



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



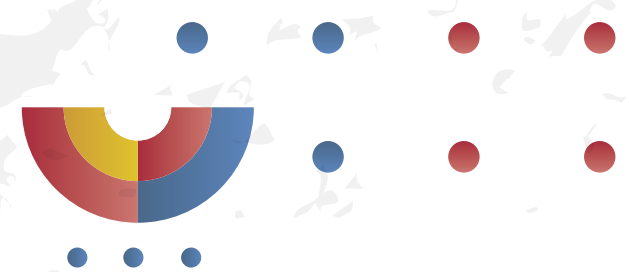
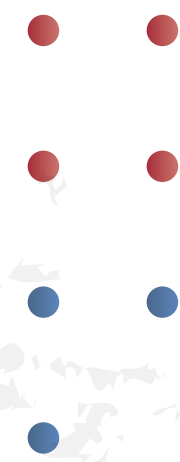
**SOUTH WEST GAUTENG TECHNICAL AND VOCATIONAL  
EDUCATION AND TRAINING COLLEGE** <sup>TM</sup>

**EDUCATION OF DISTINCTION**

**2020  
INTEGRATED ANNUAL REPORT**



*South West Gauteng Technical and  
Vocational Education and Training College  
2020 Annual Report*



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## 1. INTRODUCTION

This is an annual performance report for South West Gauteng TVET College, for the year, 2020 and is based on the academic year of 1 January, 2020 to 31 December, 2020 and is presented in terms of the Continuing Education and Training Act, Act 16 of 2006.

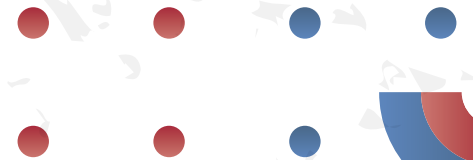
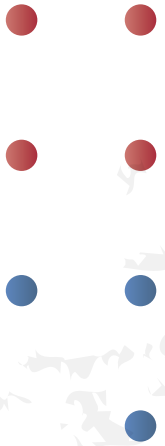
The reports covers performance information and other activities in the college for the year, 2020, in all the key significant areas of the college, including, governance, management, administration, finance, human resources, student support, etc. Whilst all the key results areas are reported on as important 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. The formulation of this annual report was done in conjunction with the new council under the leadership of Mr Zenzele Dlamini.

## 2. ABBREVIATIONS AND ACRONYMS

<b>APP</b>	Annual Performance Plan
<b>COS</b>	Centre of Specialisation
<b>DHET</b>	Department of Higher Education and Training
<b>HRDS-SA</b>	Human Resource Development Strategy for South Africa
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MTEF</b>	Medium Term Expenditure Framework
<b>MTSF</b>	Medium Term Strategic Framework

<b>NDP</b>	National Development Plan
<b>NEET</b>	Not in employment nor in education and training (youth)
<b>NSDS</b>	National Skills Development Strategy
<b>NSF</b>	National Skills Fund
<b>NSFAS</b>	National Student Financial Aid Scheme
<b>OPS Plan</b>	Operational Plan
<b>PQM</b>	Programme Qualification Mix
<b>PSET</b>	Post-School Education and Training
<b>SETA</b>	Sector Education and Training Authority
<b>SNE</b>	Special Needs Education
<b>SSP</b>	Sector Skills Plan
<b>SWOT</b>	Strengths, weaknesses, opportunities, threats
<b>TVET</b>	Technical and Vocational Education and Training
<b>WIL</b>	Work Integrated Learning
<b>WPBL</b>	Workplace-based Learning

# PART A: GENERAL OVERVIEW



### 3. MESSAGE FROM THE COUNCIL CHAIRPERSON



It is an honour and a privilege for me as a Chairperson of South West Gauteng TVET College to present an Annual Performance Report for the period ended 2020. The Council has been in the office for two (2) years now. After being appointed by former Higher Education and Training Minister, Honourable Dr Naledi Pandor in the month of March 2019. Together with my colleagues in the Council of South West Gauteng TVET College, we are committed in ensuring that we remain the best College not only in

South Africa but in the African continent. 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. As a new Council we have looked at the resolutions as well as the work that was not concluded by the previous Council.

In the year under review, we have been working with the Acting Principal Mr. J. Monyamane who has been with the College for many years as senior staff member. We still building on the foundation the previous Principal, Mr Dan L Nkosi left in this College. He left a lot of knowledge to the senior staff members of the College as well as the Council. Currently, the Acting Principal is doing exceptionally well in partnering and supporting all College structures including the College Council. As a Chairperson of the College Council, I am pleased with the progress we are making

since we have been at the helm of the College. In fact, this is the positive spirit across all structures of the college. As Council members and Senior Management, we are aware of the tasks and responsibilities placed on our shoulders to ensure that South West Gauteng TVET College is the best and every member of the community in our area of jurisdiction and outside would like to be associated with this College, we are quite aware that we have to do this by focusing on teaching and learning with pride and humility.

The records and reports of the College indicate that in the year, 2020, 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 main focus of all the stakeholders of the College is to the focus on THE core business which is the delivery of quality education and training through relevant programmes and improve the academic results of students and thus connect the students to the economy, through experiential learning, work and entrepreneurship opportunities.

The report will articulate and quantify 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. However, I must also mention the challenges the College faced in the year under review.

As a Chairperson of this SWGC, I'm excited to report that although we are still busy finalising our audit for 2020, the performance shows huge

improvement and I'm hoping that when the audit is complete the results will show improved position compared to previous years.

COVID-19 also was the big challenge for the College as well as the entire Higher Education Sector. We continued to ensure that all regulation passed by the President together regarding COVID-19, such as social distancing, sanitising, and wearing of masks all the time are adhered to. Despite all these challenges teaching and learning was not compromised at our College.


The College was involved in a milestone achievement where eighty (80) SWGC students will be participating in a learnership program for eighteen (18) months with the City of Johannesburg (CoJ) effective from June 2021 until December 2022. The parties signed a Memorandum of Understanding (MoU) to formalise this partnership, SWGC represented by Acting Principal Mr. J. Monyamane and CoJ represented by Cllr Ms Masuku.

There is acceptance among all College stakeholders, namely 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 Colleges on aggregate in both NC(V) and Report 191, which is a good foundation to further build, which is what we intend doing boldly.

The Council is committed in ensuring that in the year ending 2022 we achieve a clean audit for the Collage. This is demonstrated in the financial controls and reporting we put together with the Finance and Audit and Risk committees. Currently, the process is underway to appoint a permanent Principal and Chief Financial Officer (CFO) to strengthen our leadership and governance.

This report is also an opportunity to thank all SWGC stakeholders for continuing supporting the College, from our predecessors, the governors, the Department of Higher Education & Training, industry partners, personnel,

our hard-working students, and the City of Johannesburg.



Z Dlamini | Chairperson of Council

#### I. LIST OF OFFICE BEARERS OF THE COUNCIL

Surname & Initials	Portfolio
Mr. Z. Dlamini	Chairperson: External
Ms. N. Lamula	Vice Chairperson
Ms. M. Liau	External Member
Ms. F. Mazibuko	External Member
Pro T. Moloi (Resigned in December 2020)	External Member
Adv. Khorommbi	External Member
Mr. A.G. Netshimbupfe	External Member
Mr. M.M. Magoele	External Member
Mr Nengovhela	External Member
MR.M.J.Monyamane	Acting Principal
Mr. M. Maisela (Resigned in May 2020)	Secretary :Internal (Staff Rep)
Mr.R. Mosiane	Internal Member: cadmic board
Mr. L. Tshoko	Internal Member: (Lecture Rep)
Mr. Nyamane	Internal Member:SRC
Ms. A. Jade	Internal Member:SRC Secretary General
Mr. A. Schlemmer	Deputy Principal: Corporate
Mr. J. Makola	Acting Deputy Principal: Academic
Ms. Z. Qweshu	Acting Deputy Principal: Finance

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.

## II. 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. 2019 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, 2019, continued to put it among the biggest TVET colleges in the country, with the enrolments in 2019 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, 2018, it began 2019 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 2019 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, 2019 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.

#### 4. THE ACCOUNTING OFFICER'S FOREWORD



The outbreak of Covid-19 in Wuhan, China started just a simple problem that could easily be contained and solved before it spread to other countries of the world. However, subsequent high rate of infections later proved otherwise that the virus was spreading at such an alarming rate never imagined before. The pandemic became a reality in South Africa on 23<sup>rd</sup> of March 2020 when President Cyril Ramaphosa announced the National Lockdown and the first Corona virus victim on the 8<sup>th</sup> April 2020. The advent of

Covid-19 in South Africa meant the country, just like the rest of the world, South Africa had to brace itself for the New Normal in all the facets of life, social, economic, education etc.

The biggest challenge that confronted everybody in South Africa, more especially in the Education Sector was how to strike a balance between salvaging the academic year and saving lives. This was in view of the epidemiologists and Covid-19 Command Council's recommendations that there are certain Covid-19 health and safety protocols that needed to be observed in order to mitigate the spread of the pandemic, namely, sanitization, social distancing and regular washing of hands. The other reality in the context of the South African Education Sector was that it exposed so many disparities and inequalities that still existed in our system, hence, it would not have been possible to come up with a uniform approach to

solve all the challenges experienced.

The TVET sector conceded that the problems in the sector were many and varied. Following were some of the suggestions made in an attempt to save the academic year and mitigate the spread of the virus, namely, that personnel with comorbidities should not report for duty but work from home, students to rotate coming to campus, the number of students in each class to be reduced to allow for social distancing etc.

Much as the COVID-19 brought some serious challenges to the sector, it also brought some opportunity for the college to re-configure its operations in general. The pandemic has effectively ushered us in the digital age. We understand that in order to take on the future state of employment, higher education institutions, and more so the TVET colleges, must transform themselves in order to offer programmes/qualifications that are responsive and relevant in the era of Fourth Industrial Revolution (4IR) and effectively meet the market requirements of the digital era. The South West Gauteng College is embarking on a process to align the College education and training offering with the world of technological advancement. Thus, the College seeks to establish a 4IR Centre of Excellence starting with the development of the 4IR Strategy. This is in order for the college to remain relevant and conform to the future world of technology and to equip lectures and students to prepare for a world of technological advancements. Furthermore, to assist students on how to embrace the affordances of the 4IR in the Post Schooling Education and Training (PSET) system.

Sadly, Covid-19 had far-reaching negative impacts on the academic results because of poor attendance, failure rate coupled with stigmatized interpersonal relations. The analysis of results presented in this report is for the NC(V) and Report 190/1 programmes for the academic year 2020. That is, for Natural Sciences, the analysis of the two (2) Trimesters is given

and one semester for General Studies, culminating in the consolidation of the programme performance and levels during the full academic year. For **National Certificate for Vocational NC(V)**, the 2020 College pass on written was respectively 80.83% and Certification rate stood at 46.65%, a decline by 4.21% in comparison to 2019. The Level 3` certification rate was the highest performance with 54.02% on written as opposed to the previous year's wherein Level 2 was the highest performing level. The College **NC(V)** distinction rate declined by four hundred and sixty-five (465) that is from 2409 to 1944. Although the overall academic performance of Technisa campus has declined, the campus that has met the College target of 65% on certification on written. The campus obtain 69.86% certification rate on written with a decline of 2.01%.

For Report 191 Business and General Studies, only one (1) semester instead of two (2) took place and for Natural Science Studies, only 2 Trimesters instead on three (3) took place. Report 190/1 Business Studies pass rate on written stood at 74.45% with 389 distinctions. Although the Report 190/1 retention rate across all levels and programmes are above 80%, the overall academic performance of levels is below the expected targets. Trimester 1 pass on written reared at 45.84% with 352 distinctions and students retention of 84.06%. Trimester 2 pass rate stood at 51.57%, a 6% increase in comparison with Trimester 1. A total 212 distinctions obtained in Trimester 2.

South West Gauteng College has done everything within its power to create the best and conducive teaching and learning environment to cope with the unpredictable period of Covid-19 and we can safely say that a certain level of normalcy and stability was achieved in 2020, that is, most students managed to write and submit formal assessments and sit for the final examinations. In the light of all these and other experiences learned last year, we can now look forward to 2021 with positivism and optimism

because we are better enlightened on how to co-exist with the virus that is going to be with us for some time to come.



**MJ Monyamane**  
**Acting College Principal**  
**South West Gauteng TVET College**

#### 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.
6. 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 \_



Mr. Joey Monyamane | Acting Principal

## 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.

List the legislative and policy mandates as captured in the 2020-2024 strategic plan of the college.

## 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 offering 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.

## MISSION VISION AND VALUES

### 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

### INDIVIDUAL PERFORMANCE

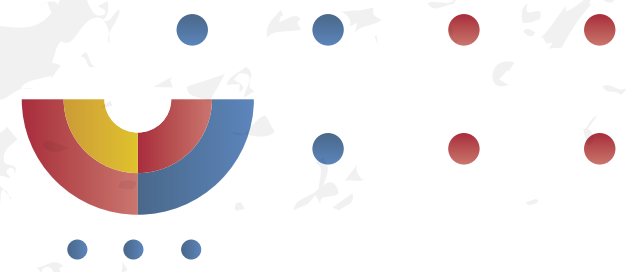
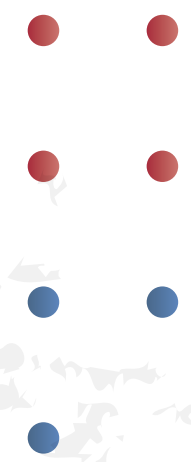
How we manage our individual performance

### ORGANISATIONAL PERFORMANCE

How we manage our collective performance



# PART B: GOVERNANCE



### 8. CONSTITUTION OF THE COLLEGE COUNCIL AND GOVERNANCE STRUCTURES

#### 8.1 REPORT OF COUNCIL CHAIRPERSON

##### 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 2019 academic year.

##### 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:

The College Strategic Plans which must incorporate the vision, mission, values, goals and financial planning of the College.

Ensure safety measures which are conducive for a safe teaching and learning environment for students, lecturers and support staff.

Ensure compliance with the accreditation requirements necessary to provide learning Programmes in terms of standards and qualifications as registered on the National Qualifications Framework.

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.

##### 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.

##### 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

##### Special Meetings

13 February 2020: To discuss the SWGC and China Cultural Centre Contract.

07 May 2020: To discuss and approve Annual Financial Statement and Covid-19 Management report.

09 September 2020: To discuss 2019 Audit report by AGSA.

##### Training/Workshops

14 & 21 August 2020: Council Induction training by DHET.

2 -3 October 2020: Council Strategic Planning Workshop.

##### 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:

The College Principal: Mr. D.L Nkosi who was replaced from the 1<sup>st</sup> of May 2020 by Mr. J. Monyamane (College Acting Principal).

A member of the Academic Board, elected by the Academic Board: Mr. R Mosiane.

A Lecturing Staff member of the College, elected by the lecturers: Mr.L. Tshoko.

A Support Staff member of the College, elected by the support staff: Mr. M. Maisela.

Two (2) Students of the College elected by the SRC: Mr.H. Mani (President), Ms. P. Masabela (Secretary General) who were later replaced by Mr.R. Nyamane and Ms. A. Jade as newly elected President and Secretary General respectively.

Five (5) Appointments by the Minister of Higher Education and Training: Mr. ZL Dlamini, Prof.T. Moloi (Resigned 1<sup>st</sup> December 2020), Ms M Liau, Ms.F. Mazibuko and Ms.N. Lamula.

Four (4) Appointments by the Council in concurrence with the Minister: Ms.L.T. Khorommbi, Mr.M. Magoele, Mr.A.G. Netshimbupfe and Mr.L. Nengovhela (who was appointed later in July 2020).

A Representative of the donors of the College: The position was vacant for the whole year, 2020.

The College Deputy Principals have standing invitation of the Council for reporting purposes with no voting powers. The Deputy Principals are Mr. A. Schlemmer (Corporate Affairs and Planning), Monyamane JM (Academic Affairs and Operations) who was later replaced by Mr.J.Makola and Ms.Z. Qwasha. (Finance).

### The Summary Roles and Responsibilities of the College Council

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

Provide strategic vision and leadership for the development of the institution.

Ensure the alignment and support of all internal and external stakehold-

ers behind the college vision and mission.

Provide oversight of the college operational plan.

Ensure that quality management systems are implemented by the college.

Ensure the attainment of the targets as expressed in the strategic plan within the allocated budget.

Ensure good management oversight and the implementation of performance monitoring and evaluation systems.

Reflect the responsible deployment of college resources and assets in the support of the goals of the strategic and operational plans of the college.

Assist the Academic Board to implement relevant teaching and learning didactics and methodologies.

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.

Ensure student access, retention, certification, progression, throughput, and successful articulation with the workplace and/or higher education and training.

