



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Qualification Profile of Lecturers Employed in Public Community Education and Training Colleges

2018

**Compiled by
Directorate: Teacher Education
Chief Directorate: Teaching, Learning and Research Development**

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Qualification Profile of Lecturers Employed in Public Community Education and Training Colleges, 2018 Report

Director-General Approval

I have reviewed this report and noted its contents.

Dr N Sishi

Date:

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Table 1: Abbreviations

Adv. Cert. (ACET)	Advanced Certificate in Education in Adult Community Education and Training
Adv. Dip. (ACET)	Advanced Diploma in Adult Community Education and Training
Adv. Dip. (ACETT)	Advanced Diploma in Education in Adult Community Education and Training Teaching
B Ed (ACET)	Bachelor of Education in Adult Community Education and Training
CET	Community Education and Training
Dip. (ACET)	Diploma in Adult Community Education and Training
HETIS	Higher Education and Training Information System
ISCED	International Standard Classification of Education
NQF	National Qualifications Framework
PGDip (ACET)	Postgraduate Diploma in Adult Community Education and Training
TQP	Teaching Qualifications and Policy
UNESCO	United Nations Educational, Scientific and Cultural Organization

Table 2: Levels of qualifications held by CET lecturers on the National Qualifications Framework and their alignment to the UNESCO ISCED levels

NQF LEVELS	QUALIFICATIONS	UNESCO ISCED Levels
4	National Certificate	3
5	Nated certificates (N4-N6)	4
	Higher Certificate	5
6	Diploma	6
	Advanced Certificate	
7	Bachelor's Degree	6
	Advanced Diploma	
8	Bachelor Honours Degree	7
	Postgraduate Diploma	
	Bachelor's Degree (480 credits)	
9	Master's Degree	7
	Master's Degree (Professional)	
10	Doctoral Degree	8
	Doctoral Degree (Professional)	

Purpose of the report

The Qualification Profile of Lecturers Employed in Public Community Education and Training Colleges in South Africa, report is to conduct a need analysis for the development of qualifications aligned to the Policy on Minimum Requirement for Programmes Leading to Qualifications for Educators and Lecturers in Adult Community Education and Training (DHET, 2015) by determining the current highest qualification an individual lecturer have completed.

Generation of the report

The Department of Higher Education and Training conducts an annual survey of public and private Community Education and Training (CET) colleges which uses a standard electronic questionnaire to collect a wide range of information. This includes information on lecturers teaching in the colleges, including the qualifications they hold. The data is collected on a specific day each year.

The information is collated at college level, checked and captured using an electronic application which is then submitted to the national department. Further checking and cleaning of data, identification of gaps and inconsistencies and corrections of these happen at national level and the process results in a reliable access database which can be used to draw datasets and develop reports such as the one presented here.

In using the information presented in this report, a factor that must be kept in mind is that staff do not fill in all parts of the questionnaire, and the goal is to get all them to do so. In 2018, they were 12265 and 11 865 lecturers from public institutions completed the questionnaire. Therefore the report is based on 97% (11 865) sample of lecturers, deemed to be large enough to provide a fair estimate of lecturer qualification profiles in the CET college sector.

However, as the report is not based on a full data set, the information presented in this report should be regarded as indicative rather than definitive.

Process to determine qualification status of CET lecturers

The Teaching Qualifications and Policy (TQP) Directorate at the Department of Higher Education and Training has the function of evaluating qualifications for employment in education. Officials in the directorate are specialists in determine the professional status of applicants for teaching in a specific sector based on the set of qualifications they put forward for evaluation.

Three TQP officials worked with the qualification profile of lecturers captured in the extract from the national database and:

1. Determined the qualification status of each.
2. Identified what CET qualification would be suitable as a next step in a development trajectory for each lecturer.

