



# higher education & training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

## Teaching and Learning Plan 2021

### Technical and Vocational Education and Training (TVET) Colleges

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**Branch:** TVET

**Chief Directorate:** Programmes and Qualifications

**Directorate:** Curriculum Development and Support

## ACRONYMS

DHET	Department of Higher Education and Training
DSPP	Dual System Pilot Project
ICASS	Internal Continuous Assessments
ISAT	Integrated Summative Assessment Task
LMS	Learner Management System
LSS	Lecturer Support System
OL	Online Learning
PCK	Pedagogical Content Knowledge
PLP	Pre-Vocational Learning Programme
PQM	Programmes and Qualifications Mix
RE	Renewable Energy
RL	Remote Learning
SSACI	Swiss South African Cooperative Initiative
STEM	Science, Technology Engineering and Mathematics
SSS	Student Support Services
TVET	Technical and Vocational Education and Training
TLP	Teaching and Learning Plan
TVET	Technical and Vocational Education and Training
WBE	Work-based experience
WIL	Work Integrated Learning
WILL	Work Integrated Learning for Lecturers
WPBL	Workplace Based Learning
4IR	Fourth Industrial Revolution

## PART 1: FRAMEWORK OF THE TEACHING AND LEARNING PLAN

### A. Purpose of the plan

This document serves as an instrument through which colleges must develop and track the continuum of activities and responsibilities required to improve the **quality of curriculum delivery** with the ultimate intention of **improving student success**. The document therefore places *planning* at the core of curriculum delivery, supported strongly *by activities/planning outputs* to ensure that core deliverables for quality teaching and learning are firmly in place for all students, all learning programmes and at all sites of learning delivery in the college.

### B. Aim of the plan

This document aims to systematise the planning and implementation process for the core business of the college, which is to plan, deliver and monitor quality teaching and learning and thereby ensure student success as the ultimate indicator of the college's ability to deliver on its mandate as a public vocational education and training institution. An important point of note is that the plan is premised on an **evidence-based approach**, whereby colleges **must** be able to provide evidence for achieving the activities/ planning outputs.

### C. Objective of the plan

Over time the Teaching and Learning Plan (TLP) will demonstrate the **incremental capability** of colleges to **plan effectively** and at high levels of accuracy for teaching and learning across all programmes and qualifications on offer in the institution, including those outside of the Ministerially approved programmes and qualifications. In so doing, colleges must be able to demonstrate the appropriateness and responsiveness of the college Programmes and Qualifications Mix (PQM), as well as the ability of the **college to enact shorter turnaround times in the implementation of new and innovative curricula**.

### D. Conceptual underpinnings of the plan

Teaching and learning constitutes the core business of Technical and Vocational Education and Training (TVET) colleges. It is preceded by thorough planning which culminates in detailed activities/ outputs. To this end it is asserted that funding allocations, college governance structures, institutional management

practices, and administrative and subsidiary functions must converge and synergise to support and improve the core business of the institution. The plan thus has two focal points: 1) **quality** which relates to the elements of offering relevant and responsive curriculum as well as continuous improvement of curricula delivery, and 2) student **success** which relates to improvement in student performance and achievement. These aspirations remain consistent even if and when found to be in competition with other emergent aspirations. Expansion and growth in the college must not be at the expense of quality and student success. Embedded in this conception is the notion of **continuous improvement**, embodied in all practices, initiatives and activities of the college for the short, medium and long-term planning of teaching and learning. The sections demarcated in the plan complement this conceptual frame through strengthening the aspects of planning, implementation, monitoring and **institutional accountability** for delivering purposeful teaching and learning.

The TLP is intended to address the teaching and learning requirements of the academic year beginning in January and ending in December of any given year. Finally, the concepts of teaching and learning as referred to in this document are inclusive of the full gamut of activities and responsibilities implicated in curriculum delivery: programmes and qualifications planning, infrastructure, plant and equipment for teaching and learning, resources procurement and deployment, professional staff development and deployment, and development of relevant institutional policies and compliance with national policies related to curriculum delivery and student support.

#### **E. Underpinning philosophy for delivery of teaching and learning in TVET Colleges**

The college management carries the key responsibility for ensuring the sufficient provision of teaching resources for quality teaching and learning to take place, as well as for providing the necessary guidance and institutional policies for institutional efficiency and effectiveness in the delivery of education and training. Furthermore, the role of lecturers in ensuring student success cannot be overemphasised.

