



# higher education & training

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Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**

## **FACTSHEET ON NEW ENTRANTS IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES: 2019**

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### **Enquiries**

**Higher Education and Training Information System (HETIS) Officer**

**Ms Nthabiseng Tema**

Department of Higher Education and Training

Postal Address: Private Bag X174, Pretoria, 0001

Tel.: 012 312 5961/6191

Email: [HETIS.Officer@dhet.gov.za](mailto:HETIS.Officer@dhet.gov.za)

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## 1. Background

The Department of Higher Education and Training (the Department) publishes, among others, annual statistics on Post-School Education and Training (PSET) institutions. However, to date, the publication does not include data on new entrants in Technical and Vocational Education and Training (TVET) colleges, owing to the quality of the new entrants data uploaded in TVETMIS.

Data about new entrants to TVET colleges is important because it is indicative of demand for new enrolments and the need for physical space; it also reflects on the capacity of TVET colleges to absorb potential new entrants. Such data can be used undertake future projections of new entrants and thereby support planning in TVET colleges, especially with respect to enrolment planning. Such projections can be used by the Department to inform the public and potential students in particular, about education and training opportunities available at TVET colleges.

This Factsheet provides information about the number and profile of new students in TVET colleges, and the type of programmes they enrol into. The methodology to calculate the number of new entrants in TVET colleges is outlined in section 2 below. The proposed methodology was tested for the first time with 2017 and 2018 new entrants' data and has been accepted by the TVET Branch. This is the second factsheet produced on new entrants, and we plan to produce similar reports annually subject to the availability of credible enrolment data from TVET colleges.

## 2. Methodology

Prior to 2016, the Department collected aggregated data from TVET colleges through annual surveys. Furthermore, these surveys did not request TVET colleges to provide data about new entrants; consequently, data on new entrants at TVET colleges has not been calculated or collected and therefore not been published since the 1990s (when TVET college surveys had been initiated). Since 2016, the Department replaced annual surveys with a new system referred to as the Technical and Vocational Education and Training Management Information System (TVETMIS), which facilitates uploading of unit level record data from TVET colleges. Although TVET colleges do upload data on new entrants to TVETMIS, the data for this variable has not been populated correctly by TVET colleges and it therefore doesn't provide a clear and correct picture on the number of new students enrolled in TVET colleges.

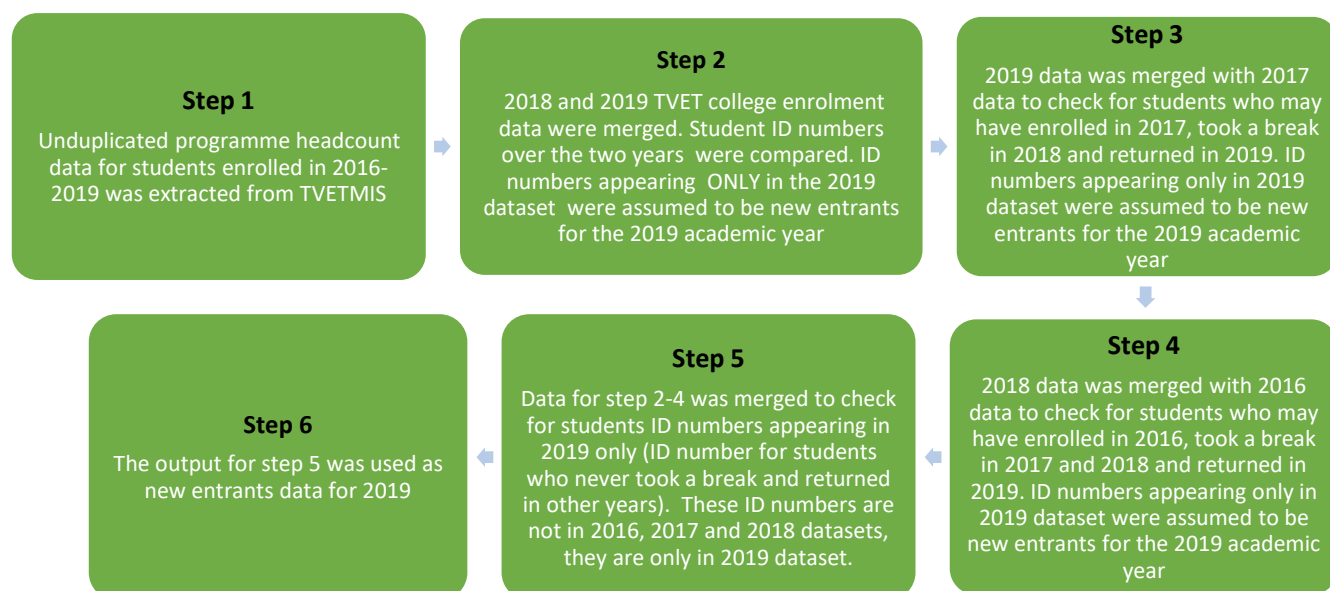
Owing to the unavailability of accurate and credible data on new entrants (as a distinct variable) in TVETMIS, the Department has attempted to **calculate** the number of new entrants in TVET colleges by using enrolment data over several years (in this instance, it should be noted that the calculation for new

