FINANCIAL YEAR 2025

ANNUAL REPORT

"Valued Skills for Life"

higher education & training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

SOUTH WEST GAUTENG TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGE™
EDUCATION OF DISTINCTION

South West Gauteng Technical and Vocational™ Education and Training College

Education of Distinction

PREAMBLE

The Council for the 2024–2029 term of office was fully constituted as required by the Continuing Education and Training Act, 2006 (Act No. 16 of 2006). The Council of South West Gauteng TVET College remained committed to maintaining the highest standards of governance and adherence to best practices. The Council conducted its affairs in accordance with the charters and Standard Operating Procedures developed by the Department of Higher Education and Training (DHET), as well as the provisions of the Continuing Education and Training Act.

The Council continued to provide independent and objective oversight and support to College management through the evaluation of internal control systems, risk management processes, and governance practices. In doing so, it delivered value-adding recommendations aimed at strengthening institutional effectiveness and accountability.

In fulfilling its fiduciary responsibilities, the Council regularly reviewed the financial implications of capital development programmes, the annual operating budget, and the allocation of resources to strategic priorities. It approved and monitored both capital and operational budgets to ensure sound financial management and sustainability of the College as a going concern.

The Council also remained committed to ensuring that the College maintained an appropriate staff complement capable of supporting accurate financial and administrative record-keeping.

Through its various sub-committees, the Council provided guidance and support to management to ensure compliance with relevant legislation, norms and standards, directives, and collective agreements within the sector. Furthermore, the Council actively supported the Academic Board in implementing effective teaching and learning methodologies aimed at improving student attendance, retention, certification, progression, and throughput rates, while also enhancing student access, workplace articulation, and opportunities for further education and training.

Furthermore, the Council continued to support the College Student Representative Council (SRC) in fulfilling its mandate, as outlined in section 23(1) of the Continuing Education and Training Act, 2006 (Act No. 16 of 2006), to represent and serve the interests of the student community at the College.

Throughout the reporting period, the Council and its sub-committees remained fully operational and adopted several resolutions in the execution of their oversight responsibilities. In carrying out its mandate, the Council was guided by the principles of honesty, integrity, objectivity, accountability, and transparency.

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ABBREVIATIONS & ACRONYMS

ABBREVIATION	EXPANSION
AGSA	Auditor-General of South Africa
AFS	Annual Financial Statements
AIA	Approved Inspection Authority
APP	Annual Performance Plan
ARC	Audit and Risk Committee
ARPL	Artisan Recognition of Prior Learning
ASD	Assistant Director
CET	Continuing Education and Training
COS	Centre of Specialisation
COSACSA	Colleges Sport Association of South Africa
DHET	Department of Higher Education and Training
ELRC	Education Labour Relations Council
EXCO	Executive Committee of Council
FINCO	Finance Committee
FTE	Full-Time Equivalent
GBV	Gender-Based Violence
GBVF	Gender-Based Violence and Femicide
GCIS	Government Communication and Information System
GRAP	Generally Recognised Accounting Practice
HR	Human Resources
ICASS	Integrated Continuous Assessment
ICT	Information and Communication Technology
ITS	Integrated Tertiary Software (College Payroll System)
MAP	Management Advancement Programme (Wits Business School)
MIS	Management Information System
MOU	Memorandum of Understanding
NATED	National Accredited Technical Education Diploma (Report 191)

ABBREVIATION	EXPANSION
NBDU	New Business Development Unit
NC(V)	National Certificate (Vocational)
NEET	Not in Education, Employment, or Training
NEHAWU	National Education, Health and Allied Workers' Union
NQF	National Qualifications Framework
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
OHS	Occupational Health and Safety
PERSAL	Personnel and Salary System (Government Payroll System)
PFMA	Public Finance Management Act
PLANCO	Planning and Resource Committee
PL	Post Level (Educators)
PLP	Pre-Learning Programme
POA	Plan of Action
PPN	Post Provisioning Norms (Staffing Model)
PSCBC	Public Service Co-ordinating Bargaining Council
QA	Quality Assurance
QMS	Quality Management System
SABS	South African Bureau of Standards
SADTU	South African Democratic Teachers' Union
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
SL	Salary Level (Public Servants)
SOP	Standard Operating Procedure
SRC	Student Representative Council
SSS	Student Support Services
TVET	Technical and Vocational Education and Training

PART A

GENERAL OVERVIEW

INTRODUCTION

The South West Gauteng TVET College Annual Report for 2025 presents a comprehensive account of the institution's performance, governance, strategic direction, and financial position for the reporting period. Prepared in accordance with the requirements of the Continuing Education and Training Act (Act No. 16 of 2006) and relevant Department of Higher Education and Training (DHET) guidelines, this report reflects the College's commitment to transparency, accountability, and effective public sector governance.

As a public Technical and Vocational Education and Training (TVET) institution, South West Gauteng TVET College plays a critical role in advancing skills development, promoting access to quality education, and contributing to the socio-economic transformation agenda of South Africa. Guided by its vision of being a premier provider of world-class vocational education and training, and its mission to deliver accessible and industry-responsive programmes, the College continues to position itself as a key driver within the Post-School Education and Training (PSET) sector.

This report provides an integrated overview of the College's operations across four key areas, namely: general institutional overview, governance structures and oversight, organisational performance, and financial management. It outlines the roles and contributions of Council, management, and key governance committees in ensuring compliance with legislative mandates, sound financial stewardship, and the implementation of strategic priorities.

The 2025 reporting period was characterised by both progress and challenges. The College demonstrated resilience and adaptability in navigating a complex operating environment marked by funding constraints, infrastructure demands, and evolving educational needs. Notwithstanding these challenges, significant strides were made in strengthening governance systems, enhancing academic delivery, expanding digital and blended learning capabilities, and improving stakeholder partnerships to support student success and employability.

Furthermore, the report highlights the College's continued investment in student support services, staff development, and institutional capacity-building initiatives aimed at improving performance outcomes and ensuring inclusivity. Emphasis is also placed on the importance of ethical leadership, risk management, and adherence to financial and regulatory frameworks in sustaining institutional integrity.

In conclusion, this Annual Report serves not only as a statutory compliance document but also as a reflection of the College's ongoing journey towards excellence, innovation, and transformation. It reaffirms South West Gauteng TVET College's commitment to delivering "Valued Skills for Life" and its dedication to empowering students, strengthening communities, and contributing meaningfully to the national development agenda.

MESSAGE FROM THE COUNCIL CHAIRPERSON

It is an honour and great pleasure to present the Foreword to the South West Gauteng TVET College (SWGC) Annual Report for the financial year under review. This report not only outlines the College's performance and compliance achievements but also reflects the governance culture that underpins SWGC's operations and long-term sustainability.

The Council is particularly appreciative of the leadership demonstrated by the College Management during a critical period of transition from legacy programmes to the new occupational programmes. These industry-aligned programmes are designed to enhance the employability of our graduates and strengthen the College's contribution to South Africa's skills development agenda.

Furthermore, the Council is pleased to report that all governance structures of the College are fully constituted and functional, including the Executive Management Team, the Academic Board, the Student Representative Council (SRC), and various statutory and advisory committees. The effective functioning of these structures has contributed significantly to the institutional stability experienced during the year under review.

Although the College experienced isolated incidents of class disruptions arising from student concerns regarding NSFAS transport and accommodation allowance disbursements, these challenges were managed within the broader context of a stable and well-governed institution. The Council also aligned its Strategic Plan with the priorities of the Seventh Administration and the Government of National Unity (GNU), ensuring that the College continues to advance national development objectives from a strong institutional foundation.

The College Council wishes to commend Management and staff for their continued commitment to good governance, compliance, and sound financial management. During the reporting period, the College demonstrated adherence to key legislative and regulatory frameworks, including the Continuing Education and Training (CET) Act, the Generally Recognised Accounting Practice (GRAP) Standards, and various compliance requirements prescribed by the Department of Higher Education and Training (DHET).

In addition, the College undertook the review and development of several internal policies aimed at strengthening internal controls, enhancing risk management practices, and improving audit readiness. These proactive measures contributed to the College achieving a clean audit outcome with only minor findings. This accomplishment reinforces institutional credibility and provides assurance to our strategic partners and stakeholders, particularly Sector Education and Training Authorities (SETAs) and other funding entities that support the College through programme funding and the provision of training equipment.

Financially, the College continues to demonstrate stability, prudence, and sustainability, enabling it to meet both its immediate operational requirements and long-term obligations. The strategic utilisation of resources, supported by a capable and dedicated Finance Unit, has ensured that the College remains financially compliant, sustainable, and responsive to the needs of its students and stakeholders.

The Council is also cognisant of challenges within the Information Technology (IT) environment. However, we are encouraged by the work being undertaken by the IT Governance Substructure, which continues to implement corrective and stabilising measures. These interventions include infrastructure upgrades, cybersecurity enhancements, and improvements to digital service delivery. Such initiatives are critical to the College's digital transformation journey and support the increased integration of technology into classrooms, workshops, and administrative processes.

As a governing body, we remain committed to the principles of accountability, transparency, responsiveness, and developmental governance. In addition to complying with legislative requirements, the Council continues to uphold the principles espoused in the King IV Report on Corporate Governance, which promotes ethical leadership, effective performance, and sustainable value creation. We believe that effective governance extends beyond oversight; it creates an enabling environment for excellence across all levels of the institution.

On behalf of the College Council and the broader South West Gauteng TVET College community, I wish to express my sincere appreciation to the Principal, Senior Management, staff, students, and all stakeholders for their dedication and commitment to the success of the College. Together, we continue to build and strengthen an institution that expands opportunities for learners, empowers communities, and contributes meaningfully to South Africa's economic growth and transformation agenda.

Ms N Lamula

Chairperson: College Council

MESSAGE FROM THE COLLEGE'S PRINCIPAL

It is a privilege to present the 2025 Annual Report of South West Gauteng TVET College is a public institution that continues to position itself as a pioneering force in the transformation of technical and vocational education and training in South Africa. This report reflects the College's achievements, challenges, and strategic direction during the reporting period.

The College remains resolute in its vision of becoming a leading TVET institution that delivers quality education and skills development in South Africa. Equally, the College remains committed to its mission of providing accessible, affordable, and responsive education and training that meets the needs of our communities, industries, and the broader national economy. Despite a year marked by complexity and change, the College demonstrated resilience, agility, and innovation in advancing its strategic objectives.

Our continued embrace of the Fourth Industrial Revolution (4IR) has enabled the College to deepen the integration of digital technologies across academic, administrative, and student support services through blended learning. Significant progress was made in advancing our digital transformation agenda through the expansion of online and blended learning modalities, enhancement of the Learning Management System (LMS), and the implementation of lecturer upskilling initiatives tailored to remote and hybrid teaching methodologies. The Distance Learning Unit recorded notable achievements in platform utilisation, student support interventions, and curriculum delivery adaptation.

Institutionally, the College made substantial progress in aligning its operations with the priorities of the Post-School Education and Training (PSET) sector as articulated by the Department of Higher Education and Training. This included strengthening governance systems, internal controls, and compliance with financial and procurement frameworks. Our commitment to ethical leadership and sound governance remains unwavering. The positive audit outcomes achieved during the reporting period are a testament to the dedication and diligence of our management and administrative teams.

In pursuit of producing employment-ready graduates, the College further strengthened partnerships with Sector Education and Training Authorities (SETAs), local municipalities, and private sector stakeholders. These collaborations created opportunities for practical training, work-integrated learning placements, and entrepreneurship development for our students. Strategic infrastructure projects, including the expansion of campus facilities and enhancement of digital access points, also formed part of our deliberate efforts to build a future-ready institution.

Equally significant is the College's continued commitment to social equity and student welfare. Through support provided by the National Student Financial Aid Scheme (NSFAS), together with internal student support initiatives, the College extended financial and psychosocial assistance to thousands of deserving students. The Student Representative Council (SRC) continued to play an important role in ensuring that student voices remained central to institutional decision-making processes.

While reflecting on the reporting period, we remain mindful of the challenges that continue to confront the sector, including systemic under funding, fluctuating student enrolments, infrastructure backlogs, and the persistent digital divide affecting many township-based learners. However, these challenges also present opportunities for innovation and transformation. Guided by the college vision and mission, the College continues to reimagine and strengthen the value it delivers to all stakeholders.

Looking ahead, the college remains focused on maintaining momentum in key strategic areas, including digitalisation, embracing 4IR, employability, curriculum responsiveness, sustainable partnerships, and institutional excellence. We remain resolute in our mission to position the College as a model TVET institution of the future, one that is inclusive, adaptable, innovative, and uncompromising in its pursuit of quality.

In conclusion, I wish to express my sincere appreciation to the College Council, Executive Management, academic and support staff, students, alumni, and all stakeholders for their unwavering commitment and support. It is through our collective efforts that South West Gauteng TVET College continues to thrive as a beacon of opportunity, empowerment, and transformation within the national skills development landscape.

Mr MJ Monyamane

Principal and Chief Accounting Officer

A.1. STATEMENT OF RESPONSIBILITY AND CONFIRMATION OF ACCURACY

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

- All information and amounts disclosed throughout the annual report are consistent.
- The annual report has been prepared in accordance with the guidelines issued by the Department of Higher Education and Training.
- The annual financial statements have been prepared in accordance with the relevant standards, frameworks, and guidelines issued by the National Treasury.
- The accounting officer, i.e., the principal, is responsible for the preparation of the annual financial statements and for the judgments made in this document.
- The accounting officer, i.e., the principal, is responsible for establishing and implementing a system of internal control that has been designed to provide reasonable assurance as to the integrity and reliability of the performance information, the human resources information, and the annual financial statements.
- The Auditor-General and/or external auditors express an independent opinion on the annual financial statements.

In my opinion, the annual report fairly reflects the operations, the performance information, the human resources information, and the financial affairs of South West Gauteng TVET College for the financial year ended 2025.

Mr MJ Monyamane

Principal and Chief Accounting Officer

A2. STRATEGIC OVERVIEW (VISION, MISSION, AND VALUE STATEMENTS)

Mission, Vision and Values

A2.1. Vision: To be a premier provider of world-class vocational education and training to produce competent, ethical citizens.

A2.2. Mission: To provide accessible, high-quality vocational and technical education and training that equips students with relevant skills, fosters innovation, and promotes lifelong learning in response to the needs of the industry and our community.

A2.3 Motto: "Valued skills for life"

A2.4 Values and Behaviours

At South West Gauteng TVET College, we are guided by the following values, which are important to us as an organisation:

- **Accountable Leadership:** We promote leadership that leads with honesty and transparency, that sets clear expectations and takes responsibility for decisions and outcomes objectively. Our accountable leadership sets the foundation for integrity, responsibility, and continuous improvement in the TVET Sector.
- **Teamwork:** We have created a supportive environment where we work collaboratively, effectively, and efficiently towards any goal. Our employees work as a team and value the contributions of each individual. We know that our people are our most important resource.
- **Responsiveness:** We respond positively and timeously to our stakeholders' needs.
- **Agility:** We aspire to be easily adaptable to change and support it through refined planning and implementation. We encourage environmental preservation and the attainment of the Sustainable Development Goals through social behavior and good governance.
- **Professionalism:** We value mutual respect for all our stakeholders. We foster respect for time and College resources. We value honesty and integrity in all situations. We pride ourselves on working honestly, with integrity in all situations.
- **Inclusivity:** We practice non-racial and non-sexist. We endorse non-discriminatory practices. We advocate for the eradication of substance abuse. We advocate for the eradication of gender and sexually orientation-based violence.

A3. COLLEGE PROFILE

South West Gauteng College is a public Technical and Vocational Education and Training (TVET) institution, formerly an 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 (SETAs) to offer education and training, mostly in the FET band (NQF Level 2 to 4), while some programmes are also offered in the Higher Education band, namely the N4 to N6 levels.

With its head office located at Molapo Campus in Soweto, the College has campuses spread across Soweto (three), Roodepoort (two), and Randburg (one), as well as the "Land is Wealth Farm" in Sterkfontein. The College has recently expanded further with the acquisition of two new sites in Florida: the New Business Development Unit Office Park and the Florida Site: School of Science, Technology, and Distance Learning. These new sites, together with the introduction of Occupational Programmes, strengthen the College's footprint and enhance its ability to deliver cutting-edge vocational and occupational training.

Occupational Programmes are a vital addition to the College's offering, designed to respond directly to the needs of industry, employers, and communities. Unlike traditional academic pathways, these programmes are highly practical, competency-based, and tailored to specific occupations. They ensure that learners acquire not only theoretical knowledge but also hands-on skills that make them immediately employable. By aligning training with workplace standards and industry requirements, Occupational Programmes bridge the gap between education and employment, empowering students to contribute meaningfully to the economy. They also provide opportunities for reskilling and upskilling, making them invaluable for adults and professionals seeking to adapt to changing labour market demands.

The Distance Learning and e-learning mode will now be driven through the Florida Site, positioning the College as a leader in flexible and accessible education. With this expansion, the College proudly declares, "we now surface everywhere!" Since 2007, TVET colleges have offered the three-year TVET curriculum culminating in the National Certificate (Vocational) [NC(V)], a qualification that opens two doors for graduates. With its deliberate vocational slant, NC(V) Level 4 graduates are well prepared to enter the job market, while also having the option to pursue post-National Qualifications Framework (NQF) Level 4 education at Universities or Universities of Technology, depending on their results. Entry requirements for Higher Education pathways are available via the College's website, Student Support, Marketing Offices, and the College Prospectus.

Students can enrol for vocational qualifications from Grade 9 upwards, though the programme is most suitable for those with Grade 11 or 12. Since 2018, the College has offered fee-free education to South Africa's poor and working-class citizens, with joint family annual incomes below R350,000, supported by government and DHET.

South West Gauteng College remains a true citadel of education and training, serving communities across Soweto, Roodepoort, Randburg, Florida, and beyond. Guided by its motto, "Valued Skills for Life," the College continues to build futures rooted in skills, innovation, and opportunity. With the expansion into Occupational Programmes, the College affirms its commitment to producing graduates who are not only academically prepared but also occupationally competent, ensuring that every learner is equipped with skills that endure, empower, and uplift for a lifetime.

Come join us!

A4. LEGISLATIVE, POLICY MANDATES AND OTHER DIRECTIVES

A4.1 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.

A4.2 CONSTITUTIONAL, LEGISLATIVE AND OTHER MANDATES

A4.2.1 Constitutional, legislative and other Mandate

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

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

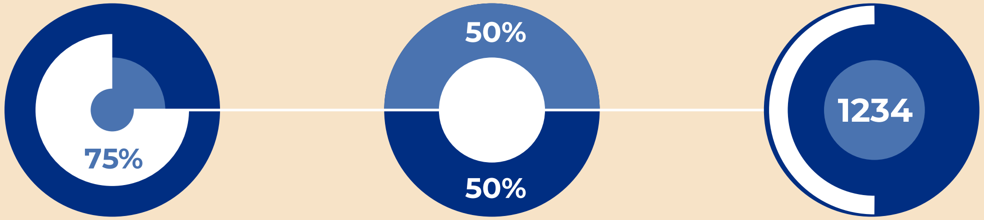
A4.2.2 LEGISLATIVE AND POLICY MANDATES

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

- General and Further Education and Training Quality Assurance Act **(No 58 of 2001);**
- National Student Financial Aid Scheme Act **(Act No 56 of 1999);**
- National Qualifications Framework (NQF) Act **(Act No 67 of 2008);**
- Public Service Act, 1994 **(Act No. 103 of 1994)**
- Public Service Regulations **(2016)**;
- Public Finance Management Act **(1999)**
- Skills Development Act **(Act No 97 of 1998);**
- Skills Development Levies Act **(Act No 9 of 1999)**;
- Labour Relations Act **(Act 66 of 1995);**
- Protection of Personal Information Act **(Act No. 4 of 2013);**
- Promotion of Administrative Justice Act **(Act No 3 of 2000)**
- Promotion of Access to Information Act **(Act No 2 of 2000).**

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

- National Norms and Standards for funding TVET Colleges;
- National Trade Testing Regulations;
- National Skills Development Plan;
- Public TVET College Attendance and Punctuality Policy;
- Policy on the Conduct of National Examinations and Assessment;
- Workplace Based Learning Programme Agreement Regulations
- Resolutions, directives and circulars issued by the respective government departments;
- Resolutions of barging chambers



In addition to the above, the new strategic policy mandates of the Government of National Unity, as released on the 18th of July 2024, being:

- To drive an inclusive growth path and job creation
- To reduce poverty and tackle the high cost of living
- To build a capable, ethical developmental state has also been considered as the new policy mandates that will drive this strategic plan over the next five years

The Framework and Guidelines to Accommodate Students with Disabilities in TVET Colleges

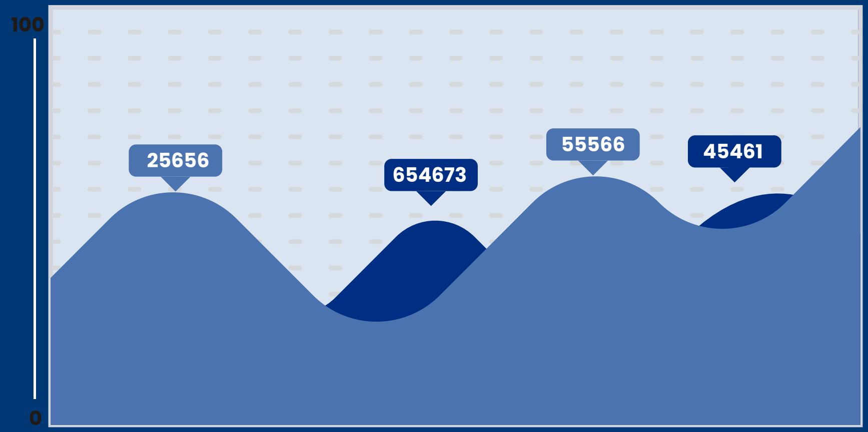
A4.3 Institutional Policies and Strategies over the 5 Year Planning Period

The College will continue to keep abreast of the developments in the socio-economic spatial environment of the country, and the Gauteng Province through the following policies:

- Academic Programmes and Delivery policies
- IT Governance Framework and the related suite of IT policies
- Human Resource Management, Administration and Development policies
- Student Support policies, including NSFAS policies
- Financial Management policies
- Quality Management policy

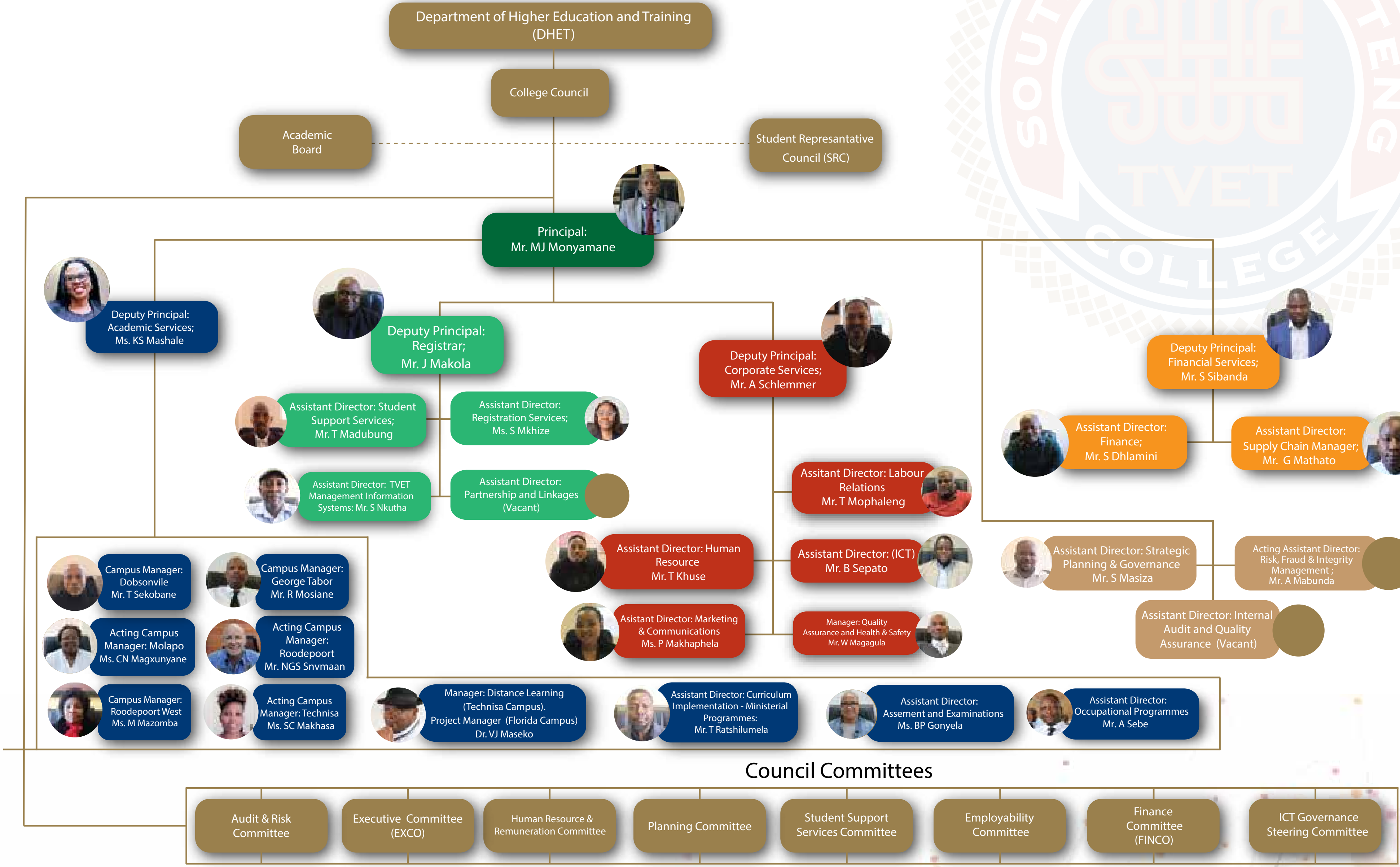
Relevant Court Rulings

There are currently no court rulings which have a direct impact on this Strategic Plan for the 2025 to 2030 planning period.



PART B

GOVERNANCE


Department of Higher Education and Training (DHET)
College Council
Academic Board
Student Represantative Council (SRC)
Principal: Mr. MJ Monyamane
Deputy Principal: Academic Services; Ms. KS Mashale
Deputy Principal: Registrar; Mr. J Makola
Deputy Principal: Corporate Services; Mr. A Schlemmer
Deputy Principal: Financial Services; Mr. S Sibanda
Assistant Director: Student Support Services; Mr. T Madubung
Assistant Director: Registration Services; Ms. S Mkhize
Assistant Director: TVET Management Information Systems: Mr. S Nkutha
Assistant Director: Partnership and Linkages (Vacant)
Assistant Director: Labour Relations Mr. T Mophaleng
Assistant Director: (ICT) Mr. B Sepato
Manager: Quality Assurance and Health & Safety Mr. W Magagula
Assistant Director: Human Resource Mr. T Khuse
Assistant Director: Marketing & Communications Ms. P Makhaphela
Assistant Director: Finance; Mr. S Dhlamini
Assistant Director: Supply Chain Manager; Mr. G Mathato
Assistant Director: Strategic Planning & Governance Mr. S Masiza
Acting Assistant Director: Risk, Fraud & Integrity Management ; Mr. A Mabunda
Assistant Director: Internal Audit and Quality Assurance (Vacant)
Campus Manager: Dobsonvile Mr. T Sekobane
Campus Manager: George Tabor Mr. R Mosiane
Acting Campus Manager: Molapo Ms. CN Magxunyane
Acting Campus Manager: Roodepoort Mr. NGS Snvmaan
Campus Manager: Roodepoort West Ms. M Mazomba
Acting Campus Manager: Technisa Ms. SC Makhasa
Manager: Distance Learning (Technisa Campus). Project Manager (Florida Campus) Dr. VJ Maseko
Assistant Director: Curriculum Implementation - Ministerial Programmes: Mr. T Ratshilumela
Assistant Director: Assement and Examinations Ms. BP Gonyela
Assistant Director: Occupational Programmes Mr. A Sebe
Council Committees
Audit & Risk Committee
Executive Committee (EXCO)
Human Resource & Remuneration Committee
Planning Committee
Student Support Services Committee
Employability Committee
Finance Committee (FINCO)
ICT Governance Steering Committee

Reporting Line Structure

- **Senior Management Team**

Position	Incumbent
College Principal	Mr. MJ Monyamane
Deputy Principal: Academic Services	Ms. KS Mashale
Deputy Principal: Registrar	Mr. J Makola
Deputy Principal: Corporate Services	Mr. A Schlemmer
Deputy Principal: Financial Services	Mr. S Sibanda

- **Academic Services Directorate**

Position	Incumbent	
ASD: Curriculum Implementation (Ministerial)	Mr. T Ratshilumela	Mr. T Ratshilumela
ASD: Assessment and Examinations	Ms. BP Gonyela	Ms. BP Gonyela
ASD: Occupational Programmes	Mr. A Sebe	Mr. A Sebe
	Campus Managers	
Campus	**Campus Manager**	**Status**
Dobsonville Campus	TM Sekobane	FILLED
George Tabor Campus	TR Mosiane	FILLED
Molapo Campus	NC Magxunyana – Acting Campus Manager	Vacant - Substitute in place
Roodepoort Campus	N Snyman - Acting Campus Manager	Vacant - Substitute in place
Roodepoort West Campus	M Mazomba	FILLED
Technisa Campus	S Makhasa	Vacant - Substitute in place

- **Registration Services Directorate**

Position	Incumbent
ASD: Student Support Services	Mr. T Madubung
ASD: TVET MIS	Mr. S Nkutha
ASD: Registration Services	Ms. S Mkhize
ASD: Partnership and Linkages	Vacant

- **Corporate Services Directorate**

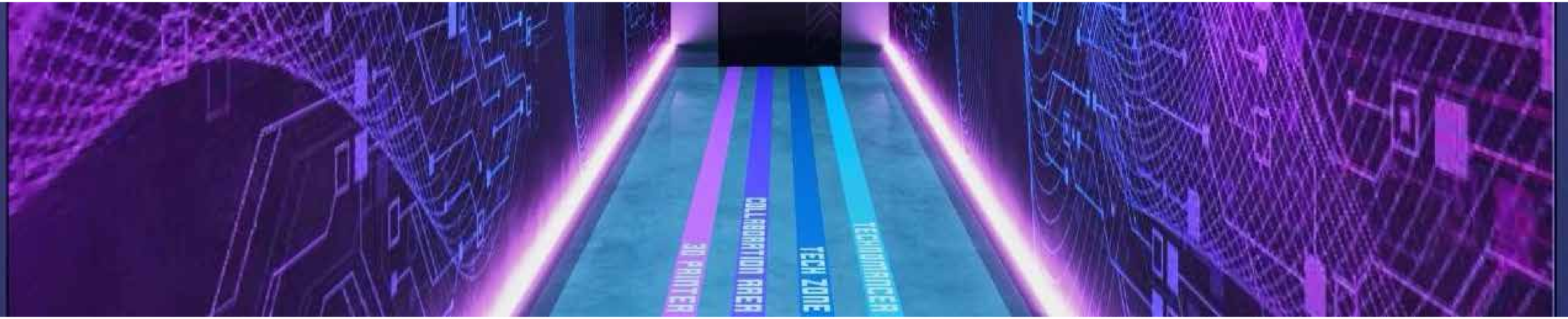
Position	Incumbent
ASD: Human Resource	Mr. T Khuse
ASD: Marketing and Communications	Ms. P Makhaphela
ASD: Labour Relations	Mr. T Mophaleng
ASD: ICT	Mr. B Sepato
Manager: Quality Assurance and OHS	Mr. W Magagula

- **Financial Services Directorate**

Position	Incumbent
ASD: Finance	Mr. S Dhlamini
ASD: Supply Chain Management	Mr. G Mathato

- **Office of the Principal (Direct Reports)**

Position	Incumbent
ASD: Strategic Planning and Governance	Mr. S Masiza
Acting ASD: Risk, Fraud and Integrity	Mr. A Mabunda
ASD: Internal Audit	Vacant



COLLEGE COUNCIL REPORT

List of Office bearers of the Council 2024-2029

Surname & Initials	Portfolio
Ms N Lamula	Chairperson
Mr Thabani Buthelezi	Deputy Chairperson
Mr Thembile Yako	External Member
Mr S Manthata	External Member
Dr Olwethu Loki	External Member
Ms Athule Ngqalakwezi	External Member
Mr MJ Monyamane	Principal
Mr Tiisetso Sekobane	Internal member
Ms Makhosazana Qhinebe	Internal member
Ms Nonkosi Nqwaba	Internal member
Mr M Mhlongo	Internal member
Ms T Mogane	Internal member

The Council for the 2024-2029 term of office is fully constituted as required by the Continuing Education and Training and Training Act, 2006 (Act No.16 of 2006).

The South West Gauteng TVET College Council has continued to prioritize upholding best practices and the highest standards of governance. The Council operates in strict adherence to the Continuing Education and Training Act, 2006 (Act No. 16 of 2006), as well as Council Standard Operating Procedures and charters established by the Department of Higher Education and Training (DHET).

The Council provides independent and objective assurance to College Management by evaluating the accuracy and effectiveness of internal control systems, risk management frameworks, and governance processes, while also offering value-added recommendations.

Furthermore, the Council is responsible for the approval and monitoring of both capital and operating budgets. It regularly reviews the financial implications of capital development plans, the annual operational budget, and resource allocation related to strategic activities. The Council remains committed to ensuring the College's financial stability and viability, and it strives to ensure that the staffing levels are adequate for maintaining comprehensive accounting records, both financial and non-financial. The College Management receives assistance from various Council committees to ensure compliance with relevant industry standards, laws, guidelines, and collective bargaining agreements. In pursuit of the College's objectives regarding attendance, retention, certification, progression, and throughput rates, the Council actively collaborates with the Academic Board to implement appropriate teaching and learning methodologies.

Throughout the year, both the Council and its sub-committees have remained operational and functional, with numerous resolutions being adopted. In fulfilling its oversight responsibilities, the Council of South West Gauteng TVET College consistently applies values and principles of honesty, integrity, objectivity, accountability, and transparency.

STATEMENT OF COUNCIL ON COLLEGE FUNCTIONALITY

The primary objective of the college is to deliver comprehensive training and educational programs to students. The state provides financial support through grants that are allocated based on student enrolment, as well as the National Student Financial Aid Scheme (NSFAS) bursaries awarded to eligible individuals. A considerable number of prospective students have applied to the college for its diverse offerings following the implementation of fee-free education aimed at the underprivileged and working-class populations. Despite efforts to manage enrolment numbers due to financial limitations, the college maintained its position as one of the largest Technical and Vocational Education and Training (TVET) institutions in the country, with enrolments projected to reach 21,360 in 2025.

While the college received a clean audit report for the preceding year, 2024, it commenced 2025 as a going concern, equipped with sufficient reserves and an operational budget grounded in student enrolments and fee income. Nevertheless, this financial stability did not translate into favourable outcomes, as the college fell short of its targets for retention, progression, throughput, and certification. The college Council and management are committed to implementing measures aimed at enhancing performance across all key result areas in the 2026 academic year. Efforts to cultivate partnerships with industry stakeholders to facilitate workplace integration within educational programs were actively pursued; however, by the end of the year, the achievements in this critical area did not align with expectations. Significant progress was made, nonetheless. In terms of core business performance, although the college did not fulfil its targets, it continued to rank among the leading institutions in the Gauteng Province.

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

Summary of ARC Approved Recommendations to Council in 2025

The Audit and Risk Committee (ARC) presents its recommendations to the Council regarding the Annual Financial Statement (AFS) presentation. The ARC has resolved to approve the sign-off of the AFS, as discussed in prior meetings.

During discussions on risk management, the ARC reaffirmed that Information and Communication Technology (ICT) constitutes a critical risk requiring heightened oversight. Measures such as awareness sessions, enhanced surveillance, biannual verification (with policy amendments), and stronger consequence management were agreed upon.

In relation to the audit strategy and engagement letter, the ARC has resolved to recommend the approval of the audit strategy to the Council. Furthermore, the Committee has also resolved to advocate for the approval of the engagement letter by the Council.

The ARC engaged in discussions concerning the whistleblowing policy and determined that management must assess the extent to which the hotline service provider safeguards the identities of whistle-blowers. A comprehensive report on this matter will be presented for concurrence.

Concerning the awareness and communication of college policies, the ARC resolved that the college should establish a formalized policy awareness system, which may include mandatory read receipts, system-tracked acknowledgments, pop-up notifications (Microsoft-based), and induction reinforcement through Human Resources. Additionally, ICT management must integrate these initiatives into the college’s Quality Management System and ICT push-notification plans.

- Constitution of the College Council and Governance Structures
- Report of Council Chairperson

The South West Gauteng TVET College Council is a statutory body established and defined under the Continuing Education and Training and Training Act, (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 2025 academic year.

College Council Mandate

The College Council is tasked with executing all necessary functions required to govern the College, which includes the establishment of a college statute. In collaboration with other statutory entities, specifically the Academic Board and the Student Representative Council, the College Council is responsible for the development of various essential components, among other objectives:

- The College Strategic Plans, which must incorporate the vision, mission, values, goals, and financial planning of the College.
- Ensure safety measures that are conducive to 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 advise on policy for the student support services within the College.

Briefly, the College Council acts in five different areas, namely, Development, Monitoring, Approval, Compliance, and Financial Oversight.

1. **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.

2. **Optional/Discretionary College Council Meetings:** In addition to the mandatory ordinary College Council meetings, the Council convened special meetings and / or trainings/workshops to tackle specific matters.

3. **Special Meetings:**
   - 17 March 2025: To discuss and approve the disposal and write-off of College assets.
   - 30 May 2025: To discuss and approve the Audit Strategy and Engagement Letter.

4. **Training/Works:**
   - 07- 8 March 2025: TVET Colleges Council Induction Training.
   - 21-22 November 2025: Council Training on Risk Management and Governance of Technology.

5. **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 comprises the following Members:

   - The College Principal: Mr MJ Monyamane
   - A member of the Academic Board, elected by the Academic Board: Mr T Sekobane.
   - A Lecturing Staff member of the College, elected by the lecturers: MS K Qhinebe.
   - A Support Staff member of the College, elected by the support staff: Ms N Nqwaba.
   - Two (2) Students of the College elected by the SRC: Mr M Mhlongo (President), Ms T Mogane (Secretary General).
   - Five (5) Appointments by the Minister of Higher Education and Training: Mrs N Lamula, Mr T Buthelezi, Mr T Yako, Dr O Loki, and Ms. A Ngqalakwezi-Dlamini.
   - Four (4) Appointments by the Council in concurrence with the Minister: Mr L Nengovhela, Mr ZL Dlamini, Ms T Mathabatha, and Mr J Motlogelwa.
   - A representative of the donors of the College: Mr S Manthata.
   - The College Deputy Principals have a standing invitation to Council meetings for reporting purposes, but with no voting powers. The Deputy Principals are Mr. A Schlemmer (Corporate Services), Mr. J Makola (Deputy Principal Registrar), Mr. S Sibanda (Deputy Principal Finance), and Ms. K Mashale (Deputy Principal Academic Affairs and Operations).
   - The governance office has a role to coordinate the functioning of the college council and ensure effective communication between the college council and the college stakeholders.

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 stakeholders 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 in implementing 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 2025(Mandatory Meetings)

Surname & Initials	Portfolio	Type of Appointment	Attendance				
			1st quarter	2nd Quarter	3rd quarter	4th quarter	Attendance Rate (%)
			26 March 2025	08 July 2025	07 October 2025	12 December 2025	
Ms N Lamula	Chairperson	10(4)(b): Ministerial Appointments	√	√	√	√	100%
Mr T Buthelezi	Deputy Chairperson	10(4)(b): Ministerial Appointments	√	X	√	X	50%
Mr T Yako	External member	10(4)(b): Ministerial Appointments	√	√	√	√	100%
Dr O Loki	External member	10(4)(b): Ministerial Appointments	√	√	√	√	100%
Ms A Ngqalakwezi	External member	10(4): Ministerial Appointment	√	√	√	√	100%
Mr ZL Dlamini	External member	10(6): Ministerial concurrence	√	√	√	√	100%
Mr J Motlogelwa	External member	10(6): Ministerial concurrence	√	√	√	X	75%
Mr L Nengovhela	External member	10(6): Ministerial concurrence	√	√	√	X	75%
Ms T Mathabatha	External member	10(6): Ministerial concurrence	√	X	X	√	50%
Mr Manthata	External member	10(4)(d): Donor representative	√	√	√	√	100%
Mr MJ Monyamane	Internal member	10(4)(a): Principal	√	√	√	√	100%
Mr T Sekobane	Internal member	10(4)(c): Academic board	√	√	√	√	100%
Ms M Qhinebe	Internal member	10(4)(e): Lecture representative	X	√	√	√	75%
Ms N Nqwaba	Internal member	10(4)(f): Admin Staff Representative	√	√	√	√	100%
Mr M Mhlongo	Internal member	10(4)(g): SRC representation	√	√	√	√	100%
Ms T Mogane	Internal member	10(4)(g): SRC representative	√	√	√	√	100%
Mr A Schlemmer	Deputy Principal (Corporate Services)	Standing invitation	√	X	√	√	75%
Mr S Sibanda	Deputy Principal Finance	Standing invitation	√	√	√	√	100%
Mr MJ Makola	Deputy Principal Academic Affairs	Standing invitation	X	x	√	√	50%
Ms KS Mashale	Deputy Principal Academic Affairs	Standing invitation	√	√	√	√	100%
Mr S Masiza	Governance Coordinator	Council Secretary	√	√	√	√	100%

√ Present X Absent

Summary of College Council Resolutions (2025)

- **On AGSA Presentation of Engagement Letter & Audit Strategy:** The Council approved both the audit strategy and the engagement letter as presented. (Resolution 06:2025).
- **On Annual Financial Statements**; The council therefore resolved to approve the Annual Financial Statement as presented. (Resolution 07:2025).
- **On Governance Charters;** Council resolved to approve all 10 governance charters and the college statute as presented. (Resolution 08:2025).
- On a **request for an additional student councillor,** the council resolved to approve the request for an additional student councillor for a period of 12 months, subject to renewal. (Resolution 10:2025).
- **On a fraud case opened by the College**, the Council resolved that the key witness should be granted security and should be given secured alternative accommodation. (Resolution 13:2025).
- **On ARC Policies;** Council resolved to approve the Fraud Risk Management policy, Risk Management policy, and the Conflict of Interest and Declaration policy as recommended by ARC. (Resolution 14:2025).
- **On College Results 2024;** Council resolved that the college must urgently convene the academic seminar to develop strategies to improve college performance. (Resolution 16:2025).
- **On College Plans 2026/27**; Council resolved to approve the college's five-year strategic plan, Annual Performance Plan, and funding grid as presented. (Resolution 17:2025).
- **On Student Admission Policy;** Council resolved to approve the reviewed Student Admission Policy as presented. (Resolution 21:2025).
- **On Staff Incentives:** Council resolved to approve the staff incentive for the improved audit outcomes of the college in 2024, and that the incentive will be a flat rate for all staff members, which will be decided by the council on a date that will be suggested by the council secretary. (Resolution 23:2025).
- **On SRC Policies;** Council resolved to approve the Student Unrest police and SRC Constitution as presented. (Resolution 27:2025).
- On the Request for Funding of four Council Pots;
- Council resolved to approve the creation and funding of the four posts as presented over three years. (Resolution 28:2025).

REPORTS BY COMMITTEES OF COUNCIL

- The CET Act 16 of 2006 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 six (6) committees are mandatory, and the last two (2) Committees are established by the College Council based on the need in line with the Act.

Mandatory Committees

- Executive Committee (EXCO)
- Finance Committee (FINCO)
- Audit and Risk Committee (ARC)
- Human Resources and Remuneration Committee
- Planning Committee (PLANCO)
- ICT Governance Committee

Discretionary/Optional Committees

- Student Support Services Committee (SSS)
- Employability 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.
- All the College Council Committees were chaired by an External Council Member as prescribed by the CET Act 16 of 2006.

Composition of Council Committees and Attendance

- In the year 2025, the council had established eight committees that were fully functioning.

B1 COUNCIL COMMITTEE REPORTS

B1.1 Audit and Risk Committee (ARC)

B1.1.1 Overview

This report outlines how the Audit and Risk Committee (the Committee) discharged its responsibilities during the year under review in relation to financial reporting, risk management, internal control, and oversight of the Internal Audit function. During the 2025 financial year, the Committee remained focused on monitoring the effectiveness and integrity of the College's financial reporting processes, internal control environment, and risk management framework. In doing so, the Committee continued to promote sound governance practices and reinforce the College's commitment to the highest standards of integrity and ethical conduct.

Each scheduled meeting included consideration of risk management related matters, progress against the audit action plan, and emerging governance and control issues requiring oversight by the Committee

B1.1.2 Committee Mandate

The Committee's primary mandate is to provide independent oversight and to assist the College Council in matters relating to the effectiveness of governance, risk management, internal control, and assurance processes. During the year under review, the Committee carried out its responsibilities in accordance with its approved Charter. Key areas of focus included:

- Proactive oversight of key institutional risks and alignment of risk reporting to the approved risk register;
- Monitoring the adequacy and effectiveness of risk management and internal control systems;
- Oversight of the implementation and execution of the approved Internal Audit plan;
- Monitoring progress against the audit action plan, with a focus on sustaining a clean audit outcome; and
- Advising the College Council on whether the Annual Financial Statements, taken as a whole, present a true and fair reflection of the College's financial position and performance.

B1.1.3 **Committee Meetings**

The Audit and Risk Committee is constituted in accordance with its Charter, which is aligned to the principles and practices of King IV. The Committee is required to meet four (4) times per annum in terms of its approved Terms of Reference. Four (4) ordinary meetings were held in the year under review.

Following each meeting, the Chairperson submitted a report to the College Council highlighting key matters discussed, decisions taken, and areas requiring Council attention or noting.

In addition to Committee members, members of senior management were invited to attend meetings as required in order to provide detailed presentations and insights on matters within their areas of responsibility. Representatives from Internal Audit and the external auditors were also invited to attend meetings to support the Committee in the execution of its oversight duties.

The Chairperson of the Committee maintained unrestricted access to both the Internal Audit function and the external auditors, including opportunities for engagement without the presence of executive management, to facilitate open and candid discussions.

B1.1.4 Committee Composition and Attendance

Details of Committee membership and attendance during the year under review are set out below:

Name of Member	Meetings Attended
Mr Motlogelwa (Chairperson)	4
Mr Dlamini	4
Ms Mathabatha	4
Ms N Nkambule	1
Mr Mabunda	3

B1.1.5 Internal Audit

The Committee is responsible for overseeing the effectiveness and independence of the Internal Audit function, including its mandate, plans, activities, and resourcing. In fulfilling this responsibility during the year under review, the Committee:

- Reviewed and approved the Internal Audit Charter, three-year rolling strategy, and annual risk-based Internal Audit plan;
- Considered and confirmed that the skills, experience, and capacity of the Internal Audit function were adequate to deliver on the approved plan; and
- Reviewed reports issued by Internal Audit and monitored management's responses and implementation of agreed corrective actions.
- Work completed during the final quarter of the year indicated an improving control environment, with management demonstrating positive progress in addressing previously identified control weaknesses. The College continued to maintain a favourable external audit outcome, which the Committee anticipates will be sustained and further enhanced over the medium term.

B1.1.6 Outlook

Looking ahead, the Committee's key focus areas for the forthcoming financial year include continued oversight of the College's internal control and risk management environment, strengthening a culture of risk awareness across the institution, and close monitoring of the audit action plan. The Committee will also remain alert to changes in legislation, regulations, and reporting requirements that may impact the control environment, and will proactively advise Council as necessary.