Table 3: Categories of qualification status of lecturers

Categories	Definition
Unqualified lecturers	<p>Lecturers who do not hold an academic qualification that represents at least three years of post-school full-time study and deemed to be at NQF level 6 or above, nor do they hold a professional (teaching) qualification.</p> <p>These lecturers would need to complete academic and professional studies at an appropriate level in order to be deemed professionally qualified.</p> <p>Appropriate qualifications in the Policy on Minimum Requirement for Programmes Leading to Qualifications for Educators and Lecturers in Adult Community Education and Training (DHET, 2015) that would meet the needs of this group of lecturers are:</p> <ul style="list-style-type: none"> • Diploma in Adult Community Education and Training • Bachelor of Education in Adult Community Education and Training
Unqualified	Lecturers who completed school leaving certificate and/ or Nated certificates (i.e. N3-N6 certificates) and deemed to be NQF level 4-5.
Academically qualified but professionally	Lecturers who hold an academic qualification that represents at least three years of post-school full-time study and deemed to be at NQF level 6 or above, but who do not hold a professional teaching qualification.

unqualified	<p>Appropriate qualifications in the Policy on Minimum Requirement for Programmes Leading to Qualifications for Educators and Lecturers in Adult Community Education and Training (DHET, 2015) that would meet the needs of this group of lecturers is the:</p> <ul style="list-style-type: none"> • Advanced Diploma in Adult Community Education and Training Teaching
Academically qualified and professionally qualified, but for the schooling sector.	<p>These are lecturers who trained and qualified as school teachers, but who are now teaching in a CET college.</p> <p>Appropriate qualifications in the Policy on Minimum Requirement for Programmes Leading to Qualifications for Educators and Lecturers in Adult Community Education and Training (DHET, 2015) that would meet the needs of this group of lecturers is the:</p> <ul style="list-style-type: none"> • Advanced Certificate in Adult Community Education and Training.
Academically and professionally qualified as a college lecturer	<p>These are lecturers who hold academic and/or professional qualifications that enable them to be recognised as fully qualified to teach in the college sector.</p> <p>These lecturers would be able to pursue higher level postgraduate qualifications that deepen the expertise in their disciplines or that develop expertise in role specialisations applicable to the college sector.</p> <p>Appropriate qualifications in the Policy on Minimum Requirement for Programmes Leading to Qualifications for Educators and Lecturers in Adult Community Education and Training (DHET, 2015) that would meet the needs of this group of lecturers are:</p> <ul style="list-style-type: none"> • Postgraduate Diploma in Adult Community Education and Training

	<ul style="list-style-type: none"> • Bachelor of Education Honours in Adult Community Education and Training • Postgraduate qualifications at levels 9 and 10 on the NQF
Diploma in Grade R	<p>Kindly note that the Diploma in Grade R has not been recognised as a full school teaching qualification. The purpose of the Diploma in Grade R Teaching is to develop teachers who can demonstrate general principles, as well as focused knowledge and skills appropriate or Grade R teaching.</p> <p>Although is it an NQF level 6 qualification holders of this qualification are considered professionally and academically unqualified. In order to gain a professional status as a CET College lecturer holder of this qualification will have to complete a Diploma / Bachelor of Education in Adult Community Education and Training with a possibility for Advanced Credit standing or Credit Accumulation and Transfer.</p>

SECTION A

NATIONAL PROFILE OF LECTURERS IN PUBLIC ADULT AND COMMUNITY EDUCATION AND TRAINING INSTITUTIONS

Table 4: Number of staff by Gender and Population group in 2018

Staff Category	Female	Male	Total	African	Coloured	Indian/Asian	Other	White	Total
Lecturing staff	9 470	2 795	12 265	11 852	357	13	3	40	12 265
Management staff	7	22	29	23	6	0	0	0	29
Support staff	675	355	1 030	951	77	0	0	2	1 030
Grand total	10 152	3 172	13 324	12 826	440	13	3	42	13 324

In 2018, a total staff complement of 13 324, lecturers made up 92.1% (12 265), management staff made up 0.2% (29) and support staff made up 7.7% (1 030): The lecturing staff, males constituted 23% (2 795) and females constituted 77% (9 470) of a total lecturing staff complement of 12 265; the management staff, 76% (22) were male, and 24% (7) were female of a total management staff complement of 29 and 34% (355) of the support staff were male whilst 66% (675) were female.