entrants could only be taken as of 2016, since unit level record data was only available from 2016). The following method was used to calculate the number of new entrants:

Unduplicated headcount enrolment of TVET colleges data (i.e. counting of students once per programme type in an academic year irrespective of the number of times they've enrolled for that particular programme in a TVET college in the same academic year) for 2016 – 2019 was extracted from TVETMIS for each of the four academic years, and used to calculate the number of new entrants in TVET colleges in 2019 as new entrants for 2017 and 2018 were calculated in the 2020 factsheet.

The many to many relationship (as ID numbers for students appeared more than once if they were enrolled for different programmes in an academic year) was used to merge ID numbers and programme type to identify new entrants enrolment by programme type. A step-by-step explanation of the methodology is provided in Figure 1 below:

Figure 1: Step by step methodology for calculating 2019 new entrants in TVET colleges



### 3. Limitations

As indicated above, the South African Identity (ID) Number was the primary variable used to merge the datasets in order to determine the number of new entrants in TVET colleges. This implies that the data provided in this Factsheet excludes non-South African students whose primary key was a passport number (as opposed to a SA ID number). Records excluded from the analysis which did not have ID numbers were as follows: 5 078 (1.0%) in 2016, 3 507 (0.7%) in 2017, 3 403 (0.7%) in 2018 and 2 895 (0.6%) in 2019. Furthermore, it should be noted that data uploaded on TVETMIS excludes students enrolled for exams only, and this group will therefore not be included in the analysis.

Students who may have enrolled prior to 2016 and registered again in 2017, 2018 or 2019 will be interpreted as new entrants, since the Department only started collecting unit level record data of TVET college students from 2016 onwards. Furthermore, it should be noted that since the profile of student data in TVETMIS does not include the highest level of education for students.

New entrants' data for 2019 was merged with Grade 12 data from the Department of Basic Education (DBE) in order to determine whether 2019 new entrants had enrolled and wrote Grade 12 in the year prior to becoming TVET college students (2018). This will give an indication on the proportion of new entrants who either completed or did not complete Grade 12. This analysis will exclude new entrants who might have enrolled in TVET colleges after completing Grades 9-11. Data on the highest level of education for students will be uploaded to TVETMIS in future.

#### 4. New entrants in TVET colleges, 2017-2019

The following section provides an analysis on the number of new in TVET colleges, disaggregated by programme type, gender and TVET college.

**Table 1: Unduplicated headcount enrolment in TVET colleges by programme type, 2017- 2019**

Programme type	2016	2017	2018	2019	Difference between 2018 and 2019
NC(V)	154 591	142 340	128 713	138 912	10 199
Report 191 (N1-N6)	319 559	312 365	297 995	310 308	12 313
Occupational Qualifications	13 243	10 961	18 248	22 759	4 511
Other	19 432	21 607	19 512	12 777	-6 735
PLP	n.a	n.a	287	3 597	3 310
<b>Total</b>	<b>506 825</b>	<b>487 273</b>	<b>464 755</b>	<b>488 353</b>	<b>23 598</b>

**Source:** TVETMIS 2016-2019. Data for 2019 data was extracted in December 2020.

Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

Note 2: NC(V) refers to the National Certificate (Vocational) Levels 2-4.

Note 3: "Occupational Qualifications" are those qualifications associated with a trade, occupation or profession, resulting from work-based learning and consisting of knowledge, practical and work experience components. Accreditation by a SETA (and QCTO) is linked to these qualifications.

Note 4: "Other" refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported in 2018.

Note 5: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.

Note 6: "n.a" means not applicable.

Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2019, namely, Buffalo City, Central Johannesburg, Coastal, Esayidi, Goldfields, Ingwe, King Hintsa, Majuba, Nkangala, Sekhukhune and Taletso TVET Colleges.

