



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

# **Dictionary of Terms and Concepts for Post-School Education and Training**

**2021**

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## 1. LIST OF ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training
CESM	Classification of Educational Subject Matter
CET	Community Education and Training
CETMIS	Community Education and Training Management Information System
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
EMIS	Education Management Information System
FTE	Full-Time Equivalent
GETC	General Education and Training Certificate
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
HEQSF	Higher Education Qualifications Sub-Framework
HETMIS	Higher Education and Training Management Information System
IEC	International Electro-technical Commission
ISCED	International Standard Classification of Education
LSS	Lecturer Support System
NC(V)	National Certificate (Vocational)
NQF	National Qualifications Framework
NSC	National Senior Certificate
OECD	Organisation for Economic Cooperation and Development
OFO	Organising Framework for Occupations
PCETMIS	Private College Education and Training Management System
PERSAL	Personnel Salary System
PSET	Post-School Education and Training
PSETI	Post-School Education and Training Institution
PSETIP	Post-School Education and Training Information Policy
QC	Quality Council
QCTO	Quality Council for Trades and Occupations
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
SETMIS	Sector Education and Training Management Information System
SIC	Standard Industrial Classification
STATSSA	Statistics South Africa
TVET	Technical and Vocational Education and Training
TVETMIS	Technical and Vocational Education and Training Management Information System
UNESCO	United Nations Educational, Scientific and Cultural Organization

## 2. INTRODUCTION

The Minister of Higher Education, Science and Innovation approved the Post-School Education and Training Information Policy (PSETIP) in December 2019 (*Gazette 43073*, Notice Number 138 of 2020). The main purpose of the PSETIP is to enable the provision of valid, credible, reliable and high-quality statistics on Post-School Education and Training (PSET). It is intended to ensure that all Post-School Education and Training Institutions (PSETIs) adhere to agreed-upon standards, procedures and guidelines for the generation, collection, collation, processing, coordination and quality assurance of data.

The Department of Higher Education and Training (the department) obtains data in different formats from PSET sectors, ranging from an aggregated format – through annual surveys – to unit-level records – through uploading of data to the department’s Management Information System (MIS) by PSET sectors.

While the approach of obtaining aggregated data fulfils an important need, it is outdated and limits the analysis one can perform on the data. The department has developed the Higher Education and Training Management Information System (HETMIS), which is an integrated information system containing unit-level record data from different PSET sectors. Data in HETMIS follows common information standards that are shared in order to generate data that is comparable and of an acceptable quality. The data in HETMIS will add maximum value to PSET planning, monitoring and management.

The PSETIP 2019 states that in order to facilitate the collection of accurate and comparable information from PSETIs, the department must ensure that collection systems and tools include clear and precise definitions of terms used in order to prevent ambiguities and misinterpretations.

The South African Statistical Quality Assessment Framework also recommends the development of standardised terms to promote consistency and improvement of the quality of the data submitted to the department by different PSET sectors.

It is for this reason that the department has developed a dictionary of terms and concepts in order to assist both internal and external stakeholders and users with definitions of terms used in the PSET MIS, as well as terms that are commonly used in the PSET sector. This will ensure that users have a better understanding and interpretation of the data in the MIS of the department.

The dictionary of terms and concepts is particularly beneficial to the departmental programme managers who undertake surveys to collect data that is not available in the MIS of the department, especially in the development of questionnaires and the analysis of data.

### 3. PURPOSE OF THE DICTIONARY OF TERMS AND CONCEPTS

The purpose of this dictionary is to provide definitions of terms and concepts used in the MIS of the department, as well as terms that are commonly used in the PSET sector. The definitions will promote and improve data quality and integrity by supporting the adoption and use of consistent data elements and terminology within the PSET systems.

The dictionary of terms and concepts will provide the department and its stakeholders with many benefits, including:

- (a) improved data quality;
- (b) improved trust in data integrity;
- (c) improved documentation and control;
- (d) reduced data redundancy;
- (e) consistency in concepts or terms used;
- (f) easier data analysis; and
- (g) improved decision-making based on better data.

### 4. SCOPE AND APPLICABILITY

The dictionary will be applicable to data managers and programme managers who undertake surveys in the PSET sector, especially in the development of questionnaires, data analysis and report writing. The dictionary will be of good use for information system developers, researchers and stakeholders who utilise the department's information and data. Both external and internal users will be able to easily understand and interpret the data reported by the department.

### 5. STRUCTURE OF THE DICTIONARY OF TERMS AND CONCEPTS

The structure of the dictionary follows a similar format as the Department of Basic Education's *Dictionary of Education Concepts and Terms, 2010*. Each entry in the definition section has the following elements:

- (a) **Term:** Label of the concept.
- (b) **Definition:** A definition of the term or concept.
- (c) **Source:** The source for each definition has been provided. Preference was given to definitions that already exist in the Acts and policies. In other instances, definitions were either adopted/adapted from existing documents, or formulated by the departmental data dictionary working group. The reference section at the end of the dictionary lists all sources used in the dictionary.
- (d) **Note:** Where applicable, comments on the usage of the term are provided.
- (e) **Cross-reference:** A link to other definitions.
- (f) **Applicable to:** A subsector where the term and its definition is used.
- (g) **Reference code:** A unique code assigned to each term. These codes are continuous and may not change over time.

## 6. RULES AND GUIDELINES

The rules and guidelines used in the formulation of definitions of concepts and terms used in the dictionary were derived from Part 4 of the International Organisation for Standardisation (ISO)/International Electrotechnical Commission (IEC) 11179<sup>1</sup>, which is an international standard for formulating data definitions.

This dictionary applies the following rules:

- 6.1 Each definition provided in the dictionary must be in singular form, except if the concept itself is in plural form.
- 6.2 The definition must clearly explain the meaning of the term and not be ambiguous.
- 6.3 A definition should provide a descriptive meaning of a term and not a synonym.
- 6.4 A definition should avoid the use of the same term and/or a derivative<sup>2</sup>.
- 6.5 Only common acronyms and abbreviations should be used in the dictionary. The list of acronyms and abbreviations should be provided in the dictionary.
- 6.6 A definition should not use terms that are not defined elsewhere in the dictionary<sup>3</sup>.
- 6.7 The definitions must avoid circular reasoning such as “Province: A sub-division of a country. Country: An aggregation of provinces”.
- 6.8 The definition should not start with the following terms: “refers”, “comprises of”, “this is”, etc.

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<sup>1</sup> This part of ISO/IEC 11179 provides guidance on how to develop unambiguous data definitions. A number of specific rules and guidelines are presented in ISO/IEC 11179-4 that specifies exactly how a data definition should be formed. A precise, well-formed definition is one of the most critical requirements for shared understanding of an administered item. Well-formed definitions are imperative for the exchange of information.

<sup>2</sup> For example, when defining “Contact mode of delivery” we cannot write its definition as “A mode of study that involves interaction between lecturers and/or supervisors and students on the premises of the institution”. The term “Mode” will also require a definition.

<sup>3</sup> For example, the definition of the term “College allocation” uses the term “Funding formula grid” in the definition, and “Funding formula grid” is also defined in the dictionary.

## **7. METHODOLOGY AND CONSULTATION**

Most of the terms defined in this dictionary were sourced from the MIS and databases of the department, which includes Higher Education Institutions Management Information System (HEMIS), Technical and Vocational Education and Training Management Information System (TVETMIS), Sector Education and Training Management Information System (SETMIS), Community Education and Training (CET) and private colleges' databases and the private Higher Education Institutions (HEIs) database. The definitions in this dictionary were aligned to definitions from relevant Acts, policies and regulations.

Data managers in the department as well as nominated members of the Information Standards Committee, i.e. representatives from Statistics South Africa (STATSSA) and South African Qualifications Authority (SAQA), collaborated in the development of this dictionary.

The department adopted and/or adapted definitions from documents developed by relevant government departments and international organisations such as STATSSA, SAQA, the Department of Basic Education (DBE), the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute of Statistics (UIS) and the Organisation for Economic Cooperation and Development (OECD).

Most of the terms have one definition applicable to all PSET sectors, if not possible, two or more definitions were provided for one term, and an indication on the PSET sector it is applicable to was provided. A term with more than one definition is followed by either a (1) or (2).

Internal and external stakeholders were consulted, which included departmental entities, public and private colleges, public and private HEIs, the Independent Institute of Education and Umalusi. The dictionary was also published for public comments in June 2019.

## **8. UPDATING OF THE DICTIONARY OF TERMS AND CONCEPTS**

The department plans to update the dictionary every two years.

## **9. ACCESSIBILITY**

The dictionary will be published on the departmental website ([www.dhet.gov.za](http://www.dhet.gov.za)).

## 10. LIST OF TERMS DEFINED

Reference code	Term/concept
0001	<a href="#">Academic staff</a>
0002	<a href="#">Access</a>
0003	<a href="#">Accessibility of data</a>
0004	<a href="#">Accredited programme</a>
0005	<a href="#">Active staff</a>
0006	<a href="#">Administrative data source</a>
0007	<a href="#">Administrative staff</a>
0008	<a href="#">Admission</a>
0009	<a href="#">Admission register</a>
0010	<a href="#">Admitted student</a>
0011	<a href="#">Advanced certificate</a>
0012	<a href="#">Advanced diploma</a>
0013	<a href="#">Age</a>
0014	<a href="#">Aggregated data</a>
0015	<a href="#">Application</a>
0016	<a href="#">Apprenticeship</a>
0017	<a href="#">Approved dataset</a>
0018	<a href="#">Area of specialisation</a>
0019	<a href="#">Articulation</a>
0020	<a href="#">Artisan</a>
0021	<a href="#">Assessment</a>
0022	<a href="#">Assessor</a>
0023	<a href="#">Audited data</a>
0024	<a href="#">Baccalaureus Technologiae</a>
0025	<a href="#">Bachelor's degree</a>
0026	<a href="#">Barriers to learning</a>
0027	<a href="#">Block grants</a>
0028	<a href="#">Block grants, institutional factor</a>
0029	<a href="#">Block grants, research output</a>
0030	<a href="#">Block grants, teaching input</a>
0031	<a href="#">Block grants, teaching output</a>
0032	<a href="#">Breach of data confidentiality</a>
0033	<a href="#">Campus</a>
0034	<a href="#">Candidacy</a>
0035	<a href="#">Census</a>
0036	<a href="#">Certificate</a>



<b>Reference code</b>	<b>Term/concept</b>
0037	<a href="#">Classification of educational subject matter (CESM)</a>
0038	<a href="#">Coherence of data</a>
0039	<a href="#">Cohort</a>
0040	<a href="#">College allocation</a>
0041	<a href="#">College fees</a>
0042	<a href="#">College principal</a>
0043	<a href="#">Community learning centre</a>
0044	<a href="#">Completion rate</a>
0045	<a href="#">Computer lab</a>
0046	<a href="#">Contact mode of delivery</a>
0047	<a href="#">Continuing education and training</a>
0048	<a href="#">Continuing professional development</a>
0049	<a href="#">Continuous assessment</a>
0050	<a href="#">Council</a>
0051	<a href="#">Course</a>
0052	<a href="#">Course approval status</a>
0053	<a href="#">Course completion status</a>
0054	<a href="#">Course credit value</a>
0055	<a href="#">Course delivery mode</a>
0056	<a href="#">Course level</a>
0057	<a href="#">Credit</a>
0058	<a href="#">Critical skill</a>
0059	<a href="#">Curriculum</a>
0060	<a href="#">Data</a>
0061	<a href="#">Data accuracy</a>
0062	<a href="#">Data archiving</a>
0063	<a href="#">Data collection</a>
0064	<a href="#">Data confidentiality</a>
0065	<a href="#">Data consolidation</a>
0066	<a href="#">Data credibility</a>
0067	<a href="#">Data element</a>
0068	<a href="#">Data integration</a>
0069	<a href="#">Data integrity</a>
0070	<a href="#">Data interpretability</a>
0071	<a href="#">Data quality</a>
0072	<a href="#">Data source</a>
0073	<a href="#">Database</a>

<b>Reference code</b>	<b>Term/concept</b>
0074	<a href="#">Dataset</a>
0075	<a href="#">Deregistered student/learner</a>
0076	<a href="#">Designation</a>
0077	<a href="#">Designation structure status</a>
0078	<a href="#">Diploma</a>
0079	<a href="#">Disability</a>
0080	<a href="#">Dissertation</a>
0081	<a href="#">Distance mode of delivery</a>
0082	<a href="#">District municipality</a>
0083	<a href="#">Doctoral degree</a>
0084	<a href="#">Doctor Technologiae</a>
0085	<a href="#">Dropout</a>
0086	<a href="#">Duration of appointment</a>
0087	<a href="#">Earmarked capital funding</a>
0088	<a href="#">Earmarked recurrent funding</a>
0089	<a href="#">Economic status</a>
0090	<a href="#">Education and training quality assurance body</a>
0091	<a href="#">Effective registration of a student for a qualification</a>
0092	<a href="#">Effective registration of a student for a course</a>
0093	<a href="#">E-learning</a>
0094	<a href="#">Email address</a>
0095	<a href="#">EMIS number</a>
0096	<a href="#">Employer</a>
0097	<a href="#">Employment commencement date</a>
0098	<a href="#">Employment status (1)</a>
0099	<a href="#">Employment status (2)</a>
0100	<a href="#">Enrolled student</a>
0101	<a href="#">Enrolment mode</a>
0102	<a href="#">Entering student</a>
0103	<a href="#">Entrance category</a>
0104	<a href="#">Examination</a>
0105	<a href="#">Examination centre</a>
0106	<a href="#">External assessment</a>
0107	<a href="#">Facilitator</a>
0108	<a href="#">Faculty</a>
0109	<a href="#">Fee for service income</a>
0110	<a href="#">Financial statement</a>

<b>Reference code</b>	<b>Term/concept</b>
0111	<a href="#">Financial year</a>
0112	<a href="#">First-time entering student</a>
0113	<a href="#">Formal education and training</a>
0114	<a href="#">Formative assessment</a>
0115	<a href="#">Full-time employment</a>
0116	<a href="#">Full-time equivalent (FTE) student</a>
0117	<a href="#">Full-time student</a>
0118	<a href="#">Funding</a>
0119	<a href="#">Funding formula of a programme</a>
0120	<a href="#">Funding norms</a>
0121	<a href="#">Funding type</a>
0122	<a href="#">Funding weight</a>
0123	<a href="#">Gender</a>
0124	<a href="#">General education and training (GET)</a>
0125	<a href="#">General Further Education and Training Qualifications Sub-Framework (GFETQSF)</a>
0126	<a href="#">General Education and Training Certificate (GETC)</a>
0127	<a href="#">Geographical coordinates</a>
0128	<a href="#">Graduate</a>
0129	<a href="#">Graduate internship</a>
0130	<a href="#">Graduation rate</a>
0131	<a href="#">Gross enrolment rate (GER)/participation rate</a>
0132	<a href="#">Head of department</a>
0133	<a href="#">Headcount enrolment</a>
0134	<a href="#">Headcount, enrolment cycle</a>
0135	<a href="#">Headcount, programme enrolment</a>
0136	<a href="#">Higher certificate</a>
0137	<a href="#">Higher education</a>
0138	<a href="#">Higher education college</a>
0139	<a href="#">Higher education institution (HEI)</a>
0140	<a href="#">Higher Education and Training Management Information System (HETMIS)</a>
0141	<a href="#">Higher Education and Training Qualifications Sub-Framework (HEQSF)</a>
0142	<a href="#">Highest level of education completed</a>
0143	<a href="#">Home language</a>
0144	<a href="#">Honours degree</a>
0145	<a href="#">Inactive/terminated staff</a>
0146	<a href="#">Industry-funded programme</a>
0147	<a href="#">Informal learning</a>

<b>Reference code</b>	<b>Term/concept</b>
0148	<a href="#">Information</a>
0149	<a href="#">Institution closure date</a>
0150	<a href="#">Institution closure reason</a>
0151	<a href="#">Institution name</a>
0152	<a href="#">Intellectual property</a>
0153	<a href="#">Internal assessment</a>
0154	<a href="#">International Standard Classification of Education (ISCED)</a>
0155	<a href="#">Internship for N diploma</a>
0156	<a href="#">Large firm</a>
0157	<a href="#">Learnership</a>
0158	<a href="#">Learning</a>
0159	<a href="#">Learning area</a>
0160	<a href="#">Learning field</a>
0161	<a href="#">Learning programme</a>
0162	<a href="#">Lecturer</a>
0163	<a href="#">Lecturer Support System (LSS)</a>
0164	<a href="#">Literacy</a>
0165	<a href="#">Literacy rate</a>
0166	<a href="#">Magister Technologiae</a>
0167	<a href="#">Management staff (1)</a>
0168	<a href="#">Management staff (2)</a>
0169	<a href="#">Master list of institutions</a>
0170	<a href="#">Master's degree</a>
0171	<a href="#">Medium firm</a>
0172	<a href="#">Medium of instruction</a>
0173	<a href="#">Metadata</a>
0174	<a href="#">Mixed mode of delivery</a>
0175	<a href="#">Mode of delivery</a>
0176	<a href="#">Moderator</a>
0177	<a href="#">Module</a>
0178	<a href="#">Multiple disabilities</a>
0179	<a href="#">Nationality</a>
0180	<a href="#">National Certificate</a>
0181	<a href="#">National Certificate (Vocational)</a>
0182	<a href="#">National Higher Certificate</a>
0183	<a href="#">National institute for higher education (NIHE)</a>
0184	<a href="#">National Learner Records Database (NLRD)</a>

<b>Reference code</b>	<b>Term/concept</b>
0185	<a href="#">National NATED Diploma</a>
0186	<a href="#">National Qualifications Framework (NQF)</a>
0187	<a href="#">National Qualifications Sub-Framework (NQSF)</a>
0188	<a href="#">National Senior Certificate (NSC)</a>
0189	<a href="#">National Senior Certificate for Adults (NASCA)</a>
0190	<a href="#">Nature of appointment</a>
0191	<a href="#">Net enrolment rate</a>
0192	<a href="#">Non-entering student/returning student</a>
0193	<a href="#">Non-formal education</a>
0194	<a href="#">Non-levy-paying organisation</a>
0195	<a href="#">Occasional student</a>
0196	<a href="#">Occupational qualification</a>
0197	<a href="#">Occupational Qualifications Sub-Framework (OQSF)</a>
0198	<a href="#">Offering type</a>
0199	<a href="#">Official institution name</a>
0200	<a href="#">Open learning</a>
0201	<a href="#">Part-qualification</a>
0202	<a href="#">Part-time employment</a>
0203	<a href="#">Part-time student</a>
0204	<a href="#">Pass rate</a>
0205	<a href="#">Permanent employment</a>
0206	<a href="#">PERSAL number</a>
0207	<a href="#">Personnel category</a>
0208	<a href="#">Physical address</a>
0209	<a href="#">Population group</a>
0210	<a href="#">Postal address</a>
0211	<a href="#">Postgraduate qualification</a>
0212	<a href="#">Postgraduate student</a>
0213	<a href="#">Post-school education and training institution (PSETI)</a>
0214	<a href="#">Post-school education and training (PSET) sector</a>
0215	<a href="#">Post-school education and training (PSET) subsector</a>
0216	<a href="#">Private college</a>
0217	<a href="#">Private higher education institution</a>
0218	<a href="#">Programme weight</a>
0219	<a href="#">Provider class</a>
0220	<a href="#">Provider code</a>
0221	<a href="#">Provider status</a>