Black Africans by far made up the largest proportion of the 13 324 staff population who declared population designation, constituting 96% (12 826), followed by Coloureds 3%(440), Whites, Indians and the staff that did not declare share 1% of the total staff employed and recorded in 2018. The trend existed for staff in the management, lecturing and support staff categories

Figures 1: Gender and Population group

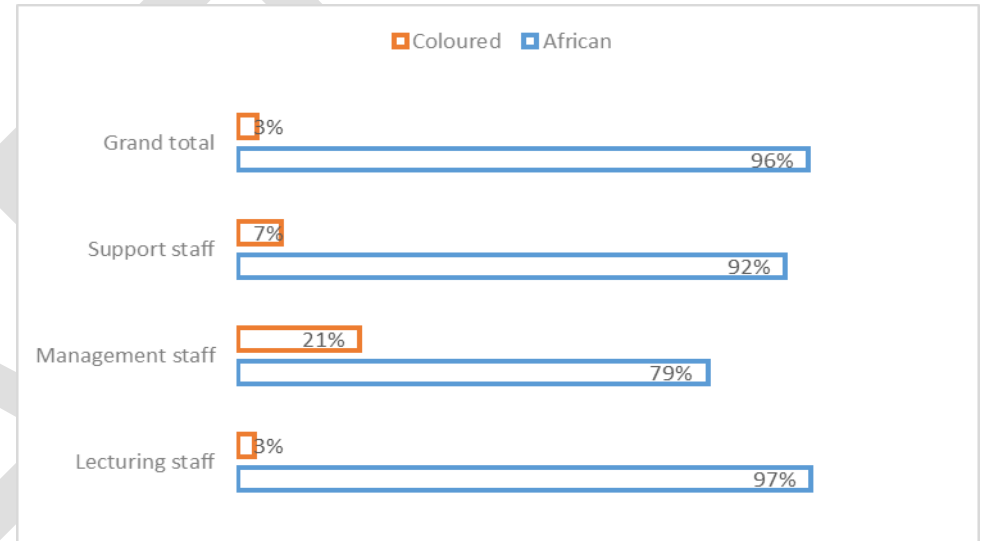
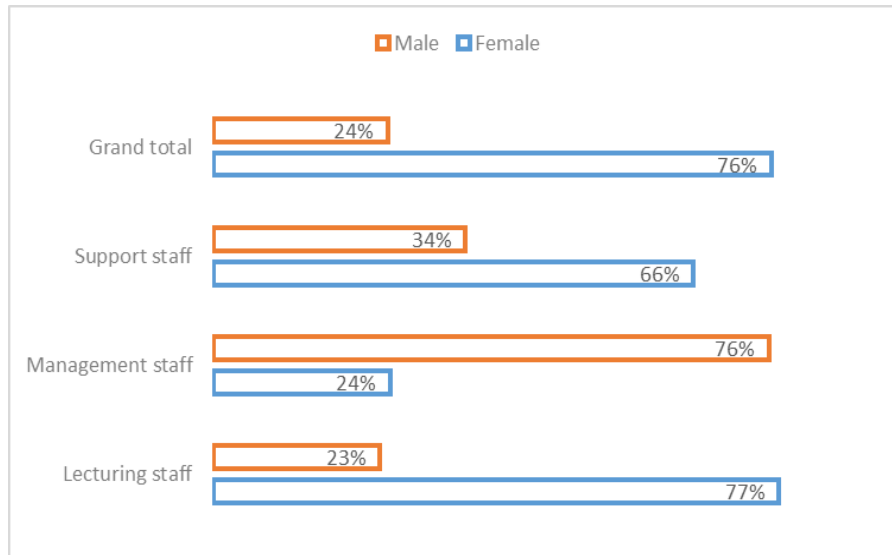
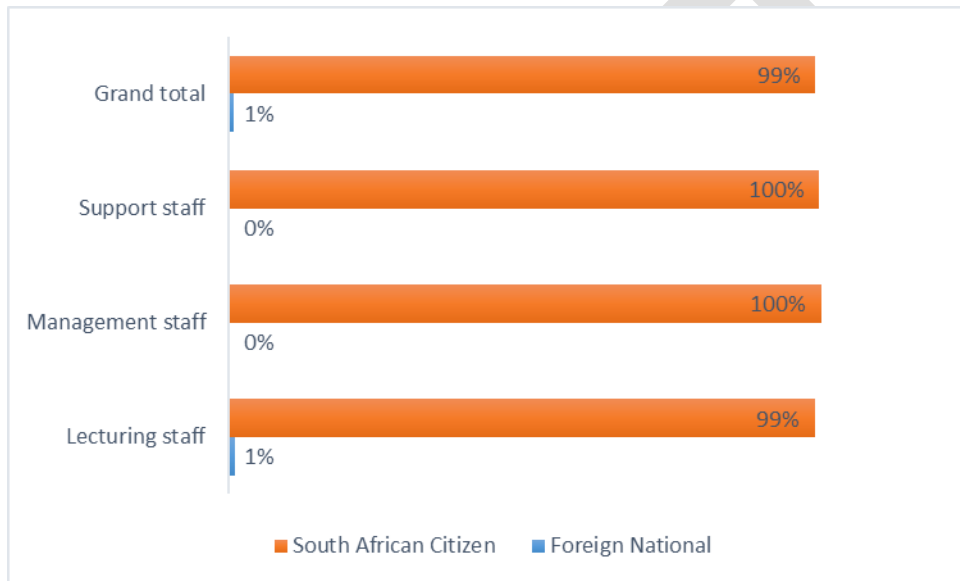


