



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

WINNIE NDIZAMU
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BUILDING

HEAD OFFICE
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**SOUTH WEST GAUTENG TECHNICAL AND VOCATIONAL
EDUCATION AND TRAINING COLLEGE**

EDUCATION OF DISTINCTION

2018
INTEGRATED
ANNUAL REPORT





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1. INTRODUCTION

This is an annual performance report for South West Gauteng TVET College, for the year, 2018 and is based on the academic year of 1 January, 2018 to 31 December, 2018 and is presented in terms of the Continuing Education and Training Act, Act 16 of 2006.

The reports cover performance information and other activities in the college for the year, 2018, in all the key significant areas of the college, including, governance, management, administration, finance, human resources, student support, etc. Whilst all the key results areas are reported on as important areas of the college, the report was prepared on the premise that the delivery of curriculum (education and training) is the core business and focus of the college and all the other areas are in support of curriculum delivery. The term of the Council of the college, led by Ms Ntsoaki Tsokolibane, which oversaw college activities in the college came to an end on 31 March, 2019 and a new Council came into being on 1 April, 2019, with the result that the formulation of this annual report was concluded in the new tenure of the new Council, under the chairpersonship of Mr Zenzele Dlamini.

2. ABBREVIATIONS AND ACRONYMS

APP	Annual Performance Plan
COS	Centre of Specialisation
DHET	Department of Higher Education and Training
HRDS-SA	Human Resource Development Strategy for South Africa
M&E	Monitoring and Evaluation
MTEF	Medium Term Expenditure Framework
MTSF	Medium Term Strategic Framework
NDP	National Development Plan
NEET	Not in employment nor in education and training (youth)
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
OPS Plan	Operational Plan
PQM	Programme Qualification Mix
PSET	Post-School Education and Training
SETA	Sector Education and Training Authority
SNE	Special Needs Education
SSP	Sector Skills Plan
SWOT	Strengths, weaknesses, opportunities, threats
TVET	Technical and Vocational Education and Training
WIL	Work Integrated Learning
WPBL	Workplace-based Learning

PART A: GENERAL OVERVIEW

3. MESSAGE FROM THE COUNCIL CHAIRPERSON



When the call of duty presents itself to you, you respond. It is as a response to the call of duty that I write this introductory message for the Annual Performance Report for the year, 2018. We are a new Council, appointed by the Minister, Dr Naledi Pandor in the month of March, 2019. So, together with my colleagues in the new Council of South West Gauteng TVET College, the year under review in this report, predates my association with the college as a Council member. We have, however understood from the beginning of our tenure that we will, as is the norm and

wisdom, build on the work of our predecessors, which is essentially what I am doing with this introduction, assisted with the record of events for the year under review, by the Principal of the college, Mr Dan L Nkosi. I do this with excitement, fuelled by my strong belief and that of my colleagues in the new Council, in the potential and capability of the college. Being at the helm of a college such as South West Gauteng TVET College and I guess, any other college or institution of learning, teaches one both pride and humility.

The records and reports of the college indicate that in the year, 2018, the college continued to be driven by the aspirational vision of striving *to be the benchmark TVET College in the delivery of quality Vocational Education and Training and the mission of wanting to innovatively mobilize all College resources to ensure excellence* in the college's delivery, employability and embracing of entrepreneurship among students and ISO consistency in the service delivered.

The focus of all this was, of course on the college's core business which is the delivery of education and training and related programmes and on improving the academic results of students, coupled with the objective of connecting the students with the economy, through experiential learning, work and entrepreneurship opportunities.

Inside the report are quantifiable details of how the college fared in terms of the set key results areas, key among which are the certification rate, throughput rate, workplace integration and employability. It is enough here to say there were, as in many instances in life, many hits and a few misses in some of these and the misses will be areas of focus in the new year. In particular, the college continued to improve on its students' results in the National Certificate (Vocational) and Report 191 programmes. This time around the improvements were of smaller percentage number of 1% to 43% in NC(V) 2% to 42% Certification rate Report 191. There is acceptance among all stakeholders in the college, governors, management, personnel and students that the college's students result need to improve and improve by bigger margins. As a Council of the college, we do welcome the fact that the college leads the Gauteng college on aggregate in both NC(V) and Report 191, which is a good foundation to further build, which is what we intend doing boldly.

Like all college stakeholders, we are concerned about the area of financial management in the college, which has not shown improvement in three years, due in the main to the lack of permanence in the position of the Chief Financial Officer (CFO), brought about by the use of the interim system of SAICA CFOs, which has seen the college changing CFOs four times in five years and being without a CFO for nearly a year in between. Management has hinted that this situation has resulted in lack of consistency and depth in putting up systems in the finance division, with the recent audit opinions by the Auditor General, including the one of 2018 having shone the spotlight on this critical area.

This report is also an opportunity to thank all college stakeholders for walking the mile with the college, from our predecessors, the previous governors, the Department of Higher Education and Training, industry partners, personnel, students and all.

A handwritten signature in black ink, appearing to be 'Z Dlamini', enclosed in a simple oval shape.

Z Dlamini:
Chairperson of Council

4. THE ACCOUNTING OFFICER'S FOREWORD



The name is South West Gauteng TVET College and the core business is the delivery of quality vocational education and training. Our students would then say: 'SWGC, period! Enough Said! It could not have been any different in 2018. In the year in question, 2018, the college catered for over 29 000 students, assisted by 593 personnel and 76 interns taken from the college's graduate cohorts, as part of workplace integration, 16 College Council members and a Broad Management Team of about twenty managers.

The drive and thread that connected it all throughout the year was still the ambition and the desire to become one of the top performing colleges in the country, starting in the province of Gauteng.

The college had simplified its vision and mission as implying: "...a college which *inspires* students, espouses *integrity*, offers *fulfillment* to personnel, propels them to perform and achieve... and repels *non-performers* and *character lapses*. A college where...when you are early, you are on time, when you are on time, you are late! A good place to learn... and to work!" This was the simplification of the college's vision to its barest detail.

With its operations spread at six campuses, Dobsonville, George Tabor, Molapo in Soweto, Roodepoort, Roodepoort West in Roodepoort, Technisa in Randburg and a seventh, site, Land is Wealth Farm, offering Primary Agriculture in Sterkfontein, the college represented one of the biggest TVET colleges in the country. This meant if the college did well, it was well and good for the country, but if it did not do well, it was bad, real bad for the country!

The targets set and how the college fared with them is all indicated in graphic

format inside the report, suffice to say some fair strides were made in the college's core business in both NC(V) and Report 191. The strides made were blunted by a number of factors and circumstances, notably the NSFAS problems in relation to the payment of transport allowances to students, which undermined not only the performance of students, but also their retention.

The report details the college's performance in all the key results areas, showing both hits and misses, with the understanding, of course, being that the 'misses' will be planned back into the boiling cauldron of the following year, 2018 for improvement.

It was really a privilege and a God-given honour for one to work with all the college governors, managers, personnel, student leaders and the students in steering this very big ship forward. It certainly did move forward in many material ways, as the report shows. The college's external audit by the Auditor General went very badly. I continue to hold the view that had the Department not embarked on the SAICA project and simply appointed permanent CFOs, with a long term vision and commitment to public service, the audits of the college and those of other colleges that did not benefit from the expensive SAICA project, would have improved much earlier.

Fitting acknowledgement and gratitude to all who came on stage in the college's drama in the year, 2018, be it as directors, sound artists, actors, back-stage assistants. The play would not have gone on stage without each of them playing their role. Some came from inside the college, as in personnel, managers, governors, SRC, whilst others flew in from outside as in the Department of Higher Education, industry partners, SETA partners and, indeed the college's partners of note, Noorderpoort College in Holland, who did not disappoint in 2018, as in all the more than 15 years of the partnership.

A handwritten signature in blue ink, appearing to read 'Dan L Nkosi', written over a horizontal line.

Dan L Nkosi:
Principal

5. STATEMENT OF RESPONSIBILITY AND CONFIRMATION OF ACCURACY

To the best of my knowledge and belief, I confirm the following:

1. All information and amounts disclosed throughout annual report are consistent.
2. The annual report has been prepared in accordance with the guidelines issued by the Department of Higher Education and Training.
3. The annual financial statements have been prepared in accordance with the relevant standards, frameworks and guidelines issued by National Treasury.
4. The accounting officer, i.e. the principal, is responsible for the preparation of the annual financial statements and for the judgements made in this document.
5. The accounting officer, i.e. the principal, is responsible for establishing and implementing a system of internal control that has been designed to provide reasonable assurance as to the integrity and reliability of the performance information, the human resources information and the annual financial statements.

The Auditor-General and/or external auditors express an independent opinion on the annual financial statements. In my opinion, the annual report fairly reflects the operations, the performance information, the human resources information and the financial affairs of South West Gauteng TVET College for the financial year ended 31 December 2018



Dan L. Nkosi

Principal / Accounting Officer - South West Gauteng TVET College

6. LEGISLATION AND OTHER DIRECTIVES

6.1 LEGISLATIVE FRAMEWORK

South West Gauteng TVET College is enjoined by Section 44(3) of the Act, read in conjunction with section 25(3) of the same Act to prepare and submit to the Minister for Higher Education and Training an annual report.

In terms of Sections 25(3) and 25(4) of the Continuing Education and Training (CET) Colleges Act, No 16 of 2006 (as amended), public technical and vocational education and training (TVET) colleges are required to produce annual financial reports and to comply with any reasonable additional reporting requirement established by the Minister. Moreover, Section 44 of the Act requires colleges to annually report to the Minister in respect of its performance and its use of available resources.

In addition, these pieces of legislation govern and steer the college in terms of achievement of its strategic and performance objectives.

6.2 LEGISLATIVE AND OTHER MANDATES

In terms of Sections 25(3) and 25(4) of the Continuing Education and Training (CET) Colleges Act, No 16 of 2006 (as amended), public technical and vocational education and training (TVET) colleges are required to produce annual financial reports and to comply with any reasonable additional reporting requirement established by the Minister. Moreover, Section 44 of the Act requires colleges to annually report to the Minister in respect of its performance and its use of available resources. In addition, these pieces of legislation govern and steer the college in terms of achievement of its strategic and performance objectives.

The Constitution of the Republic of South Africa (Section 29(1)-(4)) provides for the right of basic and further education to everyone in the official language

of their choice provided equity, redress and practicability are taken into account. In addition, the Continuing Education and Training (CET) Colleges Act (No 16 of 2006) provides for the regulation of continuing and further education and training through the establishment, governance and funding of public technical and vocational education and training (TVET) colleges and the promotion of quality in continuing and further education and training.

Further sets of legislation that impact on the TVET colleges sector and its strategic and national imperatives are listed below:

- o National Qualifications Framework (NQF) Act (No 67 of 2008);
- o Higher Education (HE) Act (No 101 of 1997);
- o Skills Development Act (No 97 of 1998);
- o Skills Development Levies Act (no 9 of 1999); and
- o General and Further Education and Training Quality Assurance Act (No 58 of 2001).

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 Trade Testing Regulations;
- o SETA Grant Regulations;
- o National Skills Development Strategy;
- o Public TVET College Attendance and Punctuality Policy; and
- o Policy on the Conduct of National Examinations and Assessment.

7. COLLEGE PROFILE

South West Gauteng College is a public Technical and Vocational Education and Training (TVET), formerly, FET college, operating under the auspices of the Department of Higher Education and Training (DHET) in terms of the Continuing Education and Training Act, Act No.16 of 2006, as amended. The College is accredited by Umalusi and several Sector Education and Training Authorities (Seta's) to offer education and training, mostly in the FET band (NQF Level 2 to 4). Some programmes are offered in the Higher Education band i.e. the N4 to N6 levels. At over 30 000 enrolments, the college is one of the biggest colleges in the country

With its head office located at Molapo Campus, Soweto and campuses spread through Soweto (3) to Roodepoort (2) and Randburg (1), including the "LAND IS WEALTH FARM" in Sterkfontein, the College is a real citadel of education and training for communities in its wide catchment area and beyond.

With the Distance learning and e-learning mode, driven through the Technisa Campus in Randburg, it is no exaggeration to say "we now surface everywhere!"

Starting from 2007, the (FET) TVET colleges have been offering the new three year TVET curriculum, which culminates in the awarding of the National Certificate (Vocational) [NC (V)] to students. This qualification is opening two doors to the successful students. Since their education will have had a deliberate vocational slant, the students completing the NC (V) Level 4 qualification are able to enter the job market. The first cohort of NC (V) graduates came out at the end of 2009 and was received well by the economy.

The Level 4 NC (V) graduates are also able to proceed to the Higher Education and pursue some post-NQF Level 4 education at Universities or Universities of Technology, depending on their results in Level 4. If they choose this

route, they do so on a very strong technical foundation, which they have obtained from their three years at the College. The entry requirements for Higher Education for students who have completed NC (V) Level 4 qualification can be obtained from the College's website, Student Support or Marketing Offices and in the College Prospectus.

The important thing is that if one wants to follow a vocational direction, either in Engineering Studies, Business Studies, or Utility Studies, one does not need to stay at school until one has passed Grade 12, since colleges are of-

fering a three-year vocational qualification. To enrol for this qualification, one only needs to have passed the minimum of Grade 9, but the qualification is more suitable for learners with a higher school grade, e.g. Grade 11 or even Grade 12.

In 2018 the began offering 'fee-free' education to South Africa's poor and working class people, with and joint family annual income below the threshold of R 350 000, supported by government and the Department of Higher Education and Training.

VISION

Where we want to be

To be the benchmark TVET College in the delivery of quality Vocational Education and Training

MISSION

Why we exist

To innovatively mobilize all College resources to ensure excellence in our delivery, employability and embracing of entrepreneurship among students and ISO consistency in our service

VALUES

How we behave

The principle of Batho Pele with emphasis on client care and uBuntu
 The principle of a better life for all
 The principle of upholding a culture of learning, teaching and service delivery
 Professional Conduct
 Good Governance
 Mutual respect
 Non-racialism and Non-sexism
 Redress
 Honesty and Integrity
 Environmental sustainability
 To inspire and develop students (wholly)

STRATEGIC GOALS AND INITIATIVES

What we are going to do

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ORGANISATIONAL PERFORMANCE

How we manage our collective performance

PART B: GOVERNANCE

8. REPORTS OF COUNCIL CHAIRPERSON

i. List of Council Members and their representative constituencies who served during 2018

Surname & Initials	Portfolio	Type of Appointment
Tsokolibane PN	Chairperson	10(4)(b): Ministerial Appointments
Shange XE	Vice Chairperson	10(4)(b): Ministerial Appointments
Motlogelwa RJ	ARC Chairperson	10(6) Ministerial Concurrence A
Nkosi DL	Principal	Principal
Sekobane TM	Secretary (Academic Board Representative)	10(4)(c) Academic Board Representative
Zwane JV	Finco Chairperson	10(4)(b): Ministerial Appointments
Barnard FP	HR Chairperson	10(4)(b): Ministerial
Amos WT	Planco Chairperson	10(6) Ministerial Concurrence
Dr. Msibi MG	Employability Chairperson	10(6) Ministerial Concurrence
Advocate Kganedi M	HR Chairperson	10(6) Ministerial Concurrence
Mukhadakhomu AI	Student Support Services Chairperson	10(4)(b): Ministerial Appointments
Ramono CN	Educator Representative	10(4)(e) Lecturer Representative
Suping V	Support Staff Representative	10(4)(f) Support Staff Representative
Mani H	SRC President	10(4)(g) Lecturer Representative

Somo MT	SRC President	10(4)(g) Lecturer Representative
Mahlangu LV	SRC Secretary General	10(4)(g) Lecturer Representative
Schlemmer A	Deputy Principal (Corporate Affairs & Planning)	Co-Opted Members
Monyamane JM	Deputy Principal (Academic Affairs & Operations)	Co-Opted Members
Makaula P	Deputy Principal (Acting Finance)	Co-Opted Members

ii. List of Council Members serving at the date of Adoption of the Report

Surname & Initials	Portfolio	Type of appointment
Mr Dlamini ZL	Chairperson	Ministerial Appointment
Ms Mpolai L		Ministerial Appointment
Pro Moloji T		Ministerial Appointment
Ms Mazibuko F		Ministerial Appointment
Ms Lamula N		Ministerial Appointment

***The new Council, which took office on 1 April, 2019, had only elected a Chairperson and not an Executive Committee at the time of the adoption of the report on 26 June 2019**

iii. The statute of the College, under which each Council Member served

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DEFINITIONS AND APPLICATION

1 Definitions

In this Statute, unless the context indicates otherwise, any word or expression to which a meaning has been ascribed in section 1 of the Act bears the meaning so ascribed, and-

In this Statute, unless the context indicates otherwise-

‘academic board’ means the body contemplated in section 11 of the Act;

‘auditor’ means any person registered in terms of the Auditing Professions Act, 2005 (Act 26 of 2005);

‘college’ means the college referred to in section 3;

‘council’ means the governing structure of the college;

‘Department’ means the Department of Higher Education and Training;

[Definition of ‘Department’ substituted by s. 33 (a) of [Act 3 of 2012](#).]

‘Director-General’ means the Director-General of the Department;

‘external person’ means a person referred to in section 10 (8) of the Act;

‘financial year’ in respect of the college means a year commencing on the first day of January and ending on the 31st day of December of the same year;

‘foreign juristic person’ means a person-

(i) registered or established as a juristic person in terms of a law of a foreign country; and

(ii) recognised or registered as an external company in terms of the Companies Act, 1973 ([Act 61 of 1973](#));

‘further education and training’

[Definition of ‘further education and training’ deleted by s. 21 (b) of [Act 1 of 2013](#).]

‘further education and training college’

[Definition of ‘further education and training college’ deleted by s. 21 (b) of [Act 1 of 2013](#).]

‘general education’ means the compulsory school attendance phase referred to in section 3 of the South African Schools Act;

‘Head of Department’

[Definition of ‘Head of Department’ deleted by s. 33 (b) of [Act 3 of 2012](#).]

‘higher education’ means higher education as defined in the Higher Education Act, 1997 (Act 101 of 1997);

‘institutional statute’ means policy, a code of ethics and any rules developed by the council consistent with the Act;

‘Labour Relations Act’ means the Labour Relations Act, 1995 (Act 66 of 1995);

‘lecturer’

[Definition of ‘lecturer’ deleted by s. 33 (c) of [Act 3 of 2012](#).]

‘local juristic person’ means a person established as a juristic person in South Africa in terms of the Companies Act, 1973 (Act 61 of 1973);

‘management’ means the principal and vice-principal of the college;

‘MEC’

[Definition of ‘MEC’ deleted by s. 33 (d) of [Act 3 of 2012](#).]

‘Minister’ means the Minister of Higher Education and Training;

[Definition of ‘Minister’ substituted by s. 33 (e) of [Act 3 of 2012](#).]

‘National Qualifications Framework’ means the National Qualifications Framework contemplated in the National Qualifications Framework Act, 2008 (Act 67 of 2008);

[Definition of ‘National Qualifications Framework’ substituted by s. 33 (f) of [Act 3 of 2012](#).]

‘NBFET’

[Definition of ‘NBFET’ deleted by s. 33 (g) of Act 3 of 2012 and by s. 21 (c) of Act 1 of 2013.]

‘organ of state’ means an organ of state as defined in section 239 of the Constitution of the Republic of South Africa, 1996;

‘policy’ means policy determined by the Minister in terms of this Act;

[Definition of ‘policy’ substituted by s. 33 (h) of Act 3 of 2012.]

‘prescribed’ means prescribed by regulation;

‘principal’ means the chief executive and accounting officer of the college, and includes a rector;

‘programmes’ means a list of education programmes approved and promulgated by the Minister in the *Gazette*;

‘public college’

[Definition of ‘public college’ deleted by s. 21 (d) of Act 1 of 2013.]

‘Public Service Act’ means the Public Service Act, 1994 (Proclamation 103 of 1994);

‘rules’ means rules made by the council in terms of section 5 (2) (a);

‘SAQA’ means the South African Qualifications Authority established by section 10 of the National Qualifications Framework Act, 2008 (Act 67 of 2008);

[Definition of ‘SAQA’ substituted by s. 33 (i) of Act 3 of 2012.]

‘school’

[Definition of ‘school’ deleted by s. 33 (j) of Act 3 of 2012.]

‘South African Schools Act’

[Definition of ‘South African Schools Act’ deleted by s. 33 (k) of Act 3 of 2012.]

‘staff’ means persons employed at a public college;

‘statute’ means the standard college statute, which includes policy, code of conduct and any other rules developed by the council which are consistent with the Act;

‘student’ means any person registered as a student at the college;

‘SRC’ means the student representative council of the college;

‘the Act’ means the Continuing Education and Training Act, 2006;

[Definition of ‘the Act’ substituted by s. 21 (e) of Act 1 of 2013.]

‘to provide further education and training’

[Definition of ‘to provide further education and training’ deleted by s. 21 (f) of Act 1 of 2013.]

‘vice-principal’ includes a vice-rector.

[Para. 1 amended by s. 21 (a) of Act 1 of 2013.]

2 Application

This statute applies to the college until a statute is developed in terms of section 10 of the Act.

CONSTITUTION

3 Name, seat and powers

(1) The name of the college is **South West Gauteng College**

(2) The seat of the college is at **1822 Molele Street Cnr Koma Road, Molapo Soweto**

(3) Every public college is a juristic person with legal capacity to perform its functions in terms of this Statute and the Act.

4 Constitution of college

(1) The college consists of-

(a) the council;

(b) the academic board;

(c) the staff;

[Item (c) substituted by s. 33 (l) of Act 3 of 2012.]

(d) the SRC;

(e)

[Item (e) deleted by s. 33 (m) of Act 3 of 2012.]

(f) the students of the college; and

(g) such other offices, bodies or structures as may be established by the council.

(2) No vacancy in any of the offices contemplated in subsection (1) nor any deficiency in the numbers or defect in the composition of the bodies or structures contemplated in subsection (1) impairs or affects the existence of the college as a juristic person or any function conferred by the Act or this Statute upon the college.

COUNCIL

5 Functions of council

(1) Subject to the Act and this statute the council governs the college.

(2) Without derogating from the generality of subsection (1), the council-

(a) makes rules for the college;

(b) establishes the council committees and determines the composition and functions of each committee;

(c) establishes, in consultation with the academic board, joint committees of the council and the academic board to perform functions which are common to the council and the academic board;

(d) subject to applicable policy and the approval of the Director-General, determines the student admission policy of the college, after consultation with the academic board;

[Item (d) substituted by s. 33 (n) of [Act 3 of 2012](#).]

(e) determines and provides student support services after consultation with the SRC;

(f) subject to the approval of the Director-General, determines the language policy of the college, after consultation with the academic board;

[Item (f) substituted by s. 33 (o) of [Act 3 of 2012](#).]

(g) determines tuition fees, accommodation fees and any other fees payable by students as well as accommodation fees payable by employees;

(h) approves the annual budget of the college; and

(i) may conclude a loan or overdraft agreement, with the approval of the

Minister.

[Item (i) substituted by s. 33 (p) of [Act 3 of 2012](#).]

(3) Without derogating from the generality of subsection (1), the council-

(a) determines conditions of service, code of conduct and privileges and functions of its employees and may, in the manner set out in the code of conduct, suspend or dismiss employees of the college; and

(b) may order an employee of the college who has been suspended to refrain from being on any premises under the control of the college and to refrain from participating in any of the activities of the college, or issue such other conditions as it may consider necessary.

6 Composition of council

(1) The council, as contemplated in section 10 (4) of the Act, consists of-

(a) the principal;

(b) five external persons appointed by the Minister;

[Item (b) substituted by s. 33 (q) of [Act 3 of 2012](#).]

(c) one member of the academic board elected by the academic board;

(d) one lecturer elected by the lecturers at the college;

(e) two students of the college elected by the SRC;

(f) one member of the support staff elected by the support staff of the college;

(g) one external member representing donors; and

(h) four members contemplated in section 10 (6) of the Act with a broad spectrum of competencies in the fields of education, business, finance, law, marketing, information technology and human resource management appointed by the council in consultation with the Minister.

[Item (h) substituted by s. 33 (r) of [Act 3 of 2012](#).]

(2) At least 60 per cent of the members of the council must be external persons who are not employed by the Minister or council, or are not students of the college.

[Sub-para. (2) substituted by s. 33 (s) of [Act 3 of 2012](#).]

