higher education
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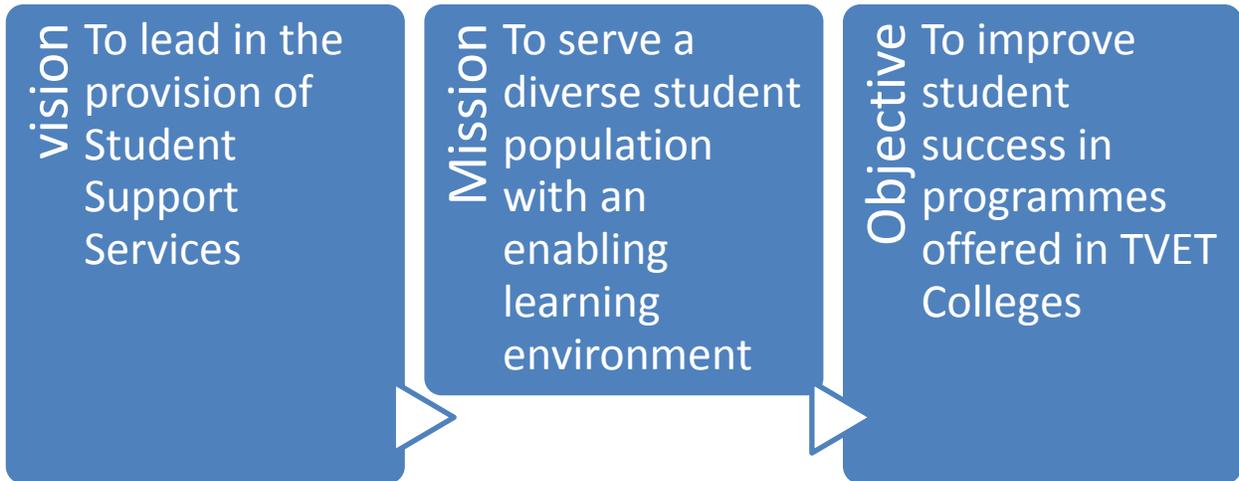
TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

COLLEGES' 2020 STUDENT SUPPORT SERVICES

ANNUAL PLAN

"Support is crucial to ensure that students adapt to the demands of College life and that they can meet the demands of College Programmes"

(White Paper for Post-School Education and Training)

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Vision	To lead in the provision of Student Support Services	Mission	To serve a diverse student population with an enabling learning environment	Objective	To improve student success in programmes offered in TVET Colleges

BACKGROUND

The Technical and Vocational Education and Training (TVET) Colleges have transformed greatly in the past few years and such vast changes that were implemented throughout the Colleges have been a challenge. It is one thing to promulgate policy changes on paper and another to introduce and maintain educational practices that give effect to policy injunctions. Perhaps the most crucial challenge that confronted the TVET Colleges, has been the shift in student population: multiple language groups in one classroom; intake of students with varying disabilities; different age groups and therefore different students' needs on one campus; higher levels of cognitive demand in new programmes; demands for adequate infrastructure and resources for teaching and learning; student protests and thus a wider range of academic support requirements, to name but a few of the consequences of the shift in the student population.

The chance of a student succeeding academically is increased when there is holistic student support from a College. The Student Support Services (SSS) Plan therefore advocates for a holistic approach and a student-centered approach that seeks to increase the chances of success and employability of students. The support includes assisting the student with making the best programme choice, access to financial aid, accommodation of students with disabilities, effective orientation of the College, academic support

and opportunities to participate in extra-curricular activities amongst others. Efficient Student Support Services (SSS) in Colleges will lead to higher retention and throughput rates.

The principle of the recognition of diversity is entrenched in all legislation and policies around Higher Education and Training. The provision of quality education for all depends on effective support services which should be accessible to all students. The emphasis is on developing such support as an integral part of an inclusive system which has the capacity to promote the participation of those students who were previously excluded and continue to experience a wide range of barriers into Higher Education and Training.

The purpose and application of the Continuing Education and Training Act 16 of 2006 as amended, clearly outlines our role which ought to be student-centered. The Act states that students should be enabled to acquire the necessary knowledge; practical skills and applied vocational and occupational competence. The Act further requires that students be equipped with the necessary attributes required for employment; entry to a particular vocation, occupation or trade or articulation into a higher education institution. This responsibility should not be attributed to Student Support Services (SSS) Practitioners but to all who are responsible to contribute to the effectiveness of the higher education and training system.

The White Paper for Post-School Education and Training (PSET) outlines the framework and the Department's focus on SSS. Central to this policy document is expanding access in the TVET College sector with an envisioned headcount enrolments target of 2.5 million students by 2030. This would require the repositioning and improving SSS to respond to the demands of this policy directive by making provision for students with disabilities through reasonable accommodation, universal access and design as well as universal design for learning, more financial support, better quality education and training and ensuring that Colleges produce skilled and employable youth.

There have been notable improvements in student subject pass rates. However, challenges remain with the low certification rates in the sector. Most students coming into the College sector are from previously disadvantaged communities and are first time post-school entrants. It is therefore crucial to provide adequate support to enable students to adapt to the demands of College life including programmes offered. Colleges have been providing SSS; however, attention has been given to bursary administration

due to the prevalent student protests that affect the sector predominantly due to the disbursement of allowances.

