



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

FACTSHEET ON NEW ENTRANTS IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES: 2020

May 2022

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

TABLE OF CONTENTS**PAGE NO.**

1. Background	2
2. Methodology	2
Figure 1: Step by step methodology for calculating 2020 new entrants in TVET colleges	3
3. Limitations	4
4. Unduplicated headcount enrolment in TVET colleges, 2017-2020	5
Table 1: Unduplicated headcount enrolment in TVET colleges by programme type, 2016 - 2020	5
5. New entrants in TVET colleges, 2017-2020	6
Table 2: New entrants in TVET colleges by programme type, 2017- 2020.....	6
Figure 2: New entrants in TVET colleges by programme type, 2017 - 2020.....	7
Table 3: Number of new entrants in TVET colleges by programme type and gender, 2019 and 2020	8
Table 4: Number of new entrants in TVET colleges, 2019 and 2020.....	9
6. New entrants in 2020 by age group, programmes and province	10
Table 5: Number of new entrants in TVET colleges by programme type and age group, 2020	10
Table 7: Number of new entrants in TVET colleges by NC(V) programmes and gender, 2020	12
Table 8: Number of new entrants in TVET colleges by province and programme type, 2020	13
7. Number of 2020 new entrants in TVET colleges for learners who wrote Grade 12 in 2019	14
Table 9: Number of 2020 TVET college new entrants who wrote Grade 12 in 2019 (full time and part-time students)	14
8. Conclusion	15

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 through 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 in 2019 using 2017 and 2018. This is the third factsheet produced on new entrants, and similar factsheets will be produced annually subject to the availability of credible enrolment data from TVET colleges.

A new entrant is also referred to as a “first-time entering student”, and this is defined in the *Dictionary of Terms and Concept for Post-School Education and Training, 2021* as “a person who is enrolled at a PSET institution and has not enrolled at a similar institution in the past”.

2. Methodology

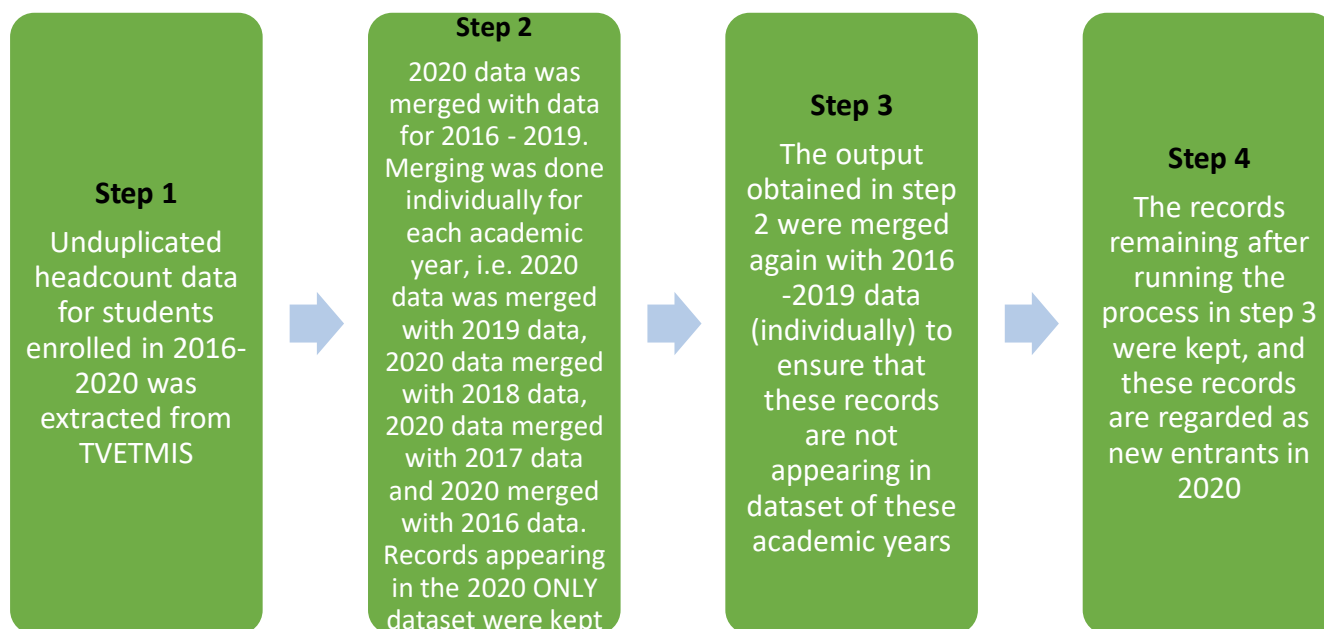
Prior to 2016, the Department collected aggregated data from TVET colleges through annual surveys. Furthermore, these surveys did not request TVET colleges to provide data about new entrants; consequently, data on new entrants at TVET colleges has not been calculated or collected and therefore not been 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 – 2020 was extracted from TVETMIS for each of the five academic years, and used to calculate the number of new entrants in TVET colleges in 2020 as new entrants for 2017, 2018 and 2019 were calculated in previous factsheets.

