

Appendix 5

Outcome 5: A skilled and capable workforce to support an inclusive growth path

1. National Development Plan (NDP) 2030 Vision and Trajectory

As committed by government in the National Development Plan (NDP), by 2030, South Africa should have access to education and training of the highest quality, leading to significantly improved learning outcomes. The education, training and innovation system should cater for different needs and produce highly skilled individuals. The graduates of South Africa's universities, and Technical and Vocational Education and Training (TVET) Colleges should have the skills and knowledge to meet the present and future needs of the economy and society.

Research and development should be significantly expanded to contribute towards building an inclusive society, providing equal opportunities and helping all South Africans to realize their full potential, in particular those previously disadvantaged by apartheid policies, namely black individuals, women and individuals with disabilities.

The different parts of the education system should work together allowing students to take different pathways that offer high quality learning opportunities. There should be clear linkages between schools, Adult Education and Training (AET) Centres, TVET Colleges, universities and other providers of education and training. There should also be clear linkages between education and training and the world of work. Furthermore, all people from schooling onwards should have access to quality career information and receive appropriate and adequate career guidance and advice to pursue education and training opportunities leading to a career and ultimately employment.

South Africa needs engineering skills to deliver the massive infrastructure program announced in the 2012 State of the Nation address. The country also needs sufficient doctors, nurses and health professionals in different occupational classes to deliver quality healthcare. Critically, the pool of researchers needs to expand and their productivity needs to increase significantly. Innovators are going to play a critical role in creating new products and new ways of producing existing products cheaply and more efficiently, including the delivery of public services. Research institutions and the national science and innovation system must be coordinated and collaborative. The post-school education and training sector must improve equity in access and quality of outcomes.

2. Constraints and strategic approach

Participation rates in post-school education and training is limited and affects amongst others the skills needs of the economy and society. Currently, post-school education and training is skewed towards university education which has limited access and few students that can attend. Approximately three times as many students enter universities each year compared to TVET Colleges, which is not sustainable if the skills needs of the economy and society are to be met.

About 1 million young individuals exit the schooling system annually, many of whom exit without achieving a Grade 12 certificate. Half of those who exit the schooling system do so after Grade 11, either because they do not enrol in Grade 12 or they fail Grade 12. However, only a small number of those who leave the schooling system enrol in TVET Colleges or have access to any post-school education and training. The TVET sector does not offer a solution to these students because it is characterised by limited growth in enrolments and poor throughput rates. The net effect of this is that access to post-school education and training is limited for school leavers. Few that access post-school education and training opportunities are not sufficiently prepared for the workplace due to the poor quality of education and training provided. The university sector is not an alternative for these students, and those who do make it to universities face challenges forcing them to drop out. The poor quality of the public schools system has transferred the problem to an ill-equipped university system that is failing to cope with the increased number of students and demands for academic support. The net effect is a system that is not able to produce the number and quality of graduates needed by the economy.

The TVET system has to grow substantially to be responsive to changing labour-market and individual needs, and yet be flexible enough to address skills imbalances and shortages. This requires a responsive properly planned and effective technical and vocational education and training system. A big-bang approach is not an option for this sector. The ambition to expand numbers and responsibilities of the TVET Colleges must take into cognisance the fragile state of this sub-system and the limited resources available to support its stability. The priority should first be to stabilize the system, while providing clarity about its vision and role in the post-school education and training system. This should be supported by the availability of qualified lecturers, a suitable legal framework, strong partnerships with industry and social partners. Therefore a realistic approach is to sequence the necessary reforms and set out reasonable timelines while improving the quality of its product.

3. NDP output priorities to achieve the Vision

By 2030, South Africa should have access to education and training of the highest quality, leading to significantly improved learning outcomes. The education, training and innovation system should cater for different needs and produce highly skilled individuals. The graduates of South Africa's universities and TVET Colleges should have the skills and knowledge to meet the present and future needs of the economy and society.

To achieve the above, the following outputs have been identified:

1. A credible institutional mechanism for labour market and skills planning;
2. Increase access and success in programmes leading to intermediate and high level learning;
3. Increase access to and efficiency of high-level occupationally directed programmes in needed areas; and
4. Increase access to occupationally directed programmes in needed areas and thereby expand the availability of intermediate level skills with a special focus on artisan skills.

4. Management of Implementation

The Department of Higher Education and Training, as the outcome coordinating department, will coordinate implementation forums at a technical and strategic level.

