higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Thekwini TVET College

Five Year Strategic Plan

2020 - 2024

higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Thekwini TVET College
Opening doors to your future!

Date of Tabling: 11 October 2019

VERSION CONTROL

Version number	Date Submitted	Comments
1	30 August 2019	First submission to Council for feedback and approval – Planco Sub-committee
	16 September 2019	Chair of Council and College Principal Meeting
	20 September 2019	Special Council Meeting
2	25 September 2019	First draft submitted to DHET.
3	11 October 2019	Revised draft submitted to Council for comments and approval.
4	15-17 October 2019	FINAL review of Plans by the TASK TEAM
4	17 October 2019	Final Strategic Plan submitted to DHET for Ministerial Approval.

STRATEGIC PLANNING PROCESS

Thekwini TVET College follows the DHET planning and budgeting guidelines. In addition, the Government-wide Planning and Medium Term StrategicFrameworks (MTSF) inform and align the college plans on three levels of planning namely, the five year strategic plan with annual performance plans (APP) submitted each year and a variety of operational plans such as budget, PQM, human resource development, teaching and learning and student support services planning. The plans are cascaded respectively into the lowest level planning of college business units. The individual performance agreements of senior managers and assistant managers are aligned to these plans.

The Regional DHET officials invited colleges to review the 2020 planning guidelines on 6 August 2019 in Pietermaritzburg. The Thekwini Senior Managers and TVET manager, as part of the planning team provided the College Principal with feedback and a draft strategic planning management plan was developed. The following steps outlined the Thekwini TVET College planning process:

THEKWINI TVET COLLEGE MANAGEMENT PLAN FOR 2020 STRATEGIC PLAN

DATE	DOCUMENT/EVENT	RESPONSIBLE PERSON	COMMENTS
12 August 2019	SMT Meeting in CP office	College Principal	Approve Management plan for 2020
12 August 2019	Extended management meeting in Council Chambers	College Principal	Review Management plan and marching orders ito 2020 planning process
13 August 2019 – 16 August 2019	CMs to consult with CMT & staff	Campus Managers	1. Campus PQM & Projections for each Campus 2. T&L targets eg: pass rate, attendance etc
19 August 2019	Statics & Data ito enrolment and assessment results	TVETMIS & Exams officer	Send campuses and ADs the relevant enrolment data & exams data.
19 August 2019	Submit Campus Ops/ Enrolment plans & projections	Campus Managers	Submit to DPF, DPC, DPA and QA manager

22 August 2019	Collating of campus information	College Official responsible for the Plans	As per information needed per plan responsible for
26 August 2019	Meeting with DPs and QA if required	CMs & ADs	As per information needed per plan responsible for
30 August 2019	Meeting of Planco sub-committee	Planco sub-committee members	Draft Plans to be presented [Planco - 3 council members, 4 SMT and 2 staff reps]
03 September 2019	Extended management meeting	College Principal	College Officials to show progress ito plan they are responsible for.
11 September 2019	SMT meeting to review progress	SMT	TVETMIS manager joined review
13 September 2019	Reconciliation of 2020 projections vs funding grid	College Principal & DPs & CMs	TVETMIS & Strat team to assist
09 September 2019	Editing and formatting of plans	DPs and QA to review and format the plan they are responsible for	Work on Friday and over weekend if required
13 September 2019	Meeting of SMT, CMs, QA, TVETMIS & Curriculum managers	College Principal	Reconciliation of 2020 projections vs funding grid for minimal deficient
18 September 2019	Meeting of CMs and Academic Services managers with DPA	DPA	Crafting the strategies required for 2020 for the 4 outcomes & risks
20 September 2019	Alignment of all three plans	College Principal with Strat Team	All to attend and make the necessary changes
20 September 2019	QA of document	QA Manager	QA to check documents & submit to CP
20 September 2019	Presentation of all plans to full College Council	Thekwini Strat Team	Council Chambers at 17h00
25 September 2019	Submission of first draft of College Plans to RDHET	College Principal's PA	2 hard copies and soft copies to RDHET and DPs and TVETMIS
26 – 27 September 2019	RDHET Review	RDHET officials	Port Shepstone Campus
30 September 2019	Feedback to colleges	DPs & QA to make advised changes if in agreement	Colleges to revise & obtain Council signature
01 – 04 October 2019	College Principals to present to DHET	College Principal	Pretoria
08 October 2019	Changes to be presented to Planco to update full Council	College Principal	Planco to present to Council any advised changes
15 October 2019	Final draft submitted to RDHET & NDHET	College Principal's PA	2 hard copies and soft copies to RDHET and DPs and TVETMIS

The management plan was to ensure that all Thekwini stakeholders are involved and aware of the plans for 2020. The projected enrolments, strategies and targets are to form part of the staff performance agreements, and to be monitored and reported on monthly and quarterly. The achievement of College targets are to form part of the staff's performance assessments.

Students going to China for World Skills in2019 with Senior Management and Centec Campus Staff

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ABBREVIATIONS AND ACRONYMS

APP	Annual Performance Plan
COS	Centre of Specialisation
DHET	Department of Higher Education and Training
MTSF	Medium Term Strategic Framework
NDP	National Development Plan
NEET	Not in employment nor in education and training (youth)
NSF	National Skills Fund
OPS	Operational Plan
PLP	Pre-Vocational Learning Programme
PQM	Programme and Qualification Mix
PSET	Post-School Education and Training
SETA	Sector Education and Training Authority
SOP	Standard Operating Procedure
SNE	Special Needs Education
SWOT	Strengths, Weaknesses, Opportunities, Threats
TVET	Technical and Vocational Education and Training
WIL	Work Integrated Learning
WPBL	Workplace Based Learning
PLANCO	Planning & Resources Sub- Committee of Council
W&R Seta	Wholesale and Retail Seta
MIS	Management Information System
SMT	Senior Management Team
CM	Campus Managers
HOD	Head of Division
SL	Senior Lecturers
SSS	Student Support Services
SRC	Student Representative Council
SLA	Service level Agreement
LSS	Lecturer Support System
AB	Academic Board

AG	Auditor-General
NC(V)	National Certificate Vocational programmes
BS	Business Studies
ES	Engineering Studies

Umbilo Campus student workshop with SSS Manager

Thekwini TVET College team attending World Skills Competition

FOREWORD BY THE CHAIRPERSON OF COUNCIL

The Councilof Thekwini TVET College submits this 5 year strategic plan to the Minister of Higher Education, Science and Technology for approval as per the requirements of Section 10(2)(a) of the Continuing Education and Training Act, No 16 of 2006 as amended.

The development of the strategic plan was informed by the National Development Plan (NDP) and its implementation plan as well as the Post-School Education and Training (PSET) Planand all other relevant legal prescripts. The development of the strategic plan took into cognisance the dawn of the 4th industrial revolution and the vision of the 6th democratically elected government to serve the people of South Africa.

ThekwiniTVET College endeavours to support the achievement of strategic outcomes and national targets as outlined in the Department's strategic documents,including these two sub-outcomes, namely:

Sub-Outcome 2:

★ Increased access and success in programmes leading to intermediate and high level learning; and

Sub-Outcome 4:

★ Increased access to occupationally directed programmes in needed areas and expansion of the availability of intermediate level skills with a special focus on artisan skills.

This strategic plans highlights the interventions which Thekwini TVET College shall pursue to achieve the outcomes as set out in this 5 year strategic plan and to achieve the impact indicated in the outcome statements.

The College Council will be responsible for the governance of the College and will ensure that policy priorities and strategies set out in the College plans are aligned to the mandate of the Department of Higher Education. Thekwini TVET College Strategic Plan exhibits a calculated effort across all strategic areas to adopt a culture of excellence in understanding and support of the core business of the College: development of skills and the sustainability of the College. This culture is further nurtured by the accurate reflection of planned activities and continual monitoring and improvement of set targets. The College is committed to the strategies outlined by this reviewed strategic plan.

Ms T C Ndlela
Chairperson of College Council

INTRODUCTION AND STRATEGIC OVERVIEW BY THE PRINCIPAL

This college strategic plan is developed against the background of the successes and improvements achieved during the past 5 years. Thekwini TVET College focused on the following areas during this planning cycle:

- Increasing the number of students doing Other Programmes
- Increasing the number of programme accreditations
- Increasing the placement of students
- Fostering partnerships

Thekwini TVET College achieved the following:

Focus Area	2017 Planned	2018 Achievement
Increase in student number for Other Programmes	599	1291
Number of Accreditations	02	06
Student Placement	380	445
Number Partnership engagements	05	09

Thekwini TVET Collegewill endeavour to achieve the followingnational strategic priorities as indicated below:

1. Growth and expansion of relevant and priority programme opportunities for the youth;
2. Growth and expansion of artisan development opportunities;
3. Improvement of academic quality and success, i.e. improving certification, throughput and retention rates;
4. Establishing relevant and viable partnerships and linkages with industry, sector education and training authorities (SETAs) and/or other professional bodies and/or institutions of Higher Education;
5. Improving support system efficiency and functionality;
6. Sound institutional governance, management and leadership;
7. Inculcating a culture of monitoring and evaluation of college performance; and
8. Improving information management and data reporting systems and processes.

TheCollege focus areas for the upcoming 5 year period and the expected achievements (for 2020) are:

Focus Area	Expected Achievement (2020)
Expanded access to TVET college opportunities	Ministerial programmes - Enrolled 7641
	PLP - Enrolled 120
	Other programmes - Enrolled2067
	Part time programmes - Enrolled3485

Improved success and efficiency of TVET systems	WiFi connectivity- 100% coverage
	Governance - 100%
Improved quality of TVET college provision	Throughput rate - 50%
	Examination compliance - 100%
Improved responsiveness of TVET colleges to the world of work	Placement of students -550
	Placement of lecturers -10%

Once the issue of the 63% staffing threshold and the PPN has been resolved the college will be able to fill the remaining vacancies. Consequently we could become more creative and responsive with our programme qualification mix (PQM). We will work closely with other social partners to meet the skills needs and demands of KZN in general and the Durban aerotropolis specifically. There is also a possible relocation of the Springfield campus which is plagued by internal and external hazards. This may be an opportunity to have a state of the art campus in line with 4th Industrial revolution. We will also strive to improve our OSHE compliance so that we can better deliver quality teaching and learning in conducive, safe and secure sites.