B1.2. Executive Committee of Council (EXCO)

B1.2.1. Attendance Register

Surname & Initials	Portfolio	Attendance				Attendance Rate (%)
		1st Quarter	2rd Quarter	3rd Quarter	4th Quarter	
		20 March 2025	19 June 2025	18 September 2025	11 December 2025	
Ms N Lamula	Chairperson: External	√	√	√	√	100%
Mr T Buthelezi	External Member	√	√	√	√	100%
Mr. Monyamane	Internal Member	√	√	√	√	100%
Mr. Masiza	Committee Secretory	√	√	√	√	100%
Mr. Schlemmer	DPC	√	x	√	√	75%
Mr MJ Makola	DPR	√	√	√	√	75%
Ms Mashale	DPA	x	x	x	x	0%
Mr S Sibanda	DPF	√	√	√	√	75%

√ Present X Absent *Attended per invite

B1.2.2 Summary of the great initiatives that were endorsed and approved by the Executive Committee of Council in 2025

- Exco noted some key initiatives, such as the acquisition of land in Soweto to build the state-of-the-art Artisan Development Centre. The centre will contribute to the development of artisan skills in the country and contribute towards the 2030 departmental target.
- Exco noted that the Gauteng government approached the college on a bid to form a new partnership. Exco resolved that the college must only enter the new partnership after the settlement of the historic debt of 3,5 million.
- Exco conducted a review of the charter as it was due for review, and the charter was presented to council for approval.

B1.3 Human Resource and Remuneration Committee

B1.3.1 Attendance Register: 2025

Name	Portfolio	10 March 2025	07 May 2025	18 August 2025	28 November 2025	Rate
Mr L Nengovhela	External Member	Yes	Yes	Yes	Yes	100%
Mr T Yako	Interim Chairperson: External	Yes	Yes	Yes	Yes	100%
Mr. A Schlemmer	Internal Member	Yes	Yes	Yes	Yes	100%
Ms M Qhineba	Internal Member	-	Yes	Yes	Yes	100%
Mr S Masiza	Governance: Committee Secretary	Yes	Yes	Yes	Yes	100%
Ms N Nqwaba	Invitee	Yes	Yes	Yes	Yes	100%

*Yes Present X Absent *Attended per invite*

B1.3.2 Background

During this period the committee went into transition from the previous term of Council, then interim Committee and finally the current Committee with members as reflected in the Committee composition and attendance register above. Each Committee was formally introduced to the terms of reference meticulously outlined in the Committee charter. This transitional stage was managed ensuring continuity and change in leadership without losing the organisational memory.

B1.3.3 Recruitment and Vacancies

- The Committee received quarterly recruitment reports, with a high recruitment load due to several organisational changes taking place, influenced by reforms taking place in the TVET sector.
- The Committee encouraged management to increase the turnaround in filling vacancies, particularly those within the college's college control.

B1.2.4 Labour Relations

The Committee received;

- Matters that are still handled internally and the outcomes thereof (Disciplinary Hearing and Grievances).
- Matters that are handled at the DHET level.
- Disputes at the CCMA and Bargaining Council
- Reviews at the Labour Court

The Committee was concerned about the four (4) long outstanding matters and was indicated that these matters fall within the purview of the Department and not the College.

The Committee had also started receiving a report from the Labour Forum to understand issues that are taking place at the Collective Bargaining level. The Committee later established that the Labour Forum was not as frequent and encouraged management to normalise this.

B1.3.5 Human Resources Development

The Committee received the HRD report that showed that the college was involved in several HRD activities, including: Internship, Learnerships, Short Courses, Study Bursaries, and various Skill Development activities.

B1.3.6 Other Matters

The Committee also received various reports as requested from time to time, or the Deputy Principal Corporate Services' report.

There was a concern that student numbers are consistently falling and creating excess staff, which hurts the College budget.

Similarly, there was concern about dealing with staff not absorbed in the PPN structure since this has created an excess of educator staff (PL1) at the College. The number of lecturing staff ratio is 30 Full-Time Equivalent (FTE)'s: 1 lecturer. The current FTE ratio does not allow the allocation of 404 staff at the College.

All strategic and challenging issues were reported to Council as per Committee resolutions or through the Committee Report to Council.

B1.4 Planning And Resource Committee 2025(Planco)

B1.4.1 Attendance Register

Name	Portfolio	14 Feb 2025	03 Jun 2025	12 Aug 2025	04 Nov 2025	Rate
Mr T Yako	Chairperson: External	Yes	Yes	Yes	Yes	100%
Ms Ngqalakwezi	External	Yes	Yes	Yes	Yes	100%
Mr MJ Monyamane	Internal Member	Yes	Yes	No	No	50%
Masiza S	Secretary	Yes	Yes	Yes	Yes	100%
Mr Sibanda	Invitee: DPF	Yes	Yes	Yes	Yes	100%

Legend: Yes = Present, No = Absent

B1.4.2 Committee structure

PLANCO consists of four members, with 50% of the membership comprising external Council Members, in accordance with the committee charter. Furthermore, PLANCO adheres to the stipulation of convening a minimum of four meetings annually, as previously stated.

B1.4.3 Summary of PLANCO Recommendations to the Council, and key initiatives

- PLANCO has discussed and recommended the approval of the 2026/2027 college plans to the council.
- PLANCO reported that by the conclusion of 2025, the college will have a total of eight projects remaining, all of which are scheduled for completion in the first quarter of 2026, prior to the conclusion of the financial year. These committed projects are within the allocated budget and are expected to fully utilize the CIEG funding for the 2025/26 period.
- PLANCO has discussed and noted a total of 12 planned capital projects with an overall projected budget of R115 269 453.00

B1.5 Employability Committee Report

B1.5.1 Attendance Register

Name	Portfolio	07 May 2025 (Q2)	29 August 2025 (Q3)	19 November 2025 (Q4)	Rate
Dr. O Loki	Chairperson: External	-	Present	Present	100%
Mr S Manthata	External Member	Present	Present	Present	100%
Ms K Mashale	Internal Member	Present	Present	Present	100%
Mr T Sekobane	Internal Member	Present	Present	Present	100%
Mr M Somo / S Masiza	Governance: Committee Secretary	Present	Present	Present	100%
Mr A Sebe	Internal Member	Present	Present	Present	100%
Mr MJ Makola	Internal Member	Present	Present	Present	100%
Ms S Mosala	Internal Member	Present	Present	Absent	Absent
Mr Mhlongo	SRC President	Absent	Absent	Yes	60%
Ms Mogane	SRC Secretary General	Absent	Yes	Absent	30%

Legend: Yes = Present, - = Absent

B1.5.2 Mandate and Role of the Committee

The Employability Committee is a governance structure responsible for providing oversight on institutional performance relating to student employability, work-integrated learning, partnerships, and skills development initiatives. The Committee ensures alignment with institutional strategy, monitors performance against targets, and provides advisory recommendations to the Council.

B1.5.3 Committee Functioning and Governance

(a) Meetings Held

The Committee convened three (3) meetings during the 2025 reporting period:

#	Meeting Date
1	07 May 2025
2	29 August 2025
3	19 November 2025

(b) Attendance and Participation

- The Committee maintained high levels of attendance, with key members consistently participating throughout the year.
- Leadership continuity was maintained under the Chairperson, with administrative support from the Secretariat.

(c) Governance Compliance

- All meetings were duly constituted with approved agendas.
- No conflicts of interest were declared.
- Committee resolutions were formally recorded and tracked.
-

B1.5.4 Strategic Oversight and Performance Summary

The Committee exercised oversight on institutional employability performance, noting consistent progress and overall achievement of strategic targets.

(a) Employability and Placement Performance

- The Committee noted strong institutional performance in learner placement programmes, including work-integrated learning, learnerships, apprenticeships, and entrepreneurship initiatives.
- Lecturer workplace exposure programmes showed progressive improvement across the year, with targets ultimately exceeded by year-end.

(b) Infrastructure and Innovation

- The Committee monitored the establishment of Centres of Specialisation and related infrastructure developments.
- Progress was noted in the development of Fourth Industrial Revolution (4IR) initiatives, including robotics and simulation-based training facilities.

(c) Partnerships and Stakeholder Engagement

- The Committee noted sustained efforts to expand partnerships and collaborations with industry and international stakeholders.
- Strategic collaborations with SETAs and other partners contributed to enhanced training opportunities and institutional capacity.

B1.5.5 Key Governance Matters Considered

Student Support and Funding

- The Committee also noted issues relating to student bursaries and funding gaps, particularly challenges affecting unfunded students.
- Management was encouraged to strengthen coordination with stakeholders to address these challenges.

Staffing and Capacity

- The Committee considered matters relating to staffing, lecturer placement, and institutional capacity.
- Concerns regarding appointment delays and structural constraints were raised for management's attention.

Policy and Systemic Constraints

The Committee noted systemic challenges affecting placement opportunities, including external regulatory constraints and institutional processes.

B1.5.6 Committee Resolutions and Recommendations

Throughout the reporting period, the Committee made key recommendations to management and Council, including:

- Strengthening student placement equity and access
- Enhancing coordination on bursary and funding interventions
- Improving alignment between academic programmes and industry requirements
- Addressing staffing and capacity constraints impacting programme delivery

B1.5.7 Key Risks and Challenges

The Committee identified the following high-level risks:

- Limited placement opportunities for certain student cohorts
- Funding constraints affecting student access and progression
- Delays in infrastructure commissioning and staffing appointments
- Policy and regulatory limitations impacting employability initiatives

B1.5.8 Overall Assessment

From a governance perspective, the Committee is satisfied that:

- The institution has demonstrated strong performance in employability-related programmes
- Strategic initiatives are progressing in line with institutional objectives
- Appropriate oversight mechanisms are in place to monitor performance and risks

B1.5.9 Conclusion and Way Forward

The Committee will continue to focus on:

- Strengthening oversight on employability outcomes and impact
- Enhancing data-driven reporting to Council
- Monitoring implementation of strategic infrastructure and partnerships
- Addressing systemic and policy-related challenges affecting employability

B1.6 Finance Committee (FINCO)

B1.5.1 Overview

During the 2025 financial year, the FINCO fulfilled all its responsibilities through online meetings except in a few instances when its members attended Council-related responsibilities physically. As per the approved charter, the FINCO amongst other policies reviewed monitored the implementation of 19 finance policies

B1.6.2 Other functions of the FINCO included:

(a) College budget submissions, deviations and quarterly revisions:

FINCO recommended the budget for approval by the Council and monitored its implementation through a review of management accounts. These management accounts showed significant improvement from the previous year as management brought the period closure to current, at 2025 AFS preparations. This enabled the college to, after year-end, provide the Auditor-General of South Africa (AGSA) with subsequent information for auditing purposes.

(b) Financial misconduct or maladministration:

FINCO monitored investigations such as NSFAS related matters, and referred other matters to the Audit and Risk Committee and the Human Resources Committee. These matters were also highlighted and discussed at Council level.

(c) Capital projects and pre-approved variation:

The College's capital projects ended the 2025 financial year did not have major projects implemented, except for the procurement of IT equipment through Sector Education and Training Authority (SETA) funding, the challenges posed by land ownership rights in three college campuses remain the stumbling block.

B1.6.3 Disposal and impairment of assets as well as write-off of bad debts:

FINCO recommended for approval by Council the write-off/impairment of assets and debtors in line with policies of the college.

B1.6.4 Annual financial statements:

FINCO held a joint meeting with the Audit and Risk Committee on the 24th of March 2025 to review and recommend the AFS to the Council. The college is confident that there will be no regress from the previous year's audit outcome.

B1.6.5 Financial matters of College's relationship with the Department and NSFAS:

The FINCO reviewed the subsidy income from the Department and the income from NSFAS and is comfortable with the relationship between the College and these key stakeholders. Any issues that the FINCO viewed as significant for the Council's attention were reported accordingly.

B1.6.6 The following are members of the FINCO and their attendance of meetings:

Member	Note	Role	Meetings
Ms T Mathabatha	-	Chairperson	3
Mr ZL Dlamini	-	External Member	3
Mr T Buthelezi	N1	External Member	1
Mr T Yako	N2	External Member	1
Mr J. Monyamane	-	Internal Member	2
Mr S Sibanda	-	Internal Member	4
Mr S. Masiza	-	Governance &Secretary	4

- N1 - Mr Buthelezi was appointed to another committee.
- N2 - Mr Yako was appointed to another committee.

FINCO comprises four members with 50% 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 the Audit and Risk Committee.

FINCO was fully constituted throughout the year and adhered to its charter as approved by Council.

B1.6.7 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

B1.6.7.1 .ICT GOVERNANCE COMMITTEE

Purpose

Ensure that decisions around Information and Communication Technologies are consistent with the ICT strategy of the College and Ensure that all activities are within the delegations as given by Council.

B1.6.7.2 Governance Committee

Name	Role
Ms Ngqalakwezi	Council External Member (Chairperson)
Mr Nengovhela	Council External Member
Mr MJ Monyamane - Principal of the College	-
Mr. Andre Schlemmer - Deputy principal corporate services (Internal	Member)
Mr. Bernard Sepato - ICT Assistant Director (Internal	Member)
Mr. Makola - DPR	Standing invitation
Mr. Lehlohonolo Sithebe - ICT Technician	Standing Invitation
Mr. Siyabonga Masiza - Governance	-
Mr. Stephen Sibanda - DPF	Standing Invitation
Mrs. Kholofelo Mashale- DPA	Standing Invitation

B1.6.7.3 Meetings

ICT committee held its meetings on the following dates:

- 19th of March 2025.
- 24th April 2025
- 28th August 2025
- 12th November 2025
- 24th November 2025 Special ICT meeting

Name	Portfolio	19/03/2025	24/04/2025	28/08/2025	12/11/2025
Ms Ngqalakwezi	Chairperson	Present	Present	Present	Present
Mr Nengovhela	External council	Present	Present	Present	Present
Mr. Monyamane	Principal	Absent	Absent	Absent	Absent
Mr. Schlemmer	Deputy principal	Present	Present	Present	Present
Mr. Makola	Acting Deputy principal Academic affairs and operations	Present	Present	Present	Present
Mr. Sepato	ICT Assistant Director (Internal)	Present	Present	Present	Present
Mr Mosimane	Senior IT technician	Present	Present	Present	Present
Mr. Masiza	Governance	Present	Present	Present	Present
Mr Mhlongo	SRC	Present	Present	Present	Present
Mr Nkutha	MIS	Absent	Absent	Present	Present

Accomplishments and Ongoing Projects: ICT Infrastructure for New College Buildings

- Server Infrastructure - Inverter was installed, Server purchasing process initiated with official order issued.
- Construction of the server room commenced in 2024.
- Network Infrastructure - Cabling and installation commenced in 2024
- WAN Link - Requisition to initiate the link installation was initiated.

B1.6.7.4 ICT Policies and SOPs

In 2025, six ICT policies and SOPs were developed and approved. This aligned with the requirements raised by the auditors in the previous audit the college had;

- Cyber security
- Patch management
- Disaster recovery
- ICT risk management
- ICT frameworks

Inverter Installation, Exam Preparation, and ICT Support

All the College Campus have been installed with backup power.

B1.6.7.5 Appointment of a Service Provider

- A service provider was appointed to deal and address all the audit findings made during the external and internal audit carried out at the college.
- Ennovative Technologies, the Service Provider that was contracted to conduct an independent assessment of the entire College ICT Infrastructure.

B1.6.7.6College Infrastructure Expansion and ICT Deployment:

New Business Development Florida Campus

- The telephone infrastructure was deployed in preparation for the Marketing Unit of the College to relocate to the new offices.
- The aforesaid process was concluded in October 2025.

B1.6.7.7 The ICT Governance Committee is responsible for:

- Recommend for approval ICT strategies and plans that ensure the cost-effective application and management of ICT systems and resources throughout the College usually codified as the ICT Strategic Plan.
- Review current and future technologies to identify opportunities to increase the efficiency of ICT resources.
- Monitor and evaluate ICT projects and achievements against the ICT Strategic Plan.
- Inform and make recommendations to the College Principal and Council on significant ICT issues.
- Prioritize strategies and projects as High, Medium and Low so as to provide a true indication of the areas that need to be addressed first.
- Take action to ensure that the ICT Strategic Plan is delivered within the agreed budget and timeframe.
- Ensure that the College adopts a structured project management methodology that is used for all ICT initiatives and projects.
- Consider new projects that emerge outside the ICT Strategies Planning Cycle and investigate the impact of their implementation on other projects, priorities, budgets etc. in the ICT Strategic Plan.
- Ensure that the information architecture, systems architecture and technology platforms proposed in new projects are consistent with the strategic architecture and plans of the College.
- Ensure that every project proposal and implementation plan achieve appropriate levels of user and stakeholder consultation and satisfaction.
- Assess the quality and value of business cases prepared for new ICT project proposals and provide advice and recommendations to the Principal and Council on the merits of new project proposals.
- Review and approve the detailed ICT project implementation plans and project management documents such as ICT risk management and information security.
- Monitor compliance with the law and industry practices/ standards and report any deviation from the compliance arrangements to the principal.
- Review and make recommendations to the principal in relation to areas of significant financial, legislative and personal risk that may arise as a result of any ICT activity as well as making recommendations and arrangements to contain the risk.

In performing its risk management, compliance and change management functions, the Committee may give attention to:

- Ensuring the technical staff have well defined change management and communication procedures;
- Data integrity, data protection and backup;
- Independent security and infrastructure audits;
- Ensuring that ICT systems are in place to support teaching and learning;
- The effective monitoring and management of the material risks to which the College is exposed;
- Establishing and monitoring policies directed to ensuring that the College complies with the law; and
- Conforms to the highest standards of ethical behavior.

B1.7 STUDENT SUPPORT SERVICES (SSS) COMMITTEE

B1.7.1 Purpose

The purpose of the Student Support Services Committee is to ensure that the annual student plan is implemented, offer services to students with disabilities, and offer support to students in all key areas (academics, sports, and health and wellness).

B1.7.2 SSS Membership (2024 -2026)

Name	Role
Mr Z L	Chairperson
Dr O Loki	External Committee Member
Mr S Manthata	External Committee Member
Mr Makola	Internal Member and Deputy Principal Registrar
Mr Madubung	Invitee
Mr T Sekobane	Internal Member
Mr T Nqwaba	Internal member
Ms L. Motsitsi	Committee Secretary
Mr M. Mhlongo	SRC invitee
Ms T Mogane	SCR invitee

#Membership (2024 - Interim Structure)

Name	Role
Ms Ngqalakwezi	External Member (Interim Chairperson)
Mr. Yako	External Member (Committee Member)
Mr MJ Monyamane	College Principal
Mr. Makola	Deputy Principal Registrar
Mr. Madubung	ASD SSS
Mr. Martin Somo	Committee Secretary
Mr. Sekobane	Campus Manager
Ms Amanda Marele	Governance
Mr. Siyabonga Masiza	Governance
Ms. Maphosa	SRC President

#Membership (2019 -2024)

Name	Role
Mr Vatsha	Chairperson
Mr Manthata	External Committee member
Mr MJ Monyamane	College Principal
Mr Makola	Deputy Principal Registrar
Mr Madubung	ASD SSS
Mr Masiza	Governance
Mr Somo	Committee Secretary

B1.6.3 Meetings

Name	Portfolio	Q1	Q2	Q3	Q4
Mr Z Dlamini	Chairperson	-	Yes	Yes	Yes
Mr Manthata	External Committee member	-	-	Yes	Yes
Dr Loki	External	-	-	-	-
Mr Makola	DPR Internal Member	-	-	-	-
Mr Madubung	ASD SSS- Invitee	-	-	-	-
Mr Masiza	Governance	-	-	-	-
Ms Mashale	DPA	-	-	-	-
Mr T Sekobane	Internal member	Yes	Yes	Yes	Yes
Ms N Nqwaba	Internal member	Yes	Yes	Yes	Yes
Mr M Mhlongo	SRC Invitee	Yes	Yes	Yes	Yes
Ms T Mogane	SRC Invitee	Yes	Yes	Yes	Yes

Meetings

Name	Portfolio	Q1	Q2	17/09/24	21/11/25
Ms Ngqalakwezi	Chairperson	Not yet appointed	Not yet appointed	Yes	Yes
Mr. T. Yako	External Member	Not yet appointed	Not yet appointed	Yes	Yes
Mr MJ Monyamane	Principal	-	-	No	No
Mr. Makola	Deputy Principal Registrar	-	-	Yes	Yes
Mr. Sekobane	Committee member	-	-	Yes	Yes
Mr. Madubung	ASD SSS	-	-	Yes	Yes
Mr. Martin Somo	Secretary	-	-	Yes	Yes
Ms Maphosa	SRC President	-	-	Yes	Yes
Ms. Amanda Marele	Governance	-	-	Yes	Yes
Mr Masiza	Governance	-	-	yes	Yes

B1.7.4 SSS Committee accomplishments and ongoing projects

(a) Psycho-social support

The SSS committee has continuously made sure that the health and wellness of the students are taken care of through health and wellness days. Together with our health partners, the college held several health and wellness days for our students to test for HIV, pregnancy, PAP smear, etc.

(b) Sporting Activities

Our students participated in the Colleges Sport Association of South Africa (COSACSA) National summer ball games, which were held in Durban in the previous financial year (2024). One of our students from the George Tabor campus was elected to play in the South African Men's netball team due to his stellar performance during the games.

(d) Academic, financial, and support for disabled students.

The college continues to support students to improve their academic performance, help them with applying for bursaries and NSFAS, and assist students with disabilities. Many assistive devices were distributed to students with disabilities. This was done at the discretion of the SSS committee. The college also held disability awareness programmes in October to raise awareness about disabilities.

B1.7.5 Ongoing project

A tender was advertised for the building of the multi-combo courts and the ablution facilities for the students. However, during the process, it was recommended that a professional engineer be appointed before commencing with the project. The project is currently at the stage where they are seeking to appoint an engineer for the building of the two units.

B1.7.6 Key SSS Progress Points

The SSS Governance Committee is responsible for:

- Overseeing the Implementation of Student Support Services Annual Plan
- Overseeing Services Offered to Students with Special Needs in Education
- Overseeing the Implementation of Academic Support Services

B2 ACADEMIC BOARD REPORT

B2.1 INTRODUCTION

The Academic Board serves as a governance structure that is accountable to the College Council and provides guidance on matters related to academics.

This report is structured into three sections, primarily addressing membership, attendance, and a summary of key resolutions made during the 2025 academic period.

Composition and Membership

The composition of the Academic Board is prescribed by the Continuing Education and Training (CET) Act and consists of the following:

Principal

- Vice Principals (Academic; Registrar). The Deputy Principal for Corporate Services and the Deputy Principal Finance have standing invites.
- Lecturers
- Members of Council
- Members of the SRC
- Additional members determined by the Council (such as functional managers)

B2.2 Academic Board Members

Surname & Initials	Designation	Site/Campus
Mr. Monyamane MJ	Principal	Head Office
Ms. Mashale KS	Deputy Principal: Academic Affairs & Operations	Head Office
Mr. Makola MJ	Deputy Principal: Registrar	Head Office
Mr. Sekobane T	Campus Manager	Dobsonville
Mr. Mosiane TR	Campus Manager	George Tabor
Ms. Magxunyane CN	Acting Campus Manager	Molapo
Mr. Snyman NGS	Acting Campus Manager	Roodepoort
Ms. Mazomba M	Campus Manager	Roodepoort West
Ms. Makhasa SC	Acting Campus Manager	Technisa
Mr. Magagula WG	Manager: Quality Assurance /Health & Safety	Head Office
Mr. Sebe A	Assistant Director: Curriculum: Non-Ministerial	Head Office
Mr. Ratshilumela TGM	Assistant Director: Curriculum: Ministerial	Head Office
Ms. Gonyela BP	Assistant Director: Examinations & Assessments	Head Office
Mr. Nkutha S	Assistant Director: Management Information System	Head Office
Ms. Mkhize SI	Assistant Director: Registration	Head Office
Mr. Madubung TM	Assistant Director: Student Support Services	Head Office
Ms. Mereko NC	Head of Department	Dobsonville
Mr. Mokoena TL	Head of Department	George Tabor
Mr. Selemi WV	Head of Department	Molapo
Mr. Nevondwe NT	Head of Department	Roodepoort
Ms Lekoloane T	Head of Department	Roodepoort West
Dr. Maseko VCJ	Head of Department	Technisa
Ms. Sani M	Senior Lecturer	Dobsonville
Mr. Masokwe J	Senior Lecturer	George Tabor
Mr. Manganyi	Senior Lecturer	Molapo
Ms. Dlamini	Senior Lecturer	Roodepoort
Ms. Diyane	Senior Lecturer	Roodepoort West
Dr. Muthumuni M	Senior Lecturer	Technisa
Ms. Dlikilili MP	Lecturer	Dobsonville
Mr. Marareni L	Lecturer	George Tabor
Mr. Kgapole GM	Lecturer	Molapo

Surname & Initials	Designation	Site/Campus
Mr. Seanego	Lecturer	Roodepoort
Mr. Molusi SG	Lecturer	Roodepoort West
Mr. Mafafo R	Lecturer	Technisa
Mr. Mhlongo M	SRC President	George Tabor
Ms Tokelo Mogane	SRC Secretary General	Molapo
Ms. Madiba C	SRC Academic General	Roodepoort
Mr. Manthata S	Council Representative	External Member
Dr. Loki O	Council Representative	External Member
Mr. Masiza S	Secretariat/Governance	Head Office
Mr. Somo C	Secretariat/Governance	Head Office
Mr. Schlemmer A	Deputy Principal: Corporate Affairs (Standing Invite)	Head Office
Mr. Sibanda S	Deputy Principal: Finance (Standing Invite)	Head Office

B2.3 Academic Board Committees

The Academic Board had established four (4) committees to effectively perform its functions.

B2.3.1 Assessment & Curriculum Committee

Name	Role	Site/Campus
Ms. Magxunyane CN	Chairperson	Molapo
Ms. Sani M	Member	Dobsonville
Mr. Nkuna SJ	Member	George Tabor
Mr. Kgapola MG	Member	Molapo
Mr. Matlala K	Member	Roodepoort
Ms. Diyane	Member	Roodepoort West
Mr. Shipalana K	Member	Technisa
Mr. Matlala K	Member	Roodepoort
Ms. Diyane	Member	Roodepoort West
Mr. Magagula W	Expert Member	Head Office
Mr. Ratshilumela TGM	Expert Member	Head Office
Ms. Gonyela BP	Expert Member	Head Office

B2.3.2 Innovation, Partnership & Placement Committee

Name	Role	Site/Campus
Ms. Mazomba M	Chairperson	Roodepoort West
Ms. Dlikilili MP	Member	Dobsonville
Mr. Nkuna SJ	Member	George Tabor
Mr. Tema E	Member	Molapo
Ms. Dlamini S	Member	Roodepoort
Mr. Nkhasi	Member	Roodepoort West
Mr. Letsoalo D	Member	Technisa
Mr. Sebe A	Expert Member	Head Office

B2.3.3 Registration & MIS Committee

Name	Role	Site/Campus
Ms. Makhasa SC	Chairperson	Technisa
Mr. Tlabakwe SS	Member	Dobsonville
Mr. Seanego T	Member	George Tabor
Mr. Manganyi N	Member	Molapo
Ms. Lekokele C	Member	Roodepoort
Ms. Lekoloane T	Member	Roodepoort West
Dr. Muthumuni M	Member	Technisa
Mr. Nkutha S	Expert Member	Head Office
Ms. Mkhize SI	Expert Member	Roodepoort West

B2.3.4 Student Support Services Committee

Name	Role	Site/Campus
Mr. Snyman NGS	Chairperson	Roodepoort
Ms. Mereko CN	Member	Dobsonville
Mr. Mathobo K	Member	George Tabor
Mr. Mojela M	Member	Molapo
Mr. Mokoena T	Member	Roodepoort
Mr. Madikwe	Member	Roodepoort West
Dr. Masko VCJ	Member	Technisa

B2.3.5 Office Bearers

Name	Position	Site
Mr. Monyamane MJ	Chairperson	Head Office
Ms. Mashale KS	Vice Chairperson	Head Office
Mr. Makola MJ	Vice Chairperson	Head Office
Mr. Sekobane TM	Secretary	Dobsonville
Mr. Masiza S	ASD: Governance	Head Office

B2.3.6 Meeting Attendance Register

#	Name	11 Mar 2025	27 May 2025	02 Sep 2025	27 Nov 2025
1	Mr. Monyamane MJ	No	Yes	Yes	No
2	Ms. Mashale KS	Yes	Yes	Yes	Yes
3	Mr. Makola MJ	Yes	Yes	No	No
4	Mr. Sekobane TM	Yes	Yes	Yes	Yes
5	Mr. Mosiane TR	Yes	Yes	Yes	Yes
6	Ms. Magxunyane NC	Yes	Yes	Yes	Yes
7	Mr. Snyman NGS	Yes	Yes	Yes	Yes
8	Ms. Mazomba M	Yes	Yes	No	No
9	Ms. Makhasa SC	Yes	Yes	Yes	Yes
10	Mr. Magagula W	Yes	Yes	Yes	Yes
11	Mr. Sebe A	Yes	Yes	No	Yes
12	Mr. Ratshilumela TGM	Yes	No	Yes	Yes
13	Ms. Gonyela BP	Yes	Yes	Yes	Yes
14	Mr. Nkutha S	No	Yes	Yes	Yes
15	Ms. Mkhize SI	Yes	Yes	Yes	Yes
16	Mr. Madubung T	No	Yes	No	Yes
17	Ms. Mereko CN	Yes	Yes	Yes	Yes
18	Mr. Mokoena TL	Yes	Yes	Yes	Yes
19	Mr. Selemi WV	Yes	Yes	Yes	Yes
20	Mr. Nevondwe NT	Yes	No	Yes	No
21	Ms. Lekoloane T	No	Yes	Yes	Yes
22	Dr. Maseko VCJ	Yes	No	Yes	Yes
23	Ms. Sani M	Yes	No	Yes	No

#	Name	11 Mar 2025	27 May 2025	02 Sep 2025	27 Nov 2025
24	Mr. Masokwe J	Yes	Yes	Yes	Yes
25	Mr. Manganyi	Yes	Yes	Yes	Yes
26	Mr. Mojela	Yes	No	Yes	Yes
27	Ms. Diyane	Yes	Yes	Yes	Yes
28	Dr. Muthumuni M	Yes	Yes	No	Yes
29	Ms. Dlikilili MP	Yes	Yes	Yes	Yes
30	Mr. Marareni L	Yes	Yes	Yes	Yes
31	Mr. Kgapole GM	Yes	Yes	Yes	Yes
32	Mr. Seanego	Yes	Yes	Yes	Yes
33	Mr. Molusi SG	Yes	Yes	Yes	Yes
34	Mr. Mafafo R	Yes	Yes	Yes	Yes
35	Mr. Mhlongo M	Yes	Yes	Yes	Yes
36	Ms. Madiba	Yes	Yes	Yes	Yes
37	Ms Mogane	Yes	Yes	No	Yes
38	Mr. Manthata S	No	Yes	Yes	Yes
39	Dr. Loki	Yes	Yes	Yes	Yes

Resolutions & Approvals

The following salient resolutions were taken in 2025:

- The Campus Managers were given powers to determine the opening and closing of the online application and registration within the parameters of the college enrolment plan.
- The Academic Board approved the secondment of Mr. Somo to coordinate the World Skills Competition for the college.
- The Academic Board has determined that all campuses are to establish Occupational Programmes Committees. These committees will be responsible for overseeing the implementation of occupational programmes and will include representatives from all relevant stakeholder groups and levels of the organization.
- The Academic Board resolved that all the campuses should implement occupational programmes on the funding grid by 2027.
- The Academic Board resolved that the SMT should ensure that the College Alumni is functional in 2026.
- The Academic Board recommended the student unrest policy, code of conduct, and SRC constitution for approval by the College Council.
- The Academic Board recommended the reviewed student admission policy for approval by the College Council

The Academic Board is progressively enhancing its capabilities in the delivery of teaching and learning, serving as a key driver in the attainment of the college's established academic objectives and overall performance.

Compiler*: Sekobane Tiisetso (Secretary)*

Quarterly reports in the area of Labour Relations. The reports focused on the following:

B3 SRC STUDENT COUNCIL REPRESENTATIVE

B3.1 Introduction

The purpose of this Annual SRC Report is to present a consolidated overview of the progress, achievements, challenges, and recommendations of the SRC during the 2025/2026 academic year. This report reflects the SRC's commitment to advocating for students' academic interests, welfare, safety, and holistic development across all campuses.

Throughout the academic year, the SRC remained committed to ensuring that student concerns were represented effectively despite the pressures associated with leadership responsibilities, academics, and mental well-being. The SRC continuously engaged institutional management and relevant stakeholders to address matters affecting teaching and learning, student welfare, campus infrastructure, safety, and extracurricular development.

Toward the conclusion of the term of office of the 2025/2026 SRC, the institution experienced a challenge of under-enrollment during the 2026 registration period, which resulted in a decrease in the number of registered students. One of the major contributing factors identified was insufficient communication and awareness regarding registration requirements, particularly funding-related requirements linked to NSFAS. Many prospective students arrived during registration without the necessary funding approvals or required supporting documentation, which negatively affected successful registrations.

The SRC emphasized the importance of ensuring that students are informed in advance about registration requirements and available funding processes. The SRC further recommended that alternative bursary opportunities and funding support mechanisms be communicated early to avoid students being excluded from academic participation due to financial constraints.

B3.2 Executive Summary

Since assuming office, the SRC has worked to ensure that students receive programmes as outlined in the college statute while promoting academic participation and attendance with a target of maintaining an 80% attendance rate.

In partnership with Higher Health and Student Support Services, the SRC facilitated programmes that promoted mental and physical wellness, student development, sports participation, arts and culture activities, and student engagement initiatives.

Throughout the year, the SRC consistently raised concerns affecting students, including academic support shortages, NSFAS challenges, accommodation conditions, infrastructure maintenance, campus safety, and ineffective institutional responses to student grievances.

The SRC also successfully implemented several activities under the Plan of Action (POA), including student development programmes, wellness campaigns, social cohesion initiatives, sporting participation, and community support programmes aimed at improving student life across all campuses.

B3.3 Academic Support and Advocacy

The SRC continuously engaged management and academic structures on issues affecting teaching and learning across campuses.

Key Academic Concerns Raised:

- Shortage and delayed delivery of textbooks.
- ISAT (Integrated Skills Assessment Tool) equipment shortages negatively affecting practical learning.
- Lack of sufficient PPEs for practical programmes.
- Weak Wi-Fi connectivity across campuses.
- Lecturer absenteeism affects the quality of teaching and learning.
- Non-reinstatement and termination of tutors, reducing academic support for students.
- Delays in uploading academic progress reports, disadvantaged students pursuing further studies.
- Persistent glitches in the online application and registration systems.
- Poor attendance of induction sessions due to timetable clashes with classes.
- Shortage of lecturers and overcrowded classrooms.
- Lack of learning excursions despite some programmes requiring excursion-based assignments.
- Need for academic reviews to ensure programmes remain aligned with industry requirements.
- Need for careful planning during programme phasing-out processes to ensure smooth transitions.
- The SRC consistently advocated for improved accountability within academic departments and stronger support systems that prioritize student success.
- Student Welfare and Support Services
- Student welfare remained one of the SRC's primary focus areas throughout the year.

B3.4 Major Welfare Concerns:

- NSFAS delays and unresolved funding queries.
- Students being disadvantaged during registration due to funding-related challenges.
- Student accommodation not meeting accreditation standards or conducive living conditions.
- Concerns regarding student privacy after accommodation-related SMS notifications were sent to students post-registration.
- Lack of accountability and intervention from financial aid offices regarding accommodation grievances.
- Need for alternative bursary awareness during registration periods.
- Demand for an in-house clinic to support student health needs.
- Need for stronger graduate industry relations and post-exit opportunities.
- Reports of unresolved cyberbullying incidents affecting student well-being.
- The SRC maintained that student welfare must remain central to institutional processes and that financial aid systems should become more transparent, responsive, and student-centred.
- Campus Facilities and Infrastructure
- The SRC consistently highlighted infrastructure-related concerns that negatively affected the learning environment.

B3.5 Infrastructure Challenges Raised:

- Classroom maintenance issues, including broken doors, windows, and air-conditioning units.
- Shortage of classrooms leading to overcrowding.
- Lack of resource centre study rooms across campuses.
- Water shortages disrupt teaching and learning activities.
- Delays in implementing biometric systems across campuses.
- Lack of student cards compromising campus safety.
- Renovation and construction activities disrupting teaching and learning processes.
- Need for safety-first planning during renovations and campus upgrades.
- The SRC emphasized that infrastructure maintenance and campus safety are essential to creating a conducive environment for both students and staff.
- Extracurricular and Student Life Activities
- The SRC continued to promote holistic student development through sports, arts, culture, wellness programmes, and student engagement activities.

B3.6 Achievements and Activities:

- Full participation in COSACSA sporting activities nationally and provincially.
- Significant representation of students advancing to national summer games.
- Provincial success across various sporting codes, with several teams winning gold medals.
- Participation and support for World Skills competitions across campuses.
- Hosting of mental health seminars and wellness programmes.
- Promotion of arts, culture, and student engagement initiatives across campuses.

B3.7 Concerns Raised:

- Delays in the approval of combo courts and sporting infrastructure.
- Failure to host in-house award ceremonies recognizing student achievements.
- Inconsistent and delayed approval processes affecting SRC events and POA implementation.
- Retroactive disapproval of already approved activities, undermining SRC leadership efforts.
- The SRC maintained that extracurricular development remains critical in building student confidence, leadership, and institutional pride.

B3.8 SRC POA and Events

The SRC successfully implemented several activities outlined in the approved Plan of Action during the academic year. These programmes were aimed at promoting student wellness, leadership development, social cohesion, entertainment, and student support across all campuses.

Key SRC Events and Programmes Successfully Hosted:

- Mr and Mrs Campuses Competitions
- Mr and Mrs College Event
- Fun Days across all campuses
- Men's Conference
- Mental Health Seminars
- Unity in Action Donation Campaign, where food parcels and donations were distributed to needy students across all six campuses.
- Various student engagement and wellness programmes.

These initiatives contributed significantly to student participation, campus unity, and student support throughout the academic year.

However, despite these successes, the SRC experienced challenges regarding inconsistent approvals from certain offices, where approved activities were later reversed or postponed without clear justification. Such actions negatively affected planning processes and undermined the integrity of student leadership structures.

The SRC reiterated that it exists to serve students selflessly and requires genuine institutional support and collaboration to effectively fulfill its mandate.

B3.9 Challenges and Concerns

Throughout the year, several recurring institutional challenges affected student experiences across campuses.

Key Challenges:

- Delayed responses from management despite timely SRC submissions.
- Registration system failures and funding-related challenges.
- Lack of accountability in resolving NSFAS and accommodation issues.
- Campus safety concerns due to lack of student cards and biometric systems.
- Infrastructure maintenance delays.
- Poor communication between departments and students.
- Inconsistent institutional support for SRC initiatives and activities.
- These challenges continue to negatively impact academic progress, student morale, and overall institutional effectiveness.
- Recommendations and Future Goals
- The SRC recommends the following interventions for the improvement of student experiences and institutional effectiveness:

B3.10 Academic Support

- Strengthen registration and IT systems to prevent glitches and delays.
- Improve communication regarding registration requirements and NSFAS processes.
- Reinstate and strengthen tutoring programmes.
- Enforce accountability measures for lecturer absenteeism.
- Ensure timely distribution of textbooks, laptops, PPEs, and academic resources.
- Improve Wi-Fi infrastructure across campuses.

B3.11 Student Welfare

- Implement transparent timelines for NSFAS query resolutions.
- Introduce student representation in accommodation approval processes.
- Ensure accommodation providers comply with accreditation standards.
- Improve student mental health and wellness support systems.
- Increase awareness of alternative bursary opportunities.

B3.12 Campus Facilities

- Prioritize classroom repairs and maintenance.
- Expand classroom infrastructure to reduce overcrowding.
- Establish study rooms and resource centres on all campuses.
- Roll out biometric systems and student cards across campuses.
- Ensure renovations are conducted with minimal academic disruption.

B3.13 Extracurricular Development

- Expedite approval and construction of combo courts.
- Establish annual student awards ceremonies.
- Continue promoting sports, arts, culture, and wellness programmes.

B3.14 Institutional Governance

- Improve communication and responsiveness from management.
- Strengthen transparency and accountability in institutional processes.
- Ensure legislative alignment and recognition of the SRC constitution.
- Foster collaborative relationships between management and student leadership structures.

The 2025/2026 SRC has made significant strides in advocating for students' academic success, welfare, safety, and extracurricular development. Despite ongoing challenges relating to funding, infrastructure, management responsiveness, and institutional processes, the SRC remained committed to serving students with integrity and accountability.

The SRC believes that collaborative engagement between management and student leadership remains essential in building a supportive, transparent, and student-centred institution. As we conclude the term of office, we remain confident that the foundations laid during the 2025/2026 academic year will continue contributing positively toward student development and institutional progress.

Drafted by:

SRC Secretary General - Tokelo Mogane

In consultation with:

SRC President - Mduduzi Mhlongo

PART C

PERFORMANCE INFORMATION

The following section presents the operational and academic performance of South West Gauteng TVET College for the 2025 reporting period. Each directorate and functional unit reports on its key achievements, challenges, and strategic priorities.

C1. CORPORATE SERVICES DIRECTORATE

During the 2025 calendar year, the composition of the Directorate for Corporate Services was constituted as follows, which is in line with the PPN model and structure for this College, as approved by the Director-General for TVET in July 2022:

- Human Resource Management and Administration
- Labour Relations
- Marketing and Communication
- ICT
- Facilities and Records Management(*)

(*) Notice should be taken of the fact that by the 31st of December 2025, the envisaged Facilities and Records Management Unit had still not been established as, due to a technicality raised by the Corporate Services directorate of the DHET, the College had to withdraw its submission for the appointment of the relevant Assistant Director, and thereby delay the establishment of the said unit.

During 2025, all four of the functioning units had an Assistant Director appointed as the respective unit managers, being:

Unit	Assistant Director
Human Resource Management and Administration	Mr Thando Khuse
Labour Relations	Mr Tebogo Mophaleng
Marketing and Communications	Ms Patience Makhaphela
Information and Communications Technology	Mr Bernard Sepato

Although the Facilities and Records unit was not established, we had the Chief Registry Clerk, Ms ME Mtshali looking after the general administrative duties at the College Head Office, and Mr Wandi Magagula employed as the Senior Administrative Officer: Quality Assurance, as well as Health and Safety.

C1.1 Human Resources Management and Administration

The College's Human Resource Management and Administration Unit is responsible for the following three main objectives, being:

- all Human Resource administrative functions, from advertising vacant posts to the filling of such posts, and all the Human Resource-related issues (pension fund, leave, transfers, etc) in between.
- Staff Development and Training, including staff evaluations and staff bursary management
- Staff Health and Wellness, including referrals where applicable.

The College's staff structure as on 31 December 2025, was as follows, as per the Department's approved PPN model and structure for South West Gauteng TVET College, are indicated in the the tables below:

Public Servants / Administrative Staff Posts at SWGC (31 December 2025)

Post Designation	Salary Level	Vacant	Incumbent / Status
Principal	SL13	No	MJ Monyamane
DP: Academic Services	SL12	No	KS Mashale (ms)
DP: Corporate Services	SL12	No	A Schlemmer
DP: Financial Services	SL12	No	S Sibanda
DP: Registration Services	SL12	No	MJ Makola
ASD: Ministerial Programmes	SL10	No	TGM Ratshilumela
ASD: Occupational Programmes & Learnerships	SL10	No	A Sebe
ASD: Examinations & Assessment	SL10	No	BP Gonyela (ms)
ASD: Registration Services	SL10	No	SI Mkhize (ms)
ASD: TVET MIS	SL10	No	SS Nkutha
ASD: Partnerships & Linkages	SL10	Yes	Post was kept vacant during 2025
ASD: Farm Manager	SL10	Yes	Post advertised Nov 2025 for 2026
ASD: Student Support Services	SL10	No	TM Madubung
ASD: Strategic Planning (Office of the Principal)	SL9	No	S Masiza
ASD: Management Accounts	SL9	Yes	Post advertised Nov 2025 for 2026
ASD: Supply Chain & Assets Management	SL9	No	KG Mathatho
ASD: Risk, Fraud & Integrity Management	SL9	Yes	Post advertised Nov 2025 for 2026
ASD: Internal Audit	SL9	Yes	Grievance procedure
ASD: Marketing & Communication	SL9	No	NP Makhaphela (ms)
ASD: Facilities & Records	SL9	Yes	Appointment submission withdrawn
ASD: Labour Relations	SL9	No	TJ Mophaleng
ASD: Financial Management	SL9	No	S Dhlamini
ASD: HR Management	SL9	No	T Khuse
ASD: Information Technology	SL9	No	BM Sepato
ASD: HOA - Dobsonville	SL9	Yes	Post advertised Nov 2025 for 2026
ASD: HOA - George Tabor	SL9	Yes	Post advertised Nov 2025 for 2026
ASD: HOA - Molapo	SL9	Yes	Post advertised Nov 2025 for 2026
ASD: HOA - Roodepoort	SL9	Yes	Post advertised Nov 2025 for 2026
ASD: HOA - Rood. West	SL9	Yes	Post advertised Nov 2025 for 2026
ASD: HOA - Technisa	SL9	Yes	Post advertised Nov 2025 for 2026
Total Posts	-	-	**30 (18 Filled; 12 Vacant)**

Notes:

In addition to the above list of Administrative Managers and the 30 managerial posts at the College, SWGC also had the following administrative / support staff posts on its staff establishment as at 31 December 2025:

Support/Admin Staff Establishment

Category	Salary Level	Total Posts	Filled	Vacant
Senior Admin Officers	8	20	16	4
Admin Officers	7	50	42	8
Admin Clerks	5-6	77	58	19
Drivers, Cleaners, Gardeners, etc.	2-4	114	23	91*
Sub-Total	-	**261**	**139**	**122**
Managerial (as above)	-	30	18	12
Total PS Posts & Staff	-	**291**	**157**	**134**

Posts kept vacant for possible insourcing and due to Cost Containment measures.*

Educator / Lecturing Staff Posts at SWGC (31 December 2025)

Post Designation	Post Level	Vacant	Substitute	Incumbent / Status
Campus Manager: Dobsonville Campus	PL5	No	n/a	TM Sekobane
Campus Manager: George Tabor Campus	PL5	No	n/a	TR Mosiane
Campus Manager: Molapo Campus	PL5	Yes	Yes	Appointment file at DHET for approval
Campus Manager: Roodepoort Campus	PL5	Yes	Yes	Post to be re-advertised during 2026
Campus Manager: Roodepoort West Campus	PL5	No	n/a	M Mazomba (ms)
Campus Manager: Technisa Campus	PL5	Yes	Yes	Appointment file at DHET for approval

Taking the above list of Campus Managers and Campus Manager posts at the College into account, SWGC's educator staff establishment as at 31 December 2025 was as follows:

Educator Staff Establishment

Category	Post Level	Total Posts	Filled	Vacant
Campus Manager	PL5	6	3	3
Heads of Divisions	PL3	26	19	7
Senior Lecturers	PL2	77	45	32
Lecturers	PL1	458	306	152
Total Educators	-	**567**	**373**	**194**

Total Staff Establishment of SWGC (31 December 2025)

Staff Category	Total Posts	Filled	Vacant
Educator Staff	567	373	194
Support/Admin Staff	291	157	134
Grand Total	**858**	**530**	**328**

Training Interventions During 2025

As with any institution, the training and development of its staff members is a priority, and 2025 was no exception.

As per the norm, the College budgets 1% of the total value of its salary budget for staff development and training.

During 2025, the salary budget, as indicated in item 1 above, was R 291 224 000, which therefore implies that the staff training and development budget was R 2 912 240 for the 2025 financial year, of which the table below indicates the actual staff training expenses during this period being reported on.

Quarterly Training Interventions (2025)

Quarter	Interventions	Internal	External	Total Staff	Cost
Q1	8	15	132	147	R196,123
Q2	8	31	186	217	R632,185
Q3 + Q4	15	131	145	276	R900,781
Totals	**31**	**177**	**463**	**640**	**R1,729,089**

Over and above these figures indicated above, the College also awarded 22 study bursaries to staff members during the 2025 academic year (7x new bursaries plus 15 continuations, to a total value of R 529 143,00, bringing the total staff training and development expenses of the 2025 academic year to R 2 258 232,00.

