Working together to build a better TVET system

I’m excited to be the caretaker editor of the TVET College Times. We’re a small but passionate team with big plans. This edition, the first of 2020, brings you a wealth of information on how some of our colleges have fared after opening their doors for the new academic year. While it hasn’t been smooth-sailing at all our institutions, we’re confident that we’ll see through the year successfully.

We’re privileged to have executive leadership who are passionate about the longevity and quality of the sector. Much work is being done by our Minister and his team to attend to the challenges that have been shared. You’ll also find updated information on our Departmental social media pages and website as well as this publication’s website www.tvetcolleges.co.za.

In other news, it’s WorldSkills competition time again. While there have been numerous questions around international travel, one thing is for certain, the competition will continue here in South Africa. There’s also exciting news about furthering your studies. Did you know that there’s now a post graduate diploma in Technical, Vocational Education and Training (PGDip in TVET) to focus on educational leadership within the TVET sector? This opportunity is too good to miss and we have more information on it in this publication. Speaking of new opportunities, Ekurhuleni West TVET College’s Centre for Entrepreneurship & Rapid Incubator launched the first-ever drone start-up accelerator programme in Africa. Fourteen start-ups made the cut. And as we ease into the academic year, students have been bold in sharing their experiences. Higher Health has been a guiding light, as they did during an HIV/AIDS awareness event at Mopani South East TVET College recently.

Our plan for the coming months is not only to deliver rich content to you but to explore ways of making TVET College Times a more accessible and useful publication. We have ideas that we are testing but consumers are the best adjudicators of what has worked in the past and what can be improved on in the future. We would love to hear from you. What has your experience been with the TVET College Times team, and what are your suggestions on how to improve our service offering? Should we be bold in sharing their experiences. Higher Health has been a guiding light, as they did during an HIV/AIDS awareness event at Mopani South East TVET College recently.

We are also keen on having more engagements with college communicators. We have listened to your pleas for more communication workshops, so this too is in the pipeline. You have shared your challenges about working in the communication space and we believe by working more closely together, we can achieve much more in making TVET education a more attractive option.

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FROM THE MINISTER

TVET colleges key to the development of the South African economy

Minister of Higher Education, Science and Technology Dr Blade Nzimande, MP

A s we begin the new academic year, I on behalf of Government and the Department of Higher Education and Training (DHET) extend a warm welcome to all returning and new students, staff and all role-players in this very key sector of South African society, TVET colleges.

I have always emphasised the special importance of TVET colleges in the development of the South African economy. This as statistics on the country’s demand for adequately trained personnel in industry will attest. So it is with a very grateful heart that I welcome everyone back to what should be another exciting and productive year in our colleges.

The year 2020 marks the first academic year of the decade, and in the previous decade we have indeed laid a solid foundation, through a number of significant achievements and advances, for a thriving and responsive post-school education and training system.

At the beginning of the 2020 academic year, I initiated and held briefing sessions with a variety of stakeholders to ensure a seamless start to the year. These briefings included student representative councils (SRCs) led by the South African Union of Students, political parties, trade unions, representatives of university vice-chancellors, TVET college principals, the South African Local Government Association, faith-based organisations, and traditional leaders.

I am grateful for the support and cooperation that I received from these stakeholders. Out of these briefings and subsequent engagements we produced a framework for institutions to handle the registration process and start of the academic year relatively successfully, hence most of our universities and colleges have started the academic year smoothly.

With that said, I have to mention that we in Government and the DHET, are at this particular moment, very cognisant of the challenges that the higher education sector experienced at the beginning of the year amid all the preparations. We note that there were a few student protests in the TVET college sector with reasons varying from college to college.

To reiterate an important point, Government remains committed to finding the resources to support the children of all poor, working-class and middleclass families in their quest to better their lives and those of their loved one through skills acquisition. A lot of work has been done by the DHET and other stakeholders to keep fees at colleges affordable while substantially increasing the funding for poor and working-class students.

We believe that as Government we have some work to do so that not only do our students register smoothly, but also that they’re able to be supported meaningfully to be able to be successful in their academic studies.

Indeed we have made significant progress and we continue to make progress, in expanding access to higher education for the financially vulnerable through NSFAS. This system, for all its challenges, will be spending R35 billion in 2020, supporting over 700 000 students in both universities and TVET colleges.

Government’s policy supports working class and poor students whose combined family income is not more than R350 000 per annum. Students with disabilities qualify for NSFAS if they come from families earning up to R600 000 per annum, to make support more accessible for them.

I have asked the National Research Foundation to come up with a funding strategy for post graduates that considers NSFAS graduates who immediately proceed to post graduate study. However, funding of post graduate studies is based purely on the availability of funds. I will continue to seek more funding for post graduate studies for the good of our system and economy.

For all qualifying university students, NSFAS pays for tuition fees, accommodation, food allowance, learning materials allowance and an amount for personal care for 10 of the 12 months of the calendar year. For TVET college students, about 95% per cent receive free tuition with different types of allowances, where required and feasible, for travel and accommodation.

All NSFAS qualifying students do not have to pay any upfront registration fees and, if they have debt, they do not have to pay upfront but only to sign acknowledgment of debt.

Due to the inadequacy of the systems to manage NSFAS in TVET colleges, we have allowed walk-ins. In addition, NSFAS has employed dedicated capacity to assist TVET colleges.

Owing to our commitment to fight fraud and corruption, we unravelled total irregular expenditure in the NSFAS system totalling R4.3 billion. This is part of our commitment to eliminate fraud and other forms of corruption in the system and to deal with culprits. This is part of my determination to fight corruption and maladministration, whether in NSFAS, universities, colleges or SETAs.

I recently also hosted the Ethics and Integrity campaign for all DHET employees aimed at:

- Promoting compliance with processes and timelines set by the Department of Public Service and Administration and in accordance with Public Service Regulations; and
- Raising ethics and integrity awareness in the Department.

Through the Student Housing Infrastructure Programme, we are currently developing large projects comprising 7 273 new beds at a number of universities and we have six housing projects the pipeline where feasibility studies will be undertaken in 2020. We have also agreed with all our institutions to provide accredited accommodation to ensure that they are suitable for student accommodation.

During this year I will be appointing a Ministerial Task Team on infrastructure to among other things assist me in developing a comprehensive student accommodation strategy and closely supervise the infrastructure projects in the whole of the PSET sector.

I must indicate that following engagements with universities, we have agreed that university students who are only able to access single-use accommodation that is not formally accredited, will be able to access support for this accommodation, subject to the provision of a lease agreement, and subject to the verification processes at institutions. As we move forward we will extend this arrangement to TVET colleges.

We have also made strides by commencing with the building of nine new TVET colleges on campuses sites scheduled for completion in 2020. They are Sterkspruit, Aliwal North, Graaff Reinet, Ngunqushu, Umzimkhulu, Greytown, Msinga, Nongoma and Kwaggqikazi. Construction will commence with a new campus site for Mitchells Plain in 2020. Contracts have been awarded for a further four new campus sites soon. They are in Balfour, Giyani, Nkandla B and Vryheid.

I am concerned about campus safety and particularly what seems to be increased incidents of gender-based violence. I once more wish to express our condolences to all the families that have lost student relatives in both our universities and colleges.

We have now finalised the Policy Framework on Gender-Based Violence for the post-school sector, and will shortly be tabling it before Cabinet for approval. This policy will guide the whole sector in its management of and response to gender-based violence.

All these interventions demonstrate that Government is indeed committed and regards education as an apex priority. As Government we cannot over emphasise the role of TVET education.

I take this opportunity once again to urge all TVET stakeholders to spread the word about the value of the sector. TVET training is the way forward for future growth and economic and personal prosperity for all in South Africa. I wish you a successful academic year.
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Minister’s Statement on the PSET state of readiness for the 2020 academic year

Extracts of the statement by the Minister of Higher Education, Science and Technology, Dr Blade Nzimande, on 23 January 2020

FROM THE MINISTRY

University of Mpuumalanga and the Sefako Makgatho Health and Sciences University, the first new institutions in post-apartheid South Africa;

• We have developed the vision and policy of the PSET system, as contained in the White Paper approved by Cabinet in 2013;

• We have strengthened and incorporated the TVET colleges into the PSET system, including migrating their staff as permanent employees of our department; and

• We have approved massive infrastructure developments across the system of approximately R30 billion for universities since 2007, and more recently since 2018, with the introduction of an earmarked grant of R2.384 billion, with an additional revenue of about R2.5 billion from the National Skills Fund to the total value of R4.884 billion.

We have improved access, participation and throughput rates, with university enrolments rising to over one million students; significantly improved funding available for students from poor and working-class backgrounds from R147 billion in 2016/2017 to R200 billion for 2020/2021.

Among other achievements, we pride ourselves on is the fact that in 2018 we undertook a due diligence exercise to quantify the historic debt of NSFAS qualifying senior students registered in the 2018/2019 academic year.

Through this exercise, all returning NSFAS qualifying students with university debt were allowed to register provided they signed an Acknowledgement of Debt form. This exercise was meant to effectively ensure that students with NSFAS historic debt will be able to graduate debt free, subject to available funds.

We have also worked with the university sector to keep fees at affordable levels, while substantially increasing the funding for poor and working-class students.

We are also working with the university sector to develop a fee regulatory policy framework that will ensure the affordability of tuition fees, while ensuring the sustainability of our universities.

For 2020, the sector wide agreement has been on an inflation-linked university tuition fee for 2020 of 5.4% on tuition fees and 7.4% on accommodation fees. This is in line with the agreement of the previous year.

In 2017 and 2018 we also provided support to poor and missing middle students through the fee adjustment or “gap” grant for students in the family income category of up to R600 000.

In 2019 this funding was transferred into the block grant of universities, to allow for students who had benefited from the gap grant to continue to be supported until graduation.

I have received requests from a number of young people to reopen the NSFAS applications to allow them to access institutions of higher education and training.
I wish to indicate that the NSFAS process is not closed to those students who will be accepted at universities and colleges who might not have applied for NSFAS assistance. As soon as universities and colleges bring these to our attention, these students will benefit from NSFAS if they qualify. There is already a process in place to manage this between institutions and NSFAS to ensure that late applicants that have been accepted for registered places can access funding if they qualify.

There have been significant improvements in operations at NSFAS since the appointment of the Administrator and improved working relationships between NSFAS and institutions, which has resulted in a relatively successful registration period in 2019.

It is our firm believe that through improved information management systems and augmented management structure, NSFAS will be able to deliver effectively in the 2020 academic year.

I also want to emphasise the point I made during the press briefing I held on 16 January 2020, that in 2020, we have arranged through NSFAS to pay the registration or first fee installment for all NSFAS qualifying students as an upfront payment to universities and TVET colleges in January.

Therefore, NSFAS qualifying students will not pay any registration or upfront fees in 2020. However, all other students are expected to pay their upfront/registration fees in 2020. All institutions have been requested to register returning NSFAS qualifying students as an upfront payment to universities and TVET colleges in January.

NSFAS qualifying students will be requested to sign an acknowledgement of debt form, similar to what was implemented in the 2018 and 2019 academic years, to enable them to register.

All universities have also been requested to continue to implement processes to enable academically successful students who have outstanding student debt to continue with their studies in 2020, wherever possible.

**Fight against corruption in the PSET System**

Despite the advances outlined above, one of the most serious challenges we face is corruption in the PSET system. Not only do we sometimes just deal with corruption but also against a fight back strategy by those who have or may be found with their fingers on the till.

In 2016, after continuous allegations, I launched an investigation into allegations of corruption in NSFAS.

- Five internal forensic investigations being launched, of which 2 are completed;
- Four criminal cases opened and currently being investigated by SAPS; and
- A further 510 instances of alleged fraud have been handed over to Commercial Crimes Unit.

Due to our commitment to fight fraud and corruption, we unravelled total irregular expenditure in the system which amounted to R4.3 billion.

I want to acknowledge the public interest in the turnaround of the National Student Financial Aid Scheme, and the recent focus on the forensic investigations underway at the entity, which will result in holding accountable those who are responsible for fraud at the entity.

It would be however, like to link this to a broader point about corruption and maladministration within our post-school education and training system. As you know, NSFAS is currently under administration, which includes two of our public universities, the Vaal University of Technology (VUT) and the University of Fort Hare. We also have the Central Johannesburg TVET College (CJC) under administration.

As funding from government has increased to universities and colleges, we have also substantially increased infrastructure projects across the system, but, we have seen worrying acts to “capture” institutions by external groups, sometimes in cahoots with internal forces.

Many of these acts are driven by personal financial interests which stands in opposition to our focus of providing high quality education and training and building excellent institutions for the good of our country. I want to make it clear here today that we will not stand back and allow our institutions to be captured by narrow selfish interests.

We are committed to ensuring that our institutions are well governed and effectively administered in the best interests of South Africa and our citizens. I will do everything in my power to ensure that we put a stop to corruption and maladministration in all our entities and institutions.

