



higher education & training

Department:
Higher Education and Training
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FACTSHEET ON NEW ENTRANTS IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES: 2021

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Enquiries

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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. 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

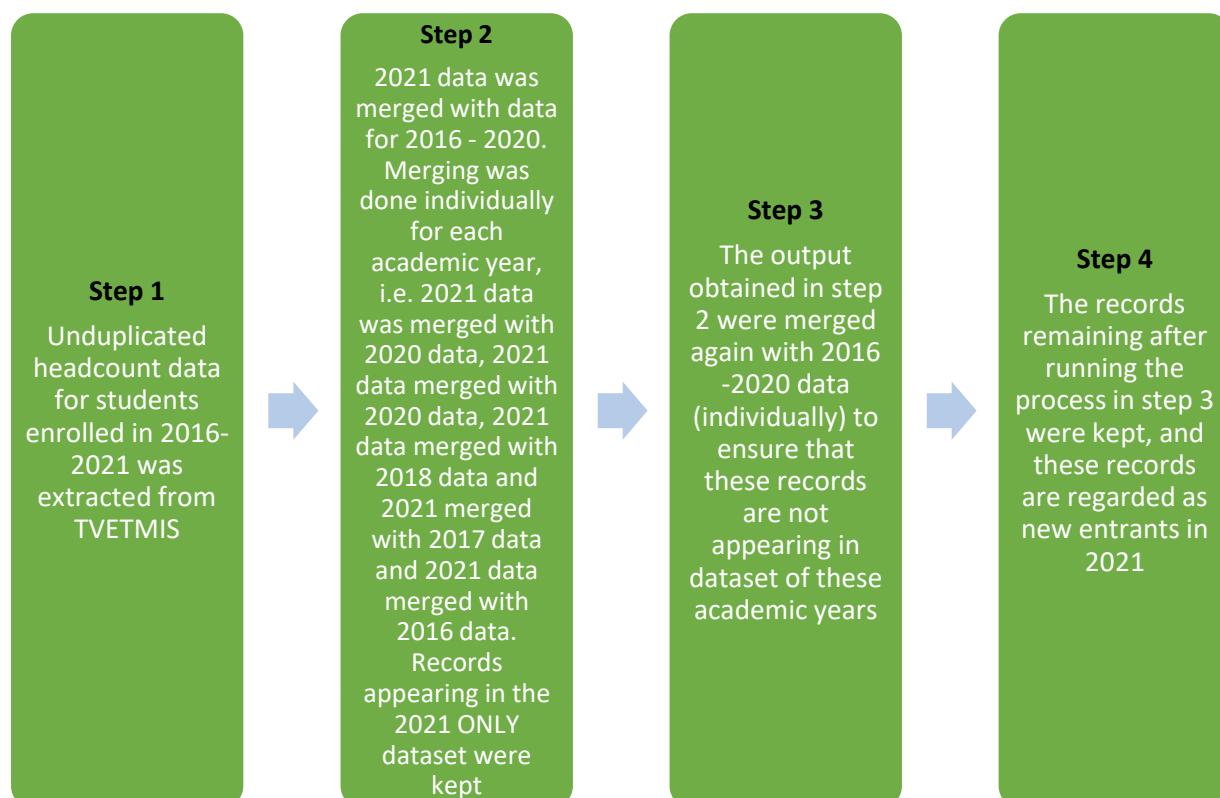
TVETMIS, the data for this variable has not been populated correctly by TVET colleges and it therefore doesn't provide a clear and correct picture on the number of new students enrolled in TVET colleges.

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 – 2021 was extracted from TVETMIS for each of the five academic years, and used to calculate the number of new entrants in TVET colleges in 2021. New entrants for 2017-2020 were calculated in previous years and the data is also included in this factsheet.

The one to one relationship by ID number 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 2021 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). The following records which did not have ID numbers were excluded from the analysis: 5 079 (1.0%) in 2016, 3 507 (0.7%) in 2017, 3 403 (0.7%) in 2018, 2 895 (0.6%) in 2019, 1 527 (0.4%) in 2020 and 1 680 (0.4%) in 2021. 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 2021 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 2021 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 2021 had completed Grade 12 in 2020 before enrolling at a TVET college, and what their achievement status was.