PURPOSE

The provision of Student Support Services (SSS) has been uneven in the 50 TVET Colleges and the focus in most Colleges has been primarily on bursary administration with varied successes in this area. The purpose of the SSS Plan is to systematise the planning and delivery of Student Support Services by ensuring that all areas in a student's life in a TVET College, receive equal attention at pre-entry, on-course and exit support levels. In addition, the SSS Plan will assist in analysing student needs, review existing practices, identify key performance measures and establish minimum levels of provision. The SSS Plan will provide a road map for decision making, budget allocation and goal implementation. Furthermore, the SSS Plan forces us to develop student-centred approaches that would afford students a greater chance of improving their academic performance and succeeding in TVET Colleges.

GOAL STATEMENTS

The successful implementation of holistic Student Support Services at a TVET College depends on collaboration and integration of the various structures and units which would lead to student success and increase students' chances of employability. These include amongst others, Council, Management, Heads of Departments, Lecturers, Student Support Practitioners and Support staff.

Integrate the work management, academics and student support staff to understand the students and collaboratively provide students with adequate support that would enable a greater chance of academic success. Academic support programmes should be mandated within the curriculum delivery contact hours as a first point of support. Colleges should provide practical programmes for academic support.

The role of community in supporting and shaping students for success and employability is critical. Parental/guardian involvement is critical to students' performance and conduct in a College thus regular engagements and parental/guardian involvement in College community is paramount.

Student Support Practitioners should coordinate the delivery of Student Support Services. Furthermore, Student Support Practitioners in a College, should support lecturers and management, share and keep a record of student concerns, being cognisant of reasonable limits of confidentiality challenges related to academic performance, including developmental areas and interests.

The Student Support Services Plan should find expression in the Colleges' strategic plan and operational plan. Colleges will be expected to report annually on the areas highlighted in the plan.

Support provided to students with special needs will commence from pre-entry until exit support. Therefore, it is important for Colleges to strategise on the kind of support services that would create an enabling environment to students with special needs and ensure that they succeed in their programmes and are equipped for the world of work.

MONITORING

Monitoring of the SSS Plan is envisaged as embedded in the Operational Plan of the College, monitoring hereof will take place through processes already in place in the Department to monitor College performance and delivery. However, where deemed necessary by the DHET or assistive to the College, the College may be visited to follow up on aspects specific to the SSS Plan and/or implementation thereof. Consultation on the compilation and implementation of the SSS Plan will be through the Chief Directorate: Programmes and Qualifications in the Branch: Technical and Vocational Education and Training (TVET). In line with the evidence-based approach, all activities/ planning outputs indicated as completed in the plan must be available as evidence upon request during the monitoring and evaluation process.

ACCOUNTABILITY

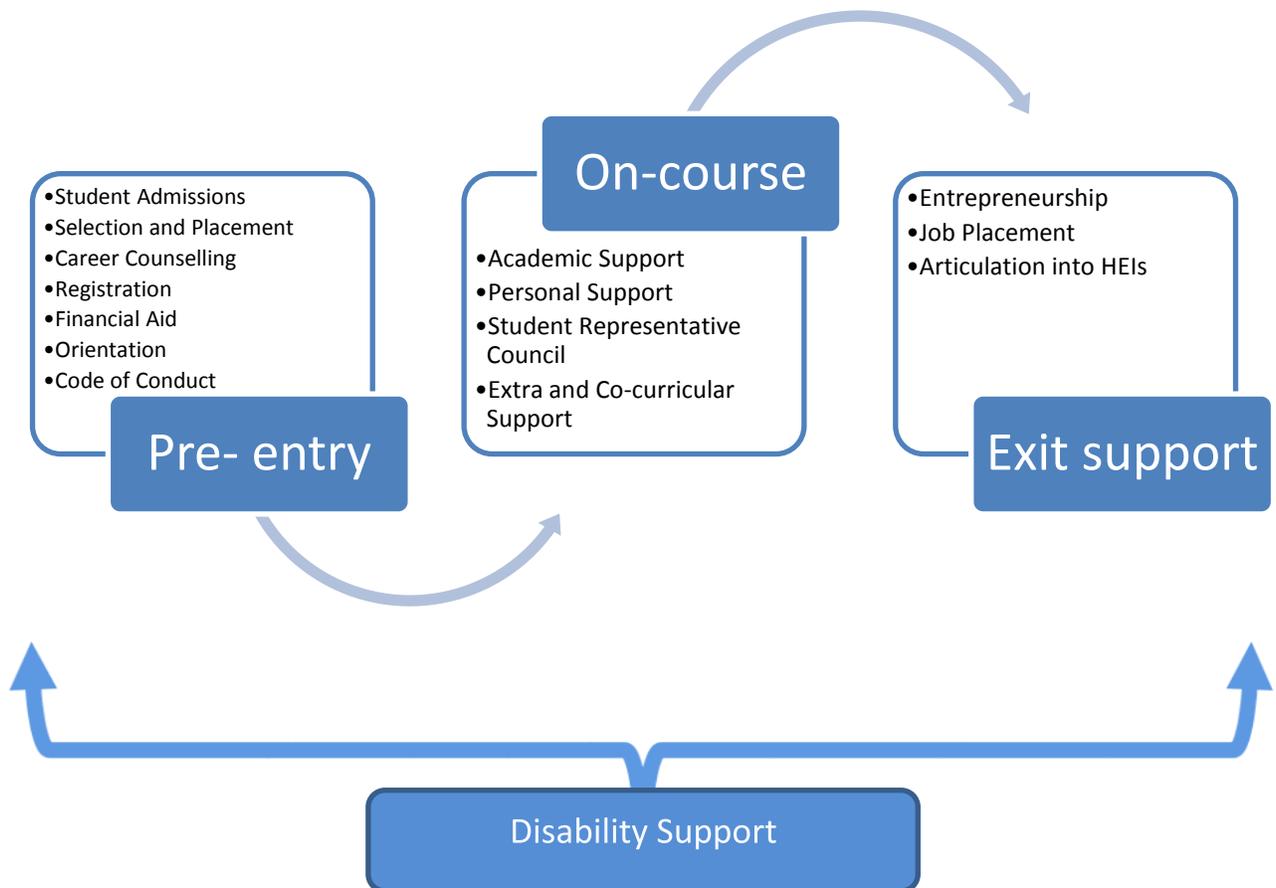It is expected that the plan will be the final outcome of collective input across rank and file in the College. However, ultimate responsibility for its compilation and implementation resides with the College Principal, who is the legislated Accounting Officer of the institution. Where sign-off is required on the SSS Plan, this responsibility may be devolved no lower than the Deputy Principal responsible for