**Student Funding Policy**

I have approved the Guidelines for the DHET bursary scheme for university students in 2020. The release of the Guidelines followed extensive analysis of the 2019 bursary provision and engagement with universities and student leaders.

The Guidelines considers principles of fairness and rationality as well as the affordability of the bursary provision in line with the allocation from national government.

Considerations are also made to ensure that the policy decisions in the Guidelines are implementable, as bursary administration is a joint responsibility between the National Student Financial Aid Scheme (NSFAS) and public universities and TVET colleges.

DHET is responsible for policy determination, NSFAS for assessing financial eligibility and ensuring that students receive funding and managing effective data exchange, and universities and colleges for many aspects of the administration and monitoring of student funding.

In 2020, government is providing R34.5 billion to NSFAS to support students from poor and working-class backgrounds in their studies at public TVET colleges and universities.

Funding to students through NSFAS has increased from R5.9 billion in 2014/15 to the current levels of R34.5 billion. This is a massive commitment from the South African government to support students to access and succeed in higher education and training.

The year 2020 will be the third year of implementation of the fully-subsidised funding for students, which is being phased in over a five-year period. More and more students are benefiting from the increased funding subsidy, which covers tuition, learning materials and support for living expenses for eligible students.

In 2019, over three hundred and seventy-five thousand (375 000) students in universities benefited from the scheme, of whom approximately two hundred and seventeen (217 000) were students benefiting from the new fully subsidised funding.

Government has rightly prioritised the funding needs of the poorest students in the system, and has scaled up support to provide improved financial aid for all students from families earning up to R350 000 per annum.

We are aware that there are many students who fall outside this category and struggle to afford higher education and, during this year, will be working with the sector and other partners on identifying more universal solutions to problems of student financing and student debt.

As government we remain committed to developing a student funding eco-system, which would include funding for the poor, but also address a more sustainable scheme for missing middle students (incorporating initiatives already underway, funding from private sector and non-profit funders, funding from other government departments), and addressing the critical issue of post-graduate funding.

We therefore will maintain our focus on ensuring the effectiveness of the DHET bursary scheme, including our focus on improving operations at NSFAS.

The Guidelines provides for the implementation parameters for the 2020 DHET bursary scheme, and sets out the high-level policy applicable to the scheme, including the roles and responsibilities of students, universities and NSFAS.

The following information is provided in respect of the subsidized allowances for contact university students qualifying for the DHET bursary scheme in 2020, that is, students who meet the financial eligibility criteria and are registered for approved qualifications in contact institutions:

- All students receive support for the full actual tuition fee subject to the agreed sector increases for 2019, paid to the relevant university;
- All students receive a learning materials allowance, paid on an annual basis. For 2020, the allowance will be R5 200 per student.
- This amount is paid in cash to students to allow for student choice in determining their needs;
- Students in university owned and managed catering residences receive support for the full residence cost including catering (this amount is paid directly to the institution), as well as the incidental allowance;
- In 2020 the incidental allowance will be R290 per month for the ten months of the academic year. For other students, the incidental allowance is incorporated into the living allowance;
- Students in university owned and managed self-catering residences receive support for the full residence cost (paid directly to the institution) and receive the living allowance, which is R1500 per month for the ten months of the academic year;
- Students in university owned and managed self-catering residences receive support for the full residence cost (paid directly to the institution) and receive the living allowance, which is R1500 per month for the ten months of the academic year;
Students living in accredited off-campus accommodation, that is, the accommodation that has been formally accredited by the institution, receive the cost of accommodation plus the living allowance. The assumption that transport is included in the cost of accommodation, as is the practice in most institutions. A lease agreement is a necessary pre-condition for receiving this funding;

• Students living in non-accredited accommodation, which could include a family home, the home of a relative or any other form of accommodation that is not formally accredited, receive the living allowance (R1500) and a transport allowance (R750 per month in 2020). These students can make their own decisions about how to best utilise the allowances.

Distance university students qualify for tuition fees and the learning materials allowance only. However, distance students studying an equivalent full-time course load of a contact student also qualify for the incidental allowance. This requires a student to be registered for a minimum of ten courses in one academic year.

For those students still subject to the funding cap, this will be R93 400 in 2020. Government is aware that there are some students at some institutions for whom this amount is inadequate to cover their costs and that some students will continue to incur debt until they complete their studies. I have discussed above how we are addressing this debt subjectively on university-owned accommodation.

Universities should continue to engage with private accommodation providers to ensure that accommodation targeted at students is affordable and not offered at inflated rates. This intervention is important because currently, NSFAS only supports students at a cost no higher than the rate of the university owned/managed accommodation. This is an issue that requires ongoing engagement between universities and the Department and private providers.

It will be necessary in 2020 to establish a forum where private accommodation provision, norms and standards, costs, university accreditation processes, and the link with NSFAS funding, can be discussed and debated. This may have to be supported by further research and engagement.

I must indicate that, following engagements with universities, we have agreed that university students who are only able to access single-use accommodation that is not formally accredited, will be able to access support for this accommodation, subject to the provision of a lease agreement, and subject to the verification processes at institutions.

In this regard we are seeking to protect students from exploitation, prevent fraud, and ensure that funding is directed to support the appropriate costs and quality of accommodation as far as possible.

Amongst the consultations, I will be prioritising in the coming weeks, will be meeting with major private providers of student accommodation to discuss these and other related matters on quality and safety of such accommodation.

TVET student funding
Since 2018 TVET students with a joint family income of R350 000 are also financially eligible for bursary funding. 95% of poor and disadvantaged students who register at TVET colleges are found to be eligible for NSFAS funding.

All qualifying students will receive two types of allowances to help them succeed in their studies, namely, accommodation and personal care, or travel and personal care.

Students who stay in college accommodation receive thirty-three thousand (R33 000) per annum, whilst those in private accommodation are funded in three categories, urban twenty-five thousand two hundred (R25 200); peri-urban eighteen thousand nine hundred (R18 900) and rural fifteen thousand seven hundred and fifty (R15 750).

Travel allowances are provided at seven thousand three hundred and fifty (R7 350) per annum and the personal care allowance two thousand nine hundred (R2 900) per annum.

It is very important that TVET students using private accommodation ensure that, before they sign contractual agreements with landlords, they satisfy themselves with the quality of the physical accommodation as well as any services that they will be paying for.

It must be noted that despite the difficult fiscal situation, and the many social demands requiring support, government has been able to maintain the levels of support to students originally committed for 2018 onwards. I think you will agree with me that the subsidized funding being provided through the DHET bursary scheme is generous. I urge students to make the best possible use of the support being provided to focus on their studies, and to access all other forms of academic and other support available at our public institutions.

To those who are fortunate enough to access universities and TVET colleges, we want you to succeed and graduate and committed to making sure that this funding is able to assist you to do this.

Students on the new bursary scheme are required to sign agreements with NSFAS which also signal their commitment to and understanding of the requirements of the scheme. They receive a maximum of the minimum qualification time plus one year of funding on the fully-subsidised scheme.

TVET NSFAS applications application
In relation to the TVET sector, a total of 90 157 online applications were received by NSFAS from TVET college students as at 15 December 2019.

For the remainder, the 2020 walk-in application process commenced on 9 January 2020 and will close on 31 January. The aim is to minimise and finally eliminate walk-ins over the next three years.

In addressing the capacity constraints to capture bursary applications in colleges, NSFAS has contracted the services of Metrofile, in this arrangement Metrofile will capture the forms completed by students and verified by the college, and will be forward to NSFAS.

Based on this new process for capturing student application forms NSFAS will provide a funding decision within 10 working days upon receiving complete and valid new applications.

Despite the achievement of the relative stability within NSFAS, pressing challenges remain. The administrative capacity of TVET colleges currently within NSFAS, coupled with the neglect of this sector, within NSFAS, compelled the introduction of a cellphone activated NSFAS Wallet.

Initially this measure was aimed at only 6 colleges but quickly ballooned to 26 colleges, significantly increasing costs to NSFAS. Sufficient progress had been achieved to move the entire TVET student allowance, to direct payments into bank accounts by the commencement of the 2020 academic year.

This funding has been ring-fenced, and is over and above the funding for the planned enrolments into the various programmes.

Furthermore, colleges will claim the 20% tuition fees and allowances from NSFAS for these students.

National research foundation (NRF) postgraduate funding
The National Research Foundation (NRF) is currently in the process of screening the honours applications. Funding outcomes will be available by 31 January 2020.

From the eligible Masters degrees applications submitted by the institutions, 31% were approved by the NRF for funding in the 2020 academic year with 32% approved for the Doctoral degrees. The balances in these percentages could not be funded due to budget constraints.

Campus safety and gender based violence
Our institutions are a place of teaching and learning and should be safe and comfortable places for all students and staff.

In dealing with the spate of violent attacks on students on and off our campuses, we are currently finalizing the Policy Framework on Gender-Based Violence for the post-school sector. This policy will guide the whole sector in its management of and response to gender-based violence.

I held a meeting with the leadership of Universities South Africa (USAf) on 13th September 2019, at which we agreed that USAf would work with the Department to develop a joint plan of action towards a plan to address campus security, including preventing acts of violence, and gender-based violence in particular, on university campuses.

We agreed that this would include a process to gather information on the status of safety and security plans and strategies on campuses across the country, to identify urgent matters at individual institutions. This will include looking at infrastructure requirements for better security on campuses that could be funded through the Department’s infrastructure and efficiency fund.

I must, however, emphasise that infrastructure alone will not solve our problems. The problems of violence are much deeper and require all members of the university and TVET community, students, staff, management, and surrounding communities and businesses to work together.

USAf also met with the Minister of Police in October 2019 to further find ways to respond to safety and security issues on our institutions.
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Collaboration to promote skills development

TUMELO MOROBE

The Minister of Higher Education, Science and Technology, Dr Blade Nzimande, and the German Advisor for African Affairs signed a joint initiative on the promotion of skills development, on the occasion of German Chancellor Angela Merkel’s visit to South Africa on 6 February 2020.

Minister Nzimande said that this partnership seeks to help South Africa build a modern, high quality and agile skills development system that is aligned with the needs of the 21st century.

“This includes the development of occupational profiles, training standards, teaching materials and opportunities for in-company training as well as improved training for teaching personnel,” said Minister Nzimande.

Minister Nzimande further said this is a central goal for the private sector to become more committed and involved with the introduction of modular practical training in line with a dual training approach. “Combining theoretical and practical education will allow businesses to better reap the benefits of improved vocational training,” the Minister said.

Germany’s dual vocational education and training system is highly recognised worldwide due to its combination of theory and training embedded in a real-life work environment. It relies on close cooperation between employers and labour unions.

“The German government and German industry in South Africa is committed to strengthen the current system of Vocational Education and Training and to improve skills development of South Africa’s youth, e.g. through its Centres of Specialisation,” Minister Nzimande added.

The Minister said that the German support would address the three areas of collaboration identified as Governance and Policy formulation, Private Sector engagement and Implementation of reformed Technical Vocational Education and Skills development.

In South Africa the involvement of the private sector in skills development is critical, as the private sector is the biggest source of employment and an enabler of funding for training in South Africa through taxes and other financial schemes.

“In this area, support will be sought to enhance the involvement of the private sector in decision making towards the development of skills as well as developing mechanisms to promote effective and systematic stakeholder dialogue. The German businesses to this end can provide platforms to share their experiences in creating partnerships that improves the development of skills,” highlighted the Minister.

To achieve the National Development Plan targets, collaboration and support will be pursued in the following areas that have been identified as posing challenges within the TVET system:

- Meaningful partnerships between private enterprises and TVET Colleges;
- Alignment of TVET curricula with skills development/industry needs; and
- TVET Lecturer capacity to facilitate teaching and learning effectively.

Germany and South Africa through their respective ministries will identify the support packages for the implementation during the forthcoming high level consultations scheduled for March 2020.

Major skills boost for TVET colleges

SUPPLIED BY DHET LECTURE DEVELOPMENT UNIT

The Department of Higher Education and Training (DHET) in partnership with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) conducted a situation analysis on teaching and learning in the TVET sector. It was discovered that there’s a need for lecturer capacitation and management development to ensure improved teaching and learning.

Through engagements between the DHET, GIZ, University of Pretoria, Technical University of Munich and ETDP SETA it was decided that, the University of Pretoria considers adapting its already-approved post graduate diploma in Technical, Vocational Education and Training (PGDip in TVET) to focus on educational leadership within the TVET sector.

The PGDip in TVET was considered and is internationally benchmarked to support leaders in the TVET sector. Emphasis was placed on the development of strategic leadership skills while advancing professional competencies during the management of Key Performance Areas, which includes human resources, finances and infrastructure, curriculum and learning together with quality assurance and innovation.

