Quantitative Overview of the Further Education and Training College Sector: Limpopo
PROJECT TEAM

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Together, we will.

The Business Trust is an initiative of South African companies working in partnership with government to undertake targeted job creation and capacity building programmes.

The Business Trust strategy focuses on tourism for job creation, and schooling for capacity building. This strategy is underpinned by support for a reduction in crime.

The Business Trust is committed to enhancing trust and building co-operative relations between business and government.

Carefully selected strategic partners implement the Business Trust’s programmes, which aim to benefit the disadvantaged while the economy is put on a growth path that will provide sustained improvements in the lives of the majority of South Africans.

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Quantitative Overview of the Further Education and Training College Sector: Limpopo 2004

Foreword to Quantitative report

This third quantitative analysis of the further education and training colleges sector celebrates the accomplishment of the major restructuring and development process set out by the Department of Education four years ago in the report and recommendations of the National Landscape Task Team. The evidence shows that the foundations have been laid for a new kind of college that will be able to meet the needs of industry and communities and to focus on the job creation and skills agenda that are key to South Africa’s future success.

This report also marks the successful culmination of a very significant partnership between government and the private sector through the Business Trust and the Colleges Collaboration Fund managed by the National Business Initiative (NBI). I would like to take this opportunity to thank all the departmental officials, business funders, and NBI management and staff who have been part of this magnificent collaborative effort.

The report contains a diagnosis of the strengths and weaknesses in this emerging sector. There has clearly been progress over time and important gains have accrued. These include:

- an overall growth in full-time teaching equivalents of 17% from 1998 to 2002
- raised national participation rates from 1.1% in 1998 to 2.7% in 2000.

In addition, a total of 1,852 partnership projects or linkages between further education and training colleges and industry, government, communities, and non-government organisations have been identified. An assessment of college liquidity and solvency indicates that colleges are managing their current assets and liabilities better than in 2001. On average, colleges are solvent with cash and cash equivalents increasing substantially between 2001 and 2002. With respect to the changing equity profile of the sector there has been a marked change in the racial distribution of black teaching staff, increasing from 49% in 1998 to 56% in 2002 and black staff in managerial positions increasing from 26% in 1998 to 41% in 2002.

The colleges also face a number of challenges. The study shows a small decline in the national pass rate that suggests a need for enhanced quality assurance mechanisms and learner support. Programme development in line with industry standards and community development remains an imperative. Colleges have an important obligation to expand participation and provide opportunities to adult learners for retraining and skills development. The ongoing professional development of college staff to fulfil new roles and responsibilities will be the lifeblood of forward-looking, responsive colleges.

Without doubt partnerships between public further education and training colleges and business have a vital role to play in taking the sector forward. Both at the leadership and operational levels, business has valuable skills, expertise and experience to offer that can help to raise the college sector to a new level of relevance, responsiveness and quality. In turn, the colleges can support business to develop the skills it requires and contribute towards the realisation of goals set out in, for example, the mining and financial services charters.

Such mutually beneficial relationships have the potential to strengthen the capacity and strategic understanding of college leadership so that they can better position their colleges to respond to industry and regional socio-economic development needs. They can promote staff and learner placement in the workplace and provide a mechanism to link colleges with companies and the SETAs, so that colleges can deliver the education and training, including the learnerships and skills programmes, that employers and the labour market need.
Provincial departments and the institutions themselves now face the important challenge of consolidating the merger of 152 former colleges into 50 new colleges. This will entail a stronger focus on multi-campus management, the immediate appointment of senior managers to unfilled positions, greater college efficiency and effectiveness, quality improvement across all aspects of college operations, and above all the delivery of responsive programmes.

GNM Pandor, MP,
Minister of Education
Preface by the Director General
Mr T Mseleku

The first Quantitative Analysis report on the FET sector was 58 pages in length. The third data update now comprises 137 pages: an indication of the extent to which knowledge of the sector has expanded to reflect its scope and complexity and a deeper grasp of the challenges it faces.

The data collected over the last five years has been of immense value as it has driven key policy and planning initiatives, such as the work of the National Landscape Task Team with the resultant restructuring of the FET Colleges sector.

A comprehensive set of institutional and financial data has been made available for all colleges to support strategic planning and monitoring processes. Information has also informed the production of knowledge and tools for the sector in the form of the Merger and Strategic Planning manuals and the Financial Management Toolkit.

The supply of this information has largely been the result of the collective contribution of the college principals who, over the years, have participated in the drive to submit data on a regular basis. The process has ensured that the practice of accurate record keeping and the use of data as a planning tool is beginning to inform the development and effective operation of policy at an institutional, provincial and national level in a sustainable manner.

The Department wishes to thank the Business Trust for making this exercise possible. The work of the National Business Initiative via the College Collaboration Fund has been key to development of this and other outputs critical for formulative and implementation of policy for this sector. The Department of Education and the Provincial Education Departments have been instrumental on the provision of policy leadership and guidance.

The achievements and challenges outlined in this report will serve to direct and advance our achievement of making quality FET learning opportunities progressively available to all, and in so doing, serve to roll back the frontiers of poverty and alleviate unemployment and building a better life for all.

Thami Mseleku
Director-General: Education
Introduction

How to use this document

This document has been designed as an interactive research and planning tool. It is hoped that the document will encourage interaction and dialogue between campuses within the colleges, within the provincial education departments and between the provincial education departments and the colleges. The data has been presented in such a way that it supports planning and reporting cycles. Prompt questions and issues raised by the data are posed. In order to answer these questions it may help to refer to further sources of relevant information such as:

- RSA: Statistics in Brief that provide provincial demographic data.
- Provincial FET Strategic Plans that provide a framework for institutional planning activities.
- Department of Labour Provincial Skills Plans that provide an indication of regional and local labour market trends.
- SETA Plans that provide information on current and projected developments within key industrial sectors.