(3) The council members contemplated in section 10 (8) and (9) of the Act

must have knowledge and experience relevant to the objects and governance of the college.

7 Termination of membership and filling of vacancies

(1) A member of the council's term of office terminates if-

(a) he or she tenders a written resignation;

(b) the Minister or entity who appointed or elected the member to the council terminates the membership in writing;

[Item (b) substituted by s. 33 (t) of Act 3 of 2012.]

(c) he or she is absent from three consecutive meetings without leave of the council;

(d) he or she is declared insolvent;

(e) he or she is removed from an office of trust by a court of law or is convicted of an offence for which the sentence is imprisonment without the option of a fine; or

(f) he or she is incapacitated to perform his or her functions.

(2) The council has the power to suspend and take disciplinary action against a member.

(3) If 75 per cent or more of the members of the council resign, the council is deemed to have resigned.

(4) If the council resigns as contemplated in subsection (3) a new council must be constituted in terms of this statute and the Act.

(5) Whenever any vacancy occurs, section 10 of the Act must apply with the necessary changes thereto.

(6) Any member appointed in terms of subsection (5) must serve only the remainder of the term of office.

8 Election and term of office of chairperson, vice-chairperson and secretary of council

(1) The chairperson and vice-chairperson of the council must not be elected from members contemplated in section 6 (1) (a), (c), (d), (e) and (f) of the statute.

(2) The chairperson, vice-chairperson and secretary of the council are elect-

ed for a period not exceeding three years.

(3) The chairperson, vice-chairperson and secretary are eligible for re-election.

(4) Nominations for the office of the chairperson, vice-chairperson and secretary of the council must be in writing and directed to the electoral officer.

(5) If more than one candidate is nominated, voting is by secret ballot.

(6) Each member of the council has only one vote during a ballot and no proxy is allowed.

(7) Whenever a vacancy occurs in the office of the chairperson, vice-chairperson or secretary, subsections (4) to (6) apply with the necessary changes to the filling of such vacancy.

(8) A person who fills a vacancy in terms of subsection (7) holds office until the end of the term of his or her predecessor.

9 Meetings of council

(1) The council has at least four ordinary meetings during each academic year.

(2) Notice of any motion for consideration at the next ordinary meeting must be in writing and must be lodged with the secretary at least 21 days before the date determined by the council for such meeting, provided that any matter of an urgent nature may, without prior notice, by consent of the chairperson and a majority of the members present, be considered at such meeting.

(3) At least 14 days prior to the date of an ordinary meeting, the secretary gives due notice to each member of all the matters to be dealt with at such meeting and states the time and place of such meeting.

(4) A special meeting may be called at any time by the chairperson.

(5) A special meeting must be called by the chairperson at the request in writing of at least five members, if the objective of such meeting is clearly stated in the request, provided that at least seven days' notice of a special meeting is given.

(6) No business other than that for which the special meeting was called may be transacted at such meeting.

(7) An emergency meeting may be called by the chairperson or, in his or her absence, by the principal at any time.

(8) Notice of an emergency meeting may be given in any manner convenient under the circumstances.

(9) The objective of an emergency meeting must be stated to members and no business other than that stated may be transacted at such meeting.

10 Council meeting procedures

(1) The council members must participate in the deliberations of the council in the best interest of the college.

(2) Except where otherwise provided in this statute, all acts or matters authorised or required to be done or decided by the council or its committees and all questions that may come before it are done or decided by the majority of the members present at any meeting, provided that the number present at any meeting is at least half plus one of the total number of members of the council or its committees holding office on the date of such meeting.

(3) In the absence of the chairperson and the vice-chairperson of the council, the members present must elect one of their members to preside at such meeting.

(4) The first act of an ordinary meeting, after being constituted, is to read and confirm by the signature of the chairperson the minutes of the last preceding ordinary meeting and of any special meeting subsequently held, provided that the meeting may consider the minutes as read if a copy thereof was previously sent to every member of the council, provided further that objections to the minutes of a meeting are raised and decided before confirmation of the minutes.

(5) A member of the council may not, without the consent of the meeting, speak more than once to a motion or to any amendment and the mover of any motion or any amendment has the right of reply.

(6) Every motion or amendment must be seconded and, if so directed by the chairperson, must be in writing.

(7) A motion or an amendment seconded as contemplated in subsection (6) may not be withdrawn except with the consent of the meeting.

(8) The chairperson has a deliberative vote on any matter and, in the event of an equality of votes, also a casting vote.

(9) If so decided by the meeting, the number of members voting for or against any motion must be recorded in the minutes or, if so requested by any mem-

ber, the chairperson must direct that such votes be recorded.

(10) When a majority of the members of the council reach agreement on a matter referred to them by the chairperson by letter or electronic means, without a meeting having been convened, and convey such resolution by letter or electronic means, such resolution is equivalent to a resolution of the council and must be recorded in the minutes of the next succeeding ordinary meeting.

(11) The views of a member of the council who is unable to attend a meeting may be submitted to the meeting in writing but may not count as a vote of such member.

(12) The ruling of the chairperson on a point of order or procedure is binding unless immediately challenged by a member, in which event such ruling must be submitted without discussion to the meeting whose decision is final.

11 Conflict of interest of council members

(1) A member of the council may not have a conflict of interest with the college.

(2) A member of the council who has a direct or indirect financial, personal or other interest in any matter which is to be discussed at a meeting and which entails or may entail a conflict or possible conflict of interest must, before or during such meeting, declare the interest.

(3) Any person may, in writing, inform the chairperson of a meeting, before a meeting, of a conflict or possible conflict of interest of a member of the council of which such person may be aware.

(4) The council member referred to in subsections (2) and (3) is obliged to recuse himself or herself from the meeting during the discussion of the matter and the voting thereon.

12 Committees of council

(1) The council appoints-

(a) an executive committee;

(b) an audit committee;

(c) a finance committee;

(d) a conditions of employment committee;

- (e) a planning and resource committee; and
- (f) such other committees as may be required.

(2) The composition and functions of the committees are determined by the council.

(3) At least 50 per cent of the members of a committee must be external persons who are members of the council.

(4) The chairperson of a committee must be a member of the council.

13 Minutes of council and committee meetings

(1) The secretary of the council keeps the minutes of each meeting of the council and includes such minutes in the agenda of the next council meeting when the agenda is sent out in terms of section 9 (3).

(2) The minutes of all committee meetings must be included in the agenda of the next ordinary meeting of the council following the respective committee meetings.

(3) The members of the council must be provided with copies of the minutes referred to in subsection (2).

14 Drafting, amending or rescinding statute

No motion to draft, amend or rescind a statute or a rule is of force and effect unless adopted by at least 75 per cent of all members of the council present at the meeting, provided that a quorum is present at such meeting.

ACADEMIC BOARD

15 Functions of academic board

(1) Subject to the Act, the academic board of the college-

(a) is accountable to the council for-

- (i) all the teaching, learning, research and academic functions of the college;
- (ii) the academic functions of the college and the promotion of the participation of women and the disabled in its learning programmes;
- (iii) establishing internal academic monitoring and quality promotion mechanisms;

(iv) ensuring that the requirements of accreditation to provide learning against standards and qualifications registered in the National Qualifications Framework are met; and

(v) performing such other functions as may be delegated or assigned to it by the council;

(b) must-

(i) advise the council on a code of conduct and rules concerning students;

(ii) determine, in accordance with any relevant deed or gift and after consultation with the principal, the conditions applicable to any scholarships and other academic prizes;

(iii) determine the persons to whom scholarships and academic prizes are awarded;

(iv) determine the functions of its committees as well as the procedure of meetings of these committees; and

(v) take note of any action taken by a committee in exercising its delegated powers or functions when such committee reports its actions to the next meeting of the academic board; and

(c) may-

(i) establish committees to perform any of its functions, and may for this purpose deem a single person to be a committee;

(ii) make standing orders on procedures and delegation of powers; and

(iii) delegate its functions to a committee.

(2) Without derogating from the generality of subsection (1) the organisation and supervision of instruction and examinations, and of lectures and classes, vest in the academic board.

(3) The academic board submits to the council-

(a) such reports upon its work as may be required by the council;

(b) recommendations on matters referred to it by the council; and

(c) recommendations on any other matter affecting the college that the academic board considers useful.

16 Termination of membership of academic board

(1) Members of the academic board must participate in the deliberations of the academic board in the best interest of the college.

(2) Failure to act in the best interest of the college or behaviour that brings the college into disrepute may result in the removal of a member from the academic board by the council following due process.

17 Composition of academic board

(1) The academic board of the college must consist of-

(a) the principal;

(b) the vice-principal or vice-principals;

(c) lecturers at the college;

(d) members of the council;

(e) members of the SRC; and

(f) such additional persons as may be determined by the council.

(2) The majority of members of the academic board must be lecturers.

(3) The manner of election and appointment of members must be determined by the council.

(4) The number of persons contemplated in subsection (1) (c) to (f) must be determined by the council.

18 Term of office of members of academic board

(1) Members appointed in terms of section 17 (1) (a), (b) and (c) may hold office for as long as they are employed by the college in that capacity.

(2) The term of office for student members automatically lapses when a student ceases to be a registered student or a member of the SRC.

19 Chairperson, vice-chairperson and secretary of academic board

(1) The principal is the chairperson of the academic board and shall preside at meetings of the academic board.

(2) The vice-principal is the vice-chairperson of the academic board and shall preside at meetings of the academic board in the absence of the chairperson.

(3) The secretary of the academic board is elected by the academic board and he or she must perform functions as the board may decide.

(4) The chairperson presides at the meetings of the subcommittees of the academic board if the academic board considers it appropriate for him or her to do so.

(5) The chairperson and vice-chairperson shall perform such other functions as the academic board may determine.

(6) If both the chairperson and the vice-chairperson are absent, the academic board must elect from among its members a chairperson for the meeting concerned.

20 Meeting procedure of academic board

The procedure applicable to council meetings is applicable with the necessary changes to meetings of the academic board.

21 Committees of the academic board

(1) The academic board appoints-

(a) an executive committee; and

(b) such other committees as may be required.

(2) The composition and functions of the committees are determined by the academic board.

22 Joint committees of council and academic board

The council, in consultation with the academic board, appoints such joint committees of the council and the academic board as may be necessary for the performance of particular tasks.

STUDENT REPRESENTATIVE COUNCIL

23 Functions of SRC

(1) The students of the college are represented by the SRC in all matters that may affect them.

(2) The matters contemplated in subsection (1) include-

(a) liaison with management, the general public, other colleges, student representative councils of other colleges, national or international student organisations, unions and news media;

(b) being the umbrella organisation for all student committees, clubs, coun-

cils and societies, granting or withdrawing recognition of such student committees, clubs, councils and societies as it considers appropriate;

(c) coordination and supervision of the use of students' facilities and all matters pertaining thereto, in conjunction with management;

(d) convening and conducting of all authorised meetings of the student body and being the managing body in all general referenda and petitions organised by the students within the rules;

(e) the election of office-bearers and establishing committees as the SRC considers necessary;

(f) the organisation and promotion of extramural activities among students;

(g) keeping account of all moneys allocated to the SRC by the council and any other moneys which may accrue to the SRC in its capacity as representative of the students;

(h) allocating or disbursing such funds for use by students, and making grants to approved student clubs, committees, societies and councils;

(i) the responsibility for preserving order at student functions and ensuring good conduct at other approved meetings of students;

(j) coordination of student involvement in all community projects initiated by the SRC;

(k) responsibility for all student publications;

(l) final decision making in all matters falling within the jurisdiction of the SRC; and

(m) such additional functions and privileges as may be specifically conferred upon the SRC in writing by the council.

24 Composition of SRC

(1) Only registered students are eligible to serve on the SRC.

(2) The SRC must be representative of the student body.

(3) The election of SRC members must be democratic and transparent.

(4) The SRCs of colleges that are to be merged must have a meeting before the merger to constitute a single interim SRC comprising all members of the SRC concerned for a period not exceeding six months.

25 Office-bearers of SRC

(1) The SRC elects from among its members a president to act as chairperson and a deputy president to act as deputy chairperson.

(2) The functions of other office-bearers and the election of such office-bearers are determined by the SRC.

26 Term of office of SRC members

(1) The term of office of the members of the SRC must be one academic year.

(2) A member of the SRC may serve more than one term of office.

27 Meetings of SRC

The number of meetings, the quorum at a meeting and the meeting procedures are determined by the constitution of the SRC as approved by the council, provided that four ordinary meetings are held during an academic year.

28 SRC committees

(1) The SRC must establish a disciplinary committee responsible for the discipline of any members of the SRC and members of the student structures affiliated to the SRC.

(2) The SRC may establish such other committees as may be required.

29 General meeting

(1) The SRC must convene at least one general meeting of students per semester.

(2) If a majority of students sign a petition to the SRC requesting a general meeting, the SRC must comply with such a request.

(3) Meetings of the SRC may not disrupt academic activities.

MANAGEMENT

30 Management

(1) Management consists of the principal, vice-principal or vice-principals of the college.

[Sub-para. (1) substituted by s. 33 (u) of [Act 3 of 2012](#).]

(2) The principal is the chief executive and accounting officer of the college.

31 Functions of principal

(1) The principal is responsible for the day-to-day management and administration of the college and has all the powers necessary to perform these functions.

(2) By virtue of his or her office the principal is a member of all the committees of the council and the academic board.

(3) The council may assign additional functions and grant additional powers to the principal.

[Sub-para. (3) substituted by s. 33 (v) of Act 3 of 2012.]

(4) When the principal is absent or unable to carry out his or her duties, the vice-principal must act as principal, or the Minister may appoint an acting principal.

[Sub-para. (4) substituted by s. 33 (v) of Act 3 of 2012.]

32 Vice-principal and financial officer

(1) The vice-principal or vice-principals are responsible for assisting the principal in the management and administration of the college.

(2) The council of a public college must appoint a financial officer.

33 Appointment of staff employed by college

The advertising of the post, the invitation for nomination of candidates, the search for suitable candidates, the criteria for the short-listing of candidates and the interviewing and appointment processes for staff must be in the manner determined by the council.

[Para. 33 substituted by s. 33 (w) of Act 3 of 2012.]

34 Conditions of employment

The council must approve conditions of employment, including the determination and review of salaries of staff employed in terms of section 20 (4) (a) and all other forms of remuneration in accordance with the rules.

[Para. 34 substituted by s. 33 (x) of Act 3 of 2012.]

35 Evaluation

(1) The management of the college is subject to evaluation by the Minister in

the performance of its duties.

(2) The staff is subject to continuous evaluation in the performance of its duties.

[Para. 35 substituted by s. 33 (y) of Act 3 of 2012.]

36 Disciplinary code of staff

(1) A member of staff employed in terms of section 20 (4) (a) is subject to a code of conduct and disciplinary procedures, as approved by the council and determined in the rules, which serve as an integral part of their conditions of service.

(2) Every member of staff employed in terms of the Public Service Act is subject to a code of conduct of public servants and disciplinary procedures provided for in terms of the Public Service Act and its Regulations.

[Para. 36 substituted by s. 33 (z) of Act 3 of 2012.]

37 Representative organisation of employees

Agreements with representative organisations of employees may, with reference to salary and related negotiations and according to the relevant labour legislation, be entered into by the representatives of lecturers and support staff and recommended to the council for approval.

STUDENTS

38 Admission and registration of students

A person may register as a student only if he or she satisfies the legal requirements for admission to study at the college and satisfies any other requirements for admission that may be determined by the council and laid down in the rules.

39 Student disciplinary code

The disciplinary measures and disciplinary provisions applicable to students are set out in the disciplinary code determined by the council after consultation with the SRC.

DONORS

40 Donors

- (1) The college may receive moneys and equipment of any sort from donors to assist the college in providing quality education.
- (2) The college may recognise and register certain donors as determined in the rules.

iv. LIST OF OFFICE BEARERS OF THE COUNCIL

Surname & Initials	Portfolio
Ms. Tsokolibane	Chairperson: External
*Mr. Zwane	Vice Chairperson
*Shange	Vice Chairperson
Mr. Motlogelwa	External Member
Mr. Nkosi	Principal
Mr. Sekobane	Secretary
Schlemmer	Deputy Principal
Monyamane	Deputy Principal
Makaula P	Deputy Principal

***The new Council, which took office on 1 April, 2019, had only elected a Chairperson and not an Executive Committee at the time of the adoption of the report on 26 June 2019**

v. STATEMENT OF COUNCIL ON GOVERNANCE

The Council of South West Gauteng TVET College, remained committed to the maintenance of the highest standard of governance and uphold good practices. The Council regulated its affairs in compliance with the Continuing Education and Training and Training Act, 2006 (Act No.16 of 2006) as well as the Council Standard Operating Procedures and charters developed by DHET.

The Council provided independent and objective assurance and sup-

port to the College Management by evaluating the accuracy and effectiveness of the internal control systems, risk management, governance processes and provide value adding recommendations. The Council adopted a number of DHET recommended policies, such as the Risk Management Policy, Cell Phone and Mobile Device Policy. The adoption of these policies enabled the Council to play an integral role in influencing behavior, coordination of activities, establishing of communication protocols and facilitate, inter alia, risk reporting. Furthermore, the Council focused on cost consciousness and effectiveness and sustainable resource generation from external donors.

The Council approved and monitored the performance annual operating and capital budget by continuously interrogating the financial implication of the capital development programmes, the annual operating budget and on the resource allocation to the strategic activities. The Council was committed in ensuring that the financial health of the College as a going concern and also strived to ensure that the staff complement was suitable to maintain the accounting records (financial and otherwise) of the college. Through various Council committees, support was given to the Management to ensure compliance with all relevant norms, legislation, directives, collective agreements within the sector. The Council played an active role in assisting the Academic Board to implement relevant teaching and learning didactics and methodologies in the quest to achieve the College set targets on attendance and retention, certification, progression and throughput rates whilst ensuring success on student access, articulation with the workplace and/or higher education and training.

Throughout the year, the Council and its sub-committees remained operational and functional with a number of resolutions taken. The Council of South West Gauteng TVET College, in exercising its oversight function, was guided and applied values and principles of honesty and integrity, objectivity, accountability and transparency.

vi. STATEMENT OF COUNCIL ON COLLEGE FUNCTIONALITY

The college has its core business as the delivery of education and training programmes to students. It is primarily funded by the state through the allocation of a grant based on enrolments and through the funding of qualifying students in the form of NSFAS bursaries. 2018 was the first year of the application of fee-free education for the poor and working class and saw many students, who, hitherto, had had to pay fees to access the college, being able to enrol with the college without paying since their joint family incomes were below the R 350 000 new NSFAS threshold. The college's enrolments in the year, 2018, continued to put it among the biggest TVET colleges in the country, with the enrolments in 2018 exceeding 30 000, despite attempts to moderate them due to funding limitations.

Whilst the college had had a poor audit report of a 'disclaimer' for the previous year, 2017, it began 2018 as a going concern with sound reserves and an operational budget based on its enrolments and fee income. The year was a mostly "disruption-free" year, thanks to good engagement between SRC and management, supported by the College Council. Whilst the college did not attain its target of 65% certification rate, education and training continued, led by a mostly committed personnel cohort. Partnerships with industry to promote workplace integration in education were vigorously pursued, even though by year end, the success achieved with this all-important key results area was not close to where it was expected to be. Great strides were made, however. In terms of core business performance, whilst the college did not make its targets, it continued to be among the leaders in the Gauteng Province.

The greatest and most worrying 'miss' for the college which remained

a sore point for the Council even in 2018 was the failure of the college to tilt its external audit for the year upwards. For the college, the SAICA project, with its interim CFOs, with no long-term commitment to the college and its, proved to be a dismal failure, which needed to be ended and replaced with a system of permanently appointed CFOs, to effect and sustain real improvement and ensure continuity.

Notwithstanding the regretted poor performance with the external audit, which extended to the year, 2018 and is viewed as a bad patch by the entire Council, the college remains a safe going concern, with no threat to its financial viability. It continues to have sound reserves and great plans for the future.

vii. THE REPORT OF COUNCIL ON RISK ASSESSMENT AND MANAGEMENT OF RISKS

Summary of ARC Approved Recommendations by the Council in 2018

The College Internal Audit Unit Committee to audit the ICMA tool submitted by the Principal to the ARC on quarterly basis to determine its accuracy (4th April 2018: Resolution 15:2018).

The ARC recommendation that an external service provider should be appointed to assist the college to close the identified audit gaps was approved and that a clear and specific service level agreements be developed for the service provider was approved (3rd October 2018: Resolution 41:2018).

The 80/20 and 90/10 specifications in line with the latest Treasury Regulation and the Preferential Procurement Policy Framework Act (Act 5 of 2000) and Regulations pertaining to the Act from 2011 to the latest one in 2017 (3rd October 2018: Resolution 44: 2018).

1.8. Constitution of the College Council and Governance Structures

1.8.1. Report of Council Chairperson

1.8.1.1. Introduction

The South West Gauteng TVET College Council is a statutory body established and defined under the Continuing Education and Training and Training Act, 2006 (Act No.16 of 2006). The College Council is the highest decision making body of the College. The annual report covers the activities for the 2018 academic year.

1.8.1.2. College Council Mandate

The purpose of the College Council is to perform all the functions which are necessary to govern the College, including the development of a College statute. The College Council in concurrence with the other statutory bodies, namely, the Academic Board and the Student Representative Council develop amongst other things, the following:

- 1.8.1.2.1. The College Strategic Plans which must incorporate the vision, mission, values, goals and financial planning of the College.
- 1.8.1.2.2. Ensure safety measures which are conducive for a safe teaching and learning environment for students, lecturers and support staff.
- 1.8.1.2.3. Ensure compliance with the accreditation requirements necessary to provide learning Programmes in terms of standards and qualifications as registered on the National Qualifications Framework.
- 1.8.1.2.4. Provide a suitable structure to advice on policy for the student support services within the College.

Briefly, the College Council act in five different areas, namely, Development,

Monitoring, Approval, Compliance and Financial Oversight.

1.8.1.3. Mandatory College Council Meetings

The College Council as a governing body of the College needs to meet as often as required to execute its statutory functions. A minimum of four (4) mandatory ordinary meetings per year.

1.8.1.4. Optional/Discretionary College Council Meetings

In addition to the mandatory ordinary College Council meetings, the Council convened special meetings and /or trainings/workshops to deal with specific matters

1.8.1.5. Special Meetings

- 1.8.1.5.1. 28 March 2018: Discuss the Revised Budget
- 1.8.1.5.2. 20 April 2018: The purpose of the meeting was to align the internally drafted College Council Sub-Committee Charters.
- 1.8.1.5.3. 23 April 2018: Address the concerns raised by College Labour Formations.
- 1.8.1.5.4. 21 July 2018: Discuss the 2017 Audit Outcomes

1.8.1.6. Training/Workshops

- 1.8.1.6.1. 2 February 2018: Cascading of College Plans
- 1.8.1.6.2. 23 & 24 January 2018: Governance Training

1.8.1.7. The Composition of the College Council

According to the Act, the College Council consists of sixteen (16) members which includes internal and external members. The SWG TVET College Council comprise of the following Members:

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| <p>1.8.1.7.1. The College Principal: Mr. Nkosi DL</p> <p>1.8.1.7.2. A member of the Academic Board, elected by the Academic Board: Mr. Sekobane TM</p> <p>1.8.1.7.3. A Lecturing Staff member of the College, elected by the lecturers: Ms. Ramono CN</p> <p>1.8.1.7.4. A Support Staff member of the College, elected by the support staff: Mr. Suping V</p> <p>1.8.1.7.5. Two (2) Students of the College elected by the SRC: Mani H (President), Maboyi O (Secretary General) who were later replaced by Messrs. Somo and Mahlangu as newly elected President and Secretary General respectively.</p> <p>1.8.1.7.6. Five (5) Appointments by the Minister of Higher Education and Training: Ms. Tsokolibane PN; Messrs. Barnard F (resigned), Zwane V, Shange XE and Mr. Mukhadakhomu.</p> <p>1.8.1.7.7. Four (4) Appointments by the Council in concurrence with the Minister: Messrs. Amos WT and Motlogelwa RT, Dr. Msibi and Advocate Kganedi (who was appointed later).</p> <p>1.8.1.7.8. A Representative of the donors of the College: The position was vacant for the whole year, 2018.</p> <p>1.8.1.7.9. The College Deputy Principals were co-opted members of the Council for reporting purposes but with no voting powers. The Deputy Principals are Messrs. Schlemmer A (Corporate Affairs and Planning), Monyamane JM (Academic Affairs and Operations) and Makaula P (Acting Finance).</p> | <p>1.8.1.8.3. Provide oversight of the college operational plan.</p> <p>1.8.1.8.4. Ensure that quality management systems are implemented by the college.</p> <p>1.8.1.8.5. Ensure the attainment of the targets as expressed in the strategic plan within the allocated budget.</p> <p>1.8.1.8.6. Ensure good management oversight and the implementation of performance monitoring and evaluation systems.</p> <p>1.8.1.8.7. Reflect the responsible deployment of college resources and assets in the support of the goals of the strategic and operational plans of the college.</p> <p>1.8.1.8.8. Assist the Academic Board to implement relevant teaching and learning didactics and methodologies.</p> <p>1.8.1.8.9. Reflect accountable stewardship of public resources, responsible financial (fiduciary) oversight of the college budget, income and expenditure, and the compilation and approval of financial statements.</p> <p>1.8.1.8.10. Ensure student access, retention, certification, progression, throughput, and successful articulation with the workplace and/or higher education and training.</p> |
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1.8.1.8. The Summary Roles and Responsibilities of the College Council

The College Council members are jointly responsible and accountable for decisions which includes:

- 1.8.1.8.1. Provide strategic vision and leadership for the development of the institution.
- 1.8.1.8.2. Ensure the alignment and support of all internal and external stakeholders behind the college vision and mission.

