STRATEGIC PLAN
2020–2025

higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NDP
2030

STRATEGIC PLAN
2020–2025

Department of Higher Education and Training

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CONTENTS

ACRONYMS

Acronym	Definition
4IR	Fourth Industrial Revolution
ABET	Adult Basic Education and Training
BRICS	Brazil, Russian, India,China and South Africa
CAS	Central Application Service
CET	Community Education and Training
CHE	Council on Higher Education
CoS	Centres of Specialisation
DBE	Department of Basic Education
DEL	Department of Employment and Labour
DHET	Department of Higher Education and Training
DSI	Department of Science and Innovation
DUT	Durban University of Technology
ESSA	Employment Services South Africa
FET	Further Education and Training
GENFETQA	General and Further Education and Training Quality Assurance
GER	Gross Enrolment Ratio
GETC	General Education and Training Certificate
GPI	Gender Parity Index
HDI	Historically Disadvantaged Institutions
HDI-DP	Historically Disadvantaged Institutions Development Programme
HE	Higher Education
HEAIDS	Higher Education and Training HIV/AIDS Programme
HEI	Higher Education Institution

Acronym	Definition
HEMIS	Higher Education Management Information System
HRDC	Human Resource Development Council
ICASS	Internal Continuous Assessment
ICT	Information and Communication Technology
IEG	Infrastructure and Efficiency Grant
IEP	Imbali Education Precinct
IIDSP-PSET	Integrated Infrastructure Development Support Programme for Post-School Education and Training
INDLELA	Institute for the National Development of Learnerships, Employment Skills and Labour Assessments
IT	Information Technology
M&E	Monitoring and Evaluation
MIF	Macro Infrastructure Framework
MIS	Management Information System
MTEF	Medium-Term Expenditure Framework
MTSF	Medium-Term Strategic Framework
NATED	National Accredited Technical Education Diploma
NCAP	National Career Advice Portal
NC(V)	National Certificate (Vocational)
NDP	National Development Plan
NEET	Not in Employment, Education and Training
nGAP	New Generation of Academics Programme
NOLS	National Open Learning System
NPPSET	National Plan for Post-School Education and Training

Acronym	Definition
NQF	National Qualifications Framework
NSA	National Skills Authority
NSDP	National Skills Development Plan
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
PALC	Public Adult Learning Centre
PHEI	Private Higher Education Institution
PSET	Post-School Education and Training
PLP	Pre-vocational Learning Programme
QCTO	Qualification Council for Trades and Occupations
SAIVCET	South African Institute for Vocational Continuing Education and Training
SAQA	South African Qualifications Authority
SCM	Supply Chain Management
SDA	Skills Development Act
SDL	Skills Development Levy
SET	Science, Engineering and Technology
SETA	Sector Education and Training Authority
SHIP	Student Housing Infrastructure Programme
SITA	State Information Technology Agency
SSAUF	Staffing South Africa's Universities Framework
TVET	Technical and Vocational Education and Training
WBL	Workplace-based Learning
WPPSET	White Paper for Post-school Education and Training

FOREWORD BY THE MINISTER

Dr BE Nzimande,
Member of Parliament

Executive Authority of Higher Education, Science and Technology

This Strategic Plan builds on the efforts undertaken by the South African government to build and strengthen the post-school education and training (PSET) system since the advent of democracy in the Republic of South Africa. It is the implementation plan for the 2019–2024 Medium-Term Strategic Framework (MTSF). It is also the Department's first Strategic Plan since the Ministry was reconfigured into the Ministry of Higher Education, Science and Technology.

Our vision is to have an integrated, coordinated and articulated PSET system for improved economic participation and the social development of youth and adults. As the White Paper for Post-School Education and Training, 2014, points out, the PSET system is an important institutional mechanism that must be responsive to the needs of society. We have to have a socially inclusive PSET system that cuts across state boundaries, as well as racial, ethnic, gender, disability, class and socio-economic status, and national and religious identities to achieve a united human race based on human dignity.

If the 2030 targets are to be met, every institution across the entire PSET system will need to improve the quality of its provision to all students.

It will be wasteful and negligent to permit quality to lag while access expands. The quality of teaching and learning, research, management and governance, staff, quality assurance and infrastructure needs to be improved to improve the quality of PSET provision.

The Ministry of Higher Education, Science and Technology is among the leading ministries for the 2019–2024 MTSF Priority 2: Education, Skills and Health, and we have identified the following medium-term outcomes:

- Expanded access to PSET opportunities
- Improved success and efficiency of the PSET system
- Improved quality of PSET provisioning
- A responsive PSET system
- Excellent business operations within the Department of Higher Education and Training (DHET)

The DHET is striving to create a South Africa that can provide decent opportunities for youth and adults through education and skills development initiatives. For this reason, the Department will, among other initiatives, implement a new Sector Education and Training Authority (SETA) landscape from 1 April 2020 to 31 March 2030, with a view to strengthening, realigning and repurposing the SETA system. We are continuing to partner with stakeholders, including business and state-owned enterprises, to expose learners to making informed career decisions and train as artisans. This will ensure that the country will have competent and quality artisans by 2030.

The establishment and operationalisation of centres of specialisation (CoS) in Technical and Vocational Education and Training (TVET) colleges is a critical project for which the Department continues to engage employers to work with young people as apprentices. The project aims to provide fully qualified artisans for a range of sectors in the economy, including high-technology manufacturing, the creative industries, computer software and aerospace engineering.

As a country, we need to improve the continued crisis of gender-based violence that is tearing our society apart. The Department will be guided by the Policy Framework to address gender-based violence in our institutions, which will be introduced soon. As we implement the policy, we will undertake various initiatives. These will include capacity building for lecturers and other staff at universities and colleges, training of peer counselors and students, screening for

issues of mental health and gender-based violence, and undertaking advocacy, awareness and education campaigns on the Policy Framework. We will be going to all nine provinces and holding workshops with all the PSET institutions in the particular province. This will instill respect for, and the promotion and fulfillment of human rights, as enshrined in the Bill of Rights of the Constitution of the Republic of South Africa.

In support of Vision 2030 of the National Development Plan (NDP), which addresses access to education and training of the highest quality, we seek to finalise and implement the draft Central Application Service (CAS) Bill, 2019, which was published in the Government Gazette, following Cabinet approval on 27 February 2019.

Once established, the CAS will enable the coordination and management of a simple, fair and cost-effective central applications system to provide guidance and study in all public PSET institutions. It will work in tandem with our Career Development Services, Khetha, to ensure that students make informed career decisions when applying for PSET opportunities. It is envisaged that the CAS will be fully operational for public Higher Education Institutions (HEIs) by 2024. The CAS for public TVET college applicants and SETAs will also be fully piloted by 2024. In the interim, the Central Application Clearing House is in place until the legislative process is completed and the CAS is fully operational.

The 2020/21 financial year marks the fifth year of the establishment of Community Education and Training (CET) colleges. This is a sector that has the potential to bring concrete transformation to historically marginalised communities, including out-of-school youth and adults. The Department is drafting a National Register of Programmes for CET Colleges, from which a CET college can choose programmes that respond to regional and community needs.

Our aim is to continue to work with stakeholders to ensure a responsive PSET system, especially in the area of curriculum development and the appropriate use of information and communication technologies (ICTs). Consultations with employers are vitally important to improve workplace learning and mentoring opportunities.

I have established a Ministerial Task Team on the Fourth Industrial Revolution (4IR) that will advise me on research and innovation; on how to equip lecturers and students to prepare for a world of technological advancements; and on how to embrace the affordances of the 4IR in the PSET system.

I am confident that the implementation of this Strategic Plan under the leadership of the Director-General, Mr GF Qonde, will ensure that the commitment to a transformed PSET system is realised.

Dr BE Nzimande, MP
Executive Authority of Higher Education,
Science and Technology

STRATEGIC OVERVIEW BY THE DIRECTOR-GENERAL

Mr GF Qonde

Director-General of the Department of Higher Education and Training

The DHET derives its legislative mandate from the supreme law of the Republic, the Constitution, within the purport of Section 29, which states that:"Everyone has the right (a) to a basic education, including adult basic education, and (b) to further education, which the state, through reasonable measures, must make progressively available and accessible."

In ensuring that we progressively realise this mandate, the Department has recently developed a National Plan for Post-School Education and Training (NPPSET), which is a roadmap for the realisation of the goals of the White Paper. The White Paper is unequivocal about the enormous task at hand in building the PSET system, given the challenges endemic to the system. The main focus in building the system is the expansion of provision to those outside the schooling system, in line with the NDP targets.

For the sixth Administration, government has identified seven priorities – derived from the President's State of the Nation Address in June 2019 – to play a catalytic role in achieving the 2030 NDP targets as follows:

Priority 1: Economic Transformation and Job Creation
Priority 2: Education, Skills and Health
Priority 3: Consolidating the Social Wage through Reliable and Quality Basic Services
Priority 4: Spatial Integration, Human Settlements and Local Government
Priority 5: Social Cohesion and Safe Communities
Priority 6: A Capable, Ethical and Developmental State
Priority 7: A Better Africa and World

The primary focus of the DHET will be on Priority 2, Education, Skills and Health, which is aligned to the NDP pillar: Capabilities of South Africans. The aim is to ensure improved quality provisioning of education and training, while also improving access and the efficiency of the PSET system. It is envisaged that this will lead to higher completion rates and student progression in TVET and CET colleges and universities.

This Strategic Plan clearly spells out the work to be done as we build the PSET system to the level it should be in terms of the quality of provisioning, the success of students and its responsiveness to industry needs.

The implementation of the Staffing South Africa's Universities Framework (SSAUF) will receive continued support, including the New Generation of Academics Programme (nGAP), which recruits new permanent university academics, while at the same time improving staff demographic profiles and addressing the ratio of permanent to temporary staff members. Other programmes in the SSAUF include the Nurturing Emerging Scholars Programme, which will encourage high-achieving postgraduate students to embark on an academic career, the University Staff Doctoral Programme, which will support existing academics to achieve doctoral degrees, the Future Professors Programme, which will contribute to building a black professoriate, and the Higher Education Leadership and Management Programme, which will capacitate leaders and managers for the university system.

The quality of provision, as indicated above, is premised on qualified, experienced and committed staff; informed, caring, focused and reliable student support services; and adequate and available infrastructure.

Improved responsiveness entails developing a better understanding of supply and demand, which, in turn, requires enhanced liaison and engagement with
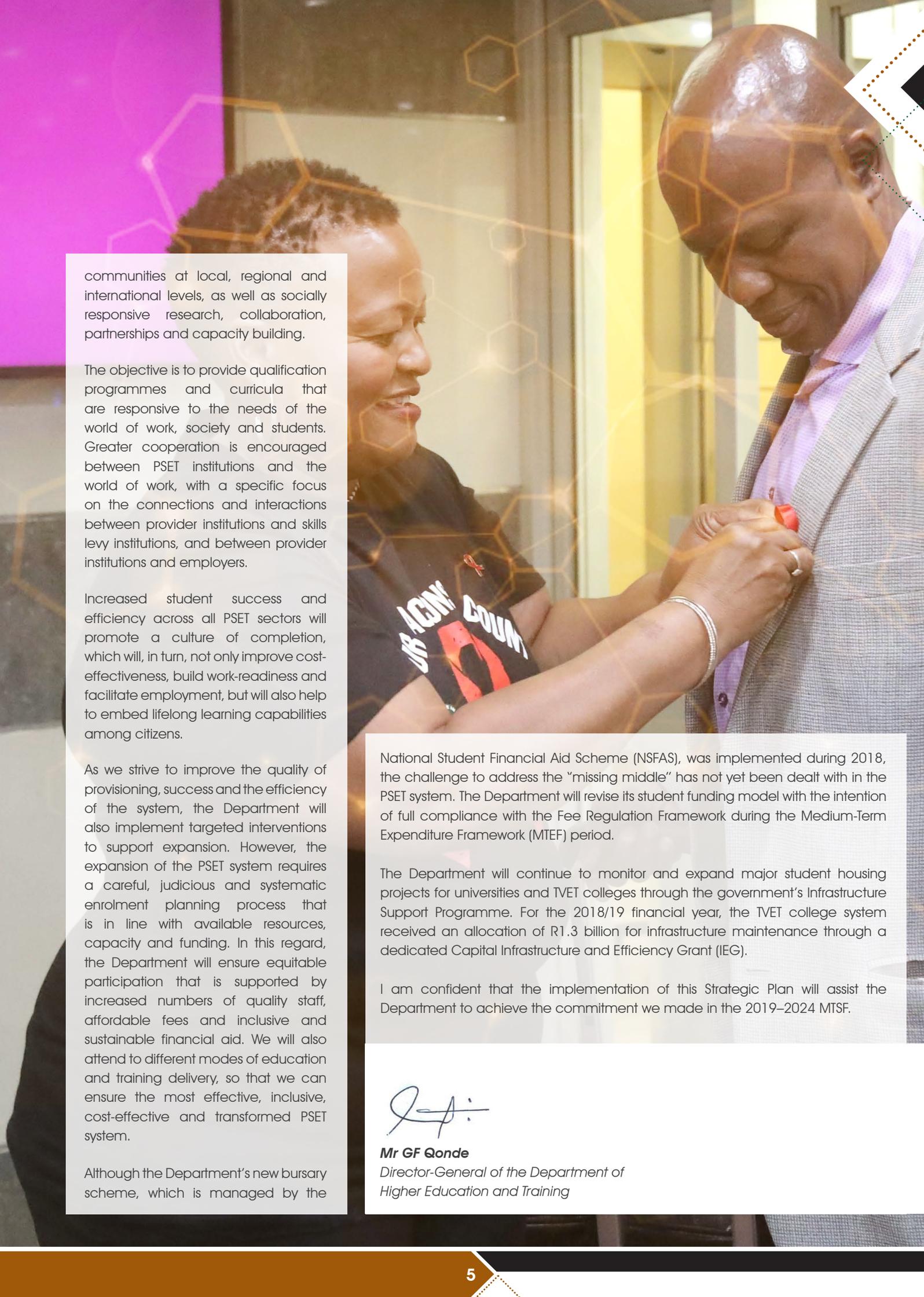
communities at local, regional and international levels, as well as socially responsive research, collaboration, partnerships and capacity building.

The objective is to provide qualification programmes and curricula that are responsive to the needs of the world of work, society and students. Greater cooperation is encouraged between PSET institutions and the world of work, with a specific focus on the connections and interactions between provider institutions and skills levy institutions, and between provider institutions and employers.

Increased student success and efficiency across all PSET sectors will promote a culture of completion, which will, in turn, not only improve cost-effectiveness, build work-readiness and facilitate employment, but will also help to embed lifelong learning capabilities among citizens.

As we strive to improve the quality of provisioning, success and the efficiency of the system, the Department will also implement targeted interventions to support expansion. However, the expansion of the PSET system requires a careful, judicious and systematic enrolment planning process that is in line with available resources, capacity and funding. In this regard, the Department will ensure equitable participation that is supported by increased numbers of quality staff, affordable fees and inclusive and sustainable financial aid. We will also attend to different modes of education and training delivery, so that we can ensure the most effective, inclusive, cost-effective and transformed PSET system.

Although the Department's new bursary scheme, which is managed by the

National Student Financial Aid Scheme (NSFAS), was implemented during 2018, the challenge to address the "missing middle" has not yet been dealt with in the PSET system. The Department will revise its student funding model with the intention of full compliance with the Fee Regulation Framework during the Medium-Term Expenditure Framework (MTEF) period.

The Department will continue to monitor and expand major student housing projects for universities and TVET colleges through the government's Infrastructure Support Programme. For the 2018/19 financial year, the TVET college system received an allocation of R1.3 billion for infrastructure maintenance through a dedicated Capital Infrastructure and Efficiency Grant (IEG).

I am confident that the implementation of this Strategic Plan will assist the Department to achieve the commitment we made in the 2019–2024 MTSF.

Mr GF Qonde
Director-General of the Department of Higher Education and Training

OFFICIAL SIGN-OFF

It is hereby certified that this Strategic Plan:

- was developed by the management of DHET under the guidance of Dr BE Nzimande;
- takes into account all the relevant policies, legislation and other mandates for which the DHET is responsible; and
- accurately reflects the impact, outcomes and outputs that the DHET will endeavour to achieve over the period of five years covered by the plan.

R Mgiba: _____
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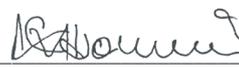
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HT Narsee: _____
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Accounting Officer

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BE Nzimande: _____
Executive Authority

PART A
OUR MANDATE
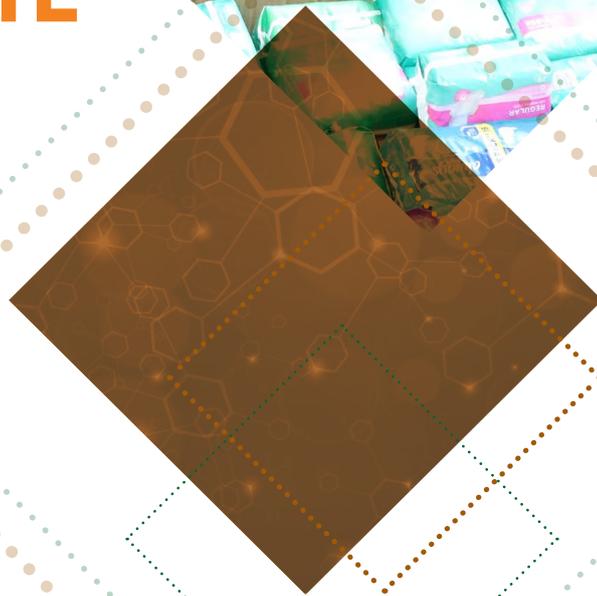
1. CONSTITUTIONAL MANDATE

The Department derives its legislative mandate from the supreme law of the Republic, the Constitution, within the purport of section 29, read with Schedule 4, which lists education at all levels, excluding tertiary education, as a functional area of concurrent national and provincial legislative competence; whereas section 29 states as follows:

1. "Everyone has the right:
   (a) to a basic education, including adult basic education; and
   (b) to further education, which the state, through reasonable measures, must make progressively available and accessible.

2. Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to and implementation of this right, the state must consider all reasonable educational alternatives, including single-medium institutions, taking into account:
   (a) equity;
   (b) practicability; and
   (c) the need to redress the results of past racially discriminatory laws and practices.

3. Everyone has the right to establish and maintain, at their own expense, independent educational institutions that:
   (a) do not discriminate on the basis of race;
   (b) are registered with the state; and
   (c) maintain standards that are not inferior to standards at comparable public educational institutions.

4. Subsection (3) does not preclude state subsidies for independent educational institutions."

5. Furthermore, the rights of all people of South Africa are enshrined in the Constitution, particularly Chapter 2 (Bill of Rights). These rights affirm the democratic values of human dignity, equality and freedom.

2. LEGISLATIVE AND POLICY MANDATES

The Department is responsible for implementing, managing and overseeing the following Acts:

1. **Continuing Education and Training Act, Act No. 16 of 2006 (CET Act), previously known as Further Education and Training Act, Act No. 16 of 2006 (FET Act):** Provides for the establishment, governance and funding of CET and TVET colleges, as well as matters related to the provision of continuing education and training.

2. **General and Further Education and Training Quality Assurance Act, Act No. 58 of 2001 (GENFETQA Act):** Provides for the General and Further Education and Training Quality Assurance (GENFETQA) Council and for the quality assurance of general and further education.

3. **Higher Education Act, Act No. 101 of 1997 (HE Act):** Provides for a unified and nationally planned system of higher education and for the statutory Council on Higher Education (CHE).

4. **National Qualifications Framework Act, as amended, Act No. 12 of 2019 (NQF Act):** Provides for the National Qualifications Framework (NQF), the South African Qualifications Authority (SAQA) and the quality councils (the CHE, the Qualification Council for Trades and Occupations (QCTO) and Umalusi), for qualifications and the quality assurance of qualifications required on the sub-frameworks of the NQF, as well as for misrepresented or fraudulent qualifications.

5. **National Student Financial Aid Scheme Act, Act No. 56 of 1999 (NSFAS Act):** Provides for the granting of loans and bursaries to eligible students attending public higher education institutions (HEIs), as well as for the administration of such loans and bursaries.

6. **South African Council for Educators Act, Act No. 31 of 2000:** Provides for the continued existence of the South African Council for Educators, the functions of this Council and its composition.

7. **Skills Development Levies Act, Act No. 9 of 1999 (SDL Act):** Provides for the imposition of skills development levies and matters related thereto.

8. **Skills Development Act, Act No. 97 of 1998 (SDA):** Provides for the National Skills Authority (NSA) and the QCTO, and regulates apprenticeships, learnerships and matters related to skills development.

3. INSTITUTIONAL POLICIES AND STRATEGIES RELATED TO THE FIVE-YEAR PLANNING PERIOD

The Strategic Plan of the DHET is informed by the NDP's Vision 2030, the White Paper, the NPPSET and the 2019–2024 MTSF. In addition, the Department has to respond to international commitments, such as those of the United Nations (the Sustainable Developmental Goals), the Southern African Development Community (SADC) and the African Union (such as its Agenda 2063).

National Development Plan 2030

The NDP is a long-term vision for the country, which provides a broad strategic framework to guide key government choices and actions, and focuses on the critical capabilities needed to transform the economy and society. It regards education, training and innovation as central to South Africa's long-term development. Chapter 9 of the NDP focuses on improving education, training and innovation. The PSET system is expected to meet a wide range of education and training needs of our nation, particularly the youth.

White Paper for Post-School Education Training

The Department introduced the White Paper for Post-school Education and Training (WPPSET) in 2014, which sets out a vision for a post-school education system that enriches lives, promotes social justice and overcomes historical inequalities. The WPPSET provides policy direction and aims to achieve:

- A transformed, non-discriminatory, youth-focused and adult user-friendly PSET system
- An expanded, diverse, purposefully differentiated, fit-for-purpose PSET system
- An articulated PSET system
- An accessible and successful PSET system
- A PSET system that is strongly linked to the world of work

To realise this vision, the Minister approved the NPPSET, which is an Implementation Plan for the White Paper.

Medium-Term Strategic Framework: 2019–2024

In his State of the Nation Address in June 2019, the President of the Republic of South Africa, Mr Cyril Ramaphosa, identified the following seven government priorities that would play a catalytic role in achieving the NDP targets, as contained in the 2019–2024 MTSF:

- **Priority 1:** Economic Transformation and Job Creation
- **Priority 2:** Education, Skills and Health
- **Priority 3:** Consolidating the Social Wage through Reliable and Quality Basic Services
- **Priority 4:** Spatial Integration, Human Settlements and Local Government
- **Priority 5:** Social Cohesion and Safe Communities
- **Priority 6:** A Capable, Ethical and Developmental State
- **Priority 7:** A Better Africa and World

While the above priorities are interrelated, the Department's focus will be mainly on Priority 2 (Education, Skills and Health). In addition, the Department will support the implementation of Priority 2 through the development of a Priority Skills Plan for the country, which will be monitored on an annual basis from 2021.

The following departments will support the DHET in the implementation of Priority 2:

i) Department of Science and Innovation

In support of the expansion of access to the PSET system, the Department of Science and Innovation (DSI) will award bursaries to PhD students, as well as pipeline postgraduate students. In ensuring a responsive PSET system, the DSI will place graduates and students in DSI-funded work preparation programmes in science, engineering, technology and innovation institutions. The DSI will also work with the Department to establish a National Open Learning System (NOLS) that will provide for online learning opportunities in the PSET system.

ii) Department of Employment and Labour

Over the five-year period, the Department of Employment and Labour (DEL) will train the unemployed through the Unemployment Insurance Fund (UIF). In addition, through the Labour Activation Programme, the DEL will administer the training of unemployed beneficiaries and future beneficiaries. The DEL will also work with our Career Development Services, Khetha, to provide career advice, guidance and information to people from the schooling system, into the PSET system and into the world of work. The Employment Services South Africa (ESSA) system will be integrated with the National Career Advice Portal (NCAP) of the Department.

iii) Department of Agriculture, Land Reform and Rural Development

The Department of Agriculture, Land Reform and Rural Development will enrol students for a Diploma in Agriculture at agricultural colleges.

4. PLANNED INITIATIVES FOR THE PERIOD 2020–2025

i) Establishment of universities

Over the next five years, the system will expand to provide additional spaces in higher education as indicated in the MTSF targets. In order to enhance the planned expansion in terms of the current enrolment plans of institutions, two new institutions will be established as announced by the President in the 2020 State of the Nation Address:

- The establishment of a university for crime detection in Hammanskraal
- The establishment of a university for science and innovation in Ekurhuleni

The HE Act allows for new institutions to be established as either higher education colleges or university colleges. This decision will be dependent on the outcome of the feasibility study that will be undertaken during the first year of the period covered by this Strategic Plan.

On the basis of the feasibility study, a development plan for each new institution will be finalised. Once funding is secured within the vote, the new institutions can be established as either a university college or a higher education college. Over a period of time, a university college may be established as a fully-fledged university once it has developed to the extent that it meets the requirements to be established as such.

ii) Establishment of Imbali Education Precinct

The Imbali Education Precinct (IEP) was initially conceptualised and a development plan approved in May 2015. In terms of IEP development plan, the precinct will be made up of an interconnected network of education and support institutions that will work together in a locality for the mutual benefit of all involved and in order to create seamless, enhanced, quality education pathways from early childhood education to higher education for the community that it serves.

Some progress has been made in implementing the IEP development plan, mostly on the Indumiso Campus of the Durban University of Technology (DUT) through the allocation of existing resources, including significant infrastructure developments, and the development of a range of new teacher education programmes for TVET and CET college lecturers. However, there has been slow progress for a range of reasons, including changed leadership at DUT and a lack of on-the-ground champions. A project team and project office will be established to take the work forward over the next five years.

The idea and model of the development of education precincts will be tested in terms of the Imbali Project. It is envisaged that, over the next ten-year period, at least three such precincts will be developed across the country. This approach will be supportive of the District Development Model recently approved by Cabinet.

iii) Implementation of the Historically Disadvantaged Institutions Development Programme

The Department has developed a Historically Disadvantaged Institutions Development Programme (HDI-DP). The programme is fully described in a draft HDI-DP Framework that has been fully consulted with the eight historically disadvantaged institutions (HDIs) in the university sector. The HDI-DP Framework seeks to address challenges that threaten the viability and sustainability of the HDIs and will draw on the HDI Development Grant as a resource. It will also draw on a range of other institutional, department and partner resources.

The Framework sets the following six strategic priority areas for development focus:

- Strengthen institutional management and governance systems
- Improve institutional infrastructure and facilities
- Enhance effective staff recruitment, development and retention
- Strengthen the academic enterprise
- Leverage locality and community

The notion of universities as anchor institutions will be a key feature of the Programme. Once it is presented and approved by the Minister, the Department plans to roll out its full implementation over the next five years.

iv) Integrated Infrastructure Development Support Programme for PSET

The Department is currently carrying out infrastructure support for the universities, TVET and CET colleges in a fragmented manner. Over the next five-year period an Integrated Infrastructure Development Support Programme for Post-School Education and Training (IIDSP-PSET) will be implemented. The IIDSP-PSET represents an evolution and consolidation of infrastructure support for the public PSET system.

The IIDSP-PSET will consolidate and integrate what is currently a fragmented provision of infrastructure development support.

It will:

- further develop, manage, maintain and regularly update the Macro Infrastructure Framework (MIF) for the PSET system;
- develop infrastructure-related Minimum Norms and Standards for the PSET system;
- extend infrastructure support to the entire PSET system; and
- ensure effective oversight of the implementation of infrastructure delivery across the system.

v) Funding for the "missing middle"

Addressing the dearth of funding for the "missing middle" students is a priority for the period of this Strategic Plan. In working towards a financial aid system that is inclusive of "missing middle" students, it will be necessary to explore the possibility of a loan scheme for the higher education sector, within the funding constraints, and working with private sector partners and other government departments, taking into account work already done. Ensuring the sustainability and effective administration of NSFAS is also key to the success of the financial aid system, and will be a priority of the period of the Strategic Plan.

vi) Student accommodation

Over the next year, a Multi-faceted and Comprehensive Strategy for Student Housing will be developed and finalised for implementation. Given the scale of the challenge, the strategy will include a range of possibilities for increasing the availability for student housing on and off university and TVET campuses. This will include accelerating the Student Housing Infrastructure Programme (SHIP), which is already underway,

through which university- and college-owned housing will be developed, leveraging private sector investments and development potential, as well as developing a policy framework on the accreditation of private student accommodation. The Norms and Standards for Student housing for the PSET system will also be developed and implemented.

vii) Innovation hubs in TVET colleges

The Department will work collaboratively with the DSI to leverage the innovation service points already in existence nationally, for the enhancement of skills development in TVET colleges. Initial engagements will focus on augmenting and modernising current provision in TVET colleges through innovation and creativity to prepare students for the world of real work in a 21st-century context.

viii) South African Institute for Vocational Education and Training (SAIVCET)

Colleges must evolve into institutions that are highly responsive to the mid-level skills demands in the labour market. This requires expert and accurate planning in identifying much-needed skills sets, identifying appropriate modalities of skills training and delivery, efficient turnaround times in the development and delivery of occupational curricula, and vastly expanding the opportunities for work-based experience and learning through stakeholder engagements and partnerships.

The Department will, in partnership with and support from the German government, seek to strengthen the TVET system through:

- Sectorial coordination and cooperation to implement governance and policy through the facilitation of cooperation agreements between the public and private sectors that build on existing initiatives and take forward new initiatives.
- Private sector engagement by assisting partner organisations to increase the level of private sector representation in decision-making bodies and to promote systematic stakeholder dialogue.
- Implementation of reformed vocational and technical skills development to support the provision of demand-oriented skills development to youth by promoting on-the-job or work-based training approaches, the training of vocational teaching personnel, and strengthening the quality of artisan training in centres of specialisation.

ix) Expansion of TVET system

While the enrolment projections in TVET colleges are held constant over the next five years in order to eliminate funding gaps, the Department is committed to expanding provision in the TVET college system through the development of comprehensive proposals involving a diversity of stakeholders and modalities of delivery, and to grow the number of students who can access vocational education and training. However, the growth in the TVET college core programmes must take cognisance of the number of opportunities available to students for work-integrated learning.

Among these proposals will be the provision of open learning opportunities, primarily in the form of e-learning, as a key strategy towards reaching out and expanding access to students in remote locations, as well as to those already in employment. Furthermore, it is becoming evident that highly responsive and quality short skills programmes will grow in demand as organisations seek to reskill and upskill employees to meet rapidly changing workplace practices and standards. Colleges will therefore partner with a diversity of stakeholders to deliver fit-for-purpose training in order to meet these localised needs. Programme diversification will therefore constitute the cornerstone of expansion of the TVET system.

x) Review of the National Skills Fund

The White Paper enunciates that the NSF will be responsible for skills development aligned to national development strategies and priorities, including building linkages within the skills system and providing funds for government strategies such as youth programmes, building small businesses and cooperatives, and rural development. It will also fund research and innovation that is not confined to a particular sector.

Coupled with the White Paper and other government strategic policy instruments, is the establishment of the new Ministry of Higher Education, Science and Technology, which necessitates a review of policy and systems. On the other hand, the DSI introduced the White Paper on Science, Technology and Innovation in March 2019, which is critical in ensuring that science, technology and innovation enable inclusive and sustainable South African development in a changing world.

With the rising unemployment rate, especially among the youth, and sluggish economic growth, prioritisation and focused skills development interventions that support national policies need urgent attention and resourcing. To this end, the Minister intends to undertake a review of the NSF. The purpose of the review is to undertake an evaluation and review the general operations of the NSF, including, but not limited to its efficiency and relevance regarding the country's national priorities.

xi) Articulation

The Department will work with SAQA and the three quality councils to develop an enabling environment for a well-articulated PSET system. This includes the revision of the policy environment, work with institutions to ensure that programmes have clear articulation pathways, and that the public is informed of articulation pathways and options. The Department, SAQA and the three quality councils will work together to ensure that qualifications have built-in articulation possibilities and are communicated to the public. On an annual basis, the Department will provide progress reports on the implementation of articulation in the PSET system, as well as policy briefs.

5. RELEVANT COURT RULINGS

During the 2018/19 financial year, the Department dealt with 59 litigation matters in which either the Minister or the Department were cited as parties. Of these litigation cases, 11 were finalised by way of a court order, a settlement agreement between the parties, or the withdrawal of the court action by the plaintiff's attorneys.

PART B
OUR STRATEGIC FOCUS

1. VISION

An integrated, coordinated and articulated PSET system for improved economic participation and the social development of youth and adults.

2. MISSION

To provide strategic leadership to the PSET system through the development of appropriate steering mechanisms; effective oversight, monitoring and evaluation; the provision of support services in relation to teaching and learning, as well as the funding of PSET institutions and entities.

3. VALUES

- Integrity
- Accountability
- Service excellence
- Responsiveness
- Collaboration

4. SITUATIONAL ANALYSIS

External environment

4.1 The Post-School Education and Training system at a glance

The year 2019 marks 25 years since the dawn of democracy in South Africa. The PSET has since shifted in shape and size, faced a sequence of policy changes, and accumulated many new acronyms along the way. In addition, there have been changes in the labour market dynamics into which the PSET system feeds, and in the country's developmental goals to which its graduates contribute.

In 2017, there was a total of 478 registered and established PSET institutions. These comprised 26 public HEIs, 125 registered private higher education institutions (PHEIs), 50 TVET colleges, 268 registered private colleges and nine CET colleges.

In the 2014–2019 MTSF period, the key strategic objective of the Department was the transfer of TVET colleges from the provincial education departments to the national competency. Nine CET colleges were established (one in each province) to complement the TVET colleges and the university sector. In addition, three new universities were established to ensure a complement of 26 universities (traditional and comprehensive universities and universities of technology) spread across all nine provinces.

Alongside these institutions, there are 21 SETAs that are responsible for addressing sectoral economic skills needs and supporting education and training initiatives and programmes aimed at responding to these needs.

Figure 1 shows the major education and training institutions and a range of supporting and collaborating institutions, such as the skills levy institutions and the qualifications and quality assurance bodies. The education and training institutions are at the core of the system and are central to the development, growth and strengthening of the system.