This analysis however 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. In the future, the data on the highest level of education achieved by students will be uploaded to TVETMIS.

4. Unduplicated headcount enrolment in TVET colleges, 2017-2021

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 - 2021

Programme type	2016	2017	2018	2019	2020	2021	Difference between 2020 and 2021	Difference between 2016 and 2021
NC(V)	154 591	142 340	128 713	138 912	146 625	141 750	-4 875	-12 841
Report 191 (N1-N6)	319 559	312 365	297 995	310 308	232 630	271 529	38 899	-48 030
Occupational Qualifications	13 243	10 961	18 248	22 759	19 977	18 191	-1 786	4 948
Other	19 432	21 607	19 512	12 777	3 608	5 553	1 945	-13 879
PLP	n. a	n. a	287	3 597	5 250	4 581	-669	n. a
Level 5 & Level 6 Qualifications	n. a	n. a	n. a	n. a	1 348	854	-494	n. a
Total	506 825	487 273	464 755	488 353	409 438	442 458	33 020	-64 367

Source: TVETMIS 2016-2021. Data for 2021 was extracted in February 2023.

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 2016. The correct reporting was 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 2021, namely, Central Johannesburg, Ikhalala, Ingwe, Sedibeng, Taletso and Western 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 because of imposed Covid-19 lockdowns.

The unduplicated headcount enrolment in TVET colleges was 442 458 in 2021, reflecting an 8.1% or 33 020 increase when compared with 2020 (409 438). The major contributor to the increase was for enrolment in Report 191 which increased by 38 899. It must however be noted that total enrolment for 2020 was lower as TVET colleges had to forfeit semester 2 and trimester 3 intakes due to the Covid-19 lockdown.

Despite the overall increase in new entrants between 2020 and 2021, a decline was recorded for NCV (4 875), Occupational qualifications (1 786), PLP (669) and Level 5 and Level 6 qualifications (494). A decline of 64 367 was recorded when comparing 2016 and 2021.

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).

The unduplicated headcount enrolment data 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 Report 191 and skills programme in the same academic year will be counted twice).

5. New entrants in TVET colleges, 2017-2021

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- 2021

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	2021	% of students who were new entrants in 2021
NC(V) (Level 2-4)	65 732	46.2%	56 005	43.5%	61 134	44.0%	63 939	43.6%	54 521	38.5%
Report 191 (N1-N6)	153 048	49.0%	136 964	46.0%	137 068	44.3%	87 923	37.8%	120 409	44.3%
Occupational Qualifications	7 376	67.3%	14 144	77.5%	11 821	51.9%	13 335	66.8%	11 021	60.6%
Other/Skills Programmes	17 378	80.4%	15 005	76.9%	6 372	49.9%	3 579	99.2%	4 479	80.7%
PLP	n. a	n. a	281	97.9%	3 398	94.5%	5 220	99.4%	4 527	98.8%
Level 5 & Level 6 Qualifications	n. a	n. a	n. a	n. a	n. a	n. a	1 346	99.9%	463	54.2%
Total	243 534	50.0%	222 399	47.9%	219 793	45.0%	175 342	42.8%	195 420	44.2%

Source: TVETMIS 2016-2021. Data for 2021 was extracted in February 2023.

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 2017-2019. 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.

