

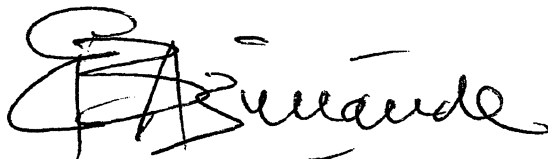
**DEPARTMENT OF HIGHER EDUCATION AND TRAINING
DEPARTEMENT VAN HOËR ONDERWYS EN OPLEIDING**

No. 202

28 March 2014

DEPARTMENT OF HIGHER EDUCATION AND TRAINING**DHET 009: Standard for the Publication of Post-School Education and Training Statistics Reports in South Africa**

I, Bonginkosi Emmanuel Nzimande, MP, Minister of Higher Education and Training, in terms of section 41B(1) and (4) of the Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006) and section 25B of the Adult Education and Training Act, 2000 (Act No. 52 of 2000); read with section 3 of the Higher Education Act, 1997 (Act No. 101 of 1997); section 8(2)(b) of the National Qualifications Framework Act, 2008 (Act No. 67 of 2008); section 5(1)(a)(i) of the Skills Development Act, 1998 (Act No. 97 of 1998) and the Higher Education and Training Information Policy No 36973 of November 2013, hereby publish the standard DHET009: Standard for the Publication of Post-School Education and Training Statistics Reports in South Africa as set out in the Schedule.

**Dr BE Nzimande, MP****Minister of Higher Education and Training**

Date:

04/03/14

HIGHER EDUCATION AND TRAINING INFORMATION STANDARD

DHET 009

Standard for the Publication of Post-School Education and Training Statistics Reports in SA

March 2014



**higher education
& training**

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1. ABBREVIATIONS AND ACRONYMS

AET	Adult Education and Training
CEO	Chief Executive Officer
DHET	Department of Higher Education and Training
DG	Director-General
FET	Further Education and Training
HETIS	Higher Education and Training Information System
ISBN	International Standards Book Number
SETA	Sector Education and Training Authority

2. DEFINITIONS OF TERMS

‘Adult education and training centre’ means a centre, either public or private, providing adult education and training as contemplated in the Adult Education and Training Act, 2000 (Act 52 of 2000)

‘DHET entities’ refers to those public entities listed in Part A (National Public Entities) of Schedule 3 for the Public Finance Management Act (PFMA) that report to the Minister of Higher Education and Training. These are Sector Education and Training Authorities (SETAs), Quality Councils (QCs), the South African Qualifications Authority (SAQA) and the National Student Financial Aid Scheme (NSFAS)

‘Further education and training’ means all learning and training programmes leading to qualifications above the general education but below higher education level as contemplated by the National Qualifications Framework, 2008

‘HETIS’ is the higher education and training information system including all processes, rules, standards, and responsibilities for information collection and management in the post-school sector

‘HETIS officer’ means an official charged with certain responsibilities regarding post-school education and training information in terms of this standard

‘National data and statistics’ means data and statistics used in the public domain that are sustainable but have not been designated as official by the Statistician-General as contemplated by the Statistics Act, 1999 (Act 6 of 1999)

‘Post-school’ refers to all education for people who have left school, as well as for those adults who have never been to school but require education opportunities

3. PREAMBLE

- 3.1 The Department of Higher Education and Training (DHET), in specifying the rules for the publication of post-school education and training statistics, aims to establish standards to ensure that the statistical reports produced provide relevant, timeous and accurate information that will assist in planning, decision-making, monitoring and evaluation at all levels.

4. PURPOSE

- 4.1 The purpose of this standard is to specify the rules for the publication of statistical reports on the post-school education and training sector in order to ensure the quality of such publications. This standard is supplementing Higher Education and Training Information Policy published in terms of government gazette no 36973 of November 2013.

5. SCOPE AND APPLICABILITY

- 5.1 This standard is applicable to statistical reports published by the DHET.

6. APPROVAL OF POST-SCHOOL EDUCATION AND TRAINING STATISTICS AND PUBLICATIONS

- 6.1 All post-school education and training statistical reports produced by the Department of Higher Education and Training should be approved by the Director-General.

