



2015/16

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1.0 Introduction

This is the third Statistical Bulletin produced by the Council on Higher Education (CHE). It provides information for the period 2015/16 and compares it with the previous year 2014/15 to facilitate identification of year-on-year changes. Reports for the previous years can be accessed on the CHE website: www.che.ac.ls.

1.1 Methodology

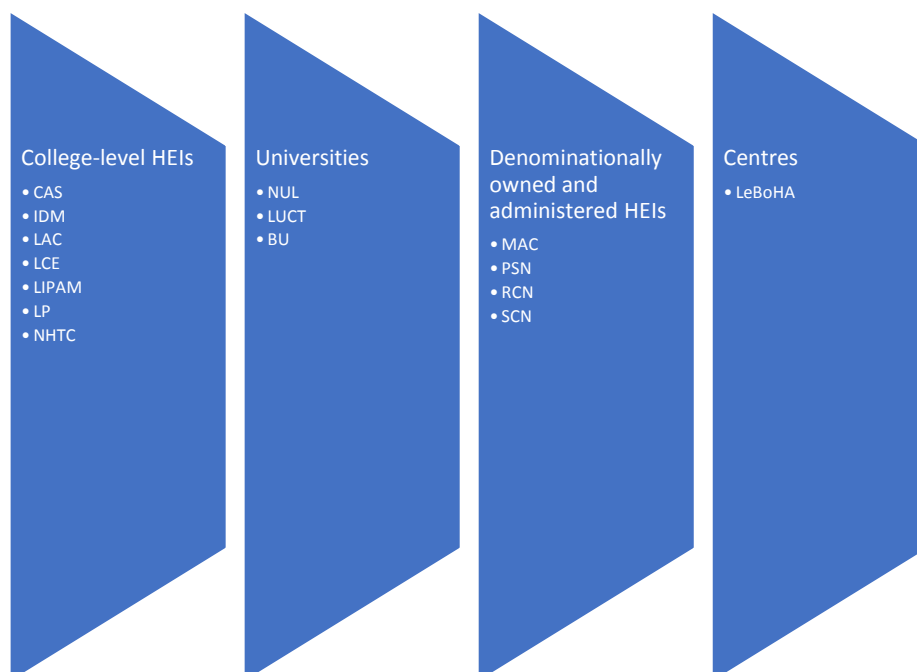
Data were collected from higher education institutions through the Higher Education Information Management System (HEMIS) developed by the CHE. Institutions uploaded data onto the system using the given excel spreadsheets during the uploading season set by CHE. Data for the report were collected in 2017 and covered the period 2015/16. Institutions whose academic year starts in January provided data for January to December 2016 and those that start in June provided data for June 2015 to July 2016. All information presented in the report has been validated by institutions through a series of consultations and a validation workshop.

Data were analysed using the Statistical Package for Social Sciences (SPSS). Thereafter, the report was written and validated by institutions at a workshop held on 9th May 2018.

2.0 Higher Education Institutions in Lesotho

In the previous years, the number of institutions stood at 14. During the period under review, one additional private institution was established, namely: Botho University, thereby increasing the number of institutions to 15. Nine were public whilst 6 were private.

Figure 1: Higher Education Institutions in Lesotho



2.1 New Entrants

Data were collected on students who were new to the institutions. These were students who entered the institutions for the first time at any level. A total of 6457 new students were enrolled at the institutions in 2015/16 as presented in Table 1. This was an increase of 7.3% from the previous year's figure of 6020 students. Majority were from NUL with 37.3% followed by LUCT with 15.6%. The nursing colleges were the lowest with less than 1.5% each and this includes SCN, PSN, MAC and RCN.

Table 1: New Entrants by Institution and Gender

Institutions	2014/15				2015/16			
	Male	Female	Total	% Total	Male	Female	Total	% Total
NUL	852	1409	2261	37.6	882	1525	2407	37.3
LUCT	417	554	971	16.1	350	656	1006	15.6
LCE	410	814	1224	20.3	258	588	846	13.1
LP	304	259	563	9.4	450	340	790	12.2
CAS	210	346	556	9.2	199	268	467	7.2
BU	-	-		0.0	88	94	182	2.8
NHTC	33	69	102	1.7	39	132	171	2.6
LAC	96	78	174	2.9	81	74	155	2.4
LIPAM	-	-		0.0	34	83	117	1.8
IDM	3	26	29	0.5	29	67	96	1.5
PSN	9	27	36	0.6	18	45	63	1.0
SCN	4	24	28	0.5	12	50	62	1.0
MAC	9	39	48	0.8	21	34	55	0.9
RCN	5	23	28	0.5	8	28	36	0.6
LeBoHA	-	-	-	-	3	1	4	0.1
Total	2352	3668	6020	100.0	2472	3985	6457	100.0
% change	-	-	-		5.1	8.6	7.3	

2.2 Enrolment by Institution

In 2015/16, a total of 21586 students studied in Lesotho's higher education institutions. Overall, it represented a decrease of 0.4% from the previous year despite an increase in the number of institutions. The biggest decline was observed at LIPAM due to the fact that only first year students were enrolled during that year. LCE followed with a decline of 17.0% due to the DTEP programme being phased out and IDM with 14.0% due to students who withdrew as a result of government sponsorship (through Ministry of Finance) terminated once they failed for the second time. There was also no intake in some programmes during the year. This includes certificate in computer engineering, AIDS related programmes and others.

Majority enrolled were from the four largest institutions, namely: NUL, LUCT, LCE and LP. Close to half were from NUL while the other three ranged between 10.2% and 14.4% of the total students enrolled.

Table 2: Enrolment by Institution

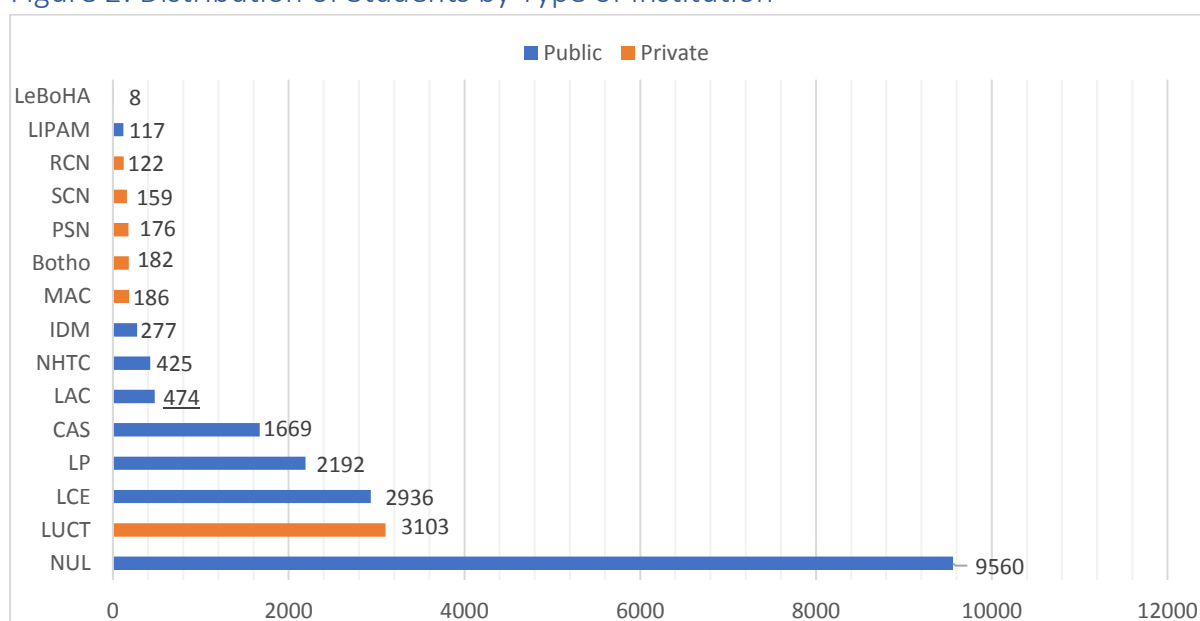
HEIs	2014/15	% Total	2015/16	% Total	% Change
NUL	9239	42.6	9560	44.3	3.5
LUCT	3137	14.5	3103	14.4	-1.1
LCE	3536	16.3	2936	13.6	-17.0
LP	2194	10.1	2192	10.2	-0.1
CAS	1614	7.5	1669	7.7	3.4
LAC	461	2.1	474	2.2	2.8
NHTC	450	2.1	425	2.0	-5.6
IDM	322	1.5	277	1.3	-14.0
MAC	185	0.9	186	0.9	0.5
Botho	0	0.0	182	0.8	-
PSN	129	0.6	176	0.8	36.4
SCN	126	0.6	159	0.7	26.2
LIPAM	145	0.7	117	0.5	-19.3
RCN	121	0.6	122	0.6	0.8
LeBoHA	5	0.0	8	0.0	60.0
Total	21664	100.0	21586	100.0	-0.4

It is also worth noting that despite the declining enrolments, some institutions experienced growth in their enrolments. This includes LeBoHA, PSN and SCN which had the highest increases.