1.1.1.9. **Attendance for College Council Meetings (Mandatory Meetings)**

Surname & Initials	Portfolio	Type of Appointment	Attendance				Attendance Rate (%)
			1 st quarter	2 nd Quarter	3 rd quarter	4 th quarter	
			4 April 2018	4 July 2018	3 October 2018	5 December 2018	
Tsokolibane PN	Chairperson	10(4)(b): Ministerial Appointments	√	√	X	√	75%
Shange XE	Vice Chairperson	10(4)(b): Ministerial Appointments	√	√	√	√	100%
Motlogelwa RJ	ARC Chairperson	10(6) Ministerial Concurrence A	√	√	√	√	100%
Nkosi DL	Principal	Principal	√	√	√	√	100%
Sekobane TM	Secretary (Academic Board Representative)	10(4)(c) Academic Board Representative	√	√	√	√	100%
Zwane JV	Finco Chairperson	10(4)(b): Ministerial Appointments	√	√	√	√	100%
Barnard FP	HR Chairperson	10(4)(b): Ministerial	√	√	N/A (Resigned)	N/A (Resigned)	50 mm
Amos WT	Planco Chairperson	10(6) Ministerial Concurrence	√	√	X	√	50%
Dr. Msibi MG	Employability Chairperson	10(6) Ministerial Concurrence	√	√	√	√	100%
Advocate Kganedi M	HR Chairperson	10(6) Ministerial Concurrence	N/A (Not yet Appointed)	√	√	√	100%
Mukhadakhomu AI	Student Support Services Chairperson	10(4)(b): Ministerial Appointments	X	√	√	X	50%
Ramono CN	Educator Representative	10(4)(e) Lecturer Representative	√	X	√	√	75%

Suping V	Support Staff Representative	10(4)(f) Support Staff Representative	√	√	√	√	100%
Mani H	SRC President	10(4)(g) Lecturer Representative	√	N/A (Term of Office Expired)	N/A Term of Office Expired	N/A Term of Office Expired	100%
Somo MT	SRC President	10(4)(g) Lecturer Representative	√	√	√	√	100%
Mahlangu LV	SRC Secretary General	10(4)(g) Lecturer Representative	N/A (Not yet Elected)	√	√	X	66.66%
Schlemmer A	Deputy Principal (Corporate Affairs & Planning)	Co-Opted Members	X	√	X	√	50%
Monyamane JM	Deputy Principal (Academic Affairs & Operations)	Co-Opted Members	√	√	√	√	100%
Makaula P	Deputy Principal (Acting Finance)	Co-Opted Members	√	√	√	√	100%

√ Present X Absent

Summary of College Council Resolutions Actions in 2018

1.1.1.9.1. **Asset Disposal: Resolved:** The Council approved the list of disposal assets discussed in the Council meeting. The Assets would be disposed in accordance to the applicable Asset Management Policy (4th April 2018: Resolution 06: 2018).

1.1.1.9.2. **Develop Charters:** The Council developed and subsequently approved the internally developed charters for discretionary Council Committees (3rd October 2018: Resolution 37: 2018).

1.1.1.9.3. **Recruitment of Administrators:** The Council approved the recruitment of a Governance Administrator for the College Council and SRC (5th July 2018: Resolution 58: 2018).

1.1.1.9.4. **Recovery of Students' Debts:** The Council approved the

continued recovery of student debts with the proviso that the cost of recovery does not exceed the amounts to be recovered (4th April 2018: Resolution 14: 2018).

1.1.1.9.5. **Filling of Vacancy:** The Council approved the appointment of Advocate Kganedi to fill the vacancy after the termination of Mr. Netshimbupfe's membership (4th April 2018: Resolution 17: 2018).

8.1. REPORTS BY COMMITTEES OF COUNCIL

The Act enables the College Council to establish the College Council Committees and the College Council is, by and large, in compliance with the Act in this regard. The first five (5) committees are mandatory and the last two (2) Committees are established by the College Council on the basis of need in line with the Act.

8.1.1. Mandatory Committees

8.1.1.1. Executive Committee (Exco)

8.1.1.2. Finance Committee (Finco)

8.1.1.3. Audit and Risk Committee (ARC)

8.1.1.4. Human Resources and Remuneration Committee

8.1.1.5. Planning Committee (Planco)

8.1.2. Discretionary/Optional Committees

8.1.2.1. Student Support Services Committee

8.1.4. Composition of Council Committees and Attendance

8.1.4.1. Executive Committee (Exco)

8.1.4.2. Attendance Register

8.1.2.2. Employability Committee

8.1.2.3. Additional Revenue Committee

8.1.3. The Purpose of the Committee

8.1.3.1. The main function of the College Council committees is to assist the Council in the performance of its statutory functions.

8.1.3.2. The Act permits the College Council to appoint a person (s) who is not a member of the Council to be a member (s) of the Council Committee based on expertise. It was against this background that Mr. Matabane was a member of the Audit and Risk Committee.

8.1.3.3. The College Council, is however, not divested of the responsibility for the performance of any function delegated to a committee.

8.1.3.4. All the College Council Committees were chaired by an External Council Member as prescribed by the Act.

Surname & Initials	Portfolio	Attendance				Attendance Rate (%)
		1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	
		14 March 2018	13 June 2018	20 September 2018	22 November 2018	
Ms. Tsokolibane	Chairperson: External	√	√	√	X	75%
*Mr. Zwane	Vice Chairperson	√	√	N/A	N/A	100%
*Shange	Vice Chairperson	N/A	N/A	√	√	100%
Mr. Motlogelwa	External Member	√	√	√	√	100%
Mr. Nkosi	Principal	√	√	X	√	75%
Mr. Sekobane	Secretary	√	√	√	√	100%

Schlemmer	Deputy Principal	√	√	√	√	100%
Monyamane	Deputy Principal	√	X	√	√	75%
Makaula P	Deputy Principal	√	√	√	√	100%

√ Present X Absent * Mr. Shange was elected as the new Vice Chairperson replacing Mr. Zwane

8.1.4.2. Summary of Exco Approved Recommendations by the Council in 2018

8.1.4.2.1. The Committee recommended that the draft security policy should be approved on the proviso that the suggested amendments be forwarded to Advocate Kganedi to be incorporated in the final draft (3rd October 2018: Resolution 34: 2018).

8.1.4.2.2. The Exco recommendation that the management should proceed with the legal process instituted against the student at the farm was endorsed by the Council (3rd October 2018: Resolution 49: 2018).

8.1.4.2.3. The recommendation by Exco to appoint AGSA as the College Auditors for 2018/19 was approved by Council (5th December 2018).

8.1.5. Finance Committee (Finco)

8.1.5.1. Attendance Register

Surname & Initials	Portfolio	Attendance				Attendance Rate (%)
		1 st quarter	2 nd quarter	3 rd quarter	4 th quarter	
		19 February 2019	10 September 2019	31 October 2019	23 November 2019	
Zwane V	Chairperson: External	√	√	√	√	100%
Motlogelwa RJ	External Member	√	√	√	√	100%
Mukhadakhomu AI		N/A	√	√	√	100%
*Nkosi DL	Principal	N/A	N/A	√	N/A	100%
*Schlemmer A	Internal Member	√	√	N/A	N/A	100%
Dhlamini S	Internal Member	√	X	√	X	50%
Mukoma A	Secretary	√	√	N/A	√	75%
Makaula PK	Convener: Internal	X	√	√	√	75%

√ Present X Absent *Attended per invite

8.1.6. **Summary of Finco Approved Recommendations by the Council in 2018**

8.1.6.1. The Committee monitored the operational and capital expenditure SNE and Community Education Account budgets as well as other income generated by business units such as Dimonate, travel agency, the farm etcetera on quarterly basis (4th April 2018: Resolution 14: 2018).

8.1.6.2. The Committee recommendation that the proposed 2018/19 budget should be approved by the Council was endorsed (5th December 2018: Resolution 55: 2018).

8.1.6.3. The continual usage of ITS in its entirety, inclusive of the of the Accounting module, until the 2018 audit was completed was approved (5th December 2018: Resolution 55:2018).

8.1.7. **Audit and Risk Committee (ARC)**

8.1.7.1. **Attendance Register**

Surname & Initials	Portfolio	Attendance					Attendance Rate (%)
		1 st Quarter	2 nd Quarter	3 rd Quarter		4 th Quarter	
		15 February 2019	28 March 2018	26 June 2018	15 August 2018	31 October 2018	
Motlogelwa RT	Chairperson: External	√	√	√	√	√	100%
Zwane VJ	External Member	√	√	√	√	√	100%
Amos WT	External Member	N/A	√	N/A	N/A	N/A	100%
Kganedi M	External Member	N/A	N/A	N/A	N/A	√	100%
Matabane	External Member	√	√	X	√	√	80%
Magagula W	Internal Member	√	X	√	X	X	40%
Schlemmer A	Internal Member	√	√	√	X	X	60%
Nkosi DL	Principal	√	√	√	X	√	80%
Mani H	Internal Member	√	X	X	N/A	N/A	33.33%
Tsokolibane PN	External Member	N/A	√	N/A	N/A	N/A	100%
*Botha J	Internal Auditor: PWC	√	N/A	N/A	N/A	N/A	100%
*Manoko KK	Internal Auditor: PWC	N/A	N/A	√	N/A	N/A	100%
Dhlamini S	Internal Member	√	√	√	X	√	80%
*Morota R	AGSA	√	N/A	N/A	N/A	N/A	100%
*Botts T	AGSA	√	N/A	√	N/A	N/A	100%

*Mkulusi L	AGSA	N/A	N/A	√	N/A	N/A	100%
Madzwigi C	Internal Member (Internal Auditor)	√	√	√	X	√	80%
*Sekobane T	Internal Member	N/A	√	N/A	N/A	N/A	100%
*Monyamane	Internal Member	N/A	√	N/A	N/A	N/A	100%
Mukoma A	Secretary	√	X	√	√	X	60%
Makaula PK	Convener: Internal (CFO)	√	√	√	√	√	100%

√ Present

X Absent

* Attended per invitation

8.1.7.2. **Summary of ARC Approved Recommendations by the Council in 2018**

8.1.7.2.1. The College Internal Audit Unit Committee to audit the ICMA tool submitted by the Principal to the ARC on quarterly basis to determine its accuracy (4th April 2018: Resolution 15:2018).

8.1.7.2.2. The ARC recommendation that an external service provider should be appointed to assist the college to close the identified audit gaps was approved and that a clear and specific service level agreements be developed for the service provider was approved (3rd October 2018: Resolution 41:2018).

8.1.7.2.3. The 80/20 and 90/10 specifications in line with the latest Treasury Regulation and the Preferential Procurement Policy Framework Act (Act 5 of 2000) and Regulations pertaining to the Act from 2011 to the latest one in 2017 (3rd October 2018: Resolution 44:2018).

8.1.7.2.4. Recommended the approval by Council of the Annual Financial Statements (AFS) for submission to the Auditor General of South Africa in compliance with the CET requirements of submission of the AFS by the 31st March 2019 and to the Department of Higher Education by the 1 June 2019.

8.1.8. Employability Committee

8.1.8.1. Attendance Register

Surname & Initials	Portfolio	Attendance				Attendance Rate (%)
		1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	
		26 February 2018	26 April 2018	2 August 2018	16 October 2018	
Msibi MG	Chairperson: External	√	√	√	√	100%
Barnard FP	External Member	X	√	N/A	N/A	50%
Shange X	External Member	√	√	√	√	100%
Matende S	Internal Member	√	√	N/A	N/A	100%
Mhlanga D	Internal Member (SRC)	N/A	N/A	√	√	100%
Siboto N	Internal Member	N/A	N/A	√	√	100%
*Madubung TM	Internal Member	√	X	X	X	100%
Motaung S	Secretary	X	X	√	X	25%
Monyamane MJ	Convener: Internal Member	√	√	√	√	100%

√ Present

X Absent

* Attended per invitation

8.1.8.2. Summary of the Employability Committee Approved Recommendations by the Council in 2018

8.1.8.2.1. The Committee hosted a WBE knowledge seminar on the 31st May 2018 (4th April 2018: Resolution 08: 2018).

8.1.8.2.2. The Committee recommendation to engage MERSETA to ensure that the College Students in China are continuously monitored

was approved (5th December 2018: Resolution 62: 2018).

8.1.8.2.3. The recommended internally drafted Employability Committee charter was approved by the Council (3rd October 2018: Resolution 37: 2018).

8.1.9. Human Resource and Remuneration Committee

8.1.9.1. Attendance Register

Surname & Initials	Portfolio	Attendance				Attendance Rate (%)
		1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	
		1 February 2018	8 May 2018	19 July 2018	16 October 2018	
Barnard FP	Chairperson: External	√	√	N/A (Resigned)	N/A (Resigned)	100%
Mukhadakhomu AI	External Member	N/A	√	√	√	100%
Msibi GM	External Member	√	√	√	√	100%
Zwane V	External Member	N/A	N/A	√	N/A	100%
*Kganedi M	External Member	N/A	N/A	N/A	√	100%
Ramono CN	Internal Member	√	√	X	√	75%
Makola MJ	Internal Member	√	X	√	√	75%
Suping V	Internal Member	√	√	√	√	100%
Khuse T	Internal Member	√	√	X	√	75%
*Blani L	DHET	N/A	N/A	N/A	√	100%
Somo MT	Internal Member (SRC)	N/A	N/A	N/A	√	100%
Schlemmer A	Convener: Internal Member	√	√	√	√	100%

√ Present

X Absent

*Attended per invite

*Appointed later in the Council and also replace Mr. Barnard as the new Chairperson

8.1.9.2. Summary of the Human Resource and Remuneration Committee Approved Recommendations by the Council in 2018

8.1.9.2.1. The guidelines for attending international by Council members were unanimously approved (4th July 2018; Resolution 25:2018).

8.1.9.2.2. The Committee recommendation that the current College financial position does not allow for in-sourcing of currently out-sourced services was approved.

8.1.9.2.3. The extension of the contracts of the current in-sourced service providers be extended until December 2018 was also approved (3rd October 2018; Resolution 45: 2018)

8.1.9.2.4. The Committee recommendation that the written proposal by Management for the filling of personnel posts was approved (4th July 2018; Resolution 30: 2018).

8.1.10. **Student Support Service Committee (Previously known as Bursary Committee)**

8.1.10.1. **Attendance Register**

Surname & Initials	Portfolio	Attendance				Attendance Rate (%)
		1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	
		6 February 2018	21 May 2018	7 July 2018	15 October 2018	
Shange X	Chairperson (External)	√	X	√	N/A	66.66%
Amos WT	External Member	√	√	X	X	50%
Msibi GM	External Member	√	√	√	√	100%
Mukhadakhomu AI	External Member	N/A	N/A	N/A	√	100%
Madubung TM	Internal Member	√	√	√	√	100%
*Ndima SC	Internal Member (SRC)	N/A	N/A	N/A	√	100%
Mani H	Internal Member (SRC)	√	N/A	N/A	N/A	100%
Somo MT	Internal Member (SRC)	N/A	√	X	√	66.66%
*Mokoena TL	Internal Member	√	N/A	N/A	N/A	100%
Mosiane TR	Internal Member	X	√	√	X	50%
Monyamane MJ	Convener: Internal Member	X	X	X	X	0%

√ Present

X Absent

*Attended per invite

8.1.10.2. **Summary of Employability Committee Approved Recommendations by the Council in 2018**

8.1.10.2.1. To Committee proposal that management develop a tracker template to assist the Unit to measure progress especially the bursary management offered by GCRA was approved (3rd October 2018: Resolution 46:2018).

8.1.10.2.2. The guidelines to be developed by the College Management and

SRC to be used in the naming/renaming of the College buildings would be submitted to the Committee for consideration (5th December 2018: Resolution 56: 2018).

8.1.10.2.3. The recommendation to change the name and scope of the Bursary Committee to Student Support Services in line with the CET Act no.16 of 2006 was approved by the Council (5th December 2018: Resolution 61: 2018).

8.1.11. Additional Revenue Committee

8.1.11.1 Attendance Register

Surname & Initials	Portfolio	Attendance				Attendance Rate (%)
		1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	
		15 February 2018	2 March 2018	29 May 2018	17 October 2018	
Shange X	Chairperson:	√	√	√	√	100%
Zwane VJ	External Member	N/A	√	√	X	66.66%
Msibi GM	External Member	N/A	N/A	√	√	100%
Mukhadakhomu AI	External Member	N/A	√	√	√	100%
Mashale KS	Internal Member	√	√	√	√	100%
Monyamane DS	Internal Member (SRC)	√	√	X	N/A	66.66%
Mani H	Internal Member (SRC)	X	√	X	N/A	33.33%
Somo MT	Internal Member (SRC)	N/A	N/A	N/A	√	100%
Khumalo NB	Internal Member (SRC)	N/A	N/A	N/A	√	100%
Tlamama KV	Internal Member (SRC)	N/A	N/A	N/A	√	100%
Mukoma A	Secretary	√	√	√	√	100%
Makaula PK	Convener: Internal Member	X	√	X	√	50%

√ Present

X Absent

*Attended per invite

8.1.11.2 Summary of the Additional Revenue Committee Approved Recommendations by the Council in 2018

8.1.11.2.1. The recommendation to conduct a two (2) day fundraising training for committee members on the 15th & 29th May 2018 was approved (4th April 2018: Resolution 16: 2018).

8.1.11.2.2. The recommendation that that students should pay for all the future SRC driven College social events was approved (5th December 2018: Resolution 63:2018).

8.1.11.2.3. The recommended internally drafted Employability Committee charter was approved by the Council (3rd October 2018: Resolu-

tion 37: 2018).

8.1.11.3. Conclusion

8.1.11.3.1. The South West Gauteng TVET College Council always act in accordance with legislation, namely, the Continuing Education and Training and Training Act, 2006 (Act No.16 of 2006) as amended. In addition, the College Council is in compliance with the Council Operating Procedures which further reinforces the essential principle of effective and transparent reporting mechanisms.

8.2 Academic Board Report

8.2.1. Introduction

Subject to the Act, every Technical and Vocation Education and Training college should establish an Academic Board. The Academic Board is the principal forum of the college with the College Principal as the Chairperson.

8.2.2. The Academic Board of the college must consist of—

- The Principal
- The deputy principals (including the CFO)
- Lecturers at the college
- Members of the College Council
- Members of the SRC and
- Such additional persons as may be determined by the College Council.
- The majority of members of the Academic Board must be lecturers.
- The manner of election and appointment of members must be determined by the College Council.
- The number of persons contemplated in (c) to (f) above, must be determined by the College Council.

8.2.3. Functions

The Academic Board has the following powers and duties:

- 8.2.3.1. To report to the Council and provide it with appropriate and timely information on academic matters, including academic priorities and the Board's contribution to the academic aspect of the college's strategic plan.
- 8.2.3.2. To promote research within the College and receive reports on statistics and trends per Campus/Units

8.2.3.3. To receive reports from, and to give guidance and direction to campuses and other Academic Support Units.

8.2.3.4. To approve or disapprove new programmes and to phase out programmes based on research results and recommendations.

8.2.3.5. To promote implementation of policies

8.2.3.6. To monitor and uphold academic standards at the College and to regulate teaching and learning.

8.2.3.7. To determine all matters related to programmes and subjects, admission and enrolment of students as well as assessments.

8.2.4. Members

Surname & Initials	Designation	Campus/Site
Nkosi DL (Chairperson)	CEO/Principal	Head Office
Monyamane J (Deputy)	Deputy Principal: Academic Affairs & Operations	Head Office
Schlemmer A	Deputy Principal: Corporate Affairs & Planning	Head Office
Makaula P	Chief Financial Officer	Head Office
Mosiane TR (Secretary)	Acting Campus Manager	George Tabor
Manthata S	Campus Manager	Molapo
Mashale SK	Campus Manager	Roodepoort
Mvinjelwa ND	Campus Manager	Roodepoort West
Makola MJ	Campus Manager	Technisa
Statu B	Acting Campus Manager	Dobsonville
Dhlamini S	Deputy Director: Finance & Supply Chain Management	Head Office
Makhaphela NP	Manager: Marketing & Communication	Head Office
Madubung TM	Manager: Student Support Services	Head Office
Khuse T	Manager: Human Resources & Development	Head Office

Surname & Initials	Designation	Campus/Site
Mtshali ME	Administration	Head Office
Magagula WG	Manager: Quality Assurance	Technisa
Siboto N	Manager: New Business Unit	Roodepoort
Kekana I	Manager: Assessment Unit	Roodepoort
Sekobane T	Manager: Curriculum Unit	Head Office
Sepato B	Assistant Director: ICT	Head Office
Mereko N	Acting Deputy Campus Manager	Dobsonville
Diphare A	Acting Deputy Campus Manager	George Tabor
Cameron R	Deputy Campus Manager	Molapo
Marais CB	Deputy Campus Manager	Roodepoort
Ngwenya PN	Deputy Campus Manager	Technisa
Mazomba M	Deputy Campus Manager	Roodepoort West
Nevhondwe NT	Head of Department	Roodepoort
Maseko V	Head of Department	Technisa
Motlathledi S	Head of Department	Roodepoort West
Khambule M	Head of Department	Dobsonville
Magxunyane CN	Head Of Department	Molapo
Mogotshi OL	Senior Lecturer	George Tabor
Palayandi M	Acting Senior Lecturer	Molapo
Mangena MM	Senior Lecturer	Roodepoort
Mabunda B	Senior Lecturer	Roodepoort West
Ngwenyama J	Senior Lecturer	Technisa
Bambo M	Senior Lecturer	Dobsonville
Rammutla NMN	Lecturer	Dobsonville
Mere NK	Lecturer	George Tabor
Tshoko SL	Lecturer	Roodepoort
Ndlovu J	Lecturer	Molapo
Motswagae L	Lecturer	Roodepoort West
Nkau S	Lecturer	Technisa
Somo MT	SRC Member: President	Dobsonville
Mahlangu LV	SRC Member: Secretary General	George Tabor

Surname & Initials	Designation	Campus/Site
Nape MJ	SRC Member: Academic General	Technisa
Amos W	Council representative	College Council
Shange XM	Council representative	College Council
Mukhadakhomu AI	Council representative	College Council
Ramono CN	Council representative	College Council
Suping V	Council representative	College Council