At the core of quality teaching and learning is the delivery of the curriculum, the scope of which involves:

- Ensuring the availability of all the requisite resources to deliver all aspects of the learning stipulated by the curriculum and the qualification;
- Intensive and extensive engagement by lecturers with the written, taught and assessed curricula to be delivered;
- Preparation of well-formulated and well-paced lessons;

- Preparation of learning support materials that support the intended didactic approach;
- Use of appropriate pedagogy for the TVET context;
- Sourcing of additional learning materials to support weaker students and extend more capable students;
- Preparation and administration of high quality theoretical and practical assessment tasks for internal continuous assessments as required by the various curricula;
- Scrupulous conduct of student performance evaluations, recording and reporting thereof;
- Undertake revision of units of learning to improve student performance where deficiencies and gaps are evident; and
- Ensure that every student is provided with the opportunity to give off his/ her best and to achieve the milestones dictated by the learning programme
- Engage in innovation in preparation for the future economy through renewable energy and fourth industrial revolution

#### **F. Key delivery areas in the plan**

The eight (8) delivery sections under which the plan is set out constitute the bedrock of quality teaching and learning. Shortcomings and/ gaps in any of the eight areas is likely to adversely impact both the quality and success imperatives intended by the plan. It is therefore affirmed that no one area is considered subordinate to any other, with the expectation that all need to happen concurrently to deliver on the common objective of quality teaching and learning. In so doing the plan also attempts to deal with the operational issues of **efficiency** (that is the alignment of resource input vs output) and **effectiveness** (the achievement of the core institutional purpose).

#### **G. The embeddedness of the Teaching and Learning Plan in college operations and strategy**

This plan does not stand outside of or alongside any of the other planning instruments developed by the college, whether for national compliance or for institutional accountability. The TLP is expected to find expression in the annual Operational Plan of the college and, where applicable, in the Strategic Plan of the college. In order to synergise with these processes the TLP will be completed after the Operational Planning process.

## **H. Implementation and monitoring of the Teaching and Learning Plan**

In so far as the TLP is envisaged as embedded in the Operational Plan of the college, monitoring hereof will take place through processes already in place in the DHET 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 TLP and/or implementation thereof. Consultation on the compilation and implementation of the TLP 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. Monitoring will take place between 1 April and 30 September of every academic year.

## **I. Review and adaptation of the plan in ensuing years**

Whilst the core deliverables listed in the plan will consistently be the mainstay of what constitutes effective teaching and learning, it is expected that the dynamism of the teaching and learning environment will require limited reviews or adaptations from time to time. These are likely to emanate from emergent changes or shifts in the stated, taught and assessed core curricula, teaching pedagogy and didactics, student performance, and occasionally with regard to shifts in TVET college legislation and national policy. It is accepted, in principle, therefore that changes to the plan may be accommodated to effect improvements as well as to keep it current and relevant. The changes, if any, will be communicated in September prior to the implementing year of the plan.

## **J. Accountability for implementation of the plan**

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 TLP, this responsibility may be devolved no lower than the Deputy Principal: Academic. This, however, does not detract from the fact that the Principal remains the ultimate custodian and Accounting Officer for the implementation of the TLP and its imperatives.

## K. Guidelines on completion of PART 2 – Teaching and Learning Checklist

The plan is divided into two parts: PART 1 provides information on the intention and conceptual frame of the plan, and PART 2 is for completion by the college.

Each of the sections set out below aims to navigate colleges through the provision imperatives that enable quality teaching and learning. (The activities listed are, in the main, sequentially listed, although this does not work perfectly in all instances as some processes have to be concurrent rather than distinctly sequential.) The remaining columns serve a monitoring purpose to determine readiness, delivery and achievement of the plan. To realise this purpose, it is currently envisaged that this plan will be completed by colleges and submitted to the Regional office for **collection, review, quality check and analysis** before submitting to the Chief Director: Programmes and Qualifications at the national DHET offices by **31 March** in the academic year of implementation.

The activities/planning outputs listed apply **equally** to **all programmes and qualifications** offered by the college in the specified academic year. Given the aspiration that ultimately planning for quality teaching and learning must become endemic to all that the college offers, there is no separation of reporting on the various offerings of the colleges. The responses provided by the college are therefore cumulative, taking into account all programmes and qualifications across all sites of learning in the college.