5. MTSF sub-outcomes and component actions, responsible ministry, indicators and targets

Sub-Outcome 1: A credible institutional mechanism for labour market and skills planning:

The identification of potential medium to long-term skills shortages in the country is crucial to ensuring that the social and economic needs of the country are met. To this end, information and analyses obtained through a multi-faceted approach to skills planning, must provide signals and serve as a pointer to appropriate education and training provisioning. There is therefore a need to map out the information and knowledge needs of the system, to build on what is already taking place. This will require the development and implementation of a comprehensive knowledge management system across the entire post-school education and training system. The post-school education and training system needs to be diverse and differentiated, yet coherent. We need to ensure that there is articulation and mobility between general, vocational, higher and adult education and training institutions and the workplace, with multiple entry and exit options. The post-school education and training system should comprise of an appropriate mix of institutions and programmes for a growing economy and equal society, within a globalised environment. It should provide a wide range of accessible education and training opportunities for young individuals.

Sub-Outcome 1: A credible institutional mechanism for labour market and skills planning				
Action	Minister	Indicator	Baseline	Targets
Integrate public and private institutional data into an education and training management information system	DHET	Integrated data used in analysing the post-school education and training sector	Annual publication of data for 2010, 2011 and 2012	Publication of the 2013 data by November 2014
				Continued publication on an annual basis of post-school education and training statistics with analysis
Analyse post-school education and training data beyond tables	DHET	Annual publication of key data and indicators		Improvement plan developed by 31 March 2016 based on assessment of data quality and utility report

Sub-Outcome 1: A credible institutional mechanism for labour market and skills planning				
Action	Minister	Indicator	Baseline	Targets
Establish a centralised application system	DHET	Centralised application developed	New indicator	Functional and business requirement specifications for the Central Application System for Universities developed by March 2015
				Initialise the development of the technology platform for the Central Applications system by March 2015
				Initialise research into the requirements of the PSET System for a Central Applications Systems by March 2015
				Operational system for universities by 31 March 2018
Analyse and model labour market skills using Labour Market Information (LMI)	DHET	Publication of results for analysis and modelling with implications for sector enrolments and output targets	Analysis and modelling in process	Framework for annual report consulted and approved by March 2015
				Annual report published analysing trends and forecasting skills demand based on LMI from 1 April 2016 onwards
Develop an implementation strategy on the open learning system and distance education	DHET	Implementation strategy approved and implementation commencing from 1 April 2016	Concept on open distance learning has been approved by the Minister	Draft implementation strategy developed by March 2015
				Prototype of a learning management system for Open Learning System developed by March 2015

Sub-Outcome 1: A credible institutional mechanism for labour market and skills planning				
Action	Minister	Indicator	Baseline	Targets
				Two programmes identified for implementation on the open learning system by March 2015
Review all current legislation and align to White Paper	DHET	All DHET legislations aligned to White Paper	New indicator	All legislation reviewed by 2019
	DHET	Develop policy on the implementation of community service for all graduates	New indicator	Policy document on community service for graduates by 2016

Sub-Outcome 2: Increase access and success in programmes leading to intermediate and high level learning:

The curriculum offered by post-school education and training institutions should promote critical thinking, be relevant and respond to the changing national and global environment, rapid changes in technology, changes in demographics and promote the ideas reflected in the Bill of Rights of the South African Constitution. The NDP calls for a united South Africa and has prioritised social cohesion and inclusion in society. The post-school education and training system should support institutions that develop academic programmes that prepare individuals for a role in a democratic, non-racial and non-sexist South Africa.

Sub-Outcome 2: Increase access and success in programmes leading to intermediate and high level learning				
Action	Minister	Indicator	Baseline	Targets
Plan for staffing of Community Education and Training Colleges (CETC) in line with enrolment estimates	DHET	Staffing norms for CETCs staff developed	New indicator	Staffing norms for CETCs developed by 30 June 2015

Sub-Outcome 2: Increase access and success in programmes leading to intermediate and high level learning				
Action	Minister	Indicator	Baseline	Targets
Establish protocols for the appointment of staff in CETCs	DHET	Protocols on the appointment of CETC staff developed	New Indicator	Protocols developed by June 2015
Identify sites for the establishment of CETCs	DHET	Number of CETCs to be established and expanded	New indicator	9 public institutions identified for declaration as CETCs approved by the Minister by 31 March 2015
				Plans approved by 31 December 2015 for the establishment of CETCs
Develop infrastructure and maintenance plans for CETCs	DHET	Infrastructure and maintenance plans for CETCs developed	New indicator	Macro Infrastructure and maintenance plan for CETCs developed by 31 March 2016
Finalise CETCs service delivery and governance model and standards (evaluation framework)	DHET	Service delivery model and governance standards finalised	New indicator	Draft CETCs service delivery model and governance standards developed by December 2014
				Service delivery model and governance standards finalised by 30 June 2015
Review the funding framework for CETCs	DHET	Framework for the funding of CETCs	New indicator	Ministerial Committee to review the CETC funding framework established by March 2015
				Funding framework review completed by 30 June 2016