7. COVER PAGE

- 7.1 The cover page of a statistical publication should display the DHET branding colours, namely green and gold and should include the logo of the relevant organisation.
- 7.2 The title of the report should reflect the year or the period over which the statistics are applicable.
- 7.3 The Copyright section should include:
- 7.3.1 Name of the department in full – Department of Higher Education and Training;
 - 7.3.2 Contact details of the department –123 Francis Baard Street, Pretoria SA. Private Bag x174, Pretoria, 0001. Tel: +27 12 312 6212 Fax +27 12 326 2069 Web: www.dhet.gov.za;
 - 7.3.3 A copyright symbol, year and the name of the department as the copyright holder;
 - 7.3.4 The disclaimers;
 - 7.3.5 An International Standards Book Number (ISBN); and
 - 7.3.6 Authority to use the contents with a statement of acknowledgement as the source of information.
- 7.4 The foreword statement from the Director-General should be included. This statement provides background information regarding the report.
- 7.5 If the report has used some abbreviations, acronyms and symbols, the list of abbreviations, acronyms and symbols should be presented before the table of contents. This will ensure that the reader can refer to it immediately.

- 7.6 Table of contents should be included. This should be written so as to help the reader to understand the organisation and scope of the report.
- 7.7 If a report contains figures, a list of figures must be included in the table of contents.

8. TABLES

- 8.1 The table should have a number and title placed above the data. The title should describe content information.
- 8.2 If a table or data in a table was obtained from a reference source, a source line that identifies the reference should be written below the table.
- 8.3 The units of measurement should be included in the table title.
- 8.4 If data is not available for a particular cell, a dash (-) should be used.
- 8.5 If information is not applicable for a particular cell, (n.a) should be used.

9. FIGURES

- 9.1 Figures should have informative titles that summarise the figure. All figures should be numbered.
- 9.2 Figure legends can be used to provide further explanation.

10. EXPLANATORY NOTES

- 10.1 This section contains information that supplements, clarifies and supports the content of the report and includes
 - 10.1.1 scope of the surveys used to collect data;
 - 10.1.2 statistical methods and techniques;
 - 10.1.3 response rate;
 - 10.1.4 target audience and anticipated users;
 - 10.1.5 status of the statistics as being either preliminary or final; and
 - 10.1.6 biases in the data.

11. GLOSSARY

- 11.1 Glossary entries should be in alphabetical order and aligned with the left margin.

12. LIST OF CONTACT DETAILS

- 12.1 The list indicates the complete mailing addresses of individuals responsible for education and training systems in the DHET.

13. ACKNOWLEDGEMENT

- 13.1 Acknowledgements of technical assistance that contributed to the development of a report should be included.

14. STYLISH

- 14.1 The stylish sheet is attached as **Appendix A**

15. ARCHIVING

- 15.1 The post-school education and training statistics publications should have an International Standard Book Number (ISBN) before publication.
- 15.2 All post-school education and training publications with ISBNs should be lodged with the relevant legal deposit libraries as prescribed by the Legal Deposit Act 54 of 1997.
- 15.3 An electronic version of all approved post-school education and training publications, and where applicable, hard copies should be lodged with the Information Resource Centre for the department's archives.

16. DISSEMINATION

- 16.1 Each publication of post-school education and training should have a dissemination plan, specifying:
- 16.1.1 the number of copies to be printed (if any)
 - 16.1.2 the distribution channels to be used for the publication
 - 16.1.3 the standard list of recipients who are required to receive copies of the publication; and
 - 16.1.4 publications with ISBNs should be published on the internal and external websites of the DHET, public Universities, public Technical and Vocational Education and Training (TVET) Colleges, Sector Education and Training Authority (SETA), and Provincial Education Departments.

17. RELEASE OF POST-SCHOOL EDUCATION AND TRAINING STATISTICS

- 17.1 All post-school education and training statistics should be published as soon as the data is audited and finalised. The Higher Education and Training Information System (HETIS) Officer will publish schedule of publication dates and times.