### Attendance for College Council Meetings (Mandatory Meetings)

Surname & Initials	Portfolio	Type of Appointment	Attendance				Attendance Rate (%)
			1 <sup>st</sup> quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> quarter	4 <sup>th</sup> quarter	
			26 March 2020	12 June 2020	15 October 2020	9 December 2020	
Mr ZL Dlamini	Council Chairperson	10(4)(b): Ministerial Appointments	√	√	√	√	100%
Ms N Lamula	Council Deputy Chairperson	10(4)(b): Ministerial Appointments	√	√	√	√	100%
Ms M Liau	ARC Chairperson	10(6) Ministerial Appointments	√	√	√	x	75%



Nkosi DL	Principal	Principal	√	N/A (Retired)	N/A (Retired)	N/A (Retired)	25%
Mr M Maisela	Secretary	10(4)(f) (Support Staff Representative)	√	√	√	√	100%
Mr T Moloi	Finco Chairperson	10(4)(b): Ministerial Appointments	√	√	√	√	100%
Ms F Mazibuko	HR Chairperson	10(4)(b): Ministerial Appointments	√	√	√	√	75%
Ms LT Khorommbi	Council member: External	10(6) Ministerial Concurrence	√	√	√	√	100%
Mr AG Netshimbupfe	Council member: External	10(6) Ministerial Concurrence	√	√	√	x	75%
Mr M Magoele	Council member: External	10(6) Ministerial Concurrence	N/A (Not yet Appointed)	√	√	√	100%
Mr L Nengovhela	Council member: External	10(4)(b): Ministerial Appointments	N/A (Not yet Appointed)	N/A (Not yet Appointed)	x	√	25%
Mr R Mosiane	Council Member: Internal	10(4)(c) Academic Board Representative	√	√	√	√	100%
L Tshoko	Council Member: Internal	10(4)(e) Lecturer Representative	√	√	√	√	100%
Mani H	Council Member: Internal	10(4)(g) Student Representative(SRC)	√	√	N/A Term of Office Expired	N/A Term of Office Expired	50%
Ms P Mashabela	Council Member: Internal	10(4)(g) Student Representative(SRC)	x	x	N/A Term of Office Expired	N/A Term of Office Expired	0%
Mr R Nyamane	Council Member: Internal	10(4)(g) Student Representative(SRC)	N/A Term of Office not Started	N/A Term of Office Not Started	√	√	50%

Ms A Jade	Council Member: Internal	10(4)(g) Student Representative(SRC	N/A Term of Office not Started	N/A Term of Office not Started	x	x	0%
Mr Schlemmer A	Co-Opted Member	Deputy Principal (Corporate Affairs & Planning)	√	√	√	x	75%
Mr Monyamane JM	Co-Opted Member	Deputy Principal (Academic Affairs & Operations)	√	√ (Acting Principal)	√ (Acting Principal)	√(Acting Principal)	100%
Ms Z Qwesha	Co-Opted Member	Deputy Principal (Finance)	√	√	√	√	100%
Mr J Makola	Co-Opted Member	Acting Deputy Principal (Academic Affairs & Operations)	N/A Not yet Coopted	N/A Not yet Coopted	x	√	0%

√ Present

X Absent

### Summary of College Council Resolutions Actions in 2020

**Suspension of staff and council member:** Council resolved that the college management must open a criminal case with SAPS and that member must be suspended from the council pending the investigation. That Mr Masiza will serve as an interim secretary of council pending suspension of the member (Resolution 50:2020)

**Develop Charters:** The Council resolved to approve the review of council charter with amendments that were made (Resolution 51: 2020).

**Investment Policy:** The Council resolved that the CFO must develop a draft investment policy in the first Quarter of 2021 (Resolution 52: 2020).

**Absa Bank Fraud:** The Council resolved that the matter must be escalated to hawks to assist in opening the case (Resolution 53: 2020).

**Contract Variance and Assets Disposal:** The Council resolved to approve the two contract variances and disposal of assets as recommended by Finco (Resolution 57: 2020).

**Theft of College Laptops:** The Council resolved that the college must put in place tight security measures, and the college principal

must provide an update on the matter in the next council meeting (Resolution 58: 2020).

**Donor Representative:** The Council resolved that the principal must write a letter to Noordepoort college and request the college to provide the college council with their donor representative (Resolution 59: 2020).

**College Budget 2021:** The Council resolved to adopt the budget with recommendations proposed to be effected by end of February 2021 (Resolution 64: 2020).

### 81. . 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.

- **Mandatory Committees**

- o Finance Committee (Finco)
- o Audit and Risk Committee (ARC)

- o Human Resources and Remuneration Committee
- o Planning Committee (Planco)
- **Discretionary/Optional Committees**
  - o Employability Committee
  - o Additional Revenue Committee

- **The Purpose of the Committee**

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

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.

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

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

## 8.2 COMPOSITION OF COUNCIL COMMITTEES AND ATTENDANCE

- **FINANCE COMMITTEE (FINCO)**

The 2020 financial year presented unprecedented challenges that forced us to learn not only to attend FINCO meeting online but to also work from home. This work from home meant that the FINCO had to review and recommend various management decisions and policies to enable allocation of resources from laptops to data.

Despite these challenges, FINCO fulfilled most of its functions throughout the year as follows:

**Financial policies:**

The following finance policy was developed and authorised during the year:

- Delegation of authority

The following finance policies were reviewed during the year:

- Accounting Records Policy
- Asset Management Policy
- Bank Reconciliation Policy
- Borrowing Policy
- Cash Management Policy
- Control of Gifts, Donations and Sponsorship Policy
- Credit Management Policy
- Debt Management Policy
- Facility Hiring Policy
- Financial Disclosure and Declaration of Interest Policy
- Garage Card Tracker Policy
- Payroll Policy
- Petty Cash Policy
- Subsistence and Travel Policy
- Supply Chain Management Policy
- Tuition Fees Policy
- Unauthorised, Irregular, Fruitless and Wasteful Expenditure Policy
- Use of College Telephone Policy
- Vehicle Rental Policy

**Delegation of authority (DOA):**

FINCO reviewed management decisions relating to DOA and advised Council on strategic decisions.

**College budget submissions, deviations and quarterly revisions:**

FINCO recommended the budget and the revision to Council due to Covid-19 effects.

**Financial misconduct or maladministration:**

FINCO referred matters requiring investigation to Audit and Risk Committee and effectively bringing these matters to Council's attention.

**Management information system:**

FINCO recommended the Accounting Records Policy to Council and this policy covers the identification, security, safe custody, disposal and retrieval of records and applies to all records.

**To consider the quarterly financial reports:**

Due to the historical legacy of previous successive disclaimer of opinion, the College is continuously behind in capturing the information to the system. This coupled with limited capacity and skills within the Finance Department resulted in the first three months of the year being used to prepare for the statutory audit. The resulting level 5 lockdown and the extended audit timelines kept the finance team busy with the audit until mid-September.

To this end, management accounts were not available throughout the year and therefore the FINCO was not able to perform this role.

Despite this the FINCO reviewed the processes that management implemented, and all indications are that the College will be able to produce quarterly management accounts starting with the first quarter of 2021. This was also evident by the state of audit readiness of the College at 31 December 2020 as compared to at 31 December 2019.

**Capital projects and pre-approved variation:**

The College has not entered into any new capital projects during the current year but plans are now in advanced stages to finalise the capital project plans. The FINCO will review these plans and recommend to Council in the subsequent period.

The FINCO reviewed and recommended to Council various variations that are above the pre-approved Supply Chain Management variation.

**Disposal and impairment of assets as well as write-off of bad debts:**

FINCO participated during discussions about the disposal of movable assets and noted that there was no disposal of immovable assets.

The College did not write-off or impaired any debt during the year.

**Annual financial statements:**

FINCO held a joint meeting with Audit and Risk Committee to review and

recommend the AFS to Council.

**Financial matters of College's relationship with the Department and NSFAS:**

The FINCO reviewed the subsidies income from the Department and the income from NSFAS and is comfortable with the relationship between the College and these key stakeholders. There were no issues that the FINCO deemed significant for the Council's attention.

The following are member of the FINCO and their attendance of meetings:

Member	Note	Role	No. of meetings
Prof T. Moloji	N1	Chairperson	4
Mr M. Magoele	N2	External Member	4
Ms T. Lamola	N3	External Member	0
Mr J. Monyamane	N4	Invitee	3
Ms Z. Qwasha	-	Internal Member	4
Mr S. Dhlamini	-	Internal Member	4
Mr S. Masiza	-	Secretary	4

*N1: Resigned effective from 01 December 2020.*

*N2: Appointed Chairperson effective from January 2021.*

*N3: Appointed to FINCO effective from January 2021.*

*N4: Appointed Acting Principal effective from 01 May 2021*

FINCO comprise of four members with 50% of being external Council Members in compliance with its charter. FINCO also complied with the requirement of at least four meetings as it held five meetings including a joint meeting with Audit and Risk Committee.

FINCO was fully constituted throughout the year except during December period following the resignation of Prof Moloji. This did not affect its functioning effectiveness as there was no meeting during this period and Council resolved within days of Prof Moloji's resignation to task the Acting Principal and Governance Officer to ensure that the FINCO is correctly constituted before its next meeting.

• **AUDIT AND RISK COMMITTEE (ARC)**

2020 was the year of execution for the audit committee. With the committee correctly constituted and fully capacitated, the work to ensure that the charter was adhered to began. The audit committee consists of the members listed hereunder and should meet four (4) times per annum as per its approved terms of reference. During the current year nine (9) meetings were held, of which 5 were special meetings.

The names of Committee members and attendance details, are listed hereunder:

Name of member	Number of meetings attended
Ms M. Liau (Chairperson)	9
Mr MM. Magoele (External Member)	9
Ms LT Khorommbi (External Member)	7
Mr J. Monyamane (Acting Principal)	8
Ms Z. Qwasha (Acting Deputy Principal Finance)	9
Mr W. Magagula (Quality Assurance Managers) *	0
*Appointed on 23 October 2020	

The Committee’s primary mandate is to provide oversight and to assist

**Attendance Register**

Surname & Initials	Portfolio	Attendance					Attendance Rate (%)
		1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter		4 <sup>th</sup> 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%

the College Council in matters relating to the effectiveness of internal controls. This year the audit committee got involved in a few key matters to ensure delivery in accordance with the charter. Key highlights include:

- Review and recommendation to council of the updated Charter
- Recommendation for management to develop a risk register and obtain approval for risk management role
- Recommendation to council to implement a Delegation of authority (DOA), which was subsequently approved and implemented
- Contribution to the Finance policy workshops which were subsequently approved by council
- Recommendation to council of the Risk Management policy to enable proactive risk management across the college
- Assessment of the skills and capacity required in the Finance department and recommendations thereof in the Council Strategy workshop
- The approval of the IA three-year plan and year plan. The IA executed the year plan to to a large extent despite the challenges of Covid-19 lockdown and ARC reviewed and approved all the reports completed.

The above has resulted in a much more proactive approach to addressing the control deficiencies in the college and continues to be part of the building blocks to the goal of achieve positive results in the future.

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%
<b>Makaula PK</b>	<b>Convener: Internal (CFO)</b>	√	√	√	√	√	100%

√ Present

X Absent

\* Attended per invitation

### 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 (4<sup>th</sup> 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 (3<sup>rd</sup> 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 (3<sup>rd</sup> October 2018: Resolution 44: 2018).

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 31<sup>st</sup> March 2019 and to the Department of Higher Education by the 1 June 2019.

• **HUMAN RESOURCE AND REMUNERATION COMMITTEE**

**Attendance Register**

Surname & Initials	Portfolio	Attendance				Attendance Rate (%)
		1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter	
		06 February 2020	28 May 2020	04 September 2020	Scheduled for 16 November 2020	
Ms. F Mazibuko	Chairperson: External	√	√	√		100%
Mr. Netshimbufe	External Member	√	√	√	√	100%
Mr. Monyamane	Internal Member	X	√	√	√	75%
Mr. Schlemmer	Internal Member	√	√	X	√	75%
Mr. Tshoko	Internal Member	√	X	√	√	75%
Mr. Makola	Internal Member	√	√		X	75%
Mr. Khuse	Internal Member	√	X	√	X	50%
Mr. Maisela	Internal Member	√	√	√	√	100%
Mr. Masiza	Committee Secretary	√	√	√	√	100%

√ Present

X Absent

\*Attended per invite \*√Chairperson

**Summary of the Human Resource and Remuneration Committee Approved Recommendations by the Council in 2020**

The HR sub-committee resolved that the HR chapter should be recommended to council for adoption (28<sup>th</sup> May 2020: Resolution).

The Committee recommendation that the council chairperson should follow up with DHET with regards to the appointment of the CFO.)

The Committee recommendation that the Acting Principal should follow up with the Department of Higher education with regards to the recruitment of the Principal and the CFO, as the college now has an exco with acting positions

The committee re recommended that 40% of the bursaries budget be split to 70% lecturing staff and 30% Support staff.

Meeting resolved that the committee chairperson must liaise with the

council chairperson and request the department to expedite the formal appointment of Acting principal

The meeting resolved that SMT must look at the matter of delay in recruitment processes and develop implementation plan and time lines

The meeting resolved that the college must prepare a detailed formal report of GBV to the committee that will be presented to the council

The meeting agreed that on Monday the 30<sup>th</sup> of November 2020 the unit must avail to all committee members the plan to address audit findings and that Mr Schlemmer should send it to all committee members for round robin on the 30<sup>th</sup> November 2020.

The meeting agreed that Mr Monyamane must follow and provide an update regarding the SRC disciplinary hearings, on/or before the 24<sup>th</sup> of November 2020

The meeting resolved that Mr Khuse must ensure that all council

• **PLAANNING AND RESOURCE SUB- COMMITTEE**

**2020 Attendance Register**

Surname & Initials	Portfolio	Attendance				Attendance Rate (%)
		1 <sup>st</sup> quarter	2 <sup>nd</sup> quarter	3 <sup>rd</sup> quarter	4 <sup>th</sup> quarter	
		30 January 2020	04 June 2020	03 September 2020	01 December 2020	
Lamula N	Chairperson: External	√	√	√	√	100%
Khorommbi L	External Member	√	√	√	√	100%
Schlemmer A	Internal Member	√	√	√	√	100%
Myeki	Internal Member	√	Resigned	Resigned	Resigned	25%
Masiza S	Secretary	√	√	√	√	100%

√ Present

X Absent

\*Attended per invite

**2021 Attendance Register**

Surname & Initials	Portfolio	Attendance				Attendance Rate (%)
		1 <sup>st</sup> quarter	2 <sup>nd</sup> quarter	3 <sup>rd</sup> quarter	4 <sup>th</sup> quarter	
		19 Feb 2021	01 June 2021			
Lamula N	Chairperson: External	√	√			100%
Khorommbi L	External Member	√	Resigned			100%
Mazibuko F	External Member	Not yet appointed	√			
Schlemmer A	Internal Member	√	√			100%
Taleni	Internal Member	√	√			100%
Masiza S	Secretary	√	√			100%

√ Present

X Absent

members get their pay advice and IRP5's.

The Committee recommendation that the written proposal by Management for the filling of personnel posts was approved (4<sup>th</sup> July 2018: Resolution 30:2018)



## Changes to the committee members

- Mr Myeki resigned as a college employee and PlanCo member
- Mr Taleni joined the college and fulfilled the role of Mr Myeki both in the college and in the PlanCo
- Ms Khorommbi resigned from the PlanCo to join the newly formed ICT Committee.
- Ms Mazibuko was appointed to the PlanCo (to replace Ms Khorommbi)

PlanCo comprises of four members with 50% of being external Council Members in compliance with its charter. Plan Co follows the requirement of at least four meetings per annum.

## Summary of PlanCo Recommendations to the Council

- The committee recommended that skilled personnel should be outsourced to assist the committee.
- The committee recommended to convene a workshop for on a 4IR plan. A briefing session took place in January which then resolved to create an ICT committee which will focus on ICT matters and 4IR. As per the Council resolution to formulate an ICT committee, all the work that on ICT which was meant to be conducted by the PlanCo would then be moved to the ICT Committee.
- Committee recommended that a self-evaluation process should be formulated for council members to track progress.
- Committee recommended that it would be prudent to have a strategic planning process workshop towards the end of June and invite all council members. The aim is to equally submit 2022/2023 strategic planning Documents.

## • EMPLOYABILITY COMMITTEE

### Purpose

The Employability Committee is accountable to the Council of the College, for the development, Implementation and reporting of the College Employability and Student Entrepreneurship plans and for the monitoring and review of progress on relevant performance indicators in the context of plans and targets put in place by the college.

### Membership

Mr. Aluwani Netshimbupfe - Council External Member (Chairperson)

Ms. Fundi Mazibuko – Council External Member (Committee Member)

Mr. Joey Monyamane – Deputy Principal – Academic Affairs and Operations who was later appointed to the Acting Principal (Internal Member)

Mr. Aubrey Sebe – New Business Development Manager (Internal Member)

Ms. Patience Makhaphela – Head of Marketing and Communications (Secretary)

Mr. Siyabonga Masiza – Governance Coordinator (Internal Member)

### Meeting and Attendance

Name and Surname	Portfolio	Internal /External Member	Meetings			
			17 March	22 May	04 September	20 November
Mr. Aluwani Netshimbupfe	Chairperson	External	Yes	N/a	Yes	Yes
Ms. Fundi Mazibuko	Committee Member	External	Yes	N/a	Yes	Yes
Mr. Joey Monyamane	Committee Member	Internal	Yes	N/a	Yes	Yes
Mr. Aubrey Sebe	Committee Member	Internal		n/a		Yes
Ms Patience Makhaphela	Committee Member	Internal	Yes	n/a	No	Yes
Mr. Siyabonga Masiza	Committee Member	Internal	Yes	n/a	No	Yes

Due to Covid-19 restrictions, the committee could not hold the meeting on the 22 May as the college was closed.

#### **The Employability Committee is responsible for:**

- the development, implementation and reporting of the College Employability and Student Entrepreneurship plans to the college Council, on how the targets for student outcomes on relevant performance indicators will be achieved in the context of plans and targets put in place by the college.
- Providing strategic leadership for college-wide developments within and outside of the curriculum related to employability;
- Monitoring and reviewing developments in employability across the TVET sector and advise the College on steps to improve its competitive position;
- Specifying requirements for and considering programmes employability and enterprise development plans;
- Annually evaluate their performance to ensure that academic governance arrangements improve institutional performance and add value.