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 2020 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: 5 079 (1.0%) in 2016, 3 507 (0.7%) in 2017, 3 403 (0.7%) in 2018, 2 895 (0.6%) in 2019 and 1 527 (0.4%) in 2020. Moreover, TVETMIS data excludes students enrolled for exams only, so these students will not be considered in this analysis.

As the Department only started collecting unit level record data of TVET college students from 2016 onward, students who enrolled prior to 2016 and returned between 2017 and 2020 are considered new entrants. 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 2020 was merged with Grade 12 data from the Department of Basic Education (DBE) in order to determine whether 2020 new entrants had enrolled and wrote Grade 12 in the year prior to becoming TVET college students (2019).

In order to identify which 2020 new entrants enrolled and wrote Grade 12 in the year prior to becoming TVET college students (2019), Grade 12 data from the Department of Basic Education (DBE) was merged with 2020 TVET college new entrants' data. This will give an indication on the proportion of new entrants who either completed or did not complete Grade 12. This analysis excludes new entrants who might have enrolled in TVET colleges after completing Grades 9-11, as the Department does not have access to this dataset. Data on the highest level of education for students will be uploaded to TVETMIS in future.

4. Unduplicated headcount enrolment in TVET colleges, 2017-2020

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, 2016 - 2020

Programme type	2016	2017	2018	2019	2020	Difference between 2019 and 2020	Difference between 2016 and 2020
NC(V)	154 591	142 340	128 713	138 912	146 625	7 713	-7 966
Report 191 (N1-N6)	319 559	312 365	297 995	310 308	232 630	-77 678	-86 929
Occupational Qualifications	13 243	10 961	18 248	22 759	19 977	-2 782	6 734
Other	19 432	21 607	19 512	12 777	3 608	-9 169	-15 824
PLP	n.a	n.a	287	3 597	5 250	1 653	n.a
Level 5 & Level 6 Qualifications	n.a	n.a	n.a	n.a	1 348	n.a	n.a
Total	506 825	487 273	464 755	488 353	409 438	-78 915	-97 387

Source: TVETMIS 2016-2020. Data for 2020 was extracted in October 2021.

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"/Skills Programme 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 2010-2019 as "Other". The correct reporting is recorded in the 2020 data going forward.

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 2020, namely, Coastal, Goldfields, Ingwe, Sedibeng and Taletso TVET Colleges.

Note 8: Qualifications on NQF Level 5 and 6 –amongst these are the higher certificate qualifications to be offered under the auspices of a higher education institution such as a University.

Note 9: Total enrolment in TVET colleges decreased in 2020 because the semester 2 and trimester 3 intakes were forfeited as a result of imposed Covid-19 lockdowns.

The unduplicated headcount enrolment in TVET colleges was 409 438 in 2020, reflecting 16.2% or 78 915 decrease when compared with 2019 (488 353). The major contributor to the decline was enrolment for Report 191 (77 678) and other/skills programmes (9 169). There has been a slight decline in headcount enrolment over the period under review (2016-2020). An even larger decrease was observed between 2016 and 2020, where 97 387 fewer headcounts were recorded.

