



FACT SHEET ON NEW ENTRANTS IN TVET COLLEGES: 2023



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& training

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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 entrant's 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, 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 data. This is the sixth factsheet produced on new entrants, and similar factsheets will be produced annually subject to the availability of credible enrolment data from TVET colleges.

Due to the nature of enrolment cycles in TVET colleges, this factsheet provides insight into the number of new entrants in a particular qualification category, to allow for better tracking of which programmes attract first-time students and assess the demand for specific programmes over time.

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 facilitated uploading of unit level record data from TVET colleges. Although TVET colleges uploaded data on new entrants to TVETMIS, the data for this variable was not being populated correctly by TVET colleges and it therefore didn'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 in TVETMIS, the Department calculated the number of new entrants in TVET colleges by using enrolment data from 2016 onwards. 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 qualification category 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 – 2022 was extracted from TVETMIS, while data for 2023 was collected manually. The 2023 unduplicated headcount data was combined/merged with 2016-2022 data to calculate the number of new entrants in 2023.

A one-to-one relationship by ID number and qualification category was used to identify new entrants in a qualification. A step-by-step explanation of the methodology is provided in Figure 1 below:

Figure 1: Step by step methodology for calculating 2023 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 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 South African ID number). Records without ID numbers accounted for less than 1% in all the years, and these were excluded from the analysis. Moreover, data collected from TVET colleges 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 2023 are considered new entrants.

Furthermore, it is important to highlight that due to the absence of the highest level of education information in the student data profile of TVETMIS, the data for new students in 2023 was combined with the Grade 12 data obtained from the Department of Basic Education (DBE). This merging process aimed to establish whether the new entrants in 2023 had completed Grade 12 in 2022 before enrolling at a TVET college, and what their achievement status was.

4. SUMMARY OF FINDINGS

In 2023, there were 186 318 new enrolments in TVET college qualifications, and this was 5.5% (9 770) higher compared to 2022 (176 548). About 33 TVET colleges reported growth in new enrolments, and the largest increases were recorded at Orbit (3 180) and East Cape Midlands (2 106) TVET Colleges.

In terms of qualification categories, increases were noted across four of them, with the most significant increase observed in Report 191, which recorded an increase of 6 696. Female students continued to make up the majority of new entrants. Between 2022 and 2023, increases in female enrolment were recorded in Report 191, Occupational Qualifications, and Skills Programmes. Male enrolment also increased during this period, with the largest growth in Report 191, NC(V), Skills Programmes, and PLP.

Within Report 191, almost half of male students (20 206 or 49.7%) enrolled in Engineering Studies. While the majority of female students also enrolled in Engineering Studies, their share was lower (17 965 or 25.5%). The largest gender disparities were seen in Management Assistant and Public Management programmes, where female enrolments exceeded those of males by 5 648 and 4 706 respectively. On the other hand, 2 241 more males than females enrolled in Engineering Studies.

In the NC(V) qualification, the highest number of female students enrolled in Office Administration (7 918 or 22.1%), whereas male students predominantly enrolled in Electrical Infrastructure and Construction (5 316 or 29.4%). Engineering and Related Design was the only NC(V) programme where male enrolment surpassed female enrolment, with 447 more males. The largest gender gap was observed in the Office Administration programme, where 6 189 more females were enrolled than males.

With regards to age groups, students aged 34 and younger enrolled mainly in Report 191, followed by NC(V), while those aged 35 and above mostly enrolled in Report 191, followed by Occupational Qualifications.

Further analysis showed that 55 188 of the new entrants had written the Grade 12/National Senior Certificate examinations in 2022. Of these, nearly one third obtained a Diploma pass (31.8% or 17 573), followed by 23.0% (12 669) who had incomplete results and 21.1% (11 636) obtained a Bachelor pass. The most popular qualifications these students enrolled in were Report 191 (40 463) followed by NC(V) (12 006), and the most common programmes chosen were Engineering Studies, Electrical Infrastructure and Construction and Office Administration.