#### **Resolutions**

#### **Roles and Responsibilities of Employability sub-committee (Charter)**

- The committee charter to the meeting was presented, and the indication was that the sole responsibility of the committee is to ensure that students after completing their academic qualifications get exposure in the work environment and new venture creation or any other business opportunities.
- The Committee resolved that the Charter must be presented to council for approval.

#### **Increment of transportation subsidy from R50 to R100 for every learner**

- The agreement was that a proposal will be presented to the College Council for approval for student transportation for when they are going to the workplaces during recess.

#### **Conversion of loan to grant of cafeterias**

Few students were funded in a form of loan to run the cafeterias of the college, the equipment for the students was bought

in order for them to start running with the project, unfortunately, they could not due to a number of reasons including Covid-19 that started early in 2020. One of the condition for them to be funded was that they must register co-opt, of which they did and they were given an amount of R100 000. However, the committee then asked for counsel from the department if whether funding the students from its coffers was procedural and the feedback was that the college is not a financial institution but a State-funded institution and as such they could not give loans to the students. The monies had already been paid out and the only option was to go back to the department and request that the funds be converted to a grant so that the students do not have to pay back, and also to continue seeking sponsorships from the College suppliers/ partners to cover for the said amount.

### Accomplishments

#### Innovation Programs:

- The College partnered with Educo Solutions- ETI Companies for training the exit level students on the End-User computing certificate with Academic Solutions for Drones, Coding and Robotics. NC (V) Levels 3 & 4 and Report 191/ NATED N1-N5 will be able to attend this course at least once a week. It is a 12 month and consists of 120 Credits program; and the leaners would receive the National Certificate on completion. DHET subsequently requested that the college must choose a program between renewable energy and green economy.

### Accreditations

- The college got accreditation accreditation for all SETAs and

the certificates were made available to the sub-committee

## 8.3 THE ACADEMIC BOARD REPORT

The Academic Board is one of main committees of the College Council and performs a very fundamental part in overseeing the core business of the college, which is teaching and learning. It is against that backdrop that all the stakeholders are legitimately represented in the Academic Board, including the SRC.

A minimum of four meetings need to sit in an Academic year. This could not be the case in 2020 as a result of the prevailing pandemic. The college could only achieve two sittings of general meeting and one meeting by the Academic Board Task Team.

For the first quarter in 2020 the Board was chaired by the then College Principal, Mr Nkosi, who opted for early retirement and left during the time when the country was on hard lockdown. Mr Monyamane subsequently took over as the Acting Principal, therefore, automatically becoming the Board's chairperson. This made Mr Makola the deputy chairperson as he was appointed as the acting Deputy Principal Academic.

#### 2020 ACADEMIC BOARD MEMBERS

Surname & Initials	Designation	Site
Monyamane J	Acting Principal	Head Office
Makola MJ	Acting Deputy Principal: Academic Affairs & Operations	Head Office
Schlemmer A	Deputy Principal: Corporate Affairs & Planning	Head Office
Qwasha Z	Acting Deputy Principal: Finance	Head Office
Mosiane TR	Campus Manager & Secretary of the Academic Board	George Tabor
Manthata S	Campus Manager	Molapo
Mashale KS	Campus Manager	Roodepoort
Mvinjelwa N	Campus Manager	Roodepoort West

Cameron R	Acting Campus Manager	Technisa
Statu B	Campus Manager	Dobsonville
Simelane E	Deputy Director: Finance & Supply Chain Management (Acting)	Head Office
Makhapela NP	Manager: Marketing & Communication	Head Office
Khuse T	Assistant Director: HR Marketing & Administration	Head Office
Magagula WG	Manager: Quality Assurance	Technisa
Sebe A	Manager: New Business Units	George Tabor
Kekana I	Manager: Assessment Unit	George Tabor
Sekobane T	Manager: Curriculum Unit	Head Office
Mereko N	Deputy Campus Manager	Dobsonville
Diphare A	Deputy Campus Manager	George Tabor
Magxunyane CN	Acting Deputy Campus Manager	Molapo
Marais C	Deputy Campus Manager	Roodepoort
Ngwenya PN	Deputy Campus Manager	Technisa
Mazomba M	Acting Deputy Campus Manager	Roodepoort West
Maseko V	Distant Learning	Technisa
Zondi S	Head Of Department	Roodepoort West
Mabunda A	Head Of Department	Dobsonville
Magxunyane CN	Head Of Department	Molapo
Nevhondwe T	Head Of Department	Roodepoort
Mokoena TL	Head Of Department	George Tabor
Mogotshi OL	Senior Lecturer	George Tabor
Mangena MM	Senior Lecturer	Roodepoort
Lekoloane TA	Senior Lecturer	Roodepoort West
Bambo M	Senior Lecturer	Dobsonville
Gonyela BP	Senior Lecturer	Technisa
Motloung JK	Senior Lecturer	Molapo
Molusi S	Lecturer	Roodepoort West
Phokanoka T	Lecturer	George Tabor
Ndlovu J	Lecturer	Technisa
Mohadi S	Lecturer	Roodepoort

Nyamane RN	Chair Person SRC	Molapo
Minnaar A	SRC: Academic	Roodepoort
Khorommbi LT	Council Representative	External Member
Netshimbupfe A	Council Representative	External Member

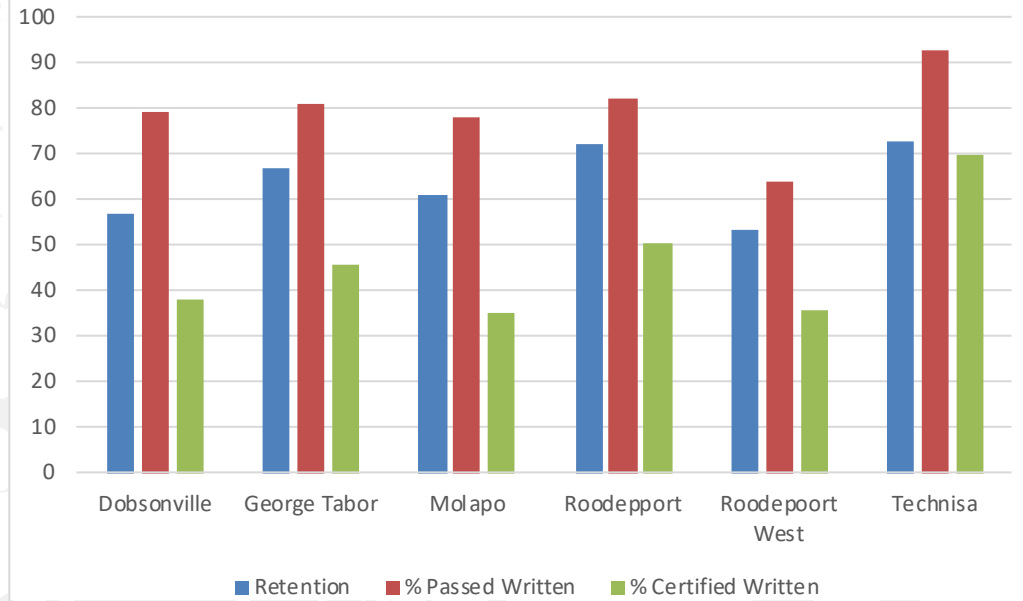
### 2020 ACADEMIC BOARD ATTENDANCE RECORD

Members	Task Team	Dates Of General Meetings	
	25 Feb 2020	09 Mar 2020	12 Nov 2020
Monyamane J	-	Present	Present
Makola MJ	Present	Present	Present
Schlemmer A	-	Present	Present
Qwasha Z	-	Present	Present
Mosiane TR	Present	Present	Present
Manthata S	-	Present	Absent
Mashale KS	Present	Present	Present
Mvinjelwa N	-	Present	Present
Cameron R	-	Present	Present
Statu B	-	Present	Present
Simelane E	-	Absent	Absent
Makhapela NP	-	Present	Absent
Khuse T	-	Absent	Absent
Magagula WG	Present	Present	Present
Sebe A	-	Present	Absent
Kekana I	-	Absent	Absent
Sekobane T	Present	Present	Present
Mereko N	-	Absent	Present
Diphare A	-	Absent	Absent
Magxunyane CN	-	Absent	Present
Marais C	-	Absent	Absent
Ngwenya PN	-	Present	Present
Mazomba M	-	Absent	Present
Maseko V	-	Present	Present
Zondi S	-	Present	Present

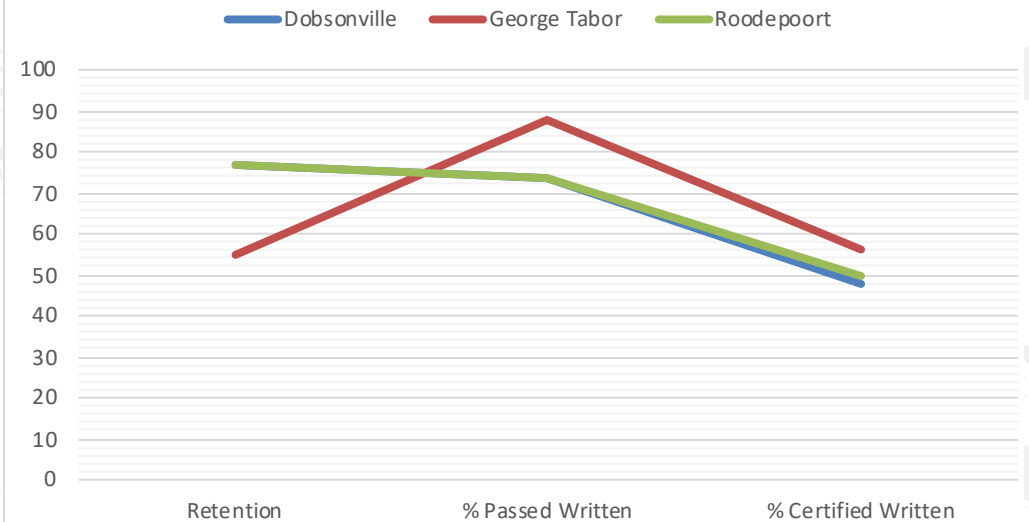
Mabunda A	-	Absent	Present
Nevhondwe T	Present	Present	Present
Mokoena TL	Present	Present	Present
Mogotshi OL	-	Absent	Absent
Mangena MM	-	Present	Present
Lekoloane TA	-	Present	Present
Bambo M	-	Absent	Absent
Gonyela BP	-	Absent	Present
Motloung JK	-	Absent	Absent
Molusi S	-	Present	Absent
Phokanoka T	Present	Present	Present
Ndlovu J	-	Present	Present
Mohadi S	-	Absent	Present
Nyamane RN	-	Absent	Present
Minnaar A	-	Absent	Absent
Khorommbi LT	-	Present	Present
Netshimbupfe A	-	Absent	Present
Masiza M	Present	Present	Present
Ncanyana J	Present	Absent	Absent

### 2020 College Performance Statistics

NC (V) Nov 2020 Overall Campus performance



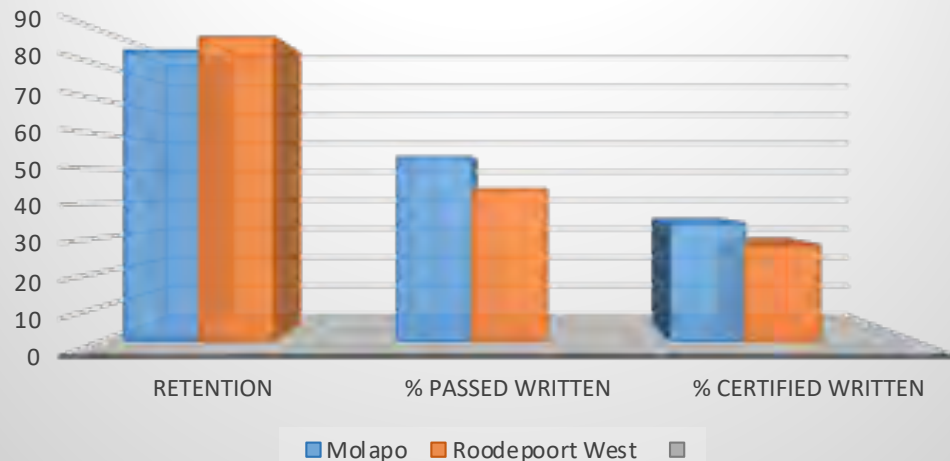
Report 190/1 Bussines Studies September 2020 (Full-time) N4-N6 Semester 1



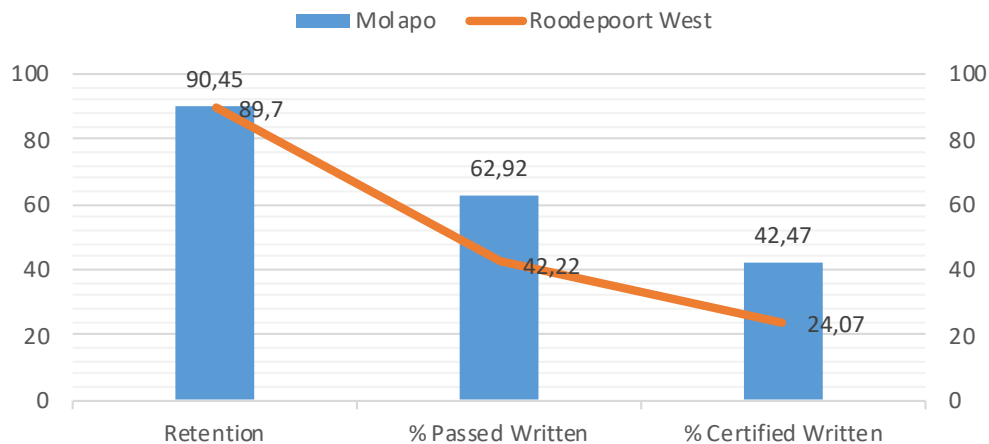
### Report 190/1 Natural Sciences Studies (Full -Time) N1-N6 Trimester 1



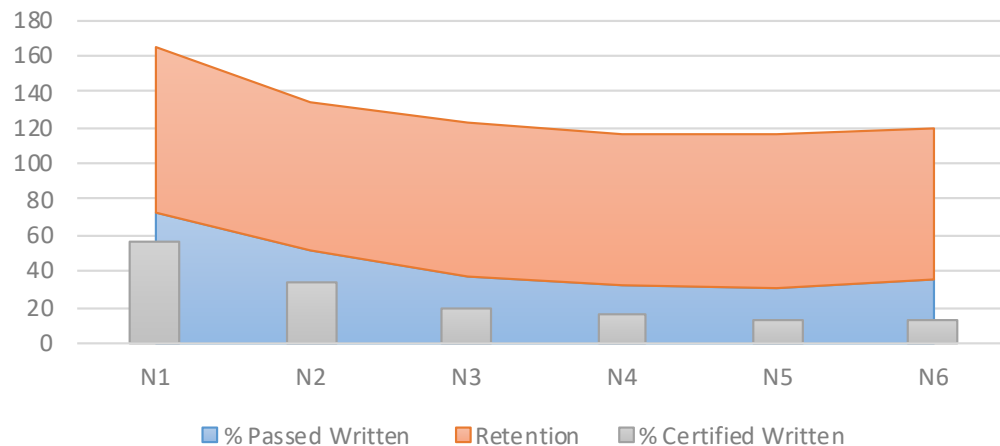
### Report 190/1 Natural Sciences N1-N6: Combined Trimester 1 & 2 Campus Performance



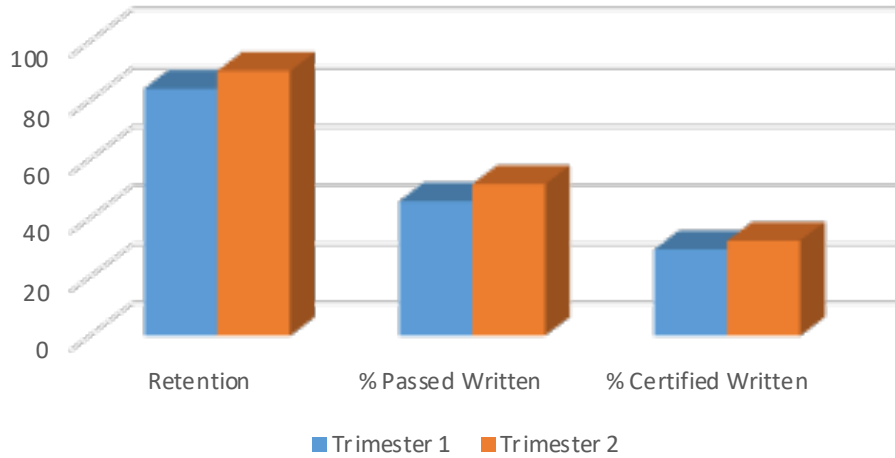
### Report 190/1 Engineering Studies 2020 (Full-Time N1-N6) Trimester 2



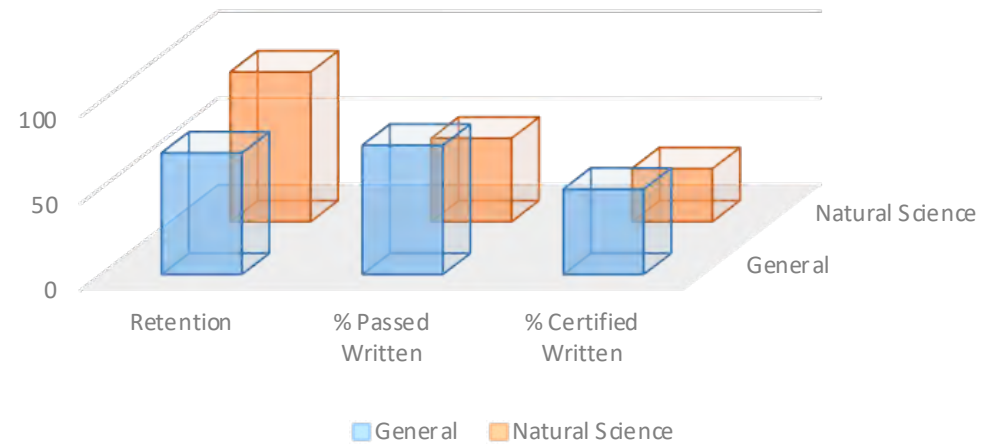
### Report 190/1 Natural Science Studies N1-N6: Combined Trimester 1 & 2 Level Performance



