



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

FACTSHEET ON NEW ENTRANTS IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES: 2022

16 August 2024

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TABLE OF CONTENTS**PAGE NO.**

1. Background	3
2. Methodology	3
Figure 1: Step by step methodology for calculating 2022 new entrants in TVET colleges.....	4
3. Limitations.....	4
4. Summary of Findings.....	5
5. Unduplicated headcount enrolment in TVET colleges, 2017-2022	6
Table 1: Unduplicated headcount enrolment in TVET colleges by programme type, 2016 - 2022	6
6. New entrants in TVET colleges, 2017-2022	7
Table 2: New entrants in TVET colleges by programme type, 2017- 2022.....	7
Figure 2: New entrants in TVET colleges by programme type, 2017 – 2022.....	8
Table 3: Number of new entrants in TVET colleges by programme type and gender, 2021 and 2022.....	9
Table 4: Number of new entrants in TVET colleges, 2021 and 2022	10
7. New entrants in 2022 by age group, programmes, and province.....	11
Table 5: Number of new entrants in TVET colleges by programme type and age group, 2022	11
Table 6: Number of new entrants in TVET colleges for Report 191 programmes, by gender, 2022.....	12
Table 7: Number of new entrants in TVET colleges by NC(V) programmes and gender, 2022	13
Table 8: Number of new entrants in TVET colleges by province and programme type, 2022	14
8. Number of 2022 new entrants in TVET colleges for learners who wrote Grade 12 in 2021	15
Table 9: Number of 2022 TVET college new entrants who wrote Grade 12 in 2021 (full time and part-time students).....	15
9. Conclusion.....	16

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 fifth 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 – 2022 was extracted from TVETMIS for each of the five academic years and used to calculate the number of new entrants in TVET colleges in 2022. New entrants for 2017-2021 were calculated in previous years and the data is also included in this factsheet.

A one-to-one relationship by ID number and programme type was used 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 2022 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, 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 2022 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 2022 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 2022 had completed Grade 12 in 2021 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, this will be included in future factsheets.

4. Summary of Findings

In 2022, new entrants in TVET colleges were 176 548, which was 9.7% lower compared to 2021. In 2022, declines were recorded in almost all programmes except Level 5 and 6 qualifications which recorded an increase between 2021 and 2022. Female students made up the majority of new entrants, though their numbers also fell, particularly in Report 191. A significant gender gap was observed in NC(V) programmes, with females predominantly enrolling in Office Administration. Enrolment in Report 191 indicates that almost half of male students enrolled in Engineering Studies (43.8%), and the proportion of females enrolled for the same programme was lower (19.9%).

Despite overall declines, some colleges like Letaba and Capricorn reported increased new entrants, while others, including Northlink and Gert Sibande, saw significant decreases. Over 61% of new entrants were aged 20-24 years, and the majority enrolled in Report 191 and NC(V) programmes. The older students (30 years and above) enrolled mainly in Report 191 and occupational qualifications.

Further analysis revealed that 54 929 of the new entrants had written the Grade 12/National Senior Certificate examinations in 2021. Nearly one-third of these students achieved a Diploma pass, and a similar proportion (21.3%) obtained a Bachelor's degree pass or did not complete their NSC.

5. Unduplicated headcount enrolment in TVET colleges, 2017-2022

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 - 2022

Programme type	2016	2017	2018	2019	2020	2021	2022	Difference between 2021 and 2022	Difference between 2016 and 2022
NC(V)	154 591	142 340	128 713	138 912	146 625	141 750	135 361	-6 389	-19 230
Report 191 (N1-N6)	319 559	312 365	297 995	310 308	232 630	271 529	246 542	-24 987	-73 017
Occupational Qualifications	13 243	10 961	18 248	22 759	19 977	18 191	15 644	-2 547	2 401
Other/skills programmes	19 432	21 607	19 512	12 777	3 608	5 553	4 301	-1 252	-15 131
PLP	n. a	n. a	287	3 597	5 250	4 581	4 415	-166	n. a
Level 5 & Level 6 Qualifications	n. a	n. a	n. a	n. a	1 348	854	1 476	622	n. a
Total	506 825	487 273	464 755	488 353	409 438	442 458	407 739	-34 719	-99 086

Sources: TVETMIS 2016-2021

2022 Student headcount listing with verification checks 20240420Final

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

Note 8: 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 407 739 in 2022, reflecting a 7.8% or 34 719 decrease when compared with 2021 (442 458). The major contributor to the decrease was enrolment in Report 191 which decreased by 24 987. A decline was also recorded for NCV (6 389), occupational qualifications (2 547), "other/skills programmes" (1 252) and PLP (166). A decline of 99 086 was recorded when comparing 2016 and 2022.

