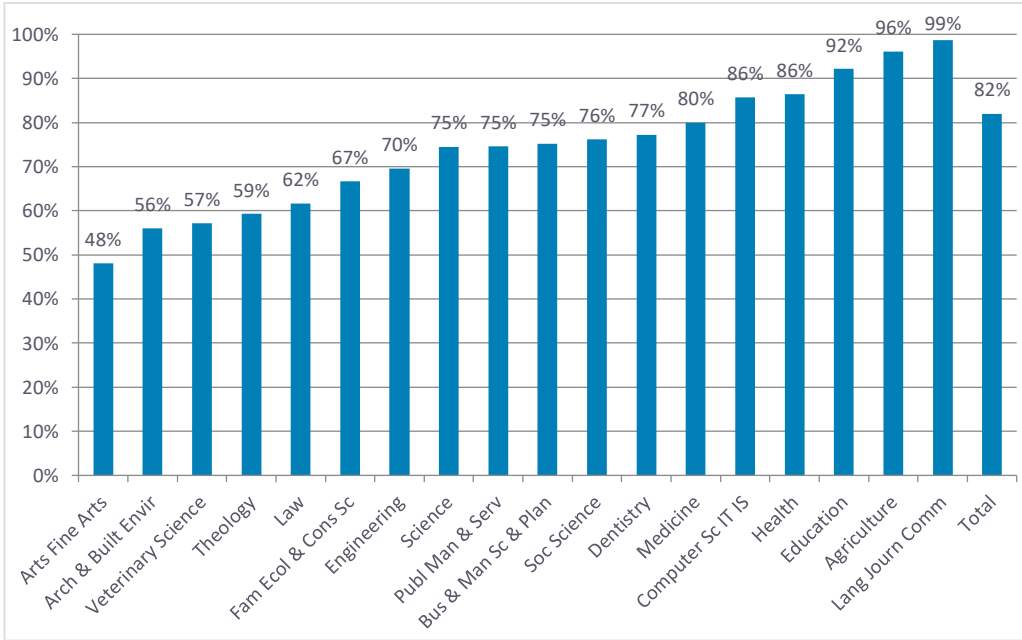
**Figure 187:** Throughput rates at UNISA for 4-year degrees with first year of enrolment in 2016

## POSTGRADUATES

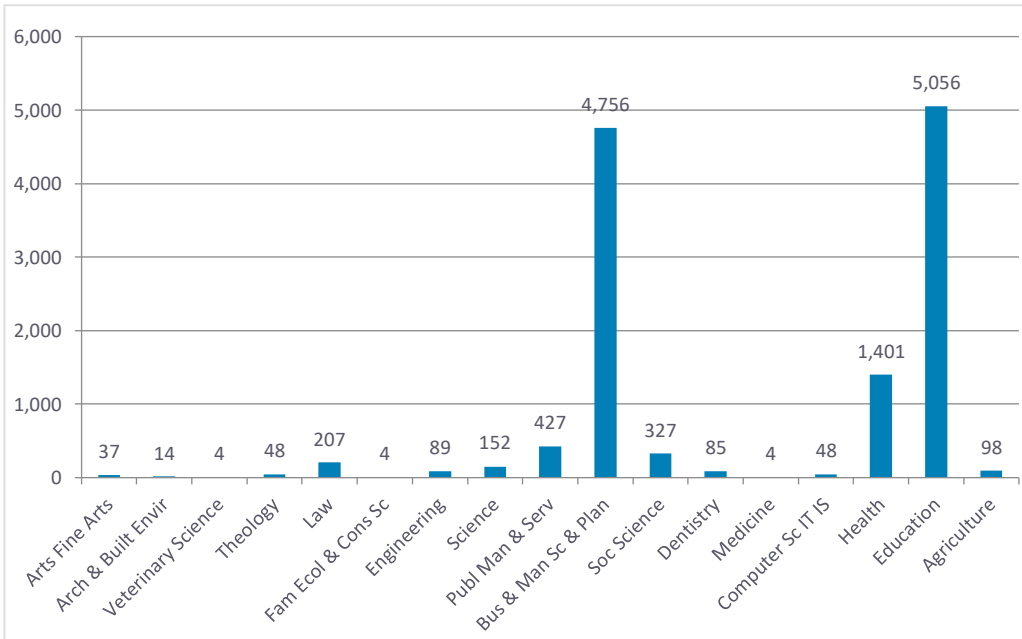
**Figure 188:** Throughput rates for postgraduate diplomas or certificates with first year of enrolment in 2018 (excluding UNISA)