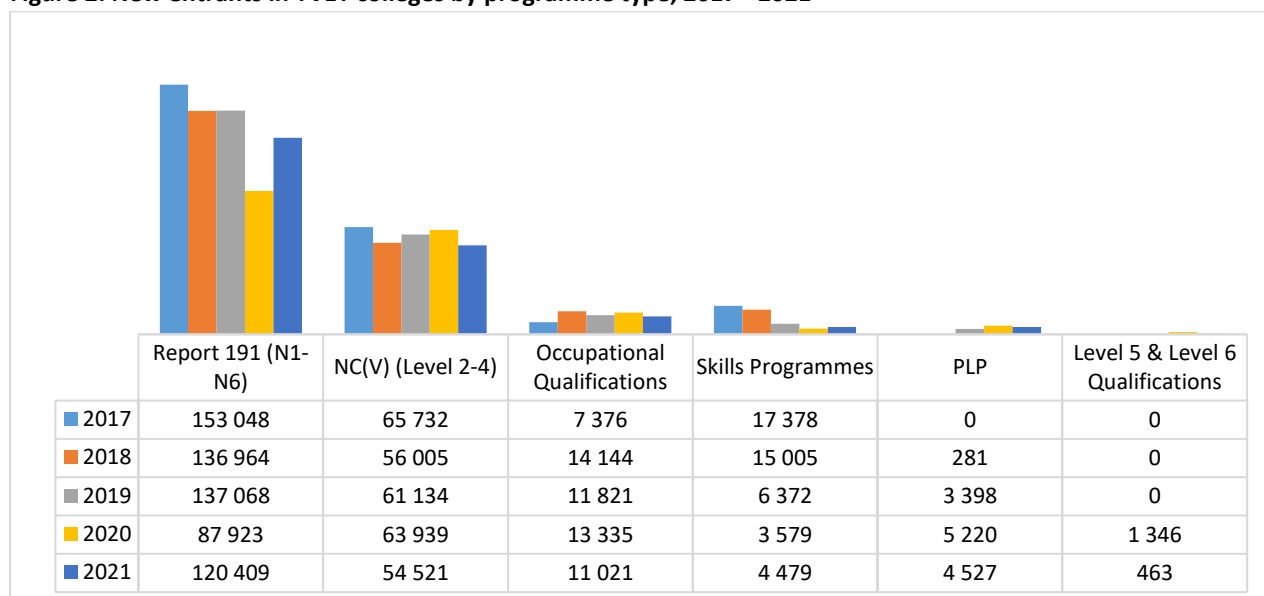
Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2021, namely, Central Johannesburg, Ikhala, Ingwe, Sedibeng, Taletso and Western TVET Colleges.

Note 8: The following colleges are the only ones who reported enrolment in Level 5 & Level 6 Qualifications in 2021, namely, College of Cape Town, Northern Cape Urban, South Cape and Waterberg TVET Colleges.

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 and 589 083 in 2021.

Note 9: 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 2021 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 - 2021



Source: TVETMIS 2016-2021. Data for 2021 was extracted in February 2023.

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

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Note 8: The following colleges are the only ones who reported enrolment in Level 5 & Level 6 Qualifications in 2021, namely, College of Cape Town, Northern Cape Urban, South Cape and Waterberg TVET Colleges.

Note 9: 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 10: Total enrolment in TVET colleges decreased in 2020 because the semester 2 and trimester 3 intakes were forfeited because of imposed Covid-19 lockdowns.

Note 11: 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 2021 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 195 420 in 2021, which was 11.5% (20 078) higher when compared with 2020 new entrants (175 342). Increases were observed in Report 191 students (32 486) and skills programmes (900) between the two academic years. Meanwhile, decreases were recorded in NC(V), occupational qualifications, Level 5 and Level 6 Qualifications and PLP (9 418, 2 314, 883 and 693 respectively).

PLP is a foundational learning programme to prepare students for access into a specific vocational or occupational learning pathway at TVET colleges, and 4 581 students had enrolled for this programme as indicated in Table 1, which was 669 lower when compared to 5 250 in 2020. The expectation was that all these students were going to be recorded as new entrants, however, only 4 527 of them were new entrants, and the other 8 were foreign national students and were therefore excluded in the

analysis. Of the 46 remaining students, 39 were repeating PLP, while four had enrolled for NCV qualifications, two enrolled for occupational qualifications and one enrolled for second chance matric re-write (loaded as “other programme”) in 2020.

Table 3: Number of new entrants in TVET colleges by programme type and gender, 2020 and 2021

	2020		2021		Difference between 2020 and 2021	
	Female	Male	Female	Male	Female	Male
NC(V) (Level 2-4)	41 393	22 546	37 462	17 059	-3 931	5 487
Report 191 (N1-N6)	51 630	36 293	73 041	47 368	21 411	-11 075
Occupational Qualifications	8 898	4 437	7 043	3 978	-1 855	459
Other	1 289	2 290	1 991	2 488	702	-198
PLP	2 688	2 532	2 655	1 872	-33	660
Level 5 & Level 6 qualifications	1 258	88	386	77	-872	11
Total	107 156	68 186	122 578	72 842	15 422	-4 656

Source: TVETMIS 2016-2021. Data for 2021 was extracted in February 2023.