Table 5: Number of staff by Nationality in 2018

Staff Category	Foreign National	South African	Total
Lecturing staff	129	12 136	12 265
Management staff	0	29	29
Support staff	3	1027	1 030
Grand total	132	13 192	13 324

Figure 2: Nationality



In 2018 the majority of CET college staff are South African nationals which was 99% (13 192) and 1% (132) were Foreign Nationals. Of the 132 Foreign Nationals employed in the public CET college sector, 129 (98%) were employed as lecturers.

Table 6: Number of staff by Home Language in 2018

Staff Category	Afrikaans	English	IsiNdebele	IsiXhosa	IsiZulu	Other	SA SL	Sepedi	Sesotho	Setswana	Siswati	Tshivenda	Xitsonga	Total
Lecturing staff	355	114	201	2 629	3 657	24	6	1 445	944	1 249	641	427	573	12 265
Management staff	4	2	1	1	5	0	0	6	2	5		2	1	29
Support staff	70	16	17	409	123	0	0	72	161	117	11	13	21	1 030
Grand total	429	132	219	3 039	3 785	24	6	1 523	1 107	1 371	652	442	595	13 324

Figure 3: Home Language

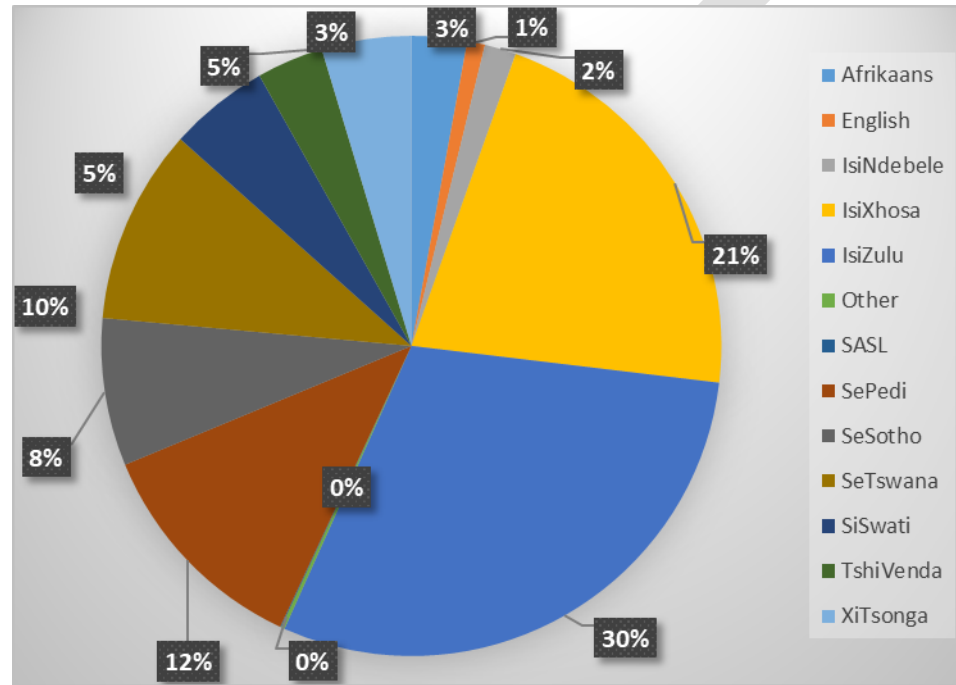


Table 6 shows that the majority of lecturers declared IsiZulu (3 785), IsiXhosa (3 039), sePedi (1 523), seSotho (1 107), Afrikaans (429), Tshivenda (442) and as home language and English (132),