2.3 Enrolment by Type of Institutions

As has been the case in the previous years, majority of the students were enrolled in public institutions with 81.8%, largely NUL, LCE and LP as opposed to 18.2% in private institutions. This is presented in Figure 2.

Figure 2: Distribution of Students by Type of Institution



2.4 Enrolment by Institution and Gender

Gender disparity is existent in Lesotho like in other countries. Table 3 shows that 60.5% of the students were females while only 39.5% were males. Most institutions had more females than males. As was the case in 2014/15 LP and LAC were the only exceptions with more males than females. This was due to the nature of their programmes. Their ratios of males to females were 1:0.6 and 1:0 respectively.

Table 3: Enrolment by Institution and Gender

HEIs	Females	Males	Total	Males to Females
NUL	6108	3452	9560	1.8
LUCT	1837	1266	3103	1.5
LCE	1976	960	2936	2.1
LP	840	1352	2192	0.6
CAS	905	764	1669	1.2
LAC	236	238	474	1.0
NHTC	309	116	425	2.7
IDM	178	99	277	1.8
MAC	132	54	186	2.4
Botho	94	88	182	1.1
PSN	132	44	176	3.0
SCN	126	33	159	3.8
RCN	94	28	122	3.4
LIPAM	83	34	117	2.4
LeBoHA	4	4	8	1.0
Total	13054	8532	21586	1.5
% Total	60.5	39.5	100.0	

2.5 Enrolment by Age

Table 4 presents enrolments by age. A similar trend to 2014/15 was observed. More than half (56.7%) of the students enrolled in 2015/16 were aged between 20 and 24 years followed by 25-29 years with 22.1%. The group of interest was the age group 15-19 years, the group within which the expected entrance age of 18 falls. They only accounted for 4.8% of the total students. Those aged 18 were only 102 in total, which was 9.9% of the total in that age group and a smaller proportion of 0.5% of the total students enrolled.

Table 4: Enrolment by Age: 2014/15 to 2015/16

Age groups	2014/15	% Total	2015/16	% Total
15-19	1266	5.8	1034	4.8
20-24	11928	55.1	12250	56.7
25-29	4713	21.8	4779	22.1
30-34	1927	8.9	1889	8.8
35-39	1071	4.9	993	4.6
40-44	411	1.9	364	1.7
45-49	202	0.9	173	0.8
>49	132	0.6	94	0.4
Not stated	14	0.1	10	0.0
Total	21664	100.0	21586	100.0

Table 5 shows that in all the institutions, majority were in the age group 20-24 years. However, IDM and LeBoHA were the only exceptions with majority in age group 35–39 years. This could be attributed to the fact that most of their students were those already working. Also, most students beyond the age of 40 were at NUL and LCE which offer adult education programmes.

Table 5: Enrolment by Institution and Age

HEIs	15-19	20-24	25-29	30-34	35-39	40-44	45-49	>49	Not stated	Total
NUL	434	4912	2102	1106	606	236	106	48	10	9560
LUCT	195	1968	736	144	49	10	1	0	0	3103
LCE	49	1484	929	254	112	51	36	21	0	2936
LP	115	1619	410	44	2	1	0	1	0	2192
CAS	140	1084	173	128	87	27	13	17	0	1669
LAC	17	272	126	43	13	2	1	0	0	474
NHTC	14	271	80	31	23	5	1	0	0	425
IDM	23	54	42	61	64	19	9	5	0	277
MAC	7	130	37	8	4	0	0	0	0	186
Botho	20	135	18	5	2	2	0	0	0	182
PSN	9	91	43	19	9	3	1	1	0	176
SCN	2	91	40	16	7	2	1	0	0	159
RCN	5	83	16	7	8	1	1	1	0	122
LIPAM	4	56	25	21	4	4	3	0	0	117
LeBoHA	0	0	2	2	3	1	0	0	0	8
Total	1034	12250	4779	1889	993	364	173	94	10	21586
% Total	4.8	56.7	22.1	8.8	4.6	1.7	0.8	0.4	0.0	100.0

Youth participation is still low in Lesotho as has been the case in the previous year. Out of the total youth population of 214, 089 aged 18 – 22 years, only 4.0% were enrolled in higher education. This is the expected entrance age at tertiary derived from the official entrance age of six (6) years at primary level. It was a slight improvement of 0.1% from the 2014/15 participation rate of 3.9%.

The Gross enrolment ratio has been declining in the previous years. However, during the period under review, it remained constant at 10.1%, similar to 2014/15. This could be attributed to the fact that the enrolment declined by a very small margin.

2.6 Nationality

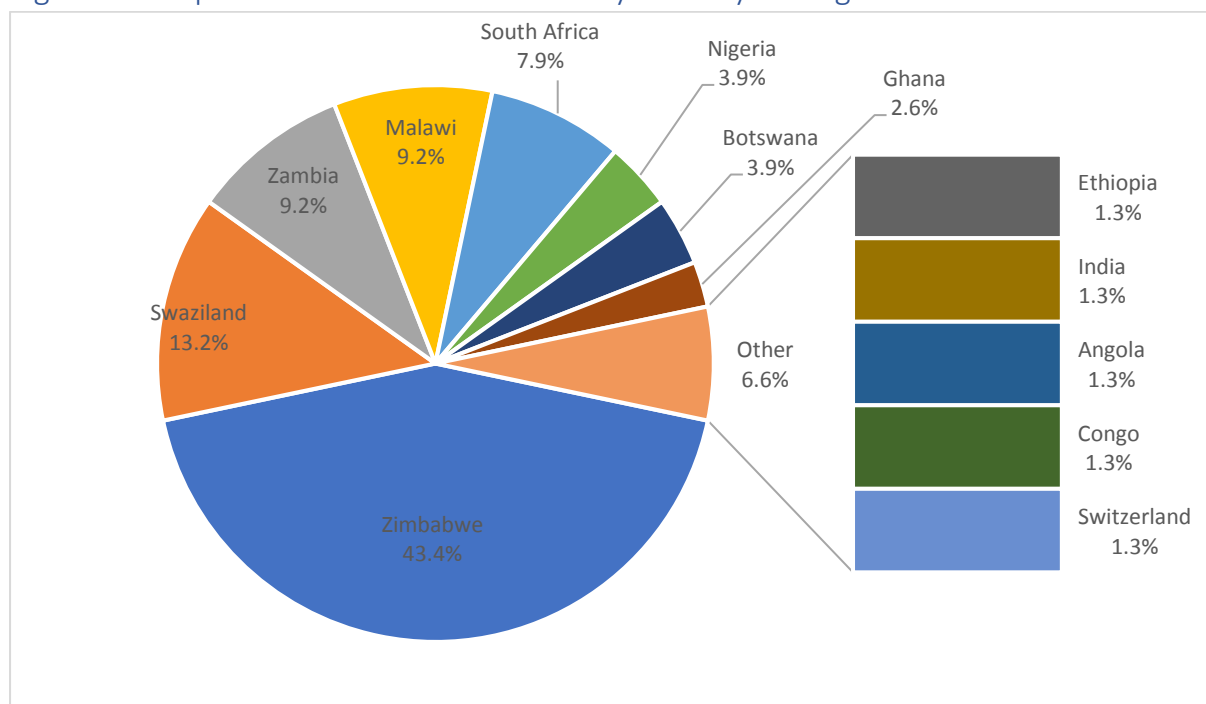
Table 6 presents data on enrolment by institution and nationality. As has been the case, local students still dominated as they constituted 99.6% of the total while foreign students only made up 0.4%. However, there was a slight improvement on the number of foreign students enrolled from 70 in 2014/15 to 76 in 2015/16. They were enrolled in eight (8) institutions with half (50.0%) being at NUL followed by LUCT with 14.5%.