The fixed curriculum programme is innovative, forward-looking and specific to the Technical Vocational Education and Teaching context, consisting of eight modules, including a year module. An inquiry-based educational approach is used.

The course is a one year diploma, organised into the following three components: contact sessions, online hybrid learning and a study visit to Munich, Germany, where the course participants will network with the TUM School of Education and selected industries to explore the Dual Vocational Education and Training system.

These three components are integrated by means of a three-pillar mentoring approach which incorporates individual professional mentoring, peer-group mentoring in communities of practice and Key Performance Area specialist mentoring.

Germany’s dual training system combines practical training at the workplace with theoretical classroom instruction to help trainees transition to work life. Vocational education and training in Germany is a common pathway to gaining skills and embarking on a journey to successful careers.

In addition, Germany’s standing as a country with one of the most productive workforces in the world is strongly aided by its vocational education and training systems, which supplies Germany’s companies with well trained employees.

To ensure the success of this programme ETDP SETA has set aside R5 million to train 60 course participants. The fund will cover tuition, accommodation, study materials as well as travelling. The programme commenced with 30 participants and the next group of participants will be admitted in January 2021.

On 1 February 2020, the 30 course participants (TVET principals, Heads of Departments, campus managers and other members of TVET management) travelled from all over the country for the PGDip in TVET orientation day held at the University of Pretoria’s Groenkloof campus.

Information about the components of the programme and the different modules were shared in order for the course participants to prepare for the first contact session held at the end of February 2020.

Tanya Smit, a lecturer at the University of Pretoria, said “the vision of this programme is to challenge, support and be relevant to the TVET college context, in order to view the professional development of its leaders holistically for course participants to have the ability to be agents of change”.

The course participants, lecturers and course developers at the PGDip in TVET programme orientation day held on 1 February 2020 at the University of Pretoria, Groenkloof campus.
College introduces new programmes

LAME MORUBANE

Motheo TVET College aims to be an entity responsible for initiating and implementing economic development projects in the Free State. The college aims to address the skills shortage in line with the Minister of Higher Education, Science and Technology’s call to expand training programmes.

These national imperatives were crucial to the college’s decision to change its programme qualification mix to respond to the National Development Plan, Free State Growth and Development Strategy, while also responding to the objectives of Operation Phakisa. It is a results-driven job creation approach, involving setting clear plans, targets and the ongoing monitoring of progress and making these results public.


College unveils new corporate identity

MXOLISI MBATHA

Gert Sibande TVET College recently unveiled its new college logo at the central office in Standerton, Mpumalanga. College management and the council decided on a new logo to convey to prospective students and stakeholders that the college is professional, trustworthy and offers quality programmes.

Staff members gathered at the entrance of the college’s offices singing and ululating as they eagerly awaited the college council’s unveiling of the logo.

The moment of truth then arrived as Acting Principal Portia Mange welcomed everyone. She thanked the special committee that was tasked with coming up with the new logo and applauded them for their good work.

College Council Chairperson Bongane Mwale introduced the college council to staff members and members of the media before unveiling the new college logo. “History is being made today at the college. We thank all those who came before us for the excellent work they have done for the college over the years. Today marks a new chapter for the college and we believe it is the chapter that will take the college to new heights,” he said.

Mwale went on to say that Gert Sibande TVET college, as the only college in the country that is named after a struggle hero, has the responsibility to live up to that name. “The college’s name must be pronounced in full,” Mwale concluded.

College honoured at the annual Tygerberg Heritage Festival

SANDRA RAUBENHEIMER

Northlink TVET College’s Parow Campus recently scooped two awards at the 7th annual Tygerberg Heritage Festival. The event aims to recognise, celebrate and honour local businesses, organisations, institutions and citizens who contribute positively to the Tygerberg area.

The college was nominated for Best Tertiary Institution 2019 for its academic accolade as the best performing college in the National Certificate Vocational programme.

Other nominees in the category included the University of the Western Cape and the Cape Peninsula University of Technology. Northlink was announced the winner because of the 93.3% pass rate achieved by Parow Campus in the November 2018 examinations.

The college also scooped the special award, the Innovation Award, which recognises outstanding innovation in product or service development which achieves a positive impact in the community, contributing to the betterment of society. This award recognised the college’s sterling efforts to customise a “one of a kind race car”.

Best Tertiary Institution 2019 Certificate received by Northlink TVET College’s Parow Campus
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College recognised at the Vision 2030 Awards

The College of Cape Town was recognised as a finalist at the annual Vision 2030 Awards Ceremony held on 20 November 2019 at Emperors Palace in Ekurhuleni, Gauteng. The awards are aimed at honouring the achievements of organisations, enterprises and individuals that actively demonstrate alignment to Government’s Nine-Point Plan to boost economic growth and achieve the milestones of the National Development Plan (NDP).

Based on its submission, the college was shortlisted as one of 11 finalists for the Vision 2030 Awards in the Education and Skills Development category. The judging criteria included:

• What the organisation was doing to promote the vision of the NDP;
• Effective implementation of the organisation’s policies, procedures and strategies regarding this Award and how they were developed; and
• A demonstration of relevant achievements, such as awards and accolades, received over the last three to five years supported by documentary evidence and external survey analysis.

Other finalists in this category included Deloitte Consulting, Choprop, Edit Microsystems, Kagiso Shanduka Foundation, Maluti TVET College, Masithuthuke Holdings, Naidu Consulting, and The Davinci Institute for Technology Management, University of Western Cape and Vaal University of Technology.

The winner of the category was Deloitte Consulting, however, the achievement places College of Cape Town at the forefront of national development and reinforces the importance of private and public sector support for and commitment to the NDP.

Present at the event were TV presenter and radio host Leanne Manas, Colin Coleman the CEO of Goldman Sachs, and Jabu Mabuza, Eskom’s former Interim Executive Chairman and Acting Group Chief Executive, who also received a Lifetime Achievement Award in recognition of his contribution to the country.

The Vision 2030 Awards encourages the realisation of the NDP through national collaboration and recognises key figures who actively expand progress and make headway in achieving the NDP. With contributors from every sector, the nation’s premiere platform for addressing the NDP saw the private and public sectors, as well as civil society organisations join hands in building a national community working to drive economic acceleration and transformation.

Leading by example, the winners, showcased through their awards, inspire their peers and all stakeholders nationwide to pledge commitment to the NDP – not just in words but also in action that moves the nation forward.

Seven years ago, South Africa adopted the NDP to systemically tackle poverty, unemployment and inequality. This year was the 3rd iteration of the awards by Topco Media and the event afforded participants an opportunity to reflect on what we have achieved against the Medium Term Strategic Framework, and the Government programmes which have been implemented since 2012. The categories that were recognised were:

• Infrastructure Development Award
• Healthcare Award
• Education and Skills Development Award
• Enterprise and Supplier Development Award
• SMME Award
• State-owned Enterprise Award
• Science & Technology Award
• Energy Award.

“The College of Cape Town is proud of its achievement and commits to the planned stable development of the country and to improve people’s quality of life,” said Achmat Gafiefieldien, senior manager at College of Cape Town.

College produces best national performers

Waterberg TVET College student Nthabiseng Setsiba and lecturer Malisi Mashishi were recently awarded the best performing student and the most inspirational lecturer respectively at the South African Chefs Association (SACA) graduation ceremony recently held at Regina Mundi Catholic Church in Soweto.

Nthabiseng began her journey at the College in 2016, when she enrolled for a SACA National Youth Training Programme: Diploma in Food Preparation and Cooking at the College’s Hotel school. She completed her Level 1 and 2 in food preparation and went on to specialise in Pastry in her Level 3. She graduated in 2019 as the best student in her field with both theory and practicals at the College.

Nthabiseng said that she fell in love with pastry making despite its difficulty and intends to open her own bakery someday to showcase her skills.

Malisi Mashishi’s award came after she achieved a 100% pass rate with her students for the SACA Pastry Diploma. College Principal Seleelo Lekoloane, Malisi Mashishi, Nthabiseng Setsiba and Deputy Principal Academic Khomoatsa Dipela

Seleelo Lekoloane, Waterberg TVET College Principal, said “it is a clear demonstration of the level of commitment by students and lecturers, reminding us to continue working together and live by the college’s motto together ensuring success. It’s in working together that we can achieve more.”
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Deputy Minister Buti Manamela officially launches a state of the art Centre of Specialisation

The Deputy Minister of Higher Education, Science and Technology, Buti Manamela, officially launched the Centre of Specialisation for Welding at Boland TVET College’s Worcester Campus in the Western Cape on 20 February 2020.

The Centre of Specialisation programme is the DHET’s initiative aimed at firstly addressing the demand for priority trades needed for the implementation of Government’s National Development Plan in general, and the National Infrastructure Plan specifically. Secondly, it will contribute towards the building of the capacity of its public TVET college system to deliver trade qualifications with the support of employer partners.

This programme also seeks to assist selected TVET colleges in improving their capacity to develop competent artisans, and pioneer the way for the transformation of colleges making them more relevant and responsive to the demand of industry’s labour needs.

Manamela said “there are a number of reasons the Centre of Specialisation approach has been adopted to address the demand for the priority trades.

Firstly, by focusing on trades in high demand, it is envisaged that the strategic projects of Government will be constructed and maintained using high quality South African skilled artisans which will simultaneously contribute to job creation and poverty alleviation goals.

Secondly, we have a public TVET college system that is ideally placed to play its role in supporting the call from employers and the State for more artisans. The notion of ‘Centres of Specialisation’ provides the DHET and its partners with the opportunity to develop sites of good practice which others can follow in due course.

Thirdly, by motivating employers, across both the public and private sectors, to partner with these TVET colleges, there is a greater chance that together they will build a quality apprenticeship system. The colleges will then become both institutions of choice for employers and apprentices alike.

Lastly, by selecting certain colleges to focus on particular trades, we are laying the foundation for differentiation in the college system. While some colleges may later specialise in the same trades, it is desirable that others develop expertise in other trades and occupations so there is reduced duplication and increased quality specialisation. By taking on this opportunity, the college will be helping the country to ensure that the skills required for its growth and development are available”.

The first intake of 30 welding apprentices were also welcomed at the launch. Some of the companies and entities hosting the apprentices in attendance included Kanna Industries, Rumax, Fabrinox and Bushwakka.

Sabelo Buthelezi, Chief Director: Special Projects Unit for Artisan Development, said “this Centre of Specialisation is one of the 26 centres that are training apprentices at TVET colleges. We have embarked on a significant partnership with employers and employer associations which has started with recruiting 820 apprentices. All these centres have been equipped with the latest technology in line with industry standards and we are geared to get the programme moving. We are excited about this milestone”.

Ebrahim Peters, Vice-Principal: Education and Training, Boland College said, “Boland TVET College is very privileged to have been nominated by the DHET as one of the two Welding Centres of Specialisation out of the 50 Public TVET Colleges in South Africa. The college team together with other external stakeholders have worked extremely hard to successfully implement the establishment of this Centre of Specialisation. We certainly believe that the implementation plan and the lessons learnt from this experience will greatly help us when planning to implement the Artisan of the 21st Century (A21) or the new QCTO Occupational Certificate qualifications in our other trades on offer namely, bricklayer, electrician and automotive motor mechanic at the Paarl, Strand and Worcester campuses respectively.”

The Deputy Minister added “it will not be enough for this Centre of Specialisation just to train welders. We want to see the quality of those welders that become coded welders that are needed to weld the vessels that are working on the Ocean Economy.

In acknowledging the challenges that are being brought by the 4th Industrial Revolution to companies, there will be many challenges for the education and training sector. Hence the TVET college sector is being capacitated to deal with this technological disruption.”

He stated that the role of SETAs in linking employers to Centres of Specialisation has ensured that all participating employers are guaranteed a discretionary grant. He also acknowledged the role of CHIETA for funding employers and MERSETA for donating robotic welding machines.

He further urged employers to see the benefits that apprenticeships offer to business and industry, “it’s about helping employers to get quality skills and boost productivity. This demands investment of time and planning to get the right design and systems in place. It is our expectation that apprentices enrolled in the Centres of Specialisation will successfully complete their trade tests and not only gain employment but create employment by becoming skilled artisans and entrepreneurs and employ others. We also want to see these apprentices trained to a level so that they can compete at the upcoming World Skills Competition and do us proud.”
The Centre of Specialisation (CoS) at ORBIT College has rejuvenated the concept of artisan development. The management of the college has gone out of its way to support the CoS project with the building of the new state-of-the-art diesel mechanic workshop at Mankwe Campus.

The workshop will be furnished with the latest equipment to support new industrial technology used in automotive industries throughout the world. The workshop is expected to be fully functional by the end of March 2020.

With a massive investment of more than R20 million in the training of 30 Electrical and 30 Diesel Mechanic students at both the Brits and Mankwe campuses, the CoS project has injected a new feeling of hope and excitement among the participants. Students who are currently part of the project have experienced the advantages of the rotational programme that places them with companies.