The latter part of 2019 and 2020 will be used to prepare the college to deliver programmes that will will be suitable for the 4th Industrial revolution. One such programme will be the digital refrigeration programme where the preparation of the workshop, accreditation thereof and development of staff is already work in progress. The state of readiness to deliver this programme as scheduled is dependent on the college being able to secure the requisite funding.

The college has a an excellent working relationship with the Wholesale and Retail Seta (W&R seta) whereby students students are enrolled in the NCV elective subject called W&R operations. We have a simulation room where practical lessons are taught and our students and lecturers also gain work-based experience by being placed in various stores in and around Durban. The college will increase the number of students enrolled in this NCV programmes as there is an agreement that the W&R seta's constituent companies will employ these college graduates.

The college will endeavour to focus on offering more skills related occupational programmes that will enable unemployed youth to secure job opportunities or self-employment opportunities.

As the Accounting Officer (Principal) of Thekwini TVET College I commit myself and the resources of the college to achieving the targets outlined in this plan.

Mr N E Mchunu

Principal

OFFICIAL SIGN-OFF

It is hereby certified that this strategic plan:

o   Was developed by the management of Thekwini TVET College under the guidance of the College Council;

o   Was prepared in line with the strategic vision and objectives of the college;

o   Takes into account all relevant policies, legislation and other mandates for which Thekwini TVET College is responsible; and

o   Accurately reflects the impact, outcomes and targets which Thekwini TVET College will endeavour to achieve over the period 2020 to 2024.

Mr M H Amod

Head Official responsible for Planning/

AD: TVETMIS

Date:

Mrs N P Majali

Deputy Principal: Corporate Services

Date:

Mrs M J O'Connor

Deputy Principal: Academic

Date:

Mr S G Bana

Chief Financial Officer

Date:

Mr N E Mchunu

Principal

Date:
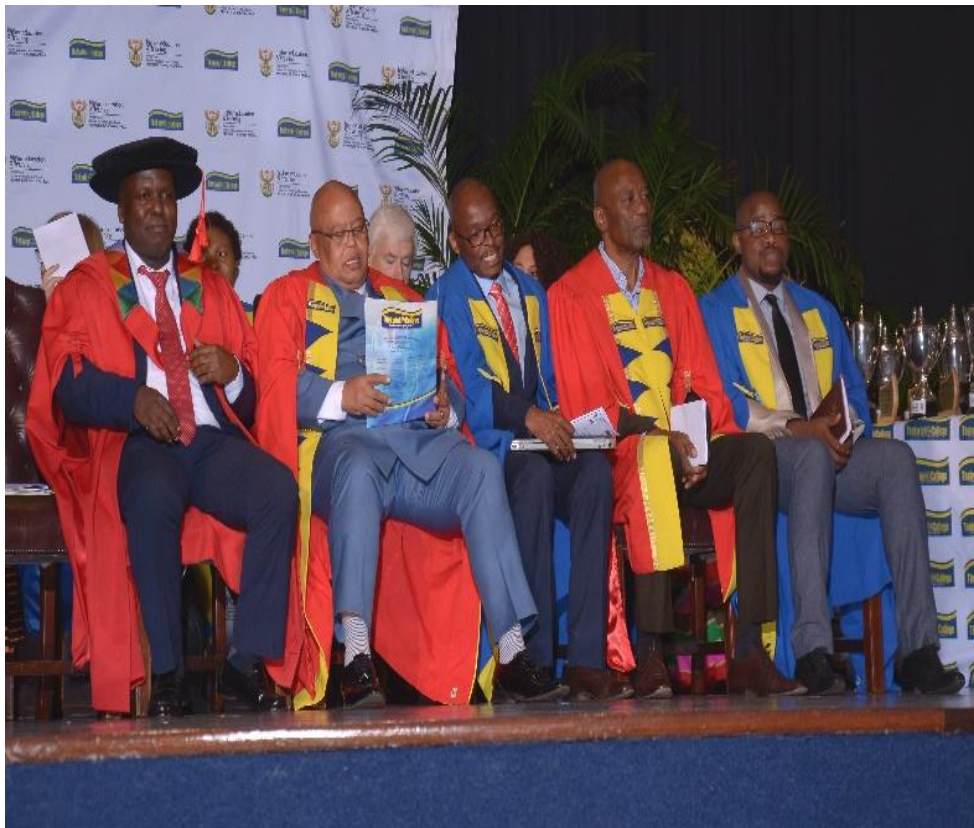
Ms T C Ndlela

Chairperson of Council

Date:

PART A

THEKWINI TVET COLLEGE - OUR MANDATE

2018 Thekwini TVET College Graduation Ceremony Stage Party

PART A: THEKWINI TVET COLLEGE - OUR MANDATE

1. LEGISLATIVE AND POLICY MANDATES

1.1 CONSTITUTIONAL MANDATE

The Constitution is the supreme law of the Republic and any law or conduct inconsistent with the constitution is invalid; the obligations imposed by the constitution must be fulfilled. All citizens are equally entitled to the rights, privileges and benefits of citizenship and, equally, subject to the duties and responsibilities of citizenship.

Section 29(1) of the Constitution states that everyone has a right to a basic education, including adult basic education and further education, which the State, through reasonable measures, must make progressively available and accessible. Sub-section 2 states that everyone has the right to receive education in the official language or languages of their choice in public educational institutions, where that education is reasonably practicable.

1.2 LEGISLATIVE AND POLICY MANDATES

The Continuing and Further Education and Training (CET) Act, No 16 of 2016 and as amended, provides for Thekwini TVET College to operate as a public TVET college under the auspices of the Department of Higher Educationand Training. Further sets of legislation that impact on the TVET colleges sector and its strategic and national imperatives are listed below:

o   General and Further Education and Training Quality Assurance Act (No 58 of 2001);

o   National Student Financial Aid Scheme Act (No 56 of 1999);

o   National Qualifications Framework (NQF) Act (No 67 of 2008);

o   Public Service Regulations (2016);

o   Public Finance Management Act (1999);

o   Skills Development Act (No 97 of 1998);

o   Skills Development Levies Act (No 9 of 1999);

In addition, the White Paper for Post-School Education and Training mandates delivery and strategic priorities in the TVET colleges sector. Other policy mandates include:

o   National Norms and Standards for funding TVET Colleges;

o   National Trade Testing Regulations;

o   National Skills Development Plan;

o   Public TVET College Attendance and Punctuality Policy;

o   Policy on the Conduct of National Examinations and Assessment;

o   Workplace Based Learning Programme Agreement Regulations;

o   National Skills Fund

o   Seta Grant Regulations

In addition to the above, other pieces of legislation also taken into account by the College include:

- *Companies Act 1973*

- *Income Tax Act*

- *The South African Qualifications Act 58 of 1995*

- *National Education Policy Act 27 of 1996*

- *Labour Relation Act 66 of 1995 as amended*

- *Employment Equity Act 55 of 1998*

- *Basic Conditions of Employment Act 75 of 1997 as amended*

- *Unemployment Insurance Fund Act of 63 of 2001*

- *Promotion of Administrative Justice Act 3 of 2000*

- *Promotion of Access to Information Act 2 of 2000*

1.3 INSTITUTIONAL POLICIES AND STRATEGIES OVER THE 5 YEAR PLANNING PERIOD

In the next five years, Thekwini TVET College will implement the policies and strategiesnecessary toimproveperformance in its focus areas.Thekwini TVET College will, by achieving the college targets and focus areas, contribute to the country's education and development agenda. Based on the Provincial Growth and Development Plan and the Integrated Development Plan of EThekwini Metropolitan Municipality, the College will ensure that its activities will be responsive to the economic, industrial and societal needs.

The College strives to become a more vibrant teaching and learning institution that focuses on improving the quality of teaching and learning activities by:

➔ having a PQM which is more responsive to the needs of our stakeholders;

➔ refining the College Web on-line application process;

➔ enrolling students into the Pre-Vocational Learning Programmes (PLP) so as to improve the quality of students entering the Ministerial Programmes;

➔ allowing access to the college through developing NCV admission requirements aligned to the DHET admission guidelines;

➔ appointingstudent application selection committees to approve applications in a standardised and uniform manner.

➔ offering Career pathing guidance and counselling by the College ETDP Seta career development officer interns and student liaison officers at each campus;

➔ strengthening the College Student Support Services to provide academic support to our learners thereby improving throughput and certification rates;

➔ continuously developing staff and better managing performance through effective monitoring and evaluation;

➔ fostering of partnerships with commerce and industry to facilitate the placement of students' and lecturers for workplace experience. The knowledge and experience gained in work exposure will impact positively on the delivery of curriculum and the performance of students.

➔ improving ICT infrastructure, introducing virtualisation and implementing Wi-Fi at all sites whilst capacitating staff to embrace the 4th Industrial Revolution.

➔ implementing good corporate governance in order to provide quality, inclusive technical and vocational education and training thereby contributing to economic growth.

With the additional funding the College will be receiving in 2020 via the Infrastructure Project initiated in 2019, it will allow many of the challenges the College faced previously to be addressed, namely workshops can update equipment and the media facilities can be upgraded.

The College can endeavour to conduct independent or collaborative research in terms of which occupational programmes to be add to the College PQM going forward. The College Skills Unit is scheduled to offeragricultural cooperative training to woman and young adults in with number 4 of the KZN provincial government priorities of growing SMMEs and cooperatives.