It should be noted that the enrolment figures included in the *Statistics on Post-School Education and Training in South Africa*¹ 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).

¹ Enrolment cycle count of students in TVET colleges was 688 028 in 2017, 657 133 in 2018, 673 490 in 2019 and 452 277 in 2020.

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).

5. New entrants in TVET colleges, 2017-2020

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

Table 2: New entrants in TVET colleges by programme type, 2017- 2020

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	2020	% of students who were new entrants in 2020
NC(V) (Level 2-4)	65 732	46.2%	56 005	43.5%	61 134	44.0%	63 939	43.6%
Report 191 (N1-N6)	153 048	49.0%	136 964	46.0%	137 068	44.3%	87 923	37.8%
Occupational Qualifications	7 376	67.3%	14 144	77.5%	11 821	51.9%	13 335	66.8%
Other	17 378	80.4%	15 005	76.9%	6 372	49.9%	3 579	99.2%
PLP	n.a	n.a	281	97.9%	3 398	94.5%	5 220	99.4%
Level 5 & Level 6 Qualifications	n.a	n.a	n.a	n.a	n.a	n.a	1 346	99.9%
Total	243 534	50.0%	222 399	47.9%	219 793	45.0%	175 342	42.8%

Source: TVETMIS 2016-2020. Data for 2019 data was extracted in October 2021.

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.

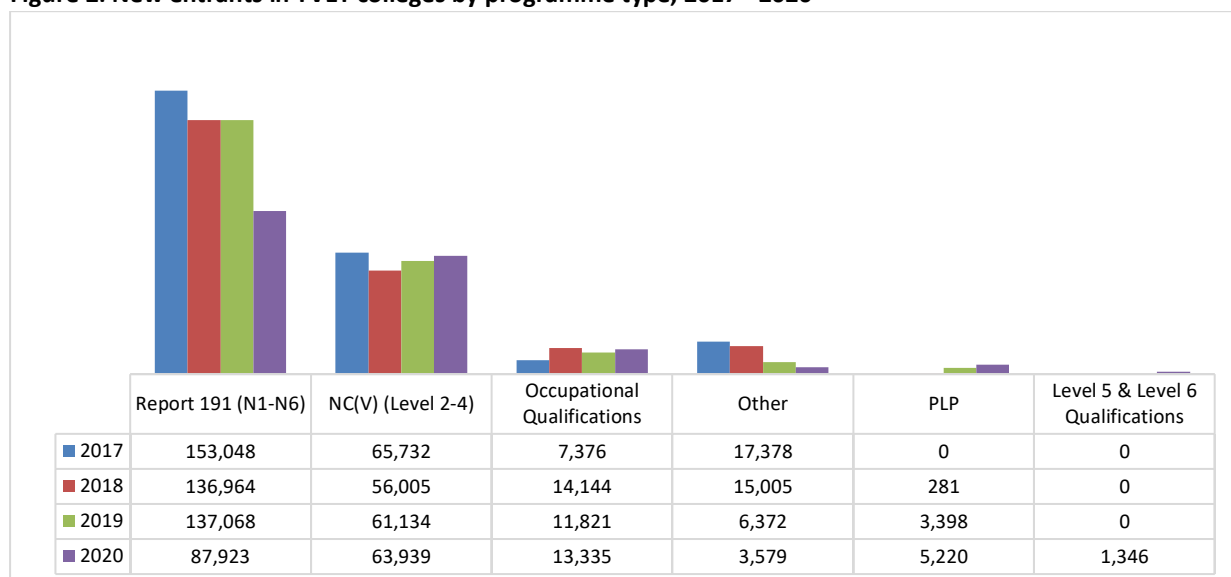
Note 5: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.

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.

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.

Figure 2: New entrants in TVET colleges by programme type, 2017 - 2020



Source: TVETMIS 2016-2020. Data for 2020 was extracted in October 2021.