This investment will give students an opportunity to experience advanced technology in the workshop with easy access to internet and research opportunities. Project Manager Peter Matlou said, “We are excited about the speed and progress registered with the CoS project thus far. As a college we can only benefit and improve as we are exposed to innovative ways of thinking and the advanced technology required at the CoS.”

“The investment into the project should equate to the final output the college is expecting. Mankwe Campus will offer the best opportunity to expand training opportunities in engineering in the rural areas of Mogwase, Mabola, Ledig, Moruleng, Lerome, Tantanyane, Mabeskaa, Moruleng, the Bojanala District Municipality and eventually the entire country,” he added.

The College Principal Dika Mokoena said the college’s relationship with Tharisa Minerals, Ditibis Motor Engineers, Glencore Mining, Baloyi Mastertrucks, Thabane Mechanics, Hernic Ferrochrome, Public Works, AFROX, TNJ Solutions and NECSA remains the catalyst for the successful implementation of the project.

“We remain grateful for the support we have received from these partner companies, and hope that more companies will come forward to support this noble initiative. We are looking forward to the next intake of 60 learners in 2020,” said Mokoena.

### College reaps reward of backing CoS

**PETER MATLOU**

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### Apprentices put on a great show

**ZINTLE MALIWA**

Hard work finally paid off for the College of Cape Town’s Automotive Motor Mechanics students. The college’s Athlone campus launched its first racing car at the Killarney International Raceway Motor Show on 8 December 2019.

The car was rebuilt and modified by the College’s Automotive Motor Mechanics apprenticeship students, under the Young Engineers Motor Development Programme.

The launch coincided with the Annual Killarney International Raceway Motor Show, during which hundreds of exhibitors and car enthusiasts showed off their vehicles. The College of Cape Town’s race car stole the show.

For many of the students, the project seemed impossible until MerSETA committed to funding the Young Engineers Motor Development Programme. The project officially got underway in April 2019. The team invested much time and effort into constructing and modifying a racing car from scratch, using all the knowledge gained in the classroom and workshop.

It was a busy and rewarding year for senior lecturer Mogotsi Reuben Mokotedi and students who worked hand-in-glove with other stakeholders who assisted them throughout the different phases of the exciting project. “The journey was long and hard, but we can’t wait to do it all over again. The determination and commitment demonstrated by the students was remarkable,” said Mokotedi.

The aim of this project was to create exposure and opportunities for students to gain valuable experience in the motor racing sector, through the assembling of a GTI Challenge Club formula racing vehicle. The construction of the race car has integrated theory into working on a real formula racing vehicle; so working and learning as part of a motor racing support and mechanical team. This initiative is also aimed at redirecting young people away from illegal street racing and introducing them to professional racing in a controlled and safe environment.

The venture is educational at the core, as it gives the students an opportunity to practice their engineering theoretical training including Physics, Materials Science, Mathematics, Aerodynamics Computer Science and in particular, the Automotive Repair and Maintenance Training. So essentially, one race car is the product of various scientific and engineering disciplines.

The contribution of the students does not end with the complete construction of the car, but as a team, they will continue to race, service and maintain the vehicle according to the GTI Challenge Rules and Regulations. Killarney International Raceway has introduced a Driver’s Development Academy for young drivers to nurture their driving skills and expertise, which will include the students.

Mokotedi added “There is great interest in motor sport among the youth, in particular, those who have an interest in automobiles, and they are the ideal target market for the college.

Most of the students at the Athlone campus are already involved in some form of racing”. "The campus has used numerous racing occasions as marketing initiatives and has built a sound relationship with the Killarney International Raceway. The college has also been exploring other initiatives to strengthen the association, and the race car will serve as an astounding marketing tool for the college,” he concluded.
Collaboration to improve work opportunities for young people in South Africa

In an endeavour to improve work opportunities for young people in South Africa, British Council South Africa in partnership with the Department of Higher Education and Training hosted a two-day national workshop at Birchwood Hotel and OR Tambo Conference Centre on the 26 and 27 February 2020.

“The purpose of the workshop was to encourage policy learning and promote employer-led skills development initiatives that increase work opportunities for young people. We aim to officially present the key findings of the impact survey and the A21 Guideline and share college partnership experience during their international partnerships in this project,” said I-WORK programme Manager, Makhosazane Mngadi.

The planned outcomes of the event sought to ensure that stakeholders:-
• Are aware of how to manoeuvre the A21 Guideline.
• Are exposed to the recommendations provided post the knowledge survey that was conducted specifically for Roles and Responsibilities of key stakeholders that contribute to the quality of apprenticeships in South Africa.
• Specifically employers commit to partnering with colleges towards quality apprenticeships.

In addition, the workshop aimed at encouraging policy learning and promoting employer-led skills development initiatives that increase work opportunities for young people.

The I-WORK Project is one of the initiatives the British Council embarked on for the period 2018/19 to strengthen levels of engagements with employers and students, improving the perception of vocational routes and maintaining quality in South Africa.

The Deputy Director General: Skills Development, Zukile Mvalo highlighted that the National Development Plan captures the momentum, when it states that “South Africa belongs to all its people and the future of our country is our collective future”. “Now, more than ever, there is an urgency to improve quality apprenticeships and employer-led skills development to meet the needs of rapidly changing economies in South Africa and around the world. Whether learning from each other through building international links or from the past, we don’t need to provide all the answers ourselves but have a strong belief that together we can make that change,” he added.

Siyabonga Matlakala, a former student of West Coast TVET College says his dream became a reality when he finally qualified as a welder. His trade test took place over the duration of two days, late last year.

Matlakala’s journey at West Coast TVET College started in 2016 when he enrolled for N1-N2 Welding. After the completion of his N2, he was accepted for the Welding Apprenticeship at West Coast TVET College, Vredenburg Campus in 2017.

Having been born and raised in a small town a few kilometres from Welkom in the Free-State, Allanridge, Nyakallong, meant that it was challenging for him to find himself in a new environment. However, with the support of the instructors, lecturers and staff he soon mastered his studies.

During his apprenticeship he also entered the WorldSkills South Africa competition where he did extremely well.

“The WorldSkills competition gave me a lot of experience and is something that I can take with me in my work and in my future. I will always be grateful to West Coast TVET College for assisting me to realise my dream and for supporting me all the way,” said Siyabonga.

WorldSkills bronze medalist, now a qualified artisan

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ePubs are available upon request
false Bay TVET College has recently increased its public visibility in malls and streets of the communities within which it operates as part of its intensive early applications drive. Coupled with conventional marketing activities, the college opted to engage with the public for a more personal, transparent and personalised college brand experience.

Careful consideration was taken to execute strategic engagements with both the young and the old to provide answers and solutions for those who often feel despondent about higher education and the ability to access it. Information regarding admission, programmes offered and bursaries available was shared with the community.

In the jostle to get learners ready for the academic year, not all parents or learners are clear about the year ahead and the education options that are available. Through these one-on-one engagements, the college representatives are able to listen to individual cases and provide viable solutions to access higher education.

Marketing Manager Brennon Colleen said “by being in the public eye, conversations happen more readily in a neutral environment and engagement is neither forced nor rushed. Without competing messages and distraction, the public is able to consume the information more leisurely in familiar surrounds allowing for better retention.”

Students make college in Gauteng their institution of choice

South West Gauteng TVET College recorded a high turnout of prospective students which saw it reach capacity at some of its seven campuses. The enrolment week took place from 13-17 January 2020, however it was extended to 24 January 2020 due to the high number of student applicants as well as late registrations.

The registration process went well despite a few glitches. The timely release of the 2019 results made it easier for existing students to register for their next levels. Students were prepared to stand in queues to register for both the Report 191 (Nated) as well as National Certificate Vocational NC (V) Programmes which gradually filled up.

The college wishes all students a successful year.

College ensures smooth start with early applications and proactive planning

The “Apply Now Campaign” continued to bear fruit for Mopani South East TVET College as the 2020 registration started strongly. Excited prospective students came in numbers and they were assisted efficiently.

The Deputy Principal Registrar, Stanley Motubatse, attributed the success of the seamless registration to the “Apply Now Campaign” which the college embarked on in August 2019.

The campaign is the brainchild of the Department of Higher Education and Training and is aimed at encouraging high school learners and out of school youth to apply in time in order to secure spaces at TVET colleges.

Despite the positive results of the “Apply Now Campaign” the college saw thousands of prospective students who did not apply flocking to its campuses with the hope of registering.

“The pre-enrollment application campaign resulted in positive results as the registration process for first year students was smoother than previously. We provided space for many applicants who wanted to enroll with the college” said Motubatse. He added that successful applicants were notified via text message of their application status.

The college allowed late applications after realising that there were many aspirant students who were queuing for space. The SRC commended management for taking late applications and allowing as many students as possible to be registered.

Wisani Mabasa Pandeka who registered with Sir Val Duncan Campus said the pre-enrolment application made life easy for him as he was registered and received his student card in a very short space of time upon his arrival at the college.

From various parts of the country looking to enroll at the college

Prospective students patiently waiting to be assisted by college officials at South West Gauteng TVET College

At Phalaborwa Campus the first few days of the registration saw scores of walk-in applicants accompanied by parents, guardians and siblings arriving early in the morning looking for space to study at the institution.

Phalaborwa Campus Manager Alda Van Niekerk was pleased to see staff and Student Representative Council (SRC) members assisting prospective students who were struggling with their full-time registration, clarification of courses and part-time registrations.

The college allowed late applications after realising that there were many aspirant students who were queuing for space. The
Health campaign for registered students

TIYANI MBOWENI

In an effort to fight HIV/AIDS and to prevent social ills, Mopani South East TVET College recently held a Higher Health HIV/AIDS Programme at Sir Val Duncan Campus Multi-Purpose Hall.

The campaign which was attended by both new and returning students saw various public and private institutions coming together to provide health services to the students.

The College’s Student Support Manager, Zanele Mathebula, said it was important for the campus to have these kinds of activities early in the year in order to prepare new students for life away from their families.

Young people, especially young women continue to be disproportionately affected by HIV/AIDS. This platform gave them a chance as young people to share experiences and advice without stigma. Turning the tide against HIV/AIDS requires students to stand together and be focused on their studies,” said Mathebula.

The campus nurse better known as Sister Malatola encouraged students to make full use of the youth-friendly and free health services on campus.

Malatola also encouraged the incoming first year students to take responsibility of their lives by knowing their HIV status and to take charge of their overall health and wellbeing.

“First year students who come from impoverished backgrounds often do not have access to, or knowledge of how to access primary healthcare. We need to advocate and encourage them to know their status so that they will prioritise their wellbeing,” she said.

Vanessa Mathebula, an Engineering and Related Designs student told the participants that “while we are here for educational purposes, we should not shy away from the fact that some students are sexually active and it is our responsibility as students to share experiences and to encourage one another to always be safe. As returning students, we should urge and commit to protecting our young sisters. Our college and the country can only prosper if we protect our women as well as educate them”.

Mathebula cautioned students against falling victim to peer pressure that can lead to them making dangerous choices.

The College’s Deputy Principal of Corporate Services, Constance Baloyi, said the Higher Health programme is the brainchild of the Department of Higher Education and Training which seeks to promote education and awareness of HIV/AIDS and other related health and social factors that derail the progress of young people.

Baloyi added that it takes a combination of permanent awareness campaigns and interventions to combat the spread of HIV, TB and STIs and that the college will continue to encourage students to make use of health facilities on campus.

A comprehensive package of health services, including cancer screening, was made available to students.

Actress and motivational speaker Nakedi Leshabane, renowned for her role on SABC 1’s Skeem Saam, spoke to more than 1200 newly-enrolled students at Capricorn TVET College’s orientation week held in February.

Leshabane encouraged students to focus on their studies and choose their friends wisely while at the college. “This marks a new chapter in the story of your life. You will now be expected to be more self-reliant. You are responsible for what you do, for ensuring that you do the work that will be required of you. Choose friends who will inspire you to do better in your studies. Don’t let anyone limit you by labelling you. You are the best,” she said.

Student counsellor Mokgadi Pula told new students “we encourage you to make the most of your time here. Your college experience will be what you make it, and your opportunities will only be limited by the limits you place on yourself”.

Orientation week offers new students the opportunity to learn about the activities of the college and study programmes they have registered for as well as to interact with both academic and student leaders.

TV personality motivates new students

ADELAIDE MOSHATANA

Actress and motivational speaker Nakedi Leshabane talking to new students at Capricorn TVET College.
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TVET STARS ON THE MOVE

From an intern to successful fulltime employee

MXOLISI MBATHA

When it comes to providing placement in the world of work, Gert Sibande TVET College does not disappoint. The placement of graduates with various employers affords them the opportunity to sharpen their skills with assistance from different SETAs through apprenticeship and Work Integrated Learning.