The unduplicated headcount enrolment in TVET colleges was 488 353 in 2019, reflecting 5.1% or 23 598 increases when compared with 2018 (464 755). The highest headcount enrolment increases between 2018 and 2019 were observed for Report 191 (12 313) and NC(V) (10 199). The unduplicated headcount enrolment in TVET colleges declined in 2017 and 2018 and increased in 2019.

It should be noted that the enrolment figures included in the *Statistics on Post-School Education and Training in South Africa*<sup>1</sup> report reflects programme count/enrolment cycle count of students (as opposed to unduplicated headcount), where students are counted in each enrolment cycle (i.e. trimester, semester, annual). The unduplicated headcount enrolment figures in Table 1 refers to the counting of students once per programme type in an academic year, irrespective of the number of times a student is enrolled in that programme. These figures will however be duplicated if students enrolled in different programmes in an academic year (e.g. a student enrolled in NATED and skills programme in the same academic year will be counted twice).

**Table 2: New entrants in TVET colleges by programme type, 2017- 2019**

Programme Type	2017	% of students who were new entrants in 2017	2018	% of students who were new entrants in 2018	2019	% of students who were new entrants in 2019
<b>NC(V) (Level 2-4)</b>	65 732	46.2%	56 005	43.5%	61 134	44.0%
<b>Report 191 (N1-N6)</b>	153 048	49.0%	136 964	46.0%	137 068	44.3%
<b>Occupational Qualifications</b>	7 376	67.3%	14 144	77.5%	11 821	51.9%
<b>Other</b>	17 378	80.4%	15 005	76.9%	6 372	49.9%
<b>PLP</b>	n.a	n.a	281	97.9%	3 398	94.5%
<b>Total</b>	<b>243 534</b>	<b>50.0%</b>	<b>222 399</b>	<b>47.9%</b>	<b>219 793</b>	<b>45.0%</b>

Source: TVETMIS 2016-2019. Data for 2019 data was extracted in December 2020.

Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

Note 2: NC(V) refers to the National Certificate (Vocational) Levels 2-4.

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Note 5: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.

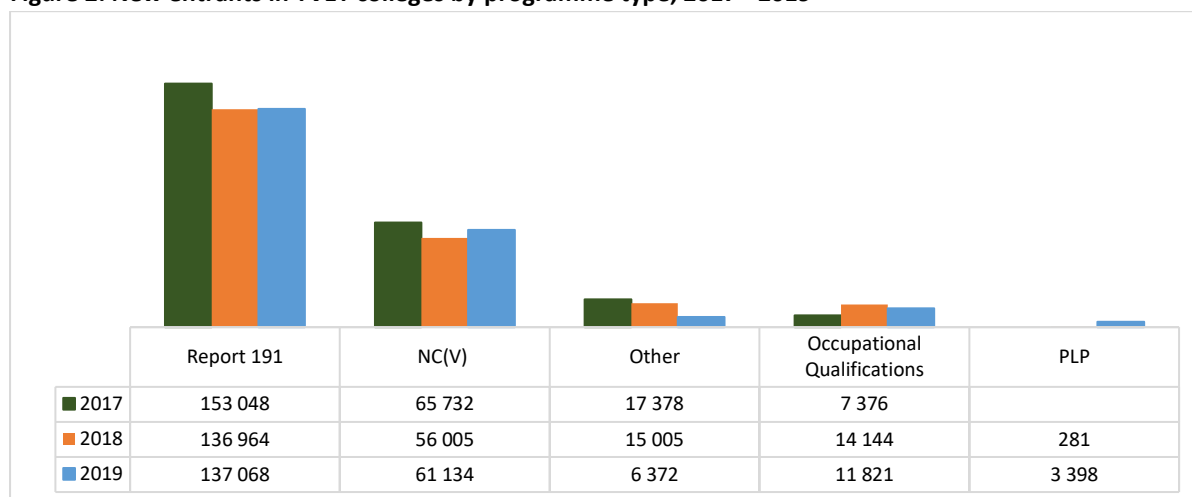
Note 6: "n.a" means not applicable.

Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2019, namely, Buffalo City, Central Johannesburg, Coastal, Esayidi, Goldfields, Ingwe, King Hintsa, Majuba, Nkangala, Sekhukhune and Taletso TVET Colleges.

Note 8: New entrants are sometimes referred to as first-time entering students, which is defined as "A person who is enrolled at a PSET institution and has not enrolled at a similar institution in the past". Students who enrolled prior to 2016, dropped out and came back in 2019 were treated as new entrants as unit level record data was only uploaded from 2016 onwards.

<sup>1</sup> Enrolment cycle count of students in TVET colleges was 688 028 in 2017, 657 133 in 2018 and 673 490 in 2019.