- 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"/Skills Programme 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 2010-2019 as "Other". The correct reporting is recorded in the 2020 data going forward.
- 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 2020, namely, Coastal, Goldfields, Ingwe, Sedibeng and Taletso TVET Colleges.
- Note 8: Qualifications on NQF Level 5 and 6 –amongst these are the higher certificate qualifications to be offered under the auspices of a higher education institution such as a University.
- Note 9: Total enrolment in TVET colleges decreased in 2020 because the semester 2 and trimester 3 intakes were forfeited as a result of imposed Covid-19 lockdowns.
- Note 10: 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 2020 were treated as new entrants as unit level record data was only uploaded from 2016 onwards.

The number of new entrants in TVET colleges was 175 342 in 2020, which was 20.2% (44 151) lower when compared with new entrants recoded in 2019 (219 793). There was a significant drop in Report 191 students (49 145 decline) between the two academic years. Meanwhile, increases were recorded in NC(V), PLP, and occupational qualifications (2 805, 1 822 and 1 514 respectively).

The proportion of new entrants in TVET colleges declined from 50.0% in 2017 to 42.8% in 2020, and the highest decline of 18.8 percentage points was observed for skills programmes. The largest proportion of new entrants over the years were for students enrolled for occupational qualifications, skills programmes and PLP, due to the duration of these programmes. Figure 2 indicates that the largest number of new entrants were for Report 191 followed by NC(V) throughout the period under review (2017- 2020).

PLP is a foundational learning programme to prepare students for access into a specific vocational or occupational learning pathway at TVET colleges, and 5 250 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 5 220 of them were new entrants, and the other 6 were foreign national students and were therefore excluded in the analysis. Of the 24 remaining students, 21 were repeating PLP, while three had enrolled for occupational qualifications in 2019.

Table 3: Number of new entrants in TVET colleges by programme type and gender, 2019 and 2020

Programme type	2019		2020		Difference between 2019 and 2020	
	Female	Male	Female	Male	Female	Male
NC(V) (Level 2-4)	38 293	22 841	41 393	22 546	3 100	-295
Report 191 (N1-N6)	78 765	58 303	51 630	36 293	-27 135	-22 010
Occupational Qualifications	7 486	4 335	8 898	4 437	1 412	102
Other	3 607	2 765	1 289	2 290	-2 318	-475
PLP	1 532	1 866	2 688	2 532	1 156	666
Level 5 & Level 6 qualifications	n.a	n.a	1 258	88	n.a	n.a
Total	129 683	90 110	107 156	68 186	-22 527	-21 924

Source: TVETMIS 2016-2020. Data for 2020 was extracted in October 2021.

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"/Skills Programme 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 2010-2019 as "Other". The correct reporting is recorded in the 2020 data going forward.

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 2020, namely, Coastal, Goldfields, Ingwe, Sedibeng and Taletso TVET Colleges.

Note 8: Qualifications on NQF Level 5 and 6 –amongst these are the higher certificate qualifications to be offered under the auspices of a higher education institution such as a University.

Note 9: Total enrolment in TVET colleges decreased in 2020 because the semester 2 and trimester 3 intakes were forfeited as a result of imposed Covid-19 lockdowns.

Note 10: 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 2020 were treated as new entrants as unit level record data was only uploaded from 2016 onwards.

Three in every five 2020 new entrant students in were females (107 156 or 61.1%), while the male proportion was lower (68 186 or 38.9%). The proportion for females was also higher in 2019. The number of female new entrants decreased by 22 527 between 2019 and 2020, while male new entrants students declined by 21 924 in the same period. Despite the overall decline, a large increase was recorded for female new entrants enrolled for NC(V).