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 and 518 584 in 2022.

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).

6. New entrants in TVET colleges, 2017-2022

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- 2022

Programme Type	2017	% of 2017 student headcount versus new entrants	2018	% of 2018 student headcount versus new entrants	2019	% of 2019 student headcount versus new entrants	2020	% of 2020 student headcount versus new entrants	2021	% of 2021 student headcount versus new entrants	2022	% of 2022 student headcount versus new entrants
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%	52 454	38.8%
Report 191 (N1-N6)	153 048	49.0%	136 964	46.0%	137 068	44.3%	87 923	37.8%	120 409	44.3%	104 650	42.4%
Occupational Qualifications	7 376	67.3%	14 144	77.5%	11 821	51.9%	13 335	66.8%	11 021	60.6%	10 618	67.9%
Other/Skills Programmes	17 378	80.4%	15 005	76.9%	6 372	49.9%	3 579	99.2%	4 479	80.7%	3 836	89.2%
PLP	n. a	n. a	281	97.9%	3 398	94.5%	5 220	99.4%	4 527	98.8%	4 356	98.7%
Level 5 & Level 6 Qualifications	n. a	n. a	n. a	n. a	n. a	n. a	1 346	99.9%	463	54.2%	1 034	70.1%
Total	243 534	50.0%	222 399	47.9%	219 793	45.0%	175 342	42.8%	195 420	44.2%	176 548	43.3%

Source: 2022 Student headcount listing with verification checks 20240420Final

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 in the 2020 data going forward.

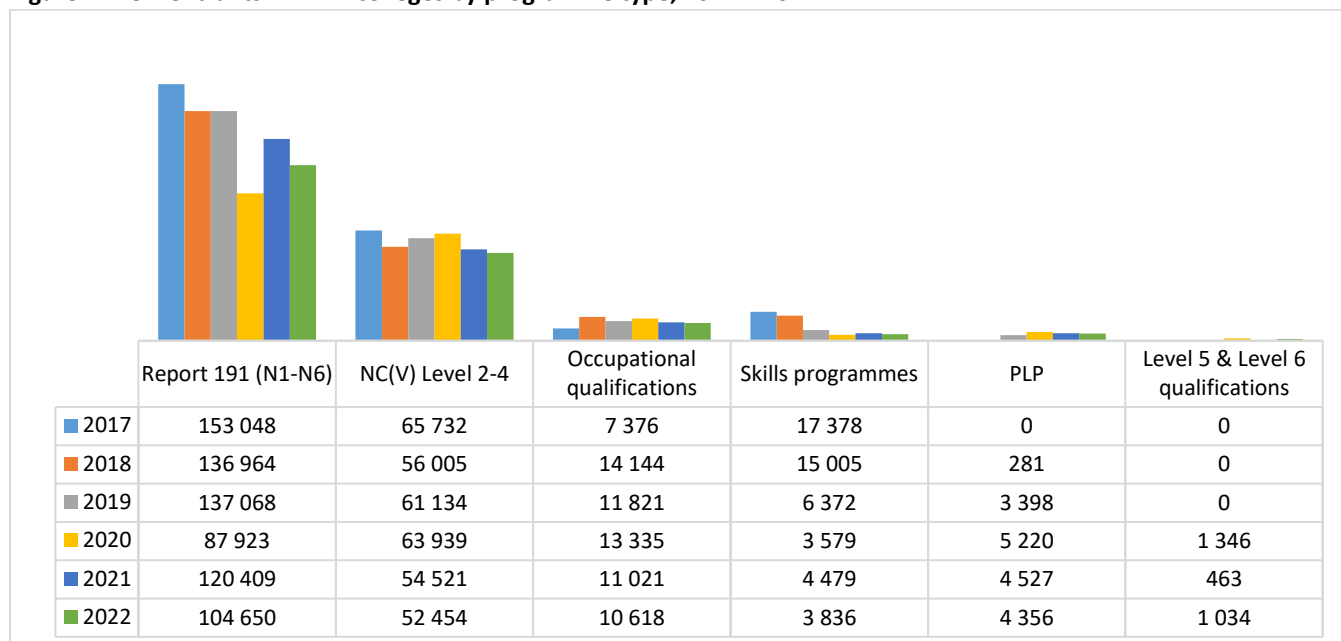
Note 5: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.