Thirty-year old Noluthando Nkosi is a marketing graduate who is excelling in the field of communication. She is currently permanently employed at Lekwa Local Municipality as a communications officer. This after she successfully completed her 12 months of experiential learning.

After passing Grade 10 at Stanwell Combined School, Nkosi went to Durban to study Information Technology, which she abandoned while in her second year of study after realising that it was not her passion. “I then came back to Standerton and enrolled at Gert Sibande TVET College for a National Certificate Vocational (NCV) in Marketing. It wasn’t an easy journey as my family pressurised me to at least complete Grade 12 at a regular high school as they thought NCV was just not good enough for me,” said Nkosi.

She attributes her success to committed college staff members. “The lecturers were great and the placement office played a key role in ensuring that I was placed for my experiential learning after completing my NCV Level 4 studies at the college,” she explained.

It came as no surprise then that Nkosi was appointed on a permanent basis at the municipality because of her dedication and commitment. She speaks fondly of the time she was an intern at Lekwa Municipal offices under the mentorship of Sipho Mkwanazi who was Acting Communications Manager at the time. “I respect Mkwanazi and perceive him as my own father as he taught me a lot and I am grateful to him,” continued Nkosi.

The duo studied for a diploma in Human Resources Management at the college and their work experience here permanently employed,” she said. Nkosi says that she has gained work experience in Labour Relations, Human Resources Development, Labour Relations, Human Resources Management. Before her contract ended in 2017, Velem was fortunate enough to be among the 55 students who were given two-year contracts by the Department of Health. Yamkela Mahlanyana is currently employed by the Department of Sport, Recreation and Arts and Culture as a Human Resources Officer. Yamkela joined the department as an experiential learner in 2016. “During my time of training I got the opportunity to be exposed to Human Resources Development, Labour Relations, Human Resources Administration and Recruitment. And because I am a fast learner and dedicated to my work, I got quite good at what I do, hence today I am here permanently employed,” she said.

The duo studied for a diploma in Human Resources Management at the college and their career choice was formulated. “I was a marketing graduate who was excited about my future in the corporate world. I have since changed my mind to go into human resources which is not glamorous but intellectual,” said Nkosi.

“From an intern to a successful fulltime employee”

When I applied for the position of Communications Officer was advertised. She applied and went through all the processes and was subsequently offered the job.

She’s now planning to further her studies before considering a career in management.

Apprentices grab exciting opportunity

In January, 24 of the 26 Buffalo City TVET College’s Automotive Component Manufacturing and Assembling students who were placed for experiential learning at Yanfeng Automotive Interior Systems Company were offered permanent positions as General Operators. This success was attributed to the partnership between the college, National Skills Fund (NSF) and Yanfeng Automotive Systems Company. In 2017, through funding from the NSF, the college introduced new occupational programmes aimed at preparing the youth for specific occupations.

Occupational programmes are focused and structured to get a student as “work-ready” as possible. They are less theoretical in nature and tend to be more practically orientated in their teaching methodology and learning outcomes.

Kuhle Mda, a Project Manager at the College’s School of Occupational Training, indicated that the college is constantly making strides to form linkages with various stakeholders to ensure that students receive workplace exposure. “This has been one of the biggest milestones the college has achieved through a linkage. We have certainly begun the year on a high. The college will continue to build good and solid relations with industry to ensure not only employability of the students but to meet the skills demand,” said Mda.

The linkage between the college and Yanfeng Automotive Interior Systems Company was initiated by Kethehwe Nhantsi, Facilitator for Automotive Component Manufacturing and Assembling.

Nhantsi indicated that the students were about to begin Level 3 at the time of their appointment. She said “these students displayed professionalism and commitment when they were given tasks to complete. The company was impressed with the standard and the quality of their work hence the decision to appoint them on a permanent basis. The college regards this as an achievement which is beneficial to both the company and the college.”

Experiential learning leads to permanent employment

The beauty of the structure of TVET programmes is the congruence of theory and workplace exposure, making highly skilled students appealing to many employers. This is why the college is on a quest for successful student work placement, and strives to ensure the employability of its students.

Two former Buffalo City TVET College students, Nomthandazo Velem and Yamkela Mahlanyana, have been permanently appointed in their respective organisations after they successfully completed their experiential learning and made lasting impressions on their host employers.

Nomthandazo Velem was placed at Cecilia Makiwane Hospital in Mdantsane in 2015. She says that she has gained work experience in Labour Relations, Human Resources Development and Human Resources Management. Before her contract ended in 2017, Velem was fortunate enough to be among the 55 students who were given two-year contracts by the Department of Health. Yamkela Mahlanyana is currently employed by the Department of Sport, Recreation and Arts and Culture as a Human Resources Officer. Yamkela joined the department as an experiential learner in 2016. “During my time of training I got the opportunity to be exposed to Human Resources Development, Labour Relations, Human Resources Administration and Recruitment. And because I am a fast learner and dedicated to my work, I got quite good at what I do, hence today I am here permanently employed,” she said.

The duo studied for a diploma in Human Resources Management at the college and their experiential learning was funded by the Diocese of Grahamstown. They both agree that their lives have changed. “Being part of the working class is not easy as the transition is truly challenging. There has been a tremendous change in my behaviour and the overall manner in which I conduct myself. I wish that the college is able to assist more students in gaining work experience so they can get the exposure they need to boost their careers,” said Mahlanyana.
TVET education is increasingly becoming more important in helping economies create and generate employment. Due to a strong commitment on the part of the government to grow TVET education in South Africa over the years, student enrolment at TVET Colleges has increased rapidly. This has seen university graduates acquiring TVET qualifications in order to prepare themselves for employment or self-employment.

Such was the case with Thabiso Molutsoane, born in a village called Seqhobong in Mount Fletcher. He was raised in a place called QwaQwa in the Free State. Growing up like any other boy in his village, he used to look after his father’s livestock. This led him to develop a passion for agriculture.

After completing his Grade 12 at Seotlong Agriculture and Hotel School he pursued a National Diploma in Agriculture, followed by two more qualifications in Education and Animal Health from Curmo and Technikon SA respectively.

Thabiso is passionate about agriculture and his organic knowledge is on land utilisation. “Our country is faced with a challenge of a high rate of youth unemployment and agriculture can contribute positively in eliminating this challenge if utilised effectively”, he said.

Owning a business was a no-brainer for Thabiso as he possessed a lot of experience and was committed to teaching people about agriculture and transforming his community.

Seeing that he was struggling a lot with business principles and the actual understanding of entrepreneurship, he then enrolled for a Diploma in Business Management at Ingwe TVET College’s Maluti Campus in 2016.

Thabiso was an active member of the campus’ student community and has contributed immensely in the growth of student leadership. In 2017 he served in the student representative council (SRC) as a chairperson.

Immediately after completing his N6 Thabiso started a company called Matotomana College, offering training to emerging farmers and cooperatives. He also mentored emerging farmers in the Alfred Nzo region, Eastern Cape.

“I am grateful that I took that step of registering with Ingwe TVET College. They brought the best out of me, they made me believe in myself. They exposed me to even greater things such as serving in the SRC and sitting in the college council,” added Thabiso.

The College now has six permanent staff members and one intern from Ingwe TVET College. Matotomana College offers full qualifications as well as short courses in agricultural studies. The College’s first intake was in 2019 with only 16 students and numbers have now grown significantly.

“We are working with different farmers in the area of Matatiele that are helping us, out of the bountifulness of their hearts as we use their facilities for students’ practical work. We also work closely with Mohair SA as a commodity of choice. Mohair empowerment trust has assisted us in numerous aspects of developing our students as far as the industry is concerned. We are grateful for all the support we are getting from our stakeholders,” concluded Thabiso.
ENTREPRENEURSHIP

Continental First for Ekurhuleni West College

DAVID MULEELE AND MOKGETHI NKOSI

Ekurhuleni West TVET College’s Centre for Entrepreneurship & Rapid Incubator (CfERI), in collaboration with Mzansi Aerospace Technologies, has launched the first-ever drone start-up accelerator programme in Africa.

A rigorous selection process saw over 40 start-ups applying to join this programme with half being shortlisted. Fourteen start-ups that were selected were inducted on a programme that will span 20 weeks.

The induction took the direction of a mini-seminar where the start-up founder seized the opportunity to introduce the start-ups to the world of drones to get them up-to-speed with the drone industry and start-up ecosystems.

The induction in February 2020 was done using a Growth Wheel Tool that will help them track their key performance indicators. A Growth Wheel Tool is a visual toolbox and online platform used by business advisors, incubators, and entrepreneurship educators to help businesses make sound decisions.

According to a study conducted by the New York-based technology research company, CB Insights, the number one reason for start-up failures is “no market need” for product.

The study also found that among the key reasons for start-up failures is “not meeting customer needs”.

This Drone Start-up Accelerator Programme is aimed at developing solutions for the industry which will be achieved using the Lean Start-up Methodology that has been widely adopted by major global accelerators with phenomenal results. This methodology was coined by world renowned author of the Lean Start-up Company, Eric Ries, who developed the lead start-up. This programme will hopefully help start-ups achieve problem-solution fit, product-market fit and scaling within 20 weeks.

Thirteen-year old Timothy Mtsweni, the owner of Success Craver (Pty) Ltd - Top Shayela and an incubatee of Gert Sibande TVET College’s Centre for Entrepreneurship Rapid Incubator (CfERI), is an innovative, hardworking and ambitious young man.

Mtsweni is part of a Business Incubation Programme that is offered by CfERI. Its main purpose is to minimise the fatality rate of small and emerging businesses.

“I was assisted by the centre to get information on how I should go about registering a company,” he said. According to Mtsweni, the services that the centre provided to him included the Entrepreneurship Development and Support Programme. This helped him learn about events management, access to the market and links to financial institutions.

The centre assisted Mtsweni to develop a sales plan to boost and improve the turnover of his business and helped him access infrastructure for production. Mtsweni is also the winner of the CfERI Pitch and Perfect competition where he won a prize worth R30 000.

“The incubation centre has managed to give me working space for which I am very grateful. I had a difficult childhood, challenged by poverty but I did not let that stop me from developing solutions to the insurance sector.

Mtsweni now owns a successful company which specialises in manufacturing, selling and renting quadricycles to the community of Bethal and elsewhere.

Cash boost for College’s entrepreneurship development programme

DAVID MULEELE

There is no doubt that technology is advancing rapidly. South Africa is poised to capitalise on the opportunities presented to young people, particularly those in the small, medium and micro enterprise (SMME) space.

The Insurance Sector Education and Training Authority (INSETA) and Ekurhuleni West TVET College’s Centre for Entrepreneurship Rapid Incubator (CfERI) recently launched the INSETA-funded Entrepreneurship Development Programme. This followed the centre’s response to a call from INSETA for funding opportunities for programmes aimed at SMME development particularly those targeting young unemployed youth.

The programme is currently training 21 young people who were sent for 18 months of in-service training at insurance companies. It has attracted a diverse group of young people, with nearly two thirds being women. The selected youth are subjected to an intense entrepreneurship rapid incubation programme.

This intensive programme will assist in unlocking the entrepreneurial potential of these unemployed graduates in the critical fields of application development and social media advisory. The cohort will also receive exposure to the mega trends that are altering global insurance so that they can transfer those skills and knowledge through their businesses.

The cohort will be able to develop applications and advise on social media upon completion of the programme. They will also receive back-office support and seed funding to set-up their businesses and will be monitored by the centre through the use of an SMME monitoring business tool called Growth Wheel and other aftercare support interventions.

This INSETA funded programme is the first of its kind and promises to provide innovative solutions to the insurance sector.
Growing partnership to empower students

THOBILE TSHABALALA

In a bid to providing students with quality education, including the integration of theory and industry practice, Majuba TVET College has partnered with the Financial and Accounting Services Sector Education and Training Authority (FASSET) to assist Finance Management students with skills development. This partnership will also see FASSET launching an office at Majuba TVET College's IT and Business Studies campus. "We partner with TVET Colleges to empower the youth. Our office at ITand B will focus on upskilling students and lecturer development as well," said Amos Nkoane FASSET Project Manager.

Sanele Mlotshwa, Majuba TVET College Principal, welcomed representatives from FASSET and assured them that the College will work very closely with them to achieve great things. "We are so excited to host FASSET, and appreciate the relationship with you and assure you that, you have the council and management's full support," Mlotshwa said.