Sub-Outcome 2: Increase access and success in programmes leading to intermediate and high level learning				
Action	Minister	Indicator	Baseline	Targets
Establish appropriate training opportunities for TVET College staff	DHET	Number of universities providing TVET qualifications	New indicator	3 Universities offering accredited TVET College qualifications in the 2015 academic year
				10 Universities offering accredited TVET College qualifications registered by 31 March 2017
	DHET	Percentage improvement in qualified lectures at TVET Colleges	To be determined	A qualifications survey will be conducted in 2014/15
				10% improvement on the 2014 baseline as determined through a DHET survey
Develop protocols on the secondment of sector specialist to work in TVET Colleges and lecturers exposed to the work place	DHET	Protocols on the secondment of sector specialist to work in TVET Colleges and lecturers exposed to the work place	New indicator	Protocols developed by 31 March 2016
				30% TVET lectures undergoing specified hours of work in their industry for specified periods every two years from 2019
Establish TVET College campuses and expand as per demand estimates and agreements	DHET	TVET College campuses to be established and expanded	New indicator	6 New TVET College campuses built by 31 December 2015
				6 new TVET College campuses established by 31 March 2019
Develop an infrastructure maintenance plan for TVET Colleges	DHET	Costed infrastructure maintenance plan developed for TVET	New indicator	Macro infrastructure plan developed for TVET Colleges by March 2017

Sub-Outcome 2: Increase access and success in programmes leading to intermediate and high level learning				
Action	Minister	Indicator	Baseline	Targets
		Colleges		
Finalise and monitor standards of good governance for TVET Colleges	DHET	Governance standards developed	New indicator	TVET governance standards developed by June 2015
				60% of institutions compliant by 2017 and increasing every year thereafter
Enrol TVET students in need of support in foundation programmes and support success rates	DHET	Number of students in foundation programmes and success rate	New indicator	5 000 TVET students enrolled in foundation programmes by 31 March 2017
				50% success rate in foundation programmes by 2018
		Throughput rates for TVET	Throughput report on student cohort for the academic period 2012 – 2014: Throughput rates : 4 % 2007 intake-2009 completion years (DHET Green post school education, 2011)	Throughput report on student cohort for the academic period 2016 – 2018 Throughput rates to be determined based on the period 2012-2014 rates

Sub-Outcome 2: Increase access and success in programmes leading to intermediate and high level learning				
Action	Minister	Indicator	Baseline	Targets
Provision of support to improve success for students	DHET	Number of students accommodated in public TVET colleges	New Indicator	Survey conducted on the number of students accommodated in TVET colleges by December 2015
				5 000 students accommodated in public TVET colleges by December 2019
		Number of qualifying TVET students obtaining financial assistance	273 679	200 000 per annum NC(V) and Report 191 students awarded bursaries by 31 March 2019
		Percentage of funded students obtaining the qualification within the stipulated time	Baseline to be established by 31 March 2015	60% of NC(V) L 4 per year funded students obtaining the qualification within the stipulated time by 31 March 2019
Strengthen TVET College examination and certification systems	DHET	Certificates issued to qualifying students within 3 months after examinations	12 months	Certificates issued to all qualifying candidates within 12 months by 31 March 2015
				Certificates issued to all qualifying candidates within 3 months by 31 March 2017
		Percentage of public TVET College examination	70%	98% by March 2015

Sub-Outcome 2: Increase access and success in programmes leading to intermediate and high level learning				
Action	Minister	Indicator	Baseline	Targets
		centres conducting national examinations and assessments in compliance with national policy by 31 March 2016		All (100%) of public TVET College examination centres conducting national examinations in compliance to national policy by 31 March 2016

Sub-Outcome 3: Increase access to high-level occupationally directed programmes in needed areas:

One of the biggest challenges facing the post-school education and training sector is its inability to reproduce itself. The academic profession is aging and requires renewal if our universities are to expand and compete on the knowledge production front. Composition of staff is still racially skewed, with white male academics dominating key areas of university and academic life, especially at historically white universities. The academic profession requires renewal if the post-school education and training system is to expand, compete and drive the knowledge economy. Thus we have to develop a new future scholar's programme, both to increase the proportion of staff with postgraduate qualifications, especially PhDs at universities, and to meet the increasing demand for professional postgraduates. We also have to ensure that as the TVET College sector expands its quality increases, it will need appropriately qualified and competent lecturing staff to respond to burgeoning student enrolments.