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SECTION B

AGE PROFILE OF LECTURERS IN PUBLIC ADULT AND COMMUNITY EDUCATION AND TRAINING INSTITUTIONS THAT COMPLETED THE QUESTIONNAIRE

Table 7: Number of community education and training lecturers by age categories in 2018

		Age Band							
Province	Gender	<30	30-40	41-50	51-60	61-65	Older than 65 years	Undefined	Grand Total
Eastern Cape	Female	3	287	765	513	49	18	3	1 638
	Male	2	111	100	77	10	2	3	305
TOTALS		5	398	865	590	59	20	6	1 943
Free State	Female	9	157	257	146	15	1	45	630
	Male	3	106	95	38	7	3	1	253
TOTALS		12	263	352	184	22	4	46	883
KwaZulu-Natal	Female	133	734	742	543	106	25	2	2 285
	Male	57	235	152	99	21	3	2	569
TOTALS		190	969	894	642	127	28	4	2 854
GP	Female	26	237	449	458	126	31	9	1 336
	Male	18	200	241	199	41	11	11	721
TOTALS		44	437	690	657	167	42	20	2 057
Limpopo	Female	2	88	331	531	97	14	0	1063
	Male	0	53	58	94	14	1	0	220
TOTALS		2	141	389	625	111	15	0	1 283
Mpumalanga	Female	13	165	374	479	69	8	1	1 109
	Male	3	32	36	44	12	2	1	130
TOTALS		16	197	410	523	81	10	2	1 239
Northern Cape	Female	0	14	41	42	8	4	0	109
	Male	1	5	13	15	1	1	0	36
TOTALS		1	19	54	57	9	5	0	145
North West	Female	5	164	286	227	44	10	0	736
	Male	0	73	95	52	9	5	0	234
TOTALS		5	237	381	279	53	15	0	970
Western Cape	Female	8	41	73	113	33	15	2	285
	Male	5	23	48	98	15	10	7	206
TOTALS		13	64	121	211	48	25	9	491
RSA	Female	199	1 887	3 318	3 052	547	126	62	9 191
	Male	89	838	838	716	130	38	25	2 674
Total		288	2 725	4 156	3 768	677	164	87	11 865

In 2018, of the 11 865 lecturers that provided qualification information, the age profile for 11 778 lecturers could be determined with 87 that could not be determined since there were no valid ID numbers provided: The majority of lecturers (6 881 or 58.4%) are between 30 and 50 years old; 3 768 or 37.7% of lecturers are between 51-60 years old; and 677 or 5.7% of lecturers are between 51-60 years old.

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SECTION C

QUALIFICATION STATUS OF LECTURERS IN PUBLIC COMMUNITY EDUCATION AND TRAINING INSTITUTIONS

Table 8: Number of community education and training lecturers by qualification status by province by nature of appointment

Province	Gender	Qualification Status				Totals
		Academically and Professionally qualified as a college lecturer	Academically and Professionally qualified as a school teacher	Academically qualified/ Professionally unqualified	Unqualified	
Eastern Cape	Female	565	626	14	433	1 638
	Male	64	80	4	157	305
TOTALS		629	706	18	590	1 943
Free State	Female	236	172	65	157	630
	Male	60	51	52	90	253
TOTALS		296	223	117	247	883
KwaZulu-Natal	Female	303	584	156	1242	2 285
	Male	39	161	62	307	569
TOTALS		342	745	218	1549	2 854
GP	Female	708	457	51	120	1 336
	Male	281	238	64	138	721
TOTALS		989	695	115	258	2 057
Limpopo	Female	699	198	12	154	1 063
	Male	102	37	6	75	220
TOTALS		801	235	18	229	1 283
Mpumalanga	Female	701	209	8	191	1 109
	Male	68	29	4	29	130
TOTALS		769	238	12	220	1 239
Northern Cape	Female	18	27	5	59	109
	Male	6	11	1	18	36
TOTALS		24	38	6	77	145
North West	Female	546	66	4	120	736
	Male	165	27	3	39	234
TOTALS		711	93	7	159	970
Western Cape	Female	55	186	5	39	285
	Male	27	150	15	14	206
TOTALS		82	336	20	53	491
RSA	Female	3 831	2 525	320	2 515	9 191
	Male	812	784	211	867	2674
Totals		4 643	3 309	531	3 382	11 865

In 2018 there were 11 865 lecturers that provided qualification information which enabled qualification status to be determined: 3 382 (29%) were deemed to be unqualified; 531 (4.5%) were deemed to be academically qualified and professionally unqualified; 3 309 (27.9%) were deemed to be academically and professionally qualified but for the schooling sector; and 4 643 (39.1%) were deemed to be academically and professionally qualified for the CET sector.