- 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. 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 2021, namely, Central Johannesburg, Ikhala, Ingwe, Sedibeng, Taletso and Western TVET Colleges.
- Note 8: The following colleges did not report any enrolment in Occupational Qualifications in 2020, namely, Coastal, Goldfields, Ingwe, Sedibeng and Taletso TVET Colleges.
- Note 9: 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 10: Total enrolment in TVET colleges decreased in 2020 because the semester 2 and trimester 3 intakes were forfeited because of imposed Covid-19 lockdowns.
- Note 11: 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 2021 were treated as new entrants as unit level record data was only uploaded from 2016 onwards.

Three in every five new entrant students for 2021 were females (122 578 or 62.7%), while the male proportion was lower (72 842 or 37.3%). The proportion for females was also higher in 2020. The number of female new entrants increased by 15 422 between 2020 and 2021, and the largest contributor to the increase was in Report 191. Decreases were recorded for NC(V), occupational qualifications, Level 5 and Level 6 qualifications and PLP despite the overall increase for females. Male new entrants on the other hand declined by 4 656 in the same period, and the largest decrease was observed for Report 191. Increases were observed for NC(V), PLP, occupational qualifications and Level 5 and Level 6 qualifications PLP despite the overall decrease for males.

Table 4: Number of new entrants in TVET colleges, 2020 and 2021

College	2020	2021	Difference between 2020 and 2021
1. Boland TVET College	3 994	4 084	90
2. Buffalo City TVET College	2 478	1 764	-714
3. Capricorn TVET College	4 302	4 389	87
4. Central Johannesburg TVET College	3 646	3 767	121
5. Coastal TVET College	5 983	6 639	656
6. College of Cape Town for TVET	4 885	6 476	1 591
7. East Cape Midlands TVET College	3 075	3 301	226
8. Ehlanzeni TVET College	3 519	3 953	434
9. Ekurhuleni East TVET College	5 223	5 986	763
10. Ekurhuleni West TVET College	6 027	7 159	1 132
11. Elangeni TVET College - Central	3 435	3 887	452
12. Esayidi TVET College	3 166	3 592	426
13. False Bay TVET College	3 487	6 076	2 589
14. Flavius Mareka TVET College	3 350	2 487	-863
15. Gert Sibande TVET College	4 418	6 492	2 074
16. Goldfields TVET College	1 800	2 134	334
17. Ikhala TVET College	2 103	2 140	37
18. Ingwe TVET College	2 871	3 128	257
19. King Hintsa TVET College	1 439	1 535	96
20. King Sabata Dalindyebo TVET College	2 726	3 509	783
21. Lephhalale TVET College	1 523	874	-649
22. Letaba TVET College	2 121	1 840	-281
23. Lovedale TVET College	2 085	2 218	133
24. Majuba TVET College	5 878	9 166	3 288
25. Maluti TVET College	3 574	3 439	-135
26. Mnambithi TVET College	1 849	2 732	883
27. Mopani South East TVET College	3 437	2 478	-959
28. Motheo TVET College	4 676	5 025	349
29. Mthashana TVET College	2 047	2 102	55
30. Nkangala TVET College	3 073	4 055	982
31. Northern Cape Rural TVET College	2 886	2 307	-579
32. Northern Cape Urban TVET College	3 018	2 200	-818
33. Northlink TVET College	4 927	9 929	5 002
34. Orbit TVET College	2 430	3 030	600
35. Port Elizabeth TVET College	3 154	2 687	-467
36. Sedibeng TVET College	4 621	5 001	380
37. Sekhukhune TVET College	2 530	2 191	-339
38. South Cape TVET College	3 971	2 210	-1 761
39. South West Gauteng TVET College	6 588	6 050	-538
40. Taletso TVET College	2 002	2 778	776
41. Thekwini TVET College	3 251	3 000	-251
42. Tshwane North TVET College	4 011	4 688	677
43. Tshwane South TVET College	4 199	4 841	642
44. Umfolozi TVET College	5 107	4 778	-329
45. Umgungundlovu TVET College	3 028	2 974	-54
46. Vhembe TVET College	4 653	5 993	1 340
47. Vuselela TVET College	2 829	3 203	374
48. Waterberg TVET College	1 935	1 954	19
49. West Coast TVET College	4 861	4 361	-500
50. Western TVET College	3 151	4 818	1 667
Total	175 342	195 420	20 078

Source: TVETMIS 2021, data extracted in February 2023.