The Minister has oversight over the PSET system, conducting system planning (including planning for skills needs and enrolments), steering the system according to policy, providing core funding for a range of public institutions, providing regulation and monitoring mechanisms for oversight, and ensuring that the governance of the system is in line with policy and legislation. Quality assurance bodies play a key role in supporting the measurement and improvement of quality across the system.
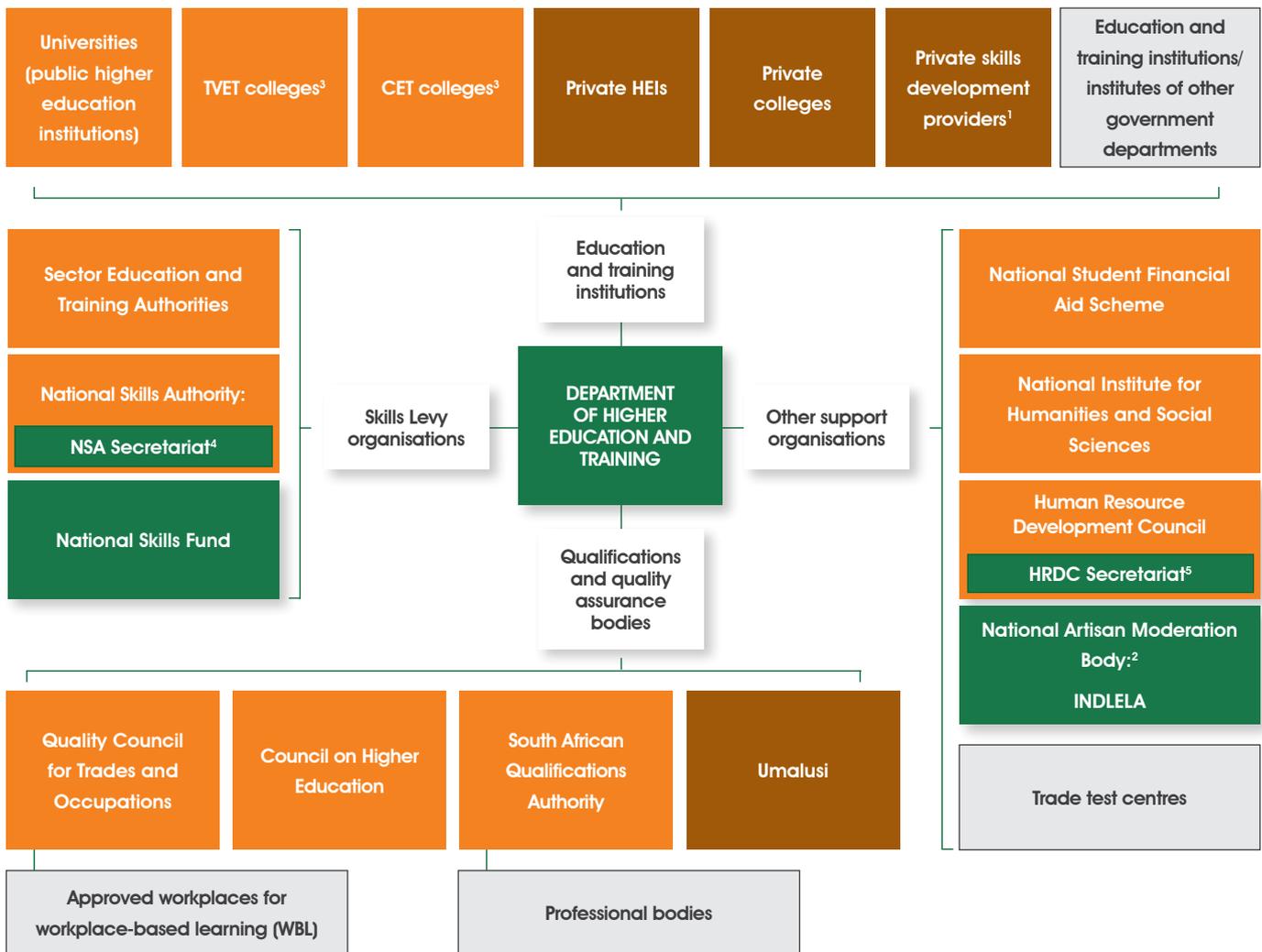
Legend:

Organisations that are located in the DHET

Organisations that are located outside the DHET, and receive funds from the DHET sourced from the fiscus and the Skills Levy.

Organisations that are located outside the DHET, which do not receive funds from the DHET, but for which DHET has certain legislative functions.

Organisations that do not receive funds from DHET, nor does DHET have legislative functions in relation to these organisations. However DHET _entities_ may have certain legislative responsibilities in relation to these organisations (for example, quality councils quality assure formal programmes offered by other government departments, SAQA registers professional codies and QCTO accredits workplaces for WBL).

Notes
1. _The Skills Development Act makes provision for skills development providers._
2. _The National Artisan Moderation Body is envisaged to be part of the QCTO in the future._
3. _The DHET manages the personnel budget for TVET and CET colleges (since their staff are DHET employees). However, universities employ their own staff, and therefore manage their own personnel and other budgets._
4. _The NSA Secretariat is located inside the DHET and services the NSA._
5. _The Human Resource Development Council (HRDC) Secretariat is located in DHET and provides services to the HRDC._

Figure 1: Components of the PSET system

4.2   Post-School Education and Training system performance

Access to Post-School Education and Training opportunities

Since 1994, the PSET system has made substantial progress in expanding access to post-school opportunities (except in the CET college sector), as depicted in Figure 2.

1994
Higher education enrolment: **495 356**
36 public universities and technikons

1999
TVET enrolment: **357 885**
152 technical colleges

1999
CET enrolment: **294 855**
1 828 centres

2018
Public higher education enrolment: **1 085 568**
26 public universities

2018
TVET enrolment: **657 133**
50 TVET colleges

2018
CET enrolment: **100 286***
3 279 centres
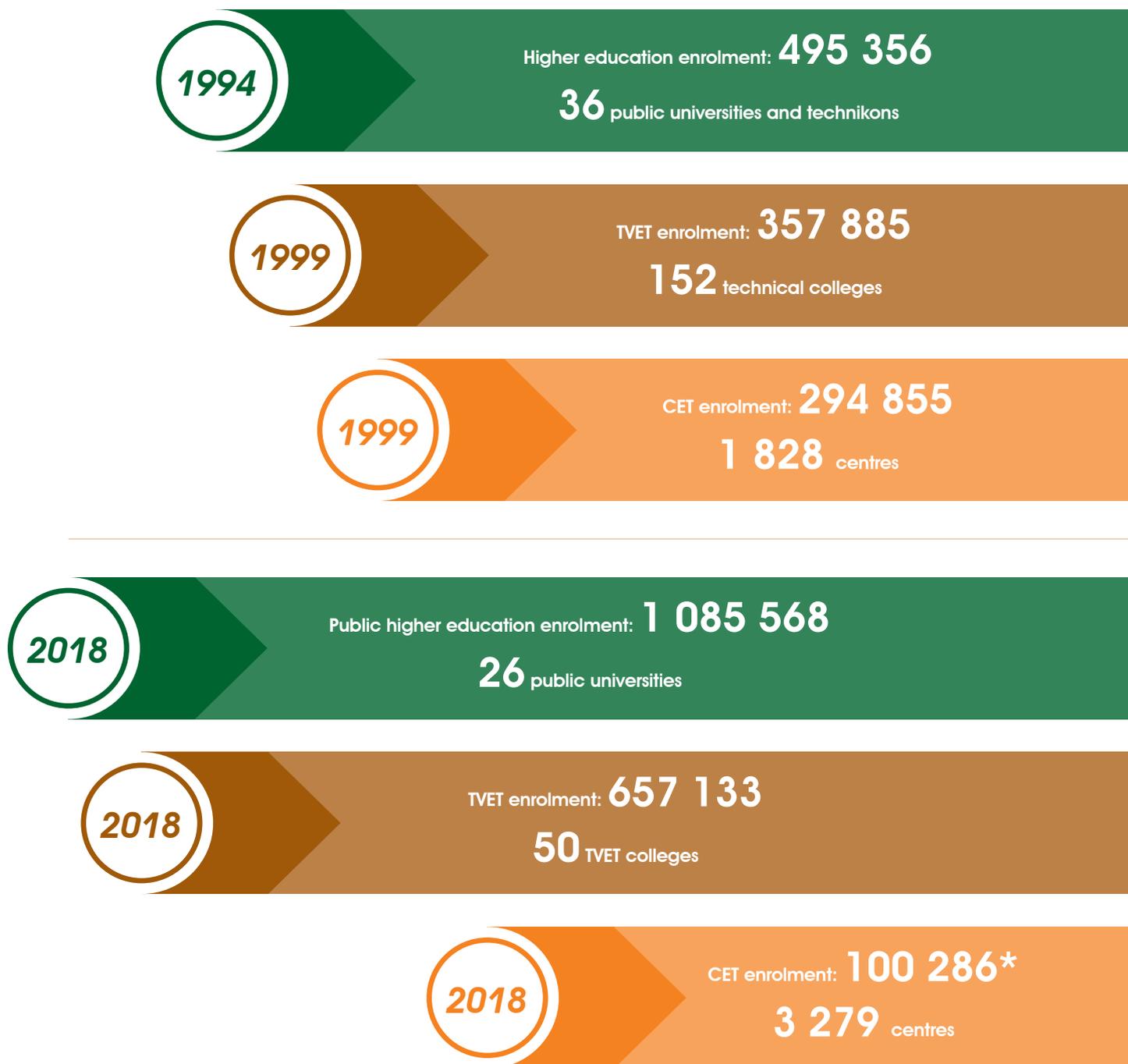
Sources:

i)   *The Higher Education Management Information System (HEMIS) database (data extracted in November 2018)*

ii)   *The TVET Management Information System, 2018, DHET (data extracted in November 2019)*

iii) *CLC_Annual_2017_20181115 (data extracted in November 2018)*

iv)   *Stats at a Glance, Department of Education (data for figures 1995 to 2009)*

*   *GETC: ABET Level 4*

Figure 2: The number of students enrolled in public PSET institutions

Figure 2 shows that PSET provision has been in the shape of an inverted pyramid since 1994, with higher numbers of enrolments in universities than in colleges. The PSET system has made significant progress in expanding access to post-school opportunities. Between 1994 and 2018, headcount enrolments at universities more than doubled from 495 356 in 1994 to 1 085 568 in 2018, while headcount enrolments in TVET colleges increased by 83.6% from 357 885 in 1999 to 657 133 in 2018. Enrolments in CET colleges, however, experienced a decline from 294 855 in 1999 to 100 286 in 2018.

Access to higher education has improved, with enrolments increasing in almost all the PSET sectors over the nine-year period from 2010 to 2018. Enrolment in public HEIs increased by 21.6% between 2010 and 2018, and the number of first-time entering students increased by 23.9% during the same period.

The highest proportion of student enrolments at the majority of public HEIs in 2018 was in science, engineering and technology (SET) (29.5%), followed by enrolments in business and management (26.1%), humanities and social sciences (excluding education) (24.6%) and education (19.7%).

Enrolments in PHEIs reached 197 898 in 2018, reflecting a 118.0% (82 010) increase over the period 2010 to 2018. In 2018, almost three in every five students in PHEIs enrolled in business, commerce and management studies (58.4% or 115 566).

The participation rate for universities increased from 16.6% in 2010 to 20.6% in 2017. However, to reach the 2030 NDP target of 27% participation rate in universities, the system will require a marked increase in enrolment rates over the next 10 years.

On the other hand, enrolments in TVET college programmes was 657 133 in 2018, and the majority of enrolments were for Report 191 (the National Accredited Technical Education Diploma (NATED)), followed by the National Certificate (Vocational) NC(V) programmes over the nine-year period from 2010 to 2018.

A total of 100 286 students were enrolled in CET colleges (General Education and Training Certificate (GETC): Adult Basic Education and Training (ABET) Level 4) in 2018, reflecting a 9% decline when compared to enrolments in 2012. The sector has been dominated by enrolments for the GETC: ABET Level 4 programme (which is equivalent to Grade 9) throughout the period under review.

Enrolment in registered private colleges stood at 219 837 in 2018, which was four times higher compared to the enrolment recorded in 2010. Enrolment for this sector is dependent on the response rate (i.e. the number of colleges that respond to the Department's annual survey out of the total number of colleges registered in that particular year). The response rate has improved over time (33% in 2010 to 84% in 2018).

While access to PSET has improved, with enrolment increasing in almost all its sectors over the nine-year period from 2010 to 2018, a lot more still needs to be done. South Africa's Gross Enrolment Ratio (GER) is substantially below that of the average for all upper middle-income countries or for various upper middle-income countries. It also lies below that of all the other BRICS countries (Brazil, Russia, India, China and South Africa).

This indicates the need to further expand access to the PSET system to bring South Africa's skills base more in line with that of countries at comparable levels of economic development. At 1 901 enrolments in tertiary education per 100 000 of the population, South Africa has the lowest enrolment when compared to lower middle-income countries. However, South Africa's enrolment per 100 000 of the population significantly exceeds the average for the sub-Saharan African region. The Department will intensify its efforts towards providing diverse student populations with access to a comprehensive, diverse and multifaceted range of PSET opportunities. Students will also be assisted to make informed study and career choices.

Success and efficiency

Public universities produced 227 188 graduates in 2018, reflecting a 48.2% (73 861) increase compared with 2010 (153 327). The majority of graduates in 2018 were in the SET (28.7% or 65 211), followed by the business and management (26.6% or 60 459) fields of study. Growth over the nine-year period indicates that the SET field of study is still producing more graduates compared to other fields of study (22 451 more graduates between 2010 and 2018).

Completion rates in the TVET college sector also increased for N3, N6 and NC(V) Level 4 over the 2013–2018 period. During this period, N3 completion rates increased by 38.6 percentage points (from 44.6 to 83.2%). A higher increase was recorded for N6 (from 35.6 to 87.1%), resulting in a 51.5 percentage point increase. Completion rate for NC(V) Level 4 in TVET colleges increased by a lower margin (from 37.0 to 53.9%).

While completion rates in the CET college sector for the GETC: ABET Level 4 were below 50% for the period 2010–2017, the completion rate peaked at 43.5% in 2018.

Throughput rates and dropout rates are good indicators of efficiency. Of the undergraduate cohort that enrolled in contact programmes at universities for the first time in 2008, 61.4% on all qualification types had graduated by the sixth year after initial enrolment. For distance students, only 20.3% of the 2008 cohort for all qualification types had graduated 10 years after their first enrolment. The first-year dropout rate for the 2008 cohort enrolled at contact institutions for all qualifications was 16.6% and had declined to 13.0% for the 2015 first-time interim cohort.

In TVET colleges, 72 033 students wrote exams for NC(V) Level 2 in 2013, 40 404 wrote exams for NC(V) Level 3 in

2014 and 25 645 wrote exams for NC(V) Level 4 in 2015. For the 2013 cohort, only 36% of those who had written NC(V) Level 2 examinations in 2013 wrote the Level 4 exams two years later. For the 2014 cohort, 41% wrote the NC(V) Level 4 exams two years later.

In the CET subsector, the GETC: ABET Level 4 qualification is the lowest qualification level that has a registered NQF rating (NQF Level 1, equivalent to Grade 9). This qualification level has attracted the highest enrolment within the CET system, accounting for 45% of total enrolments in 2016 (DHET, 2018)[1]. In 2018, 64 700 individuals wrote examinations for the GETC: ABET Level 4 qualification.

In Skills Levy institutions, an evaluation of the National Skills Development Strategy (NSDS III) recommended that throughput rates (cohort analysis) be adopted as a measure of efficiency (National Skills Authority, 2018)[2]. A unique cohort analysis on learnerships for those who had registered between 2011 and 2014 shows that 33.8% of learners completed their qualification within three years.

In order to increase the proportion of people with PSET training in the population, the optimal use of resources and the innovative use of appropriate ICT are important for the sustenance of the system.

Quality of PSET provisioning

In the university sector, the share of black or African instruction and research staff with PhDs grew from 19.4% in 2010 to 30.1% in 2017, while the share of whites waned from 67.4 to 52.8% over the same period. However, black or African individuals still make up the majority of academic staff at all qualification levels below PhD.

In the CET subsector, the student-to-lecturer ratio fluctuated between 17 and 21 over the eight-year period from 2010 to 2017. Colleges with higher urban populations have relatively high student-to-lecturer ratios compared to colleges with a lower urban population.

The enhancement of the capacity of PSET institutions to provide quality education and training through appropriate capacity-building programmes requires attention.

Equity and transformation

Equity in access to PSET programmes is important in South Africa, particularly because pre-transition enrolment was so strongly racially determined. According to the Gender Parity Index (GPI), the ratio of the female GER to the male GER stood at 1.4 in South Africa in 2014, indicating that the GER for women is 40% higher than for men. This is relatively high by international standards and higher than the average of 1.2 for high-income countries. In 2016, the GPI at public universities was highest among coloured students at 175 and lowest among white students at 1.34.

There has been very little change in the GPI at public HEIs, but the trend of slowly widening disparity in favour of females is likely to continue. The share of black Africans enrolled in public universities increased by 8.9 percentage points from 66.7% in 2010 to 75.6% in 2018. Females were in the majority in all major study fields except SET, where they made up only 46.7% of the total SET enrolment in 2017.

In public universities, the proportion of black staff in instruction and research increased from 42.8% in 2010 to 55% in 2018 (black staff includes all African, coloured and Indian or Asian permanent staff members), while the proportion of all females in the same personnel category increased from 44.1 to 47.9% over the period 2010–2018. The female share of academic staff in public HEIs increased substantially by 3.9 percentage points over the same period to 47.9%. White academic staff in public HEIs is still the largest group and accounted for 42.7% of total academic staff in 2018, while black Africans were mostly in the administrative and services staff categories.

In 2010, black individuals in public universities comprised 28.6% of all academic staff, and by 2018, this proportion had increased to 39.6%, while the white share had declined from 55.9 to 42.7%.

On the other hand, the proportion of females enrolled in TVET colleges was also higher compared to that of males in 2018. In 2010, females made up of 47.7% of the total enrolment. This increased by 9.9 percentage points to 57.6% in 2018.

In 2010, the male GER (4.0%) in TVET colleges exceeded that of females (3.5%), but by 2016, this pattern had reversed: although the male GER had increased to 6.9%, that of females had increased to 9.1%. Black African participation in TVET colleges grew from 3.3% in 2010 to 8.8% in 2016. Coloured students exhibit more moderate growth in participation, from an initial GER of 4% to 6% by 2016. Participation among both white and Indian students declined over the entire period.

The GPI for TVET colleges increased from 0.9 in 2010 to 1.3 in 2016, with the substantial change over the period primarily being driven by changes in GPI among black students, which increased from below 0.9 in 2010 to 1.4 in 2016.

Females have consistently outnumbered males at CET colleges and maintained a proportion of 69.0% or higher during the period 2010–2017. The majority of enrolments in CET colleges were for black Africans, with the share of this population group reaching 92.2% in 2017. The GER in the CET subsector is measured as the ratio of the headcount

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1 Department of Higher Education and Training (DHET) (2018) Statistics on Post-School Education and Training in South Africa: 2016. Pretoria: DHET.
2 National Skills Authority (2018) Evaluation of the National Skills Development Strategy (NSDS III) 2011–2016. Pretoria: DHET.

enrolment over the population aged 15 to 35 years, since CET colleges primarily target an older demographic.

Over the period 2010–2016, there has been a slight decline in GER from 1.5 to 1.3%. The CET colleges' lecturing staff declined marginally by 1.9% from 14 286 in 2010 to 14 014 in 2017. The gender distribution of students in private colleges is more balanced than is the case in TVET colleges.