**Figure 2: New entrants in TVET colleges by programme type, 2017 - 2019**



**Source:** TVETMIS 2016-2019. Data for 2019 data was extracted in December 2020.

Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

Note 2: NC(V) refers to the National Certificate (Vocational) Levels 2-4.

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Table 2 indicates that almost half of the students enrolled in TVET colleges in 2019 were new entrants (45.0% or 219 793 of the 488 353 unduplicated headcount enrolments). The proportion was however lower when compared with new entrants in 2017 and 2018 (50.0% and 47.9% respectively).

The highest number of new entrants were for Report 191 throughout the period under review (2017-2019). A decrease of 2 606 new entrants was recorded in TVET colleges between 2018 and 2019 (see Figure 2 and Table 2), with the highest decrease recorded for "other" programmes (8 633) and this might be due to an improvement in classification of programmes students enrolled for. Increases were recorded for NC(V) and Pre-Vocational Learning Programme (PLP) in the same period.

PLP is a foundational learning programme to prepare students for access into a specific vocational or occupational learning pathway at TVET colleges, and 3 597 students had enrolled for this programme as indicated in Table 1. The expectation was that all these students were going to be recorded as new entrants, however, only 3 398 of them were new entrants. The other 4 were foreign national students and were therefore excluded in the analysis. The remaining 195 PLP students enrolled in the previous years (2016-2018) and majority of them enrolled for NC(V) level 2.

**Table 3: Number of new entrants in TVET colleges by programme type and gender, 2018 and 2019**

Programme type	2018		2019		Difference between 2018 and 2019	
	Female	Male	Female	Male	Female	Male
<b>NC(V) (Level 2-4)</b>	33 826	22 179	38 293	22 841	4 467	662
<b>Report 191 (N1-N6)</b>	76 728	60 236	78 765	58 303	2 037	-1 933
<b>Occupational Qualifications</b>	9 254	4 890	7 486	4 335	-1 768	-555
<b>Other</b>	8 574	6 431	3 607	2 765	-4 967	-3 666
<b>PLP</b>	121	160	1 532	1 866	1 411	1 706
<b>Total</b>	<b>128 503</b>	<b>93 896</b>	<b>129 683</b>	<b>90 110</b>	<b>1 180</b>	<b>-3 786</b>

**Source:** TVETMIS 2016-2019. Data for 2019 data was extracted in December 2020.

Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

Note 2: NC(V) refers to the National Certificate (Vocational) Levels 2-4.

Note 3: "Occupational Qualifications" are those qualifications associated with a trade, occupation or profession, resulting from work-based learning and consisting of knowledge, practical and work experience components. Accreditation by a SETA (and QCTO) is linked to these qualifications.

Note 4: "Other" refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported in 2018.

Note 5: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.

Note 6: The following colleges did not report any enrolment in Occupational Qualifications in 2019, namely, Buffalo City, Central Johannesburg, Coastal, Esayidi, Goldfields, Ingwe, King Hintsa, Majuba, Nkangala, Sekhukhune and Taletso TVET Colleges.

Note 7: New entrants are sometimes referred to as first-time entering students, which is defined as "A person who is enrolled at a PSET institution and has not enrolled at a similar institution in the past". Students who enrolled prior to 2016, dropped out and came back in 2019 were treated as new entrants as unit level record data was only uploaded from 2016 onwards.

A higher proportion of new entrants were female students in both 2018 and 2019 as compared to males. The number of female new entrants increased by 1 180 between 2018 and 2019, while male new entrants students declined by 3 786 in the same period. Despite the overall decline in the number of male new entrants between 2018 and 2019, a higher increase for new entrants in PLP was recorded for males as compared to females.