Employee Health and Wellness

Activities and programmes during the 2025 calendar year

Health and Wellness screening roadshow - were conducted across four campuses, offering services including dental, podiatry, optometry and otolaryngology assessments. Additionally, HIV/AIDS testing was facilitated on two campuses as part of our comprehensive wellness initiative. were visited for health and wellness screening. In partnership with Oral Hygiene Health Care Centre and City of Joburg.

- **Code of Conduct roadshow** - The Wellness office participated in the Code of Conduct roadshow across campuses, facilitating discussions on sexual harassment in the workplace
- A comprehensive needs assessment was conducted across all campuses, culminating in a report highlighting staff concerns and submitted for review.
- **GEMS health and wellness screening** - in partnership with GEMS, comprehensive health and wellness screenings were conducted across all six campuses and head office, offering HIV/AIDS, TB, Blood Pressure, Blood Glucose, Cholesterol and BMI testing services.
- **Mental Health Awareness** - mental health awareness sessions were conducted on two campuses, highlighting the importance of prioritising mental well-being alongside physical health. The sessions addressed burnout and work-related stressors contributing to mental health concerns
- **Financial wellness** - financial well-being workshops were conducted on two campuses. Covering key topics such as retirement planning, credit management, basic budgeting strategies, fraud prevention and setting financial goals.
- **Gender Based Violence Awareness Campaign** - In commemoration of the 16 Days of Activism for No Violence Against Women and Children, the Wellness Unit spearheaded a successful campaign across all campuses with employees actively participating to stand against Gender-Based Violence (GBV)

Counselling Cases

- Total of 14 cases
- Workshops/trainings
- Emotional intelligence:13 staff members

C1.2 Labour Relations

As can be expected from a company employing 550 permanent staff members, excluding interns and other temporary staff, and having four registered and recognized labour unions representing these staff members [NAPTOSA, NEHAWU, PSA and SADTU], there will be labour issues that arise from time to time at the College.

The Labour Relations unit has conducted workshops at all college sites on sexual harassment and the code of conduct. The sexual harassment workshops educated staff on identifying, preventing, and reporting misconduct, clarified company policies, defined legal standards (such as quid pro quo), and trained employees in bystander intervention to stop sexual harassment.

The workshops also emphasized supporting victims and recognizing various forms of harassment to ensure a shared understanding of acceptable behaviour.

Another workshop is related to the code of conduct of employees within the college. The primary purpose of this code of conduct workshop was to promote a positive, respectful, and ethical environment by establishing clear standards for behaviour and decision-making. A code of conduct guides employees on acceptable practices, ensuring accountability and consistent, professional conduct across an organization.

The purpose of the workshop was to enable employees to proactively prevent issues rather than just punishing staff members and provide a framework to hold staff accountable to ethical standards and organizational values.

The Labour Relations unit managed to establish the College Labour Forum, which was formed to provide a formal arrangement where the principal, management, and delegated union representatives can discuss matters of mutual interest affecting employees in the college.

The college labour forum has held two meetings, and its role is to discuss issues relating to existing rights and the implementation of benefits and other conditions of service; encourage constructive discussions; allow employees to voice issues of concern and to discuss alternatives; discuss and consult on college policies, plans, and procedures; and share information and any other matters of concern, other than those discussed in other structures.

Misconducts and disputes

- Three (3) employees were found guilty and dismissed from employment due to sexual harassment misconduct, but two (2) staff members appealed the sanctions.
- Two (2) employees were found guilty of negligence, and the sanctions were three (3) months' suspension without salaries.
- There is a staff member who was charged with negligence and unauthorized usage of college assets, and the sanction meted out was a final written warning.
- One (1) staff member was found guilty of coming to work intoxicated and dereliction of duty, and the staff member got a three (3) month suspension without salary, but the staff member eventually resigned.
- One (1) staff member was found guilty of a final written warning for gross negligence and exam irregularity.
- Another staff member was charged with gross negligence and insubordination, and the sanction for the respective staff member was a two (2)-month suspension without salary, and the staff member appealed the sanction.
- One (1) staff member received a written warning for permitting an unregistered student to participate in the excursion intended for college-registered students.
- One (1) staff member was charged with gross negligence, exam irregularity, and unauthorized transferring/removing examination printouts from one of the examination venues to another without due authorization, awaiting report and sanction.

Disputes

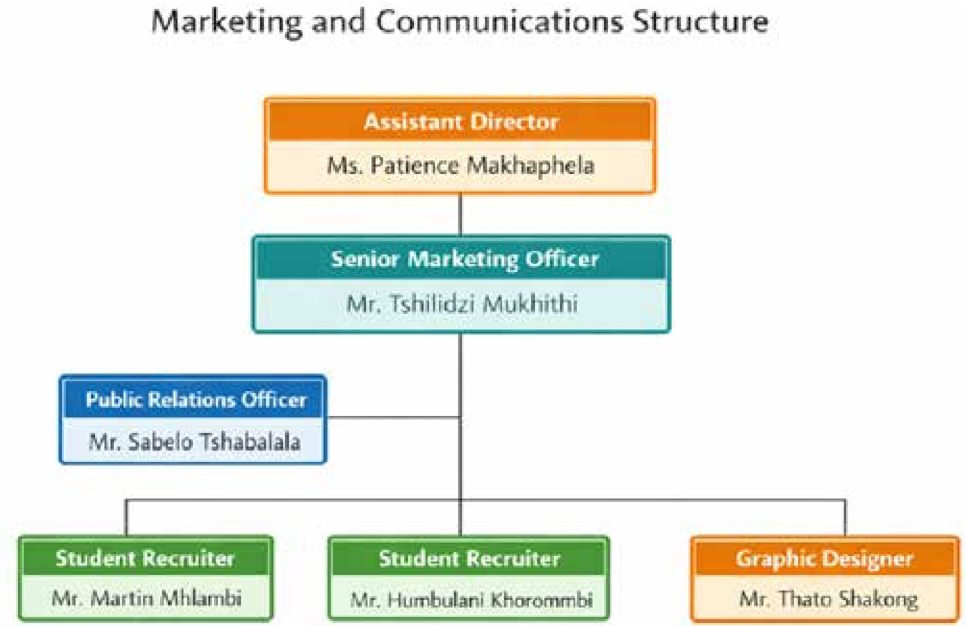
There were seven disputes referred for conciliation, but the matters were eventually referred for arbitration. These issues include alleged unfair labour practices, the recruitment process, and intimidation.

Arbitrations

- Ten (10) arbitrations were referred to the Education Labour Relations Council (ELRC) and the Public Service Coordinating Bargaining Council (PSCBC).
- Seven (7) cases were resolved in favour of the college, one (1) matter was not in favour of the college, and two (2) matters are still pending.

C1.3 Marketing and Communications

The Marketing and Communications Unit at South West Gauteng TVET College serves as the institution's voice and image builder-responsible for shaping public perception, promoting academic programmes, and strengthening stakeholder relationships. It ensures that the college's achievements, values, and opportunities are communicated effectively to students, staff, partners, and the broader community.



Unit's Purpose and Strategic Role

The Marketing and Communications Unit is central to SWGC's reputation management and student engagement. Its core functions include:

- **Brand Management:** Upholding the college's visual identity and messaging consistency across all platforms.
- **Public Relations:** Managing internal and external communications, including media relations, press releases, and crisis communication.
- **Student Recruitment:** Driving enrolment campaigns and outreach programmes to attract prospective students.
- **Event Promotion:** Coordinating coverage of college events and milestones.
- Digital Communication: Managing social media, website content, and online campaigns to enhance visibility.
- **Stakeholder Engagement:** Building relationships with government, industry, and community partners to support the college's mission.

Roles and Contributions

Position	Role Description	Contribution
Assistant Director	Provides executive leadership and strategic direction for all marketing and communication activities. Oversees branding, stakeholder engagement, and institutional advocacy.	Ensures alignment between college vision and communication strategy; drives reputation-building and legacy campaigns.
Senior Marketing Officer	Implements marketing plans, supervises campaigns, and coordinates departmental operations.	Translates strategic goals into actionable marketing initiatives; ensures consistency and quality in all outputs.
Public Relations Officer	Manages media relations, press releases, and public statements. Handles internal communication and event publicity.	Strengthens the college's public image and maintains positive relationships with media and stakeholders.
Student Recruiters	Leads outreach programmes, school visits, and recruitment drives. Provides guidance to prospective students.	Expands student enrolment and promotes access to education through targeted recruitment strategies.
Graphic Designer	Designs visual materials for campaigns, events, and digital platforms. Maintains brand aesthetics.	Enhances visual communication and ensures professional presentation of the college's identity.

Relocation of the Marketing Department

Due to the shortage of office space at Head Office, the Marketing Department was relocated to the new building at 383 Ontdekkers Road, Florida Hills, joining the New Business Development Unit that had moved earlier in the year. The official relocation took place on 01 October 2025, marking a strategic step toward improved efficiency and collaboration between departments. This move not only addressed immediate space constraints but also reflected the institution's forward-looking approach to growth, adaptability, and the creation of a more collaborative working environment.

Major Projects & Events

Opening of MERSETAFunded Trade Test Centres

- **Date:** 30 June 2025
- **Campus:** Molapo
- **Trades:** Mechanical Fitter and Fitter & Turner

The college officially opened two new Trade Test Centres funded by MERSETA, led by the then Minister, Hon. Nobuhle Pamela Nkabane (MP). These centres advance SWGC's contribution to national artisan development and expand access to technical training for township youth. The event received extensive coverage across radio, TV, online platforms, and SWGC digital channels.

Roadworks Construction Skills Programme Graduation

- Date: 26 June 2025
- Graduates: 368
- Partners: City of Johannesburg DED, JRA, SANRAL

Youth from Regions D & G completed a 12month, SAQAaligned qualification in Roadworks and Maintenance. The programme addressed unemployment while equipping graduates with practical infrastructure-related skills. The ceremony was widely publicised on multiple media platforms.

Graduation Summary 2025

National Accredited Technical Education Diploma (NATED) - Business Studies: 240, Engineering: 73, Utility: 61 (Total: 374)

NC(V) - Business: 91, Engineering: 0, Utility: 47 (Total: 138)

Due to the delayed issuance of the DHET National Certificate Vocational (NC (V)] certificates, the initially planned second graduation was cancelled. The college realigned its graduation eligibility protocols to reflect national certification standards.

Official Launch of the FASSET-SWGC Soweto Digital Hub

A landmark digital empowerment initiative was launched at Dobsonville Campus in Soweto with DHET and FASSET leadership present.

Beneficiary Impact:

800 learners trained in Cybersecurity, AI, UX Design, and Digital Entrepreneurship

60 Lecturers trained in Robotics, Python, and Virtual RealityThe hub addresses digital inequality, improves access, and prepares youth and staff for Fourth Industrial Revolution careers.

Media Coverage:

- SABC provided national exposure
- Inside Education offered sector-focused coverage

GCIS Seminar - 2025 Summary

The GCIS, in partnership with South West Gauteng TVET College, hosted a youth-focused seminar aimed at strengthening student access to government programmes, industry opportunities, and digital engagement. Over 200 students participated across multiple campuses.

Key Highlights

- **Revival of Gibela Rail Partnership:** Gibela proposed reestablishing its strategic collaboration with Molapo Campus, focusing on skills development, internships, curriculum support, and innovation initiatives.
- **Youth Development Opportunities:** SA Youth, NYDA, and business partners shared pathways for employment, entrepreneurship, and government support.
- **Student Engagement:** Students cofacilitated the event, participated actively in Q&A sessions, and gained exposure to alumni success stories.
- **Alignment with National Priorities:** The programme supported economic recovery, anticorruption, GBVF awareness, and digital literacy efforts.

Overall Outcome

The seminar strengthened partnerships, elevated student engagement, and enhanced SWGC's contribution to national youth development.

Recruitment & Outreach Activities

Schools Visits, Libraries, Community Centres and Youth Organisations

The Recruitment Team executed a comprehensive outreach campaign across schools, libraries, community centres, and youth organisations.Key outcomes include:

- Engagement with over 13,000 learners across Gauteng
- Strengthened partnerships with community organisations and municipal entities
- Delivery of career guidance, subject-choice support, substance abuse awareness, and TVET sector promotion
- Participation in major expos, including the Rand Show, Afrox Centre events, and multiple Youth Month empowerment programmesThese activities significantly boosted the College's visibility and supported early recruitment for the 2026 academic cycle.

22025 Drive-by Campaign (GFSMCF Provincial Campaign)

- **Theme:** "TVET and CET Colleges Are a First Choice"Duration: 1-5 September 2025This joint Gauteng-Free State activation involved 12 TVET and 2 CET Colleges.
- **Reach:** 20,000+ people across Bloemfontein, Welkom, Kroonstad, Johannesburg & Springs.

Activities included mobile activations, mall engagement, hall presentations, class tours, and digital outreach. The campaign aimed to destigmatise the TVET sector and drive enrolment.

Taxi Advertising Campaign Proposal (2026 Intake)

The College continued to strengthen its community-based marketing approach through the Taxi Branding Campaign, implemented ahead of the 2026 application cycle. Taxi branding has proven to be one of the most effective ways to reach prospective students, especially in high traffic commuter routes across Gauteng. Taxi branding has been a proven high impact marketing method, having been successfully tested in 2022, 2023, and 2024, resulting in notable increases in student applications and improved brand recognition within Gauteng commuter zones.

This campaign offers significant advantages over traditional advertising platforms. Unlike static or short-lived media such as newspapers or radio slots, taxi branding ensures constant, repeated visibility throughout the day. It reaches a wide audience-including prospective learners, parents, and community members-without being limited to specific locations or demographics.

3. Publications and Editorial Output

In 2025, the Marketing and Communications Unit strengthened the College's visibility and stakeholder engagement through a consistent and strategic publications programme. The Unit successfully produced four quarterly newsletters, each carrying dynamic, timely, and community-centered stories that highlighted College achievements, student successes, campus developments, and strategic partnerships. These newsletters served as a vital communication bridge between the College and its internal and external audiences, reinforcing transparency, credibility, and institutional pride.

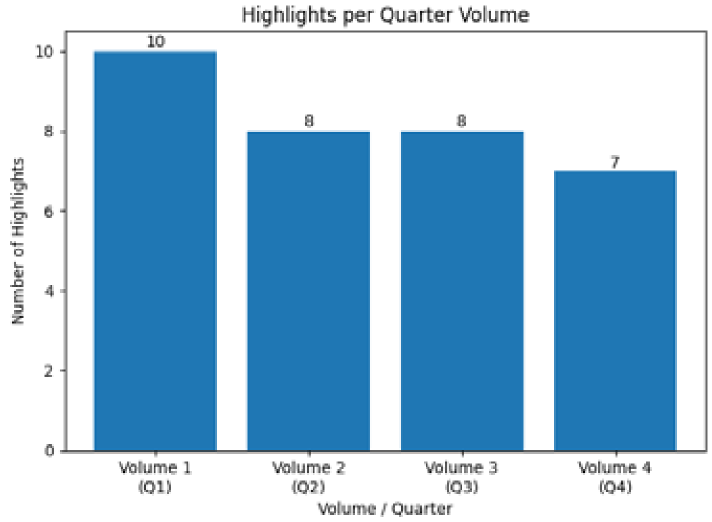
In addition, the Unit successfully published the 2024 Annual Report in 2025, ensuring that the College maintained compliance with reporting standards while presenting a comprehensive record of performance, governance, and impact. The publication of an Annual Report is essential for institutional accountability, reputation management, and stakeholder confidence. It also supports the College's relationships with regulatory bodies, funders, partners, and the broader public by demonstrating responsible stewardship of resources and clear communication of achievements and challenges.

Beyond internal publications, the College also gained external media visibility, having been featured in the TVET and College SETA Times, further amplifying SWGC's profile nationally. Such features are important for positioning the College as a thought leader in the TVET sector, showcasing its innovations, partnerships, and contributions to national skills development.

Newsletter Activity Summary

NEWSLETTER	Theme/Focus	Key Highlights (Short & Engaging)
Volume 1 : 1st Quarter	Academic Start, Wellness & Innovation	• Seamless online registration • Successful SRC elections • Honoured 40 years' service (Mr Cameron) • InterCampus Athletics & provincial participation • Rollout of 4IR programmes at George Tabor Campus • Mental wellness & burnout support initiatives • Peer Educator leadership training • Yeoville community outreach with City of Johannesburg • Labour Relations Code of Conduct Roadshow • Library Awareness Campaign (reading & creativity)

NEWSLETTER	Theme/Focus	Key Highlights (Short & Engaging)
Volume 2: 2nd Quarter	Skills, Leadership, Partnerships	• Multi-campus Skills Competitions (Fashion Tech, Electrical, Welding, CNC, etc.) • SRC Leadership Induction at Aha Kopanong Centre • Inspirational journeys of Reabetswe Mmusa & Jabulile Tshabalala • Northlink College benchmarking visit on alumni strategies • Official opening of Mechanical Workshops at Molapo (Minister Nkabane) • Roadworks Construction Graduation (City of Johannesburg partnership) • National CoSACSA Track & Field Championships participation • Inter-Campus League results (Netball & Soccer Champions)
Volume 3 : 3rd Quarter	Strategic Impact, Governance, Recognition	• SWGC Clean Audit Celebration • Launch of the FASSET–SWGC Soweto Digital Hub • Provincial "DriveBy Campaign" promoting TVET visibility • GCIS Vuk Talk Seminar at Molapo Campus • 2025 Graduation Ceremony (Nasrec) • Partnership Breakfast with DHET leadership • WorldSkills Gauteng participation and medal achievements • Student excellence stories (Christina Miyambo & Siyabonga Twala)
Volume 4: 4th Quarter	Community Outreach, Inclusion, Global Exposure	• Johannesburg Youth Skills Development Expo participation • 16 Days of Activism (AntiGBV) campaign across campuses • Celebrated achievements of students living with disabilities • Orange Farm Youth Career Day outreach campaign • International Knowledge CoCreation Programme (Japan) participation • Spider Park Marketing Activation (Meadowlands Zone 7) • NATED/Report 191 TeachOut Extension communication support



- **Volume 1** (Q1 - Academic Start, Wellness & Innovation): 10 highlights. This quarter had the highest activity, reflecting a strong start to the academic year with initiatives like online registration, SRC elections, athletics, and wellness programs.
- **Volume 2** (Q2 - Skills, Leadership, Partnerships): 8 highlights Focused on skills competitions, leadership development, and partnerships, including benchmarking visits and the opening of mechanical workshops.
- **Volume 3** (Q3 - Strategic Impact, Governance, Recognition): 8 highlights Balanced emphasis on governance and recognition, with achievements like the clean audit celebration, graduation ceremonies, and WorldSkills participation.
- **Volume 4** (Q4 - Community Outreach, Inclusion, Global Exposure): 7 highlights. Slightly fewer highlights, but impactful activities around community outreach, inclusion, and international exposure, such as youth career days, disability recognition, and Japan exchange programs.

Strategic Digital Governance & Social Media Verification Programme

In 2025, South West Gauteng TVET College (SWGC) undertook a comprehensive digital governance initiative to secure and professionalise its social media presence. This strategic intervention was implemented in response to emerging risks involving hacked pages, impersonation, unauthorised accounts, and declining visibility of the College's official communication platforms. The actions taken ensured the protection of the College's brand integrity, enhanced public trust, and aligned institutional communication with modern digital standards.

Background and Context

The College identified multiple challenges affecting its digital footprint:

- A previously college hacked Facebook page remained active and continued to attract higher engagement than the new official page. This compromised the accuracy of information available to the public.
- At least 15 unauthorised Facebook pages and groups were discovered using the College's name without permission, contributing to misinformation and brand misrepresentation.
- The official Facebook page lacked visibility and could not be found through standard searches, making it difficult for stakeholders to locate legitimate College information.
- These challenges collectively posed reputational, operational, and security risks, necessitating immediate intervention.

Reasons for the College's Decision

Protection Against Impersonation and Fraud

The presence of multiple unauthorized pages and a still-active hacked account significantly increased the risk of misinformation, fraud, and reputational harm. Verifying official accounts through META provided a secure, authenticated presence and reduced the risk of impersonation.

- **Restoration of Visibility and Searchability**

The official Facebook page could not be found via search, resulting in reduced reach during critical periods such as registration seasons. META Business Premium and targeted visibility measures were required to restore searchability and ensure accurate public access to College messaging.

- **Removal of Unauthorised Pages**

The identification of 15 nonofficial pages required immediate action to prevent student confusion, protect the College's identity, and maintain communication standards. The plan included merging, retracting, or requesting the removal of all unauthorized accounts from Facebook and the process is still on-going.

- **Strategic Need for Verified Communication Channels**

Verification badges provide assurance of authenticity and align with the institution's commitment to transparent and credible communication. The College formalised this milestone through an internal memorandum confirming the verification of its Facebook and X (Twitter) accounts.

- **Building Internal Digital Marketing Capacity**

The Marketing and Communications Unit identified a need for staff training in digital marketing, social media management, and analytics to ensure sustainable long-term performance of digital platforms. This reinforced the decision to partner with a service provider and adopt structured support models.

Actions Implemented in 2025

Verification of Official Social Media Accounts

SWGC successfully obtained META verification for both its Facebook and X (Twitter) accounts. Verified badges now clearly distinguish the College's official platforms from unauthorised accounts. This achievement was communicated to all staff and students via a formal memorandum.

Engagement With Selected Service Provider

A 12month service proposal was received and implemented. *The package included:*

- Facebook & X verification
- Boosted ads for improved visibility
- Cleanup and takedown of fake pages
- Retrieval support for the hacked Facebook page
- Subscription to META Business Premium for added protection and visibility
- Removal and Retraction of Unauthorised Pages
- Efforts were initiated to merge, retract, or remove all unauthorised social media pages. Discussions with META support were resumed to facilitate this process.
- Enhancement of Page Visibility and Performance

To address searchability issues, the College implemented:

- Boosted advertising targeted at specific audiences
- Regular monitoring of page insights and analytics
- Updates to branding, profile completeness, and content optimisation

The Social Media Verification and Digital Governance Programme implemented in 2025 represents a significant advancement in the College's digital maturity and risk management strategy. Through META verification, the removal of unauthorized pages, and improved digital marketing practices, SWGC has strengthened its brand integrity, protected its stakeholders, and aligned its communication systems with global digital standards.

The College now operates from a secure and credible digital foundation that supports recruitment, stakeholder engagement, and institutional reputation well into the future.

C1.4 INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

The year 2025 marked significant progress in the ICT Unit's digital transformation strategy. The main emphasis on the previous financial year was to revamp the core underlying infrastructure and modern architecture to be robust, in order to cater for the latest technological development in the global ICT sphere. This particular strategic direction was to prepare and strengthen quality of service when it comes to layer 1 (Local Area Network) of the College connectivity. When taking a dipstick to measure what has been achieved in terms of Computer Labs, Resource Centres, Offices and termination points across the College, out of 100% planned upgrade, only 60% was concluded in the financial year indicated herein.

Rollout and implementation of the Local Area Network revamp had ensured that downtime was reduced by 80%, whereby system resilience was improved.

Looking ahead, the focus will be on AI-driven automation and expanding digital services to support Institutional growth by activation of Microsoft Copilot and related applications.

Introduction

This report provides an overview of ICT activities, achievements, and challenges during the 2025 fiscal year. It highlights infrastructure upgrades, strategic projects, financial performance, and future priorities aligned with the College's vision of becoming a digitally enabled Institution of Higher Learning in the TVET Sector.

Governance & Strategy in ICT Unit

Adopted a new ICT governance framework ensuring compliance with ISO 27001 standards. Enhanced the Governance oversight by ensuring accountability of strategic initiatives and implementation of planned activities and ICT projects.

ICT Policy Development

All the ICT policies and SOP's indicated herein were approved during a Council sitting in December 2025.

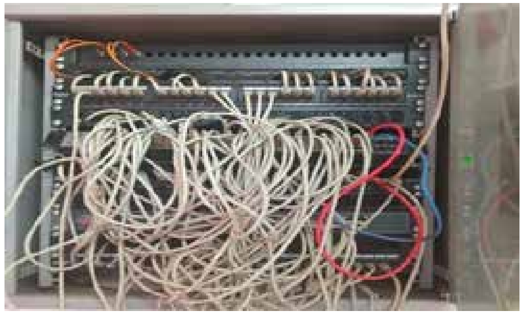
C1.5.1 New ICT Policies Approved

Policy Name	Status	Approval Date	Remarks
Cyber Security	Approved	December 2025	Quality Management process completed by Quality Management System (QMS) Unit.
Patch Management	Approved	December 2025	Quality Management process completed by QMS Unit.
Disaster Recovery	Approved	December 2025	Quality Management process completed by QMS Unit.
ICT Risk Management	Approved	December 2025	Quality Management process completed by QMS Unit.
ICT Framework	Approved	December 2025	Quality Management process completed by QMS Unit.
SOPs	Approved	December 2025	Quality Management process completed by QMS Unit.

Infrastructure and Operations

Local Area Network Upgrade

Before Upgrade | **After Upgrade**



Before Upgrade | **After Upgrade**

Before Upgrade | **After Upgrade**

Upgraded Local Area network by 60% to support hybrid alignment. Decommissioned legacy servers and transitioned to a blended platform with cloud-based infrastructure. The following Campuses are yet to receive new servers:

- Technisa Campus
- George Tabor Campus
- Dobsonville Campus
- Land is Wealth Farm

SWGC COMPUTER RESOURCES DISTRIBUTION LIST

Campus	15 PC	17 PC	ALL-IN-ONE-PC	TOTAL	STATUS
Molapo	46			46	Delivered (2025)
Roodepoort	108			108	Delivered (2025)
Roodepoort west	35	1		36	Delivered (2025)
George Tabor	114	3		117	Delivered (2025)
Head Office	10	14		24	Delivered (2025)
TOTAL	**313**	**18**		**331**	Delivered (2025)

Information Security

Introduced multi-factor authentication across all systems.

Conducted annual penetration testing with minor critical vulnerabilities reported.

Planned Firewall model upgrade and Antivirus with advanced modules with Patch Management. Activated Microsoft Defender to minimize infiltration and spam traffic in both, inbound and outbound email environments.

Projects & Innovation

Partnered with external Service Provider to conduct an independent ICT Infrastructure and Network assessment with a view to implement Cloud, Artificial Intelligence, Digital Transformation, Automation and ICT Roadmap, which takes into consideration the Fourth Industrial Revolution (4IR).

Financial Overview

- ICT budget: R 4 800 000.00 was spent on ICT connectivity and Infrastructure with R15 000 000.00 on computer assets in the previous financial year (2025).
- Human Capital and Capacity
- ICT team grew with 1% wherein, the post for ICT Supervisor was filled, improving technical capacity and skills set within the Unit.

Conclusion and Future Outlook

- Expand AI-driven automation in service desk operations.
- Strengthen disaster recovery planning with cloud-native tools.
- Implement a robust Backup system for all the network devices and workstations.
- Mitigate identified risks that are indicated on the ICT Strategic Risk Register and manage the tolerance and impact thereof.

C1.5 FACILITIES AND RECORDS MANAGEMENT

In the Introductory section of this report, it has been indicated that this Unit is the one unit at the College whose existence has been put on hold.

In terms of the approved PPN structure for this College, Quality Management (and Assurance) is in actual fact located under the auspices of Internal Audit (as Quality Assurance), while Occupational Health and Safety falls squarely under the control of the Facilities Manager of the College.

However, since an extended period, the College has always had a Quality Management (and Assurance) and Health and Safety Unit, and for this reason, we may safely report on its operations during the 2024 academic year.

The report will thus be given in two parts, being;

- Quality Management and Assurance
- Occupational Health and Safety [OHS]

Both units operated as one, and was managed by Mr Wandi Magagula, who is currently appointed in a Post Level 3 (educator) position, and not in an Assistant Director (Public Servant) position.

A: QUALITY MANAGEMENT AND ASSURANCE

This report outlines the Quality Assurance (QA) activities, key achievements, and continuous improvement initiatives undertaken during the 2025 reporting period. The primary focus was on maintaining the effectiveness of the QMS, strengthening compliance monitoring, and embedding a culture of continuous improvement across the College.

A significant achievement during the year was the successful maintenance of the College's certification by the South African Bureau of Standards, confirming sustained compliance with ISO 9001 requirements and effective institutional implementation of the QMS.

Institutional and Quality Management System Overview

The College offers a range of academic and occupational programmes aligned with Department of Higher Education and Training requirements. The Quality Assurance function plays a central role in supporting institutional compliance, standardisation, and continuous improvement.

The College's QMS is supported by approved policies, procedures, and records and is implemented through structured monitoring, internal audits, and corrective action processes. This system provides assurance that quality requirements are consistently applied and monitored.

3. Key Quality Assurance Achievements for 2025

Area	Key Achievement	Outcome / Impact
SABS Certification	Successful maintenance of certification	Continued compliance with ISO 9001 requirements
Quality Management System	Ongoing implementation and monitoring of the QMS	Improved system effectiveness and consistency
Internal Audits	Implementation of the approved internal audit programme	Better identification of risks and compliance gaps
Non-Conformance Management	Effective management and closure of audit findings	Reduced recurrence of quality issues
Corrective Actions	Development and monitoring of corrective action plans	Improved accountability and control
Learner Feedback	Implementation of learner satisfaction monitoring	Strengthened stakeholder input into improvements
Quality Awareness	Increased staff engagement during audits and reviews	Improved understanding of quality requirements

4. Quality Objectives and Performance Review

Quality objectives for 2025 focused on strengthening internal controls, improving compliance with approved procedures, and enhancing learner satisfaction monitoring. Measurable progress was achieved through regular audits, identification of risks, and improved alignment of operational practices with quality requirements.

5. Internal Audit Activities and Achievements

Internal audits were conducted in line with the approved audit plan across operational areas. The audits identified areas of good practice, as well as gaps requiring corrective action, particularly in documentation and record-keeping. These findings contributed to improved compliance and process consistency.

6. Learner Satisfaction and Stakeholder Feedback

A learner satisfaction survey was implemented to assess experiences related to teaching and learning, support services, and facilities. Feedback received informed targeted improvement actions and strengthened stakeholder involvement in quality enhancement processes.

7. External Audit (SABS) and Certification Outcome

The external audit conducted by SABS confirmed continued compliance with ISO 9001 requirements. Identified non-conformances (JG1-JG6), mainly related to documentation and implementation gaps, were addressed through approved corrective action plans. Clearance letters were subsequently issued by SABS.

8. Management of Non-Conformances and Corrective Actions

All audit findings were managed through formal root cause analysis, implementation of corrective and preventive actions, and ongoing monitoring of effectiveness. This approach strengthened overall control of the QMS and reduced repeat findings.

9. Quality Improvement Initiatives

Key improvement initiatives during the year included enhanced document control, improved tracking of corrective actions, and stronger collaboration between the Quality Assurance function and operational units.

10. Recommendations and Focus Areas for 2026

The following focus areas are recommended for 2026:

- Follow-up and verification audits
- Continued staff training on QMS requirements
- Improved record management practices
- Stronger integration of audit outcomes into management reviews

The 2025 reporting period demonstrates effective compliance monitoring, sustained certification, and a functional Quality Management System. The College remains committed to strengthening quality practices and supporting continuous improvement in the years ahead.

B OCCUPATIONAL HEALTH AND SAFETY OHS

Overview

The OHS Department Annual Report presents an overview of health and safety activities, compliance initiatives, and key achievements implemented at South West Gauteng TVET College during the 2025 reporting period. The report demonstrates the College's commitment to providing a safe, healthy, and legally compliant working and learning environment in line with the Occupational Health and Safety Act, 1993 (Act 85 of 1993), as amended.

During the period under review, the OHS Department focused on strengthening legal compliance, improving risk management processes, enhancing staff capacity through training, and promoting a proactive safety culture across all College sites. Emphasis was placed on preventative measures, continuous improvement, and measurable achievements that support institutional governance and sustainability.

Legal Compliance and External Assessments

Ensuring compliance with occupational health and safety legislation remained a core function of the OHS Department during 2025. Legislated audits and assessments were conducted to evaluate compliance, identify risks, and implement corrective actions across all campuses.

Two key compliance assessments were conducted by Approved Inspection Authorities (AIAs): an Occupational Health and Safety Compliance Audit and an Occupational Hygiene Survey.

OHS Compliance Audit

An Occupational Health and Safety Compliance Audit was conducted by LabourNet to assess adherence to the OHS Act and its associated Regulations. The audit evaluated the effectiveness of OHS management systems, statutory appointments, risk assessments, incident management, training programmes, emergency preparedness, and general workplace safety standards.

The audit results reflected a strong level of compliance across most campuses, with notable improvements recorded at several sites. The majority of campuses either maintained or improved their compliance status, demonstrating strengthened safety management practices and increased OHS awareness.

Campus	2024 Score	2024 Rating	2025 Score	2025 Rating
Dobsonville	94.35%	Gold	96.00%	Gold
Land is Wealth Farm	85.77%	Silver	91.00%	Gold
George Tabor	86.00%	Silver	94.00%	Gold
Molapo	90.00%	Gold	89.00%	Silver
Roodepoort	97.64%	Gold	93.00%	Gold
Roodepoort West	90.00%	Gold	92.00%	Gold
Technisa	90.00%	Gold	92.00%	Gold

Corrective actions identified during the audit were formally documented, communicated to campus management, and monitored through the OHS action tracking process to ensure accountability and continuous improvement.

Occupational Hygiene Survey

In support of legislated occupational health compliance, an Occupational Hygiene Survey was conducted during 2025 by CSE Consultants (Pty) Ltd across all campuses to assess employee exposure to physical, chemical, and biological hazards. Assessments included illumination, occupational noise, indoor air quality, hazardous chemical substances, and microbiological agents in selected areas.

The College was found to be largely compliant with occupational health standards, with identified non-conformances being minor and manageable. Recommendations focused on improved ventilation, maintenance of lighting, enhanced housekeeping and hygiene practices, reinforced PPE usage in workshops, and ongoing occupational hygiene monitoring to ensure that health risks remain adequately controlled and compliance is sustained.

Risk Management and Reporting

Baseline Risk Assessment

During the reporting period, the College implemented a structured risk management process in accordance with the OHS Act. A comprehensive Baseline Risk Assessment was conducted by competent external OHS consultants across offices, classrooms, workshops, storerooms, and general campus areas.

Key hazards identified included slips, trips and falls, electrical hazards, fire risks, manual handling, poor housekeeping, and ergonomic concerns. Recommended control measures focused on improving housekeeping, strengthening maintenance programmes, enhancing emergency preparedness, improving safety signage, and providing ongoing OHS awareness training.

Ergonomics Baseline Risk Assessment

An Ergonomics Baseline Risk Assessment was conducted by a qualified Ergonomist in compliance with the Ergonomics Regulations. The assessment covered physical, cognitive, and psychosocial ergonomic factors across office and teaching environments.

All identified ergonomic risks were reduced to acceptable residual levels. No high or critical ergonomic risks were recorded. The assessment confirmed that ergonomic risks are adequately managed, with recommendations for ongoing awareness, workstation assessments, and employee wellness initiatives.

Emergency Preparedness: Fire Evacuation Drills

Fire evacuation drills were conducted at all South West Gauteng TVET College sites as part of the OHS Induction Programme to test emergency preparedness and evacuation procedures.

Drills were conducted on the following dates:

Campus/Office	Date Conducted
Head Office	21 July 2025
Molapo Campus	21 July 2025
Roodeport West	24 July 2025
Roodeport Campus	13 August 2025
Technisa Campus	20 August 2025
Land Is Wealth Farm	23 September 2025
Dobsonville Campus	08 October 2025
George Tabor Campus	09 October 2025

Overall performance was satisfactory, with identified areas for improvement recorded and addressed through corrective actions and awareness initiatives.

OHS Training

The OHS Department implemented a structured training programme to strengthen compliance, awareness, and emergency response capacity.

Training Programme	Date Conducted	Staff Trained
SHE Rep	06 March 2025	36
Legal Liability	31 July 2025	31
First Aid Level 3	05 August 2025	13
Coida	11 September 2025	38
OHS Act	22 September 2025	24

Conclusion and Key Achievements

During the 2025 reporting period, the OHS Department achieved measurable progress in strengthening legal compliance, improving risk management systems, enhancing emergency preparedness, and building staff capacity across all College sites. Key achievements included improved audit ratings, successful completion of legislated occupational hygiene assessments, implementation of comprehensive risk assessments, and expanded OHS training coverage.

These outcomes support sound institutional governance, regulatory assurance, and the sustainability of a safe learning and working environment. The OHS Department will continue to build on these achievements to ensure continuous improvement and proactive management of occupational health and safety risks in the forthcoming reporting period.

CONCLUSION TO THE DIRECTORATE FOR CORPORATE SERVICES 2025 ANNUAL REPORT

As we look back on the 2025 calendar year, the College, and its directorates and units, had now completed 12 months under a new Administration having taken over the reins of the country , in a total new format as the Government of National Unity, as well as a newly constituted College Council with all the many challenges that this has brought about.

However, the above being said, the work delivered by this Directorate and its respective units, as well as the positive results that has flowed from its operations, clearly indicate the commitment and pride that this Directorate and its respective units have in being associated with this College, and we will be continuing with it in our work and commitments into the 2026 calendar year, and beyond.

Andre Schlemmer

Deputy Principal: Corporate Services

C2 OFFICE OF THE PRINCIPAL DIRECT REPORT

C2.1 STRATEGIC PLANNING & APP MANAGEMENT

Introduction

As individuals engaged with the Annual Reports of government organizations may already recognize, the College operates under two distinct types of reporting years.

The first type is referred to as the Financial Year, which constitutes the annual funding period for the College. This funding period commences on April 1 each year and concludes on March 31 of the subsequent year. Consequently, for the current report and for purposes related to auditing and finance, it is necessary to report both the last quarter of the 2024/25 financial allocation and the first three quarters of the 2025/26 financial allocation. This will be presented in a distribution of 25% for the former period and 75% for the latter, as illustrated in Table A below:

Table A: Financial Indicators / Approved Budget Allocations

By National Treasury to South West Gauteng TVET College, pertaining to the 2025 Reporting Year.

Actual Financial Allocation for 2025 Calendar Year

Financial Year	Approved Budget	Period Share	2025 Calendar Allocation
2024/25	R625,195,000	25%	R156,298,750
2025/26	R655,713,000	75%	R491,784,750
Total Allocation	-	**100%**	**R648,083,500**

Note:

The second classification of reporting year is the Academic Year, which aligns with the standard calendar year, specifically from January 1, 2025, to December 31, 2025. This timeframe is also designated as the College's audit period. Consequently, with the exception of financial considerations previously mentioned, all planning objectives for the 2025 academic/calendar year, as outlined in the College's APP, must be documented in the College's Annual Report, as detailed in Table B below.

Table B: College Performance Indicators (2025 APP)

Indicator	Projected / Indicative Budget	Final Approved Budget	Variance
Full-Time Equivalents (FTEs)	10,957 Funded FTEs	-	-
Cost of Employment	R274,518,958	R291,224,000	R16,705,042
Direct Transfers	R250,051,271	R233,346,000	-R16,705,271
NSFAS Tuition	R131,142,557	R131,143,000	R443
Totals	**R651,255,086**	**R655,713,000**	**R214**

Notes:

1. Direct Transfers includes a ring-fenced amount of R4,457,700 for Students with Special Needs in Education (students with disabilities).

2. This table only indicates projections for Ministerially Funded programmes. Occupational and Learnership programmes are funded by industry and SETAs.

C2.2 RISK MANAGEMENT

Overview

Relocation of the Risk Management Department

In response to the limited office space at the Head Office, the Risk Management Department has been relocated to the new facility located at 383 Ontdekkers Road, Florida Park. This transition, effective as of August 1, 2025, integrates the department with the New Business Development Unit, which relocated earlier in the same year. This strategic move not only addresses immediate spatial constraints but also underscores the institution's progressive approach to growth, adaptability, and fostering a collaborative work environment.

Risk Management

The college has implemented a comprehensive risk management system in accordance with the provisions outlined in the Public Finance Management Act, specifically Section 38. The Risk Management Department provides quarterly reports to the Audit and Risk Committee, which offers guidance on risk management and conducts independent monitoring of the overall effectiveness of the risk management system.

The Audit and Risk Committee has adopted several key risk management policies, subsequently approved by the Council, including:

- Risk Management Policy
- Fraud Risk Management Policy
- Conflict of Interest Declaration Policy

A strategic risk assessment was carried out on August 25 and 26, 2025, with senior managers from various departments within the college. This workshop identified 13 strategic risks, of which three exhibit a high residual risk exposure, and one is classified with an extreme residual risk exposure. The consolidated strategic risk register was discussed with various governance structures, namely the Executive Committee (EXCO) and the Audit Committee, and received approval from the Accounting Officer and the Audit and Risk Committee.

Operational risk assessments were conducted throughout the year across multiple departments and campuses, resulting in the identification of a total of 81 operational risks. Additionally, new emerging risks were documented in the updated operational risk registers, with ongoing monitoring conducted by the Risk Management unit in conjunction with EXCO.

Fraud and Corruption

The college has established a fraud prevention strategy and response plan, demonstrating substantial progress in its implementation. Key actions taken include conducting investigations, performing fraud risk assessments, and promoting awareness regarding fraud and integrity management. This has been achieved through the regular dissemination of fraud and corruption awareness materials on the college's intranet and social media platforms, as well as through email communications to all employees.

The college's fraud risk register currently lists eight identified fraud risks, with two recorded as having a high residual risk exposure. Internal and external whistleblowing platforms have been established, including an Internal Hotline (087 330 1569) - fraud-alert@swgc.co.za - and the DHET Hotline (012 312 5555) - fraud@DHET.gov.za - to facilitate anonymous reporting of fraud and corruption incidents related to the college.

A fraud incident register is maintained to document all reported cases of alleged fraud and corruption received through internal reporting mechanisms. This register also tracks the outcomes of the investigations conducted. Where appropriate, disciplinary action is taken against individuals found to have violated regulations, in collaboration with the Labour Relations Unit. Additionally, cases revealing elements of criminality are referred to law enforcement agencies for further investigation. A status report regarding ongoing investigations is provided regularly for review by the Audit and Risk Committee. The fraud incident register recorded one case for the 2025 financial year.

Integrity Management

The DHET and the college have instituted several internal control measures to minimize or eliminate instances of conflict of interest. Verification of financial disclosures through the e-disclosure system is a key mechanism for mitigating conflicts of interest. Furthermore, the declaration of conflicts of interest is incorporated as a standard agenda item in the meetings of the Audit and Risk Committee.

The unit has assisted designated employees during the financial disclosure season, ensuring compliance with the e-disclosure system. Awareness campaigns have been conducted through email communications to all staff members. Reports generated from the e-disclosure system have been presented to the Accounting Officer, highlighting potential conflicts of interest during the 2025 financial disclosure period, which revealed non-compliance among seven employees. This facilitates the implementation of necessary disciplinary measures against those identified for non-compliance or non-disclosure of conflicts of interest.

C3 REGISRATION SERVICES DIRECTORATE

C3.1 Registrations vs. Headcount Enrolment

The Registration Unit reports a total of **21,360** registrations for the year 2025. This includes trimester-based engineering registrations, semester-based business studies registrations, and annual NC(V) enrolments. The unique student headcount reported by the Academic Directorate stands at **13,088** for the same period.

The Registration Unit's responsibility is:

To ensure that College's Application & Registration Processes are standardised across all sites.To ensure accurate Data/Statistics Reporting to the Department and other stakeholders. Adherence to specific Application and Registration Dates as set out in the Enrolment Management Plan2025 Enrolment Management Plan and Schedule were done in accordance with the Department's Academic Calendar and uploaded on the College Website for accessibility.

C4.1 Enrolment Management Plan

Enrolment Management Planning is most effective when it includes the following methodologies:

- Academic integrity that leads to student success, such as balanced and relevant programme and course offerings, diverse modes of delivery, proactive advising, early alert systems, and student support programmes.
- An evidence-based system that is data-driven to reflect the needs of a diverse student population.
- An inclusive plan that promotes a culture of ownership and integrates and aligns all student support services for the benefit of the students.
- Ongoing enrollment management planning and regular reviews and updates.

C4.1.1 The purpose of this Enrolment Management Plan is to improve student success with focus on the following student life-cycle:

#	Student Life-Cycle Phase
1	Student Enquiries Management
2	Student Application
3	Student Admission
4	Student Registration
5	Student Attendance

Enrolment Plan Activities

Period	Activity	Responsible
2024/07/30 - 2024/08/08	Planning of College Enrolment Targets	Principal, All DPs, Campus Managers
2024/08/01 (Continuous)	Marketing and Advocacy	DP: Corporate Services, ASD: Marketing
2024/09/01	Appointment of Campus Selection and Appeals Committees	DP: Registrar, Campus Managers
2024/09/01 - 2024/09/30	Campus Preparation and Enrolment Plan Submission	Campus Managers
2024/01/05 - 2025/12/15 (Daily)	Enquiries Management	Marketing, Registration, Campuses
Sep-Oct 2024; Feb-Jun 2025 (T2/S2/T3)	Career Advisory, NSFAS Support, Returning Student Support	ASD: Student Support Services, ASD: Registration
Sep-Oct 2024; Feb-Jun 2025	Application: Open MIS, Placement Testing, Online Applications	ASD: MIS, ASD: SSS, Campus Managers

Period	Activity	Responsible
Nov 2024 - Jan 2025 (+ T2/S2/T3)	Admission: Selection, Acceptance of New and Returning Students	Campus Selection Committee Chairpersons
Nov 2024 - Jan 2025	Instalment Agreements, PLP Referrals	Campus Finance Clerks, Selection Committees
Jan 2025 (+ T2/S2/T3)	Registration: WR Status Awarding, Self-Registration	Selection Committees, Students
Jan 2025 (+ T2/S2/T3)	Student Induction (Divisional and Campus)	ASD: Registration, ASD: SSS, Campus Managers
Jan/May/Jul/Sep 2025	Commencement of Classes - All Campuses	All Campuses
Jan/May/Jul/Sep 2025	Student Satisfaction Survey	Quality Assurance Unit
Feb 2025 (+ T2/S2/T3)	Analysis of Survey Results	Quality Assurance Unit
2025 (TBC by DHET)	College and DHET Verification	ASD: Registration, ASD: MIS, DP: Registrar
2025 (TBC by DHET)	TVETMIS Reporting	ASD: MIS, ASD: Registration, DP: Registrar

Internal Monitoring and Support Visits

Campus	Business (S1)	Business (S2)	Engineering (T1)	Engineering (T2)	NCV (T3)
Dobsonville	2025/01/06	-	2025/01/06	2025/07/15	-
George Tabor	2025/01/07	-	2025/01/07	2025/07/10	-
Molapo	2025/01/08	2025/01/08	-	2025/01/08	2025/05/12
Roodepoort West	2025/01/09	2025/01/09	-	2025/01/09	2025/05/13
Roodepoort	2025/01/09	2025/01/09	2025/01/09	2025/07/16	-
Technisa	2025/01/10	-	2025/01/10	2025/07/17	2025/01/10

2025 Enrolment Performance

Programme	Enrolment	Target
NCV	6,454	6,989
Business Studies (Semester 1 and 2)	6,778	8,894
Engineering Studies (Trimester 1, 2 and 3)	2,825	5,320
PLP	105	61
COS	90	96

MR. MAKOLA J.

Deputy Principal Registrar

C3.2 Student Support Services

The purpose of Student Support Services is to provide holistic, integrated support that promotes equitable access, student success, retention, and progression. It supports the transition of students into employment and further learning.

Key Functions are:

- **Academic Support**
- **Student Health and Wellbeing**
- **Student Governance**
- **Sports, Arts and Culture**
- **Disability Support**

Resource Centres

The Campus Resource Centers have a limited capacity to accommodate all students; however, we have made newspapers and reference study materials available to support students. Additionally, an online platform is accessible, providing students with soft copies of essential reference materials. The Resource Centre Team conducted a Library Awareness initiative at all campuses from February 24 to March 5, ensuring that students are well-informed about the services offered by the Resource Centres (including Libraries and Computer Facilities).