In 2018, females constituted 52.3% of the total students enrolled in private colleges, which was 5.7 percentage points lower than the proportion of 58% in 2010. While the female proportion in TVET colleges rose over the period 2010–2018, this proportion declined in private colleges. Considering all race groups, the GER in private colleges is low, ranging from 0.07 to 0.23% in 2016.

The Department is funding the Higher Education and Training HIV/AIDS Programme (HEAIDS) to the amount of R62,4 million over the next MTEF to ensure that gender, youth and persons with disabilities remains one of the priorities of its programme/campaigns, as well as student support services, campus security, and health and wellness programmes. The Department will continuously bring gender, race and disability appropriately to planning, finances, implementation, monitoring and evaluation in responsive ways.

Responsiveness of the PSET system to the world of work

Advanced levels of education contribute to higher productivity, and make recipients of such education more attractive to employ and raise their wage levels. Government has developed various policies regarding workplace training to deal with emerging and growing skills shortages. The main focus of government's skills development initiatives has been SETAs. These are Skills Levy institutions and have a critical role to play in linking education and training institutions with the world of work. Accordingly, they must be more closely integrated into the system of provision.

In the 2018/19 financial year, the total number of individuals registered for SETA-supported learning programmes (learnerships, internships and skills programmes) stood at 271 704. The total number of persons registered for these programmes grew by 100.9% between the 2011/12 and 2018/19 financial years, with internships achieving the highest growth.

Notwithstanding the above, the interface between PSET providers and the world of work needs to be improved.

4.3   Challenges of the PSET system

The PSET system has to deal with a number of challenges that emanate from the external environment (allocation decisions), factors internal to the way institutions operate (efficiency and implementation challenges) and broader policy shifts that took place in government (for example, the function shift of TVET and CET colleges from the provincial to the national sphere of government).

Implementation challenges

The key challenges faced by the university sector are relatively low graduation and success rates, a real decline in state funding for the university sector, including inadequate contributions by NSFAS, pressure to transform the sector through transformed language policies and a transformed curricula, a fluid policy environment that is subject to regular policy changes, attempts to build the nGAP, and a lack of diversification of offerings. The university education system is still characterised by a number of historically disadvantaged institutions that need to be developed.

Other challenges in the university sector that require urgent intervention are equity at the individual and institutional levels, fine-tuning the funding framework to avoid perverse incentives, boosting the quality of foundational programmes, and the development of comprehensive monitoring and evaluation (M&E) systems for the sector as a whole.

In reflecting on the challenges facing the TVET college sector, the White Paper draws attention to deficits in programme quality, the professional capability of staff, the need to build a stronger Management Information System (MIS), weak partnerships between TVET colleges and industry, restoring links between the colleges and the labour market by making programme offerings more responsive, and improving the placement of college graduates in jobs. Additionally, there are issues with poor throughput and graduation rates, the poor governance and management of colleges, variable financial management skills, lack of support in enhancing innovation and confusion around the branding and place of TVET colleges in the PSET system.

In terms of the skills system, SETAs are expected to facilitate the delivery of sector-specific skills interventions that help achieve the goals of the NSDS III and develop the skills needed by employers. There are currently 21 SETAs.

Current problems with the SETAs include the following:

- Poor governance
- Inadequate human resources and training
- Poor administration and financial management
- No proper M&E system
- No accurate records of the number of people who have benefitted from the system and what the impact has been
- Limited or no linkages with the post-school sector
- Lack of skills planning

The biggest challenge with regard to the CET sector is to develop a firm understanding of implementation modalities and to garner the necessary funding to support a gradual implementation process. The expansion of this sector is critically dependent on clarity regarding the overall financing of the PSET system.

Infrastructure challenges

All major policy documents (White Papers, policies and strategies) published by the DHET and its predecessor (the Department of Education) explicitly called for the expansion of university infrastructure, including ICT, with urgent attention being given to student accommodation. Since 2007/08, the Department has supported infrastructure roll-out through a dedicated IEG stream that is directed at addressing infrastructure, equipment and efficiency challenges caused by the swelling university student population, lack of appropriate maintenance and overcrowding of facilities. The IEG is not only for enabling access through new buildings, but also for ensuring efficiency and output. Through the refurbishment of laboratories, upgrading of equipment and upgrading of ICT, universities can ensure that their students are able to access the tools required for success and to study in environments that are conducive to teaching and learning, thereby ensuring success.

In the fifth cycle (2018/19 to 2020/21), the Department adopted a broader, more systemic approach to infrastructure development requirements across the system. The MIF for the university system has been developed to support the planning, budgeting and monitoring of university infrastructure allocations. The Framework consists of a 30-page Infrastructure Management Guideline document, as well as norms and standards, which is updated periodically, together with a web-based platform. Universities use the platform to apply for funding for infrastructure projects, to report to the Department, to obtain information about good practice infrastructure management, and to share good practices with other universities. The Department uses the platform to monitor progress with infrastructure delivery and infrastructure management, to inform prioritisation for funding, to generate reports and to inform support and development initiatives. In addition to the norms and standards, the platform also contains information about historical grant-funded infrastructure projects at universities and spatial information about each university.

The TVET sub-system also has a record of under-funding of physical infrastructure maintenance and a lack of life cycle planning. At the systemic level, the TVET sub-system has not had a planned expansion programme since the Recapitalisation Programme, which ended in 2008. Since then, most work of a capital nature at the college level has largely focused on refurbishing buildings or constructing a few extra buildings on existing campuses.

The current funding norms for TVET colleges cover three categories: personnel, operational costs and capital infrastructure replacement. For TVET colleges, the personnel allocation is at 63% of the full programme cost, operational costs are 27% and capital infrastructure replacement is at 10%. Capital infrastructure replacement funding is mainly used for maintenance and the replacement of furniture and equipment. An analysis of the 2015 annual financial statements of TVET colleges indicates that only 4% has been spent on repairs and maintenance as funds are reprioritised towards other dire needs due to cash-flow pressure.

Financing challenges

The PSET institutions largely depend on government's budget. The dire fiscal situation dims prospects for the immediate future. The fact that the economy has not managed to perform at the assumed baseline growth rate of 3.5% has massive implications for funding of the PSET system and how the situation impacts different parts of it. Government borrowing is set to increase, which requires more future spending to pay interest on the government debt, crowding out other government spending priorities. However, government's prioritisation of education, and its commitment to fund the PSET sector is evident in the re-channelling of funds towards the PSET system, particularly in light of two years of student protests. Over the period 2013/14 to 2019/20, actual and forecast PSET allocations have a higher growth rate than allocations to health, basic education and social grants, yet forecast growth is nevertheless lower than for the previous three years; reflecting the fiscal constraints.

Student funding: The effective implementation of the DHET bursary scheme is critical for the success of the PSET system, particularly for student success in public TVET colleges and universities. Over the period of the Strategic Plan, it is important to ensure a stable funding system that is providing efficient support to students and institutions to support student success. This includes support for tuition fees and learning materials, as well as an effective system to support the subsidised provision of student funding for accommodation. Given the limited availability of quality student housing, the focus will be on ensuring growth in student housing provision within the budgets available, as well as on the effective provision of allowances to students to support access to accommodation, and improve the accreditation and support of institutions in this area, particularly in relation to private accommodation provision. In doing so, the Department will work closely with HEIs.

Key challenges faced by the CET sub-system

* **Information collection and analysis**

The strength of any system lies in the extent to which information is available about it to support its development. The CET colleges are being established off a base of weak information systems and an absence of credible data. In order to build a credible system, it is important that platforms for the collection of data about the system at institution and system level are designed and developed at the outset. It will also be important to link this data to other public data sets like those within social services, health and schooling. Collecting, analysing and reporting on this information will strengthen the system as it grows.

* **Limited programme offerings**

The educational opportunities for adults and post-school youth have been insufficient, and their quality has generally been poor. Public adult learning centres (PALCs) are the only government-funded institutions that offer general education to adults, and their efforts have been inadequate. While some – especially in Gauteng – have their own premises, mainly in public schools that have been closed due to school mergers

or demographic shifts, most operate from the premises of other institutions such as schools or community centres. Additionally, the programmes and qualifications at PALCs mirror those of the schooling system.

- **Poorly qualified teachers**

The current staff in the sub-system is poorly qualified and it has been difficult to retain qualified educators. The majority of teachers in the PALCs are part-time contract workers without tenure. The sector does not have a core of permanent adult educators, and conditions are not uniform from province to province. This severely affects long-term planning, and leaves little room for career and learning path development for either learners or educators. Most learners in the sector study part-time. This is a relatively slow learning process that requires long-term management and planning. The exclusive focus of the PALCs on general education often means that they fail to attract adults and youth interested in gaining labour market and sustainable livelihood skills, and instead attract those interested in learning for general self-improvement or cultural and community development.

- **Governance and management**

Another challenge that is a result of the newly established architecture is that, although the nine CET colleges have all appointed their councils based on the provisions of the CET Act, this model of council membership is premised on a "head office" and expert-driven approach to institutional governance, with very little room for community participation and involvement in college governance. While this is understandable in the light of the geography and architecture of the PALC model that was inherited and incorporated into the new college sector, more should be done to overcome the barriers to community engagement that arise from the governance framework as stipulated in the CET Act.

Key challenges faced by the TVET sub-system

The TVET sub-system in South Africa has grown considerably in the past 25 years and has gone through a process of transformation. As a direct result of this, its institutions and structures are still relatively young and fragile and in need of nurturing. This section highlights some of the key challenges that constrain the effective development of the TVET sub-system.

- **The TVET sub-system suffers from image problems**

As a result of the historical exclusion of African people from skills development programmes and technical colleges prior to 1994, most African students saw universities as their only salvation for learning and development. The TVET colleges are often viewed as being less prestigious than universities, and are frequently associated with poorly performing students. The image challenges relate to its poor grounding in the experiences of the African majority. In 1991, there were only 14 000 African learners in the sub-system, compared to more than 100 000 in higher education. However, in 2018, 649 677 African students enrolled in the colleges compared to 7 547 white students. Despite attempts by government to make TVET colleges the students' first institution of choice,

more often than not, only those students who are not accepted (or not likely to be accepted) by universities enrol at TVET colleges. This phenomenon is only likely to improve once TVET college graduates are seen to get jobs easily (or become self-employed) or are seen to earn relatively good salaries.

- **A lack of articulation between school learning and TVET colleges**

In 2007, a new NC(V) was introduced as a general vocational programme, which included both academic and vocational subjects. The intention was that these programmes would replace the N programmes. Although the NC(V) curriculum includes extensive practical components (based in workshops rather than workplaces), they have not been implemented in many colleges. As a result, learners often exit these programmes without the necessary practical skills. One of the main criticisms of the NC(V) has been its confusing admission policies. Originally meant for young people completing Grade 9, it began to allow, and even encourage, learners who had finished schooling levels up to the National Senior Certificate. This has made life difficult for lecturers, who must deal with students with vastly different educational levels in the same class. It has also led to dissatisfaction among students, many of whom must repeat much of what they had previously covered in school (in the fundamental subjects). Furthermore, the NC(V) has no provision for part-time or distance learning. The Department changed its admission policy into NC(V) programmes to admit only those students who had not completed matric. Consequently, many students who have completed Grade 9 in schools, now enrol in the NC(V) programmes, while those who have completed matric enrol in N4 programmes. This relatively new shift in policy attempts to reduce inefficiencies in the education system as a whole.

- **Limited access to workplace-based learning for TVET students in public colleges**

Until the establishment of the democratic government, qualifications delivered at technical colleges (now known as TVET colleges) were anchored in the NATED/Report 191 programmes (commonly known as N programmes). For many years, these programmes ran very successfully. They were specifically designed for industry and were presented as trimester programmes. Learners would spend one trimester in the college and two trimesters in the workplace. Most learners would get opportunities for their workplace training with state-owned enterprises such as Transnet, Eskom and Telkom. However, owing to structural changes within state-owned companies, as well as the swelling of student numbers in TVET colleges, it became very difficult for TVET college students to undertake their work-based learning.

Currently, at TVET colleges, there is a lack of dedicated units or staff for work placement. In some colleges, WBL is a function within another focus area, such as student support services, with no dedicated staff. In colleges where there are dedicated units, there is a shortage of staff. Most of the students therefore no longer spend time in workplaces, because of difficulties in finding opportunities in the labour market, and so

do one trimester course after another in a college. In addition, TVET colleges lack structures and systems to facilitate work experience for their students.

- **Programmes and qualifications are not fit for purpose and are outdated**

Current enrolment patterns highlight that most students enrol in programmes that may not lead to meaningful opportunities. Analysis shows that enrolment is largely unresponsive to regional economies. For example, there are low or no enrolments in tourism and hospitality programmes in regions that have strong tourism sectors. The highest enrolments in the colleges are for human resource management and business studies. Given the low enrolment in relevant programmes (especially occupational programmes), the shift to offering more occupational programmes is going to be a significant one and the transition has to be managed carefully to minimise disruption to the system. It must be acknowledged that the overall trends of poor performance are not found everywhere. There are indeed colleges that are doing well and whose qualifications are well respected.

While SETA offices have been created in many colleges and many partnership programmes have been established with both colleges and universities, systemic problems persist with many colleges not integrating occupational programmes into their annual performance plans as the relationship with SETAs is still largely unstructured. Moreover, the neglect of N programme curricula over the years meant that they became outdated. Although some employers still support them, many are concerned about the outdated curricula.

- **Examinations**

In accordance with national policy, a certificate should be issued to a successful candidate within three months of the publication of results. A certificate is essential for a graduate to access employment or further studies. The Department has been unable to adhere to the three-month timeframe due to the questionable reliability and stability of the data being generated by the national examinations IT system. Processing errors are repeatedly being experienced, which has even led to the withdrawal of results after their publication. Certification is the biggest problem, and the reason for the problem is that there is a huge exam system to manage. The key problem being addressed is to ensure that all eligible graduates are able to access employment or further study opportunities without being disadvantaged.

In accordance with national policy, assessment practices need to be implemented in a credible manner to ensure the integrity of the qualification awarded upon conclusion thereof. The level of compliance with which assessment practices are implemented not only impacts on the credibility and integrity of a qualification, but also directly influences the value placed on a qualification by prospective employers and institutions offering further studies. The DHET needs to ensure that a uniform standard is applied across all institutions in this regard. The key problem being addressed is to ensure that public perception of the status of qualifications in the TVET sector is upheld to allow all eligible graduates to access employment or further

study opportunities without being overlooked in favour of other qualifications (e.g. matric).

- **Inadequate student support services**

The capacity of the TVET colleges is under strain, which makes it difficult to achieve sustainable growth and strengthen the sub-system. Student support services to address the challenges faced by students from underprivileged backgrounds, the articulation gap caused by poor schooling, lack of career direction, and other social problems are highly differentiated across colleges and are currently limited and uneven.

The demand for services within the TVET sub-system far outstrips the available staff, whose conditions of service are not favourable. Highly qualified professional staff, such as psychologists, are employed and remunerated at the same level as administrative staff. As a result, qualified staff leave the system when they find better opportunities, leaving the system with unsuitably qualified staff to support students. There is an under-supply of staff, with colleges having only one qualified counsellor on campus. Funding is also a serious challenge, and the current Student Support Services Plan has not been supported by adequate funding for implementation due to the overall funding challenges facing the sub-system.

- **Lecturer development**

The majority of the lecturers in TVET colleges are either academically qualified, but not professionally qualified or vice versa. Relatively few are completely unqualified, but very few meet all the requirements expected of a college lecturer. Currently, college lecturing staff are recruited from the pool of top-performing TVET college students, and from TVET college students who proceed to university and come back to the sub-system. Both these routes are misaligned to the policy requirements for lecturer educational training and industry experience.

Lecturers are also recruited from those with industry experience who might not have teaching qualifications. Where there is scarcity, retired professionals are also recruited. The introduction of the NC(V) also led to the employment of teachers from the schooling sector who were not trained for lecturing responsibilities at TVET colleges. The increase in lecturer numbers in the sub-system has not kept pace with the increase in learner enrolment, and the sub-system is understaffed with a lecturer-to-student ratio that varies from 1:17 to 1:80, depending on institutions, averaging at 1:65 for the system as a whole, compared to international norms of 1:1 558.

- **Modes of delivery and technology**

The delivery modalities of programmes are still predominantly traditionally lecturer-centred, and there is limited use of technology for blended learning approaches. The few colleges that make use of distance provision still use the traditional correspondence paper-based model, which does very little to support student success and has also been associated with poor success rates in the South African university sector. Availability of ICT infrastructure varies from college to college and is a major constraint in the utilisation of ICTs to improve teaching and learning.

4.4   Internal environment

An analysis of the internal environment was conducted as part of the strategic planning process. Below is a summary of the strengths, weakness, opportunities and threats that the Strategic Plan has taken into consideration.