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SECTION D

EXTENT TO WHICH CET COLLEGE LECTURERS NEED ACCESS TO THE RANGE OF QUALIFICATIONS DESCRIBED IN THE POLICY ON MINIMUM REQUIREMENT FOR PROGRAMMES LEADING TO QUALIFICATIONS FOR EDUCATORS AND LECTURERS IN ADULT COMMUNITY EDUCATION AND TRAINING (DHET, 2015)

Table 9: CET lecturers requiring specific qualifications as the next step on a qualification development pathway by province and by nature of appointment

Province	Gender	Next possible qualification				TOTAL
		Dip. (ACET) or B.Ed (ACET)	Adv (ACETT)	Dip. Adv.Cert (ACET)	Adv.Dip. (ACET); PG Dip (ACET) Honours; Masters; PhD	
Eastern Cape	Female	433	14	626	565	1 638
	Male	157	4	80	64	305
TOTALS		590	71	706	629	1 943
Free State	Female	157	65	172	236	630
	Male	90	52	51	60	253
TOTALS		247	115	223	296	883
KwaZulu-Natal	Female	1242	156	584	303	2 285
	Male	307	62	161	39	569
TOTALS		1549	217	745	342	2 854
GP	Female	120	51	457	708	1 336
	Male	138	64	238	281	721
TOTALS		258	87	695	989	2 057
Limpopo	Female	154	12	198	699	1 063
	Male	75	6	37	102	220
TOTALS		229	26	235	801	1 283
Mpumalanga	Female	191	8	209	701	1 109
	Male	29	4	29	68	130
TOTALS		220	12	238	769	1 239
Northern Cape	Female	59	5	27	18	109
	Male	18	1	11	6	36
TOTALS		77	6	38	24	145
North West	Female	120	4	66	546	736
	Male	39	3	27	165	234
TOTALS		159	13	93	711	970
Western Cape	Female	39	5	186	55	285
	Male	14	15	150	27	206
TOTALS		53	20	336	82	491
RSA	Female	2 515	320	2 525	3 831	9 191
	Male	867	211	784	812	2 674
Totals		3 382	531	3 309	4 643	11 865

In 2018 there were 11 865 lecturers that provided qualification information which enabled qualification status to be determined: 3 382 (28.5%) lecturers require an initial professional qualification, the Dip. (ACET) or the B Ed (ACET); 531 (4.5%) lecturers require the capping initial professional qualification, the Adv. Dip. (ACETT); 3 309 (27.9%) lecturers require the retraining qualification, the Adv. Cert (ACET); and 4 643 (39.1%) lecturers can proceed to relevant postgraduate qualifications in Adult and Community Education and Training.

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SECTION E

EXTENT TO WHICH CET COLLEGE LECTURERS QUALIFICATIONS ARE ALIGNED TO THE NATIONAL QUALIFICATION FRAMEWORK ACT 67 OF 2008 AND UNESCO ISCED LEVELS

Table 10: Number of community education and training lecturers by qualification status, NQF level and UNESCO ISCED level

NQF Level	NQF Total	Level	ISCED Total	Level	ISCED Level
4		2 129		2 129	3
5		1 015		1 015	4
6		7 110		7 110	5
7		1 216		1 216	6
8		387		387	
9		6		6	7
10		2		2	8
TOTAL		11 865		11 865	

In 2018, 11 865 lecturers provided qualification information:

- 2 129 held a highest qualification deemed to be at ISCED 3.
- 1 015 held a highest qualification deemed to be at ISCED 4.
- 7 110 held a highest qualification deemed to be at ISCED 5.
- 1 603 held a highest qualification deemed to be at ISCED 6.
- 6 held a highest qualification deemed to be at ISCED 7.
- 8 held a highest qualification deemed to be at ISCED 8.