5. UNDUPLICATED HEADCOUNT ENROLMENT IN TVET COLLEGES, 2016-2023

Table 1: Unduplicated headcount enrolment in TVET colleges by qualification category, 2016 - 2023

Qualification Category	2016	2017	2018	2019	2020	2021	2022	2023	Difference between 2022 and 2023	Difference between 2016 and 2023
NC(V)	154 591	142 340	128 713	138 912	146 625	141 750	135 361	133 871	-1 490	-20 720
Report 191 (N1-N6)	319 559	312 365	297 995	310 308	232 630	271 529	246 542	253 034	6 492	-66 525
Occupational Qualifications	13 243	10 961	18 248	22 759	19 977	18 191	15 644	15 437	-207	2 194
Other/Skills programmes	19 432	21 607	19 512	12 777	3 608	5 553	4 301	6 019	1 718	-13 413
PLP	n. a	n. a	287	3 597	5 250	4 581	4 415	4 320	-95	n. a
Level 5 & Level 6 Qualifications	n. a	n. a	n. a	n. a	1 348	854	1 476	609	-867	n. a
Total	506 825	487 273	464 755	488 353	409 438	442 458	407 739	413 290	5 551	-93 535

Sources: *TVETMIS 2016-2021.*

2022 Student headcount listing with verification checks 20240420Final.

2023 TVET College Enrolment_Final_02 April 2025.

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 (credit bearing). It also includes programme enrolment numbers that were misreported in 2016-2019 as "Other". The correct reporting was recorded from 2020 onwards.

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, meaning these qualifications were not offered during the years in question.

Note 7: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

The unduplicated headcount enrolment in TVET colleges was 413 290 in 2023, reflecting a 1.4% or 5 551 increase when compared with 2022 (407 739). Increases were recorded in Report 191 and skills programmes, while new entrants in other qualifications declined.

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, 452 277 in 2020, 589 083 in 2021, 518 584 in 2022 and 564 089 in 2023.

The unduplicated headcount enrolment data in Table 1 refers to the counting of students once per qualification category 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 Report 191 and skills programme in the same academic year will be counted twice).

6. NEW ENTRANTS IN TVET COLLEGES, 2017-2023

Table 2: New entrants in TVET colleges by qualification category, 2017- 2023

Qualification Category	2017	2018	2019	2020	2021	2022	2023
NC(V) Level 2-4	65 732	56 005	61 134	63 939	54 521	52 454	53 866
Report 191 (N1-N6)	153 048	136 964	137 068	87 923	120 409	104 250	110 946
Occupational Qualifications	7 376	14 144	11 821	13 335	11 021	10 618	11 467
Other/Skills Programmes	17 378	15 005	6 372	3 579	4 479	3 836	5 149
PLP	n. a	281	3 398	5 220	4 527	4 356	4 281
Level 5 & Level 6 Qualifications	n. a	n. a	n. a	1 346	463	1 034	609
Total	243 534	222 399	219 793	175 342	195 420	176 548	186 318

Sources: *TVETMIS 2016-2021.*

2022 Student headcount listing with verification checks 20240420Final.

2023 TVET College Enrolment_Final_02 April 2025.

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 (credit bearing). It also includes programme enrolment numbers that were misreported in 2016-2019 as "Other". The correct reporting was recorded from 2020 onwards.