The questions and prompts allow planners and managers to interrogate the meaning of the data provided and its implications. In addition, it points to areas, although not directly addressed by the data, that are equally important for strategic planning, budgeting, reporting and monitoring. This provincial report enlarges on the information provided to provinces in 2002 and presents new data on NATED vocational sub fields, non-NATED programmes, partnerships, staffing and college infrastructure.

The research team hopes that this document will assist provinces and institutions to develop, and implement realistic, forward looking strategic plans that will contribute to the economic and social development of the country.

The Scope

The South African public FET college sector is a recent phenomenon. Established in terms of the FET Act in 2002, it was constituted by merging the 50 former technical colleges with colleges of education and training centres. The FET sector is expected to provide a critical pathway from Further into Higher Education and into the world of work; to meet the intermediate to higher-level skill needs of the country and to contribute to widening participation, promoting lifelong learning and enabling social inclusion.

This report provides the first quantitative analysis of the new FET sector. While two previous reports were published on the sector in transition, this report is the first to present South Africa’s newly born public FET sector as it takes its first steps towards meeting the challenging role expected of it. It is hoped that the report will serve as a baseline for continued
monitoring and assessment of the extent to which the sector succeeds, in the future, to meet these goals.

The Research Process

A survey approach combined with analysis of the NATED Examination Database and PERSAL was undertaken. A survey instrument was designed for College Campus Heads and principals of FET Colleges. A two-tiered research approach, that made the principal's questionnaire dependent on the survey of the College Campus Heads, was designed. This approach provided a unique opportunity for Principals to come to grips with key data relevant to the new FET college. In addition, an individual staff survey was designed for FET teaching and management staff to complete. This was a critical advantage to the design as many of the principals are newly appointed and heading campus sites that were only recently merged to form FET colleges. In addition, the methodology was designed to enable principals to check the surveys completed by Campus Sites before submitting the data.

The Instruments

A global survey package was distributed to CEOs and/or principals of FET colleges and to College Campus Heads. The questionnaires included in the pack were designed to gather data on the FET college’s staff profile, student profile and infrastructure. In this regard the following key categories of information was sought:

- **Global Staff Survey** which includes questions on: (i) profile of staff (including highest qualification, race, gender, age and role of staff); (ii) staff equity profile; (iii) skills gaps; (iv) policies that exist at the FET college for professional development; (v) the college’s training needs; (vi) skills demand and supply of teaching staff; (vii) factors affecting skill needs and (viii) utilisation of staff

- **Global Student Survey** which includes questions on: (i) students profiles for NATED and Non-NATED programmes and (ii) student equity profiles.

- **Global Infrastructure Survey** which includes questions on: (i) consisted of a rating of the facilities available for students at the college and the quality of these facilities; (ii) the facilities available for teaching and learning and the quality of these facilities and (iii) total employment by race, gender, disability, age and educational attainment levels.

- **Individual Staff Survey** which included many of the questions as in the Global Staff Survey, except that it allowed individual staff to respond.

In addition, an individual staff survey was designed for all teaching and management staff. The findings of this survey will be presented in a separate report. In terms of this report it is important to note that the individual staff survey interrogated many of the same staff aspects as those asked of principals and CEO’s, except that it contained the voice and perspective of the staff. The findings of the Individual Staff Survey is available in a separate
**Figure 1.** Total Returns of Campus Head Packs by FET College

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<tr>
<td>National Average</td>
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**Figure 2.** Total Returns of Principal Packs by FET College

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report titled *Quantitative Overview of the Further Education and Training College Sector—2002: Staffing in Transition.*

**Total Returns**

Survey packs were returned by 49 out of the 50 principals. In Gauteng Province 100% of principals returned their packs and 97% of campus heads.

A total of 3897 individual Staff surveys were returned nationally from colleges. Gauteng province had a provincial return rate of 49% for the individual staff survey. The return rate differs by FET College: Figure 3 shows that it ranges from a 3% return rate from Ekurhuleni West to 69% return rate from Sedibeng FET College.

**Problems**

One of the greatest difficulties facing the colleges that compiled the data needed for this study was the availability of the information and the transformatory demands made on the new sector: at the start of the study the FET college sector had just been established and principles and CEOs were in an acting capacity or had just been appointed. These problems, combined with incredibly short time frames, placed immense pressure on the colleges. The result was a great deal of difficulty experienced by the FET colleges in compiling the required data.

So, while the study boasts extremely high return rates, the quality of the data contained in the surveys reflected a number of problems. These problems include:

- Institutions submitting questionnaires with information missing, where the biggest problems were detailed data for students (such as the students by race and gender) and staff (qualifications of staff and race and gender of staff by post level).

- Institutions confusing terms commonly used in the FET sector such as headcounts and FTEs; establishment and non-establishment staff and CS and PS appointed staff.

- Campus Heads submitting surveys that contained internal totals that contradicted each other or did not add up. The surveys were designed to enable Campus Heads to provide totals for specific categories of staff across different questions in the survey. With the exception of 15 surveys, every other campus head provided totals that either contradicted with each other or did not add up. These were in some cases due to a misunderstanding of concepts or due to Campus Heads not checking their totals. For example, one campus indicated that they had a total of 347 staff in one question, in another they indicated that they employ 340 establishment staff members and 42 non-establishment staff and that they have a total of 382 staff employed and in another that they employ 270 teaching staff and 64 non-teaching staff, suggesting a total of 334 staff members.
• Principals submitting surveys (including their Campus Head surveys) where their totals do not represent the sum of the campus head totals. For example, a college with four campus sites where Campus Site One indicated that their total teaching and management staff = 50, Campus two = 76 and Campus Three = 125 would have a principals survey indicating that the total staff employed at the FET college = 307. This differs totally from the sum of the campus site totals which suggest that the total staff should be 251. In addition, principals submitted surveys were the totals provided differed across questions for staff and students.