8.2.5. Attendance

Surname & Initials	13 Feb 2018	2 Mar 2018	6 Mar 2018	22 May 2018	29 May 2018	14 Aug 2018	Attendance rating
Nkosi DL (Chairperson)	Absent	Present	Absent	Present	Absent	Absent	33%
Monyamane J (Deputy)	Present	Present	Absent	Absent	Present	Present	67%
Schlemmer A	Present	Absent	Absent	Absent	Present	Absent	33%
Makaula P	Absent	Present	Absent	Absent	Absent	Absent	17%
Mosiane TR (Secretary)	Present	Present	Present	Present	Present	Absent	83%
Manthata S	Present	Absent	Absent	Present	Absent	Absent	33%
Mashale SK	Present	Absent	Absent	Present	Absent	Absent	50%
Mvinjelwa ND	Present	Present	Absent	Present	Absent	Present	67%
Makola MJ	Present	Present	Absent	Absent	Absent	Present	50%
Statu B	Absent	Present	Absent	Present	Absent	Present	50%
Dhlamini S	Absent	Absent	Absent	Absent	Absent	Present	17%
Makhaphela NP	Absent	Absent	Absent	Absent	Absent	Absent	0%
Madubung TM	Present	Present	Absent	Present	Absent	Present	67%
Khuse T	Absent	Absent	Absent	Absent	Absent	Present	17%
Mtshali ME	Absent	Absent	Absent	Absent	Absent	Absent	0%
Magagula WG	Present	Present	Absent	Present	Present	Absent	67%
Siboto N	Absent	Absent	Absent	Absent	Present	Present	17%
Sekobane T	Present	Present	Absent	Present	Absent	Absent	50%
Sepato B	Absent	Absent	Absent	Present	Present	Absent	33%
Mereko N	Absent	Present	Absent	Absent	Absent	Present	33%
Diphare A	Present	Absent	Present	Absent	Absent	Present	50%
Cameron R	Present	Present	Absent	Present	Absent	Absent	50%
Marais CB	Present	Present	Absent	Absent	Absent	Present	50%
Ngwenya PN	Present	Present	Absent	Present	Absent	Present	50%
Mazomba M	Present	Present	Absent	Absent	Present	Absent	50%

Surname & Initials	13 Feb 2018	2 Mar 2018	6 Mar 2018	22 May 2018	29 May 2018	14 Aug 2018	Attendance rating
Nevhondwe NT	Present	Present	Absent	Present	Present	Absent	67%
Maseko V	Present	Present	Absent	Absent	Present	Absent	50%
Zondi S	Present	Absent	Absent	Present	Absent	Absent	33%
Mbuli M	Present	Present	Absent	Absent	Absent	Absent	33%
Magxunyane CN	Present	Absent	Absent	Present	Absent	Present	50%
Mogotshi OL	Present	Present	Present	Absent	Absent	Present	67%
Palayandi M	Present	Absent	Absent	Present	Absent	Present	50%
Mangena MM	Present	Absent	Absent	Absent	Absent	Present	33%
Mabunda B	Absent	Absent	Absent	Absent	Absent	Absent	0%
Ngwenyama J	Absent	Present	Absent	Present	Absent	Absent	33%
Bambo M	Absent	Present	Absent	Absent	Absent	Absent	17%
Rammutla NMN	Present	Present	Absent	Present	Absent	Present	67%
Mere NK	Absent	Present	Absent	Absent	Absent	Present	50%
Tshoko SL	Present	Absent	Absent	Present	Absent	Absent	33%
Ndlovu J	Absent	Absent	Absent	Absent	Absent	Present	33%
Motswagae L	Present	Present	Absent	Absent	Absent	Absent	33%
Nkau S	Present	Present	Absent	Present	Absent	Absent	70%
Somo MT	Present	Present	Absent	Present	Present	Present	83%
Mahlangu LV	Absent	Absent	Absent	Present	Present	Present	50%
Nape MJ	Absent	Absent	Absent	Present	Present	Absent	17%
Amos W	Absent	Absent	Absent	Present	Present	Absent	34%
Shange XM	Absent	Absent	Absent	Present	Absent	Present	34%
Mukhadakhomu AI	Present	Absent	Absent	Absent	Present	Absent	34%
Ramono CN	Present	Present	Absent	Present	Absent	Present	50%
Suping V	Absent	Absent	Absent	Absent	Absent	Absent	0%

8.2.6. Chairperson, deputy chairperson and secretary

8.2.6.1. The principal is the chairperson of the Academic Board and shall preside at meetings of the Academic Board.

8.2.6.2. The deputy principal is the deputy chairperson of the Academic Board and shall preside at meetings of the Academic Board in the absence of the

chairperson.

8.2.6.3. The secretary of the Academic Board is elected by the Academic Board and he or she will perform functions as the board may decide.

8.2.6.4. The chairperson presides at the meetings of the subcommittees of the

Academic Board if the Academic Board considers it appropriate for him or her to do so.

8.2.6.5. The chairperson and deputy chairperson shall perform such other functions as the Academic Board may determine.

8.2.6.6. If both the chairperson and the deputy chairperson are absent, the Academic Board must elect from among its members a chairperson for the meeting concerned.

8.2.7. Conclusion

The Academic Board considers, directs and recommends to council on all major issues affecting the academic life of the College and its development. The Academic Board meets every quarter in an academic year.



Compiled by TR Mosiane
Secretary of the Academic Board.

8.3 STUDENT REPRESENTATIVE COUNCIL REPORT

Through all the years since the merger of colleges and the transition of acts the students have been fighting for a full recognition of the SRCs to freely participate in order to express issues faced by the student society. Today the SRCs is democratically and constitutionally elected to represent the student populace as recognized by the South African Constitution, The CET Act 16 of 2006 as amended 2013 and The college SRC Constitution.

2018 SRC Structure

NAME & SURNAME	PORTFOLIO	CAMPUS
Martin Somo	PRESIDENT	Dobsonville
Marvel Mudau	Deputy President	Roodepoort
Valentino Mahlangu	Secretary General	George Tabor
Kedibone Tlamama	Deputy Secretary General	Technisa
Sipho Mdim	Treasurer General	Roodepoort West
Mosa Nape	Academics General	Technisa
Mongezi Mhlophe	Sports Coordinator	George Tabor
Busisiwe Khumalo	Arts and Culture Officer	Roodepoort
Fhulumulani Musubi	Events & Communication	Roodepoort West
Dylan Mhlanga	Employability Officer	Molapo
Sandile Mbambo	Health and Safety Officer	George Tabor
Happiness Matabane	Gender, Disability & transformation coordinator	Molapo

THE MANDATE OF THE SRC AND FUNCTION (from CET)

The SRC of SWGC as the governance structure in the college represent students as the umbrella organization for all students' committees, clubs, councils, societies and in all matters that may affect them:

- Liaison with management, the general public, other colleges, SRC of other colleges, national or international student organizations, unions and news media.

- Promotion of extra mural activities amongst students and student publications
- Coordination of student involvement in all community projects initiated by the SRC
- Final decision making in all matters falling within the jurisdiction of the SRC.

The SRC prides itself with the mission, vision and values of the college. The SRC has fulfilled its primary functions as per the act and the mandate from the college council. The SRC recognizes the college council as the highest decision making body in terms of governance in the college and continues to be bound by the college policies as adopted by council.

The SRC recognized all the student formations formed by students under the South African Constitution to fully participate in all college activities, to express their views according to their different ideologies through the governance structures in the college representing different interest groups in the student society.

ACHIEVEMENTS/ Activities and performance

The college SRC does not work in isolation, in all the achievements and activities performed, the important stakeholder of the college being students were directly involved and all our achievements from 2015 till 2019 are as follows:

- The use of EBooks in a form of a tablet for all NCV students in 2015 till 2016
- New buildings of class rooms for teaching and learning including engineering workshops and computer labs in 2016
- The increase of SRC budget from R150 000 to R1,2m

- The increase of SRC overnight allowance stay from R35 to R103.00
- The increase of access in the college in terms of student enrolment
- Improvement of academic results and customer service
- Improved working relationship between management and SRC
- Annual fresher's ball to welcome all students
- The building of a college clinic at the land is wealth farm that caters for students and the community
- Introduction of new courses that are on demand by the students (e.g. Mdope)
- Student tutors to give extra classes for subjects that the college is not performing on in order to improve academic results of the college.
- Registration assistance, to assist during registration to cut the long queues
- Safety in society drilling gear, all students of safety in society got their drilling gear for the first time in 2018
- Fundraising event, the college council additional revenue sub-committee adopted fresher's ball as a fundraising event the SRC led it
- New sports activities (e.g. Tennis)
- Leadership capacity workshops and trainings, to capacitate students leaders and the student support unit to effectively operate and assist students
- New college SRC office, to keep records and files for continuity
- Holiday School in a form of recovery plan
- The issuing of certificates and diplomas
- Improved peer educators and outreach programmers and campaigns
- First career expo in 2019

WORK IN PROGRESS

- College feasibility master plan
- Academic conference
- Student parliament
- Renaming of college buildings
- Documenting of college history
- Reviving of business Hubs
- Alumni Association
- Governance administrator
- Drones course
- Partnership with Gauteng liquor board
- SSS council sub-committee

In all our achievements we pride ourselves with the way SRC conducts itself during mass actions, the SRC always takes a lead to make sure there is no threat to the college property. The SRC has a direct relationship with its constituency and does not classify management as their enemies. The working relations have been strengthened and committees are put in place to deal with issues as and when they arise. Management gives support where necessary to keep the relations intact in the best interest of the students.

EXCHANGE PROGRAMME

The college has been participating on an exchange programme in partnership with Nooderpoort College in the Netherlands where the college has been enjoying this partnership by sending Top 10 academically excellent students and 2 of the best performing lecturing staff this includes

also the SSS manager. Currently SWGC is also sending students to study in china starting in 2018 with the 10 students from Roodepoort west.

CHALLENGES

- Resistance to change, managers not willing to adapt to new ways of doing things and that delays progress.
- Fear of the unknown, not willing to initiate new things
- Lack of proper communication and the use of common sense over policy
- The delay to respond to issues until there is a mass action.
- The inactive of the SRC in portfolios that are perceived as lower positions
- Lack of self-education (reading policies)
- Self/personal interests and dealings
- Conniving of staff members as SSS and SRC for wrong doings

Having the change of leadership each academic year comes with its own challenges though some challenges are inherited due to management not willing to have progress. Most challenges were caused mainly by the issue of communication and not understanding the standard operating procedure of the other party, we are of a believe that also limited funding injected into colleges brings challenges as there where budget constraints at times.

TRENDS

The SRC has done so well to make sure that the college is trending nationally and it's known to be a college that produce capable leaders in the country. We have done things and produced ideas through community outreach programs which are currently adopted by national

government like the campaign of sanitary towels.

#TvetsMustRise- a slogan now used nationally for a campaign to recognize TVET Colleges as equal to universities, it started in SWGC

#SWGCcares- used for helping during community outreach programmes

#The year of student support- used in 2018 declaring the support and focus to the student wellbeing in the college

#The year of building quality- declaring 2019 as the year to focus on offering quality education and improving our service to be the number one college in the country

#Save my academic 2019- the campaign to launch holiday school for recovery plan

RECOMMENDATIONS

The college needs to work on strengthening internal control measures, minimize having more meetings and prioritize implementation. It would be of great importance for the college to have a committee that works on performance of managers in campuses to make sure that they manage their work properly.

There is a huge need for workshops and training of managers and support staff to be in line with the current policies and to have better articulation and understanding, to also be trained on improving their management skills.

The college needs to strengthen the internal policy committee to be able to work with all college stakeholders to participate on policy formulation.



Compiled by Martin Somo
South West Gauteng TVET College SRC PRESIDENT

9. Report by Principal on Management and Administration

The college's organogram which is shown in this annual report is based on the post allocation from the Department and the 63% cost of employment rule. The college has however been creative in ensuring that, notwithstanding the resource limitations, it is still able to weave a 'fit-for-purpose' management and administration structure. At the top of the management structure, below the College Council, is what the college has termed, the Senior Management Team (SMT or Top Management), which is composed of the Principal and the three Deputy Principals, Deputy Principal for Academic Affairs (Curriculum delivery), Deputy Principal for Corporate Affairs and Planning and what has been dubbed the Support CFO or lately Acting Deputy Principal for Finance. As the top Management of the college, this structures meets weekly and sets the agenda and tone of the college, below the College Council. Most of the agenda items of the SMT cascade down and become the agenda items of the next management structure, the Broad Management Team (BMT)

From Senior Management Team (SMT) to Broad Management Team (BMT)

Below the Senior Management Team (SMT) structure of the Principals and the three Deputy Principals is the college's Broad Management Team (BMT), which is composed of all the Campus Managers, Divisional Managers responsible for all areas in the college, Curriculum, Student Support, Marketing, Human Resources, Quality Assurance, Administration,

Internal Audit, New Business Development. Virtually all managers responsible for the college's activities at a central level, including Campus Managers are members of the college's Broad Management Team (BMT) structure, which meets monthly on the last Monday of the month. The agenda of the BMT is set by the SMT, but the BMT members are encouraged and do contribute agenda items from their units to the BMT. The main driver of the agenda of both the SMT and BMT agenda is the college's Strategic Plan, notably the Operational Plan. Unit Managers not only contribute items of discussion to the BMT, but they also submit and present reports on progress made with the key results areas. So, apart from quarterly reports which go to the College Council, unit managers submit and present monthly reports on their areas of responsibility.

Since the monthly reports are from all central divisional managers and Campus Managers, they virtually cover all areas of the college from administration to human resources to student support, quality assurance, finance and everything in between. This ensures that the Principal and senior management have their fingers on all the areas of the college and can follow up quickly, when necessary, which does happen.

Accurate and Responsible Reporting

The management and administration used in the college, as explained above, relies on accurate and responsible reporting, with occasional verification and confirming of correctness of reports through visiting units and sites. A sad case in point is the one relating to the preparation and readiness for the external audit, where promising reports and assurances were submitted and since these were given by the highest official in the finance unit, all attempts at verification resulted in an acceptance that the college was making good headway with the audit preparation – enough to result in a better audit opinion, and for two years the opinion remain stagnant.

Elsewhere, I strongly make the point that the college's greatest undoing in relation to the external audits has been the SAICA project of putting interim CFOs in colleges over a five-year period instead of employing permanent, public service CFOs, as is the case in all other government institutions and entities.

Engagement with The Community and Stakeholders and Involvement of Students in Extra-Curricular Activities

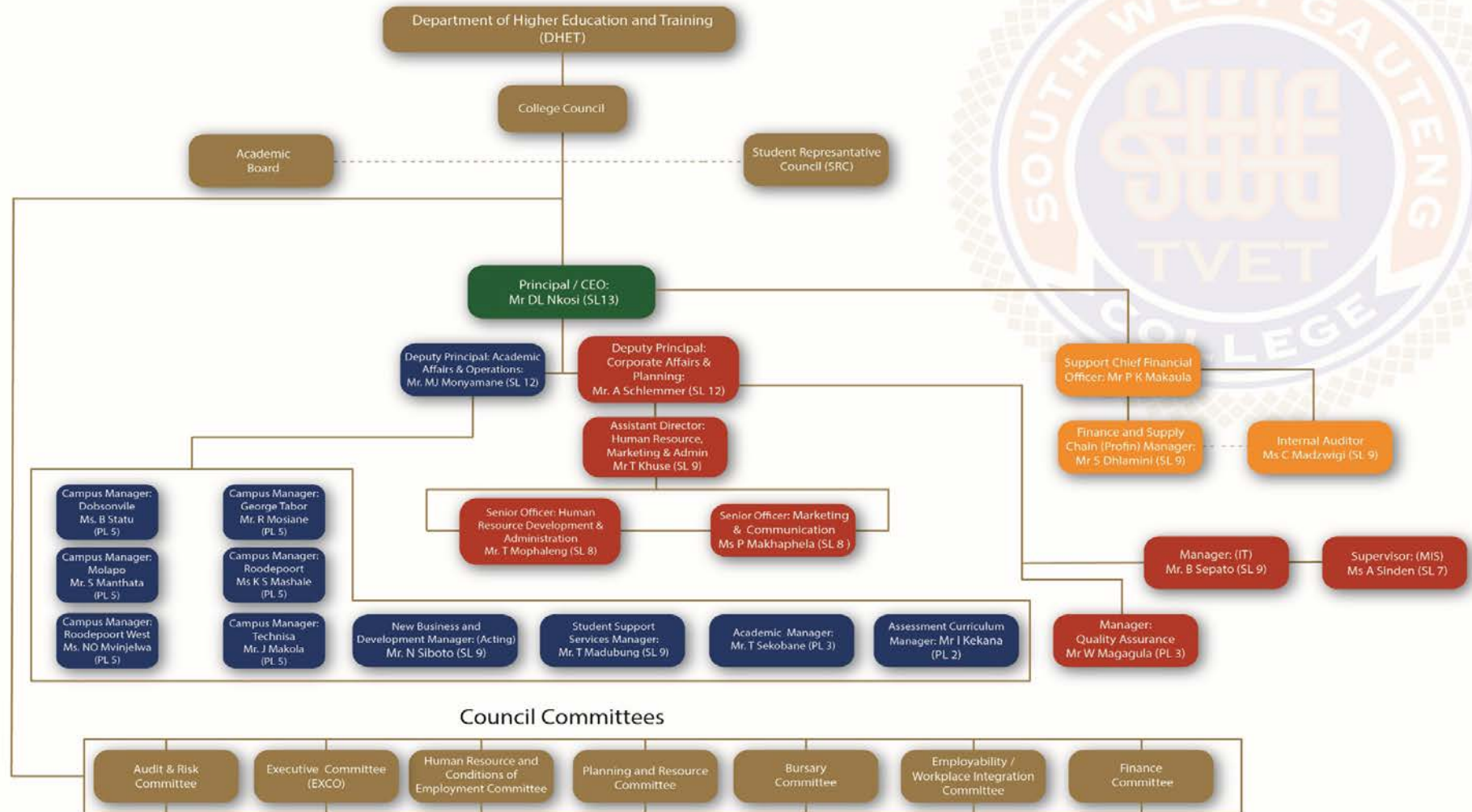
From its inception, the college has seen itself as being a part of the community and has valued the need to interact with the community, industry, local government and the parents of the students that are being educated in the college. It was no different in the year under review. A unit of the college, the New Business Development Unit (NBD), together with the college's Marketing unit is continually seized with the task of bringing industry into the college and taking the college to industry. All college managers were conscientised about their role in this activity. Most college socio-economic initiatives, such as promotion of entrepreneurship, HIVE-AIDS prevention initiatives, etc are extended to the community in the areas surrounding the college. The parents of the students are also involved in the affairs of the education and the education of their children in the form of quarterly parents meetings, which are well attended.

Extracurricular activities for students include an inter-campus leagues involving various sporting codes such as soccer, women's soccer, netball, volleyball, etc. The inter-campus leagues extend to a Provincial league, involving more or less the same sporting codes. Both of these also incorporate arts and culture activities.



Dan L. Nkosi: Principal/ CEO

2018 MANAGEMENT STRUCTURE



Human Resource Capacity

By the end of 2018, the College's human resource capacity was as follows:

Public Servants/Administrative- and Support staff

1 x Principal	S/L 13
2 x Deputy Principals*	S/L 12
6 x Assistant Directors (as unit managers)	S/L 9
8 x Administrative Officers (as unit managers)	S/L 8
25 x Chief Admin Clerks (as supervisors)	S/L 7
119 x Senior Admin Clerks	S/L 6/5
28 x General Assistants	S/L 3

B: Educator/Lecturing Staff

6 x Campus Managers	P/L 5
6 x Deputy Campus Managers	P/L 3
14 x Heads of Department	P/L 3
53 x Senior Lecturers	P/L 2
325 x Lecturers	P/L 1

Over and above this huge staff compliment of 593 staff members, the College also employed the services of 76 interns and a number of part-time lecturers and examination invigilators, and had also contracted out the services for security, cleaning and gardening, which represented another 133 or so employees.

(*) The Deputy Principal: Finance [CFO] was a position filled by a SAICA-deployed staff member, and as such, he was therefore not in actual fact em-

ployed by the College.

The College's Human Resources remuneration budget for the above staff compliment was R 210 785 000, of which the entire amount was spent between 1 January and 31 December 2018 on both PERSAL- and non-PERSAL paid employees.

During 2018, the College had 48 training and development interventions, which touched 734 staff members, and cost the College R 2 186 900 ,00.

The College was one of the first TVET's that acceded to the 2018 Minimum Wage Bill, which, while the Act only became law late in 2018, the College applied already as early as June 2018 as a socially responsible college.

Planning

As indicated above, the College had to craft four plans for the 2018 academic year, two of which are prescribed for all Government institutions, and which has to be submitted to the MHET for approval and funding purposes (Strategic Plan and Annual Performance Plan), while the other two plans (Operational Plan and Implementation Plan) are internal College plans used to ensure that the College can operationalize its Departmental plans.

The Strategic Plan is a 3 year plan, while the annual Performance Plan sets the respective targets which the College should meet, in order for the DHET to reach its set targets.

For the 2018 academic year, the College had set the following targets for itself:

- | | |
|---|------|
| • Compliance to National Examination policies | 100% |
| • Compliance to Government Standards | 100% |
| • New Partnerships with Commerce and Industry | 60 |
| • NC (V) Level 4 certification rates | 47% |

- Report 191 N3 certification rates 50%
- Report 191 N6 certification rates 53%
- Student throughput rate 68%
- Student attendance rate 98%
- Student retention rate 100%
- Students completing artisan-related programmes 30
- Students accommodated in college residences 240
- Students qualifying for financial assistance 13 125
- Students placed in industry while on course 4850
- Lecturers placed in industry to gain exposure 60

The College's Strategic Plan and APP targets lead to the following funding for the College for the 2018/19 financial year:

Cost of Employment	R 210 785 000
Cash transfers (including funds for SNE students)	R 64 724 000
NSFAS allocation	R 94 492 000 (excluding student allowances)
TOTAL ALLOCATION	R 370 001 000

STUDENT SERVICES AND EXTRA-CURRICULAR ACTIVITIES

The mission of the college's student support services is to promote development and give support resources and measures central to students and institutional needs

The key role of Student Support Services is to ensure comprehensive support to students with regard to successful engagement with academic and

vocational education. Student Support Officers coordinate these functions by facilitating all student related activities, both academic and social.

Student Representative Council (SRC) 2018

The statute of the institution under which each member served

SRC Constitution, CET Act 16 2006 and College Policies.



NAME	SURNAME	GENDER	PORTFOLIO
MARTIN	SOMO	M	PRESIDENT
MARVEL	MUDAU	M	DEPUTY PRESIDENT
VALENTINO	MAHLANGU	M	SECRETARY GENERAL

KEDIBONE	TLAMAMA	F	DEPUTY SECRETARY GENERAL
SIPHO	MDIMA	M	TREASURE GENERAL
MONGEZI	MHLOPHE	M	SPORTS COORDINATOR
BUSISIWE	KHUMALO	F	ARTS & CULTURE
FHUMULANI	MUSUBI	M	EVENTS & COMMUNICATION
DYLAN	MHLANGA	M	EMPLOYABILITY
SANDILE	MBAMBO	M	HEALTH & SAFETY
HAPPINESS	MATABANE	F	DISABILITY COORDINATOR

Students Activities

In 2018, the college through SRC constitution introduced student clubs where extra mural activities should be taking place (Debate, Reading Clubs etc), we have noted that due to academic contact hours regulated by DHET such activities were not executed as planned and thus demoralized students. Education is partial without student's extra-mural activities, student's activities are crucial in the college as it encompasses more than just the benefits of physical activity but increases mental alertness and boosts self-esteem.

Feeding scheme

The year 2018, the institution signed MOU (memorandum of Understanding) with an NGO with the view to assist identified needy students with food parcels and cup-soup at Dobsonville and George Tabor Campus as a pilot phase. The agreement also aims to foster better quality education by enhancing students's active learning capacity, also focusing on alleviating short-term hunger which will improve student's attendance and punctual class attendance and also reduces effects of malnutrition, due to unforeseen circumstances the project could not commence as planned but committed to start in 2019

Psycho-social

The Higher Education and Training Health Wellness Development Centre

(HEAIDS) is a national programme to develop and support the HIV/TB/STI and General Health and Wellness mitigation initiatives at South Africa's public Higher Education Institutions (HEIs) and Technical and Vocational Education and Training (TVET) Colleges. The health and wellbeing of our students is a key focus area, below are the secured Health Partners of the college who provided various quality health services to college students community and staff members:

CAMPUS	PARTNER	SERVICE OFFERED
Dobsonville, George Tabor and Molapo Campuses	<ul style="list-style-type: none"> ○ SANTA ○ Anova ○ Sedibeng Sa Bophelo ○ Isizinda Se Mpilo 	HIV/TB/STI
Land is Wealth Farm(George Tabor Extension site)	<ul style="list-style-type: none"> ○ West Rand Department of Health ○ West Rand Youth Development 	HIV, TB, STI, NCD & SRH
Roodepoort and West Campuses	<ul style="list-style-type: none"> ○ Bethesda Care-givers ○ Anova ○ City of Johannesburg Region C ○ SANTA 	HIV, TB, STI, NCD & SRH
Technisa Campus	<ul style="list-style-type: none"> ○ SANTA ○ Right to care ○ Muslim AIDS Programme 	HIV, TB, STI, NCD & SRH

10. College Performance and Organisational Environment

South West Gauteng TVET College has the mandate and privilege of offering vocational education and training and related developmental programmes to its surrounding communities and its wider catchment area. The mandate extends to connecting the college's students and graduates with the economy in the form of experiential learning, work and entrepreneurship. In the year under review, 2018, the college's results improved in the National Certificate (Vocational), or NC(V) improved by 2.38% from 47.89% to 50.27% whilst in the case of Report 191, the improvement was by 4.37% from 42.26%. These improvements may be negligible, but they are building on the improvements of the previous year and suggesting that the college arrows are pointing in the right direction – upwards!