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 2021 were treated as new entrants as unit level record data was only uploaded from 2016 onwards.

More than one third of new entrants were from the following TVET colleges: Northlink, Majuba, Ekurhuleni West, Coastal, Gert Sibande, College of Cape Town, False Bay, South West Gauteng, Vhembe and Ekurhuleni East. Increase in the number of new entrants in 2021 as compared to 2020 were observed in 34 TVET colleges. Increases were recorded in Northlink (5 002), Majuba (3 288), False Bay (2 589) and Gert Sibande (2 074) TVET colleges. Despite the overall increase in new entrants, largest decline was in South Cape, Mopani South East, Flavius Mareka and Northern Cape Urban TVET colleges (4 401 in total).

6. New entrants in 2021 by age group, programmes, and province

This section analyses the number of new entrants in TVET colleges for 2021, 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, 2021

Programme type	<15 years	15-19 years	20-24 years	25-29 years	30-34 years	35-39 years	≥40 years	Total
NC(V)	1	5 947	37 294	8 437	2 054	578	210	54 521
Report 191	0	23 751	70 371	15 279	6 221	2 878	1 909	120 409
Occupational Qualifications	0	629	3 680	3 245	1 717	851	899	11 021
Skills Programmes	0	187	1 158	1 335	769	401	629	4 479
PLP	0	826	2 878	647	128	34	14	4 527
Level 5 & Level 6 Qualifications	0	50	107	92	64	51	99	463
Total	1	31 390	115 488	29 035	10 953	4 793	3 760	195 420
Percentage share	0.0%	16.1%	59.1%	14.9%	5.6%	2.4%	1.9%	100.0%

Source: TVETMIS 2021, data extracted in February 2023.

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 2021, namely, Central Johannesburg, Ikhala, Ingwe, Sedibeng, Taletso and Western 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 because 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 2021 were youth aged 20-24 years old (59.1% or 115 488), followed by 15–19-year-olds (16.1% or 31 390) and 25–29-year-olds (14.9% or 29 035). The number declined for the older age groups (30 years and older). Students in the 15-34 years age group enrolled mainly 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, 2021

Programme	Female	Male	Total
1. Art and Design	202	210	412
2. Business Management	6 479	3 050	9 529
3. Business Studies	3 009	1 164	4 173
4. Clothing Production	345	145	490
5. Educare	3 560	243	3 803
6. Engineering Studies	22 355	28 451	50 806
7. Farming Management	1 113	660	1 773
8. Financial Management	5 132	2 077	7 209
9. Food Services	128	44	172
10. Hospitality and Catering Services	2 519	825	3 344
11. Human Resource Management	6 549	2 420	8 969
12. Legal Secretary	533	140	673
13. Management Assistant	7 395	1 859	9 254
14. Marketing Management	2 908	1 504	4 412
15. Medical Secretary	135	17	152
16. Multi-Disciplinary Drawing Office Practice	3	5	8
17. Popular Music Composition	2	7	9
18. Popular Music Performance	46	75	121
19. Popular Music Studio Work	24	90	114
20. Public Management	7 206	2 789	9 995
21. Public Relations	373	132	505
22. Specialised Electrical Installation Codes	1	8	9
23. Spinning Mechanician: Woollen	12	46	58
24. Tourism	2 933	1 360	4 293
25. Water and Waste-Water Treatment Practice	79	47	126
Total	73 041	47 368	120 409

Source: TVETMIS 2021, data extracted in February 2023

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: About 80% (95 733) 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 (73 041), while 39.3% were males (47 368). Most Report 191 new entrants enrolled for Engineering Studies (42.2% or 50 806), followed by Public Management (8.3% or 9 995), Business Management (7.9% or 9 529) and Management Assistant (7.7% or 9 254). Over 38% of Engineering Studies enrolment were for N1- N3 (46 235), while 61.3% were for N4-N6 (73 832).