<b>Reference code</b>	<b>Term/concept</b>
0222	<a href="#">Province</a>
0223	<a href="#">Public college</a>
0224	<a href="#">Public higher education institution</a>
0225	<a href="#">Qualification</a>
0226	<a href="#">Qualification type</a>
0227	<a href="#">Qualified lecturer</a>
0228	<a href="#">Reaccreditation</a>
0229	<a href="#">Recognition of prior learning (RPL)</a>
0230	<a href="#">Registration number of an institution</a>
0231	<a href="#">Related entity</a>
0232	<a href="#">Repeater</a>
0233	<a href="#">Research</a>
0234	<a href="#">Research output</a>
0235	<a href="#">Response rate</a>
0236	<a href="#">Result</a>
0237	<a href="#">Satellite</a>
0238	<a href="#">Satellite campus</a>
0239	<a href="#">Scarce skill</a>
0240	<a href="#">Sector Education and Training Authority (SETA)</a>
0241	<a href="#">Self-employed</a>
0242	<a href="#">SETA-funded programme</a>
0243	<a href="#">Short course</a>
0244	<a href="#">Site of delivery</a>
0245	<a href="#">Skill</a>
0246	<a href="#">Skills development provider</a>
0247	<a href="#">Skills programme</a>
0248	<a href="#">Small firm</a>
0249	<a href="#">South African citizen</a>
0250	<a href="#">Staff full-time equivalent (FTE) value</a>
0251	<a href="#">Staff member</a>
0252	<a href="#">Staff number</a>
0253	<a href="#">Staff programme</a>
0254	<a href="#">Staff type</a>
0255	<a href="#">Standard</a>
0256	<a href="#">Student</a>
0257	<a href="#">Student accommodation</a>
0258	<a href="#">Student attendance mode</a>

<b>Reference code</b>	<b>Term/concept</b>
0259	<a href="#">Student financial aid</a>
0260	<a href="#">Student internship</a>
0261	<a href="#">Student number</a>
0262	<a href="#">Subject count</a>
0263	<a href="#">Subject level</a>
0264	<a href="#">Success rate</a>
0265	<a href="#">Summative assessment</a>
0266	<a href="#">Support staff (1)</a>
0267	<a href="#">Support staff (2)</a>
0268	<a href="#">Survey</a>
0269	<a href="#">Temporary employee</a>
0270	<a href="#">Thesis</a>
0271	<a href="#">Throughput rate (1)</a>
0272	<a href="#">Throughput rate (2)</a>
0273	<a href="#">Trade</a>
0274	<a href="#">Trade test</a>
0275	<a href="#">Transfer student</a>
0276	<a href="#">Undergraduate degree</a>
0277	<a href="#">Undergraduate qualification</a>
0278	<a href="#">Undergraduate student</a>
0279	<a href="#">Unemployed</a>
0280	<a href="#">Unique identifier</a>
0281	<a href="#">Unit standard</a>
0282	<a href="#">University</a>
0283	<a href="#">University college</a>
0284	<a href="#">University, comprehensive</a>
0285	<a href="#">University of technology</a>
0286	<a href="#">Verified data</a>
0287	<a href="#">Work-integrated learning (WIL)</a>
0288	<a href="#">Workplace-based learning (WBL)</a>
0289	<a href="#">Workplace-based learning programme</a>

<b>Academic staff</b>	
<i>Definition:</i>	Any person appointed to teach or to do research at a public higher education institution and any other employee designated as such by the council of that institution.
<i>Source:</i>	Higher Education Act, 1997 (Act 101 of 1997)
<i>Note:</i>	Academic staff are also referred to as “instruction and research staff” and include lecturers, course facilitators, etc. They are also employees who spend more than 50% of their official time on duty on instruction and/or research activities.
<i>Cross-reference:</i>	<a href="#">Administrative staff</a> , <a href="#">Management staff (1)</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0001

<b>Access</b>	
<i>Definition:</i>	Availability of opportunities for PSETs to pursue education and training, including relevant qualifications and part-qualifications for all prospective learners/students.
<i>Source:</i>	DHET, adapted from SAQA, NQF Standard Glossary of Terms, 2017
<i>Note:</i>	The term is defined in the context of what “access” mean in the PSET sector.
<i>Cross-reference:</i>	<a href="#">Articulation</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0002

<b>Accessibility of data</b>	
<i>Definition:</i>	The ease with which and conditions whereupon data can be obtained.
<i>Source:</i>	DHET, adapted from STATSSA, SASQAF, second edition, 2010
<i>Note:</i>	Accessibility includes the ease with which the existence of information can be ascertained, as well as the suitability of the form or medium through which the information can be accessed.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0003



<b>Accredited programme</b>	
<i>Definition:</i>	Approval status granted to a programme for a stipulated period of time after the Quality Committee's evaluation indicates that it meets minimum standards of quality.
<i>Source:</i>	Council on Higher Education, Higher Education Quality Committee, Criteria for Programme Accreditation, 2004
<i>Note:</i>	The accreditation of higher education programmes is undertaken by the Higher Education Quality Committee, while occupational programmes for TVET and private colleges are accredited by QCTO.
<i>Cross-reference:</i>	<a href="#">Reaccreditation</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET and private colleges
<i>Reference code:</i>	0004

<b>Active staff</b>	
<i>Definition:</i>	An employee who is appointed and whose name appears on the institution's payroll and who is actively involved in the business of the institution.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Inactive/terminated staff</a>
<i>Applicable to:</i>	HEIs and TVET colleges
<i>Reference code:</i>	0005

<b>Administrative data source</b>	
<i>Definition:</i>	The organisational unit responsible for implementing an administrative regulation (or group of regulations) for which the corresponding register of units and the transactions are viewed as a source of data.
<i>Source:</i>	OECD, Measuring the Non-Observed Economy: A Handbook, second draft, Annex 2: Glossary, 2002
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0006

<b>Administrative staff</b>	
<i>Definition:</i>	All technical and office staff, as well as all executive and professional staff, who spend more than 50% of their official time on administrative functions.
<i>Source:</i>	DHET, Statistics on Post-School Education and Training in South Africa, 2018
<i>Note:</i>	Examples: secretaries, typists, administrative clerks, accountants, etc.
<i>Cross-reference:</i>	<a href="#">Academic staff</a> , <a href="#">Support staff</a> , <a href="#">Management staff</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0007

<b>Admission</b>	
<i>Definition:</i>	A process by which PSET institutions assess applications for enrolment in terms of eligibility criteria.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Enrolled student</a> , <a href="#">Admitted student</a> , <a href="#">Application</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0008

<b>Admission register</b>	
<i>Definition:</i>	A record of all students admitted at a PSET institution for a specific period.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	It contains lists of current students enrolled in PSET institutions. This is also referred to as a student enrolment schedule in CET colleges.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0009

<b>Admitted student</b>	
<i>Definition:</i>	A student who has met eligible criteria to be accepted and is selected by a PSET institution to study.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Enrolled student</a> , <a href="#">Admission</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0010

<b>Advanced certificate</b>	
<i>Definition:</i>	A qualification with an NQF exit level 6 and minimum total credits of 120.
<i>Source:</i>	Higher Education Qualification Sub-Framework, 2013
<i>Note:</i>	Programmes leading to this qualification tend to have a strong vocational professional or career focus and students and holders of this qualification are normally prepared to enter a specific niche in the labour market. Advanced certificate programmes typically include a work-integrated learning (WIL) component.
<i>Cross-reference:</i>	<a href="#">Higher certificate</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0011

<b>Advanced diploma</b>	
<i>Definition:</i>	A qualification with an NQF exit level 7 and total minimum credits of 120.
<i>Source:</i>	Higher Education Qualification Sub-Framework, 2013
<i>Note:</i>	For example, a Bachelor of Sciences graduate might register for an Advanced Diploma in Human Resource Management in order to enter the field of human resources.
<i>Cross-reference:</i>	<a href="#">Diploma</a> , <a href="#">Postgraduate qualification</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0012

<b>Age</b>	
<i>Definition:</i>	The number of years from the date of birth to the year in which the data collection is being undertaken.
<i>Source:</i>	DHET, adapted from STATSSA, Concepts and Definitions for Statistics South Africa, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0013

<b>Aggregated data</b>	
<i>Definition:</i>	The result of combining unit-level data into quantitative measures for a set of characteristics of students or learners and staff in the PSET sector.
<i>Source:</i>	DHET, adapted from STATSSA, Concepts and Definitions for Statistics South Africa, 2017.
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0014

<b>Application</b>	
<i>Definition:</i>	A process by which any person applies to a PSET institution for admission.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	A prospective student can apply to a SETA for workplace learning opportunities.
<i>Cross-reference:</i>	<a href="#">Admission</a> , <a href="#">Enrolled student</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0015

<b>Apprenticeship</b>	
<i>Definition:</i>	A period of workplace-based learning culminating in an occupational qualification for a listed trade.
<i>Source:</i>	SETAs Workplace-Based Learning Programme Agreement Regulations, 2018
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Learnership</a>
<i>Applicable to:</i>	SETAs
<i>Reference code:</i>	0016

<b>Approved dataset</b>	
<i>Definition:</i>	Data that has been officially approved and signed off by the Director-General or the Higher Education and Training Information System Officer.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	Director-General means the accounting officer of the Department of Higher Education and Training.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0017

<b>Area of specialisation</b>	
<i>Definition:</i>	A field of study or organising field in which a student intends to specialise in his/her programme of studies for a particular qualification.
<i>Source:</i>	DHET, adapted from CESM Manual, 2008; and NQF and Standards Setting, 2000
<i>Note:</i>	Areas of specialisation are sometimes referred to as “majors” or “major subjects” or “major fields of study”.
<i>Cross-reference:</i>	<a href="#">Classification of educational subject matter</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0018

<b>Articulation</b>	
<i>Definition:</i>	The process of forming possibilities of connection between qualifications and/or part-qualifications to allow for the vertical, lateral and diagonal movement of students through the formal education and training system and its linkages with the world of work.
<i>Source:</i>	SAQA, NQF Standard Glossary of Terms, 2017
<i>Note:</i>	<p>Articulation can be understood in different ways.</p> <p>Firstly, it can be understood broadly, as “systemic articulation” or a “joined up” system incorporating qualifications, professional designations, policies and various other official elements aligned to and supportive of learning and work pathways.</p> <p>Secondly, articulation could also be seen more specifically in terms of structuring or aligning qualifications to enable progression in practice, with or without intra- or inter-institutional agreements, such as memoranda of understanding, credit accumulation and transfer and other mechanisms.</p> <p>Thirdly, articulation could refer to the pathways followed by individuals as they progress, and are supported in, their learning and work – by institutions that are flexible in their admission, curriculum, learning and teaching, and learner support systems. Aspects such as the quality of qualifications and learning, and career development services, are thus part of articulation.</p>
<i>Cross-reference:</i>	<a href="#">Access</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0019

<b>Artisan</b>	
<i>Definition:</i>	A person who has been certified as competent to perform a listed trade in accordance with the Skills Development Act, 1998 (Act 97 of 1998).
<i>Source:</i>	Skills Development Act, 1998 (Act 97 of 1998)
<i>Note:</i>	There are 125 trades listed in South Africa in terms of <i>Government Notice 35625</i> issued on 31 August 2013. Each trade can be identified by a special code, referred to as the Organising Framework for Occupations (OFO) code. Some examples of listed trades are electrician, plumber, bricklayer, welder, millwright, boiler-maker, etc.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	SETAs, TVET and private colleges
<i>Reference code:</i>	0020

<b>Assessment</b>	
<i>Definition:</i>	Systematic evaluation of a student's ability to demonstrate the achievement of the learning goals intended in a curriculum.
<i>Sources:</i>	Council on Higher Education, Higher Education Quality Committee, Criteria for Programme Accreditation, 2004
<i>Note:</i>	It can also be defined as the process of identifying, gathering and interpreting information about a learner's achievement in order to (a) assist the learner's development and improve the process of learning and teaching; and (b) evaluate and certify competence in order to ensure qualification credibility.
<i>Cross-reference:</i>	<a href="#">External assessment</a> , <a href="#">Internal assessment</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0021

<b>Assessor</b>	
<i>Definition:</i>	A person that is able to conduct internal and external assessments for specific qualifications and or part-qualifications.
<i>Source:</i>	SAQA, NQF Standard Glossary of Terms, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Moderator</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0022

<b>Audited data</b>	
<i>Definition:</i>	Data that has been validated and verified by an external agency for its correctness.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Verified data</a>
<i>Applicable to:</i>	HEIs, TVET and CET colleges
<i>Reference code:</i>	0023

<b>Baccalaureus Technologiae</b>	
<i>Definition:</i>	A qualification with a study duration of at least one year after obtaining an appropriate National Diploma or equivalent.
<i>Source:</i>	Department of Education, General Policy for Technikon Instructional Programmes Report 150 (97/01), 1997
<i>Note:</i>	This comprises instructional offerings with a total credit value of 1.0. At least 0.5 of these credits should be for instructional offerings at level IV, for which a substructure or prerequisite instructional offering exists at level III. In addition, a maximum of 0.3 credits may be offered for a project instructional offering, which shall be deemed to consist of equal parts of A, B and C-type subject content. No experiential time may be included. The qualification is at NQF level 7.
<i>Cross-reference:</i>	<a href="#">Magister Technologiae</a> , <a href="#">Doctor Technologiae</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0024

<b>Bachelor's degree</b>	
<i>Definition:</i>	A qualification with an NQF exit level of 7 or 8 and minimum total credits of 360 or 480.
<i>Source:</i>	Higher Education Qualification Sub-Framework, 2013
<i>Note:</i>	Bachelor's degrees may be structured with an exit at levels 7 or 8 of the NQF. Bachelor's degrees at NQF level 8 with a minimum total credit of 480 are often referred to as "professional" bachelor's degrees", and have both a higher volume of learning and a greater cognitive demand than those exiting at NQF level 7.
<i>Cross-reference:</i>	<a href="#">Honours degree</a> , <a href="#">Master's degree</a> , <a href="#">Doctoral degree</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0025



<b>Barriers to learning</b>	
<i>Definition:</i>	Systematic and/or intrinsic difficulties that prevent students from effective learning.
<i>Source:</i>	DBE, Policy on Screening, Identification, Assessment and Support, 2014
<i>Note:</i>	Barriers to learning include difficulties that arise within the education system as a whole, the learning site, and/or within the learner/student him/herself and which prevent access to learning and development. They are not limited to intrinsic barriers. They can also be societal/environmental barriers. For example, extreme poverty, abuse or neglect will all act as barriers to a student's learning. Barriers to learning are categorised according to communicating, hearing, remembering, seeing, walking and self-caring.
<i>Cross-reference:</i>	<a href="#">Disability</a>
<i>Applicable to:</i>	TVET, CET and private colleges
<i>Reference code:</i>	0026

<b>Block grants</b>	
<i>Definition:</i>	Undesignated amounts to cover the operational costs of public higher education institutions, linked to the provision of teaching and research-related activities.
<i>Source:</i>	Funding of Public Higher Education, 2003
<i>Note:</i>	The block grants for higher education institutions consist of four sub-categories: research output grants, teaching output grants, teaching input grants and institutional factor grants.
<i>Cross-reference:</i>	<a href="#">Block grants, institutional factor</a> ; <a href="#">Block grants, research output</a> ; <a href="#">Block grants, teaching input</a> ; <a href="#">Block grants, teaching output</a>
<i>Applicable to:</i>	Public HEIs
<i>Reference code:</i>	0027

<b>Block grants, institutional factor</b>	
<i>Definition:</i>	The proportion of a university's students from disadvantaged backgrounds and the university's size in terms of contact and distance FTE student enrolment.
<i>Source:</i>	Funding of Public Higher Education, 2003
<i>Note:</i>	The aim of grants for universities with a large proportion of disadvantaged students is to increase the participation, success and graduation rates of disadvantaged students in general. This grant deems disadvantaged students to be African and Coloured students who are South African citizens. The size factor takes account of economies of scale as the FTE enrolment size of a university increases. The institutional size factor is used to give additional teaching input units to small universities, depending on the size of their FTE student enrolments.
<i>Cross-reference:</i>	<a href="#">Block grants</a> ; <a href="#">Block grants, research output</a> ; <a href="#">Block grants, teaching input</a> ; <a href="#">Block grants, teaching output</a>
<i>Applicable to:</i>	Public HEIs
<i>Reference code:</i>	0028

<b>Block grants, research output</b>	
<i>Definition:</i>	The sub-grant that is aimed to fund actual research outputs and simultaneously incentivise increases in research outputs.
<i>Source:</i>	Funding of Public Higher Education, 2003
<i>Note:</i>	Research output grant allocations are determined on the basis of an actual weighted total of research outputs (in terms of funded units) produced by each university. These include research master's graduates, doctoral graduates, journal articles, books and chapters, conference proceedings, innovations and creative outputs.
<i>Cross-reference:</i>	<a href="#">Block grants</a> ; <a href="#">Block grants, institutional factor</a> ; <a href="#">Block grants, teaching input</a> ; <a href="#">Block grants, teaching output</a>
<i>Applicable to:</i>	Public HEIs
<i>Reference code:</i>	0029

<b>Block grants, teaching input</b>	
<i>Definition:</i>	The calculation of actual teaching input units, approved teaching input units funded by the state, and corrective measures taken regarding unacceptable deviations between actual and funded teaching input units.
<i>Source:</i>	DHET, Ministerial Statement on University Funding 2016/17 and 2017/18, 2015
<i>Note:</i>	For the calculation of actual teaching input units, the weighting factor for funding purposes will first be applied to the corresponding HEMIS unweighted enrolled FTE student total in various CESH categories (excluding experiential learning, work-integrated learning, and FTE students). Enrolment planning is used to finalise the approved teaching input units that will be funded.
<i>Cross-reference:</i>	<a href="#">Block grants</a> ; <a href="#">Block grants, institutional factor</a> ; <a href="#">Block grants, research output</a> ; <a href="#">Block grants, teaching output</a>
<i>Applicable to:</i>	Public HEIs
<i>Reference code:</i>	0030