**Table 4: Number of new entrants in TVET colleges, 2018 and 2019**

College	2018	2019	Difference between 2018 and 2019
1. Boland TVET College	4 045	4 575	530
2. Buffalo City TVET College	2 218	3 129	911
3. Capricorn TVET College	4 565	3 936	-629
4. Central Johannesburg TVET College	4 978	4 427	-551
5. Coastal TVET College	5 842	6 961	1 119
6. College of Cape Town for TVET	8 433	5 213	-3 220
7. Eastcape Midlands TVET College	2 697	3 385	688
8. Ehlanzeni TVET College	4 386	3 439	-947
9. Ekurhuleni East TVET College	7 240	6 886	-354
10. Ekurhuleni West TVET College	7 686	7 150	-536
11. Elangeni TVET College - Central	6 567	4 668	-1 899
12. Esayidi TVET College	1 991	4 480	2 489
13. False Bay TVET College	5 165	4 504	-661
14. Flavius Mareka TVET College	3 878	3 408	-470
15. Gert Sibande TVET College	4 527	4 691	164
16. Goldfields TVET College	2 165	2 332	167
17. Ikhala TVET College	2 045	2 715	670
18. Ingwe TVET College	2 964	2 636	-328
19. King Hintsa TVET College	1 611	1 478	-133
20. King Sabata Dalindyebo TVET College	2 729	4 062	1 333
21. Lephhalale TVET College	2 259	1 991	-268
22. Letaba TVET College	2 112	2 416	304
23. Lovedale TVET College	2 593	1 967	-626
24. Majuba TVET College	8 329	8 026	-303
25. Maluti TVET College	4 072	3 962	-110
26. Mnambithi TVET College	2 523	3 027	504
27. Mopani South East TVET College	2 735	3 495	760
28. Motheo TVET College	6 576	6 918	342
29. Mthashana TVET College	2 171	2 752	581
30. Nkangala TVET College	5 180	4 852	-328
31. Northern Cape Rural TVET College	2 399	2 925	526
32. Northern Cape Urban TVET College	3 652	4 773	1 121
33. Northlink TVET College	11 455	8 351	-3 104
34. Orbit TVET College	3 919	3 731	-188
35. Port Elizabeth TVET College	4 643	3 948	-695
36. Sedibeng TVET College	6 985	5 767	-1 218
37. Sekhukhune TVET College	2 165	2 205	40
38. South Cape TVET College	4 073	4 420	347
39. South West Gauteng TVET College	8 329	6 590	-1 739
40. Taletso TVET College	2 026	2 704	678
41. Thekwini TVET College	4 362	4 382	20
42. Tshwane North TVET College	6 294	4 941	-1 353
43. Tshwane South TVET College	4 897	7 166	2 269
44. Umfolozi TVET College	5 173	5 844	671
45. Umgungundlovu TVET College	3 514	4 057	543
46. Vhembe TVET College	6 066	5 494	-572
47. Vuselela TVET College	3 316	3 218	-98
48. Waterberg TVET College	3 003	1 963	-1 040
49. West Coast TVET College	4 929	5 592	663
50. Western TVET College	6 917	8 241	1 324
<b>Total</b>	<b>222 399</b>	<b>219 793</b>	<b>-2 606</b>

Source: TVETMIS 2016-2019. Data for 2019 data was extracted in December 2020.

Note: New entrants are sometimes referred to as first-time entering students, which is defined as "A person who is enrolled at a PSET institution and has not enrolled at a similar institution in the past". Students who enrolled prior to 2016, dropped out and came back in 2019 were treated as new entrants as unit level record data was only uploaded from 2016 onwards.

There was an overall decline in the number of new entrants in 2019 as compared to 2018, with College of Cape Town, Northlink, Elangeni and South West Gauteng TVET colleges contributing largely to the

decline. Northlink TVET college recorded the largest number of new entrants in both 2018 and 2019. On the other hand, TVET colleges with large increases in the number of new entrants in 2019 compared to 2018 were Esayidi, Tshwane South, King Sabata Dalindyebo, Western, Northern Cape Urban and Coastal.

## 5. New entrants in 2019 by age group, programmes and province

This section analyses the number of new entrants in TVET colleges for 2019, disaggregated by age group, programme type, vocational field and province.

**Table 5: Number of new entrants in TVET colleges by programme type and age group, 2019**

Programme type	<15 years	15-19 years	20-24 years	25-29 years	30-34 years	35-39 years	≥40 years	Total
NC(V) (Level 2-4)	1	10 912	40 164	7 510	1 897	477	173	<b>61 134</b>
Report 191 (N1-N6)	0	30 021	73 196	17 758	8 853	4 253	2 987	<b>137 068</b>
Occupational qualifications	0	1 469	3 706	2 600	1 695	933	1 418	<b>11 821</b>
Other	0	1 092	2 384	1 130	681	366	719	<b>6 372</b>
Pre-Vocational Learning Programme	0	965	1 981	319	90	24	19	<b>3 398</b>
<b>Total</b>	<b>1</b>	<b>44 459</b>	<b>121 431</b>	<b>29 317</b>	<b>13 216</b>	<b>6 053</b>	<b>5 316</b>	<b>219 793</b>
<b>Proportions</b>	<b>0.0%</b>	<b>20.2%</b>	<b>55.2%</b>	<b>13.3%</b>	<b>6.0%</b>	<b>2.8%</b>	<b>2.4%</b>	<b>100.0%</b>

**Source:** TVETMIS 2019 data extracted in December 2020.

Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

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Note 4: "Other" refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported in 2018.