Table 6: Enrolment by Institution and Nationality

HEIs	Lesotho	Zimbabwe	Swaziland	Zambia	Malawi	South Africa	Botswana	Nigeria	Other	Total
NUL	9516	17	7	1	5	3	3	2	6	9560
LUCT	3091	6	3	0	0	2	0	0	1	3103
LCE	2936	0	0	0	0	0	0	0	0	2936
LP	2190	1	0	0	1	0	0	0	0	2192
CAS	1668	0	0	1	0	0	0	0	0	1669
LAC	474	0	0	0	0	0	0	0	0	474
NHTC	423	1	0	0	1	0	0	0	0	425
IDM	277	0	0	0	0	0	0	0	0	277
MAC	183	2	0	1	0	0	0	0	0	186
Botho	178	1	0	2	0	0	0	1	0	182
PSN	168	5	0	2	0	1	0	0	0	176
SCN	159	0	0	0	0	0	0	0	0	159
RCN	122	0	0	0	0	0	0	0	0	122
LIPAM	117	0	0	0	0	0	0	0	0	117
LeBoHA	8	0	0	0	0	0	0	0	0	8
Total	21510	33	10	7	7	6	3	3	7	21586
% Total	99.6	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0

They were largely enrolled at NUL, LUCT, PSN and Botho. Close to half (43.4%) of them were from Zimbabwe. Swaziland and Malawi followed with 13.2% and 9.2% respectively as presented in Figure 3.

Figure 3: Proportion of Students Enrolled by Country of Origin



2.7 Status of Students

Table 7 presents status of students enrolled at the institutions in relation to whether they were new entrants, continuing students, at final year or repeating. There were cases where students entered an institution for the first time at final year. This was the case with midwifery programmes offered by nursing institutions. The results indicate that close to half of the students (40.7%) were continuing students. New entrants followed with 29.6%. These were students who entered the institutions for the first time at any level. They improved by 6.1% from the previous year's figure of 6020 students to 6388 students in 2015/16. New entrants who enrolled at final year were the lowest with 0.3% and were mainly midwifery students from the nursing institutions, namely: PSN, SCN, RCN and MAC.

Table 7: Distribution of Students by Status

HEIs	New entrant	New entrant/final year	Continuing student	Final year	Repeater	Total
NUL	2407	0	4475	1733	945	9560
LUCT	1006	0	1245	848	4	3103
LCE	846	0	1142	831	117	2936
LP	790	0	490	463	449	2192
CAS	467	0	913	287	2	1669
LAC	155	0	165	145	9	474
NHTC	171	0	161	79	14	425
IDM	96	0	0	181	0	277
MAC	54	1	43	83	5	186
Botho	182	0	0	0	0	182
PSN	29	34	36	75	2	176
SCN	32	30	93	0	4	159
RCN	32	4	24	60	2	122
LIPAM	117	0	0	0	0	117
LeBoHA	4	0	4	0	0	8
Total	6388	69	8791	4785	1553	21586
% Total	29.6	0.3	40.7	22.2	7.2	100.0

2.8 Enrolment by Qualification

As has been the case in previous years, majority of the students at local HEIs enrolled in undergraduate programmes as they made up 97.2% of the students enrolled. They were largely enrolled at diploma and degree levels with 43.2% and 37.0% of the students respectively. Postgraduate students constituted only 2.8% of the student population and were at NUL, CAS, Botho and LeBoHA. It is worth noting that the number of postgraduate students has improved by 92.6% from the previous year's figure of 311 to 599 as a result of Botho University which started operating during the review period. The number of PhD students also improved from 2 in 2014/15 to 6 during the period under review as shown in Table 8.

Table 8: Enrolment by Qualification

HEIs	Certificate	Advanced certificate	Diploma	Advanced Diploma	Degree	Honours	Masters	PhD	Professional	Total
NUL	24	0	1877	81	7454	0	118	6	0	9560
LUCT	0	0	0	1788	0	1315	0	0	0	3103
LCE	108	0	2828	0	0	0	0	0	0	2936
LP	0	0	2192	0	0	0	0	0	0	2192
CAS	117	0	794	0	538	0	220	0	0	1669
LAC	0	0	474	0	0	0	0	0	0	474
NHTC	51	0	374	0	0	0	0	0	0	425
IDM	107	27	87	39	0	0	0	0	17	277
MAC	0	0	186	0	0	0	0	0	0	186
Botho	0	0	0	0	0	182	0	0	0	182
PSN	35	0	141	0	0	0	0	0	0	176
SCN	30	0	129	0	0	0	0	0	0	159
RCN	0	0	122	0	0	0	0	0	0	122
LIPAM	0	0	117	0	0	0	0	0	0	117
LeBoHA	0	0	0	0	0	0	8	0	0	8
Total	472	27	9321	1908	7992	1497	346	6	17	21586
% Total	2.2	0.1	43.2	8.8	37.0	6.9	1.6	0.0	0.1	100.0

2. 9 Enrolment by Mode of Delivery

A total of 14 out of 15 institutions offered full time programmes. Part-time programmes were only offered at 5 institutions, namely: NUL, LCE, IDM, LIPAM and LeBoHA. As was the case in the previous period, majority of the students were enrolled in full-time programmes as they made up 82.3% of the students enrolled. Part time students only made up 17.7%.

Table 9: Distribution of Students by Mode of Delivery

HEIs	2014/15			2015/16		
	Fulltime	Part-time	Total	Fulltime	Part-time	Total
NUL	6144	3095	9239	6515	3045	9560
LUCT	3137	0	3137	3103	0	3103
LCE	2413	1123	3536	2409	527	2936
LP	2194	0	2194	2192	0	2192
CAS	1614	0	1614	1669	0	1669
LAC	461	0	461	474	0	474
NHTC	450	0	450	425	0	425
IDM	68	254	322	100	177	277
MAC	185	0	185	186	0	186
Botho	-	-	-	182	0	182
PSN	129	0	129	176	0	176
SCN	126	0	126	159	0	159
LIPAM	145	0	145	61	56	117
RCN	121	0	121	122	0	122
LeBoHA	0	5	5	0	8	8
Total	17187	4477	21664	17773	3813	21586
% Total	79.3	20.7	100	82.3	17.7	100.0

2.10 Disability

Data on disability was not properly recorded at institutional level due to challenges with students disclosing their disability status hence only 9 students were reported in 2015/16 from only 3 institution: namely: NUL, LCE and MAC. This was lower than the previous year's total of 16 students and only made up 0.04% of the total students enrolled. NUL and LCE had the majority with 44.4% each while MAC had only 1, thus making up 11.1% of the students with disability.

Table 10: Students with Disability by Field of Study and Type of Disability

Field of study	Physical Disability	Visually impaired	Total	% Total
Education	0	5	5	55.6
Engineering and Construction	0	1	1	11.1
Health and Welfare	2	1	3	33.3
Total	2	7	9	100.0
% Total	22.2	77.8	100.0	

More than three quarters (77.8%) of them were visually impaired and the rest had physical disability. Majority were in education and health related fields as they made up 55.6% and 33.3% of the total disabled students respectively. The remaining 11.1% were in engineering and construction.

2.11 Sponsorship

Students at higher education institutions were financed by different sponsors. This includes government, self, employer, own institution, own country and other sponsors as presented in Table 10. Government is the main sponsor of students as it sponsored more than three quarters (78.1%) of the students, slightly higher than the 2014/15 figure of 75.1%. About 97.4% of them were sponsored through NMDS while the remaining 2.6% were sponsored by the Ministry of Finance. Those who were self-sponsored were the second largest group with 21.3%, a decline of 10.9% from the previous year. The rest were sponsored by their employers, own sponsors and others including NEPI, JB Marks.

Table 11: Enrolment by Institution and Sponsor

HEIs	Government	Self	Own Institution	Employer	Own country	Other	Total
NUL	6662	2842	53	0	3	0	9560
LUCT	3090	13	0	0	0	0	3103
LCE	2386	550	0	0	0	0	2936
LP	1631	561	0	0	0	0	2192
CAS	1584	76	0	5	0	4	1669
LAC	291	180	0	0	0	3	474
NHTC	371	40	0	0	0	14	425
IDM	177	100	0	0	0	0	277
MAC	110	52	0	0	0	24	186
Botho	177	4	1	0	0	0	182
PSN	119	28	0	0	0	29	176
SCN	142	17	0	0	0	0	159
RCN	110	12	0	0	0	0	122
LIPAM	0	117	0	0	0	0	117