<b>Block grants, teaching output</b>	
<i>Definition:</i>	This sub-block grant is aimed to fund and simultaneously incentivise increases in student graduates from undergraduate up to taught master's level.
<i>Source:</i>	Funding of Public Higher Education, 2003
<i>Note:</i>	Research master's graduates and all doctoral graduates are excluded, as they are funded through the research output sub-block grant. Student graduate numbers, instead of annual FTE student success rates, are the focus of teaching outputs, because student graduate data are in essence the final teaching outcomes at universities. There is no distinction between the teaching outputs for distance and for contact programmes.
<i>Cross-reference:</i>	<a href="#">Block grants</a> ; <a href="#">Block grants, institutional factor</a> ; <a href="#">Block grants, research output</a> ; <a href="#">Block grants, teaching input</a>
<i>Applicable to:</i>	Public HEIs
<i>Reference code:</i>	0031

<b>Breach of data confidentiality</b>	
<i>Definition:</i>	The extent to which unauthorised disclosure of data could be prejudicial or harmful to the interest of the source or other relevant parties.
<i>Source:</i>	DHET, adapted from STATSSA, Concepts and Definitions for Statistics South Africa, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Data confidentiality</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0032

<b>Campus</b>	
<i>Definition:</i>	A teaching and learning site that is recognised as discrete from a head office/ central office.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	If a campus consists of 600 or more FTEs per year, and the bulk of its programmes (60% or more) are ministerial approved, it has a full administration component such as a campus manger, head of staff, etc.
<i>Cross-reference:</i>	<a href="#">Site of delivery</a>
<i>Applicable to:</i>	TVET colleges
<i>Reference code:</i>	0033

<b>Candidacy</b>	
<i>Definition:</i>	A period of workplace-based learning undertaken by a graduate as part of the requirement for registration as a professional in the required professional designation as stipulated by a professional body.
<i>Source:</i>	SETAs Workplace-Based Learning Programme Agreement Regulations, 2018
<i>Note:</i>	None.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	SETAs
<i>Reference code:</i>	0034

<b>Census</b>	
<i>Definition:</i>	Survey conducted on all PSET institutions.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	Census dates for data submission are communicated through circulars.
<i>Cross-reference:</i>	<a href="#">Survey</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0035

<b>Certificate</b>	
<i>Definition:</i>	An official record of learner/student achievement towards awarding of a full or part-qualification.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	The above definition applies to this dictionary only.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0036

<b>Classification of educational subject matter (CESM)</b>	
<i>Definition:</i>	A set of classifications aimed at providing a single coherent system for categorising subject matter, irrespective of the level of instruction or type of institution.
<i>Source:</i>	DHET, CESM Manual, 2008
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Area of specialisation</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0037

<b>Coherence of data</b>	
<i>Definition:</i>	The degree to which data can be successfully aligned with other similar data from different sources within a broad analytical framework and over time.
<i>Source:</i>	DHET, adapted from South African Statistical Quality Assessment Framework, second edition, 2010
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0038

<b>Cohort</b>	
<i>Definition:</i>	A group of students/learners that commence a particular programme of study in a particular defined period.
<i>Source:</i>	DHET, adapted from OECD, Glossary of Statistical Terms, 2019
<i>Note:</i>	For example, the cohort of students enrolled for a particular course/programme in a particular year will be regarded as the cohort of that year.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0039

<b>College allocation</b>	
<i>Definition:</i>	The total amount of funds allocated to the college after all adjustments have been made in terms of the funding norms.
<i>Source:</i>	DHET, adapted from National Norms and Standards for Funding NNSF-TVET Colleges, 2015
<i>Note:</i>	The funding norms have three key components: <ul style="list-style-type: none"> <li>• The first is the government subsidy, which covers 80% of the programme costs.</li> <li>• The second is placing a cap on college level fees, thus limiting the portion of programme costs, which may only be 20% of the programme cost.</li> <li>• The third is the establishment of a national bursary system to ensure that students who are academically capable but poor are assisted to pay college fees.</li> </ul>
<i>Cross-reference:</i>	<a href="#">Funding norms</a>
<i>Applicable to:</i>	TVET and CET colleges
<i>Reference code:</i>	0040

<b>College fees</b>	
<i>Definition:</i>	The amount of money charged to students by colleges to cover the portion of the training costs not covered by formula funding of programmes.
<i>Source:</i>	DHET, National Norms and Standards for Funding NNSF-TVET Colleges, 2015
<i>Note:</i>	The CET Act makes it clear that public colleges may raise revenue through the charging of college fees. This does not include hostel fees, or fees charged for programmes that do not receive public TVET funding.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	TVET and CET colleges
<i>Reference code:</i>	0041

<b>College principal</b>	
<i>Definition:</i>	The chief executive and accounting officer of a college, and includes a rector of a public college.
<i>Source:</i>	Continuing Education and Training Act, 2006 (Act 16 of 2006)
<i>Note:</i>	Private colleges sometimes refer to their accounting officer as the CEO.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	TVET, CET and private colleges
<i>Reference code:</i>	0042

<b>Community learning centre</b>	
<i>Definition:</i>	A teaching and learning site that is recognised as discrete from a CET college head office.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	It has a full administration component, such as a centre manager, head of staff, etc.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	CET colleges
<i>Reference code:</i>	0043

<b>Completion rate</b>	
<i>Definition:</i>	The proportion of students who successfully completed a qualification or part-qualification in an academic cycle, expressed as a percentage of the number of students who were eligible to complete the level and are assessed in that academic cycle.
<i>Source:</i>	DHET, adapted from the Statistics on Post-School Education and Training in South Africa, 2018
<i>Note:</i>	This only includes students eligible to complete a level (N1, N3, NC(V) level 2 etc.). For example, a student who completed 6 out of 7 NC(V) subjects will not be counted in this cohort. An academic cycle can be either annual, semester or trimester. Completion rate is sometimes referred to as "certification rate".
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	TVET, CET and private colleges
<i>Reference code:</i>	0044



<b>Computer lab</b>	
<i>Definition:</i>	A physical space that provides students with access to computer services, resources and a variety of software in support of learning.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0045

<b>Contact mode of delivery</b>	
<i>Definition:</i>	Involves interaction between the lecturer and/or supervisor and students on the premises or a site of the institution.
<i>Source:</i>	DHET, Statistics on Post-School Education and Training in South Africa, 2018
<i>Note:</i>	Contact education can be done through lectures, tutorials, seminars, practicals, supervision, or other forms of required work.
<i>Cross-reference:</i>	<a href="#">Distance mode of delivery</a> ; <a href="#">Mixed mode of delivery</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0046

<b>Continuing education and training</b>	
<i>Definition:</i>	All learning and training programmes leading to qualifications or part-qualifications at levels 1 to 4 of the NQF contemplated in the National Qualifications Framework Act, 2008 (Act 67 of 2008) provided for at a college in terms of this Act.
<i>Source:</i>	Continuing Education and Training Act, 2006 (Act 16 of 2006), as amended
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	TVET, CET and private colleges.
<i>Reference code:</i>	0047

<b>Continuing professional development</b>	
<i>Definition:</i>	All continuous development activities, programmes and courses engaged by lecturers for professional growth.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0048

<b>Continuous assessment</b>	
<i>Definition:</i>	A component of assessment that is ongoing and which is used to determine a student's achievement during the course of a particular level. It integrates assessment into teaching and development of a student through ongoing feedback.
<i>Source:</i>	Regulations on the Assessment Process and Procedures for Adult Education and Training NQF Level 1
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Formative assessment</a> ; <a href="#">Summative assessment</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0049

<b>Council</b>	
<i>Definition:</i>	The governing structure of a PSET institution.
<i>Source:</i>	Higher Education Act, 1997 (Act 101 of 1997); Continuing Education and Training Act, 2006 (Act 16 of 2006), as amended
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	Public HEIs, TVET and CET colleges
<i>Reference code:</i>	0050

<b>Course</b>	
<i>Definition:</i>	Assessable unit of teaching and learning within a programme that is offered for a specific period and specific subject matter.
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	A course can be accredited or non-accredited, and can run for the whole academic year, a semester, a trimester, two days, etc.
<i>Cross-reference:</i>	<a href="#">Short course</a> ; <a href="#">Course approval status</a> ; <a href="#">Module</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0051

<b>Course approval status</b>	
<i>Definition:</i>	An indicator that shows whether a course has met all the requirements and standards to be approved or not approved.
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	<p><b>Approved:</b> The course appears in at least one curriculum for a qualification and an area of specialisation, which have both been approved by the Minister of Higher Education, Science and Innovation for subsidy purposes.</p> <p><b>Not approved:</b> The course does not appear in a curriculum for a qualification and area of specialisation which have been approved by the Minister of Higher Education, Science and Innovation.</p>
<i>Cross-reference:</i>	<a href="#">Course</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0052

<b>Course completion status</b>	
<i>Definition:</i>	The student's status in terms of the completion of a course, as determined at a particular point in time, taking into account all examination information that is available at that time.
<i>Source:</i>	DHET, HEMIS Valpac Glossary, 2007
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	Public HEIs
<i>Reference code:</i>	0053

<b>Course credit value</b>	
<i>Definition:</i>	The fraction that constitutes of a full-time and part-time curriculum in a year of study for a specific qualification
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Course</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0054

<b>Course delivery mode</b>	
<i>Definition:</i>	The description of the method of delivery of teaching/learning.
<i>Source:</i>	DHET, HEMIS Valpac Glossary, 2007
<i>Note:</i>	A course can be delivered through contact or distance mode of delivery.
<i>Cross-reference:</i>	<a href="#">Contact mode of delivery</a> ; <a href="#">Distance mode of delivery</a> ; <a href="#">Mixed mode of delivery</a>
<i>Applicable to:</i>	Public HEIs
<i>Reference code:</i>	0055

<b>Course level</b>	
<i>Definition:</i>	The intended level of complexity of the material associated with the course or the level of comprehension required by students undertaking the course.
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	Course level categories are not dependent on the year of study of the curriculum in which courses to be classified appear.
<i>Cross-reference:</i>	<a href="#">Subject level</a>
<i>Applicable to:</i>	Public HEIs
<i>Reference code:</i>	0056

<b>Credit</b>	
<i>Definition:</i>	A measure of the volume of learning required for a qualification or part-qualification, quantified as the number of notional study hours required for achieving the learning outcomes specified for the qualification or part-qualification. One credit is equated to 10 notional hours of learning.
<i>Source:</i>	SAQA, NQF Standard Glossary of Terms, 2017
<i>Note:</i>	Notional hours refer to the agreed estimated learning time that it would take an average learner to meet the defined learning outcomes. It includes consideration of contact time, research, completion of assignments, time spent in structured learning in the workplace, individual learning and assessments.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0057

<b>Critical skill</b>	
<i>Definition:</i>	Particular capabilities needed within an occupation.
<i>Source:</i>	DHET, adapted from Sector Skills Plan 2013-2014 Update, 2013
<i>Note:</i>	It includes general management skills, communication and customer-handling skills, teamwork skills, communication technology skills, etc.
<i>Cross-reference:</i>	<a href="#">Scarce skill</a>
<i>Applicable to:</i>	SETAs
<i>Reference code:</i>	0058

<b>Curriculum</b>	
<i>Definition:</i>	A statement of intended outcomes to be achieved, what knowledge content is to be acquired, which competencies, skills, values and attitudes are to be developed, and the levels of performance that are expected from students.
<i>Source:</i>	Adapted from the National Policy on Curriculum Development and Implementation in Community Education and Training Colleges, 2017
<i>Note:</i>	It defines what lecturers must teach and what students must learn, and determines what is to be assessed. It determines the kind of learning programme that must be put in place to facilitate teaching, learning and assessment.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0059

<b>Data</b>	
<i>Definition:</i>	A representation of facts, concepts or instructions in a formal manner, suitable for communication, interpretation or processing by humans or by automatic means.
<i>Source:</i>	STATSSA, Concepts and Definitions for Statistics South Africa, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Metadata; Information</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0060

<b>Data accuracy</b>	
<i>Definition:</i>	The degree to which the output correctly describes the phenomena it was designed to measure.
<i>Source:</i>	STATSSA, SASQAF, second edition, 2010
<i>Note:</i>	The STATSSA definition for “accuracy”, which is one of the eight quality dimensions, was used to define the term “data accuracy”.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0061

<b>Data archiving</b>	
<i>Definition:</i>	The process of moving data that is no longer actively used to a separate data storage device for long-term storage.
<i>Source:</i>	DHET, Standards for Submission, Processing and Archiving, 2015
<i>Note:</i>	Information such as “declarations” and other documents are kept for archiving.
<i>Cross-reference:</i>	<a href="#">Data collection</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0062

<b>Data collection</b>	
<i>Definition:</i>	Systematic process of gathering data for production of statistics.
<i>Source:</i>	STATSSA, Concepts and Definitions for Statistics South Africa, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Data archiving</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0063

<b>Data confidentiality</b>	
<i>Definition:</i>	A property of data, usually resulting from legislative measures, which prevents it from unauthorised disclosure.
<i>Source:</i>	OECD, Glossary of Statistical Terms, 2007
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Breach of data confidentiality</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0064

<b>Data consolidation</b>	
<i>Definition:</i>	The process of taking data from different systems or entities (and possibly formats) and combining that information to create a unified view.
<i>Source:</i>	STATSSA, Concepts and Definitions for Statistics South Africa, 2017
<i>Note:</i>	For example, the combination of DBE and DHET data for submission to the UNESCO Institute of Statistics.
<i>Cross-reference:</i>	<a href="#">Data integration</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0065

<b>Data credibility</b>	
<i>Definition:</i>	The quality, capability or power of the data to elicit belief.
<i>Source:</i>	STATSSA, Concepts and Definitions for Statistics South Africa, 2017
<i>Note:</i>	Data in this context can be substituted by “information” with no loss of meaning.
<i>Cross-reference:</i>	<a href="#">Data integrity</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0066

<b>Data element</b>	
<i>Definition:</i>	Unit of data for which the definition, identification, representation and permissible values are specified by a set of attributes.
<i>Source:</i>	STATSSA, Concepts and Definitions for Statistics South Africa, 2017
<i>Note:</i>	Examples include students, lecturers, TVET colleges and universities. The gender of a student is not an element but an attribute.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0067



<b>Data integration</b>	
<i>Definition:</i>	A process of combining heterogeneous data residing in different sources and providing the user with a unified view of the data.
<i>Source:</i>	DBE, Dictionary of Education Concepts and Terms, 2010
<i>Note:</i>	For example, linking HEMIS, TVETMIS, SETMIS and CETMIS into HETMIS.
<i>Cross-reference:</i>	<a href="#">Data consolidation</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0068

<b>Data integrity</b>	
<i>Definition:</i>	The quality of correctness, completeness, wholeness, soundness and compliance with the intention of the creators of the data.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Data quality</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0069

<b>Data interpretability</b>	
<i>Definition:</i>	The ability to explain or to present data or information in an understandable way.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0070

<b>Data quality</b>	
<i>Definition:</i>	The degree to which a set of inherent characteristics in statistical data fulfils user requirements; measured in terms of the prerequisites and eight dimensions of quality, namely relevance, accuracy, timeliness, accessibility, interpretability, comparability and coherence, methodological soundness and integrity.
<i>Source:</i>	STATSSA, SASQAF, second edition, 2010
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Data integrity</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0071

<b>Data source</b>	
<i>Definition:</i>	A record, organisation, individual or database from which data is obtained.
<i>Source:</i>	DHET, adapted from OECD, Glossary of Statistical Terms, 2007
<i>Note:</i>	The organisation or individual may be the primary or secondary source of data.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0072

<b>Database</b>	
<i>Definition:</i>	A logical collection of data that is interrelated and that is managed and stored as a unit.
<i>Source:</i>	DHET, adapted from OECD, Glossary of Statistical Terms, 2007
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Metadata</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0073

<b>Dataset</b>	
<i>Definition:</i>	A collection of similar data sharing a structure that covers a fixed period of time.
<i>Source:</i>	United Nations Office for the Coordination of Humanitarian Affairs, Quality Assurance Framework Humanitarian Data Exchange, 2014
<i>Note:</i>	None.
<i>Cross-reference:</i>	<a href="#">Data</a> ; <a href="#">Metadata</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0074

<b>Deregistered student/learner</b>	
<i>Definition:</i>	The status of a student/learner who had enrolled at a PSET institution and is no longer enrolled.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	Such a student may have formally notified the institution of his/her intention to cancel enrolment. Alternatively, an institution may cancel the enrolment of a student in terms of the rules of the institution.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0075

<b>Designation</b>	
<i>Definition:</i>	A title or status conferred by a professional body in recognition of a person's expertise and/or right to practise in an occupational field.
<i>Source:</i>	DHET, adapted from SAQA, National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part-qualifications and Professional Designations in South Africa, 2014
<i>Note:</i>	In SETAs, a designation can be an assessor, moderator, skills development facilitator, etc.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	SETAs
<i>Reference code:</i>	0076

<b>Designation structure status</b>	
<i>Definition:</i>	A status that a designated person has in relation to practising his expertise in an occupational field.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	The designation structure status may be “registered”, “reregistered”, “deregistered”, “proposed”, etc.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	SETAs
<i>Reference code:</i>	0077

<b>Diploma</b>	
<i>Definition:</i>	A qualification with an NQF exit level of 6 and minimum total credits of 240 or 360.
<i>Source:</i>	Higher Education Qualification Sub-Framework, 2013
<i>Note:</i>	Diploma programmes typically include an appropriate WIL component. There are two key distinctions between the 240- and 360-credit diploma variants. The latter may provide for up to 120 credits of workplace-based learning, while the 240-credit variant does not, and the 240-credit variant may only be offered where it leads to a professional designation or occupational role as determined by a professional body.
<i>Cross-reference:</i>	<a href="#">Advanced diploma</a> ; <a href="#">Postgraduate qualification</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0078

<b>Disability</b>	
<i>Definition:</i>	The loss or elimination of opportunities to take part in the life of the community, equitably with others, that is encountered by persons having physical, sensory, psychological, developmental, learning, neurological or other impairments, which may be permanent, temporary or episodic in nature; thereby causing activity limitations and participation restriction within the mainstream society.
<i>Source:</i>	DHET, Strategic Policy Framework on Disability for the Post-School Education and Training System, 2018
<i>Note:</i>	The barriers mentioned above may be due to economic, physical/structural, social, attitudinal and/or cultural factors.
<i>Cross-reference:</i>	<a href="#">Barriers to learning</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0079

<b>Dissertation</b>	
<i>Definition:</i>	A written report involving research by a student, which contributes significantly towards a final assessment for a (higher) degree.
<i>Source:</i>	Quality Research International, Analytic Quality Glossary, 2019 (available at <a href="http://www.qualityresearchinternational.com/glossary/">http://www.qualityresearchinternational.com/glossary/</a> )
<i>Note:</i>	This may include different types of dissertation such as mini dissertation. It is used interchangeably with the term “thesis”.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0080

<b>Distance mode of delivery</b>	
<i>Definition:</i>	Involves interaction between the lecturer or supervisor and the student, not on the premises of the institution.
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	Learning is delivered through different techniques, such as written correspondence, telematics and/or the Internet. The learner/student and the lecturer do not have to be in the same place at the same time for learning to take place.
<i>Cross-reference:</i>	<a href="#">Contact mode of delivery</a> ; <a href="#">Mixed mode of delivery</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0081