In the equally important area of workplace integration or Work-based Experiential Learning (WBE), the college once again managed to help over 2000 of its students to spend a minimum of a week in a workplace related to their field of study.

The college continues to cherish the ambition of registering its name among the top performing colleges in the country, starting with the province of Gauteng. This is an aspiration shared by all the college stakeholders. In the previous year, 2017, the college was ninth in the country in terms of NC(V) results and second in the Gauteng province. In the year under review, the college occupied the lower 15th spot in the country and led the Gauteng province in terms of both NC(V) and Report 191 aggregate results. A regrettable continuing sore spot in the college is in the area external audit, wherein the low performance of 2017 in the audit by the Auditor General did not improve in 2018, thanks to the continuation the SAICA project by the Department whereby interim Support CFOs or Acting Deputy Principal for Finance are put in colleges, instead of advertising in the open and appointing permanent Chief Financial

officers, who will become accountable public servants, with long term visions for the all-important work of managing the finance and related areas in the college. The college has seen four Support CFOs coming and going in a period of about six years, which is extreme. Because of this situation, the finance environment has stayed in perpetual ICU, culminating in the 'disclaimer' audit opinion in three successive years. The other which saw the college missing a breath or two, was the failing NSFAS bursary system, which, again in 2018m proved to be an albatross hanging on the neck of many colleges, including our own. Luckily, in the case of the college, this did not translate into incidents of student strife in the year under review.

The college has clear mechanisms that should see it achieving its ambition of becoming a top-performing college in the not-too-distant future. In management, this takes the format of having management structures that bring all managers together for common purpose, sharing of ideas and joint 'saw sharpening' on a regular basis. The Senior Management Team (SMT) of the college, comprising of the Principals and the Deputy Principals, meets every Monday to discuss progress with the Operational Plan, emerging issues and challenges and set the agenda for the monthly Broad Management Team (BMT) meetings. The Broad Management Team (BMT), which is composed of all campus managers, unit / divisional Managers, members of SMT and is also chaired by the Principal, meets on the last Monday of each month to hear and assess update reports from all managers, discuss and share ideas on issues, challenges and so on. All of this is done so that the college's Operational Plan and by extension, the Strategic Plan, is kept on the radar of everyone in the college and that progress is monitored and gaps responded to promptly. Lately, the BMT meetings also serve as monthly and quarterly reviews and around July a mid-term review is held, which involves even the college's governors.

On the all-important students' results front, the college continued to register some improvements, albeit in small percentage numbers and its best performing campus, Technisa Campuses, exceeded the 65% certification rate target, proving to the other campuses and the college as a whole, that it is possible! So, in terms of students' results, though the college is still below the target of 65%, the college's arrows are generally pointing upwards.

11. Performance Reporting

Academic and Curriculum

Strategic Goal 1:

Increase the number of skilled youth by expanding access to education and training for the youth.

Strategic Goal 1:

Strategic Objective: To provide quality technical and vocational education and training services and academic achievement and success for students. D

Measurable activities as per College Implementation Plan:

Classroom Teaching and Support

- Support the realization of the Attendance and Retention; Certification; Progression and Throughput targets set by the College and DHET respectively.
- Develop Pacing Documents (Year Plans/ Work Schemes) per subject to ensure that proper teaching and learning takes place.
- Implement a process to track and record lecturer attendance
- Develop contingency Plans to ensure that learning continues in classes where lecturers are absent, e.g substitute lecturers, work sheets, assignments

Student Assessments: On-site and continuous assessments

- Continuously amend the Assessment and Moderation Policies to comply with ICASS Guidelines.
- Facilitate the development of Assessment Plans and Schedules for all the subjects indicating the learning outcomes and objectives to be covered by each assessment.
- Facilitate and ensure that the training for lecturers on the application of ICASS Guidelines is conducted.
- Monitoring the Implementation of ICASS Guidelines at all the campuses.
- Develop the ICASS Time Tables outlining the assessments to be done for the calculation of ICASS marks.
- Quality assure the developed assessments to ensure that they meet the expectations of the ICASS Guidelines and related policy pre-scripts.
- Ensure that the developed assessments are accompanied by quality compliance documents such as the pacing document, assessment plan, assessment schedule, analysis grid and pre- and post-moderation reports etcetera.

2018 Academic Results

National Certificate for Vocational (NC(V)) Results

- The College certification rate on written, in comparison with the 2017, slightly improved by 2.38%. That is, it improved from 47.89% to 50.27%. Technisa had the best certification rate of 74.07% on written. The total number of students (heads) certified (passed all 7 subjects) was 2420.
- The most improved campus on certification rate for the NC(V) Programme was Dobsonville Campus 8.93%. That is, it improved from 42.75% to 51.68%.
- The College retention rate, in comparison to 2017, slightly improved

by 2%. That is, it improved from 71.95% to 73.95%. Roodepoort West Campus had the best retention rate of 81.10%.

- The College distinctions increased by 381 in comparison with 2017. That is, it increased from 2698 to 3079. George Tabor Campus led all the campuses with 1171 distinctions.

Academic Results

College Performances (Campus Analysis)

National Certificate for Vocational: NC (V)

Campus	No. Enrolled	No. Written	Retention Per Head	No. Passed (Progression)	% Pass On Written (Progression)	No. Certified	% Certified written	Distinctions
Dobsonville	1294	921	71.18	731	79.37	476	51.68	622
George Tabor	2242	1741	77.65	1393	80.01	956	54.91	1171
Molapo	779	490	62.90	340	69.39	130	26.53	225
Roodepoort	1116	832	74.55	630	75.72	370	44.47	379
Roodepoort West	291	236	81.10	122	51.70	48	20.34	48
Technisa	788	594	75.38	555	93.43	440	74.07	634
Total	6510	4814	73.95	3771	78.33	2420	50.27	3079

slightly increased by 4.37%. That is, it improved from 42.26% to 46.63%. Roodepoort was the best certification campus with 55.61%. The total number of students (heads) certified (passed all 4 subjects) was 4322.

- The most improved campus on certification rate for the Report 190/1 Programme was Dobsonville Campus by 10.46%. That is, it improved from 43.92% to 54.38%.
- The College retention rate, in comparison to 2017, slightly declined by 2.21%. That is, it declined from 90.76% to 88.55%. Roodepoort West had the best retention rate of 91.50%.
- The College distinctions declined by 148 in comparison with 2017. That is, it declined from 2567 to 2419. Molapo Campus led all the campuses with 797 distinctions.

Report 190/1 Results

- The College certification rate on written, in comparison with the 2017,

Report 190/1

Campus	No. of Heads Enrolled	No. of Heads Written	Retention Per Head	No. Heads Passed (Progression)	% Pass on Written (Progression)	No. of Heads Certified	% Certified on Written	Distinctions
Dobsonville	2523	2240	88.78	1745	77.90	1218	54.38	527
George Tabor	396	322	81.31	244	75.78	158	49.07	32
Roodepoort	2843	2480	87.23	1929	77.78	1379	55.61	487
Molapo	2280	2008	88.07	1234	61.45	804	40.04	797
Roodepoort West	2424	2218	91.50	1146	51.66	763	34.40	576
Total	10466	9268	88.55	6298	67.95	4322	46.63	2419

Consolidated NC (V) & Report 190/1

Programme	No. of Heads Enrolled	No. of Heads Written	Retention	No. of Heads Passed (Progression)	% Heads Passed on Written (Progression)	No. of Heads Certified	% Certified on Written	Distinctions
NC(V)	6510	4814	73.95	3771	78.33	2420	50.27	3079
Report 191	10466	9268	88.55	6298	67.95	4322	46.63	2419
Total	16976	14082	82.95	10069	71.50	6742	47.88	5498

External Examinations

The Assessment and Curriculum Unit monitored the external examinations for the NC(V) Supplementary examinations, Trimester 1 and 2, Semester 1 and the November examinations including all the programmes. During these monitoring visits to examination centres, the monitoring tool was completed,

feedback and support provided to centres and the reports duly submitted to DHET. Daily examination reports were sent to DHET on the general conduct of the examination. The Delivery Points of the College were also supported and there were no irregularities registered at these Delivery Points. All the examination officials were trained and appointed in writing and thus ensures compliance with examination policies and instructions.

College Moderation and Site Based Assessments

The Assessment and Curriculum Unit conducted moderation and site based assessments visits across all the college learning sites. These quality assurance activities ensured amongst other things, that the college was complying with the ICASS Guidelines and also ensuring that the quality of teaching and learning and assessments administered were of the require standard.

General Information

The Assessment and Curriculum Unit developed the below mentioned College Plans for the 2018 academic year:

- The College Teaching and Learning Plan
- The Academic Implementation Plan
- College Academic Management Plan
- The College ICASS Time Tables
- College Academic Improvement Plan

The Unit will continue providing curriculum support to all the college learning sites with the sole intention to improve the academic performance of the College. The Unit shall ensure effectual implementation of the set plans in an endeavour to achieve academic excellence.

11.1. ACHIEVEMENT OF STRATEGIC OBJECTIVES

THE COLLEGE ACHIEVED THE FOLLOWING STRATEGIC OBJECTIVES:

11.1.1. STRATEGIC OBJECTIVES

TO PROVIDE QUALITY TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING SERVICES (WHICH MEET EDUCATION AND TRAINING QUALITY ASSURANCE STANDARDS) AND INCREASE ACADEMIC ACHIEVEMENT AND SUCCESS OF STUDENTS BY 10% PER ANNUM.

11.1.1.1. Academic Affairs and Operations

Measurable activities as per College Implementation Plan.

- a. Introduce Occupational Programmes which are demand driven
- b. Develop a policy for delivery of learning in modalities e.g. Learnerships, Short Skills Programmes
- c. Plans available for delivery of learning in modalities other than full time e.g. Learnerships, Short Skills Programmes.
- d. Availability of lesson Plans for the Learnerships, Short Skills Programmes.
- e. Deployment of qualified personnel.
- f. Process in place to track and record facilitators and attendance in class.
- g. Contingency plan in place to ensure learning continues in class when facilitators are absent.
- h. Distribution of learning materials to all of the students.

- i. Improve methods of teaching and learning by introducing the use of simple technology.
 - To be able to achieve this objective the lessons plans designed should reflect the use of technology at least once a week.
 - The college replaced the old desktops with laptops at all the Computer Laboratories across all delivery sites.
 - Lectures had improved access to the use of technology such as laptops, data projectors and DVD's and interactive white boards.
- j. Implementation of Academic Support Strategy to be a standard feature of College Strategy.
 - The College developed and improvement plan which included strategies such as enrichment classes (afternoon, Saturday and holiday classes), administration of formative assessments, utilisation of LearnScape (AST), tutors, and simulators.
- k. The College also made use of guest/visiting lectures from commerce and industry to bring the world of work to the classrooms and this had a positive bearing on teaching and learning and thus improve the results.
- l. Initiate and facilitate the training and development of academic personnel on content understanding of NC(V), Report 191 and other identified programmes.
- m. Effectively Implement the completed e-learning programmes and extend the scope of the programmes.
 - The College can now access registration study material and assessments for distance learning students on line.
- Develop strategies to improve performance of students across all programmes.
- The College appointed interns to capture students' attendance in order to identify "risky" students in advance in order to implement corrective measures.
- Some of the measures included calling the students who were not attending or their parents or guardians for one on one sessions/discussions, emphasis on attendance and punctuality during parent's meetings, classes or organised student gathering etc.
- n. Develop a College Cycle Assessment Time Tables outlining how many assessments per quarter are done for the calculation of ICASS/ISAT/Year marks.
 - The College developed the assessment time tables for all the programmes and distributed them at the beginning of the 2017 academic year.
 - Furthermore, the students were issued with the subject assessment schedules which indicated the learning outcomes and objectives to be covered by each assessment, the dated for the assessments were also included in the 2015 Academic Management Plan of the College which was accessible to all the lecturing and management staff.
 - Ensure that quality assessments are developed by staff members to meet expectation of Blooms taxonomy for each level and subjects.
 - The assessments for the academic year 2017 for the programmes offered by the college were developed in December 2016.

- The Assessment and Curriculum Unit conducted an internal training for all the assessors and moderators prior to the development to ensure that these assessments comply with the policy guidelines.
- The documents which must be developed with instruments (test/assessment plan, assessment schedule, analysis grid and pre-and post-moderation reports to ensure compliance.
- Expose enrolled students to Entrepreneurship awareness.
 - The College incorporated entrepreneurship classes/sessions into the mainstream time table for NC(V) L3 students.
 - In addition, the College sits also invited motivational and entrepreneurial speakers to address the students.
 - The SMME also played a pivotal role in organizing various workshops for students and the New Business Development Unit hosted the 1st entrepreneurship seminar at the College.

o. Placements and workshops for learners Job Readiness.

p. Review College WPBL/ WBE Policy for students

q. Develop a network process to identify industry partners and /or employers to place students.

r. Establish new and strengthen existing partnership with institutions and employers to place students and lecturers.

s. Placing at least 50% of the students at an exit level (L4, N3, N6) (Work Integrated Learning)

t. Placing at least 10% of the students at pre-exit levels across all the programmes (L2, L3, N1, N2, N4, N5)

u. Placing at least 10% of the lecturers across all the programmes.

11.1.1.1.2. **NATIONAL CERTIFICATE VOCATIONAL NC(V) PROGRAMMES**

11.1.1.1.2.1. **Dobsonville Campus**

- Finance, economics & Accounting Level 2; Level 3; Level 4
- Marketing Level 2; Level 3; Level 4
- Office Administration Level 2; Level 3; Level 4

11.1.1.1.2.2. **Roodepoort Campus**

- Management Level 2; Level 3; Level 4
- Education and Development Level 2; Level 3; Level 4
- Hospitality Level 2; Level 3; Level 4
- Primary Health Care Level 2; Level 3; Level 4

11.1.1.1.2.3. **Technisa Campus**

- Management Level 2; Level 3; Level 4
- Marketing Level 2; Level 3; Level 4
- Office Administration Level 2; Level 3; Level 4
- Primary Health Level 4
- Tourism Level 2; Level 3; Level 4

11.1.1.1.2.4. **Molapo Campus**

- Civil Engineering and Building Construction Level 2; Level 3; Level 4
- Engineering and Related Design Level 2; Level 3; Level 4

11.1.1.1.2.5. **Roodepoort West**

- Electrical Infrastructure and Construction Level 2; Level 3; Level 4

11.1.1.1.2.6. **George Tabor Campus**

- Information Technology and Computer Science Level 2; Level 3; Level 4
- Primary Agriculture Level 2; Level 3; Level 4
- Safety in Society Level 2; Level 3; Level 4
- Tourism Level 2; Level 3; Level 4
- Transport and Logistics Level 2; Level 3; Level 4

11.1.1.1.3. **REPORT 190/1 PROGRAMMES:**

11.1.1.1.3.1. **Dobsonville Campus**

- Business Management N4; N5; N6
- Marketing Management N4; N5; N6
- Public Management N4; N5; N6
- Financial Management N4; N5; N6
- Human Resource Management N4; N5; N6
- Popular Music N4; N5; N6

11.1.1.1.3.2. **Roodepoort Campus**

- Business Management N4; N5; N6
- Educare N4; N5; N6
- Hospitality and Catering Services N4; N5; N6

- Financial Management N4; N5; N6
- Management Assistant N4; N5; N6

11.1.1.1.3.3. **Technisa Campus**

- Business Management N4; N5; N6
- Marketing Management N4; N5; N6
- Civil Engineering N4; N5; N6
- Financial Management N4; N5; N6
- Human Resource Management N4; N5; N6
- Tourism N4; N5; N6
- Management Assistant N4; N5; N6
- Public Management N4; N5; N6
- Electrical Engineering N1; N2; N3; N4; N5; N6
- Mechanical Engineering N1; N2; N3; N4; N5; N6
- Water and Waste Water Management N1; N2; N3
- Educare N4; N5; N6
- Hospitality and Catering Services N4; N5; N6

11.1.1.1.3.4. **Molapo Campus**

- Civil Engineering N1; N2; N3; N4; N5; N6
- Electrical Engineering N1; N2; N3
- Mechanical Engineering N1; N2; N3; N4; N5; N6

11.1.1.1.3.5. **Roodepoort West Campus**

- Electrical Engineering N1; N2; N3; N4; N5; N6
- Water and Waste Water Management N1; N2; N3

11.1.1.1.3.6. **George Tabor Campus**

- Clothing Production N4; N5; N6

11.1.1.1.4. **2018 ACADEMIC RESULTS**

11.1.1.1.4.1. **NATIONAL CERTIFICATE (VOCATIONAL) [NC(V)] RESULTS**

- The College certification rate on written, in comparison with the 2017, slightly improved by 2.38%. That is, it improved from 47.89% to 50.27%. Technisa had the best certification rate of 74.07% on written. The total number of students (heads) certified (passed all 7 subjects) was 2420.
- The most improved campus on certification rate for the NC(V) Programme was Dobsonville Campus 8.93%. That is, it improved from 42.75% to 51.68%.
- The College retention rate, in comparison to 2017, slightly improved by 2%. That is, it improved from 71.95% to 73.95%. Roodepoort West Campus had the best retention rate of 81.10%.
- The College distinctions increased by 381 in comparison with 2017. That is, it increased from 2698 to 3079. George Tabor Campus led all the campuses with 1171 distinctions.

11.1.1.2. **CAMPUSES REPORTS**

11.1.1.2.1. **DOBSONVILLE CAMPUS**

- **Introduction**

- The year 2018 has been a stable year with no serious students' unrests. The campus has seen a huge turnout of applicants who wanted to enrol in the Report 191 Programme N4 and N6.

Academic Performance

- The campus offers two streams of learning, that is Report 191 and NC(V). The campus was rated position three in terms of certification overall performance within the college. In Report 191 Certification the campus took position two (2) with 51.33% average while NC(V) took position three with the average of 44.24%. The following are the comparative performance for the past four years:
- The Report 191 has shown a progressive improvement in the academic performance, while NC(V) has shown a decline compared to 2017.
- Six of the campus lecturers were rated the best performers within the college; Ms Andile Ncube, Mr Neo Rammutla, Ms Ivy Ncube, Mr Siphesihle Coka, Ms Pretty Matundu, Mr Ishmael Makulana. They added to the College Prestigious Club 100.

Developments

- The campus managed to build the practicum room as well as the SMME Centre. The hydroponic tunnels were let to an ex-student of the college Tshepo, who is doing urban farming specialising in lettuce and supplying the restaurants around Johannesburg.

Partnerships

- The campus formed the following partnerships with Blind SA

and Beyond Ability an organisation that train students with special needs to become entrepreneurs.

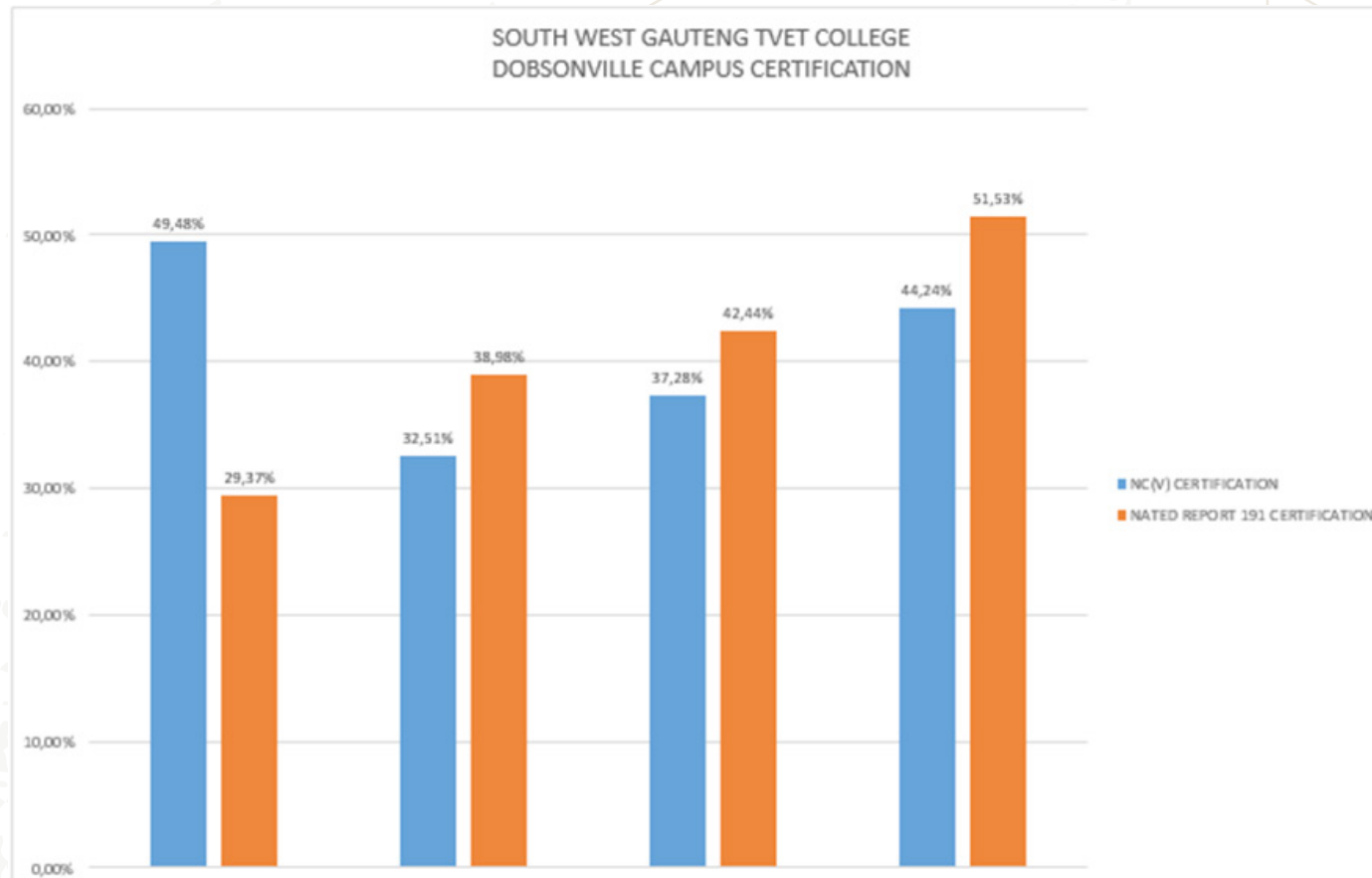
- Academic Solutions, an education programme run by the campus ex-student. Academic Solutions assist the school learners with their studies especially Mathematics and Accounting. The campus offered a venue to house Academic Solutions and in turn they help teach the campus students Mathematical Literacy and Accounting. This has helped in the improvement of results in these subjects.

Student Placements

- The campus had place 140 Post L4 students for work exposure, 112 post N6 students by the end of March 2018 and had signed 12 Memorandums of Understanding. The campus managed to place three of the campus Visually Impaired students on internship.

Conclusion

- The campus is looking forward to doing even better in 2019



and with the introduction of Tutoring classes there is no doubt that the campus will reach this objective.

11.1.1.2.2. GEORGE TABOR CAMPUS

INTRODUCTION

- In 2018 both stable and unstable conditions prevailed, making it one of the toughest academic year. We had to deal with some unscheduled developments that demanded a lot of courage in order to consign discouragement to the sidelines.