The envisaged Post Provisioning Norm (PPN) that is to be implemented in April 2020 will afford the College the opportunity to appoint a Deputy Principal – Registrar. This post will assist the College in terms of overseeing the enrolment process and associated activities successfully.

The College foresees many more students and campuses taking part in World Skills Competition thereby continuing competing in the World Skills Competition.

Thekwini TVET College's operations over the next five years will be guided by the following policies or prescripts:

- DHET and Thekwini Enrolment policies
- DHET Additional Admission Guidelines
- DHET Bursary Rules & Guidelines
- DHET Attendance and Punctuality Policy
- DHET ICASS Guidelines
- DHET PLP Implementation Guidelines
- National policy on the conduct, administration and management of the assessment of the National Certificate (Vocational)
- Report 191 National Education Policy
- Memorandum TE 45 of 2015National Requirements for entry into national examinations ito 80% attendance and 40% year mark
- CPD Framework
- Thekwini TVET Approved Policies
- IQMS and EMPDS performance management standards

1.4 RELEVANT COURT RULINGS

Thekwini TVET College has no 'current' court rulings that will have any impact on college operations and service delivery obligations as of the date of this strategic plan.

PART B

THEKWINI TVET COLLEGE - OUR STRATEGIC FOCUS

Melbourne Campus – Bricklaying Practical

PART B: OUR STRATEGIC FOCUS

2. VISION, MISSION AND VALUES

2.1 VISION

 To empower and skill through technical and vocational education and training that is inclusive and relevant to the economic and social goals of South Africa.

2.2 MISSION

 We commit to provide quality, inclusive technical and vocational education and training that equips our students to actively contribute to the economic growth and social development of South Africa.

2.3 VALUES

At ThekwiniTVET College we are guided by the following values which are important to us as an organisation.

VALUE	BEHAVIOUR
Commitment	The feeling of responsibility that our employees have towards the goals, mission, and vision of our College and the enthusiasm they display towards teaching and learning.
Responsiveness	The degree to which our employees respond clearly and directly to their core function and the needs of our stakeholders.
Effective communication	Maintaining an open channel of communication upwards and downwards so that our employees experience an increase in morale, productivity and commitment.
Accountability	Our employees are aware that they are answerable for actions or decisions taken by them.
Teamwork	Our employees, as human capital are expected to work as a team and value, accept and respect the contributions of each individual.

Ethics	Workplace ethics are instilled in our employees as honesty and integrity must guide their actions in the execution of their duties.
Professionalism	Our employees are expected to dress appropriately, to speak politely and respectfully to all College stakeholders.
Respect	Our employees are expected to display courtesy, thoughtfulness for people's privacy, physical space and belongings; and respectfor different viewpoints, philosophies, physical ability, beliefs, personality and culture.

3.   COLLEGE SITUATIONAL ANALYSIS

3.1   EXTERNAL PERFORMANCE ENVIRONMENT ANALYSIS

College Location

EThekwini Metropolitan Municipality, is the only Metropolitan Municipality in KwaZulu-Natal, Thekwini TVET College is situated within this municipality in Durban. Durban is the central economic port of KwaZulu-Natal with road, water and air economies. As one of the nine Public TVET Colleges in KwaZulu-Natal, Thekwini TVET College is as a result of merger of three former technical colleges and one teacher training college. This College is made up of six campuses that are located within a ten kilometre radius from its Central Administration Office.

College Surrounding Industry

Durban has an advantage of road, water and air economies, with a number of industries based in Durban and its surrounding. Durban has the biggest harbour in South Africa and the King Ushaka International airport with Dube Trade Port.

Tourism is one of the Durban's main drivers of economy because of its coastal location, and tourist attraction centres and hospitality. The International Convention Centre, situated in the centre of Durban, has created lots of international attraction for the world class events creating work opportunities for the hospitality students of the College.

The main skills drivers of the local economy are industry and commerce within the urban area and as a result the College offers programmes across its campuses that cover both the NCV and Report 191 qualifications.   Campus programmes are currently being reviewed and

rationalised in an attempt to align them closer to the respective communities they serve. The drivers of the Durban economy form partnerships with Thekwini TVET College as they host College graduates to facilitate their work based training and experiential training.

The college interacts with the local commerce and industry through its Skills Unit participating in the partnership and linkages created by different SETAs. Through the creation of the Industry Liaison and Partnership Sub-committee of the Council, the College is planning to have more commerce and industry involvement by hosting breakfasts and luncheons to foster partnerships so that more students may be placed.

The Umbilo Campus offers the NCV Transport & Logistics Programme to address the skills needs with regards to road, rail and sea transportation and logistics. The programme can articulation into transport and logistic occupational qualifications at DUT and UKZN. It will also feed into the KZN infrastructure projects of the aerotropolis and Dube Trade port.

As part of promoting Inter-governmental Relations, the College is working with a number of government departments and the Office of the Premier to ensure that programmes offered are responsive to the economic and social needs of the people of Durban.

Articulation

The Relationship between DUT (Faculty of Art & Design) and Thekwini TVET College
(Dept. Art & Design - Centec campus) is in nature one of articulation. Articulation refers to the process whereby the credits achieved in a course offered by an institution are interchangeable with a different course, either offered by another institution or within the same institution.

The relationship that DUT and Thekwini TVET College share is based on students and staff, whereby students move from Thekwini TVET College to further their qualifications at DUT. The department of Visual Communication (Graphic Design) of DUT, is utilised for moderation purposes to ensure relevant standards of curriculum delivery and assessments are achieved at Thekwini TVET College (Dept of Art & Design). Students and staff have been moving across these institutions for educational purposes that benefits both parties. Initially students apply to study at the DUT, however if their entrance or aptitudes tests are deemed unsuccessful, they are re-directed to Thekwini TVET College for upskilling, refining various design principles as a preferred pre-requisite before being re-accepted at the DUT for further study, in a degree programme. For this purpose Thekwini TVET College is utilised as a finishing school for enhancing a student's portfolio as well as being substantially equipped to weather any design programme at the DUT i.e. Graphic, Fashion, Interior, Jewellery or Fine Art. The students who are initially accepted at Thekwini TVET College for their Introductory Bridging or N4-N6

programme (Art & Design), and upon completion of 18months in-service, have the opportunity of gaining credits for further study at the DUT. This intervention has been an initiative to create a partnership that benefits both institutions whereby students are not driven away but rather assisted to improve in their career pathways by accessing programmes, expertise and links that are effective in creating employment and thus maintaining continued customer care. Ultimately this process remains mutually beneficial as collaboration and relationship building can only enhance the quality of teaching and learning for both staff and students.

College, Departmental and SETA MOUs

The CATHSETA and SASSETA have established offices at our Central Office, while collaboration with other seta's such as the Construction (CETA), Education Development & Training Practitioner (ETDP), Manufacturing and Engineering (Merseta) and the Wholesale and Retail (W&R) is ongoing and is intended mainly to facilitate the placement of learners within member organisations for experiential learning purposes. The College offers programmes and student placement for the following SETAS successfully:

- Cathsseta
- Construction Seta (CETA)
- Chieta
- FP&M Seta
- Inseta

- Service Seta
- Wholesale &Retail seta
- HWSeta
- SASSETA

The College has the following trade test centres:

- Electrical   - at Melbourne Campus
- Plumbing   - at Melbourne Campus
- Building and Civil   -at Melbourne Campus
- Hair   - at Cato Manor Campus

The College is accredited to offer the following programmes:

- Assistant Chef   – Cathsseta
- Customer Care   – Cathsseta
- Sport Coaching   – Cathsseta
- Plumbing   – Construction Seta
- Whole and Retail Operations   – W&R Seta
- Automotive, maintenance and body repair   – MerSeta
- Welding   – MerSeta
- Building and Civil Construction   – Construction Seta

College Partnerships

The College has the following partnerships:

Name of Company	Nature of Partnership	Project Name/ Qualification	NQFL	QUANTITY	Name of Company	Duration
CATHSSETA	Work Integrated Learning	Marketing Finance Food and Hospitality	N6	50	Department of Public Works: Durban Central, Public Works Old Building, Prixley ka Seme & Samora Machel, Durban.	12 months
CATHSSETA	Work Integrated Learning	Office Administration	NQFL4	30	Department of Public Works: Durban Central, Public Works Old Building, Prixley ka Seme & Samora Machel, Durban.	6 months
INSETA	Internship Programme	Finance Human Resource Management	N6	15	Ithala Bank SOC limited 303 Dr Pixley KaSeme (West) Street 15th Floor, Delta Towers Durban, Durban, 4001	18 months
CATHSSETA	Work Integrated Learning	Food and Hospitality	N6	12	Coastlands Hotel 45-47 Dr Pixley Kaseme St, Durban Central, Durban, 4001	24 months
INSETA	Work Integrated Learning	Finance	N6	04	Ithala Bank SOC limited 303 Dr Pixley KaSeme (West) Street 15th Floor, Delta Towers Durban, Durban, 4001	12 months
NARYSEC	Learnership	Road Transport	NQFL3	41	Department of Rural Development &Land Reform	12 Months
NARYSEC	Learnership	Freight Handling	NQFL3	25	Department of Rural Development &Land Reform	12 Months
MICTSETA	Skills Programme	Certified Satellite Installer Programme	NQFL5	25	MICTSETA	12 Months
NSF	Learnership	NC: Building & Civil Construction	NQFL3	30	CETA	12 Months
CETA	Learnership	FETC: Plumbing	NQFL4	30	CETA	12 Months
NSF	Learnership	Wholesale & Retail Operations: Chain store Operations	NQFL2	40	WRSETA	12 Months
WRSETA	Learnership	Wholesale & Retail Operations: Chain store Operations	NQFL3	115	WRSETA	12 Months
NARYSEC	Learnership	Transport Operations	NQFL4	27	Department of Rural Development &Land Reform	12 months
SSETA	RPL Programme	Beauty & Nail Technology	NQFL4	280	SSETA	6 months
NYDA	Apprenticeship	Plumbing	NQFL4	24	NYDA	12 months
NYDA	Apprenticeship	Electrical	NQFL4	47	NYDA	12 months
INSETA	WIL	Finance, BM,PM	NQFL6	10	Ithala Bank Thekwini College Essa & Associates HESSCON	12 Months
CATHSSETA	WIL	Food and Hospitality	NCVL4	18	Coastlands Hotel	6 Months

CATHSSETA	WIL	Food and Hospitality	NQFL6	20	Coastlands Hotel	12 Months
CHIETA	WIL	Civil Engineering	NQFL6	10	Kuhlekonke Construction	12 Months
CHIETA	WIL	Electrical Engineering	NQFL6	10	BRC Electrical	12 Months

## 3.2 INTERNAL PERFORMANCE ENVIRONMENT ANALYSIS

The College has a Central Office situated in 262 D'Aintree Avenue, attached to the Asherville Campus. The Senior Management team, portfolio assistant managers and support clerks are housed at the Central Office.