18. REVISION OF PUBLISHED POST-SCHOOL EDUCATION AND TRAINING STATISTICS

- 18.1 Revisions of published education and training statistics should follow a regular, well established and transparent schedule.
- 18.2 Changes in published education and training statistics should be brought about and publicised at the earliest possible date.
- 18.3 Adequate documentation of statistical revision, including the reasons for revision, should be included in the publication of the statistics.

19. References

Republic of South Africa (RSA) (2000). Adult Education and Training Act, 2000 (Act No. 52 of 2000). Government Gazette, No. 21881, 13 December 2000. Pretoria. Government Printers.

Departments of Arts, Culture, Science and Technology. 1997. *Legal Deposit Act, 1997 (Act No. 54 of 1997)*. Pretoria. Government Printers.

Republic of South Africa (RSA) (2006). Further Education and Training Colleges Act (Act No. 16 of 2006). Government Gazette, No. 29469, 11 December 2006. Pretoria. Government Printers.

Republic of South Africa (RSA) (2007). Higher Education Act, (Act No 101 of 1997). Government Gazette, No. 31909, 17 February 2007. Pretoria. Government Printers.

Republic of South Africa (RSA) (2008). National Qualification Framework Act, 2008 (Act No. 67 of 2008). Government Gazette, No. 31909, 17 February 2008. Pretoria. Government Printers.

Republic of South Africa (RSA) (1999). Public Finance Management Act, (Act No 29 of 1999) Part A (National Public Entities) of Schedule 3 for the Public Finance Management Act (PFMA) that reports to the Minister of Higher Education and Training.

Republic of South Africa (RSA) (1999). Statistics Act, 1999 (Act No 6 of 1999). Government Gazette, No. 19957, 21 April 1999. Pretoria. Government Printers

APPENDIX A

STYLE SHEET FOR THE STATISTICAL PUBLICATION ON POST-SCHOOL EDUCATION AND TRAINING IN SOUTH AFRICA

1. STYLISH

- 1.1. Font type: Calibri.
- 1.2. Font size in text: 11 points (Calibri).
- 1.3. Font size in tables and figures: 8 points (Calibri).
- 1.4. Spacing between lines:
 - 1.4.1 In the text: 1.5 spacing;
 - 1.4.2 In the table: single line spacing; and
 - 1.4.3 Sources and notes: single line spacing.
- 1.5. Heading levels
 - 1.5.1 First level: Calibri 14, everything in capital letters/uppercase and bold. These would be headings following after 1, 2, 3, etc. and all the other main headings, e.g. FOREWORD, TABLE OF CONTENTS, LIST OF TABLES, LIST OF FIGURES, ACRONYMS;
 - 1.5.2 Second level: Calibri 12, everything in capital letters/uppercase and bold. This would be headings following after 1.1, 2.1, 3.1, etc.; and
 - 1.5.3 Third level: Calibri 12, sentence case, and bold, except where the heading should have capital letters, e.g. Further Education and Training. This would be headings following after 1.1.1, 2.1.1, 3.1.1, etc.
- 1.6. Tables
 - 1.6.1 Column headings should be Calibri 7.5, bold, capitalize words, excluding in, of, at, and, etc.;
 - 1.6.2 Centre align column headings (except for the first column);
 - 1.6.3 All items in the first column must be left aligned;
 - 1.6.4 All figures must be right aligned;
 - 1.6.5 All first column headings must be left aligned;
 - 1.6.6 Name of Institutions/Universities must be written in full;
 - 1.6.7 Do not insert any commas in figures, since they clutter the layout and make reading difficult, especially if there are lots of figures. **Make sure that thousands are divided by spaces, i.e. NOT 1,200,000 but 1 200 000.**
 - 1.6.8 The word “table” in the heading/title of the table should be in sentence case, with initial letter capitalised e.g. Table
 - 1.6.9 The word “total” within the table, should be in sentence case, with initial letter capitalised e.g. Total;
 - 1.6.10 A dash should be used if the data is not available. The dash should be explained as a note under every table, where applicable; and

- 1.6.11 If data is not applicable on a particular cell, n.a. should be used. The acronym n.a. should be explained as a note under every table, where applicable.