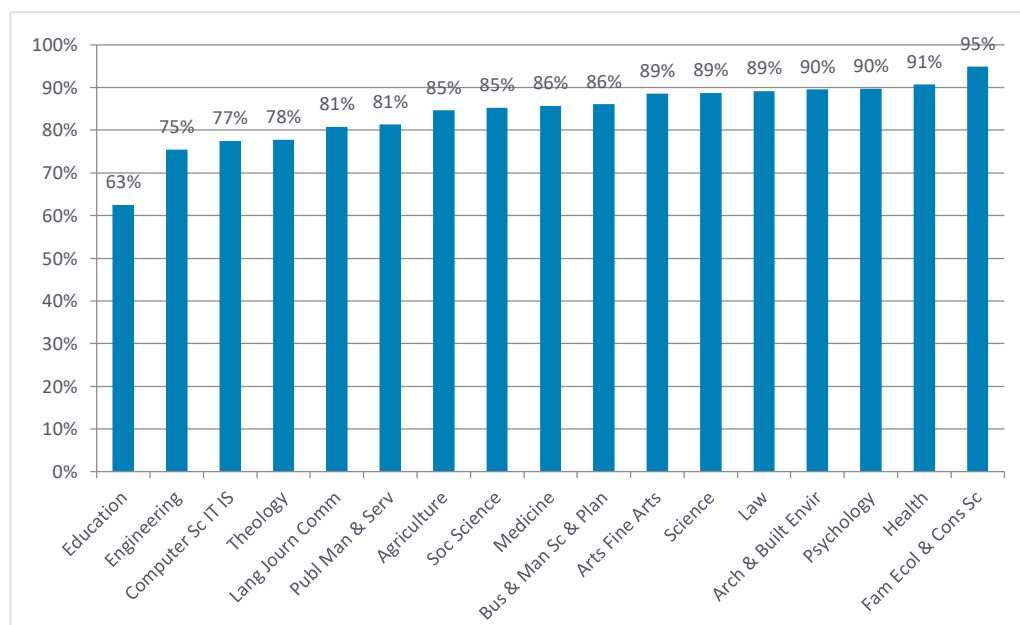
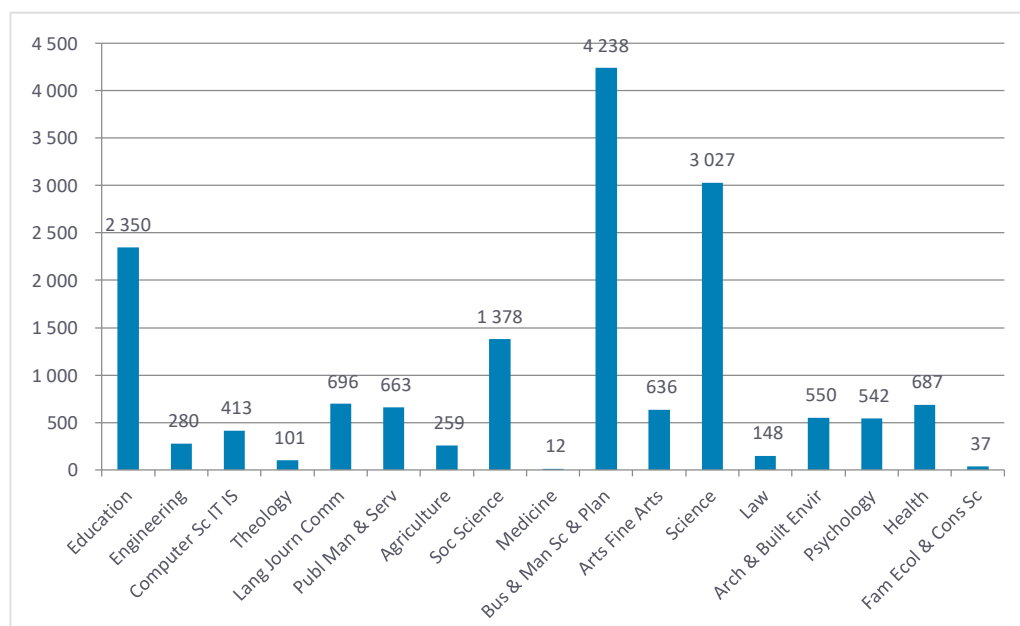
\* There may be potential graduates remaining in the system after 2023.

**Figure 189:** Percentage of the 2018 cohort doing postgraduate diplomas or certificates that graduated in 3 years or by 2020 (excluding UNISA)



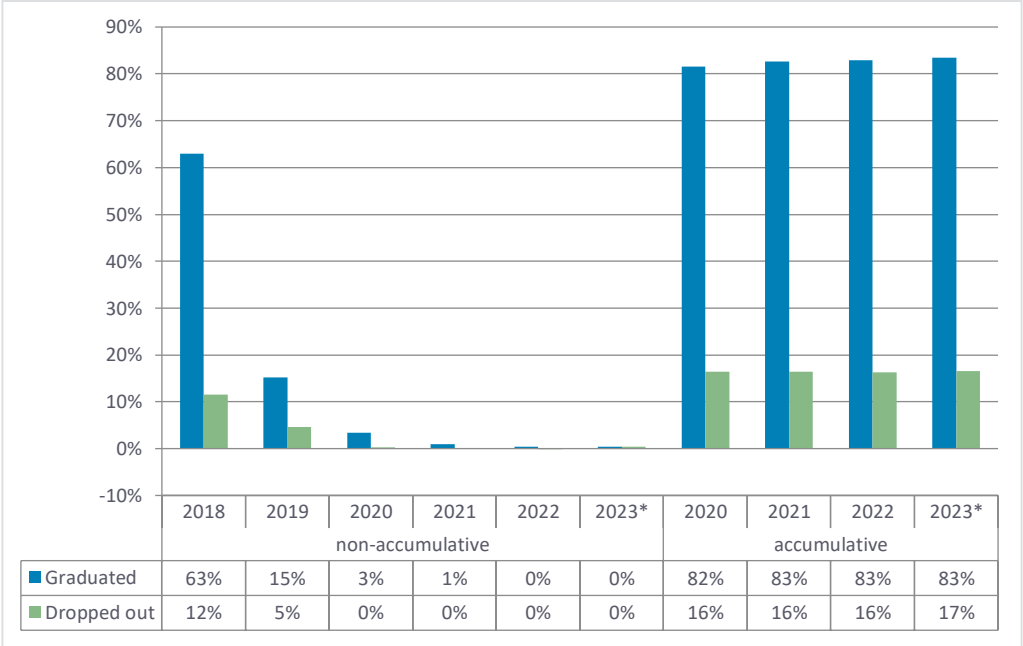
**Figure 190:** Headcount of the 2018 cohort doing postgraduate diplomas or certificates that graduated in 3 years or by 2020 (excluding UNISA)