In a historic first for the college's Resource Centres, a College Literary Awareness Event took place on October 10, 2025. This event witnessed considerable attendance from both staff and students across college campuses and was themed "Celebrate Diverse Ethnic Groups and Languages." To encourage student participation in such awareness initiatives, college-branded items were distributed. The operating hours for all Resource Centers are from 07:30 to 16:00, Monday through Thursday, and from 07:30 to 13:30 on Fridays.

Resource Centre Manager, staff, and students during Library Awareness

Library Awareness Campaign

College students at Roodepoort Campus during the Literacy Awareness Event held on the 10th October 25, Fun was had by all attendees.

Literacy Awareness Event

Academic Support

TVET students often enter vocational education with diverse educational backgrounds, varying levels of academic preparedness, and significant socio-economic challenges. Without structured academic support, many, if not most, students are at risk of underperformance, dropout, or even delayed completion. Therefore, to strengthen academic support interventions, all College Campuses have Remedial Lectures, where students are either referred by a subject lecturer or self-referral

A few reasons why we have the implementation of Academic Support Programmes:

- To Support Teaching and Learning
- To improve retention and throughput
- To develop independent students
- To promote equity
- To address student under preparedness

While advancing above key reasons, we noticed significant growth of students taking advantage of the following services offered, which seem to improve their studies and ultimately excel in their academic journey:

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

Psycho-Social Support

Health and well-being support play a crucial role in fostering student resilience, enhancing academic success, ensuring retention, and facilitating safe participation in vocational training. This support is essential for the holistic development of students, equipping them to become work-ready and socially responsible citizens. The College employed one Student Counselor and a Graduate who alternated across all college sites to address student health and well-being needs. These officials facilitated the signing of Memoranda of Understanding (MOUs) between the college and various health partners to ensure that additional health concerns are addressed by specialists. In collaboration with Higher Health, the college engaged 60 students as voluntary Peer Educators and 6 Peer Mentors (Student Support Staff) to support initiatives mandated by Higher Health and the Department of Higher Education and Training. However, challenges have been identified in the retention of these volunteers. Scheduled services for students were provided through Health Partners.

HIV and Aids Tests

Blood Pressure, Blood Donor, Pap Smear, Health Talks (Dialogues and Activations), Counselling, and referrals

Below are a few, but not limited to, activities held:

- Mental Health and GBV Awareness at Roodepoort West campus hall on the 2nd June 2025

Mental Health and GBV Awareness

Women's Conference at Roodepoort Campus attended by College Students on the 28th August 2025

Women's Conference

Student Representative Council

According to Section 14 of the CET Act No. 16 of 2006, every educational institution is required to establish a SRC to serve as a liaison among students, college management, and lecturers. This imperative is rooted in the recognition of the SRC as a fundamental governance structure within colleges, as outlined in the amended CET Act. Moreover, the establishment of the SRC provides students with valuable opportunities to develop essential skills and gain exposure to leadership roles.

SRC ELECTIONS 2025:

Campus	Month	Female	Male
Molapo	28 Feb	6	2
Technisa	28 Feb	4	4
Roodepoort West	28 Feb	6	2
Dobsonville	03 March	6	2
Roodepoort	03 March	7	1
George Tabor	03 March	5	3

SRC Executive structure

The aforementioned table indicates the successful establishment of duly elected SRC leadership structures across the College. All elected SRC members participated in the Annual SRC College Induction Programme, held from March 28th to March 31st, which included the formal inauguration of the SRC Executive Committee (EXCO). This induction provided essential orientation on governance roles, responsibilities, institutional protocols, conflict management, team dynamics, and various other pertinent topics.

Throughout the SRC's term of office, capacity-building and leadership development initiatives were implemented to enhance the effectiveness of the SRC, including First Aid Training. Furthermore, the SRC developed and executed a Programme of Action (POA) with guidance from Student Support Services. The POAs were formally distributed to relevant college stakeholders to ensure alignment, accountability, and coordinated activities.

2025 SRC Exco Members holding signed SRC Oath, after the formal inauguration session, were

tagged along by the Deputy Principal Registrar

SRC EXCO Inauguration

2025 SRC EXCO MEMBERS:

Name	Surname	Portfolio	Gender	Campus
Channel	Naidoo	President	Female	Dobsonville
Boikanyo	Nare	Deputy President	Female	Roodepoort West
Tokelo	Mogane	Secretary General	Female	Roodepoort
Fhulufhelo	Mukoma	Treasurer General	Male	Technisa
Mandisa	Bhengu	Sports, Arts, and Culture Coordinator	Female	Molapo
Seipati	Mosala	Employability Coordinator	Female	Molapo
Chantelle	Madiba	Health AND Safety Coordinator	Female	Roodepoort

Name	Surname	Portfolio	Gender	Campus
Judy	Nawa	GENDER, DISABILITY AND TRANSFORMATION COORDINATOR	Female	Technisa

During the year 2025, certain SRC members were required to be released from their roles. These releases were effected to ensure compliance with constitutional provisions governing SRC eligibility and office-holding. Vacant portfolios were addressed through a replacement process to ensure continuity of student governance

Fun Days were held, part of SRC Activities

SRC Report 2025

SRC Fun Day Activities

Sports, Arts, and Culture

Sports, Arts and Culture activities are integral to the college experience, promoting holistic development, wellbeing, social cohesion, and student success. The College implemented a structured annual Sports, Arts and Culture Programme and maintained active affiliation with Gauteng COSACSA, providing students with opportunities to participate in athletics, academic eisteddfod, arts and cultural activities, as well as various sporting codes. Through this programme, students actively participated in inter-college competitions and developmental activities aimed at promoting holistic student development and institutional representation

In 2025, the College achieved notable success, emerging as the overall winner in Gauteng COSACSA inter-college sports competitions. Furthermore, one student was identified for advancement and selected by Orbit TVET College to join their football team, reflecting the positive impact of the College's Sports Arts and Culture programme in nurturing talent and supporting student progression beyond institutional boundaries

College students (Female Soccer) at Moletsane Sports Complex during Inter College Competitions and ORBIT TVET College, with a college-selected player (Mr Neo Sabasaba)

Female Soccer at Inter-College Competitions

Disability Support

Disability Support Services is dedicated to fostering equitable access and inclusion for students with disabilities by coordinating reasonable accommodations and providing targeted support. These services are centered on identifying and addressing barriers to learning, ensuring access to educational resources, and facilitating referrals for psychosocial support when necessary. In summary, Disability Support Services plays a pivotal role in enhancing student participation, retention, and progression, aligning with the College's commitment to inclusive education and compliance with relevant policies. Students with disabilities are provided with assistive devices, such as laptops, C-pens, and specialized software. The following services are available to students:

- Reasonable accommodation

Academic Support

- Assistive technology and resources
- Physical access and campus mobility
- Psycho-social and referral support

Report Compiled:

Mr T Madubung

Student Support Services Unit

C4 ACADEMIC SERVICES DIRECTORATE

C4.1 ACADEMIC ASSESSMENT & CURRICULUM MANAGEMENT

Executive Authority Declaration

This report provides a comprehensive and accurate account of academic performance for the 2025 academic year. It reflects institutional outcomes against DHET priorities of access, success, certification, and employability, and outlines corrective strategies for 2026.

The 2025 academic year demonstrates a highly stable and compliant institutional environment, with strong performance in enrolment growth, student retention, and academic administration systems.

However, performance analysis confirms a structural inefficiency in converting access into successful qualification outcomes, particularly in certification output and engineering-related programmes.

Key Institutional Metrics

Metric	Value
Total Enrolment	13,088
Students Who Wrote	10,268
Students Passed	7,534
Pass Rate	58%
Students Certified	4,559
Certification Rate	62%
Institutional Retention	78%
Distinctions	2,211

Strategic Performance Insight:

- Strong front-end performance (access and retention)
- Weak back-end performance (completion and certification)

This indicates a pipeline inefficiency, not an access problem.

INSTITUTIONAL CONTEXT AND PROGRAMME MIX

Programme Distribution

Programme	Enrolment	% Share
Business Studies	5 095	39%
NC(V)	4 972	38%
Natural Sciences	3 021	23%

Narrative Insight:

The College maintains a balanced programme mix, but output efficiency varies significantly:

- Business dominates certification output
- NC(V) shows moderate efficiency
- Natural Sciences shows low productivity relative to enrolment

POLICY AND DHET STRATEGIC ALIGNMENT

Performance Against DHET Priorities

DHET Priority	2025 Performance	Assessment
Access	High enrolment achieved	Strong
Retention	78%	Strong
Pass Rates	58%	Moderate
Certification	46%	Below target
Skills Pipeline	Mixed outcomes	Moderate

Narrative:

The College is strongly aligned with access and participation goals; however, there is a need for improvement in:

- Throughput efficiency
- Certification rates
- Programme balance

Consolidated Academic Performance (2025)

Indicator	Business	NC(V)	Natural Sciences	Total
Enrolment	5,095	4,972	3,021	13,088
Passed	3,587	3,118	829	7,534
Pass Rate (Enrolment)	70%	63%	27%	58%
Pass Rate (Written)	79%	74%	42%	3 021
Certified	2,381	2,031	356	4,768
Certification Rate	54.02%	52.62%	17.80%	46.44%
Retention Rate	85%	79%	68%	78%
Distinctions	1,010	1,021	180	2,211

THROUGHPUT AND EFFICIENCY ANALYSIS

Pipeline Conversion Analysis

Stage	Students	% of Enrolled
Enrolled	13,088	100%
Wrote	10,268	78%
Passed	7,534	58%
Certified	4,559	36%

Efficiency Interpretation

- 42% of enrolled students do not pass
- 34% of those who pass do not complete qualifications
- The largest efficiency loss occurs at the certification stage

Programme Efficiency Index

Programme	Pass Efficiency	Certification Efficiency
Business	High	High
NC(V)	Moderate	Moderate
Natural Sciences	Low	Very Low

PROGRAMME PERFORMANCE NARRATIVES

Business Studies

- Strong and stable performance
- Contributes over 50% of total certifications

Narrative Insight: Represents a mature academic system with effective teaching, assessment, and progression.

NC(V)

- Strong student engagement
- High distinction output

Constraint:Weak Level 2 throughput limits progression.

Natural Sciences

- Pass Rate: 27%
- Certification: 17.80%

Narrative Insight:

- Weak foundational pipeline
- High retention but low success
- Programme not translating into artisan output
- Represents critical institutional risk.

CAMPUS-LEVEL PERFORMANCE ANALYSIS

CAMPUS-LEVEL PERFORMANCE ANALYSIS		
Category	Campuses	Key Issue
High	Rooderport, George Tabor	Best Practice Models
Moderate	Dobsonville, Technica	Inconsistent Outputs
Low	Molapo, Rooderport West	Systematic Underperfomance

***Narrative Insight**: The institution lacks a standardised performance model, resulting in uneven outcomes.*

STUDENT RETENTION, PROGRESSION AND SUCCESS

Retention Rates

Programme	Retention Rate
Business	85%
NC(V)	79%
Natural Sciences	68%

Narrative Insight

High retention indicates:

- Effective administrative systems
- Student support structures

However, retention is not translating into success and certification.

TEACHING, LEARNING AND ASSESSMENT QUALITY

Strengths:

- Standardised assessment processes
- Effective ICASS implementation
- High distinction output

Gaps:

- Inconsistent curriculum pacing
- Lecturer capability gaps (Natural Sciences)
- Limited structured academic support

GOVERNANCE, COMPLIANCE AND RISK MANAGEMENT

- Full compliance with DHET requirements
- Strong academic governance structures
- Effective monitoring and reporting systems

Governance is not a constraint, but outcomes require strengthening.

KEY SYSTEMIC CHALLENGES

Root Causes:

- Certification tracking gaps
- Weak entry-level preparedness
- Programme imbalance
- Campus inequality
- Limited early intervention systems

2026 Strategic Response Plan

Priority Areas:

- Natural Sciences turnaround
- Certification acceleration
- Foundation strengthening
- Campus performance management
- Teaching and learning enhancement
- Early warning systems

Performance Targets and KPIs (2026)

Indicator	2025 Actual	2026 Target
Pass Rate	62%	≥65%
Certification	46%	≥50%
Natural Sciences Pass	18%	≥45%

INSTITUTIONAL PERFORMANCE ASSESSMENT

Area	Rating
Governance	Excellent
Planning	Excellent
Teaching & Learning	Good
Academic Outcomes	Moderate
Certification	Weak

The College demonstrates strong institutional capability but must prioritise:

- Certification improvement
- Programme balance
- Outcome efficiency

Strategic Direction

The College must aim for the transition from: **Access and Retention Focus to Certification, Throughput, and Employability Focus.**

ANNEXURES (DETAILED DATA)

Annexure	Title	Content
A	Campus Performance Data	Enrolment, pass, certification per campus
B	Programme Trends (3-Year)	Growth, pass rates, certification trends
C	Subject-Level Analysis	High-risk subjects and performance gaps
D	Certification Backlog	Students close to completion
E	2026 Recovery Plan	Detailed implementation
F	Monitoring & Evaluation Framework	KPIs, reporting cycles, accountability

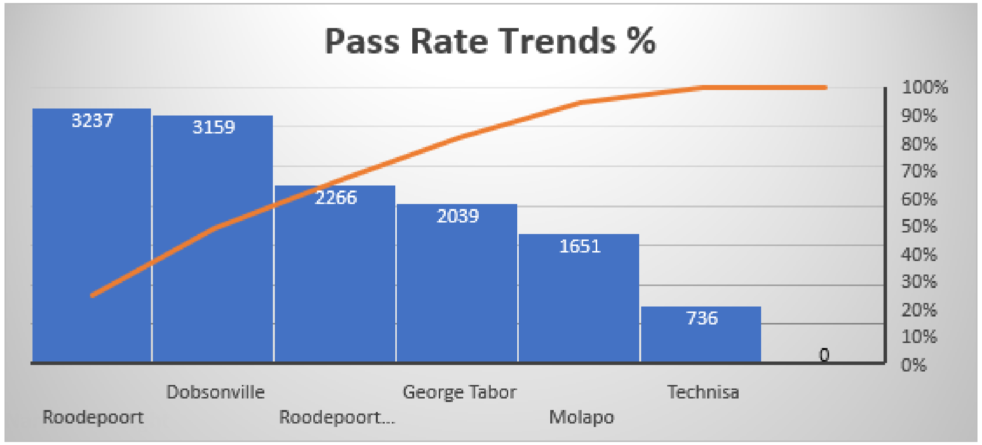
ANNEXURES (A-F): DETAILED DATASETS & AUDIT TABLES

ANNEXURE A: CAMPUS-LEVEL PERFORMANCE DATA (2025)

A1: Consolidated Campus Performance

Campus	Programme	Enrolment	Wrote	Passed	Pass on Enrolled %	Certified	Passed Wrote %	Cetr %	Retention &
George Tabor	NC(V)	1477	1153	892	60%	564	77%	63.23%	78%
Roodepoort	Business	2089	1851	1499	72%	650	81%	43.36%	88%
Roodepoort	NC(V)	1148	955	817	71%	582	86%	71.24%	83%
Dobsonville	Business	2254	1883	1502	67%	1074	80%	71.50%	83%
Dobsonville	NC(V)	905	687	552	61%	378	80%	68.48%	75%
Technisa	NC(V)	546	430	381	70%	257	89%	67.45%	78%
Technisa	Business	190	170	133	70%	97	78%	72.93%	89%
Molapo	Natural Science	1064	800	269	25%	107	34%	39.78%	75%
Molapo	NC(V)	587	412	334	57%	176	81%	52.69%	70%
Roodepoort West	Natural Sciences	1957	1200	560	29%	249	47%	44.46%	61%
Roodepoort West	NC(V)	309	223	142	46%	74	64%	52.11%	72%

A2: Pass Rate by Campus (Comparative Bar Representation)



Clear performance clustering:

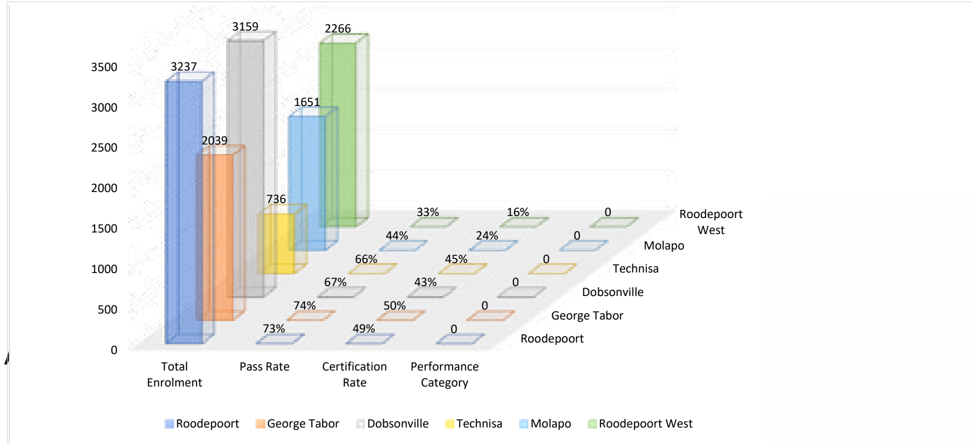
- Top tier: ≥70%
- Bottom tier: ≤45%
- Performance gap of ~40 percentage points between highest and lowest campuses

Indicates systemic inequality requiring intervention replication

A3: Campus Performance Summary (Tabulate)

Campus	Total Enrollment	Pass Rate	Certification Rate	Performance
Rooderport	3237	72%	52.20%	Low
George Tabor	2039	66%	68.03%	Moderate
Dobsonville	3159	65%	70.69%	High
Technisa	736	70%	68.87%	Moderate
Molapo	1651	37%	46.93%	Critical
Rooderport West	2266	31%	46.01%	Critical

A4: Graphical Campus Performance



Campus	Programme	Enrolment	Wrote	Passed	Pass on Enrolled %	Certified	Passed Wrote %	Cert %	Retention %
George Tabor	Business	562	504	453	81%	351	70%	77.48%	89%
	NC(V)	1477	1153	892	60%	564	77%	63.23%	78%
Roodepoort	Business	2089	1851	1499	72%	650	81%	43.36%	88%
	NC(V)	1148	955	817	71%	582	86%	71.24%	83%
Dobsonville	Business	2254	1883	1502	67%	1074	80%	71.50%	83%
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Roodepoort West	Natural Sciences	1957	1200	560	29%	249	47%	44.46%	61%
	NC(V)	309	223	142	46%	74	64%	52.11%	72%
TOTALS / AVERAGES		13088	10268	7534	58%	4559	73%	58.14%	77%

ANNEXURE B: PROGRAMME PERFORMANCE TRENDS (2023-2025)

B1: Pass Rate Trends

PROGRAMME	2023	2024	2025	DISTINCTIVE
Business	70%	71%	70%	High
NC(V)	65%	67%	63%	Moderate
Natural Sciences	38%	36%	27%	Low

Narrative

- Business and NC(V): steady improvement trend.
- Natural Sciences: consistent decline (over 3 years)

Indicates systemic deterioration, not short-term fluctuation

B3: Certification Trends

PROGRAMME	2023	2024	2025
Business	48%	50%	54%
NC(V)	40%	42%	52%
Natural Sciences	20%	18%	18%

Insight

Certification decline mirrors pass rate trends, confirming structural rather than isolated issues.

B3: Enrolment Trends

PROGRAMME	2023	2024	2025
Business	4600	4900	5095
NC(V)	4300	4700	4972
Natural Sciences	2800	2950	3021

The Certification improvements are incremental, but not sufficient to meet DHET targets.

ANNEXURE C: SUBJECT-LEVEL PERFORMANCE ANALYSIS (HIGH-RISK AREAS)

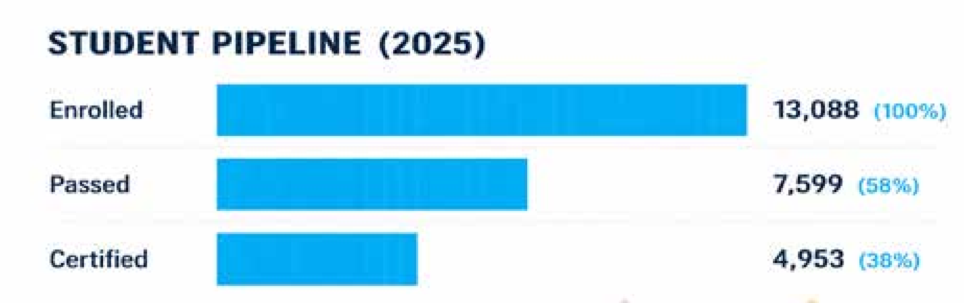
C1: Natural Sciences Critical Subject

SUBJECT	ENROLMENT	PASS RATE	RISK LEVEL
Mathematics N2	1200	28%	High
Engineering Science N2	1050	31%	High
Electrical Trade Theory N3	980	35%	High

ANNEXURE C: PIPELINE EFFICIENCY FUNNEL

C2: Student Flow Analysis

STUDENT PIPELINE (2025)



Key Interpretation

- Loss 1: 42% (Enrolment → Pass)
- Loss 2: 20% (Pass → Certification)
- Largest inefficiency = completion stage

C3: NC(V) Level 2 High-Risk Subjects

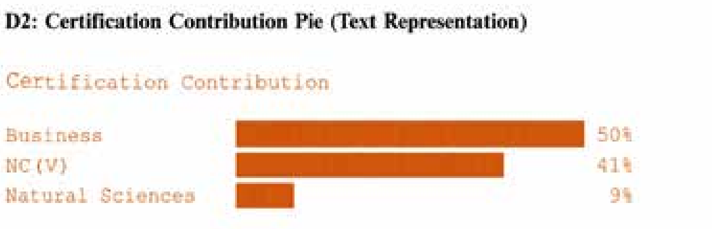
SUBJECT	ENROLMENT	PASS RATE	RISK LEVEL
Mathematics L2	1200	42%	Critical
English L2	1050	55%	Moderate

ANNEXURE D: CERTIFICATION BACKLOG ANALYSIS

D1: Students Near Completion

PROGRAMME	STUDENTS WITH 1-2 SUBJECTS OUTSTANDING
Business	620
NC(V)	540
Natural Sciences	310
TOTAL:	1,470

ANNEXURE D: PROGRAMME CONTRIBUTION ANALYSIS



Insight

- Natural Sciences contributes only 9% of output despite 23% enrolment

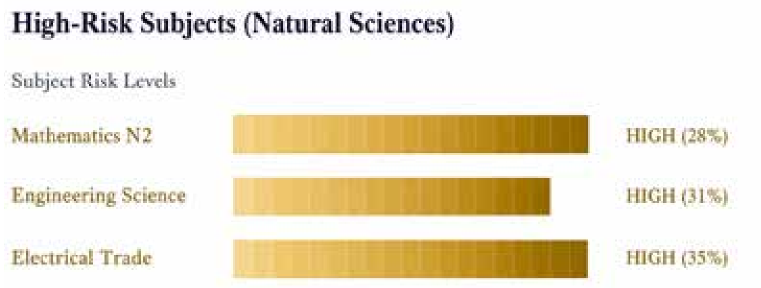
D3: Certification Opportunity

SCENARIO	POTENTIAL OUTPUT INCREASE
Backlog Clearance (70%)	+1,029 certifications
Full Clearance	+1,470 certifications

ANNEXURE E: 2026 ACADEMIC RECOVERY PLAN

AREA	INTERVENTION	TARGET	TIMELINE
Natural Sciences	Academic Audit	All Campuses	Q1
Certification	Tracking System	100% Students	Q2
Foundation	Diagnostic Testing	ALL L2/N2	Q1
Teaching Quality	Lecturer CPD	100% Participation	Q2-Q3
Student Support	Tutoring	High-Risk Students	Q2Ongoing

E2: ANNEXURE E: SUBJECT RISK HEATMAP



Interpretation

- Foundational subjects drive entire programme failure rates

E3: Output Targets

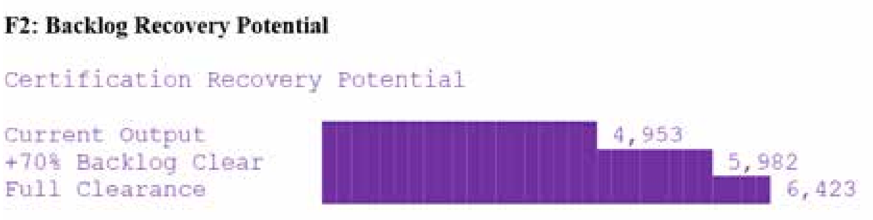
INDICATOR	2025	2026 TARGET
Pass Rate	58%	65%
Certification	38%	50%
Natural Sciences Pass	33.99%	45%

ANNEXURE F: MONITORING & EVALUATION (M&E) FRAMEWORK

F1: KPI Dashboard

KPI	Frequency	2026 TARGET
Pass Rate	Monthly	Academic Manager
Certification	Quarterly	Deputy Manager
Pass Rate	Weekly	Campus Managers
Lecturer Performance	Quarterly	HR & Academics

F2: Backlog Recovery Potential



Insight

Backlog clearance alone can increase output by +21% to +30%

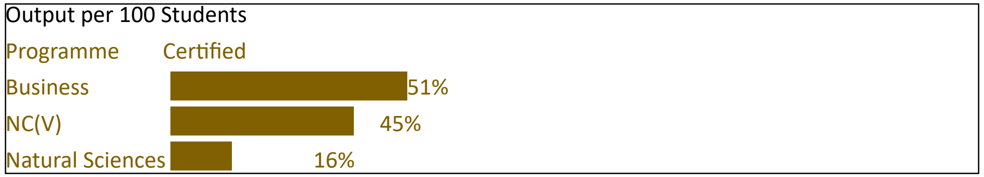
F3: Early Warning System

TRIGGER	ACTION
<50% test score	Immediate Intervention
<80% attendance	Student Counselling
Repeat Failure	Academic Support Plan

F4: Reporting Structure

LEVEL	REPORT	FREQUENCY
Campus	Performance Report	Monthly
College	Academic Report	Quarterly
DHET	Annual Report	Annually

ANNEXURE G: RESOURCE EFFICIENCY MODEL



Insight: Natural Sciences yields 3x lower output efficiency

STRATEGIC INTERPRETATION

The graphical analysis confirms:

1. Structural Strength

- Strong access and retention systems
- Stable Business and NC(V) performance

2. Structural Weakness

- Certification bottleneck
- Natural Sciences collapse
- Campus inequality

3. Strategic Opportunity

- Backlog recovery
- Foundation strengthening
- Replication of high-performing campus models

Final Audit NOTE (DHET)

These annexures provide:

- Quantitative evidence of performance and visual validation of trends and gaps
- Direct alignment between data and interventions

*Fully compliant with **DHET** monitoring, evaluation, and reporting expectations*

Annexures Conclusion

The annexures provide:

- a comprehensive, auditable evidence base supporting the main report, ensuring:
- Transparency in performance reporting
- Alignment with DHET monitoring requirements
- Clear linkage between data, diagnosis, and intervention

C4.2 CAMPUS REPORTS

C4.2.1 DOBSONVILLE CAMPUS

Introduction

The campus is situated in the heart of Soweto, and it is the only South West Gauteng TVET College site offering Business Studies in the area. The campus offers both ministerial programmes, namely, the National Certificate for Vocational (NC(V) and Report 191 programmes (both in Full Time and Part Time mode of delivery) as well as non-ministerial programmes.

Programme Qualification Mix (PQM)

The National Certificate for Vocational ministerial programmes offered by the campus are Finance, Economics & Accounting, Marketing and Office Administration whilst the Report 191 programmes offered are Business Management, Human Resource Management, Marketing Management, Public Management and Music.

Enrolment Numbers

National Certificate for Vocational

PROGRAMME	LEVEL	HEAD COUNTS (Full time)	Head Counts (Part Time)
Finance, Economics & Accounting	L2	135	53
	L3	77	63
	L4	65	54
SUBTOTAL		**277**	**170**
Marketing	L2	151	
	L3	89	
	L4	58	
SUBTOTAL	**298**	**69**	
Office Administration	L2	141	14
	L3	98	41
	L4	91	66
SUBTOTAL	**330**	**121**	
GRAND TOTAL	**905**	**360**	

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PROGRAMME	LEVEL	HEAD COUNTS (Full time)	Head Counts (Part Time)
Business Management	N4	228	61
	N5	77	63
	N6	65	54
SUBTOTAL		**491**	**241**
Human Resources Management	N4	279	122
	N5	154	84
	N6	105	102
SUBTOTAL		**538**	**312**
Marketing Management	N4	277	69
	N5	134	70
	N6	98	94
SUBTOTAL		**459**	**233**
Project Management	N4	279	91
	N5	186	101
	N6	168	143
SUBTOTAL		**633**	**335**
Music			
	N4	80	
	N5	32	
	N6	21	
SUBTOTAL	**905**	**63**	
GRAND TOTAL		**2254**	**1184**

Occupational (Non-ministerial) Programmes in the academic year 2025 as **highlighted below:**

TYPE OF PROGRAMME	QUALIFICATION	LEVEL	Number of Students
Learnership	Generic Management	NQF L5	42
Learnership	Generic Management	NQF L5	30
Learnership	Leadership Development	NQF L4	30
Learnership	Local Economic Development	NQF L5	30
Learnership	Community Development	NQF L4	30
Occupational Certificate	Project manager	NQF L5	66
Skills Programme	Plant Production & Hydroponic	NQF L3	18
Skills Programme	New Venture Creation	NQF L2	20
Skills Programme	Cyber Security Fundamentals	N/A	30
Entrepreneurship Development	Entrepreneurship and Business Management	N/A	44

Students with Disability (SwDs)

The campus is accredited by the Disability Unit. The Disability Unit by DHET. The Unit has two (2) full time employees in the name of Ms. Selebalo and Mr. Nzuza. Ms. Mereko (NC(V) HOD for fundamentals) oversees the curriculum side of the unit. The campus has experienced exponential growth in the admission of students with disabilities). Below is a summary of the SwDs enrolments for the academic year 2025.

Programme	Level	Disability	Male	Female	Count	Age
Office Administration	L2	Mixed Cerebral Palsy	-	X	1	19
Office Administration	L2	Oculocutaneous Albinism	-	X	1	23
Marketing	L2	Visually Impaired	-	X	3	25-31
Office Administration	L3	Schizophrenia	-	X	1	23
Marketing	L3	Panic Attacks, Anxiety, Depression	-	X	1	21
Marketing	L3	Visually Impaired	X	X	2	27-30
Marketing	L3	Hard of Hearing	X	-	1	20
Marketing	L3	Intellectual Disability	X	-	1	27
Office Administration	L4	Burns	-	X	1	25
Office Administration	L4	Stuttering	-	X	1	21
Marketing	L4	Visually Impaired	-	X	1	32
Marketing	L4	Cerebral Palsy	-	X	1	25
Human Resource Management	N4	Visually Impaired	-	X	1	30
Human Resource Management	N4	Visually Impaired	X	-	1	28
Human Resource Management	N4	Cerebral Palsy	X	-	1	29
Marketing Management	N4	Visually Impaired	X	-	2	27-30
Public Management	N4	Cerebral Palsy	X	-	1	22
Public Management	N4	Visually Impaired	-	X	2	32-34
Human Resource Management	N6	Severe Depression and Bipolar	-	X	1	25
Marketing Management	N6	Dyslexia	-	X	1	21
Marketing Management	N6	Bipolar and Depression	-	X	1	25
Business Management	N6	Partially Sighted	X	-	1	24
Music	N6	Partially Sighted	X	-	1	45
Music	N6	Visually Impaired	-	X	1	27

Assets and Assistive Devices

The refurbishment of the Disability Unit, procurement of thirty (30) chairs and installation of new cubicle dividers. A total of thirty-five (35) partition boards have been procured to ensure privacy during the conduct of internal assessments and national examinations. Additionally, five (5) HP desktop computers were procured and installed in the Disability Unit.

Refurbished Disability Unit

Extra Mural Activities

The SwDs attended the Disability Summit and Career Expo, hosted on the 15th and 16th of May 2025, in Nasrec, Johannesburg.

Graduations

Five (5) students with disabilities successfully graduated during the 2025 Graduation Ceremony held on the 01 August 2025 in Nasrec, Johannesburg.

Student Governance & Life

Student Governance

The 2025 campus SRC was elected to office through a democratic process, on the 03 March 2025, conducted by the Independent Electoral Board (IEB). The outcome of the SRC Elections were as follows:

Name	Gender	Portfolio	Programme	Performance
Ms. Mabasa M	Female	Chairperson	Marketing L3	Passed 7 subjects (4 distinctions)
Ms. Soke N	Female	Deputy Chairperson	Office Administration L4	Passed 7 subjects (1 distinction)
Ms. Makasela P	Female	Secretary	Office Administration L4	Passed 7 subjects (1 distinction)
Mr. Seale O	Male	Treasurer	Marketing L4	Passed 7 subjects
Ms. Sikhosana N	Female	Health and Safety	Office Administration L4	Passed 7 subjects (6 distinctions)
Mr. Mogadingoane M	Male	Sports, Art and Culture	Marketing L4	Passed 7 subjects (1 distinction)
Ms. Nala N	Female	Gender, Disability and Transformation	Office Administration L4	Passed 7 subjects (4 distinctions)

All the members of the campus SRC were enrolled for NC(V) programme and have passed all their seven subjects, with a combined total of seventeen (17) distinctions amongst them. The campus SRC, like their counterparts at other sister campuses, were inducted on 28-31 March 2025 at Aha Kopanong Hotel and Conference Centre in Benoni.

Student Activities

The campus SRC hosted several student activities as tabulated in their Programme of Action. Throughout these activities, the campus SRC was guided by the Campus Student Support Services led by Mr. Tshabalala. Below is a summary of student activities undertaken at the campus:

1. The South African National Blood Service Drive: The National Blood Drive was conducted on the 20th of February 2025, where-in students and staff members donated blood.
2. Substance Abuse Awareness: The campus hosted the students' activation on the 15th of May 2025, engaging the students about the dangers of substance abuse.
3. The SRC Unity in Action Campaign: The initiative took place at Dobsonville campus, on the 23rd of July 2025 and its primary aim was to donate food parcels to ten (10) identified students at the campus.
4. The South African National Blood Service Drive: The drive took place at Dobsonville campus 24th of July 2025 and students and staff members donate blood.
5. Mental Health Awareness and Substance Abuse Event: The event was held at Dobsonville campus on the 31st of July 2025, aimed at informing and educating the campus community on vital health and social issues affecting the society.
6. Mass Testing Activation: It took place at the campus on the 9th of September 2025 and was aimed at promoting campus community health lifestyle through free and accessible testing services.
7. Old Mutual Financial Literacy Awareness and Employment Presentation. The session was held on the 13th of October 2025 and its primary aim was to educate the students about the importance of financial knowledge and how to manage their finances.
8. Student Mass Meetings: The SRC conducted two (2) campus mass meetings, on the 6th of May 2025 and 19th of August 2025 to address various students' issues.
9. Mr & Miss Dobsonville Pageant: The pageant was hosted on the 1st of August 2025 and allowed the students to showcase their talents in different categories. The winners were as follows:

Male Category

- **King:** Mr. Tsambo O: Finance, Economics & Accounting L2
- **1st Prince:** Mr. Hortins C: Finance, Economics & Accounting L2
- **2nd Prince:** Mr. Nkosi SE: Business Management N5
- **Male Public Choice:** Mr. Moephudi L: Music Studio Works N5

Female Category

- **Queen:** Ms. Magoa T: Finance, Economics & Accounting L2
- **1st Princess:** Ms. Lubisi TP: Marketing Management L3
- **2nd Princess:** Ms. Moepang TS: Marketing Management N4
- **Female Public Choice:** Ms. Moeketsi B: Marketing Management L2

Funday: Took place on the 10th of October 2025 and was focused on promoting student engagement and social interaction. Mr & Ms. Campus Fun Day

MR. & MRS. CAMPUS

FUNDAY

Human Resources

The campus wishes to thank Ms. Mehlomakhulu for the sterling work as the acting NC(V) Head of Division: Vocational from late 2024 and the entire 2025 academic year. Similarly, the same gratitude is extended to Ms. Raphela and Ms. Buthelezi as the acting Senior Lecturer for NC(V) Office Administration and Report 191 Business Management respectively, for the 2025 academic year. The campus laid to rest Mr. Motlhasedi, the music lecturer, at the beginning of the year, 2025.

Infrastructure

The campus, once again, experienced a national disaster, in the form of floods, in March 2025. The rehabilitation of the campus was completed timeously with minimal delays in teaching and learning. Some of the infrastructure improvements included but not limited to the refurbishment of the computer laboratories, campus boardroom, bookshop, students sitting area, pool drainage system,

Academic Performance

The campus academic performance is satisfactory. Although the college had not yet officially released the 2025 academic performance, below is a summary of DHET NC(V) and Report 191, Semester 2, subject pass rates.

National Certificate for Vocational (NC(V)

Metric	Value
Subjects Enrolled	6,023
Wrote	5,091
Retention	84.53%
Subjects Passed	4,432
Pass Rate on Enrolled	73.58%
Pass Rate on Wrote	87.06%

Report 191 (Semester 2)

Metric	Value
Subjects Enrolled	5,089
Wrote	4,649
Retention	91.35%
Subjects Passed	4,017
Pass Rate on Enrolled	78.93%
Pass Rate on Wrote	86.41%

Experiential Learning

The campus conducted several experiential learning activities for both NC(V) and Report 191 programme.

National Certificate for Vocational (NC(V)

Student Placements: Work Based Experience: Office administration, Finance, Economics & Accounting 152; Internship:50

Report 191

Excursions: The Public Management students visited the Gauteng Provincial Legislature in Johannesburg on the 10 and 13 of March 2025 respectively through the invite of the GPL and the Oversight Committee on Premier Office and Legislature (OCPOL) on the Pre-workshop and the Public Hearing on Public Administration Management Act & Public Service Amendment Bill (PAMA& PASA).

Gauteng Legislature

Programme	Placements	Venues
Marketing Management N5	15	Makro (Crown Mines, Riversands, Woodmead)
Marketing Management N6	250	Game (Cresta Mall, Trade Route)

Guest Lecturer:

Programme	Date	Guest Lecturer	Topic
Marketing Management N5 (Virtual: ICT Hub)	15 May 2025	Larna Riekert - Defy	Marketing Mix and Sales Management
N5 and N6 Human Resources Management	19 Aug 2025	Defy	Labour Relations
Marketing Management N6	28 Aug 2025	Larna Riekert - Defy	SWOT, PESTLE and Ansoff Analysis
Marketing Management N6	03 Sep 2025	Larna Riekert - Defy	Integrated Marketing Communication
Business Management N6	03 Sep 2025	Afro-Centric	Entrepreneurship
Marketing Management N6	10 Sep 2025	Larna Riekert - Defy	Marketing Strategies
Public Management N4 and N5	11 Sep 2025	JRA	-
Public Management N4 and N5 (Virtual)	16 Sep 2025	JRA	-
Music N4-N6	17 Sep 2025	Joburg Theatre	Joy of Jazz Workshop
Sales/Marketing/Business Management (Virtual)	25 Sep 2025	Luvuelle Naidoo - Afrocentric	Selling Process

Afrocentric (Host Company) Defy (Host Company)

Afrocentric (Dobsonville Campus Hall) Defy (Dobsonville ICT Hub: Virtual)

Afrocentric (Dobsonville Campus Hall)

Defy (Dobsonville ICT Hub: Virtual)

Campus Highlight:

The campus hosted a variety of activities during the 2025 academic year. These activities positively contributed to the profiling of the campus and enhancement of the image and reputation of the campus and college at large. Below is a summary of activities hosted by the campus.

Date	Highlight
14 Aug 2025	Guest Lecturing by legendary musician Mr Sipho "Hot-Stix" Mabuse (Music students)
22 Aug 2025	Career Day with 16 stakeholders (SETA, Private Sector, Public Institutions)
06 Sep 2025	College Music Band performed at SA National Artisan Awards (SANAA), Birchwood Hotel
30 Sep 2025	Launch of Soweto Digital Skills Programme by Minister, funded by FASSET

The campus hosted a variety of activities during the 2025 academic year. These activities positively contributed to the profiling of the campus and enhancement of the image and reputation of the campus and college at large. Below is a summary of activities hosted by the campus.

Career Day, hosted on the 22nd of August 2025, with 16 stakeholders from various sectors, i.e., SETA, Private Sector and Public Institutions.

Launch of Soweto Digital Skills Programme by Minister, funded by the FASSET, on 30 September 2025

The campus hosted the Guest Lecturing by the legendary Vocalist, Percussionist and Saxophonist Mr Sipho" Hot-Stix" Mabuse on 14 August 2025.This was part of the guest lecturing for music students.

The College Music Band, on 06 September 2025, participated in the Inaugural South African National Artisan Awards (SANAA) at Birchwood Hotel.

Guest Lecturer: Sipho "Hot Stix" Mabuse

College Band Performance at South Africa National Artisan Awards-Birchwood

8. Conclusion

The campus management wish to thank all the stakeholders, both internal and external, labour formations, the campus SRC for their commitment, hard work and unwavering support and dedication. The campus remains committed in achieving the set college targets in general in the quest for academic excellence and elevating Dobsonville to be a campus of choice. We also wish to extend our sincere gratitude for the support by the College Senior Management and all functional units.

Compiled by:

Sekobane Tiisetso & Campus Management

C4.2.2 GEORGE TABOR CAMPUS

Introduction

George Tabor Campus commenced operations in 2025 with 3,445 registered full-time and part-time students. The institution offers six academic programs: Information Technology and Computer Science, Safety in Society, Transport and Logistics, Tourism, Clothing Production, and Primary Agriculture. Among these, the programmes in Safety in Society and Transport and Logistics achieved the highest enrolment figures, while Primary Agriculture and Information Technology recorded the lowest enrolment.

Highlights

Tourism Excursion (2025): Students enrolled in the Tourism programme undertook an educational visit to the Panorama Route, which included notable sites such as the Blyde River Canyon, God's Window, Bourke's Luck Potholes, Three Rondavels, and the Lisbon and Berlin Falls, as well as the Graskop Gorge Lift Company. This excursion provided students with practical exposure to natural tourist attractions, eco-tourism, geography, and destination management.

Airport Visit: Tourism students were granted the opportunity to visit O.R. Tambo International Airport, where they acquired valuable insights into airport operations.

Agriculture Excursions: Students from the Primary Agriculture programme participated in the NAMPO Agricultural Show in Bothaville and attended a session titled "The Future of Farming Meets Digital Innovation" in Hatfield. These experiences exposed them to contemporary machinery, livestock systems, and advancements in smart-farming technologies.

Work Placements: Students specializing in Transport & Logistics and Safety in Society were assigned to various organizations, including the Department of Sports, Arts and Culture, the Johannesburg Metro Police Department, Touch Logistics, and Shoprite. They actively participated in learnership programmes that enriched their practical knowledge.

Institutional performance

The 2025 reporting period reflects strong programme delivery, learner placement, partnership development, and community impact. Despite challenges with approvals and certification timelines, the campus supported over 800 learners through funded initiatives. Continued collaboration with SETAs, industry partners, and government stakeholders will strengthen outcomes and sustainability.

Key achievements

- Successful implementation of multiple learnerships, skills programmes, and WIL initiatives across various NQF levels.
- Graduation of Digital Pattern Making and Pattern Grading learners; seven graduates employed on completion.
- High learner enrolment in key short programmes: Cybersecurity (100), Project Management (68), New Venture Creation (55).
- Strong programme performance: CISCO - 19 of 20 learners completed; Cybersecurity - 79 learners passed on first attempt.
- Majority of learners placed in workplaces across WIL and graduate placement programmes.
- Effective partnerships with LGSETA, FP&M SETA, AGRISETA, MIC SETA, and FASSET.
- Monitoring & Evaluation activities, site visits, and due diligence ensured quality host employers and safe learning environments.

Partnerships and MOUs

Seven Memoranda of Understanding were signed with industry partners to support training delivery, upskilling, mentoring, and placement of learners and lecturers in 2025. Partners include:

- Lucha Lunako
- Marifato Fashion House
- Soweto Towers
- DDK River Lodge
- Knittex
- S.A. Apartheid Museum
- Ndiza Craft Market

Learnerships and Skills Programmes

- **Learnership** - Horticulture, NQF 2, LG SETA, 28 learners - Theory completed; two terminations
- **Learnership** - Hygiene & Cleaning, NQF 3, LG SETA, 26 learners - Theory completed; four terminations
- **Learnership** - EndUser Computing, NQF 3, LG SETA, 26 learners - Theory completed; four terminations
- **Learnership** - New Venture Creation, NQF 2, FP&M SETA, 55 learners - Theory in progress
- **Learnership** - Technical Support, NQF 4, MIC SETA, 20 learners - Workplace phase; three terminations
- **Skills Programme** - CISCO, MIC SETA, 20 learners - 19 completed; one terminated
- **Skills Programme** - Cybersecurity, FASSET, 100 learners - 79 passed first attempt; 21 pending classroom attendance
- **Learnership** - Project Management, NQF 5, Services SETA, 68 learners - Theory completed; workplace phase ongoing
- **Learnership** - Software Engineering, NQF 6, WeThinkCode, 42 learners - All active

Work Integrated Learning (WIL) and Graduate Placement (summary)

- Management Assistant, HR, Public Management (NQF L6), CHIETA/FP&M SETA (Skle Solutions) - 20 learners - workplace ongoing
- Management Assistant, Public Management, IT, Agriculture (NQF L6), AGRISETA - 29 learners - workplace ongoing; one termination
- Safety in Society (L4), SASSETA - 20 learners - workplace ongoing
- Public Management, Management Assistant, HR (N6), MIC SETA - 20 learners - workplace ongoing
- Marketing (N6), MIC SETA - 8 learners - workplace ongoing
- IT, Transport & Logistics (L4), FASSET (1st cohort) - 16 learners - workplace ongoing
- Management Assistant, Hospitality, Clothing Production, Financial Management (N6), Lucha Lunako - 15 learners - workplace ongoing
- Office Admin, Marketing, IT, Transport & Logistics, Finance & Economics (L4), FASSET (2nd cohort) - 22 learners - workplace ongoing
- Management Assistant, Public Management, Financial Management, AGRISETA - 13 learners - workplace ongoing
- Clothing Production, Management Assistant, Public Management, HR (N6), FP&M SETA - 47 learners - 41 completed workplace; 6 ongoing
- Management Assistant, HR, Financial Management, Tourism (N6), FOODBEV - 11 learners - workplace ongoing; one termination

Sports and Culture Highlights

Athletics & InterCampus events

- **InterCampus Athletics Meet:** 26 Feb 2025 at Wits Education Campus - multiple track and field events with strong student participation and lively spectator support.
- **Provincial Athletics Championships:** 8-9 Mar 2025 - standout results from George Tabor campus: Nyambi Nhlakanipho (Male Senior) - Gold (800m) and Silver (4x400m relay); Diana Matlhaku (Female Senior) - Silver (high jump).

Inter Campus Leagues concluded across campuses.

Final standings:

- **Female Netball -** 1st George Tabor, 2nd Dobsonville
- **Male Soccer -** 1st Roodepoort West, 2nd George Tabor

Many students were selected to represent the college in upcoming competitions.

Pageants

Mr. & Miss George Tabor (25 Jul 2025, Campus Main Hall). Winners: Mr - Sibulelo Vilakazi; Miss - Nokukhanya Maseko. *Public Choice and runnersup named; congratulations extend*ed.

New sporting code & tech integration

Drone Soccer launch (30 Jul 2025) - national introduction in South Africa; SWGC students won the student competition and received certificates/prizes; accompanied by Mr. T. Mokoena and Mr. Mabotja. Event noted as a milestone linking sport, innovation, skills development, and career pathways.

Arts, Culture & Academics

Arts & Culture activities: rehearsals 8-9 May and festival 11 May 2025; George Tabor students represented the college.

COSACSA Gauteng Academic Eisteddfod: selected students to compete 29-31 Jul 2025 at Ekurhuleni East TVET (Springs Campus) in debate, chess, maths, poetry, drama, quizzes, etc.