Academic Performance

- The campus was rated position two regarding the overall college academic performance of all campuses. The campus also scooped position one with regards to the number of distinctions obtained by the students.
- It is once more very pleasing to announce that three of our students passed with flying colours in that they obtained seven distinctions each, namely:
 - Dlamini S.T. from the Transport and Logistics programme.
 - Xaba K.D. from the Safety in Society programme. She was also the overall best performer at college wide.
 - Mokgobi L.P. from the Tourism division.

George Tabor Students that visited Noordepoort College in the Netherlands as an incentive for good performance

Developments

- At Land is Wealth farm, two chicken broilers and a chicken laying structures were constructed. Live and slaughtered chicken as well as eggs are for sale at the farm. Staff members can place orders with the campus clerk at George Tabor campus and deliveries would be made every Friday. Selected vegetables are also on sale.

Bursaries

- Students applied for NSFAS bursaries on-line and the returning students did not have to reapply. The campus provided computer laboratories and facilitators to assist students with their on-line bursary applications.

Student Support Services

- The campus hosted four HEAIDS events in March, June, September and November 2018. Dialogues and mass testing activities took place at the campus and at the Land is Wealth Farm. Students with psycho-social challenges were assisted and some were referred to our external partners through the Student Support Office.
- The SRC and SSS offices supported sports, arts and culture at the campus. Students participated in the following activities:
 - Inter Campus League Games.
 - CoSACSA League games.
 - CoSACSA National Festival in Rustenburg.
 - College Arts and Culture festival in July 2018

Partnerships

- With regards to partnerships and work based exposure the following transpired in 2018:

- Moloantoa Logistic accommodated 10 Transport and Logistics students for WBE.
- Starbus placed 15 Transport and Logistics students.
- SAPS took in 30 students from Safety in Society.
- Johannesburg Correctional Facility hosted 107 Safety in Society students.
- Samsung trained 35 IT students.
- Molamu Mosotho IT placed 80 IT students and two of the students were granted permanent employment.
- Agriculture Research Council hosted 190 Primary Agriculture students.
- 120 students were trained on Galileo by Travel Training Academy.

Challenges

- The students are submitting bursary requirements late and this delays the payment process. However, the campus is doing all it can to overcome this challenge.
- The staff members care deeply about students and their education and are always encouraged to take on new challenges, reflect on the practice and make adjustments as new challenges arise.

11.1.1.2.3. MOLAPO CAMPUS

Introduction

- SWGC motto “Education of distinction” is not just a motto for Molapo campus but a daily reality and a distinctive feature that characterises every teaching-learning encounter and all Education-related programmes taking place in the campus.

Academic Performance

- Over the years, Molapo campus has had its fair share of experiencing good and bad results ranging from academic, extra-mural activities and general campus programmes. However, just like in life; it is not what happens to you that matters but what you do with what happens to better the results. For instance; in cases of poor performance the campus always employs a number of corrective measures and improvement plans to change the results. Truth be told, the campus has enjoyed a considerable amount of success stories in the recent past. Despite all the challenges, it emerged as number 3 campus that obtained 1122 distinctions in 2018 out of six South West Gauteng TVET College (SWGC) campuses.

International Exchange Programme

- It was truly gratifying to note that out of the Best Top Ten (10) students of the college selected to go to Netherlands for the 2018 Annual Exchange Programme; three (3) of them come from Molapo Campus.
- A sizeable number of Best Students from Molapo were identified and sent to China to learn more about the latest technological skills or machinery. This is a year programme that is aimed at affording South African students an opportunity to compete against the best in the world.

Molapo Student Admitted to Study Overseas

- Molapo Campus Civil Engineering student (N6); Nhlamulo Mkhabela has been admitted to study Aerospace Engineering at Kingston University in London next year. Nhlamulo is

famous for getting distinctions in all his subjects, especially mathematics-as his favourite subject. If all goes well, he intends to do his Internship that side while still waiting for his academic classes to commence next year.

The use of Technology

- Nowadays the world has become a global village and this ushers in the reality of the 4th Industrial Revolution. Recently the college built three state –of- the art classrooms and procured Edu boards to be used in those classes. The ultimate plan is to modernise all the other classrooms to be technology complaint and expose the students to the best teaching-learning facilities. The classrooms were officially unveiled by the Honourable Deputy Minister of Higher Education and Training, Mr Buti Manamela in 2018.
- In keeping up with latest trends in Education; Molapo Campus recently introduced the first-ever digital library in an attempt to position the campus for the digital migration and enhance quality Education. The initiative was the step in the right direction because it is receiving maximum support and yielding positive results.

National TVET students debate competition

- SWGC and Molapo Campus in particular, is an active participant in the Annual National TVET Student Debate Competition hosted by the Department of Higher Education- since its launching in 2016. The recent tournament was held on the 31st August 2018 in Bloemfontein wherein the campus was represented by two students namely; Kgotso Lesotho & Fikile Kubheka alongside their mentors Mr Mtshali and Mr Mojela. The latter was chosen by the department to be one of the National Co-ordinators responsible for organising this tournament yearly.

Conclusion

- In conclusion, it is befitting to say that excellence in Education is not optional but a practical reality that underpins every activ-

ity taking place in Molapo Campus. The Campus is, therefore, steadfastly on the upward trajectory to defy all the odds and break new grounds in an effort to put SWGC on the map as a college that offers EDUCATION OF DISTINCTION.

11.1.1.2.4. ROODEPOORT CAMPUS

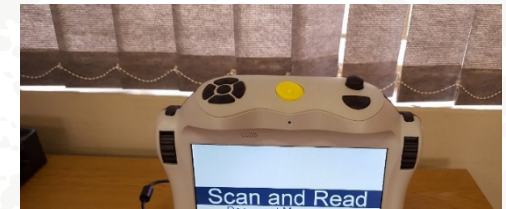
Introduction

- Despite the size of the campus we are trying very hard to work towards reaching DHET and college targets especially towards Retention and Certification.
- Roodepoort Campus is one of the campus that it has grown drastically since the year of 2015 in trying to expand access to TVET sector. We are a campus that is utilizing its resources to the fullest. During the week the campus is operating from 07: 30-18:10 that is for full time students and in the two days a week the campus operates from 07:30-21:00 including part-time classes. On Saturday we have part time classes running from 08:00-16:00.

Disability Unit

- In 2018 our disability Unit had 42 students with different disabilities, amongst them we had 6 blind students and 2 partially students. All the students in the Unit are advised and supported to get professional doctors reports based on their disabilities so that we can apply examination concessions to the DHET.

Examples of resources used



Workplace Based Experience (On Course)



- In the year of 2018 we designed our lecturing timetable for both NC (V) and Report 191 in such a way that we blocked days for programs to visit work places and also to encourage students to find work placement for themselves, despite all challenges met we were able to reach the target set by the college.

NC (V) Hospitality Events/ Practicals

- For the year of 2018 the NCV Hospitality Department had a few events that we consider our highlights. We also held a successful Market day for the level 3s which is always a pleasure to host as it allows our students to showcase their skills to the campus. The market day is one of the events that helps the department to raise funds.

Report 191 Hospitality

- When students are in N6 class they start to do functions,

whereby they are also encouraged to invite their family members and market and sell their tickets of plates. This is also treated as a way of promoting SMME within the students hence not all of them will get employment.



MARKET DAY

NC (V) Primary Health

- A lot happened in the past year, for us as a department our biggest pride was the NCV Level 4's Camp at Rainforest. After the strike from the students, it was a fulfilling exercise to gather with them at the camp. They were motivated by a guest speaker who spoke to them about using opportunities that they are granted. That evening a great bond was built when students and lecturers got to talk and understand each other. We came back from the camp invigorated and moti-

vated which translated in good results at the end of the year.

NC (V) Level 4 Camp

- The second event was the launch of the COPC garden. Where a well vested guest came to talk to us about food security and the need for us to feed ourselves. It was an enlightening and educational event that will forever be imbedded in our minds.

Health and Safety Gold Reef Excursion

COPC GARDEN LAUNCH



11.1.1.2.5. ROODEPOORT WEST CAMPUS



Introduction

- Despite the challenges that the Campus experienced in 2018; it was also a year in which a number of positive development took place. Even though our results in 2018 were not satisfactory, this was despite efforts put in place to put the Campus forward.

Workshop Accreditation

- After battling for years to get accreditation for our workshops, finally the Energy and Water Seta (EW Seta) visited the Campus and inspected all the workshop and interviewed some personnel and once they were satisfied they issued the certificate. This was a moment of truth because the Campus can now offer skills programmes.

Induction of the Students

- The Campus welcomed new students in the month of February 2018. They were inducted on various issues of importance that included general academic issues, students conduct and general procedures in the Campus and the College as a whole.

Psycho Social Support Services

- Every quarter, the psychosocial student support services engages in a screening and testing process. This screening and testing process is done under strict consenting agreement be-

tween SWG TVET College, HEAIDS and the students.

Students' Entertainment (Campus Beauty Pageant)

- Though it is entertainment, the Roodepoort West beauty pageant requires the winners of the contest to take part in the student representative council as ambassadors. This helps to improve students' moral and encourages them to take part in related activities while teaching and learning takes place.



Social Responsibility Project

- The Campus comprising of staff members and SRC visited the Action for blind and Disable Centre in Roodepoort where food and clothes were handed. The Centre is a non - governmental institution and it is not receiving any grant from the Government. They rely on the donations from various institutions to maintain the Centre and for staff salaries. Learners there do Computer course and also pottery items.



Excursion: Students at Lethabo Power Station

- Roodepoort West Campus students were given an opportunity to visit Lethabo Power station in the Vaal area. Students were taken through different electrical department like; water recycling, respirators, turning of turbines and boilers. The students are able to implement the knowledge they have gained at the power station and it relates well to their curriculum.



Students' Work Place Exposure

- The level 4 students attended a 5 days Electrical training at LH

Martinheisen. This was a real exposure for them because the training was talking to one of their topic in a syllabus, which is electrical motors. At the end of the day they were given certificate of achievement.



Farewell Function for Students Who Went To China

- In May of 2018 the Campus recruited and sent 10 Electrical Engineering students who completed National Technical Certificate N6 to China on an internship programme. Their stipend and related costs such as meals and accommodation are taken care of by Merseta.
- The internship is divided into two; the first six months is the bridging course in Zhejiang University and the remaining six months they will be exposed to the operations of key Chinese Companies.
- They returned to South Africa on the month 10th May 2019 and gained very valuable knowledge.



SMME

- Mr Vusi Thamane facilitated work place readiness programme for NC(V) and Report 191. In the main, students were taught on how to write CVs, conduct themselves during interviews and work ethics. Students enjoyed the programme very much, particularly the exiting level 4s and N6s.

Campus Staff Awards Function

- Best performing lecturers were recognised and awarded certificates for their good work. Only lecturers who produced good results for Trimester 1 and Trimester 2 in 2018 were awarded.



Stakeholders and Campus Farewell Function

- In the month of November 2018 the Campus held a joint event accommodating both end of the year function and award giving ceremony.
- The ceremony was blessed by the presence of fellow Africans such as Michael Okonkwo who is investing a lot in education.
- The Campus invited stakeholders from across business and Government establishments in and around Roodepoort. The guests included SAPS, Home Affairs, Rex Clinic while from the business fraternity there was Mr Ramathava of Rama Electrical in Florida, Barry Masoga of Education Industry Exchange, Kenny Snyders an independent business man, Andrew Malefo of Verifone and K media group.
- A great number of staff members were awarded certificates ranging from punctuality to leadership.



Roodepoort West Campus Choir

- Roodepoort West has a choir that represented the college with certain choristers. The choir that consists of about 15 members has been functional in key events at the Campus.



Conclusion

- The setbacks we came across in 2018 are not going to deter us from planning to be one of the best Campus in 2019.

11.1.1.2.6. TECHNISA CAMPUS

Introduction

- The campus started on a low note with less students than projected, and as the number increased during registration window period teaching and learning proportionally gained momentum. Generally, the year 2018 was a fairly productive one with all the time and energy dedicated to the core business of the college putting the students at the centre of our activities,

lessons learned during the year are to be integrated in the recovery plan for the following year

Programmes Offered at Technisa

- The campus offers two categories of ministerial programmes namely the NC(V) and traditional NATED or report 191 programmes in all fields of study i.e. Engineering, Business and Utility. For NC(V) offered Tourism, Office Administration, Management, Marketing and Primary Health Care which is being phased out. All NATED programmes were offered on distance or what is commonly known as correspondence and for this reason; the campus is not limited in terms of space hence almost ALL subjects in the two categories mentioned are offered.

Projects

National Open Learning System (NOLS)

- Technisa Campus has had two meetings with DHET officials centred on Open Learning. In the initial meeting lead by Ms Trudi van Wyk and Mr Nkosi the broad areas of collaboration were discussed. The follow up meeting was an operational meeting and was chaired by Mr Paul West from DHET. Further interaction has been via email and culminated in three college personnel being seconded for Moodle training.
- Moodle is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments.
- The SWGC—DHET team is currently working on a project, and SWGC (Technisa) serves as the pilot site for open learn-

ing vocational in the country.

- Mr Maseko, Ms Ngwenya (TECHNISA CAMPUS) and Mr Marareni (GEORGE TABOR) were trained on Moodle.



Open and Distance Learning 2018 Highlights

- **Benchmarking**
 - On 20th September 2018, our sister college Gert Sibande paid Technisa Open and Distance Learning section a visit. Mr Shange, a college council member, joined us for the discussions. SWGC shared with Gert Sibande how we managed to start online learning and how the system was maintained. Gert Sibande on the hand shared with SWGC the operation of Khuphula; their LMS. It has sections for students and staff and is used as a portal for information sharing. Students take placement test online via Khuphula and it has various links to free online learning content



• **Open Learning Seminar Invitation 22nd October 2018**

- Mr Maseko was been invited by Mr Buti Manamela, MP, Deputy Minister of Higher Education and Training to participate in a panel discussion themed” Developing Effective Open Learning Practices in South African Post-School Education and Training”.

• **eLearning 2nd Anniversary**

- On 11 May 2018, the campus celebrated the second anniversary since going online. The online participation rates had reached 80%

2018 Academic Results

- The college set a target of 65% certification rate; the campus did manage to achieve the set target and that made the campus to be the BEST PERFORMING CAMPUS of the college for the year 2017. We also received the Best Customer Service Award for 2018. These good results are attributed to the dedication of both the staff members and students. The campus had 2 students namely: Zuma Nosipho and Malatji Lebogang featured first on the top ten students list. The two had enrolled

for Management and Tourism programmes respectively, one went on an annual trip to Holland as a norm and as per arrangement between our college and Noordepoort Partner College. Our Campus Management got an opportunity to have Mr Makola (Campus Manager) and Ms MaKhasa(HOD) also going to Holland as well.



2018 ACADEMIC TOURS

PROGRAMMES	TOURS
TOURISM	Tourism Level 2 – To the Dome in Northgate on the 10 February On the 12/09/2018 tourism L4 students had an Ostrich Tour.
OFFICE ADMINISTRATION	Office Administration – To Gallagher Estate on the 22 February
MARKETING	On 31 May 2018, L3 and L4 Marketing students went for their first excursion at the SABC.

Work Placement and Work Exposure

- The National Certificate Vocational programmes dictates that students are prepared for the workplace whilst they are learning and beyond.

DESCRIPTION	TARGET	ACTUAL
Place students in workplaces for on-course exposure NC(V) Level 2 - Level 4	380	123
Place students in workplace for learnership (Level 2 – Level 4)	22	32
Place post NC (V) Level 4 students in workplaces for experiential training	120	176
Partnerships signed (MOU or expressions of interest.)	2	10
Lecturer placement	10	5

Strategic Objective 2

To have adequate infrastructure and systems (which meet education and training quality assurance standards and OHS requirements) in place to optimize access, including that of people with disabilities in line with the country's equity norms (4%) and provide effective services to students

- Student Administration**

During 2018, the College tried to heed the Department of Higher Education and Training's call to start cutting on our student intake, as the Department's budget could not cope with the huge student numbers that this College attracted.

By the end of 2018, the College's combined student intake was as follows:

PROGRAMME	PROJECTIONS	ACT: FULL TIME	ACT: PART TIME	ACT: TOTAL
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NC (V)	9982	6503	2543	9046
R 191 N1 – N6 E/S	7180	4737	4508	9245
R 191 N4 – N6 B/S	10237	5785	4940	10725
TOTALS	27399	17025	11991	29016

Due to the fact that the College's funding is calculated in terms of Full Time Equivalents (FTE), the conversion of the student head count enrolments for 2018 into FTEs are indicated below:

PROGRAMME	PROJECTIONS	ACT: FULL TIME	ACT: PART TIME	ACT: TOTAL
NCV	9982,000	6341,764	757,185	7098,949
R 191 N1 – N6 E/S	2393,330	1507,197	584,660	2091,857
R 191 N4 – N6 B/S	5118,500	2765,875	964,625	3730,500
TOTALS	17493,830	10614,836	2306,470	12921,306

The College's budget allocation for its student enrolments for the 2018 academic year, was R 341 653 400,00, while the actual enrolment projection required R 760 849 835,00.

The Department of Higher Education and Training therefore underfunded the College with an amount of R 419 196 435,00 (or 55,10%) of its total required student funding during 2018.

- Human Resources and Administration**

The College's Human Resource unit can be subdivided into the following:

- Human Resource Administration
- Recruitment and Selection

- Training and Development
- Labour Relations

By the end of 2018, the College's human resource capacity was as follows:

A: Public Servants/Administrative- and Support staff

1 x Principal	S/L 13
2 x Deputy Principals*	S/L 12
6 x Assistant Directors (as unit managers)	S/L 9
8 x Administrative Officers (as unit managers)	S/L 8
25 x Chief Admin Clerks (as supervisors)	S/L 7
119 x Senior Admin Clerks	S/L 6/5
28 x General Assistants	S/L 3

B: Educator/Lecturing Staff

6 x Campus Managers	P/L 5
6 x Deputy Campus Managers	P/L 3
14 x Heads of Department	P/L 3
53 x Senior Lecturers	P/L 2
325 x Lecturers	P/L 1

Over and above this huge staff compliment of 593 staff members, the College also employed the services of 76 interns and a number of part-time lecturers and examination invigilators, and had also contracted out the services for security, cleaning and gardening, which represented another 133 or so employees.

(*) The Deputy Principal: Finance [CFO] was a position filled by a

SAICA-deployed staff member, and as such, he was therefore not in actual fact employed by the College.

The College's Human Resources remuneration budget for the above staff compliment was R 210 785 000, of which the entire amount was spent between 1 January and 31 December 2018 on both PER-SAL- and non-PERSAL paid employees.

During 2018, the College had 48 training and development interventions, which touched 734 staff members, and cost the College R 2 186 900 ,00.

The training interventions were mainly focussed on the following areas:

- Governance
- Risk Management
- Occupational Health and Safety, HIRA, COIDA, First Aid
- Disability Awareness and Special Needs and Disabilities training
- Human Resources
- Assessor
- Moderator
- Facilitator
- POPI Act

The College also awarded 22 staff bursaries to the value of R 306 878,00,00 during 2018, to assist staff members in improving their qualifications.

On the Labour front the College also had its fair share of incidents during 2018, and these can be broadly summarized as follows:

• Misconduct cases/Disputes (including appeals)	19
• Incapacity cases	0

- Grievances 27

It should be noted that appeals were not only handled by the College and the Department, but also by chambers, such as the GPSS-BC and the ELRC, as well as Labour Court.

During the year under review, staff members at the College were mainly represented by four Labour Unions, being NEHAWU, NATO-SA, PSA and SADTU, of which NEHAWU enjoyed the biggest representation at the College.

There were no major labour unrest incidents at the College during 2018, and the main bon of discontent on this front was the issue of the insourcing of the security-, cleaning- and gardening services. This issue was finalized with a Council decision not to insource due to the high financial cost to the College, but will again be relooked during 2019.

The College was one of the first TVET's that acceded to the 2018 Minimum Wage Bill, which, while the Act only became law late in 2018, the College applied already as early as June 2018 as a socially responsible college.

- **Quality Management / Health and Safety**

During the year under review, the College's Quality Assurance unit had the dual responsibility of

- (i) Migrating the College's Quality Assurance system from ISO9001:2008 to ISO9001:2015, and still retain our ISO9001 accreditation., and
- (ii) Attain ISO45001 Health and Safety accreditation

In order for the College to be successfully migrated to ISO9001:2015, the Quality Assurance unit had to do internal quality audits at all College sites during April and July 2018, before the SABS could come and do the re-assurance audit, as the College's external quality assurance body.

The migration to ISO9001:2015 was successfully concluded during

2018, and the College has retained its ISO9001 accreditation, and can therefore still proudly wave the SABS flag in front of all of our buildings/sites.

The College could however not attain its ISO45001 Health and Safety accreditation during 2018, and has set its sights on 2019 on attaining it, and has been working tirelessly to close all non-conformances and gaps that could preclude the College from attaining this certification.

- **Marketing and Communication**

During 2018, the Marketing and Communications unit was once again the driving force behind the student enrolment figures achieved, due to their various and varied advertising and recruitment campaigns.

During the year under review, the College made use of 4 radio stations (Kofifi FM, Jozi FM, Eldos FM, Rainbow FM) to make the College the college of choice in our catchment area, and also gave interviews on Soweto TV.

We also used the print media to reach our goal, and advertised in such newspapers as Caxton, The Star, The Citizen, The Sowetan, but also targeted publications such as TVET Times, The Commuter and FET First.

The Marketing unit also did 50 "face-to-face" recruitment drives during 2018, and as such went to various schools in the College's catchment area, attended and exhibited at expos such as NASREC and the Rand Show, and attended to community exhibitions and church organised events, and was even awarded a silver certificate for their exhibition and stall at the West Rand Career Exhibition.

Over and above recruiting new students for the College, the unit's other focus was on organizing events at the College.

Some of these very successful College events during 2018 was

- The students' awards ceremonies during March 2018
- The College's graduation ceremony in May 2018 (which, for the first time in the College's history saw more than 1 000 students graduat-

ing in one day)

- A business breakfast
- Memorial services for both the late Ms Madikizela-Mandela (April 2018) and the late Mr Feroz Patel, DDG of TVET (March 2018)
- Organizing various college-wide Mandela Day activities (July 2018)
- Launching of the college's facilities and infrastructure that were acquired and/or constructed over the last 5 to 6 years (October 2018)
- Staff opening- and closing functions of 2018

Another area in which the Marketing unit had participated during 2018, was the area of partnerships, and here the marketing unit assisted in organizing an Industry Partnership breakfast in April 2018, as well attended and exhibited at the ROCCI Festival in the West Rand during August 2018.

The Marketing unit also ensures that the College has a digital presence, and are the custodians of the College's website, Facebook page and Twitter presence.

All in all, 2018 was an exceptionally busy year for the Marketing unit, and there are no signs that it will be any different in 2019.

• **ICT and MIS**

The College is making use of Adapt-IT's ITS system as its Management Information System, and this system is used for all Student Administration, Human Resource Administration and Finance applications.

The College not only uses this system as a student application and registration system, but also as a reporting system to the Department for all mandatory reports.

The College's MIS system also interlinks with the Department's TVETMIS system (EDUkitV), where data reporting are monitored for correctness.

The MIS system also allows prospective students to apply, and register on-line via its Student i-Enabler portal, which does assist the College in making the enrolment processes flow smoother and faster.

On the ICT front, 2018 commenced with the appointment of the first ever Assistant Director: ICT, Mr Bernard Sepato, as ICT Manager in January 2018.

His first and foremost duty was to do an ICT environmental scan of the College's ICT infrastructure, and from this scan he could determine whether the College had the most appropriate technological resources, and, if not, what the appropriate course of action would be to correct the backlog.

The above assessment led to the development of a diagnostic report on what the college has in terms of ICT infrastructure, where the College should be, and how the delta would be addressed.

The most important finding was that the College's first priority should be connectivity and the refurbishment of the College's LAN landscape during the year under review.

In terms of the above, 2018 was used as the base year, and biometric fibre optic links, and a number of network data points and CAT6 fibre optic cables were installed at various sites of the College.

In support of the above, new POE network switches were also procured and deployed at all sites of the College, and new Fibre Optic Gbics were procured to replace the old fibre media converters.

2018 also saw a new dawn at the College with the development of four ICT Governance policies (General ICT Security, Electronic Mail, Server Room Housekeeping and ICT Charter), which will serve before Council in 2019, for ultimate approval and implementation.