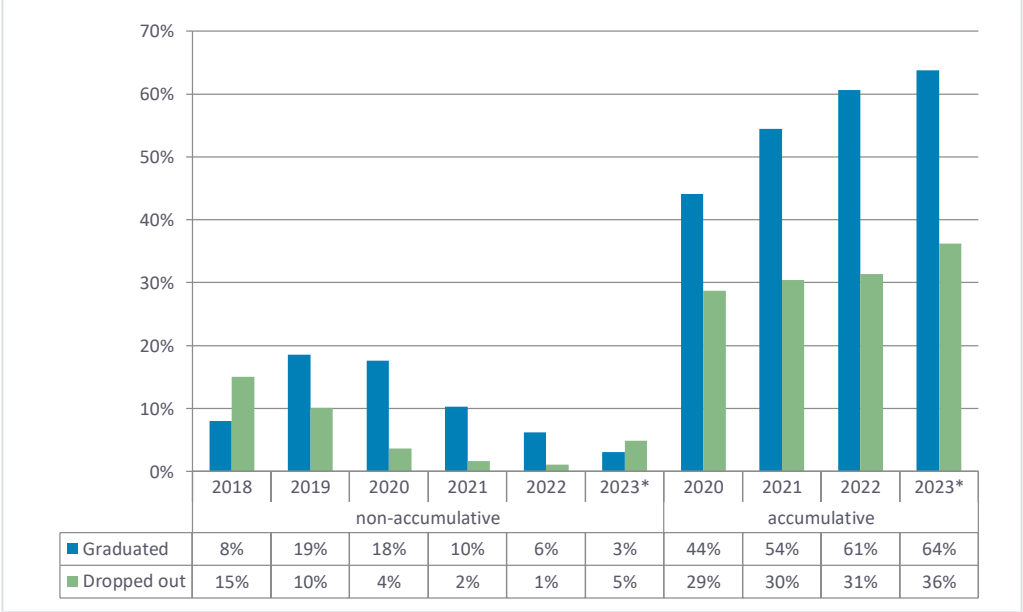
**Figure 191:** Percentage of the 2018 cohort doing Honours that graduated in 3 years or by 2020**Figure 192:** Headcount of the 2018 cohort doing Honours that graduated in 3 years or by 2020



**Figure 193:** Throughput rates for Honours with first year of enrolment in 2018 (excluding UNISA)

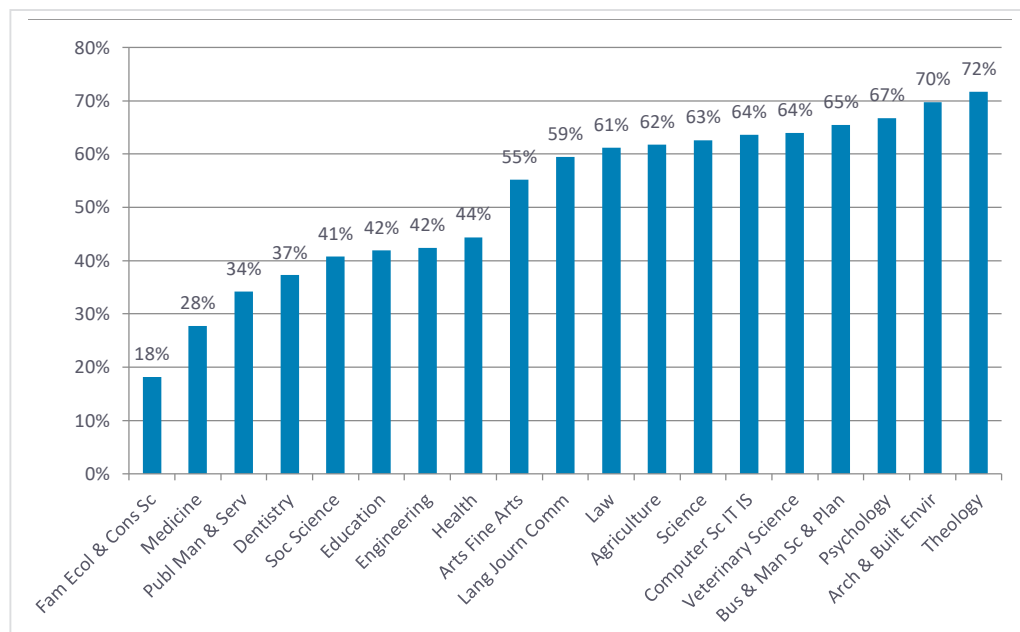


**Figure 194:** Throughput rates for coursework master's with first year of enrolment in 2018 (excluding UNISA)

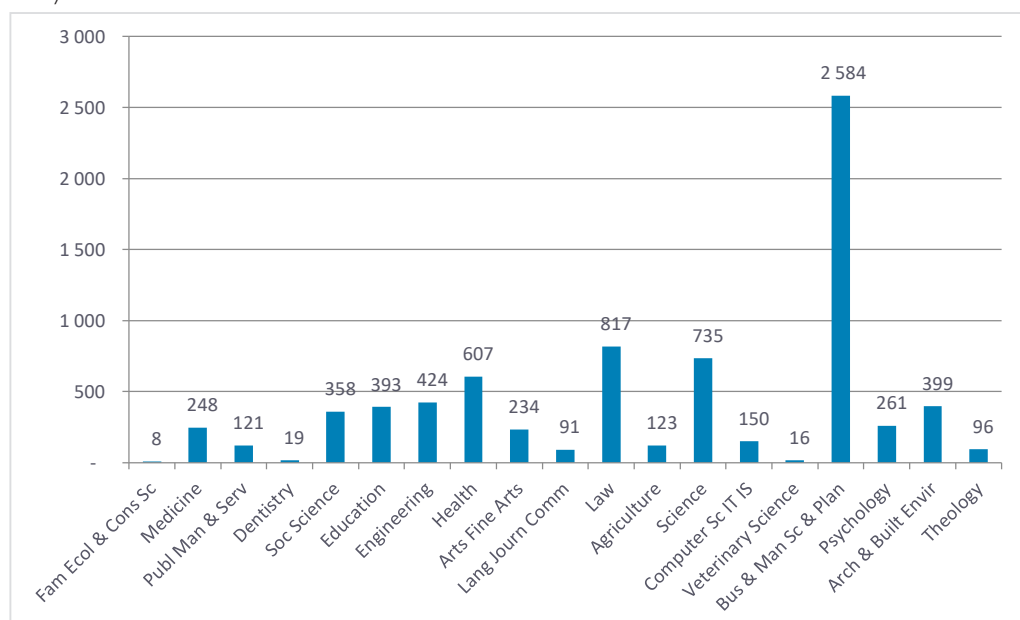


\* There may be potential graduates remaining in the system after 2023.