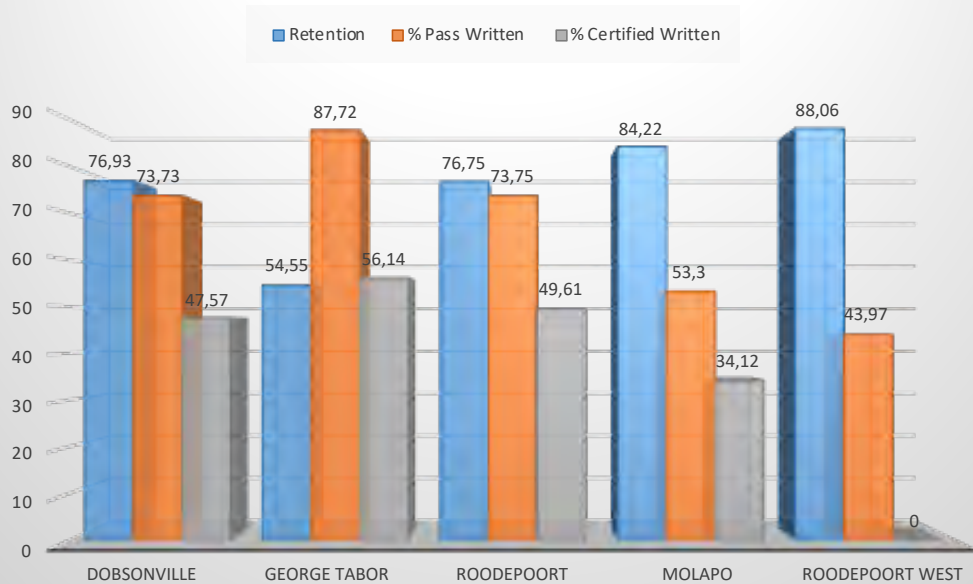
Report 190/1 Natural Science Studies N1-N6 Campus Consolidated Trimester 1 & 2



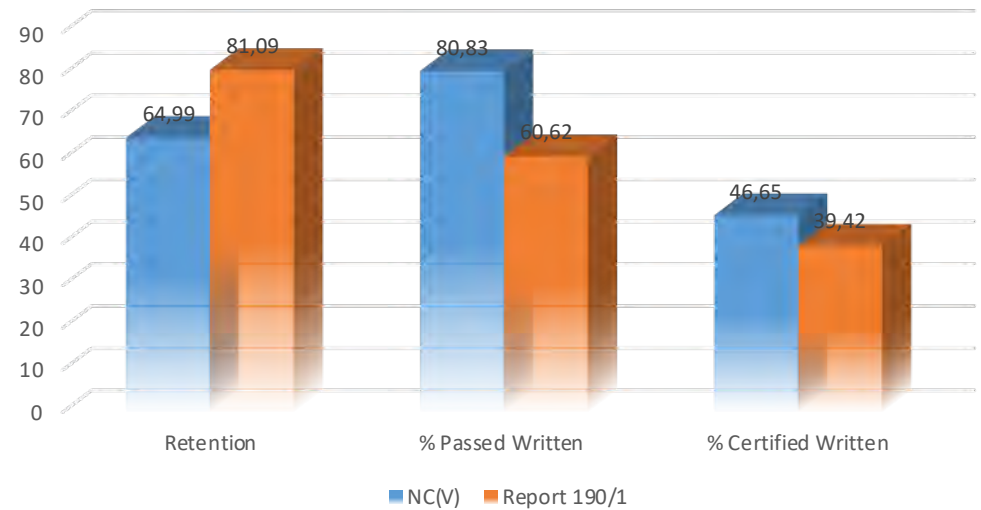
Report 190/1 2020 Cosolidated General & Natural Science Studies (N1-N6; Semester 1 Trimester 1 & 3



Report 190/1 (All Programmes N1-N6) 2020 Consolidated S1; T1 & T2



NC (V) & REPORT 190/1 2020 CONSOLIDATED COLLEGE PERFORMANCE

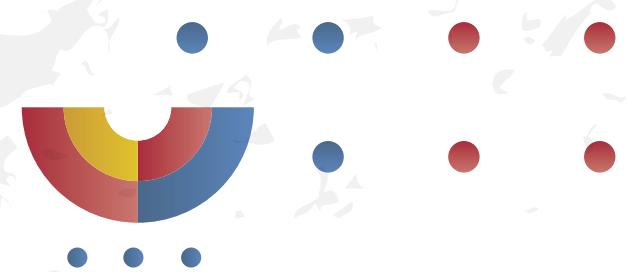
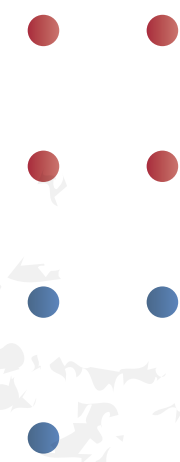


**Conclusion**

The COVID-19 pandemic which necessitated the hard lockdown impacted negatively on the overall college performance as well as retention.



# PART C: PERFORMANCE INFORMATION





### 9. REPORT BY PRINCIPAL ON MANAGEMENT AND ADMINISTRATION

#### OFFICE OF THE DEPUTY PRINCIPAL: CORPORATE AFFAIRS AND PLANNING

Andre Schlemmer | Deputy Principal: Corporate Affairs and Planning

##### Introduction

As can be appreciated, the 2020 academic year was never going to be an easy year, as the COVID-19 pandemic swept over the country from February 2020, and resulted in a total lockdown of about three months, since 27 March 2020.

This Alert Level 5 lockdown, as well as the subsequent lockdowns to levels 4, 3, and ultimately 1 by the time that the College closed for the December recess in early to mid-December 2020, affected not only the staff and students of this College, but also the administrative operations and plans of the College, which will be clearly seen from the information that follows.

It is important to note that, except for Strategic- and Operational planning, the Corporate Affairs directorate consists of the following support units:

- Student Applications and Registrations
- Human Resource Management and Administration, including Labour Relations
- Marketing and Communications
- Information and Communication Technology and Management Information Systems
- Quality Assurance, including Health and Safety

#### A: STRATEGIC AND OPERATIONAL PLANNING

During 2019, in preparation for 2020, the College drew up, and presented a Strategic-, as well as an Annual Performance Plan to the Department of Higher Education, in which we planned to enroll

22 526 students, of which the Department would fund 22 525, and the College 1

In return for which, the Department originally indicated that it would fund the College R 682 221 000, and the College would put R 17 000 aside to fund the 1 student indicated above to achieve the above student enrolments.

The Department further indicated that the R 682 221 000 would be divided, and funded as follows:

- R 241 901 000 would be set aside for the Cost of Employment of staff
- R 307 260 000 would be paid to the College for Operational- and Special Needs expenses
- R 133 060 000 would be set aside for NSFAS tuition applications

However, by the end of the financial year, the allocation amount had been revised to the following:

- R 229 357 000 for the Cost of Employment of staff
- R 297 144 000 for Operational- and Special Needs expenses
- R 10 817 000 for COVID-19 expenses, and
- R 133 060 000 for NSFAS tuition

The revised allocation of funding to the College was now R 670 378 000, R 11 843 000 less than the original allocation, with a very specific indication for COVID-19 expenditures.

Although this downwards adjustment was to be expected due to the pandemic, it was not expected that the funding allocation for COVID-19 would be taken from the College's Cost of Employment / salaries and remuneration allocation, instead of our Operational Expenses allocation.

#### B: STUDENT APPLICATIONS AND REGISTRATIONS

Student applications for the 2020 intake commenced with effect from 1 August 2019, and thousands of applications were received for the January 2020 intake for both NCV (year) programmes and Report 191 (semester and Trimester) programmes.

The applications for the semester programmes were so much that the College did not really have to plan to advertise for the second semester's applications, as, for most programmes, we could easily fill the new spaces of the second semester with the applications received for the first semester.

However, as indicated above, the College originally planned to enroll 22 526 students for the 2020 academic year, but ultimately could only enroll a total of 18 983 students during the year, as indicated in the table below:

**Table 1: Student Headcounts - 2020**

PRO-GRAMME	ENROL- MENT PROJEC- TION	ACT EN- ROL pre Lockdown	ACT ENROLS post Lock- down	TOTAL ENROL- MENTS for 2020	TOT EN- ROLL Less PROJECT- ED
NCV (Y1)	7768	8830	-54	8776	1008
N1 – N3 ENG	4614	1817	1164	2981	-1633
N4 – N6 ENG	3086	1108	775	1883	-1203
N4 – N6 BUS	6958	5319	-40	5279	-1679
PLP	100	64	0	64	-36
<b>TOTALS</b>	<b>22526</b>	<b>17138</b>	<b>1845</b>	<b>18983</b>	<b>-3543</b>

The reason for this difference, is that, due the COVID-19 pandemic, and the subsequent lockdowns, the Department cancelled the enrolment of Trimester 2, as well as Semester 2 intakes into the sector.

It is however important to also take note that, for funding purposes, it is not only the lower than planned intake of students numbers (head counts) that should be taken into consideration here, but the way in which the students registered (i.e. full programme versus only certain subjects in a programme) determines the funding allocation, which is expressed in terms of Full Time Equivalents (FTEs), and here we can see what the actual effect of the combination of COVID-19, together with students not enrolling for a full programme, was at the end of the 2020 academic year:

**Table 2: Full Time Equivalents [Ftes] - 2020**

PRO-GRAMME	FTE PROJEC- TION	ACT FTEs pre Lock- down	ACT FTEs post Lock- down	TOTAL FTEs for 2020	TOTAL FTEs less PROJECT
NCV (Y1)	7768,000	6825,104	-76,219	6748,885	-1019,115
N1 – N3 ENG	1537,000	488,953	275,311	764,264	-772,736
N4 – N6 ENG	1029,000	252,652	178,948	431,600	-597,400
N4 – N6 BUS	3480,000	1932,875	-18,125	1914,750	-1565,250
PLP	100,000	64,000	0	64,000	-36,000
<b>TOTALS</b>	<b>13914,000</b>	<b>9563,584</b>	<b>359,915</b>	<b>9923,499</b>	<b>-3990,501</b>

### C. HUMAN RESOURCE MANAGEMENT AND ADMINISTRATION (INCLUDING LA- BOUR RELATIONS)

During the 2020 academic year, the COVID-19 pandemic would have a serious effect on the Human Resources management and administration of the College.

The first of the fatalities was the Early Retirement without Penalisation

process – a process which was introduced in 2019 by the President of the country in which all employees of the State between the ages of 55 and 59 could apply to go on early retirement, and the normal penalties associated with early retirement applications would be waived by the State.

At this College, 13 staff members applied, and were approved to go on early retirement on the 31<sup>st</sup> of March 2020 (which was later changed to 30 April 2020), and, as the total lockdown was introduced in this country from the 27<sup>th</sup> of March 2020, it meant that these 13 staff members left the services of the College in the middle of lockdown, without any proper hand-overs being administered, and without the College having had the opportunity to properly take leave of these colleagues, who had served the College (and the Government) selflessly for many years.

The second fatality was the Post Provisioning Norms project (PPN), which had the intention of providing the TVET sector with a uniform post provisioning structure, and which would see College Council employed staff members being migrated to the Department of Higher Education and Training as their new employer.

This project had to be shelved for the 2020 academic year, and its implementation postponed to 2021.

The third fatality was the issue of the recruitment for vacancies, some of which were the vacancies that arose from the Early Retirement without Penalisation process. The College originally advertised at the beginning of March 2020, with a closing date in April 2020, but had to change the closing date to mid-June 2020, due to the fact that during the Level 5 lockdown period, not all people had access to internets, printers, or to Post Offices to make their applications for those vacancies.

However, once the lockdowns of levels 5 and 4 were relaxed to 3, the processes of staff rotation began to kick in, which ultimately lead to very few of the advertised posts being able to go through the entire recruitment and selection processes as prescribed by the Department, which finally led to

the advertisement having to be withdrawn, and the posts which could not go through the prescribed processes, being re-advertised during 2021.

As with all of the above fatalities, staff training and development was also negatively affected during 2020, as very few providers, or even the College, were ready to do on-line learning and development, although it can be indicated that during the year, the College could at least provide training interventions for 427 staff members.

The same fate befell the Labour Relations arena of the College, as all Labour cases, both internal and those at external parties, such as the Labour Court, CCMA, ELRC and GPSSBC, and even at the Departmental level were postponed until it could be continued with on virtual platforms.

During the COVID-19 lockdown periods, the College Management did establish two COVID-related committees to address the issues brought about by the pandemic, the one Committee being the COVID Command Steering Committee, and the other being the Human Resource COVID committee which would inter alia receive the Human Resource related policies, guidelines and procedures from such authorities as the DPSA, the DHET and Higher Health, and would interpret these in relation to all of the applications received from staff members to work remotely due to their declared comorbidities and vulnerabilities.

At the height of the first wave of the pandemic, the College approved more than 30 applications to work from home/remotely due to such declared comorbidities, but by October 2020, most of these staff members had returned to work.

By the end of October 2020, the College had 595 employees on its books (both PERSAL and non-PERSAL employees), of which 545 were permanently employed staff members, and 50 were temporary/contract employees.

Of these 595 employees, 286 were male and 309 were female.

The above figures exclude the interns appointed at the College for working experience which will assist them in attaining their diplomas, as well as all the external staff members appointed on an hourly basis as examination invigilators and part-time lecturers.

#### **D. MARKETING AND COMMUNICATIONS**

The College's Marketing and Communications unit, as the official spokesperson for the College, is not only concerned with the advertising and recruitment of new students to the College, but is also the events co-ordinator of official College events, and is also the keeper of all the official communications channels and documents of the college.

As could be expected, the COVID-19 pandemic and the related policies and procedures, cancelled many planned events and gatherings, and this was also the reality at this College, where such events as the Staff Opening and Welcoming ceremony, the Annual Student Awards ceremony, the Graduation ceremony, as well as the official College Closing ceremony all had to be cancelled.

However, on the media and advertising front, the Marketing unit excelled, as most of their work could be done virtually and/or telephonically without any physical interaction with our suppliers.

With the above in mind, the unit could therefore continue to market the College throughout 2020 by using the print media for street pole and local newspaper, and magazine advertisements, as well as other mass media such as radio and television, as well as the web, to advertise the College, and to make South West Gauteng TVET College the TVET College of Choice.

It must however be noted that, when South Africans were allowed to attend, or host physical interactions during 2020, the Marketing Unit did undertake physical student recruitment activities, and as such engaged with more than 4 000 community members and prospective students in more than 20 venues to make the community more aware of the College

and its offerings.

If there is one unit at the college that did not let the Corona virus steal its thunder during 2020, then it most definitely would be the Marketing unit at the College.

#### **E. INFORMATION AND COMMUNICATION TECHNOLOGY AND MANAGEMENT INFORMATION SYSTEMS**

The College makes use of Adapt-IT's Integrated Tertiary Software (ITS) system for its MIS/BIS system.

During 2020, the College was on Version 3 of the system, and was using the full complement of packages for our operations (Student Administration, which includes on-line application and on-line registration subsystems, Human Resources, Payroll and Finances, which includes SCM, creditors, debtors and assets).

Adapt-IT has released its fourth version of the ITS system in 2019, and the College is considering upgrading to this version as soon as our Finance unit indicates it is ready for such an upgrade.

On the ICT front, the College was expecting to have its connectivity upgraded to 200mbps per site by the end of July 2020 in line with the DHET/SABEN agreement for TVET Colleges (TCCP project), but due to the Corona virus pandemic and respective lockdowns, only the physical infrastructure (build) works have been completed at the six main sites of the College, and the testing was completed.

It is expected that during 2021 the links, which are commission ready for these 6 sites, will be commissioned and the project signed off.

SABEN could not finalise the build work at the College Farm, due to the fact that no direct line of sight could be established for this site, and this will be regarded as a separate project for 2021.

During 2020, especially during and after the lockdown periods, the Col-

lege experienced a number of computer burglaries, which lead to the College's PTZ camera project, in which the ICT unit was responsible for the roll-out and installation of PTZ cameras at all sites of the College.

Unfortunately, the College could not continue with its tender for, and implementation of a touch-free biometric access system due to the prohibitions and policies of the COVID-19 pandemic during 2020, and this is another ICT project that had to be postponed to 2021.

## F. QUALITY ASSURANCE, INCLUDING HEALTH AND SAFETY

The College currently holds ISO 9001:2015 quality assurance certification, and is audited on an annual basis by the South African Bureau of Standards (SABS).

During 2020, neither the internal quality assurance audits, nor the external quality audits could take place, due to the prevailing conditions of the Corona virus pandemic, and its resultant embargo of direct contacts, as these audits have to happen in situ.

As mentioned before, the College Management ensured that, as soon as practicably possible, a COVID-19 Steering Committee was established during 2020, and the Quality Assurance unit was made the unit responsible for this committee.

As such, the unit ensured that the College premises were ready to be reopened in June 2020 by ensuring that all required and prescribed PPE were in place, to welcome staff and students back, and that all the buildings of the College were fumigated.