STRENGTHS

- Policy and legislative environment
- Core of committed and capable staff
- Regional presence
- Sound financial management
- Improved enrolment planning linked to funding
- A Strategic Plan that guides departmental activities
- The NPPSET
- National trade test regulations and processes
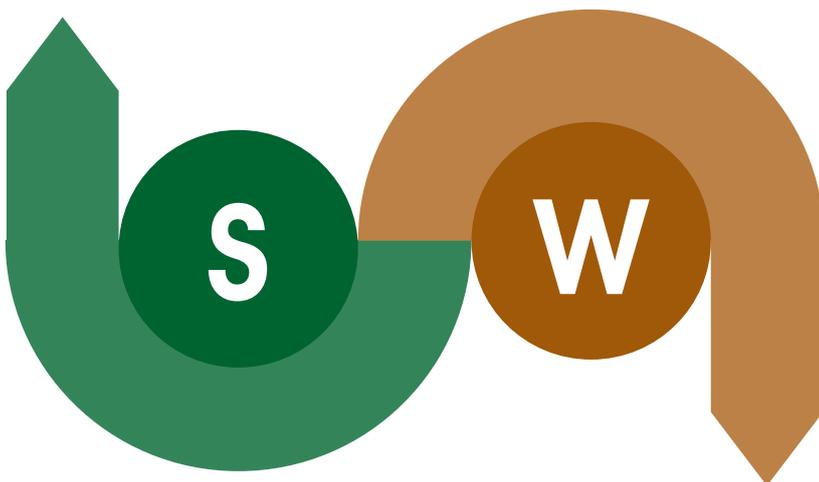
WEAKNESSES

- Organisational structure (shortage of middle management and support staff)
- Absence of a skills audit
- Management information systems (accuracy and reliability)
- Infrastructure
- Lack of succession planning
- Inability to prioritise
- Inability to say "No" – over-responsive to political influence and pressure
- Inability to enforce compliance and consequence management
- Inability to attract and retain competent staff
- Poor integrated planning
- Lack of innovative and modern models of delivery
- Complex policy on quality assurance
- Inability to reach enrolment planning targets
- Lack of shared values
- Access to relevant trade tests
- Location and spread of regional offices
- Lack of intergovernmental collaboration
- Staff morale (work environment, understanding importance of positions at various levels)
- Staffing (e.g. lengthy recruitment processes, skills and competence, organisational fit)
- Unfunded mandates

THREATS

- Governance: e.g. conflict of interest, distinction of roles between management and the board, size of the board
- Duplication of quality assurance functions and roles
- Delivery of an open learning environment – technology implications
- Lack of integration in planning nationally
- Success and efficiency
- 4IR: Attitude or perception towards technological advancement and anticipated impact on jobs
- Economic environment and lack of funding
- Unrealistic expectations of school leavers
- Political instability and leadership.
- Low economic growth projections
- Unemployment reduction rate is at slower pace than forecast in the NDP
- Perception of TVET and its value addition is poor or negative
- Availability and cost of broadband connectivity

OPPORTUNITIES

- Highly skilled workforce
- Sectorial determination
- Amendment of legislation to simplify processes
- Huge number of youth not in employment, education and training (NEET)
- National Development Plan
- National Skills Development Plan (NSDP) and industry – increasing partnership for the implementation of CET programmes
- Collaboration between government departments
- Synergy or an articulated and coherent PSET system
- 4IR) opportunity for using technological advancements for change and improvement or an enabler in the education and training environment
- Government's commitment to develop skills – e.g. NSDS
- Technology and innovation (in learning approaches, methods and modes) open up opportunities for learning and access thereto
- Availability of a diverse range of more cost-effective models of delivery
- Skills development for the green economy
- Improvement of broadband connectivity
- Public-private partnerships and partnerships with HEIs
- Career Development Services and the CAS.
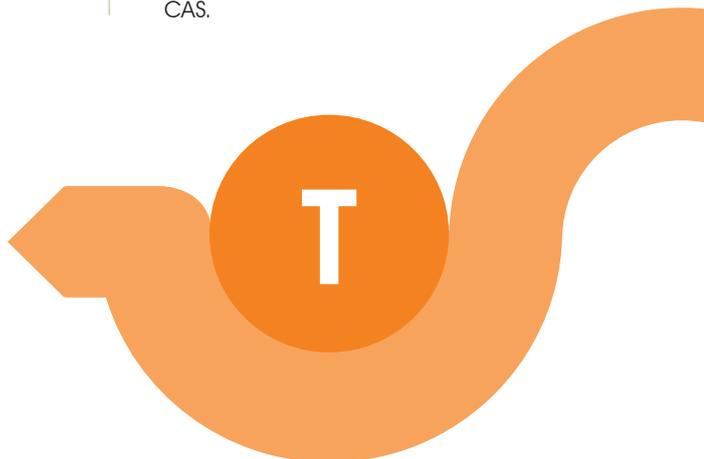
## 4.4   High-level logframe of the PSET system
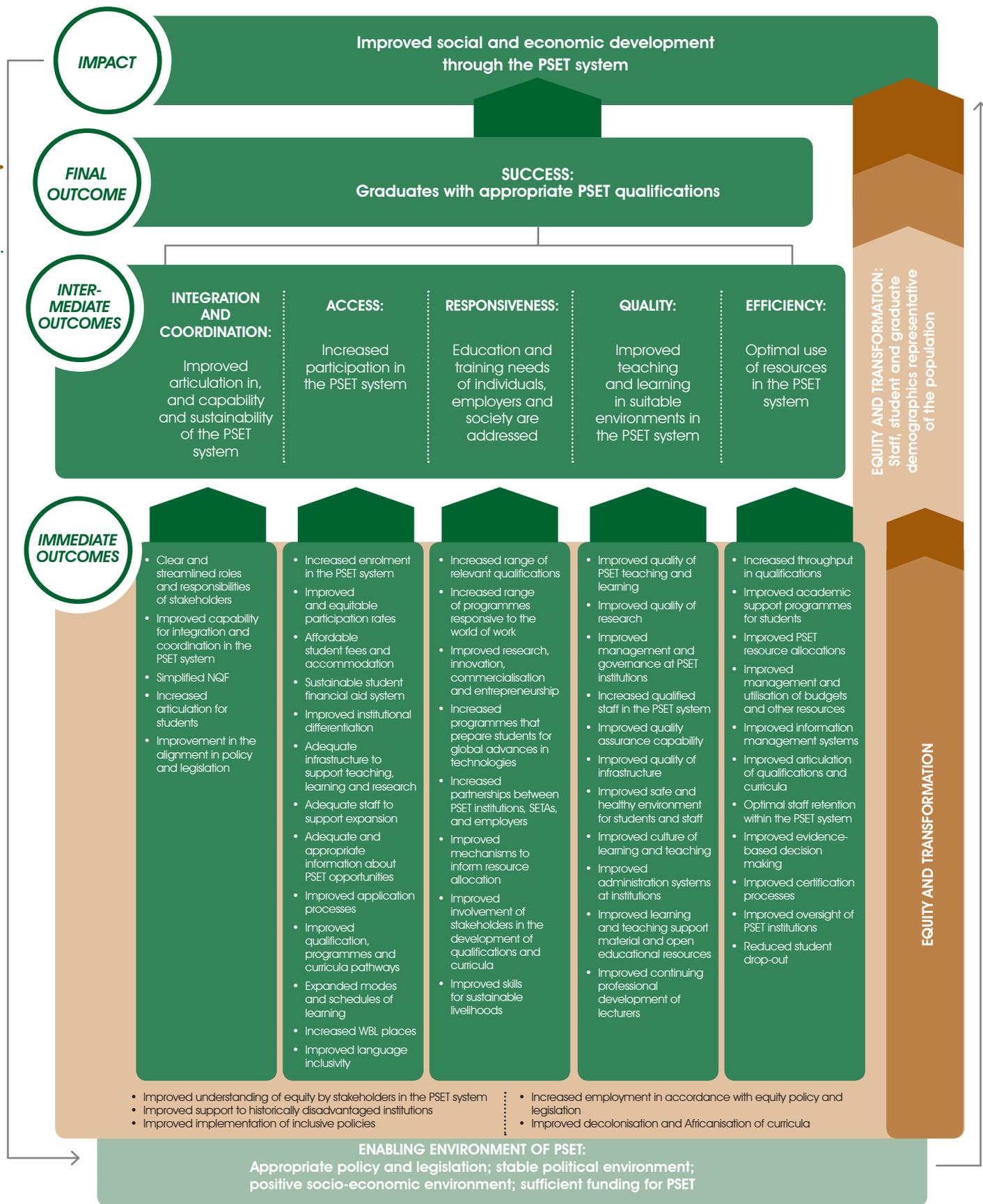
Figure 3: High-level logframe of the PSET system

PART C
MEASURING OUR PERFORMANCE

1. INSTITUTIONAL PERFORMANCE INFORMATION

The Department has the following six budget programmes:

- **Programme 1: Administration:** The purpose of this programme is to provide strategic leadership, management and support services for the Department.

- **Programme 2: Planning, Policy and Strategy:** The purpose of this programme is to provide strategic direction in the development, implementation and monitoring of departmental policies and in the Human Resource Development Strategy for South Africa.

- **Programme 3: University Education:** The purpose of this programme is to develop and coordinate policy and regulatory frameworks for an effective and efficient university education system, and to provide financial and other support to universities, the NSFAS and national higher education institutions.

- **Programme 4: Technical and Vocational Education and Training:** The purpose of this programme is to plan, develop, implement, monitor, maintain and evaluate national policy, programme assessment practices and systems for TVET colleges, and to provide financial and other support to TVET colleges and regional offices.

- **Programme 5: Skills Development:** The purpose of this programme is to promote and monitor the NSDP, and to develop skills development policies and regulatory frameworks for an effective skills development system.

- **Programme 6: Community Education and Training:** The purpose of this programme is to plan, develop, implement, monitor, maintain and evaluate national policy, programme assessment practices and systems for community education and training, and to provide financial and other support to CET colleges.

Following a three-day strategic planning session of senior management led by the Director-General in August 2019, the Department agreed on the medium term (2020/21–2024/25) results for the PSET system. These are the outcomes the Department wishes to achieve through the completion of specific organisational outputs. Linked to the outcomes is a set of outcome indicators and the associated targets for the medium-term period.

2. IMPACT STATEMENT

Impact statement   Improved economic participation and social development of youth and adults

3. MEASURING OUR OUTCOMES

The strategic focus of the Department for the 2019–2024 MTSF is to ensure improved quality provisioning of education and training, while also improving access and the efficiency of the PSET sector as a whole. The emphasis on quality provisioning, while improving access and efficiency, has become a strategic focus area that is intended to lead to higher completion rates and student progression in TVET colleges and universities.

For each outcome, the Department has identified outcome indicators to measure the achievement of the outcomes at the end of the five-year period. Consideration has been made to disaggregate the data in respect of race, gender, class, youth and people with a disability during reporting. Applicable indicators, where reporting on the disaggregated data, are reflected in the Technical Indicator Description Grid.

This Strategic Plan gives effect to the vision enshrined in the White Paper and the related Implementation Plan for PSET (NPPSET). The following outcomes for the 2020–2025 planning period have been identified:

- Expanded access to PSET opportunities
- Improved success and efficiency of the PSET system
- Improved quality of PSET provisioning
- A responsive PSET system
- Excellent business operations within the DHET

The DHET, in all its planning and development, aims to mainstream women, youth and people with a disability. The DHET is working closely with the departments of Women, Youth and People with Disabilities, Social Development, Basic Education and others, including associations and organisations in the field, to the inclusion of women, youth and disability issues.

Table 1: Outcomes, outcome indicators and five-year targets

MTSF PRIORITY: EDUCATION, SKILLS AND HEALTH				
OUTCOMES	**OUTCOME INDICATORS**	**BASELINE[1]**	**TARGET BY 2024**	**RESPONSIBLE PROGRAMME**
1. Expanded access to PSET opportunities	1.1 Number of student enrolments at public universities annually	1 085 568	1 131 000	**Programme 3:** University Education
	1.2 Number of university students receiving funding through NSFAS bursaries annually	260 002	450 000	
	1.3 Number of student enrolments at TVET colleges annually	657 133	710 000	**Programme 4:** Technical and Vocational Education and Training
	1.4 Number of TVET college students receiving funding through NSFAS bursaries annually	200 339	400 000	
	1.5 Number of centres of specialisation established to support students with disabilities	New indicator	4	
	1.6 Number of students enrolled at CET colleges annually	100 286	555 194	**Programme 6:** Community Education and Training
	1.7 Number of learners entering artisanal programmes annually	29 982*	36 375	**Programme 5:** Skills Development
	1.8 Annual number of learners or students placed in work-based learning programmes	182 852*	190 000	
	1.9 Number of learners registered in skills development programmes annually	144 531	150 000	
2. Improved success and efficiency of the PSET system	2.1 Number of students completing a university qualification annually	210 931	237 000	**Programme 3:** University Education
	2.2 Number of graduates in engineering annually	12 955	14 800	
	2.3 Number of graduates in natural and physical sciences annually	8 601	11 400	
	2.4 Number of human and animal health sciences graduates annually	10 456	11 600	
	2.5 Number of master's graduates (all master's degrees) annually	12 951	16 600	
	2.6 Number of doctoral graduates annually	3 057	4 300	
	2.7 Number of initial teacher education graduates annually	25 113	30 000	
	2.8 Throughput rate of 2014 first-time cohort at universities	58%	63%	
	2.9 Percentage increase of first-time students entering university	193 282	5%	
	2.10 Number of TVET college students completing N6 qualification annually	60 642**	76 000	**Programme 4:** Technical and Vocational Education and Training
	2.11 Number of TVET college students completing NC(V) Level 4 annually	11 716**	14 000	
	2.12 Throughput rate of TVET (NC(V))	31.8%	45%	
	2.13 Number of students enrolled in Pre-vocational Learning Programmes (PLP) to improve success	3 000	7 000	
	2.14 Number of CET college students completing GETC: Level 4 annually	28 024**	55 000	**Programme 6:** Community Education and Training
	2.15 Number of CET college students completing Grade 12 annually	New indicator	110 000	
	2.16 Number of artisans found competent annually	19 627*	26 500	**Programme 5:** Skills Development
	2.17 Number of learners who complete learnerships annually	48 002*	53 000	
	2.18 Number of learners who complete internships annually	6 496*	11 000	
	2.19 Number of learners who complete skills programmes annually	122 979*	128 000	

1 *2017 unless stated otherwise in specific indicators | ***2018** | **Verified against the 2019 academic year*

MTSF PRIORITY: EDUCATION, SKILLS AND HEALTH				
OUTCOMES	**OUTCOME INDICATORS**	**BASELINE[1]**	**TARGET BY 2024**	**RESPONSIBLE PROGRAMME**
3. Improved quality of PSET provisioning	3.1 Percentage of TVET college lecturers with professional qualifications	60%*	90%	**Programme 4:** Technical and Vocational Education and Training
	3.2 Percentage of university lecturers (permanent instruction or research staff) who hold doctoral degrees	46%*	51%	**Programme 3:** University Education
	3.3 Number of nGAP posts allocated to universities every year	100	100	
	3.4 Number of CET lecturers trained	744 (cumulative)	3 370	**Programme 6:** Community Education and Training
4. A responsive PSET system	4.1 Percentage of TVET college lecturing staff appropriately placed in industry or in exchange programmes	2018/19: 8.80%	33%	**Programme 4:** Technical and Vocational Education and Training
	4.2 Number of universities offering accredited TVET college lecturer qualifications	5	10	**Programme 3:** University Education
	4.3 Number of hubs established to promote entrepreneurship	New indicator	9	**Programme 4:** Technical and Vocational Education and Training
	4.4 Number of artisan learners trained in centres of specialisation per annum	New indicator	700	
	4.5 Number of universities implementing student-focused entrepreneurship development activities	New indicator	26	**Programme 3:** University Education
	4.6 Number of programmes and qualifications offered in CET colleges increased	2	11	**Programme 6:** Community Education and Training
	4.7 Percentage of NEET students taking part in CET college occupational skills programmes becoming economically active	New indicator	90%	
5. Excellent business operations within the DHET	5.1 Audit opinion received from the Auditor-General of South Africa	Unqualified audit	Clean audit	**Programme 1:** Administration

1 *2017 unless stated otherwise in specific indicators* | ***2018* | ****Verified against the 2019 academic year*

3.1 Explanation of planned performance over the five-year planning period

Expanded access to PSET opportunities

The White Paper targets 1 million student enrolments in CET colleges, 2.5 million in TVET colleges and 1.6 million in HEIs by 2030. Given the 2018 enrolments of 100 286 CET students, 657 133 TVET students and 1.08 million higher education students (public and private), the size and shape of the PSET system will change markedly over the next 10 years. It is envisaged that the TVET sector will become the biggest sector, with the CET sector approaching the enrolment size of the public higher education sector.

Given the requisite funding, enrolments in technical or vocational programmes are expected to increase considerably compared to current enrolments in order to expand entry-level access to the world of work in

various trades and occupations and to prepare students for entrepreneurship or self-employment.

The expansion of the PSET system requires a careful and systematic enrolment planning process that is in line with the available resources, capacity and funding. Together with its education and training institutions, the Department will develop and ensure the implementation of enrolment plans for the period 2020–2025. This process will ensure equitable participation that is supported by increased numbers of quality staff, affordable fees and inclusive and sustainable financial aid. For the period 2020–2025, enrolments at TVET colleges are expected to remain constant at 710 000 due to a funding shortfall

averaging R800 million per annum, while enrolments at CET colleges will increase to 555 194 from 100 286. Student enrolments at public universities will reach 1 131 000 by 2024.

Furthermore, the Department will implement targeted interventions to support expansion as follows:

- Implement the MIFs for universities and TVET colleges
- Ensure that eligible students receive funding through NSFAS bursaries
- Ensure that SETAs identify an increasing number of workplace-based opportunities and make information about WBL known to the public
- Develop a sustainable CET colleges funding model, including norms and standards for the funding of CET colleges
- Establish CoS to support students with disabilities at TVET colleges
- Promote the uptake of artisanal trades as career choices among youth
- Identify SETAs with WBL opportunities and make these opportunities available to the public
- Provide career development services to make informed career and study choices

Improved success and efficiency of the PSET system

The quality of provision is premised on qualified, experienced and committed staff, informed, caring, focused and reliable student support services, the availablility of learning opportunities through diverse modes of delivery, and adequate and available infrastructure. Increased efficiency and success across all PSET sectors will promote a culture of completion, which, in turn, will not only improve cost-effectiveness, build work-readiness and facilitate employment, but will also help to embed lifelong learning capabilities among citizens.

In order to improve the efficiency and success of the PSET system, the Department intends to increase the number of TVET students attending foundation courses and implement the University Capacity Development Programme to improve student success at universities.

The eradication of the NATED and NC(V) certification backlog in the TVET sector is an area that will be given attention to improve the inefficiencies that bedevilled the system in the past. The Department has been working closely with management at college level, the State Information Technology Agency (SITA) and Umalusi to improve the turnaround time of the examination cycle in processing and clearing outstanding certificates for TVET and CET colleges. The partnership has yielded positive results, but a new information technology (IT) examination system solution must be implemented. Advocacy for the use of open access to learning and teaching support material in CET colleges will also be conducted.