The statements in the plan are stated in the affirmative. To this end, the interpretation is that the requirement is either met or not (and in exceptional instances not applicable for which 'N/A' is used) and is recorded accordingly in the columns provided. ***A 'Yes'/Completed response only applies if the requirement is fully met (100%), such that it applies across all learning sites, or all subjects, or all lecturers, or all students, or any other factor/ criterion that is responded to. Partial completion (albeit substantial) obtains a 'No'/Not-Completed response, for which an explanation must be provided. Where activities cannot logically be completed by the submission date, the period for which the activity must be reported must be specified.*** Explanations must be provided in the form of an **addendum** attached to the TLP, and must provide a clear and focussed explanation of the shortcoming, with a coherent indication of what measures are in place to remedy the problem and prevent recurrence, or effect improvement in the subsequent planning cycle. It is important that colleges report honestly rather than defensively, to render the plan a useful guide towards improvement over time. A template for the addendum is provided for this purpose and follows the planning checklist at the end of this document.

Finally, although a fairly detailed list of activities is provided in the scope of this plan, it is by no means exhaustive. The concentration is essentially on those aspects that are critical to learning for success. Colleges may therefore add to the list where additional activities are undertaken by the colleges towards augmenting teaching and learning practices. Innovation, creativity and progressive approaches to improving teaching and learning are therefore encouraged.

**Notes:**

- Only PART 2 must be completed for submission to the Department through the regional Office.
- Kindly submit the Teaching and Learning Plan electronically as well as in hard copy to the Regional Manager.
- Save the electronic copy as follows before submitting to the Department:  
College Name-TLP- year – example – College Name-T & L Plan\_2021
- The Regional Manager is responsible for ensuring that all plans are collected, reviewed, analysed and submitted to the Department.
- The Regional Manager will submit the plans to the Chief Director: Programmes and Qualifications.
  - E-mail address: [Modiba.d@dhnet.gov.za](mailto:Modiba.d@dhnet.gov.za)
  - Physical address: DHET, Room 636, 123 Francis Baard Street, Pretoria, 0001.

**Yours Sincerely**

**Mr G Qonde**

**Director General**

**Department of Higher Education and Training**

**Date: 20 October 2020**

## TEACHING AND LEARNING PLAN PART 2: FOR COMPLETION BY COLLEGES

<b>NAME OF COLLEGE:</b>					
<b>NAME OF COMPILER:</b>					
<b>DESIGNATION:</b>					
<b>Tel contact:</b>			<b>Email:</b>		
<b>College Statistics</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Number of campuses/ sites of learning included in this plan:</b>					
<b>Number of teaching staff included in this plan:</b>					
<b>Approximate number of students considered in this plan:</b>					

**Section 1: Enrolment preparation**

Planning for enrolment is crucial to the future success of students, and as such to the overall achievement of targets. Planning ahead and in detail is also vital in helping to establish a sense of institutional culture that reflects professionalism, commitment to service delivery, student-centeredness and academic success. The spread of activities listed in this section convey the width and depth of preparation necessary to pave the way for successful student placement and learning to take place.

**NB:** The completion of this section must synchronise with the targets set in the Operational Plans submitted by the college to the DHET. Some of the target dates reported are likely to be in the previous year as an indication of timeous preparation.

Planning outputs /Activities		Verification/Evidence (Minimum requirements)	Responsible official (Designation)	Activity/Output Completed	Activity/Output Not-Completed
				Date Completed	Target Date for completion
1.1	Programme selection (PQM) completed based on the DHET strategic plan outputs and aligned in the main to a demand-driven model (programmes identified with motivation: why campuses selected to offer certain programmes; number of groups determined to register per campus according to available resources, etc)	<ul style="list-style-type: none"> <li>Observation of Strategic and Operational Plans</li> <li>OPS plan (All programmes included)</li> </ul>			