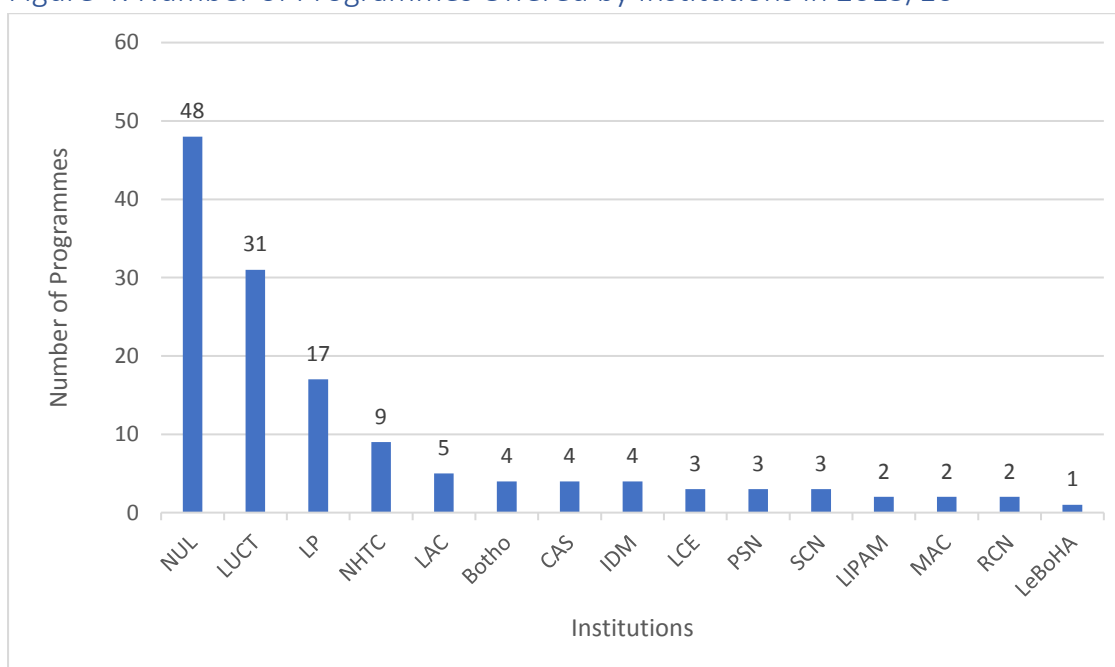
HEIs	Government	Self	Own Institution	Employer	Own country	Other	Total
LeBoHA	8	0	0	0	0	0	8
Total	16858	4592	54	5	3	74	21586
% Total	78.1	21.3	0.3	0.0	0.0	0.3	100.0

It is worth noting that CAS and Botho were the only institutions that financed some of its students.

2.12 Programmes offered by HEIs

Table 11 presents the number of programmes offered by each institution in 2015/16. A total of 138 programmes were offered during the year, similar to 2014/15. NUL offered the highest number of 48 programmes followed by LUCT with 31 programmes. LeBoHA was the only institution which offered only one programme meant for practicing medical doctors.

Figure 4: Number of Programmes Offered by Institutions in 2015/16



2.13 Enrolment by Field of Study

The analysis also focused on the fields of study students enrolled in during the period under review. As presented in Table 11, social sciences and education related fields dominated with 33.6% and 25.7% respectively and were largely dominated by females. Manufacturing and processing as well as law had the least proportions of less than 2% of the students enrolled.

Table 12: Distribution of Students by Fields of Study

Field of study	M	F	Total	% Total
Social Sciences	2745	4516	7261	33.6
Education	1730	3814	5544	25.7
Health and Welfare	557	1484	2041	9.5
Engineering and Construction	1407	343	1750	8.1
Humanities and Arts	331	764	1095	5.1
Tourism and Services	227	632	859	4.0
Agriculture	449	317	766	3.5
Computing	502	229	731	3.4
Sciences	360	246	606	2.8
Journalism, Broadcasting and Information	96	397	493	2.3
Law	121	220	341	1.6
Manufacturing and Processing	7	92	99	0.5
Total	8532	13054	21586	100.0

Looking at students' enrolments in science, technology, engineering and mathematics (STEM) related programmes, 23.8% of the students were enrolled in such programmes. This includes health and welfare, engineering and construction, computing and Science related programmes offered by HEIs in Lesotho. This was an improvement from the previous year's figure of 22.7%. They were all dominated by males with the exception of health and welfare dominated by females.

2.14 Graduates

Table 12 presents the final year students and their graduation status. A total of 4854 students registered for end of programme examinations in 2015/16. Similar to the previous year, majority graduated as they passed the examinations. They made up 85.5% of the students who registered. The remaining 14.5% did not graduate as they either failed, withdrew or did not complete due to failure to meet all the requirements for them to graduate. Only three (3) institutions did not report any graduates, namely: LIPAM, LeBoHA and Botho.

Table 13: Students by Institution and Graduation Status

HEIs	Failed	Incomplete	Passed	Withdrew	Total	% Total
NUL	240	4	1473	16	1733	35.7
LUCT	33	0	815	0	848	17.5
LCE	5	19	807	0	831	17.1
LP	94	2	365	2	463	9.5
CAS	156	3	128	0	287	5.9
IDM	91	1	87	2	181	3.7
LAC	8	24	113	0	145	3.0
MAC	0	0	84	0	84	1.7
NHTC	1	0	78	0	79	1.6
PSN	0	0	112	1	113	2.3
RCN	0	1	59	0	60	1.2
SCN	2	1	27		30	0.6
LIPAM	0	0	0	0	0	0.0
LeBoHA	0	0	0	0	0	0.0
Botho	0	0	0	0	0	0.0
Total	630	55	4148	21	4854	100.0
% Total	13.0	1.1	85.5	0.4	100.0	

IDM and CAS had the highest failure rate as more than half of the students who registered for end of programme examinations in those institutions failed.

Table 13 also presents students' graduation status by field of study. It is worth noting that majority that failed were in social sciences followed by engineering and construction fields while majority that passed were in social sciences and education fields.

Table 14: Students by Graduation Status and Field of Study

Field of study	Failed	Incomplete	Passed	Withdrew	Total	% Total
Social Sciences	387	7	1010	6	1410	29.0
Education	46	21	1283	3	1353	27.9
Health and Welfare	10	2	515	5	532	11.0
Engineering and Construction	115	4	372	2	493	10.2
Humanities and Arts	37	0	221	2	260	5.4
Computing	1	0	221	2	224	4.6
Tourism and Services	3	0	203	0	206	4.2
Agriculture	13	21	170	1	205	4.2
Sciences	10	0	63	0	73	1.5
Law	8	0	43	0	51	1.1
Journalism, Broadcasting and Information	0	0	47	0	47	1.0
Total	630	55	4148	21	4854	100.0
% Total	13.0	1.1	85.5	0.4	100.0	

3.0 STAFF

Teaching and learning is one of the core functions of higher education institutions. Staff employed by higher education institutions are employed to perform the core function of institutions. The section therefore discusses the different characteristics of staff employed at higher education institutions in 2015/16.

3.1 Staff by Gender

Table 14 presents staff employed at higher education institutions by gender. A total of 2078 staff members were employed in 2015/16. Similar to 2014/15, more than half (53.4%) of them were females while 46.6% were males. The number of staff fell by 3.0% from the previous year's figure of 2142 staff members. The highest decline was observed at LIPAM with 22.9%.