<b>District municipality</b>	
<i>Definition:</i>	A municipality that has municipal executive and legislative authority in an area that includes more than one municipality, and which is described in section 155(1) of the Constitution as a category C municipality.
<i>Source:</i>	Local Government Municipal Structures Act, 1998 (Act 117 of 1998)
<i>Note:</i>	There are the following categories of municipality in terms of section 155(1) of the Constitution: (a) Category A: A municipality that has exclusive municipal executive and legislative authority in its area. (b) Category B: A municipality that shares municipal executive and legislative authority in its area with a category C municipality within whose area it falls. (c) Category C: A municipality that has municipal executive and legislative authority in an area that includes more than one municipality.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0082

<b>Doctoral degree</b>	
<i>Definition:</i>	A postgraduate qualification with an NQF exit level of 10 and minimum total credits of 360.
<i>Source:</i>	Higher Education Qualification Sub-Framework, 2013
<i>Note:</i>	Course work may be required as preparation or value addition to the research, but does not contribute to the credit value of the qualification. The defining characteristic of this qualification is that the candidate is required to demonstrate high-level research capability and make a significant and original academic contribution at the frontiers of a discipline or field.
<i>Cross-reference:</i>	<a href="#">Master's degree</a> ; <a href="#">Bachelor's degree</a> ; <a href="#">Honours degree</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0083

<b>Doctor Technologiae</b>	
<i>Definition:</i>	An advanced qualification that is based on research, with a study duration of at least two years after obtaining an appropriate M Tech degree or equivalent.
<i>Source:</i>	Department of Education General Policy for Technikon Instructional Programmes Report 150 (97/01), 1997
<i>Note:</i>	It is also referred to as a Laureatus in Technology and comprises an advanced research project with a dissertation. In dissertations students must provide proof of original and creative thinking and problem-solving, and make a real contribution to the solving of a particular problem in the industry to which their research applies. The dissertations must comply with the normal general technical requirements and rules with regard to scope, quality and layout.
<i>Cross-reference:</i>	<a href="#">Baccalaureus Technologiae</a> ; <a href="#">Magister Technologiae</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0084

<b>Dropout</b>	
<i>Definition:</i>	Withdrawal from an education or training programme before its completion.
<i>Source:</i>	Terminology of European Education and Training Policy, 2008
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0085

<b>Duration of appointment</b>	
<i>Definition:</i>	The period of time which an employee serves at any PSET institution or departmental office.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	Examples: temporary appointment, permanent appointment, tenure.
<i>Cross-reference:</i>	<a href="#">Nature of appointment</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0086

<b>Earmarked capital funding</b>	
<i>Definition:</i>	Conditional funding made available to a TVET college for specific capital investments, where these investments are integrated into the strategic plans of a college.
<i>Source:</i>	DHET, National Norms and Standards for Funding NSF-TVET Colleges, 2015
<i>Note:</i>	This public funding stream covers two types of capital expenditure: (1) capital expenditure to expand the infrastructure of existing campuses, or to construct new campuses; and (2) capital expenditure required to address capital infrastructure backlogs inherited from spending in the past.
<i>Cross-reference:</i>	<a href="#">Earmarked recurrent funding</a>
<i>Applicable to:</i>	TVET colleges
<i>Reference code:</i>	0087

<b>Earmarked recurrent funding</b>	
<i>Definition:</i>	Conditional funding made available to a TVET college that deals with recurrent items of a developmental nature.
<i>Source:</i>	National Norms and Standards for Funding NNSF-TVET Colleges, 2015
<i>Note:</i>	This public funding stream is earmarked for projects of a developmental nature, in particular staff development and implementation of computerised systems and college-level research. In addition, the earmarked recurrent funding stream covers inputs that are considered part of a basic minimum package of recurrent inputs required more or less equally by all colleges.
<i>Cross-reference:</i>	<a href="#">Earmarked capital funding</a>
<i>Applicable to:</i>	TVET colleges
<i>Reference code:</i>	0088



<b>Economic status</b>	
<i>Definition:</i>	Measure of the level of economic well-being of individuals.
<i>Source:</i>	STATSSA, Concepts and Definitions for Statistics South Africa, 2017
<i>Note:</i>	In CETMIS, SETMIS and TVETMIS it measures whether an individual is unemployed, employed, self-employed or seasonally employed.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	SETAs, TVET and CET colleges
<i>Reference code:</i>	0089

<b>Education and training quality assurance body</b>	
<i>Definition:</i>	A body that is either legally mandated to undertake quality assurance within a national education and training system, or officially recognised within a framework as compliant with agreed quality assurance standards in a geographical area.
<i>Source:</i>	SAQA, NQF Standard Glossary of Terms, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0090

<b>Effective registration of a student for a qualification</b>	
<i>Definition:</i>	A condition where a student meets all criteria set by a PSET institution to register for an approved qualification.
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	<p>An effective registration by a student for a qualification at the institution exists when all these criteria have been met:</p> <ul style="list-style-type: none"> <li>(a) The person satisfies the statutory entry requirements and specific institutional programme requirements for admission to a formally approved qualification offered by the institution.</li> <li>(b) At 1 January of the collection year, the person was officially enrolled in the qualification, or during the period 1 January to 31 December of the year the person became officially enrolled in the qualification.</li> <li>(c) During the period 1 January to 31 December of the collection year, the person was effectively enrolled for at least one course which is a part of the curriculum of the qualification.</li> </ul> <p>Conditions for registration are determined by the institution.</p>
<i>Cross-reference:</i>	<a href="#">Effective registration of a student for a course</a>
<i>Applicable to:</i>	Public HEIs
<i>Reference code:</i>	0091

<b>Effective registration of a student for a course</b>	
<i>Definition:</i>	A condition where a student meets all criteria set by a PSET institution to register for an approved course.
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	<p>An effective registration by a student for a course exists when all these criteria have been met:</p> <ul style="list-style-type: none"> <li>(a) On a course census date determined by the institution, the course is an approved component of the student's approved curriculum.</li> <li>(b) On the course census date, the student is still entitled to undertake the course, has not officially withdrawn from the course and has not been officially excluded from the course.</li> <li>(c) The course census date lies within a set period: the start date for the set period is the first teaching day for the course plus 1/3 of the number of teaching days in the course, and the end date for the set period is the first teaching day for the course plus 2/3 of the number of teaching days in the course.</li> </ul>
<i>Cross-reference:</i>	<a href="#">Effective registration of a student for a qualification</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0092

<b>E-learning</b>	
<i>Definition:</i>	Learning facilitated through electronic media, it could be either online or offline.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	When a student undertakes a programme/course/module through e-learning, it can be either via contact mode of learning or distant mode of learning with the help of electronic resources, or through self-directed learning experiences using electronic methodologies.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0093

<b>Email address</b>	
<i>Definition:</i>	A unique identifier used to both send and receive electronic mail messages over the Internet.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Postal address</a> ; <a href="#">Physical address</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0094

<b>EMIS number</b>	
<i>Definition:</i>	A unique number that identifies a PSET institution.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	This has become a historical classification for TVET, CET and private colleges. Private colleges are also allocated a registration number after registering with the Department of Higher Education and Training.
<i>Cross-reference:</i>	<a href="#">Unique identifier</a> ; <a href="#">Provider code</a>
<i>Applicable to:</i>	TVET, CET and private colleges
<i>Reference code:</i>	0095

<b>Employer</b>	
<i>Definition:</i>	A person or organisation who has engaged one or more persons to them and pays (or is obligated to pay) them a salary or wages in compensation.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	SETAs
<i>Reference code:</i>	0096

<b>Employment commencement date</b>	
<i>Definition:</i>	The date on which an employee started working at their place of employment.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	Employment status.
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0097

<b>Employment status (1)</b>	
<i>Definition:</i>	Status of an employee at a public higher education institution indicating whether an employee works on a full-time or part-time basis.
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	The full-time/part-time status of a staff member is determined by the institution, in accordance with its contractual requirements for employment.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	Public HEIs
<i>Reference code:</i>	0098

<b>Employment status (2)</b>	
<i>Definition:</i>	Status of an employee at a PSET institution.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	At colleges, this indicates whether the person's employment status is active, inactive or terminated.
<i>Cross-reference:</i>	<a href="#">Employment commencement date</a>
<i>Applicable to:</i>	TVET, CET and private colleges
<i>Reference code:</i>	0099

<b>Enrolled student</b>	
<i>Definition:</i>	A person who is registered at a PSET institution for a specific learning programme or qualification.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	It is also referred to as a "registered student".
<i>Cross-reference:</i>	<a href="#">Admission</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0100

<b>Enrolment mode</b>	
<i>Definition:</i>	An indication of whether a student is enrolled on a part-time or full-time basis.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	TVET colleges
<i>Reference code:</i>	0101

<b>Entering student</b>	
<i>Definition:</i>	A person who is effectively enrolled for a qualification, and/or has been enrolled in the past at the institution but is now effectively enrolled for a qualification which he/she has not followed at any time in the past at the institution.
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	This type of students enrolled for a qualification in the past, and are now returning but enrolled for a different qualification. Entering students are classified as either “entering undergraduate” or “entering postgraduate”.
<i>Cross-reference:</i>	<a href="#">First-time entering student</a> ; <a href="#">Transfer student</a> ; <a href="#">Non-entering student/returning student</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0102

<b>Entrance category</b>	
<i>Definition:</i>	The classification status of a person in terms of prior qualifications and experience at the institution and elsewhere.
<i>Source:</i>	DHET, HEMIS Valpac Glossary, 2007
<i>Note:</i>	The following classifications are used: “entering student”, “first-time entering student (new entrant)”, “transfer student” and “non-entering student/returning student”. Both entering and non-entering students are returning students, but they differ in that entering students are not continuing with the qualifications they enrolled for previously, while non-entering students enrol for the qualifications they enrolled for in the previous years.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0103

<b>Examination</b>	
<i>Definition:</i>	A component of the assessment that refers to the culmination of the summative assessment process when students/learners are subjected to a final sitting at the end of the learning process.
<i>Source:</i>	Regulations on the Assessment Process and Procedures for Adult Education and Training NQF Level 1, 2013
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Continuous assessment</a> ; <a href="#">Summative assessment</a> ; <a href="#">Formative assessment</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0104

<b>Examination centre</b>	
<i>Definition:</i>	A centre which is registered by the Department of Basic Education and/or the Department of Higher Education and Training or by an Umalusi <sup>4</sup> -accredited private assessment body to offer and conduct external examinations.
<i>Source:</i>	DHET, adapted from Department of Basic Education, The Council for General and Further Education and Training Quality Assurance (Umalusi), 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	TVET, CET and private colleges
<i>Reference code:</i>	0105

<b>External assessment</b>	
<i>Definition:</i>	Any assessment conducted by an assessment body, the outcomes of which count towards the achievement of a qualification.
<i>Source:</i>	General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001)
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Assessment</a> ; <a href="#">Internal assessment</a>
<i>Applicable to:</i>	TVET, CET and private colleges
<i>Reference code:</i>	0106

<b>Facilitator</b>	
<i>Definition:</i>	An inclusive term referring to an educator or a teacher at a school, a lecturer at a college or university and a trainer at workplaces.
<i>Source:</i>	DHET, adapted from SAQA, NQF Standard Glossary of Terms, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Lecturer</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0107

<sup>4</sup> Umalusi is the Council for Quality Assurance in General and Further Education and Training.

<b>Faculty</b>	
<i>Definition:</i>	A collection of schools and departments focusing on similar fields of study.
<i>Source:</i>	Nelson Mandela University, Glossary of Terms, 2016.
<i>Note:</i>	Examples of faculties include Faculty of Science, Faculty of Humanities, etc.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0108

<b>Fee for service income</b>	
<i>Definition:</i>	Income derived by public TVET colleges from training services offered on a market basis to private and public clients outside of the formula funding system.
<i>Source:</i>	DHET, National Norms and Standards for Funding NNSF-TVET Colleges, 2015
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	TVET colleges
<i>Reference code:</i>	0109

<b>Financial statement</b>	
<i>Definition:</i>	Statements consisting of at least (a) a balance sheet; (b) an income statement; (c) a cash-flow statement; (d) any other statements that may be prescribed; and (e) any notes to these statements.
<i>Source:</i>	Public Finance Management Amendment Act, 1999 (Act 1 of 1999)
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0110



<b>Financial year</b>	
<i>Definition:</i>	The twelve months according to which organisations and government departments budget and account.
<i>Source:</i>	DHET, adapted from the National Treasury Glossary, 2018
<i>Note:</i>	In a public PSET institution, a year commences on the first day of April and ends at the end of March but may proceed until June of the following year. It is sometimes referred to as an academic year. The financial year is not rigid (e.g. the financial year of higher education institutions is usually January to December).
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET and CET colleges
<i>Reference code:</i>	0111

<b>First-time entering student</b>	
<i>Definition:</i>	A person who is enrolled at a PSET institution and has not enrolled at a similar institution in the past.
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	A student moving from one HEI or TVET college to another is not regarded as a first-time entering student. However, a student who moves from a TVET college to a HEI is regarded as a first-time entering student in that HEIs. Students moving from a private university to a public university are regarded as transfer students. A first-time entering student is sometimes referred to as a “new entrant”.
<i>Cross-reference:</i>	<a href="#">Entering student</a> ; <a href="#">Non-entering student/returning student</a> ; <a href="#">Transfer student</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0112

<b>Formal education and training</b>	
<i>Definition:</i>	Education and training that is institutionalised, intentional and planned through public organisations and recognised private bodies and, in their totality, make up the formal education system of a country.
<i>Source:</i>	DHET, adapted from Glossary of UNESCO Institute of Statistics, 2019
<i>Note:</i>	Formal learning leads to the awarding of a qualification or part-qualification registered on the NQF.
<i>Cross-reference:</i>	<a href="#">Non-formal education</a> ; <a href="#">Informal learning</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0113

<b>Formative assessment</b>	
<i>Definition:</i>	Type of assessment used to improve learning and to give feedback to students on progress made. It serves needs intrinsic to the educational process.
<i>Source:</i>	Council on Higher Education, Higher Education Quality Committee, Criteria for Programme Accreditation, 2004
<i>Note:</i>	It can also be defined as a range of formal, non-formal and informal ongoing assessment procedures used to focus teaching and learning activities to improve student attainment, or which are required for the purpose of a year mark.
<i>Cross-reference:</i>	<a href="#">Summative assessment</a> ; <a href="#">Continuous assessment</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0114

<b>Full-time employment</b>	
<i>Definition:</i>	Employment that is determined by the organisation/institution in accordance with its contractual requirements for employment.
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	Full-time employees are appointed in a full-time substantive post, working a full week (35 to 40 hours per week). Part-time employees work fewer hours than full-time employees.
<i>Cross-reference:</i>	<a href="#">Permanent employment</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0115

<b>Full-time equivalent (FTE) student</b>	
<i>Definition:</i>	A student in the post-school sector who is enrolled for an academic programme for a full academic year and is enrolled for all courses/subjects prescribed for that programme.
<i>Source:</i>	DHET, Statistics on Post-School Education and Training in South Africa, 2018
<i>Note:</i>	If a student is enrolled, for example, for only half of the subjects required for a full-year academic programme, they would be counted as a 0.5 FTE student. If a student is taking 20% more than the subjects/courses required in a standard full-year curriculum, then they would be counted as a 1.2 FTE student.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0116

<b>Full-time student</b>	
<i>Definition:</i>	A student who is enrolled in an education programme whose study load amounts to at least 75% of the normal full-time annual study load.
<i>Source:</i>	DHET, adapted from the UNESCO Institute for Statistics, Instructional Manual, Survey of Formal Education, 2019
<i>Note:</i>	Universities are allowed to use their own definition.
<i>Cross-reference:</i>	<a href="#">Part-time student</a>
<i>Applicable to:</i>	HEIs and TVET colleges
<i>Reference code:</i>	0117

<b>Funding</b>	
<i>Definition:</i>	The process of providing financial assistance for a particular purpose or intervention, to either an enrolled student or the institution.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	A programme can be funded by an employer, SETA or through other sources.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0118

<b>Funding formula of a programme</b>	
<i>Definition:</i>	A system for funding the nationally approved TVET college programmes.
<i>Source:</i>	DHET, National Norms and Standards for Funding NNSF-TVET Colleges, 2015
<i>Note:</i>	The funding formula has three keys components: The first is the government subsidy, which covers 80% of the programme costs. The second is placing a cap on college-level fees, thus limiting the portion of programme cost, which may be charged to 20% of the programme cost. The third is the establishment of a national bursary system to ensure that students who are academically capable but poor are assisted to pay college fees.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	TVET colleges
<i>Reference code:</i>	0119

<b>Funding norms</b>	
<i>Definition:</i>	A strategy that provides a funding mechanism for colleges.
<i>Source:</i>	DHET, adapted from National Norms and Standards for Funding NNSF-TVET Colleges, 2015
<i>Note:</i>	The funding norms specify how government, in collaboration with industry stakeholders, should determine what programmes should be offered where and to what extent, and how colleges must receive funding to respond to their needs.
<i>Cross-reference:</i>	<a href="#">College allocation</a>
<i>Applicable to:</i>	TVET and CET colleges
<i>Reference code:</i>	0120

<b>Funding type</b>	
<i>Definition:</i>	A type of financial resource provided to different public PSET institutions.
<i>Source:</i>	DHET, adapted from National Norms and Standards for Funding NNSF-TVET Colleges, 2015
<i>Note:</i>	This applies to public PSET institutions and sectors. The different types of funding for public TVET colleges are divided into the following seven streams: (a) formula funding of programmes; (b) earmarked capital funding; (c) earmarked recurrent funding; (d) college fees; (e) student financial aid; (f) fee-for-service income; and (g) other private funding.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	TVET and CET colleges
<i>Reference code:</i>	0121

<b>Funding weight</b>	
<i>Definition:</i>	A weight linked to each economic category of each nationally approved programme to represent the cost of delivering the programme relative to the funding base rate.
<i>Source:</i>	DHET, National Norms and Standards for Funding NNSF-TVET Colleges, 2015
<i>Note:</i>	The economic categories to be used are: (1) personnel cost; (2) capital infrastructure cost; and (3) non-personnel non-capital cost.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	TVET colleges
<i>Reference code:</i>	0122

<b>Gender</b>	
<i>Definition:</i>	Social distinction between males and females.
<i>Source:</i>	STATSSA, Concepts and Definitions for Statistics South Africa, 2010
<i>Note:</i>	Gender is distinguished from sex, which is biologically determined.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0123

<b>General education and training (GET)</b>	
<i>Definition:</i>	All learning and training programmes leading to a qualification on level 1 of the NQF, which is a level below further education and training.
<i>Source:</i>	General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001)
<i>Note:</i>	A General Education and Training Certificate is at level 1, while further education and training is at levels 2 to 4 of the NQF.
<i>Cross-reference:</i>	<a href="#">General Education and Training Certificate (GETC)</a>
<i>Applicable to:</i>	TVET, CET and private colleges
<i>Reference code:</i>	0124