1.2	Policy available for delivery of learning in modalities other than full-time e.g. part-time, distance-education, e-learning, block release, learnerships etc.	College policy (NCV, PLP, DSPP (Occupational), and REPORT 191)			
1.3	Plans available for delivery of learning in modalities other than full-time and also able to accommodate Covid 19 regulations, e.g. part-time, distance-education, Blended learning, Remote learning, e-learning, block release, learnerships etc.	Planning documentation indicating schedules, enrolment periods, and assessment dates etc. (NCV, PLP, DSPP (Occupational), and REPORT 191)			
1.4	Special needs student requirements identified as per the Student Development Services (SDS) policy on academic support and provided for	College SDS policy on academic support (NCV, PLP, DSPP (Occupational), and REPORT 191)			
1.5	Analysis of last examination results conducted to plan for classes and student placement in classes of returning students. <b>(This applies to all Nov/Dec exams of the previous academic year.)</b>	Documentation: Analysis of results of - each Lecturer per subject - each subject per programme - each programme per campus (NCV, PLP, DSPP (Occupational), and REPORT 191)			
1.6	Student career guidance for prospective new enrolments and/or selected returning students conducted	Brochures available on campus. Registers of career guidance offered to students / other records of engagement / interview evidence. PACE (CAPS or any other applicable tests) results and interventions.			
1.7	Lecturer and class timetables completed to optimise teaching of theory, practical and conduct of continuous student assessments and in compliance with Covid-19 regulations for: <b>(NC(V), PLP and DSPP(occupational) for the year and Report 191 for semester 1 and trimester 1 of the academic year)</b>	Timetables available for all programmes Sufficient hours in workshops for practical's etc. (refer to assessment guidelines / curriculum documents) Sufficient time allocated per subject (all programmes)			
1.8	Programmes/ students requiring Mathematics for progression into further studies provided with this option	Subject allocation on timetables (all programmes intended for further studies)			

1.9	Programmes/ students requiring Science for progression into further studies provided with this option	Subject allocation on timetables (all programmes intended for further studies)			
1.10	Innovative and customised planning undertaken to accommodate WPBL arrangements taking Covid 19 regulations into consideration: <b>(as reflected in the annual performance plan of the college(APP))</b>	Planning documentation e.g WIL policy (all programmes)			
1.11	Allocation of students to programmes and classes according to available resources in compliance with Covid 19 regulations and guidelines	PQM / Enrolment plan for all programmes relevant to each campus (Student numbers, available resources, practical rooms, workshops etc.)			
1.12	Procurement of textbooks and teaching and learning resources completed - per subject and per student for the whole year for: <b>(NC (V), PLP, DSPP (Occupational) and For Trimester and Semester 1 for Report 191.)</b> Procurement of PPE in compliance with Covid-19 regulations and guidelines	Documentation as evidence Relevant PPE and or proof of procurement (All programmes)			
1.13	Teaching and learning infrastructure for every subject at every site of learning in place and functional, up to date and in compliance with Covid 19 regulations (e.g. internet connectivity, broadband, software, network connections, workshops, kitchens, simulation rooms, computer rooms etc.)	Observations in venues/Physical inspection of teaching and learning venues (All programmes)			

## Section 2: Classroom teaching and support

The purpose of classroom teaching support is to ensure that TVET colleges are equipped to deliver on their mandate of provision of good quality teaching and learning. The focus is on the on-course capability of colleges to offer learning programmes, taking into account issues of qualified lecturing staff, teaching and learning infrastructure, and learning resources. This section also includes the readiness and capacity of the college to support and provide for student assessments, within a student-centred approach to learning. Colleges must take into account the targets set by DHET of achieving **an incremental ten percent increase** in the certification and throughput rates from the current college baseline. The ultimate target for colleges will be to achieve a hundred percent certification rate.

Planning outputs /Activities		Verification/Evidence (Minimum requirements)	Responsible official (Designation)	Activity/Output Completed Date Completed	Activity/Output Not-Completed Target Date for completion
2.1	Certification and throughput targets set by DHET for student performance and achievement incorporated into Operational Plans	OPS plan			
2.2	Year plans / Work schemes available per subject to conduct proper teaching and can be adapted to comply with Covid 19 regulations.  <b>(NC(V), PLP and DSPP (Occupational) for the year and assuming most work schemes will also apply for semester 1 and Trimester 1 in the Report 191.)</b>	Year plans / work schemes are dated and used as working documents (All programmes)			
2.3	Lesson plans per subject worked out and available for teaching for <del>at least</del> one week in advance. The lesson plans can be utilised for online, blended or remote learning in case of Covid 19.	Daily lesson planning per subject (NCV, PLP, DSPP and Report 191)			
2.4	Qualified and subject relevant lecturing staff deployed to teach across programmes and subjects.	Professional qualifications provided by HR			