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

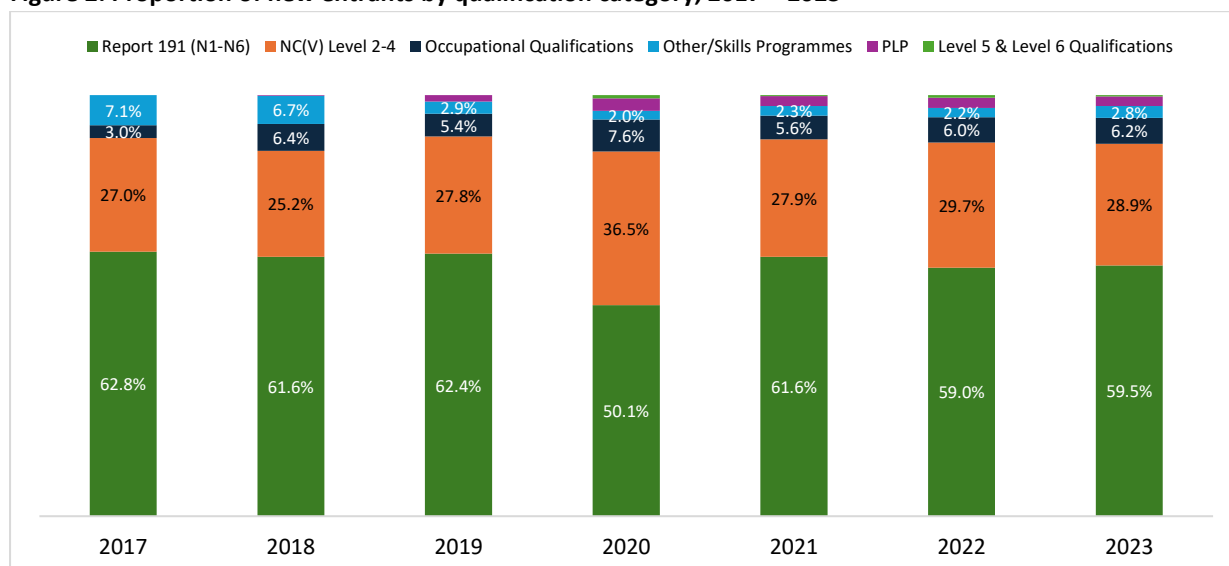
Note 6: "n.a" means not applicable.

Note 7: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

The number of new entrants into TVET college qualification categories in 2023 was 186 318, reflecting a 5.5% (9 770) increase compared to 2022 (176 548). Increases were observed in four qualification categories, with the largest growth recorded in Report 191 programmes, which recorded an increase of 6 696 students and declines were recorded in PLP and Level 5 and Level 6 Qualifications.

The Pre-Vocational Learning Programme (PLP) is designed to prepare students for entry into specific vocational or occupational learning pathways at TVET colleges. In 2023, a total of 4 281 new entrants were enrolled in the PLP programme as highlighted in Table 2. It was expected that all 4 320 PLP students recorded in Table 1 would be classified as new entrants, however, 39 were not classified as such.

Figure 2: Proportion of new entrants by qualification category, 2017 – 2023



Sources: TVETMIS 2016-2021.

2022 Student headcount listing with verification checks 20240420Final.

2023 TVET College Enrolment_Final_02 April 2025.

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 (credit bearing). It also includes programme enrolment numbers that were misreported in 2016-2019 as "Other". The correct reporting was recorded from 2020 onwards.

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

Note 6: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

Report 191 and NC(V) have consistently been the most popular qualification categories among new entrants. In 2023, Report 191 accounted for the largest share of enrolments (59.5%), followed by NC(V) (28.9%). The remaining qualification categories represented smaller proportions: Occupational Qualifications (6.2%), Skills Programmes (2.8%), PLP (2.3%), and Level 5 and 6 Qualifications (0.3%).

While Report 191 remains the most popular qualification, the proportion of new entrant enrolments declined from 62.8% in 2017 to 59.5% in 2023. In contrast, NC(V) enrolments increased slightly over the same period, from 27.0% to 28.9%.

Table 3: Number of new entrants in TVET colleges by qualification category and gender, 2022 and 2023

Qualification Category	2022		2023		Difference between 2022 and 2023	
	Female	Male	Female	Male	Female	Male
Report 191 (N1-N6)	66 750	37 500	70 323	40 623	3 573	3 123
NC(V) Level 2-4	35 977	16 477	35 768	18 098	-209	1 621
Occupational Qualifications	5 673	4 945	6 881	4 586	1 208	-359
Skills Programmes	1 787	2 049	2 102	3 047	315	998
PLP	2 500	1 856	2 280	2 001	-220	145
Level 5 & Level 6 Qualifications	911	123	493	116	-418	-7
Total	113 598	62 950	117 847	68 471	4 249	5 521

Sources: 2022 Student headcount listing with verification checks 20240420Final.
2023 TVET College Enrolment_Final_02 April 2025.

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

Note 5: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

In 2023, almost two-thirds of new entrants were female (117 847 or 63.3%), while males accounted for 68 471 (36.7%). A similar pattern was observed in 2022. The number of female new entrants increased by 4 249 between 2022 and 2023, with the largest growth seen in Report 191 programmes. However, declines were noted in NC(V), PLP, and Level 5 and 6 qualifications.