<b>General Further Education and Training Qualifications Sub-Framework (GFETQSF)</b>	
<i>Definition:</i>	The sub-framework of the NQF for GFET that is developed and managed by Umalusi.
<i>Source:</i>	SAQA, NQF Standard Glossary of Terms, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Higher Education Qualifications Sub-Framework</a> ; <a href="#">Occupational Qualifications Sub-Framework (OQSF)</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET and CET colleges
<i>Reference code:</i>	0125

<b>General Education and Training Certificate (GETC)</b>	
<i>Definition:</i>	A certificate to be awarded on to student on completion of adult education and training level 4.
<i>Source:</i>	DHET, Regulations on the Assessment Process and Procedures for Adult Education and Training NQF Level 1, 2018
<i>Note:</i>	Each full qualification registered at level 1 on the NQF will be called a GETC.
<i>Cross-reference:</i>	<a href="#">General education and training (GET)</a>
<i>Applicable to:</i>	CET colleges
<i>Reference code:</i>	0126

<b>Geographical coordinates</b>	
<i>Definition:</i>	An ordered set of two coordinates specifying a position in degrees of latitude and longitude.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017.
<i>Note:</i>	Latitude denotes north-south or Y-axis distance covered. Longitude denotes east-west or X-axis distance covered. The international norm is to express latitude before longitude. It is important to comply, otherwise users might confuse latitude and longitude in life-threatening situations.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0127

<b>Graduate</b>	
<i>Definition:</i>	A student who has satisfied all the requirements of the full qualification for which he/she was enrolled.
<i>Source:</i>	DHET, adapted from Statistics on Post-School Education and Training in South Africa, 2017
<i>Note:</i>	GETC ABET level 4 completers are regarded as graduates.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0128

<b>Graduate internship</b>	
<i>Definition:</i>	A period of workplace-based learning for the purposes of allowing a person who has completed a post-school qualification to gain workplace experience or exposure to enhance competence and/or employability.
<i>Source:</i>	SETAs Workplace-Based Learning Programme Agreement Regulations, 2018
<i>Note:</i>	This may include a period of workplace-based learning undertaken by academic staff with existing qualifications that need industrial exposure or experience.
<i>Cross-reference:</i>	<a href="#">Internship for N diploma</a> ; <a href="#">Student internship</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0129

<b>Graduation rate</b>	
<i>Definition:</i>	A calculation based on the number of students who have graduated in a particular year, irrespective of the year of study, divided by the total number of students enrolled at universities in that particular year.
<i>Source:</i>	DHET, Statistics on Post-School Education and Training in South Africa, 2018
<i>Note:</i>	The above definition is unique in the South African context and results obtained cannot be used to compare national performance with internationally published results.
<i>Cross-reference:</i>	<a href="#">Graduate</a> ; <a href="#">Completion rate</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0130

<b>Gross enrolment rate (GER)/participation rate</b>	
<i>Definition:</i>	Total enrolment at a specific level of education, regardless of age, expressed as a percentage of the eligibly-aged population corresponding to the same level of education in a given academic year.
<i>Source:</i>	DHET, adapted from UNESCO, UIS Education Indicators: Technical Guidelines, 2009
<i>Note:</i>	Eligible age for university students is 20 to 24 years, while that for TVET and private college students is 16 to 24 years.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0131

<b>Head of department</b>	
<i>Definition:</i>	Designation that is applied to an appointed person who has responsibility for leading an academic department or learning programme at a PSET institution.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0132

<b>Headcount enrolment</b>	
<i>Definition:</i>	Unduplicated number of students enrolled in a PSET institution at a given time in an academic year, regardless of their course load, or number of programmes enrolled in.
<i>Source:</i>	DHET, Statistics on Post-School Education and Training in South Africa, 2018
<i>Note:</i>	Students are counted as units, regardless of whether they are full-time or part-time and regardless of the number of courses they are enrolled in. It is essentially a count of how many students are enrolled in an academic year.
<i>Cross-reference:</i>	<a href="#">Headcount, programme enrolment</a> ; <a href="#">Headcount, enrolment cycle</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0133



<b>Headcount, enrolment cycle</b>	
<i>Definition:</i>	A count of students once in every enrolment period/cycle.
<i>Source:</i>	DHET: Data Dictionary Working Group, 2017
<i>Note:</i>	There are six enrolment intakes/cycles at TVET and private colleges during an academic year: annual, 3 trimester intakes, and 2 semester intakes. Students are counted once in each intake, and in instances where a student is enrolled in more than one programme in a cycle, they are counted at the highest-level programme they are enrolled in. This is an unduplicated count of a student's record without considering programme or subject enrolment but considering the college the student is enrolled at. Furthermore, it should be noted that students are counted once in every enrolment cycle. This may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, if a student is enrolled for N1, N2 and N3 in an academic year, they will be counted three times.
<i>Cross-reference:</i>	<a href="#">Headcount, programme enrolment</a> ; <a href="#">Headcount enrolment</a>
<i>Applicable to:</i>	TVET and private colleges
<i>Reference code:</i>	0134

<b>Headcount, programme enrolment</b>	
<i>Definition:</i>	Counting of students in a reporting period/enrolment cycle, considering every programme they are enrolled for.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	This is a count of how many students are enrolled in each programme within an enrolment cycle. Students may be counted more than once in an enrolment cycle if they are enrolled in two different levels (e.g. N1 and N2 in trimester one). Headcount programme enrolment is higher than headcount enrolment.
<i>Cross-reference:</i>	<a href="#">Headcount, enrolment cycle</a> ; <a href="#">Headcount enrolment</a>
<i>Applicable to:</i>	TVET and private colleges
<i>Reference Code</i>	0135

<b>Higher certificate</b>	
<i>Definition:</i>	An entry-level higher education qualification with NQF exit level 5 and minimum total credits of 120.
<i>Source:</i>	Higher Education Qualification Sub-Framework, 2013
<i>Note:</i>	This qualification signifies that the student has attained a basic level of higher education knowledge and competence in a particular field or occupation and is capable of applying such knowledge and competence in an occupation or role in the workplace.
<i>Cross-reference:</i>	<a href="#">Advanced certificate</a>
<i>Applicable to:</i>	HEIs
<i>Reference Code</i>	0136

<b>Higher education</b>	
<i>Definition:</i>	All learning programmes must be registered in accordance with the provisions of the National Qualifications Framework Act, 2008 (Act 67 of 2008) as a qualification or part-qualification on the HEQSF, regardless of whether such programmes are in fact registered on the sub-framework or not.
<i>Source:</i>	Higher Education Amendment Act, 2016 (Act 9 of 2016)
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0137

<b>Higher education college</b>	
<i>Definition:</i>	A higher education institution providing higher education, but with a limited scope and range of operations and which meets the criteria for recognition as a higher education college as prescribed by the Minister under section 69(d): (a) established, merged, converted, deemed to have been established or declared as a public higher education college; or (b) registered as a private higher education college.
<i>Source:</i>	Higher Education Amendment Act, 2016 (Act 9 of 2016)
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0138

<b>Higher education institution (HEI)</b>	
<i>Definition:</i>	Any institution that provides higher education on a full-time, part-time or distance basis and which is established, deemed to be established or declared as a public higher education institution, or registered or conditionally registered as a private higher education institution under the Higher Education Act, 101 of 1997.
<i>Source:</i>	Higher Education Act, 1997 (Act 101 of 1997)
<i>Note:</i>	This includes both public and private higher education institutions, for example university of technology, comprehensive university and traditional university.
<i>Cross-reference:</i>	<a href="#">Private higher education institution</a> ; <a href="#">Public higher education institution</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0139

<b>Higher Education and Training Management Information System (HETMIS)</b>	
<i>Definition:</i>	An integrated unit-level records system of the department, including all processes, rules, standards and responsibilities for data collection and management in the PSET sector.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	A complete, integrated system which contains data from HEMIS, TVETMIS, CETMIS, PCTEMIS and SETMIS.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0140

<b>Higher Education and Training Qualifications Sub-Framework (HEQSF)</b>	
<i>Definition:</i>	The sub-framework of the NQF for higher education that is developed and managed by the Council on Higher Education.
<i>Source:</i>	SAQA, NQF Standard Glossary of Terms, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">General Further Education and Training Qualifications Sub-Framework (GFETQSF)</a> ; <a href="#">Occupational Qualifications Sub-Framework (OQSF)</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0141

<b>Highest level of education completed</b>	
<i>Definition:</i>	The highest level of formal education and training that a person has attained.
<i>Source:</i>	DHET, adapted from the Labour Market Intelligence Partnership Dictionary, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Qualification</a> ; <a href="#">Qualification type</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0142

<b>Home language</b>	
<i>Definition:</i>	The language that is spoken most frequently at home by an individual.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	This can also be referred to as a primary language, mother tongue or native language.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0143

<b>Honours degree</b>	
<i>Definition:</i>	A postgraduate specialisation qualification with NQF exit level 8 and minimum total credits of 120.
<i>Source:</i>	Higher Education Qualification Sub-Framework, 2013
<i>Note:</i>	It serves to consolidate and deepen the student's expertise in a particular discipline, and to develop research capacity in the methodology and techniques of that discipline. Bachelor honours degree programmes must include conducting and reporting research under supervision, worth at least 30 credits, in the form of a discrete research component that is appropriate to the discipline or field of study.
<i>Cross-reference:</i>	<a href="#">Master's degree</a> ; <a href="#">Bachelor's degree</a> ; <a href="#">Doctoral degree</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0144

<b>Inactive/terminated staff</b>	
<i>Definition:</i>	A staff member who is no longer employed by the institution and whose employment period has ended.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	Staff members are classified as inactive, irrespective of whether the employment ended voluntarily on the employee's part (e.g. retirement or resignation) or the employer's part (e.g. dismissal or termination of contract).
<i>Cross-reference:</i>	<a href="#">Active staff</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0145

<b>Industry-funded programme</b>	
<i>Definition:</i>	Learning programmes that fall within the SETA's scope of coverage and are funded by the employers in the specific industry.
<i>Source:</i>	DHET Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">SETA-funded programme</a>
<i>Applicable to:</i>	SETAs
<i>Reference code:</i>	0146

<b>Informal learning</b>	
<i>Definition:</i>	Forms of learning that are intentional or deliberate but are not institutionalised. It is consequently less organised and structured than either formal or non-formal education.
<i>Source:</i>	Glossary of Curriculum Terminology, UNESCO Bureau of Education, 2013
<i>Note:</i>	Informal learning may include learning activities that occur in the family, workplace, local community and daily life, on a self-directed, family-directed or socially-directed basis.
<i>Cross-reference:</i>	<a href="#">Formal education and training</a> ; <a href="#">Non-formal education</a>
<i>Applicable to:</i>	CET colleges
<i>Reference code:</i>	0147

<b>Information</b>	
<i>Definition:</i>	Knowledge concerning objects such as facts, events, things, processes or ideas, including concepts that has a particular meaning within a certain context.
<i>Source:</i>	OECD, Glossary of Statistical Terms, 2004
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Data</a> ; <a href="#">Metadata</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0148

<b>Institution closure date</b>	
<i>Definition:</i>	The exact date on which a PSET institution is officially closed for operation.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	It is applicable to private colleges and private HEIs. It is also referred to as institution deregistration date. The Department of Higher Education and Training does not have a mandate to close private institutions. Once the registration is not renewed, the institution is deregistered. Institutions that operate without being registered are called bogus institutions.
<i>Cross-reference:</i>	<a href="#">Institution closure reason</a>
<i>Applicable to:</i>	Private HEIs and private colleges
<i>Reference code:</i>	0149

<b>Institution closure reason</b>	
<i>Definition:</i>	An explanation provided by either a private higher education institution or a private college or the registrar for closure.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Institution closure date</a>
<i>Applicable to:</i>	Private HEIs and private colleges
<i>Reference code:</i>	0150

<b>Institution name</b>	
<i>Definition:</i>	The official name of a PSET institution as per government gazette/register of private institutions published by the department.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0151

<b>Intellectual property</b>	
<i>Definition:</i>	Creations of the mind. It can be divided into two categories, namely industrial property (including inventions, designs, plant varieties, and marks or logos); and copyright (literary works, music, films, etc., as well as computer programs).
<i>Source:</i>	National Intellectual Property Management Interpretation Office Note 11: State-Owned Enterprises and the Interface with the IPR Act, 2018
<i>Note:</i>	These property rights allow the holder to exercise a monopoly on the use of the item for a specified period.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0152

<b>Internal assessment</b>	
<i>Definition:</i>	Any assessment conducted by a provider of which the outcomes count towards the achievement of a qualification.
<i>Source:</i>	General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001)
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Assessment</a> ; <a href="#">External assessment</a>
<i>Applicable to:</i>	SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0153

<b>International Standard Classification of Education (ISCED)</b>	
<i>Definition:</i>	The reference classification for organising educational programmes and related qualifications by education levels and fields.
<i>Source:</i>	UNESCO: ISCED Operational Manual Guidelines for Classifying National Education Programmes and Related Qualifications, 2015
<i>Note:</i>	The basic concepts and definitions of ISCED are intended to be internationally valid and comprehensive of the full range of education systems.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0154

<b>Internship for N diploma</b>	
<i>Definition:</i>	A period of workplace-based learning undertaken as part of the requirement for the N diploma.
<i>Source:</i>	SETAs Workplace-Based Learning Programme Agreement Regulations, 2018
<i>Note:</i>	Higher education institutions use the terms “experiential learning” or “work-integrated learning”.
<i>Cross-reference:</i>	<a href="#">Graduate internship</a> ; <a href="#">Student internship</a>
<i>Applicable to:</i>	SETAs, TVET and private colleges
<i>Reference code:</i>	0155

<b>Large firm</b>	
<i>Definition:</i>	A separate and distinct business entity, including cooperative enterprises and non-governmental organisations, managed by one owner or more, which, including its branches or subsidiaries if any, is predominantly carried on in any sector or subsector of the economy mentioned in column 1 of the schedule to the National Small Business Amendment Act of 2003 and which can be classified as a large enterprise by satisfying the criteria mentioned in columns 3, 4 and 5 of the schedule opposite the smallest relevant size or class mentioned in column 2 of the schedule.
<i>Source:</i>	National Small Business Amendment Act, 2003 (Act 26 of 2003), as amended
<i>Note:</i>	It is an economical group consisting of large profit-making corporations, especial those considered to have influence on social and/or political policy, with at least more than 250 employees regardless of revenue. The schedule on company size classification (SIC) descriptions is attached as Annexure A.
<i>Cross-reference:</i>	<a href="#">Medium firm</a> ; <a href="#">Small firm</a>
<i>Applicable to:</i>	SETAs
<i>Reference code:</i>	0156



<b>Learnership</b>	
<i>Definition:</i>	A period of workplace-based learning culminating in an occupational qualification or part-qualification.
<i>Source:</i>	SETAs Workplace-Based Learning Programme Agreement Regulations, 2018
<i>Note:</i>	It includes an apprenticeship and cadetship. A learnership is based on an agreement entered into between the learner, the provider and the employer.
<i>Cross-reference:</i>	<a href="#">Apprenticeship</a>
<i>Applicable to:</i>	SETAs and TVET colleges
<i>Reference code:</i>	0157

<b>Learning</b>	
<i>Definition:</i>	The acquisition of knowledge, understanding, values, skills, competencies or experience.
<i>Source:</i>	Skills Development Act, 1998 (Act 97 of 1998), as inserted by section 1 of the Skills Development Amendment Act, 2008 (Act 37 of 2008)
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Learning programme</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0158

<b>Learning area</b>	
<i>Definition:</i>	Grouping of traditionally discrete but related subjects with the explicit aim of integrating students' learning.
<i>Source:</i>	UNESCO International Bureau of Education, Glossary of Curriculum Terminology, 2013
<i>Note:</i>	For example, the "social sciences/studies" learning area can include elements of geography, history, citizenship, economy/commerce, philosophy and sociology.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	TVET, CET and private colleges
<i>Reference code:</i>	0159

<b>Learning field</b>	
<i>Definition:</i>	Main branch of knowledge or a discipline that students pursue as a subject of study or learning.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Module</a> ; <a href="#">Course</a> ; <a href="#">Learning programme</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0160

<b>Learning programme</b>	
<i>Definition:</i>	A structured and purposeful set of learning experiences that leads to a qualification or part-qualification.
<i>Source:</i>	DHET, adapted from SAQA, Policy and Criteria for the Registration of Qualifications and Part-Qualifications on the NQF, 2013
<i>Note:</i>	It includes studentship, candidacy, skills programmes and any other prescribed learning programmes that include a structured work-experience component.
<i>Cross-reference:</i>	<a href="#">Skills programme</a>
<i>Applicable to:</i>	SETAs
<i>Reference code:</i>	0161

<b>Lecturer</b>	
<i>Definition:</i>	Any person who teaches, educates or trains other persons, or who provides professional educational services at any PSET institution, and who is appointed in a post at any lecturing establishment.
<i>Source:</i>	Continuing Education and Training Act, 2006 (Act 16 of 2006), as amended
<i>Note:</i>	PSET institutions have both junior and senior lecturers.
<i>Cross-reference:</i>	<a href="#">Facilitator</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0162

<b>Lecturer Support System (LSS)</b>	
<i>Definition:</i>	A system aimed at improving TVET and CET college lecturers in their day-to-day teaching and learning.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	The LSS web portal is used by lecturers to access teaching and learning resources for different subjects.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	TVET and CET colleges
<i>Reference code:</i>	0163

<b>Literacy</b>	
<i>Definition:</i>	The ability to read and write with understanding in any language.
<i>Source:</i>	STATSSA, Concepts and Definitions for Statistics South Africa, 2010
<i>Note:</i>	A person is literate if he/she can, with understanding, both read and write a short simple statement on his everyday life.
<i>Cross-reference:</i>	<a href="#">Literacy rate</a>
<i>Applicable to:</i>	CET colleges
<i>Reference code:</i>	0164

<b>Literacy rate</b>	
<i>Definition:</i>	The total number of literate persons of a given age, expressed as a percentage of the total population of that age.
<i>Source:</i>	UNESCO Institute of Statistics, Glossary of Terms, 2018
<i>Note:</i>	A person is deemed to be literate if he/she has completed Grade 9 (equivalent to GETC ABET level 4).
<i>Cross-reference:</i>	<a href="#">Literacy</a>
<i>Applicable to:</i>	CET colleges
<i>Reference code:</i>	0165

<b>Magister Technologiae</b>	
<i>Definition:</i>	An advanced qualification involving either instructional offerings and research or research only, with a study duration of at least one year after obtaining an appropriate Baccalaureus Technologiae or equivalent.
<i>Source:</i>	Department of Education, General Policy for Technikon Instructional Programmes Report 150 (97/01), 1997
<i>Note:</i>	The instructional offering must involve between 0.0 and 0.5 credits and must be at level V, with the concession that a maximum of 0.1 of these credits may be recognised for an instructional offering in research methodology. Some of these qualifications were registered on NQF exit levels 7 or 9 and some were never aligned with the current NQF exit levels.
<i>Cross-reference:</i>	<a href="#">Baccalaureus Technologiae</a> ; <a href="#">Doctor Technologiae</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0166