Note 5: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.

Note 6: The following colleges did not report any enrolment in Occupational Qualifications in 2019, namely, Buffalo City, Central Johannesburg, Coastal, Esayidi, Goldfields, Ingwe, King Hintsa, Majuba, Nkangala, Sekhukhune and Taletso TVET Colleges.

Note 7: New entrants are sometimes referred to as first-time entering students, which is defined as "A person who is enrolled at a PSET institution and has not enrolled at a similar institution in the past". Students who enrolled prior to 2016, dropped out and came back in 2019 were treated as new entrants as unit level record data was only uploaded from 2016 onwards.

More than half of new entrants students in TVET colleges in 2019 were youth aged 20-24 years old (55.2% or 121 431), followed by 15-19 year olds (20.2% or 44 459) and 25-29 year olds (13.3% or 29 317). The number declined for the older age groups (30 years and older). The majority of students in all the age groups enrolled for NATED programmes.

**Table 6: Number of new entrants in TVET colleges for Report 191 programmes, by gender, 2019**

Programme	Female	Male	Total
1. Art and Design	68	102	170
2. Business Management	7 391	3 896	11 287
3. Clothing production	205	70	275
4. Educare	4 728	306	5 034
5. Engineering studies	21 823	33 100	54 923
6. Farming Management	975	660	1 635
7. Financial Management	5 437	2 553	7 990
8. Hospitality and Catering Services	2 175	904	3 079
9. Human Resource Management	8 618	3 885	12 503
10. Introductory Engineering Studies	11	35	46
11. Legal	374	99	473
12. Management Assistant	7 675	2 199	9 874
13. Marketing Management	3 355	2 337	5 692
14. Medical Secretary	144	15	159
15. National Certificate (Orientation): Engineering	14	30	44
16. National Certificate: Business Studies: Introductory	302	96	398
17. National Certificate: N1: Horticulture	73	62	135
18. National Certificate: N4: Hospitality and Catering	63	34	97
19. National Certificate: N4: TOURISM	54	38	92
20. National Certificate: N5: TOURISM	6	4	10
21. National Certificate: N6: Management Assistant - Non-NSF	1	0	1
22. National Certificate: Multi-Disciplinary Drawing Office Practice	7	12	19
23. National Intermediate Certificate (NIC): Art	68	5	73
24. National Introductory Certificate: N4: Art and Design	103	174	277
25. National Introductory Certificate: N4: Business Studies	3 020	1 291	4 311
26. National Introductory Certificate: N4: Clothing Production	195	103	298
27. National Introductory Certificate: N4: Food Services	91	37	128
28. National Certificate: N1: Water and Waste-Water Treatment Practice	31	21	52
29. National Certificate: N2 Water and Waste-Water Treatment Practice	14	7	21
30. National Certificate: N3 Power Station Operators	0	1	1
31. National Certificate: N3 Water and Waste-Water Treatment Practice	9	2	11
32. Non-National Certificate: Engineering Certificate of Competency	9	49	58
33. Non-National Certificate: Installation Rules	47	286	333
34. Non-National Certificate: Specialised Electrical Installation Codes	2	7	9
35. Popular Music: Composition	2	7	9
36. Popular Music: Performance	59	107	166
37. Popular Music: Studio Work	19	109	128
38. Public Management	8 830	4 135	12 965
39. Public Relations	401	158	559
40. Tourism	2 366	1 367	3 733
<b>Total</b>	<b>78 765</b>	<b>58 303</b>	<b>137 068</b>

Source: TVETMIS 2019 data extracted in December 2020.

Note: Report 191 refers to the NATED programmes, N1 to N6. It is a part-qualification.

More than 57% of new entrants that enrolled for Report 191 programmes were females (78 765), while 42.5% were males (58 303). Majority of Report 191 new entrants enrolled for Engineering Studies (40.1% or 54 923), followed by Public Management (9.5% or 12 965), Human Resources Management (9.1% or 12 503) and Business Management (8.2% or 11 287). Over 88% of Engineering Studies enrolment were for N1- N3, while 11.6% were for N4-N6.

More than half of male new entrants enrolled for Engineering Studies, while over a quarter of female students enrolled for the same programme. The largest gender difference was in the Engineering Studies programme where 11 277 more males enrolled relative to females. On the other hand 5 476 more females enrolled for Management Assistant programme as compared to males.