Male new entrants increased by 5 521 over the same period, and the largest increase was also recorded in Report 191 (3 123). Declines among male students were observed in Occupational Qualifications and Level 5 and 6 qualifications. The increase for male new entrants was higher (5 521), with the largest increase recorded for Report 191 (3 123). Decreases were observed for Occupational Qualifications and Level 5 and Level 6 Qualifications.

Table 4: Number of new entrants in TVET colleges, 2022 and 2023

College	2022	2023	Difference between 2022 and 2023
1. Boland TVET College	4 399	4 020	-379
2. Buffalo City TVET College	1 881	2 423	542
3. Capricorn TVET College	5 915	4 135	-1 780
4. Central Johannesburg TVET College	4 275	4 918	643
5. Coastal TVET College	4 424	5 838	1 414
6. College of Cape Town for TVET	4 068	321	-3 747
7. East Cape Midlands TVET College	2 217	4 323	2 106
8. Ehlanzeni TVET College	3 348	261	-3 087
9. Ekurhuleni East TVET College	5 934	5 452	-482
10. Ekurhuleni West TVET College	4 961	5 961	1 000
11. Elangeni TVET College - Central	3 788	3 536	-252
12. Esayidi TVET College	4 300	4 198	-102
13. False Bay TVET College	4 070	4 752	682
14. Flavius Mareka TVET College	3 476	3 929	453
15. Gert Sibande TVET College	3 070	3 941	871
16. Goldfields TVET College	2 916	2 543	-373
17. Ikhala TVET College	2 223	2 813	590
18. Ingwe TVET College	2 075	2 903	828
19. King Hintsa TVET College	1 621	1 625	4
20. King Sabata Dalindyebo TVET College	2 538	3 070	532
21. Lephhalale TVET College	666	853	187
22. Letaba TVET College	5 507	2 193	-3 314
23. Lovedale TVET College	2 110	2 051	-59
24. Majuba TVET College	7 854	8 170	316
25. Maluti TVET College	3 115	3 293	178
26. Mnambithi TVET College	2 778	2 591	-187
27. Mopani South East TVET College	1 804	2 245	441
28. Motheo TVET College	5 811	5 821	10
29. Mthashana TVET College	2 315	3 168	853
30. Nkangala TVET College	3 834	3 664	-170
31. Northern Cape Rural TVET College	2 375	2 579	204
32. Northern Cape Urban TVET College	1 860	3 024	1 164
33. Northlink TVET College	6 108	7 430	1 322
34. Orbit TVET College	1 740	4 920	3 180
35. Port Elizabeth TVET College	2 861	3 661	800
36. Sedibeng TVET College	5 182	5 256	74
37. Sekhukhune TVET College	2 061	1 908	-153
38. South Cape TVET College	3 249	3 174	-75
39. South West Gauteng TVET College	6 134	7 529	1 395
40. Taletso TVET College	1 923	2 449	526
41. Thekwini TVET College	3 264	3 575	311
42. Tshwane North TVET College	5 208	5 175	-33
43. Tshwane South TVET College	3 607	4 003	396
44. Umfolozi TVET College	3 695	5 029	1 334
45. Umgungundlovu TVET College	2 673	3 499	826
46. Vhembe TVET College	4 386	4 312	-74
47. Vuselela TVET College	2 637	3 585	948
48. Waterberg TVET College	1 429	1 469	40
49. West Coast TVET College	4 070	4 592	522
50. Western TVET College	4 793	4 138	-655
Total	176 548	186 318	9 770

Sources: 2022 Student headcount listing with verification checks 20240420Final.
2023 TVET College Enrolment_Final_02 April 2025.

In 2023, more than one third of new entrants were from the following TVET colleges: Majuba (4.4% or 8 170), South West Gauteng (4.0% or 7 529), Northlink (4.0% or 7 430), Ekurhuleni West (3.2% or 5 961), Coastal (3.1% or 5 838), Motheo (3.1% or 5 821), Ekurhuleni East (2.9% or 5 452), Sedibeng (2.8% or 5 256), Tshwane North (2.8% or 5 175), and Umfolozi (2.7% or 5 029). Increases in the number of new entrants in 2023 as compared to 2022 were observed in 33 TVET colleges, while the remaining 17 declined, with the largest decline recorded in College of Cape Town, Letaba and Ehlanzeni TVET colleges. The largest increases were recorded in Orbit (3 180) and East Cape Midlands (2 106) TVET colleges.