Planning outputs /Activities		Verification/Evidence (Minimum requirements)	Responsible official (Designation)	Activity/Output Completed	Activity/Output Not-Completed
				Date Completed	Target Date for completion
2.5	Lecturer training for new and revised curricula conducted to improve curriculum delivery in poor performing subjects. Lecturer training for newly appointed lecturers and shifts from one subject to another. In compliance with Covid-19 regulations and guidelines	Documents indicating training dates, venue, content (programme) etc. Registers Evidence of lecturers trained on each campus available at each campus (All programmes)			
2.6	Processes in place to track and record lecturer attendance and teaching in classes- physically and remotely.	Period register / Biometric system Documented evidence of follow-up and intervention and Random student surveys Observation (All programmes)			
2.7	Contingency plans in place to ensure learning continues in classes where lecturers are absent or have not returned due to Covid 19 or any other challenge e.g. substitute lecturers, work sheets, assignments and online activities.	Documented plans. Work sheets/ assignments etc available. Observation. (All programmes)			
2.8	Learning materials received and distributed, and online learning materials loaded on the College Website or Learner Management System: one textbook/ e-textbook, or equivalent, provided per student per subject across all learning programmes and subjects. <b>(NC (V), PLP, DSPP (occupational) for the year and Report 191 for Semester 1 and Trimester 1.)</b>	Signed students registers Staff and students asked to confirm receipts Check evidence of loaded learning materials on the website			
2.9	Plant, practicum rooms and equipment available and functional for teaching and learning, considering spacing (1.5 meters) and screens/ dividers between tables, stoves, plant and equipment.	Observation in workshop/practicum rooms and equipment available Ask lecturing staff			

2.10	Budget for learning consumables in the academic year calculated and readily available for purchases. (College head office to provide)	Documented budget applicable for all the programmes offered at the campus			
2.11	Consumables and PPEs for students and staff procured, distributed on time and available for teaching purposes considering all Covid-19 regulations.	Requisitions Observation in a workshop or practicum rooms Lecturing staff asked for confirmation Students and Staff wearing PPEs Sanitisers, Soaps and clean running water available			

### Section 3: Provision of on-course practical learning for students

Planning for practical learning and application is essential for students in TVET. It forms the basis of the quality of learning delivered to students towards readiness for the world of work, and therefore towards preparation for employability. Given this imperative, the plan gives focussed attention to the capability of the college to meet this responsibility sufficiently, in all learning programmes where the curriculum dictates the requirement for practical learning/ application.

Planning outputs /Activities		Verification/Evidence (Minimum requirements)	Responsible official (Designation)	Activity/Output Completed	Activity/Output Completed	Not-
				Date Completed	Target Date for completion	
3.1	Staff-to-student ratios calculated and applied for workshop practise and is adhering to Covid 19 regulations.	Documentation available per programme. Observe staff-to-student ratios in the workshop/kitchen etc. Timetabling. (All programmes)				
3.2	Student-to-plant/equipment ratios calculated and applied for each workshop/practicum room and adhering to Covid 19 regulations.	Observe student-to-plant/equipment in the workshop/kitchen etc. Inventory list and the class register Timetabling. (All programmes)				
3.3	Workshops equipped as per the last updated Resources List on the DHET website, <b>taking into account the health and safety requirements according to OHS guidelines and Covid 19 regulations.</b>	Checklist per programme to ensure workshops are adequately equipped and <b>safety requirements adhered to.</b> (NCV, DSPP (occupational) and REPORT 191)				

3.4	Consumables available timeously for all practical learning and measures are in place for compliance to Covid 19 regulations.	Observation in workshop/practicum rooms/store rooms Lecturing staff asked to confirm Covid 19 management plan			
3.5	Lecturers continuously trained on the use of plant and equipment to be used in teaching of practical work and inducted into Covid 19 regulations.	Documents indicating training dates, venue, content (programme) etc. Registers.			
3.6	Lecturers undertaking practical teaching are competent and vocationally qualified in the specialised/technical field.	Lecturer qualifications (Competence in trade) Observation.			
3.7	Lecturer training for LMS conducted (required for online teaching)	Request Evidence e.g printouts, log in details etc			
3.8	Lecturers are provided with or have access to Tools (Computers and Data) for online teaching	Request Evidence			

#### Section 4: Student assessments: On-site and continuous assessments

The purpose of planning for assessment and examinations is to:

- ensure that a fair, standardised and common approach is used to plan, administer and conduct both the internal and external assessments tasks;
- execute all student assessments with integrity and according to the prescribed guidelines and examination policies;
- ensure that the internal assessment marks of students that are recorded and submitted to the examinations Chief Directorate of the Department are a true reflection of the ability of the students and that the external assessment mark obtained in an examination aligns with the students internal assessments.