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

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

Note 8: Total enrolment in TVET colleges decreased in 2020 because the semester 2 and trimester 3 intakes were forfeited because of imposed Covid-19 lockdowns.

Figure 2: New entrants in TVET colleges by programme type, 2017 – 2022



Source: 2022 Student headcount listing with verification checks 20240420Final

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.

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

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

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

Note 8: 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 number of new entrants in TVET colleges was 176 548 in 2022, which was 9.7% (18 872) lower when compared with 2021 new entrants (195 420). The only increase was observed in Level 5 and 6 Qualifications (571) between the two academic years. Meanwhile, decreases were recorded in the remaining programmes: Report 191, NC(V), skills programmes, occupational qualifications, and PLP (15 759, 2 067, 643, 403 and 171 respectively).

PLP is a foundational learning programme to prepare students for access to a specific vocational or occupational learning pathway at TVET colleges, and 4 415 students had enrolled for this programme as indicated in Table 1, which was 166 lower when compared to 4 581 in 2021. The expectation was that the 2022 PLP students were going to be recorded as new entrants, however, only 4 356 of them were new entrants. Among the PLP new entrants, 4 202 were enrolled, 13 deregistered and 141 discontinued the programme.

Table 3: Number of new entrants in TVET colleges by programme type and gender, 2021 and 2022

	2021		2022		Difference between 2021 and 2022	
	Female	Male	Female	Male	Female	Male
NC(V) (Level 2-4)	37 462	17 059	35 977	16 477	-1 485	-582
Report 191 (N1-N6)	73 041	47 368	66 750	37 500	-6 291	-9 868
Occupational Qualifications	7 043	3 978	5 673	4 945	-1 370	967
Other	1 991	2 488	1 787	2 049	-204	-439
PLP	2 655	1 872	2 500	1 856	-155	-16
Level 5 & Level 6 qualifications	386	77	911	123	525	46
Total	122 578	72 842	113 598	62 950	-8 980	-9 892

Source: 2022 Student headcount listing with verification checks 20240420Final

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

Three in every five new entrant students for 2022 were females (113 598 or 64.3%), while the male proportion was lower (62 950 or 35.7%). The proportion for females was also higher in 2021. The number of female new entrants decreased by 8 980 between 2021 and 2022, and the largest contributor to the decrease was Report 191.

Decreases were also recorded for NC(V), occupational qualifications, Other/Skills programmes and PLP. Male new entrants on the other hand declined by 9 892 in the same period, and the largest decrease was observed for Report 191. Increases were observed for occupational qualifications and Level 5 and Level 6 qualifications despite the overall decrease for males.