7. TVET COLLEGES NEW ENTRANTS IN 2023 BY AGE GROUP, PROGRAMMES, AND PROVINCE

Table 5: Number of new entrants in TVET colleges by qualification category and age group, 2023

Qualification Category	15-19 years	20-24 years	25-29 years	30-34 years	35-39 years	≥40 years	Unspecified	Total
Report 191	24 561	67 446	10 680	4 317	2 138	1 797	7	110 946
NC(V)	7 922	36 613	7 197	1 513	453	168	0	53 866
Occupational Qualifications	1 206	4 772	2 801	1 479	564	645	0	11 467
Skills Programmes	386	1 681	1 362	829	400	491	0	5 149
PLP	1 070	2 608	471	95	30	7	0	4 281
Level 5 and Level 6 Qualifications	38	109	106	136	72	148	0	609
Total	35 183	113 229	22 617	8 369	3 657	3 256	7	186 318
Percentage share	18.9%	60.8%	12.1%	4.5%	2.0%	1.7%	0.0%	100.0%

Source: 2023 TVET College Enrolment_Final_02 April 2025.

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

Note 6: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

In 2023, more than 60% of new entrants in TVET colleges were youth aged 20–24 years (113 229 or 60.8%), followed by those aged 15–19 years (35 183 or 18.9%) and 25–29 years (22 617 or 12.1%). Students aged 34 years and younger enrolled mainly in Report 191, followed by NC(V), while those aged 35 and older mainly enrolled in Report 191, followed by Occupational Qualifications.

Table 6: Number of new entrants in TVET colleges for Report 191 (N1-N6) programmes, by gender, 2023

Report 191 Programme	Female	Male	Total
1. Art and Design	80	76	156
2. Business Management	6 692	3 027	9 719
3. Clothing Production	272	98	370
4. Educare	2 060	157	2 217
5. Engineering Studies	17 965	20 206	38 171
6. Farming Management	1 300	775	2 075
7. Financial Management	5 301	2 069	7 370
8. Hospitality and Catering Services	2 721	835	3 556
9. Human Resource Management	6 024	2 271	8 295
10. Legal Secretary	871	280	1 151
11. Management Assistant	7 775	2 127	9 902
12. Marketing Management	2 972	1 561	4 533
13. Medical Secretary	366	47	413
14. Multi-Disciplinary Drawing Office Practice	1	1	2
15. National Certificate N4: Intro Clothing	23	8	31
16. National Certificate (Orientation): Engineering	14	30	44
17. National Introductory Certificate: N4: Art and Design	68	93	161
18. National Introductory Certificate: N4: Business Studies	3 216	1 403	4 619
19. National Introductory Certificate: N4: Clothing Production	176	108	284
20. National Introductory Certificate: N4: Food Services	179	47	226
21. Non-National Certificate: Installation Rules	6	58	64
22. Non-National Certificate: Specialised Electrical Installation Codes	0	2	2
23. Popular Music: Composition	0	8	8
24. Popular Music: Performance	39	50	89
25. Popular Music: Studio Work	26	100	126
26. Public Management	8 073	3 367	11 440
27. Public Relations	462	132	594
28. Tourism	3 641	1 687	5 328
Total	70 323	40 623	110 946

Source: 2023 TVET College Enrolment_Final_02 April 2025.

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 85% (94 457) of new entrants in Report 191 enrolled in entry level programmes (i.e., N1 and N4). Most of these students enrolled for Engineering Studies, Public Management, Business Management, Human Resources Management and Management Assistant programmes.

More than 60% of new entrants that enrolled for Report 191 programmes were females (63.4% or 70 323), while 36.6% (40 623) were males. More than one third of new entrants enrolled in Engineering Studies (38 171 or 34.4%). This was followed by and Public Management (11 440 or 10.3%), Management Assistant (9 902 or 8.9%) and Business Management (9 719 or 8.8%). Over 87% of Engineering Studies enrolment were for N1- N3 (33 267), while 12.9% were for N4-N6 (4 904).