Collaboration the key to combating HIV/AIDS

ZUKO MBOLEKWA

Ekurhuleni East TVET College, in collaboration with Youth against AIDS, recently commemorated national condom week by launching a programme to install condom dispensers in three of its campuses; KwThemba, Springs and Daveyton. Ekurhuleni East TVET College with Youth against AIDS signed a Memorandum of Understanding (MoU) on 13 February 2020 to ensure collaboration in the fight against the pandemic. Youth against AIDS is a global organisation that is determined to educate young people about AIDS, the associated stigma, healthy lifestyles and sexual wellbeing. The engagements between the college and this new partner began last year. Upon the signing of the MoU, College Principal Happy Sibande said “the relationship that we have with Youth against AIDS will encourage our own students to live a healthy life, and I’m encouraged that the message is being driven home by young people”. Youth against AIDS engaged with students on subjects including sexual health and living healthy lifestyles following the signing of the MoU. CEO Daniel Nagel said “we are excited about this partnership as it will help us deal with key challenges facing our people including lack of youth friendly services, lack of sex education and lack of knowledge.” Youth against AIDS is based in Germany and advocates the use of condoms to prevent the spread of HIV/AIDS.

LOCAL AND INTERNATIONAL PARTNERS

Collaborative partnership bears fruit for a rural college

BONGINKOSI DLABALAMA

The partnership between Vhembe TVET College and De Beers Venetia mine is showing significant progress. This comes after the successful completion of the installation of additional facilities and upgrades at the College’s Musina campus. The new infrastructure and improved academic activities are building confidence and enthusiasm for learning among the students.

Following an extensive three-month long R4 million project, students can now experience modern facilities when attending classes at the college, which now hosts a new intake of students. Upgrades to the college include classrooms, a resource centre, office blocks, a guard house, tuck shop, ablution facilities, the paving of the entire campus and furniture for both additional facilities and offices. Further upgrades include the installation of all services i.e. water, sanitation, electrical work as well as security upgrades to the Campus entrance.

Vhembe TVET College principal, Basani Hlekane, said the campus had been established through a partnership between the De Beers Venetia Mine, Department of Education and the mine and the college would bear major fruit for years to come.

“Our business is heavily dependent on technical resources and we, too, have a vision for the future – just like you. We are building the mine of the future which will be highly automated and technologically advanced, and it is important that we envisage what that future will look like. I see endless opportunity and I’m truly excited about this partnership. We have been struggling with technical skills in and around Musina and we believe that this partnership is one that will bring lots of opportunities for us at Venetia mine. Thank you for giving us the opportunity to partner with you,” he said.

De Beers Group Managed Operations Chief Financial Officer – Avischen Moodley, Head of Corporate Affairs – Innocent Mabusela, Venetia Mine’s Senior Manager: Corporate Affairs – Chris Botha, Vhembe TVET College Principal – Basani Hlekane, De Beers Group Managed Operations Managing Director – Mpumi Zikalala, Vhembe TVET College Council Chairperson – Dr Thithu Ravhura, Venetia Mine’s General Manager – Gerrie Nortje, and Vhembe TVET Musina Campus Coordinator – Daniel Makushu

Youth against AIDS CEO Daniel Nagel and Ekurhuleni East TVET College’s Principal Happy Sibande signing the Memorandum of Understanding
The training began with the campus managers’ analysing the socio-economic; cultural and political conditions of their local campus environments. Data from Statistics SA was used for their analysis and this was then linked to the responsiveness of their colleges in addressing the identified local needs.

Delegates were treated to presentations by current TVET professionals and former students who are making it big in the corporate world. Topics covered included translating employment opportunities into concrete campus-based initiatives, self-employment and developing campus plans for creating employment opportunities projects.

South African College Principals Organisation CEO Sanele Mlotshwa indicated in his presentation that skills for employability gives the youth a chance to become employable and for them to start their own business enterprises.

He said “In order for the economy to grow, we need a skilled and capable workforce that can add value to industry and a skilled nation that can become job creators through entrepreneurship and SMME start-ups. TVET colleges are therefore at the heart of skills development in the country and are well positioned to play a pivotal role in building the economy and equipping youth with relevant skills that will ensure employability or self-sustainability”.

Mlotshwa also highlighted that TVET colleges are currently at the centre of skills development and there must be a strong focus to address the skills shortage in the country and implement programmes that will lead to employability of students or self-employment.

“TVET colleges must therefore strategically plan their programme qualification mix (PQM) and ensure that programme offerings are relevant, that PQM is linked to the needs of industry and that there is an exit support plan for students. The curriculum offered by the TVET colleges must address the needs of industry and there must be initiatives to ensure that funding is sourced to implement the responsive and relevant curriculum. This is either through the programme based funding, SETA or industry funding,” he added.

In conclusion Mlotshwa said “SACPO pledges its support to this training of campus managers. I have personally seen and reaped the fruit of this project from my campus managers. We truly acknowledge the critical role campus managers are playing in the entire TVET sector and colleges can only rise or fall at the level of the campus. TVET colleges are therefore become job creators through entrepreneurship and SMME start-ups. TVET colleges are therefore at the heart of skills development in the country and are well positioned to play a pivotal role in building the economy and equipping youth with relevant skills that will ensure employability or self-sustainability”.

“This national coming together of campus managers from all parts of South Africa encouraged the participants to use and reflect on their accumulated knowledge and experience,” added Garza.
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CAREERS DEVELOPMENT SERVICES

Career Services bridging the information gap

Supplied by DHET Career Development Services

Building a sustainable economy is pivotal in the development of any country. South Africa is no exception. History has shown that economic development increases jobs and the prospects of employment.

Career Development Services (CDS) is a Government initiative to provide citizens with quality career development support services free of charge. It provides career information, advice and counselling services to Grade 9-12 learners, youth not in employment, education and training (NEET), students, parents and people of all ages. CDS provides information about study and career-related matters such as information about the labour market, educational opportunities available in the Post-School Education and Training (PSET) system and occupations in high demand.

CDS recognises the importance of the relationship between economic growth, employability and career development. Its initiatives are therefore primarily directed at equipping South Africans with career developmentally-focused information aimed at empowering them to contribute positively to the country's economy.

It also aims to ensure that citizens of all ages have access to quality career information and career services throughout their lives, so that they are able to make better and more informed career decisions that deliver higher levels of employment and help to increase sustainable economic growth in South Africa. CDS supports the National Development Plan’s vision of “a country where opportunity is determined not by birth, but by ability, education and hard work.” It is to this end that we drive the following key messages:

- Personal Responsibility;
- Career Construction;
- Lifelong Learning; and
- Career Plan for all.

CDS comprises the policy and coordination service which develops policies and establishes partnerships with relevant stakeholders; the Career Advice Helpline which is a multi-channel career development service that provides quality up-to-date career information, advice and guidance to people of all ages.

The Advocacy and Communication service is responsible for promoting the CDS messages under the Khetha brand and the Training and Support service provides career information, advice and guidance to the public at career exhibitions, school visits and career information sessions within various communities across the country.

The Information Service and Support provides free access to quality and up to date career information through various platforms, and the Information Technology Systems and Support service is responsible for developing and ensuring the integrity and functionality of IT infrastructure and systems to support the achievement of CDS objectives and business processes.

Services offered by CDS include:

A national career helpline service through which information and advice on subject choice, career decisions, study choices; funding your studies, occupations in high demand, etc. are provided.

Career guidance and counselling services by registered counsellors and psychologists as these may include the use of formal and informal career assessment instruments.

Career information sessions and selected topics for learners, students and unemployed youth. These sessions are on understanding opportunities in the post-school system, choosing subjects and developing employability skills.

There is also capacity building for career practitioners, including teachers. Many of those who work in our schools and communities often do not have the requisite information, skills and knowledge to provide career services. These capacity building sessions run as workshops which are customisable depending on the need and can be presented as one-day or two-day sessions.

There’s the establishment of self-help tools and platforms to support informed career decision-making. These are the Careerhelp website, National Career Advice Portal (NCAP) and the Information Hub. The Careerhelp website is a career information resource; the NCAP provides a range of tools and questionnaires to help users to make informed career-related decisions; and the Information Hub is designed to assist teachers and other career practitioners.

Development and distribution of a range of career publications include the Apply Now! booklets and the Post-School Publication. These publications are distributed countrywide to schools, libraries and at career events.

Career events and activities that CDS initiates range from school visits, which take place throughout the country, targeting grades 9-12; the Blitz Marketing Campaign which is direct marketing of the CDS services to the public, which takes place mostly at taxi, bus and train stations throughout the country, to the Buyel’ekhaya campaign targeted at assisting high school learners to transition successfully to the PSET sector.

The Buyel’ekhaya campaign is aimed at encouraging youth to become active participants in their communities so that they can take advantage of the opportunities that are available to them and it is a form of ploughing back to the community by motivating young people to pursue their careers and study further.

CDS also rolls out the Apply Now! Campaign, especially during critical times where students and learners should be applying to the PSET sector. The media space is also a platform that CDS uses to communicate its key messages to a wider audience. The Khetha Radio Programme is a weekly radio series, presented in partnership with SABC Education. It is broadcast on 13 SABC radio stations in 13 languages with career advice experts from CDS providing information on themes ranging from navigating the PSET system to career planning and lifelong learning.

CDS runs media campaigns through commercial and higher education institution radio stations as well as TV, which are targeted at providing valuable career related information and advice to NEET youth, young professionals, students, learners and parents. Throughout the course of the year, CDS will also be involved in career exhibitions throughout the country as well as the training and development of life orientation teachers and career practitioners.

The CDS theory of change is: “If you have a national coordinated career development service and you have quality career information, advice and guidance delivered through multiple channels such as telephone, e-mails, SMS, walk-in centres, radio, website, social media, career festivals, print media, information hub, case database and the NCAP, then all citizens will be in a position to make informed career and study choices and then over the long term, there will be a greater number of individuals who realise their potential and contribute positively towards the socio-economic development of South Africa.

CDS has set out a vision of a transformed post-school system which is an integral part of the Government’s policies to develop our country and improve the economic, social and cultural life of its people. Central to these policies is the determination to bring about social justice, to overcome the legacy of our colonial and apartheid past, and to overcome imbalances and injustice whatever its origins. CDS will make every effort to ensure that it builds its capacity on an ongoing basis to ensure that it can carry out its responsibilities effectively and efficiently in order to make its vision a reality.

There’s the establishment of self-help tools and platforms to support informed career decision-making.
The vision of the Department of Higher Education and Training is of a South Africa in which there’s a differentiated and fully-inclusive post school system that allows people to access relevant post school education and training, in order to fulfill the economic and social goals of participation in an inclusive economy and society.

In its quest to achieve this vision the department has ensured that each region has a DHET regional office that provides specialised professional support to the public TVET and community education and training colleges in the provinces.

In this edition we spoke to Dr Nick Balkrishen, the regional director for North West (NW) and Mpumalanga (MP) provinces who has recently completed his PhD studies in Educational Leadership and Management at the University of Johannesburg.

Dr Balkrishen is a dynamic leader with immense experience in management of the education sector. He was born in Howick, KwaZulu-Natal.

Like most families in his village, they struggled financially but did the best they could with the little they had. He says “I have mostly fond memories of my childhood except the vague memories of the trauma of forced removals when Howick was designated as a “whites only” area and Black, Indian and Coloured people were forcibly moved to the outskirts of the town.

He recently completed his PhD in Educational Leadership and Management with his thesis titled The professional development of campus managers. “Although time consuming and requiring much sacrifice, I thoroughly enjoyed the challenge of research and academic writing – an aspect I am not naturally strong in.” he says.

He has more than 30 years of experience in the education sector, from being a teacher, HOD, and high-school principal before joining the TVET sector as a Deputy Principal for Academic Affairs in 2004 and later promoted to the post of Principal of Gert Sibande TVET College in 2009.

Based on the findings from his masters, he published a book titled “Effective Campus Management”. He says “It was my dream for this book to be made available to every campus manager in South Africa without charge. Fortunately, the CEO of Future Managers, Pieter Bruwer, shared this dream and published 400 copies at no cost which were distributed to every college principal and campus manager in 2016.

He believes in working hard and striving for excellence in all that he does. In 2017, he was given the opportunity to act as the DHET regional manager responsible for TVET and CET colleges in NW and MP provinces before being permanently appointed to this position in June 2019.

Speaking about his role as the regional manager for the two provinces, he shared that it brings about its own challenges and dynamics. “There’s a lot of travel and associated risks,” he said.

As a region we have adopted a motto “collaboration towards excellence” as each college has its own strengths and sharing these is critical for the growth and development of colleges in the region. This motto guides our collective actions and helps to motivate our teams. Our regional focus for the last 12 months has been developing and implementing a “modus operandi” with a set of minimum standards for all colleges in the region to adhere to,” he added.

He said “our focus, as a regional office is to improve the efficiency of our colleges with a specific focus on improving student performance. I am passionate about teaching and learning so I really enjoy this aspect. The regional team is working extremely hard to ensure that levels of oversight, monitoring and support are continuously improving.”