Student Support Services. This, however, does not detract from the fact that the Principal remains the ultimate custodian and Accounting Officer for the implementation of the SSS Plan and its imperatives.

STUDENT SUPPORT SERVICES MODEL

Below is a model of the ideal Student Support Services that should be provided by all Colleges as a bare minimum:

On-course

Pre- entry

- Student Admissions
- Selection and Placement
- Career Counselling
- Registration
- Financial Aid
- Orientation
- Code of Conduct

- Academic Support
- Personal Support
- Student Representative Council
- Extra and Co-curricular Support

Exit support

- Entrepreneurship
- Job Placement
- Articulation into HEIs

Disability Support

2020 STUDENT SUPPORT PLAN PRIORITIES

Students with Disabilities (SwDs) should be adequately accommodated and supported in our TVET

SwDs Colleges that have the necessary infrastructure. This should be done both in terms of infrastructure and special devices that would assist students with their special needs. It is critical for Colleges to determine the number of Students with Disabilities and the type of support that students need to enable them to successfully perform and adapt to the College environment. Support provided to SwDs commences from pre-entry until exit support by the designated Inclusive Education unit, Disability Rights Unit (DRU), or allied health professionals/personnel within the SSS unit. It is therefore crucial that the College provides the necessary support suitable to the SwDs, in order to improve the students' chance of academic success.

TVET colleges' infrastructure was not built to provide access to SwDs. Therefore, it is essential that the DRUs start the process of considering and implementing (where possible) the principles of universal access and design. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) defines universal design as the design of products, environments, programmes and services to be usable by all persons to the greatest extent possible without the need for adaptation or specialised design, including assistive devices and technologies for particular groups of persons with disabilities where these are needed.

Activities

- **Colleges to target special needs school when conducting career awareness campaigns and marketing road shows;**
- **Colleges to initiate awareness raising campaigns on disability;**
- **Colleges should have a database of applicants with special needs (irrespective of the capacity of the College to support those students). This will assist the College to determine the number of Students with Disabilities that require assistance and access;**
- **Provide assistive devices to help students with support for academic success;**
- **Ensure that the campuses are fully and equitably accessible in line with principles of universal access;**
- **Provide support with tests, assessments and exam concessions;**

- **Establish partnerships with the relevant disability support groups;**
- **Profile of students and provision of relevant support; and**
- **In all student support areas SwDs should be included and supported.**

Reporting**:**
- Colleges will be required to report on an enrolment of SwDs in an academic year and access provided;
- Report on recommendations for improvement of support for SwDs to the Department; and
- Support interventions provided to SwDs, including but not limited to applications for concessions, scribes amongst others.

PRE-ENTRY

The transition from the schooling system to the Post-School Education and Training system can be difficult for students because it requires adjustment to numerous academic, personal, and interpersonal demands and prioritising factors that may affect academic performance.

Career Development Services/ Selection and Placement

Selection and Placement is vital in identifying gaps and providing early warning signs that would assist in providing an academic support programme that would address developmental needs of a student. Assessment and placement tools assist in ascertaining whether or not prospective students have the basic knowledge of English and Mathematics or Mathematical Literacy skills that will enable them to cope with academic learning material.

The starting point for all prospective College students is to make career choices that match their interests, abilities and aptitude. It is important that they enroll for the right programmes and courses. The ultimate goal of correct Selection and Placement is for students to be adequately prepared in terms of knowledge, skills and motivation so that they can develop further in their chosen fields. They do so by getting and keeping a job or by being on the right path for further studies. Lack of informed career planning and decision-making may result in wasted money, frustration, discontent and hardship.