The Reliability of the data

A verification phase in which colleges were provided with the opportunity to resolve internal inconsistencies was included in the study. This phase involved highlighting to college campus sites and FET college principals the problems that exist and providing them with three weeks to correct and return corrected data. While this resolved some of the data problems, there were still many campus sites and FET colleges where specific problems were not resolved.

To improve the reliability of the data it was decided that the processed data would be carefully imputed and corrected. Two forms of imputation were applied:

• Mean level imputation: here the average of the most reliable totals provided is accepted as the total.

• Deductive level imputation: here a number of steps were undertaken: (i) conceptual based errors were corrected where possible; (ii) alternative data sources were consulted such as the PERSAL database, the NATED Examinations Database and the 2000 FET College Database.

Where campus sites did not submit any data, if data existed in other data bases such as the NATED Examination Database, the PERSAL Database and 2000 FET Colleges database, these were used to construct a response for these colleges. It is impossible to obtain data that is 100% accurate. However, given the extensive imputation undertaken on the data, the authors of this report believe that the aggregated data has a maximum error of 5%.
Figure 3. Return Rate by FET College of Individual Staff Surveys

[Bar chart showing return rates for different FET colleges in Limpopo, with Limpopo Total at 57%.]
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1. Location and Distribution

Figure 4 indicates the approximate location of FET colleges, and campus sites, in your province. (The map does not represent an actual GIS mapping of the FET colleges in your province).

Implications for strategic planning

Figure 4 indicates the capacity of the province to provide relevant education and training for students, in that province, by highlighting the accessibility of FET colleges to students and to employment opportunities. It provides an opportunity to:

- Locate the FET Colleges and the campus sites in relation to each other.
- Locate the FET colleges, in relation to educational services offered by other educational institutions such as technikons, universities and technical high schools.
- Determine the access routes available to FET Colleges and their respective campus sites.
- Consider the implications of distance between college campus sites for students, staff and management.
- Consider the extent to which geographic location impacts on programme provision.

Key questions

Figure 4 provides answers to the following key questions:

- What is the proximity of the FET colleges and campus sites to each other in the province?
- How many FET colleges and campus sites are there in your province?
- What are the implications for management and for the utilisation of teaching staff?

Although not directly answered by this figure, the following questions, are important for provincial and institutional strategic planning:

- What employment opportunities exist for students in the region? In particular, which companies are employing students from the FET colleges?
- How accessible are the FET Colleges, and the related college campus sites, in terms of transport networks and public transport?
Figure 4: Map of FET Colleges and Campus Sites in the Province
2. Student Profile

Figures 5 and 6 provide the total student numbers enrolled in 2002 for FET Colleges in your province. Figure 7 shows the distribution of enrolments for NATED as compared to NON-NATED programmes. Figures 8 to 11 provide an analysis of growth in FTEs enrolled for NATED and NON-NATED programmes for each FET College and for the province.

Implications for strategic planning

These figures indicate the educational contribution the FET colleges are making to education and training in the province. These figures provide an opportunity to:

- Compare the total FTEs for the FET Colleges.
- Determine the degree to which the population in your province is enrolled for education and training in the FET colleges. To do this you can calculate the participation rate. (The glossary contains a definition of a participation rate.)
- Analyse the growth in enrolments for colleges in your province.

Key questions

The figures provide answers to the following key questions:

- What are the total FTEs enrolled in this Province?
- What are the total FTEs enrolled at each FET college in this Province?
- What are the enrolments for NON-NATED programmes?
- What have been the changes, since 1998, in overall student enrolments in FET colleges in the province?
- What have been the changes by FET college in overall student enrolments for NATED and NON-NATED programmes?

Although not directly answered by these figures, the following questions are important for the strategic planning:

- What is the contribution made by this Province to education and training in the country?
- What is the quality, relevance and accreditation of current NON-NATED provision in your province?
- What is the target student population? What target groups are missing in your province? Why are learners choosing to come to specific FET Colleges as compared to others. Related to this, what is the enrolment target for each FET college?
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3. Programmes Offered

Figures 12 indicates the programme provision for the province by providing a breakdown of the FTE enrolments for NATED and NON-NATED programmes in 2002 by Vocational Field. Figure 13 illustrates the distribution of enrolments for NATED as compared to NON-NATED programmes. Tables 1 to 3 provide a detailed breakdown of enrolments for each Vocational Programme (Sub field) by FET College.

Implications for strategic planning

The programmes offered at FET colleges give insights into the relevance and the responsiveness of the colleges to the labour market and to community needs. This section provides an opportunity to:

- Determine the total provision by Vocational Field and Vocational Programme Area (Sub field).
- Compare provision across the colleges to determine which colleges are training which Vocational Fields, and in which Vocational Programme Areas (Sub-fields).
- Determine the extent to which the province is meeting the provincial economic and social needs and the extent to which the Vocational Fields offered are appropriate for employment in the province.

Key questions

These figures provide answers to the following:

- In which Vocational Fields and Vocational Programme Areas (Sub-fields) are students being trained, and at which FET Colleges is this training taking place?
- Is there a duplication of provision across FET colleges and, if so, can this be justified? Are there opportunities for sharing of resources and/or rationalisation of provision?