Campuses

Thekwini TVET College has six campuses. They are:

| Campus	Location	Distance from Central Office	Municipality
Asherville	Asherville/ Sydenham	0 km	EThekwini
Cato Manor	Mayville/Chesterville	6.7 km	EThekwini
Centec	Morningside	3.4 km	EThekwini
Melbourne	Dalbridge – outskirts of CBD	8.0 km	EThekwini
Springfield	Springfield/Clare Estate/ Inanda	3.5 km	EThekwini
Umbilo	Umbilo/Glenwood	8.5 km	EThekwini

College Campus Maps:
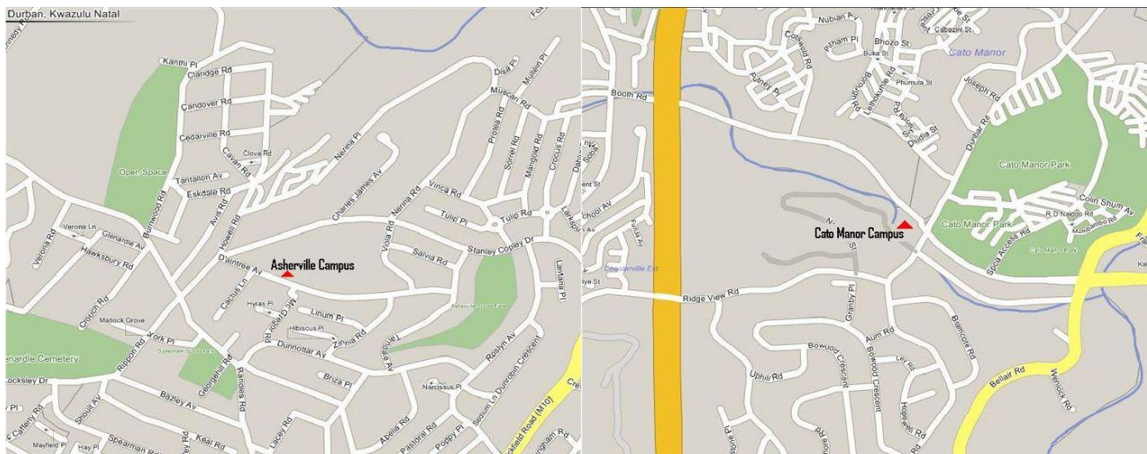
Asherville Campus   *Cato Manor Campus*
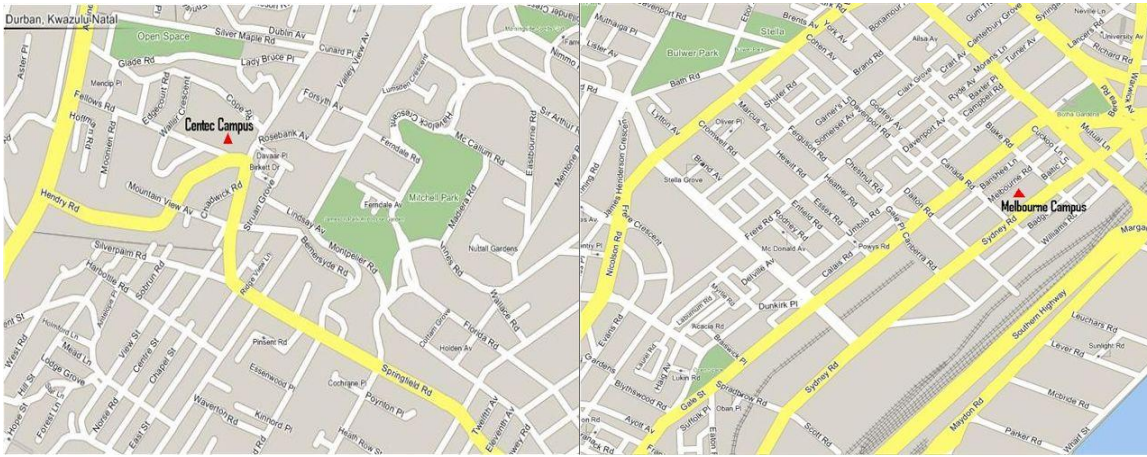
Centec Campus

Melbourne Campus
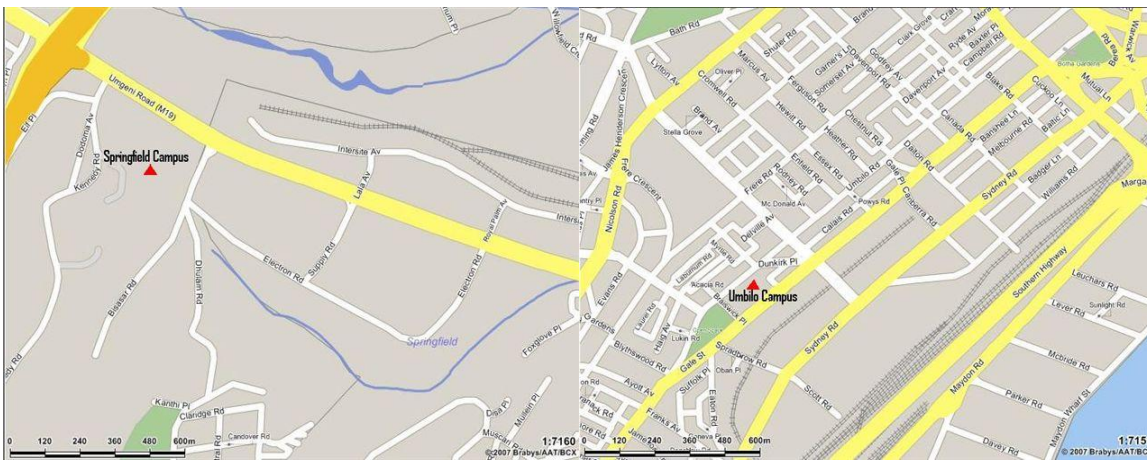
Springfield Campus

Umbilo Campus

College Staff

The staff compliment is 281 of which 184 is lecturing staff and 97 is support staff; 219 are PERSAL appointees and 62 are College appointees. There were 33 vacant posts in 2019.

College Paid		PERSAL Paid		Total
Lecturing	Support	Lecturing	Support	All Staff
40	22	144	75	281

Thekwini Organogram
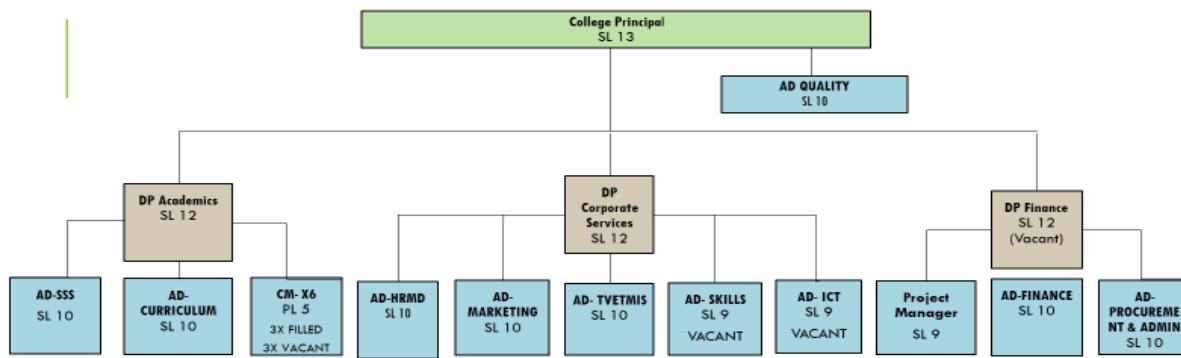
College Residence Accommodation

The college has one residence, situated behind the Asherville Campus. It can only accommodate 220 students as are 88 rooms with 220 beds.