Table 4: Number of new entrants in TVET colleges, 2019 and 2020

College	2019	2020	Difference between 2019 and 2020
1. Boland TVET College	4 575	3 994	-581
2. Buffalo City TVET College	3 129	2 478	-651
3. Capricorn TVET College	3 936	4 302	366
4. Central Johannesburg TVET College	4 427	3 646	-781
5. Coastal TVET College	6 961	5 983	-978
6. College of Cape Town for TVET	5 213	4 885	-328
7. East Cape Midlands TVET College	3 385	3 075	-310
8. Ehlanzeni TVET College	3 439	3 519	80
9. Ekurhuleni East TVET College	6 886	5 223	-1 663
10. Ekurhuleni West TVET College	7 150	6 027	-1 123
11. Elangeni TVET College - Central	4 668	3 435	-1 233
12. Esayidi TVET College	4 480	3 166	-1 314
13. False Bay TVET College	4 504	3 487	-1 017
14. Flavius Mareka TVET College	3 408	3 350	-58
15. Gert Sibande TVET College	4 691	4 418	-273
16. Goldfields TVET College	2 332	1 800	-532
17. Ikhala TVET College	2 715	2 103	-612
18. Ingwe TVET College	2 636	2 871	235
19. King Hintsa TVET College	1 478	1 439	-39
20. King Sabata Dalindyebo TVET College	4 062	2 726	-1 336
21. Lephalale TVET College	1 991	1 523	-468
22. Letaba TVET College	2 416	2 121	-295
23. Lovedale TVET College	1 967	2 085	118
24. Majuba TVET College	8 026	5 878	-2 148
25. Maluti TVET College	3 962	3 574	-388
26. Mnambithi TVET College	3 027	1 849	-1 178
27. Mopani South East TVET College	3 495	3 437	-58
28. Motheo TVET College	6 918	4 676	-2 242
29. Mthashana TVET College	2 752	2 047	-705
30. Nkangala TVET College	4 852	3 073	-1 779
31. Northern Cape Rural TVET College	2 925	2 886	-39
32. Northern Cape Urban TVET College	4 773	3 018	-1 755
33. Northlink TVET College	8 351	4 927	-3 424
34. Orbit TVET College	3 731	2 430	-1 301
35. Port Elizabeth TVET College	3 948	3 154	-794
36. Sedibeng TVET College	5 767	4 621	-1 146
37. Sekhukhune TVET College	2 205	2 530	325
38. South Cape TVET College	4 420	3 971	-449
39. South West Gauteng TVET College	6 590	6 588	-2
40. Taletso TVET College	2 704	2 002	-702
41. Thekwini TVET College	4 382	3 251	-1 131
42. Tshwane North TVET College	4 941	4 011	-930
43. Tshwane South TVET College	7 166	4 199	-2 967
44. Umfolozi TVET College	5 844	5 107	-737
45. Umgungundlovu TVET College	4 057	3 028	-1 029
46. Vhembe TVET College	5 494	4 653	-841
47. Vuselela TVET College	3 218	2 829	-389
48. Waterberg TVET College	1 963	1 935	-28
49. West Coast TVET College	5 592	4 861	-731
50. Western TVET College	8 241	3 151	-5 090
Total	219 793	175 342	-44 451

Source: TVETMIS 2016-2020. Data for 2020 was extracted in October 2021

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 2020 were treated as new entrants as unit level record data was only uploaded from 2016 onwards.

Almost 20% of new entrants were from the following TVET colleges: South West Gauteng, Ekurhuleni West, Coastal, Majuba and Ekurhuleni East and Umfolozi. There was a decline in the number of new

entrants in 2020 as compared to 2019 in 45 TVET colleges. The largest decline were in Western, Northlink, Tshwane South, Motheo and Majuba TVET colleges. Increases recorded in the 5 TVET colleges were minimal (1 124 in total).

6. New entrants in 2020 by age group, programmes and province

This section analyses the number of new entrants in TVET colleges for 2020, 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, 2020

Programme type	15-19 years	20-24 years	25-29 years	30-34 years	35-39 years	≥40 years	Total
NC(V)	10 050	42 665	8 243	2 209	556	216	63 939
Report 191	18 477	48 718	11 857	5 026	2 217	1 628	87 923
Occupational Qualifications	1 060	4 506	3 859	1 974	835	1 101	13 335
Skills Programmes	182	1 182	1 140	569	268	238	3 579
PLP	1 234	3 169	609	140	47	21	5 220
Level 5 & Level 6 Qualifications	52	329	272	193	151	349	1 346
Total	31 055	100 569	25 980	10 111	4 074	3 553	175 342
Percentage share	17.7%	57.4%	14.8%	5.8%	2.3%	2.0%	100.0%

Source: TVETMIS 2016-2020. Data for 2020 was extracted in October 2021.