National Competitions

2025 COSACSA National Summer Ball Games (5-10 Oct 2025, Ethekwini): SWGC sent 39 students and 11 coaches; Gauteng province finished 1st overall. Selected provincial placings included multiple 1st place finishes (female netball, female soccer, female volleyball, male & female basketball, etc.).

Individual achievements

- **Siyabonga Twala (Level 4 Primary Agriculture):** 2nd place up to 90kg at Fire and Ice and 2nd in the **Development Division at All Africa Championships (IBFF competitor).**
- **Ralton McKenzie (Level 3 Safety in Society):** accomplished player/coach-former Proteas selection (2024), head coach at St Dominic's U13/1st teams, Chairman of Sharks Netball Club, SWGC InterCampus Netball League gold, and silver at COSACSA National Ball Games. Bottom of Form

Conclusion

Campus management is committed to deepening collaboration with industry and stakeholders to expand training opportunities, improve learner outcomes, and sustain skills pipelines. With a continued focus on quality assurance, placement, and partnership development, the campus will build on the 2025 achievements and pursue further progress in the year ahead.

Compiled by:

Mr Reuben Mosiane

Campus Manager

C4.2.3 MOLAPO CAMPUS

At Molapo Campus, we experienced a notably dynamic and challenging year characterized by the phasing out of historical programs and the introduction of Occupational Qualifications. Additionally, we undertook various adaptations to align with the requirements for online applications and registrations. To ensure the completion of the curriculum for the year 2025, both staff and students at Molapo Campus engaged in regular teaching and learning activities on campus. As is customary, at the end of the academic year, we welcomed visits from representatives of the DHET, Umalusi, and the district region during our examination period.

An overview of the Service delivery in 2025

Each year, the management of the campus endeavors to provide exemplary service in both administrative and academic domains.

In alignment with the commitment of campus management to deliver exceptional service and in accordance with the DHET and institutional management plans, the college adhered to standard procedures for the completion of significant tasks. These tasks encompass moderation, monitoring, assessment, teaching and learning, as well as meetings, all of which were executed without exception.

To facilitate students in progressing and completing their coursework on schedule, proactive communication with parents was maintained, aimed at informing and encouraging their active participation in their children's educational journey.

Activities that took place in 2025

- QCTO Accreditation for Plumber (COS).
- Spelling BEE Competition
- Language Festival
- Maths Olympia

Reflection on successes and significant development

Over a period of one month, ten members of the academic staff were engaged in industry placements. This initiative has enhanced teaching and learning on campus by providing faculty members with exposure to the latest tools and technologies employed in the business sector.

Additionally, eight vocational staff members participated in a week-long training programme in their respective trades across various provinces. This capacity-building initiative, facilitated by the DHET, included trades such as bricklaying, fitter and turner, plumbing, and welding.

For the further advancement of Quality Council for Trades and Occupations (QCTO) programmes, eight lecturers were taken to Northlink College for benchmarking purposes. Furthermore, two Mathematics lecturers engaged in QCTO re-skilling development in welding, which is part of the ongoing reforms in the Technical and Vocational Education and Training (TVET) sector.

Members of the campus management team underwent Emotional Intelligence training, while support staff received customer service training. The Occupational Health and Safety Officers at the campus participated in training related to the Compensation for Occupational Injuries and Diseases Act (COIDA).

The campus also organized an Entrepreneurship Day, alongside a Vuk'uzenzele dialogue session, which provided students with opportunities to network with various industry stakeholders and financial institutions. These events aimed to offer insights into entrepreneurship and access to funding for starting their own businesses.

Students from the campus took part in local and provincial WorldSkills competitions in 2025, with several advancing to the national competition in the trades of bricklaying, fitter and turner, and welding.

For the past five years, Mr. Mtshali and Mr. Mojela, two English lecturers, have been actively involved in preparing students for debate tournaments at both the college and campus levels. The campus successfully hosted eight Gauteng colleges for the National Language Festival. It is noteworthy that, in 2025, college campuses nationwide recognized and fostered the growth of debate participation, with many institutions now involved, marking a significant development in this area. Additionally, the campus hosted a Spelling Bee competition in 2025.

Challenges

The suboptimal performance observed in the higher-level subjects N4, N5, and N6 Mechanical has culminated in a low certificate attainment rate in the R191 programme. This situation has been exacerbated by the phasing out of N1 to N3, which previously provided a solid foundation for NATED courses. Mathematics Level 4, in particular, is identified as a challenging subject that has significantly impacted the campus's ability to meet its targeted certification rate. In response to these issues, the campus has developed an improvement plan.

Additionally, the campus has encountered challenges related to student commitment during their placements in industry. Many students failed to honour the arrangements made for their industry placements, resulting in the number of students successfully placed in companies falling below the established targets. Furthermore, the retention rate in Level 2 has been low, recorded at 72%, which has further hindered the campus from achieving the desired certification rate.

Strategic Outcome

STRATEGIC OUTCOME	OUTPUTS	OUTPUT PERFORMANCE INDICATORS	TVET COLLEGE 2025 PLANNED TARGET	TVET CAMPUS 2025 ACHIEVEMENT	EXPLANATORY REMARKS
SO 1 **Expanded access to TVET college opportunities**	1.1 Students enrolled and managed as per the enrolment plan	Number of students enrolled in different programme types			
		*NCV		1024	
		*Report 191		1707	
		*PLP		25	
		*Occupational qualifications		119	(30 Mechanical Fitters, 60 Welders and 29 bricklayers)
		*Trades (COS)		27	(15 Mechanical Fitters, 12 Welders)
		*Higher Certificates			
		*Shorter skills programmes (accredited and non-accredited)		77	Students enrolled in programmes relating to OIHD and priority skills
	1.2 College student accommodation is optimally utilized	Occupation rate (%) per enrolment cycle	N/A	N/A	N/A
SO2 **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		30 15 15	Funded by AGRISETA (Welding) Funded by CHIETA (Welding) Funded by LG SETA (Welding)
	2.2 Students complete qualifications and programmes and exit the college	Number of students at exit levels exiting college programmes			
		*Number of students exiting N6		12	
	2.3 NCV students complete their qualification within 3 years	Number of students exiting NCV L4		15	
	2.4 PLP students are retained	Retention rate (%) in PLP		85%	
	2.5 PLP students' progress into initial programmes of choice	Progression rate (%) of PLP students		70%	

STRATEGIC OUTCOME	OUTPUTS	OUTPUT PERFORMANCE INDICATORS	TVET COLLEGE 2025 PLANNED TARGET	TVET CAMPUS 2025 ACHIEVEMENT	EXPLANATORY REMARKS
SO3 **Improved quality of TVET college provision**	3.1 College councils are constituted and comply with standards	% Compliance with governance standards		N/A	
	3.2 Examinations are conducted with a minimum of irregularity reported	% Compliance with examination standards and policy	100%	100%	All irregularities identified by the campus are reported to DHET
	3.3 More students meet the requirements for writing examinations	% of registered students (based on subject enrolment) qualifying for examinations		NCV = 90% R191= 88%	
	3.4 TVET college lecturers are placed in industry for specified periods to gain relevant experience	% of TVET college lecturers placed in industry		6/30 (20%)	
	3.5 Partnerships signed for improving teaching and learning, and the relevance of programmes	Number of partnership agreements (locally and internationally) for purposes of exchanging and/or placing college students and /or lecturers		10	
SO4 **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			
	4.2 Entrepreneurship hubs are established and supported	Number of students engaged in entrepreneurship programmes and initiatives			
	4.3 Students are placed for WBPL at exit levels	Number of students placed for WBPL at exit levels			
		*Number of students placed for WBPL at NCV L4		30	
		*Number of students placed for WBPL at N6		89	

Apprentices in trade programmes qualify and pass trade test

Number of artisans exiting COS or college

Strategy to deal with Underperformance

Provide a narrative on dealing with underperformance in terms of the strategic outcomes and outputs and annual performance targets. Explain how it was monitored and interventions adopted to correct or rectify:

The results of each assessment are analyzed on a termly basis to identify subjects that exhibit poor performance, commonly referred to as "killer subjects." In response, performance management meetings are convened with the lecturers responsible for these subjects. During these meetings, discussions regarding the challenges encountered and potential corrective measures take place, involving the line managers of the affected staff members. Each lecturer identified as needing improvement is required to present an individual corrective action plan, which is subsequently consolidated into a Campus Improvement Plan.

Activities typically included in lecturers' plans encompass study groups, additional classes, and tutorials. The implementation of the Campus Improvement Plan is monitored by all line managers, including the Campus Manager, to ensure the execution of all proposed activities. Their oversight involves the observation of teaching and learning practices, as well as the review and signing of students' activity books across all classes.

To assess progress or improvement, the results of each lecturer are reviewed following each assessment and compared against established targets. This evaluation process aims to determine whether the performance aligns with the specified targets, facilitating the provision of additional support as necessary. To further support the resolution of underperformance issues, the college/campus employs tutors and promotes a peer-teaching initiative among students.

CAMPUS IMPROVEMENT PLAN 2025

Introduction

The improvement plan for Molapo Campus is looking into new strategies or methods to be used to improve the results. One of the areas attention needs to be given is the retention rate of the students. We are also looking into 4IR to improve the status of the campus in the sense of making it a campus of excellence.

Campus Management has taken a commitment for every manager to monitor teaching and learning activities in order to improve the poor results of the campus. Improvements in the following areas were implemented, monitored, and completed.

ITEM Areas OF Concern Activities Timeframe Responsibility Progress/remarks

Teaching AND Learning

Commencement of Teaching and Learning

Ensure that students are enrolled within the period indicated on the DHET management plan for the programme NCV and Report 191.

- Lecturing timetable readiness for NCV and Report 191.
- Issuing Textbooks and exercise books to all students before the commencement of classes.
- Issuing ITS class registers to Senior Lecturers for verification on registered class groups as per the NCV programme. Registers to be used as attendance registers after verification.
- Induction of students and staff by HOD with the assistance of senior lecturers, and checking if all staff members have the relevant curriculum document. E.g.

ACADEMIC IMPROVEMENT PLAN IMPLEMENTATION SUMMARY

Focus Area	Key Interventions Implemented	Key Achievements	Status
Commencement of Teaching and Learning	Student registration, timetabling, induction, distribution of learning materials and curriculum documents	Registration, induction and academic readiness processes completed successfully	Completed
Lesson Delivery	Subject allocation according to expertise, technology integration, classroom monitoring and support	Formal and informal class visits conducted; WhatsApp used to support teaching and learning	Ongoing
Curriculum Management	Monitoring of pacing documents, lesson plans and curriculum coverage	Curriculum coverage monitored and reports submitted as required	Completed
Assessment and Feedback	Formative assessments, marking, feedback and revision programmes	Continuous learner support and timely feedback provided	Ongoing
Educational Excursions	Industry-related educational tours	Excursions conducted for Electrical N3, Mechanical N6 and Civil L3 & L4 students	Completed
Enrichment and Tutorial Support	Afternoon classes, tutorials and study groups	Academic support provided to improve learner performance	Ongoing
Lecturer Workplace Exposure	Industry placement programme for lecturers	10 lecturers placed in workplaces	Achieved
Student Workplace Placement	Facilitation of workplace learning opportunities	Student placements supported through WBE initiatives	Ongoing
Parent and Guardian Engagement	Parent meetings and communication on attendance and performance	Improved stakeholder involvement in student success initiatives	Completed
Attendance Management	Monitoring of student and lecturer attendance and implementation of attendance policy	Attendance tracking and intervention measures implemented	Ongoing
Quality Assurance and Moderation	Class visits, campus moderation and compliance monitoring	Academic compliance and quality standards maintained	Completed
Communication and Reporting	Staff meetings, morning sessions and digital communication platforms	Improved information sharing and support across departments	Ongoing
ICT and Learning Resources	Internet connectivity, maintenance and procurement of teaching resources	Teaching and learning supported through available resources and connectivity	Ongoing
Training and Development	IQMS training, staff development and induction programmes	Capacity-building initiatives implemented successfully	Completed
Monitoring and Evaluation	Quarterly reviews, evidence verification and progress monitoring	Performance monitored and corrective actions implemented where necessary	Completed

Conclusion

In conclusion, we wish to emphasize that despite the challenges encountered throughout the year, we successfully completed our teaching and learning curriculum. As dedicated staff members of the campus, we consistently motivate one another to strive for excellence and to persevere. While we faced numerous obstacles, we navigated through them and continually recognized the prospects for success not only for the staff but also for our students and their families.

By Campus Management

SPELLING BEE COMPETITION 2025

World Skills Provincial Competition Participation Vukuzenzele Seminar

VUKUZENZELE SEMINAR

C4.2.4 ROODEPOORT CAMPUS

Overview:

The Roodepoort Campus NCV offers three programmes: Primary Health, Education and Development, Hospitality, and the Pre-Vocational Programme. Currently, we have a total of 1,317 students enrolled from Level 2 to Level 4, including part-time students. We are fortunate to have a dedicated staff establishment, and this commitment is reflected in our excellent results for 2024 and 2025. All programmes performed exceptionally well in the November 2025 final examinations.

Successes at Roodepoort:

In 2025, Roodepoort Campus achieved 508 distinctions, resulting in an 8.9% increase in our certification pass rate, which stands at 87.509% for subjects written.

This success was a collective effort from all Senior Lecturers and Lecturers. Additionally, seven staff members joined the Platinum Club, recognizing those who achieved a pass rate of over 90% based on the number of students enrolled.

Challenges to make Teaching and Learning more effective.

Our biggest challenge is the procurement process. While requests are submitted on time, deliveries are often very delayed or, in some cases, do not occur at all. This situation complicates our planning process, which ultimately disadvantages our students and prevents them from completing specific tasks as required by DHET.

Showcasing our Programs

PRIMARY HEALTH 2024-2025

COPC Gardening

Practical's in the clinic to give hands-on experience to students

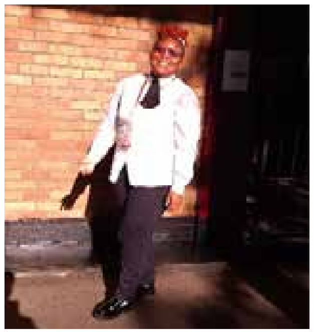
Sharing with Communities and outreach with schools

LEVEL 2 PRESENTATIONS

Celebrating amongst staff

Hospitality.

ICASS participation



Education & Development.

Goals of Lecturer School Visits (Work-Based Placement)

The primary objective of lecturers visiting schools is to stay current with industry trends. By linking teaching and learning to real-world applications, we ensure students are provided with relevant examples and experiences.

During their visits, lecturers engage in practical activities and integrate into the school's daily routine, becoming part of the school community. This involvement allows them to gather insights and experiences that they can share with their college students upon returning.

These school visits benefit lecturers by helping them understand what students are learning while also assisting teachers in comprehending our programme and its associated goals.

What are the results?

Students are gaining a great deal from this experience. Real-life classes are motivating them to strive for more and achieve success. We are observing effective lesson plans and high-quality learning strategies, which are reflected in the positive results for PAT 1 (Assignment). The art and science of teaching is closely linked to another subject in the programme.

Our own World skills lady

The Roodepoort Campus of South West Gauteng TVET College is one of the key public Technical and Vocational Education and Training institutions operating under the Department of Higher Education and Training in Johannesburg, Gauteng, South Africa. The campus plays an important role in providing vocational and occupational education that equips students with practical skills required for employment, entrepreneurship, and economic participation.

The campus offers a range of programmes in business, hospitality, and Management assistant studies aimed at preparing students for the labour market and contributing to national priorities such as skills development, youth employment, and economic growth. Through quality teaching, practical training, and partnerships with industry stakeholders, the campus seeks to strengthen students' technical competencies and enhance their career opportunities. The total number of Report 191 for the year 2026 is 1018, and 2025 was 2345.

Overview of Service Delivery During the Past Year

During the reporting period, the Roodepoort Campus continued to deliver quality vocational education and training aligned with the national TVET mandate. The campus offered accredited programmes including Report 191 qualifications, focusing on both theoretical knowledge and practical skills development.

Service delivery was strengthened through improved teaching and learning support, increased access to training resources, and initiatives aimed at improving student performance and retention. Academic support programmes, career guidance services, and entrepreneurship awareness activities were implemented to assist students in completing their studies and preparing for employment or self-employment opportunities.

Additionally, the campus prioritised expanding opportunities for workplace exposure through WBE and experiential learning, ensuring students gain practical experience relevant to industry requirements.

Impact of Partnerships with Private Companies, SETAs, and Government Departments

The Roodepoort Campus (Report 191) continues to strengthen collaborative partnerships with private companies, Sector Education and Training Authorities (SETAs), and various government departments. These partnerships play a vital role in enhancing the relevance and effectiveness of vocational training programmes.

Through collaboration with industry stakeholders, the campus facilitated workplace-based learning opportunities, internships, and learnership programmes for students. SETA partnerships also provided financial support for training initiatives and contributed to the development of skills programmes aligned with industry needs. i.e. Report 191 students are part of internship programmes for 18 Months.

Collaboration with government institutions further strengthened the implementation of national skills development initiatives and ensured that training programmes remained aligned with labour market demands. These partnerships contribute significantly to improving graduate employability and strengthening the link between education and the workplace.

Reflection on Successes and Significant Developments

The reporting year saw several positive achievements for the Roodepoort Campus, including securing first place in Report 191. These accomplishments encompass improved collaboration with industry partners, increased opportunities for experiential learning, and enhanced academic support for students.

Report 191 also made progress in strengthening stakeholder engagement, which contributed to improved programme relevance and increased opportunities for student placement in industry training programmes. Continued efforts were made to promote entrepreneurship development among students, encouraging them to consider self-employment and small business development as viable career options.

These developments reflect the campus's commitment to improving the quality of vocational education and supporting the broader objectives of the TVET sector in South Africa.

Programmers are receiving training for the new QCTO programme to be introduced in 2027 that challenges Affecting Performance Implementation

Despite these achievements, several challenges affected the full implementation of the Strategic Plan, Operational Plan, and Annual Performance Plan.

Resource constraints, including limited funding and infrastructure capacity (Classes are not enough to cater for NCV and Report 191 programmes, continue to affect the expansion of training facilities and the acquisition of modern equipment required for technical training. In addition, many students face socio-economic challenges that may impact their academic progress, including financial difficulties and limited access to learning resources.

Another challenge relates to securing sufficient workplace placement opportunities for students, particularly in highly specialised fields where industry capacity is limited. Administrative and operational pressures associated with implementing new programmes and complying with regulatory requirements also presented challenges during the reporting period.

The Roodepoort Campus of South West Gauteng TVET College (Report 191) continues to contribute significantly to vocational skills development and youth empowerment in Gauteng. Through improved service delivery, strategic partnerships, and a commitment to student development, the campus has strengthened vocational training and enhanced employment opportunities for its graduates.

Although challenges remain, ongoing collaboration with industry partners, SETAs, and government stakeholders will continue to support the campus in achieving its strategic objectives and improving the overall effectiveness of its training programmes.

Business/ Finance Management and Management Assistant couldn't have activities thus far as they are busy preparing for cycle test 1 for 2026.

Hospitality Activity

Recognizing Roodepoort Staff for their exceptional work.

Recognizing Roodepoort Staff for their exceptional work.

06.07.2026 / FRIDAY

ROODEPOORT CAMPUS

SWGC NEWS

THE EVENT NOT ONLY HONORED PAST ACHIEVEMENTS BUT ALSO SERVED AS A STIMULUS FOR FUTURE DIALOGUES CONCERNING ACADEMIC EXCELLENCE

THE INSTITUTION'S SUCCESS

On **January 30, 2026,** the Roodepoort Campus was abuzz with excitement as it hosted the highly anticipated Lecturer Results Prize Giving Ceremony. This event, recognized as a hallmark of excellence in education, celebrated the exceptional contributions of staff members who have gone above and beyond in their teaching and mentoring roles.

The ceremony commenced with a vibrant atmosphere, where lecturers and staff gathered to honour the dedicated educators who have significantly impacted their students' lives. As attendees filtered into the beautifully decorated Dimonate Restaurant based at the Roodepoort Campus, one could sense the pride and admiration in the air.

The event commenced with an uplifting welcome address delivered by Mr. NT Nevondwe, the Head of Department for Report 191 programmes. He underscored the importance of recognizing exceptional teaching and the transformative impact educators have in cultivating future leaders. "Today, we celebrate not only academic excellence but also the steadfast dedication and enthusiasm that our educators contribute to their classrooms," stated the Head of Department, thereby establishing an optimistic atmosphere for the day. Following this address, Mr. F. Kaka provided a scripture reading and led a prayer to bless the occasion.

As the awards segment began, the audience's anticipation became palpable. Lecturers were acknowledged in various categories, including "Best Performing Vocational Senior in Class 2025," "Best Performing Fundamental Programme 2025," "Best Performing Fundamental Senior in Class 2025," "Best Performing Fundamental PL1 Lecturer in 2025," "Most Distinctions by a Lecturer for NC(V) in 2025 Results," "Most Distinctions by a Lecturer for Report 191 in S2 2025 Results," "Best Performing Hospitality Report 191 PL1 Lecturer in 2025," and "Best Performing Financial Management/Business Management PL1 Lecturer in S2 2025." These awards were presented by the Acting Campus Manager of Roodepoort Campus, Mr. N. Snyman. Each award recipient was honored with a trophy and received enthusiastic applause from their colleagues, which served to recognize their diligence and commitment to excellence.

The institution expresses its sincere gratitude to the exemplary Heads of Department (HODs) and Heads of Administration (HOAs) who have been acknowledged for their remarkable dedication and hard work. Among the distinguished achievers, Ms. D.A. Bayliss has been recognized as the Best NCV HOD in Class, having attained an outstanding score of 90.810%. Additionally, Mr. N.T. Nevondwe has achieved a perfect score of 100%, earning the title of Best Report 191 HOD in Class. The relentless efforts of Mr. C.B. Marais, HOD of Campus Support, and Ms. P. Ramosa, HOA of Campus Support, were also greatly appreciated.

Furthermore, the contributions of Ms. M. Pitseng from the Exam Office and Success Office, Ms. D. Kong from the NSFAS Office, Ms. T. Potsanyane, and Mr. S. Socishe from the WBE Office have significantly impacted the advancement of the college. Their unwavering commitment to excellence has been a driving force behind the institution's success.

As the ceremony concluded, the commitment to a promising educational future was evident. The shared experiences and achievements reinforced a collective vision among both faculty and students to pursue excellence and to continually inspire one another.

The event not only honored past achievements but also served as a stimulus for future dialogues concerning academic excellence. The Lecturer Results Prize Giving Ceremony was a notable success, leaving all participants inspired and eager to build upon the momentum generated through recognition and celebration. As attendees departed, it was apparent that this event would be remembered as a significant affirmation of the exceptional dedication, passion, and effort exhibited by the lecturers at Roodepoort Campus. We commend the remarkable lecturers who consistently shine and make a lasting impact on the lives of their students.

A SIGNIFICANT AFFIRMATION OF THE EXCEPTIONAL DEDICATION

"TODAY, WE CELEBRATE NOT ONLY ACADEMIC EXCELLENCE BUT ALSO THE STEADFAST DEDICATION AND ENTHUSIASM THAT OUR EDUCATORS CONTRIBUTE TO THEIR CLASSROOMS..."

THINK BIG, DREAM BIG

VALUED SKILLS 4LIFE

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#TEAMWORK

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We have created a supportive environment where we work collaboratively, effectively, and efficiently towards any goal. Our employees work as a team and value the contributions of each individual. We know that our people are our most important resource.

086 176 8849

ROODEPOORT WORK PLACEMENT OF STAFF AND STUDENTS

WBPL REPORTING 2025

	DESCRIPTION	CAMPUS: ROODEPOORT CAMPUS														
		TARGET	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec	BALANCE	% to TARGET
	STUDENT & LECTURER WORK-PLACEMENTS															
1	WBE ICASS: Place students in workplaces for on-course exposure (ALL Programs - ALL Levels)	318													318	0,00%
2	Place post NCV L4 students in workplaces for experiential training	318	4	4						20	38	155	6		537	71,38%
3	Place post N6 students in workplaces to complete diploma studies	280		59						14	19				372	32,86%
4	Place lecturers for workplace exposure	15		15	17	17						15			79	426,67%
	TRAINING PROGRAMS: APPRENTICESHIPS / LEARNERSHIPS / SHORT SKILLS															
5	Place students in workplaces for learnership training programs (L2- L5)	400								48	90				538	34,50%
6	Enrolled in programmes relating to OIHD and priority skills	8													8	0,00%
7	Provide accredited short skills training programs.	250							60						310	24,00%
	ENTERPRISE DEVELOPMENT															
8	SMME's	418													418	0,00%
	SIGN BENEFICIARY PARTNERSHIPS															
9	Partnerships signed (MOUs or expressions of interest)	40	1	3	1	3	5	2	2	4	2	2		10	73	87,50%

ROODEPOORT CAMPUS RESULTS 2025

Semester 1

BUSINESS STUDIES					
CAMPUS CERTIFICATION.			ROODEPOORT		
LEVEL	NO. ENROLLED	NO. WRITTEN	% CERTIFICATION ENROLLED	% CERTIFICATION WRITTEN	NO. PASSED 4 SUBJECTS
N4	386	307	52,332	65,798	202
N5	361	328	49,584	54,573	179
N6	314	298	40,764	42,953	128
	1061	933	47,560	54,441	509

Semester 2

CAMPUS CERTIFICATION.			ROODEPOORT		
LEVEL	NO. ENROLLED	NO. WRITTEN	% CERTIFICATION ENROLLED	% CERTIFICATION WRITTEN	NO. PASSED 4 SUBJECTS
N4	372	319	55,645	64,890	207
N5	309	299	43,366	44,816	134
N6	344	326	48,256	50,920	166
	1025	944	49,089	53,542	507

NCV

CAMPUS CERTIFICATION.				ROODEPOORT	
LEVEL	NO. ENROLLED	NO. WRITTEN	% CERTIFICATION ENROLLED	% CERTIFICATION WRITTEN	NO. PASSED 7 SUBJECTS
LEVEL 2	452	352	57,743	74,148	261
LEVEL 3	375	317	50,400	59,621	189
LEVEL 4	313	286	40,575	44,406	127
	1140	955	49,573	59,392	577

CERTIFICATION ALL PROGRAMS						
CAMPUS	NO. ENROLLED	NO. WRITTEN	% CERTIFICATION ENROLLED	RANKING ON ENROLLED	% CERTIFICATION WRITTEN	RANKING ON WRITTEN
RDPT	3226	2832	48,949	1	56,692	1

C4.2.5 ROODEPOORT WEST CAMPUS

Introduction

It is with great pride that we present the Annual Report of the Roodepoort West Campus, Electrical and Chemical School for the year 2025. This report reflects our ongoing commitment to excellence in Technical and Vocational Education and Training (TVET), with a particular focus on the dynamic and evolving field of Electrical and Chemical Engineering.

Over the past year, our campus has continued to strengthen its role as a hub of innovation, skills development, and industry collaboration. Guided by national TVET policies and aligned with the broader objectives of workforce readiness, we have expanded access to quality education, enhanced our curriculum with simulation-based learning, and integrated emerging technologies into both teaching and assessment practices.

Staff have worked tirelessly to ensure compliance with approved standards, while also fostering inclusive and accessible learning environments. Partnerships with industry stakeholders have further enriched our programmes, ensuring that graduates are equipped with the competencies required to thrive in the modern workplace.

OVERVIEW

- **Academic Services**

Lectures and practical sessions were delivered according to the timetable.

Simulation-based learning and workshops were effectively integrated into modules.

Assessment schedules were communicated clearly to students.

- **Administrative Services**

Registration and student support services were functional, with minimal delays.

Communication channels (notice boards, emails, and student portals) were actively used to disseminate information.

- **Infrastructure and Facilities**

Classrooms, workshops, and the resource centre were accessible and adequately equipped.

ICT facilities supported blended learning and online access to materials.

Maintenance teams responded promptly to minor technical issues.

- **Student Support and Welfare**

Counselling and support services were available for students requiring assistance.

Safety protocols and campus security were observed.

Extracurricular activities were encouraged to promote holistic development.

- **Excursions**

Excursions form an integral part of experiential learning in TVET education. They provide students with exposure to industry practices, cultural contexts, and real-world applications of their academic programmes. Such activities strengthen the link between theory and practice, while also fostering teamwork, discipline, and professional readiness. Some of our students visited the Lethabo Power Station for exposure to high-voltage electricity. The excursion successfully achieved its objective of bridging theory with practice and enriching students' educational experience.

LECTURERS' WORKPLACE EXPOSURE

Five lecturers attended training at Royal Energy Terminals. The purpose of the placement was to prepare both Chemical Engineering and Fundamental lecturers for the introduction of the Chemical and Water Plant Operation Skills Programme, envisaged to start in 2027, and to identify key skills, knowledge areas, and workplace practices relevant to plant operations. The visit also revealed the limitations of the current NATED Chemical Engineering Programme, particularly its lack of practical and communication components. The envisaged Plant Operation Skills Programme offers an opportunity to bridge this gap by integrating theory, practice, and workplace learning. Below are lecturers who attended the Solar electrician training in preparation for the successful implementation of Solar Technician Services.

THE IMPACT OF ESTABLISHED CLOSE WORKING RELATIONSHIPS, I.E., WITH PRIVATE COMPANIES, SETAs & OTHER GOVERNMENT DEPARTMENTS, & ETC.

TVET campuses rely on strong partnerships with industry stakeholders and Sector Education and Training Authorities (SETAs) to ensure that training remains relevant, compliant, and aligned with national development priorities. Private Companies provide workplace-based learning opportunities, internships, and supported practical projects with equipment and technical expertise. The campus maintains established partnerships with SETAs such as FoodBev, MQA, LG, W&R, and CHIETA.

OCCUPATIONAL CERTIFICATE: ELECTRICIAN

The Occupational Programme: Electrician prepares learners to operate as qualified electricians, equipping them with theoretical knowledge, practical skills, and workplace experience, leading to the Red Seal Trade Certificate, the artisan recognition in South Africa. Below are some of our students who were tested in 2025, passed their Trade Test, and were certified. Lalamani Lusunzi (left) and Fhatuwani Muravha (right).

Samsung Training Academy

The Samsung Practical Project is an industry-led initiative designed to provide students with exposure to real-world applications of electronics and technology. It emphasizes hands-on learning, problem-solving, and innovation in areas such as consumer electronics and smart devices. The project aligns with TVET objectives by bridging classroom theory with workplace practice, ensuring learners gain both technical competence and industry relevance. Nineteen (19) of our students graduated from the same project, and the impact is that the project provided valuable experiential learning, reinforcing theoretical knowledge with practical application. Students reported increased confidence in applying their skills to real-world contexts.

World Skills Competition

WorldSkills Competition showcases excellence in skilled trades and technologies, and one of its impacts is that it builds confidence and employability among young people. We had three of our students who participated in the Provincial World Skills Competition at Tshwane South TVET College last year (2025).

One of our students, Avuyile Mehlomakhulu, earned a silver medal by finishing 2nd out of 14 participants from various colleges.

As we move forward, we are committed to strengthening partnerships, embracing innovation, and empowering learners with the skills and confidence needed to thrive in a rapidly changing world. Guided by national TVET priorities and our dedication to excellence, we will continue to play a vital role in shaping the future workforce and contributing to sustainable socio-economic development.

C4.2.5 TECHNISA CAMPUS

This Annual Performance Report presents a comprehensive assessment of the Technisa Campus performance for the 2025 academic year. The report is compiled using data obtained through the College Maturity Assessment Framework, which evaluates institutional effectiveness across key dimensions, including student performance, student-centred culture, human resource capacity, operational processes, governance structures, and technological capability.

The report provides an integrated overview of the campus's academic performance, operational management, and institutional development during the reporting period. It further assesses the extent to which the campus has been able to meet institutional targets related to student access, retention, progression, certification, and industry engagement.

The purpose of the report is to:

Assess the overall institutional performance and organisational maturity of Technisa Campus

Monitor student access, participation, and academic success

Evaluate the effectiveness of teaching and learning systems

Assess the adequacy of student support mechanisms

Review institutional governance and operational management

Assess the alignment between vocational training and industry requirements

Identify key areas requiring improvement and institutional development

2. CAMPUS PROFILE

Technisa campus plays a significant role in expanding access to vocational education and developing technical and professional skills that support labour market participation and economic productivity.

The campus provides a range of academic and vocational programmes designed to equip students with both theoretical knowledge and practical competencies required in the workplace. These programmes are aligned with national skills development priorities and contribute to addressing skills shortages in key sectors of the economy.

Technisa Campus offers programmes within two major qualification streams.

The first stream consists of National Certificate Vocational (NCV) programmes, which provide structured vocational training that combines academic learning with practical skills development. These programmes include Office Administration, Marketing, Tourism, Management, English First Additional Language (EFAL), Mathematics, Life Skills, and Computer Literacy.

The second stream consists of Report 191 (NATED) programmes, which support professional technical training and progression towards specialised vocational qualifications. At Technisa Campus, this stream primarily includes the Tourism N4-N6 programme.

In addition to these programmes, the campus supports corporate training and skills development initiatives, further strengthening its contribution to workforce development and industry engagement.

3. STUDENT ACCESS AND ENROLMENT PERFORMANCE

Expanding access to vocational education remains a key institutional priority for Technisa Campus. The campus continues to play an important role in providing opportunities for post-school education and training for students seeking technical and vocational qualifications.

During the 2025 academic year, the campus achieved strong enrollment performance across both NCV and Report 191 (Tourism) programmes.

Enrolment Performance

Programme	Campus Target	Registered	Current Enrolment	Retention Rate
NCV	650	650	473	73%
Tourism Report 191 (N4–N6)	98	98	90	92%

Retention Rate

The data indicates that the campus successfully achieved its enrollment targets for the reporting period. All available programme spaces were filled, demonstrating continued demand for vocational education and training at the campus.

Retention rates remained strong across the Report 191 Tourism programme. NCV programmes recorded a retention rate of 73%, while the Report 191 Tourism programme achieved a retention rate of 92%. These results indicate that most students who enrolled in the Report 191 Tourism programme were able to remain in the system throughout the academic cycle more than NCV.

Several institutional practices contributed to Report 191 Tourism programme outcomes, including effective student registration processes, continuous monitoring of attendance, and active academic management by lecturers and Heads of Departments. Despite ongoing monitoring of student attendance, NCV attendance, and the high dropout rate, it remains a challenge.

4. STUDENT PROGRESSION

Student progression represents a key indicator of institutional performance as it reflects the extent to which students successfully advance through programme levels.

Student Progression Rates

Programme	Progression Rate
Management	78%
Marketing	72%
Office Administration	70%
Tourism	68%
EFAL	87%
Mathematics	78%
Life Skills & Computer Literacy	86%
Report 191 Tourism	70%

The progression data indicate moderate academic performance across programmes. Several programmes demonstrated strong results, particularly EFAL, Life Skills, and Mathematics, which recorded progression rates above 75 percent.

However, certain programmes require targeted improvement interventions. Tourism recorded the lowest progression rate at 68%.

These outcomes suggest the need for strengthened academic support mechanisms in specific programme areas to improve student advancement and reduce programme repetition.

5. STUDENT CERTIFICATION AND PASS RATES

Student certification remains one of the most important indicators of institutional effectiveness, as it reflects the successful completion of academic programmes and the attainment of vocational qualifications.

Pass Rate Performance

Programme	Pass Rate
Level 2	90%
Level 3	81%
Level 4	75%
N4	77%
N5	70%
N6	63%

The results show varied levels of academic achievement across levels. Level 2 and N4 recorded relatively high pass rates, reflecting effective teaching and student engagement in these levels.

However, Level 4 and N6 demonstrated lower pass rates, indicating the need for enhanced academic support strategies. To address these challenges, the campus has initiated several interventions, including targeted remedial classes, strengthened continuous assessment preparation, and increased academic monitoring by Seniors and Heads of Departments.

Moreover, only 2 lecturers achieved above 90% (Platinum). These lecturers are Ms Buthelezi BN (Senior Lecturer for Office Administration), and Ms Denge T (Lecturer in Office Administration).

6. STUDENT SUPPORT SERVICES

Technisa Campus continues to prioritise the provision of comprehensive student support services aimed at improving academic success and overall student wellbeing.

Student support initiatives implemented during the reporting period include academic remedial programmes, lecturer mentorship initiatives, educational excursions, and structured monitoring of student attendance and participation.

Tourism Students (NCV & Report 191) at Emerald Casino and Entertainment

These support mechanisms contribute to improving student retention, strengthening academic engagement, and assisting students who experience learning difficulties.

While these initiatives have produced positive outcomes, further improvements are required to enhance the monitoring and evaluation of student support interventions and ensure that students at risk receive timely academic assistance.

7. TEACHING AND LEARNING ENVIRONMENT

The quality of the teaching and learning environment remains central to the academic performance of the campus.

Academic quality assurance processes are implemented through several monitoring mechanisms, including classroom observations by Senior Lecturers, review of lesson plans, assessment moderation, and internal academic audits.

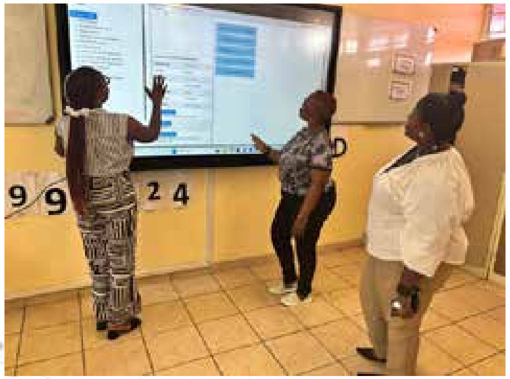
Formal moderation activities were conducted between 12 May and 13 June 2025, ensuring that academic standards and assessment quality were maintained across programmes.

In addition, the campus successfully achieved 100% procurement and distribution of Learning and Teaching Support Materials (LTSM), ensuring that all students had access to the required learning resources.

8. HUMAN RESOURCE CAPACITY

The campus maintains a team of qualified academic and administrative staff responsible for delivering vocational education programmes and supporting institutional operations.

Professional development initiatives were implemented during the reporting period to strengthen staff capacity. These included training programmes focused on academic administration, assessment moderation, and teaching practice improvement.



Continuous professional development remains essential to ensuring that staff are equipped with the necessary skills to support evolving vocational training requirements. About 20 lecturers attended several training sessions. These training included Assessor, Moderator, Learning Material development, and Project Management. Despite centralised training, the campus offered training on Marks and Attendance capturing.

In-house Training on Attendance Capturing

LECTURER WORKPLACE EXPOSURE

Workplace exposure programmes for lecturers are designed to strengthen the alignment between academic instruction and industry practice.

During the reporting period, 12 lecturers participated in workplace exposure programmes lasting approximately 20 days. These placements were undertaken across several programme areas including Office Administration, Management, Mathematics, Life Skills, Tourism, and EFAL.

Although the initiative has strengthened industry awareness among academic staff, participation levels remain below the institutional target. Expanding lecturer workplace exposure opportunities will remain an important institutional priority in future years.

Lecturers on Workplace Exposure

GOVERNANCE AND INSTITUTIONAL MANAGEMENT

The governance framework of Technisa Campus is supported by several institutional structures that facilitate decision-making, coordination, and accountability.

Key governance structures include the Campus Management Team (EXCO), Heads of Department and Seniors meetings, Seniors and lecturers (Sectional) meetings, staff briefing sessions (Mondays and Fridays), and engagement with the Student Representative Council.

These structures provide platforms for operational planning, academic oversight, and institutional coordination.

Although certain scheduled meetings were occasionally affected by urgent executive commitments, governance systems remain functional and continue to support effective campus management.

TECHNOLOGY AND DATA MANAGEMENT

Technology systems play an increasingly important role in supporting institutional management, academic monitoring, and administrative reporting. Both lecturers and students have access to data. Lecturers use platforms such as WhatsApp to communicate and engage students, especially when the lecturer is absent. In this way, teaching and learning continues. Also, WhatsApp platform is used for reporting and sharing of information.

The campus utilises digital systems for teaching and learning (smart boards) to support academic performance.

Several operational processes have begun transitioning towards digital platforms, including result capturing and attendance capturing.

However, additional improvements are required to enhance real-time data management and strengthen integrated digital reporting systems.

Smartboard being used to enhance teaching and learning during ISAT

INFRASTRUCTURE AND FACILITIES

Campus infrastructure supports both theoretical and practical teaching activities. However, continued investment in infrastructure remains necessary to enhance the learning environment. Infrastructure such as the practicum room where ISAT and PAT are administered.

Practicum Room that is not fully resourced

However, priority infrastructure improvement areas include practical training facilities (Practicum Room) and specialised training equipment required for vocational programmes.

OVERALL INSTITUTIONAL MATURITY ASSESSMENT

Based on the TVET College Maturity Assessment Framework, Technisa Campus demonstrates Level 3 - Established Institutional Capacity.

This maturity level reflects the presence of functional governance structures, stable student enrolment levels, established teaching and learning systems, and emerging industry partnerships.

While the campus demonstrates stable institutional performance, continued improvements are required in areas such as academic performance, industry collaboration, and digital data management.

RISK AND MITIGATION ANALYSIS

The institutional performance assessment identified several operational and academic risks that may affect the ability of Technisa Campus to sustain and improve its performance outcomes. These risks relate primarily to academic performance variability across programmes, limited lecturer industry exposure, infrastructure limitations, and the need to strengthen institutional data management systems.

Effective risk management is essential to ensure that institutional performance targets are achieved and that the campus continues to contribute to national skills development objectives. The following risk analysis identifies key risks, their potential impact on institutional performance, and the mitigation strategies that will be implemented;

- **Institutional Risk and Mitigation Framework**

Risk Area	Risk Description	Potential Impact	Mitigation Strategy
Academic Performance	Low pass rates in certain programmes, such as Tourism	Reduced certification rates and lower student success levels	Strengthen academic support programmes, implement remedial classes, and enhance assessment preparation
Student Retention	Risk of student attrition due to academic challenges and socio economic factors.	Declining programme completion and progression rates	Implement early identification systems for at-risk students and strengthen student support services
Lecturer Industry Exposure	Limited participation of lecturers in workplace exposure programmes	Reduced industry relevance of teaching practices	Expand partnerships with industry and increase lecturer participation in workplace placement programmes
Infrastructure Constraints	Limited availability of specialised practical training facilities and equipment (Practicum Room)	Reduced effectiveness of practical training components	Prioritise infrastructure upgrades and procure specialised training equipment
Data Management Systems	Limited real-time integration of academic monitoring data	Reduced efficiency in performance monitoring and decision-making	Strengthen digital systems for attendance monitoring, academic performance tracking, and reporting
Industry Partnerships	Limited number of active employer partnerships	Reduced workplace learning opportunities for students	Expand industry engagement initiatives and develop structured partnership agreements

Through the implementation of these mitigation strategies, Technisa Campus aims to reduce operational risks and strengthen campus performance outcomes.

DETAILED INSTITUTIONAL IMPROVEMENT PLAN

The campus improvement plan outlines strategic actions that will be implemented to address performance gaps identified in the annual performance assessment. The plan focuses on strengthening academic performance, expanding industry engagement, enhancing student support systems, and improving institutional management systems.

The improvement plan is aligned with institutional priorities and national TVET sector objectives, ensuring that the campus continues to improve its institutional maturity and operational effectiveness.

Strategic Area	Improvement Action	Expected Outcome	Responsible Unit	Timeline
Academic Performance	Implement structured academic support programmes, including remedial classes and additional tutorial sessions	Improved student pass rates and certification outcomes	Senior Lecturers and Heads of Department	2026 Academic Year
Student Progression	Strengthen monitoring of student attendance and academic participation	Increased progression and reduced student attrition	Academic Management (Campus manager, HOD, and Senior lecturers) and Lecturers	Ongoing
Student Support Services	Develop a comprehensive student academic support monitoring system	Improved identification and support of at-risk students	Student Support Unit	2026
Lecturer Development	Expand lecturer workplace exposure programmes in collaboration with industry partners	Improved industry relevance of teaching and curriculum delivery	Human Resources and Academic Management	2026
Industry Partnerships	Establish formal partnerships with employers and industry stakeholders	Increased workplace exposure opportunities for students and lecturers	Campus Management and Industry Liaison Unit	2026
Infrastructure Development	Upgrade practical training facilities and acquire specialised training equipment	Improved practical learning environment for vocational programmes	College Infrastructure and Facilities Unit	2026
Digital Systems	Implement integrated academic data management systems	Improved real-time monitoring of student performance and attendance	Information Technology Unit	2026
Governance and Management	Strengthen institutional planning and monitoring systems	Improved coordination and institutional accountability	Campus Management Team	Ongoing

Through the effective implementation of these strategic actions, Technisa Campus aims to enhance student success, strengthen institutional performance, and improve its overall maturity within the TVET system.

Technisa Campus continues to play a pivotal role in the development of a skilled and capable workforce that is aligned with both regional and national economic priorities. By providing industry-relevant vocational education and practical training opportunities, the campus equips students with the technical competencies, workplace skills, and foundational knowledge necessary for meaningful participation in the labour market, entrepreneurship, and further academic pursuits.

Throughout the 2025 academic year, Technisa Campus has demonstrated stable and strong enrolment levels, reflecting sustained demand for its vocational programmes. Governance structures remain functional and effective, supporting operational oversight, academic quality assurance, and stakeholder engagement. The teaching and learning environment has been consistently supportive, with high levels of student participation, structured lesson planning, and a robust moderation process ensuring the maintenance of academic standards. Foundational subjects, including English First Additional Language, Life Skills, and Mathematics, continue to perform well, underscoring the campus's commitment to delivering quality education that addresses both theoretical and practical learning needs.

Despite these achievements, the campus recognises the need to address specific areas requiring improvement. Academic performance in programmes such as Tourism must be strengthened through targeted support interventions, continuous monitoring, and enhanced teaching strategies. The expansion of lecturer industry exposure programmes is critical to ensuring that curriculum delivery remains aligned with evolving industry requirements. In contrast, deeper industry partnerships will create additional workplace learning opportunities and enhance students' employability outcomes. Furthermore, advancing the digitalisation of data management systems will strengthen real-time monitoring of student performance, improve administrative efficiency, and support evidence-based institutional decision-making.

Looking ahead, Technisa Campus is strategically positioned to consolidate its successes and drive continuous improvement. Through focused institutional development initiatives, investment in teaching quality, enhancement of student support systems, and expansion of industry collaboration, the campus is poised to further elevate its institutional maturity and performance. These efforts will reinforce Technisa Campus's critical contribution to national skills development, economic growth, and inclusive social transformation, ensuring that graduates are not only competent and workplace-ready but also capable of actively contributing to South Africa's broader developmental objectives.

In summary, Technisa Campus demonstrates a strong foundation of operational and academic capacity, a commitment to continuous improvement, and a clear strategic trajectory towards becoming a model of excellence within the national TVET system. Its continued efforts will directly contribute to shaping a skilled, adaptable, and productive workforce that supports inclusive economic participation and sustainable growth.

C4.3 NEW BUSINESS DEVELOPMENT UNIT (NBDU)

New Business Development Unit Office

The New Business Development Unit has continued to assume a pivotal role in fostering growth, cultivating partnerships, and promoting sustainability for the institution throughout the reporting period. The Unit concentrated on identifying new opportunities, enhancing stakeholder relationships, and securing funding to support skills development, artisan training, and occupational programmes that align with national priorities and industry demand.

During the year under review, the Unit successfully expanded its network of partnerships with industry stakeholders, Sector Education and Training Authorities (SETAs), various government departments, and private sector collaborators. These alliances contributed to the development and implementation of innovative training programmes, workplace-based learning opportunities, and apprenticeship placements aimed at enhancing employability and addressing the critical and scarce skills gaps within the college's footprint.

The Unit facilitated the submission of numerous funding proposals and business cases, resulting in the approval of several new projects across priority sectors. These initiatives supported artisan development, occupational qualifications, Artisan Recognition of Prior Learning (ARPL), and work-integrated learning opportunities. Furthermore, the Unit coordinated stakeholder engagements, partnership agreements, and Memoranda of Understanding to fortify collaboration and ensure the sustainability of the programmes.