He mentioned that although he thoroughly enjoyed being a college principal, he loves his new post – especially working closely with the DHET team while based in the region. “The support we receive from the dynamic DHET family is remarkable. This enables us to better serve our colleges and communities. I treasure this incredible opportunity and feel privileged to be in a position to improve the life of the African child. Hence, projects such as the Clicks-DHET student placement programme are prioritised as the outcomes are priceless,” he added.

“I am motivated by the philosophical viewpoint of Mahatma Gandhi which says ‘Be the change you want to see in the world’. I am constantly striving to be the best version of myself with the realisation that I need to be comfortable with my imperfections. I am an optimist and am inspired by positive people and people who believe in the betterment of humanity. I feel privileged to be part of a sector that is committed to creating PSET institutions that are synonymous with care, pride and excellence.”

He explained that the close working relationships between the regional managers is praiseworthy with high levels of collaboration. “I feel that I benefit greatly from the expertise, guidance and advice from my colleagues. We are blessed to have many competent and committed individuals who work tirelessly to improve the sector,” he added.

“Colleges are steadily improving their efficiency, although the pace of improvement still needs to be accelerated somewhat. In this regard, I would define success in the PSET sector as being able to produce highly skilled graduates whose chances of employment or becoming entrepreneurs are greatly enhanced. I am very proud of the progress we made at Gert Sibande TVET College in terms of student performance with the college regularly being placed amongst the top three colleges in South Africa, he concluded.

The close working relationships between the regional managers is praiseworthy with high levels of collaboration. “I feel that I benefit greatly from the expertise, guidance and advice from my colleagues. The close working relationships between the regional managers is praiseworthy with high levels of collaboration. “I feel that I benefit greatly from the expertise, guidance and advice from my colleagues. The close working relationships between the regional managers is praiseworthy with high levels of collaboration. “I feel that I benefit greatly from the expertise, guidance and advice from my colleagues. The close working relationships between the regional managers is praiseworthy with high levels of collaboration. “I feel that I benefit greatly from the expertise, guidance and advice from my colleagues.
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The Leadership Development of Campus Managers in Technical and Vocational Education and Training Colleges

DR NICK BALKRISHEN

Research shows that the Technical and Vocational Education and Training (TVET) college sector in South Africa is highly inefficient in terms of student achievement with low certification rates. Effective leadership is increasingly being regarded as essential for successful student achievement at all educational institutions, including TVET colleges.

Accordingly, this mixed method study sought both to identify the leadership development needs of campus managers and to explore how the leadership development of campus managers may be strengthened to ultimately improve student achievement at the TVET colleges in Mpumalanga province, South Africa.

The conceptual framework of the study was based mainly on the work of Bush (2008a), Slater and Nelson (2013), and Pont, Nusche and Moorman (2008a) which provided the lens through which the leadership development of campus managers was studied.

The leadership development needs of campus managers were grounded in the core leadership roles as identified by Cotton (2003), Hallinger (2003), Leithwood, Louis, Wahlstrom and Anderson (2004), and Marzano, Waters and McNulty (2005).

In order to effectively answer the research question and realise the research objectives, the researcher decided to use a mixed methods approach. The researcher used a sequential explanatory design with the collection and analysis of the quantitative data (Phase 1) being followed by the collection and analysis of the qualitative data (Phase 2).

The conceptual framework of the study was based mainly on the work of Bush (2008a), Slater and Nelson (2013), and Pont, Nusche and Moorman (2008a) which provided the lens through which the leadership development of campus managers was studied.

The researcher ensured that the approach used in each phase was aligned to their respective paradigms which strengthened the rigour of each approach and, hence, enhanced the validity of the mixed method study.

During Phase 1 a self-developed and pilot-tested questionnaire was used to carry out a census of the entire academic population (394 respondents) of all 16 TVET college campuses in Mpumalanga province.

The research items focused on which leadership practices of campus managers required development as well as which leadership development strategies from the categories informal, formal and experiential development, were perceived to be important for the development of campus managers. The data from Phase 1 was analysed using the Statistical Programme for the Social Sciences (SPSS) 25.0.

During Phase 2 six purposely selected campus managers, a subset from the larger sample used in Phase 1, were interviewed. These semi-structured interviews, which comprised questions informed by the data from Phase 1, the conceptual framework underpinning the study as well as the research question, sought to increase the breadth, depth, and richness of the data from Phase 1. Coding was used to analyse the qualitative data obtained from the interviews.

The data from Phase 1 and Phase 2 was then integrated in order to provide a comprehensive and rich explanation of the outcomes and implications of the study. The findings suggest that the leadership capacity of campus managers was perceived to be mediocre, thus pointing to a definite need for leadership development especially in the area of instructional leadership.

The study also found that leadership development opportunities for campus managers were severely limited and lacked adequate funding. The researcher robustly argues for the development of a national leadership framework as a basis for a coordinated and high-quality leadership development system for campus managers in TVET colleges in South Africa.

This framework should take into account that the leadership development of campus managers works most effectively if various forms of leadership preparation are carefully integrated. Linked to the framework, the Department of Higher Education and Training (DHET) should establish a set of professional standards specifically for campus managers which should spell out clear expectations in respect of what campus managers need to know and do in order to improve student performance.

In addition, the establishment of a national institute for TVET colleges was highly recommended as it is regarded as an effective way to enhance the coordination, structure, quality and funding of leadership development programmes for TVET managers.

The study culminates in the design of a leadership development model which integrates the recommendations proposed and provides a visual representation of the critical strategies necessary for the development of TVET campus managers in Mpumalanga province, South Africa.

The model, underpinned by a national framework, is based on ten strategies, namely: induction, identification of training needs, mentoring and coaching, communities of practice, networking, staff wellness, experiential development, licensure, national institute, and leadership qualification.

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A

re we creating panic about technology, when what we need to do is to ensure that our students are prepared emotionally for the impact of the digital age?

What do we need to put in place to ensure that our students are ready for the 4th Industrial Revolution?

It has been said many times over that we are training students for jobs that do not yet exist and that technology is changing at such a rapid pace that we will never be able to catch up with it. A metaphor often used for this is that it is like training for an athletics meeting but not knowing what events we are going to take part in.

Perhaps some of the panic around the 4th Industrial Revolution is not about training in technology but ensuring that students are prepared to embrace the changes that technology will bring to the way in which we function every day. We may not know what the events are we are going to take part in at the athletics meeting but we could be training well-grounded and flexible athletes that will be able to take on the challenges of the athletics meeting and chose the event that best suits them when the time comes.

The term “the 4th Industrial Revolution” or 4IR seems to be the buzz word on everyone’s lips but many people are wondering when the 2nd and 3rd Industrial Revolution took place. We don’t want to look ill-informed and so we just nod and say “Yes, the 4th Industrial Revolution is coming and what are we going to do to prepare for this when the robots take over?”

In 1784 the world was exposed to the weaving loom (or spinning jenny), mechanisation and steam power. This was a massive shift in thinking and living. People moved from being self-sufficient producers, seeing to most of their own needs with a bit of bartering between neighbours, to an industrialised society. This was the Industrial Revolution or as we like to call it today, the 1st Industrial Revolution.

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The Second Industrial Revolution from 1780 – 1840, was characterised by the introduction of digital computers and digital storage of information and records. Information and telecommunications underwent massive changes during this time and we often refer to the “Information Highway” as a characteristic of this era.

All of this happened as part of a process. It wasn’t one leap from one day to the next but a gradual shaping of economies, people, jobs and interactions on a human level and communication strategies.

Now we sit at the dawn of the 4th Industrial Revolution (some say the 4th Industrial Revolution is here already) and what does that mean for us and how we work, interact socially, learn and play? This isn’t going to be different than before. We are going to find change, manage change and embrace change. We are already embracing this in on-line shopping and on-line banking. Imagine telling someone 50 years ago that you could use a cellular phone, go online, order your groceries, pay for them and have them delivered to your door! You would have been labelled insane, yet this is what we do on a daily basis.

Let’s pause for a moment and think about where we have come from. From the early 1700’s to now, society has undergone various stages of technical revolution. Technical revolutions are about increasing productivity and efficiency in order to provide for a growing population and are a natural growth in the way in which we live on this planet. Technical revolutions don’t only focus on technology and bringing in new technologies. Technical revolutions are also about how we live and interact with each other, how education changes, how we interact with our environment, business, finance, research, spirituality and a host of other systems. Technical revolutions shape society and culture and can be a catalyst for a number of changes that may be totally unrelated to actual technology.

The 4th Industrial Revolution or 4IR, speaks to technology, robotics, artificial intelligence, nanotechnology, the Internet of Things and different ways of doing business, our responsibility as educators is to ensure that our students are prepared with the necessary skills to embrace this change and be a part of the change. The skills that are needed for our students to survive the 4th Industrial Revolution have very little to do with technology but rather focus on the human element. The 4th Industrial Revolution aims to improve efficiency, reduce poverty, address inequality and improve living conditions.

Teaching or lecturing within the current digital environment can’t be business as usual. Educators need to re-examine their approach to teaching or lecturing. The current cohort of students in our classrooms have been born into the information age. They have not had to learn how to deal with technology but rather it is a given and is an integral part of who they are.
Both traditional teaching methods and the physical set up of the classroom needs a major overhaul. The concept of a classroom being just a room with desks and chairs is no longer relevant. A classroom does not have four walls and learning can take place anywhere and in many different delivery modes. The adaption is needed from the academic teacher or lecturer. The student has made the shift. The concept of a classroom being just a room with desks and chairs is no longer relevant. A classroom does not have four walls and learning can take place anywhere and in many different delivery modes. The adaption is needed from the academic teacher or lecturer. The student has made the shift.

This means that our approach to teaching has to be different. Old traditional classroom practice will not work. A new paradigm shift is needed – a move towards Student Centred Learning where teaching is meaningful, relevant and focused.

Both traditional teaching methods and the physical set up of the classroom needs a major overhaul. The concept of a classroom being just a room with desks and chairs is no longer relevant. A classroom does not have four walls and learning can take place anywhere and in many different delivery modes. The adaption is needed from the academic teacher or lecturer. The student has made the shift. In fact it was not even a shift for them but rather what they accept as the norm. Current students have no reference to a dial up telephone, cassette tape or telegram.

What is needed is debate on what kinds of shifts are needed and provide practical solutions for lecturers and teachers to use to create their own paradigm shift from teacher centred traditional approaches to learning towards a student centred approach that is adaptable to the current trends and developments in the way in which information is transmitted.

Stephen Covey outlines one of the seven habits of highly effective people as “Beginning with the end in mind.” This is about developing an outcome oriented mind-set in every activity that you embark on. If that activity is teaching, what is your outcome? How you get there depends on your approach and taking your audience into account is critical.

Where does this leave us now? Do we understand each other (teacher and student) and are we all reaching the outcome in the same way?

What is the mismatch in terms of the “Generation Gap” and where do we find ourselves in relation to the students we are teaching?

Generation X was born from 1960 – 1980 and are hard workers and very career orientated. It is about the corner office and the white picket fence.

Generation Y was born in the early 1980’s – 2000 and are referred to as being the Millennials. This generation embraced technology and made technology as it was an integral part of their makeup. They are self-confident and able to multi task. Generation Z may be engaging with multiple digital devices at a time and have an active digital footprint over multiple digital platforms. Social media is a part of their makeup. They engage with different platforms – Facebook, Google Plus, CafeMom, Fitsugar, Twitter, Tumblr, Fliks, Instagram, Pinterest, YouTube, Vimeo, Viddler, Uber, Lyft to name just a few.

Generation Z is entrepreneurial and are more likely to start a business before entering into formal studies. They approach problems and solutions in a different way. How are we teaching them? Are we giving them the critical thinking skills to be problem solvers?

Generation Z has a social conscience and we need to keep this in mind. Unfulfilled aspirations and expectations that are not met will lead to a frustrated group of young people. We often refer to the NEETS (Not Employed or not in Education and Training). This number of young people grows on a daily basis and can lead to massive social instability if their needs are not recognised and addressed.

The shift from Teacher Centred to Student Centred applies not only to our classrooms but also to our teaching methodology. We need to relinquish a bit of control (which is not often easy) and give our students the space to embrace the challenges of the world that they find themselves in. Our roles as teachers will have to be different. It has to move to being a facilitator of learning.

Learning is a social process where understanding is continuously challenged and changed through meeting with other people, other thoughts, other attitudes and new information. Our role in our classrooms needs to be about ensuring that our students acquire the necessary skills to be able to manage change and be flexible in a changing world. Our students need to be critical thinkers, problem solvers, good communicators, able to work in a group or independently, able to manage conflict situations, able to think out of the box, be creative, have emotional intelligence and able to adapt to change. All of these skills have very little to do with technology. We must not forget the human element as we move through this phase of change in our global environment.

Many teachers will argue about the time. The syllabus and the content needs to be taught and how do I make time to add all of the extra skills into my curriculum? The content is out there on line. Students have access to as much information and content that they need. We need to pause and take time to teach the critical skills needed to engage with the mass of information that is at their fingertips.