**Table 7: Number of new entrants in TVET colleges by NC(V) programmes and gender, 2019**

Programme	Female	Male	Total
1. Civil Engineering and Building Construction	2 119	2 413	4 532
2. Drawing Office Practice	9	43	52
3. Education and Development	1 311	100	1 411
4. Electrical Infrastructure and Construction	3 829	3 962	7 791
5. Engineering and Related Design	2 916	5 031	7 947
6. Finance, Economics and Accounting	2 604	963	3 567
7. Hospitality	3 156	893	4 049
8. Information Technology and Computer Science	1 889	1 855	3 744
9. Management	1 976	787	2 763
10. Marketing	1 564	840	2 404
11. Mechatronics	162	178	340
12. Office Administration	9 835	2 281	12 116
13. Primary Agriculture	1 295	647	1 942
14. Primary Health	340	32	372
15. Process Plant Operations	145	57	202
16. Safety in Society	1 478	899	2 377
17. Tourism	2 664	1 259	3 923
18. Transport and Logistics	991	590	1 581
19. Unspecified*	10	11	21
<b>Total</b>	<b>38 293</b>	<b>22 841</b>	<b>61 134</b>

Source: TVETMIS 2019 data extracted in December 2020.

Note 1: NC(V) refers to the National Certificate (Vocational) Levels 2-4.

Note 2: 95.6% of new entrants in NC(V) programmes enrolled in Level 2.

Majority of new entrants for NC(V) programmes enrolled in Office Administration (12 116 or 19.8%), followed by Engineering and Related Design (7 947 or 13.0%) and Electrical Infrastructure and Construction (7 791 or 12.7%). Over 60% of new entrants for NC(V) programmes were females (62.6% or 38 293), of which more than one third of them enrolled for Office Administration and Electrical Infrastructure and Construction (9 835 and 3 829 respectively).

Although the proportion of male students enrolled for NC(V) was lower (37.4% or 22 841), almost 40% of them enrolled for Engineering and Related Design and Electrical Infrastructure and Construction (5 031 and 3 962 respectively). About 2 115 more male students enrolled for Engineering and Related Design programme as opposed to females. The largest gender disparities were in the Office Administration programme, where 7 554 more females enrolled compared to males.

**Table 8: Number of new entrants in TVET colleges by province and programme type, 2019**

Province	NC(V) (Level 2-4)	Report 191 (N1-N6)	Occupational qualifications	Other	Pre-Vocational Learning Programme	Total
Eastern Cape	8 333	13 562	286	568	571	<b>23 320</b>
Free State	3 288	12 319	309	470	234	<b>16 620</b>
Gauteng	13 905	34 507	1551	889	316	<b>51 168</b>
KwaZulu-Natal	12 713	28 217	2 251	308	708	<b>44 197</b>
Limpopo	7 632	11 843	1 063	604	358	<b>21 500</b>
Mpumalanga	5 600	6 456	589	94	243	<b>12 982</b>
North West	2 939	5 645	584	218	267	<b>9 653</b>
Northern Cape	1569	5 245	664	55	165	<b>7 698</b>
Western Cape	5 155	19 274	4 524	3 166	536	<b>32 655</b>
<b>South Africa</b>	<b>61 134</b>	<b>137 068</b>	<b>11 821</b>	<b>6 372</b>	<b>3 398</b>	<b>219 793</b>

Source: TVETMIS 2019 data extracted in December 2020.

Note 1: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

Note 2: NC(V) refers to the National Certificate (Vocational) Levels 2-4.

Note 3: "Occupational Qualifications" are those qualifications associated with a trade, occupation or profession, resulting from work-based learning and consisting of knowledge, practical and work experience components. Accreditation by a SETA (and QCTO) is linked to these qualifications.

Note 4: "Other" refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported in 2018.

Note 5: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.

Note 6: The following colleges did not report any enrolment in Occupational Qualifications in 2019, namely, Buffalo City, Central Johannesburg, Coastal, Esayidi, Goldfields, Ingwe, King Hintsa, Majuba, Nkangala, Sekhukhune and Taletso TVET Colleges.

Note 7: New entrants are sometimes referred to as first-time entering students, which is defined as "A person who is enrolled at a PSET institution and has not enrolled at a similar institution in the past". Students who enrolled prior to 2016, dropped out and came back in 2019 were treated as new entrants as unit level record data was only uploaded from 2016 onwards.

TVET colleges located in Gauteng contributed largely to new entrants in Report 191 and NC(V) programmes, followed by TVET colleges located in KwaZulu-Natal. Almost 40% of new entrants in Occupational Qualifications were recorded in TVET colleges located in Western Cape (38.3% or 4 524), and 49.7% (3 166) of new entrants for "other" programmes were also in this province. The two TVET colleges in Northern Cape enrolled the least number of new entrants (3.5% or 7 698).