As the operational hand of the COVID-19 Steering Committee, the Quality Assurance unit ensured that Health and Safety representatives were appointed at each site of the College. They also organized COVID-19 related training by Higher Health, and also ensured that the College appoints a Health Brigade at all sites of the College.

The Health Brigade is in essence students of the College who had studied

Primary Health with us, and who were willing to act as persons assisting with the taking of temperatures, and administering COVID-19 entrance protocols.

Unfortunately, due to the pandemic and resultant health- and lockdown protocols, the College could not be assessed for its ISO45001 Health and Safety standard and certification, and will have to postpone this strive to 2021.

It should be mentioned that the Quality Assurance Unit, together with the COVID-19 Steering Committee did a sterling job during 2020 to curb the spread of the disease at all sites of the College, which, was it not so, would surely have seen many more COVID-19 positive cases at the College than there actually was.

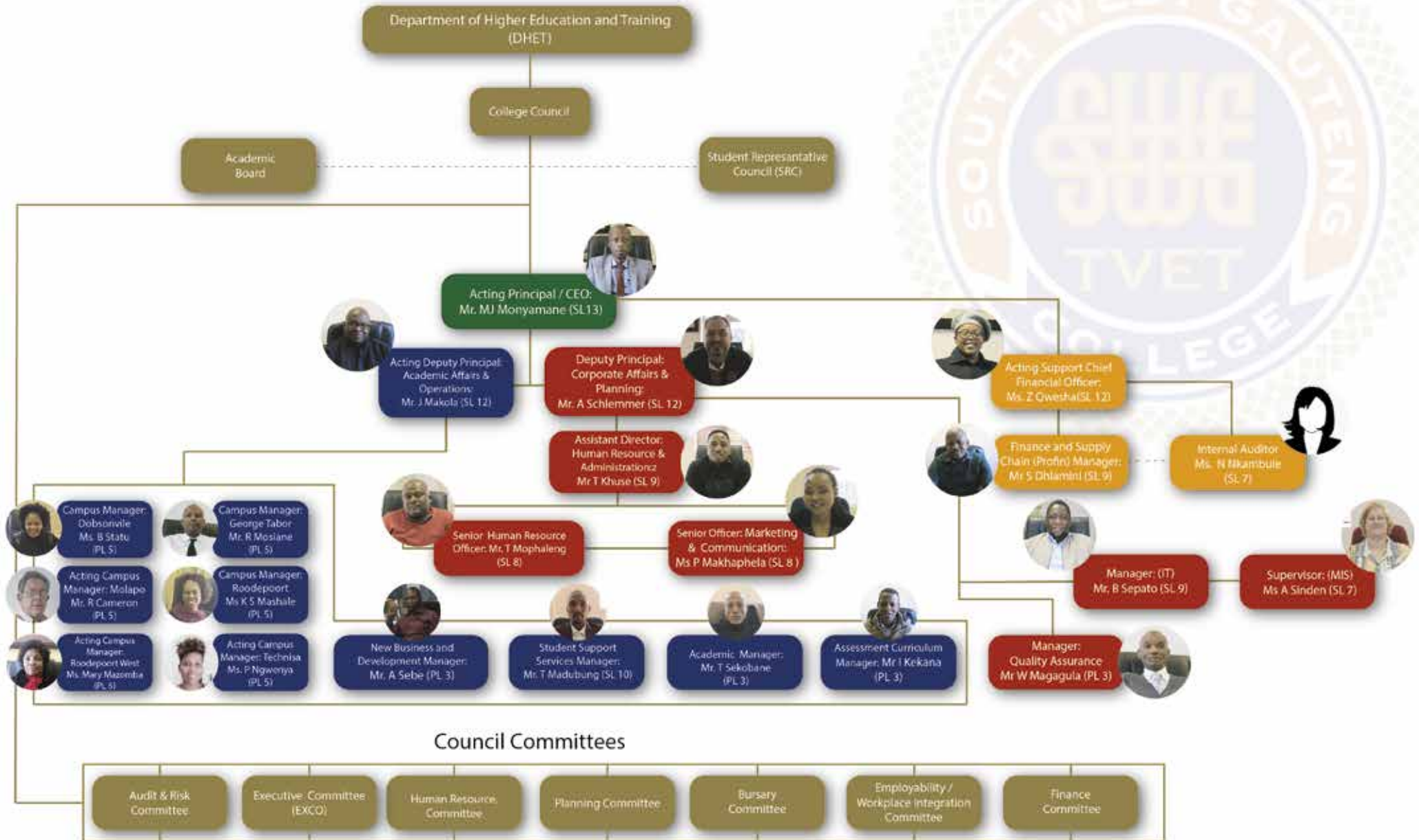
**Conclusion:** It is a well-known fact by now that 2020 was a very rough year for South Africa, as many South Africans had either lost their jobs and income, or had to try and survive on payments made to them through the Temporary Employees Relief Scheme [TERS] of the Government, due to the COVID-19 pandemic.

It is equally true that Government employees (TVET Colleges included) did not suffer these hardships, as all Government (and College) employees did receive their full salaries for 2020.

However, as the College does not function in a cocoon, its suppliers could not access the College, which in turn lead to the College not being able to service its communities properly, and as part of the South African landscape, had to endure the various total lockdowns under Alert Levels 5 and 4, and the partial lockdowns under Alert Levels 3 and 1 in 2020, as well as be confronted with the issue of staff members being on various rotation work schedules from June to December 2020.

However, the College survived the 2020 academic year, Corona virus and all, and is looking forward to the 2021 academic year being a much more "normal" year.

# MANAGEMENT STRUCTURE



## 10. COLLEGE PERFORMANCE AND ORGANISATIONAL ENVIRONMENT

### PERFORMANCE REPORTING

#### ASSESSMENT AND CURRICULUM UNIT

##### Key measurable objectives:

##### 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.

##### Measurable activities as per College Implementation Plan:

##### Activities

##### 1. Classroom Teaching and Support

- Support the realisation 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 prescripts.
- 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.

##### Academic Results

##### National Certificate (Vocational) [NC (V)] Results

- The number of heads that the College passed in 2020 is 3309 across the sites. Chiefly, the College Certification Rate, in comparison with the 2019, declined by 4.21%. That is, the Certification Rate declined from 50.86% to 46.65%. Technisa had the highest Certification Rate of 69.86%.
- The College Retention Rate, in comparison to 2019, declined by 12.77%. That is, declined from 77.76% to 64.99%. Technisa Campus had the best Retention Rate of 72.63%.
- The number of heads that the College progressed in 2020 is 3309 across the sites. Chiefly, the College Progression Rate, in comparison with the 2019, slightly increased/improved by 2.3%. Therefore, the Progression Rate improved from 78.53% to 80.83. Technisa had the highest Progression Rate of 92.46%.
- The College distinctions decreased by 465 in comparison with 2019. That is, it decreased from 2409 to 1944. George Tabor Campus had the most distinctions of 659.

## 2020 College Academic Performance

### 2020 National Certificate for Vocational: NC (V)

Campus	No. of Heads Enrolled	No. of Heads Written	No. of Heads Passed	% Pass on Written	Retention Per Head	No. of Heads Certified	% Certified written	Distinctions
Dobsonville	1168	660	520	78.79	56.51	251	38.03	316
George Tabor	2273	1517	1221	80.49	66.74	694	45.75	659
Molapo	674	409	318	77.75	60.68	142	34.72	148
Roodepoort	1141	822	672	81.75	72.04	411	50.00	339
Roodepoort West	367	195	124	63.59	53.13	69	35.38	42
Technisa	676	491	454	92.46	72.63	343	69.86	440
<b>Total</b>	<b>6299</b>	<b>4094</b>	<b>3309</b>	<b>80.83</b>	<b>64.99</b>	<b>1910</b>	<b>46.65</b>	<b>1944</b>

#### Report 191 Results

- The number of heads that the College passed in 2020 is 2886 across the sites. Chiefly, the College certification rate on written, in comparison with the 2019, decreased/declined by 3.2%. That is, it declined from 42.62% to 39.42%. George Tabor Campus had the highest certification rate of 56.14%.
- The College Retention rate, in comparison with the 2019 declined by 7.7%. That is, it declined from increased from 88.79% to 81.09%. Roodepoort West had the best retention rate of

88.06%.

- The number of heads that the College progressed in 2020 is 2886 across the sites. Chiefly, the College Progression Rate, in comparison with the 2019, decreased/declined by 4.03%. Therefore, the Progression Rate declined from 64.65% to 60.62%. George Tabor had the highest Progression Rate of 87.72%.

The College distinctions declined by 1071 in comparison with 2019. That is, it declined from 2024 to 953. Molapo Campus had the highest distinctions of 322.

Campus	No. of Heads Enrolled	No. of Heads Written	No. Heads Passed	% Pass on Written	Retention Per Head	No. of Heads Certified	% Certified on Written	Distinctions
Dobsonville	1123	864	637	73.73	76.93	411	47.57	178
George Tabor	209	114	100	87.72	54.55	64	56.14	17
Roodepoort	1644	1284	947	73.75	76.75	637	49.61	194
Molapo	1312	1105	589	53.30	84.22	377	34.12	322
Roodepoort West	1583	1394	613	43.97	88.06	388	27.83	242
<b>Total</b>	<b>5871</b>	<b>4761</b>	<b>2886</b>	<b>60.62</b>	<b>81.09</b>	<b>1877</b>	<b>39.42</b>	<b>953</b>



## Staff and Students Performance

The College Top Performing Lecturer achieved 100% Pass Rate on written with 02 distinctions for all the class groups allocated to him in 2020 academic year whilst the College Lowest Performing Lecturer achieved 27.27% Pass Rate on written with no distinctions.

The College Top Performing Senior Lecturer across all the programmes, achieved a Pass Rate of 98.33% on written, with a Retention Rate of 85.66% and with a total of one hundred and twenty-one (121) distinctions whilst the Lowest Performing Senior Lecturer, achieved a Pass Rate of 56.14% on written, with a Retention Rate of 54.55% and with seventeen (17) distinctions.

The College Top Performing Head of Department across all the programmes, achieved a Pass Rate of 69.86% on written, with a Retention Rate of 72.63% and with a total of four hundred and forty (440) distinctions whilst the Lowest Performing Head of Department achieved a Pass Rate of 27.83% on written, with a Retention Rate of 88.06% and with TWO hundred and forty- two (242) distinctions.

The College Top student in NC (V) achieved an average of 90% Pass Rate with seven (7) distinctions whilst the 10<sup>th</sup> student had an average of 85.86% Pass Rate with five (5) distinctions. On same breath, the Top student in Report 191 achieved an average

of 94.50% Pass Rate with four (4) distinctions whilst the number 10 student had an average of 89.25% with four distinctions.

## Comparative Performance of Ministerial Programmes Offered at the College

**Enrolments:** The NC(V) had higher enrolments numbers of 6 299 whilst the Report 191 enrolments had 5 871. The NC(V) had 428 enrolment heads more than the Report 191.

**Retention:** Report 191 had a higher Retention Rate of 81.09% (4761 heads) in comparison with the 64.99% (4094) of the NC(V) Programme. The Report 191 Retention Rate is 16.1% above the NC(V) Programme.

**Progression:** NC(V) had a higher Progression Rate of 80.83% (3309 heads) in comparison with the 60.62% (2886) of the Report 191 Programme. The NC(V) Progression Rate is 20.21% above the Report 191 Programme.

**Certification:** NC (V) Programme had a higher Certification Rate of 46.65% (1910 heads) in comparison with the 39.42% (1877) of the Report 191 Programme. The NC (V) Certificate Rate is 7.23% above the Report 191 Programme.

**Distinctions:** The NC (V) achieved more distinctions, with a total of 1944 whilst the Report 191 Programme achieved a total of 953. The NC (V) had 991 more distinctions in comparison to the Report 191 Programme

## Consolidated NC (V) & Report 191

Programme	No. of Heads En-rolled	No. of Heads Written	Retention	No. of Heads Passed	% Passed on Written	No. of Heads Certified	% Certified on Written	Distinctions
NC(V)	6299	4094	64.99	3309	80.83	1910	46.65	1944

Report 191	5871	4761	81.09	2886	60.62	1877	39.42	953
<b>Total</b>	<b>12170</b>	<b>8855</b>	<b>72.76</b>	<b>6195</b>	<b>69.96</b>	<b>3787</b>	<b>42.77</b>	<b>2897</b>

## Assessment and Examinations

### Internal Assessments

The Assessment and Curriculum Unit managed the administration of Internal Assessments for all the programmes throughout the whole 2020 academic year. However, the Unit was unable to conduct College moderation across the campuses due to COVID-19 related challenges. However, the campuses were able to conduct campus driven moderation whose purpose, amongst other things, is ensuring that the College complies with the ICASS Guidelines and adhering to the College Teaching and Learning Plan and other curriculum policies and protocols.

### National Examinations

The Assessment and Curriculum Unit monitored all the 2020 External National Examinations, namely, the NC(V) February/March Supplementary Examinations and November/December Final Examinations, Natural Science Studies, Trimester 1;2 and General Science Studies, Semester 1 National Examinations. During all the monitoring support visits to Examination Centres, the monitoring tool was completed, feedback and support provided to centres and the reports submitted to DHET and respective Examination Centres. 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 material/major irregularities registered at these Delivery Points. All the examination officials were trained and appointed in writing to ensure compliance with National Examination protocols.

### Monitoring, Support & Evaluation

The Unit provided sufficient support to the campuses albeit the challenges presented by COVID 19. The Unit had to find new

ways as opposed to traditional ways to support the campuses, some of the activities had to be suspended and/or otherwise abandoned due to the challenges presented by the COVID-19 pandemic. However, despite all odds, the College managed to save both the 2020 academic year and lives. However, this had a negative impact on the achievement of the set College targets on Certification, Retention, Progression and Throughput as outlined in the College Strategic Plan, Annual Plan, Implementation and Teaching and Learning Plan.

### Conclusion

Below is a list of some of the Plans which were developed by the Assessment and Curriculum Unit for the 2020 academic year:

- College Academic Management Plan
- The College Teaching and Learning Plan
- The Academic Implementation Plan

The College ICASS Time Tables

**Compiled by: Sekobane Tiisetso**

## 11. CAMPUS REPORTS

### DOBSONVILLE CAMPUS

#### Introduction

- The year 2020 has been a very short and difficult year with the Covid19 pandemic. The campus had seen a huge turnout of

applicants who wanted to enrol in the Report 191 Programme N4 and for the first time an overflow of NC (V) enrolment. The campus ended up referring the NC (V) applicants to the sister campuses. However, the Pandemic had an impact on the retention, especially at entry level in both streams, that is, NC (V L2 and Report 191 N4. These students enjoyed the two months of their study at the campus and just when they were to start with their first cycle assessments, an announcement was made that the country has been hit by the Covid19 and therefore colleges would close earlier than planned. This disturbed the order of the teaching and learning and especially that these new students were still adjusting to college life.

### **Service delivery and Academic Performance**

- The campus offers two streams of learning, namely Report 191 and NC (V). The two streams share the campus venues and the time table ran from eight (8am) until six in the evening to accommodate the both streams.
- The campus experienced a huge decline in academic performance as compared to the previous year due to the Pandemic regardless of the recovery plan which was conducted when staff and students returned to campus. The campus was rated position four in terms of certification overall performance within the college. In Report 191 Certification the campus took position three (3) with 42.09% as compared to 47.86% in 2019, a decline of (5.77%). The NC (V) programme took position four (4) within the college with the average certification of 29.76% as compared to 39.44% in 2019, a decline of 10% from 2019. The Campus had obtained 311 distinctions as compared to 789 in 2019, also a huge decline of 478. This is witness on the impact of Covid19 Pandemic to the campus operations for the year. However, it is comforting that the campus obtained an Award of Best Improved

Campus in terms of Academic Performance.

- The Report 191 had shown a progressive improvement in the academic performance in the past three (3) years except 2020 while NC (V) has shown a further decline compared to the past three (3) years. This is a huge concern for the campus. However, the campus have already identified the course of the challenge and working on closing the gap.
- Two of the campus lecturers were rated the best performers within the college; Mr Mandula A and Mr Maseko G. They added to the College Prestigious Club 100

### **Developments**

- The campus managed to build three (3) Covid19 sanitizing stations and the Covid19 protocol social distancing measurements on all campus corridors and walkways
- Classroom sitting plan was re-arranged to comply with Covid19 Protocol.
- All classrooms, ablution blocks and offices were installed with sanitizing and soap dispensers as a compliance to Covid19 Protocols.
- Fourteen (14) classroom floors were refurbished and heating system installed in twenty one (21) of the campus classrooms.
- A move towards making the campus compliant in terms of accommodating persons with special needs, wheel chair ramp and walkway to the paraplegic ablution block was built.
- All lecturers received laptops to be used for teaching students while they work from home.

- Network points were installed in the theory class rooms as a move to assist lecturers who work from home due to comorbidities to be able to connect to the students who are on campus.

### **Partnerships**

- The campus formed the following partnerships with Blind SA and Beyond Ability an organisation that train students with special needs to become entrepreneurs. The campus was accredited by QCTO to offer the Bookkeeping programme. Due to Covid19 the campus could not continue with the programme and to take students to workplaces for experiential learning.

### **Conclusion**

- The campus is looking forward to doing even better in 2021 although the campus was disturbed by the pandemic which contributed to a high dropout rate in the entry levels of both streams. As the vaccination programme starts to roll out, the campus believe that it will be able to pick up again and move towards fulfilling its operational plan.