Although not directly addressed by these figures the following questions are important for the strategic planning:

- What modes of delivery are used, for example distance learning, off-site delivery and after-hours delivery?
- Do the Vocational Fields and Vocational Programme Areas (Sub-fields) represent what is required for local economic development and employment? (Consult Labour Market Analyses and Provincial Skills Plan. Also canvass employers to determine areas of supply and demand.)
- What opportunities exist for further programmatic development, specifically through partnerships such as learnerships?
- What opportunities exist for the diversification of programmes?
Figure 12: Distribution of FTE Enrolments by Vocational Field for FET colleges - 2002

- **Art and Music**
  - CAPRICORN FET COLLEGE: 0%
  - ELLISRA'S COLLEGE FOR FET: 0%

- **Business Studies**
  - CAPRICORN FET COLLEGE: 39%
  - ELLISRA'S COLLEGE FOR FET: 29%

- **Educare and Social Services**
  - CAPRICORN FET COLLEGE: 56%
  - ELLISRA'S COLLEGE FOR FET: 0%

- **Engineering**
  - CAPRICORN FET COLLEGE: 53%
  - ELLISRA'S COLLEGE FOR FET: 65%

- **General Education**
  - CAPRICORN FET COLLEGE: 1%
  - ELLISRA'S COLLEGE FOR FET: 0%

- **Utility Industries**
  - CAPRICORN FET COLLEGE: 5%
  - ELLISRA'S COLLEGE FOR FET: 7%
Figure 13: Distribution of FTE enrolments in NATED and NON NATED Programmes by Vocational Field—2002
Table 1: FTE Enrolments for NATED programmes in the Vocational Field of Business Studies by Vocational Programme (2002)

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Table 3: FTE Enrolments for NATED programmes in the Vocational Field of Utility Studies by Vocational Programme (2002)

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4. Non Nated Programmes

Figures 14 provides an analysis of FET enrolments for NATED and Non-NATED programmes and Figure 15 an analysis of the extent to which NON-NATED programmes are accredited.

Implications for strategic planning

The degree to which FET colleges are offering NON-NATED programmes indicates the extent to which they are responding, independent of the programmatic structure available through NATED 191, to the specific education and training needs of the environment. This section provides an opportunity to:

- Determine the NON-NATED provision as compared to NATED provision for the province and for FET colleges.
- Compare provision across FET colleges to determine which colleges are providing training in NON-NATED programmes and in which Vocational Fields these programmes are located.
- Determine the extent to which the province is meeting the provincial economic and social needs.
- Determine the extent to which the Vocational Fields provided are appropriate for employment in the provincial economy.

Key questions

Figure 14 provides answers to the following key questions:

- In which Vocational Fields are students enrolled for NON-NATED programmes?
- Is there a duplication of provision across FET colleges and, if so, is the duplication justified? Are there opportunities for resource sharing and/or rationalisation of provision?

Although not directly answered by these figures, the following questions are important for strategic planning:

- What is the quality of NON-NATED provision and to what extent are these programmes accredited and if so, which organisation is the accrediting institution?
- What modes of delivery (for example, distance learning, off-site delivery and after-hours delivery) are used for NON-NATED Programmes? Are these appropriate?
- Are the Vocational Fields appropriate for provincial economic development and for employment opportunities?
- Are there further opportunities for the province to develop NON-NATED programmes? Are there factors that inhibit this development?
Figure 14: Distribution of FTE Enrolments by Vocational Field for FET colleges (2002)
MOPANI NORTH EAST FET COLLEGE

MOPANI SOUTH EAST FET COLLEGE

SEKHUKHUNE FET COLLEGE
Only 33% of respondents completed this question. The graph depicts the responses of this 33%.

Figure 15: Accreditation of NON NATED programmes

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5. Provision at FET and Post N3-Level

Figures 17 to 23 provide an analysis of provision at FET and Post N3-Level, for each of the FET colleges in all six Vocational Fields by NATED and NON-NATED. Figure 16 provides an analysis of the change in provision, in this province, since 1998.

Implications for strategic planning

These figures indicate the relative contribution made by the province to Post N3-Level training. They provide an opportunity to:

- Ascertain what plans are in place to expand and diversify FET or Post N3-Level provision to meet provincial targets and respond in new ways to community and labour market needs?

- Determine the extent to which the FET colleges in the province are providing training at FET and Post N3-level, the extent and reasons for these changes since 1998.

- Determine the extent to which Post N3-Level provision is occurring in each Vocational Field.

Key questions

The figures provide answers to the following key questions:

- How has provision at FET, as compared to Post N3-Level, changed in this province since 1998?

- Does a particular Vocational Field dominate either FET, or Post N3-Level provision, and what opportunities exist for diversification?

- Are any of the FET colleges providing most of the training at Post N3-Level?

Although not directly addressed by these figures the following questions are important for strategic planning:

- If provision is at Post N3-level, then the following key questions need to be asked: (i) Are the staff qualifications adequate for Post N3-level provision? (ii) Is the quality of the programme appropriate for Post N3-level training? (iii) Is the programme accredited and/or recognised by employers, higher education institutions and/or the State?

- Are the education and training needs of the province (local economy and community) being served by the current level of provision at FET level and Post N3 Level. Here the following sub-question should be asked: What, if any, other institutions are providing training at post N3-level in the province?
Figure 16: Provision (NATED and NON NATED) for FET and Post N3-level Training (2000-2002)

Figure 17: FET and Post N3-Level Provision for NATED and NON NATED Programmes by FET college (2002)
Figure 18: FET and Post N3-Level Provision for NATED and NON NATED Programmes by Vocational Field (2002)

Figure 19: Unweighted FTEs enrolled for Post N3-level NATED and NON NATED programmes by Vocational Field (2002)
Figure 20: NATED provision at FET/Post N3 Level—by FET College (2002)

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<tr>
<td>Capricorn FET College</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>Ellisras FET College</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>Mopani North East FET College</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>Mopani South East FET College</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>Sekhukhune FET College</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>Vhembe FET College</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>Waterberg FET College</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>48%</td>
<td>52%</td>
</tr>
</tbody>
</table>

Figure 21: NATED provision at FET/Post N3 Level—by Vocational Field (2002)

<table>
<thead>
<tr>
<th>Field</th>
<th>Post N3-level</th>
<th>Further Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art and Music</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>Business Studies</td>
<td>21%</td>
<td>79%</td>
</tr>
<tr>
<td>Educare and Social Services</td>
<td>71%</td>
<td>29%</td>
</tr>
<tr>
<td>Engineering</td>
<td>78%</td>
<td>22%</td>
</tr>
<tr>
<td>General Education</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Utility Industries</td>
<td>37%</td>
<td>63%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>51%</td>
<td>49%</td>
</tr>
</tbody>
</table>
Figure 22: NON-NATED provision at FET/ Post N3 Level—by FET College (2002)

Figure 23: NON-NATED provision at FET/ Post N3 Level—by Vocational Field (2002)
## 6. Staff Profile

Figures 24 to 31 provide an analysis of the teaching staff for the province by FET college.