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"/Skills Programme 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 2010-2019 as "Other". The correct reporting is recorded in the 2020 data going forward.

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 2020, namely, Coastal, Goldfields, Ingwe, Sedibeng and Taletso TVET Colleges.

Note 8: Qualifications on NQF Level 5 and 6 –amongst these are the higher certificate qualifications to be offered under the auspices of a higher education institution such as a University.

Note 9: Total enrolment in TVET colleges decreased in 2020 because the semester 2 and trimester 3 intakes were forfeited as a result of imposed Covid-19 lockdowns.

Note 10: 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 2020 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 2020 were youth aged 20-24 years old (57.4% or 100 569), followed by 15-19 year olds (17.7% or 31 055) and 25-29 year olds (14.8% or 25 980). The number declined for the older age groups (30 years and older). Students in the 15-34 years age group enrolled for Report 191 followed by NC(V), while students 35 years and older enrolled for Report 191 followed by occupational qualifications.

Table 6: Number of new entrants in TVET colleges for Report 191 programmes, by gender, 2020

Programme	Female	Male	Total
1. Art and Design	152	217	369
2. National Certificate: N2 Weaving Mechanician	20	4	24
3. Business Management	4 765	2 204	6 969
4. Business Studies	2 546	1 136	3 682
5. Clothing Production	308	118	426
6. Educare	2 816	158	2 974
7. Engineering Studies	16 117	21 788	37 905
8. Farming Management	736	489	1 225
9. Financial Management	3 321	1 386	4 707
10. Food Services	46	10	56
11. Horticulture	20	2	22
12. Hospitality and Catering Services	1 403	538	1 941
13. Human Resource Management	4 714	2 049	6 763
14. Installation Rules	4	71	75
15. Legal Secretary	265	80	345
16. Management Assistant	4 993	1 336	6 329
17. Marketing Management	1 879	1 192	3 071
18. Medical Secretary	149	21	170
19. National Certificate: Multi-Disciplinary Drawing Office Practice	3	4	7
20. Popular Music: Composition	0	6	6
21. Popular Music: Performance	55	101	156
22. Popular Music: Studio Work	13	50	63
23. Public Management	5 175	2 183	7 358
24. Public Relations	235	86	321
25. Tourism	1 867	1 045	2 912
26. Water and Waste-Water Treatment Practice	28	19	47
Total	51 630	36 293	87 923

Source: TVETMIS 2016-2020. Data for 2020 was extracted in October 2021.

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: Over 75% (66 399) of new entrants in Report 191 enrolled in entry level programmes (i.e. N1 and N4). The majority of these students enrolled for Engineering Studies, Public Management, Business Management, Human Resources Management and Management Assistant programmes.

More than 58% of new entrants that enrolled for Report 191 programmes were females (51 630), while 41.3% were males (58 303). The majority of Report 191 new entrants enrolled for Engineering Studies (43.1% or 37 905), followed by Public Management (8.4% or 7 358), Business Management (7.9% or 6 969) and Human Resources Management (7.7% or 6 743). Over 88% of Engineering Studies enrolment were for N1- N3 (33 586), while 10.1% were for N4-N6 (3 829).

Three in every five male new entrants enrolled for Engineering Studies (21 788), and the proportion of females enrolled for the same programme was lower (31.2% or 16 117). The Engineering Studies programme had the largest gender gap as 5 671 more males enrolled than females. On the other hand 3 657 more females enrolled for Management Assistant programme as compared to males. The largest gender gap was also observed in Public Management, Human Resource Management, Business

Management and Educare programmes, where over 2 000 more females enrolled for as opposed to males.