## **MOLAPO CAMPUS ANNUAL REPORT 2020**

### **Introduction**

This was a different year when compared to previous years as we experienced something new to the environment we live in. There was a virus called the Covid-19 epidemic that entered not only in the campus but all over the world. It had a big influence on teaching and learning as the campus had to close from April 2020 until July 2020. On returning staff members and students of Molapo Campus had to work on a recovery plan to complete the curriculum for 2020. We went through the year but not according to our plan.

### **Academic Performance**

- During the year 2020 the academic performance of Molapo Campus was not one of best during Trimester 1 for Report 191. This was due to the Covid-19 epidemic that had the first Trimester classes stopped a week prior to the examinations. When the students returned they had 2 weeks of revision and then had to write examinations. Due to the pandemic trimester 2 was cancelled. We had a good Trimester 3 and also the NCV results improved. During the 3<sup>rd</sup> Trimester there was recovery plans implemented for poor performing results and other corrective measures to help lecturers and students to get through the curriculum and at the same time to improve on the results. At the end there was a big improvement on the Report 191 results during the November examinations and a small decline in the NCV examination results. The promising factors was that the performance of the campus is always put first as the goal is to be the number one campus in the college. The total number of distinctions during 2020 was 462, and the campus also registered top student in the college top ten list for the year 2020.

### **ISAT tasks**

As challenging as the year 2020 was, our students and lecturers demonstrated their commitment to effective teaching and learning. All the ISAT tasks were completed as per ISAT management plan. The following were the tasks performed per trade/per programme:

#### **Automotive Repair and Maintenance**

- Fitting and Turning
- Welding
- Carpentry and Roof work
- Masonry
- Plumbing

#### **Automotive Repair and Maintenance**

**LEVEL 2 TASK: Battery test**



**Engines that are used for the ISAT in the Automotive Workshop**

**LEVEL 3 TASK: Engine measurements**



**Fitting and Turning**

**LEVEL 4 TASK: Diagnostic test on motor vehicle**

**LEVEL 2 TASK: Manufacturing a hammer**



**Level 3: student performing indexing on milling machine for ISAT**



**L4: Manufacturing a vice**



**Welding: Tasks completed by student for Welding are:**

**LEVEL 2 TASKS: Welding a T-joint using arc welding**



**LEVEL 3 TASK: Doing a butt joint using oxy-acetylene gas and CO<sub>2</sub> MIG welding.**



**LEVEL 4 TASK: Doing a butt joint using CO<sub>2</sub> MIG welding.**



ISAT assesment in the welding workshop doing a T-joint welding and CO<sub>2</sub> MIG welding



**Carpentry and Roof work**

Tasks the students had to complete for Carpentry:

**Level 2: Assembling of a gable roof**



**Level 3: Assemble a hipped roof**

Level 4: Do door fittings.

### Masonry

The tasks the students had to complete for Masonry is on:

L2: Installation of a door and window frames



Level 4 Tiling a wall (staff room tiled by students)

Level 3 Building a segmental rough arch





## Plumbing

### LEVEL 2 TASK: Piping and sheet metal



### LEVEL 3 TASK: Drainage

### LEVEL 4 TASK: Solar panels



Using modern technology to assist students in the theory class room to understand the different components of the machines (CNC

centre lathe and a CNC milling machine) and also to program these machines to complete the work piece.



## EXCURSIONS

### L3 and L4 students at Maths centre



### Lecturers at Maths centre



### WBE Report

During 2020 we could not place students at the various companies due to the Covid-19 epidemic but we had students attending learner ship and skills programmes at the campus during their recess for work-place exposure. The following learner ship and skills programmes was offered at the campus:

PROGRAMMES	NUMBER LEARNERS PLACED	NAME OF COMPANY	START AND END DATE OF THE PROGRAM
Skills Programmes: <input type="checkbox"/> Bricklaying <input type="checkbox"/> Plumbing	55	South West Gauteng College	<b>04 November 2020 - 19 March 2021</b>
Learnership Level2 – Level 4 <input type="checkbox"/> Building and Civil Construction	51	Raubex construction building Zidlaphi inkomo and associates Kjm construction Yikusasa building constructors	<b>03 August 2020 – 02 August 2021</b>
<input type="checkbox"/> Furniture making		Rasta uphostery Pandor designs Dean and design make furnitures	<b>03 August 2020 – 02 August 2021</b>

Work integrated learning	65	Lufhereng wiseman construction Retlo sebetsa jabulani parcel tri-star construction	<b>01 September 2020 – 30 February 2022</b>
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## GYM

Seeing that there is no sports field on the campus it was decided to get an area to place our gymnasium equipment for students to do a bid of exercise. An area was identified and renovated, thereafter equipment was moved into that safe place and now fully functional.

This is the bicycle area



This is out tretmill area



## Conclusion

- In conclusion, it is worth noting that we went through all tough times of the Covid-19 epidemic but still managed to complete the academic year and all curriculum activities. We did not have any casualties through God's grace and mercy and these lecturers never gave up. As staff members of the campus we continuously encourage one another to soldier on. There might were storms that we had to mitigate but we got through it, and we saw the light at the end of the tunnel, a light of success for the staff, students and their parents.

## GEORGE TABOR CAMPUS

### Brief Introduction

- The COVID-19 pandemic has introduced uncertainty into major aspects of national and global society, including for Education. South West Gauteng College, George Tabor campus was not spared as well. Without data on how the virus impacts student learning, making informed decisions about whether and when to return to in-person instruction remained difficult. Will little

time and catchup plan we made sure to cover enough ground to prepare students. However, it still impacted negatively on our results.

### **An overview of the Service delivery during the past year**

- The COVID-19 pandemic has brought lot of challenges to us especially with teaching and learning. This has brought dropouts and a lag in the teaching and learning atmosphere but, we hope that the recovery plan will help us to catch-up.

### **The impact of established close working relationships, i.e. with Private Companies, SETA's & other Government Departments, & etc.**

The Information Technology and computer science division has signed the MOU with Huawei, they will be starting with their two weeks training from 14/06/2021 at their south Africa Headquarters.

Our Primary Agriculture students have had one guest lecturer for Animal level 4 by RCL foods on the 9<sup>th</sup> of April 2021.

Our Tourism division (15 Students and Lecturers) Were invited to Soweto Tourism Dialogue under the Topic, "Tourism during Covid-19 pandemic) have had one guest lecturer for Animal level 4 by RCL foods on the 9<sup>th</sup> of April 2021.

Stats, data and reports have been filed in the office and will be forwarded to Higher Health.

Dialogue reports submitted to Higher Health coordinators with evidence.

Peer educators were interviewed and selected at campus and at Land is Wealth.

A Pre Activation meeting scheduled on the 04 of May was attended at Rood-epoort Campus.

Open disclosure, a partner with the Campus, visited the campus to host a

workshop on GBV on the 17th May 2021 in the Campus Hall.

A Covid-19 Counseling of 15 lecturers per session was arranged from the 10<sup>th</sup> June 2021 with private councilors.

### **Reflection on successes and significant development**

Transport SETA has conducted the graduation ceremony for the 11 Transport and logistics Lecturers who were placed with them for Work Based Experience.

We have signed the MOU with GAUTENG AFRICAN FARMERS ASSOCIATION OF SOUTH AFRICA (AFASA GP)

7 Lecturers are from ITC were placed at IBE, Santon.

3 Lecturers completed IT Essentials 7.0, CCNA1 and Get Connected. 2 more were given extension to complete before the end of September 2021.

6 Primary agriculture students were place on the internship at Semovalley, Krugersdorp.

### **Challenges that might have impacted on the performance in the implementation of the Strategic Plan, Operation Plan and Annual Performance Plan**

The alignment, merging and adopting the new Cisco course – Get Connected in the college Level 2 Life skills and Computer literacy pacing document and curriculum.

The delay with procurement of material from SCM was still a challenge.

### **Piggery house with less population and also new born pigs**



CHICKENS (Egg laying production, free Range (hard body), Broilers (meat production))



Transport and Logistics Lecturers after graduations



## ROODEPOORT CAMPUS

### Brief Introduction

The report is outlining the overview of the previous semester service delivery in the campus, the impact of the relationship between different stakeholders, the reflection on the successes attained by the college thus far, challenges that might have impacted the strategic plan, operation and annual performance of the students and campus as well as the remedies for all challenges encountered throughout the year.

**Hospitality NC (V)** is a program that consist of Level 2, Level 3 and Level 4 of the NQF. The program has been designed to provide students with both a theory as well as practical aspect to ensure that they have the required knowledge when they move into the hospitality industry. To ensure that they are industry ready we plan various excursion and practical's related to the field of study to ensure effective teaching and learning takes place and to en-

sure that they are industry ready, due to Covid-19 we were effected severely in regards to all industries that was closed during lockdown.

### Rep 191 Educare

The year 2020 posed challenges to the world with the COVID-19 pandemic and we were forced to adapt to a 'new-normal' lifestyle. Likewise, the EDUCARE Department also had to re-think academic performance and excellence for staff and students. As a department we still had to adhere to COVID-19 protocols.

EDUCARE staff and students are externally moderated by the DEPARTMENT OF HIGHER EDUCATION for their creative and innovative practical assignments which is a pre-requisite and a requirement for the subject EDUCARE DIDACTICS Theory and Practical N4 to N6.

'Normally,' a creative exhibition was organised where students could exhibit their beautiful creative work. Parents, partners, staff and students were invited to attend this 'highlight' event on the EDUCARE Calendar.

However, with the 'new-normal' lifestyle, the EDUCARE Department decided to 'think-out-of-the-box' and came up with an enlightening idea!

After the submission of the 8 – 10 creative assignments, marks were allocated by the lecturers on the mark sheets. Students were invited to submit a short 2 minute WHATS APP Video 'showcasing' all their creative and innovative assignments. The results were astounding!!!

Students were proud to present their hard work and dedication,

in preparing them for their future profession. The DHET External moderator was able to work through the videos, pause and re-wind it, even 'zoomed-in'. She was greatly impressed with the innovation of the students. By implementing technology, everyone was safe and there was no social gathering to put anyone's life at risk. The EDUCARE Department will continue to do it according to the 'new-normal' ... Differently and effectively!

Therefore, the 'new-normal' teaching and learning styles has pushed the EDUCARE Department into achieving 'new heights' and being part of the coming 4<sup>th</sup> industrial revolution. For that we are grateful...

### **An overview of the Service delivery during the past year**

Service delivery being teaching and learning was concluded despite restricted circumstance under COVID-19 alert levels. includes what we are doing with the students which includes good performance. We were able to complete all aspects of the curriculum including theoretical and practical aspects.

We were able to reach the progression rate target set by the college.

Report 191 performance was good in the previous term, though it was challenging to get 65% progression rate on written for N4 in 2020 exam results are 72,14%, N5 76,12% and N6, 66,76%. Covid -19 brought serious challenge in our midst, the level of enrollment was affected negatively for example, N4, 49,88%, N5, 63,88% and N6, 66,76%. And the end of it all, average progression rate, N4, 61,01%, N5, 70.00% and N6, 70,18%.

Teaching and learning was achieved, 3 primary health lecturers went on comorbidity and 3 assistant's lecturers were hired to

be in their classes. This method assisted to deliver syllabus in a new and exciting way which was effective

### **The impact of established close working relationships, i.e. with Private Companies, SETA's & other Government Departments, & etc.**

As Hospitality NCV we normally interact with various sectors to ensure all students are exposed to all practical aspects within the industry related to their field of study which includes food preparation, hospitality services, generics and client services to ensure that they also are exposed to all sectors within in the industry as well as to keep update with the industry to ensure we are teaching relevant information to our students theoretically. Due to Covid-19 we were unable to interact with the various fields of industry due to the pressure of the curriculum that needed to be completed as well to various sectors within the industry that we rely on for excursion was closed due to Covid-19. Students could also not be placed for Work Based Experience due to Covid-19 as various industries within the accommodation as well as hospitality sector was not operational.

Covid-19 affected various aspects of planning due to various industries within hospitality not being operational.

The impact of established close working relationships, i.e. with Private Companies, SETA's & other Government Departments, & etc.

We have a standing relationship with City of Johannesburg- primary health re-engineering division. They assist us with placing our students with their WBOT teams in their districts. We also have a partnership with Gauteng Legislature.



With Gauteng legislature nothing happened in 2020. City of Johannesburg did assist in placement of all 97 level 4's in different clinics. And work-based experiential learning was successful despite the restrictions.

### Reflection on successes and significant development

The campus was able to retain its position No.2 as 2019 when things was normal.

**Hospitality:** Due to the impact of Covid-19 we were still able to complete our Wine and Cocktail Course as well as our Market Day and Practical Assessment in the kitchen in relation to Food Preparation under strict measure from the Covid-19 protocols and regulations that needed to be followed to ensure a safe teaching and learning environment for all parties involved students as well as lecturers.

**Primary health Care:** Significant success was our 80% retention in level 3 and 4. The use of different methods of teaching and learning. Including on-line classes and meetings. We also manage to place 100% of our level 4's.

Level 2's managed to go to the HBM excursion to Maropeng/ Cradle of Human Kind.

### Challenges that might have impacted on the performance in the implementation of the Strategic Plan, Operation Plan and Annual Performance Plan

Covid-19 completely derailed our extra-mural activities. Unavailability of the F-block and our practicum rooms has led to a lot of adjustments to our assignment 2 and ISAT's for two years now.

## Hospitality



High Resolution Pictures: Primary health Care



L4 PLACEMENTS



L2 MAROPENG



## L2 MAROPENG

### **Conclusion**

Looking back at 2020 we want to salute all staff, students and parents of Roodepoort Campus for all the hard work done and as we proofed we do perform better every year in many areas and most of all we are a happy campus that participate in the youth development programmes and transferring of relevant skills within the country.

## **ROODEPOORT WEST CAMPUS**

### **Brief Introduction**

A lot has happened in 2020 and yet these could be seen as an exception to the rule; an exception in that things happened despite the disruption of the initial planning due to lockdown. It is perhaps important to indicate that in as much as the Corona

pandemic exposed many of our daily practices, it also served as a positive catalyst by making us to experiment with some methods that we would otherwise neglect had the virus not surfaced as it did.

### **An overview of the Service delivery during the past year**

We note the following in respect of 2020 academic year:

- A number of steps were taken to ensure that education is not compromised.  
The Campus had to come up with a practical and comprehensive catch-up plan to be implemented.
- Lecturers in the campus kept an excellent communication with students through WhatsApp and every student seemed informed of the changes in the campus. This is innovation that needs to be commended and it worked. It also proved that technology is necessary in our age and era.
- The planned assessments had to be re-visited and amendments made.
- Ensuring a minimum safety distance between students and staff depended on many factors such as classroom size, room availability, and the number of students per class.
- Since practical teaching forms part of the TVET curricula, that involves hands-on experience in workshops or in the workplace, specific equipment, and individual attention from lecturers to ensure that tasks were correctly performed was not easy.
- Regardless of all this situation, hardworking students continued to get good academic achievement in all their subjects despite all odds: It is worth mentioning here of Clementine and Donna who have passed all their Level 3 subjects as they did in level 2 in 2019.

**The impact of established close working relationships, i.e. with Private Companies, SETA's and other Government Departments.**

- The impact of Private companies and TVET Colleges collaboration has proven to be beneficial for our students. The responsibility of the Campus was to provide high standard quality planned coherent programme that respond to the need of industry and promotes the integrated, simultaneous of both technical and interpersonal skills.
- Several Companies were essential in enhancing the competence of our students especially those that have to completed their N6 in order to obtain their Diplomas.
- The SETAs played a vital role, we have thus far implemented 4IR projects, Apprenticeships and Learnships. First time in the history of our College we produced Electrical Artisans.
- We have seen our collaboration with Government departments such as department of Agriculture and Rural development playing a vital role. Students were placed for work integration in the following Municipalities across Gauteng: Westonaria, Sedibeng, Emfuleni and Ekurhuleni municipalities.
- 10 lecturers started a 24 months Mechatronic artisanship programme sponsored by Germans. They are attending scheduled online lessons coupled with practicals at AIDC training Centre.

### **Reflection on successes and significant development**

- It is of particular importance to mention that although many of our students experienced less time of contact with their lecturers, they learned to be independent and this will actually have a positive impact to their continued studies at universities and in the work place
- Innovation: introduction of online learning.
- Infrastructure development.
- Impact on life and society: increased dependency by students will impact positively on results in universities and encourage lifelong learning.

## **TECHNISA CAMPUS**

### **Introduction**

Technisa Campus celebrated the 60% achievements for 2020 results which made the college to shine. Technisa Acting HOD is holding position 1 for the 2020 results, she has been holding position 1 for 3 years as Life skills and Computer Literacy senior lecturer. She has been a platinum member for past 5 years.

### **Programmes Offered at Technisa**

In 2020 The Campus offered the following programmes: NC (V) Tourism, Office Administration, Management and Marketing. All NATED programmes (Business Studies and Engineering), were offered on distance or what is commonly known as correspondence and online for this reason; the campus is not limited in terms of space hence almost ALL subjects in the two categories mentioned above are offered.

### **ISAT**

The year 2020 was one of the hectic year due to covid-19, where students had to limit themselves to do indoor activities. All the presentations happen inside the class; no outdoor activities have taken place. Level 4 Office Administration students had their cultural day ISAT project during the month of August.

### **Staff development**

The Campus hosted the computer training course, Word, Excel and PowerPoints on the 23<sup>rd</sup> April 2020 for the following lecturers attended: Buthelezi BN, Denge Dlamini S, Khoyo L, Leve L, Mafafo R, Mathe N, Mphuthi L, Masapo K, Moloi W, Muthumuni V,

Nkosi N, Nkau S, Sandile Z, Ramaota D, Rikhotso S.