**Figure 195:** Percentage of the 2018 cohort doing coursework Master's that graduated in 4 years or by 2021



**Figure 196:** Headcount of the 2018 cohort doing coursework Master's that graduated in 4 years or by 2021



# APPENDIX I:

## 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)  
Sol Plaatjie University (SPU)  
University of Johannesburg (UJ)  
University of South Africa (UNISA)  
University of Venda (UV)  
University of Zululand (UZ)  
Walter Sisulu University (WSU)  
Sefako Makgatho Health Sciences University (SMU)  
University of Mpumalanga (UMP)

### 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 Master's 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, which is a 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.

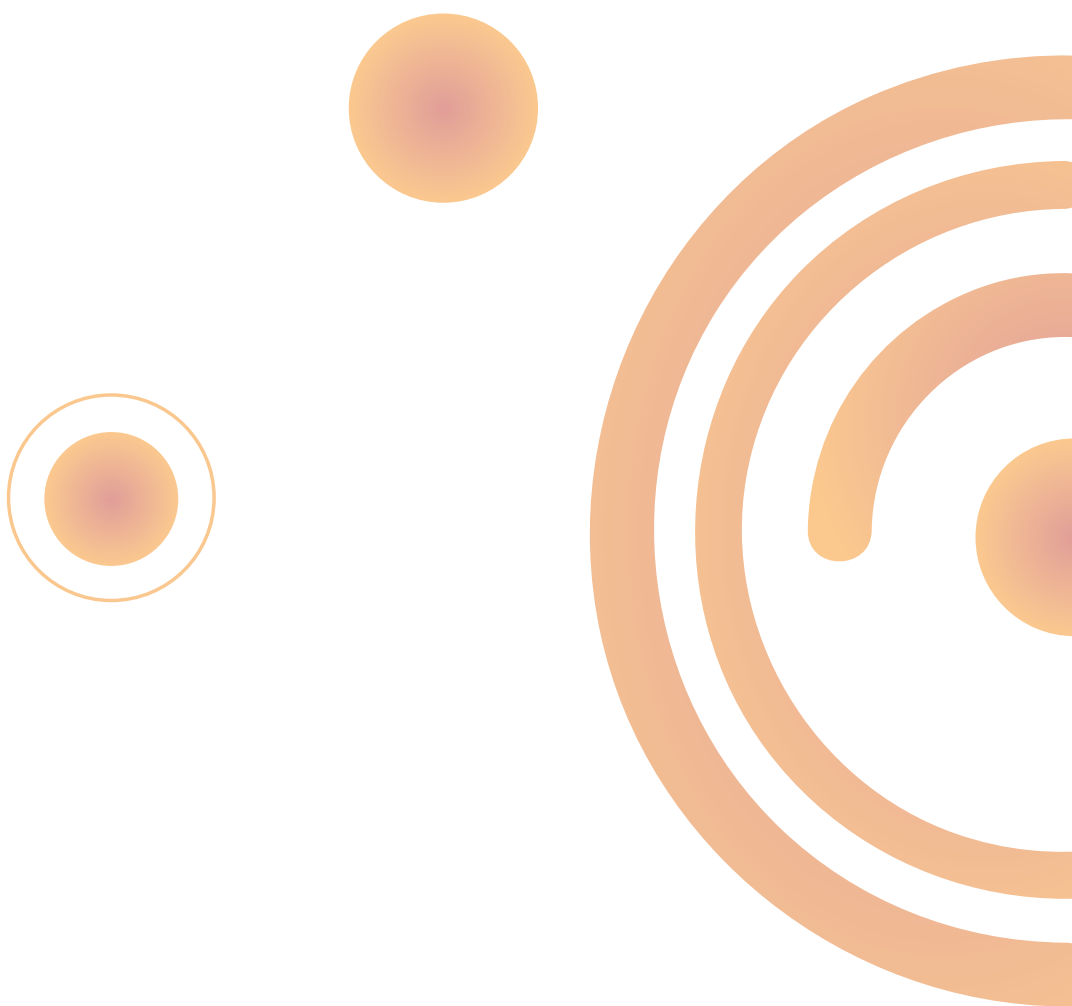
In both analyses, students who discontinued their studies during the period of analysis and then returned (stop-outs) were discounted against the number of dropouts in the year that they returned. This accounts for the negative dropout numbers shown in some graphs. They were counted as successful if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