The focus of compulsory pre-entry career guidance and placement of prospective students in National Certificate (Vocational) (NC(V)) and Report 191 programmes is to assist them to successfully:

• Select correct subject combinations by using standardised career guidance processes;

• Gain focus, clarity and confidence in respect of career, academic and job searches;

• choose careers, and associated education and training programmes that match their needs, interests and aptitude;

• Prospective students who do not meet admission criteria are placed in the Pre-Vocational Learning Programme or given career advice to consider other suitable institutions or skills programmes;

• Be placed into appropriate programmes aligned to students' preferred field of study, career path interest and academic competencies; and

• Identify literacy and numeracy skills gaps, which would need to be addressed by the College to ensure student success in the programme in which a student wants to register.

Activities

The activities taking place in September, should be for the year preceding the academic year in question.

• **Selection and Placement Test to be conducted in September for NC(V) and a month prior to Report 191 registrations;**

• **System to provide career advice to students;**

• **Early registration to relieve backlogs at the beginning of each year – June preceding year of registration;**

• **Efficient registration process and plan;**

• **Assessment of students with disabilities to develop support needs; and**

• **Analysis of placement test results for new students and exam results for returning students to plan for academic support programmes.**

Reporting:

• Colleges are required to report on the type of assessment tools they use to select and place their students;

• Any other forms of career guidance and/or counseling done by the College or a service provider needs to be reported on;

• Report on how many prospective students where referred to Pre-Vocational learning Programmes (PLP); and

- An update to the Department on the analysed academic performance of students and support programmes.

Financial Aid

The provision of student financial aid through the Department's TVET College Bursary Scheme is critical to access TVET Colleges. Student headcount enrolments have significantly increased since the introduction of the bursary scheme. However, SSS human resources have not increased to respond to the demand and ensure quality administrative processes in disbursing these funds, hence delays in the administration of the bursary which leads to numerous student protests as well as high dropout rates due to financial uncertainty. The Department has developed Bursary Rules and Guidelines which are reviewed annually to guide Colleges in managing and administering the Department's TVET College Bursary Scheme. The bursary planning and allocations should commence early, preferably at the beginning of the year or not later than March in order to improve attendance and minimise dropout rates.

Activities
- **Advocacy - students must be kept informed at all times of the availability of financial aid;**
- **Establishment of the Financial Aid Committee;**
- **Ongoing - adherence to the Bursary Administration Schedule throughout the year;**
- **Ongoing - Transparent and effective communication on bursary processes throughout the administration process;**
- **Verification of residential addresses for beneficiaries of allowances (between 10%-25% sample of beneficiaries); and**
- **Implementation of the TVET College Student Attendance and Punctuality Policy, 2013 for beneficiaries of allowances. Attendance reports to be provided by College Principals as required by the Bursary Rules and Guidelines.**

Reporting:

- Colleges are required to report on the Financial Aid Committee (FAC) meetings and provide evidence (minutes and registers);
- Submission of monthly attendance reports to the National Student Financial Aid Scheme (NSFAS);
- Number of verified residential addresses for beneficiaries of allowances provided based on attendance policy implementation; and
- Monthly attendance reports for all bursary beneficiaries to be submitted to NSFAS.

Orientation and Induction

Orientation is not a procedural information-giving session, but an opportunity to make a positive first impression that becomes a lasting impression.

Every College community strives for academic success of its students which commence with participation in a well-planned and implemented orientation programme. The orientation programme aims to improve academic and social integration to enable students to make the transition from their previous experience to the world of a TVET College. In the absence of a structured, well-coordinated orientation programme, students will take longer to adjust to academic life at the new campus. For all new students there is a risk of not coping with life on campus and not succeeding academically. The aim of orientation is to assist first year students to successfully transition into the college environment.

Benefits of an integrated approach to orientation:

- Ensures readiness of students to begin their academic year, fully prepared in every way.
- They feel excited, quite at home and proud to be part of the student community of a particular College.
- Students will not only know their lecturers, fellow students and the College layout but also what is expected of them and who to contact if they encounter problems.
- They can walk confidently through the College doors on the first day of academic classes.
- Students are familiar with both College and departmental policies as well as the students' Code of Conduct.

Activities:

- **Compulsory intensive Orientation programme for new and returning students in their first month after registering;**
- **All colleges to adopt mentorship programmes or buddy systems to assist new students to adapt to College life - ongoing throughout the year;**
- **Receipt of Code of Conduct, TVET College Student Attendance and Punctuality Policy, Bursary Rules and Guidelines, ISAT (Integrated Summative Assessment Task) and Internal Continuous Assessment (ICASS) guidelines , student health, wellness, safety and any other relevant College policies confirmed through signatures;**
- **Invite external stakeholders who offer holistic support to students to present information of their activities; and**
- **Record keeping of all documents pertaining to orientation, e.g. Registers, manuals etc.**

Reporting

- The College will be required to report on the full programme undertaken to orientate and induct students; and
- Provide the number of students that participated in the orientation process.

ON-COURSE

Academic Support

Most students require academic support and development to successfully complete their studies. Academic support can only be part of the 'mainstream' of teaching and learning when it is systematically planned and integrated into the broader academic interventions in a particular College. Early identification of academic support needs is crucial as this would result in early intervention. The planning and implementation of academic support programmes should not only be the responsibility of student support units but should be conducted jointly with academic units and lecturer involvement. The college should consider establishing multi-disciplinary teams per campus to focus on providing valuable intervention to students with academic pressures and increase overall academic performance. Student academic support programmes should be integrated and find expression in the student's learning process.