Improved quality of PSET provisioning

If the White Paper's targets for 2030 are to be met, every institution across the entire PSET system will need to improve the quality of its provisioning. It will be wasteful and negligent to permit quality to lag while access expands. The quality of teaching and learning, research, management and governance, staff, quality assurance, use of appropriate technology and infrastructure need to be improved in order to improve the quality of PSET provisioning.

Better teaching will be supported by increasing the numbers, qualifications and expertise of lecturers. Lecturers' pedagogical, curriculum development and research capacities will be improved, together with their abilities to harness digital technologies and a diverse range of methodologies to support teaching and learning in innovative ways. The development of digital pedagogies will be supported. Efforts will be intensified to transform the academic staffing demographic at universities towards ensuring equitable participation of South African black and female academics, especially at senior levels.

Institutional governance, leadership and management, including student leadership, are important for the realisation of quality institutional goals. Good governance across PSET institutions will receive attention to ensure that governance standards are adhered to, including providing support for student governance and leadership.

The implementation of the nGAP, which is part of the SSAUF, will receive continued support so as to recruit new permanent university academics, while at the same time improving staff demographic profiles and addressing the ratio of permanent to temporary staff members.

Other interventions include developing and strengthening the capacity of TVET and CET college lecturers over the next five years. The improved capacity of lecturing staff at TVET and CET colleges will strengthen the provision of teaching and learning in these sectors. The number of universities offering accredited TVET college lecturer qualifications will be increased to 10.

Career development services are already in operation to support students to make appropriate career and study choices. The CAS will be fully operational by 2025. With regard to the CET college sector, the focus will be on finalising and implementing the policy on student and community support services.

A responsive PSET system

As the White Paper points out, the PSET system is an important institutional mechanism that must be responsive to the needs of society. Improved responsiveness entails developing a better understanding of supply and demand, which, in turn, requires enhanced liaison and engagement with communities at local, regional and international levels,

as well as socially responsive research, collaboration, partnerships and capacity building. The objective is to provide qualification programmes and curricula that are responsive to the needs of the world of work, society and students.

Therefore, greater cooperation between PSET institutions and the world of work, with a specific focus on the connections and interactions between provider institutions and Skills Levy institutions, and between provider institutions and employers, is critical. Strengthening WBL at system and institutional levels, as well as encouraging employers to participate in WBL, will help improve education and employment outcomes.

In the next five years, various interventions specific to ensuring that the PSET system is responsive will be introduced and implemented as follows:

- Facilitate work exposure opportunities for TVET college lecturers
- Establish industry partnerships to ensure that the curriculum meets the needs of industry
- Promote entrepreneurship in TVET colleges through the establishment of hubs
- Train young artisans through the CoS at TVET colleges
- Introduce compulsory digital skills training specific to programme offerings at TVET colleges
- Support universities to implement student-focused entrepreneurship programmes

The Department will strengthen skills planning in the country through the establishment a Labour Market Intelligence Unit. The Unit will work in partnership with all PSET sectors to provide data on demand for systematic enrolment planning purposes, analyse data gathered by the SETAs from the workplace, map existing skills, skills training and skills demand, as well as the skills development priorities of government departments. A Priority Skills Plan will be developed and implemented.

Excellent business operations within the DHET

The ultimate objective is to ensure sound service delivery management and effective resource management within the Department. The focus will be on ensuring effective business operations in relation to strategic planning, organisational positioning, organisational performance management and organisational culture development, corporate image, stakeholder relations management and corporate governance.

The impact

The social change that the Department aims to achieve is an improvement in the economic participation and social development of youth and adults, which will be realised as a result of expanded opportunities, excellent teaching and learning, the provision of education and training relevant to the needs of employers and the optimal use of resources.
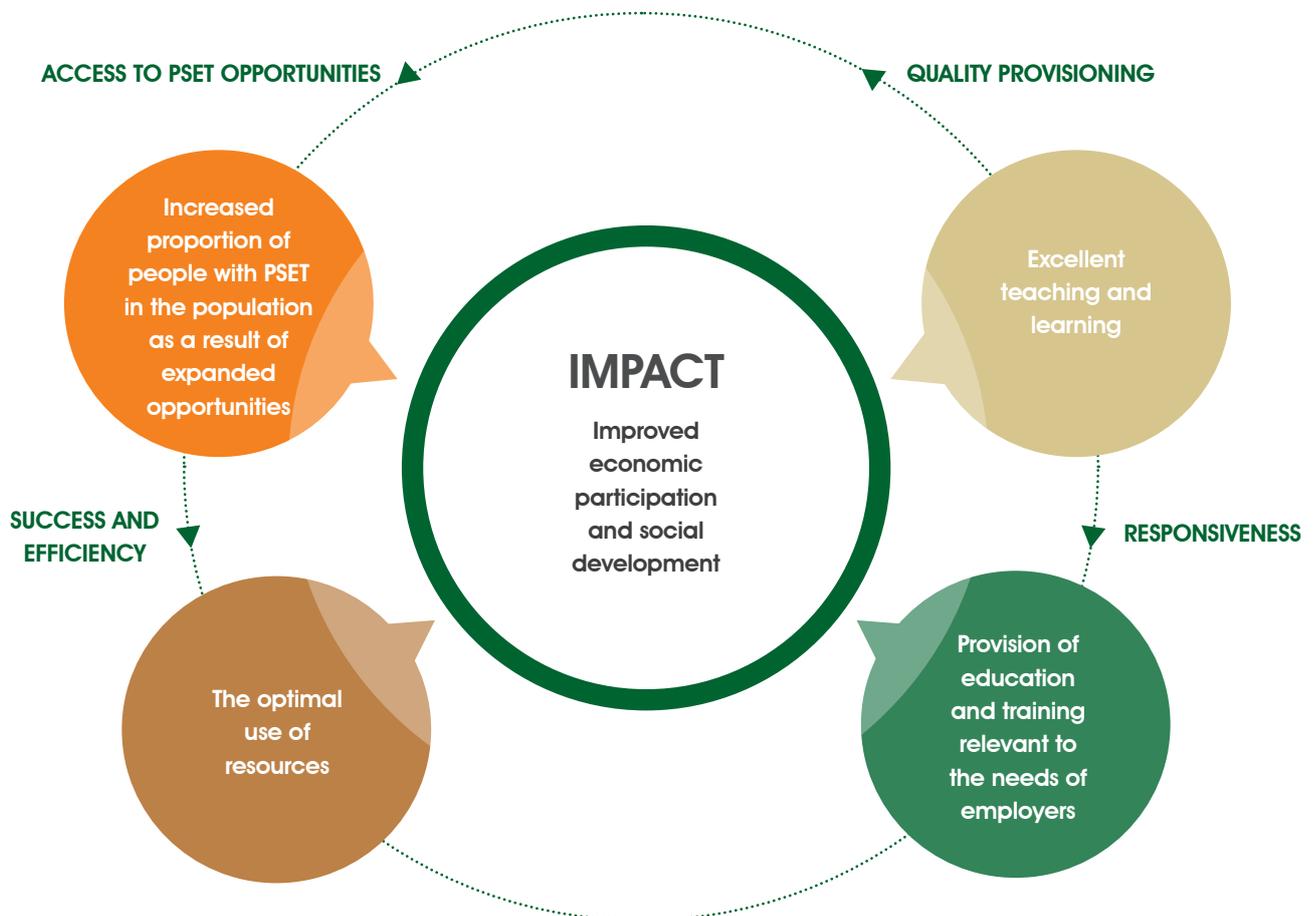

Figure 4: The impact of the Department's planned interventions

4. KEY RISKS

Table 2: Outcomes, key risks and risk mitigation measures

OUTCOME	KEY RISK	RISK MITIGATION	RESPONSIBLE PROGRAMME
1. Expanded access to PSET opportunities	• Insufficient funding • Inadequate infrastructure • Non-qualifying students are funded by NSFAS or qualifying students are not funded correctly • Decreasing proportion of South African students in postgraduate programmes • Gender/race/disability responsive planning, budgeting and M&E not implemented	• Enrolment planning in line with available infrastructure, capacity, equity targets and funding • Penalising over- and under-enrolments • Support for infrastructure improvement through infrastructure grants and strong oversight through the implementation of the Infrastructure Development Support Programme • The DHET bursary guidelines provide the framework for qualifying students, and the roles and responsibilities of NSFAS and institutions • Targeted support for South Africans in postgraduate programmes	**Programme 2:** Planning, Policy and Strategy **Programme 3:** University Education **Programme 4:** Technical and Vocational Education and Training **Programme 5:** Skills Development
2. Improved success and efficiency of the PSET system	• Insufficient provision of career development services • Lack of provision of foundational programmers • Low throughput and high dropout rates in distance education programmes	• Roll out of career development services across the sectors • Support fit-for-purpose student success and retention strategies in contact and distance education	**Programme 2:** Planning, Policy and Strategy **Programme 3:** University Education **Programme 4:** Technical and Vocational Education and Training **Programme 6:** Community Education and Training
3. Improved quality of PSET provisioning	• Lack of suitably qualified lecturers in TVET and CET colleges • Lack of capacity to deliver programme offerings in PSET	• Partner with Skills Levy institutions for a sustainable training strategy for TVET and CET college lecturers • Staff development programmes	**Programme 2:** Planning, Policy and Strategy **Programme 4:** Technical and Vocational Education and Training **Programme 6:** Community Education and Training
4. A responsive PSET system	• Delays in the accreditation of programmes in CET colleges • Inappropriate programmes • Slow rate of staff transformation at universities	• Regular meetings to monitor accreditation progress • Implement staff transformation programmes, including through the University Capacity Development Programme, and monitor staff transformation	**Programme 3:** University Education **Programme 4:** Technical and Vocational Education and Training **Programme 6:** Community Education and Training
5. Excellent business operations within the DHET	• Inadequate human resource capacity and capabilities	• Matching and placement implemented in line with the approved organisational structure • Continuous review and updating of the structure • Development and implementation of the operations management framework and work measurement • Skills audit • Vacancies filled within the stipulated period (i.e. 180 days)	**Programme 1:** Administration
	• Non-compliance with applicable policies, procedures and legislation regarding financial and supply chain management (SCM) administration	• Continuous review and communication of the SCM and Finance policies • Procedures and delegations for effective implementation • Consequence management effected on non-compliance	

OUTCOME	KEY RISK	RISK MITIGATION	RESPONSIBLE PROGRAMME
5. Excellent business operations within the DHET	• Insufficient management of increased baseline allocations	• Improved cash-flow management • Dedicated funding to ensure institutional capacity • Review institutions' monitoring reports • Transfer payment schedule amended in line with National Treasury's budget process as part of the adjusted estimates	**Programme 1:** Administration
	• Inadequate continuity management	• Review the disaster recovery plan and establish a cloud-based disaster recovery system • Develop a business continuity plan and incorporate the disaster recovery plan into the plan once developed	

5. PUBLIC ENTITIES

Table 3 provides a list of public entities under the auspices of the Minister of Higher Education, Science and Technology. Each public entity contributes to at least one outcome listed on page 26.

Table 3: The mandates and outcomes of the public entities reporting to the Minister

PUBLIC ENTITY			
Number		**MANDATE**	**OUTCOMES**
1.	Agriculture Sector Education and Training Authority (AGRISETA)	The provision of relevant, quality and accessible education, training and development in both the primary and secondary agriculture sectors	• Expanded access to PSET opportunities • Improved success and efficiency of the PSET system • A responsive PSET system
2.	Banking Sector Education and Training Authority (BANKSETA)	The provision of relevant, quality and accessible education, training and development in the banking and microfinance sector	• Expanded access to PSET opportunities • Improved success and efficiency of the PSET system • A responsive PSET system
3.	Chemical Industries Education and Training Authority (CHIETA)	The provision of relevant, quality and accessible education, training and development in the chemical industries sector	• Expanded access to PSET opportunities • Improved success and efficiency of the PSET system • A responsive PSET system
4.	Construction Sector Education and Training Authority (CETA)	The provision of relevant, quality and accessible education, training and development in the construction industry	• Expanded access to PSET opportunities • Improved success and efficiency of the PSET system • A responsive PSET system
5.	Council on Higher Education	Advises the Minister of Higher Education, Science and Technology on all higher education policy matters, implements the system of quality assurance for all higher education institutions, monitors the state of the higher education system and contributes to the development of higher education through intellectual engagement	• Improved success and efficiency of the PSET system
6.	Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority (CATHSSETA)	The provision of relevant, quality and accessible education, training and development in the tourism, hospitality and sport sector	• Expanded access to PSET opportunities • Improved success and efficiency in the PSET system • A responsive PSET system

		MANDATE	OUTCOMES
7.	Education, Training and Development Practices Sector Education and Training Authority (ETDP-SETA)	The provision of relevant, quality and accessible education, training and development in the education, training and development sector	• Expanded access to PSET opportunities • Improved success and efficiency in the PSET system • A responsive PSET system
8.	Energy and Water Sector Education and Training Authority (EWSETA)	The provision of relevant, quality and accessible education, training and development in the energy and water sector	• Expanded access to PSET opportunities • Improved success and efficiency of the PSET system • A responsive PSET system
9.	Fibre, Processing and Manufacturing (FP&M SETA)	The provision of relevant quality and accessible education, training and development in the fibre, processing and manufacturing sector	• Expanded access to PSET opportunities • Improved success and efficiency of the PSET system • A responsive PSET system
10.	Financial and Accounting Services Sector Education and Training Authority (FASSET)	The provision of relevant, quality and accessible education, training and development in the financial and accounting services sector	• Expanded access to PSET opportunities • Improved success and efficiency of the PSET system • A responsive PSET system
11.	Food and Beverages Sector Education and Training Authority (FOODBEV-SETA)	The provision of relevant, quality and accessible education, training and development in the food and beverages sector	• Expanded access to PSET opportunities • Improved success and efficiency of the PSET system • A responsive PSET system
12.	Health and Welfare Sector Education and Training Authority (HWSETA)	The provision of relevant, quality and accessible education, training and development in the health and welfare sector	• Expanded access to PSET opportunities • Improved success and efficiency of the PSET system • A responsive PSET system
13.	Insurance Sector Education and Training Authority (INSETA)	The provision of relevant, quality and accessible education, training and development in the insurance sector	• Expanded access to PSET opportunities • Improved success and efficiency of the PSET system • A responsive PSET system
14.	Local Government Sector Education and Training Authority (LGSETA)	The provision of relevant, quality and accessible education, training and development in the local government sector	• Expanded access to PSET opportunities • Improved success and efficiency of the PSET system • A responsive PSET system
15.	Manufacturing, Engineering and Related Services Sector Education and Training Authority (MERSETA)	The provision of relevant, quality and accessible education, training and development in the manufacturing, engineering and related services sector	• Expanded access to PSET opportunities • Improved success and efficiency of the PSET system • A responsive PSET system
16.	Media, Information and Communication Technologies Sector Education and Training Authority (MICT-SETA)	The provision of relevant, quality and accessible education, training and development in the information systems, electronics and telecommunications technologies sector	• Expanded access to PSET opportunities • Improved success and efficiency of the PSET system • A responsive PSET system
17.	Mining Qualifications Authority (MQA)	The provision of relevant, quality and accessible education, training and development in the mining and minerals sector	• Expanded access to PSET opportunities • Improved success and efficiency of the PSET system • A responsive PSET system

		MANDATE	OUTCOMES
18.	National Skills Fund (NSF)	The funding of national skills development priority projects as identified in the NSDP and projects related to achieving the purpose of the Act as determined by the Accounting Authority	• Expanded access to PSET opportunities
19.	National Student Financial Aid Scheme (NSFAS)	The administration of loans and bursaries and the allocation of these to eligible students, developing criteria and conditions for the granting of loans and bursaries to eligible students in consultation with the Minister of Higher Education, Science and Technology, raising funds, recovering loans, maintaining and utilising a database for loans and bursary administration, undertaking research for the utilisation of financial resources and advising the Minister on matters relating to student financial aid	• Expanded access to PSET opportunities
20.	Public Services Sector Education and Training Authority (PSETA)	The provision of relevant, quality and accessible education, training and development in the public services sector	• Expanded access to PSET opportunities • Improved success and efficiency of the PSET system • A responsive PSET system
21.	Quality Council for Trades and Occupations (QCTO)	The development and quality assurance of occupational qualifications that are responsive to labour market and developmental state initiatives	• Improved quality of PSET provisioning
22.	Safety and Security Sector Education and Training Authority (SASSETA)	The provision of relevant, quality and accessible education, training and development in the safety and security sector	• Expanded access to PSET opportunities • Improved success and efficiency of the PSET system • A responsive PSET system
23.	Services Sector Education and Training Authority (SERVICES SETA)	The provision of relevant, quality and accessible education, training and development in the services sector	• Expanded access to PSET opportunities • Improved success and efficiency of the PSET system • A responsive PSET system
24.	South African Qualifications Authority (SAQA)	Overseeing the further development and implementation of the NQF, a key national policy tool with respect to the transformation and integration of the education and training system in South Africa. SAQA operates under the National Qualifications Framework Act, Act No. 67 of 2008, which came into effect on 1 June 2009. The functions of SAQA are set out in sections 5(3), 11 and 13 of the NQF Act.	• Improved quality of PSET provisioning
25.	Transport Education and Training Authority (TETA)	The provision of relevant, quality and accessible education, training and development in the transport sector	• Expanded access to PSET opportunities • Improved success and efficiency of the PSET system • A responsive PSET system
26.	Wholesale and Retail Sector Education and Training Authority (W&RSETA)	The provision of relevant, quality and accessible education, training and development in the wholesale and retail sector	• Expanded access to PSET opportunities • Improved success and efficiency of the PSET system • A responsive PSET system