Table 4: Number of new entrants in TVET colleges, 2021 and 2022

College	2021	2022	Difference between 2021 and 2022
1. Boland TVET College	4 084	4 399	315
2. Buffalo City TVET College	1 764	1 881	117
3. Capricorn TVET College	4 389	5 915	1 526
4. Central Johannesburg TVET College	3 767	4 275	508
5. Coastal TVET College	6 639	4 424	-2 215
6. College of Cape Town for TVET	6 476	4 068	-2 408
7. East Cape Midlands TVET College	3 301	2 217	-1 084
8. Ehlanzeni TVET College	3 953	3 348	-605
9. Ekurhuleni East TVET College	5 986	5 934	-52
10. Ekurhuleni West TVET College	7 159	4 961	-2 198
11. Elangeni TVET College - Central	3 887	3 788	-99
12. Esayidi TVET College	3 592	4 300	708
13. False Bay TVET College	6 076	4 070	-2 006
14. Flavius Mareka TVET College	2 487	3 476	989
15. Gert Sibande TVET College	6 492	3 070	-3 422
16. Goldfields TVET College	2 134	2 916	782
17. Ikhala TVET College	2 140	2 223	83
18. Ingwe TVET College	3 128	2 075	-1 053
19. King Hintsa TVET College	1 535	1 621	86
20. King Sabata Dalindyebo TVET College	3 509	2 538	-971
21. Lephalale TVET College	874	666	-208
22. Letaba TVET College	1 840	5 507	3 667
23. Lovedale TVET College	2 218	2 110	-108
24. Majuba TVET College	9 166	7 854	-1 312
25. Maluti TVET College	3 439	3 115	-324
26. Mnambithi TVET College	2 732	2 778	46
27. Mopani South East TVET College	2 478	1 804	-674
28. Motheo TVET College	5 025	5 811	786
29. Mthashana TVET College	2 102	2 315	213
30. Nkangala TVET College	4 055	3 834	-221
31. Northern Cape Rural TVET College	2 307	2 375	68
32. Northern Cape Urban TVET College	2 200	1 860	-340
33. Northlink TVET College	9 929	6 108	-3 821
34. Orbit TVET College	3 030	1 740	-1 290
35. Port Elizabeth TVET College	2 687	2 861	174
36. Sedibeng TVET College	5 001	5 182	181
37. Sekhukhune TVET College	2 191	2 061	-130
38. South Cape TVET College	2 210	3 249	1 039
39. South West Gauteng TVET College	6 050	6 134	84
40. Taletso TVET College	2 778	1 923	-855
41. Thekwini TVET College	3 000	3 264	264
42. Tshwane North TVET College	4 688	5 208	520
43. Tshwane South TVET College	4 841	3 607	-1 234
44. Umfolozi TVET College	4 778	3 695	-1 083
45. Umgungundlovu TVET College	2 974	2 673	-301
46. Vhembe TVET College	5 993	4 386	-1 607
47. Vuselela TVET College	3 203	2 637	-566
48. Waterberg TVET College	1 954	1 429	-525
49. West Coast TVET College	4 361	4 070	-291
50. Western TVET College	4 818	4 793	-25
Total	195 420	176 548	-18 872

Source: 2022 Student headcount listing with verification checks 20240420Final

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: Majuba, South West Gauteng, Northlink, Ekurhuleni East, Capricorn, Motheo, Letaba, Tshwane North, Sedibeng and Ekurhuleni West. Increases in the number of new entrants in 2022 as compared to 2021 were observed in 20 TVET colleges. The largest increases were recorded in Letaba (3 667), Capricorn (1 526), South Cape (1 039) and Flavius Mareka (989) TVET colleges. Colleges with the largest decline were Northlink (3 821), Gert Sibande (3 422), College of Cape Town (2 408) and Coastal (2 215).

7. New entrants in 2022 by age group, programmes, and province

This section analyses the number of new entrants in TVET colleges for 2022, 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, 2022

Programme type	<15 years	15-19 years	20-24 years	25-29 years	30-34 years	35-39 years	≥40 years	Total
NC(V)	0	6 697	36 310	7 284	1 607	412	144	52 454
Report 191	1	21 398	64 232	10 750	4 313	2 046	1 510	104 250
Occupational Qualifications	0	381	3 151	3 568	2 129	703	686	10 618
Skills Programmes	0	224	1 271	1 162	726	255	198	3 836
PLP	0	883	2 815	524	94	29	11	4 356
Level 5 & Level 6 Qualifications	0	55	217	234	179	110	239	1 034
Total	1	29 638	107 996	23 522	9 048	3 555	2 788	176 548
Percentage share	0.0%	16.8%	61.2%	13.3%	5.1%	2.0%	1.6%	100.0%

Source: 2022 Student headcount listing with verification checks 20240420Final

- 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 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: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.
- Note 8: Total enrolment in TVET colleges decreased in 2020 because the semester 2 and trimester 3 intakes were forfeited because of imposed Covid-19 lockdowns.

More than half of new entrants' students in TVET colleges in 2022 were youth aged 20-24 years old (107 996 or 61.2%), followed by 15-19-year-olds (29 638 or 16.8%) and 25-29-year-olds (23 522 or 13.3%). Students aged 29 years and younger enrolled mainly in Report 191 followed by NC(V), while students aged 30 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, 2022

Programme	Female	Male	Total
1. Art and Design	207	213	420
2. Business Management	9 916	4 566	14 482
3. Clothing Production	471	184	655
4. Educare	4 634	374	5 008
5. Engineering Studies	13 259	16 430	29 689
6. Farming Management	1 106	704	1 810
7. Financial Management	4 966	2 216	7 182
8. Hospitality and Catering Services	2 732	864	3 596
9. Human Resource Management	6 666	2 681	9 347
10. Legal Secretary	559	154	713
11. Management Assistant	7 784	2 245	10 029
12. Marketing Management	3 047	1 768	4 815
13. Medical Secretary	342	39	381
14. Popular Music: Composition	2	8	10
15. Popular Music: Performance	81	78	159
16. Popular Music: Studio Work	22	101	123
17. Public Management	7 617	3 275	10 892
18. Public Relations	369	125	494
19. Tourism	2 968	1 473	4 441
20. National Certificate: Multi-Disciplinary Drawing Office Practice	1	1	2
21. National Certificate: N1: Water and Waste-Water Treatment	1	1	2
Total	66 750	37 500	104 250