Asherville Hostel

College Student Placement

In 2018, 445 students were placed. Student placements occurred for different qualifications with various sponsors of student stipends, see table below:

#	Programme	Total no of beneficiaries	Qualification	Sponsor
1.	WIL	50	Variety	FP&M SETA
2.	WIL	30	Variety	CATHSSETA
3.	WIL	15	Variety	INSETA
4.	WIL	04	Variety	INSETA
5.	WIL	10	Office Admin	NSF
6.	WIL	15	Safety in Society	NSF
7.	WIL	15	Transport and Logistics	NSF
8.	WIL	20	Civil & Construction	NSF
9.	WIL	10	Business Management	NSF
10.	WIL	10	Finance	NSF
11.	WIL	15	Marketing	NSF
12.	WIL	10	Public Management	NSF
13.	WIL	71	Public Management	Student initiative with assistance from SSS
14.	WIL	37	Educare	Student initiative with assistance from SSS
15.	WIL	43	Financial Management	Student initiative with assistance from SSS
16.	WIL	19	Human Resources Management	Student initiative with assistance from SSS
17.	WIL	10	Public Relations	Student initiative with assistance from SSS
18.	WIL	16	Business Management	Student initiative with assistance from SSS
19.	WIL	05	Tourism	Student initiative with assistance from SSS
20.	WIL	08	Hospitality	Student initiative with assistance from SSS
21.	WIL	06	Marketing	Student initiative with assistance from SSS
22.	WIL	5	Electrical Engineering	EWSETA
23.	WIL	21	Office Administration	Student initiative with assistance from SSS
	TOTAL	**445**		

Other programmes

Other Programmes at the College were in the main skills programmes and learnerships. There were offered for the period 2018/2019:

No	Programme	No of students
1	Assistant Chef skills programme	72
2	Building & Construction	30
3	End use computing skills programme	200
4	Electrical Skills Phase 1 & 2	90
5	Electrical Trade testing	132
6	Freight Handling	25
7	Hair Trade Testing	84
8	Nail & Beauty Learnership	50
9	Nail & Beauty RPL	280
10	NYDA Electrical	117
11	NYDA Plumbing	24
12	Plumbing	30
13	Road Transport Learnership	40
14	Rural Development Transport Operation	139
15	Transport Operations	27
16	W&R Seta Learnership	154
17	Plumbing	143
18	Bricklaying	55
	Total	1692

Electrical Phase 1 Practical students at Melbourne Campus

Thekwini TVET College SWOT Analysis:

A SWOT analysis was carried out to assess the internal strengths and weaknesses of the College, as well as the external opportunities and threats facing the college.

(a)   Academic Affairs

<table>
<tr><th></th><th>STRENGTHS</th><th>WEAKNESSES</th></tr>
<tr>
<td rowspan="1">INTERNAL</td>
<td>
- Alternative Part time classes to assist employees to complete qualifications.
- There is a high demand for Education and Training in KZN.
- Well qualified lecturers who are subject experts.
</td>
<td>
- There is limited placement and selection of learners into appropriate programmes.
- Lack of research in the needs of the local and surrounding area.
- The DHET TVET Curriculum for Report 191 is theoretical and outdated in nature.
- The throughput rate of the NCV Level 4 is extremely low.
- There is a lack of student and lecturer resources centres.
- Student placement is poor as there is no dedicated unit.
- No immediate supervisors for both Support and Academic staff.
- Lack of industry representatives on the Academic Board
</td>
</tr>
<tr><th></th><th>OPPORTUNITIES</th><th>THREATS</th></tr>
<tr>
<td>EXTERNAL</td>
<td>
- Training and development of staffopportunities via ETDP Seta and Health & Welfare Seta discretionary grants for work placement exposure.
- Make the PQM more responsive to the demands of industry demands and the 4th Industrial Revolution.
- Strengthen Student Support Services to offer Academic Support.
</td>
<td>
- The lack of integration between DOE curricular and TVET curricular.
- Outdated curriculum that is not relevant to industry current needs.
- Examination results that are outstanding.
- Entry of new competitors with substitute programmes.
</td>
</tr>
</table>

(b)   Corporate Support Services

	STRENGTHS	WEAKNESSES
INTERNAL	- There are a considerable number appointed staff with M+3 Qualifications and above. - Most critical vacant posts have been filled permanently in 2019. - The College is accredited with a number of Setas and the QCTO.	- Inadequate connectivity impacts on the Coltech MIS and Web online registration and Teaching and Learning activities - Lack of industry exposure for academic staff. - There is a negative perception of TVET Colleges - There is no WIFI accessibility of IT connectivity for students.
	OPPORTUNITIES	**THREATS**
EXTERNAL	- The fostering of partnerships with high schools and surrounding industry. - International exchange of students and lecturers for example the China and Germany lecturer exchangeprogrammes and the World SkillsCompetition. - Upskilling of staff in terms of digital technology to assist with fourth industrial programmes. - Use of technology in terms of e-learning - The DHET connectivity project will increase the connectivity bandwidth to facilitate optimal use of the MIS	- Competitors in terms of private Colleges and other sister TVET colleges. - Political instability that influences students to behave negatively - demonstrations. - Internal Staff dissatisfaction is influenced by external labour unrest. - OSHE non-compliance

(c)   Finance

	STRENGTHS	WEAKNESSES
INTERNAL	- The College receives DHET public institutional funding. - The College received a clean audit opinion for 2018 from the Auditor General.	- There is poor maintenance of facilities due to delays in the approval of infrastructure expenditure. - The lead time of procurement processes is too long.

- Accessible location, the College is situated in the central business district within a ten kilometre radius, with accessibility road, water and air economies - The College has good governance structures. - The College has adequate infrastructure/ facilities ito classrooms and workshops. - The DHET infrastructure project as funding available to improve and maintain College infrastructure.	- There are no LSEN infrastructure facilities and programmes.

	OPPORTUNITIES	THREATS
EXTERNAL	- The College is strategically located. - Possible third stream income. - Upgrade and repair infrastructure through conditional infrastructure grant.	- Disbursement of allowances administered by NSFAS. - Slow growing economy in the country - High rate of unemployment nationally. - Budget constraints ito available cash flow due to past subsidy norms.

College PESTEL analysis

Pestel Factor	Thekwini TVET College analysis

Political	- There may be a new political landscape with the change of Ministry to Higher
	   Education, Science and Technology.
	- Student formation (SASCO) influences the College SRC.
	- Constitutional rights exercised without responsibilities.
	- TVET Colleges have new Council that have just resumed office.
	- South Africa is having a new cabinet, with new focus in terms of National
	   Development Plans
	- Poor match between industry and curriculum.
	- NSFAS - increase in threshold to cater for the missing middle.

Economic	- Unemployment rate in South Africa, KZN and Durban is constantly increasing. - With the increase in NSFAS threshold, there are more budgetary constraints

	- Discretional grants by SETAs
	- Based on the National funding model, College is receiving less funding
	- Economic constraints impact infrastructure, staffing and resources.
	- Economic instability of the SA, including technical recession
	- New infrastructure programme by DHET.
	- Economic demands from students place pressure on the College (e.g. textbooks, allowances, etc.).
	- Changing labour market profile in KZN.
Social	- Entitlement - grants, NSFAS, etc.
	- Social diseases (substance abuse, attendance rates, etc.).
	- Gender based violence and femicide.
	- intolerance between different races, religions and beliefs
	- Training for relevance - industry alignment.
	- Health:
	▪ Access to healthcare.
	▪ Lack of education
	▪ HEAIDS, peer mentors.
	▪ Only catered for at NCV level - lecturers trained in LO but not report 191 lectures (excludes many students).
	- Child-headed households:
	▪ Affects education - lack of guidance.
	▪ Adult responsibilities.
	▪ Environment - links to the economic factor.
	- Rural to urban (urbanisation):
	▪ Staff may not be equipped to deal with cultural differences.
	▪ Students adapting to 'urban life' ("Blessee and Blessor" phenomenon).
Technological	- State of readiness for Fourth Industrial Revolution
	- Access to the internet - data is expensive.
	- Update hardware and software for academic and administrative purposes.
	- E-learning (access).
	- Funding of IT infrastructure (e.g. WIFI, computers,etc.).
	- Frequent technology development - struggle to keep up due to a lack of resources.
	- Financial constraints.
Environmental	- KZN major infrastructure project.
	- Natural resource crisis (water and electricity).
	- Implementation of green world (paperless world)
	- Air pollution affecting staff and students:

	▪ Carbon footprint reduction. ▪ Renewable energy. - Waste management (land refill sites closes to campuses). - Communicable disease (HIV, TB, obesity, etc.).

Legal	- Review policies.
	
	- Mother language - rights of students.
	
	- Student rights - disciplinary vs. criminal.
	
	- Gender issues and people with disabilities.
	
	- POPI Act - access to information.
	
	- Over population of Durban, based on the migration patterns from rural to urban areas
	
	- Migration:
	
	    ▪ Brain drain - loss of skills.
	
	    ▪ Loss of artisans to other provinces and countries.

The College will endeavour to make the Audit and Risk Committee more functional. Actions a controls to mitigate risks will be evaluated for its effectiveness and reports presented to SMT and Council. There will be more intensive monitoring of teaching and learning activities and the performance of staff would be better managed. The College will expand its PQM in consultation and collaboration with social partners. The Student Support Services would be strengthened and the college will implement approved academic support programmes. The conditional grant for infrastructure improvement will be utilized to upgrade our teaching and learning facilities thereby making them OSHE compliant.

PART C

THEKWINI TVET COLLEGE - MEASURING OUR PERFORMANCE

NCV Hospitality students doing an ISAT at Cato Manor Campus

PART C: THEKWINI TVET COLEGE - MEASURING OUR PERFORMANCE

4. MEASURING IMPACT AND STRATEGIC OUTCOMES

The outcomes in the strategic plan of Thekwini TVET College contribute towards the achievement of the NDP, the NDP Five Year Implementation Plan, the MTSF and the priorities of the Department and the PSET system.

4.1 OUTCOME 1

IMPACT STATEMENT:	TVET college enrolment reduces the NEET cohort OR increases youth participation in education and training and employment in the Province.		
Outcome	**Outcome Indicator**	**Baseline2019**	**Five Year target**
Expanded access to TVET college opportunities	1. Number of headcount enrolments in differentiated programme types:	Total HC number 11213	Total HC number 16369
	NCV	1469	2150
	Report 191 Semester	3040	3209
	Report 191 Trimester	2872	4600
	PLP	88	100
	Occupational qualifications/ learnership	320	1530
	Shorter skills Programmes, Report 191 Part Time	486 2938	875 3755
	Higher Certificates	-	150

The campuses are moving towards becoming Niche Campuses as indicated below. Public and private partnerships will be formed with government departments, HE institutions and industry to have centres of specialisation.