### Implications for strategic planning

These figures provide an opportunity to:

- Determine the extent to which the available human resources, at teaching, management and support levels, are appropriate for the needs of the province.

- Determine the extent to which the available human resources at each FET college are appropriate for the needs of that FET college – in terms of the role that the FET college will play.

- Linked to Section 3 and 4 above, determine the extent to which any changes in programmatic provision will impact on the current staff profile. Consider aspects such as staff development, retraining and the efficient utilisation of staff.

- Linked to Section 1 above, determine the extent to which the geographic location of FET colleges impacts on the supply of human resources taking both management and teaching into consideration.

### Key questions

Figures 24 to 31 provide answers to the following questions:

- What is the total teaching staff complement for the province and for each FET college?

- What is the total support staff complement for the province and for each FET college?

- What is the ratio of establishment to non-establishment teaching staff for the province, and for each FET college?

- What are the post levels of the staff for the province and for each FET college?

- What is the age profile for the staff in the province and for each of the FET colleges?

- What is the size and managerial experience of the management team available to the province and to each college?

- What is the qualification profile of the staff? (Please note that the qualifications reflect DoE qualifications levels rather than vocational qualifications. REQV 13 is the norm)

- What is the total number of non-establishment staff at each FET college, and in the province? Are the non-establishment staff fully utilised at all FET colleges? What are the working conditions of non-establishment staff as compared to establishment staff?
• What is the teacher-student ratio in the province and at each FET college? (The glossary contains a definition of teacher-student ratios and an explanation of how these can be calculated.)

Although not directly addressed by these figures the following questions are important for strategic planning:

• How many posts are currently filled in an acting capacity?
• Is there sufficient provincial capacity to monitor and address the Human resource Development needs of the FET colleges?
• Are the human resources adequate for the province and for each FET college?
• What are the implications for human resource development of your proposed strategic plan. Specifically, what are the implications for: (i) staff transfer across and between FET colleges and (ii) staff development? Does the Province have a staff development programme in place?
• Does the current staff profile match with the provincial Human Resource plans and match any plans for new programme development?
• What provision has been made for succession planning? Consider the age profile of teaching and management staff. Having reviewed the province’s age profile, is there a need for any succession planning?
• Does the staff profile of the province ensure managerial efficiency? How will this be achieved?
• What functions do the non-teaching staff perform? Are there areas of over- and under-supply? Consider the following important ratios:
  • Is the ratio of managers to teaching staff, and managers to support staff, appropriate? (The glossary contains the staff-management ratios and an explanation of how these can be calculated)
  • Is the ratio of teaching to non-teaching staff appropriate?
Figure 24: Total Teaching and Management staff by FET College (2002)

Total - 555

Figure 25: Establishment versus Non-Establishment Teaching Posts by FET College (2002)
Figure 26: Total Teaching and Management Staff by Post Level (2002)

Figure 27: Age Profile of Teaching and Management Staff (2002)
Figure 28: Highest Qualifications of Total Teaching and Management Staff (2002)

- Un/Underqualified: 5%
- Diploma: 42%
- Degree/Higher Diploma: 32%
- Higher Degree: 16%
- Missing Data: 5%

Figure 29: Non Teaching Staff by FET College (2002)

- Total: 299

- CAPRICORN FET COLLEGE: 51
- ELLISRAS COLLEGE FOR FET: 24
- MOPANI NORTH EAST FET COLLEGE: 80
- MOPANI SOUTH EAST FET COLLEGE: 38
- SEKHUKHUNE FET COLLEGE: 33
- VHEMBE COLLEGE FOR FET: 40
- WATERBERG FET COLLEGE: 33
Figure 30: Ratio of Teaching: Non Teaching Staff (2002)

Figure 31: Student: Staff Ratios by FET College (2002)
7. Equity

Figures 32 to 40 provide a breakdown by race and gender for the teaching staff and for the students.

Implications for strategic planning

This section addresses the extent to which the historically disadvantaged sectors of our population have been either excluded from, or gained access to, FET colleges by providing an analysis of student and staff racial profiles.

It provides an opportunity to:

• Determine the gender profile of students and staff for the province and for each FET college.

Key questions

These figures provide answers to the following questions:

• What is the race and gender profile of students and staff for the province and for each FET college?

• Do racial and gender inequalities for staff increase with post level?

• Do racial and gender inequities differ, for students and staff, by Vocational Field?

• What is the race and gender profile of the staff for the province and for each FET college?

• What is the staff:student ratio in terms of race and gender? (The glossary contains a definition of staff:student equity ratios and an explanation of how these may be calculated.)

Although not directly answered by these figures, the following questions are important for strategic planning:

• What strategies have been developed to ensure integration across colleges in terms of race and gender equity for teaching staff, management and students?

• Does your province have an equity plan? What steps are in place to develop an equity plan and achieve the equity targets that have been set?