<b>Management staff (1)</b>	
<i>Definition:</i>	A person occupying a position of which the primary function is the management of the institution or one of its major divisions or sections.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Academic staff</a> ; <a href="#">Support staff</a> ; <a href="#">Administrative staff</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0167

<b>Management staff (2)</b>	
<i>Definition:</i>	The principal and vice principal of a public/private college.
<i>Source:</i>	Continuing Education and Training Act, 2006 (Act 16 of 2006), as amended
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Lecturer</a> ; <a href="#">Support staff (2)</a>
<i>Applicable to:</i>	TVET, CET and private colleges
<i>Reference code:</i>	0168

<b>Master list of institutions</b>	
<i>Definition:</i>	A list containing all contact information of the established and registered PSET institutions.
<i>Source:</i>	DHET, adapted from the Standard for the Publication of the Master List of Education Institutions in the Post-School Sector, 2012
<i>Note:</i>	Contact information of the institutions include details such as addresses, telephone numbers, geographical coordinates, etc. The full details of the fields to be included are stipulated in the standard.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0169

<b>Master's degree</b>	
<i>Definition:</i>	A postgraduate qualification with NQF exit level of 9 and minimum total of 180 credits.
<i>Source:</i>	Higher Education Qualification Sub-Framework, 2013
<i>Note:</i>	A master's degree may be earned in either of two ways: (1) by completing a single advanced research project, culminating in the production and acceptance of a thesis or dissertation; or (2) by successfully completing a course-work programme requiring a high level of theoretical engagement and intellectual independence and a research project, culminating in the acceptance of a dissertation.
<i>Cross-reference:</i>	<a href="#">Honours degree</a> ; <a href="#">Bachelor's degree</a> ; <a href="#">Doctoral degree</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0170

<b>Medium firm</b>	
<i>Definition:</i>	A separate and distinct business entity, including cooperative enterprises and non-governmental organisations, managed by one owner or more which, including its branches or subsidiaries if any, is predominantly carried on in any sector or subsector of the economy mentioned in column 1 of the schedule to the National Small Business Amendment Act of 2003 and which can be classified as a medium enterprise by satisfying the criteria mentioned in columns 3, 4 and 5 of the schedule opposite the smallest relevant size or class mentioned in column 2 of the schedule.
<i>Source:</i>	National Small Business Act, 2003 (Act 26 of 2003), as amended
<i>Note:</i>	A non-subsidiary, independent firm that employs less than 250 employees but more than 50 employees, regardless of revenue. The schedule on company size classification (SIC) descriptions is attached as Annexure A.
<i>Cross-reference:</i>	<a href="#">Large firm</a> ; <a href="#">Small firm</a>
<i>Applicable to:</i>	SETAs
<i>Reference code:</i>	0171

<b>Medium of instruction</b>	
<i>Definition:</i>	A language medium through which learning and teaching, including assessment, occurs.
<i>Source:</i>	DHET, adapted from UNESCO Education Position Paper: Education in a Multilingual World, 2003
<i>Note:</i>	Medium of instruction in educational systems can be the student's home language. Educational policy might recommend the use of several languages of instruction, including sign language.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0172

<b>Metadata</b>	
<i>Definition:</i>	Data that defines and describes other data.
<i>Source:</i>	DHET, adapted from STATSSA, Concepts and Definitions for Statistics South Africa, 2017
<i>Note:</i>	Metadata are data that describe datasets, and data become metadata when they are used in this way. This happens under particular circumstances and for particular purposes. The set of circumstances and purposes (or perspective) for which some data are used as metadata is called the context. So, metadata are data about datasets in some contexts.
<i>Cross-reference:</i>	<a href="#">Data</a> ; <a href="#">Information</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0173

<b>Mixed mode of delivery</b>	
<i>Definition:</i>	The interaction between institutional teachers or institutional supervisors and students is undertaken through a mixture of contact and distance modes of delivery.
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	Some "distance education" courses involve a student undertaking most of his/her studies through distance mode but he/she is also required to attend intensive short sessions at an institution's premises or site. Such qualifications are treated as "mixed mode". Mixed mode is often used interchangeably with the term "blended learning".
<i>Cross-reference:</i>	<a href="#">Contact mode of delivery</a> ; <a href="#">Distance mode of delivery</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0174

<b>Mode of delivery</b>	
<i>Definition:</i>	The manner in which education and training is delivered.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	Includes contact, distance, blended, online and mixed modes of delivery
<i>Cross-reference:</i>	<a href="#">Contact mode of delivery</a> ; <a href="#">Distance mode of delivery</a> ; <a href="#">Mixed mode of delivery</a>
<i>Applicable to:</i>	HEIs, CET and private colleges
<i>Reference code:</i>	0175

<b>Moderator</b>	
<i>Definition:</i>	A person, apart from the examiner, who is appointed by the institution to be responsible for ensuring the standard of the examination and its accompanying marking framework and response exemplars, and for marking a representative sample of examination responses.
<i>Source:</i>	Council on Higher Education, Higher Education Quality Committee, Criteria for Programme Accreditation, 2004
<i>Note:</i>	It can also be defined as a person, body or organisation that ensures that the assessment of the outcomes described in the NQF standards or qualifications is fair, valid and reliable. In SETAs, moderators should be registered with the South African Board for People Practices accredited by SAQA.
<i>Cross-reference:</i>	<a href="#">Assessor</a>
<i>Applicable to:</i>	HEIs, TVET, CET, SETAs and private colleges
<i>Reference code:</i>	0176

<b>Module</b>	
<i>Definition:</i>	An independently defined learning unit, designed to result in a specific set of learning outcomes, and which is a component of a programme.
<i>Source:</i>	University of Pretoria, General Glossary of Terms, 2016
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Course</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0177

<b>Multiple disabilities</b>	
<i>Definition:</i>	A person with any combination of two or more types of disabilities.
<i>Source:</i>	DHET, Adapted from Strategic Policy Framework on Disability for the PSET System, 2018
<i>Note:</i>	It is about multiple barriers to learning.
<i>Cross-reference:</i>	<a href="#">Disability</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0178

<b>Nationality</b>	
<i>Definition:</i>	The official right to belong to a particular country.
<i>Source:</i>	Cambridge Dictionary, available at <a href="http://Dictionary.Cambridge.org/dictionary/English/citizenship">Dictionary.Cambridge.org/dictionary/English/citizenship</a>
<i>Note:</i>	Nationality relates to citizenship, not to country of permanent residence. If a person has dual nationality and one of them is South African, they are coded as South African. If a person has dual nationality and neither of them is South African, they are coded as having the first nationality reported by them.
<i>Cross-reference:</i>	<a href="#">South African citizen</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0179

<b>National Certificate</b>	
<i>Definition:</i>	A qualification with a study duration of at least one year's tertiary education.
<i>Source:</i>	Department of Education, General Policy for Technikon Instructional Programmes Report 150 (97/01), 1997
<i>Note:</i>	The admission requirement is at least a Senior Certificate or equivalent. All the instructional offerings should be at least at level 1, with a total credit value (including experiential time, where applicable) of 1.0.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0180



<b>National Certificate (Vocational)</b>	
<i>Definition:</i>	A qualification with 120 to 140 minimum credits at levels 2, 3 or 4 of the NQF that will be awarded to students who comply with the national policy requirements of the NC(V).
<i>Source:</i>	Department of Education, adapted from National Policy on the Conduct, Administration and Management of the Assessment on the National Certificate (Vocational), 2007
<i>Note:</i>	A minimum of 120 or more credits is required for registration for a qualification at NQF levels 2 to 4. The qualification comprises both internal and external components of assessment and is quality assured by Umalusi.
<i>Cross-reference:</i>	<a href="#">National Senior Certificate (NSC)</a>
<i>Applicable to:</i>	TVET and private colleges
<i>Reference code:</i>	0181

<b>National Higher Certificate</b>	
<i>Definition:</i>	A qualification with a study duration of at least two years' tertiary education or extending over at least one year after obtaining an appropriate National Certificate or equivalent.
<i>Source:</i>	Department of Education, General Policy for Technikon Instructional Programmes Report 150 (97/01), 1997
<i>Note:</i>	This qualification was phased out in December 2019 and is not included in the current HEQSF.
<i>Cross-reference:</i>	<a href="#">National Certificate</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0182

<b>National institute for higher education (NIHE)</b>	
<i>Definition:</i>	Any institute for higher education established as a national institute for higher education in terms of chapter 6A of the Higher Education Amendment Act of 2016.
<i>Source:</i>	Higher Education Amendment Act, 2016 (Act 9 of 2016)
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0183

<b>National Learner Records Database (NLRD)</b>	
<i>Definition:</i>	The electronic management information system of the NQF under the authority of SAQA, which contains records of qualifications, part-qualifications, learner achievements, recognised professional bodies, professional designations and all related information such as registrations and accreditations.
<i>Source:</i>	SAQA, NQF Standard Glossary of Terms, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0184

<b>National NATED Diploma</b>	
<i>Definition:</i>	A three-year post-school qualification at NQF level 6 with a total of 360 credits, and consisting of a combination of N4, N5 and N6 certificates and a workplace-based learning component of 18 months (Business and Services Studies) or 24 months (Engineering Studies).
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	This is also referred to as an N Diploma.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	TVET and private colleges
<i>Reference code:</i>	0185

<b>National Qualifications Framework (NQF)</b>	
<i>Definition:</i>	The comprehensive system, approved by the Minister of Higher Education, Science and Innovation, for the classification, registration, publication and articulation of quality-assured national qualifications and part-qualifications.
<i>Source:</i>	The National Qualifications Framework Act, 2008 (Act 67 of 2008).
<i>Note:</i>	The South African NQF is a single integrated system comprising three coordinated qualifications sub-frameworks, namely for general and further education and training; higher education; and trades and occupations.
<i>Cross-reference:</i>	<a href="#">Occupational Qualifications Sub-Framework (OQSF)</a> <a href="#">Higher Education and Training Qualifications Sub-Framework (HEQSF)</a> <a href="#">National Qualifications Sub-Framework (NQSf)</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0186

<b>National Qualifications Sub-Framework (NQSF)</b>	
<i>Definition:</i>	The three coordinated qualifications sub-frameworks that make up the NQF as a single integrated system.
<i>Source:</i>	SAQA level descriptors for the South African National Qualifications Framework, 2012
<i>Note:</i>	The three coordinated qualifications sub-framework are the Higher Education Qualifications Sub-Framework, the General and Further Education and Training Sub-Framework and the Occupational Qualifications Sub-Framework.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0187

<b>National Senior Certificate (NSC)</b>	
<i>Definition:</i>	A 130-credit certificate at level 4 of the NQF awarded to persons who comply with the policy requirements of the National Senior Certificate.
<i>Source:</i>	DBE, The National Senior Certificate: A Qualification at Level 4 of the NQF, 2005
<i>Note:</i>	The NSC is awarded for the achievement of the exit-level learning outcomes stipulated in the National Curriculum Statement Grades 10 to 12 (General).
<i>Cross-reference:</i>	<a href="#">National Certificate (Vocational)</a>
<i>Applicable to:</i>	TVET, CET and private colleges
<i>Reference code:</i>	0188

<b>National Senior Certificate for Adults (NASCA)</b>	
<i>Definition:</i>	A qualification at level 4 of the NQF that will be awarded to candidates who comply with the requirements set out in the Policy for the National Senior Certificate for Adults.
<i>Source:</i>	Regulations on the Conduct, Administration and Management of Assessment for the National Senior Certificate for Adults: A Qualification at Level 4 of the NQF
<i>Note:</i>	A NASCA certificate will be issued to a candidate who has achieved a minimum of 50% in four subjects as per the set rules of subject combinations in the national examination.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	CET colleges
<i>Reference code:</i>	0189

<b>Nature of appointment</b>	
<i>Definition:</i>	The manner in which a staff member is appointed in relation to either being permanent or temporary.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Duration of appointment</a>
<i>Applicable to:</i>	TVET, CET and private colleges
<i>Reference code:</i>	0190

<b>Net enrolment rate</b>	
<i>Definition:</i>	The total number of students in the theoretical age group for a given level of education enrolled at that level, expressed as a percentage of the population in that age group.
<i>Source:</i>	UNESCO, Technical Indicators Guidelines, 2014
<i>Note:</i>	Different age groups are used for different PSET sectors. The age group for university students is 20 to 24 years, while that of TVET and private college students is 16 to 24 years. It can be disaggregated according to different categories such as race, gender, sex, marital status, colour, disability, etc. It is calculated by dividing the number of students enrolled who are in the official age group for a given level of education by the population for the same age group and multiplying the result by 100.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0191

<b>Non-entering student/returning student</b>	
<i>Definition:</i>	A person who is effectively enrolled at a PSET institution for a qualification, and has been previously enrolled for the same qualification at the same institution.
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	These are returning students who are continuing with a qualification/programme they have enrolled for in the past. Non-entering students are classified as either “non-entering undergraduate” or “non-entering postgraduate”.
<i>Cross-reference:</i>	<a href="#">First-time entering student</a> ; <a href="#">Entering student</a> ; <a href="#">Transfer student</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0192

<b>Non-formal education</b>	
<i>Definition:</i>	Education that is institutionalised, intentional and planned by an education provider. It caters for people of all ages, but does not necessarily apply a continuous pathway structure; it may be short in duration and/or low in intensity, and it is typically provided in the form of short courses, workshops or seminars.
<i>Source:</i>	UNESCO Bureau of Education, Glossary of Curriculum Terminology, 2013
<i>Note:</i>	The defining characteristic of non-formal education is that it is an addition, alternative and/or a complement to formal education within the process of lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. Non-formal education mostly leads to qualifications that are not recognised as formal qualifications by the relevant national educational authorities or to no qualifications at all. Non-formal education can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development.
<i>Cross-reference:</i>	<a href="#">Formal education and training</a> ; <a href="#">Informal learning</a>
<i>Applicable to:</i>	CET colleges
<i>Reference code:</i>	0193

<b>Non-levy paying organisation</b>	
<i>Definition:</i>	Employers who are not required to pay the Skills Development Levy.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	Public service employers are exempted from paying the levy in terms of the Skills Development Levies Act, 1999 (Act 9 of 1999)
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	SETAs
<i>Reference code:</i>	0194

<b>Occasional student</b>	
<i>Definition:</i>	A person who satisfies the statutory requirements for entry into a formally approved qualification offered by the institution, who is effectively enrolled for an approved course, but who is not enrolled for an approved qualification.
<i>Source:</i>	DHET, HEMIS Valpac Glossary, 2007
<i>Note:</i>	These are students who are taking courses that are part of formally approved programmes, but who are not enrolled for a formal degree or diploma.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0195

<b>Occupational qualification</b>	
<i>Definition:</i>	A qualification that consist of a minimum of 25 credits associated with a trade, occupation or profession, resulting from work-based learning and consisting of the knowledge practical skills and work experience standards as defined in the Skills Development Act No 97 of 1998.
<i>Source:</i>	Adapted from QCTO, Assessment Policy for Qualifications and Part Qualifications on the Occupational Qualifications Sub-Framework, 2014
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Qualification</a> ; <a href="#">Part-qualification</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0196

<b>Occupational Qualifications Sub-Framework (OQSF)</b>	
<i>Definition:</i>	The sub-framework of the NQF for trades and occupations, which is developed and managed by the QCTO.
<i>Source:</i>	SAQA, NQF Standard Glossary of Terms, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Higher Education and Training Qualifications Sub-Framework</a> ; <a href="#">General and Further Education and Training Qualifications Sub-Framework</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET and CET colleges
<i>Reference code:</i>	0197

<b>Offering type</b>	
<i>Definition:</i>	The description of the mode of delivery of teaching/learning.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	It indicates whether a course is delivered through distance learning, residential (contact) learning, multiple modes or self-study.
<i>Cross-reference:</i>	<a href="#">Mode of delivery</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0198

<b>Official institution name</b>	
<i>Definition:</i>	The current officially registered name of a private PSET institution.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	Private HEIs and private colleges
<i>Reference code:</i>	0199

<b>Open learning</b>	
<i>Definition:</i>	An approach that combines the principles of learning-centeredness, lifelong learning, flexibility of learning provision, the removal of barriers to access learning, the recognition of credits for prior learning experiences, the provision of learner support, the construction of learning programmes with the expectation that learners can succeed, and the maintenance of rigorous quality assurance over the design materials and support systems.
<i>Source:</i>	DHET, National Policy on Learning and Teaching Support Materials for Community Education and Training Colleges, 2016
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Distance mode of delivery</a> ; <a href="#">Mixed mode of delivery</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0200

<b>Part-qualification</b>	
<i>Definition:</i>	An assessed unit of learning with a clearly defined purpose that is, or will be, registered as part of a qualification on the NQF.
<i>Source:</i>	DHET, adapted from the National Qualifications Framework Act, 2008 (Act 67 of 2008)
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Qualification</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0201

<b>Part-time employment</b>	
<i>Definition:</i>	A staff member appointed to work fewer hours than a full-time staff member, as indicated in the employment contract.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Full-time employment</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0202

<b>Part-time student</b>	
<i>Definition:</i>	A student who is enrolled in an education programme whose study load is less than 75% of the normal full-time study load. This student completes the programme in more time than the minimum duration of the programme.
<i>Source:</i>	DHET, adapted from the UNESCO Institute for Statistics, Instructional Manual: Survey of Formal Education, 2019
<i>Note:</i>	Public universities are allowed to use their own definitions. The nature of programmes in CET colleges are such that only part-time students are accommodated. Students enrolled in CET colleges for GETC ABET level 4 must attend lessons for 120 hours.
<i>Cross-reference:</i>	<a href="#">Full-time student</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0203

<b>Pass rate</b>	
<i>Definition:</i>	The percentage of students who passed. It is calculated by dividing the total number of students who passed (pass plus conditional pass) by the total number of students who sat for an examination.
<i>Source:</i>	DHET, Statistics on Post-School Education and Training in South Africa, 2014
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	TVET, CET and private colleges
<i>Reference code:</i>	0204



<b>Permanent employment</b>	
<i>Definition:</i>	Appointment on an open-ended contract with no stipulated termination date, and one contributes to an approved retirement fund of the organisation/institution.
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	All staff members who are not permanently employed will be classified as temporary employed. Due to the nature of the changing employment categories, universities are allowed to report staff who are not on their pension fund but are on some pension fund, e.g. senior managers who are on five-year renewable contracts for a further five years.
<i>Cross-reference:</i>	<a href="#">Full-time employment</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0205

<b>PERSAL number</b>	
<i>Definition:</i>	Unique system-generated eight-digit number assigned to each employee who is appointed on PERSAL.
<i>Source:</i>	Department of Education, Province of KwaZulu-Natal, PERSAL User Management, HRM Circular No. 49 of 2018
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	TVET and CET colleges
<i>Reference code:</i>	0206