## 6. Number of 2019 new entrants in TVET colleges for learners who wrote Grade 12 in 2018

The primary identifier used for 2018 Grade 12 and 2019 TVET colleges datasets was an ID number. As a result, records without ID numbers were excluded from the analysis. The DBE data for merging the two datasets was conducted on Grade 12 part-time and full-time students, and over 784 000 of them wrote Grade 12 in 2018.

**Table 9: Number of 2019 TVET college new entrants who wrote Grade 12 in 2018 (full time and part-time students)**

Programme type	Achieved NSC only	Bachelor's Degree	Higher Certificate	Diploma	Achieve Endorsed	Incomplete	Not achieved NSC	Total
NC(V) (Levels 2-4)	2	620	2 779	2 457	5	10 031	3 464	19 358
Report 191 (N1-N6)	17	9 118	10 352	20 729	9	14 920	883	56 028
Occupational Qualifications	0	544	218	314	0	364	125	1565
Other	0	234	221	325	0	333	152	1 265
PLP	1	16	82	67	0	304	141	611
<b>Total</b>	<b>20</b>	<b>10 532</b>	<b>13 652</b>	<b>23 892</b>	<b>14</b>	<b>25 952</b>	<b>4 765</b>	<b>78 827</b>

**Sources:**

*TVETMIS 2019, data extracted in December 2020.*

**DBE 2018 data**

Note 1: Achieved NSC only means students achieved the NSC qualification, but with no tertiary admittance (Bachelors, Diploma or Higher Certificate). They have passed with minimum requirements for NSC.

Note 2: Achieve endorsed means students have achieved the NSC qualification, but it is the 5-subject qualification for special needs candidates.

Note 3: Incomplete means students have not achieved a pass or a fail as they have one or more subject outstanding, therefore the results are incomplete.

Note 4: Not achieved NSC means students have failed and did not achieve the NSC qualification.

Out of the 219 793 new entrants students in TVET colleges in 2019, 35.9% or 78 827 of them wrote Grade 12 in 2018. Almost a third of the 78 827 students (i.e. 25 952 or 32.9%) did not complete Grade 12 (have not achieved a pass or a fail as they have one or more subject outstanding, therefore the results are incomplete) and 30.3% (23 892) of them obtained a Diploma pass.

Majority of the students enrolled for Report 191 programmes obtained a Diploma pass (20 729), followed by students who did not complete Grade 12 (14 920) while 10 352 obtained a Higher Certificate pass. NC(V) enrolments were dominated by students who did not complete Grade 12 (10 031).

## 7. Conclusion

This Factsheet indicates that the number of students who are new entrants in TVET colleges declined by 23 741 over the period 2017-2019. Majority of new entrants were recorded in Northlink TVET college in both 2018 and 2019.

When looking at age groups of new entrants in 2019, we can observe that 95% of them were youth aged 34 years and younger while 5% (11 369) were 35 years and older. About 7 240 of the 11 369 new entrants aged 35 years and older enrolled for Report 191, and this cohort will likely require Work Integrated Learning (WIL) in future for them to complete a National N Diploma. SETAs accommodate youth aged 15-34 years old for WIL programmes, which implies that these 7 240 new entrants will not be able to do their WIL component through SETAs.

This Factsheet also reveals that TVET colleges are attracting more new entrants than public universities, as the number of new entrants in public universities was 193 282 in 2017 and 208 661 in 2018, 187 722 in 2019 compared to the number of new entrants in TVET colleges, which was 243 534, 222 399 and 219 793 in 2017, 2018 and 2019 respectively (these figures should be interpreted with caution as students are counted twice if they are enrolled in more than one programme (e.g. NATED and skills programmes)).

Further analysis conducted indicates that 78 827 of new entrants wrote Grade 12 in 2018. Majority of these students enrolled for Report 191 and NC(V) programmes (56 028 and 19 358 respectively). Almost a third of the 78 827 new entrants who wrote Grade 12 in 2018 did not complete (25 952 or 32.9%), followed by those who obtained Diploma passes (23 892 or 30.3%) and 13 652 obtained Higher Certificate passes. It can also be observed that majority of new entrants who enrolled for Report 191 obtained Diploma passes, followed by those who did not complete Grade 12. NC(V) enrolments were however dominated by students who did not complete Grade 12 (10 031). The Department plans to expand the analysis once data for Grades 9-11 is obtained from the Department of Basic Education.