CAMPUS	NICHE	Programme
Asherville	Safety in Society	NCV
Cato Manor	Electrical engineering	NCV
	Hospitality	NCV
	Refrigeration	NQF 2-4
Centec	Tourism	R191
	Hospitality and catering services	R191
	Art and design	R191
	Financial management	R191
Melbourne	Information technology and computer science	NCV
	Civil engineering / Electrical engineering	R191
Springfield	Mechanical Engineering	R191
	Public relations	R191
	Marketing management	R191

Umbilo	Transport and logistics	NCV	

Explanation of planned performance over the five year period

The College projected enrolment for 2020 to 2024 is as projected by the campus managers and the College will be able to manage the enrolment annually.

Strategic outcome 1: expanded access to TVET College opportunities

Type of Programme	Programme	Increase or decrease	Which prioritised? Reason?	Comments
NCV	Safety in Society	Decrease	Introduction of Education and development	
	Education and Development	No enrolment in 2019	L2 enrolment in 2020	
	Electrical Infrastructure Construction	Increase	Bigger projection for progressing students	
	Hospitality	Same enrolment numbers 2019&2020	Keeping numbers the same	
	Finance, Economics and Accounting	No enrolment in 2020	Phasing out	
	Office Administration	Increase	Only L4 in 2019. Re-instating of L2 in 2020	
	Tourism	No enrolment in 2019	Re-instating of Tourism in 2020	
	Information Technology and Computer Science	Decrease	Fewer students progress due to level of difficulty	
	Engineering and related design	Increase	Projection for L4 in 2020 whereas no level 4 in 2019	
	Transport and Logistics	Decrease by 06	Based on projected results	
Report 191	Electrical Engineering	Increase	Bigger projection for N6 for 2020	
	Civil Engineering	Increase	More part time intake	
	Mechanical Engineering	Increase	Increase in Part time projections	
	Motor	Decrease	N1 no longer offered in full time	
	Public Management	Increase	Students from Public Service want to formalize qualifications	
	Introductory Art and Design	Increase	Demand from students who did not do Art at school	
	Art and Design	Increase	Articulation agreement with DUT	
	Financial Management	Decrease	To accommodate new NCV programmes	
	Hospitality and Catering Services	Increase	Introduction of part time classes in 2020	
	Human Resource	Increase	Increase in N4 intake	

	Management		Only offered in Part time.	
	Tourism	Decrease	To accommodate new NCV programmes	
	Educare	No enrolment in 2019	Re- instating in 2020	
	Marketing Management	Decrease	Lower projection for N5	
	Public Relations	Increase	Higher projections for N5 and N6	
	Business management	Increase	Higher projections for N6	
PLP	Pre-Vocational Learning Programme	Increase	To make for under-enrolment in 2019	
Occupational Programmes	Learnership Programmes	Increase	More funding allocated by NSF and SETA's	
	Skills	Increase	More funding allocated by NSF and SETA's	

College Interventions	Enabling Conditions	Spatial Reference	Partnerships
Annually plan enrolment and manage enrolment in line with standard procedure and funding	• State funding for ministerial programmes. • Funding from NSF and SETAs for the Other programmes • Standard Operating Procedure on Enrolment • Campus Enrolment Plans • Monitoring of Enrolment Tool -QA	Six Thekwini campuses: 1. Asherville 2. Cato Manor – Close to an informal settlement. 3. Centec 4. Melbourne 5. Springfield – Close to informal settlement 6. Umbilo The College generally has a large cohort of students from the Eastern Cape.	• Priority skills for artisan development for Electrical, Mechanical and Civil trades. • Partnerships withNSF and SETA's and Industry.
The NCV Finance, Economics & Accounting is put on hold while the NCV Office Administration student enrolment will be increased with the elective of the subject W&R.	• The reskilling of lecturers will be required via Cross Campus Capacitation. • Training will be required for the ODP subject lecturers. • Computers will need to be purchased to facilitate the LO and ODP subjects in the NCV OA programme.	Centec Campus is in Morningside with private accommodation opportunities surrounding the campus for out of town students.	• The College has a formal partnership with W&R Seta. • The campus has a simulated room for the practical component of the W&R subject.

4.2 OUTCOME 2

IMPACT STATEMENT:	An increased number of qualified TVET college graduates		
Outcome	Outcome Indicator	Baseline	Five Year target
Improved success and efficiency of TVET systems	1. Number of artisans exiting trade programmes [N3]	915	1280
	2. Number of students certified at NCV L4 and N6	485	1000
	3. Throughput rate (%) for NCV L4 students	6%	50%
	4. Progression rate (%) of PLP students	-	95%

Explanation of planned performance over the five year period

The College will be required to design practical training to facilitate artisan students being prepared to pass trade tests after the theoretical training.

In order to increase the number of students exiting the college and the NCV L4 throughput, the College will need to approve additional NCV admission requirements for uniformity among the campuses and afford weak students the opportunity to undergo academic support programmes while studying from level to so that the students can finish the qualification within the stipulated time. To assist the examination results will be analysed so that further support can be given to either the lecturer or the student.

In order to achieve the PLP progression rate of 85%, attendance will be strictly monitored and managed according the DHET Attendance and Punctuality policy with disciplinary action bearing administered to students that are not complying. Educators will be required to mark and control the class registers to a greater degree and SL with HODs and CMs will need to ensure attendance is captured and attendance reports are available.

Thekwini TVET College will, by achieving the college targets and focus areas, contribute to the country's education, training and development agenda. Based on the Provincial Growth and Development Plan and the Integrated Development Plan of EThekwini Metropolitan Municipality, the College will ensure that its activities will be responsive to the economic, industrial and societal needs. In the next five years, Thekwini TVET College will implement the following policies and strategies to achieve its focus areas:

- *Expanding access to varied formal and informal TVET College programmes by increasing the enrolment of the NEET cohort, woman and youth to facilitate employment opportunities*

  The envisaged Post Provisioning Norm (PPN) that is to be implemented in April 2020 will afford the College the opportunity to appoint a Deputy Principal – Registrar. This post will assist the College in terms of overseeing the enrolment process and associated activities successfully of the formal and informal programmes.

The College has only one student residence situated on the Asherville Campus attached to the Central Office. The student residence accommodates 220 students only and is currently only used by the Asherville Campus. Students that enroll at the other five Thekwini TVET College campuses must acquire private accommodation and struggle to find safe affordable accommodation. The NSFAS allowance payment schedule impacts on the students' ability to maintain their accommodation or housing, this affects the students' attendance and performance. Capex funding for building hostels at each campus is the possible option of solving this challenge however the College is managing the challenge by the identification of safe accommodation sites via the SSS office with the support of the College SRC. A further challenge is that the management and supervision of student residences has no provision in the PPN that will be implemented in 2020 and that will have financial implications for the College going forward.

The College will endeavour to conduct independent and/or collaborative research in terms of which occupational programmes to be add to the College PQM going forward so as to address the shortage of critical skills in the workplace. In the absence of a college research unit and these duties will be assigned to a current manager namely the marketing manager who could possibly form relationships with DUT and UKZN to increase the research capacity of the college. This will facilitate the identification of the programmes that must be added to the College PQM. Currently, the College Skills Unit has been somewhat fleshed out by the appointment of a skills coordinator and a NSF coordinator. The Skills Unit is scheduled to offer agricultural cooperative training to woman and young adults in line with number 4 of the KZN provincial government priorities of growing SMMEs and cooperatives. A number of skills programmes and learnerships are funded by the National Skills Fund (NSF) and have been rolled out, in order for the number of students enrolled by the Skills Unit to increase or grow, the unit needs to be further fleshed out as it is serviced by interns.

The College has embarked on a Web on-line application process in 2019 and will continue to do so in 2020 in line with opening up access as per the minister of education's mandate to TVET Colleges. The challenge with regard to web on-line enrolment is connectivity and the bandwidth speed. The DHET project for Wi-Fi is a work in progress and will facilitate connectivity and increased bandwidth for MIS and student research purposes. This will further allow Thekwini TVET College to increase access to students.

- *Increasing the number of qualified Thekwini TVET College graduates by improving the academic performance of all students*

In order to increase the number of students exiting the college and the NCV L4 throughput, the College will need to approve additional NCV admission requirements for uniformity among the campuses. The College emphasis will be on allowing access to the college programme

qualification mix by developing NCV admission requirements aligned to the DHET admission guidelines. Campuses will be required to appoint selection committees to approve prospective applications in a standardised and uniform manner.

The PLP has been introduced in 2019 and will be offered going forward to assist students that do not meet the NCV or additional NCV admission requirements.

Career pathing guidance and counselling will be offered by the College ETDP Seta career development officer interns and student liaison officers at each campus. Identified weak students will be given the opportunity to undergo academic support programmes while studying from level 2 to so that the students can finish the qualification within the stipulated time of 3 years.

To assist the academic support identification process, examination results will be analysed at subject, lecturer and programme level, this will determine the required support to be given to either the lecturer or the student of all programmes offered at Thekwini TVET College.

In order to achieve the PLP progression rate of 85%, attendance will be strictly monitored and managed according the DHET Attendance and Punctuality policy with disciplinary action bearing administered to students that are not complying. Educators will be required to mark and control the class registers to a greater degree and SL with HODs and CMs will need to ensure attendance is captured and attendance reports are available to make informed decisions about supporting the student to attend and perform.

The College will strive to ensure that monitoring and evaluation of programme delivery will occur as per the DHET and College policies and standards. And to govern and manage as per good corporate governance in order to maintain business excellence. The College will endeavour to facilitate academic support programmes to increase student summative performance and in this way improve the certification and throughput rates.

The College does not have adequate media facilities for students to conduct research nor does the College have Wi-Fi. With the additional funding the College will be receiving in 2020 via the Infrastructure Project initiated in 2019, it will allow the media facilities to be upgraded and developed.

The College foresees many more students and campuses taking part in World Skills Competition thereby continuing competing in the World Skills Competition once the student performance and skills capabilities has improved.