Three in every five male new entrants enrolled for Engineering Studies (60.1% or 28 451), and the proportion of females enrolled for the same programme was lower (30.6% or 22 355). The Engineering Studies programme had the largest gender gap as 6 096 more males enrolled than females. On the other hand, 5 536 more females enrolled in Management Assistant programme as compared to males. The largest gender gap was also observed in Public Management, Human Resource Management, Business Management, Educare and Financial Management programmes, where over 18 000 more females enrolled for as opposed to males.

Table 7: Number of new entrants in TVET colleges by NC(V) programmes and gender, 2021

Programme	Female	Male	Total
1. Civil Engineering and Building Construction	2 480	1 762	4 242
2. Drawing Office Practice	33	33	66
3. Education and Development	1 186	79	1 265
4. Electrical Infrastructure Construction	4 025	3 119	7 144
5. Engineering and Related Design	3 187	3 926	7 113
6. Finance, Economics and Accounting	2 356	628	2 984
7. Hospitality	2 847	550	3 397
8. Information Technology and Computer Science	1 879	1 362	3 241
9. Management	1 736	547	2 283
10. Marketing	1 548	581	2 129
11. Mechatronics	128	156	284
12. Office Administration	8 937	1 631	10 568
13. Primary Agriculture	1 375	590	1 965
14. Primary Health	459	43	502
15. Process Plant Operations	153	63	216
16. Safety in Society	1 310	607	1 917
17. Tourism	2 662	831	3 493
18. Transport and Logistics	1 161	551	1 712
Total	37 462	17 059	54 521

Source: TVETMIS 2021, data extracted in February 2023

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

Note 2: 43,3% (61 409) of new entrants in NC(V) programmes enrolled for NC(V) Level 2.

Most new entrants for NC(V) programmes enrolled in Office Administration (10 568 or 19.4%), followed by Electrical Infrastructure and Construction (7 144 or 13.1%) and Engineering and Related Design (7 113 or 13.0%) – these proportions were similar to those of 2020. More than two thirds of new entrants for NC(V) programmes were females (68.7% or 37 462), of which more than 43% of them enrolled for Office Administration, Electrical Infrastructure Construction and Engineering and Related Design (8 937, 4 025 and 3 187 respectively).

Despite a lower proportion of male students enrolling for NC(V) (31.3% or 17 059), more than 40% of them enrolled in Engineering and Related Design and Electrical Infrastructure and Construction (3 926 and 3 119 respectively). In comparison to males, 739 more male students enrolled in the Engineering and Related Design programmes. However, the greatest gender disparity was found in the Office Administration programme, where 7 306 more females enrolled than males.

Table 8: Number of new entrants in TVET colleges by province and programme type, 2021

Province	NC(V)	Report 191	Occupational Qualifications	Skills Programmes	Pre-Vocational Learning Programme	Level 5 & Level 6 Qualifications	Total
Eastern Cape	6 223	12 297	852	119	791	0	20 282
Free State	3 607	8 059	847	242	330	0	13 085
Gauteng	11 607	27 886	938	297	757	0	41 485
KwaZulu-Natal	10 860	23 590	2 271	1 283	866	0	38 870
Limpopo	7 836	10 108	1 869	134	519	78	20 544
Mpumalanga	5 245	8 167	516	309	263	0	14 500
North West	2 542	5 923	145	64	337	0	9 011
Northern Cape	944	3 219	237	0	107	0	4 507
Western Cape	5 657	21 160	3 346	2 031	557	385	33 136
Total	54 521	120 409	11 021	4 479	4 527	463	195 420

Source: TVETMIS 2021, data extracted in February 2023.

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". 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 2021, namely, Central Johannesburg, Ikhala, Ingwe, Sedibeng, Taletso and Western 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 because 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 the majority of enrolments in Level 5 & 6 qualifications, occupational qualifications and skills programmes were in TVET colleges located in Western Cape. Almost 20% of PLP enrolments were in KwaZulu-Natal TVET colleges. Almost half of new entrants in occupational qualifications were recorded in TVET colleges located in Western Cape (45.3% or 2 031), and 83.1% (385) 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 (2.3% or 4 507), followed by North West TVET colleges (4.6% or 9 011).