Planning outputs /Activities		Verification/Evidence (Minimum requirements)	Responsible official (Designation)	Activity/Output Completed Date Completed	Activity/Output Not-Completed Target Date for completion
4.1	Institutional student continuous assessment policy in place and compliant with ICASS guidelines (e.g. setting of tasks, moderation, marking, post moderation processes, capturing of marks and absenteeism)	Assessment policy			

4.2	Assessment Plans and Schedules available per subject and can be adapted in case of Covid 19.  <b>(For the year in NC (V) and Trimester 1 and Semester 1 for the Report 191)</b>	Subject assessment plans. Establish whether the required number of assessments were completed according to the assessment plan. Actual dates of completion indicated on plans. (NCV and REPORT 191)			
4.3	Lecturers trained on application of ICASS guidelines.	Documents indicating training dates, venue, content (programme) etc. Registers. (NCV and REPORT 191)			
4.4	Monitoring of implementation of ICASS guidelines per learning site.	Monitoring plan with dates, programmes, subjects (NCV and REPORT 191)			
<b>Planning outputs /Activities</b>		<b>Verification/Evidence (Minimum requirements)</b>	<b>Responsible official (Designation)</b>	<b>Activity/Output Completed</b>	<b>Activity/Output Not-Completed</b>
				<b>Date Completed</b>	<b>Target Date for completion</b>
4.5	Consumables procured and available for assessment purposes: <b>(For the year in NC (V) and Trimester 1 and Semester 1 for the Report 191)</b>	Procurement documentation. Consumables in stock Ask lecturers.			
4.6	ICASS ,PATs, ISAT and EXTERNAL MODERATION: <ul style="list-style-type: none"> <li>implementation schedule/ plan available <b>per learning site</b></li> <li>conducted timeously and in compliance with the task sheet requirements and assessment processes</li> <li>the conduct adheres to Covid-19 regulations</li> </ul>	ICASS, PATs, ISAT and EXTERNAL MODERATION implementation schedule/ plan (e.g. subjects offered on each campus, which practical assessment task/s to be conducted infrastructure/facilities/room number, are consumables procured and available for each specific task, implementation date etc.)			

## Section 5: Student academic support

Academic support is aimed at improving students' learning in order for them to succeed. This requires that the necessary academic support is given to those experiencing difficulty in learning for a variety of reasons, such as poor foundational knowledge and skills carried forth from lower levels of learning, as well as poor grasp of subject knowledge attributed to a range of causal factors, including poor motivational levels. Student academic support must be purpose-specific, and must be thoroughly planned, executed, monitored and evaluated to determine whether the intended purpose is achieved.

Planning outputs /Activities		Verification/Evidence (Minimum requirements)	Responsible official (Designation)	Activity/Output Completed	Activity/Output Not-Completed
				Date Completed	Target Date for completion
5.1	<p><i>Policy, systems and processes are in place in respect of student attendance for all programmes :</i></p> <p>Take into account the following:</p> <ul style="list-style-type: none"> <li>• Ongoing recording of attendance adhering to Covid 19 regulations</li> <li>• Ongoing monitoring, evaluation and reporting on attendance</li> <li>• Ongoing improvement of attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance policy</li> <li>• Class registers and capturing on MIS</li> <li>• Reporting</li> <li>• Summary per programme on each campus</li> <li>• Documentation of actual interventions (communication with student, notes etc.)</li> <li>• Online log in list</li> </ul>			