Key achievements during the reporting period included:

- Establishment of new strategic partnerships with industry stakeholders.
- Securing funding for new occupational and artisan development programmes.
- Increased learner placement opportunities for apprenticeships and workplace-based learning.
- Expansion of occupational programme offerings aligned to industry demand.
- Strengthened stakeholder engagement and collaboration initiatives.
- Improved coordination of business development and project implementation processes

The New Business Development Unit has played a pivotal role in advancing institutional strategic objectives by conducting robust economic demand analysis, identifying growth sectors, and aligning program development with provincial and national priorities, including the National Development Plan (NDP) 2030 and targets for artisan development.

Despite encountering challenges related to funding constraints, fluctuating economic conditions, and evolving industry requirements, the Unit has demonstrated resilience by pursuing innovative funding models, strengthening strategic partnerships, and enhancing internal coordination mechanisms.

In the upcoming year, the New Business Development Unit will prioritize the expansion of strategic partnerships, the creation of increased revenue generation opportunities, the strengthening of project implementation, and the facilitation of the college's transition to occupational programs. The Unit will also continue to foster innovation, engage stakeholders, and promote sustainable program development to bolster skills development and stimulate economic growth within the Technical and Vocational Education and Training (TVET) sector.

Overall, the New Business Development Unit has made substantial progress in promoting institutional growth, enhancing stakeholder collaboration, and contributing to sustainable skills development outcomes during the reporting period.

This report presents an overview of the Senior Management Plans of South West Gauteng TVET College, the Management Plans of the New Business Development Unit, the Department of Higher Education's strategies, and the requirements set forth by the Government of National Unity for the 7th Administration, alongside their implications.

In light of the changes that have occurred within the 7th Administration and the establishment of the Government of National Unity, there exists a consensus on the essential actions needed to eradicate poverty, reduce unemployment, and address inequality. This report emphasizes the priority initiatives that will drive this agenda forward.

- To drive inclusive growth and job creation
- Harnessing resources through partnership with private and public enterprises.
- Fostering third stream income to assist with creating opportunities for the local businesses and communities.
- Introduce entrepreneurship programmes that have a whole college impact.
- TVET colleges to dedicate enterprise day as an annual event.
- To reduce poverty and tackle the high cost of living
- Colleges should introduce targeted interventions such as short skills programmes.
- To address the category of people who are not in Employment, Education, or Training in the country.
- Ensuring the existing vocational programmes are fully supported by college-based workshop experience.
- Transition to competence-based occupational training programmes that are responsive to demand.
- Forging the Local and International Partnership
- Placement of both Students and Lecturers
- Implementation of Occupational Programmes (Skills Programmes, Learnerships and Artisan Development).
- Develop and Design the Skills Programmes for NEET (Not in Education, Employment, nor Training).

The overall aim of our Work Readiness Programme is to foster knowledge, attitudes, values, and skills related to personal development, social awareness, and the world of work, resulting in readiness for the demands of the world of work among young individuals. This is in response to the Audit and the College Council's request for the 2021/22 academic year.

The target for the Work Readiness Programme for 2025 is 2 500 Learners of which we have already trained 3188 Learners.

Work-integrated learning offers students the opportunity to apply their academic knowledge to relevant practical experiences while also integrating this learning back into their academic pursuits. Depending on the student's area of specialization, both tracks provide exposure to the same subjects while concentrating on aspects pertinent to their discipline.

As for the year 2025, the placement target is set at 1,400 learners. However, we have successfully placed 2,113 learners across various programs within their learning interventions in the workplace. This achievement will enable these individuals to qualify for their National N Diploma.

This includes an activity undertaken by South West Gauteng TVET College in conjunction with industry to develop the lecturer's knowledge and skills in the field of expertise. Through these placements lecturers can receive on-the-job training and enhance their teaching approach in terms of practical and workshop-based components of the programmes. These engagements may include field-trips, workplaces, construction worksites, engineering workshops, offices, factories, meetings, orientation programmes.

Our target for 2025 was 78 Lecturers and 107 Lecturers have already completed their placement.

This is a learning programme that leads to an occupational qualification. Learnerships include classroom-based learning at a training centre or college and on-the-job training in a workplace:

The Annual Performance Plan target for 2025 is 2000 Learners and already we have enrolled 2 124 Learners in most level 5.

- 50 Learners on Building and Civil Constructions Level 3 at Molapo Campus
- 100 Learners Early Childhood Development Level 4 ? Roodepoort Campus
- 200 Learners on New Venture Creation - Dobsonville Campus
- 42 Learners on Generic Management Level 5 funded by HWSETA - Dobsonville Campus
- 30 Learners on Generic Management Level 5 funded by WRSETA - Roodepoort Campus.
- 50 Learners enrolled for ODETDP Level 5 - Limpopo CET Lecturers.
- 30 Learners enrolled for New Venture Learnership - Limpopo CET Lecturers.
- 100 ECD Learners for Higher Certificate: Early Childhood Development Level 5 - KwaZulu Natal Province.
- 520 Learners are currently attending OC: Project Manager with R5 000.00 Stipend.
- Received the award Letters from Local Government Sector Education and Training Authority for 600 Learners into various Programs.
- 100 Learners are currently recruited on OC: Bookkeeper with R5 000.00 Stipend at Technisa Campus.
- 30 Learners enrolled for technical support funded by the National Skills Fund.
- 40 Learners are currently enrolled for OC: Software Engineering Level 6 with R2 100.00 Stipend funded by Within Code and the ABSA.
- 89 Learners are currently attending the New Venture Creation Learnership at George Tabor Campus, Molapo Campus and Roodepoort funded by Services SETA and Ramatswana for R5 000.00 Stipend.
- 100 Learners enrolled for Occupational Certificate: Solar Photovoltaic Standalone System Mounter at Roodepoort West Campus.
- 33 Lecturers are currently enrolled for Business Management Level 4 funded by the IRG organization.
- 89 Learners are currently attending the New Venture Creation Learnership at George Tabor Campus, Molapo Campus and Roodepoort funded by Services SETA and Ramatswana for R5 000.00 Stipend.
- 25 Learners are currently contracted to be trained on Plant Production Level 4 at George Tabor Campus.
- 100 Learners enrolled for Occupational Certificate: Solar Photovoltaic Standalone System Mounter at Roodepoort West Campus.
- 25 Learners are currently contracted to be trained on Plant Production Level 4 at George Tabor Campus.
- In terms of the Learnerships the College has overachieved its target of 2000 Learners and we have enrolled 2 124 Learners in most level 5.

This is a set or cluster of unit standards gathered or combined to form a short programme bearing credits on the National Qualifications Framework.

- For 2025 the target for Skills Programmes was 1700 will be implemented and 1 994 Learners have been enrolled to date.
- 368 Learners on Construction Roadworks funded by City of Johannesburg, Level 2 ? Graduated.
- 20 Learners trained change management and transformational leadership, Level 5.
- 20 Learners trained on New Venture Creation, Level 2.
- 45 Learners on Project Management Level 4, Level 5.
- 150 TVET Lecturers on Occupationally Directed Education, Training, and Development Practices.
- 20 Learners for General Orchard Management.
- 26 Learners for Spray and Facilitation.
- 29 Learners for Scouting of Pest and Diseases.
- 150 Learners for Compliance and Risk.
- 60 Limpopo CET Lecturers on Occupationally Directed Education, Training, and Development Practices.
- 70 Gauteng CET Lecturers on Facilitate learning using a variety of given methodologies.
- 40 TVET College Curriculum Managers and change management and transformational leadership.
- 10 Learners for Curriculum Management funded by Sasseta.
- 20 Learners for Assessor and Moderator funded by LGSETA.
- 46 Learners for Working on Heights funded by Gibela.
- 44 Learners for First Aid funded by Gibela.
- 57 Learners for She Rep funded by Gibela.
- 33 Learners on Perform basic Welding/Joining of Metals funded by Gibela.
- 300 Learners trained on Occupational Health and Safety funded by Construction SETA.

- 25 Learners will be trained on Cisco funded by Private Funder.
- 30 Learners trained on the Electrical Traction Programme funded by Gibela.
- 25 Learners have been trained on New Venture Creation funded by MICTSETA and Lethatsi.
- 18 Learners attending Plant Production at Dobsonville campus in collaboration with Narysec Mpumalanga.
- 18 Learners attending Hydroponics at Dobsonville campus in collaboration with Narysec Mpumalanga.
- 300 Learners will be trained on Digital Literacy on National Certificate: Information Technology: Systems Support funded by the Finance and Accounting Services Sector Education and Training Authority.
- 30 Learners trained on Occupational Skills Programme - Plumbing Hand: Molapo Campus funded by National Department of Public Works and Infrastructure.
- 30 Learners trained on Occupational Skills Programme - ShieldedMetal ARC Welder: Molapo Campus funded by National Department of Public Works and Infrastructure.
- 30 Learners trained on Occupational Skills Programme ? Domestic Water and Drainage Pipe Repair Molapo Campus funded by National Department of Public Works and Infrastructure.
- 22 Lecturers attended the End User Skills Programme funded Prodicel.
- 120 Learners attended the Skills Programme in Basic Fire Fighting, First Aid, SHE Representative Training. This training was funded by Afrox.
- 20 Learners funded by Gibela attended the New Venture Level 4 Skills Programme 20 Credits at Dobsonville Campus.
- 30 Limpopo CET Lecturers attended the Facilitators and Assessor course in Mokopane on the 27th to 30th October 2025.

In terms of the Skills Programmes the College has achieved its target of 1700 learners by 2 206 learners.

This is the system for training a new generation of practitioners of a trade or profession with on-the-job training and often some accompanying study. Apprenticeships can also enable practitioners to gain a license to practice in a regulated occupation.

For 2025 the college has planned 230 Apprentices of which 315 apprentices Enrolled for 2025.

- 60 Electricians are funded by Chieta and Foodbev SETA at Roodepoort West Campus.
- 15 Learners are funded by Chieta for Mechanical Fitter at Molapo Campus.
- 30 Learners are funded by the Mining Qualification Authority as the Centre of Specialization at Roodepoort West Campus.
- 15 Welders are funded by WRSETA in the Centre of Specialisation.
- 15 Welders are funded by SASSETA in the Centre of Specialisation.
- 10 Electricians are funded by Chieta on Occupational Programme.
- 15 Electricians are funded by Chieta in the Centre of Specialisation.
- funded by Chieta for Mechanical Fitter at Molapo Campus.
- 20 Electricians are funded by Construction SETA for Occupational Programme along with Merafong City Local Municipality.
- 15 Electricians are funded by Foodbev for additional Learners.
- 30 Welders are funded by LGSETA in the Centre of Specialisation.
- 30 Mechanical Fitter are funded by LGSETA on Occupational Programme
- 30 Electricians are funded by LGSETA on Occupational Programme.
- 30 Bricklayer are funded by LGSETA on Occupational Programme

In terms of the Artisan Development the College has achieved its target of 230 apprentices by 315 apprentices.

Artisan Recognition of Prior Learning

Artisan Recognition of Prior Learning is a process whereby people's prior learning can be formally recognized in terms of registered qualifications and unit standards, regardless of where and how the learning was attained. RPL acknowledges that people never stop learning, whether it takes place formally at an educational institution, or whether it happens informally.

The 2025 Target for Artisan Recognition of Prior Learning is 200 Apprentices and 230 Apprentices have been enrolled already.

- 50 Apprentices on Welders are funded by Fibre Processing and Manufacturing Sector Education and Training Authority.
- 50 Apprentices on Electricians are funded by Fibre Processing and Manufacturing Sector Education and Training Authority.
- 30 Apprentices on Electricians are funded by the Manufacturing, Engineering and Related Services Sector Education and Training Authority.
- 30 Apprentices on Electricians on Artisan Recognition of Prior Learning are Funded Safety and Security Sector Education and Training Authority.
- 60 Apprentices on Welder on Artisan Recognition of Prior Learning are Funded by Wholesale and Retail Sector Education and Training.
- 10 Lecturers attending the Artisan Recognition of Prior Learning for various interventions funded Manufacturing, Engineering and Related Services Sector Education and Training Authority.

In terms of the Artisan Recognition of Prior Learning the College has achieved its target of 200 apprentices by 230 apprentices.

In an effort to promote greater employability prospects and the participation in the DHET Centre of Specialisation (COS) the college workshops must be accredited as the Trade Test Centre. We have received the Accreditation as the Centre of Specialisation from DHET.

- Mechanical Fitter for Molapo Campus
- Fitter and Turner for Molapo Campus

The workshops were opened by the Former Minister of Higher Education and Training on the 30th June 2025 at Molapo Campus.

The Centres were funded by the Manufacturing, Engineering and Related Services Sector Education and Training Authority to the value of R19 000 000.

Through the partnership with Energy and Water Sector Education and Training Authority and Chinese Culture and International Education Exchange Centre the College received the Equipment for Renewable Energy and Solar Maintenance to the Value of R7 200 000.00 they are already assembled at Florida Campus.

Currently, 26 of the TVET colleges are engaged in entrepreneurial training through our Entrepreneurship Hubs of which SWGC is one of them:

- The target for 2025 in Entrepreneurship is 2400 Learners
- TVET colleges to dedicate Enterprise Day as an annual event.
- Introduce Entrepreneurship Programmes that have whole college impact
- Evidence Based (ID, CV and Attendance Register)
- 136 Students have been assisted to open their own businesses.
- The college will be hosting Allan Gray Inter College Competition at Molapo Campus on 08th August 2025, All Gauteng and Free State Colleges.
- Through the partnership with Cathsseta, 300 Community Entrepreneurs received training at George Tabor Campus.
- 298 Learners have been trained on business enterprise at George Tabor campus.
- Through the partnership with Wholesale and Retail Sector Education and Training, 60 Community entrepreneurs and 5 students received the training and the stock to the value of R5 500 per person.
- On the 24th July, The college in collaboration with Inseta and rural 2 rural hosted the Entrepreneurship and Career development hosted 540 Learners at George Tabor Campus.
- First National Bank has sponsored 1 500 Learners with Financial Literary Entrepreneurship Programme at Dobsonville Campus.
- 814 Learners have attended the College Whole Entrepreneurship Day Seminar under the theme ?SWGC Youth Development Programme? funded by Thebe Investment on the 15th October 2025 at Molapo Campus Hall to the value of R2 350 000.00 of which additional 300 Entrepreneurship Books were donated.
- 100 learners attended the Stockvel Book Launch funded by Stockvel Academy.
- Trained 50 Entrepreneurs on Manufacturing workshops.
- 80 Learners attended Spaza Supply Entrepreneurship Launch funded by Nedbank.
- 130 Learners attended the National Youth Development Agency entrepreneurs for the Financial Literacy, Networking and Sales Pitch, Digital and Online Marketing Career, Marketing and Tourism Opportunity.
- 100 Small, Medium, and Micro Enterprises were trained on Marketing funded by Soweto TV.
- 80 Leaners were trained by Allan Gray on Business Pitch.
- The College has achieved its target: 4 193 Students have been trained and assisted for entrepreneurship.
- The Following SETAs Funded the College Staff Members with bursaries to further their studies.
- Media, Information and Communication Technologies Sector Education and Training Authority ? 100 Lecturers
- Media, Information and Communication Technologies Sector Education and Training Authority ? 20 Lecturers
- Insurance Sector Education and Training Authority - 15 Lecturers.
- The total amount Committed for this bursary was R7 500 000.00
- The Following SETAs Funded the College Students with bursaries to further their studies.
- Insurance Sector Education and Training Authority (Inseta) 25 Learners.
- Wholesale and Retail Sector Education and Training Authority (W&RSETA) - 15 Learners.
- Energy & Water Sector Education Training Authority (EWSETA) 19 Learners in Engineering
- Chemical Industries Education and Training Authority (CHIETA) 15 Learners
- The college target for the Protocols to be signed was 230 for the year 2025 of which 213 has been signed for the year 2025.
- International Partnership Signed Memorandum of Understanding (MOU) for the year 2025
- Shanghai College of Science and Technology
- Zhengzhou Railway Vocational and Technical College
- Changzhou College of Information Technology
- China Center for International People-to-People Exchange, Ministry of Education of China
- BRICS Business Council Working Group on Skills Development, Applied Technology and Innovation
- Chinese Culture and International Education Exchange Centre
- Wuhan Vocational College of Software and Engineering
- Yellow River Conservancy Technical University
- Zhejiang Industry and Trade Vocational and Technical College
- China Hangzhou Vocational College of Technology
- Zhejiang Provincial Department of Science and Technology
- On the 26th June 2026 the South West Gauteng TVET College in partnership with the City of Johannesburg graduated 378 Learners on Construction Roadworks: Potholes repairs.

- On the 30th June 2025, South West Gauteng TVET College in partnership with Manufacturing, Engineering and Related Services Sector Education and Training Authority, the event was facilitated by the Minister of Higher Education and Education Dr Nobuhle Pamela Nkabane. This was Mechanical Fitter and Fitter and Turner Workshop.
- On the 11th July 2025, the college principal welcomed the delegation from BRICS China Innovation led by Secretary General Mr Chen Yunhe and Project Manager Mr Cao Dasong.
- On the 02nd August 2025, the College participated in the Science Week Demonstration at Tshwane University of Technology.
- On the 19th August 2025, The college participated in the Narysec Graduation at Letaba TVET College in Limpopo that was officiated by the Deputy Minister of Land Reform and Rural Development Mr Stanley Mathabatha.
- The College Council welcomed the 19 Industries from China in the College on the 27th August 2025.
- The College funded by the Finance and Accounting Services Sector Education and Training Authority hosted the Soweto Digital Hub Launch on the 30th September 2025 addressed by DDG and Finance and Accounting Services Sector Education and Training Authority CEO.
- The College participated in the G20 University of Mpumalanga community project on the 09th October 2025.
- The college welcomed the Deputy Minister of Higher Education Dr Nomusa Ncube Dube on the 10th October 2025 for the Partnership Breakfast.
- On the 16th October 2025, the College welcomed Mr Jin Minglei from Zhejiang Industry and Trade Vocational and Technical College from China for the PLC Memorandum of Agreement and also Mr He Yunbin from Hangzhou Vocational and Technical College of Technology for CNC Memorandum of Agreement in partnership with Chinese Culture.
- On the 04th November 2025, the Deputy Principal Academic welcomed the Japanese International Cooperation for the project for capacity development of pilot TVET colleges for artisans in the Republic of South Africa.
- South West Gauteng TVET College participated in the Provincial Competition with the following Skills:
- On the 17th October 2025, the following outcomes were announced:
- CNC Turning, Social and Healthcare Skills did not compete Provincially but will automatically qualify to the National Competitions.
- The College was working with Bankseta to assist the following Matriculants:
- Trained 55 Learners on Mathematics, Science and Accounting at Seshego Secondary School ? Matric Rewrite in June 2025 ? Completed.
- Trained 50 Learners for Matric Support at David Luvhimba Secondary School and Thulamela Secondary School ? Completed in December 2025.
- The College Signed the Service Level Agreement with Services Sector Education and Training Authority for Five Years Term for Dobsonville Campus.
- **Year 1:** Research on the possible Occupational Programmes
- **Year 2:** Capacity Building Venue, Human Capacity and Accreditation
- The Meeting took Place on the 09th June 2025 at Dobsonville Campus.
- The Services Sector Education and Training Authority Strategic Collaboration on PSET Agenda 2030 with South West Gauteng TVET College agreed on the following Support:
- Leadership and management initiative aimed at recruiting 10 College Managers for the MAP program at Wits Business School.
- Recognition of Prior Learning (RPL) for up to 50 Lecturers with NQF levels 4 and 5 across various programs.
- Skills Programmes across Real Estate for a Maximum of 30 Lecturers.
- Bursaries for up to 50 College Staff Members on qualifications and institutions of their choice.
- Funding for infrastructure related to various initiatives, including 4IR Infrastructure, EISA facilities, AET facilities, Gas installation Infrastructure, Hydroponic Infrastructure, and others, based on the college's needs.
- Assisting the College with the Accreditation of the Real Estate and other related Qualifications and the Skills Programmes.
- Opportunities ?to collaborate with leading industry players for the benefit of learners to be hosted.
- Placement of 50 Lecturers at the Various Workplace.
- Through the Partnership with We think code ? 40 Computers are donated at George Tabor Campus.
- 1500 students from Dobsonville Campus were donated Sanitary towels by First National Bank as the College Partner.
- 2000 students were trained and armed with Gender Based Violence reporting by Burton by First National Bank.
- Mtiya Dynamics donated 300 Entrepreneurship Books on the College entrepreneurship day event at Molapo

The following achievements have been recorded for 2025:

- 13 Learners have been permanently appointed by Afrocentric Group.
- Msukaligwa Local Municipality appointed 25 Learners who have completed their Learnership on Further Education and Training Certificate: Wastewater and Water Reticulation Services.
- Blind SA appointed 2 Learners from Dobsonville Campus.
- The Gauteng Department of Health appointed 8 Learners on Permanent Basis.

COLLEGE ACHIEVEMENTS IN TERMS OF EXPECTED OUTCOMES

Strategic Objectives	Performance Indicators	TVET College 2025 Planned Target	TVET College 2025 Achievement	Explanatory Remarks
SO 1 To provide quality technical and vocational education and training services and increase the academic achievement and success of students	appropriate teaching and learning support plan developed and implemented (n)	February 2025	The Teaching and Learning Plan was completed as per the target and duly submitted to DHET and all campuses for implementation.	The Academic Affairs & Operations Directorate conducted monitoring and support visits to campuses.
	Appropriate student support plan developed and implemented (n)	Finalised in November – December of the previous year.	Measured targets against actual enrollments and T&L activities from January to December 2025	The Academic Services directorate (Curriculum/ Assessment) monitors examinations, Teaching and Learning and all related implementations of academic services.
	Improved certification rates in: NC(V) L4 N6 (%)	65% as per DHET	(2025) L4: 43.71% N6: 16.10% NSS N6: 58.54% BS (N6: **37.32%** Average BS+NSS)	The college developed an improvement plan which was supplemented by respective campus improvement plans addressing specific campus underperforming. subjects and academic activities.
	Throughput rate (%)	30%	(2025) L4: 37% N3: N6: 12.02% NSS N6: 52.47% BS (BS+NSS AVERAGE) =**32.24%**	The College improvement plan developed strategies to improve the college retention rate, drop-out rates, attendance rates & improvement in the number of students qualifying to write final examinations.
	Funded NC(V) L4 students obtaining qualification within stipulated time (%)	Level 4 planned target was 1 457	Funded NC(V) L4 students were 1 112, resulting in achievement of 77%	The college depends on students applying directly with NSFAS.

Strategic Objectives	Performance Indicators	TVET College 2025 Planned Target	TVET College 2025 Achievement	Explanatory Remarks
	TVET students enrolled in the foundation or bridging programmes (n)	PLP = 105	61	PLP depends on referrals from NC (V) applicants who do not meet requirements as per the admission policy.
	Students completing artisan-related programmes (n)	660	892	More funding was received from the Sector Education and Training Authority for training the artisan learners as part of the National Development Plan 2030.
	Established centre/s of specialisation (COS) (n)	4	4	The college is currently accredited as the Centre of Specialization for Welder, Fitter and Turner and Mechanical Fitter at Molapo Campus, and Electrician at Roodepoort West Campus.

Strategic Objectives	Performance Indicators	TVET College 2025 Planned Target	TVET College 2025 Achievement	Explanatory Remarks
SO2 To have adequate infrastructure and systems in place to increase access and provide effective services to studentS	Headcount enrolment (n)	NC (V) – 6454 BUSINESS STUDIES (SEMESTER 1 & SEMESTER 2) – 6778 ENGINEERING STUDIES (TRIMESTER 1, 2 & 3) - 2825 PLP - 105 COS - 90	6989 8894 5320 61 96	Targets were in FTEs, which the College did not meet. The Headcounts enrolled are accommodated in both Infrastructure and Human Resources at the campuses.
	Students accommodated in college accommodation (n)	NIL	NIL	No target because has no residence during the period under review, the college is still under construction.
	Qualifying students obtaining financial assistance (n)	College total funded students was 10 693; the planned headcount was 16 252, which is 66% of students receiving financial assistance	NC (V) total funded: 4 175	Qualifying students obtaining financial assistance (n)

Strategic Objectives	Performance Indicators	TVET College 2025 Planned Target	TVET College 2025 Achievement	Explanatory Remarks
SO3 To develop partnerships and maintain good stakeholder relations to increase the number of students who are adequately prepared to enter the labour market or further and higher learning opportunities	Beneficial and functional college partnerships (n)	210	260	Amongst the signed protocols include the following major partnerships which are:
	TVET lecturers placed in workplaces for specified periods (n)	80	120	The College has surpassed the target of 17% of the Lectures cohort as allocated by the Department of Higher Education and Training. Transport Education and Training Authority funded the College 80 Lecturers while National Skills Fund funded the college 15 Lecturers and Networks academy funded 10 lecturers and Swiss-South African Cooperation Initiative NPC funded 15 Lecturers.
	TVET students placed in workplaces/ industry for specified periods for work exposure, experiential learning and/ or certification purposes (n)	2100	2312	The College placed more learners in the workplace, and we are highly funded by external partners such as the Media, Information and Communication Technologies Sector Education and Training Authority and National Skills Fund. This assists the college with more learners having to receive the National N Diploma in huge numbers.

Strategic Objectives	Performance Indicators	TVET College 2025 Planned Target	TVET College 2025 Achievement	Explanatory Remarks
SO4 To ensure continuous business excellence in terms of good corporate governance and effectual management of all college resources as well as information and data reporting	Compliance to governance standards (%)	100%	99%	Council is in compliance with governance standards that are applicable for the college, college council have been established, with four additional members being recruited, awaiting concurrence from the Minister.
	Compliance to policies and regulations applicable to the TVET College sector (%)	100%	98%	All applicable governance policies are in place, the council is currently finalising the remaining ICT polices
	Obtaining unqualified audits or assessments (n)	100%	100%	The college received an unqualified audit opinion with no findings (Clean Audit)
	Compliance with national policy of college examination centres conducting examinations and assessments (%)	100%	100%	The college is fully compliant with all aspects of the Assessment and Examination Prescript

Strategic Objectives	Performance Indicators	TVET College 2025 Planned Target	TVET College 2025 Achievement	Explanatory Remarks
SO5 To monitor and evaluate all college processes in terms of the framework for TVET college performance and report quarterly in this regard	Accurate M&E quarterly reports submitted (n)			

C5 FINANCIAL SERVICES DIRECTORATE

C5.1 PROFIN (PROCUREMENT AND FINANCE UNIT)

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 Office of the Deputy Principal Finance is responsible to support the College Principal (Accounting Officer) and other Deputy Principals in the execution of their functions in terms of above-mentioned acts and regulations. The goal of the PROFIN unit is to ensure good corporate governance including effective resource management.

The PROFIN 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
- Financial Management Unit
- Management Accounting Unit

The office of the Deputy Principal Finance 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.

Units

C5.1.1 Supply Chain Management Unit

With the introduction of Post Provisioning (PPN) the Supply Chain Management unit now has two distinct units as follows:

- Procurement and Provisioning Unit
- Asset Management Unit

(a) Procurement and Provisioning Unit

The objective of the Procurement and Provisioning Unit is to promote efficient and effective procurement and provisioning systems and practices that will enable the College to deliver the required quality and quantity of goods and services to its students and staff. The establishment of uniformity in procedures, policies, documentation and contract options, and the implementation of sound systems of control and accountability, forms the cornerstone of college supply chain practices.

The Procurement and Provisioning Unit is responsible for the design, planning, execution, control and monitoring of supply chain activities in the delivery of goods and services, with the objective of creating net value and providing oversight and coordination of information and finances within the supply chain environment. It also includes the acquiring and disposing of all goods, services, construction of works, vehicles and movable property. It involves the management of working capital invested in goods, stores and services, with the objective of optimising the economic return on such investment with the proper planning of the budget phase, careful product/ service/supplier selection and management. Furthermore, it is an integral part of prudent financial management. It introduces best practice principles, while addressing Government's preferential procurement policies and objectives.

The College is continuously utilising National Treasury's Central Supplier Database (CSD) to source prospective suppliers, whenever a need arises, to procure goods or services on a price quotation basis. Bid committees are in place and meet, when required, these Bid Committees are from cross-functional units. Bid Committee members are aware of their ethical obligations, as they are expected to sign a declaration of confidentiality and also declare any conflict of interest.

The College's Ethics and Integrity Plan comprises obligatory financial disclosures for various categories of employees. The following categories of college employees are designated to disclose their interest in terms of the regulation:

- Employees appointed at salary level 9 and above and those employees earing an equivalent of salary level 9 in terms of Occupation Specific Dispensation
- Employees who are responsible for supply chain management and financial accounting, including employees who participate in supply chain management.

At the end of the financial year under review, the College had not received and considered any unsolicited bid proposals. Supply Chain Management has policies in place to prevent any possible irregular and wasteful expenditure. It also complies and implements Instruction Notes that are issued by National Treasury from time to time. Transactions for the procurement of goods and services are processed through Supply Chain Management. In the event of any non-compliance with Supply Chain Management prescripts the College implements consequence management.

(b)Asset Management Unit

The asset management unit is responsible for management of the life cycle for the period that the college foresee itself utilising an asset on an economically effective and efficient basis for the furtherance of the college service delivery mandate. This period covers all the phases in the life of an asset from planning, acquisition, operation and maintenance to the eventual disposal of the asset when it can no longer contribute to the service delivery of the college. These includes the following activities amongst others:

- Develop and maintain the strategic and annual asset management plans aligned with the college strategy and budget,
- Develop asset needs assessment, acquisition management, operational and disposal plans
- Develop and maintain asset and lease registers, including; acquisitions, maintenance management, transfers and valuations.
- Execute and monitor the implementation of the asset acquisition, maintenance and disposal plans

- Plan and execute the asset verification, investigate and report on variances, make necessary recommendations to resolve discrepancies, and update the asset register
- Develop, implement and manage mechanisms to safeguard assets including insurance of assets
- Prepare a monthly reconciliation with supporting schedules of the asset registers to the relevant accounting records, and resolve uncleared items
- Manage valuations for immovable assets and update the asset register
- Establish and execute a performance measurement system to evaluate the effective utilization of assets
- Develop and oversee the implementation of the asset management system, including: the establishment of the departmental policies and procedures
- Report on asset management

The College Council approved the disposal of obsolete and unserviceable assets, i.e., computer equipment, furniture, office equipment and vehicles, through auctioning or recycling, and the proceeds were deposited into the college account.

C5.1.2 Financial Management Unit

The Financial Management Unit is broken down into smaller related units that are:

- Finance Unit
- Payroll Management Unit

(a) Finance Unit

The Financial Management Unit ensures effective, efficient and economic utilisation of financial resources in line with financial prescripts through the development and effective implementation of financial systems, policies, frameworks and procedures. This includes budget planning and expenditure monitoring; and the management of procurement, acquisition, logistics, assets, and financial transactions. The unit provides for the establishment and implementation of sound financial management, expenditure and budgetary management, accounting services, cash-flow management, financial reporting and related internal control systems in compliance with relevant legislative requirements.

Financial Management provides for planning, organising, controlling and monitoring financial resources with a view to achieve organisational goals and objectives. The subprogramme achieved phenomenal outcomes during the 2024 financial year. As the work is cyclical with tight deadlines, the majority of internal and external targets were achieved and all statutory reporting requirements were met. During the period under review, the college compiled and submitted annual Financial Statements to the office of the AGSA within the prescribed time period. The 2024 unaudited AFS were also submitted to the Audit Committee for review as well as Council for approval and office of the AGSA by 31 March 2025 as legislated.

(b) Payroll Management Unit

This item is the largest spending item in the budget of the college There are two main groupings within compensation of employees namely, Salaries and Social Contributions (also referred to as employee benefits). Salary comprises amounts paid to the employees of the college including all payments made on their behalf such as PAYE/UIF/SDL and the employee’s contributions to pension and / or medical schemes. The Social Contributions category includes the employers’ contribution to the social insurance schemes to which the employee belongs.

The College has two main payroll centres which are the Department of Higher Education and Training on the Persal System and the College Council on the ITS system at the College Head Office.

For the 2025 financial year the College Council payroll constituted 14% of total College payroll while the remaining 86% was on Persal and was paid by the Department of Higher Education and Training (DHET) on behalf of the College.

C5.1.3 Management Accounting

The management accounting unit is a new unit that is still being established and had two staff members at year end. The purpose of the unit is to provide management accounting services as broken down as follows:

- Develop financial management policies, processes and procedures.
- Conduct financial planning.
- Advice managers with regard to allocation, approval of budget and other budgetary matters.
- Monitor and report on expenditure trends and compile financial statements.

The establishment of this unit meant that the confirmation of budget before any spending moved from Finance to this unit.

FINANCIAL SUMMARY

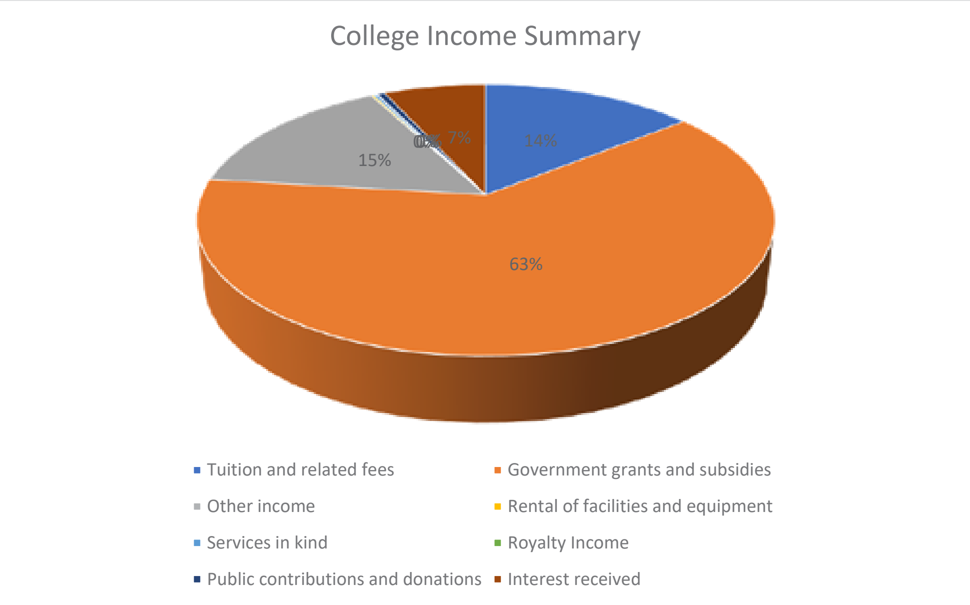
Financial Ratios

The College achieved the below financial indicators:

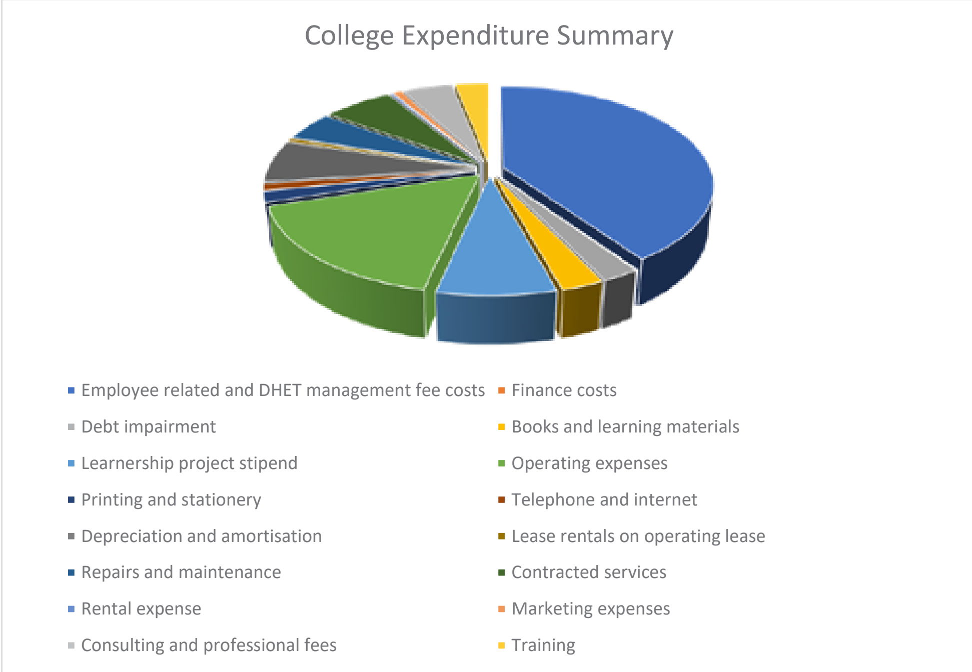
Ratio Type	Target	2025	2024
Repairs and Maintenance as a % of PPE	10%	4.9%	4%
Current ratio	2:1	17:1	19:1
Quick Ratio	2:1	16:1	19:1
Cash ratio	3:1	13:1	15:1
Debt ratio	5:1	0.032:1	0.028:1
Net Operating Surplus Margin	>0%	6.2%	0.096%
Revenue Growth (%)	CPI	4.9%	1.8%
Remuneration as a % of Expenditure	63%	40%	39%

Income and Expenditure Summary Report

Income



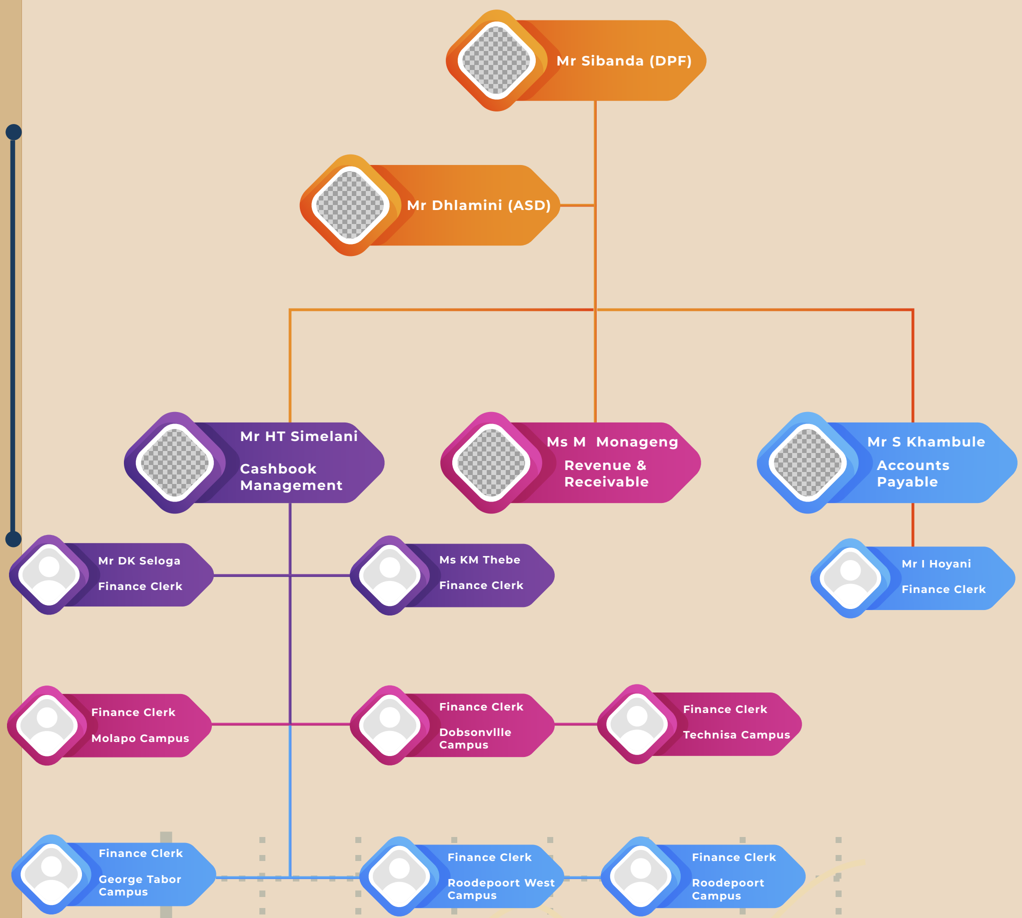
Expenditure:



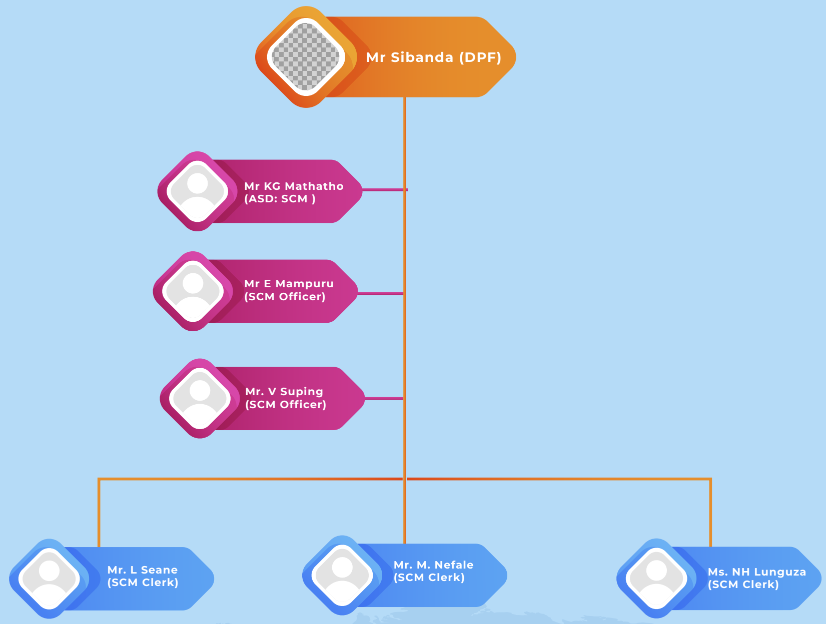
THE UNIT OVERVIEW

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

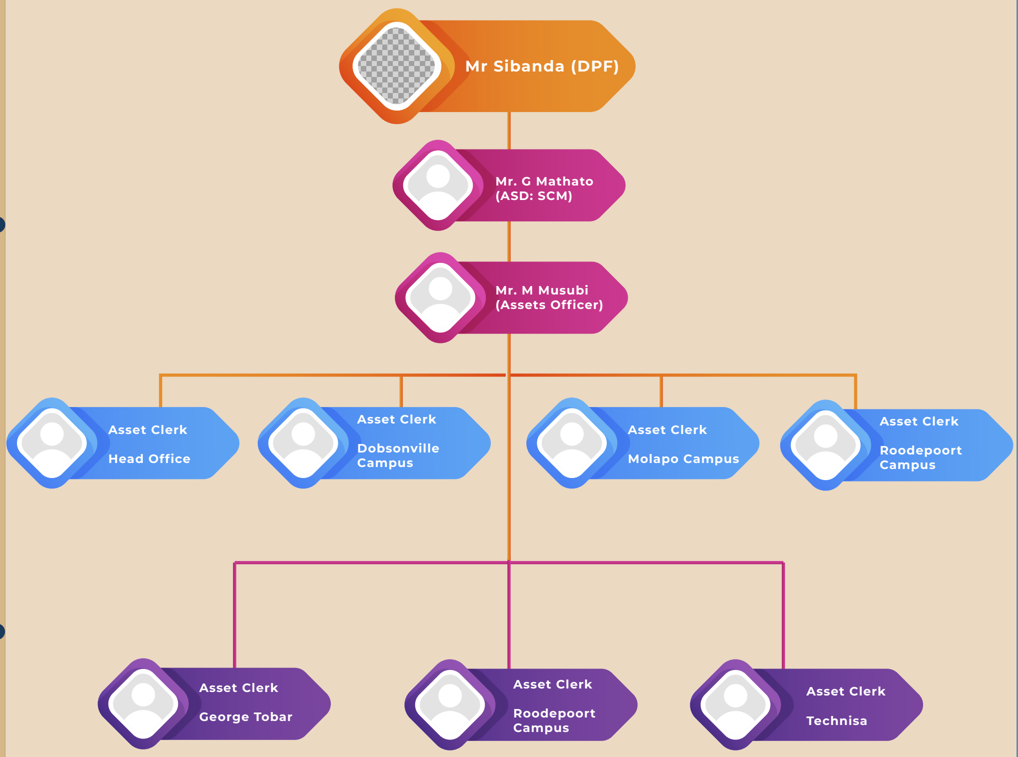
Finance Unit



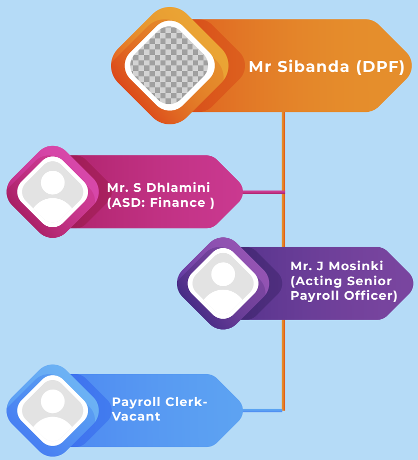
Supply Chain Management Unit (Provisioning and Procurement)



Supply Chain Management Unit (Assets)



Payroll Unit



Management Accounting Organogram

Conclusion

As PROFIN we 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 and in 2025 received a clean audit opinion. It has taken commitment and a lot of hard work to finally attain this particular opinion. We have also noted an overall improvement in the internal control environment and we continue monitoring those controls to ensure that they are effectively implemented.

We thank you

Mr S Sibanda

Deputy Principal Finance

PART D

SOUTH WEST GAUTENG TECHNICAL AND VOCATIONAL™
EDUCATION AND TRAINING COLLEGE
EDUCATION OF DISTINCTION

SOUTH WEST GAUTENG TVET COLLEGE

Annual Financial Statements

for the year ended 31 December 2025

General Information

Country of incorporation and domicile	South Africa
Nature of business and principal activities	To provide continuing education and training to registered students for all learning and training programmes leading to qualifications or part qualifications at levels 2 to 4 of the National Qualifications Framework.
College Council	Ms. N. Lamula (Chairperson) Mr. T. Buthelezi (Deputy Chairperson) Ms.A.Ngqalakwezi Mr.T. Yako Dr. O. Loki Mr. S. Manthata Mr .T. Sekobane Ms. N.Nqwaba Ms. M. Qhinebe Mr.M.J. Monyamane - Principal (Ex - Officio) Mr. Z. Dlamini Mr. L.A. Nengovhela Ms. T. Mathabatha Mr. R.J. Motlogelwa Mr. M. B. Mhlongo (SRC president) Ms. T. Mogane (SRC Secretary General)
Principal	Mr. M. J. Monyamane
Chief Financial Officer	Mr. S. Sibanda CA(SA)
Registered office	1822 A Molele Street C/o Koma Road and Molele Street Molapo Soweto 1818
Business address	1822 A Molele Street C/o Koma Road and Molele Street Molapo Soweto 1818
Postal address	Private Bag X 33 Tshiawelo 1818
Controlling entity	Department of Higher Education and Training (DHET)
Bankers	ABSA Bank Limited Standard Bank Limited Investec Private Bank Limited
Auditors	Auditor-General South Africa

SOUTH WEST GAUTENG TVET COLLEGE
Annual Financial Statements for the year ended 31 December 2025

Contents

Abbreviations used

AGSA	Auditor-General South Africa
ARC	Audit and Risk Committee
ASB	Accounting Standards Board
BANKSETA	Banking Sector Education and Training Authority
CATHSSETA	Culture, Art, Tourism, Hospitality, and Sport Sector Education and Training Authority
CET Act	Continuing Education and Training Act (Act 16 of 2006), as amended
CetaSETA	Construction Education and Training Authority
DHET	Department of Higher Education and Training
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
EWSETA	Energy & Water Sector Education Training Authority
FoodBev SETA	Food & Beverage Manufacturing Sector Education and Training Authority
FTE	Full Time Equivalent
GCRA	Gauteng City Region Academy
GRAP	Generally Recognised Accounting Practice
INSETA	Insurance Sector Education and Training Authority
LGSETA	Local Government Sector Education and Training Authority
NEHAWU	National Education, Health and Allied Workers' Union
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
PERSAL	Personal and Salary System
PFMA	Public Finance Management Act (Act 1 of 1999), as amended
PSET	Post-school Education and Training in South Africa
PSETA	Public Service Education and Training Authority
Service SETA	Services Sector Education and Training Authority
SRC	Student Representative Council
SWGC	South West Gauteng TVET College
TETA	Transport Education and Training Authority
TVET	Technical and Vocational Education and Training
AGRISETA	Agricultural Sector Education Training Authority
FASSET	Finance and Accounting Services Sector Education and Training Authority
SAQA	South African Qualifications Authority
CHE	Council on Higher Education
CHIETA	Chemical Industries Education & Training Authority
MICT SETA	Media, Information and Communication Technologies Sector Education and Training Authority
FP & MSETA	Fibre Processing and Manufacturing Sector Education and Training Authority
HW SETA	Health and Welfare Sector Education and Training Authority
MQA	Mining Qualifications Authority
W & R SETA	Wholesale and Retail Sector Education and Training Authority
SASSETA	Safety and Security Sector Education and Training Authority
QCTO	Quality Council for Trades and Occupations
CoS	Centre of Specialisation
SETAs	All Sector Education and Training Authorities

College Council's Responsibilities and Approval

The College Council is required by the Continuing Education and Training Act (Act 16 of 2006), to maintain adequate accounting records and is responsible for the content and integrity of the annual financial statements and related financial information included in this report. It is the responsibility of the College Council to ensure that the annual financial statements fairly present the state of affairs of the College as at the end of the financial year and the results of its operations and cash flows for the period then ended. The external auditors are engaged to express an independent opinion on the annual financial statements and was given unrestricted access to all financial records and related data.