Source: 2022 Student headcount listing with verification checks 20240420Final

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 92% (96 087) 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 (64.0% or 66 750), while 36.0% were males (37 500). Most Report 191 new entrants enrolled for Engineering Studies (28.5% or 29 689), followed by and Business Management (13.9% or 14 482) and Public Management (10.4% or 10 892). Over 90% of Engineering Studies enrolment were for N1- N3 (26 780), while 9.8% were for N4-N6 (2 909).

More than 40% of male new entrants enrolled for Engineering Studies (43.8% or 16 460), and the proportion of females enrolled for the same programme was lower (19.9% or 13 259). The largest gender gap was in Management Assistant where 5 539 more females than males enrolled. On the other hand, 3 171 more males enrolled in the Engineering Studies as compared to females. Large gender gaps were also observed in Business Management, Public Management, Educare and Human Resources programmes, where almost 18 000 more females enrolled as opposed to males.

Table 7: Number of new entrants in TVET colleges by NC(V) programmes and gender, 2022

Programme	Female	Male	Total
1. Civil Engineering and Building Construction	2 673	1 933	4 606
2. Drawing Office Practice	36	53	89
3. Education and Development	1 236	80	1 316
4. Electrical Infrastructure and Construction	3 881	2 864	6 745
5. Engineering and Related Design	3 324	3 552	6 876
6. Finance, Economics and Accounting	2 108	677	2 785
7. Hospitality	2 718	572	3 290
8. Information Technology and Computer Science	1 473	1 266	2 739
9. Management	1 783	575	2 358
10. Marketing	1 482	528	2 010
11. Mechatronics	212	156	368
12. Office Administration	8 383	1 591	9 974
13. Primary Agriculture	1 397	550	1 947
14. Primary Health	482	46	528
15. Process Instrumentation	14	9	23
16. Process Plant Operations	175	72	247
17. Safety in Society	1 197	615	1 812
18. Tourism	2 224	714	2 938
19. Transport and Logistics	1 179	624	1 803
Total	35 977	16 477	52 454

Source: 2022 Student headcount listing with verification checks 20240420Final

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 (9 974 or 19.0%), followed by Engineering and Related Design (6 876 or 13.1%) and Electrical Infrastructure and Construction (6 745 or 12.9%) – these proportions were similar to those of 2021. More than two-thirds of new entrants for NC(V) programmes were females (68.6% or 35 977), of which 23.3% or 8 383 of them enrolled for Office Administration, followed by Electrical Infrastructure and Construction (3 881 or 10.8%), Engineering and Related Design (3 324 or 9.2%) and Hospitality (2 718 or 7.6%).

Despite a lower proportion of male students enrolling for NC(V) (31.4% or 16 477), almost 40% of them enrolled in Engineering and Related Design and Electrical Infrastructure and Construction (3 552 and 2 864 respectively). In comparison to females, 228 more male students enrolled in the Engineering and Related Design programmes. However, the greatest gender disparity was found in the Office Administration programme, where 6 792 more females enrolled than males.

Table 8: Number of new entrants in TVET colleges by province and programme type, 2022

Province	NC(V)	Report 191	Occupational Qualifications	Skills Programmes	PLP	Level 5 & Level 6 Qualifications	Total
Eastern Cape	5 796	10 627	254	31	807	11	17 526
Free State	2 526	11 370	494	697	198	33	15 318
Gauteng	12 934	24 772	1128	467	793	0	40 094
KwaZulu-Natal	11 327	20 601	1 530	626	857	150	35 091
Limpopo	6 306	9 137	4 574	1329	422	0	21 768
Mpumalanga	5 288	4 339	374	0	251	0	10 252
North West	2 618	3 165	41	182	294	0	6 300
Northern Cape	771	3 028	143	0	274	19	4 235
Western Cape	4 888	17 211	2 080	504	460	821	25 964
Total	52 454	104 250	10 618	3 836	4 356	1 034	176 548

Source: 2022 Student headcount listing with verification checks 20240420Final

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

Note 8: Total enrolment in TVET colleges decreased in 2020 because the semester 2 and trimester 3 intakes were forfeited because of imposed Covid-19 lockdowns.