Sub-Outcome 3: Increase access to high-level occupationally directed programmes in needed areas				
Action	Minister	Indicator	Baseline	Targets
Improve qualifications of university academic staff	DHET	Percentage of university academic staff with PHDs	38% (2012 academic year)	39% (2013 academic year verified by 31 October 2014)
				46% (2018 academic year, verified by 31 October 2019)

Sub-Outcome 3: Increase access to high-level occupationally directed programmes in needed areas				
Action	Minister	Indicator	Baseline	Targets
Produce and retain a new generation of university academics, transforming the historical and social composition of the academic work force	DHET	Number of university academics (Black and women) in academic workforce	7 984 Blacks (2012 academic year) 7 820 Female (2012 academic year)	8 375 Blacks (2013 academic year verified by 31 October 2014) 8 051 Females (2013 academic year verified by 31 October 2014)
		Additional first-time entrants (black and women) to academic workforce in addition to normal replacement and plans	New indicator	100 (per annum) additional young (black and /or women) entrants to workforce by 2019/20
	DHET	Number of entry level academic staff provided with teaching and research development opportunities from the Teaching and Research Development Grant	50	200 academics supported through the Teaching and Research Development Grant over the 2014/15 to 2016/17 cycle
				100 academics per annum supported through the Teaching and Research Development Grant by 31 March 2019
Increase spaces for foundation programmes	DHET	Number of students in foundation programmes	16 300 (2012 academic year)	16 900 (2013 academic year verified by 31 October 2014)
				9 000 students per annum in foundation programmes (36 000 cumulative from 2014 to 2018 academic year), reported annually and verified by 31 October 2019)

Sub-Outcome 3: Increase access to high-level occupationally directed programmes in needed areas				
Action	Minister	Indicator	Baseline	Targets
Increase financial aid for qualifying students	DHET	Number of eligible university students obtaining financial assistance	194 504 (2012 academic year)	205 000 eligible students obtaining financial assistance annually from 2015 academic year
Develop plan for financial collection mechanism from students who were funded through NSFAS		Improved system of collecting funds from those funded through NSFAS	Integrated plan developed for improving collection	Improved system of collecting funds from those funded through NSFAS developed by 31 March 2016
Develop funding framework for the university sector	DHET	A new university funding framework	New indicator	Funding framework developed for public consultation and comment by 31 March 2015
				Revised funding framework for universities developed by 31 March 2016 and implemented for the 2019 academic year
Improve and monitor articulation across education systems	DHET	Monitoring and evaluation report on Articulation implementation approved by 31 March 2019	Report on articulation proposals by Ministerial Task Team and SAQA has been published for public comment	Draft policy based on report by March 2015
				Policy based on the report implemented by 31 March 2017
				Monitoring and Evaluation report on Articulation implementation approved by 31 March 2019
Increase the number of doctoral graduates from universities	DHET	Number of doctoral graduates from	1 870 (2012 academic year)	1 950 (2013 academic year verified by 31 October 2014)

Sub-Outcome 3: Increase access to high-level occupationally directed programmes in needed areas				
Action	Minister	Indicator	Baseline	Targets
		universities		2400 per annum (12 000 cumulative from 2014 to 2018 academic year) reported annually and verified by 31 October 2019)
				Throughput report on 2010 student cohort (academic period 2010 – 2018) (2018 academic year, reported and verified by 31 October 2019); Throughput rates to be determined by March 2015
Develop macro infrastructure plans for universities	DHET	Macro infrastructure and maintenance plans for the university sector	New indicator	University plans will be analysed and a macro infrastructure plan for the system developed by March 2015
				Plans submitted by 30 June 2015 for negotiation and finalisation during 2016 budget round
Quality Enhancement Project (QEP) as proposed by CHE implemented	DHET	Phases of QEP completed (Institutional reports delivered)	New system of quality enhancement	Institutions will be submitting baseline data and 2 workshops are planned by March 2015
				First phase of QEP completed by 30 June 2016 and second phase by 30 June 2018
Finalise and monitor standards of good governance for universities	DHET	Proportion of institutions meeting standards of	New indicator	Standards ready by 31 March 2016