The annual financial statements have been prepared in accordance with Standards of Generally Recognised Accounting Practice (GRAP) including any interpretations, guidelines and directives issued by the Accounting Standards Board.

The annual financial statements are based upon appropriate accounting policies consistently applied and supported by reasonable and prudent judgements and estimates.

The College Council acknowledge that it is ultimately responsible for the system of internal financial control established by the College and place considerable importance on maintaining a strong control environment. To enable the College Council to meet these responsibilities, the College sets standards for internal control aimed at reducing the risk of error or deficit in a cost-effective manner. The standards include the proper delegation of responsibilities within a clearly defined framework, effective accounting procedures and adequate segregation of duties to ensure an acceptable level of risk. These controls are monitored throughout the College and all employees are required to maintain the highest ethical standards in ensuring the College's business is conducted in a manner that in all reasonable circumstances is above reproach. The focus of risk management in the College is on identifying, assessing, managing and monitoring all known forms of risk across the College. While operating risk cannot be fully eliminated, the College endeavours to minimise it by ensuring that appropriate infrastructure, controls, systems and ethical behaviour are applied and managed within predetermined procedures and constraints.

The College Council is of the opinion, based on the information and explanations given by management, that the system of internal control provides reasonable assurance that the financial records may be relied on for the preparation of the annual financial statements. However, any system of internal financial control can provide only reasonable, and not absolute, assurance against material misstatement or deficit.

The College Council has reviewed the College's cash flow forecast for the year to 31 December 2026 and, in the light of this review and the current financial position, it is satisfied that the College has or has access to adequate resources to continue in operational existence for the foreseeable future.

The College is wholly dependent on the College for continued funding of operations. The annual financial statements are prepared on the basis that the College is a going concern and that the College has neither the intention nor the need to liquidate or curtail materially the scale of the College.

The annual financial statements set out on pages 7 to 77, which have been prepared on the going concern basis, were approved by the council on 31 March 2026 and were signed on its behalf by:

Ms. N. Lamula (Chairperson)	**Mr.M.J. Monyamane - Principal (Ex - Officio)**

Audit Committee Report

We are pleased to present our report for the financial year ended 31 December 2025.

Audit committee members and attendance

The Audit and Risk committee consists of the members listed hereunder and should meet 4 times per annum as per its approved terms of reference. During the current year 5 meetings were held.

Name of member	Number of meetings attended
Mr Johannes Motlogelwa (Chairperson)	5
Mr Zenzele Dlamini (External member)	5
Ms Thembesile Mathabatha (External member)	5
Ms Nompumelelo Nkambule (Resigned May 2025)	1
Mr Akani Mabunda (Appointed June 2025) *	4

Audit committee responsibility

The Committee regulated its affairs in compliance with the Audit and Risk Committee Charter, in line with the requirements of section 25(1) of the CET Act of 2006 and has discharged all its responsibilities as contained therein, during the year under review.

The effectiveness of internal control

- The efficiency and effectiveness of the system of internal control applied by the College;
- Risk Management;
- Combined assurance;
- Internal control;
- Legal and regulatory compliance; and
- external audit

Based on the results of the internal audit reviews, which were provided to the Audit and Risk Committee, we note an improvement in the system of control. There have been remedial actions put in place to address key risks with a focus on risk culture in the College. Although we note improvements, there is still work being done to address known control deficiencies. The Audit and Risk Committee is confident that based on the changes that have been implemented and continue to be implemented, the control environment has improved and is closer to operating in an efficient and effective manner.

Evaluation of annual financial statements

The Audit and Risk Committee has:

- reviewed and discussed the annual financial statements and recommended to the College Council that they be submitted to the AGSA for audit; and
- reviewed the College's compliance with legal and regulatory provisions.

Internal Audit and Risk Management

The College has an outsourced Internal Audit function to Rain Chartered Accountants. The Audit and Risk Committee considered and approved the Internal Audit Charter as well as the annual audit plan for the 2025 financial year. The Internal Audit function largely adhered to the annual audit plan for the year under review, taking into account priorities as determined by the Audit and Risk Committee, in consultation with the College Leadership and ad hoc requests from management whilst considering budget constraints.

A risk assessment was finalised in the current financial year which culminated into a risk register. The risk register has been monitored by the audit and risk committee and has been used to inform the internal audit plan. Risk management and monitoring has been a key priority for the audit and risk committee. As noted above, certain control weaknesses were identified and reported upon by Internal Audit and these weaknesses were discussed with management.

The Audit and Risk Committee is satisfied that the internal audit function is operating effectively and has put in place adequate plans to address the risks pertinent to the College in its audit plans.

SOUTH WEST GAUTENG TVET COLLEGE
Annual Financial Statements for the year ended 31 December 2025

Audit Committee Report

Signed by:Ralethisa Johannes Motlogelw
Signed at:2026-03-31 13:02:53 +02:00
Reason:Witnessing Ralethisa Johannes

Chairperson of the Audit Committee

31/03/26
Date: ______________________

Report of the auditor-general to the minister of Higher Education and Training and the council on South West Gauteng Technical Vocational Education and Training College

Report on the audit of the financial statements

Opinion

1. I have audited the financial statements of South West Gauteng Technical Vocational Education and Training (TVET) College set out on pages XX to XX, which comprise the statement of financial position as at 31 December 2025, statement of financial performance, statement of changes in net assets, and the cash flow statement for the year then ended as well as notes to the financial statements, including a summary of significant accounting policies.

2. In my opinion, the financial statements present fairly, in all material respects, the financial position of South West College TVET College as at 31 December 2025 and its financial performance and cash flows for the year then ended, in accordance with the Standards of Generally Recognised Accounting Practice (GRAP) as issued by the Accounting Standards Board of South Africa and the requirements of the Continuing Education and Training Act 16 of 2006 (CETA).

Basis for opinion

3. I conducted my audit in accordance with the International Standards on Auditing (ISAs). My responsibilities under those standards are further described in the responsibilities of the auditor-general for the audit of the financial statements section of my report.

4. I am independent of the college in accordance with the International Ethics Standards Board for Accountants' *International Code of ethics for Professional Accountants (including International Independence Standards)* (IESBA code) as well as other ethical requirements that are relevant to my audit in South Africa. I have fulfilled my other ethical responsibilities in accordance with these requirements and the IESBA code.

5. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Emphasis of matter

6. I draw attention to the matter below. My opinion is not modified in respect of this matter.

7. As disclosed in note 5 to the financial statements, the college incurred material impairments of R114 575 241 as a result of the impairment of receivables from exchange transactions.

Responsibilities of the council for the financial statements

8. The council is responsible for the preparation and fair presentation of the financial statements in accordance with GRAP and the requirements of the CETA; and for such internal control as the council determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

9. In preparing the financial statements, the council is responsible for assessing the college's ability to continue as a going concern; disclosing, as applicable, matters relating to going concern; and using the going concern basis of accounting unless the appropriate governance structure either intends to liquidate the college or to cease operations or has no realistic alternative but to do so.

Responsibilities of the auditor-general for the audit of the financial statements

10. My objectives are to obtain reasonable assurance about whether the financial statements are free from material misstatement, whether due to fraud or error; and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with the ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken based on these financial statements.

11. A further description of my responsibilities for the audit of the financial statements is included in the annexure to this auditor's report. This description, which is located on page xx, forms part of my auditor's report.

Report on the audit of the annual performance report

12. In terms of the CETA, the college is not required to prepare an annual performance report.

Report on compliance with legislation

13. In accordance with the Public Audit Act 25 of 2004 and the general notice issued in terms thereof, I must audit and report on compliance with applicable legislation relating to financial matters, financial management and other related matters. The council is responsible for the college's compliance with legislation.

14. I performed procedures to test compliance with selected requirements in key legislation, in accordance with the findings engagement methodology of the Auditor-General of South Africa (AGSA). This engagement is not an assurance engagement. Accordingly, I do not express an assurance opinion or conclusion.

15. Through an established AGSA process, I selected requirements in key legislation for compliance testing that are relevant to the financial and performance management of the college, clear to allow consistent measurement and evaluation, while also sufficiently detailed

and readily available to report in an understandable manner. The selected legislative requirements are included in the annexure to this auditor's report.

16. I did not identify any material non-compliance with the selected legislative requirements.

Other information in the annual report

17. The council is responsible for the other information included in the annual report, which includes the council. The other information referred to does not include the financial statements or the auditor's report.

18. My opinion on the financial statements and compliance with legislation do not cover the other information included in the annual report and I do not express an audit opinion or any form of assurance conclusion on it.

19. My responsibility is to read this other information and, in doing so, consider whether it is materially inconsistent with the financial statements or my knowledge obtained in the audit, or otherwise appears to be materially misstated.

20. I did not receive the other information prior to the date of this auditor's report. When I do receive and read the information, if I conclude that there is a material misstatement, I am required to communicate the matter to those charged with governance and request that the information be corrected. If the other information is not corrected, I may retract the auditor's opinion and re-issue an amended report as appropriate. However, if it is corrected this will not be necessary.

Internal control deficiencies

21. I considered internal control relevant to my audit of the financial statements, annual performance report and compliance with applicable legislation; however, my objective was not to express any form of assurance on it.

22. I did not identify any significant internal control deficiencies.

Auditor-General

Johannesburg

31 May 2026

AUDITOR-GENERAL SOUTH AFRICA

Auditing to build public confidence

Annexure to the auditor's report

The annexure includes the following:

- The auditor-general's responsibility for the audit
- The selected legislative requirements for compliance testing

Auditor general's responsibility for the audit

Professional judgement and professional scepticism

As part of an audit in accordance with the ISAs, I exercise professional judgement and maintain professional scepticism throughout my audit of the financial statements and on the college's compliance with selected requirements in key legislation.

Financial statements

In addition to my responsibility for the audit of the financial statements as described in this auditor's report, I also:

- identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error; design and perform audit procedures responsive to those risks; and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control
- obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the college's internal control
- evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made
- conclude on the appropriateness of the use of the going concern basis of accounting in the preparation of the financial statements. I also conclude, based on the audit evidence obtained, whether a material uncertainty exists relating to events or conditions that may cast significant doubt on the ability of the college to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements about the material uncertainty or, if such disclosures are inadequate, to modify my opinion on the financial statements. My conclusions are based on the information available to me at the date of this auditor's report. However, future events or conditions may cause the college to cease operating as a going concern
- evaluate the overall presentation, structure, and content of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

Communication with those charged with governance

I communicate with the council regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

I also provide the council with a statement that I have complied with relevant ethical requirements regarding independence and communicate with them all relationships and other matters that may reasonably be thought to bear on my independence and, where applicable, actions taken to eliminate threats or safeguards applied.

Compliance with legislation – selected legislative requirements

The selected legislative requirements are as follows:

Legislation	Sections or regulations
Continuing Education and Training Act 16 of 2006	Section 3(3) Section 10(9) (c); 10(9)(e) (iii); 10(9B) Section 20(7)(b); 20(8)(a)-(c) Section 25(1)(b); 25(3) Section 44(1) Section 46(1)(a)(i); 46(1)(a)(ii)
Prevention and Combating of Corrupt Activities Act 12 of 2004	Section 34(1)

Statement of Financial Position as at 31 December 2025

	Notes	2025 R	2024 Restated* R
Assets			
Current Assets			
Inventories	3	24 046 263	29 113 643
Other financial assets	11	7 890 912	7 981 190
Receivables from non-exchange transactions	4	48 287 852	38 288 453
Receivables from exchange transactions	5	117 979 155	105 173 654
Cash and cash equivalents	6	651 785 419	664 496 092
		849 989 601	**845 053 032**
Non-Current Assets			
Living resources	7	604 896	770 663
Investment property	8	56 250 063	57 260 153
Property, plant and equipment	9	681 328 790	627 924 788
Intangible assets	10	445 695	148 815
		738 629 444	**686 104 419**
Total Assets		**1 588 619 045**	**1 531 157 451**
Liabilities			
Current Liabilities			
Other financial liabilities	11	19 531 265	19 276 518
Finance lease obligation	12	374 918	1 505 275
Payables from exchange transactions	13	38 511 775	30 434 626
		58 417 958	**51 216 419**
Non-Current Liabilities			
Finance lease obligation	12	526 633	901 551
Total Liabilities		**58 944 591**	**52 117 970**
Net Assets		**1 529 674 454**	**1 479 039 481**
Revaluation reserve	14	51 234 577	51 234 577
Accumulated surplus		1 478 439 877	1 427 804 904
Total Net Assets		**1 529 674 454**	**1 479 039 481**

SOUTH WEST GAUTENG TVET COLLEGE
Annual Financial Statements for the year ended 31 December 2025

Statement of Financial Performance

	Notes	2025 R	2024 Restated* R
Revenue			
Revenue from exchange transactions			
Tuition and related fees	15	116 528 761	117 194 594
Royalty income	16	469 833	669 355
Rental of facilities and equipment	17	1 277 681	210 832
Recoveries		-	8 463
Other income	18	125 478 718	118 715 260
Interest revenue	19	55 946 533	64 369 224
Total revenue from exchange transactions		**299 701 526**	**301 167 728**
Revenue from non-exchange transactions			
Transfer revenue			
Government grants & subsidies	20	513 856 886	478 116 978
Public contributions and donations	21	4 200 000	212 215
Services in kind revenue	22	1 826 189	1 747 643
Total revenue from non-exchange transactions		**519 883 075**	**480 076 836**
Total revenue		**819 584 601**	**781 244 564**
Expenditure			
Employee related and DHET management fee costs	23	(310 109 626)	(300 932 910)
Depreciation and amortisation	24	(51 750 827)	(44 697 504)
Finance costs	25	(265 096)	(557 734)
Lease rentals on operating lease	26	(4 005 004)	(6 480 141)
Debt Impairment	27	(18 789 896)	(23 282 366)
Repairs and maintenance	28	(36 446 882)	(30 581 272)
Books and learning material	29	(21 286 527)	(24 073 242)
Contracted services	30	(49 011 128)	(43 393 311)
Learnership project stipend	31	(58 874 472)	(48 446 021)
Rental expense	22	(1 826 189)	(1 747 643)
Operating Expenses	32	(126 951 916)	(154 516 328)
Marketing expenses	33	(6 312 896)	(9 498 567)
Printing and stationery	34	(13 311 585)	(16 994 217)
Consulting and professional fees	35	(35 157 559)	(27 639 034)
Telephone and internet	36	(8 894 052)	(12 461 583)
Training	37	(23 317 320)	(34 149 474)
Total expenditure		**(766 310 975)**	**(779 451 347)**
Operating surplus		**53 273 626**	**1 793 217**
Loss on disposal of assets and liabilities		(2 071 540)	(4 982 969)
Gain on foreign exchange		4 480	392
Fair value adjustments	7&38	252 758	182 741
Impairment of assets	39	(692 053)	(200 741)
Inventories losses	3	(132 299)	(70 886)
		(2 638 654)	**(5 071 463)**
Surplus (deficit) for the year		**50 634 972**	**(3 278 246)**

Statement of Changes in Net Assets

	Revaluation reserve	Accumulated surplus / deficit	Total net assets
	R	R	R
Opening balance as previously reported	52 107 700	1 432 380 411	1 484 488 111
Adjustments			
Prior-year adjustments [Note 46]	-	(1 297 261)	(1 297 261)
Balance at 01 January 2024 as restated*	**52 107 700**	**1 431 083 150**	**1 483 190 850**
Changes in net assets			
Impairment loss	(1 724 136)	-	(1 724 136)
Revaluation surplus realised	851 013	-	851 013
Revaluation changes recognised directly in net assets	(873 123)	-	(873 123)
Surplus for the year	-	(3 278 246)	(3 278 246)
Total changes	(873 123)	(3 278 246)	(4 151 369)
2024 Surplus as previously reported	-	746 182	746 182
Adjustments			
Prior-year adjustments [Note 46]	(873 123)	(4 024 428)	(4 897 551)
Restated* Balance at 01 January 2025 as restated*	**51 234 577**	**1 427 804 904**	**1 479 039 481**
Changes in net assets			
Surplus for the year	-	50 634 973	50 634 973
Total changes	-	50 634 973	50 634 973
Balance at 31 December 2025	**51 234 577**	**1 478 439 877**	**1 529 674 454**
Note	14		

SOUTH WEST GAUTENG TVET COLLEGE
Annual Financial Statements for the year ended 31 December 2025

Cash Flow Statement

	Note(s)	2025 R	2024 Restated* R
Cash flows from operating activities			
Receipts			
Tuition and related fees		89 504 122	100 514 428
Grants		236 237 841	217 425 619
Interest		43 046 447	89 621 290
Rental of facilities and equipment		1 277 681	210 832
Other receipts		126 148 074	111 368 837
		496 214 165	519 141 006
Payments			
Employee costs		(40 931 368)	(46 393 649)
Suppliers		(363 636 411)	(442 002 278)
Finance costs		(19 809)	(37 790)
		(404 587 588)	(488 433 717)
Net cash flows from operating activities	40	**91 626 577**	**30 707 289**
Cash flows from investing activities			
Purchase of property, plant and equipment		(102 520 979)	(151 134 836)
Purchase of investment property	8	-	(57 318 268)
Purchase of other intangible assets	10	(451 250)	-
Proceeds from sale of living resources	7	385 541	-
Net cash flows from investing activities		**(102 586 688)**	**(208 453 104)**
Cash flows from financing activities			
Finance lease payments		(1 750 562)	(2 703 303)
Net increase/(decrease) in cash and cash equivalents		**(12 710 673)**	**(180 449 118)**
Cash and cash equivalents at the beginning of the year		664 496 092	844 945 210
Cash and cash equivalents at the end of the year	6	**651 785 419**	**664 496 092**

Significant Accounting Policies

	Note(s)	2025 R	2024 R

1. Presentation of Annual Financial Statements

The annual financial statements have been prepared in accordance with the Standards of Generally Recognised Accounting Practice (GRAP), issued by the Accounting Standards Board in accordance with Section 122(3) of the Continuing Education and Training Act (Act 16 of 2006).

These annual financial statements have been prepared on an accrual basis of accounting and are in accordance with historical cost convention as the basis of measurement, except for living resources (carried at fair value) as detailed in accounting policy note 1.5 and land and buildings which are carried at revalued amount being the fair value at the date of revaluation less any subsequent accumulated depreciation and subsequent accumulated impairment losses (accounting policy note 1.7.

In the absence of an issued and effective Standard of GRAP, accounting policies for material transactions, events or conditions were developed in accordance with paragraphs 8, 10 and 11 of GRAP 3 as read with Directive 5.

Assets, liabilities, revenues and expenses were not offset, except where offsetting is either required or permitted by a Standard of GRAP.

A summary of the significant accounting policies, which have been consistently applied in the preparation of these annual financial statements, are disclosed below.

These accounting policies are consistent with the previous period.

1.1 Presentation currency

These annual financial statements are presented in South African Rand rounded to the nearest Rand, which is the functional currency of the College.

1.2 Going concern assumption

These annual financial statements have been prepared based on the expectation that the College will continue to operate as a going concern for at least the next 12 months.

1.3 Materiality

Omissions or misstatements of items are material if they could, individually or collectively, influence the decisions or assessments of users made on the basis of the financial statements. Materiality depends on the nature or size of the omission or misstatement judged in the surrounding circumstances. The nature or size of the information item, or a combination of both, could be the determining factor.

Assessing whether an omission or misstatement could influence decisions of users, and so be material, requires consideration of the characteristics of those users. The Framework for the Preparation and Presentation of Financial Statements states that users are assumed to have a reasonable knowledge of government, its activities, accounting and a willingness to study the information with reasonable diligence. Therefore, the assessment takes into account how users with such attributes could reasonably be expected to be influenced in making and evaluating decisions.

1.4 Significant judgements and sources of estimation uncertainty

In preparing the annual financial statements, management is required to make estimates and assumptions that affect the amounts represented in the annual financial statements and related disclosures. Use of available information and the application of judgement is inherent in the formation of estimates. Actual results in the future could differ from these estimates which may be material to the annual financial statements. Significant judgements include:

SOUTH WEST GAUTENG TVET COLLEGE
Annual Financial Statements for the year ended 31 December 2025

Significant Accounting Policies

1.4 Significant judgements and sources of estimation uncertainty (continued)

Fair value estimation

Land and Buildings

The College subsequently measures land and buildings at revalued amounts, with changes in fair value being recognised in the Statement of Changes in Net Assets. These assets were valued by reference to their depreciated replacement cost. The College engaged an independent valuation specialist to assess fair values as at 31 December 2023 for land and buildings. The key assumptions used to determine the fair value of the land and buildings are provided in note 9.

Living Resources

Living Resources are valued at the prevailing market rates, as determined by breed, genetic merit and age, less point-of-sale costs. The College engaged an independent valuation specialists to assess fair values of living resources as at 31 December 2025 and the key assumptions used in the determination of these fair values are provided in note 7.

Impairment testing - Property, plant and equipment, intangible assets and inventory

In testing for and determining the value-in-use of non-financial assets, management is required to rely on the use of estimates about the asset's ability to continue to generate cash flows (in the case of cash-generating assets). For non-cash-generating assets, estimates are made regarding the depreciated replacement cost, restoration cost, or service units of the asset, depending on the nature of the impairment and availability of information.

In making the above-mentioned estimates and judgements, management considered the subsequent measurement criteria and indicators of potential impairment losses. In particular, the calculation of the recoverable service amount for property, plant and equipment and intangible assets and the net replacement costs for inventories involves significant judgment by management.

Estimated impairments during the year to inventory, property, plant and equipment and intangible assets, are disclosed in Notes 3, 9 and 10 to the annual financial statements, if applicable.

Leave accrual

The provision for staff leave is based on accrued leave at year-end. The uncertainty is when the leave will be taken or if employment will be terminated.

Useful lives of property, plant and equipment and intangible assets

The College depreciates its property, plant and equipment and amortises its intangible assets over the estimated useful lives of the assets, taking into account the residual values of the assets at the end of their useful lives, which is determined when the assets are available for use.

The College's management determines the estimated useful and residual values of property, plant and equipment and amortises its intangible assets. These estimates are based on industry norms and then adjusted to be College specific. Management determines at reporting date whether there are any indications that the Colleges' expectations of useful lives or residual values have changed from previous estimates. Where indications exist the expected useful lives or residual values are revised accordingly.

Depreciation and amortisation recognised on property, plant and equipment and intangible assets respectively are determined with reference to the useful lives and residual values of the underlying items. The useful lives and residual values of assets are based on management's estimation of the assets' condition, expected condition at the end of the period of use, its current use, expected future use and the College's expectations about the availability of finance to replace the asset at the end of its useful life, In evaluating how the condition and use of asset informs the useful life and residual value management considers the impact of technology and minimum service requirements of the assets. Generally, depreciation is accrued over the useful lives of assets on a straight-line basis.

1.4 Significant judgements and sources of estimation uncertainty (continued)

Allowance for doubtful debts

The College assesses its financial assets for impairment at the end of each financial year. In determining whether an impairment loss should be recorded in surplus or deficit, the College makes judgements as to whether there is observable data indicating a measurable decrease in estimated future cash flows from a financial asset.

The impairment for trade receivables is considered first for individually significant receivables and then calculated on a portfolio basis, for the remaining balance, including those individually significant receivables for which no indicators of impairment were found. For amounts due to the College, significant financial difficulties of the receivable, probability that the receivable will enter bankruptcy and default of payments are all considered indicators of impairment.

These amounts are transferred to a provision for impairment loss account which is adjusted annually. This practice is based on the past patterns of history of payments by students after considering the period the debt has been outstanding for. Attempts at recovery include sending letters of demand and handing debts over to collection agencies as guided in the financial policy of the College.

Revenue recognition

Accounting Policy on Revenue from Exchange Transactions and Accounting Policy on Revenue from Non-exchange Transactions describes the conditions under which revenue will be recorded by the management of the College.

In making their judgement, the management considered the detailed criteria for the recognition of revenue as set out in GRAP 9 (Revenue from Exchange Transactions) and GRAP 23 (Revenue from Non-exchange Transactions). As far as Revenue from Non-exchange Transactions is concerned (see Basis of Preparation above), and, in particular, whether the College, when goods are sold, had transferred to the buyer the significant risks and rewards of ownership of goods and when services are rendered, whether the service has been rendered. Also, of importance is the estimation process involved in initially measuring revenue at fair value thereof.

Student fee revenue is recognised at the amount charged for registered courses, accommodation and other fees. No discount is provided as the College is required to collect all revenue due. Therefore, the probability of non-collection of student fees is not considered as part of revenue recognition but is taken into account when considering the collectability of the student debtor as part of the financial assets. Refer also to the paragraph on allowance for doubtful debts above.

The judgements and estimates applicable to Revenue from Government Grants/Funding are discussed below.

Classification of non-current, non-financial assets, as cash-generating or non-cash-generating assets

Judgement is needed to determine whether an asset is cash generating or non-cash generating. The College determined that all non-current, non-financial assets are non-cash generating. This is determined based on the mandated function of the College which is to provide technical and vocational education and training for which significant funding is received from the Government. It is not the intention of the College to generate positive cash flows from its operations.

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1.4 Significant judgements and sources of estimation uncertainty (continued)

DHET Funding of operations

The Department of Higher Education and Training (DHET) annually provides funding, titled "Program Funding", to the College for its operations. Programme funding is allocated to the College by DHET in terms of the CET Act and the National Norms and Standards for Funding of TVET colleges and is determined by the estimated Full Time Equivalent Students (FTE's) of the College. The allocation is done based on the projected FTE's, a portion of the programme funding can be clawed back in the following year.

The programme funding is allocated by DHET during their financial year, which is from April to March, but for the College, the funds pertain to the College academic and financial year, which is from January to December. Once the College has registered the projected number of FTE's, the condition of the programme funding grant has been met and the grant is recognised in full. The programme funding is paid out partly in cash tranches to the College, and partly through the PERSAL system of the Department of Higher Education and Training, paid directly to the employees of the College. The method and timing of payment of the grant does not influence the recognition of revenue.

In terms of CET Act and DHET Circular 1 of 2015, with effect from 1 April 2015, all non-managerial personnel of the College, appointed and remunerated through the Department of Higher Education and Training (PERSAL) and the allocation of programme funding, have migrated to DHET and are DHET employees. Non-managerial personnel not remunerated from provincial allocations or programme funding remain employees of the College as they are appointed by the College.

The College's staff consists of two groups:

- Employees and management staff appointed on PERSAL; and
- Employees appointed on the College payroll.

The management and other staff who are stationed at a college (College's staff) and are paid through PERSAL are employed by DHET on DHET's PERSAL payroll. Therefore, in terms of labour legislation they are DHET employees and not College employees. However, these employees are stationed permanently and exclusively at the College and are also subject to the governance and management oversight of the College council and the intention is for the College to operate with relative autonomy. The employees are therefore substantively under the operational control of the College, with DHET performing and supporting certain human resources related functions, for example, administering the payroll and appointment, performance management, termination and disciplinary processes.

There is therefore a College expense (outflow of college economic resources) which has to be accounted for by the College.

With respect to the classification, the nature of the expense is related to employee cost, but is not classified as employee cost, because the college is not the employer in terms of labour and related legislation. The expense is therefore classified as a DHET management fee expense in the hands of the College. On the face of the Statement of Financial Performance, it is aggregated with the College's Employee cost expense and it is disclosed separately in the notes.

With respect to the measurement of the expense, DHET settles the liability for Programme Funding towards the College, by assuming an employee cost liability towards the College's employees employed by DHET and paid via PERSAL. The cost or value of the expenses for the College is therefore the same as the amount by which the liability that DHET owes to the College decreases as a result of DHET assuming the employees cost liability towards the college employees. This is inclusive of all short-term and long-term employee benefits, for example leave and bonus accruals, capped leave and long service awards.

Offsetting

Assets, liabilities, revenue and expenses were not offset, except where offsetting is either required or permitted by a Standard of GRAP.

1.5 Living resources

The College recognises living resources or agricultural produce when, and only when:

- the College controls the asset as a result of past events;
- it is probable that future economic benefits or service potential associated with the asset will flow to the College; and
- the fair value or cost of the asset can be measured reliably.

Living resources are measured at their fair value less costs to sell.

Significant Accounting Policies

1.5 Living resources (continued)

The fair value of livestock is determined based on market prices of livestock of similar age, breed, and genetic merit.

A gain or loss arising on initial recognition of living resources or agricultural produce at fair value less costs to sell and from a change in fair value less costs to sell of living resources is included in surplus or deficit for the period in which it arises.

Where the market-determined prices or values are not available, the present value of the expected net cash inflows from the asset, discounted at a current market-determined pre-tax rate where applicable is used to determine fair value.

An unconditional government grant related to living resources measured at its fair value less costs to sell is recognised as income when the government grant becomes receivable.

Where fair value cannot be measured reliably, living resources are measured at cost less any accumulated depreciation and any accumulated impairment losses.

1.6 Investment property

Investment property is property (land or a building - or part of a building - or both) held to earn rentals or for capital appreciation or both, rather than for:

- use in the production or supply of goods or services or for
- administrative purposes, or
- sale in the ordinary course of operations.

Owner-occupied property is property held for use in the production or supply of goods or services or for administrative purposes.

Investment property is recognised as an asset when, it is probable that the future economic benefits or service potential that are associated with the investment property will flow to the College, and the cost or fair value of the investment property can be measured reliably.

Investment property is initially recognised at cost. Transaction costs are included in the initial measurement.

Where investment property is acquired through a non-exchange transaction, its cost is its fair value as at the date of acquisition.

Costs include costs incurred initially and costs incurred subsequently to add to, or to replace a part of, or service a property. If a replacement part is recognised in the carrying amount of the investment property, the carrying amount of the replaced part is derecognised.

Cost model

Investment property is subsequently carried at cost less accumulated depreciation and any accumulated impairment losses.

Depreciation is provided to write down the cost, less estimated residual value by equal installments over the useful life of the property, which is as follows:

Item	Useful life
Property - land	indefinite
Property - buildings	50 years

Compensation from third parties for investment property that was impaired, lost or given up is recognised in surplus or deficit when the compensation becomes receivable.

Management applies the category below to distinguish Investment Property from Property Plant and Equipment:

- All properties held to earn market-related rentals or for capital appreciation or both and that are not used for administrative purposes and that will not be sold within the next 12 months are classified as investment properties;
- Land held for a currently undetermined future use;
- A building owned (or held by under a finance lease) and leased out under one or more operating lease;
- Leased properties that are held to provide social (community) service or that are necessary for employees to perform their job functions, but which also generates rental revenue are not seen as investment properties. The rental revenue generated is incidental to the purposes for which the property is held;
- A building that is vacant but is held to be leased out under one or more operating lease; and

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1.6 Investment property (continued)

- Property that is being constructed or developed for future use as investment property.

The College separately discloses expenditure to repair and maintain investment property in the notes to the annual financial statements (see note 8).

The College discloses relevant information relating to assets under construction or development, in the notes to the annual financial statements (see note 8).

Derecognition

Investment properties are derecognised on disposal or when the investment property is permanently withdrawn from use and no future economic benefits or service potential are expected from its disposal. The gain or loss arising on the disposal of an investment property is determined as the difference between the sales proceeds and the carrying value and is recognised in the Statement of financial performance.

Transfers are made to or from investment property only when there is a change in use. For a transfer from investment property to owner occupied property (property, plant and equipment), the deemed cost for subsequent accounting is carrying amount at the date of change in use. If owner-occupied property becomes an investment property, the College accounts for such property in accordance with the policy stated under property, plant and equipment up to the date of change in use.

Compensation from third parties for investment property that was impaired, lost or given up is recognised in surplus or deficit when the compensation becomes receivable.

1.7 Property, plant and equipment

Property, plant and equipment are tangible non-current assets (including infrastructure assets) that are held for use in the production or supply of goods or services, rental to others, or for administrative purposes, and are expected to be used during more than one period.

The cost of an item of property, plant and equipment is recognised as an asset when:

- it is probable that future economic benefits or service potential associated with the item will flow to the College; and
- the cost of the item can be measured reliably.

Property, plant and equipment is initially measured at cost.

The cost of an item of property, plant and equipment is the purchase price and other costs attributable to bring the asset to the location and condition necessary for it to be capable of operating in the manner intended by management. Trade discounts and rebates are deducted in arriving at the cost.

Where an asset is acquired through a non-exchange transaction, its cost is its fair value as at date of acquisition.

Where an item of property, plant and equipment is acquired in exchange for a non-monetary asset or monetary assets, or a combination of monetary and non-monetary assets, the asset acquired is initially measured at fair value (the cost). If the acquired item's fair value was not determinable, it's deemed cost is the carrying amount of the asset(s) given up.

When significant components of an item of property, plant and equipment have different useful lives, they are accounted for as separate items (major components) of property, plant and equipment.

Costs include costs incurred initially to acquire or construct an item of property, plant and equipment and costs incurred subsequently to add to, replace part of, or service it. If a replacement cost is recognised in the carrying amount of an item of property, plant and equipment, the carrying amount of the replaced part is derecognised.

The initial estimate of the costs of dismantling and removing the item and restoring the site on which it is located is also included in the cost of property, plant and equipment, where the entity is obligated to incur such expenditure, and where the obligation arises as a result of acquiring the asset or using it for purposes other than the production of inventories.

Recognition of costs in the carrying amount of an item of property, plant and equipment ceases when the item is in the location and condition necessary for it to be capable of operating in the manner intended by management.

Items such as spare parts, standby equipment and servicing equipment are recognised when they meet the definition of property, plant and equipment.

Significant Accounting Policies

1.7 Property, plant and equipment (continued)

Major inspection costs which are a condition of continuing use of an item of property, plant and equipment and which meet the recognition criteria above are included as a replacement in the cost of the item of property, plant and equipment. Any remaining inspection costs from the previous inspection are derecognised.

Property, plant and equipment is carried at cost less accumulated depreciation and any impairment losses except for land and buildings which is carried at revalued amount being the fair value at the date of revaluation less any subsequent accumulated depreciation and subsequent accumulated impairment losses.

Revaluations are made with sufficient regularity such that the carrying amount does not differ materially from that which would be determined using fair value at the end of the reporting period.

When an item of property, plant and equipment is revalued, any accumulated depreciation at the date of the revaluation is restated proportionately with the change in the gross carrying amount of the asset so that the carrying amount of the asset after revaluation equals its revalued amount.

Any increase in an asset's carrying amount, as a result of a revaluation, is credited directly to a revaluation surplus. The increase is recognised in surplus or deficit to the extent that it reverses a revaluation decrease of the same asset previously recognised in surplus or deficit.

Any decrease in an asset's carrying amount, as a result of a revaluation, is recognised in surplus or deficit in the current period. The decrease is debited directly to a revaluation surplus to the extent of any credit balance existing in the revaluation surplus in respect of that asset.

The revaluation surplus in equity related to a specific item of property, plant and equipment is transferred directly to accumulated surplus when the asset is derecognised.

The useful lives of items of property, plant and equipment have been assessed as follows:

Item	Depreciation method	Average useful life
Land	None	Indefinite
Buildings	Straight-line	10 - 50 years
Machinery and equipment	Straight-line	7 -15 years
Furniture and fixtures	Straight-line	5 - 15 years
Motor vehicles	Straight-line	5 - 15 years
Computer equipment	Straight-line	5 - 15 years
Leased assets	Straight-line	3 years

The depreciable amount of an asset is allocated on a systematic basis over its useful life.

Each part of an item of property, plant and equipment with a cost that is significant in relation to the total cost of the item is depreciated separately.

The depreciation method used reflects the pattern in which the asset's future economic benefits or service potential are expected to be consumed by the College. The depreciation method applied to an asset is reviewed at least at each reporting date and, if there has been a significant change in the expected pattern of consumption of the future economic benefits or service potential embodied in the asset, the method is changed to reflect the changed pattern. Such a change is accounted for as a change in an accounting estimate.

The College assesses at each reporting date whether there is any indication that the College expectations about the residual value and the useful life of an asset have changed since the preceding reporting date. If any such indication exists, the College revises the expected useful life and/or residual value accordingly. The change is accounted for as a change in an accounting estimate.

The depreciation charge for each period is recognised in surplus or deficit unless it is included in the carrying amount of another asset.

Items of property, plant and equipment are derecognised when the asset is disposed of or when there are no further economic benefits or service potential expected from the use of the asset.

Significant Accounting Policies

1.7 Property, plant and equipment (continued)

The gain or loss arising from the derecognition of an item of property, plant and equipment is included in surplus or deficit when the item is derecognised. The gain or loss arising from the derecognition of an item of property, plant and equipment is determined as the difference between the net disposal proceeds, if any, and the carrying amount of the item.

Assets which the College holds for rentals to others and subsequently routinely sell as part of the ordinary course of activities, are transferred to inventories when the rentals end and the assets are available-for-sale. Proceeds from sales of these assets are recognised as revenue. All cash flows on these assets are included in cash flows from operating activities in the cash flow statement.

The College separately discloses expenditure to repair and maintain property, plant and equipment in the notes to the financial statements (see note 9).

The College discloses relevant information relating to assets under construction or development, in the notes to the financial statements (see note 9).

1.8 Intangible assets

An asset is identifiable if it either:
- is separable, i.e. is capable of being separated or divided from an entity and sold, transferred, licensed, rented or exchanged, either individually or together with a related contract, identifiable assets or liability, regardless of whether the entity intends to do so; or
- arises from binding arrangements (including rights from contracts), regardless of whether those rights are transferable or separable from the College or from other rights and obligations.

An intangible asset is recognised when:
- it is probable that the expected future economic benefits or service potential that are attributable to the asset will flow to the College; and
- the cost or fair value of the asset can be measured reliably.

The College assesses the probability of expected future economic benefits or service potential using reasonable and supportable assumptions that represent management's best estimate of the set of economic conditions that will exist over the useful life of the asset.

Where an intangible asset is acquired through a non-exchange transaction, its initial cost at the date of acquisition is measured at its fair value as at that date.

Expenditure on research (or on the research phase of an internal project) is recognised as an expense when it is incurred.

Intangible assets are carried at cost less any accumulated amortisation and any impairment losses.

The amortisation period and the amortisation method for intangible assets are reviewed at each reporting date.

Amortisation is provided to write down the intangible assets, on a straight-line basis, to their residual values as follows:

Item	Depreciation method	Average useful life
Computer software	Straight-line	5 -12 years

Intangible assets are derecognised:
- on disposal; or
- when no future economic benefits or service potential are expected from its use or disposal.

The gain or loss arising from the derecognition of intangible assets is included in surplus or deficit when the asset is derecognised.

1.9 Financial instruments

A financial instrument is any contract that gives rise to a financial asset of one entity and a financial liability or a residual interest of another entity.

Significant Accounting Policies

1.9 Financial instruments (continued)

A financial asset is:
- cash;
- a residual interest of another entity; or
- a contractual right to:
  - receive cash or another financial asset from another entity; or
  - exchange financial assets or financial liabilities with another entity under conditions that are potentially favourable to the entity.

A financial liability is any liability that is a contractual obligation to:
- deliver cash or another financial asset to another entity; or
- exchange financial assets or financial liabilities under conditions that are potentially unfavourable to the entity.

A financial asset is past due when a counterparty has failed to make a payment when contractually due.

Classification

The College has the following types of financial assets (classes and category) as reflected on the face of the statement of financial position or in the notes thereto:

Class	Category
Receivables from exchange transactions	Financial asset measured at amortised cost
Cash and cash equivalents	Financial asset measured at amortised cost

The College has the following types of financial liabilities (classes and category) as reflected on the face of the statement of financial position or in the notes thereto:

Class	Category
Payables from exchange transactions	Financial liability measured at amortised cost
Other financial liabilities	Financial liability measured at amortised cost
Finance lease liabilities	Financial liability measured at amortised cost

Initial recognition

The College recognises a financial asset or a financial liability in its statement of financial position when the College becomes a party to the contractual provisions of the instrument.

The College recognises financial assets using the trade date accounting.

Initial measurement of financial assets and financial liabilities.

The College measures a financial asset and financial liability initially at its fair value plus transaction costs that are directly attributable to the acquisition or issue of the financial asset or financial liability.

Subsequent measurement of financial assets and financial liabilities

The College measures all financial assets and financial liabilities after initial recognition using the "Financial Instrument at amortised cost" category.

Gains and losses

For financial assets and financial liabilities measured at amortised cost, a gain or loss is recognised in the Statement of Financial Performance when the financial asset or financial liability is derecognised or impaired, or through the amortisation process.

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1.9 Financial instruments (continued)

Impairment and uncollectability of financial assets

The College assesses at the end of each reporting period whether there is any objective evidence that a financial asset or group of financial assets is impaired.

Financial assets measured at amortised cost:

An allowance for impairment of receivables is established when there is objective evidence that the College will not be able to collect all amounts due according to the original terms of receivables. The impairment is measured as the difference between the receivable's carrying amount and the present value of estimated future cash flows discounted at the effective interest rate, computed at initial recognition (if practically determinable). Where the effective interest rate at initial recognition is not practically determinable the government bond rate is used as the risk-free rate and adjusted for any risks specific to the receivables. Changes in the carrying amount of the impairment allowance is recognised in the Statement of Financial Performance. When a receivable is considered uncollectible, it is written off against the impairment allowance.

The carrying amount of the financial assets is reduced by the impairment loss through the use of an allowance account. When a receivable is considered uncollectible, it is written off against the allowance account. Subsequent recoveries of amounts previously written off are credited in the Statement of Financial Performance through the bad debt recovered account.

If in a subsequent period, the amount of the impairment loss decreases and the decrease can be related objectively to an event occurring after the impairment was recognised, the previously recognised impairment loss is reversed through the Statement of Financial Performance to the extent that the carrying amount of the receivable at the date the impairment is reversed does not exceed what the amortised cost would have been had the impairment not been recognised.

Derecognition

Financial assets

The College derecognises financial assets only when the contractual rights to the cash flows from the asset expires or it transfers the financial assets and substantially all the risks and rewards of ownership of the asset to another entity, except when College Council approves the write-off of financial assets due to non-recoverability.

On derecognition of a financial asset in its entirety, the difference between the carrying amount and the sum of the consideration received is recognised in the Statement of Financial Performance.

If the transferred asset is part of a larger financial asset and the part transferred qualifies for derecognition in its entirety, the previous carrying amount of the larger financial asset is allocated between the part that continues to be recognised and the part that is derecognised, based on the relative fair values of those parts, on the date of the transfer. For this purpose, a retained servicing asset is treated as a part that continues to be recognised. The difference between the carrying amount allocated to the part derecognised and the sum of the consideration received for the part derecognised is recognised in the Statement of Financial Performance.

If a transfer does not result in derecognition because the College has retained substantially all the risks and rewards of ownership of the transferred asset, the College continues to recognise the transferred asset in its entirety and recognise a financial liability for the consideration received. In subsequent periods, the College recognises revenue on the transferred asset and any expense incurred on the financial liability. Neither the asset, and the associated liability nor the revenue, and the associated expenses are offset.

Financial Liabilities

The College derecognises financial liabilities when, and only when, the College's obligations are discharged, cancelled or they expire.

The difference between the carrying amount of a financial liability (or a part of a financial liability) extinguished or transferred to another party and the consideration paid, including any non-cash assets transferred or liability assumed, is recognised in the Statement of Financial Performance. Any liabilities that are waived, forgiven or assumed by another entity by way of a non-exchange transaction are accounted for in accordance with the Standard or GRAP on Revenue from Non-exchange Transactions (Taxes and Transfers).

Significant Accounting Policies

1.9 Financial instruments (continued)

Presentation

Interest relating to a financial instrument or a component that is a financial liability is recognised as revenue or expense in surplus or deficit.

Losses and gains relating to a financial instrument or a component that is a financial liability are recognised as revenue or expense in surplus or deficit.

A financial asset and a financial liability are only offset and the net amount presented in the statement of financial position when the college currently has a legally enforceable right to set off the recognised amounts and intends either to settle on a net basis, or to realise the asset and settle the liability simultaneously.

In accounting for a transfer of a financial asset that does not qualify for derecognition, the college does not offset the transferred asset and the associated liability.

1.10 Statutory receivables

Identification

Statutory receivables are receivables that arise from legislation, supporting regulations, or similar means, and require settlement by another entity in cash or another financial asset.

Carrying amount is the amount at which an asset is recognised in the statement of financial position.

The cost method is the method used to account for statutory receivables that requires such receivables to be measured at their transaction amount, plus any accrued interest or other charges (where applicable) and, less any accumulated impairment losses and any amounts derecognised.

Nominal interest rate is the interest rate and/or basis specified in legislation, supporting regulations or similar means.

The transaction amount for a statutory receivable means the amount specified in, or calculated, levied or charged in accordance with, legislation, supporting regulations, or similar means.

Funding receivable

Funding receivable from DHET arises from non-contracted arrangements as the basis for DHET funding is found in the Continuing Education and Training Act (CET Act) and the National Norms and Standards for Funding Technical and Vocational Education and Training Colleges. Cash receivable from DHET as part of programme funding is regarded as a "statutory receivable".

Recognition

The College recognises statutory receivables as follows:
- if the transaction is an exchange transaction, using the policy on Revenue from exchange transactions;
- if the transaction is a non-exchange transaction, using the policy on Revenue from non-exchange transactions (Taxes and transfers); or
- if the transaction is not within the scope of the policies listed in the above or another Standard of GRAP, the receivable is recognised when the definition of an asset is met and, when it is probable that the future economic benefits or service potential associated with the asset will flow to the entity and the transaction amount can be measured reliably.

Initial measurement

The College initially measures statutory receivables at their transaction amount.

Subsequent measurement

The College measures statutory receivables after initial recognition using the cost method. Under the cost method, the initial measurement of the receivable is changed subsequent to initial recognition to reflect any:
- interest or other charges that may have accrued on the receivable (where applicable);
- impairment losses; and

Significant Accounting Policies

1.10 Statutory receivables (continued)
- amounts derecognised.

Accrued interest

The College does not charge any interest on statutory receivables.

Impairment losses

The College assesses at each reporting date whether there is any indication that a statutory receivable, or a group of statutory receivables, may be impaired.

In assessing whether there is any indication that a statutory receivable, or group of statutory receivables, may be impaired, the College considers, as a minimum, the following indicators:
- Significant financial difficulty of the debtor, which may be evidenced by an application for debt counselling, business rescue or an equivalent.
- It is probable that the debtor will enter sequestration, liquidation or other financial re-organisation.
- A breach of the terms of the transaction, such as default or delinquency in principal or interest payments (where levied).
- Adverse changes in international, national or local economic conditions, such as a decline in growth, an increase in debt levels and unemployment, or changes in migration rates and patterns.