Table 7: Number of new entrants in TVET colleges by NC(V) programmes and gender, 2020

Programme	Female	Male	Total
1. Civil Engineering and Building Construction	2 634	2 360	4 994
2. Drawing Office Practice	42	52	94
3. Education and Development	1 461	144	1 605
4. Electrical Infrastructure and Construction	4 379	3 856	8 235
5. Engineering and Related Design	3 575	5 121	8 696
6. Finance, Economics and Accounting	2 724	952	3 676
7. Hospitality	3 118	729	3 847
8. Information Technology and Computer Science	2 013	1 891	3 904
9. Management	2 232	823	3 055
10. Marketing	1 684	806	2 490
11. Mechatronics	214	250	464
12. Office Administration	9 962	2 187	12 149
13. Primary Agriculture	1 246	598	1 844
14. Primary Health	364	25	389
15. Process Plant Operations	168	56	224
16. Safety in Society	1 341	661	2 002
17. Tourism	3 023	1 277	4 300
18. Transport and Logistics	1 213	758	1 971
Total	41 393	22 546	63 939

Source: TVETMIS 2020 data extracted in October 2021.

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

Note 2: 98.3% (62 881) of new entrants in NC(V) programmes enrolled for NC(V) Level 2.

The majority of new entrants for NC(V) programmes enrolled in Office Administration (12 149 or 19.0%), followed by Engineering and Related Design (8 696 or 13.6%) and Electrical Infrastructure and Construction (8 235 or 12.9%) – these proportions were similar to those of 2019. Almost two thirds of new entrants for NC(V) programmes were females (64.7% or 41 393), of which more than one third of them enrolled for Office Administration and Electrical Infrastructure and Construction (9 962 and 4 379 respectively).

In spite of a lower proportion of male students enrolling for NC(V) (35.3% or 22 546), almost 40% of them enrolled in Engineering and Related Design and Electrical Infrastructure and Construction (5 121 and 3 856 respectively). In comparison to females, 1 546 more male students enrolled in the Engineering and Related Design programme. However, the greatest gender disparity was found in the Office Administration programme, where 7 775 more females enrolled than males.

Table 8: Number of new entrants in TVET colleges by province and programme type, 2020

Province	NC(V)	Report 191	Occupational Qualifications	Skills Programmes	Pre-Vocational Learning Programme	Level 5 & Level 6 Qualifications	Total
Eastern Cape	8 149	9 890	959	71	862	0	19 931
Free State	3 918	8 332	242	510	358	40	13 400
Gauteng	14 971	19 011	1 644	194	863	0	36 683
KwaZulu-Natal	12 034	16 192	2 910	1 435	1 173	0	33 744
Limpopo	9 348	9 070	1 750	243	540	333	21 284
Mpumalanga	3 246	3 046	69	68	163	0	6 592
North West	5 330	5 482	378	0	489	0	11 679
Northern Cape	1 562	3 309	863	17	116	37	5 904
Western Cape	5 381	13 591	4 520	1 041	656	936	26 125
Total	63 939	87 923	13 335	3 579	5 220	1 346	175 342

Source: TVETMIS 2020 data extracted in October 2021.

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"/Skills Programme 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 2010-2019 as "Other". The correct reporting is recorded in the 2020 data going forward.

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 2020, namely, Coastal, Goldfields, Ingwe, Sedibeng and Taletso TVET Colleges.

Note 8: Qualifications on NQF Level 5 and 6 –amongst these are the higher certificate qualifications to be offered under the auspices of a higher education institution such as a University.

Note 9: Total enrolment in TVET colleges decreased in 2020 because the semester 2 and trimester 3 intakes were forfeited as a result of imposed Covid-19 lockdowns.

Note 10: 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 2020 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 NC(V) and Report 191 programmes, while TVET colleges located in KwaZulu-Natal enrolled a large number of new entrants in skills programmes and PLP. Almost one third of new entrants in Occupational Qualifications were recorded in TVET colleges located in Western Cape (33.9% or 4 520), and 69.5% (936) of new entrants for Level 5 & 6 qualifications were also in this province. The two TVET colleges in Northern Cape enrolled the least number of new entrants (3.4% or 5 904), followed by Mpumalanga TVET colleges (3.8% or 6 592).