PART D
TECHNICAL INDICATOR DESCRIPTIONS: OUTCOME INDICATORS

Indicator title	**Number of student enrolments at public universities annually**
Definition	Verified unduplicated student headcount enrolment numbers in higher education studies at universities
Source of data	Audited institutional HEMIS sub-dataset from universities' student production system – included in the audit in cognisance of the Department's audit guidelines
Method of calculation/ assessment	Unit record dataset extracted by university on a census date, i.e. the midpoint of the academic period, as determined by the universities for the 2023 academic year. Unduplicated headcount number taken from the headcount report, Table 2.7, generated from the HEMIS database. Students enrolled for more than one qualification are only counted once. Students who have exam-only modules or are graduates, i.e. they have no course registrations, are excluded from the headcount table.
	Students who only write an exam have to do a full registration as the institution allows them to write the exam. As a result, they are reflected in the database as "exam only" so cannot be counted in the headcount figures.
	Graduates who are reflected as graduates only are students identified as graduates for a particular academic year, e.g. 2022, but due to time constraints for audit purposes or as they are completing experiential training, they will only go into the following year's database as graduates (e.g. 2023), but their actual headcount and course registration would have been processed 2022. It all relates to the academic year and the identification of the graduate vs the audit period. A "graduate only" record is not an invalid record; it is just an overlap of two academic years.
Assumptions	The universities adhere to their agreed-upon, Ministerially approved targets, and funding to universities is not decreased.
Disaggregation of beneficiaries (where applicable)	Reported information on the annual number of student enrolments at public universities will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	Not applicable
Desired performance	Actual headcount reported, equal to or exceeding the projected target
Indicator responsibility	Sub-Programme Manager: Academic Planning, Monitoring and Evaluation, supported by the Directorate: HEMIS

Indicator title	**Number of university students receiving funding through NSFAS bursaries annually**
Definition	Verified student headcount enrolments at universities that receive financial aid to access higher education studies
Source of data	NSFAS audited headcount enrolment numbers
Method of calculation/ assessment	Simple count of students who benefitted from a bursary per academic year. NSFAS submits the audit report, and provides the extracted data to the Department by a particular date.
Assumptions	Credible NSFAS data and system capacity
Disaggregation of beneficiaries (where applicable)	Reported information on the number of university students annually receiving funding through NSFAS bursaries will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	Not applicable
Desired performance	Actual headcount enrolments of students receiving financial aid at universities
Indicator responsibility	Sub-Programme Manager: University Management Support

Indicator title	**Number of student enrolments at TVET colleges annually**
Definition	Verified unduplicated student headcount enrolment per enrolment cycle in differentiated programmes and qualifications
Source of data	Audited institutional TVET MIS sub-dataset from TVET college student production system – included in the audit is cognisance of Departmental audit and verification guidelines
Method of calculation/ assessment	Simple unduplicated enrolment cycle count
Assumptions	The TVET colleges adhere to their agreed-upon, Ministerially approved targets, and funding to TVET colleges is not decreased.
Disaggregation of beneficiaries (where applicable)	Annual reported information on student enrolment at TVET colleges will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	A total of 50 TVET colleges in nine provinces, both urban and rural
Desired performance	Actual headcount reported equals or exceeds the projected numbers
Indicator responsibility	Sub-Programme: TVET System Planning and Institutional Support: Manager – TVET Monitoring and Evaluation

Indicator title	**Number of TVET college students receiving funding through NSFAS bursaries annually**
Definition	Verified student headcount enrolments at TVET colleges that receive financial aid to access Ministerially approved programmes NC(V), Report 190/191and PLP
Source of data	NSFAS headcount enrolment numbers as per audited NSFAS Annual Performance Report
Method of calculation/ assessment	Simple count of students who benefitted from a bursary per academic year. NSFAS submits the audit report and provides the extracted data to the Department by a particular date.
Assumptions	Credible NSFAS data and system capacity
Disaggregation of beneficiaries (where applicable)	Reported information on the number of TVET college students annually receiving funding through NSFAS bursaries will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	A total of 50 TVET colleges in nine provinces, both urban and rural
Desired performance	Actual headcount enrolments of students receiving financial aid at TVET colleges
Indicator responsibility	Sub-programme: Programmes and Qualifications: Manager – Student Development and Support

Indicator title	**Number of centres of specialisation established to support students with disabilities**
Definition	The total number of CoS established to support students with disabilities
Source of data	Implementation reports
Method of calculation/ assessment	Simple count of established CoS for disability support
Assumptions	The TVET colleges will source funding or ring-fence funds from their own coffers.
Disaggregation of beneficiaries (where applicable)	Not applicable
Spatial transformation (where applicable)	The CoS for disability support are established across the nine provinces, both urban and rural.
Desired performance	Targets for establishing CoS for disability support are met or surpassed.
Indicator responsibility	Sub-programme: Programmes and Qualifications: Manager – Student Development and Support

Indicator title	**Number of students enrolled at CET colleges annually**
Definition	Audited student enrolments across CET programmes
Source of data	Enrolment schedule
Method of calculation/ assessment	Simple count of student enrolments across CET programmes
Method of verification	Enrolment schedule, admission forms, ID copies, attendance registers
Assumptions	Admission systems, capturing and data storage system are in place across nine CET colleges
Disaggregation of beneficiaries (where applicable)	• Target for women: 60% (333 116) • Target for people with disabilities: 2% (11 104)
Spatial transformation (where applicable)	None
Desired performance	A total enrolment of 555 194 students in 2024
Indicator responsibility	Sub-programme Manager: System Planning – Institutional Development and Support

Indicator title	**Number of learners entering artisanal programmes annually**
Definition	Number of new artisan learners defined in terms of the SDA who enter the skills development system nationally to be trained to qualify as artisans
Source of data	Records from the SETAs and the Institute for the National Development of Learnerships, Employment Skills and Labour Assessments (INDLELA) drawn from the National Artisan Development Support Centre
Method of calculation/ assessment	Number of new artisan learners reported by the SETAs and INDLELA
Assumptions	Data is accurate and verified.
Disaggregation of beneficiaries (where applicable)	Reported information on the number of learners entering artisanal programmes will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	National
Desired performance	Actual performance that is higher is desirable.
Indicator responsibility	Sub-Programme Manager: INDLELA

Indicator title	**Annual number of learners or students placed in work-based learning programmes**
Definition	Number of learners or students placed in WBL opportunities from various sectors in the PSET system to gain necessary workplace learning
Source of data	Drawn from the SETAs' quarterly reports.
Method of calculation/assessment	Simple count, number of learners or students placed in WBL opportunities
Assumptions	The WBL data is accurate and verified
Disaggregation of beneficiaries (where applicable)	Reported information on the number of learners or students placed in WBL opportunities will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	National
Desired performance	Actual performance that is higher is desirable.
Indicator responsibility	Sub-Programme Manager: SETA Coordination

Indicator title	**Number of learners registered in skills development programmes annually**
Definition	Number of learners (employed and unemployed) enrolled in skills development programmes
Source of data	Drawn from SETA MIS quarterly reports.
Method of calculation/assessment	Simple count, number of learners (employed and unemployed) enrolled in skills programmes
Assumptions	Data is accurate and verified.
Disaggregation of beneficiaries (where applicable)	Reported information on the number of learners registered in skills development programmes annually will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	National
Desired performance	Learners enrolled in skills programmes
Indicator responsibility	Sub-Programme Manager: SETA Coordination

Indicator title	**Number of students completing a university qualification annually**
Definition	Verified number of graduates from universities
Source of data	Audited institutional HEMIS sub-dataset from universities' student production system – included in the audit in cognisance of the Department's audit guidelines
Method of calculation/assessment	Unit record dataset extracted by university on a census date, i.e. the midpoint of the academic period, as determined by the universities for the 2023 academic year. The number is the total from Table 2.13. This number includes students who graduated after the final audit for 2022 and who are graduates only. Records where element 025 = F and W are counted.
Assumptions	The universities adhere to their agreed-upon, Ministerially approved targets and that funding to universities is not decreased.
Disaggregation of beneficiaries (where applicable)	Reported information on the number of students completing a university qualification annually will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	Not applicable
Desired performance	The number of graduates equal to or exceeding the projected target
Indicator responsibility	Sub-Programme Manager: Academic Planning, Monitoring and Evaluation, supported by the HEMIS Directorate

Indicator title	**Number of graduates in engineering annually**
Definition	Verified number of undergraduate graduates in engineering sciences from universities
Source of data	Audited 2023 academic year institutional HEMIS sub-dataset from universities' student production system verified by October 2024. Included in the audit is cognisance of the Department's audit guidelines.
Method of calculation/assessment	Unit record dataset extracted by university on a census date, i.e. the midpoint of the academic period, as determined by the universities for the 2023 academic year. The number is summed from Table 2.13 for the certificate, diploma, three- and four-year bachelor's degrees, Baccalaures Technologiae and advanced diploma qualification types in CESM 08.
Assumptions	The universities adhere to their agreed-upon, Ministerially approved targets and that funding to universities is not decreased.
Disaggregation of beneficiaries (where applicable)	Reported information on the annual number of graduates in engineering will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	Not applicable
Desired performance	The number of undergraduate engineering graduates equal to or exceeding the projected target
Indicator responsibility	Sub-Programme Manager: Academic Planning, Monitoring and Evaluation, supported by the HEMIS Directorate

Indicator title	Number of graduates in natural and physical sciences annually
Definition	Verified number of undergraduate graduates in natural (life) and physical sciences received from universities
Source of data	Audited 2023 academic year institutional HEMIS sub-dataset from universities' student production system verified by October 2024 – included in the audit is cognisance of the Department's audit guidelines.
Method of calculation/ assessment	Unit record dataset extracted by university on a census date, i.e. the midpoint of the academic period, as determined by the universities for the 2023 academic year. The number is summed from Table 2.13 for the certificate, diploma, three- and four-year bachelor's degrees, Baccalaureus Technologiae and advanced diploma qualification types in CESM 13 and 14.
Assumptions	The universities adhere to their agreed-upon, Ministerially approved targets and that funding to universities is not decreased.
Disaggregation of beneficiaries (where applicable)	Reported information on the number of graduates in natural and physical sciences annually will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	Not applicable
Desired performance	The number of natural (life) and physical sciences graduates equal to or exceeding the projected target
Indicator responsibility	Sub-Programme Manager: Academic Planning, Monitoring and Evaluation, supported by the HEMIS Directorate

Indicator title	Number of human and animal health sciences graduates annually
Definition	Verified number of undergraduate graduates in human and animal health sciences and postgraduate bachelor's degree in veterinary science from universities. Veterinary science may include the postgraduate bachelor's degree because the pipeline students cannot practice without having done this qualification. It is in the process of being phased out and has been replaced by a four-year bachelor's degree, but if there are still pipeline students, they will have to be included.
Source of data	Audited 2023 academic year institutional HEMIS sub-dataset from universities' student production system verified by October 2024 – included in the audit is cognisance of the Department's audit guidelines.
Method of calculation/ assessment	Unit record dataset extracted by university on a census date, i.e. the midpoint of the academic period, as determined by the universities for the 2023 academic year. The number is summed from Table 2.13 for the certificate, diploma, three- and four-year bachelor's degrees, Baccalaures Technologiae, advanced diploma and postgraduate bachelor's degree (for Veterinary Science only) qualification types in CESM 09 and CESM 0106.
Assumptions	The universities adhere to their agreed-upon, Ministerially approved targets and that funding to universities is not decreased.
Disaggregation of beneficiaries (where applicable)	Reported information on the number of human and animal health sciences graduates annually will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	Not applicable
Desired performance	The number of undergraduate human health and animal health and postgraduate bachelor's degree for Veterinary Science graduates equal to or exceeding the projected target
Indicator responsibility	Sub-Programme Manager: Academic Planning, Monitoring and Evaluation, supported by the HEMIS Directorate

Indicator title	Number of master's graduates (all master's degrees) annually
Definition	Verified number of master's graduates from universities
Source of data	Audited 2023 academic year institutional HEMIS sub-dataset from universities' student production system verified by October 2024. Included in the audit is cognisance of the Department's audit guidelines.
Method of calculation/ assessment	Unit record dataset extracted by university on a census date, i.e. the midpoint of the academic period, as determined by the universities for the 2023 academic year. The number is summed from Table 2.13 for the master's (research) and master's (non-research).
Assumptions	The universities adhere to their agreed-upon, Ministerially approved targets and that funding to universities is not decreased.
Disaggregation of beneficiaries (where applicable)	Reported information on the number of master's graduates (all master's degrees) annually will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	Not applicable
Desired performance	The number of masters' graduates equal to or exceeding the projected target
Indicator responsibility	Sub-Programme Manager: Academic Planning, Monitoring and Evaluation, supported by the HEMIS Directorate

Indicator title	Number of doctoral graduates annually
Definition	Verified number of doctoral graduates from universities.
Source of data	Audited 2023 academic year institutional HEMIS sub-dataset from universities' student production system verified by October 2024. Included in the audit is cognisance of the Department's audit guidelines.
Method of calculation/ assessment	Unit record dataset extracted by university on a census date, i.e. the midpoint of the academic period, as determined by the universities for the 2023 academic year. The number is summed from the graduate table, Table 2.13, for the doctoral qualification type.
Assumptions	The universities adhere to their agreed-upon, Ministerially approved targets and that funding to universities is not decreased.
Disaggregation of beneficiaries (where applicable)	Reported information on the number of doctoral graduates annually will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	Not applicable
Desired performance	The number of doctoral graduates equal to or exceeding the projected target
Indicator responsibility	Sub-Programme Manager: Academic Planning, Monitoring and Evaluation, supported by the HEMIS Directorate

Indicator title	Number of initial teacher education graduates annually
Definition	Verified number of graduates in initial teacher education from universities. Initial teacher education graduates include graduates from initial teacher education qualification programmes that are described in the following four policies: • Policy on Minimum Requirements for Teacher Education Qualifications (2011, revised 2015) • Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators (2017) • Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training (2013) • Policy on Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education and Training (2015) Graduates from these qualifications can include early childhood development educators, school teachers, and TVET and CET college lecturers.
Source of data	Audited 2023 academic year institutional HEMIS sub-dataset from universities' student production system verified by March 2024. Included in the audit is cognisance of the Department's audit guidelines.
Method of calculation/ assessment	Unit record dataset extracted by university on a census date, i.e. the midpoint of the academic period, as determined by the universities for the 2023 academic year. Graduates with a diploma, BEd degree, Postgraduate Certificate in Education and advanced diploma qualifications are extracted from the HEMIS database.
Assumptions	The universities adhere to their agreed-upon, Ministerially approved targets and that funding to universities is not decreased.
Disaggregation of beneficiaries (where applicable)	Reported information on the annual number of initial teacher education graduates will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	Not applicable
Desired performance	The number of initial teacher education graduates equal to or exceeding the projected target
Indicator responsibility	Sub-Programme Manager: Academic Planning, Monitoring and Evaluation, supported by the Directorates: HEMIS and Teaching and Learning Development

Indicator title	Throughput rate of 2014 first-time cohort at universities
Definition	Percentage of the first-time entering 2014 cohort who completed their qualifications after 10 years.
Source of data	Annual cohort report
Method of calculation/ assessment	First-time entering students from the 2014 cohort are tracked through the system over a 10-year period. Data is entered into a spreadsheet for each university and the system as a whole. The cohort report is then compiled by 31 March each year. The data is drawn from the table of graduates for contact and distance education for three- to six-year qualifications.
Assumptions	The IT system is available 24/7 for the generation of the tables and there is an IT contract in place for the maintenance of the HEMIS software.
Disaggregation of beneficiaries (where applicable)	Not applicable
Spatial transformation (where applicable)	Not applicable
Desired performance	The throughput rate for the 2014 cohort is equal to or exceeding the projected target.
Indicator responsibility	Sub-Programme Manager: HEMIS

Indicator title	**Percentage increase of first-time students entering university**
Definition	Verified percentage increase of first-time entering students at universities
Source of data	Audited 2023 academic year institutional HEMIS sub-dataset from universities' student production system verified by October 2024. Included in the audit is cognisance of the Department's audit guidelines.
Method of calculation/ assessment	Unit record dataset extracted by university on a census date, i.e. the midpoint of the academic period, as determined by the universities for the 2023 academic year. Unduplicated headcount number of first-time entering students taken from the headcount report, Table 2.7, generated from the HEMIS database. Students enrolled for more than one qualification are only counted once. Students who have "exam only" modules or are graduates only, i.e. they have no course registrations, are excluded from the headcount table. Students who are "exam only" do not have to do a full registration as the institution allows them to write the exam. As a result, they are reflected in the database as "exam only" students so cannot be counted in the headcount figures. A percentage increase is then calculated over the prior year's first-time entering headcount number.
Assumptions	The universities adhere to their agreed-upon, Ministerially approved targets and that funding to universities is not decreased.
Disaggregation of beneficiaries (where applicable)	Reported information on the percentage increase of first-time entering students at universities will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	Not applicable
Desired performance	The percentage increase of first-time students entering universities is equal to or exceeding the projected target.
Indicator responsibility	Sub-Programme Manager: Academic Planning, Monitoring and Evaluation, supported by the HEMIS Directorate

Indicator title	**Number of TVET college students completing N6 qualification annually**
Definition	The total number of TVET college students who complete Report 191 NATED N6 annually.
Source of data	Examinations and assessment data hosted by SITA.
Method of calculation/ assessment	Computed by adding the examination and internal continuous assessment marks of all TVET college students. Then both exams and Internal Continuous Assessment (ICASS) raw marks are statistically moderated by Umalusi or QCTO. All students who have satisfied the requirements (passed four subjects) for Report 191 NATED N6 annually.
Assumptions	The TVET college students who register for and write the examinations, pass and meet the requirements for certification.
Disaggregation of beneficiaries (where applicable)	The reported number of eligible students who have complied with all the requirements will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	A total of 50 TVET colleges in nine provinces, both urban and rural
Desired performance	It is desirable that a performance target is met or surpassed.
Indicator responsibility	Sub-Programme: National Examination and Assessment: Manager – Resulting and Certification