Lecturers continually monitor student performance and learning needs, and then adjust what they teach or how they teach to improve student learning. Colleges must promote building of stronger and more understanding relationships between lecturers and students. The general idea is that students will be better served and more effectively taught if lecturers know students well and understand their distinct learning needs, interests, and aspirations. Colleges must invest in purchasing e- Academic programmes that will diagnose students learning barriers and challenges to assist lecturers and remedial lecturers to conduct academic programmes to address the areas of need.

Academic Support Programmes

The focus of academic support programmes through mentoring and tutorials should predominantly target low performance subjects such as languages, Maths, Maths Literacy and Engineering studies, and any other difficult subject as identified by the College through the analysis of results. Colleges should ideally use models that address the needs of their students. Colleges should avoid using too many different tools as this may compromise the monitoring that should take place. Colleges are encouraged to analyse their results after every exam period (Semester/Quarterly and Annually) and develop academic improvement plans that seek to address the low certification rates.

Academic support encompasses a broad array of educational strategies, including tutoring sessions and supplementary courses. Below are suggested academic support programmes that Colleges should provide. However, Colleges are encouraged to implement their preferred academic support programmes subject to students' needs and available resources:

Classroom academic support:
Building good relations between lecturers and students is vital in enhancing the trust relationship between a student and an academic. This foundation will enable lecturers to diagnose a learning challenge before it becomes a problem and this would result in the introduction of early interventions and support. Lecturers, with the assistance of career guidance practitioners, should have student profiles that would enable them to understand the psycho-social and socio economic challenges that may hinder the students' success and devise appropriate support programmes.

Mentorship programmes should focus on aligning the academic and the psychosocial features of their programmes and should emphasize the variable role of student mentors. The process of learning and how students are socialized into learning should be highlighted as a distinguishing feature of student mentoring programmes in higher education. While the mentorship process can be seen as a vehicle for addressing and connecting the academic learning and student development. In instances wherein the type of support required needs the attention of the Student Support Service unit lecturers must complete referral forms to refer students to the SSS Academic officer.

Peer Tutoring:

Students that are performing well in a given subject are given an incentive to tutor their fellow students, this is done with oversight and mentoring from a lecturer teaching that particular subject or an academic support officer. Former/Alumni students who performed well in certain subjects may be utilised for tutoring.

Extra Lessons:

A lecturer/ academic support develops a timetable to assist students outside the approved timetable, particularly on poor performing subjects.

Catch up classes:

Lecturers should assist students that have personal problems and miss classes for legitimate reasons or those students that may have been affected by student or lecturer unrests and community protests, by arranging catch up classes to ensure they do not fall behind.

Academic development:

Occurs through a one on one development session by a lecturer and referring students to the Student Support Services Officer. The student should be offered a private and safe space to talk about their personal issues which may contribute to their poor performance. Other academic support programmes or tools may include mentoring, study groups and a library with a competent librarian who is able to assist students to navigate through the library or alternatively a study area.

Literacy campaign:

Colleges should have literacy campaigns to sharpen their command of English as a medium of instruction and improve academic results. These should include but is not limited to institutionalised programmes that focus on reading clubs, debating clubs, impromptu speeches, Maths and Science Olympiads including academic days amongst others.

Students with learning challenges need to be accommodated as far as possible, taking the current College resources into consideration. The Academic Board is responsible for approving any recommendations made by the Quality Assurance Committee to accommodate a student with any learning challenges, such as, a cognitive disadvantage which affects their ability to learn at the same rate as their peers or a specific learning difficulty which may or may not be linked to a cognitive disability.

Reporting:
- The College will be required to submit an annual College improvement plan in January of each year;
- Report on academic support interventions including resource allocations and the correlation with improved academic performance;
- Report on student attendance and number of students who have undergone the academic support programme;
- Conduct student satisfaction surveys on academic support programmes;
- Report on performance of peer tutors; and
- A system to provide academic support in foundational skills.

Student Representative Council (SRC)

In terms of Section 14 of the Continuing Education and Training (CET) Act no. 16, 2006, every educational institution needs the Student Representative Council (SRC) to be the link between the students, College Management and lecturers. Such recognition finds its basis from the establishment of the SRC as one of the key governance structures in Colleges as outlined in the CET Act of 2006. It also creates opportunities for students to develop new skills and to get exposure to leadership opportunities. The SRC is an integral part of student life and a critical cooperative governance partner in a College.

It is very important that the SRC represents the whole student body. The SRC is the voice of the students and the link between students and College Management. The CET Act of 2006 states that the establishment of the SRC must be determined by the Council after consultation with the students of the College.

SRC members take responsibility to enhance student life on campuses and participate in leadership structures in Colleges. This means that the SRC members are empowered to invest in people and communities. The SRC members are collectively and individually responsible for the proper implementation of the constitution of the SRC. For this purpose the SRC must distribute its programme of action, duties and responsibilities among its members and according to the constitution. The SRC should carry out these responsibilities with the guidance of the Student Support Services office.