## TABLE OF FIGURES

|            |                                                                                   |    |
|------------|-----------------------------------------------------------------------------------|----|
| Figure 1:  | Public universities headcount enrolments by entrance category                     | 10 |
| Figure 2:  | Public universities headcount enrolment entrance categories by race               | 10 |
| Figure 3:  | Public universities headcount enrolment entrance categories by gender             | 11 |
| Figure 4:  | Public universities headcount enrolment entrance categories by age group          | 11 |
| Figure 5:  | Public universities headcount enrolment entrance categories by mode of delivery   | 12 |
| Figure 6:  | Public universities headcount enrolment entrance categories by CESM               | 12 |
| Figure 7:  | Public universities headcount enrolment entrance categories by field of study     | 13 |
| Figure 8:  | Public universities headcount enrolment entrance categories by institutional type | 14 |
| Figure 9:  | Universities of Technology headcount enrolment entrance categories                | 14 |
| Figure 10: | Comprehensive universities headcount enrolment entrance categories                | 15 |
| Figure 11: | Traditional universities headcount enrolment entrance categories                  | 16 |
| Figure 12: | Headcount enrolments at public universities by race                               | 17 |
| Figure 13: | Headcount enrolments in the higher education sector by race                       | 17 |
| Figure 14: | Headcount enrolments at public universities by gender                             | 18 |
| Figure 15: | Headcount enrolments in the higher education sector by gender                     | 18 |
| Figure 16: | Headcount graduates at public universities by race                                | 19 |
| Figure 17: | Headcount graduates in the higher education sector by race                        | 19 |
| Figure 18: | Headcount graduates at public universities by gender                              | 20 |
| Figure 19: | Headcount graduates in the higher education sector by gender                      | 20 |
| Figure 20: | Public HE demographics compared to population demographics.                       | 21 |
| Figure 21: | Higher education demographics compared to population demographics                 | 21 |
| Figure 22: | Public HE gender compared to population gender                                    | 22 |
| Figure 23: | Higher education gender compared to population gender                             | 22 |
| Figure 24: | Higher education participation rates (GER) by race                                | 23 |
| Figure 25: | Higher education participation rates (GER) by gender                              | 23 |
| Figure 26: | Public HE headcount enrolments by age group                                       | 24 |
| Figure 27: | Public HE headcount graduates by age group                                        | 24 |
| Figure 28: | Public universities headcount enrolments of all non-South African students        | 25 |
| Figure 29: | Higher education enrolments of all non-South African students                     | 25 |
| Figure 30: | Public universities headcount graduates of all non-South African students         | 26 |
| Figure 31: | Public universities headcount enrolments by mode of delivery                      | 26 |

|            |                                                                                       |    |
|------------|---------------------------------------------------------------------------------------|----|
| Figure 32: | Public universities headcount graduates by mode of delivery                           | 27 |
| Figure 33: | Public universities headcount enrolments by mode of delivery and race                 | 27 |
| Figure 34: | Public universities headcount enrolments by mode of delivery and gender               | 28 |
| Figure 35: | Public universities headcount enrolments by mode of delivery and age grouped          | 28 |
| Figure 36: | Public universities headcount enrolments by age grouped and race                      | 29 |
| Figure 37: | Public universities headcount enrolments by age grouped and gender                    | 29 |
| Figure 38: | Public universities headcount enrolments by qualification level*                      | 32 |
| Figure 39: | Higher education enrolments by qualification level                                    | 32 |
| Figure 40: | Public universities headcount graduates by qualification level.                       | 33 |
| Figure 41: | Headcount graduates by qualification level                                            | 33 |
| Figure 42: | Public universities headcount enrolments by qualification type and nationality        | 34 |
| Figure 43: | Headcount enrolments by qualification type and nationality                            | 34 |
| Figure 44: | Public universities headcount International enrolments by qualification type          | 35 |
| Figure 45: | Headcount International enrolments by qualification type and nationality              | 35 |
| Figure 46: | Public universities headcount International graduates by qualification type           | 36 |
| Figure 47: | Headcount International graduates by qualification type and nationality               | 36 |
| Figure 48: | Public universities headcount undergraduate enrolments by qualification type grouping | 37 |
| Figure 49: | Public universities headcount undergraduate graduates by qualification type grouping  | 37 |
| Figure 50: | Public universities headcount enrolments by degree type grouping*                     | 38 |
| Figure 51: | Public universities headcount undergraduate degree enrolments by race                 | 38 |
| Figure 52: | Public universities headcount undergraduate degree enrolments by gender               | 39 |
| Figure 53: | Public universities headcount undergraduate degree qualifications awarded by race.    | 39 |
| Figure 54: | Public universities headcount undergraduate degree qualifications awarded by gender   | 40 |
| Figure 55: | Public universities headcount postgraduate enrolments by race                         | 40 |
| Figure 56: | Public universities headcount postgraduate enrolments by gender                       | 41 |
| Figure 57: | Public universities headcount postgraduate qualifications awarded by race             | 41 |
| Figure 58: | Public universities headcount postgraduate qualifications awarded by gender           | 42 |
| Figure 59: | Public universities headcount postgraduate enrolments by age group                    | 42 |
| Figure 60: | Public universities headcount postgraduate qualification awarded by age group         | 43 |



|            |                                                                                                 |    |
|------------|-------------------------------------------------------------------------------------------------|----|
| Figure 61: | Headcount higher education postgraduate qualification awarded by age group                      | 43 |
| Figure 62: | Public universities headcount enrolments by field of study*                                     | 46 |
| Figure 63: | Public universities headcount enrolments by field of study and mode of delivery                 | 46 |
| Figure 64: | Public universities headcount enrolments by field of study and race                             | 47 |
| Figure 65: | Public universities headcount graduates by field of study.                                      | 47 |
| Figure 66: | Public universities headcount graduates by field of study and race.                             | 48 |
| Figure 67: | Public universities headcount enrolments by field of study and gender                           | 48 |
| Figure 68: | Public universities headcount graduates by field of study and gender                            | 49 |
| Figure 69: | Public universities FTE enrolled by field of study                                              | 49 |
| Figure 70: | Public universities FTE completed by field of study.                                            | 50 |
| Figure 71: | Course success rates by race                                                                    | 50 |
| Figure 72: | Course success rates by gender                                                                  | 51 |
| Figure 73: | Undergraduate and postgraduate course success rate                                              | 51 |
| Figure 74: | Undergraduate and postgraduate course success rate by race                                      | 52 |
| Figure 75: | Undergraduate and postgraduate course success rate by gender                                    | 52 |
| Figure 76: | Undergraduate and postgraduate course success rate by CESM                                      | 53 |
| Figure 77: | Course Success rates by field of study                                                          | 53 |
| Figure 78: | Public universities headcount enrolments by institutional type                                  | 56 |
| Figure 79: | Public universities headcount enrolments by institutional type and race                         | 56 |
| Figure 80: | Public universities headcount enrolments by institutional type by gender                        | 57 |
| Figure 81: | Public universities FTE Enrolled by institutional type by gender                                | 57 |
| Figure 82: | Public universities headcount enrolments by institutional type and qualification level          | 58 |
| Figure 83: | Public universities headcount enrolments by institutional type and undergraduate qualifications | 58 |
| Figure 84: | Public universities headcount enrolments by institutional type and postgraduate qualifications  | 59 |
| Figure 85: | Public universities headcount graduates by institutional type                                   | 59 |
| Figure 86: | Public universities headcount enrolments at traditional Universities                            | 60 |
| Figure 87: | Public universities headcount enrolments at Universities of Technology                          | 61 |
| Figure 88: | Public universities headcount enrolments at Comprehensive Universities                          | 61 |
| Figure 89: | Public universities headcount vs FTE enrolments at UNISA                                        | 62 |
| Figure 90: | FTE enrolments at Universities of Technology                                                    | 62 |
| Figure 91: | FTE enrolments at traditional Universities                                                      | 63 |
| Figure 92: | FTE enrolments at Comprehensive Universities                                                    | 64 |
| Figure 93: | Headcount permanent vs. temporary staff members                                                 | 66 |