In terms of gender, almost half of males enrolled in Engineering Studies (20 206 or 49.7%), followed by Public Management (3 367 or 8.3%) and Business Management (3 027 or 7.5%). The majority of females also enrolled in Engineering Studies, however their proportion was lower (17 965 or 25.5%). This was followed by Public Management (8 073 or 11.5%) and Management Assistant (7 775 or 11.1%). The largest gender gap were in Management Assistant and Public Management, where 5 648 and 4 706 more females than males enrolled. On the other hand, 2 241 more males enrolled in the Engineering Studies as compared to females. Large gender gaps were also observed in Human Resource Management, Business Management, Financial Management and Tourism, where a larger number of females enrolled as opposed to males.

Table 7: Number of new entrants in TVET colleges by NC(V) programmes and gender, 2023

NC(V) Programme	Female	Male	Total
1. Civil Engineering and Building Construction	2 343	1 961	4 304
2. Drawing Office Practice	46	34	80
3. Education and Development	1 267	123	1 390
4. Electrical Infrastructure and Construction	5 851	5 316	11 167
5. Engineering and Related Design	1 000	1 447	2 447
6. Finance, Economics and Accounting	2 424	751	3 175
7. Hospitality	2 746	645	3 391
8. Information Technology and Computer Science	1 831	1 578	3 409
9. Management	1 649	564	2 213
10. Marketing	1 396	592	1 988
11. Mechatronics	261	175	436
12. Office Administration	7 918	1 729	9 647
13. Primary Agriculture	1 054	513	1 567
14. Primary Health	335	32	367
15. Process Instrumentation	112	61	173
16. Process Plant Operations	282	138	420
17. Safety in Society	1 507	725	2 232
18. Tourism	2 559	981	3 540
19. Transport and Logistics	1 187	733	1 920
Total	35 768	18 098	53 866

Source: 2023 TVET College Enrolment_Final_02 April 2025.

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

Note 2: 97.6% (52 560) of new entrants in NC(V) programmes enrolled for NC(V) Level 2.

The majority of new entrants in NC(V) programmes were females (35 768 or 66.4%), while males accounted for (18 098 or 33.6%). The most popular programmes were Electrical Infrastructure and Construction (11 167 or 20.7%), Office Administration (9 647 or 17.9%), and Civil Engineering and Building Construction (4 304 or 8.0%).

Among female students, the top three programmes were Office Administration (7 918 or 22.1%), Electrical Infrastructure and Construction (5 851 or 16.4%), and Hospitality (2 746 or 7.7%). Although males made up a smaller share of NC(V) enrolments, almost 30% of them enrolled in Electrical Infrastructure and Construction (5 316 or 29.4%), followed by Civil Engineering and Building Construction (1 961 or 10.8%) and Office Administration (1 729 or 9.6%). Engineering and Related Design was the only programme where male enrolment exceeded that of females, with 447 more males enrolled. The largest gender gap was observed in the Office Administration programme, where 6 189 more females were enrolled than males.

Table 8: Number of new entrants in TVET colleges by province and qualification category, 2023

Province	Report 191	NC(V)	Occupational Qualifications	Skills Programmes	PLP	Level 5 and Level 6 Qualifications	Total
Eastern Cape	13 848	6 941	1 522	0	470	88	22 869
Free State	11 252	2 616	1 018	450	250	0	15 586
Gauteng	26 733	13 251	1 349	171	928	0	42 432
KwaZulu-Natal	23 103	11 782	1 803	1 794	994	128	39 604
Limpopo	8 095	7 327	981	222	490	0	17 115
Mpumalanga	3 651	3 467	531	10	207	0	7 866
North West	6 817	3 590	169	47	331	0	10 954
Northern Cape	4 012	937	301	182	112	59	5 603
Western Cape	13 435	3 955	3 793	2 273	499	334	24 289
Total	110 946	53 866	11 467	5 149	4 281	609	186 318

Source: 2023 TVET College Enrolment_Final_02 April 2025.