Table 15: Staff by Institution and Gender: 2014/15 to 2015/16

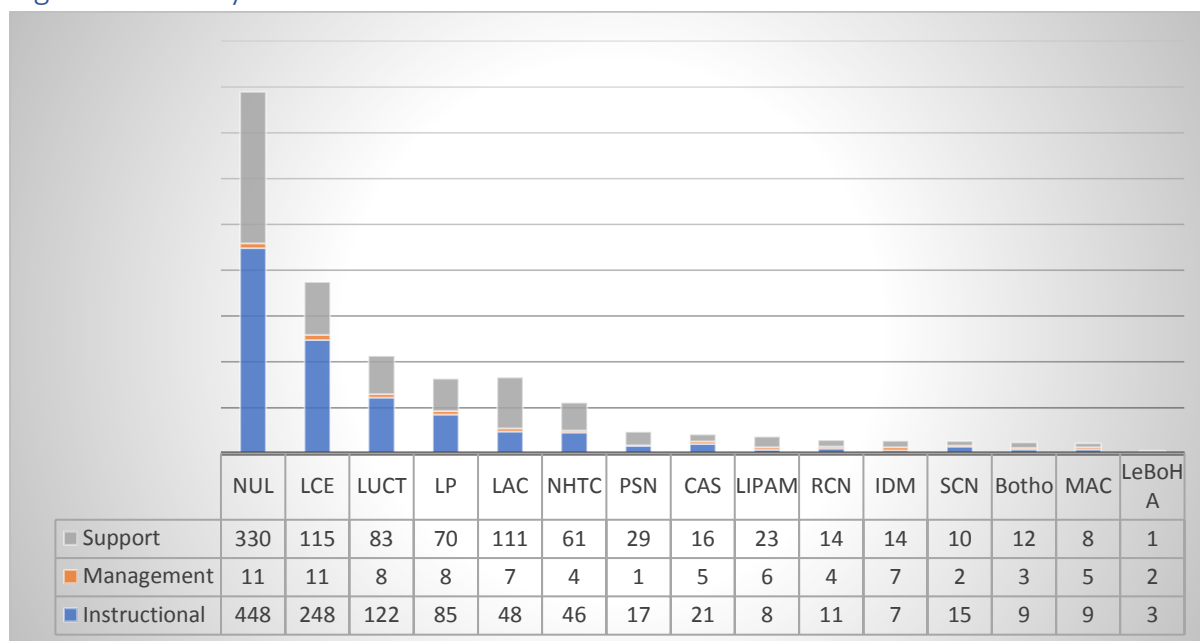
Institution	2014/15			2015/16			% Change		
	F	M	Total	F	M	Total	Male	Female	Total
NUL	415	457	872	371	418	789	-18.8	0.7	-9.5
LCE	232	167	399	223	151	374	33.5	-34.9	-6.3
LUCT	82	109	191	91	122	213	-16.5	48.8	11.5
LP	82	76	158	83	80	163	9.2	-2.4	3.2
LAC	101	71	172	98	68	166	38.0	-32.7	-3.5
NHTC	75	33	108	80	31	111	142.4	-58.7	2.8
PSN	21	17	38	26	21	47	52.9	0.0	23.7
CAS	22	20	42	21	21	42	5.0	-4.5	0.0
LIPAM	28	20	48	23	14	37	15.0	-50.0	-22.9
RCN	20	9	29	19	10	29	111.1	-50.0	0.0
IDM	24	5	29	23	5	28	360.0	-79.2	-3.4
SCN	20	6	26	20	7	27	233.3	-65.0	3.8
Botho	-	-		14	10	24	-	-	-
MAC	17	6	23	17	5	22	183.3	-70.6	-4.3
LeBoHA	3	4	7	1	5	6	-75.0	66.7	-14.3
Total	1142	1000	2142	1110	968	2078	11.0	-15.2	-3.0
% Total	53.3	46.7	100.0	53.4	46.6	100.0			

In 2014/15, LCE had the largest percentage increase. However, in 2015/16, PSN and LUCT had the largest increase in staff complement with 23.7% and 11.5% respectively.

3.2 Staff by Classification

Staff were classified into three categories, namely: instructional personnel, support staff and management as presented in Figure 4. As expected, instructional personnel were on the majority with 52.8% of the total staff complement as they performed the core function of institutions. This was the case in more than half of the institutions. Support staff constituted 43.2%. Similar to 2014/15, some institutions had more support than instructional personnel. These included: LAC, NHTC, PSN, LIPAM, RCN, IDM and Botho. Management constituted the lowest proportion of 4.0%.

Figure 5: Staff by Institution and Classification



3.3 Staff by Country of Origin

Staff employed by institutions were analysed by their country of origin and were as presented in Table 15. This is the country of birth or usual residence of staff. As expected, a higher proportion of 95.2% were locals as opposed to 4.8% non-locals. A slight improvement was observed on the number of foreign staff from 95 in 2014/15 to 100 in 2015/16. They were largely instructional personnel as they constituted 86.4% while management and support staff only made up 8.6% and 4.9% respectively. They were largely from Zimbabwe, Botswana and Nigeria. Similar to 2014/15, only four (4) institutions did not employ staff from other countries and this included IDM, LAC, LIPAM and MAC.

Table 16: Staff by Institution and Country of Origin

Institution	Lesotho	Zimbabwe	Botswana	Nigeria	Cameroon	Ethiopia	India	Kenya	Uganda	Zambia	Other	Total
NUL	739	15	0	5	5	5	2	3	4	1	10	789
LCE	373	1	0	0	0	0	0	0	0	0	0	374
LUCT	194	4	9	1	0	0	0	2	0	0	3	213
LP	160	2	0	0	0	0	0	0	0	0	1	163
LAC	166	0	0	0	0	0	0	0	0	0	0	166
NHTC	109	0	0	2	0	0	0	0	0	0	0	111
PSN	40	6	0	0	0	0	0	0	0	1	0	47
CAS	36	2	0	0	0	0	0	0	1	2	1	42
LIPAM	37	0	0	0	0	0	0	0	0	0	0	37
RCN	28	1	0	0	0	0	0	0	0	0	0	29
IDM	28	0	0	0	0	0	0	0	0	0	0	28
SCN	26	1	0	0	0	0	0	0	0	0	0	27
Botho	17	1	2	0	0	0	3	0	0	1	0	24
MAC	22	0	0	0	0	0	0	0	0	0	0	22
LeBoHA	3	0	0	0	0	0	0	0	0	0	3	6
Total	1978	33	11	8	5	5	5	5	5	5	18	2078
% Total	95.2	1.6	0.5	0.4	0.2	0.2	0.2	0.2	0.2	0.2	0.9	100.0

3.4 Staff by Age

Figure 6 presents staff by age and classification. Majority (15.9%) of staff fell in the age groups 45-49, similar to 2014/15, followed by age groups 35-39 and 40-44 with 15.6% and 15.2% respectively and were dominated by instructional personnel and support staff. Management largely fell in age groups 45-49 and 55-59 as was the case in 2014/15.

Figure 6: Distribution of Staff by Age

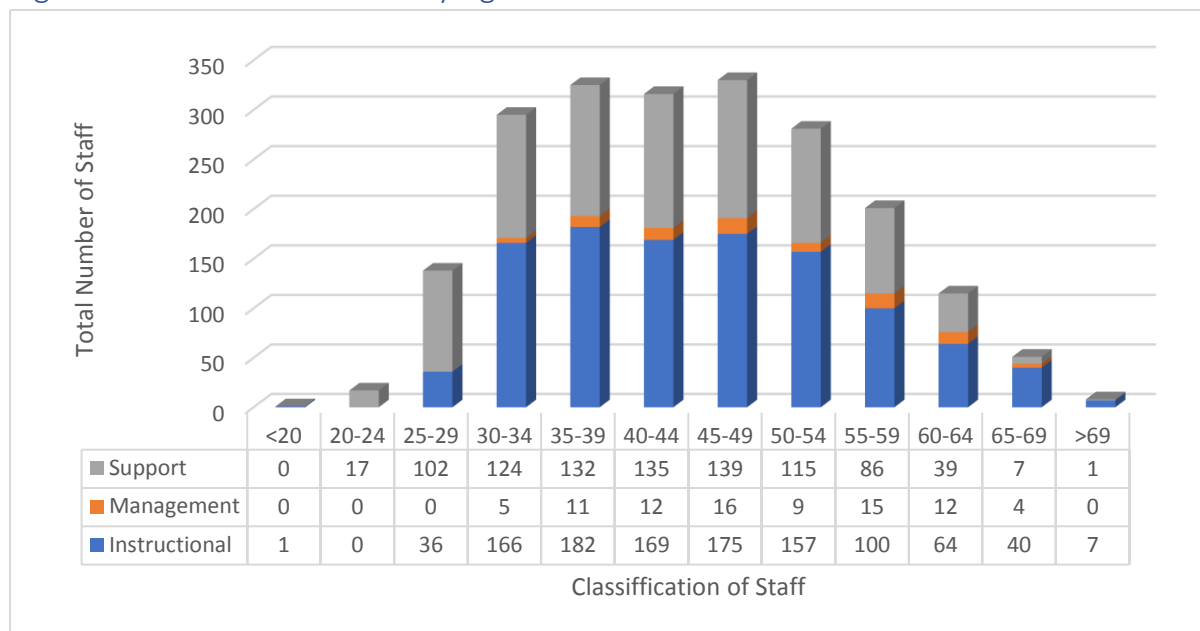


Figure 6 also shows that there were 174 staff members who were aged 60 years and above which was 8.4% of the staff complement. Majority were instructional personnel as they constituted 63.8% followed by support staff with 27.0%.