### Work Placement and Work Exposure – 2020

The National Certificate Vocational programmes dictates that students are prepared for the workplace whilst they are learning in the college.

Description	Target	Actual
Place students in workplaces for on-course exposure NC(V) Level 2-Level 4	380	220
Place students in workplace for Learnership (Level 2 –Level 4)	22	75
Place post NC (V) Level 4 students in workplaces for experiential training	130	110
Partnerships signed (MOU or expressions of interest.)	10	18
Lecturer placement	16	24

### Tools of Work

- Senior lecturers and lecturers received their new laptops in 2020 to enhance their lesson presentation in class.
- Class rooms received 2 blue tooth speakers to enhance teaching and learning for comorbidity lecturers who are working from home.

### Academic performance 2020

- The college set a target of 65% certification rate and managed to achieve the set target (% Certification on enrolled: 50.74%, % Certification on Written: 69.86%, % Certification on Average: 60.30% and that made the campus to be the BEST PERFORMING CAMPUS of the college for the year 2020. These good results are attributed to the dedication

of both the staff members and students. The Campus had 2 students namely; Ngxabazi QP and Mochela MN positioned first on the College Top Ten Students list. The two had enrolled for Office Administration and Marketing programmes respectively.

### Top Ten Students

Name of Student	Level	AVERAGE	Programme	No. of distinctions
Ngxabazi QP	3	85	Office Admin	5
Mochela MN	3	85	Marketing	6
Phaka MC	2	85	Marketing	6
Malula LP	3	83.14	Office Admin.	6
Khumalo AN	2	82	Office admin	6
Seemola M	2	81.5	Office admin	4
Mudzingwa,L	2	80	Management	5
Machaka MM	2	85	Office Admin	4
Maseha MH	3	79	Office admin	6
Ledwaba P	2	78	Office admin	3

### STUDENT SUPPORT SERVICE REPORT

The mission of the College Student Support Services is to promote development, 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, concerning successful engagement with academic and vocational education. Student Support Officials coordinate these functions by facilitating all

student-related activities, both academic and social.

**National Student Financial Aid Scheme** : The provision of student

Financial Aid is critical for enabling access to TVET Colleges. The role of TVET Colleges as the nucleus of skills development in South Africa is explicitly contained in the National Skills Development Strategy (NSDS) III published in January 2011. The challenge of access to post-school education and training opportunities for academically deserving students but financially needy students are addressed by the bursary scheme. The year 2020 was not an easy one due to the Covid-19 pandemic and its regulations on various alert levels. The college had to find innovative ways of continuing to disburse allowances to beneficiaries under very difficult alert levels, but we ultimately managed to pull through!

Big thanks to all involved parties especially Financial Aid Officials and Student Support Officers.

## Resource Centres

Our Campus Resource centers have limited capacity to accommodate all students even 50% of the campus population at once, however, we have made available previous question papers, Newspapers, reference study materials available to support our students where possible. Resource Centers working hours (Mon-Fri) in trying to accommodate as many students as possible:

- Technisa Campus-07h30-16h00
- Roodepoort Campus-07h30-16h00
- Roodepoort West Campus-07h30-16h00
- Dobsonville Campus-07h30-16h00
- Molapo Campus-07h30-16h00
- George Tabor Campus-07h30-16h00

The following Campuses were opened on each Saturday:

- Dobsonville Campus-08h00-13h00
- George Tabor Campus-08h00-13h00
- Roodepoort Campus-08h00-13h00

## Academic Support

College Campuses except Technisa have Remedial Lectures where students are either referred by lecturer or self-referral. Students are always encouraged

to take advantage of the below services offered so that they can improve in their studies and ultimately excel in their academic journey:

- Basic Language Skills (reading and spelling)
- Basic Numeracy
- Study Skills and Metacognition
- Conceptual Support
- Disability-related issues
- Remedial Support

**Psychosocial Support:** The College thus far have 2 (two) Student Counselors alternating all college sites to ensure that students Health and Wellbeing is taken care of, Services offered by the offices through various Health Partners of the College:

- HIV and Aids Tests
- Blood Pressure
- Blood Donor
- Pap Smear
- Health Talks (Dialogues and Activations)
- Counselling and referrals



Condom vending machine allocated to all college sites

14<sup>th</sup> February 2020 College signed Memorandum of Understanding for 2 years with Youth Against Aids. The main aim is to help young people in South Africa to access condoms without any monetary or psychological barriers by having to ask a staff member for condoms, Youth against Aids developed this project of setting up youth-friendly and colorful condom vending machines at all college sites where students can discretely access free brand condoms.

During the year 2020, ABSA Gauteng South External Sales Team donated sanitary towel to Roodepoort students, we indeed appreciate the efforts to ensure that disadvantaged female students do not stay home during their menstrual cycle but are in class receiving education

**Sport Arts and Culture:** Education is partial without student's extra-mural activities, student 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.

The Student Support Services Unit through the Sports arts and Culture College Office, established an internal league referred to as inter-campus league games. In this league, campuses play against each other to ensure that we have as many students as possible participating in sports from a campus level. From these games, college team coaches select players from different campuses who then form the South West Gauteng TVET Teams.

The first league games were played on 07 February 2020 and the results were as follows:



George Tabor at Inter campus League Games at Robertsville Stadium

### Male Football

TEAM A	TEAM B	FINAL SCORE
Roodepoort campus -1	Land is wealth- 5	Land is wealth won 5-1
George tabor -4	Dobsonville -0	George tabor won 4-0
Technisa -2	Molapo -1	Technisa won 2-1

### Netball

TEAM A	TEAM B	FINAL SCORE
Roodepoort campus- 21	Land is wealth- 21	Draw
George tabor -28	Dobsonville- 23	George tabor won 28-23
Technisa- 32	Molapo- 17	Technisa won 32-17

### Basketball

TEAM A	TEAM B	FINAL SCORE
George tabor -14	Dobsonville- 4	George tabor won 14-4

**Report Compiled: Mr. T Madubung - Student Support Services Unit****NEW BUSINESS DEVELOPMENT UNIT****DHET Outcomes Introduction**

The New Business Development Unit would want to present the achievement and the challenges encountered in the year 2020 as outlined in the Annual Performance Plan of the College submitted to DHET. This report must be read in conjunction with the Strategic Objectives of the College. Remaining attuned to the demands of the real world is regarded as crucial at South West Gauteng TVET College. In this regard, strong ties with industry and the community ensure that we continue to serve both our students and prospective employers with training that is both relevant and effective. The Unit Core Functions as mandated by SWGC Strategic Plans and Annual Performance Plan Manifest the Following:

- Strengthening collaborations, advocacy and networking
- Initiating and strengthening partnerships with relevant organizations
- Enhancing staff capacities through partner-funded programs
- Improving the centre's goal on partnerships
- Leveraging on international relations to increase partnership networks

**Background**

South West Gauteng Tvet College prides itself on the vast range

of partnerships it has that ranges from training suppliers to work-integrated learning placement both national and international. One of the eight identified millennium goals alerts the establishment of a global partnership for development, which South West Gauteng TVET College embraces in strengthening our mandate with industry. Through industry, companies can collaborate with us to build the capacity to deliver the skills that the different sectors require.

These mutually rewarding relationships provide a sustainable partnership, which will be of wider social and economic benefit to the country. As we are striving to uphold the theme of DHET stating that the workplace should be turned into a training space, we have had to focus on sourcing relevant partners to enable our exit-level and occupational students to gain relevant working experience. WIL (Work Integrated Learning) is seen as an important way to improve the quality of teaching and learning, as well as to attain greater alignment between the theoretical component and the skills needs prescribed by the industry. As our placement market changed, we had to critically look at our product, as well as our brand.

The transition of students from a theoretical training environment into the world of work can be an unsettling experience for students who are not prepared for the complexities and rigors of entering the job market, hence our constant interventions in the form of job readiness workshops and interventions. South West Gauteng TVET College is constantly busy collaborating with industry to increase our footprint in education aiming to ensure that we provide our learners with the best opportunities whilst at the college and when they graduate.



## Improved responsiveness of TVET colleges to the world of work

### Accreditation

#### Quality Council for Trade and Occupations

- Molapo Campus has been accredited for the **Welding** Workshop
- Roodepoort Campus has been accredited for **Cook** and **Food Handler**

#### Historically or Legacy Qualifications (SETA)

##### Services SETA

- **National Certificate:** Contact Centre and Business Process Outsourcing Support Level 3
- **National Certificate:** Contact Centre Support Level 2
- **Further Education and Training Certificate:** Generic Management Level 4
- **National Certificate:** Community Development Level 5
- **National Certificate:** Hygiene and Cleaning Supervision Level 3
- **Further Education and Training Certificate:** Project Management Level 4
- **National Certificate:** New Venture Creation (SMME) Level 2
- **National Further Education and Training Certificate:** New Venture Creation Level 4

##### Cathsseta

- **National Certificate:** Food and Beverage Services Level 4
- **National Certificate:** Accommodation Services Level 2
- **National Certificate:** Nature Conservation Resource Guardianship Level 2

- **Further Education and Training Certificate:** Sports Administration Level 4
- **Further Education and Training Certificate:** Tourist Guiding Level 4

#### Work Integrated Learning – Placements

- **150** Learners for Mechanical and Electrical placed for 24 Months funded by LGSETA
- **100** Public Management Learners N6 for 18 Months funded by LGSETA
- **11** NCV Finance, Economics and Accounting 12 Months funded by LGSETA
- **20** Electrical Engineering NCV learners for 12 Months funded by LGSETA
- **20** Learners from the Business Studies placed for 18 Months funded by FPMSETA
- **25** Learners have been funded for 18 Months by INSETA
- **100** Learners from Business Studies have been funded by MICTSETA for 12 Months
- **108** Learners from Both Business and Engineering Studies have been placed funded by FOODBEV SETA for 18 Months.
- **50** Learners from Various Intervention have been placed funded by SASSETA for 18 Months
- **20** Learners for both NCV and Nated have been funded by MQA for 18 Months
- Bavelile Skills Development placed **30 Learners** on Business Studies for 12 Months
- Global Optimum Consulting Services to place **20 Learners** on Business Studies for 12 Months
- Fanisa Holdings to place **25 Learners** on Business Studies for

12 Months

- Singaliner Inc's to place **20 Learners** on Business Studies for 12 Months
- Mustek – Mecer interview and placed **100 learners** for 12 Months
- WAL Training placed **100 learners** for 12 Months
- Soul City Foundation – Placed **5 Learners** for 18 Months and adopted One permanently
- Cultunet foundation – Placed **5 learners** within their various companies for 18 Months

### Skills Programmes

- **50 Learners** have trained on Work Readiness Programme for One Month funded by Inseta
- **36 Lecturers** Completed the Assessors, Facilitators and Moderators funded by TETA and implemented by the college.
- **54 Learners on Bricklaying and 70 Learners on plumbing** have been certified for completing the Skills Programmes on National Home Builders Registration Council
- **Foodbev SETA has funded 140 Learners** for the following Skills Programme will only be 20 days. This is for the Roodepoort Campus. They are all complete.

Basics in Baking Craft Bread II – **50 Learners**

Produce a range of cakes specialty bread and meringue products in a Craft Baking environment – **50 Learners**

Produce muffin and dough products in a Craft Baking environment

– **40 Learners**

- **20 Learners** were trained on Career Guidance and Development and 4IR funded by Chieta
- **20 Lecturers** to benefit from the W&R SETA skills programme

for 20 days

- **100 Learners** completed the Skills Programme on Certified Satellite Installers
- **20 Learners** completed the Skills Programmes on Cook Convenience



### Lecturer Placement

- **10 Lecturers** are attending the Mechatronics Programme from 2020 to 2022 at AIDC and they were provided with the following: Laptops, Headsets, Modern and Monthly Data and Screen Projector
- **10 IT Lecturers** attended the Work Integrated Learning with Huawei for One Month
- **2 Lectures** completed their training at Clover for Human Resources Management
- **11 Transport and Logistics Lectures** attended the WIL for One Month at Logistixware and African Floor Care

### Lecturer Capacity

- **50 Dobsonville Campus Lecturers** were trained on Curriculum Development by Media Information and Communication Technologies Sector Education Training Authority
- **3 Roodepoort West Campus** attending the Course Offered by

Rhodes University on Green Economy funded by Energy and Water Sector and Education Training Authority.

- **R100 000.00 offered by** Culture, Arts, Tourism, Hospitality & Sport Sector Education and Training Authority to refurbish the Kitchen at Roodepoort Campus.

### Artisan Development

- **82 Learners** were enrolled on **Electricians** funded by Chieta and Foodbev SETA
- **38 Learners** were enrolled on **Millwright** funded by Cheita and Foodbev SETA
- **50 Learners** were enrolled on **Welding** funded by Foodbev SETA
- **66 Learners** were enrolled on **Mechanical Fitter** funded by Cheita and Foodbev SETA
- **8 Learners** were enrolled on **Boilermaker** funded by Chieta
- **13 Learners** were enrolled on **Fitter and Turner** funded by Chieta and MQA

### Learnerships

#### National Skills Fund

- Building and Civil Level 3                      30 Learners for Molapo Campus
- Food and Beverages level 4    20 Learners for    Roodepoort Campus
- Nature Tour Guide Level 4                      20 Learners f    o    r Technisa Canpus
- Furniture Marking Level 2                      20 Learners for Molapo Campus
- Clothing Production Level 2    30 Learners for George Tabor

### Campus

- Contact Centre Level 3                      20 Learners for    Dobsonville Campus
- Electricians Level 3                              15 Learners for    Roodepoort West Campus
- Professional Cookery Level 4    17 Learners for    Roodepoort Campus

### Health and Welfare SETA

- Public Administration Level 4 **Roodepoort Campus** for 30 Learners
- Public Administration Level 4 **Dobsonville Campus** for 30 Learners
- Public Administration Level 4 **Roodepoort West Campus** for 30 Learners
- Occupational Health and Safety Level 2 for 30 Learners at **Technisa Campus**
- Community Health Work Level 4 for 30 Learners at **George Tabor Campus**
- Environmental Practice Level 4 at **Roodepoort West Campus** for 30 Learners

### Unsolicited Learnerships

- **67 Learners** for 12 Months Learnership on Nature Conservation Resource Guardianship Level 2 funded by Narysec in Mpumalanga and Kruger National Park
- **20 Mixed Farming Level 2 Learners** funded by the Agriseta
- **20 Learners** on the Learnership Programme funded by FP& M SETA for Clothing Production Level 1

- **20 Learners** on the Learnership Programme funded by FP& M SETA for Clothing Production Level 2
- WR & R SETA funded the college for Wholesale & Retail Chainstore Operations – Learnership Level 2 for **40 Learners**
- **17 Learners** Professional Cookery Level 4 learnership for Free State Province Learners
- **40 Learners** funded for 12 Months Learnership on Generic Management Level 5 funded by Narysec in Free State Province
- Clothing Production Level 2 for **20 Learners** from Eastern Cape Province
- Furniture Making Level 2 for **47 Learners** from North West Province

### Collaboration Agreement

- Mining Qualification Authority
- The Energy and Water Sector and Education Training Authority
- Media Information and Communication Technologies Sector Education Training Authority
- Huawei technologies
- Road Traffic Management Cooperation to assist 149 Learners at George Tabor with Licence
- Bodibeng Academy TETA Collaboration
- JFa<sup>2</sup> Technical Training Institution NPC

### Partnerships and Bursaries

- 215 **Memorandum of Understandings** have been signed so far to offer collaboration and partnerships in implementing the

educational qualifications and accreditation.

- 84 Bursaries have been received from W&R SETA for various programmes to the value of R3 780 000.00
- Mining Qualification Authority Funded the college an amount of R4 300 000.00 for Staff Bursaries.
- EWSETA funded 05 lecturers to study towards their Education Management Qualifications with Mancosa.

### Career Guidance

- **5 Lecturers** were trained on the Career Guidance and Development by INSETA
- **10 Lecturers** were trained on Career Guidance by MICTSETA

### Workplace-Based Exposure

- **1674** Learners were exposed for on-course exposure for the period 5 – 15 days in various government organisation such as the Department of Education and Health on both Level 2-4 on engineering and business studies.

## 12. ANNUAL PERFORMANCE ACHIEVEMENTS

Use the table below to report on and explain achievements of annual performance targets.