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

Note 5: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

The majority of new entrants were enrolled in TVET colleges located in Gauteng (42 432 or 22.8%), followed by KwaZulu-Natal (39 604 or 21.3%) and the Western Cape (24 289 or 13.0%). TVET colleges in Northern Cape recorded the lowest number of new entrants (5 603 or 3.0%), followed by Mpumalanga (7 866 or 4.2%).

Gauteng contributed largely to new entrants in NC(V) and Report 191 programmes, while the majority of enrolments in Occupational Qualifications, skills programmes and PLP were in TVET colleges located in KwaZulu-Natal. More than 50% of new entrants in Level 5 & 6 qualifications were recorded in TVET colleges located in the Western Cape (334 or 54.8%).

8. NUMBER OF 2023 NEW ENTRANTS IN TVET COLLEGES FOR LEARNERS WHO WROTE GRADE 12 IN 2022

The primary identifier used for 2022 Grade 12 and 2023 new entrants in TVET colleges datasets was an ID number. The number of Grade 12 part-time and full-time students who wrote Grade 12 in 2022 was 917 882, and only records with ID numbers were considered for this analysis.

Table 9: Number of 2023 TVET college new entrants who wrote Grade 12 in 2022 (full time and part-time students)

Qualification Category	Bachelors	Diploma	Higher Certificate	Incomplete	Not achieved NSC	Unspecified	Total
Report 191	10 372	15 363	5 771	7 394	471	1 092	40 463
NC(V)	730	1 604	1 374	4 679	2 525	1 094	12 006
Occupational Qualifications	359	371	206	289	260	65	1 550
Skills Programmes	121	141	58	68	29	22	439
PLP	22	85	103	228	200	37	675
Level 5 and Level 6 Qualifications	32	9	2	11	0	1	55
Total	11 636	17 573	7 514	12 669	3 485	2 311	55 188

Sources: 2023 TVET College Enrolment_Final_02 April 2025.
DBE 2022 Grade 12 data.

Note 1: NSC refers to the National Senior Certificate.

Note 2: 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 3: Achieve endorsed means students have achieved the NSC qualification, but it is the 5-subject qualification for special needs candidates.

Note 4: Incomplete means students have not achieved a pass or a fail as they have one or more subjects outstanding, therefore the results are incomplete.

Note 5: Not achieved NSC means students have failed and did not achieve the NSC qualification.

Table 9 presents the number of students who wrote Grade 12 in 2022 and enrolled in a TVET college qualification for the first time in 2023. Of the 186 318 new entrants to TVET colleges, 55 188 (29.6%) had written Grade 12 in 2022. More than half of these students achieved either a Diploma pass (17 573 or 31.8%), or had incomplete results (12 669 or 23.0%).

Regarding the qualifications these students enrolled in (irrespective of their Grade 12 result status), it was found that almost three quarters of them were enrolled for Report 191 (73.3% or 40 463), followed by 21.8% (12 006) who enrolled in NC(V).

Table 10: Number of 2023 TVET college new entrants who enrolled for Report 191, by 2022 Grade 12 result status

Report 191 Programme	Bachelors	Diploma	Higher Certificate	Incomplete	Not achieved NSC	Unspecified	Total
1. Art and Design	6	8	5	2	0	1	22
2. Business Management	947	1 447	507	534	10	128	3 573
3. Clothing Production	24	26	26	25	0	3	104
4. Educare	128	239	95	108	6	23	599
5. Engineering Studies	4 558	6 503	2 447	3 513	378	306	17 705
6. Farming Management	169	268	98	118	1	25	679
7. Financial Management	777	887	240	511	10	102	2 527
8. Hospitality and Catering Services	297	462	151	154	6	26	1 096
9. Human Resource Management	616	958	365	466	6	90	2 501
10. Legal Secretary	115	119	42	65	1	12	354
11. Management Assistant	506	923	387	462	11	116	2 405
12. Marketing Management	321	620	286	308	8	58	1 601
13. Medical Secretary	41	37	8	27	2	4	119
14. National Certificate N4: Intro Clothing	3	5	2	3	0	0	13
15. National Certificate (Orientation): Engineering	4	7	2	1	0	0	14
16. National Introductory Certificate: N4: Art and Design	6	20	6	8	0	0	40
17. National Introductory Certificate: N4: Business Studies	385	760	332	280	8	60	1 825
18. National Introductory Certificate: N4: Clothing Production	10	32	10	14	1	1	68
19. National Introductory Certificate: N4: Food Services	12	26	23	12	1	1	75
20. Popular Music: Composition	0	1	0	0	0	0	1
21. Popular Music: Performance	6	7	1	3	0	1	18
22. Popular Music: Studio Work	7	16	6	6	1	0	36
23. Public Management	778	1 136	398	519	10	93	2 934
24. Public Relations	39	50	17	32	0	9	147
25. Tourism	617	806	317	223	11	33	2 007
Total	10 372	15 363	5 771	7 394	471	1 092	40 463