• How can the province encourage colleges to develop cultural environments that are gender and culturally sensitive?
Figure 32: Gender Profile of Students by FET College (2002)

Figure 33: Gender Profile of Students by Vocational Field (2002)
Figure 34: Student Headcounts by Race (2002)

- MOPA NI SOUTH EAST FET COLLEGE
  - 86% African
  - 0% Coloured
  - 0% Indian
  - 14% White

- MOPA NI NORTH EAST FET COLLEGE
  - 95% African
  - 0% Coloured
  - 0% Indian
  - 5% White

- CAPRICORN FET COLLEGE
  - 100% African
  - 0% Coloured
  - 0% Indian
  - 0% White

- ELLISRAS COLLEGE FOR FET
  - 67% African
  - 0% Coloured
  - 0% Indian
  - 33% White

- EL LI SRA S COL LE GE FOR FET
  - 67% African
  - 0% Coloured
  - 0% Indian
  - 33% White

- CAPR ICORN F E T COLLEGE
  - 100% African
  - 0% Coloured
  - 0% Indian
  - 0% White

- MOPANI SOUTH EAST FET COLLEGE
  - 86% African
  - 0% Coloured
  - 0% Indian
  - 14% White

- MOPANI NORTH EAST FET COLLEGE
  - 95% African
  - 0% Coloured
  - 0% Indian
  - 5% White

Limpopo - Page 42
SEKHUKHUNE COLLEGE FOR FET
INSUFFICIENT RACE DATA SUPPLIED

VHIMBE COLLEGE FOR FET

AFRICAN COLOURED INDIAN WHITE

WATERBERG FET COLLEGE

AFRICAN COLOURED INDIAN WHITE
Figure 35: Gender Profile of Teaching Staff by FET College (2002)

NOTE: This data was extracted from detailed staff lists and was not validated by FET Colleges
Figure 36: Teaching Staff by Race (2002)

MOPANI SOUTH EAST FET COLLEGE

African: 66%
Coloured: 0%
Indian: 0%
White: 34%
Missing Data: 0%

MOPANI NORTH EAST FET COLLEGE

African: 71%
Coloured: 2%
Indian: 0%
White: 28%
Missing Data: 0%

CAPECORN FET COLLEGE

African: 86%
Coloured: 0%
Indian: 0%
White: 14%
Missing Data: 0%

ELLISRA'S COLLEGE FOR FET

African: 25%
Coloured: 0%
Indian: 0%
White: 75%
Missing Data: 0%
Figure 36e

SEKHUKHUNE FET COLLEGE

Figure 36f

VHEMBE COLLEGE FOR FET

Figure 36g

WATERBERG FET COLLEGE
Figure 37: Teaching Staff by Gender and Post Level Grouping (2002)

- Lecturing Staff: 49% Female, 51% Male
- Middle Management: 25% Female, 75% Male
- Senior Management: 100% Male

Figure 38: Female Staff employed at Senior Management level (2000 compared to 2002)

- 2000: 85% Male, 15% Female
- 2002: 100% Male, 0% Female
Figure 39: Teaching Staff by Race and Post Level Grouping (2002)

- Lecturing Staff: 78% Black, 22% White
- Middle Management: 75% Black, 25% White
- Senior Management: 56% Black, 44% White

Figure 40: Staff employed at Senior Management level by Race (2000 compared to 2002)

- 2000: 60% Black, 40% White
- 2002: 56% Black, 44% White
8. Efficiency Indicators

Figures 41 to 48 indicate the educational efficiency of the province by providing an analysis of pass and throughput rates for the province and for each FET college.

Implications for strategic planning

These figures provide an opportunity to determine the extent to which the province and FET colleges are academically successful?

Key questions

These figures provide answers to the following:

- What is the average Pass and Throughput Rates for the province, for each FET college and for each Vocational Field?

- What is the ratio of successful:unsuccessful FTEs for each FET College?

Although not directly addressed by these figures, the following questions are important for strategic planning:

- Are the Pass and Throughput Rates acceptable?

- Which colleges are efficient (in terms of size and Pass Rates) in presenting courses and programmes in specific Vocational Fields?

- Consider when answering this question, the total number of learners enrolled in each Vocational Field and Vocational Programme Area (Sub-field), the number of colleges offering the programme or course and the number of learners who Pass.

- What are the pass and throughput rates for Non-NATED programmes?

- Does your strategic plan identify measures that have to be taken to ensure that the pass and throughput rates are at acceptable levels for each FET college?

- What role can the province play in encouraging and enabling colleges to develop learner support mechanisms?

1. The analysis presented in this section was extracted from the Department of Education’s examination database
Figure 41: Average Pass Rates by FET College (NATED programmes only) - 2002

Figure 42: Average Pass Rates by Vocational Field for the Province (2002)
Figure 43: Average Pass Rates by Vocational Field for each College (2002)

**Figure 43a**

**Capricorn FET College**

- Art and Music: 50%
- Business Studies: 59%
- Education and Social Services: 59%
- Engineering: 49%
- Utility Industries: 52%
- Grand Total: 53%

**Figure 43b**

**Ellisras FET College**

- Business Studies: 72%
- Engineering: 59%
- Grand Total: 62%

**Figure 43c**

**Mopani North East FET College**

- Business Studies: 71%
- Engineering: 44%
- Utility Industries: 37%
- Grand Total: 55%

**Figure 43d**

**Mopani South East FET College**

- Business Studies: 67%
- Education and Social Services: 30%
- Engineering: 51%
- General Education: 93%
- Utility Industries: 45%
- Grand Total: 56%
Figure 44: Average Pass Rates by FET and Post N3-Level for the Province and by FET College (2002)

- Capricorn FET College: 48% (FET), 57% (Post N3)
- Ellisras FET College: 61% (FET), 64% (Post N3)
- Mopani North East FET College: 47% (FET), 66% (Post N3)
- Mopani South East FET College: 51% (FET), 63% (Post N3)
- Sekhukhune FET College: 54% (FET), 65% (Post N3)
- Vhembe FET College: 42% (FET), 46% (Post N3)
- Waterberg FET College: 49% (FET), 71% (Post N3)
- Grand Total: 49% (FET), 58% (Post N3)

Figure 45: Average Pass Rates by FET and Post N3-Level by Vocational Field for the Province (2002)

- Art and Music: 44% (FET), 100% (Post N3)
- Business Studies: 58% (FET), 61% (Post N3)
- Educare and Social Services: 49% (FET), 41% (Post N3)
- Engineering: 48% (FET), 51% (Post N3)
- General Education: 48% (FET), 57% (Post N3)
- Utility Industries: 49% (FET), 58% (Post N3)
- Grand Total: 49% (FET), 58% (Post N3)
Figure 46: Average Throughput Rates for Province by FET College (2002)