**Note: This part is drawn from the performance reporting system (reports on Survey Hub) and other official reporting and planning platforms.**

STRATEGIC OUTCOME	OUTPUTS	OUTPUT PERFORMANCE INDICATORS	TVET COLLEGE 2020 PLANNED TARGET	TVET COLLEGE 2020 ACHIEVEMENT	EXPLANATORY REMARKS
<b>SO 1</b> Expanded access to TVET college opportunities	1.1 Students enrolled and managed as per enrolment plan	Number of students enrolled in different programme types			
		*NC (V)	7768	8776	
		*Report 191			
		Business and Utility Studies	6957	5279	
		Engineering Studies	7700	4864	
		*PLP	100	64	
		*Occupational qualifications		742	
		*Trades (COS)			
		*Higher Certificates			
	*Shorter skills programmes (accredited and non-accredited)		103		
1.2 College student accommodation is optimally utilized	Occupation rate (%) per enrolment cycle	100%	84%		

STRATEGIC OUTCOME	OUTPUTS	OUTPUT PERFORMANCE INDICATORS	TVET COLLEGE 2020 PLANNED TARGET	TVET COLLEGE 2020 ACHIEVEMENT	EXPLANATORY REMARKS
<b>SO2</b> Improved success and efficiency of TVET systems	2.1 Apprentices in trade programmes qualify and pass trade test	Number of artisans exiting COS or college	0	0	
	2.2 Students complete qualifications and programmes and exit the college	Number of students at exit levels exiting college programmes			
		*Number of students exiting NCV L4 (Certification)	1374	960	High drop-out rate, students not writing and thus not qualifying to sit examinations
	2.3 NC (V) students complete qualification within 3 years	*Number of students exiting N6 (Certification)	1676	276	
		Number of students exiting L4 (Through-put)	65%	407	
	2.4 PLP students are retained	Retention rate (%) in PLP	100%	100%	
		Number of students exiting N6 (Through-put)	65%	270	
	2.5 PLP students progress into initial programmes of choice	Progression rate (%) of PLP students	100%	46.88%	Most of the students dropped-out

STRATEGIC OUTCOME	OUTPUTS	OUTPUT PERFORMANCE INDICATORS	TVET COLLEGE 2020 PLANNED TARGET	TVET COLLEGE 2020 ACHIEVEMENT	EXPLANATORY REMARKS
<b>SO3</b> Improved quality of TVET college provision	3.1 College councils are constituted and comply with standards	% compliance with governance standards			
	3.2 Examinations are conducted with minimum irregularity reported	% compliance with examinations standards and policy	100%	84.17%	The non-availability of OHS and fire certificates is still a challenge across all Examination Centres of the College
	3.3 More students meet the requirements for writing examinations	% of registered students (based on subject enrolment) qualifying for examinations	92%	72.76%	Poor attendance, drop-out rate, non-completion of internal assessments and COVID-19 related challenges
	3.4 TVET college lecturers are placed in industry for specified periods to gain relevant experience	% of TVET college lecturers placed in industry	90	0	The College could not reach the target due covid-19 impact. The lecturers were under pressure to complete the syllabus, and taking into account the national lockdown and the rotations of both students and lecturers thereafter.
	3.5 Partnerships signed for improving teaching and learning and relevance of programmes	Number of partnership agreements (locally and internationally) for purposes of exchanging and/or placing college students and / or lecturers	115	23	The impact of COVID-19, was a major factor that limited the ability to foster relations with external partners, restrictions on movements and the fact that most personal were working from home impacted negatively.

STRATEGIC OUTCOME	OUTPUTS	OUTPUT PERFORMANCE INDICATORS	TVET COLLEGE 2020 PLANNED TARGET	TVET COLLEGE 2020 ACHIEVEMENT	EXPLANATORY REMARKS
<b>SO4</b> Improved responsiveness of TVET colleges to the world of work	4.1 More students are enrolled in identified programme offerings relating to OIHD and priority skills	Number of students enrolled in programmes relating to OIHD and priority skills	100	115	The College was able to reach the target of exposing learners into programmes that are responsive to the needs of the country – priority skills
	4.2 Entrepreneurship hubs are established and supported	Number of students engaged in entrepreneurship programmes and initiatives	70	41	National lockdown impacted negatively on the number of students engaged in entrepreneurship programmes
	4.3 Students are placed for WBPL at exit levels	Number of students placed for WBPL at exit levels	1450	565	Most companies were either taking few learners at the time to comply with COVID-19 protocol or refusing to take learners. Most companies were affected heavily by COVID-19 impact caused some companies to either retrench or close down as there were struggling to keep afloat during the pandemic, which often meant the college could not place the numbers.
		*Number of students placed for WBPL at NCV L4	650	189	COVID-19 impact limited the number place
		*Number of students placed for WBPL at N6	800	376	COVID-19 impact limited the number place



## **PROFIN UNIT (PROCUREMENT AND FINANCE UNIT)**

### **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
- Payroll 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.

### **2. PROFIN 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
- Asset management, Insurance and fleet management.

### **3. Summary of achievements**

- Monthly reports were being presented at Senior Management Team (SMT) and Broad Management Team (BMT) meetings
- Final budget for the 2021 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 2020 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 in preparation of the 2020 audit.

#### 4. Financial summary

##### 4.1. Financial Ratios

The College achieved the below financial indicators:

Ratio Type	Target	2020	2019
Capital Expenditure to Total Expenditure	10%	10.54%	4.40%
Repairs and Maintenance as a % of PPE	10%	3.32%	3.30%
Current ratio	2:1	6:1	5:1
Quick Ration	2:1	6:1	4:1
Cash ratio	3:1	4:1	3:1
Debt ratio	5:1	0.1:1	0.1:1
Net Operating Surplus Margin	>0%	28.6%	31.8%
Revenue Growth (%)	CPI	19.0%	19.1%
Remuneration as a % of Expenditure	63%	49.0%	53.0%

#### Income and Expenditure Summary Report

##### Income

#### Sources of Income



- Government grants and subsidies
- Tuition and related fees
- Other income
- Interest received
- Public contributions and donations
- Rental of facilities and equipment
- Recoveries
- Royalty income

##### Expenditure

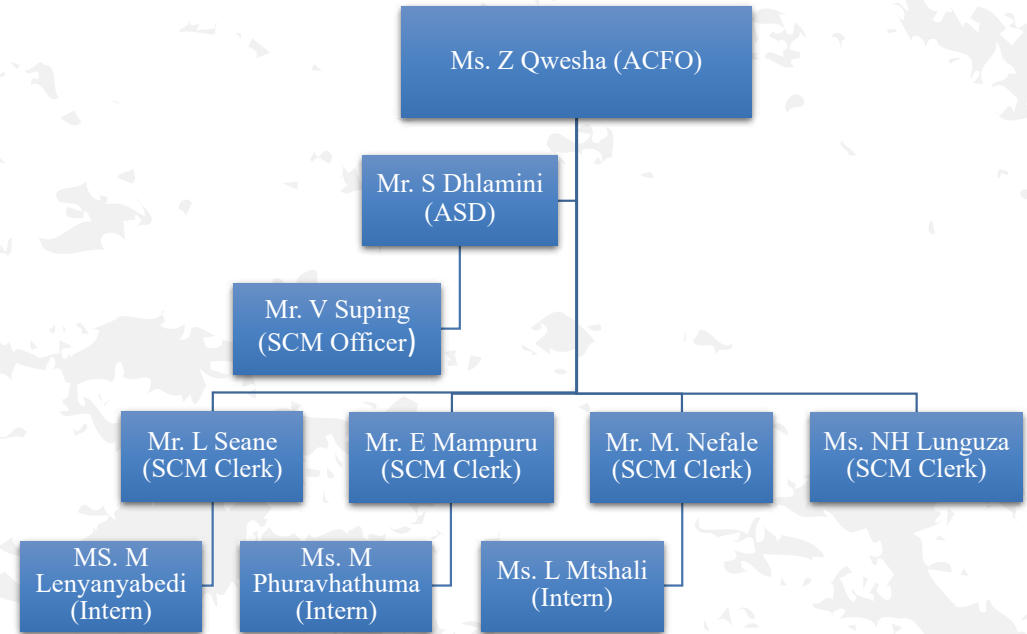
## Major Categories of Expenditure



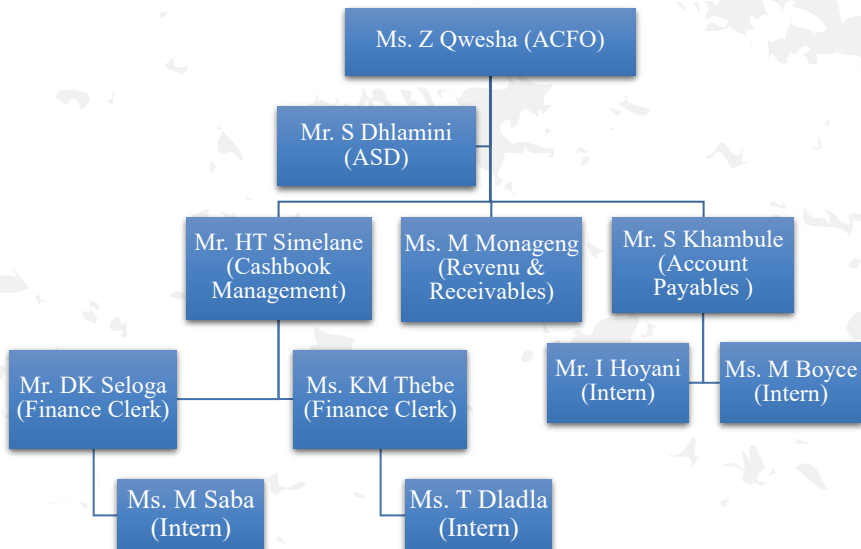
- Employee related and DHET management fee costs
- Finance costs
- Debt Impairment
- Repairs and maintenance
- Contracted services
- General Expenses
- Printing and stationery
- Telephone and internet
- Depreciation and amortisation
- Lease rentals on operating lease
- Bad debts written off
- Books and learning material
- Learnership project stipend
- Marketing expenses
- Consulting and professional fees
- Training and staff development

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

### 5.1. Finance Unit

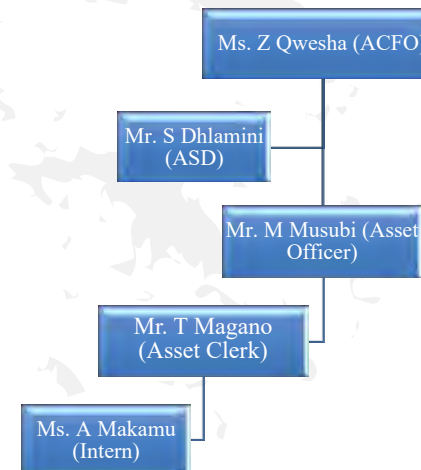


### 5. The Unit Overview

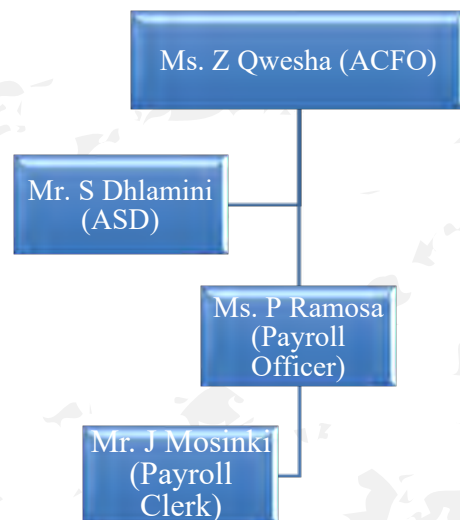


### 5.2. Supply Chain Unit

### 5.3. Asset Unit



#### 5.4. Payroll Unit



#### 6. 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. We are not happy with the audit outcome and we believe that is not the true reflection of our overall performance. We have seen improvements in the internal control environment and we will continue with those improvements with our eyes set on an unqualified report.

I thank you

Mr S Dhlamini

Assistant Director: Procurement and Finance

#### 10.2 STRATEGY TO DEAL WITH UNDERPERFORMANCE

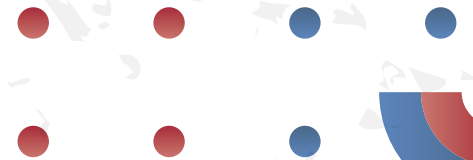
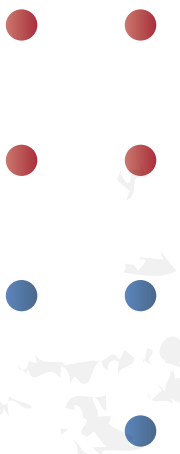
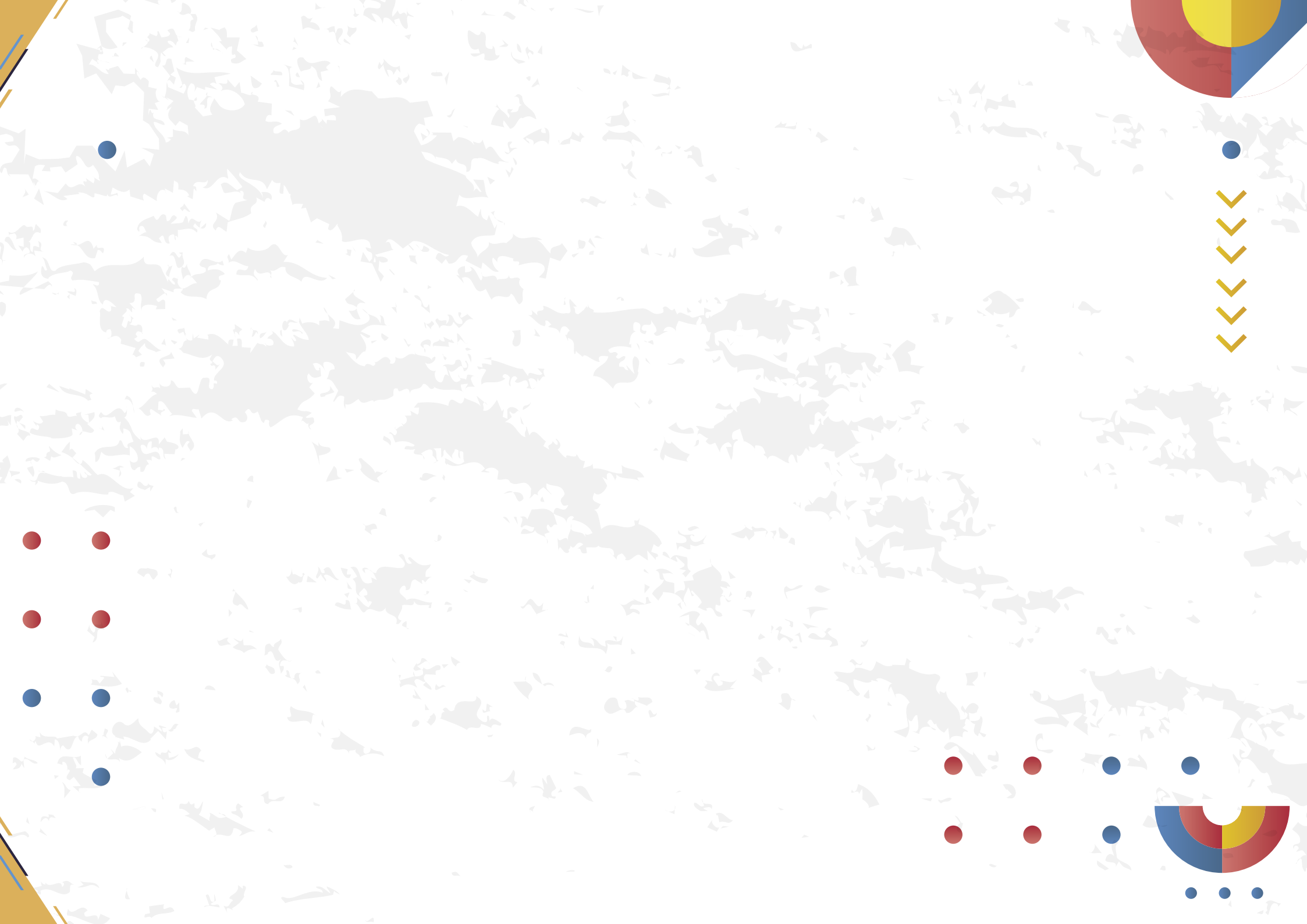
The College in 2021 academic year, in dealing with underperformance, had to implement strategies which are historically different from the previous years due to COVID-19 related challenges. The implementation of enrichment classes, which by and large, is the fundamental and proficient academic improvement strategy. That being the case, the College strategy were based on the following:

1. The Analysis of last examination results (2020). Each campus analysed the results of:
  - each Lecturer per subject
  - each subject per programme
  - each programme per campus
2. Each campus developed customized improvement plans, informed and addressing each of the sub-area analysed above.
3. The campuses developed the Lecturer and class timetables, within the constraints of COVID-19 restrictions such controlled environments to avoid overcrowding in lecture rooms, social distancing etc enabling the optimization of teaching of theory, practical and conduct of continuous student assessments. That is, campuses strived to ensure sufficient hours in workshops/practicum rooms for practical's etc. is provided within the limitations of COVID-19 health protocols.
4. A process to track and record lecturer and students' attendance and teaching and learning in classes for both physically and remotely is in place through period registers.
5. Timeous provision and distribution of the Teaching and Learning materials and some of the online learning materials loaded on the College Website. The College ensure that the core principle of one student: one textbook, or equivalent, is provided per student per subject across all learning programmes and subjects.
6. Uniform and Standardised ICASS ,PATs, ISAT and Internal Moderation processes to enforce quality assurance and to ensure that monitoring support is undertaken. To realise this end the College ensured that:
  - implementation schedule/ plan available per learning site

- conducted timeously and in compliance with the task sheet requirements and assessment processes
  - Feedback given to students, re-enforcements and revision undertaken within the time constraints due to rotation attendance as a result of COVID-19.
7. Adequate resources (including remote learning resources) are available to provide academic support to students such as:
    - Library and study centres to support investigative, research and exploratory tasks assigned to students whilst adhering to Covid-19 regulations.
    - Computers for student access with proper spacing and screens/dividers between students to comply with Covid-19 regulations.
  8. Internet connectivity available to students and sufficient for curriculum needs, although currently limited to physical studying at all the campuses in line with Covid-19 regulations.
  9. Continuous strengthening of lecturer subject content knowledge within the limitations of COVID-19.
  10. Counselling of staff on the impact of COVID-19 to improve the state & differentiated level of psychological and mental readiness which impacts Teaching and Learning negatively.

The challenges presented by COVID-19 presented challenges to provide adequate and proficient academic support programmes due to restrictions, particularly the limitations on the population to be at a site at a given time, health challenges affecting attendance of both staff and students, lack of a reliable online teaching and learning, psychco-social effect on staff and students limited the extent of academic support programmes the College intended to implement.





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