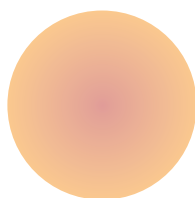
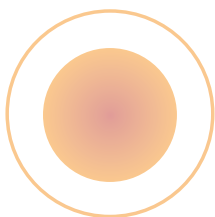
|             |                                                                           |    |
|-------------|---------------------------------------------------------------------------|----|
| Figure 94:  | Proportion of permanent vs. temporary staff members                       | 66 |
| Figure 95:  | Headcount overall staff members by race                                   | 67 |
| Figure 96:  | Headcount overall staff by gender                                         | 67 |
| Figure 97:  | Headcount overall staff members by race and employment status             | 68 |
| Figure 98:  | Headcount overall staff members by gender and employment status           | 68 |
| Figure 99:  | Headcount staff in selected personnel categories by race                  | 69 |
| Figure 100: | Headcount Staff at Universities of Technology                             | 69 |
| Figure 101: | FTE Staff at Universities of Technology                                   | 70 |
| Figure 102: | Headcount vs FTE staff at UNISA                                           | 70 |
| Figure 103: | Headcount staff at traditional Universities                               | 71 |
| Figure 104: | FTE staff at traditional Universities                                     | 72 |
| Figure 105: | Headcount staff at Comprehensive Universities                             | 73 |
| Figure 106: | FTE staff at Comprehensive Universities                                   | 74 |
| Figure 107: | Headcount senior management staff by employment status                    | 75 |
| Figure 108: | Proportion of permanent vs. temporary senior management staff             | 75 |
| Figure 109: | Headcount senior management staff members by race                         | 76 |
| Figure 110: | Headcount senior management staff members by gender                       | 76 |
| Figure 111: | Headcount senior management staff members by race and employment status   | 77 |
| Figure 112: | Headcount senior management staff members by gender and employment status | 77 |
| Figure 113: | Headcount academic staff members by employment status                     | 78 |
| Figure 114: | Proportion of permanent vs. temporary academic staff members              | 78 |
| Figure 115: | Headcount academic staff members by race                                  | 79 |
| Figure 116: | Headcount academic staff members by gender                                | 79 |
| Figure 117: | Headcount academic staff members by race and employment status            | 80 |
| Figure 118: | Headcount academic staff members by gender and employment status          | 80 |
| Figure 119: | Headcount academic staff by race and qualification level                  | 81 |
| Figure 120: | Headcount academic staff by gender and qualification level                | 81 |
| Figure 121: | Headcount permanent academic staff by race and qualification level        | 82 |
| Figure 122: | Headcount permanent academic staff by gender and qualification level      | 82 |
| Figure 123: | Headcount academic staff rank                                             | 83 |
| Figure 124: | Headcount permanent academic staff rank                                   | 83 |
| Figure 125: | Headcount academic staff rank by gender                                   | 84 |
| Figure 126: | Headcount academic staff members by age grouping                          | 84 |
| Figure 127: | Headcount permanent academic staff members by age grouping                | 85 |
| Figure 128: | FTE academic staff members by field of study                              | 85 |
| Figure 129: | Headcount administrative staff members by employment status               | 86 |

|                                                                                                                                          |     |
|------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Figure 130: Proportion of permanent vs. temporary administrative staff members                                                           | 86  |
| Figure 131: Headcount administrative staff members by race                                                                               | 87  |
| Figure 132: Headcount administrative staff members by gender                                                                             | 87  |
| Figure 133: Headcount administrative staff members by race and employment status                                                         | 88  |
| Figure 134: Headcount administrative staff members by gender and employment status                                                       | 88  |
| Figure 135: Headcount administrative staff members by qualification type and employment status                                           | 89  |
| Figure 136: Headcount service staff members by employment status                                                                         | 89  |
| Figure 137: Proportion of permanent vs. temporary service staff members                                                                  | 90  |
| Figure 138: Headcount service staff members by race                                                                                      | 90  |
| Figure 139: Headcount service staff members by gender                                                                                    | 91  |
| Figure 140: Headcount service staff members by race and employment status                                                                | 91  |
| Figure 141: Headcount service staff members by gender and employment status                                                              | 92  |
| Figure 142: FTE Student: Staff ratio                                                                                                     | 92  |
| Figure 143: Headcount Student: Staff ratio for permanent and temporary academic staff together and permanent academic staff only         | 93  |
| Figure 144: FTE Student: Staff ratio by field of study                                                                                   | 93  |
| Figure 145: Throughput rates for 360-credit diplomas with first year of enrolment in 2018 (excluding UNISA) - accumulative               | 96  |
| Figure 146: Throughput rates by race for 360-credit diplomas with first year of enrolment in 2018 (excluding UNISA) - non-accumulative   | 96  |
| Figure 147: Throughput rates by race for 360-credit diplomas with first year of enrolment in 2018 (excluding UNISA) – accumulative       | 97  |
| Figure 148: Throughput rates by gender for 360-credit diplomas with first year of enrolment in 2018 (excluding UNISA) – non-accumulative | 97  |
| Figure 149: Throughput rates for 3-year degrees with first year of enrolment in 2018 (excluding UNISA) - accumulative                    | 98  |
| Figure 150: Throughput rates by race for 3-year degrees with first year of enrolment in 2018 (excluding UNISA) - accumulative            | 98  |
| Figure 151: Throughput rates by race for 3-year degrees with first year of enrolment in 2018 (excluding UNISA) – non-accumulative        | 99  |
| Figure 152: Throughput rates by gender for 3-year degrees with first year of enrolment in 2018 (excluding UNISA) – accumulative          | 99  |
| Figure 153: Throughput rates for 4-year degrees with first year of enrolment in 2018 (excluding UNISA)                                   | 100 |
| Figure 154: Throughput rates by race for 4-year degrees with first year of enrolment in 2018 (excluding UNISA) - non-accumulative        | 100 |