Sub-Outcome 3: Increase access to high-level occupationally directed programmes in needed areas				
Action	Minister	Indicator	Baseline	Targets
		good governance		70% of institutions (by student numbers) compliant by 31 March 2017 and up to 95% by 31 March 2019
Expand access to communication technology	Department of Science and Technology	Average amount of bandwidth per SANReN site per annum	2 200 Mbps average bandwidth capacity available per SANReN site by 31 March 2014	2800 Mbps average bandwidth capacity available per SANReN site by 31 March 2015
				3500 Mbps average bandwidth capacity available per SANReN site by 31 March 2019
Support postgraduate students through the awarding of bursaries	Department of Science and Technology	Number of post-graduates funded through DST per annum	3704 Masters 2265 Doctoral 653 Post-doctoral by 2014	4 671 Masters 2665 Doctoral 690 Post-doc by 2015
				27 411 Masters 15 209 Doctoral 3 682 Post-doctoral by 2019
Awarding of research infrastructure grants to higher education institutions, science councils and national facilities	Department of Science and Technology	Number of research infrastructure grants awarded	53 Research infrastructure grants awarded by 2014	60 research infrastructure grants awarded to higher education institutions, science councils, national facilities of the NRF, museums by March 2015
				330 Research infrastructure grants awarded to higher education institutions, science councils, national facilities of the NRF, museums by March 2019
Increasing the number of research outputs by NRF-funded	Department of Science and Technology	Number of Institutes for Scientific Information (ISI) accredited research	5 500 ISI-accredited research articles published by NRF-	5 700 ISI accredited research articles published by NRF-funded researchers by 31 March 2015

Sub-Outcome 3: Increase access to high-level occupationally directed programmes in needed areas				
Action	Minister	Indicator	Baseline	Targets
researchers		articles published by NRF-funded researchers as reflected in the NRF projects reports	funded researchers (2012)	33 700 ISI accredited research articles published by NRF-funded researchers by 31 March 2019
Increasing a number of research grants awarded to researchers	Department of Science and Technology	Total number of researchers awarded research grants through NRF-managed programmes as reflected in the NRF project reports	3 076 researchers awarded research grants through NRF-managed programmes by 31 March 2014	3 876 researchers awarded research grants through NRF-managed programmes as reflected by the NRF project reports by 31 March 2015
				22 032 researchers awarded research grants through NRF-managed programmes as reflected by the NRF project reports by 31 March 2019
Increasing percentage of graduates with ICT skills	Department of Telecommunication and Postal Services (DTPS)	Percentage graduates with ICT skills	Survey to determine the baseline by 2014	Survey results by March 2015
				80% (2019)

Sub-Outcome 4: Increase access to occupationally-directed programmes in needed areas and thereby expand the availability of intermediate level skills with a special focus on artisan skills:

The South African post-school education and training system suffers from negative reputation problems which are compounded by limited post-labour market prospects for graduates from both public TVET Colleges as well as universities. This is partly due to a weak 'systemic' relationship between the state, the education and training provider system and the main economic actors, the employers. Technical and vocational education and training in particular, which has a strong workplace learning component, requires partnership arrangements between government (various government departments), education institutions, employer bodies, trade unions, industry and Sector Education and Training Authorities (SETA). This partnership needs to be properly regulated to serve the national skills needs rather than the needs of a few

employers. Business already contributes a significant amount of money through the skills development levy, which provides a basis for a policy discussion on an agreed upon partnership to strengthen workplace-based training and experiential opportunities.

Sub-Outcome 4: Increase access to occupationally-directed programmes in needed areas and thereby expand the availability of intermediate level skills with a special focus on artisan skills:				
Action	Minister	Indicator	Baseline	Targets
Develop strategy for improving trade test pass rates (including INDLELA)	DHET	National artisan learners trade test pass percentage (including INDLELA)	45% pass rate	Strategy to improve pass rate finalised and approved for implementation from 1 April 2015
				65% pass rate by 2019
Increase the number of qualified artisans	DHET	New artisans qualified	18 110 artisans qualified	19 000 artisan candidates found competent nationally by 31 March 2015
				24 000 artisans qualified per annum by 31 March 2019
Finalise and monitor standards of good governance for SETAs	DHET	Proportion of SETAs meeting standards of good governance	New indicator	Draft Charter for Good Governance by March 2015
				Good governance standards finalised by 31 March 2016
				60% of SETAs meeting good governance standards by March 2019
Increase opportunities for workplace-based learning and experience	DHET	Number of work based learning opportunities by 31 March 2019	49 678 work based learning opportunities	37 000 work based learning opportunities by 2014/15
				140 000 work based learning opportunities by 31 March 2019

6. Impact indicators

The indicators below will be monitored to assess the impact of the actions above on the availability of a skilled and capable workforce to support an inclusive growth path.