7. Number of 2021 new entrants in TVET colleges for learners who wrote Grade 12 in 2020

The primary identifier used for 2020 Grade 12 and 2021 TVET colleges datasets was an ID number. As a result, Grade 12 records without ID numbers were excluded from the analysis (i.e., 3 652 records). The number of Grade 12 part-time and full-time students who wrote Grade 12 in 2020 was 879 978. Only 876 327 records were considered for the analysis, as these had ID numbers.

Table 9: Number of 2021 TVET college new entrants who wrote Grade 12 in 2020 (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)	0	255	312	428	0	1 118	6 569	8 682
Report 191	2	2 966	1 618	4 619	2	1 473	23 035	33 715
Occupational Qualifications	0	89	21	79	0	30	555	774
Skills Programmes	0	9	5	17	0	7	117	155
PLP	0	16	17	18	0	50	396	497
Level 5 & Level 6 Qualifications	0	8	0	4	0	0	28	40
Total	2	3 343	1 973	5 165	2	2 678	30 700	43 863

Sources: TVETMIS 2021, data extracted in February 2023

DBE 2021 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 subjects 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 195 420 new entrants' students in TVET colleges in 2021, 22.4% or 43 863 of them wrote Grade 12 in 2020. The majority of these students did not achieve NSC (30 700 or 70.0%). This was followed by 5 165 (11.8%) students who obtained a Diploma pass in their Grade 12 year (2020), while 3 343 (7.6%) of them obtained a Bachelor's degree pass and 1 973 (4.5%) obtained Higher Certificate passes.

The majority of the new entrants enrolled for Report 191 programmes did not complete Grade 12 (23 035), followed by those who obtained a Diploma pass (4 619), Bachelor's degree pass (2 966), while 1 618 obtained a Higher Certificate pass. Of the 8 682 students enrolled for NC(V), 75.7% (6 569) of them did not achieve NSC, followed by 1 118 whose results were incomplete and the remaining passed with the following (428 Diploma, 312 Higher Certificate and 255 Bachelor's degree).

8. Conclusion

This Factsheet indicates that the number of new entrants in TVET colleges declined by 48 114 over the period 2017-2021. Most new entrants were recorded in Northlink followed by Majuba TVET college.

Age group analysis of new entrants in 2021 shows that 95.6% (186 867) of them were youth aged 34 years and younger, while 4.4% (8 553) were 35 years and older. About 4 787 of the 8 553 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 higher than the cohort identified in 2020 (7 627). SETAs only accommodate unemployed youth aged 18-35 years old for placement into WIL programmes, which implies that the 4 787 new entrants will not be able to do their WIL component through SETAs.

This Factsheet also reveals that 2021 new entrants in TVET colleges were higher compared to public Higher Education Institutions (HEIs) (169 675)). New entrants in TVET colleges were also higher in previous academic years (i.e., 243 534 in 2017; 222 399 in 2018; 219 793 in 2019; and 175 342 in 2020) compared to those in public HEIs (i.e., 193 282 in 2017 and 208 661 in 2018, 187 722 in 2019, and 209 522 in 2020). 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).

Additional analysis conducted reveals that 43 863 new entrants in TVET colleges wrote Grade 12 in 2020. Most of these students enrolled for Report 191 and NC(V) programmes (33 715 and 8 682 respectively). About 70% of the 43 863 students (i.e., 30 700 or 69.9%) did not complete Grade 12 followed by those who obtained Diploma passes (5 165 or 11.8%), 3 343 or 7.6% obtained Bachelor's degree passes and (1 973 or 4.5%) obtained Higher Certificate passes.

An observation can be made that the majority of new entrants who enrolled for Report 191 in 2021 and had previously written Grade 12 in 2020 did not complete Grade 12. This is followed by those who obtained Diploma and bachelor's degree passes. A similar picture was observed for new entrants in NC(V) programmes, where the majority of them did not complete Grade 12 (6 569). In future, the analysis will be expanded to include students who completed Grades 9-11 and enrolled at TVET colleges once the data is made available by the Department of Basic Education.