The term of office for the SRC shall be one (1) academic year. The newly elected SRC must receive training immediately after they have been elected. It should also be provided through a capacity building programme. Its members have to be trained in leadership and organisational skills. It is important that all SRC members receive training throughout their term of office. Workshops ensure that SRC members are equipped with knowledge and skills that will enable them to provide leadership and guidance not only during their time in College, but throughout their lives.

Activities
- **Approved SRC Constitution in place;**
- **SRC approved programme of action;**
- **SRC orientation programme;**
- **Meetings with Management;**
- **Participation of SRC in all governance structures at the College; and**
- **Continuous leadership development programme.**

Reporting:
- The College will be required to report on the development and approval (by council) of an SRC constitution;
- Representation of the SRC on the academic board and the Financial Aid Committee;
- Capacity building programme the College provides to the SRC; and

- Number of engagements between the SRC and Management.

Personal Support

The aim of student health and well-being is to assist the student to become independent, both academically and personally. The student is assisted to acquire the knowledge, skills and attitudes needed to make a successful transition from school to work. Personal support refers to counselling and referrals, life skills, health and wellness and leadership programmes.

Personal support aims to minimise barriers to academic success by empowering the student either through individual or group activities that promote positive coping skills to life's challenges, encourage individual student responsibility, promote self-leadership before one can lead others and positive healthy lifestyle.

Student Support officials should be trained in basic counselling skills, this will enable the officers to deal with student challenges effectively. Student Counsellors should have the relevant qualification to handle deep-rooted cases as students require the relevant intervention and assistance which is not available at the local health clinics.

Counselling and Referrals:

Lecturers spend a lot of time with students and as such present a great opportunity to identify students quite early that require assistance and support. It is equally important that as lecturers identify these students, the student should not feel alienated or singled out. There are behaviours that can signal to a lecturer that a student might require assistance or support. Colleges should endeavour to equip academic staff with early identification, intervention and referrals training for this purpose.

Colleges should have effective internal and external referral systems that aim to support the student and minimise barriers to academic success.

The establishment of peer support groups can also assist in providing support to students and identifying students who require support. It's important that the leaders of the support group are trained to fulfil their roles effectively. These support groups should be supervised by a SSS official or LO lecturer.

A counselling support plan/ program should be in place developed by SSS unit to ensure that student receive appropriate support and evaluation of support provided to the student is available.

Life Skills:

The SSS unit should conduct behavioural change programs that encourage students to consider another way to dealing with life's challenges or living positively. Repeated consistent continuous exposure to programs that aim to alter negative to positive behaviour should run throughout the year.

The program can include things like; decision making, relationships, effective parenting, financial literacy etc. Conduct at least a motivational sessions per semester to motivate students to stay on course with their studies. Life coaching of students can be beneficial to students who require that kind of support. This can be provided by SSS officials of academic staff.

Student Health and Wellness:

It is of outmost importance that students are healthy and well, as they are the workforce of tomorrow. A peer health program is very beneficial in encouraging students to be healthy; working with the Life Orientation lecturers on such a program can yield good results.

The peers that are selected to lead this program should be trained to ensure effective delivery. SSS officials are responsible for the training (or finding a provider to conduct training), support, monitoring and evaluating the effectiveness of such a programme in the college.

The provision of primary health care services to students is also beneficial to the college community. Colleges can find ways on how to implement this aspect, either by having their local clinics/ health NGO's visit their campuses or have a primary health care professional at the campus.

Colleges should participate in the HEAIDS FTF activations that aim to promote students knowing their status. This is especially beneficial as it provide data for the sector on how to deal with the HIV/STI and TB pandemic.

Drugs and substance abuse is a serious problem that requires the attention of SSS to partner with various stakeholders to combat it. Colleges are encouraged to develop programmes that will encourage those who have not used drugs or abused substances before to continue not to use or abuse drugs and substances and to have programmes that support those that need to recover or be rehabilitated from the use or abuse of drugs. It is important to note that this should be done in conjunction with relevant stakeholders involved in the recovery and rehabilitation of such users.

Colleges should initiate awareness programmes that sensitise students and staff on mental health issues, gender and sexual orientation, and gender communities such as Lesbian, Gay, Bi-Sexual, Transgender, Queer or Questioning and Intersex (LGTQI). Create partnerships with stakeholders that advocate and lobby for the rights of marginalized groups.

The society is grappling with high levels of gender based violence, and human trafficking of young women and children. There is a need to initiate programmes that address the scourge of gender based violence and provision of support to the victims. All college stakeholders should make a concerted effort to address individual and structural factors that underlie gender based violence.

Co- Curricular Support:
Co-Curricular Support refers to sports, arts and culture activities. All colleges are encouraged to allocate time for students to participate in co-curricular activities during or after formal teaching and learning hours.
Colleges should have structured programs for co-curricular student activities, mass participation should be promoted and that should include students with disabilities. Competitions for co-curricular activities shall be for Intercampus, Provincial, National and International tournaments.
Such competitions and tournaments will enable students to extend learning and develop positive attitudes, increase self-esteem, enjoy positive social interactions, and broaden their fitness and leisure horizons.

Colleges should recognize the need to facilitate and encourage various facets of student development in which sports play an important role. Sports and recreation are essential in promoting healthy lifestyle habits among students.

It also creates a feeling of belonging, which students need. Participation in sports and recreational activities, such as cultural and arts activities, make students feel part of the campus Community and may lead to academic success.