- *Ensure quality teaching and learning delivery by the support of efficient and efficient governance and management*

The College is in a better position to fulfil its Ministerial mandate because the strategic managerial and operational vacant posts have been filled permanently. Four campuses

managers have been appointed that will directly impact of the delivery of the curriculum. The College should become a more effective and efficient teaching and learning institution that focuses on improving the quality of teaching and learning activities.

The College will strive to ensure that monitoring and evaluation of programme delivery will occur as per the DHET and College policies and standards by appointing sufficient SLs and HODs to manage teaching and learning activities. These appointments will take place according to the PPN for 2020 so that teaching and learning is strictly monitored ito of curriculum and assessments.

The strategy of common subject committee meetings will be endorsed by the College Academic Board so that common 40 week plans and assessment plans can be developed and implemented. The appointment of SLs and HODs to monitor and control will improve the standard of delivery and therefore student performance.

In terms of compliance to examination regulations, all students must be orientated on examination rules and conditions continuously and the effect of irregularities must be explained. Internal and external invigilators must be well - trained via the LSS portal on how to handle student irregularities. CMT and the chief invigilator and deputy chief invigilator must monitor the exam process vigilantly to decrease irregularities. With the stricter control of attendance and the academic support programmes there will be a decrease in students not qualifying to sit for the examinations.

Policies approved by the College Council and the monitoring of the strict implementation thereof will result in good college governance and management. This will ensure quality teaching and learning and will facilitate improved student performance.

- *Improving responsiveness of TVET colleges to the world of work so that College graduates are adequately skilled and employable.*

The fostering of partnerships with commerce and industry will facilitate the placement of students' post – programme and lecturers for workplace experience. The knowledge and experience gained in lecturer work exposure will impact positively on the delivery of curriculum and the performance of students. The College needs to facilitate the placement of student and lecturer by acquiring insurance for workplace. This come at a cost to the College as the workplace will not want to place students and staff without insurance hence the College must ensure that there is a budget for insurance.

The College must have an independent student stipend budget to facilitate the placement of more students as sometimes Seta and NSF funding is not sufficient to realise the student placement that is needed to obtain diplomas and graduate.

The students will need to be monitored in the workplace hence a College budget will be required to pay lecturers or student liaison officers to visit and monitor students and the workplace conditions. Due to this challenge, limited monitoring and evaluation of student placement takes place.   As the College is experiencing challenges in placing both students and lecturers, a WIL/WBE unit must be established with a coordinator being appointed by the College.   The Coordinator will explore partnerships with the marketing manager so that students and staff can be placed as well as engage in international exchange programmes.   The Coordinator will develop a college strategy for placement of students and staff and in order to realise the above focus area a Coordinator must be appointed via a College Budget.

The Infrastructure Project initiated in 2019, it will allow many of the challenges the College faced previously to be addressed, and namely workshops can update equipment so that the workshops meet trade test standards.   The College will be required to design practical training programmes to facilitate artisan students being prepared to pass trade tests after the theoretical training. This will result in the engineering students being exceedingly skilled and more employable. The challenge that may present itself is the funding this practical training however the Setas and NSF could be approached for funding or the WBE/WIL Coordinator could approach industry for donations and sponsorships.

College Interventions	Enabling Conditions	Spatial Reference	Partnerships
Design a practical training intervention to prepare students to pass the trade test	Practical training to prepare students for trade tests will be designed and costed	Cato Manor Campus Melbourne Campus Springfield	NSF/Seta partnerships to offset the training and learning material costs as the College students hail from disadvantage backgrounds
Design the standardised NCV Admission requirement procedure to facilitate fit for purpose students entering the NCV programmes	• The College will comply with DHET NCV admission Guideline. • Standardised procedures will be designed accordingly to be uniformly implemented at all campuses. • The College Academic Board will approve the standardised admission guidelines for NCV. • Campuses will appoint selection committees to approve NCV	NCV Programmes across all Campuses	Collaboration between Campuses' to ensure uniformity and compliance.

	applications		
Provide on-course academic support programmes	• Mechanism of identifying a learner who requires on - course support (Student Profiling)	Licence for all campuses	Sign a service level agreement with a service provider for example, Academic Support Technologies
	• Analyse student exam results	Exam officer and campuses to identify poor performing subjects at all campuses	Budget for academic support programmes must be available.
Appointment of permanent Senior Lecturers to monitor quality delivery of teaching and learning activities	• Appoint SL according to the PPN norm for 2020 so that T&L is strictly monitored ito of curriculum and assessments. • Common subject committee meetings to facilitate common 40 week plans and assessment plans	All campuses using the PPN norm of 1: 6	The HR department to appoint service providers to train SL on supervision, mentoring and coaching. And disciplinary procedures

4.3 OUTCOME 3

IMPACT STATEMENT:	Effective teaching and learning supported by efficient governance and management		
Outcome	**Outcome Indicator**	**Baseline (2018)**	**Five Year target**
Improved quality of TVET college provision	1. Compliance with governance standards (%)	83%	100%
	2. Compliance with examination standards and policy (%)	95%	100%
	3. Percentage students qualifying for examinations (%)	83%	95%
	4. TVET college lecturers placed in industry (%)	5%	14%
	5. Number of partnerships for exchange of students and lecturers	21	50

Explanation of planned performance over the five year period

The compliance in terms of examination, all students must be orientated on examination rules and conditions continuously and the effect of irregularities must be explained. Internal and external invigilators must be well - trained via the LSS portal on how to handle student irregularities. CMT and the chief invigilator and deputy chief invigilator must monitor the exam process vigilantly to decrease irregularities.

With the stricter control of attendance and the academic support programmes there will be a decrease in students not qualifying to sit for the examinations.

As the College is experiencing challenges in placing both students and lecturers, a WIL/WBE unit must be established with a coordinator being appointed by the College. The Coordinator will explore partnerships with the marketing manager so that students and staff can be placed as well an engage in international exchange programmes.

College Interventions	Enabling Conditions	Spatial Reference	Partnerships
College and Campuses to train internal and external invigilators	• Use the DHET LSS portal and invigilator package to train invigilators • Create an external invigilator database	All campuses	Sign SLA with external invigilators or provide appointments letters
College to appoint a WIL / WBE Coordinator	• There must be a college strategy for placement of students and staff. • The must be a College Budget to facilitate the appointment of the Coordinator. • Clear responsibilities and targets must be communicated to the Coordinator.	The appointment must be made by the Central Office so that all campuses are serviced.	The Coordinator will foster International Partnership and Local Partnerships to place students and staff.

4.4 OUTCOME 4

IMPACT STATEMENT:	Graduates are employable and increasingly find employment (self, informal or formal)		
Outcome	**Outcome Indicator**	**Baseline**	**Five Year target**
Improved responsiveness of TVET colleges to the world of work	1. Number of students enrolled in programmes relating to OIHD and priority skills	9792	12975
	2. Number of students engaged in entrepreneurship programmes and initiatives	68	500
	3. Number of students placed for WBPL at exit levels – NCV L4 and N6	445	850

Explanation of planned performance over the five year period

The reasoning of the College is to gradually increase the number of NCV programme enrolments as the College wants to accommodate the youth that find the TVET colleges as preparation for a vocational career. Also for the youth that have not completed schooling and want to continue their education and training.

The QCTO occupational programmes in high demand need to be reviewed with the intention of the College added to its PQM in 2021. The constraint around the College offering QCTO programmes is that these programmes do not come with funding.

College Interventions	Enabling Conditions	Spatial Reference	Partnerships
The College needs to facilitate the placement of student and lecturer by acquiring insurance for workplace.	• The workplace will not want to place students and staff with insurance hence the College must ensure that there is a budget for insurance • .The College must have an independent student stipend budget to facilitate the placement of more students. • The students will need to be monitored in the workplace hence a College budget is required to pay lecturers to visit and monitor	Various Workplaces dependent on the Business and NCV Programmes that require placement close the students' home	Partnerships with workplaces and Setas for the payment of stipends.

4.5 KEY RISKS

The following are Thekwini TVET College's significant risks:

	Outcome	Key Risks	Risk Mitigation
1	Expanded access to TVET college opportunities	Inadequate infrastructure to accommodate special needs	Part of the DHET infrastructure project plan includes the design and development of infrastructure for accommodating special needs students.
		Lack of ICT infrastructure	The DHET connectivity project will provide the College with the requisite infrastructure to facilitate connectivity.
2	Improved success and efficiency of TVET systems	Lack of funding to offer the practical trade test training.	The College releases that practical trade test training is required for N1 -3 Engineering students however the demographic of our students are from disadvantaged backgrounds. Therefore the College has to source SETA, NSF and industry funding to facilitate the offering of this training.
		Low throughput rate for NCV L4.	The College will improve the NCV enrolment selection process and provide on-course academic support from L2. Student absenteeism would be better managed.
3	Improved quality of TVET college provision	Inadequate placement of lecturers and students.	The formation of WBE committees at campuses to identify workplaces and foster partnerships. The College will appointment of a WIL/WBE coordinator from the College Budget, funds permitting.
4	Improved responsiveness of TVET colleges to the world of work	Reduced number of students in entrepreneurial programmes.	The Skills Unit is set to introduction of occupational orientated programmes, namely new venture creation.
		Low rate of students placed at NCV Level 4 and N6.	The formation of WBE committees at campuses to identify workplaces and foster partnerships. The College will appointment of a WIL/WBE coordinator from the College Budget, funds permitting.