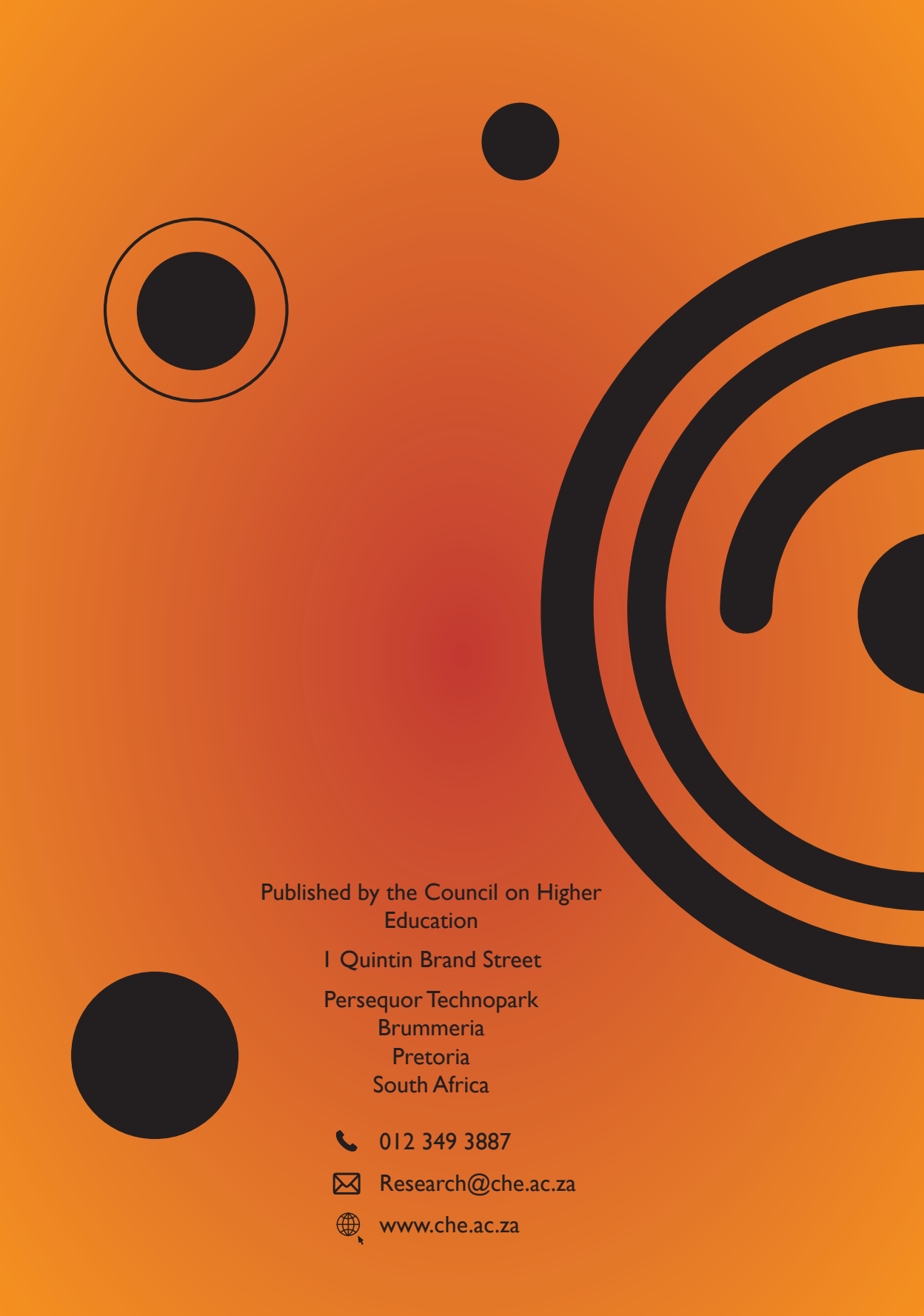
|                                                                                                                                                                              |     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Figure 155: Throughput rates by race for 4-year degrees with first year of enrolment in 2018 (excluding UNISA) – accumulative                                                | 101 |
| Figure 156: Throughput rates by gender for 4-year degrees with first year of enrolment in 2018 (excluding UNISA) – accumulative                                              | 101 |
| Figure 157: Percentage of the 2018 cohort doing 360-credit diplomas that graduated in 6 years or by 2023**                                                                   | 102 |
| Figure 158: Headcount of the 2018 cohort doing 360-credit diplomas that graduated in 6 years or by 2023                                                                      | 102 |
| Figure 159: Throughput rates for 360-credit diplomas (Business & Management Sciences) with first year of enrolment in 2018 (excluding UNISA)                                 | 103 |
| Figure 160: Throughput rates for 360-credit diplomas (Public Management & Services) with first year of enrolment in 2018 (excluding UNISA)                                   | 103 |
| Figure 161: Throughput rates for 360-credit diplomas (Computer Science, Information Technology & Information Systems) with first year of enrolment in 2018 (excluding UNISA) | 104 |
| Figure 162: Throughput rates for 360-credit diplomas (Language, Journalism & Communication) with first year of enrolment in 2018 (excluding UNISA)                           | 104 |
| Figure 163: Throughput rates for 360-credit diplomas (Engineering) with first year of enrolment in 2018 (excluding UNISA)                                                    | 105 |
| Figure 164: Throughput rates for 360-credit diplomas (Science) with first year of enrolment in 2018 (excluding UNISA)                                                        | 105 |
| Figure 165: Percentage of the 2018 cohort doing a 3-year degree that graduated in 6 years or by 2023                                                                         | 106 |
| Figure 166: Headcount of the 2018 cohort doing a 3-year degree that graduated in 6 years or by 2023                                                                          | 106 |
| Figure 167: Throughput rates for 3-year degrees (Business & Management Sciences) with first year of enrolment in 2018 (excluding UNISA)                                      | 107 |
| Figure 168: Throughput rates for 3-year degrees (Science) with first year of enrolment in 2018 (excluding UNISA)                                                             | 107 |
| Figure 169: Throughput rates for 3-year degrees (Social Science) with first year of enrolment in 2018 (excluding UNISA)                                                      | 108 |
| Figure 170: Throughput rates for 3-year degrees (Arts and Fine Arts) with first year of enrolment in 2018 (excluding UNISA)                                                  | 108 |
| Figure 171: Throughput rates for 3-year degrees (Language, Journalism & Communication) with first year of enrolment in 2018 (excluding UNISA)                                | 109 |
| Figure 172: Percentage of the 2018 cohort doing 4-year degrees that graduated in 6 years or by 2023                                                                          | 109 |