3.5 Staff by Terms of Employment

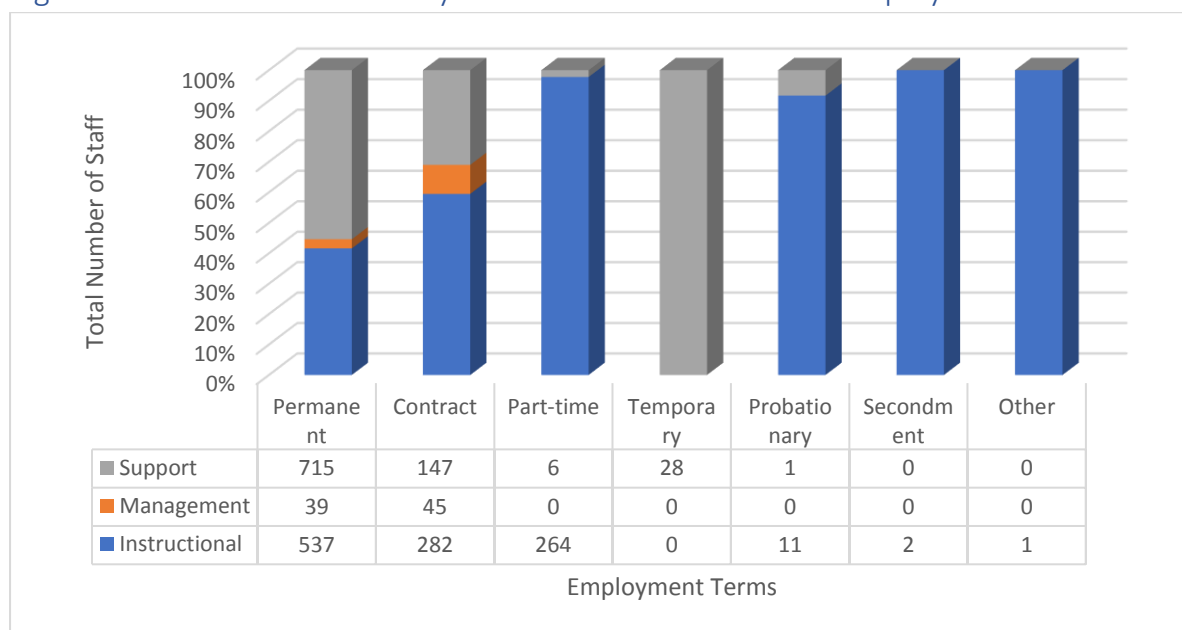
Table 16 presents terms of employment of staff at higher education institutions. As was the case in 2014/15, majority of staff were employed on a permanent basis as they made up 62.1% of the total staff complement, an improvement of 2.4% from the 2014/15 figure of 59.7%. The largest number was employed at the public institutions; namely: NUL, LCE, LP and LAC. Staff on contract was the second largest category with 22.8% and were largely employed at LUCT and NUL. It is also worth noting that LUCT was the only institutions that employed all their staff members only on contract basis. Staff on temporary, probationary and secondment was not common amongst institutions as they only accounted for 2% of the staff.

Table 17: Distribution of Staff by Institution and Terms of Employment

Institution	Permanent	Temporary	Contract	Probationary	Part-time	Secondment	Other	Total
NUL	451	17	175	1	145	0	0	789
LCE	232	9	6	0	124	2	1	374
LUCT	0	0	213	0	0	0	0	213
LP	158	0	5	0	0	0	0	163
LAC	162	0	2	2	0	0	0	166
NHTC	93	0	9	9	0	0	0	111
PSN	39	1	7	0	0	0	0	47
CAS	13	0	29	0	0	0	0	42
LIPAM	36	0	1	0	0	0	0	37
RCN	28	0	1	0	0	0	0	29
IDM	12	1	14	0	1	0	0	28
SCN	26	0	1	0	0	0	0	27
Botho	21	0	3	0	0	0	0	24
MAC	20	0	2	0	0	0	0	22
LeBoHA	0	0	6	0	0	0	0	6
Total	1291	28	474	12	270	2	1	2078
% Total	62.1	1.3	22.8	0.6	13.0	0.1	0.0	100.0

Figure 7 also presents terms of employment for different categories of staff. It shows that majority of instructional and support staff were employed on permanent basis while those in management positions were largely employed on contract basis. This was different from the previous year where in all categories, majority were on permanent basis.

Figure 7: Distribution of Staff by Classification and Terms of Employment



3.6 Qualifications of Staff

Table 17 presents qualifications of staff at higher education institutions in 2015/16. Similar to the previous year, majority of the staff held masters and bachelor's degrees as they constituted 27.7% and 25.3% respectively. They were largely employed at NUL and LCE. PhD holders only made up 6.5% of the total staff complement and were mainly employed at NUL which offered programmes at a higher level. It is worth noting that a slight improvement was observed for degree holders as they increased by 1.9% from 515 staff members in 2014/15 to 525 in 2015/16. On the contrary, the number of master's degree holders fell by 4.5% from 602 in 2014/15 to 575 in 2015/16 and PhD holders by 6.9% from 134 in the previous year to 134 during the review period.

Table 18: Distribution of Staff by Institution and Qualification

Institution	COSC & below	Certificate	Diploma	Degree	IB	Honours	Masters	PhD	Professional qualification	Other	Total
NUL	80	45	71	113	0	17	329	117	12	5	789
LCE	45	11	26	144	2	39	93	7	7	0	374
LUCT	21	9	27	70	0	20	59	1	5	1	213
LP	14	16	32	60	0	8	25	1	2	5	163
LAC	92	2	19	34	0	4	11	2	2	0	166
NHTC	39	6	13	33	0	5	13	1	1	0	111
PSN	16	3	5	12	0	5	6	0	0	0	47
CAS	4	0	5	5	0	0	2	0	26	0	42
LIPAM	10	1	4	9	0	1	8	1	3	0	37
RCN	8	2	3	9	0	3	2	0	2	0	29
IDM	4	1	6	2	0	0	11	0	3	1	28
SCN	4	1	3	16	0	0	2	0	1	0	27
Botho	1	0	2	10	0	1	8	1	1	0	24
MAC	5	1	3	8	0	1	3	1	0	0	22
LeBoHA	0	0	0	0	0	0	3	2	1	0	6
Total	343	98	219	525	2	104	575	134	66	12	2078
% Total	16.5	4.7	10.5	25.3	0.1	5.0	27.7	6.5	3.2	0.6	100.1

Staff members with professional qualifications only made up 3.2%, an improvement of 15.7% from the previous year's figure of 57 staff members and were largely employed at CAS and NUL. These were staff members with qualifications offered at CAS and IDM and included the following: Certified Accounting Technician (CAT), General Accounting (GA) or Licenced Accounting (LA), Chartered Institute of Management Accountancy (CIMA), Chartered Institute of Public Finance and Accountancy (CIPFA), Chartered Accountancy (CA) and Chartered Institute of Purchasing and Supply (CIPS).

The analysis also looked at qualifications of different categories of staff. Table 18 shows that instructional personnel and management were largely degree, masters and PhD holders while majority of support staff held COSC and below, diploma and degree qualifications.

Table 19: Distribution of Staff by Qualification and Classification

Qualifications	Instructional	Support	Management	Total	% Total
COSEC & below	1	342	0	343	16.5
Certificate	4	93	1	98	4.7
Diploma	24	192	3	219	10.5
Degree	348	156	21	525	25.3
IB	1	1	0	2	0.1
Honours	82	20	2	104	5.0
Masters	491	49	35	575	27.7
PhD	117	2	15	134	6.4
Professional qualification	28	31	7	66	3.2
Other	1	11	0	12	0.6
Total	1097	897	84	2078	100.0

Table 19 presents staff who taught at institutions in 2015/16 by their qualifications and levels at which they taught. A total of 1101 staff members taught at HEIs and this included instructional personnel plus support staff and management involved in teaching in addition to their core functions. More than half (55.0%) taught at diploma level and were largely degree and masters holders. Those who taught at Degree level followed with 32.6%, largely masters and PhD holders.