PART D

TECHNICAL INDICATOR DESCRIPTIONS

Springfield Campus Mechanical Workshop

PART D: TECHNICAL INDICATOR DESCRIPTIONS

Strategic Outcome 1	Expanded access to TVET college opportunities
Indicator Title 1.1	Number of headcount enrolments in differentiated programme types NCV - 1690 Report 191 Trimester - 2850 Report Semester - 3101 PLP - 120 Other - 2067 Part time - 3485
Short Definition	Number of students that meet the requirements to enter college programmes or are placed in PLP
Source of Data	Enrolment plans, student admission and registration forms and TVETMIS records
Method of Calculation/ Assessment	Trend analysis as per statistical submissions to RDHET/DHET.
Assumptions	Students are funded as per approved enrolment plans.Student enrolment is managed in line with the standard procedure on enrolment and admission policy.
Disaggregation of Beneficiaries	Target for Youth [15 – 35 years] : 10783 Target for Women: 7987 Target for Students with disabilities: 4
Spatial Transformation	EThekwini District Municipality.
Reporting Cycle	Quarterly and annually
Desired Performance	Enrolment targets as per enrolment plan are met.
Indicator Responsibility	DP Registrar [Vacant]

Strategic Outcome 2	Improved success and efficiency of TVET systems
Indicator Title 2.1	Number of artisans exiting trade programmes 980
Short Definition	Number of students that pass the trade test and qualify as an artisan before exiting the college
Source of Data	NAMB database, trade test data
Method of Calculation/ Assessment	Certification rate
Assumptions	Students are adequately prepared during training period to pass the trade test.
Disaggregation of Beneficiaries	Target for Youth [15 – 35 years]:793 Target for Women:588 Target for Students with disabilities:0

Spatial Transformation	EThekwini District Municipality.
Reporting Cycle	Annually
Desired Performance	Number of artisans increases
Indicator Responsibility	DP Registrar [Vacant]

Strategic Outcome 2	Improved success and efficiency of TVET systems
Indicator Title 2.2	Number of students exiting college programmes at NCV L4 and N6 635
Short Definition	Number of students that meet the requirements for certification and obtain a qualification or part-qualification before exiting the college
Source of Data	Examinations data
Method of Calculation/ Assessment	Simple count
Assumptions	Teaching and learning interventions and strategies are effective.
Disaggregation	NCV L4 : 108 N6:527
Spatial Transformation	EThekwini District Municipality.
Reporting Cycle	Annually
Desired Performance	Number of qualified graduates increases
Indicator Responsibility	DP Academic

Strategic Outcome 2	Improved success and efficiency of TVET systems
Indicator Title 2.3	Throughput rate (%) for NCV L4 students 50%
Short Definition	Number of students that complete the NCV qualification within 3 years [minimum]
Source of Data	Examinations data
Method of Calculation/ Assessment	(Number of students of the [begin year] cohort that certify in [end year] / The total number of students enrolled in the [begin year] for NCV programmes) X 100
Assumptions	Teaching and learning interventions and strategies are effective.
Disaggregation	No disaggregation
Spatial Transformation	EThekwini District Municipality.
Reporting Cycle	Annually
Desired Performance	Graduates qualify within minimum time

Indicator Responsibility	DP Academic

Strategic Outcome 2	Improved success and efficiency of TVET systems
Indicator Title 2.4	Progression rate (%) of PLP students 85%
Short Definition	Number of PLP students that complete the PLP and progress into their initial programme of choice – NCV or Report 191
Source of Data	College enrolment and BMS data
Method of Calculation/ Assessment	(Number of students that enrolled for the qualification of their choice / Number of students that completed the PLP programme) X 100
Assumptions	PLP addresses lack of foundational competences so as to allow progression.
Disaggregation	No disaggregation
Spatial Transformation	EThekwini District Municipality.
Reporting Cycle	Annually
Desired Performance	Number of students to enter college programmes of choice and throughput in these programmes increase
Indicator Responsibility	DP Academic

Strategic Outcome 3	Improved quality of TVET college provision
Indicator Title 3.1	Compliance with governance standards (%) 100%
Short Definition	Compliance of college councils with governance standards and regulations
Source of Data	Council evaluations and performance reporting
Method of Calculation/ Assessment	Council compliance expressed as a rate after completing evaluation
Assumptions	Governance standards and regulations are adhered to.
Disaggregation	Could be disaggregation in terms of the compliance with the different standards and regulations.
Spatial Transformation	Not applicable
Reporting Cycle	Annually
Desired Performance	Council compliance increases and governance of college improves
Indicator Responsibility	Principal and Council Chair

Strategic Outcome 3	Improved quality of TVET college provision
Indicator Title 3.2	Compliance with examination standards and policy (%) 100%
Short Definition	Compliance with the policies and standards that relate to the conduct of examinations
Source of Data	Examination monitoring reports
Method of Calculation/ Assessment	Average percentage of compliance of **all** college examination sites
Assumptions	Interventions are implemented to improve examination compliance, address deficiencies indicated in monitoring reports and eliminate irregularities.
Disaggregation	Could be disaggregation in terms of the non-compliance matters.
Spatial Transformation	EThekwini District Municipality.
Reporting Cycle	Quarterly and Annually
Desired Performance	Examination compliance increases and the integrity with which examinations and assessment are conducted improves
Indicator Responsibility	Principal and DP Academic

Strategic Outcome 3	Improved quality of TVET college provision
Indicator Title 3.3	Percentage students qualifying for examinations (%) 88%
Short Definition	More students meet the requirements for writing examinations
Source of Data	Examinations and attendance data in college BMS
Method of Calculation/ Assessment	(Total number of subject enrolments for the examinations [to be written] / Total number of subject enrolments at student registration) X 100
Assumptions	Students attend classes (80% attendance minimum) and obtain academic minimum for writing the examinations.
Disaggregation of Beneficiaries	Target for Youth [15 – 35 years]:88% of 2020 enrolled students (8716) = 7670 Target for Students with disabilities: 3
Spatial Transformation	EThekwini District Municipality.
Reporting Cycle	Quarterly and Annually
Desired Performance	Number of students that meet the requirements for writing the examinations increases
Indicator Responsibility	DP Academic

Strategic Outcome 3	Improved quality of TVET college provision
Indicator Title 3.4	TVET lecturers placed in industry (%) 10%
Short Definition	Percentage of the total number of college lecturers (PERSAL and college paid) that are placed in industry for specified periods
Source of Data	Performance reporting
Method of Calculation/ Assessment	(Number of lecturers placed/ Total number of lecturers [PERSAL and college lecturers]) X 100
Assumptions	Protocols and CPD framework are in place and implemented.
Disaggregation	Disaggregation in terms of the number, periods of placement and nature of the placement. (This is dependent on the sponsor/partnership).
Spatial Transformation	EThekwini District Municipality.
Reporting Cycle	Quarterly and Annually
Desired Performance	Lecturers are placed in industry, gain required experience and exposure and student throughput and success rates improve as a result.
Indicator Responsibility	DP Corporate Services

Strategic Outcome 3	Improved quality of TVET college provision
Indicator Title 3.5	Number of partnerships for exchange of students and lecturers 35
Short Definition	Number of partnerships with SETAs, HE institutions, local and international partners or donors to exchange lecturers and students
Source of Data	Performance reporting
Method of Calculation/ Assessment	Simple count
Assumptions	Memoranda of agreements are signed and implemented.
Disaggregation	Disaggregation in terms of the number, type of exchange and benefits to the college.
Spatial Transformation	EThekwini District Municipality.
Reporting Cycle	Quarterly and Annually
Desired Performance	Partnerships locally and internationally benefit the college and student throughput and success rates improve as a result.
Indicator Responsibility	DP Academic and Innovation [DP Innovation - Vacant]

Strategic Outcome 4	Improved responsiveness of TVET colleges to the world of work
Indicator Title 4.1	Number of students enrolled in programmes relating to OIHD and priority skills 10650
Short Definition	Number of students enrolled in programmes linked to occupations in high demand or skills priorities identified by government in the NDP or NSDP
Source of Data	TVETMIS, SETMIS and performance reporting
Method of Calculation/ Assessment	Simple count
Assumptions	Occupations in high demand and priority skills programmes have been identified and funding secured for the enrolment.
Disaggregation	Target for Youth [15 – 35 years]: 8625 Target for Women: 6390 Target for Students with disabilities:2
Spatial Transformation	EThekwini District Municipality.
Reporting Cycle	Quarterly and Annually
Desired Performance	Uptake on relevant TVET programmes increases college responsiveness to demand signalling.
Indicator Responsibility	DP Registrar and Innovation [Vacant]

Strategic Outcome 4	Improved responsiveness of TVET colleges to the world of work
Indicator Title 4.2	Number of students engaged in entrepreneurship programmes and initiatives 150
Short Definition	Number of students enrolled in programmes linked to entrepreneurship initiatives
Source of Data	Performance reporting
Method of Calculation/ Assessment	Simple count
Assumptions	Entrepreneurship programmes and initiatives have been identified and funding secured for the enrolment.
Disaggregation	Target for Youth [15 – 35 years]:120 Target for Women: 90 Target for Students with disabilities: 1
Spatial Transformation	EThekwini District Municipality
Reporting Cycle	Quarterly and Annually
Desired Performance	Uptake on relevant entrepreneurship programmes increases college responsiveness to self-employment
Indicator Responsibility	DP Innovation [Vacant]

Strategic Outcome 4	**Improved responsiveness of TVET colleges to the world of work**
Indicator Title 4.3	Number of students placed for WBPL at exit levels – NCV L4 and N6 550
Short Definition	Number of students at exit level [NCV L4 and N6] placed in workplaces for specified periods
Source of Data	Performance reporting, SETMIS
Method of Calculation/ Assessment	Simple count
Assumptions	Structured approach and framework for placement are in place and implemented. SETA and NSF collaboration opens up more work placement opportunities.
Disaggregation	The number in terms of the period, form of placement and exit levels NCV L4 and N6. NCV L4: 261; 12 months N6: 289; 18 months
Spatial Transformation	EThekwini District Municipality,
Reporting Cycle	Quarterly and Annually
Desired Performance	Students placed for WBPL increases
Indicator Responsibility	DP Academic and Corporate Services, SSS Manager