7. Number of 2020 new entrants in TVET colleges for learners who wrote Grade 12 in 2019

The primary identifier used for 2019 Grade 12 and 2020 TVET colleges datasets was an ID number. As a result, Grade 12 records without ID numbers were excluded from the analysis (i.e. 16 327 records). The DBE data for merging the two datasets was conducted on Grade 12 part-time and full-time students, and over 787 734 of them wrote Grade 12 in 2019. Only 771 407 records were considered, as these had ID numbers.

Table 9: Number of 2020 TVET college new entrants who wrote Grade 12 in 2019 (full time and part-time students)

Programme Type	Achieved NSC only	Bachelor's Degree	Higher Certificate	Diploma	Achieve Endorsed NSC	Incomplete	Not achieved NSC	Total
NC(V) (Level 2-4)	3	848	2 288	2 589	5	10 847	3 295	19 875
Report 191	5	6 997	6 253	13 752	2	7 021	535	34 565
Occupational Qualifications	1	218	108	229	0	290	90	936
Skills Programmes	0	25	27	53	0	64	9	178
PLP	0	31	101	92	3	576	196	999
Level 5 & Level 6 Qualifications	0	28	2	12	0	12	0	54
Total	9	8 147	8 779	16 727	10	18 810	4 125	56 607

Sources:

TVETMIS 2020 data extracted in October 2021.

DBE 2019 Grade 12 data

Note 1: NSC refers to the National Senior Certificate.

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 175 342 new entrants students in TVET colleges in 2020, 32.3% or 56 607 of them wrote Grade 12 in 2019. More than a third of the 56 607 students (i.e. 18 810 or 33.2%) 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 29.5% (16 727) of them obtained a Diploma pass.

The majority of the students enrolled for Report 191 programmes obtained a Diploma pass (13 752), followed by students who did not complete Grade 12 (7 021) while 6 253 obtained a Higher Certificate pass. More than half of new entrants enrolled for NC(V) enrolments did not complete Grade 12 (10 847), and 99.8% (10 823 of them enrolled for NC(V) level 2.

8. Conclusion

This Factsheet indicates that the number of new entrants in TVET colleges declined by 68 192 over the period 2017-2020. The majority of new entrants were recorded in South West Gauteng followed by Ekurhuleni West TVET college.

When looking at age groups of new entrants in 2020, we can observe that 95.7% (167 715) of them were youth aged 34 years and younger while 4.3% (7 627) were 35 years and older. About 3 845 of the 7 627 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. This figure was lower than the cohort identified in 2019 (7 240). SETAs accommodate youth aged 15-34 years old for WIL programmes, which implies that the 3 845 new entrants will not be able to do their WIL component through SETAs.

This Factsheet also reveals that 2020 new entrants in TVET colleges were lower compared to public Higher Education Institutions (HEIs) (209 522). New entrants in TVET colleges were higher in previous academic years (i.e. 243 534 in 2017; 222 399 in 2018 and 219 793 in 2019) compared to those in public HEIs (i.e. 193 282 in 2017 and 208 661 in 2018, 187 722 in 2019). However, the TVET college figures should be interpreted with caution as students are counted twice if they enrol in two different programmes in the same academic year (e.g. Report 191 and skills programmes)).

Further analysis conducted indicates that 56 607 of new entrants wrote Grade 12 in 2019. The majority of these students enrolled for Report 191 and NC(V) programmes (34 565 and 19 875 respectively). More than a third of the 56 607 new entrants who wrote Grade 12 in 2019 did not complete (18 810 or 33.2%), followed by those who obtained Diploma passes (16 727 or 29.5%) and 8 779 or 15.5% 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 for new entrants were however dominated by students who did not complete Grade 12 (10 847). The analysis on new entrants will be expanded to include articulation of students who completed Grades 9-11, once the data is made available by the Department of Basic Education.