Student-centred learning looks at the individual needs of the students and engaging with them in a relevant way that takes their individual learning styles into account. It is about how each individual student meets the outcomes, both for learning as well as assessment and achievement. It is critical to remember that we can all reach the same outcome but in a variety of different ways.

While the cry is often about resources and how do I do this in my classroom and the curriculum that must be covered and the final examination that needs to be prepared for, we need to infuse our teaching with the relevant approach that will allow students the ability to meet the necessary outcomes in a way which will suit the individual learning needs of each student as well as the demands that our society puts on young people.

The tools of the technological age within our classrooms can be simple solutions. For example using a cell phone app to conduct a survey within the class or asking students to conduct on line research is using the tools that will get the attention of a student. It does not always have to be about the most advanced and technologically innovative solution. Do what you can with the resources that you have.

Creating a Student Centred Approach in your classroom can be done by incorporating the following simple steps in your teaching:

1. Students must be goal orientated – personal and relevant goals.
2. Learning must be built on existing knowledge – move from the known to the unknown.
3. Stimulate creative thinking – lecturer can assist in developing, applying and assessing strategic learning skills.
4. High order thinking – challenge the student! They are capable of more than we think.
5. Context of learning – learning must not happen in a vacuum – connect the dots for them.
6. Self-Motivation and self-belief have a huge influence on thinking and information processing – what influence does the lecturer have? The use of Problem Based learning
7. Energy – purposeful activities that lead to results that are relevant to the student will result in energetic responses to learning
8. Delivery of appropriate content presented in an enjoyable and interesting manner.

The tools of the technological age within our classrooms can be simple solutions. For example using a cell phone app to conduct a survey within the class or asking students to conduct on line research is using the tools that will get the attention of a student. It does not always have to be about the most advanced and technologically innovative solution. Do what you can with the resources that you have.
9. Social learning – learning is enhanced when linked to social interactions (interactive and collaborative) where individual learning ability and style is also encouraged.
10. Set appropriate assessment tools with relevant feedback that will add to the learning process.

In a Student Centred classroom, the lecturer has very clear responsibilities to enhance the development of the necessary skills.

These are:
- To inspire students
- Be a subject matter expert
- Be prepared and organised
- Plan for lessons that will engage, interest, captivate and enthuse students
- Be a catalyst for critical thinking and active engagement of students
- Encourage students to develop their skills without relinquishing his/her more traditional role as source of information, advice and knowledge
- Build positive relationships with students (students are keen to learn from people they respect and who are interested in them).

The move towards a Student Centred Approach in your classroom starts with a paradigm shift for the lecturer in understanding the difference between Teaching and Learning. The differences between Teaching and Learning and Lecturer Centred and Student Centred approaches are outlined below:

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Learning</th>
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<tbody>
<tr>
<td>All students are taught the same body of knowledge regardless of developmental levels.</td>
<td>Students take an active role in construction of knowledge and play a role in their learning.</td>
</tr>
<tr>
<td>The student is exposed to the same content during the same period of time with an objective of mastering content.</td>
<td>Prior knowledge forms the foundation by which new learning occurs.</td>
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<tr>
<td>Lecturer Centred</td>
<td>Student Centred</td>
</tr>
<tr>
<td>The lecturer determines what is taught and how it is taught.</td>
<td>Model of learning that focuses on needs, interests and experiences of the student.</td>
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<tr>
<td>Students are measured against each other and success is determined by comparing students with each other.</td>
<td>The teacher facilitates the learning by supporting students to engage in the learning process and where students are actively engaged with the content.</td>
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An important part of a Student Centred Approach is the recognition of different learning styles. Each of us learns in a unique way that best suits our individual learning style.

In 1983 Howard Gardner, an American professor of Education at Harvard university, presented his theory on multiple intelligences. He identified nine different intelligences present in human beings. He believed that we all have areas in which we excel.

Verbal-Linguistic Intelligence: Well-developed verbal skills
Mathematical-Logical Intelligence: Well-developed logical or numerical patterns
Musical Intelligence: Ability to produce and appreciate rhythm, pitch and timber
Visual-Spatial Intelligence: Capacity to think in images and pictures
Bodily-Kinaesthetic Intelligence: Ability to control one’s body movements
Interpersonal Intelligence: Capacity to detect and respond appropriately to the moods, motivations and desires of others
Intrapersonal Intelligence: Capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes
Naturalist Intelligence: Ability to connect with in nature
Existential Intelligence: Sensitivity and capacity to tackle deep questions about human existence

Do we take into consideration the multiple learning styles that may exist in one classroom and how we ensure that our approach to teaching and learning enables each of our students to engage with the content in a way that best suits their learning style? Do we know what our own learning style is as a lecturer and how this influences how we teach?

In The Chronicle of Higher Education (November 2019), David Gooblar comments on research at Harvard that students don’t learn best from a lecture (Eric Mazur – Harvard University) but that students learn best from active-learning strategies, in other words a student-centred approach.

“Learning works through active engagement by the learner. Only students can do the work of learning; all the instructor can do is try to create the conditions within which students are more likely to do that work.” Gooblar (2019).

Gamification is going to influence teaching and learning in the future. Do you know that 10.5 million people simultaneously attended a concert as part of the popular game Fortnite? Imagine if this can be harnessed for teaching and learning!

The current industrial change has a huge emphasis on technology and it is clear that there is a need for a skilled workforce that can manage these new areas of technology in a specialised field. What is however also critical is the basic digital literacy of all members of society. There is a huge gap between those who are digitally literate and those who are not. There does not seem to be a middle road. Digital literacy must become an integral part of any training programme in order for our students to compete in the relevant industry that they find themselves in.

It has to be about a balance. Sometimes it is a small shift in how we approach our teaching that will allow students the space to embrace the disruption and come out at the other end with the necessary skills to survive in the competitive environment that they will find themselves in.

It is about how quickly we all take up the challenge. It took 75 years for the telephone to reach 100 million users. It took 2 years for Instagram to reach 100 million users and it took 1 month for Pokémon Go to reach 100 million users.

In a few years, the questions that we are struggling with today will already have been answered and there will be new problems that need solutions. It is critical that the leaders of society and industry have digital leadership as part of their set of skills. Without leaders in society and industry, embracing the needs and benefits of digital literacy the battle is going to be long and arduous.

The 4th Industrial Revolution is not only about technology but how we prepare people to react with and to technology by ensuring they have the necessary skills to navigate the change.

South Africa has a wealth of natural resources and we need to find innovative and creative solutions to ensure that we develop our Secondary Sector in terms of manufacturing and processing the resources we have instead of exporting the Primary Sector items to other counties and then buying them back. Where are the creative solutions and problem solvers who can think out of the box? The solutions to these problems will ensure an efficient and productive society.

So do we need to panic about the 4th Industrial Revolution and that robots are going to take our jobs? No, what we need to do is ensure that the next generation is prepared and equipped to manage the changes and find creative solutions for the problems that are still to be discovered.

Teaching and learning will change its focus. Students will learn at their own pace and in a manner that best suits them. They have an infinite amount of information at their disposal so the important role that a lecturer now has to fulfil is to equip them to navigate, engage and apply the necessary information.

“One secret of change is to focus all your energy not on fighting the old, but building on the new,” Socrates.
This policy replaces the Higher Education and Training Information Policy1 adopted by the Department of Higher Education and Training (the Department) in 2013. It does so to accommodate wide-ranging and significant changes in the Post-School Education and Training (PSET) system that have taken place since 2013, such as the shift in the governance and administration of Technical and Vocational Education and Training (TVET) and Community Education and Training (CET) colleges, from provincial education departments to the Department.

The effective administration, management and improvement of education and training are highly dependent on evidence-based decision-making, which, in turn, relies to a great extent on credible, valid, reliable and quality data. Some of the major services integrally dependent on good quality data include the planning and management of facilities, the establishment of new PSET institutions or expansion of the capacity of existing institutions, human resource management, financial allocations, interventions to improve the quality of education, policy development, research, monitoring and evaluation.

In addition to statistics being vital for education policy, planning and budgeting at institutional and sectoral levels, the analysis and interpretation of these are vital to providing insight into key macro-indicator trends in the PSET system. Moreover, the use of data and statistics in research can illuminate what is working well in the system, and why, and what needs to be improved, and how. In the case of South Africa, effective use of information derived from the analysis of data, can greatly advance meaningful democracy, transparency, efficiency, transformation and effectiveness in the PSET sector.

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Objectives

The main objectives of this policy are to:

i. Stipulate the principles underpinning the establishment and maintenance of information systems for PSET;

ii. Clarify the roles and responsibilities of key structures and staff categories in the generation, collection, collation, integration, processing, coordination, quality assurance and dissemination of statistics in the PSET sector;

iii. Ensure the confidentiality of data in line with policies and legislative requirements;

iv. Ensure ethical and judicious usage of data at various levels of the PSET sector;

v. Promote and facilitate accountability by stipulating how statistics on PSET would be made available to the public; and

vi. Promote the use of PSET statistics to inform planning and decision-making and to provide insights into the PSET sector through research.

Problem statement

The South African PSET system is characterised by a multitude of information systems pertaining to its different sub-sectors (such as the Higher Education, the college and Skills Levy sub-sectors). These information systems, which focus on key dimensions of PSET, such as infrastructure, finance, human resources and student enrolment, operate under different norms and standards, operate with different levels of technology and are at different stages of their development in terms of the provision of quality data.

Consequently, it is important for the Department to ensure adherence to effective and adequate standards governing PSET Management Information Systems. More specifically, the following challenges characterise the statistics that are currently produced by the PSET system:

i. In some instances, statistics are not produced on time to inform policy and planning;

ii. The quality, validity, and credibility of the data are not up to the required standard, for a wide range of reasons, including the absence of data specifications for some sectors, the lack of capacity to generate, integrate and report on data by PSETIs and DHET entities, and different levels of implementation of data specifications across colleges and Sector Education and Training Authorities (SETAs);

iii. There are different interpretations of data specifications and standards; and

iv. There are no Standard Operating Procedures for each step of the value chain of data provisioning, which limits the effective operationalisation of data standards.

Attempts to generate information standards in the Department have been hampered by the absence of an appropriate information policy framework that would lay down the structures and procedures to be followed in the generation of such standards.

This policy responds to the challenges identified above by, among others, providing for the development of data standards and clarifying roles and responsibilities.

Legislative and policy mandate

South Africa has key legislation that support the development and implementation of the PSET Information Policy. The most crucial legislation underpinning the policy are briefly outlined below.

i. The Public Finance Management Act No. 1 of 1999

National Treasury Regulations issued in terms of the Public Finance Management Act (PFMA) No. 1 of 1999 stipulate that: “The Accounting Officer of an institution must establish procedures for quarterly reporting to the executive authority to facilitate effective performance monitoring, evaluation and corrective action.”

Section 40 (1) (d) of the PFMA of 1999 (as amended) stipulates that: “The accounting officer for a department, trading entity, or constitutional institution - must submit within five months of the end of a financial year to the relevant treasury institution - must submit within five months of the end of a financial year to the relevant treasury institution - must submit within five months.”

— (i) an annual report on the activities of that department, trading entity or constitutional institution during that financial year; (ii) the financial statements for that financial year after those statements have been audited; and (iii) the Auditor-General’s report on those statements”.

POLICY AND OPERATIONAL SHIFTS

Post School Education and Training (PSET) Information Policy, 2019 as approved by the Minister of Higher Education, Science and Technology, Dr Blade Nzimande

In terms of section 3 (e) (ii) of the Statistics Act No. 6 of 1999, for the advancement of planning, production, analysis, documentation, storage, dissemination and use of official and other statistics by providing for liaison with international and regional organisations that make recommendations about the standardisation, classification, collection, processing, analysis and dissemination of statistics.

Section 14 (6) states that the Statistician-General may advise any organ of state regarding the application of appropriate quality criteria and standards, classifications and procedures for the collection of data in order to improve the quality of statistics; (b) to enhance the comparability of statistics; (c) to minimise unnecessary overlapping or duplication with the collection or publication of statistics in that organ of state or by other organs of state.

This policy creates a framework for the Department to comply with this obligation in a more organised and effective manner, through improved procedures for ensuring the accuracy and proper presentation of education and training statistics.

The Promotion of Access to Information Act No. 2 of 2000

This policy creates a framework for the Department to comply with this obligation in a more organised and effective manner, through improved procedures for ensuring the accuracy and proper presentation of education and training statistics.

The Promotion of Access to Information Act No. 2 of 2000 which specifies the level of the education system at which specific information is made available.

The Statistics Act No. 6 of 1999

For more information contact the Department of Higher Education and Training’s Information Systems Management unit on 012 312 6191/5961 or visit the Department’s intranet and internet to access the policy.
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<td><strong>EASTERN CAPE</strong></td>
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