<b>Personnel category</b>	
<i>Definition:</i>	The classification that indicates the type of duties to be undertaken in a position which a staff member occupies at the institution, and the qualifications and experience normally required by the incumbent of that position.
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	The duties, qualifications and experience referred to relate to those of the position, not to the duties, qualifications and experience of the staff member who is actually occupying the position.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0207

<b>Physical address</b>	
<i>Definition:</i>	An address indicating or stating an exact vicinity or place.
<i>Source:</i>	STATSSA, Concepts and Definitions for Statistics South Africa, 2010
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Email address</a> ; <a href="#">Postal address</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0208

<b>Population group</b>	
<i>Definition:</i>	Classification of people by race.
<i>Source:</i>	STATSSA, Concepts and Definitions for Statistics South Africa, 2017
<i>Note:</i>	The following categories are provided: African, Coloured, Indian/Asian, White and Other. Information is collected to determine the extent to which equity is being addressed and redress has occurred.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0209

<b>Postal address</b>	
<i>Definition:</i>	A unique identifier for delivering post to an individual or organisation.
<i>Source:</i>	STATSSA, Concepts and Definitions for Statistics South Africa, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Physical address</a> ; <a href="#">Email address</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0210

<b>Postgraduate qualification</b>	
<i>Definition:</i>	Qualification at levels 8 to 10 on the HEQSF, excluding professional qualification at level 8.
<i>Source:</i>	Higher Education Qualification Sub-Framework, 2013
<i>Note:</i>	Qualifications such as postgraduate diplomas, honours degrees, master's degrees and doctoral degrees are identified as postgraduate qualifications.
<i>Cross-reference:</i>	<a href="#">Undergraduate qualification</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0211

<b>Postgraduate student</b>	
<i>Definition:</i>	A person enrolled for a postgraduate qualification.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	Examples of postgraduate qualifications are postgraduate diploma, honours degree, master's degree, professional master's degree, doctoral degree and professional doctoral degree.
<i>Cross-reference:</i>	<a href="#">Undergraduate student</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0212

<b>Post-school education and training institution (PSETI)</b>	
<i>Definition:</i>	Education and training institutions that include universities, national institutes of higher education and private higher education institutions, technical and vocational education and training colleges, private colleges, community education and training colleges, and skills development providers. These are established, declared or registered by any law assigned to the Minister of Higher Education, Science and Innovation.
<i>Source:</i>	DHET, adapted from the White Paper for Post-School Education and Training, 2013
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0213

<b>Post-school education and training (PSET) sector</b>	
<i>Definition:</i>	A sector that comprises all education and training provision for those who have completed school, those who did not complete their schooling, and those who never attended school.
<i>Source:</i>	DHET, White Paper for Post-School Education and Training, 2013
<i>Note:</i>	The post-school systems consist of the following that fall under the purview of the DHET: 26 public higher education institutions; 50 public TVET colleges (formerly known as further education and training colleges); CETs (formally known as adult education and training centres); private colleges; private HEIs; the SETAs and NSF; and regulatory bodies responsible for qualifications and quality assurance in the post-school system (SAQA and the QC).
<i>Cross-reference:</i>	<a href="#">Post-school education and training (PSET) subsector</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0214

<b>Post-school education and training (PSET) subsector</b>	
<i>Definition:</i>	A grouping of institution and entities within the PSET sector.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	The National Qualifications Framework Act, 67 of 2008, refers to a sector as “education and training for which a quality council is responsible”. Examples include HEIs, TVET, CET colleges and SETAs.
<i>Cross-reference:</i>	<a href="#">Post-school education and training (PSET) sector</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0215

<b>Private college</b>	
<i>Definition:</i>	Any college that provides continuing education and training on a full-time, part-time or distance basis, and which is registered or provisionally registered as a private college under chapter 6 of the Continuing Education and Training Act, 2006 (Act 16 of 2006), as amended.
<i>Source:</i>	Continuing Education and Training Act, 2006 (Act 16 of 2006), as amended
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Public college</a>
<i>Applicable to:</i>	Private colleges
<i>Reference code:</i>	0216

<b>Private higher education institution</b>	
<i>Definition:</i>	Any institution registered or conditionally registered as a private higher education institution in terms of chapter 7 of the Higher Education Act (Act 101 of 1997).
<i>Source:</i>	Higher Education Act, 1997 (Act 101 of 1997)
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Higher education institution (HEI)</a> ; <a href="#">Public higher education institution</a>
<i>Applicable to:</i>	Private HEIs
<i>Reference code:</i>	0217

<b>Programme weight</b>	
<i>Definition:</i>	Total weight of the programme, after the actual approved cost of service delivery, enrollment numbers and programme duration have been taken into account.
<i>Source:</i>	DHET, National Norms and Standards for Funding NNSF-TVET Colleges, 2015
<i>Note:</i>	The programme weight (PW) is expressed to one decimal place, and “T” is the actual total funding weight (ATFW) multiplied by full-time equivalent (FTE) students.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	TVET colleges
<i>Reference code:</i>	0218

<b>Provider class</b>	
<i>Definition:</i>	The classification of a body that offers any education programme or trade and occupational learning programme that leads to a qualification or part-qualification on the NQF.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	A provider can be classified as a non-governmental organisation/community-based organisation, or as public, foreign, private or mixed (public and private).
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	SETAs
<i>Reference code:</i>	0219

<b>Provider code</b>	
<i>Definition:</i>	A unique code issued by a quality council or its appointed agent for a legally registered institution.
<i>Source:</i>	DHET, adapted from Standard for the File Naming Convention, version 1.00, 2013.
<i>Note:</i>	Private and CET colleges still use Education Management Information System (EMIS) numbers. Private HEIs use registration numbers.
<i>Cross-reference:</i>	<a href="#">EMIS number</a> ; <a href="#">Registration number of an institution</a>
<i>Applicable to:</i>	SETAs
<i>Reference code:</i>	0220

<b>Provider status</b>	
<i>Definition:</i>	The position the provider has in relation to its registration for operation.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	The provider status may be “active”, “provisional” or “closed”.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	SETAs
<i>Reference code:</i>	0221

<b>Province</b>	
<i>Definition:</i>	An administrative division of a country that forms the second layer of government, between the national and the local government.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	South Africa has nine provinces, namely Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, Northern Cape, North West and Western Cape.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0222

<b>Public college</b>	
<i>Definition:</i>	Any college that provides continuing education and training on a full-time, part-time or distance basis and which is: <ul style="list-style-type: none"> <li>(a) established or regarded as having been established as a public college under section 3 of the Continuing Education and Training Act, 2006 (Act 16 of 2006), as amended; or</li> <li>(b) declared as a public college under section 4 of the Continuing Education and Training Act, 2006 (Act 16 of 2006), as amended.</li> </ul>
<i>Source:</i>	Continuing Education and Training Act, 2006 (Act 16 of 2006), as amended
<i>Note:</i>	TVET and CET colleges are both public colleges.
<i>Cross-reference:</i>	<a href="#">Private college</a>
<i>Applicable to:</i>	TVET and CET colleges
<i>Reference code:</i>	0223

<b>Public higher education institution</b>	
<i>Definition:</i>	Any higher education institution that is established, deemed to be established or declared as a public higher education institution under the Higher Education Act, 1997 (Act 101 of 1997).
<i>Source:</i>	Higher Education Act, 1997 (Act 101 of 1997)
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Private higher education institution</a> ; <a href="#">Higher education institution (HEI)</a>
<i>Applicable to:</i>	Public HEIs
<i>Reference code:</i>	0224

<b>Qualification</b>	
<i>Definition:</i>	The formal recognition of the achievement of the required number and range of credits and such other requirements at specific levels of the NQF as may be determined by the relevant bodies registered for such purpose by SAQA.
<i>Source:</i>	General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001)
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Qualification type</a> ; <a href="#">Highest level of education completed</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0225

<b>Qualification type</b>	
<i>Definition:</i>	Classification of qualifications according to their minimum credit requirements and NQF level descriptors. This classification may be in any of the learning pathways identified in the NQF.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	Qualification types include certificates, diplomas, degrees, etc.
<i>Cross-reference:</i>	<a href="#">Qualification</a> ; <a href="#">Highest level of education completed</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0226

<b>Qualified lecturer</b>	
<i>Definition:</i>	A person who has the academic/professional/trade/occupational qualification necessary to facilitate learning or conduct educational research at a specific level of education in a given PSET institution.
<i>Source:</i>	DHET, adapted from UNESCO Institute for Statistics, Instructional Manual: Survey of Formal Education, 2019
<i>Note:</i>	It is only lecturers in HEIs that are expected to conduct educational research at a specific level of education.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0227

<b>Reaccreditation</b>	
<i>Definition:</i>	The process of reviewing a previously accredited programme or institution when the validity of its accreditation lapses, in order to determine whether it still meets the accreditation criteria, and thus is eligible for the reinstatement or extension of the accreditation status for another determined period.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Accredited programme</a>
<i>Applicable to:</i>	Private HEIs and private colleges
<i>Reference code:</i>	0228

<b>Recognition of prior learning (RPL)</b>	
<i>Definition:</i>	The principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development.
<i>Source:</i>	SAQA, NQF Standard Glossary of Terms, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0229



<b>Registration number of an institution</b>	
<i>Definition:</i>	The number allocated to a private PSET institution during the registration process.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">EMIS number</a> ; <a href="#">Provider code</a>
<i>Applicable to:</i>	Private HEIs and private colleges
<i>Reference code:</i>	0230

<b>Related entity</b>	
<i>Definition:</i>	An entity that, in legal terms, is separate from a PSET institution itself but is controlled by the university or college through the composition of the entity's management or board; or an entity that is jointly funded and operated by the institution and other institutions and is located on the premises of the institution.
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	Public HEIs
<i>Reference code:</i>	0231

<b>Repeater</b>	
<i>Definition:</i>	A student who enrolls for the same subject/module on the same level of study more than once.
<i>Source:</i>	DHET, adapted from OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications, 2004
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	TVET, CET and private colleges
<i>Reference code:</i>	0232

<b>Research</b>	
<i>Definition:</i>	A rigorous and systematic enquiry and analysis into a particular subject matter or subject matters that may be empirical or theoretical, quantitative or qualitative applied or basic in nature, leading towards an outcome.
<i>Source:</i>	DHET Research Agenda, 2017
<i>Note:</i>	Research may involve the critique of policy, in-depth analysis of regularly compiled datasets and explanations of trends, observations, case studies and other research investigations, or meta-reviews and analyses.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0233

<b>Research output</b>	
<i>Definition:</i>	Textual output where research is understood as an original, systematic investigation undertaken in order to gain new knowledge and understanding.
<i>Source:</i>	DHET, Research Outputs Policy, 2015
<i>Note:</i>	Peer review of research is a fundamental prerequisite of all recognised outputs and is the mechanism of ensuring and thus enhancing quality.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0234

<b>Response rate</b>	
<i>Definition:</i>	Proportion of eligible respondents who submitted data with usable information to total number of eligible respondents.
<i>Source:</i>	DHET, adapted from STATSSA, Concepts and Definitions for Statistics South Africa, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0235

<b>Result</b>	
<i>Definition:</i>	The output, outcome or impact (intended or unintended, positive or negative) of a development intervention.
<i>Source:</i>	OECD, Glossary of Key Terms in Evaluation and Results-Based Management, 2002
<i>Note:</i>	Related terms: outcome, effect and impact.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0236

<b>Satellite</b>	
<i>Definition:</i>	A college site where teaching and learning takes places.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	A satellite consists of less than 600 FTEs, and the bulk of the programs (60% and more) are ministerial approved. It does not have a full administration component. It is separate from a college campus and is often smaller than a campus.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	TVET colleges
<i>Reference code:</i>	0237

<b>Satellite campus</b>	
<i>Definition:</i>	A campus of a college or university that is physically detached from the main university or college area.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0238

<b>Scarce skill</b>	
<i>Definition:</i>	An absolute or relative demand (current or future) for skilled/qualified and experienced people to fill particular roles/professions/occupations/specialisations in the labour market, measured in terms of an occupation or specific qualification.
<i>Source:</i>	FP&M SETA Sector Skills Plan, 2018
<i>Note:</i>	It refers to areas within occupations in which there is a shortage of qualified and experienced people due to unavailability of such people or because these people do not meet the given employment criteria.
<i>Cross-reference:</i>	<a href="#">Critical skill</a>
<i>Applicable to:</i>	SETAs
<i>Reference code:</i>	0239

<b>Sector Education and Training Authority (SETA)</b>	
<i>Definition:</i>	A SETA established in terms of section 9(1) of the Skills Development Act, 1998 (Act 97 of 1998) to develop and implement sector skills plans and promote learning programmes, including workplace learning.
<i>Source:</i>	Skills Development Act, 1998 (Act 97 of 1998)
<i>Note:</i>	SETAs are established by the Minister of Higher Education, Science and Innovation in terms of section 9(1) of the Skills Development Act, 1998.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	SETAs
<i>Reference code:</i>	0240

<b>Self-employed</b>	
<i>Definition:</i>	A person who works for himself/herself for pay, profit or family gain, and not working for an employer.
<i>Source:</i>	DHET, adapted from STATSSA, Census Concepts and Definitions, 2001
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0241

<b>SETA-funded programme</b>	
<i>Definition:</i>	A learning programme funded by SETAs through discretionary grant allocations.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Industry-funded programme</a>
<i>Applicable to:</i>	SETAs
<i>Reference code:</i>	0242

<b>Short course</b>	
<i>Definition:</i>	A short learning programme through which a learner/student may or may not be awarded credits towards a qualification or a part-qualification, depending on the purpose of the programme.
<i>Source:</i>	SAQA, NQF Standard Glossary of Terms, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Course</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0243

<b>Site of delivery</b>	
<i>Definition:</i>	A site or location from which an institution conducts its teaching and learning, and provides student support services.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Campus</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0244

<b>Skill</b>	
<i>Definition:</i>	The ability to perform a task adeptly, using experience and professional knowledge.
<i>Source:</i>	Quality Research International, Analytic Quality Glossary (available at <a href="http://www.qualityresearchinternational.com/glossary/">http://www.qualityresearchinternational.com/glossary/</a> )
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0245

<b>Skills development provider</b>	
<i>Definition:</i>	A legal entity accredited by the QCTO to offer occupational qualifications or part-qualifications registered on the OQSF.
<i>Source:</i>	QCTO, Policy on Accreditation of Skills Development Providers, 2019
<i>Note:</i>	Skills development providers also conduct internal formative and summative assessments.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0246

<b>Skills programme</b>	
<i>Definition:</i>	A QCTO-accredited learning programme that is occupationally based and which, when completed, will constitute credits towards a qualification registered in terms of the NQF. It uses skills development providers accredited by the QCTO, and complies with any requirements that may be prescribed.
<i>Source:</i>	Skills Development Act, 1998 (Act 97 of 1998)
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Learning programme</a>
<i>Applicable to:</i>	SETAs
<i>Reference code:</i>	0247

<b>Small firm</b>	
<i>Definition:</i>	A separate and distinct business entity, including cooperative enterprises and non-governmental organisations, managed by one owner or more, which, including its branches or subsidiaries if any, is predominantly carried on in any sector or subsector of the economy mentioned in column 1 of the schedule to the National Small Business Amendment Act of 2003 and which can be classified as a micro or a very small enterprise by satisfying the criteria mentioned in columns 3, 4 and 5 of the schedule opposite the smallest relevant size or class mentioned in column 2 of the schedule.
<i>Source:</i>	National Small Business Act, 1996 (Act 26 of 1996), as amended
<i>Note:</i>	An independent business with low profit and having less than 50 employees, regardless of revenue; typically seen as consisting partly of the commercial and economic sectors. The schedule on company size classification (SIC) descriptions is attached as Annexure A.
<i>Cross-reference:</i>	<a href="#">Large firm</a> ; <a href="#">Medium firm</a>
<i>Applicable to:</i>	SETAs
<i>Reference code:</i>	0248

<b>South African citizen</b>	
<i>Definition:</i>	An individual with a South African identity document whose eleventh number of the thirteen numbers is a zero (0).
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	Citizens are equally entitled to the rights, privileges and benefits of citizenship; and equally subject to the duties and responsibilities of citizenship.
<i>Cross-reference:</i>	<a href="#">Nationality</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0249

<b>Staff full-time equivalent (FTE) value</b>	
<i>Definition:</i>	A value indicating the FTE time spent by a staff member on a particular programme and staff programme CESM category, reported as a whole number or a fraction.
<i>Source:</i>	DHET, adapted from the HEMIS Valpac Glossary, 2007
<i>Note:</i>	Examples of FTE values: (a) For a staff member who works for a full year on one programme/ CESM, the FTE value will be 1.0. (b) For a staff member who works 25% of a full year on one programme/CESM, the FTE value will be 0.25.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	Public HEIs
<i>Reference code:</i>	0250

<b>Staff member</b>	
<i>Definition:</i>	A person who is either permanently or temporarily employed or paid by a PSET institution or by the state.
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	In public and private colleges, staff members can be categorised as management staff, academic staff, support staff, etc. In universities, staff members are categorised as administrative, instruction/research and service staff.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	Public HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0251

<b>Staff number</b>	
<i>Definition:</i>	A numeric or alphanumeric number or code that uniquely identifies a staff member.
<i>Source:</i>	DHET, HEMIS Valpac Glossary, 2007
<i>Note:</i>	The code can either be the real staff number or a “dummy” number.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0252

<b>Staff programme</b>	
<i>Definition:</i>	A type of programme for which a staff member is undertaking duties.
<i>Source:</i>	DHET, HEMIS Valpac Glossary, 2007
<i>Note:</i>	This includes staff members who are working in the following: instruction, research, public service, academic support, student services, institutional support, operation and maintenance of plant, auxiliary enterprises, hospitality services or independent operations.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0253



<b>Staff type</b>	
<i>Definition:</i>	An employee category for functions within a PSET institution.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	Staff may be categorised as follows: academic staff, professional non-teaching staff, support staff, management staff. Higher education institutions use the term “personnel category”.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0254

<b>Standard</b>	
<i>Definition:</i>	The registered statements of desired education and training outcomes and their associated assessment criteria.
<i>Source:</i>	General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001)
<i>Note:</i>	This relates to standards for a curriculum.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0255

<b>Student</b>	
<i>Definition:</i>	Any person enrolled as a student at any PSET institution.
<i>Source:</i>	DHET, adapted from the Higher Education Act, 1997 (Act 101 of 1997) and the Continuing Education Act, 2006 (Act 16 of 2006), as amended
<i>Note:</i>	A person may be enrolled on a full-time or part-time basis, and through contact or distance mode of learning.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0256

<b>Student accommodation</b>	
<i>Definition:</i>	A facility that provides accommodation and/or food and care for students.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	This accommodation is provided by the institution. Public higher education institutions refer to them as student residences. They were previously called “hostels”.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, TVET and private colleges
<i>Reference code:</i>	0257