|                                                                                                                                                                                                                                 |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Figure 173: Headcount of the 2018 cohort doing 4-year degrees that graduated in 6 years or by 2023                                                                                                                              | 110 |
| Figure 174: Throughput rates for 4-year degrees (Education) with first year of enrolment in 2018 (excluding UNISA)                                                                                                              | 110 |
| Figure 175: Throughput rates for 4-year degrees (Health) with first year of enrolment in 2018 (excluding UNISA)                                                                                                                 | 111 |
| Figure 176: Throughput rates for 4-year degrees (Engineering) with first year of enrolment in 2018 (excluding UNISA)                                                                                                            | 111 |
| Figure 177: Throughput rates for 4-year degrees (Law) with first year of enrolment in 2018 (excluding UNISA)                                                                                                                    | 112 |
| Figure 178: Throughput rates for 4-year degrees (Social Science) with first year of enrolment in 2018 (excluding UNISA)                                                                                                         | 112 |
| Figure 179: Throughput rates for 4-year degrees (Agriculture) with first year of enrolment in 2018 (excluding UNISA)                                                                                                            | 113 |
| 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 2018 (excluding UNISA)                                 | 113 |
| Figure 181: Accumulative throughput comparison of 2016, 2017 and 2018 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) | 114 |
| Figure 182: Throughput comparison of 2016, 2017 and 2018 cohorts from regulation time up to n+3 years for 360-credit diplomas (excluding UNISA)                                                                                 | 114 |
| Figure 183: Throughput comparison of 2016, 2017 and 2018 cohorts from regulation time up to n+3 years for 3-year degrees (excluding UNISA)                                                                                      | 115 |
| Figure 184: Throughput comparison of 2016, 2017 and 2018 cohorts from regulation time up to n+2 years for 4-year degrees (excluding UNISA)                                                                                      | 115 |
| Figure 185: Throughput rates at UNISA for 360-credit diplomas with first year of enrolment in 2016                                                                                                                              | 116 |
| Figure 186: Throughput rates at UNISA for 3-year degrees with first year of enrolment in 2016                                                                                                                                   | 116 |
| Figure 187: Throughput rates at UNISA for 4-year degrees with first year of enrolment in 2016                                                                                                                                   | 117 |
| Figure 188: Throughput rates for postgraduate diplomas or certificates with first year of enrolment in 2018 (excluding UNISA)                                                                                                   | 117 |
| Figure 189: Percentage of the 2018 cohort doing postgraduate diplomas or certificates that graduated in 3 years or by 2020 (excluding UNISA)                                                                                    | 118 |
| Figure 190: Headcount of the 2018 cohort doing postgraduate diplomas or certificates that graduated in 3 years or by 2020 (excluding UNISA)                                                                                     | 118 |

|                                                                                                             |     |
|-------------------------------------------------------------------------------------------------------------|-----|
| Figure 191: Percentage of the 2018 cohort doing Honours that graduated in 3 years or by 2020                | 119 |
| Figure 192: Headcount of the 2018 cohort doing Honours that graduated in 3 years or by 2020                 | 119 |
| Figure 193: Throughput rates for Honours with first year of enrolment in 2018 (excluding UNISA)             | 120 |
| Figure 194: Throughput rates for coursework Master's with first year of enrolment in 2018 (excluding UNISA) | 120 |
| Figure 195: Percentage of the 2018 cohort doing coursework Master's that graduated in 4 years or by 2021    | 121 |
| Figure 196: Headcount of the 2018 cohort doing coursework Master's that graduated in 4 years or by 2021     | 121 |



## This image shows a full page of blank handwriting practice paper. It features 20 evenly spaced horizontal red lines across the entire page, providing a guide for letter height and placement. The background is plain white, and there are no margins or additional markings.



Published by the Council on Higher  
Education

1 Quintin Brand Street  
Persequor Technopark  
Brummeria  
Pretoria  
South Africa

 012 349 3887

 [Research@che.ac.za](mailto:Research@che.ac.za)

 [www.che.ac.za](http://www.che.ac.za)