- Capricorn FET College: 50%
- Ellisras FET College: 58%
- Mopani North East FET College: 51%
- Mopani South East FET College: 51%
- Sekhukhune FET College: 56%
- Vhembe FET College: 42%
- Waterberg FET College: 56%
- Grand Total: 50%

Figure 47: Average Throughput Rate for the Province by Vocational Field (2002)

- Art and Music: 38%
- Business Studies: 58%
- Educare and Social Services: 41%
- Engineering: 45%
- General Education: 93%
- Utility Industries: 53%
- Provincial Throughput Rate: 50%
Figure 48: Ratio of FTEs Successfully Completing Courses to Unsuccessful FTEs for each College (2002)

<table>
<thead>
<tr>
<th>College</th>
<th>Unsuccessful</th>
<th>Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capricorn FET College</td>
<td>1,395</td>
<td>209</td>
</tr>
<tr>
<td>Ellisras FET College</td>
<td>376</td>
<td>269</td>
</tr>
<tr>
<td>Mopani North East FET College</td>
<td>450</td>
<td>267</td>
</tr>
<tr>
<td>Mopani South East FET College</td>
<td>996</td>
<td>209</td>
</tr>
<tr>
<td>Sekhukhune FET College</td>
<td>267</td>
<td>267</td>
</tr>
<tr>
<td>Vhembe FET College</td>
<td>983</td>
<td>396</td>
</tr>
<tr>
<td>Waterberg FET College</td>
<td>512</td>
<td>396</td>
</tr>
<tr>
<td>Grand Total</td>
<td>4,928</td>
<td>1,325</td>
</tr>
</tbody>
</table>
9. Infrastructure

Figures 49 to 56 indicate the extent to which the infrastructure existing at FET colleges are adequate for teaching and learning and for the management needs of the new Further Education and Training college sector in your province.

Key questions

These figures provide answers to the following:

- Are the facilities available for students, such as sporting facilities, general recreation facilities and student representative offices, adequate?
- Are the facilities available for teaching and learning adequate?
- Are the facilities available for teaching and learning in each of the Vocational Fields adequate?
- Do practical facilities, available at the colleges, comply with Occupational Health and Safety Regulations?

Figure 49: Adequacy of Facilities Available to Students (2002)
Table 4: Adequacy of Facilities Available to Students by College (2002)

<table>
<thead>
<tr>
<th>Name of FET College</th>
<th>Excellent</th>
<th>Good</th>
<th>Poor</th>
<th>Extremely Poor</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPRICORN FET COLLEGE</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>MOPANI NORTH EAST FET COL-</td>
<td>0%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
<td>100%</td>
</tr>
<tr>
<td>MOPANI SOUTH EAST FET COL-</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>0%</td>
<td>60%</td>
<td>20%</td>
<td>20%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 50: Adequacy of Sporting Facilities Available to Learners (2002)
Figure 51: Adequacy of Facilities Available for Teaching and General (2002)

Figure 52a

CAPRICORN FET COLLEGE

0% 100%

Excellent Good Poor Extremely Poor

Figure 52b

ELLISPAS FET COLLEGE

NO RESPONSE TO THIS QUESTION PROVIDED BY THIS COLLEGE
Figure 53: Adequacy of Facilities Available for Teaching and Learning in the Vocational Field of Business Studies (2002)

Figure 54: Adequacy of Facilities Available for Teaching and Learning in the Vocational Field of Engineering (2002)

<table>
<thead>
<tr>
<th>Name of FET College</th>
<th>Excellent</th>
<th>Good</th>
<th>Poor</th>
<th>Extremely Poor</th>
<th>Extremely Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPRICORN FET COLLEGE</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>MOPANI EAST FET COLLEGE</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
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</tr>
<tr>
<td>MOPANI SOUTH EAST FET COLLEGE</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>WATERBERG FET COLLEGE</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>100%</td>
<td>80%</td>
<td>20%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Figure 55: Adequacy of Facilities Available for Teaching and Learning in the Vocational Field of Utility Studies (2002)

Table 5: Extent to which practical facilities comply with Occupational Health and Safety Regulations (2002)

<table>
<thead>
<tr>
<th>Name of FET College</th>
<th>Left Blank</th>
<th>No</th>
<th>Yes</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPRICORN FET COLLEGE</td>
<td>0%</td>
<td>33%</td>
<td>67%</td>
<td>100%</td>
</tr>
<tr>
<td>ELLISRAS FET COLLEGE</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>MOPANI NORTH EAST FET COLLEGE</td>
<td>25%</td>
<td>50%</td>
<td>25%</td>
<td>100%</td>
</tr>
<tr>
<td>MOPANI SOUTH EAST FET COLLEGE</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>SEKHUKHUNE FET COLLEGE</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>VHEMBE FET COLLEGE</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>WATERBERG FET COLLEGE</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>29%</td>
<td>41%</td>
<td>29%</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Figure 56: Facilities for Multi Campus Management (2002)

<table>
<thead>
<tr>
<th>Name of FET College</th>
<th>Excellent</th>
<th>Good</th>
<th>Poor</th>
<th>Extremely Poor</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPRICORN FET COLLEGE</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
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<td>ELLISPAS FET COLLEGE</td>
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<td>0%</td>
<td>100%</td>
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<td>100%</td>
</tr>
<tr>
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<td>NO DATA PROVIDED</td>
<td>NO DATA PROVIDED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vhembe FET COLLEGE</td>
<td>NO DATA PROVIDED</td>
<td>NO DATA PROVIDED</td>
<td>NO DATA PROVIDED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WATERBERG FET COLLEGE</td>
<td>NO DATA PROVIDED</td>
<td>NO DATA PROVIDED</td>
<td>NO DATA PROVIDED</td>
<td></td>
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<tr>
<td><strong>Grand Total</strong></td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>
10. Partnerships

Figures 57 to 60 provide an indication of the linkages and relationships that exist between FET colleges and industry, government and NGOs. Figure 57 shows the total number of partnership projects or linkages that exist in this province and Figures 58 to 60 the nature of these linkages.