<b>Student attendance mode</b>	
<i>Definition:</i>	An indication of whether a student is enrolled through contact, distance or mixed mode of learning.
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Contact mode of delivery</a> ; <a href="#">Distance mode of delivery</a> ; <a href="#">Mixed mode of delivery</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0258

<b>Student financial aid</b>	
<i>Definition:</i>	Funding, in the form bursaries or loans, provided by the state or private organisations to students to deal with costs such as fees, accommodation, transport and subsistence costs.
<i>Source:</i>	DHET, adapted from National Norms and Standards for Funding NNSF-TVET Colleges, 2015
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0259

<b>Student internship</b>	
<i>Definition:</i>	A period of workplace-based learning for a person who is enrolled at an education and training institution/skills development provider for a SAQA registered qualification/part-qualification; it may include vacation work.
<i>Source:</i>	DHET, adapted from SETAs Workplace-Based Learning Programme Agreement Regulations, 2018
<i>Note:</i>	<p>The Workplace-Based Learning Programme Agreement Regulations identify three categories of student internships:</p> <ul style="list-style-type: none"> <li>(a) <b>Category A</b> student internships: For persons undertaking a diploma, national diploma, higher certificate or advanced certificate as a vocational qualification stipulated in the HEQSF.</li> <li>(b) <b>Category B</b> student internships: For persons undertaking professional qualifications.</li> <li>(c) <b>Category C</b> student internships: For persons undertaking occupational qualifications of the OQSF.</li> </ul> <p>Persons referred to as student interns could be enrolled at an education and training institution or with a skills development provider.</p>
<i>Cross-reference:</i>	<a href="#">Graduate internship</a> ; <a href="#">Internship for N diploma</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0260

<b>Student number</b>	
<i>Definition:</i>	A numeric or alphanumeric number or code which uniquely identifies a student within a PSET institution.
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	The code can be either the real student number or a “dummy” number. This real number or dummy number must be used for the student for all effective registrations reported, throughout the years of his/her undertaking of any qualification or any programme of studies at the institution.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0261

<b>Subject count</b>	
<i>Definition:</i>	The total number of subjects that students enrol for per reporting period/enrolment cycle.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	The subject enrolment value is used when calculating FTE values.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	TVET colleges
<i>Reference code:</i>	0262

<b>Subject level</b>	
<i>Definition:</i>	An indication of the degree of difficulty or complexity of a subject.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Course level</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0263

<b>Success rate</b>	
<i>Definition:</i>	A proportion of FTE passes relative to FTE enrolments at a PSET institution.
<i>Source:</i>	DHET, Statistics on Post-School Education and Training in South Africa, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Graduation rate</a> ; <a href="#">Completion rate</a>
<i>Applicable to:</i>	Public HEIs
<i>Reference code:</i>	0264

<b>Summative assessment</b>	
<i>Definition:</i>	Formalised assessment that is used to certificate the attainment of a certain level of education. It is used to serve needs extrinsic to the educational process.
<i>Source:</i>	Council on Higher Education, Higher Education Quality Committee, Criteria for Programme Accreditation, 2004
<i>Note:</i>	Summative assessment of individual students may be used for promotion, certification or admission to higher levels of education.
<i>Cross-reference:</i>	<a href="#">Examination</a> ; <a href="#">Formative assessment</a> ; <a href="#">Continuous assessment</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0265

<b>Support staff (1)</b>	
<i>Definition:</i>	All technical and office staff, as well as executive and professional staff, who spend more than 50% of their official time on administrative functions.
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	Examples: secretaries, typists, administrative clerks, accountants, etc.
<i>Cross-reference:</i>	<a href="#">Academic staff</a> ; <a href="#">Management staff (1)</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0266

<b>Support staff (2)</b>	
<i>Definition:</i>	Staff who render academic support services, student support services, human resource management, financial management, administration, maintenance of the buildings and gardens, catering services and security services.
<i>Source:</i>	Continuing Education and Training Act, 2006 (Act 16 of 2006), as amended
<i>Note:</i>	Examples of support staff includes but is not limited to administrators, laboratory assistants, cleaners, kitchen staff, gardeners, caretakers, messengers and all managers except the principal and vice principal.
<i>Cross-reference:</i>	<a href="#">Lecturer</a> ; <a href="#">Management staff (2)</a>
<i>Applicable to:</i>	TVET, CET and private colleges
<i>Reference code:</i>	0267

<b>Survey</b>	
<i>Definition:</i>	A process that collects, examines and reports on data concerning variables of interest for a reference period.
<i>Source:</i>	STATSSA, Concepts and Definitions for Statistics South Africa, 2017
<i>Note:</i>	Refers to both sample surveys and census surveys.
<i>Cross-reference:</i>	<a href="#">Census</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0268

<b>Temporary employee</b>	
<i>Definition:</i>	Any employee not employed on a fixed-term contract.
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	A contract for temporary employees would typically stipulate a termination date, but could be renewed by mutual agreement between the employer and the employee. Employees with this type of contract do not contribute to an approved retirement fund of the institution.
<i>Cross-reference:</i>	<a href="#">Part-time employment</a>
<i>Applicable to:</i>	TVET, CET and private colleges
<i>Reference code:</i>	0269

<b>Thesis</b>	
<i>Definition:</i>	A comprehensive report on original research conducted by a postgraduate student, which the student compiles and submits for examination to determine whether or not she or he has demonstrated possession of the specified research competencies, knowledge, skills and ethical values required for admission to the particular research-based postgraduate degree.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Research output</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0270

<b>Throughput rate (1)</b>	
<i>Definition:</i>	A calculation based on the number of first-time-entry undergraduate students of a specific cohort for a specific year who have graduated either within the minimum time, or up to two years beyond the minimum time, against the number of students in the baseline enrolment of that cohort.
<i>Source:</i>	Council on Higher Education, Vital Stats: Public Higher Education, 2016
<i>Note:</i>	The definition can be extended to include transferring or entering students who enrol for the first time in the particular cohort. When reporting on throughput rates, the following points have to be specified along with the results: <ul style="list-style-type: none"> <li>(a) reporting time (completion period in minimum time, minimum time plus one year or minimum time plus two years);</li> <li>(b) indication if students in the cohort who migrate to a different qualification type and graduate are included/excluded in the calculation;</li> <li>(c) indication if students in the cohort who migrate to a different programme type and graduate are included/excluded in the calculation; and</li> <li>(d) indication of the cohort definition for students enrolled for the first time as a first year (first-time entering students only or including transferring or entering students who enrol for the first time as a first year in the particular cohort).</li> </ul>
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0271

<b>Throughput rate (2)</b>	
<i>Definition:</i>	The rate at which a cohort successfully complete a qualification within the stipulated timeframe for that qualification.
<i>Source:</i>	DHET, Technical Guidelines for Quarterly Performance Reporting by Technical and Vocational Education and Training Colleges, 2018
<i>Note:</i>	It is calculated as the average time it took a cohort of students from when they successfully exit (certify) in the academic year. This calculation can only be performed for students who are enrolled for the full complement of subjects and not enrolled to do the programme/course in a part-time or distance learning mode.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	TVET and CET colleges
<i>Reference code:</i>	0272

<b>Trade</b>	
<i>Definition:</i>	An occupation for which an artisan qualification is required in terms of section 26B of the Skills Development Act.
<i>Source:</i>	Skills Development Amendment Act, 2008 (Act 37 of 2008)
<i>Note:</i>	Section 26B of the Skills Development Act, 37 of 2008, states that the Minister may, on application by one or more SETAs in the prescribed form, by notice in the Gazette (a) list any occupation as a trade for which an artisan qualification is required; and (b) remove any trade from the list contemplated in subparagraph (a) if an artisan qualification is no longer required for that trade.
<i>Cross-reference:</i>	<a href="#">Trade test</a>
<i>Applicable to:</i>	SETAs
<i>Reference code:</i>	0273

<b>Trade test</b>	
<i>Definition:</i>	A final integrated summative assessment for an artisan qualification for a listed trade that is conducted at an accredited trade test centre by an assessor registered with the National Artisan Moderation Body.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	On approval of the candidate for the trade test by the advisor, who may be a member of a technical panel, a recommendation must be submitted to the National Artisan Moderation Body that such a candidate must be given approval to attempt a trade test.
<i>Cross-reference:</i>	<a href="#">Trade</a>
<i>Applicable to:</i>	SETAs
<i>Reference code:</i>	0274

<b>Transfer student</b>	
<i>Definition:</i>	A person who is effectively enrolled at a PSET institution for a programme and has in the past enrolled at another institution within the same PSET subsector.
<i>Source:</i>	DHET, adapted from HEMIS Valpac Glossary, 2007
<i>Note:</i>	This can happen at both undergraduate and postgraduate level. A student coming from a TVET college to a HEI will not be regarded as a transfer student, while a student moving from one HEI to another will be regarded as a transfer student.
<i>Cross-reference:</i>	<a href="#">Entering student</a> ; <a href="#">Non-entering student/returning student</a> ; <a href="#">First-time entering student</a>
<i>Applicable to:</i>	HEIs, TVET, CET and private colleges
<i>Reference code:</i>	0275



<b>Undergraduate degree</b>	
<i>Definition:</i>	Refers to bachelor's degrees, BTech and professional bachelor's degrees such as BSc (Engineering), MBChB and BFA, which are those that have an approved formal study time of three or more years.
<i>Source:</i>	DHET, Statistics on Post-School Education and Training in South Africa, 2018
<i>Note:</i>	Undergraduate degrees are on NQF levels 5 to 7 of the HEQSF.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0276

<b>Undergraduate qualification</b>	
<i>Definition:</i>	Qualification at NQF levels 5 to 7 of the HEQSF, including professional bachelor's degrees, which are at NQF level 8.
<i>Source:</i>	Adapted from the Higher Education Qualification Sub-Framework, 2013
<i>Note:</i>	Refers to a bachelor's degree, Bachelor of Technology, diplomas (including advanced diplomas), higher certificates, advanced certificates and Postgraduate Certificate in Education. It includes professional bachelor's degrees such as BSc (Engineering), MBChB and BFA, which are those that have an approved formal study time of three or more years.
<i>Cross-reference:</i>	<a href="#">Postgraduate qualification</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0277

<b>Undergraduate student</b>	
<i>Definition:</i>	A student enrolled in a bachelor's degree, Bachelor of Technology, diploma (including advanced diploma), higher certificate, advanced certificate and Postgraduate Certificate in Education. It includes students enrolled in professional bachelor's degrees such as BSc (Engineering) and MBChB, which are those that have an approved formal study time of three or more years.
<i>Source:</i>	DHET, Statistics on Post-School Education and Training in South Africa, 2018
<i>Note:</i>	Examples of undergraduate qualifications are higher certificates, advanced certificates, diplomas, advanced diplomas and bachelor's degrees.
<i>Cross-reference:</i>	<a href="#">Postgraduate student</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0278

<b>Unemployed</b>	
<i>Definition:</i>	The economic status of a student/learner enrolled at a PSET institution or a skills development provider.
<i>Source:</i>	DHET, Data Dictionary Working Group, 2017
<i>Note:</i>	Economic status classifies whether a student/learner is employed or unemployed.
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0279

<b>Unique identifier</b>	
<i>Definition:</i>	Any identifier that is assigned to a data subject and is used by a responsible party for the purposes of the operations of that responsible party and that uniquely identifies that data subject in relation to that responsible party.
<i>Source:</i>	Protection of Personal Information Act, 2013 (Act 4 of 2013)
<i>Note:</i>	A data subject is the person to whom personal information relates. Examples of unique identifiers include but are not limited to ID number, passport number, EMIS number, PERSAL number, exam centre number, etc.
<i>Cross-reference:</i>	<a href="#">EMIS number</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0280

<b>Unit standard</b>	
<i>Definition:</i>	A part-qualification registered on the NQF developed under the SAQA Act, 58 of 1995. Currently, registered unit standards remain valid until they are replaced or reach the end of their registration period.
<i>Source:</i>	SAQA, NQF Standard Glossary of Terms, 2017
<i>Note:</i>	None
<i>Cross-reference:</i>	None
<i>Applicable to:</i>	HEIs, SETAs, TVET, CET and private colleges
<i>Reference code:</i>	0281

<b>University</b>	
<i>Definition:</i>	Any institution that provides higher education on a full-time, part-time or distance basis and which is established or deemed to be established as a public higher education institution under the Higher Education Act, 101 of 1997, declared as a public higher education institution under the Higher Education Act, 101 of 1997, or registered or conditionally registered as a private higher education institution under the Higher Education Act, 101 of 1997.
<i>Source:</i>	Higher Education Act, 1997 (Act 101 of 1997)
<i>Note:</i>	This is contextualised to South Africa. A registered private higher education institution may not use the term “university” in its title unless its use is approved by the registrar.
<i>Cross-reference:</i>	<a href="#">Higher education institution</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0282

<b>University college</b>	
<i>Definition:</i>	A higher education institution providing higher education, but with a limited scope and range of operations, which meets the criteria for recognition as a university college as prescribed by the Minister under section 69(d), and (a) established, merged, converted, deemed to have been established or declared as a public university college; or (b) registered as a private university college.
<i>Source:</i>	Higher Education Amendment Act, 2016 (Act 9 of 2016)
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Higher education institution</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0283

<b>University, comprehensive</b>	
<i>Definition:</i>	An institution that provides higher education on a full-time, part-time or distance basis and which is established or deemed to be established as a public higher education institution under the Higher Education Act, 101 of 1997, declared as a public higher education institution under the Higher Education Act, 101 of 1997 Act, or registered or conditionally registered as a private higher education institution under the Higher Education Act, 101 of 1997.
<i>Source:</i>	Higher Education Act, 1997 (Act 101 of 1997)
<i>Note:</i>	This is contextualised to South Africa. A registered private higher education institution may not use the term “university” unless its use is approved by the registrar.
<i>Cross-reference:</i>	<a href="#">University of technology</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0284

<b>University of technology</b>	
<i>Definition:</i>	A university (previously called technikon) that offers a range of programmes that are vocationally and/or professionally-orientated, primarily at undergraduate level.
<i>Source:</i>	DHET, adapted from Council on Higher Education, Vital Stats: Public Higher Education, 2018
<i>Note:</i>	It is a classification of universities and offers primarily career-focused education and secondarily, professional qualifications in some areas. Career-focussed qualifications include higher certificates, diplomas and degrees that have a distinctive focus on the vocational studies (e.g. Tourism, B Engineering Technology, etc.). In the current landscape, universities of technology are Cape Peninsula University of Technology, Central University of Technology, Durban University of Technology, Mangosuthu University of Technology, Tshwane University of Technology and Vaal University of Technology.
<i>Cross-reference:</i>	<a href="#">University, comprehensive</a>
<i>Applicable to:</i>	HEIs
<i>Reference code:</i>	0285

<b>Verified data</b>	
<i>Definition:</i>	Data that has been assessed by the department for its correctness.
<i>Source:</i>	DHET, adapted from STATSSA, Concepts and Definitions for Statistics South Africa, 2017
<i>Note:</i>	Data verification is conducted on a sample of records selected for both validity and correctness.
<i>Cross-reference:</i>	<a href="#">Audited data</a>
<i>Applicable to:</i>	SETAs, TVET and CET colleges
<i>Reference code:</i>	0286

<b>Work-integrated learning (WIL)</b>	
<i>Definition:</i>	An umbrella term to describe curricular, pedagogic and assessment practices across a range of academic disciplines that integrate formal learning and workplace concerns, which culminates in a qualification or part-qualification.
<i>Source:</i>	DHET, adapted from the Council on Higher Education, Work-Integrated Learning: Good Practice Guide, HE Monitor, 2011
<i>Note:</i>	Work-integrated learning may take various forms, including simulated learning, work-directed theoretical learning, problem-based learning, project-based learning and workplace-based learning.
<i>Cross-reference:</i>	<a href="#">Workplace-based learning programme</a> ; <a href="#">Workplace-based learning</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET and private colleges
<i>Reference code:</i>	0287

<b>Workplace-based learning (WBL)</b>	
<i>Definition:</i>	An educational component of an occupational qualification that provides students with real-life work experiences where they can apply academic and technical skills and increase the prospect of employability.
<i>Source:</i>	SETAs Workplace-Based Learning Programme Agreement Regulations, 2018
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Workplace-based learning programme</a> ; <a href="#">Work-integrated learning</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET and private colleges
<i>Reference code:</i>	0288

<b>Workplace-based learning programme</b>	
<i>Definition:</i>	An intervention as contemplated in an occupational qualification where a person internalises knowledge, skills and competencies and gain insights through exposure to work by achieving specific outcomes to enhance employability.
<i>Source:</i>	SETAs Workplace-Based Learning Programme Agreement Regulations, 2018
<i>Note:</i>	None
<i>Cross-reference:</i>	<a href="#">Work-integrated learning</a> ; <a href="#">Workplace-based learning</a>
<i>Applicable to:</i>	HEIs, SETAs, TVET and private colleges
<i>Reference code:</i>	0289

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**Annexure A: Company size classification criteria as per the DTI (National Small Business Amendment Act, 26 of 2003)**

Industry code	Standard industry classification (SIC) description	Size group 4		Size group 3		Size group 2		Size group 1
		Micro and very small		Small		Medium		Large
		Minimum turnover	Maximum turnover	Minimum turnover	Maximum turnover	Minimum turnover	Maximum turnover	Minimum turnover
1	Agriculture, hunting, forestry and fishing	> 0	< =500K	> 500K	< =3M	> 3M	< =5M	> 5M
2	Mining and quarrying	> 0	< =4M	> 4M	< =10M	> 10M	< =39M	> 39M
3	Manufacturing	> 0	< =5M	> 5M	< =13M	> 13M	< =51M	> 51M
4	Electricity, gas and water supply	> 0	< =5.1M	> 5.1M	< =13M	> 13M	< =51M	> 51M
5	Construction	> 0	< =3M	> 3M	< =6M	> 6M	< =26M	> 26M
61	Wholesale and commission trade	> 0	< =6M	> 6M	< =32M	> 32M	< =64M	> 64M
62	Retail trade	> 0	< =4M	> 4M	< =19M	> 19M	< =39M	> 39M
63	Sale, maintenance and repair of motor vehicles, motorcycles; retail trade in automotive fuel	> 0	< =4M	> 4M	< =19M	> 19M	< =39M	> 39M
64	Hotels and restaurants	> 0	< =5.1M	> 5.1M	< =6M	> 6M	< =13M	> 13M
7	Transport, storage and communication	> 0	< =3M	> 3M	< =13M	> 13M	< =26M	> 26M
8	Financial intermediation, insurance, real estate and business services	> 0	< =3M	> 3M	< =13M	> 13M	< =26M	> 26M
9	Community, social and personal services	> 0	< =1M	> 1M	< =6M	> 6M	< =13M	> 13M

**N.B. Annual turnover of company: K=R1 000, M=R1 000 000**