Table 20: Distribution of Staff by Qualifications and Level Taught

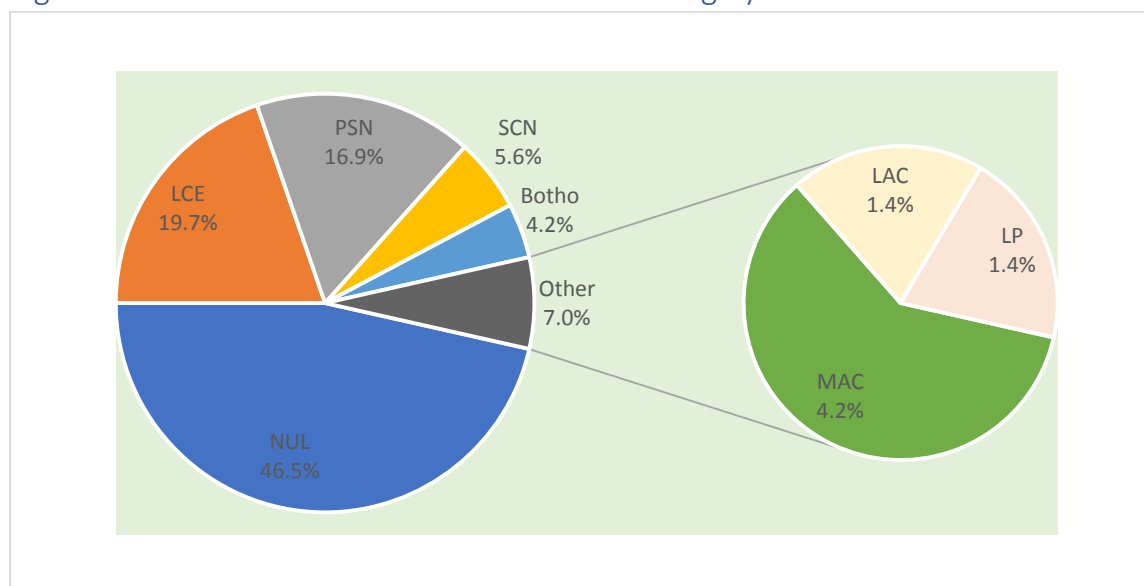
Qualification	Level Taught						Total
	Certificate	Diploma	Degree	Honours	Masters	PhD	
Certificate	0	1	0	0	0	0	1
Diploma	1	25	0	0	0	0	26
Degree	3	329	15	3	0	0	350
IB	0	1	0	0	0	0	1
Honours	2	65	12	3	0	0	82
Masters	5	172	265	40	7	0	489
PhD	0	8	63	27	19	1	118
Professional qualification	0	2	0	21	1	0	24
CA	0	2	4	3	0	0	9
Other	0	1	0	0	0	0	1
Total	11	606	359	97	27	1	1101
% Total	1.0	55.0	32.6	8.8	2.5	0.1	100.0

According to the CHE Minimum Programme Accreditation Standards, one has to teach at a level lower than his/her qualifications. However, similar to the previous year, there were still staff members who taught at a higher level than or same level as the qualifications they possessed. This were largely teaching assistants and lab technicians employed at LP and LCE who taught at diploma level but possessing diploma or lower qualifications in specific professions.

3.6 Staff Training

Only 8 institutions sent their staff for long term training during the period under review, namely: NUL, LCE, PSN, SCN, MAC, Botho, LAC and LP. Out of a total of 2104 staff members employed by institutions, only 71 staff members were sent for training in 2015/16 and this represented only 3.4% of the total staff complement. However, the number was higher than the 2014/15 figure of 51 staff members by 39.2%. As illustrated in Figure 7, close to half were from NUL followed by LCE and PSN with 19.7% and 16.9% respectively.

Figure 8 Distribution of Staff who went for Training by Institution



Majority went for PhD qualification as they constituted 40.8% and were largely instructional personnel. This was followed by masters and honours qualifications with 29.6% and 15.5%, both dominated by instructional and support staff. Only small proportions of less than 6% went for training at lower levels of certificate, diploma and Certified Accounting Technician (See Table 20).

Table 21: Distribution of staff by Classification and Qualification Being Studied

Qualification	Employee Type			Total	% Total
	Instructional	Management	Support		
Certificate	0	0	1	1	1.4
Diploma	2	0	0	2	2.8
Degree	2	0	4	6	8.5
Honours	4	0	7	11	15.5
Masters	14	1	6	21	29.6
PhD	28	0	1	29	40.8
CAT	0	0	1	1	1.4
Total	50	1	20	71	100.0

Table 21 also presents qualifications and programmes studied by mode of delivery. Unlike in the previous year where 64.7% studied on fulltime basis while 35.3% on part-time basis, in 2015/16,

proportions were close to half for both modes studied. About 50.9% studied on full-time basis while 49.3% studied on part-time basis.

Table 22: Distribution of Staff by Qualifications and Programmes Studied and Mode of Delivery

Qualification	Programme Studied	Mode		Total
		Fulltime	Parttime	
Certificate	Higher Certificate in Archives		1	1
	Sub-total		1	1
Diploma	Advanced Diploma in Accounting Sciences	0	1	1
	Sub-total	0	1	1
Degree	BA in Cultural Heritage Studies	2	0	2
	Bachelor of Animal Science	1	0	1
	Bachelor of Information Science	0	1	1
	Bachelor of Library and information studies	1	0	1
	Bachelor of Arts in Health Sciences Nursing Management and Nursing Education	0	1	1
	Sub-total	4	2	6
Honours	BSc Honours	1	0	1
	BSc Honours in Computer Science	4	0	4
	Honours in Translation Studies	0	1	1
	PGD in Library Information Studies	1	0	1
	PGD in Nursing (Nursing Education)	0	1	1
	Post Graduate Diploma	0	1	1
	Post Graduate Diploma in HRM	0	1	1
	Post graduate Diploma in Public Health	0	1	1
	Sub-total	6	5	11
Masters	MA in Development Studies	0	1	1
	MA Nursing Science	0	1	1
	Master of Science in Nursing	0	2	2
	Masters in Library and Information Science	1	1	2
	Masters in Business Management	0	1	1
	Masters in Computer Science	0	1	1
	Masters in Higher Education	0	1	1
	Masters in Information Science	0	1	1
	Masters in Library and Information Studies	2	0	2
	Masters in Nursing	0	2	2
	Masters in Nursing Science	0	1	1
	Masters of Science in Nursing (Advanced Midwifery and Neonatology)	0	1	1
	MPhil in HIV and AIDS Management	0	1	1
	MPhil in HIV/AIDS Management	0	3	3
	MPhil Professional Health Education	0	1	1
Sub-total	3	18	21	
PhD	PhD	0	4	4

PhD in African Languages	2	0	2	
PhD in Agronomy	1	0	1	
PhD in Applied Linguistics	1	0	1	
PhD in Applied Mathematics	1	0	1	
PhD in Artificial Intelligence	1	0	1	
PhD in Biotech Molecular Microbiology	1	0	1	
PhD in Botany	1	0	1	
PhD in Economics	1	0	1	
PhD in Education	0	1	1	
PhD in Electrical Engineering	1	0	1	
PhD in Information and Communication Technology for Development	1	0	1	
PhD in Information and Communication Technology	1	0	1	
PhD in Law	2	0	2	
PhD in Library and Information studies	1	0	1	
PhD in Literature Education	1	0	1	
PhD in Nursing	0	1	1	
PhD in Plant Physiology	1	0	1	
PhD in Political Sciences	1	0	1	
PhD in Private Law	1	0	1	
PhD in Sociology	1	0	1	
PhD in Special Education	1	0	1	
PhD in Statistics	1	0	1	
PhD in Languages	0	1	1	
Doctor of Technology in Peace Building Studies	1	0	1	
Sub-total	23	7	30	
Professional qualification	Certified Accounting Technician	1	1	
Sub-total		1	1	
Grand Total		36	35	71
% Total		50.7	49.3	100.0

3.7 Attrition rates

The number of staff who left the institutions in 2015/16 was 127 in total, representing only 6.0% of the total staff complement. This is low compared to the 2014/15 figure of 242 staff members. They were from 12 institutions as presented in Table 22, with majority being from LCE, LUCT and NUL with 26.0% and 24.4% and 22.0% respectively and were largely instructional and support staff. PSN, RCN, Botho, CAS and NHTC had less than three (3) staff members that left. SCN, MAC and LeBoHA were the only institutions that did not report any staff that left during the year.

Table 23: Distribution of staff who Left the Institution by Classification

Institution	Employee Classification			Total	% Total
	Instructional	Management	Support		
LCE	18	1	14	33	26.0
LUCT	14	3	14	31	24.4
NUL	13	0	15	28	22.0
LP	7	1	7	15	11.8
IDM	0	3	1	4	3.1
LAC	2	0	2	4	3.1
LIPAM	1	1	2	4	3.1
Botho	1	1	0	2	1.6
PSN	0	0	2	2	1.6
RCN	0	0	2	2	1.6
CAS	0	1	0	1	0.8
NHTC	0	0	1	1	0.8
Total	56	11	60	127	100.0
% Total	44.1	8.7	47.2	100.0	

Table 23 presents staff who left the institutions by their terms of employment. It shows that close to half (40.9%) of them were employed on permanent basis. Those employed on temporary and part-time basis were the lowest with 10.2% and 15.0% respectively.