Implications for strategic planning

These figures provide an opportunity to determine the extent to which colleges are developing relationships and linkages that will enable them to become more responsive to the education and training needs of their local and national context.

Key questions

These figures provide answers to the following:

- What is the average Pass and Throughput Rates for the province, for each FET college and for each Vocational Field?

- What is the ratio of successful to unsuccessful FTEs for each FET College?

- Although not directly addressed by these figures, the following questions are important for strategic planning:
  - With which sectors are colleges developing partnerships? Are these the sectors that make strategic sense to the province and to the college?
  - What value are the partnerships adding - educational value in the form of curriculum development; resource and facility sharing; improved chances for learners to access future employment or financial gain for the college?

What is the nature of the relationships that exist between colleges and their partners? Are they mutually beneficial or weighted towards the interest to one or the other partner?
Figure 57: Partnership Projects by Sector

- Business/Industry: 58%
- Educational Institution: 15%
- Community Org: 9%
- Government: 17%
- SETA: 1%

Figure 58: Partnership Projects by Nature of Partnership

- Provider of training: 23%
- Learner work placement: 18%
- Partner sharing resources with college: 11%
- College sharing resources with partner: 10%
- Curriculum development for community: 9%
- Training of community members: 9%
- Mutual sharing of resources: 8%
- Industry/business staff training: 7%
- Learnership: 5%
- Franchise agreement: 0%
- College staff placement: 0%
- Programme development for SETAs: 0%
- Curriculum development for industry: 0%
Figure 59: Partnership Projects by Vocational Field

Figure 60: Partnership Projects by Nature of Contract
Glossary

- **Black** is used in this publication to refer to African, Indian and Coloured students and staff.

- **College Campus Site** is a term used in this study to refer to any institution currently included in the new Further Education and Training landscape as a site of a New Merged Further Education and Training College. As such, it refers to the technical colleges established under any of the Provincial Technical College Acts, Teacher Training Colleges incorporated into the sector and Mining Colleges and Manpower and Skills Training Centres.

- **Establishment Posts** are posts paid for by the provincial education authorities.

- **Further Education and Training College** refers to a college which provides further education and training on a full-time, part-time or distance basis and which is: (a) established or regarded as having been established as a public further education training institution under this Act; (b) declared as public further education and training institution under this Act; Act or (c) registered or conditionally registered as private further education and training institution under this Act.

- **FTEs** refer to full-time teaching equivalents, which are based on the length of the course. (e.g. a student studying full-time for a year course would be 1 FTE while a student studying full-time for six-month semester course would be 0.5 FTE).

- **Gross Participation Rate**: A Gross Participation Rate expresses the ratio of the total headcount of learners to the total population. Statistics South Africa publish the national population census data.

- **Headcount** refers to the number of individual students.

- **Higher Education** refers to Higher Education as defined in the Education 1997 (Act No. 101 of 1997).

- **Junior Teaching Staff** are defined as Lectures and Senior Lecturers (Post levels 1 & 2).

- **Non-Teaching Staff** refers to staff appointed to provide administrative and support services to the college.

- **New Merged College** is a term used in this study to refer to the new Public Further Education and Training Colleges as established from previous technical and other college sites during the FET restructuring process. The New Merged College exists as a public further education training institution as constituted by the FET Act.

- **Non-establishment Posts** are posts paid for by the College Council.

- **Net Participation Rate**: A Net Participation Rate expresses the ratio of the total headcounts of learners in a defined age cohort (in this case, the age cohort of 15-29) to the total population in the same age cohort (in this case, the age cohort of 15-29). Statistics South Africa publish the national population census data.

- **Pass Rates**: Refer to the number learners who wrote an examination and pass the examination.
For example, a Pass Rate of 62% means that for every 100 students who wrote the examination, 62 passed the examination and 38 failed.

- **Qualification Grouping of Teaching Staff**
  - **Higher Degrees**: All Honours, Masters and Doctorate degrees REQV level 15 and above
  - **Degrees/Higher Diplomas**: Higher Diplomas B Degrees REQV level 14
  - **Diplomas**: All diplomas at REQV level 13
  - **Un/underqualified**: Any qualification resulting in REQV level 10, 11, 12.

- **Senior Teaching Staff** are defined as Heads of Department, Vice Principals and Principals (Post levels 3, 4 & 5)

- **Staff:Management Ratios** refer to the ratio of staff to management. It is calculated by dividing the total staff by the total management

- **Staff:Student Equity Ratios** refer to the ratio of staff in a particular race category, to students in the same race category. It is calculated by dividing the total teaching staff (in a particular race category) by the total student population (in a particular race category). This calculation is used to determine the racial inequities that may have existed in educational institutions

- **Student:Teacher Ratios** refer to the ratio of teachers to student. It is calculated by dividing the total teaching staff by the total student population (FTEs).

- **Success Rate** is the number who passed the examination divided by the number who wrote the examination

- **Throughput rate** refers to the number of learners who enrolled for a course and passed the examination. For example, a Throughput Rate of 86% means that for every 100 students who enrolled, 86 passed the examination and 14 either dropped out or failed the examination.

- **Teaching Staff** refers to educators appointed to deliver the learning programmes.

- **Unit Costs**: are calculated by dividing the total costs (based on provincial budgets) by the total unweighted FTE’s

- **Unweighted FTEs** are full-time teaching equivalents based on the minimum study time and the credit value as found in NATED 191.

- **Weighted FTEs** are used by provincial departments in determining staff and take into account practical and workshop course weightings. Weighted FTEs will be higher than unweighted FTEs depending on the type of programmes presented at the institution.

- **Youth** is defined by South African Youth Commission as those in age cohort of 15-35 years.
Provincial Quantitative Data for FET Colleges

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