Indicator title	**Number of TVET college students completing NC(V) Level 4 annually**
Definition	The total number of TVET college students who complete NC(V) Level 4 and are certified annually
Source of data	Examinations and assessment data hosted by SITA
Method of calculation/ assessment	Computed by adding the examination and internal continuous assessment marks of all TVET college students. Then, Umalusi statistically moderates both the exam mark and the ICASS raw marks. All students who have satisfied the requirements (passed four subjects) for NC(V) Level 4 annually.
Assumptions	The TVET college students who register for and write the examinations, pass and meet the requirements for certification.
Disaggregation of beneficiaries (where applicable)	The reported number of eligible students who have complied with all the requirements will be based on gender, race and people with a disability.
Spatial transformation (where applicable)	A total of 50 TVET colleges in nine provinces, both urban and rural.
Desired performance	It is desirable that a performance target is met or surpassed.
Indicator responsibility	Sub-Programme: National Examination and Assessment: Manager – Resulting and Certification

Indicator title	Throughput rate of TVET (NC(V))
Definition	Percentage of TVET college students who completed NC(V) Level 4 qualification within a stipulated three-year period.
Source of data	Examinations and assessment data hosted by SITA.
Method of calculation/ assessment	The total number of students who started and successfully completed NC(V) Level 2, 3 and 4 within a three-year stipulated period. The total number of students who completed NC(V) Level 4 divided by the total number of students who started and successfully completed NC(V) Level 2 multiplied by 100.
Assumptions	Students of this cohort will remain in the system for the stipulated three-year period.
Disaggregation of beneficiaries (where applicable)	The reported number of students who are eligible for NC(V) Level 4 certificates after three years will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	A total of 50 TVET colleges in nine provinces, both urban and rural.
Desired performance	It is desirable that a performance target is met or surpassed.
Indicator responsibility	Sub-Programme: National Examination and Assessment: Manager – Resulting and Certification

Indicator title	Number of students enrolled in Pre-vocational Learning Programme (PLP) to improve success
Definition	The total number of students who enrolled in the PLP foundational programme.
Source of data	Verified institutional TVET MIS sub-dataset from TVET college student production system
Method of calculation/ assessment	Simple unduplicated programme enrolment count
Assumptions	The TVET colleges adhere to their agreed-upon, Ministerially approved targets, and funding to TVET colleges is not decreased.
Disaggregation of beneficiaries (where applicable)	Annual reported information on PLP enrolments at TVET colleges will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	A total of 50 TVET colleges in nine provinces, both urban and rural.
Desired performance	Actual headcount reported equals or exceeds the projected numbers.
Indicator responsibility	Sub-Programme: Programmes and Qualifications: Manager – Curriculum Development and Support

Indicator title	Number of CET college students completing GETC: Level 4 annually
Definition	Audited number of CET college students who complete GETC: ABET Level 4 annually. These are students eligible to be issued with GETC: ABET certificates.
Source of data	Examination and assessment data by the Department of Basic Education (DBE), hosted by SITA
Method of calculation/ assessment	The number of students who successfully completed a qualification in an academic year divided by the number of candidates who were eligible to complete the qualification and who wrote the examinations in that particular academic year.
Assumptions	Data accuracy and reliability from the DBE/SITA system.
Disaggregation of beneficiaries (where applicable)	Reported information on the number of CET college students who complete GETC: Level 4 annually will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	Not applicable
Desired performance	Targets are met or surpassed.
Indicator responsibility	Sub-Programme Manager: National Examinations and Assessment

Indicator title	Number of CET college students completing Grade 12 annually
Definition	Audited number of CET college students who are eligible to be issued with certificates for the Grade 12 qualification.
Source of data	Examination and assessment data obtained from the DBE/SITA system until 2022 and by the Department from 2023 onwards.
Method of calculation/ assessment	The number of students who successfully completed a qualification in an academic year divided by the number of candidates who were eligible to complete the qualification and who wrote their examinations in that particular academic year.
Assumptions	Data accuracy and reliability.
Disaggregation of beneficiaries (where applicable)	Reported information on the number of CET college students who completed Grade 12 annually will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	Not applicable
Desired performance	Targets are met or surpassed.
Indicator responsibility	Sub-Programme Manager: National Examinations and Assessment

Indicator title	Number of artisans found competent annually
Definition	Number of artisans who pass a trade test (found competent) qualifying them as artisans
Source of data	Records of SETAs and INDLELA drawn from the National Artisan Development Support Centre system
Method of calculation/ assessment	Total number of artisans found competent
Assumptions	Data is accurate and verified.
Disaggregation of beneficiaries (where applicable)	Reported information on the number of artisans certified annually will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	National
Desired performance	Actual performance that is higher is desirable.
Indicator responsibility	Sub-Programme Manager: INDLELA

Indicator title	Number of learners who complete learnerships annually
Definition	Number of learners who complete learnerships annually
Source of data	Drawn from quarterly reports
Method of calculation/ assessment	Simple count of learners who completed learnerships
Assumptions	Data is accurate and verified.
Disaggregation of beneficiaries (where applicable)	Reported information on the number of learners who completed learnerships annually will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	National
Desired performance	Learners who completed learnerships.
Indicator responsibility	Sub-Programme Manager: SETA Coordination

Indicator title	Number of learners who completed internships annually
Definition	Number of learners who completed internships annually
Source of data	Drawn from quarterly reports
Method of calculation/ assessment	Simple count of learners who completed internships
Assumptions	Data is accurate and verified.
Disaggregation of beneficiaries (where applicable)	Reported information on the number of learners who completed internships annually will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	National
Desired performance	Learners who completed internships
Indicator responsibility	Sub-Programme Manager: SETA Coordination

Indicator title	Number of learners who completed skills programmes annually
Definition	Number of learners who completed SETA-supported skills programmes annually
Source of data	Drawn from SETA reports
Method of calculation/ assessment	Simple count of learners who completed skills programmes
Assumptions	Data is accurate and verified.
Disaggregation of beneficiaries (where applicable)	Reported information on the number of learners who completed skills programmes annually will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	National
Desired performance	Actual performance that is higher is desirable.
Indicator responsibility	Sub-Programme Manager: SETA Coordination

Indicator title	Percentage of TVET college lecturers with professional qualifications
Definition	Analysis of TVET college lecturers acquiring professional qualifications on an annual basis from 2020
Source of data	Approved report on professionally qualified TVET college lecturers by the Director-General
Method of calculation/ assessment	Simple count of submission and report on professionally qualified TVET college lecturers by the Director-General
Assumptions	There are universities offering accredited TVET college lecturer qualifications.
Disaggregation of beneficiaries (where applicable)	Women: 30% Youth: 9% Lecturers with disabilities: 1%
Spatial transformation (where applicable)	The report on professionally qualified TVET college lecturers will cover lecturers from the 50 colleges – both urban and rural.
Desired performance	Approved report on professionally qualified TVET college lecturers by the Director-General
Indicator responsibility	Sub-Programme: Programmes and Qualifications: Manager – Lecturer Development and Support

Indicator title	Percentage of university lecturers (permanent instruction or research staff) who hold doctoral degrees
Definition	Verified percentage of permanent academic staff with doctorates at universities
Source of data	Audited institutional HEMIS sub-dataset from universities' human resources production system. Included in the audit is cognisance of the Department's audit guidelines.
Method of calculation/ assessment	Number of permanent academic staff with doctorates (Table 3.4 on doctoral qualifications) at universities divided by the total number of permanent academic staff (total of Table 3.4) as a percentage.
Assumptions	The universities adhere to their agreed-upon, Ministerially approved targets.
Disaggregation of beneficiaries (where applicable)	Reported information on university lecturers (permanent instruction or research staff) who hold doctoral degrees will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	Not applicable
Desired performance	Actual percentage of permanent academic staff with doctorates reported equal to or exceeding the projected target.
Indicator responsibility	Sub-Programme Manager: Academic Planning, Monitoring and Evaluation, supported by the HEMIS Directorate

Indicator title	Number of nGAP posts allocated to universities every year
Definition	Annual allocation of funded nGAP posts to universities
Source of data	Submission signed by the Director-General approving the allocation of posts to universities, and post or funding allocation letter to universities
Method of calculation/ assessment	Simple count of approved new nGAP posts allocated to universities as per the allocation letters
Assumptions	Funding is continuously available to support the implementation of the nGAP.
Disaggregation of beneficiaries (where applicable)	Not applicable
Spatial transformation (where applicable)	Not applicable
Desired performance	A total of 100 new nGAP post allocations to universities every year
Indicator responsibility	Sub-Programme Manager: University Capacity Development

Indicator title	Number of CET lecturers trained
Definition	Verified unduplicated number of lecturers participating in accredited training programmes
Source of data	College reports containing copies of signed attendance registers
Method of calculation/ assessment	Simple count of the number of CET lecturers participating in accredited training programmes
Assumptions	Submission of accurate data with appropriate evidence
Disaggregation of beneficiaries (where applicable)	Reported information on CET lecturers trained will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	Not applicable
Desired performance	Targets are met or surpassed.
Indicator responsibility	Sub-Programme Manager: Education, Training, Development and Assessment

Indicator title	Percentage of TVET college lecturing staff appropriately placed in industry or in exchange programmes
Definition	Increase in the percentage of TVET college lecturers appropriately placed in industry or in exchange programmes
Source of data	Submission and report on the percentage of TVET college lecturers appropriately placed in industry or in exchange programmes approved by the Director-General
Method of calculation/ assessment	Simple count of report approved by the Director-General
Assumptions	Work placement opportunities or exchange programmes will be available.
Disaggregation of beneficiaries (where applicable)	Women: 1% Youth: 0.24% People with disabilities: 0.01%
Spatial transformation (where applicable)	The improvement is applicable to the 50 TVET colleges, both urban and rural.
Desired performance	Targets are met or surpassed.
Indicator responsibility	Sub-Programme: Programmes and Qualifications: Manager – Lecturer Development and Support

Indicator title	Number of universities offering accredited TVET college lecturer qualifications
Definition	The number of universities offering accredited TVET college lecturer qualifications that are described in the Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training (2013)
Source of data	Verification of registrations by universities
Method of calculation/ assessment	Simple count
Assumptions	A sufficient number of universities have CHE-accredited qualifications in place.
Disaggregation of beneficiaries (where applicable)	Not applicable
Spatial transformation (where applicable)	Not applicable
Desired performance	Targets are met or surpassed.
Indicator responsibility	Sub-Programme Manager: Teacher Education

Indicator title	Number of hubs established to promote entrepreneurship
Definition	The total number of entrepreneurship hubs or units created to promote entrepreneurship as a viable destination for students after graduating
Source of data	Implementation reports
Method of calculation/ assessment	Simple count of established entrepreneurship hubs
Assumptions	The TVET colleges will source funding or ring-fence funds from their own coffers.
Disaggregation of beneficiaries (where applicable)	Not applicable
Spatial transformation (where applicable)	Nine colleges across the nine provinces, both urban and rural
Desired performance	Targets for entrepreneurship hubs are met or surpassed.
Indicator responsibility	Sub-Programme: Programmes and Qualifications: Manager – Student Development and Support

Indicator title	Number of artisan learners trained in centres of specialisation per annum
Definition	The total number of learners trained as artisans in the centres of specialisation
Source of data	Verified institutional TVET MIS sub-dataset from the TVET college student production system
Method of calculation/ assessment	Simple unduplicated programme enrolment count
Assumptions	The TVET colleges adhere to their agreed-upon, Ministeriallyapproved targets and funding to TVET colleges is not decreased.
Disaggregation of beneficiaries (where applicable)	Annual reported information on trade enrolments at CoS colleges will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	A total of 50 TVET colleges in nine provinces, both urban and rural
Desired performance	Actual headcount reported equals or exceeds the projected numbers.
Indicator responsibility	Sub-Programme: Programmes and Qualifications: Manager – Curriculum Development and Support

Indicator title	**Number of universities implementing student-focused entrepreneurship development activities**
Definition	Student-focused entrepreneurship development activities refer to initiatives that increase students' awareness of entrepreneurship and equip them for participation in entrepreneurial activity as a means of participating in the economy. These activities might be formal or non-formal activities. Formal activities include academic courses in formal qualifications and short courses. Non-formal activities include start-up weekends, boot camps, workshops, student markets, competitions and other activities that might be part of the annual national Student Entrepreneurship Week programmes hosted by universities.
Source of data	A report on university entrepreneurship development activities submitted by 31 March each year, signed by the Vice-Chancellor or Deputy Vice-Chancellor.
Method of calculation/ assessment	Simple count of number of universities that have implemented student-focused entrepreneurship activities in a given year as per the content of the reports.
Assumptions	The Entrepreneurship Development in Higher Education Programme is supported to promote entrepreneurship development at universities.
Disaggregation of beneficiaries (where applicable)	Not applicable
Spatial transformation (where applicable)	Not applicable
Desired performance	By 2025, all 26 universities are implementing student-focused entrepreneurship development activities.
Indicator responsibility	Sub-Programme Manager: University Capacity Development

Indicator title	**Number of programmes and qualifications offered in CET colleges increased**
Definition	Introduction of new accredited national programmes, part-qualifications and qualifications offered in the nine CET colleges. The programmes and qualifications would be accredited by the relevant quality councils.
Source of data	Approved register of programmes, part-qualifications and qualifications offered in CET colleges
Method of calculation/ assessment	Simple count of number of programmes, part-qualifications and qualifications introduced nationally at CET colleges
Assumptions	Colleges have adequate funding and capacity to provide new programmes and qualifications.
Disaggregation of beneficiaries (where applicable)	Not applicable
Spatial transformation (where applicable)	Not applicable
Desired performance	By 2024, all nine CET colleges have met or surpassed targets on increasing the number of programmes, part-qualifications and qualifications offered.
Indicator responsibility	Sub-Programme Manager: Education, Training, Development and Assessment

Indicator title	**Percentage of NEET students taking part in CET college occupational skills programmes becoming economically active**
Definition	Percentage of the enrolment target of NEET students taking part in CET colleges' occupational skills programmes establishing small businesses, informal businesses or becoming self-employed
Source of data	Records from exit support given to students through the student and community support services of the college
Method of calculation/ assessment	Calculation of the percentage of NEET students completing occupation skills programmes and establishing small businesses, informal businesses or becoming self-employed
Assumptions	Collaboration with partners with appropriate expertise on entrepreneurship and the mentoring of small or informal businesses
Disaggregation of beneficiaries (where applicable)	Reported information on NEET students taking part in CET colleges' occupational skills programmes will be disaggregated by gender, race and disability.
Spatial transformation (where applicable)	Not applicable
Desired performance	Students registered for the occupational skills programmes complete the programmes, get employed or establish small or informal businesses.
Indicator responsibility	Sub-Programme Manager: Education, Training, Development and Assessment

Indicator title	Audit opinion received from the Auditor-General of South Africa
Definition	This is an indication of an audit opinion obtained from the Auditor-General of South Africa in respect of the previous financial year. It is recognised that the audit opinion is applicable to all potential audit areas.
Source of data	The report by the Auditor-General provided as part of the Annual Report.
Method of calculation/ assessment	Simple count of audit opinion issued.
Assumptions	The departmental audit is finalised and a report is duly issued.
Disaggregation of beneficiaries (where applicable)	Not applicable
Spatial transformation (where applicable)	Not applicable
Desired performance	Unqualified audit opinion
Indicator responsibility	Sub-programme manger: All programmes coordinated via the Office of the Chief Financial Officer

ANNEXURE A:
DISTRICT DEVELOPMENT MODEL

AREA OF INTERVENTION	FIVE-YEAR PLANNING PERIOD					
	PROJECT DESCRIPTION	BUDGET ALLOCATION (R '000)	DISTRICT MUNICIPALITY	LOCATION	PROJECT LEADER	SOCIAL PARTNERS
Programme to build, refurbish, maintain and expand TVET colleges	Refurbishment of Nongoma Campus (administration block, classrooms and a workshop block)	R132 000 NSF Grant	Zululand District Municipality	Nongoma	Ms A Singh, Acting Deputy Director-General: TVET	Non-formal, but TVET colleges strive for the use of local procurement in all the projects
	Refurbishment of Kwagqikazi Campus (administration block, classrooms and a workshop block)	R111 000 NSF Grant	Zululand District Municipality	Kwagqikazi		
	New Msinga Campus (administration block, classrooms and a workshop bock)	R140 000 NSF Grant	Umzinyathi District Municipality	Msinga		
	New Graaff Reinet Campus (administration block, classrooms and a workshop block)	R112 000 NSF Grant	Dr Beyers Naudé Municipality	Graaff Reinet		
	New UMzimkhulu Campus (administration block, classrooms and a workshop block)	R112 000 NSF Grant	Harry Gwala District Municipality	UMzimkhulu		
	New Greytown Campus (administration block, classrooms and a workshop block)	R130 000 NSF Grant	Umzinyathi District Municipality	Greytown		
	New Balfour Campus (administration block, classrooms and a workshop block)	R142 000 NSF Grant	Gert Sibande District Municipality	Balfour		
	New NgqunGqushe Campus (administration block, classrooms and a workshop block)	R169 000 NSF Grant	OR Tambo District Municipality	NgqunGqushe		
	New Sterkspruit Campus (administration block, classrooms and a workshop block)	R166 000 NSF Grant	Joe Qqabi District Municipality	Sterkspruit		
	New Aliwal North Campus (administration block, classrooms and a workshop block)	R122 000 NSF Grant	Joe Qqabi District Municipality	Aliwal North		
	Refurbishment of Vryheid Engineering Campus (classrooms)	R60 000 College Infrastructure Efficiency Grant	Zululand District Municipality	Vryheid		
	Refurbishment of Giyani Campus (Student Centre and classrooms)	R60 000 College Infrastructure Efficiency Grant	Vhembe District Municipality	Giyani		
	New Nkandla B Campus (classrooms)	R80 000 College Infrastructure Efficiency Grant	Zululand District Municipality	Nkandla B		
	New Mitchell's Plain Campus (classrooms, workshops and administration block)	R383 000 Grant	City of Cape Town	Mitchell's Plain		
	Refurbishment of Swartklip Campus (classrooms, workshops and administration block)	R180 000 NSF Grant	City of Cape Town	Swartklip		