TVET colleges located in Gauteng contributed largely to new entrants in NC(V) and Report 191 programmes, while the majority of enrolments in occupational qualifications and skills programmes were in TVET colleges located in Limpopo. The majority of PLP enrolments were in KwaZulu-Natal, Eastern Cape and Gauteng TVET colleges. Almost 80% of new entrants in Level 5 & 6 qualifications were recorded in TVET colleges located in the Western Cape (79.4% or 821). The two TVET colleges in Northern Cape enrolled the least number of new entrants (2.4% or 4 235), followed by North West TVET colleges (3.6% or 6 300).

8. Number of 2022 new entrants in TVET colleges for learners who wrote Grade 12 in 2021

The primary identifier used for 2021 Grade 12 and 2022 new entrants in TVET colleges datasets was an ID number. As a result, Grade 12 records from DBE came with complete ID numbers. The number of Grade 12 part-time and full-time students who wrote Grade 12 in 2021 was 894 111 and all records were considered as they had ID numbers.

Table 9: Number of 2022 TVET college new entrants who wrote Grade 12 in 2021 (full time and part-time students)

Programme Type	Bachelors	Diploma	Higher Certificate	Incomplete	Not achieved NSC	Unspecified	Total
NC(V) (Level 2-4)	812	1 688	1 510	4 620	3 063	1 161	12 854
Report 191	10 588	15 689	5 689	6 370	485	1131	39 952
Occupational Qualifications	130	163	82	306	59	80	820
Skills Programmes	77	79	33	91	20	37	337
PLP	45	117	122	281	259	69	893
Level 5 & Level 6 Qualifications	41	12	1	14	1	4	73
Total	11 693	17 748	7 437	11 682	3 887	2 482	54 929

Sources: 2022 Student headcount listing with verification checks 20240420Final.
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 176 548 new entrants' students in TVET colleges in 2022, 31.1% or 54 929 of them wrote Grade 12 in 2021. The majority of these students obtained a Diploma pass 17 748 (32.3%). This was followed by 11 693 (21.3%) students who obtained a Bachelor's degree pass, while 11 682 (21.3%) of them did not complete their NSC and 7 437 (13.5%) obtained Higher Certificate passes. The minority of the students 3 887 (7.1%) did not achieve NSC in their Grade 12 year in 2021.

The majority of the new entrants who wrote Grade 12 in 2021 enrolled for Report 191 programmes, and 15 689 (39.3%) of them had a Diploma pass, followed by those who obtained a Bachelor's degree pass 10 588 (26.5%). Of the 12 854 students enrolled for NC(V), 35.9% (4 620) of them did not complete NSC, followed by 23.8% (3 063) who did not achieve NSC. The remaining number had obtained a Diploma pass (1 688), Higher Certificate pass (1 510) and the minority (812) obtained Bachelor's degree pass.

9. Conclusion

This fact sheet indicates that the number of new entrants in TVET colleges declined over the period 2017-2022. Age group analysis of new entrants in 2022 shows that 96.4% (170 205) of them were youth aged 34 years and younger, while 3.6% (6 343) were 35 years and older. About 3 556 of the 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. Sector Education and Training Authorities (SETAs) only accommodate unemployed youth aged 18-35 years old for placement into WIL programmes, which implies that the 3 556 new entrants will not be able to do their WIL component through SETAs.

The fact sheet also highlights that the number of new entrants in TVET colleges in 2022 was lower than those in public Higher Education Institutions (HEIs) (194 714). However, in previous years, new entrants in TVET colleges consistently outnumbered those in public HEIs (i.e., 243 534 in 2017; 222 399 in 2018; 219 793 in 2019; 175 342 in 2020 and 195 420 in 2021) compared to public HEI figures (i.e., 193 282 in 2017 and 208 661 in 2018, 187 722 in 2019, 209 522 in 2020 and 169 675 in 2021). It's important to note that comparisons between these sectors should be made cautiously, as TVET college students may be counted twice if they enrol in different programs (e.g., Report 191 and skills programs) within the same academic year.

The findings points out critical areas for attention and potential intervention. The gender disparities, with females predominantly enrolling in certain programmes and males in others, suggest a need for policies that promote balanced participation across all programme types.