5.2	<p><i>Policy, systems and processes are in place for student academic support:</i></p> <p>Take into account the following:</p> <ul style="list-style-type: none"> <li>• Ongoing identification and referral of students in need of academic support</li> <li>• Ongoing provision of academic support in foundational skills (<i>Literacy and numeracy: mathematics, mathematical literacy, and language</i>)</li> <li>• Ongoing academic support in selected subjects or subject areas (<i>poor student performance in specific vocational subjects</i>)</li> <li>• <i>Use of remote/online lessons and resources</i></li> <li>• <i>Use of online platforms, TV and Radio channels broadcast.</i></li> <li>• <i>Conducting of remote learning satisfaction surveys for feedback</i></li> </ul>	<ul style="list-style-type: none"> <li>• Policy and relevant documentation.</li> <li>• Structured intervention programme.</li> </ul> <p>PACE/VARC/CAP/LPCAP or any other applicable test results used to identify poor performing students in numeracy and literacy.</p> <ul style="list-style-type: none"> <li>• Are the results used to refer students for academic support?</li> <li>• Are poor performing students identified by the subject lecturers throughout the year/trimester?</li> <li>• Ask lecturers (NCV,PLP,DSPP (occupational) and REPORT 191)</li> <li>• Timetable available (Indicate subject areas, time slots, frequency etc. for academic support) /</li> <li>• Tutors (lecturer assistants) / supplemental courses / after-normal hour programmes / peer mentors etc.</li> <li>• Registers including online log in evidence available. (NC(V)), PLP, DSPP (Occupational) and REPORT 191)</li> <li>• Online facilities</li> <li>• Radio or TV programmes</li> <li>• Report on Survey</li> </ul>			
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5.3	<p><i>Adequate resources (including remote learning resources) are available to provide academic support to students including the following:</i></p> <ul style="list-style-type: none"> <li>Library to support investigative, research and exploratory tasks assigned to students</li> <li>Study centres adhering to Covid-19 regulations</li> <li>Computers for student access with proper spacing and screens/dividers between students to comply with Covid-19 regulations</li> </ul>	<p>Online Learning Tools / Gadgets to students (where possible) Library/e-Library/College Website loaded with resources to support investigative, research and exploratory tasks assigned to tasks Study centres and OLC's being utilised. LMS with collaboration of e-Study and social media groups</p>			
5.4	Internet connectivity available to students and sufficient for curriculum needs and allows for remote self-study and online teaching and learning in line with Covid-19 regulations.	<p>Ask lecturers and students Observation</p>			

## Section 6: Lecturer support and capacity building

Planning for lecturer development and support is aimed at ensuring that the required professional skills are available for teaching and learning. Technical and subject expertise, as well as appropriate pedagogical knowledge and skills are available to enable effective teaching in all programmes and subjects offered in the college at each of the campuses. Focused development is necessary to ensure that each lecturer is able to deliver the subject competently and confidently with the aim of preparing students to succeed.

Planning outputs /Activities		Verification/Evidence (Minimum requirements)	Responsible official (Designation)	Activity/Output Completed	Activity/Output Not-Completed
				Date Completed	Target Date for completion
6.1	Lecturer profiling conducted and documented (qualifications, experience, professional teaching strengths, weaknesses and gaps)	Documentation available on each campus for lecturers on the specific campus.			
6.2	Lecturer training needs identified and documented including induction on Covid 19 regulations.	Documentation (Individual Professional Development Plans) available on each campus for lecturers on the specific campus IQMS Attendance registers			

6.3	In-house lecturer training plan developed, documented and implemented taking into consideration Covid-19 regulations	In-house training plans available in each campus for the lecturers in that specific campus Documents indicating training dates, venue, content (programme) etc. Registers			
6.4	New lecturer subject induction (e.g. New lecturers trained on lesson planning, delivery and assessment, ICASS guidelines, LMS and online teaching etc)	Indication of Individual Professional Development Plans. Documents indicating training dates, venue, content (programme) etc. Training/ induction programme Registers			
6.5	Lecturer subject content knowledge strengthened where necessary	Documents indicating training dates, venue, content (programme) Lecturer file with additional resources			
6.6	Lecturers registered on the Lecturer Support Service (LSS) portal hosted by DHET and facilitation of LSS packages conducted. Lecturers registered and participating in the Cisco Academy project for (IT&CS, LO(ICT Component, Computer practice) and in the IYF, Civics academy and GIZ projects for Life Orientation.	LSS system Cisco Academy log in details IYF, GIZ and Civics academy attendance registers			
6.7	Lecturers trained/inducted on Covid 19 regulations for the training of students in practicum rooms	Attendance registers Covid-19 management plan			

### Section 7: Work placement (student and lecturer)

Employability is a key success indicator of TVET output. The all-inclusive terminology of workplace-based experience is used to describe all learning intended to prepare students for the realities of the world of the work either as a compulsory or complementary component of their learning at the college. It is equally important that lecturers too are sufficiently familiar with the demands of the workplace so that they may adequately prepare students for this eventuality. The WIL guidelines provided by the DHET as developed by SSACI must be used to implement student and lecturer work placement initiatives