It also offers an opportunity for students to make friends and to interact socially, compete and create a balanced lifestyle. Other than providing an opportunity to develop the student more holistically, Co-Curricular activities are also seen as ways to bring unity and pride to the College.

Activities

- **Participation in the Higher Education and Training HIV/AIDS (HEAIDS) initiative (referrals to professional staff) is an ongoing initiative throughout the year;**

- **Health awareness and disease prevention peer programme is an ongoing initiative throughout the year;**

- **Develop campus and residence safety committees, early alert systems in colleges to report incidence of crime and violence;**

- **Establishment of peer counselors/ social clubs, and student societies etc.;**

- **Establish the sports, arts and recreation committee; and**

- **Sports programmes (different College sporting codes) and sport tournaments are ongoing initiatives throughout the year.**

Reporting:

- The College will be required to report on the life skills and counseling programmes;

- Health and wellness programmes offered; and

- Extra curricula activities such as sports, arts and culture, and other activities.

EXIT SUPPORT

Exit support paves the way for students to prepare for further study or labour market entry. Students with disabilities must also be included in all exit support opportunities offered to students.

Entrepreneurship Initiatives

The South African economy has not yet grown to the desired levels due to the lack of adequate skills and entrepreneurs. Research informs us that the ratio of entrepreneurs to workers in South Africa is approximately 1 to 52, while the ratio in most developed countries is approximately 1 to 10. It has also been found that young South Africans believe significantly less in themselves as business starters compared to other developing countries such as Argentina, India, Brazil and Mexico.

The key principle or element underlying entrepreneurship, first and foremost, is the increasing of students' awareness about self-employment as a career option and by implication, creating and nurturing such interest. This, of course, holds critical implications for lecturers to obtain entrepreneurial skills.

Most entrepreneurship education programmes focus on two components, namely:

The entrepreneur as a person, which emphasises:
- Entrepreneurial qualities, for example, achievement, motivation, creativity, decision-making, initiative, innovation and risk taking;
- Entrepreneurial skills, for example, strategy formulation, leadership, planning, time management, financial concepts, and communication and negotiation skills; and
- Self-knowledge.

The entrepreneurial process, which covers:
- Economic education, for example, unemployment, economic growth, tax, personal financial management, productivity and industry knowledge;
- Business idea, for example, searching for an idea, creativity and innovation;
- Compiling a business plan; and
- Starting a business.

Reporting:

- It is important for the College to have a programme in place to develop students who would like to become entrepreneurs and support these students;
- The college will be required to report on the programmes they offer students for entrepreneurship;
- How Colleges prepare students for self-employment;
- Create partnerships with relevant sister departments such as Department of Small business and its entities to assist students with opening businesses and to obtain funding opportunities ; and
- Colleges that have entrepreneurial hubs should provide a report on the use and the number of students assisted through this programme.

Entry into Higher Education Institutions (HEIs)

For the most part students who want to study further have the same information needs as when they first approached the College. They need to choose programmes and find out about the entrance requirements and financial costs. They also need to find out whether financial aid is available, what documents are required to register and whether they can be credited for courses or modules completed at the College through a recognition of prior learning (RPL) process.

Students who want to study further need access to comprehensive, up-to-date information. Colleges can assist by facilitating access to such information through, for example; internet searches and liaison with student affairs departments of the relevant institutions. Those who want to enrol for apprenticeships or learnerships as routes to becoming an artisan need access to information available on the various websites of the Sector Education and Training Authorities (SETAs).

Reporting:

- The College will be required to report on how many students are assisted with information on studying further and how to enter higher education;
- TVET Colleges must build partnerships with HEI in their immediate areas to assist and open opportunities for more students to articulate into further education;
- Colleges to assist and support students in their career pathing to become artisans, technicians, or engineers; and

- The College should also indicate the number of students assisted in respect of admission into Higher Education Institutions

Job Placement NC (V) Level 4 and Report 191/N6

Students face many obstacles when entering the job market. In some fields supply outstrips demand, which has the effect of graduates ending up in the fields of jobs they did not train for. In other cases, graduates lack the minimum of three to four years of work experience in their field of study, which is often a requirement for jobs advertised. Without support from their Colleges, students generally struggle to break into the job market and frequently end up in employment that is unrelated to their training.

Colleges must establish a direct link between students and employers before students' completion of their studies. Furthermore, colleges must organise networking sessions with various organisations in a bid to strengthen partnerships. Exit programmes must provide opportunities for students to gain key transferable skills, volunteer on real projects and enhance their CV.

Colleges can provide support through a job placement service, which focuses on one or more of the following key deliverables:
- Providing up-to-date information about employment opportunities on campus notice boards, College social media platforms (such as Facebook, twitter), website, and the resource centre;
- Linking students directly with employers who contact the college for prospective employees in a particular field; and
- Actively promoting or marketing students and College programmes among prospective employers. This is a proactive approach.

Reporting:
- Colleges to conduct induction programmes for students before they complete their N6 Certificate on the requirements of WIL log books and obtaining the National NATED Diploma.
- The College will be required to report on the programmes to prepare students for the world of work (work-readiness programmes / life skills);
- Establish appropriate partnerships with the industry to place students for Work Integrated Learning (WIL), Work-Based Exposure/Experience (WBE), vacation work or permanent employment;
- Number of students that have been placed; and

- Tracking of graduates.