1.7 Document Header

- 1.7.1 Header should be right aligned
1.7.2 It should be written in italics
1.7.3 It should be in Calibri 7.5 points (not bold)
1.7.4 It should reflect different sections

1.8 Table headings:

- 1.8.1 Calibri 10, bold, sentence case, except where the heading should have capital letters, e.g. Further Education and Training. Make sure that there are two spaces after the colon in the table number, e.g. Table 1(NO SPACE):(TWO SPACES) **Percentage distribution of TVET learners, in 2012;**
1.8.2 The year which data is provided must be shown after a comma and written as in **2012**, e.g. **Percentage distribution of TVET learners, 2012;**
1.8.3 Where a table provides data over several years the title should be written as 2010-2012, e.g. **Number of students enrolled in public HEIs, 2010 – 2012;**
1.8.4 FTEs should be in capital letters, e.g. Full-Time Equivalents;
1.8.5 Unit measurement should be included in the table title, i.e. NOT Learners enrolled in public HEIs BUT **Number of learners enrolled in public HEIs;**
1.8.6 Name of sectors must be abbreviated after they have been used once, e.g. **HEIs, TVET Colleges and AET Centres**
1.8.7 The financial year should NOT be written as 2010/2011 BUT as **2010/11**

1.9 Figures:

- 1.9.1 All figures should have informative titles that summarise the figure. All figures should be numbered.
1.9.2 Figure legends must be used to provide further explanations
1.9.3 The financial year should **NOT** be written as 2010/2011 **BUT** as **2010/11**

1.10 Sources:

- 1.10.1 A source line indicating the source of data should be written below every table and figure;
1.10.2 The source for data obtained from databases should be written as (for example): **Source: HEMIS database, data extracted in October 2014;** and
1.10.3 The source for data obtained from existing publications should be written in Harvard referencing format.

1.10 Notes:

- 1.11.1 Written in Calibri 7.5;
1.11.2 Single line spacing between notes;
1.11.3 No spacing between colon and number (e.g. Note 1:); and

- 1.11.4 Single tab between colon and description (e.g. Note 1: a dash mean not available).
- 1.12 Percentages:
 - 1.12.1 All percentages should be written up to one decimal place, e.g. 4.7%
- 1.13 Provinces:
 - 1.13.1 Names of provinces should be written in full and not abbreviated
- 1.14 Text :
 - 1.14.1 Use of hyphen: e.g. post-school, full-time, part-time should be consistent;
 - 1.14.1 Consistency in using capital letters: Science, Engineering and Technology;
 - 1.14.2 The first letter of all subjects and subject areas, such as Accounting, Education, Social Sciences, should be capitalised;
 - 1.14.3 Capitalise each word when writing the different sectors e.g. Higher Education and Training, BUT the words public and private should be in lowercase;
 - 1.14.4 Use of acronym- provide the full explanation of an acronym and thereafter use the acronym e.g. Technical and Vocational Education and Training (**TVET**);
 - 1.14.5 Use of apostrophe e.g. Master's;
 - 1.14.6 Write in full the names of universities and use the abbreviation only after the full name has been used once;
 - 1.14.7 Full-Time Equivalents should be written as **FTEs**; and
 - 1.14.8 The financial year should be written as **2010/11** and **NOT** 2010/2011.
- 1.15 Race/ Population group:
 - 1.15.1 The following categories should be used: African, Coloured, Indian/Asian and White;
 - 1.15.2 When reference is made to population groups, each word should be capitalised, e.g. **Indian/Asian** **NOT** Indian/asian
- 1.16 Abbreviations:
 - 1.16.1 List of abbreviations: first letter of every word should be written in capital letter e.g. National Qualifications Framework (**NQF**)
- 1.17 Glossary:
 - 1.17.1 The glossary should be in alphabetical order and aligned with the left margin;
 - 1.17.2 Each term should be bold, Calibri font 11 and in sentence case except where term is an acronym, e.g. Full-Time Equivalents (**FTEs**)