Table 24: Distribution of Staff who Left the Institution by Terms of Employment

Institution	Terms of Employment				Total	% Total
	Permanent	Temporary	Contract	Part-time		
LCE	6	9	1	17	33	26.0
LUCT	0	0	31	0	31	24.4
NUL	18	3	5	2	28	22.0
LP	15	0	0	0	15	11.8
IDM	0	1	3	0	4	3.1
LAC	3	0	1	0	4	3.1
LIPAM	4	0	0	0	4	3.1
Botho	1	0	1	0	2	1.6
PSN	2	0	0	0	2	1.6
RCN	2	0	0	0	2	1.6
CAS	0	0	1	0	1	0.8
NHTC	1	0	0	0	1	0.8
Total	52	13	43	19	127	100.0
% Total	40.9	10.2	33.9	15.0	100.0	

The attrition rates were also calculated for institutions with staff that left during the review period. This measures the proportion of staff leaving the institutions relative to the population of academic staff at the institutions. It was estimated at 11.6% of the total instructional personnel in institutions that experienced staff attritions. It was lower than the 2014/15 rate of 23.3%.

There were several reasons why staff left the institutions and these are presented in Table 24. Staff who resigned dominated with 51.2%, being largely support staff. Those who reached end of their contracts followed with 33.9%, and were dominated by instructional personnel. Those who were dismissed, resigned or on un-paid leave were the lowest with 0.8% each.

Table 25: Staff who Left by Classification and Reasons for Leaving

Reasons	Employee Classification			Total	% Total
	Instructional	Management	Support		
Resigned	24	7	35	66	52.0
End of contract	24	2	17	43	33.9
Death	2	0	3	5	3.9
Transferred	1	1	3	5	3.9
Compulsory retirement	2	0	2	4	3.1
Dismissed	2	1	0	3	2.4
Study leave	1	0	0	1	0.8
Total	56	11	60	127	100.0
% Total	44.1	8.7	47.2	100.0	

Table 25 presents staff who left by reasons and terms of employment. It shows that majority of staff that left resigned and were largely those employed on permanent and contract basis

Table 26 Staff who Left by Terms of Employment and Reasons for Leaving

Reasons	Terms of Employment				Total	% Total
	Permanent	Temporary	Contract	Part-time		
Resigned	33	0	33	0	66	52.0
End of contract	4	13	7	19	43	33.9
Death	5	0	0	0	5	3.9
Transferred	4	0	1	0	5	3.9
Compulsory retirement	4	0	0	0	4	3.1
Dismissed	1	0	2	0	3	2.4
Study leave	1	0	0	0	1	0.8
Total	52	13	43	19	127	100.0
% Total	40.9	10.2	33.9	15.0	100.0	

APPENDIX 1

List of Programmes offered by each institution

HEIs	Programme	Number of Programmes Offered
Botho	Bachelor of Science (Hons) in Accounting	1
	Bachelor of Science (Hons) in Business Management	1
	Bachelor of Science (Hons) in Computing	1
	Bachelor of Science (Hons) in Health Information Management	1
	Total	4
CAS	Certified Accounting Technician	1
	Chartered Accountant	1
	Chartered Institute of Public Finance Accountancy (CIPFA)	1
	General Accountant	1
	Total	4
IDM	Chartered Institution of Procurement and Supplies	1
	Chartered Institute of Logistics and Transport	1
	Diploma in Accounting and Business Studies	1
	Diploma in Human Resource and Development	1
	Total	4
LAC	Agricultural Engineering, Land and Water Management	1
	Diploma in Agricultural Engineering	1
	Diploma in Agricultural Engineering, Land and Water Management	1
	Diploma in Agriculture	1
	Diploma in Forestry and Resource Management	1
	Diploma in Home Economics	1
	Diploma in Home Economics Education	1
	Total	7

LCE	Certificate in Early Childhood Education	1
	Diploma in Education (Primary)	1
	Diploma in Education (Secondary)	1
	Total	3
LeBoHA	Family Medicine and Speciality Training Programme	1
	Total	1
LIPAM	Diploma in Human Resources Management and Labour Laws	1
	Diploma in Public Administration and Management	1
	Total	2
LP	Diploma in Architectural Technology	1
	Diploma in Business Management	1
	Diploma in Civil Engineering	1
	Diploma in Civil Engineering	1
	Diploma in Computer Systems Engineering	1
	Diploma in Computer Systems Engineering	1
	Diploma in Construction Management	1
	Diploma in Construction Management	1
	Diploma in Electrical & Electronic Engineering	1
	Diploma in Hospitality Management	1
	Diploma in Marketing Management	1
	Diploma in Marketing Management	1
	Diploma in Mechanical Engineering	1
	Diploma in Office Administration & Management	1
	Diploma in Office Administration & Management	1
	Diploma in Office Administration & Management	1
	Diploma in Tourism Management	1
Diploma in Water & Environmental Engineering	1	
Total	17	
LUCT	Associate Degree in Architecture Technology	1
	Associate Degree in Broadcasting Radio TV	1
	Associate Degree in Business Information Technology	1

Associate Degree in Business Management	1
Associate Degree in Creative Advertising	1
Associate Degree in Fashion Apparel Design	1
Associate Degree in Film Production	1
Associate Degree in Graphic Design	1
Associate Degree in Hotel Management	1
Associate Degree in Information Technology	1
Associate Degree in International Tourism	1
Associate Degree in Journalism Media	1
Associate Degree in Marketing	1
Associate Degree in Multimedia Software Engineering	1
Associate Degree in Public Relations	1
Associate Degree in Retail Management	1
Associate Degree in Tourism Management	1
B Bus Hons in Entrepreneurship	1
B Bus Hons in International Business	1
B Des Hons in Professional Design	1
Ba Hons in Broadcasting Journalism	1
Ba Hons in Digital Film TV	1
Ba Hons in Fashion Retailing	1
Ba Hons in Human Resource Management	1
Ba Hons in Interior Architecture	1
Ba Hons in Professional Communication	1
Ba Hons in Tourism Management	1
Bsc Hons in Business Information Technology	1
Bsc Hons in Electronic Commerce	1
Bsc Hons in Information Technology	1
Bsc Hons in Software Engineering with Multimedia	1
Total	31
MAC	
Diploma in General Nursing	1
Diploma in Midwifery	1

	Total	2
NHTC	Certificate in Auxiliary Social Work	1
	Certificate in Nursing Assistant	1
	Diploma in Environmental Health	1
	Diploma in General Nursing	1
	Diploma in Medical Laboratory Sciences	1
	Diploma in Midwifery	1
	Diploma in Ophthalmic Nursing	1
	Diploma in Pharmacy Technology	1
	Diploma in Primary Health Care	1
	Total	9
NUL	B. Eng. in Electronics	1
	Bachelor of Accounting	1
	Bachelor of Arts	1
	Bachelor of Arts in Business and Entrepreneurship	1
	Bachelor of Arts in Pastoral Care and Counselling	1
	Bachelor of Arts in Practical Philosophy and Applied Ethics	1
	Bachelor of Commerce	1
	Bachelor of Education	1
	Bachelor of Education (Primary)	1
	Bachelor of Law	1
	Bachelor of Management	1
	Bachelor of Nursing and Midwifery	1
	Bachelor of Nursing Science	1
	Bachelor of Science	1
	Bachelor of Science in Agriculture	1
	Bachelor of Science in Biotechnology	1
	Bachelor of Science in Chemical Technology	1
	Bachelor of Science in Computer Science	1
	Bachelor of Science in Consumer Science	1
	Bachelor of Science in Electronics	1

Bachelor of Science in Environmental Health	1
Bachelor of Science in Information Systems	1
Bachelor of Science in Nutrition	1
Bachelor of Science in Pharmacy	1
Bachelor of Science in Statistics	1
Bachelor of Social Work	1
Certificate in Statistics	1
Computer Engineering	1
Diploma in Adult Education	1
Diploma in Agricultural Education	1
Diploma in Applied Philosophy and Public Ethics	1
Diploma in Library and Information Studies	1
Diploma in Management	1
Diploma in Mass Communication	1
Diploma in Pastoral Care and Counselling	1
Education	1
Human Resource Management	1
Labour Law	1
Master of Arts	1
Master of Arts in Development Studies	1
Master of Arts in Education	1
Master of Arts in Literature in English	1
Master of Science in Agriculture (Animal Science)	1
Master of Science in Agriculture (Crop Science)	1
Master of Science in Agriculture (Soil Sciences)	1
Master of Science in Economics	1
Master of Science in Sociology	1
PhD (English Language and Linguistics)	1
Total	48
PSN	
Certificate in Nursing Assistant	1
Diploma in General Nursing	1

	Diploma in Midwifery	1
	Total	3
RCN	Diploma in General Nursing	1
	Diploma in Midwifery	1
	Total	2
SCN	Certificate in Nursing Assistant	1
	Diploma in General Nursing	1
	Diploma in Midwifery	1
	Total	3
Grand Total		131