Sources: 2023 TVET College Enrolment_Final_02 April 2025.
DBE 2022 Grade 12 data.

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

The majority of students who enrolled for Report 191 had obtained either a Diploma or Bachelor pass as shown in Tables 9 and 10. Regardless of their result status, more than 43% of the 40 463 students enrolled for Report 191 chose Engineering Studies. It is also noteworthy that 378 (80.3%) of the 471 students who did not achieve NSC enrolled in Engineering Studies.

Table 11: Number of 2023 TVET college new entrants who enrolled for NC(V), by 2022 Grade 12 result status

NC(V) Programme	Bachelors	Diploma	Higher Certificate	Incomplete	Not achieved NSC	Unspecified	Total
1. Civil Engineering and Building Construction	49	149	122	464	244	97	1 125
2. Drawing Office Practice	2	4	1	12	6	3	28
3. Education and Development	18	20	16	95	60	23	232
4. Electrical Infrastructure and Construction	222	507	406	1 118	631	177	3 061
5. Engineering and Related Design	60	118	79	142	133	29	561
6. Finance, Economics and Accounting	24	52	77	279	147	91	670
7. Hospitality	20	51	47	237	104	79	538
8. Information Technology and Computer Science	101	172	98	376	150	39	936
9. Management	19	68	70	205	108	72	542
10. Marketing	14	41	43	162	88	56	404
11. Mechatronics	12	11	22	53	33	5	136
12. Office Administration	48	117	127	699	312	210	1 513
13. Primary Agriculture	18	56	51	138	89	30	382
14. Primary Health	2	7	8	51	4	8	80
15. Process Instrumentation	5	10	11	15	5	3	49
16. Process Plant Operations	5	24	21	44	20	4	118
17. Safety in Society	28	61	60	183	124	54	510
18. Tourism	52	85	68	268	190	70	733
19. Transport and Logistics	31	51	47	138	77	44	388
Total	730	1 604	1 374	4 679	2 525	1 094	12 006

Sources: 2023 TVET College Enrolment_Final_02 April 2025.
DBE 2022 Grade 12 data.

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

As indicated in Tables 9 and 11, the majority of students enrolled in NC(V) had either incomplete results or had not achieved the National Senior Certificate (NSC). Regardless of their result status, over 25% of the 12 006 NC(V) students enrolled in Electrical Infrastructure and Construction (25.5% or 3 061), followed by Office Administration (12.6% or 1 513). Similarly, students with incomplete results, higher certificate pass or had not achieved NSC were most commonly enrolled in these two programmes (see Table 11).

9. CONCLUSION

The increase in new enrolments across TVET colleges in 2023 is a positive indication on the expansion of access to vocational education and training programmes. The increases in Report 191 programmes, especially in Engineering Studies, indicates continued demand for technical qualifications.

The age distribution shows that younger students (under 35 years) are the main cohort entering Report 191 and NC(V) programmes, while older students mainly enrol in Report 191 and Occupational Qualifications. The dominance of Report 191 highlights the need for more space in this qualification category, and it is essential that the curriculum within Report 191 programmes remain responsive to labour market needs.

About 3 935 new entrants aged 35 and older enrolled in Report 191 programmes in 2023. These students will require Work Integrated Learning (WIL) to complete a National N Diploma. However, current SETA policies restrict WIL placements to unemployed youth aged 18–35 years, which excludes this group from participating in SETA-supported WIL opportunities. As a result, alternative mechanisms must be explored to support older students in obtaining the National N Diploma.