During 2018, the College also increased its bandwidth from 10 mbps per site to 20 mbps per site, but were also informed by the Department of Higher Education and Training that, together with SABEN, all TVET Colleges will benefit from a 100 mbps per site connectivity upgrade by the end of 2019.

1.1.1.1. New Infrastructure

During the early part of 2018, the directorate was tasked with tendering and recruiting a project manager for a planned construction project at the College's Roodepoort West Campus.

This project will ultimately see the campus having one new electronics workshop and three classrooms added to its current infrastructure.

The tender evaluation and adjudication processes finally saw the appointment of IMBEU Project Managers in August 2018 to run with this project, and to appoint a construction company to construct the required buildings.

By November 2018, IMBEU had appointed FUNDATHANDO Construction as the major contractor, and construction was set to commence on the 14th of January 2019, with project completion and handover scheduled for the end of July 2019.

Strategic Objective 3

To develop and increase partnerships (by 10% per annum) and maintain good stakeholder relations to optimize the number of students who are adequately prepared to enter the Labour market or further and higher learning opportunities (in a 90%/10% split), annually, in relation to available funding

3	Place post N6 students in work places to complete diploma studies	376
4	Place lecturers for workplace exposure	13
5	Place learners in workplace for apprenticeship	6
6	Place students in workplace for learner-ships (Level 2 –Level 4)	136
7	Provide accredited short skills training programs	200
8	Support students in activities resulting in self-employment opportunities	35
9	Partnerships signed (MOUs or expressions of interest)	42

	DESCRIPTION	2017 ACTUAL
1	WBE ICAS: Place students in workplaces for on-course exposure (NC (V)Level 2 – Level 4; Engineering N1 - N3; Engineering N4 - N6; Semester N4 - N6)	1221
2	Place post NC (V) Level 4 students in workplaces for experiential training	208

SETA	DESCRIPTION	Campus
Insurance Seta	<p>The College was Accredited for various Short Skills Programmes</p> <p>X 15 Learners granted for Work Integrated Learning for R630 000</p> <p>Submitted a proposal to train 200 learners in June for a work readiness week-long training program. Total funding applied for = R480 000.</p> <p>A 7-day program (Unit Standard Based) with a total of 200 learners implemented in June worth R 1 600 000:</p> <ul style="list-style-type: none"> a. Customer Care = 100 x learners b. Individual Efficiency = 50 x learners c. Introduction to Insurance = 50 x learners <p>Technisa Campus Accredited as an INSETA assessment Centre is Approved by INSETA and QCTO.</p> <p>MOU signed by the college and INSETA to host an INSETA office in the Roodepoort Campus. The below are the benefits of the partnership:</p> <ol style="list-style-type: none"> 1. Assist college achieve QCTO accreditation for related OC Qualification 2. Assist college apply for DGs related to Work Integrated Learning 3. Assist college students to apply and benefit from INSETA study bursary grants. 4. Arrange schedules for INSETA monitoring and verifications where necessary. 5. Support campus to successfully run INSETA related training interventions. 6. Service and support INSETA clients (employers) in the vicinity of the campus. 	<p>Technisa Campus</p> <p>Dobsonville Campus</p> <p>Roodepoort Campus</p>
Transport Seta	Accreditation awarded for Professional Driver NQF L4.	George Tabor Campus
Food&Bev Seta	A total of 50 post school N6 will benefited from a WIL award of R1 400 000.	Dobsonville Campus

Service Seta	A total 40 learner beneficiaries completed: <ul style="list-style-type: none"> - Contact Center NQF Level 2 = 20 x learnership - Business Admin NQF Level 4 = 20 x learnership Cleaning Services Short Skills Programme and Cleaning Services Full Learnership awarded worth R2000 000	Docsonville Campus
W&R Seta	WRSETA- Assessor training was conducted for 12 Lecturers in the Dobsonville Campus between the 19 th and 21 st of June 2018, all lecturers found competent.	Dobsonville
HWSETA	Has awarded R10 000 for 3 lecturers to attend WBE placement. The 5 – 10 day program is expected to be implemented in June.	Molapo
CATHSSETA	An allocation for 20 learners for an N6 internship has been approved. Total value = R720 000 <ul style="list-style-type: none"> - Internship funding for 20 Nated learners for an 18 months' duration – stipend value = R900 000.00. The program has already commenced at Roodepoort and Dobsonville campuses for Hospitality and Music students respectively. Host employer organisations were secured for all the beneficiaries. - Cathsseta agreed to fund training to 12xSWGC staff/council members of the fundraising committee on a program on Fundraising, Project Management and Report Writing/Presentation aligned to NQF Level 5. We await finalisation of contracting processes for actual training to commence. - Internship stipend funding for 10 Tourism NCV Level 4 learners (R250 000) was secured. 	Dobsonville Roodepoort
CETA	Civil Engineering and Building Construction X10 R50 000 cost per learner (TVET Placement) Building and Civil Construction L3 X15 R50 000 cost per learner (Learnership) Community House Building X15 R 50 000 cost per learner (Learnership)	Molapo
BANKSETA	College Accredited for Generic Management L5 8 Lecturers confirmed as constituent Assessors for the Generic Management Learnership L4	Roodepoort

Seta Liaison & Engagements

Department of Rural Development & Land Reform (NARY-SEC)

- **NARYSEC Learnership - Furniture Making: Wood NQF Level 2 –**

Funded by The Dept of Rural Development & Land Reform (R593 000) with 21 learners.

WBE Placements:

- Price Water Coopers – learners were placed for 5 day WBE exposure at PWC in Midrand office. A total of 41 learners attended:

- 6 x marketing (Technisa Campus)
- 6 x marketing (Dobsonville Campus)
- 12 x ICT (George Tabor Campus)
- 17 x ERD (Molapo Campus)

National Skills Fund (NSF)

- A funding of R33 475 000 was awarded to SWGC for various interventions, the below Learnership were successfully facilitated:
 - Further Education and Training Certificate: Public Administration Level 4
 - National Certificate: Contact Centre Support Level 2
 - National Certificate: Professional Cookery Level 4
 - Further Education and Training Certificate: Business Administration Services Level 4
 - National Certificate: Community Health Work Level 2

British Council Partnership

- The college completed an International Skills Project with New College Lankshire (Scotland) and CJC, the project was successfully implemented and concluded. 90% of all deliverables met and the final report accepted by the British Council.

Council Sub-Committee on Employability

- A mandatory of 4 quarterly meetings were held during the year and certain specific resolutions were adopted and successfully referred to the college council. These included:
 - Adoption of the WBE/WIL college policy.

- Hosting a knowledge seminar for the executive
- Giving impetus to procurement for NSF project to follow the tender route.

Business Breakfast Day Seminar

- Approximately 120 invited guests attended the business breakfast event that was hosted at Molapo campus. These included guests from ABSA, MTN, Government Departments, SETAs and other partner organisations. In the main, the event was for purposes of highlighting college programs and soliciting for improved participation by private/public sector on matters related to WBE/WIL.

Strategic Objective 4

To ensure continuous business excellence in terms of good corporate governance and effectual management of all college resources, (including the obtaining of clean annual external audits) as well as 100 percent accurate and timely information and data reporting

The Council of South West Gauteng TVET College, remained committed to the maintenance of the highest standard of governance and uphold good practices. The Council regulated its affairs in compliance with the Continuing Education and Training and Training Act, 2006 (Act No.16 of 2006) as well as the Council Standard Operating Procedures and charters developed by DHET.

The Council provided independent and objective assurance and support to the College Management by evaluating the accuracy

and effectiveness of the internal control systems, risk management, governance processes and provide value adding recommendations. The Council adopted a number of DHET recommended policies, such as the Risk Management Policy, Cell Phone and Mobile Device Policy. The adoption of these policies enabled the Council to play an integral role in influencing behaviour, coordination of activities, establishing of communication protocols and facilitate, inter alia, risk reporting. Furthermore, the Council focused on cost consciousness and effectiveness and sustainable resource generation from external donors.

The Council approved and monitored the performance annual operating and capital budget by continuously interrogating the financial implication of the capital development programmes, the annual operating budget and on the resource allocation to the strategic activities. The Council was committed in ensuring that the financial health of the College as a going concern and also strived to ensure that the staff complement was suitable to maintain the accounting records (financial and otherwise) of the college. Through various Council committees, support was given to the Management to ensure compliance with all relevant norms, legislation, directives, collective agreements within the sector. The Council played an active role in assisting the Academic Board to implement relevant teaching and learning didactics and methodologies in the quest to achieve the College set targets on attendance and retention, certification, progression and throughput rates whilst ensuring success on student access, articulation with the workplace and/or higher education and training.

Throughout the year, the Council and its sub-committees remained operational and functional with a number of resolutions taken. The Council of South West Gauteng TVET College, in exercising its oversight function, was guided and applied values and principles of honesty and integrity, objectivity, accountability and transparency.

The college undertook a change in Student Registration and Financial Management and Reporting from the 2015 and throughout the course of 2016 to 31 December 2018 from Thusanang to ITS. This system change management process, as with all organisations system migration has resulted in numerous challenges, which have also been reflected in the Disclaimer audit opinion by the Auditor General of South Africa. The council and management are committed to improving and obtaining a clean audit opinion. This involves assessing and analysing system weakness and improving internal controls within and outside the management systems.

The college has further capacitated the Supply Chain Management, Finance and Internal Audit units of the college through the recruiting of additional skills in:

- The Assistant Director: Finance and Procurement – Mr S Dhlamini
- The Assistant Director: Head of Internal Audit and Risk Management - Ms Charity Madzwigi
- An additional Supply Chain Officer
- Three additional Finance professionals at Head Office Finance

where a lot of the financial recording and reporting is under-taken

- Contracting service providers with specialized skills in Fixed Assets and Financial reporting accounting standards.

All the above including assessments of available system competencies and training and upskilling are part of initiatives currently being implemented by Management.

Strategic Objective 5

To monitor and evaluate all college processes and report quarterly on college performance against amongst others the ISO 9001 & 18001 Standards, and other performance targets set by the college.

During the year under review, the College was obliged to produce the following plans to ensure good governance:

- Strategic Plan
- Annual Performance Plan
- Operational Plan
- Implementation Plan

The first two plans were submitted to the Department for approval by the Minister, while the last two plans, which underpinned the departmental plans, were in actual fact the internal plans of the College for 2018.

The College was required to report to the DHET on its progress towards the targets set in the Annual Performance Plan on a quarterly basis via a prescribed Monitoring and Evaluation tool, which reporting was done as follows:

- Quarter 1/2018 - 4 May 2018
- Quarter 2/2018 – 13 July 2018
- Quarter 3/2018 - 23 November 2018
- Quarter 4/2018 – 18 January 2019

Over and above the prescribed Monitoring and Evaluation tool, the College also had to submit student- and staff data to the Department on a regular basis via the TVETMIS system. These data submissions were made as follows:

- Early submission of enrolment numbers 16 February 2018
- Q1 NCV, S1 and T1 student- and staff data 16 March 2018
- Q2 NCV, S1 and T2 student- and staff data 15 June 2018
- Q3 NCV, S2 and T2 student and staff data 24 August 2018
- Q4 NCV, S2 and T3 student and staff data 24 September 2018
- Final submission of staff and student data 23 November 2018

As can be seen from the above, the College did comply too all Departmental prescripts regarding data and Monitoring and Evaluation submissions to ensure good and continuous business excellence.

Monitoring, Support and Evaluation

External Examinations

The Assessment and Curriculum Unit monitored the external examinations for the NC(V) Supplementary examinations, Trimester 1 and 2, Semester 1 and the November examinations including all the programmes. During these monitoring visits to examination centres, the monitoring tool was completed, feedback and support provided to centres and the reports duly submitted to DHET. Daily examination reports were sent to

DHET on the general conduct of the examination. The Delivery Points of the College were also supported and there were no irregularities registered at these Delivery Points. All the examination officials were trained and appointed in writing and thus ensures compliance with examination policies and instructions.

College Moderation and Site Based Assessments

The Assessment and Curriculum Unit conducted moderation and site based assessments visits across all the college learning sites. These quality assurance activities ensured amongst other things, that the college was complying with the ICASS Guidelines and also ensuring that the quality of teaching and learning and assessments administered were of the require standard.

Strategic Objective 6

To contribute to the deepening of democracy, equality, non-racialism, non-sexism and be responsive to the socio-economic needs of our students and the community through quarterly advocacy campaigns and use of national days and events to celebrate and emphasize such ethos with both personnel, students and the surrounding community.

Strategic Objective 7

To inspire and develop students wholly in all of our encounters with them.

11.2. COLLEGE ACHIEVEMENT IN TERMS OF STRATEGIC SYSTEM TARGET

Strategic System Target	TVET College 2017/18 Achieved Target	TVET College 2018/19 Planned Target	TVET College 2018/19 Achieved Target	Explanatory remarks regarding analysis and achievement
Headcount enrolments (n)	30 425	28 021	29 099	The College tried to reduce its students enrolments in 2018 to fit the DHET approved budget, but student demand was still very high
State funded	16 507	16 439	17 409	The College tried to reduce its students enrolments in 2018 to fit the DHET approved budget, but student demand was still very high
College funded	13 506	10 960	11 607	The College tried to reduce its students enrolments in 2018 to fit the DHET approved budget, but student demand was still very high

Strategic System Target	TVET College 2017/18 Achieved Target	TVET College 2018/19 Planned Target	TVET College 2018/19 Achieved Target	Explanatory remarks regarding analysis and achievement
Other sources	412	622	83	The College could not reach its targets of enrolling students for short courses and learnerships
Certification rates in TVET qualifications (%)				
NC(V) L4	22%	47%	44.78	The College fell short of achieving the 47% certification target set for 2018 by 2.22%. However, the College certification rate improved by 22.78% from 2017. That is, in 2017 the certification rate was 22% and in 2018 was 44.78%. The College has crafted an improvement plan that addresses poor performance at L4, N3 and N6 levels.

Strategic System Target	TVET College 2017/18 Achieved Target	TVET College 2018/19 Planned Target	TVET College 2018/19 Achieved Target	Explanatory remarks regarding analysis and achievement
N3	13%	45%	43.69	The College fell short of achieving the 45% certification target set for 2018 by 1.31%. However, the College certification rate improved by 30.69% from 2017. That is, in 2017 the certification rate was 13% and in 2018 was 43.69%. The College has crafted an improvement plan that addresses poor performance at L4, N3 and N6 levels.

Strategic System Target	TVET College 2017/18 Achieved Target	TVET College 2018/19 Planned Target	TVET College 2018/19 Achieved Target	Explanatory remarks regarding analysis and achievement
N6	18%	53%	53.76	The College surpassed the 53% certification target set for 2018 by 0.76%. The College certification rate improved by 35.768% from 2017. That is, in 2017 the certification rate was 18% and in 2018 was 53.76%. The College has crafted an improvement plan that addresses poor performance at L4, N3 and N6 levels.

Strategic System Target	TVET College 2017/18 Achieved Target	TVET College 2018/19 Planned Target	TVET College 2018/19 Achieved Target	Explanatory remarks regarding analysis and achievement
Throughput (%)	22%	47%	44.78	The College fell short of achieving the 47% certification target set for 2018 by 2.22%. However, the College certification rate improved by 22.78% from 2017. That is, in 2017 the certification rate was 22% and in 2018 was 44.78%. The College has crafted an improvement plan that addresses poor performance at L4, N3 and N6 levels.
Funded NC(V) L4 students obtaining qualification within stipulated time (%)	9%	33%		

Strategic System Target	TVET College 2017/18 Achieved Target	TVET College 2018/19 Planned Target	TVET College 2018/19 Achieved Target	Explanatory remarks regarding analysis and achievement
Qualifying TVET students obtaining financial assistance (n)	8 224	13 125		
Compliance with national policy when conducting national examinations and assessments (%)	90%	100%	95%	There are aspects regarding the audit which the college needs to close the gaps, such as the acquisition of the of the Occupational Health and Safety and Fire Compliance Certificate, standardisation of processes and procedures during the pre-examination and writing of examinations.
Compliance to governance standards (%)	100%	100%	100%	The College Complied

Strategic System Target	TVET College 2017/18 Achieved Target	TVET College 2018/19 Planned Target	TVET College 2018/19 Achieved Target	Explanatory remarks regarding analysis and achievement
Students enrolled in artisan-related or occupational programmes (n)		30	15	The College could only enroll 50% of its target into artisan related occupational programmes
TVET students placed in workplaces/ industry for workplace based learning (n)	1 579	4 850	1332	The College experienced difficulties in placing students in industry due to reluctance from industry to open the workplaces for experiential learning
TVET lecturers placed in workplaces for specified purpose (n)	13	60	24	The College found it difficult to release lectures during the academic year to undergo workplace exposure
(Optional) TVET students enrolled in foundation or bridging programmes (n)	0	0		The College did not plan to enroll students in foundation programmes for 2018

Strategic System Target	TVET College 2017/18 Achieved Target	TVET College 2018/19 Planned Target	TVET College 2018/19 Achieved Target	Explanatory remarks regarding analysis and achievement
(Optional) Success rate in foundation or bridging programmes (%)	0	0		The College did not plan to enroll students in foundation programmes for 2018
(Optional) Students accommodated in public TVET college owned or administered accommodation (n)	188	240	189	The College only has accommodation on its "Land is Wealth" Farm on NC (V) Primary Agriculture. The College deliberately limits the number of students that it take for this programme, and all students in this programme are accommodated in the College's hostel in the farm

11.3 Strategy to deal with Underperformance

College improvement plan

academic performance of the college as reflected by the 2018 results college academic performance. The Assessment and Curriculum Unit during the Academic Board meeting on the 05th of February, 2019, indicates that the college was doing relatively well in NC (V) programmes, as opposed to report 190/191 program. However, the fact that the college achieved an average of 47.88% between the NC (V) and Report 190/1 programmes, suggests that the college was not optimally utilising its resources. These "not so good" results called upon the college to develop innovative and creative ways of teaching and learning and support to students in the quest to improve the college's results. The college's improvement plan is a product of an intense deliberation by the College Academic Board.

The developed College Improvement Plan was not meant to replace but to supplement the existing College Curriculum Plans, such as Teaching and Learning Plan, crafted at the beginning of the year. Collectively, these plans are directly responding to improvement of results across the college sites, with more emphasis on Report 190/1. The College Management and all the stakeholders are acutely aware of need to improve the results. So the plan is essentially an addendum to the College's Curriculum delivery plan of 2019, necessitated by the sobering confrontation with the reality of 2018 results. The entire original 2019 College Curriculum Delivery Plans, dubbed, returning to the basics, is premised on the 2014 College mantra 'philosophy' of Drilling Down and Touching' Management (DDTDM). The mantra requires managers at all levels were to 'drill down and touch down' through improved direction, support, control and visibility, filtering down to the lowest levels in their areas of responsibility. It had been observed that some managers were merely 'managing' at the top, with no direct, regular contact with the levels and people below in their areas of responsibility.

Understandably, this addendum plan is informed by the identification of areas of weakness and poor performance and puts more emphasis on these areas where the college is currently under performing, such as NC (V) Level 4 and N6 report 191 programs, with special focus on Roodepoort West, Mollapo Campus and Technisa Campuses being the best performing campus which achieved both national and college certification rate of 65% respectively. Whilst Dobsonville campus registered a respectable 18% improvement.

Roodepoort West is the lowest performing campus in the college.

The College Assessment and Curriculum Unit, led by the Deputy Principal, Academic Affairs and Operations, shall put measures in place to ensure effective implementation and monitoring of the plan. Accordingly, the campus management teams shall be the driving force behind the mediation and successful implementation of the plans at respective college delivery sites.

The set college improvement Plan will be used by all college delivery sites to take corrective measures with the objective improving the results. This should lead to the enhancement of the realisation of the College's goal and objectives in ensuring quality teaching and learning and the proper transfer of knowledge and skills to our clients: the students, society and the labour market.

The Plan was mediated to college personnel at various delivery sites to ensure the by-in of all stakeholders and also to invite additional inputs to the plan to ensure a sense of ownership by all concerned. We, nevertheless, aim to see ourselves operating at levels that will depict nothing else but excellence all the time!

11.4. MARKETING AND COMMUNICATION

Introduction

Over the last year Marketing and Communications has supported the College's Key Strategic Objectives by providing a professional service to the College and delivering against the objectives of the Marketing Department's Implementation Plan.

The objectives of the Marketing Plan are to:

11.4.1. **College Objective: To provide quality technical and vocational education and training services and increase academic achievement and success of students.**

11.4.1.1. Internal Marketing

11.4.1.1.1. **Communication – We are currently reviewing Communication policy that will**

- The document adopts different approaches with regards to areas of

strategic emphasis, including:

- Short-term communications interventions
- Short-term measures that are needed to capitalise on the current favourable media atmosphere and the opportunities available for the College
- Long-term communications focusing on broader strategic issues

This will help with:

- Communication Barriers amongst staff and students
- Impeding of execution through teamwork
- Improve Customer Service Challenges we are currently experiencing

11.4.1.1.1. **Emphasising on internal Communication using different modes of communication – Notice Boards, e-mails, Memorandums & etc.**

Activities

showing of the results on the notice boards and the picture of the best students/ performers

- 6 x Hall of Fame Signage
- 6 x Billboards + Head Office
- 6 x Electronic Boards
- **Abuse and Harassment Poster Unit designed and distributed poster at all campuses**

11.4.2 **To have adequate infrastructure and systems in place to increase access and provide effective services to students)**

11.4.2.1.1 **Maintaining and Promoting the College image and brand**

Improving the way College's reputation is managed and presented is an ongoing effort that requires concerted

- Brand Uniformity in all College Signage – (Our signage audit revealed that the college was still carrying the old Logo across most literature). The Department went through a process of adjustment as they were rebranding the sector as they moved from FET to TVET causing the TVET Colleges to do their own rebranding to incorporate TVET. This meant that the Logo also changed.
- In Sept 2017 the unit started with the gate signage (billboards) at ALL campuses and that project overlapped in March 2018.

Trademark

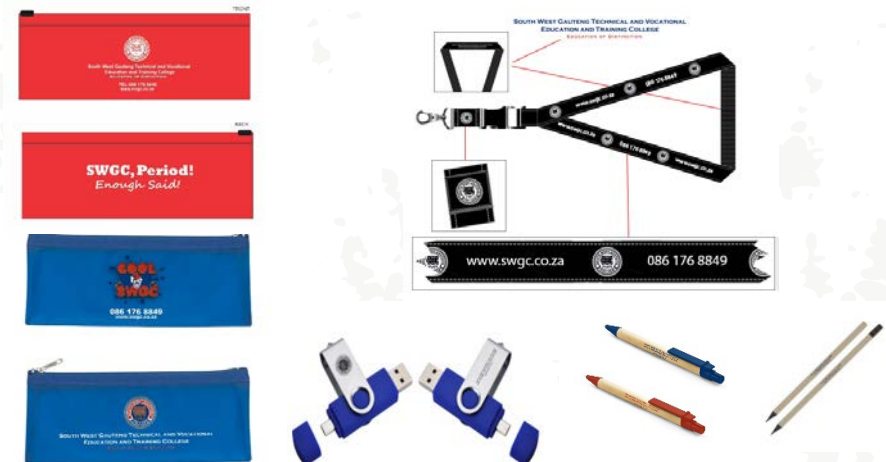
The unit was tasked with researching which agency would be best to help us register a Trade Mark for the college slogans and logos. Three companies were requested to send quotations for this service and out of the three Myers IP was selected to register the Trade Mark for the college. The relevant documentation was sent to us as proof that the process of applying/registering is underway and we have been granted permission to place the TM sign on our slogans and logos.

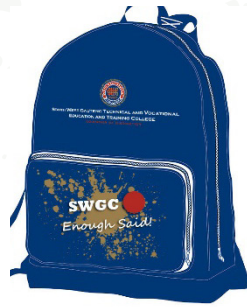
Branding Material Printed

- 43 pull-up Banners – different information
- 22 Telescopic Banners
- 3x Wall Banners
- 4x SRC Banners
- 2x Gazebos



- **Student Packs:**
Memory Sticks, Pencil Cases, Card Holders, Lanyards, Pens and Pencils





11.4.2.1.2 Ensure easy access and exponential growth of enrolments in all the College programmes subject to DHET funding parameters.

The key important thing was to drive recruitment to enable the institution to become the College of choice across in South West Gauteng.