Planning outputs /Activities	Verification/Evidence (Minimum requirements)	Responsible official (Designation)	Activity/Output Completed	Activity/Output Not-Completed
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				Date Completed	Target Date for completion
7.1	College WPBL/WBE policy in place for both students and lecturers and adheres to Covid 19 regulations.	Updated College policy			
7.2	Process in place for networking to identify industry partners and/or employers to place students and lecturers	Action plan Strategic plan			
7.3	Partnerships with institutions and/employers established and on record for placement of students	List of partnerships/ MoUs / MoAs			
7.4	Partnerships with institutions and/employers established and on record for placement of lecturers	List of partnerships/ MoUs / MoAs			
7.5	At least 50% of students at qualification/ programme exit level placed in WPBL/WBE <b>in the previous year</b>	Signed-off declaration document of completion, e.g. logbook, one page document signed by student and employer, Register of students who have been placed and ID numbers etc.			
7.6	At least 10 % of students at pre-exit level placed in WPBL/WBE across qualifications and programmes <b>in the previous year</b>	Signed-off declaration document of completion, e.g. logbook, one page document signed by student and employer, etc.			
7.7	10% of lecturers placed in WPBL/WBE (NB: target of 30% annually by 2022) <b>(Note:</b> Signed off document between employer and lecturer to be on file as evidence of WPBL/WBE) Taking into consideration Covid-19 regulations and guidelines.	Signed-off declaration document of completion, e.g. logbook, one-page document signed by lecturer and employer, Register of lecturers placed and their numbers etc.			
7.8	Monitoring of students and lecturers in WPBL placements <b>in the previous year</b>	Monitoring report			
7.9	Recording of students who completed WPBL <b>in the previous year</b>	Database			
7.10	Recording of lecturers who completed WPBL <b>in the previous year</b>	Database			

7.11	Process in place to ensure integration of WPBL experience into pedagogical practices by lecturers who participated in WPBL/WBE placement	Student performance. Student feedback. Report to academic board.			
7.12	Incorporation of HEAIDS Project, IYF, Civics academy, GIZ and Cisco projects (participative pedagogy training) into teaching and learning methodologies.	All DHET and College initiated projects			

## Section 8: Innovation and Responsiveness

The need for TVET Colleges to be responsive to emerging and new skills needs, as well as to government's priorities, requires colleges to be innovative in their programme offerings. Renewable Energy/Green Economy is part of the 13 Government priority areas/sectors. Green economies require green energy generation based on renewable energy to replace fossil fuels as well as energy conservation and the efficient use of energy. Thus the environment and the offering should reflect preparation for the students towards understanding the renewable energy sector and as a possible means of employment or entrepreneurial activity.

The digital economy and Information & Communication Technology (ICTs) forms part of the priority sectors that Government has identified and anticipates growth in as part of the Fourth Industrial Revolution (4IR). TVET Colleges need to participate and support government initiatives towards 4IR through aligning their offerings and curricula with the needs of 4IR. This instrument assists in determine the level of preparedness of TVET Colleges towards 4IR.

Planning outputs /Activities		Verification/Evidence (Minimum requirements)	Responsible official (Designation)	Activity/Output Completed	Activity/Output Not-Completed
				Date Completed	Target Date for completion
8.1	Programmes in Renewable energy offered in the college	Enrolment planning. Type of Programme/Subject offering e.g.: Renewable Energy Technologies (RET).			
8.2	College activities in the renewable energy sector	e.g. Evidence on recycling of waste and consumables, harvesting of water, usage of Solar energy, re-use of consumables, greening initiatives			
8.3	Programmes providing skills for the digital economy are offered in the college	e.g. IT and CS programmes/subjects offerings. CISCO technologies partnerships, World skills competition			

8.4	College participation in activities related to promoting skills for the 4IR	Competitions, workshops, open days, partnerships, etc.			
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- \* For 2021 academic year, TVET Colleges are required to focus on support of lecturers and students for Remote/online learning and the provision of supporting resources including connectivity, gadgets and data. **All TLP activities must adhere to Covid-19 regulations.**
- \* I hereby certify that the above information is true and correct, and to the best of my knowledge.

\_\_\_\_\_  
Signature Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Regional Head

\_\_\_\_\_  
Date

## ANNEXURE A

### Addendum for “No”/Not Completed Responses

College: \_\_\_\_\_

Compiled by: \_\_\_\_\_

Designation: \_\_\_\_\_

Section (1 to 8)	Output/Planned Activity	Report	Corrective measures	Target date for completion

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**Signature: Principal**

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**Date**

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**Regional Head**

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**Date**