ROLES AND RESPONSIBILITIES

In order to improve and strengthen implementation of the SSS Plan it is critical to have clear roles and responsibilities. The roles and responsibilities include but are not limited to the following:

<u>Colleges</u>
- Consider the SSS Plan during the crafting of strategic and operational plans;
- Management should make resources available for implementation of the SSS Plan (both physical and human);
- Completion of the SSS Plan monitoring tool to assess progress made in the implementation of the SSS Plan;
- Accurate data capturing for reporting and verification purposes (the Principals signs off the completed SSS Plan monitoring tool to confirm the accuracy of the data);
- Timeous submission of quarterly reports on implementation of the SSS Plan to the Regional office;
- Management provides oversight on implementation of the SSS Plan; and
- Colleges should solicit support from the Regional office to ensure effective implementation of the SSS Plan.

<u>Regions</u>
- Monitor and support implementation of the SSS Plan;
- Conduct quarterly visits to Colleges to verify data captured in the SSS Plan monitoring tool;
- Analyse quarterly reports from Colleges on implementation of the SSS Plan;
- Develop an intervention and support programme to improve performance of Colleges;
- Compile and submit quarterly reports to National office on implementation of the SSS Plan (the Regional Managers signs off the quarterly reports to confirm their accuracy)
- Ongoing engagements with Colleges to enforce compliance with the set targets and to improve implementation of the SSS Plan; and
- Solicit support from the Student Development and Support Directorate whenever necessary.

<u>Head Office</u>

- Ongoing engagements with Regional officials to improve the implementation of the SSS Plan;

- Monitor and support implementation of the SSS Plan (in collaboration with Regional officials visit at least one College)

- Provide ongoing guidance to Regional officials with a view to improving the implementation of the SSS Plan and the overall provisioning of Student Support Services;

- Analyse quarterly reports from Regional offices on the implementation of the SSS Plan;

- Produce an annual report on implementation of the SSS Plan;

- In collaboration with the Regions coordinate and manage the review of the SSS Plan;

- Conduct training on implementation of the SSS Plan.

STUDENT SUPPORT SERVICES (SSS) IMPLEMENTATION PLAN

SUPPORT AREA	ACTIVITY	TIMEFRAME
Admission Process		
Selection and placement of students into programmes which match their needs, interests and aptitude	Selection and Placement Test	September
	Career advice system	
	Early registration to relieve backlogs at the beginning of each year	
	Registration process and plan	
	Analysis of exam results	
Financial Aid		
Efficient and effective administration of the bursary scheme	Adherence to the Bursary Administration Schedule	As per the *Bursary Rules and Guidelines*
	Transparent and effective communication on bursary processes	Ongoing
	Verification of residential addresses for beneficiaries of allowances	Bi-annual
	Implementation of the TVET College Student Attendance and Punctuality Policy for beneficiaries of allowances	Monthly attendance reports
Induction and Orientation		
Support for students to adapt to College life	Compulsory Orientation programme for new students	Ongoing
	Peer mentors to assist students to adapt to College life (buddy system)	Ongoing
Academic Support		
Academic support improvement plan that would respond to students' academic challenges	Academic support programme interventions	Ongoing
	Academic improvement plans	
	Literacy campaigns	
	Resourcing and skills to provide effective academic support programmes	

Student Representative Council		
Effective and fully functional SRC that participates in governance structures	Approved SRC Constitution in place	Ongoing
	SRC elections	February
	SRC capacity building programme (Best practice/benchmarking sessions with other TVET Colleges)	Ongoing
	Participation of SRC in governance structures at College	As per the College calendar
Personal Support		
Life skills, counselling as well as health and wellness	Participation in HEAIDS initiative (referrals to professional staff)	Ongoing
	Health awareness peer programmes	Ongoing
	Support groups for students with health related illnesses	As per College plan
	Co-curricular programmes (different College sporting codes, arts and culture)	As per College plan
Disability Support		
Adequate accommodation and support for students with disabilities	Database of applicants with disabilities (irrespective of the capacity of the College to support those students)	March, June and September
	Number of students with disabilities that require assistance and access	Ongoing
Entrepreneurship Initiatives		
Increasing students' awareness of self-employment as a career-option and nurturing of entrepreneurial skills	Entrepreneurship programme to support students to be entrepreneurs. (type of interventions in place and success rate)	As per the College plan
Entry into Higher Education and Institutions (HEIs)		
Support to students intending to articulate into HEIs	System used to provide students with information regarding HEIs and how to articulate	May and during Higher Institutions Open Week

	Database of all students who articulated into HEIs	October
Job Placement NC (V) Level 4 and Report 191/N6		
Preparing students for the world of work	Providing up-to-date information about employment opportunities on campus notice boards or in the resource centre.	Ongoing
	Linking students directly with employers who contact the College for prospective employees in a particular field. This is a reactive approach.	As per College plans
	Actively promoting or marketing students and College programmes among prospective employers. This is a proactive approach.	August/ September
Graduates Tracking System	Tracking systems to be in place for all exiting students (graduated students database)	Ongoing

Most of the programmes or items referred to above are continuously implemented in Colleges. Therefore, these implementation timeframes serve as a guide and is not prescriptive.