This was achieved through the following marketing strategies:

Type of Media	Media Houses	Number of inserts
Print Media	Newspapers (Local and National) i.e. Sowetan, The Star & Caxton Newspapers	6
	Magazines	1
	Proverto Study guides	1
Radio	i.e. Eldos Fm, Jozi Fm, Koffi Fm, & Rainbow Fm	5
Electronic Media	Website Directories	1
Television	Soweto TV	1

2018 ENROLMENTS FOR NC (V) AND REPORT 191

	NC (V)			LEARNERSHIPS				
	FULL TIME	PART TIME	TOTAL	L3	L7	L8	L9	TOTAL
DOBSONVILLE	1293	449	1742	0	0	0	2	2
GEORGE TABOR	2241	739	2980	20	19	0		39
MOLAPO	784	273	1057	0	0	0		0
ROODEPOORT	1116	554	1670	0	0	0		0
ROODEPOORT WEST	289	280	569	0	0	0		0
TECHNISA	789	250	1039	0	0	23		23
	6512	2545	9057	20	19	23	2	64

	S1			S2			Y0
	FULL TIME	PART TIME	TOTAL	FULL TIME	PART TIME	TOTAL	
DOBSONVILLE	1238	1243	2481	1293	1193	2486	
GEORGE TABOR	213	51	264	186	56	242	
ROODEPOORT	1461	1121	2582	1394	1162	2556	
TECHNISA		55	55		63	63	
	2912	2470	5382	2873	2474	5347	0

NC (V)	9057
S1	5382
S2	5347
Y0	0
T1	3213
T2	3116
T3	2945
Learnerships	64
	29124

	T1			T2			T3		
	FULL TIME	PART TIME	TOTAL	FULL TIME	PART TIME	TOTAL	FULL TIME	PART TIME	TOTAL
MOLAPO	823	450	1273	791	584	1375	711	645	1356
ROODEPOORT WEST	888	946	1834	823	823	1646	723	785	1508
TECHNISA		106	106		95	95		81	81
	1711	1502	3213	1614	1502	3116	1434	1511	2945

- **Design & Print promotional material in accordance to Marketing Strategy**

- Literature Printed:
- Prospectus – 30000
- Virtues – 20000
- Calendars – 1500
- Staff Diaries – 800
- Desk Pads – 1500
- Flyers – 20 000
- Certificates – 10 000
- Brochures – 15000

- **Application process for new intakes in**

- **Media Advertisement & Awareness Campaigns**

We did not market extensively with the fear that we might attract more than enough students as the campuses still had the waiting lists from all the intakes

However, we ran a small campaign by means of Correx Boards, Newspaper and Radio advertisement.

- **Applications for the Second Trimester:**

Applications opened from 19 March **but applications must reach the college no later than 26 April 2018.** Applicants were to be notified of their acceptance / non-acceptance no later than **07 May 2018.** **Registration Dates: 07 – 14 May**

- **Applications for 2nd Semester**

Applications opened from 19 March but he applications were expected reach the College no later than **06 July 2018.** Applicants were to be notified of their acceptance / non-acceptance no later than **16 July 2018.** **Registration Dates: 16 – 31 July 2018**

- **Application for the 3rd Trimester**

Applications opened from **09 July 2018** and applications to reach the College no later than **08 August 2018.** Applicants will be notified of their acceptance / non-acceptance no later than 02 September 2018. **Registration: 03 – 14 September**

- **Improve the College’s Customer Relations Management (CRM) of the internal and external customer**

- **Challenges**

- Many complains are received with regards to customer service.
 - **Examples of complaint received:**
 - Perceived bad staff attitudes.
- Insufficient interaction with students.
 - **Solution**
 - Clear turn-around response times to complaints.
 - Registration of all the complaints that are received.
 - Training on customer care/service.

- Better utilisation of technology to address queries.

- **Update the College’s Digital Communication regularly to keep up with current trends and changes in technology such as the Website & Social Media.**

The College Website is functional and updated regularly. However, it is in the process of being reviewed due to the fact that it is not user friendly. The proposals from the suppliers were received in 2018 and they project will be rolled out in 2019

Facebook = 18 957 likes/ followers and updated daily.

Twitter = 760 followers

- **Coordinate and manage the development of all College publications**

- **Annual Report 2017**

was finalized in the 2ND quarter and submitted to the Department, copies were also printed for distribution to the college stakeholders

- **TVET Times Magazine**

Articles are submitted on a quarterly basis and thus far, four (4) articles have been published in the previous 3 quarters.

- **Organise, coordinate and quality assure all events of the college**

- **Opening and Welcoming**

This event was held on 16 February 2018 at Roodepoort Campus

Packs for staff - The Staff Members were welcomed with letters from the office of the Principal, accompanied by small and unique gifts, afforded to them in a form of sponsorship by publishers (Future Managers, Van Schaik Publishers and McMillian).

- **Awards Ceremony**

On 05, 07, 09 and 16 March, the College and its campuses hosted the very most successful Awards Ceremony

Learning Hybrid donated with 10 Laptops to Top 10 Students of the college.

- **Graduation Ceremony (25 May 2019)**

Event held at Walter Sisulu Square Hall. 1000 students graduated.

Memorial service of the late Mama Winnie Madikizela Mandela – 12 April

The event was held at George Tabor Campus Hall, organized by Marketing and Deputy Minister of Higher Education and Training Mr. Buti Manamela was the Guest of Honor.

- **Memorial Service of the late DDG Mr Firoz Patel - 26 March 2018**

The Unit together with other TVET Colleges branded at UNISA – Main Campus where the service of the late DDG Firoz Patel was held

- **Mandela Day – 18 July 2018**

Mandela Day – which is celebrated every year on the 18th of July. This year as we celebrated 100 years since Nelson Mandela’s birth, we embarked on differ-

ent activities, one of which was to assist in the “Action for Blind” Organisation in Roodepoort. Toilets and the Ceiling was revamped together with Molapo Campus.

- **Launch of the new College facilities’ preparations**

On 25 October 2018, the College launched and show-cased some of its facilities added in the last 5 to 6 years. Dobsonville Campus, George Tabor Campus Molapo Campus, Roodepoort Campus, Roodepoort West Campus, Technisa Campus as well as ‘Land Is Wealth’ Farm all had newly built facilities added to them. However, only three sites were visited to represent all the college campuses to celebrate the huge expansion achieved by the college.

- **Year – End Function**

The College hosted its employees at the “land is Wealth” Farm at Maropeng in Krugersdorp on 01 December 2018.

ABSA Premiership Woza Nazo Activation Campaign

The College – Molapo Campus hosted ABSA on the 07th February 2019 for their activation campaign at Molapo Campus.

They brought Soccer Legends – one from Kaizer Chiefs and the other from Orlando Pirates. The campaign was a success.

- **To develop partnerships and maintain good stakeholder relations to increase the number of students who are adequately prepared to enter the labour market or further and higher learning opportunities**

- Creation of Partnerships with Industry and Commerce (Aligned to DHET Strategic No.

Position the College effectively and consistently in order to attract higher quality students and to encourage partners to engage with the College.

- **Networking Events & Sponsorships**

Rocci Festival - The College has decided to take up a stall on the Festival organized by ROOCI in August in Westrand and have decided to showcase, Primary

Health, Primary Agriculture and Hospitality since they are offered in the Campuses Sites situated in Westrand.

- **Industry Partnership Breakfast – 20 April 2018**

Event held at Molapo Campus with about 200 invited guests in attendance from different organizations.

Our commitment to partners with business and industry has been key to the Colleges student’s success. These partnerships continue to develop and have extended the practical component to the students, enhancing their vocational learning opportunities.

11.5 INFORMATION & COMMUNICATION TECHNOLOGY (ICT)

11.5.1 INTRODUCTION

During the beginning of 2018 the ICT department conducted the environmental scan of the entire infrastructure. This was done to assess the impact ICT was making and whether the correct technology was deployed with adequate resources. The fundamental responsibility of the Unit is to ensure that it enable teaching and learning to exist in a conducive environment which is driven by technology. Hence, the need to diagnose and analyse the functionality of hardware, software and connectivity.

The assessment led to a development of a diagnostic report which begun to outline the baseline and alignment of the required action the College should undertake in order to mitigate identified anomalies. The report further, gave strategic direction in terms of pointers where the focus should be according to priorities and which areas requires quick interventions for immediate turn-around.

After the diagnostic report was analysed it was very clear that priority should be given to connectivity and refurbishment of Local Area Network, because

those two pointers formed critical base where all digital communications of the College integrates. This also served as guidelines when the ICT implementation plan was developed which had specific targets and timeframes.

11.5.1 .1 SERVICE DELIVERY OVERVIEW

Taking into consideration that the budget allocation for the Unit was not adequate some improvising had to be undertaken and critical areas had to be put on top of the priority list, such as, installation of Local Area Network for new venues, sourcing of new Laptops etc.

11.5.1. 2 KEY DELIVERABLES AND PROJECTS UNDERTAKEN IN THE YEAR OF REVIEW



2.1.1.	Local Area Network		
Item	KPI	Target Date	Completion Date
2.1.1.1.	Student Support Services Office Installation of network data points and fibre optic link for new office	25-04-2018	18-05-2018

2.1.1.2.	College SRC Office (Molapo Campus) Installation of network data points and cat 6 link	30-04-2018	05-05-2018
2.1.1.3.	Business Development and two offices (Roodepoort Campus) Installation of network data points, switch, brush panel, patch panel and cat 6 uplink	13-07-2018	30-07-2018
2.1.1.4.	Biometric Fibre Optic Link (Roodepoort Campus) Supply and installation of fibre optic link, network points, cabinet and the construction of route	23-07-2018	04-08-2018
2.1.1.5.	Roodepoort West MIS Installation and provision of network data points for new MIS department	02-08-2018	28-08-2018
2.1.1.6.	Networking of Dobsonville Hall Installation of network data points	10-08-2018	21-08-2018

2.1.2.	Hardware		
Item	KPI	Target Date	Completion Date
2.1.2.1.	New Laptops for BMT Members 15 new HP Laptops were procured and issued to all BMT members	01-02-2018	30-04-2018

2.1.2.2.	Procurement of Laptops for SRC officials 13 Laptops were hand out to all members of the SRC, including Ipads for President and Secretary General	30-04-2018	31-05-2018
2.1.2.3.	New POE+ Network Switches 20 New POE+ network switches were bought and distributed equally amongst all Campuses	06-03-2018	23-03-2018
2.1.2.4.	Procurement of Fluke and Network Printer Sourced the Fluke Network Scanner and Network Label Printer	26-03-2018	29-09-2018
2.1.2.5.	Procurement of Network Printers for Donsonville Campus 11 new network printers were bought for computer labs	06-09-2018	27-09-2018
2.1.2.6.	Fibre Optic Gbics The College procured 70 Gbics and distributed to all Campuses to replace the old Fibre media convertors which were no longer in good working order	22-10-2018	30-11-2018
2.1.2.7.	Procurement of Printers for Offices (SCM, ICT, Finance, Internal Audit, Financial Aid, Asset Management) The ICT department has procured and distributed office printers as per the above mentioned Units.	01-02-2018	30-11-2019

2.1.3. Software			
Item	KPI	Target Date	Completion Date
2.1.3.1.	Renewal of Microsoft License Microsoft Volume Licenses were renewed and distributed to the Campus accordingly	14-02-2018	31-03-2018
2.1.3.2.	Renewal of aSc Timetable License (MIS) The Timetable application License was renewed	01-04-2018	31-04-2018
2.1.3.3.	Supply and Implementation of Service Desk Application The application for Service Desk Management tool was supplied, installed, configured and Licensed for 12 months period	11-04-2018	10-08-2018
2.1.3.4.	CAP Test License renewal for the College The annual CAP Test license was renewed	31-10-2018	30-11-2018
2.1.3.5.	Eset Endpoint Protection Advanced Security Antivirus Eset Antivirus package was sourced and Licensed for a period of 12 months for 2000 users	29-06-2018	29-11-2018
2.1.3.6.	AST Tutor License Renewal AST Tutor annual renewal processes begun in the previous financial year and only completed in May 2019	31-11-2018	17-05-2019
2.1.3.7.	Visual Card Plus (Student Card System for the whole College) The annual License renewal was completed	07-12-2018	14-12-2018

2.1.4. ICT Governance and Policy Framework			
Item	KPI	Target Date	Completion Date
2.1.4.1.	General ICT Security Policy The first draft was developed	30-01-2018	22-11-2018
2.1.4.2.	Electronic Mail Policy The first draft was developed	19-03-2018	22-11-2018
2.1.4.3.	Server Room House Keeping Strategy The first draft was developed	10-05-2018	31-05-2018
2.1.4.4.	ICT Charter Framework The first draft was developed	02-11-2018	22-11-2018

2.1.5. Training, Workshop and ICT Development			
Item	KPI	Target Date	Completion Date
2.1.5.1.	HPE Technology Update facilitated by HP	01-03-2018	01-03-2018
2.1.5.2.	Developing, Implementing Electronic Document and Records Management System Workshop facilitated by Prospen Africa	14-03-2018	16-03-2018
2.1.5.3.	SABENetworkshop facilitated by South African Broadband Education Network	02-04-2018	04-04-2018
2.1.5.4.	Education meets Artificial Intelligence' breakfast event facilitated by Microsoft SA	30-05-2018	30-05-2018
2.1.5.5.	IT Training, Installation, Storage and compute with Server 2016	12-11-2018	16-11-2018

11.5.1. 3 ICT CHALLENGES DURING THE YEAR OF REVIEW

During the beginning of the financial year the ICT department was not allocated adequate budget and that led to some of the projects to be put on ice until the next budget input was conducted.

11.5.1. 4 CONCLUSION

All outstanding projects that were not achieved in 2018 due to various reasons would be deferred in the next financial year.

Report Prepared by:

Assistant Director: ICT

BM Sepato

11.6 PROFIN

11.6.1. Key Measurable Objective

Our key objective is to ensure a sound financial management environment which includes an effective risk management environment by establishing an efficient and effective system in terms of the Generally Recognised Accounting Practice (GRAP), the Continuing Education and Training Act No.16 of 2006 as amended (CET Act) that is in line with the Public Finance Management Act (PFMA).

The finance unit is responsible for the promotion of the adherence to sound corporate practices, risk management processes and a culture of compliance through the following units:

- Supply Chain Management Unit
- Finance Unit
- Asset Management Unit

The office of the Chief Financial Officer provides strategic guidance and direction to the unit as a whole and includes managing the central budget. This office has a mandate to promote the finance and supply chain management policies, manage the budget preparation process and ensure transparency, efficient and effective management of the revenue, expenditure, assets and liabilities.

11.6.2. Finance functions

- The procurement of goods and services, payments of the creditors, maintenance of the asset register, tender evaluation and tender adjudication are done centrally at the head office
- The management of the college's working capital and liquidity are done at head office
- The collection of debts (done by the call centre) are done at head office .Finance unit is being doing collection for salary advance at head office
- Receipting and student debts are handled at the campuses

- Reconciliations of control accounts and bank accounts

11.6.3. Summary of achievements

- Monthly reports were being presented at SMT and BMT meetings
- Monthly and quarterly financial reports submitted to DHET on time.
- Final budget for the 2018 year was finalized and presented at SMT, BMT and FINCO and Council for approval.
- Stock count was done and the inventory register was updated bi-annually as required by the policy.
- Fixed asset register of the college was updated after a physical verification process was conducted bi-annually as required by the policy.
- The college received full NSFAS allocation for 2018 and student accounts have been updated accordingly.
- Basic accounting and GRAP training were held for all finance staff at head office and at the campuses
- The 2018 financial statement was submitted to AGSA on time for the external audit to commence with the audit.
- Suppliers were paid within 30 days
- Contracts are also being paid on time on 26th monthly
- All transactions were captured on the ITS system for the first time

11.6.4. Financial summary

Financial Performance

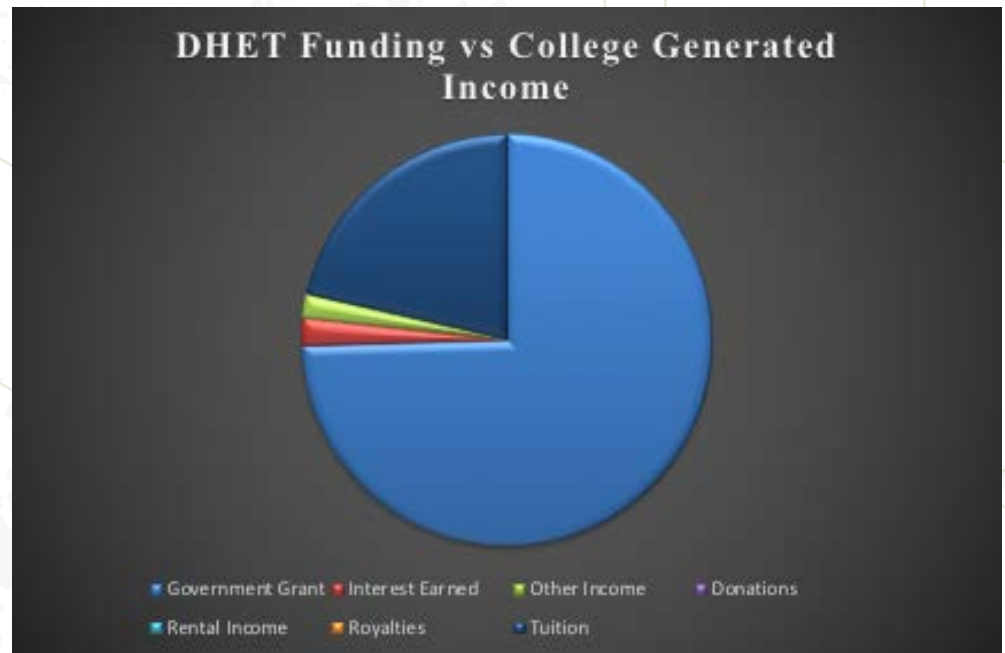
During the 2018 year, SWGC was allocated R396 633 000 (2017: R342 377 000) by the Department of Higher Education and Training. This represents an increase of 1.6% year. The breakdown is as follows:

Compensation of Employees (PERSAL)	R210 784 000
Direct Transfer	R78 380 000
SNE	*R3 145 000
Total Allocation	R396 633 000

*SNE is included in the transfers

During the 2018 year, SWGC NSFAS bursary allocation was R107 469 000 (2017: R89 312 000), this represents an increase of 20.3% year.

Income and expenditure summary



Major Categories of Expenditure



- Employee cost
- Depreciation
- Audit Fees
- Impairment
- Marketing
- Printing
- Repairs & Maintenance
- Losses
- Municipal Services

11.6.5. Financial Ratios

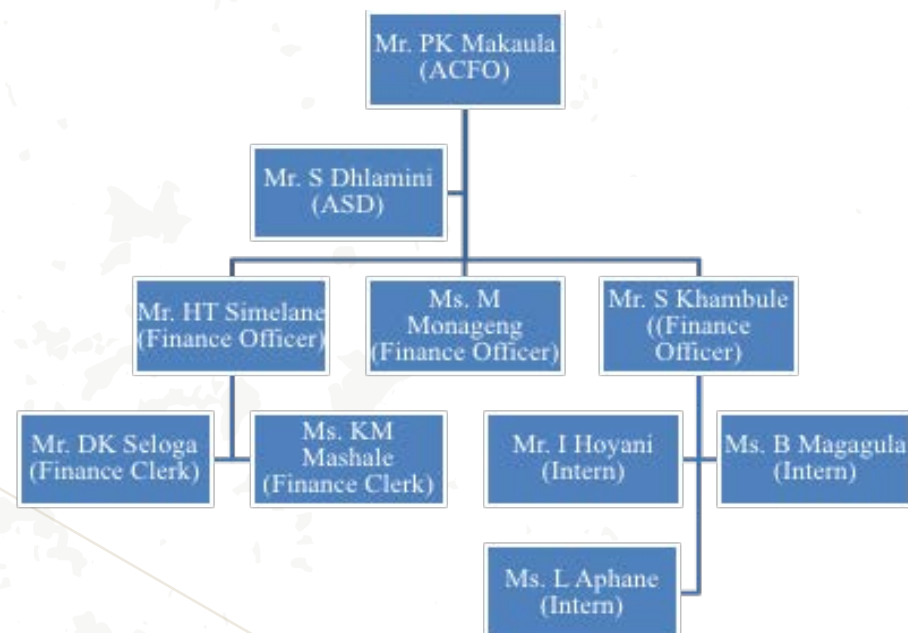
The College achieved the below financial indicators:

Ratio Type	Target	2018	2017
Capital Expenditure to Total Expenditure	10%	5%	1.8%
Repairs and Maintenance as a % of PPE	10%	2.7%	1.9%
Current ratio	2:1	7:1	6:1
Quick Ration	2:1	11:1	5:1
Cash ratio	3:1	4:1	7:1
Debt ratio	5:1	0:1	0:1
Net Operating Surplus Margin	>0%	28.8%	8.1%
Revenue Growth (%)	CPI	19.1%	16.3%
Remuneration as a % of Expenditure	63%	52.2%	43.7%

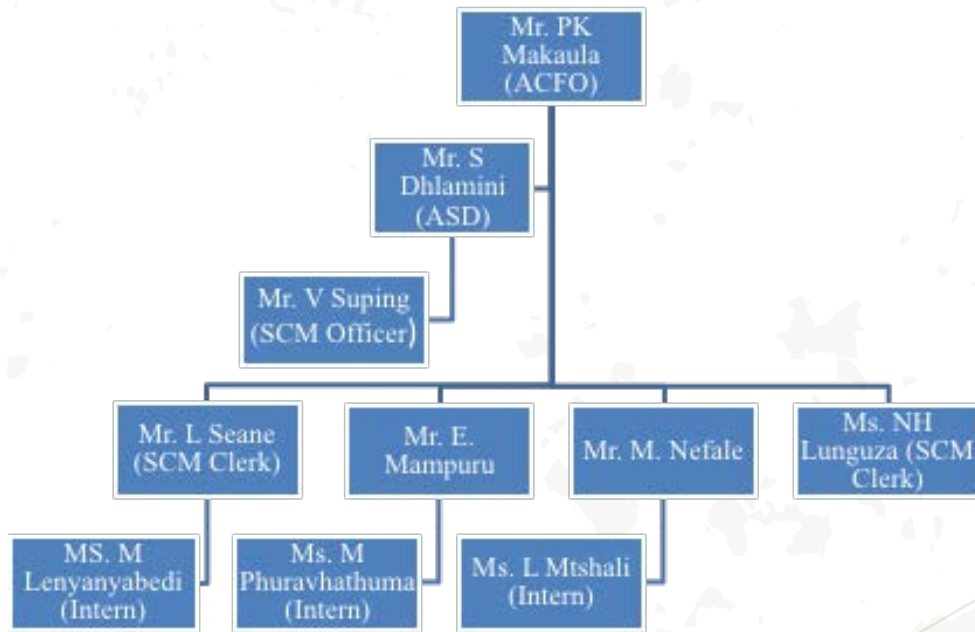
11.6.6. The Unit Overview

The success of the finance department is attributed to the following team:

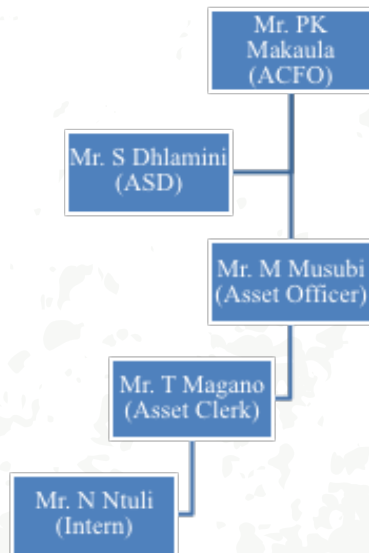
11.6.6.1. Finance Unit



11.6.6.2 SCM Unit



1.1. Asset Unit



11.6.7. Conclusion

As PROFIN we will continue to strive to offer excellent service to all our stakeholders. We further commit to ensure that goods and services are procured and delivered within 10 days, creditors are paid within 30 days and the funds of the college are utilised effectively and efficiently.

I thank you

Mr S Dhlamini

Assistant Director: PROFIN











**SOUTH WEST GAUTENG TECHNICAL AND VOCATIONALTM
EDUCATION AND TRAINING COLLEGE**
EDUCATION OF DISTINCTION