	Impact Indicator	Minister responsible for reporting on the indicator	Baseline	2019 Target
1	Number of headcount enrolments in TVET Colleges	DHET	670 455	800 000 Headcount enrolments in TVET Colleges by 31 December 2014 1 238 000 Headcount enrolments in TVET Colleges by 2018
2	Certification rates in TVET qualifications	DHET	NC(V) L4: 37%	NC(V) L4: 57% (2014) NC(V) L4: 65% (2019)
			N3: 51%	N3: 50% (2014) N3: 65% (2019)
			N6: 41%	N6: 50% (2014) N6: 65% (2019)
4	Number of students enrolled in public higher education studies universities by 2018/19	DHET	950 000 (2012 academic year)	972 000 HEMIS audited students enrolments in higher education studies at universities (2013 academic year, verified by October 2014)

	Impact Indicator	Minister responsible for reporting on the indicator	Baseline	2019 Target
				1 070 000 students enrolled in higher education studies at universities (2018 academic year, reported and verified by 31 October 2019)
5	Number of graduates in Engineering Sciences from universities	DHET	9 974 (2012 academic year)	10 000 Graduates in Engineering Sciences from universities for 2013 academic year, verified through HEMIS audits by October 2014
				57 000 Graduates in Engineering Sciences from universities (cumulative from the 2014 to 2018 academic year, reported and verified by 31 October 2019)
6	Number of graduates in Human Health and Animal Health from universities	DHET	8 015 (2012 academic year)	8 100 Graduates in Human Health and Animal Health from universities for 2013 academic year, verified through HEMIS audits by October 2014
				45 000 Graduates in Human Health and Animal Health from universities (cumulative from the 2014 to 2018 academic year, reported and verified by 31 October 2019)
7	Number of graduates in Natural and Physical Sciences from universities	DHET	6 366 (2012 academic year)	6 550 Graduates in Natural and Physical Sciences from universities for 2013 academic year, verified through HEMIS audits by October 2014

	Impact Indicator	Minister responsible for reporting on the indicator	Baseline	2019 Target
				36 000 Graduates in Natural and Physical Sciences from universities (cumulative from the 2014 to 2018 academic year, reported and verified by 31 October 2019)
8	Number of graduates in initial Teacher Education from universities	DHET	13 740 (2012 academic year)	14 800 Graduates in initial Teacher Education from universities for 2013 academic year, verified through HEMIS audits by October 2014
				99 000 Graduates in initial Teacher Education from universities (cumulative from the 2014 to 2018 academic year, reported and verified by 31 October 2019)
9	Number of Research Masters graduates	DHET	6 076 (2012 academic year)	5 387 Research Masters graduates from universities for 2013 academic year, verified through HEMIS audits by October 2014
				34 000 Research Masters graduates from universities (cumulative from the 2014 to 2018 academic year, reported and verified by 31 October 2019)

	Impact Indicator	Minister responsible for reporting on the indicator	Baseline	2019 Target
10	Success rates at Universities	DHET	76% (2012 academic year)	76% HEMIS audited success rates of students enrolled at universities for the 2013 academic year verified by October 2014 83% (2018 academic year, reported and verified by 31 October 2019)
11	Higher education undergraduate success rates (contact)	DHET	79% (2012 academic year)	79% (2013 academic year) 81% (2018 academic year, reported and verified by 31 October 2019)
12	Higher education undergraduate success rates (distance)	DHET	69% (2012 academic year)	69% (2013 academic year) 71% (2018 academic year, reported and verified by 31 October 2019)
14	National artisan learners trade test pass percentage (including INDLELA)	DHET	45%	48% National artisan learners passing their trade test (including INDLELA) (2014) 65% National artisan learners passing their trade test (including INDLELA)
15	Percentages of national artisan learners employed or self-employed	DHET	65% (2005 HSRC research Report)	80% of national qualified artisan learners employed or self-employed (2019)