

Core Principles for the Higher Education and Training Management Information System (HETMIS)

Principle	Explanation of the Principle
Principle 1: The full diversity of the post-school education and training system of South Africa must be reflected in HETMIS	The data collection systems must report on all post-school education and training that are offered and undertaken by learners so that a full learning record per learner can be obtained. This includes education and training provided by private institutions/providers. This is important for the development of future articulation policies and provisioning needs.
Principle 2: Education and training related data must be complete and comparable covering all institutions, employees, students and learners, qualifications, part-qualifications and courses	The data collection systems must cover all education and training institutions in the country, including satellite campuses of these institutions that are outside of the borders of South Africa and institutions managed by other government departments. The data collection systems must all be based on the same minimum indicators and data fields in order for the data to be comparable. It is therefore necessary for data standards and formats to be agreed upon within and between the sub-sectors where integrated reports will be developed. The DHET will take the lead in developing the data standards and formats together with the relevant role players.
Principle 3: Skills education and training data must be complete and comparable covering all participating employers, providers, assessors, learners and skills education and training	The data collection systems must cover all skills education and training in the country and must be based on the same minimum indicators and data fields in order for the data to be comparable. It is therefore necessary for data standards and formats to be agreed upon within the sub-sectors and between the sub-sectors where integrated reports will be developed. The DHET will take the lead in developing the data standards and formats together with the relevant role players.
Principle 4: Skills demand data must be complete and comparable and cover all employers, sectors and occupations	The data collection systems must cover all skills demand in the country and must be based on the same minimum indicators and data fields in order for the data to be comparable. It is therefore necessary for data standards and formats to be agreed upon within the sub-sectors and between the sub-sectors where integrated reports will be developed. The DHET will take the lead in developing the data standards and formats together with the relevant role players.
Principle 5: Data must be collected at the lowest relevant unit record level	Unit record data allows for lower levels of aggregation, for example, the tracking of individual records over time and across entities/activities (tracer and reverse-tracer studies), and includes the flexibility to examine relationships among variables and to re-aggregate data, should reporting needs change. In order to achieve the required levels of integration across the data collections, nationally accepted unique identifiers will need to be used in all unit record data.
Principle 6: All data must, where relevant, be related to a geographic position	The system must be able to disaggregate data into national, provincial and local geographical levels, with particular emphasis on rural and local areas. This data is required in order to make

Principle	Explanation of the Principle
	comparisons and conduct analysis of data using geographical information systems (GIS).
Principle 7: Standard taxonomy/classification schemes must be agreed upon and adhered to by all the sub-systems of HETMIS	The use of standard classification systems must be agreed upon, so that data can be easily comparable and interfaced between systems.
Principle 8: Data standards for HETMIS must be set and published by the Department of Higher Education and Training	<p>The Education Information Policy enables the Department of Higher Education and Training to set information standards via the Education Information Standards Committee. It is imperative that standards are set for:</p> <ol style="list-style-type: none"> 1. Data formats for data files for uploads and data exchange protocols to ensure compatibility; 2. Minimum data elements ; 3. Standards for data quality in line with the SASQAF (South African Statistical Quality Assurance Framework) of Statistics South Africa; 4. Standards for the protection of data privacy and confidentiality in unit record data collections.
Principle 9: All organisations, institutions and entities are responsible for the quality of their data submitted to HETMIS	The DHET will set the minimum standards for data quality (in line with SASQAF) and will reject data that does not meet the standards, but each institution or entity is responsible for ensuring that its data meets these standards.