If there is an indication that a statutory receivable, or a group of statutory receivables, may be impaired, the College measures the impairment loss as the difference between the estimated future cash flows and the carrying amount. Where the carrying amount is higher than the estimated future cash flows, the carrying amount of the statutory receivable, or group of statutory receivables, is reduced, either directly or through the use of an allowance account. The amount of the losses is recognised in surplus or deficit.

In estimating the future cash flows, the College considers both the amount and timing of the cash flows that it will receive in future. Consequently, where the effect of the time value of money is material, the entity discounts the estimated future cash flows using a rate that reflects the current risk-free rate and, if applicable, any risks specific to the statutory receivable, or group of statutory receivables, for which the future cash flow estimates have not been adjusted.

An impairment loss recognised in prior periods for a statutory receivable is revised if there has been a change in the estimates used since the last impairment loss was recognised, or to reflect the effect of discounting the estimated cash flows.

Any previously recognised impairment loss is adjusted by adjusting the allowance account. The adjustment does not result in the carrying amount of the statutory receivable or group of statutory receivables exceeding what the carrying amount of the receivable(s) would have been had the impairment loss not been recognised at the date the impairment is revised. The amount of any adjustment is recognised in surplus or deficit.

Derecognition

The College derecognises a statutory receivable, or a part thereof, when:
- the rights to the cash flows from the receivable are settled, expire or are waived;
- the College transfers to another party substantially all of the risks and rewards of ownership of the receivable; or
- the College, despite having retained some significant risks and rewards of ownership of the receivable, has transferred control of the receivable to another party and the other party has the practical ability to sell the receivable in its entirety to an unrelated third party, and is able to exercise that ability unilaterally and without needing to impose additional restrictions on the transfer. In this case, the entity:
  - derecognise the receivable; and
  - recognise separately any rights and obligations created or retained in the transfer.

The carrying amounts of any statutory receivables transferred are allocated between the rights or obligations retained and those transferred on the basis of their relative fair values at the transfer date. The entity considers whether any newly created rights and obligations are within the scope of the Standard of GRAP on Financial Instruments or another Standard of GRAP. Any difference between the consideration received and the amounts derecognised and, those amounts recognised, are recognised in surplus or deficit in the period of the transfer.

1.11 Leases

A lease is classified as a finance lease if it transfers substantially all the risks and rewards incidental to ownership. A lease is classified as an operating lease if it does not transfer substantially all the risks and rewards incidental to ownership.

When a lease includes both land and buildings elements, the College assesses the classification of each element separately.

College as lessee - Finance leases

Initial recognition and measurement

Finance leases are recognised as assets and liabilities in the Statement of Financial Position at amounts equal to the fair value of the leased property or, if lower, the present value of the minimum lease payments. Any initial direct costs of the lessee added are added to the amount reconised as an asset. The corresponding liability to the lessor is included in the Statement of Financial Position as a finance lease obligation.

The discount rate used in calculating the present value of the minimum lease payments is the interest rate implicit in the lease.

Any contingent rents are expensed in the period in which they are incurred.

Subsequent measurement

Subsequent to the initial recognition, the leased assets are accounted for in accordance with the stated accounting policies applicable to property, plant and equipment. The lease liability is reduced by the lease payments, which are allocated between the finance cost and the capital repayment using the interest rate implicit in the lease. Finance costs are expensed when incurred. The accounting policies relating to derecognition of financial instruments are applied to finance lease obligations. The leased asset is depreciated as per stated accounting policy applicable to property, plant and equipment on note 9.

Operating leases - lessor

Operating lease revenue is recognised as revenue on a straight-line basis over the lease term.

Initial direct costs incurred in negotiating and arranging operating leases are added to the carrying amount of the leased asset and recognised as an expense over the lease term on the same basis as the lease revenue.

The aggregate cost of incentives is recognised as a reduction of rental revenue over the lease term on a straight-line basis.

The aggregate benefit of incentives is recognised as a reduction of rental expense over the lease term on a straight-line basis.

Income for leases is disclosed under revenue in the statement of financial performance.

Operating leases - lessee

Operating lease payments are recognised as an expense on a straight-line basis over the lease term. The difference between the amounts recognised as an expense and the contractual payments are recognised as an operating lease asset or liability.

1.12 Inventories

Inventories are initially measured at cost except where inventories are acquired through a non-exchange transaction, then their costs are their fair value as at the date of acquisition.

Inventories are measured at the lower of cost and current replacement cost where they are held for;

- distribution at no charge or for a nominal charge; or
- consumption in the production process of goods to be distributed at no charge or for a nominal charge.

Current replacement cost is the cost the College incurs to acquire the asset on the reporting date.

The cost of inventories comprises of all costs of purchase, costs of conversion and other costs incurred in bringing the inventories to their present location and condition.

The cost of inventories of items that are not ordinarily interchangeable and goods or services produced and segregated for specific projects is assigned using specific identification of the individual costs.

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Significant Accounting Policies

1.12 Inventories (continued)

The cost of inventories is assigned using the weighted average cost formula. The same cost formula is used for all inventories having a similar nature and use to the College.

When inventories are issued to students, the carrying amounts of those inventories are recognised as an expense in the period in which the related revenue is recognised. If there is no related revenue, the expenses are recognised when the goods are distributed, or related services are rendered. The amount of any write-down of inventories to net realisable value or current replacement cost and all losses of inventories are recognised as an expense in the period the write-down or loss occurs. The amount of any reversal of any write-down of inventories, arising from an increase in current replacement cost, is recognised as a reduction in the amount of inventories recognised as an expense in the period in which the reversal occurs.

1.13 Impairment of non-cash-generating assets

Cash-generating assets are assets used with the objective of generating a commercial return. Commercial return means that positive cash flows are expected to be significantly higher than the cost of the asset.

Non-cash-generating assets are assets other than cash-generating assets.

Impairment is a loss in the future economic benefits or service potential of an asset, over and above the systematic recognition of the loss of the asset's future economic benefits or service potential through depreciation (amortisation).

Carrying amount is the amount at which an asset is recognised in the statement of financial position after deducting any accumulated depreciation and accumulated impairment losses thereon.

A cash-generating unit is the smallest identifiable group of assets managed with the objective of generating a commercial return that generates cash inflows from continuing use that are largely independent of the cash inflows from other assets or groups of assets.

Costs of disposal are incremental costs directly attributable to the disposal of an asset, excluding finance costs and income tax expense.

Depreciation (Amortisation) is the systematic allocation of the depreciable amount of an asset over its useful life.

Fair value less costs to sell is the amount obtainable from the sale of an asset in an arm's length transaction between knowledgeable, willing parties, less the costs of disposal.

Recoverable service amount is the higher of a non-cash-generating asset's fair value less costs to sell and its value in use.

Useful life is the period of time over which an asset is expected to be used by the College.

Judgement is needed to determine whether an asset is cash-generating or non-cash generating. The College determined that all non-current, non-financial assets are non-cash generating. This is determined based on the mandated function of the College which is to provide technical and vocational education and training for which significant funding is received from government. It is not the intention of the College to generate positive cash flows from its operations.

Significant Accounting Policies

1.13 Impairment of non-cash-generating assets (continued)

Designation

At initial recognition, the College designates an asset as non-cash-generating, or an asset or cash-generating unit as cash-generating. The designation is made on the basis of a College's objective of using the asset.

The College designates an asset or a cash-generating unit as cash-generating when:
- its objective is to use the asset or a cash-generating unit in a manner that generates a commercial return; such that
- the asset or cash-generating unit will generate positive cash flows, from continuing use and its ultimate disposal, that are expected to be significantly higher than the cost of the asset.

The College designates an asset as non-cash-generating when its objective is not to use the asset to generate a commercial return but to deliver services.

An asset used with the objective of generating a commercial return and service delivery, is designated either as a cash-generating asset or non-cash-generating asset based on whether the College expects to use that asset to generate a commercial return. When it is not clear whether the objective is to use the asset to generate a commercial return, the College designates the asset as a non-cash-generating asset and applies this accounting policy, rather than the accounting policy on Impairment of Non-cash-generating assets.

Identification

When the carrying amount of a non-cash-generating asset exceeds its recoverable service amount, it is impaired.

The College assesses at each reporting date whether there is any indication that a non-cash-generating asset may be impaired. If any such indication exists, the College estimates the recoverable service amount of the asset.

If an intangible asset was initially recognised during the current reporting period, that intangible asset is tested for impairment before the end of the current reporting period.

Value in use

Value in use of non-cash-generating assets is the present value of the non-cash-generating assets remaining service potential.

The present value of the remaining service potential of a non-cash-generating assets is determined using the following approach:

Depreciated replacement cost approach

The present value of the remaining service potential of a non-cash-generating asset is determined as the depreciated replacement cost of the asset. The replacement cost of an asset is the cost to replace the asset's gross service potential. This cost is depreciated to reflect the asset in its used condition. An asset may be replaced either through reproduction (replication) of the existing asset or through replacement of its gross service potential. The depreciated replacement cost is measured as the current reproduction or replacement cost of the asset, whichever is lower, less accumulated depreciation calculated on the basis of such cost, to reflect the already consumed or expired service potential of the asset.

The replacement cost and reproduction cost of an asset is determined on an "optimised" basis. The rationale is that the College would not replace or reproduce the asset with a like asset if the asset to be replaced or reproduced is an overdesigned or overcapacity asset. Overdesigned assets contain features which are unnecessary for the goods or services the asset provides. Overcapacity assets are assets that have a greater capacity than is necessary to meet the demand for goods or services the asset provides. The determination of the replacement cost or reproduction cost of an asset on an optimised basis thus reflects the service potential required of the asset.

Restoration cost approach

Restoration cost is the cost of restoring the service potential of an asset to its pre-impaired level. The present value of the remaining service potential of the asset is determined by subtracting the estimated restoration cost of the asset from the current cost of replacing the remaining service potential of the asset before impairment. The latter cost is determined as the depreciated reproduction or replacement cost of the asset, whichever is lower.

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Significant Accounting Policies

1.13 Impairment of non-cash-generating assets (continued)

Service units approach

The present value of the remaining service potential of the asset is determined by reducing the current cost of the remaining service potential of the asset before impairment, to conform to the reduced number of service units expected from the asset in its impaired state. The current cost of replacing the remaining service potential of the asset before impairment is determined as the depreciated reproduction or replacement cost of the asset before impairment, whichever is lower.

Recognition and measurement

If the recoverable service amount of a non-cash-generating asset is less than its carrying amount, the carrying amount of the asset is reduced to its recoverable service amount. This reduction is an impairment loss.

An impairment loss is recognised immediately in surplus or deficit.

Any impairment loss of a revalued non-cash-generating asset is treated as a revaluation decrease.

When the amount estimated for an impairment loss is greater than the carrying amount of the non-cash-generating asset to which it relates, the College recognises a liability only to the extent that is a requirement in the Standards of GRAP.

After the recognition of an impairment loss, the depreciation (amortisation) charge for the non-cash-generating asset is adjusted in future periods to allocate the non-cash-generating asset's revised carrying amount, less its residual value (if any), on a systematic basis over its remaining useful life.

Reversal of an impairment loss

The College assesses at each reporting date whether there is any indication that an impairment loss recognised in prior periods for a non-cash-generating asset may no longer exist or may have decreased. If any such indication exists, the College estimates the recoverable service amount of that asset.

An impairment loss recognised in prior periods for a non-cash-generating asset is reversed if there has been a change in the estimates used to determine the asset's recoverable service amount since the last impairment loss was recognised. The carrying amount of the asset is increased to its recoverable service amount. The increase is a reversal of an impairment loss. The increased carrying amount of an asset attributable to a reversal of an impairment loss does not exceed the carrying amount that would have been determined (net of depreciation or amortisation) had no impairment loss been recognised for the asset in prior periods.

A reversal of an impairment loss for a non-cash-generating asset is recognised immediately in surplus or deficit.

Any reversal of an impairment loss of a revalued non-cash-generating asset is treated as a revaluation increase.

After a reversal of an impairment loss is recognised, the depreciation (amortisation) charge for the non-cash-generating asset is adjusted in future periods to allocate the non-cash-generating asset's revised carrying amount, less its residual value (if any), on a systematic basis over its remaining useful life.

Redesignation

The redesignation of assets from a cash-generating asset to a non-cash-generating asset or from a non-cash-generating asset to a cash-generating asset only occur when there is clear evidence that such a redesignation is appropriate.

Significant Accounting Policies

1.14 Employee benefits

Short-term employee benefits

Short-term employee benefits are employee benefits (other than termination benefits) that are due to be settled within twelve months after the end of the period in which the employees render the related service.

Short-term employee benefits include items such as:

- wages, salaries and social security contributions;
- short-term compensated absences (such as paid annual leave and paid sick leave) where the compensation for the absences is due to be settled within twelve months after the end of the reporting period in which the employees render the related employee service;
- non-monetary benefits (for example, medical care, and free or subsidised goods or services such as housing, cars and cellphones) for current employees.

When an employee has rendered service to the entity during a reporting period, the entity recognises the undiscounted amount of short-term employee benefits expected to be paid in exchange for that service:

- as a liability (accrued expense), after deducting any amount already paid. If the amount already paid exceeds the undiscounted amount of the benefits, the college recognises that excess as an asset (prepaid expense) to the extent that the prepayment will lead to, for example, a reduction in future payments or a cash refund; and
- as an expense, unless another Standard requires or permits the inclusion of the benefits in the cost of an asset.

The expected cost of compensated absences is recognised as an expense as the employees render services that increase their entitlement or, in the case of non-accumulating absences, when the absence occurs. The college measures the expected cost of accumulating compensated absences as the additional amount that the college expects to pay as a result of the unused entitlement that has accumulated at the reporting date.

The College recognises the expected cost of bonus, incentive and performance-related payments when the college has a present legal or constructive obligation to make such payments as a result of past events and a reliable estimate of the obligation can be made. A present obligation exists when the entity has no realistic alternative but to make the payments.

Post-employment benefits

Post-employment benefits are employee benefits (other than termination benefits) which are payable after the completion of employment.

Post-employment benefit plans are formal or informal arrangements under which the college provides post-employment benefits for one or more employees.

Multi-employer plans are defined contribution plans (other than state plans and composite social security programmes) or defined benefit plans (other than state plans) that pool the assets contributed by various entities that are not under common control and use those assets to provide benefits to employees of more than one entity, on the basis that contribution and benefit levels are determined without regard to the identity of the entity that employs the employees concerned.

Post-employment benefits: Defined contribution plans

Defined contribution plans are post-employment benefit plans under which the entity pays fixed contributions into a separate entity (a fund) and will have no legal or constructive obligation to pay further contributions if the fund does not hold sufficient assets to pay all employee benefits relating to employee service in the current and prior periods.

When an employee has rendered service to the entity during a reporting period, the entity recognises the contribution payable to a defined contribution plan in exchange for that service:

- as a liability (accrued expense), after deducting any contribution already paid. If the contribution already paid exceeds the contribution due for service before the reporting date, an entity recognises that excess as an asset (prepaid expense) to the extent that the prepayment will lead to, for example, a reduction in future payments or a cash refund; and
- as an expense, unless another Standard requires or permits the inclusion of the contribution in the cost of an asset.

Where contributions to a defined contribution plan do not fall due wholly within twelve months after the end of the reporting period in which the employees render the related service, they are discounted. The rate used to discount reflects the time value of money. The currency and term of the financial instrument selected to reflect the time value of money is consistent with the currency and estimated term of the obligation.

Significant Accounting Policies

1.14 Employee benefits (continued)

Termination benefits

The College recognises termination benefits as a liability and an expense when the entity is demonstrably committed to either:

- terminate the employment of an employee or group of employees before the normal retirement date; or
- provide termination benefits as a result of an offer made in order to encourage voluntary redundancy.

The College is demonstrably committed to a termination when the entity has a detailed formal plan for the termination and is without realistic possibility of withdrawal. The detailed plan includes [as a minimum]:

- the location, function, and approximate number of employees whose services are to be terminated;
- the termination benefits for each job classification or function; and
- the time at which the plan will be implemented.

Implementation begins as soon as possible and the period of time to complete implementation is such that material changes to the plan are not likely.

Where termination benefits fall due more than 12 months after the reporting date, they are discounted using an appropriate discount rate. The rate used to discount the benefit reflects the time value of money. The currency and term of the financial instrument selected to reflect the time value of money is consistent with the currency and estimated term of the benefit.

In the case of an offer made to encourage voluntary redundancy, the measurement of termination benefits shall be based on the number of employees expected to accept the offer.

Post-employment benefits: Defined contribution plans

The College's contributions to the defined contribution funds are established in terms of the rules governing those plans. Contributions are recognised in the Statement of Financial Performance in the period in which the service is rendered by the relevant employees. The College has no further payment obligations once the contribution has been paid. The contributions are recognised as employee benefit expense when they are due.

Leave pay

Liabilities for annual leave are recognised as they accrue to employees. The liability is based on the total accrued leave days at year end and is shown as an accrual in the Statement of Financial Position.

Bonus provision

The College recognises the expected cost of bonuses as a provision only when it has a present legal or constructive obligation to make such payment, and a reliable estimate can be made at reporting date.

DHET management fee

The remuneration of management and other personnel appointed by DHET on PERSAL and paid through PERSAL using the College's funds is measured at the cost of the remuneration to DHET, inclusive of leave, bonus and other employee-related accruals and/or provisions, as and when incurred by DHET. The related expense is recognised as a DHET management fee expense.

1.15 Provisions

Provisions are recognised when:

- the College has a present obligation as a result of a past event;
- it is probable that an outflow of resources embodying economic benefits or service potential will be required to settle the obligation; and
- a reliable estimate can be made of the obligation.

The amount of a provision is the best estimate of the expenditure expected to be required to settle the present obligation at the reporting date.

Where the effect of time value of money is material, the amount of a provision is the present value of the expenditures expected to be required to settle the obligation.

1.15 Provisions (continued)

The discount rate is a pre-tax rate that reflects current market assessments of the time value of money and the risks specific to the liability.

Where some or all of the expenditure required to settle a provision is expected to be reimbursed by another party, the reimbursement is recognised when, and only when, it is virtually certain that reimbursement will be received if the College settles the obligation. The reimbursement is treated as a separate asset. The amount recognised for the reimbursement does not exceed the amount of the provision.

Provisions are reviewed at each reporting date and adjusted to reflect the current best estimate. Provisions are reversed if it is no longer probable that an outflow of resources embodying economic benefits or service potential will be required, to settle the obligation.

Where discounting is used, the carrying amount of a provision increases in each period to reflect the passage of time. This increase is recognised as an interest expense.

A provision is used only for expenditures for which the provision was originally recognised.

Provisions are not recognised for future operating surplus.

If a College has a contract that is onerous, the present obligation (net of recoveries) under the contract is recognised and measured as a provision.

A constructive obligation to restructure arises only when the college:
- has a detailed formal plan for the restructuring, identifying at least:
  - the activity/operating unit or part of an activity/operating unit concerned;
  - the principal locations affected;
  - the location, function, and approximate number of employees who will be compensated for services being terminated;
  - the expenditures that will be undertaken; and
  - when the plan will be implemented; and
- has raised a valid expectation in those affected that it will carry out the restructuring by starting to implement that plan or announcing its main features to those affected by it.

A restructuring provision includes only the direct expenditures arising from the restructuring, which are those that are both:
- necessarily entailed by the restructuring; and
- not associated with the ongoing activities of the College.

1.16 Commitments

Items are classified as commitments when an entity has committed itself to future transactions that will normally result in the outflow of cash.

Disclosures are required in respect of unrecognised contractual commitments.

Commitments for which disclosure is necessary to achieve a fair presentation are disclosed in a note to the annual financial statements, if both the following criteria are met:
- Contracts should be non-cancellable or only cancellable at significant cost (for example, contracts for computer or building maintenance services); and
- Contracts should relate to something other than the routine, steady, state business of the entity – therefore salary commitments relating to employment contracts or social security benefit commitments are excluded.

1.17 Revenue from exchange transactions

Revenue is the gross inflow of economic benefits or service potential during the reporting period when those inflows result in an increase in net assets, other than increases relating to contributions from owners.

An exchange transaction is one in which the College receives assets or services, or has liabilities extinguished, and directly gives approximately equal value (primarily in the form of goods, services or use of assets) to the other party in exchange.

Fair value is the amount for which an asset could be exchanged, or a liability settled, between knowledgeable, willing parties in an arm's length transaction.

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1.17 Revenue from exchange transactions (continued)

Measurement

Revenue is measured at the fair value of the consideration received or receivable, net of trade discounts and volume rebates.

The amount of revenue arising from a transaction which is statutory (non-contractual) in nature is usually measured by reference to the relevant legislation, regulation or similar means. The fee structure, tariffs or calculation basis specified in legislation, regulation or similar means is used to determine the amount of revenue that should be recognised. This amount represents the fair value, on initial measurement, of the consideration received or receivable for revenue that arises from a statutory (non-contractual) arrangement (see the accounting policy on Statutory Receivables).

Sale of goods

Revenue from the sale of goods is recognised when all the following conditions have been satisfied:
- the College has transferred to the purchaser the significant risks and rewards of ownership of the goods;
- the College retains neither continuing managerial involvement to the degree usually associated with ownership nor effective control over the goods sold;
- the amount of revenue can be measured reliably;
- it is probable that the economic benefits or service potential associated with the transaction will flow to the College; and
- the costs incurred or to be incurred in respect of the transaction can be measured reliably.

Rendering of services

When the outcome of a transaction involving the rendering of services can be estimated reliably, revenue associated with the transaction is recognised by reference to the stage of completion of the transaction at the reporting date. The outcome of a transaction can be estimated reliably when all the following conditions are satisfied:
- the amount of revenue can be measured reliably;
- it is probable that the economic benefits or service potential associated with the transaction will flow to the College;
- the stage of completion of the transaction at the reporting date can be measured reliably; and
- the costs incurred for the transaction and the costs to complete the transaction can be measured reliably.

When services are performed by an indeterminate number of acts over a specified time frame, revenue is recognised on a straight-line basis over the specified time frame unless there is evidence that some other method better represents the stage of completion. When a specific act is much more significant than any other act, the recognition of revenue is postponed until the significant act is executed.

When the outcome of the transaction involving the rendering of services cannot be estimated reliably, revenue is recognised only to the extent of the expenses recognised that are recoverable.

Service revenue is recognised by reference to the stage of completion of the transaction at the reporting date. Stage of completion is determined by services performed to date as a percentage of total services to be performed.

Interest and royalties

Revenue arising from the use by others of entity assets yielding interest, royalties and or similar distributions is recognised when:
- It is probable that the economic benefits or service potential associated with the transaction will flow to the College, and
- The amount of the revenue can be measured reliably.

Interest is recognised, in surplus or deficit, using the effective interest rate method.

Royalties are recognised as they are earned in accordance with the substance of the relevant agreements. Royalties determined on a time basis are recognised on a straight-line basis over the period of the agreement. Royalty arrangements that are based on production, sales and other measures are recognised by reference to the underlying arrangement.

Tuition Fees

Tuition Fees are levied in terms of approved tariffs. Tuition Fees are recognised over the period of instruction.

1.17 Revenue from exchange transactions (continued)

Rentals received

Revenue from the rental of facilities and equipment is recognised on a Straight-line basis over the term of lease agreement.

1.18 Revenue from non-exchange transactions

Control of an asset arises when the College can use or otherwise benefit from the asset in pursuit of its objectives and can exclude or otherwise regulate the access of others to that benefit.

Exchange transactions are transactions in which one entity receives assets or services, or has liabilities extinguished, and directly gives approximately equal value (primarily in the form of cash, goods, services, or use of assets) to another entity in exchange.

Transfers are inflows of future economic benefits or service potential from non-exchange transactions, other than taxes.

Non-exchange transactions are transactions that are not exchange transactions. In a non-exchange transaction, the College either receives value from another entity without directly giving approximately equal value in exchange or gives value to another entity without directly receiving approximately equal value in exchange.

When the College receives an asset or service as part of non-exchange transaction and the definition and recognition criteria of an asset is met, the College recognises the asset and initially measures it at its fair value as at the date of acquisition.

When there are conditions on transferred assets or services received by the college which result therein that the College present obligation on initial recognition, which meets the definition and recognition criteria of a liability, the College recognises corresponding liability, initially measured as the best estimate of the amount required to settle the present obligation at the reporting date.

An inflow of resources from a non-exchange transaction recognised as an asset is recognised as revenue, except to the extent that a liability is also recognised in respect of the same inflow.

As the College satisfies a present obligation recognised as a liability in respect of an inflow of resources from a non-exchange transaction recognised as an asset, it reduces the carrying amount of the liability recognised and recognises an amount of revenue equal to that reduction.

Revenue from a non-exchange transaction is measured at the amount of the increase in net assets recognised by the College.

When, as a result of a non-exchange transaction, the College recognises an asset, it also recognises revenue equivalent to the amount of the asset measured at its fair value as at the date of acquisition, unless it is also required to recognise a liability. Where a liability is required to be recognised it will be measured as the best estimate of the amount required to settle the obligation at the reporting date, and the amount of the increase in net assets, if any, recognised as revenue. When a liability is subsequently reduced, because the taxable event occurs or a condition is satisfied, the amount of the reduction in the liability is recognised as revenue.

Recognition

An inflow of resources from a non-exchange transaction recognised as an asset is recognised as revenue, except to the extent that a liability is also recognised in respect of the same inflow.

As the College satisfies a present obligation recognised as a liability in respect of an inflow of resources from a non-exchange transaction recognised as an asset, it reduces the carrying amount of the liability recognised and recognises an amount of revenue equal to that reduction.

1.18 Revenue from non-exchange transactions (continued)

Measurement

Revenue from a non-exchange transaction is measured at the amount of the increase in net assets recognised by the College.

When, as a result of a non-exchange transaction, the College recognises an asset, it also recognises revenue equivalent to the amount of the asset measured at its fair value as at the date of acquisition, unless it is also required to recognise a liability. Where a liability is required to be recognised it will be measured as the best estimate of the amount required to settle the obligation at the reporting date, and the amount of the increase in net assets, if any, recognised as revenue. When a liability is subsequently reduced, because the taxable event occurs or a condition is satisfied, the amount of the reduction in the liability is recognised as revenue.

Government Grants and Receipts

Conditional grants, donations and funding are recognised as revenue to the extent that the College has complied with any of the criteria, conditions or obligations embodied in the agreement.

Government grants that are receivable as compensation for expenses or losses already incurred or for the purpose of giving immediate financial support to the College with no future related costs, are recognised in surplus or deficit in the period in which they become receivable.

Interest earned on investments is treated in accordance with grant conditions. If it is payable to the funder it is recorded as part of the creditor and if it is the College's interest, it is recognised as interest earned in surplus or deficit.

Program Funding

The full Programme Funding allocated to the college in terms of the CET Act, the Funding Norms and the final grant letter received from the department, is recognised in full in the College's financial year during which the enrolment and training of students, to which the grant pertains, are performed by the College. It is measured at the total amount allocated to the College by DHET, inclusive of both the part paid in cash and the part paid via PERSAL.

Public Contributions

Revenue from public contributions is recognised when all conditions associated with the contribution have been met or where the contribution is to finance property, plant and equipment, when such items of property, plant and equipment are brought into use.

Services in-kind

Services in kind are recognised at its fair value when it is significant to the operations and/or service delivery objectives and when it is probable that the future economic benefits or service potential will flow to the College and the fair value of the assets can be measured reliably. If the services in-kind are not significant to the operations and/or service delivery objectives and/or do not satisfy the criteria for recognition, only the nature and type of services in-kind received during the reporting period is disclosed.

1.19 Borrowing costs

Borrowing costs are interest and other expenses incurred by an entity in connection with the borrowing of funds.

Borrowing costs are recognised as an expense in the period in which they are incurred.

Significant Accounting Policies

1.20 Translation of foreign currencies

Foreign currency transactions

A foreign currency transaction is recorded, on initial recognition in Rands, by applying to the foreign currency amount the spot exchange rate between the functional currency and the foreign currency at the date of the transaction.

At each reporting date:
- foreign currency monetary items are translated using the closing rate;
- non-monetary items that are measured in terms of historical cost in a foreign currency are translated using the exchange rate at the date of the transaction; and
- non-monetary items that are measured at fair value in a foreign currency are translated using the exchange rates at the date when the fair value was determined.

Exchange differences arising on the settlement of monetary items or on translating monetary items at rates different from those at which they were translated on initial recognition during the period or in previous annual financial statements are recognised in surplus or deficit in the period in which they arise.

When a gain or loss on a non-monetary item is recognised directly in net assets, any exchange component of that gain or loss is recognised directly in net assets. When a gain or loss on a non-monetary item is recognised in surplus or deficit, any exchange component of that gain or loss is recognised in surplus or deficit.

Cash flows arising from transactions in a foreign currency are recorded in Rands by applying to the foreign currency amount the exchange rate between the Rand and the foreign currency at the date of the cash flow.

1.21 Segment information

A segment is an activity of an entity:
- that generates economic benefits or service potential (including economic benefits or service potential relating to transactions between activities of the same entity);
- whose results are regularly reviewed by management to make decisions about resources to be allocated to that activity and in assessing its performance; and
- for which separate financial information is available.

Reportable segments are the actual segments which are reported on in the segment report. They are the segments identified above or alternatively an aggregation of two or more of those segments where the aggregation criteria are met.

Measurement

The amount of each segment item reported is the measure reported to management for the purposes of making decisions about allocating resources to the segment and assessing its performance. Adjustments and eliminations made in preparing the entity’s financial statements and allocations of revenues and expenses are included in determining reported segment surplus or deficit only if they are included in the measure of the segment’s surplus or deficit that is used by management. Similarly, only those assets and liabilities that are included in the measures of the segment’s assets and segment’s liabilities that are used by management are reported for that segment. If amounts are allocated to reported segment surplus or deficit, assets or liabilities, those amounts are allocated on a reasonable basis.

If management uses only one measure of a segment’s surplus or deficit, the segment’s assets or the segment’s liabilities in assessing segment performance and deciding how to allocate resources, segment surplus or deficit, assets and liabilities are reported in terms of that measure. If management uses more than one measure of a segment’s surplus or deficit, the segment’s assets or the segment’s liabilities, the reported measures are those that management believes are determined in accordance with the measurement principles most consistent with those used in measuring the corresponding amounts in the entity’s financial statements.

1.22 Budget information

The College does not fall within the scope of the Standard of GRAP on Presentation of budget information in financial statements, as its budget is not made publicly available as per the Standard. Therefore, the College does not have to comply with the requirements of the Standard of GRAP 24 Presentation of Budget Information in Financial Statements.

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1.23 Related parties

A related party is a person or an entity with the ability to control or jointly control the other party, or exercise significant influence over the other party, or vice versa, or an entity that is subject to common control, or joint control.

Control is the power to govern the financial and operating policies of an entity so as to obtain benefits from its activities.

Joint control is the agreed sharing of control over an activity by a binding arrangement, and exists only when the strategic financial and operating decisions relating to the activity require the unanimous consent of the parties sharing control (the venturers).

Related party transaction is a transfer of resources, services or obligations between the reporting entity and a related party, regardless of whether a price is charged.

Significant influence is the power to participate in the financial and operating policy decisions of an entity, but is not control over those policies.

Management are those persons responsible for planning, directing and controlling the activities of the College, including those charged with the governance of the College in accordance with legislation, in instances where they are required to perform such functions.

Close members of the family of a person are those family members who may be expected to influence, or be influenced by that person in their dealings with the College.

The College is exempt from disclosure requirements in relation to related party transactions if that transaction occurs within normal supplier and/or client/recipient relationships on terms and conditions no more or less favourable than those which it is reasonable to expect the College to have adopted if dealing with that individual entity or person in the same circumstances and terms and conditions are within the normal operating parameters established by that reporting entity's legal mandate.

Where the College is exempt from the disclosures in accordance with the above, the College discloses narrative information about the nature of the transactions and the related outstanding balances, to enable users of the entity’s financial statements to understand the effect of related party transactions on its annual financial statements.

1.24 Events after reporting date

Events after reporting date are those events, both favourable and unfavourable, that occur between the reporting date and the date when the financial statements are authorised for issue. Two types of events can be identified:
- those that provide evidence of conditions that existed at the reporting date (adjusting events after the reporting date); and
- those that are indicative of conditions that arose after the reporting date (non-adjusting events after the reporting date).

The College adjusts the amount recognised in the financial statements to reflect adjusting events after the reporting date once the event occurred.

The College discloses the nature of the event and an estimate of its financial effect or a statement that such estimate cannot be made in respect of all material non-adjusting events, where non-disclosure could influence the economic decisions of users taken on the basis of the financial statements.

1.25 Grants-In-Aid

The College transfers money to individuals, organisations and other sectors of government from time to time. When making these transfers, the college does not:
- Receive any goods or services directly in return, as would be expected in a purchase or sale transaction
- Expect to be repaid in future; or
- Expect a financial return, as would be expected from an investment.

These transfers are recognised in surplus or deficit as expenses in the period that the events giving rise to the transfer occurred.

Significant Accounting Policies

1.26 Prior period errors and comparatives

When the presentation or classification of items in the annual financial statements is amended, prior period comparative amounts are also reclassified and restated, unless such comparative reclassification or restatement is not required by a Standard of GRAP. The nature and reason for such reclassifications and restatements are also disclosed.

In accordance with GRAP 3, the College corrects material prior period errors retrospectively in the first set of financial statements authorised for issue after their discovery by:

- restating the comparative amounts for the prior period(s) presented in which the error occurred; or
- if the error occurred before the earliest prior period presented, restating the opening balances of assets, liabilities and net assets for the earliest prior period presented.

A prior period error is corrected by retrospective restatement except to the extent that it is impracticable to determine either the period-specific effects or the cumulative effect of the error or when the effect of errors are immaterial. When it is impracticable to determine the period-specific effects of an error on comparative information for one or more prior periods presented, the College restates the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable (which may be the current period).

When it is impracticable to determine the cumulative effect, at the beginning of the current period, of an error on all prior periods, the College restates the comparative information to correct the error prospectively from the earliest date practicable.

The presentation and classification of items in the current year is consistent with prior periods, except where otherwise indicated.

1.27 Irregular expenditure

Irregular expenditure is expenditure that is in contravention of the College's supply chain management policy.

Irregular expenditure is accounted for in line with all the relevant requirements, including, but not limited to, ruling Legislation, Regulations, Frameworks, Circulars, Instruction Notes, Practice Notes, Guidelines etc. (as applicable).

1.28 Fruitless and wasteful expenditure

Fruitless expenditure means expenditure which was made in vain and would have been avoided had reasonable care been exercised.

Fruitless and wasteful expenditure is accounted for in line with all relevant requirements, including, but not limited to, ruling Legislation, Regulations, Frameworks, Circulars, Instruction Notes, Practice Notes, Guidelines etc (as applicable).

1.29 Contingent assets and contingent liabilities

A contingent liability is a possible obligation that arises from past events and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not wholly within the control of the College.

Contingent liabilities represent a possible obligation that arises from past events and whose existence will be confirmed only by an occurrence or non-occurrence of one or more uncertain future events not wholly within the control of the College.

A contingent liability can also arise as a result of a present obligation that arises from past events but which is not recognised as a liability either because it is not probable that an outflow of resources embodying economic benefits will be required to settle the obligation or the amount of the obligation cannot be measured with sufficient reliability.

A contingent asset is a possible asset that arises from past events, and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not wholly within the control of the College.

Contingent assets represent possible assets that arise from past events and whose existence will be confirmed only by an occurrence or non-occurrence of one or more uncertain future events not wholly within the control of the College.

Contingent assets and contingent liabilities are not recognised. Contingencies are disclosed in the notes to the annual financial statements (Refer note 43).

Notes to the Annual Financial Statements

	2025 R	2024 R

2. New standards and interpretations

2.1 Standards and interpretations issued, but not yet effective

The College has not applied the following standards and interpretations, which have been published and are mandatory for the College’s accounting periods beginning on or after 01 January 2026 or later periods:

GRAP 2023 Improvements to the Standards of GRAP 2023

The Board undertakes periodic revisions of the Standards of GRAP in line with best practice internationally among standard setters. The Improvements to the Standards of GRAP include changes resulting from amendments to the International Public Sector Accounting Standards and the International Financial Reporting Standards, as well as general improvements identified through consultation with stakeholders. The Improvements to the Standards of GRAP (2023) was approved by the Board and issued in November 2023.

GRAP1 - Presentation of Financial Statements

Narrow scope amendments to the IAS Standard on Presentation of Financial Statements (IAS 1) Feb 2021

Disclosure of Accounting Policies: Changes from “significant accounting policies” to “material accounting policies” because the Standards of GRAP do not define the term “significant”.

General Improvements

- Provide clarity to the terms “publicly available” and “publicly accountable”.

- Remove encouraged disclosures with limited information value.

GRAP2 - Cash Flow Statements

General Improvements

Amend disclosures to read as “useful additional information that may be disclosed” as opposed to “encouraged disclosures”.

GRAP3 - Accounting Policies, Changes in Accounting Estimates and Errors

Narrow scope amendments to IAS 8 Feb 2021

Change in the definition of an accounting estimate because the previous definition was not sufficiently clear.

General Improvements

Clarify that the requirements only apply to Standards of GRAP that are not yet effective for which the Minister of Finance has already determined an effective date.

GRAP13 - Leases

General Improvements

Remove encouraged disclosures with limited information value.

GRAP17 - Property, Plant and Equipment

Improvements to IPSAS 2021

Amendments are made to prohibit proceeds from selling items produced before that asset is available, to be deducted from the cost of property, plant and equipment.

2. New standards and interpretations (continued)

GRAP19 - Provisions, Contingent Liabilities and Contingent Assets

General Improvements

Remove encouraged disclosures with limited information value.

GRAP20 - Related Party Disclosures

General Improvements

Update the definition of "significant influence" to align with the Standard of GRAP on Investments in Associates and Joint Ventures (GRAP 36).

GRAP23 - Revenue from Non-exchange Transactions (Taxes and Transfers)

General Improvements

Remove encouraged disclosures with limited information value.

GRAP31 - Intangible Assets

General Improvements

- Clarify when the Standard of GRAP on Service Concession Arrangements: Grantor (GRAP 32) is applicable.

- Remove reference to fully depreciated assets.

- Remove encouraged disclosures with limited information value.

GRAP104 - Financial Instruments

Improvements to IPSAS 2021

- Interest Rate Benchmark Reform - Amendments to provide a practical expedient not to treat changes in contractual cash flows as a modification.

- Amendments to clarify the fees that an entity includes when it applies the "10 percent" test to derecognise a financial liability.

Narrow scope amendments to the IAS Standard on Presentation of Financial Statements (IAS 1) Feb 2021

Disclosure of Accounting Policies: Changes from "significant accounting policies" to "material accounting policies" because the Standards of GRAP do not define the term "significant".

General Improvements

Remove encouraged disclosures with limited information value.

iGRAP20 - Accounting for Adjustments to Revenue

Narrow scope amendments to IAS 8 Feb 2021

Change in the definition of an accounting estimate because the previous definition was not sufficiently clear.

SOUTH WEST GAUTENG TVET COLLEGE
Annual Financial Statements for the year ended 31 December 2025

Notes to the Annual Financial Statements

	2025	2024 Restated*
	R	R

2. New standards and interpretations (continued)

Directive 12 - The Selection of an Appropriate Reporting Framework by Public Entities

Narrow scope amendments to the IAS Standard on Presentation of Financial Statements (IAS 1) Feb 2021

Disclosure of Accounting Policies: Changes from "significant accounting policies" to "material accounting policies" because the Standards of GRAP do not define the term "significant".

Guideline on The Application of Materiality to Financial Statements

Narrow scope amendments to the IAS Standard on Presentation of Financial Statements (IAS 1) Feb 2021

Disclosure of Accounting Policies: Changes from "significant accounting policies" to "material accounting policies" because the Standards of GRAP do not define the term "significant".

General Improvements

Amendments resulting from the review of the Standard of GRAP on Cash Flow Statements (GRAP 2) and the Standard of GRAP on Presentation of Budget Information in Financial Statements (GRAP 24).

The effective date of these improvements have not yet been set.

The College expects to adopt the improvements for the first time when they become effective.

It is unlikely that the standard will have a material impact on the entity's annual financial statements.

GRAP 1 (amended): Presentation of Financial Statements (Going Concern)

The Board undertook a project in 2021 to consider the guidance and disclosure requirements on going concern in the relevant Standards of GRAP. As an outcome of this project, the Board agreed to include additional guidance and disclosures on going concern in this Standard. Consequential amendments are also made to the Standard of GRAP on Events After the Reporting Date.

Applicability of going concern in the public sector

An entity prepares its financial statements on a going concern basis unless there is an intention to liquidate the entity, to cease operating, or if there is no realistic alternative but to do so. A liquidation or cessation of an entity's operations will result in the termination of all its functions.

In South Africa, specific legislative requirements need to be followed before a decision is taken to liquidate a public sector entity, to cease or scale back its operations, to transfer some or all of its functions to another entity, or to merge one or more entities. The "intention" to liquidate an entity, to cease or scale back its operations, to transfer some or all of its functions to another entity, or to merge one or more entities needs to be established. This intention can be reflected in a number of ways and may encompass legislation passed in Parliament or a provincial legislature, cabinet decision, ministerial order, a decision made by a municipal council, board, council or equivalent, a regulation or a notice, or other official means.

The liquidation or cessation of a public sector entity's operations is rare, and only in the case of dissolution without any continuation of the entity's operations will the going concern basis cease to apply. When all, or some of the functions of an entity are transferred to another entity, or when a decision is taken to merge one or more entities, the application of the going concern basis remains appropriate. This is because the entity's functions will continue to be provided in a modified form, even though they are executed by another entity.

The Board agreed to include explanatory guidance in this Standard on the application of the going concern assumption by public sector entities.

2. New standards and interpretations (continued)

Where some of an entity's functions are transferred in a transfer of functions, and the remaining functions are discontinued, there are two separate transactions. The Board concluded that management should assess these transactions separately based on the functions transferred, those to be discontinued (if any), and those that may be retained and continued (if any), to determine if preparing the entity's financial statements on a going concern basis remains appropriate.

Disclosure on going concern

The Board's project highlighted a need for specific disclosures on going concern, material uncertainties relating to going concern, and actions taken by management to mitigate these uncertainties. Consideration was also given to the practices, guidance and requirements in other countries and/or from other standard-setting bodies on these matters.

To address the diversity in the information disclosed on going concern, the Board agreed to expand the disclosure requirements in this Standard to ensure that consistent disclosures are provided.

The effective date of these revisions have not yet been set.

The College expects to adopt the standard for the first time when it becomes effective.

It is unlikely that the standard will have a material impact on the entity's annual financial statements.

2. New standards and interpretations (continued)

GRAP 104 (as revised): Financial Instruments

Following the global financial crisis, a number of concerns were raised about the accounting for financial instruments. This included that (a) information on credit losses and defaults on financial assets was received too late to enable proper decision-making, (b) using fair value in certain instances was inappropriate, and (c) some of the existing accounting requirements were seen as too rules based. As a result, the International Accounting Standards Board® amended its existing Standards to deal with these issues. The IASB issued IFRS® Standard on Financial Instruments (IFRS 9) in 2009 to address many of the concerns raised. Revisions were also made to IAS® on Financial Instruments: Presentation and the IFRS Standard® on Financial Instruments: Disclosures. The IPSASB issued revised International Public Sector Accounting Standards in June 2018 so as to align them with the equivalent IFRS Standards.

The revisions better align the Standards of GRAP with recent international developments. The amendments result in better information available to make decisions about financial assets and their recoverability, and more transparent information on financial liabilities.

The most significant changes to the Standard affect:

- Financial guarantee contracts issued
- Loan commitments issued
- Classification of financial assets
- Amortised cost of financial assets
- Impairment of financial assets
- Disclosures

The effective date of the revisions is for years beginning on or after 01 April 2025.

The College expects to adopt the revisions for the first time in the 2026 annual financial statements.

The impact of this standard is currently being assessed.

Notes to the Annual Financial Statements

	2025 R	2024 Restated* R

3. Inventories

	2025	2024
Textbooks	24 046 263	29 113 643
Inventories recognised as an expense during the year	18 890 288	19 674 111
Inventory write downs/(gains)		
Stock count net variances [1]	(21 623)	73 862
Adjustments to changes in average cost [2]	(25 833)	(1 638 205)
Amount of write downs to net replacement cost [3]	12 917	1 635 229
Adjustments for non-textbook learner material	(97 759)	-
Closing balance	**(132 298)**	**70 886**

Inventory write downs/(gains)

[1] Stock count variances are due to loses or excess of books in the records when compared to physical books in the bookshops. Stock losses are due to lost books while gains result from previously unrecorded books found in the bookshops.Included in our stock variances would also be an adjustment for study guides, lecturer guides, workbooks, returned textbooks and additional non-textbook learner material previously used at the resource centre.

[2] The changes are average cost of books due to books purchased at different prices result in changes in average cost which is used to measure textbook issued as well as closing inventory. The effect of such changes are reflected as variances.

[3] This is due to the write-down of textbooks to the lower of average cost and their net replacement costs as required by GRAP 12.

Other inventory information

The College treats textbooks as inventory which is distributed to students as part of the all-inclusive tuition fee (property of student), not of the College. Textbooks stock-on hand at year-end are kept for distribution in the following financial year.

Inventories are held and measured at the lower of average cost and current replacement cost. The write-downs of inventory to current replacement cost are reported in the table above and are included in the Statement of Financial Performance in the period they are incurred.

No inventories have been pledged as collateral for liabilities of the College.

SOUTH WEST GAUTENG TVET COLLEGE
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Notes to the Annual Financial Statements

	2025 R	2024 Restated* R

4. Receivables from non-exchange transactions

	2025	2024
Government grants and subsidies	48 287 852	38 288 453
Statutory receivables included in receivables from non-exchange transactions above are as follows:		
DHET Grant Receivable -Operational Grant	38 891 460	37 021 334
DHET Grant Receivable - Skills Development Levy	1 481 894	1 267 119
DHET Grant Receivable - Capital Infrastructure Efficiency Grant	7 914 498	-
	48 287 852	**38 288 453**
Total receivables from non-exchange transactions	48 287 852	38 288 453

Statutory receivables general information

Transactions arising from statute

Funding receivable from DHET arise from non-contracted arrangements as the basis for DHET funding is found in the Continuing Education and Training Act (CET Act) and the National Norms and Standards for Funding Technical and Vocational Education and Training Colleges. Cash receivable from DHET as part of programme funding is regarded as a "statutory receivable."

Interest or other charges levied/charged

The College does not charge any interest on outstanding statutory receivables.

Basis used to assess and test whether a statutory receivable is impaired

No impairment was considered necessary as all DHET receivables were subsequently received after year end.

None of these receivables have been pledged as security for the College's financial liabilities.

The College does not hold any collateral as security.

	2025 R	2024 Restated* R
5. Receivables from exchange transactions		
Gross balances		
Student Debtors	205 001 820	177 238 042
Gauteng City Region Academy Control Account	3 605 975	3 605 975
Prepayments and Building Refunds [5.1]	8 848 647	18 249 604
Other Receivables [5.2]	14 557 833	1 857 269
Creditors with debit balances	540 121	8 110
	232 554 396	**200 959 000**
Less : Allowance for impairment		
Student debtors	(110 969 266)	(92 179 371)
Gauteng City Region Academy Control Account	(3 605 975)	(3 605 975)
	(114 575 241)	**(95 785 346)**
Net balance		
Student debtors	94 032 554	85 058 671
Gauteng City Region Academy Control Account	-	-
Prepayments and Building Refunds[5.1]	8 848 647	18 249 604
Other receivables [5.2]	14 557 833	1 857 269
Creditors with debit balances	540 121	8 110
	117 979 155	**105 173 654**

Student debtors - Ageing		
Current (0 - 30 days)	21 517	157 769
31 - 60 days	-	1 218 893
60 -120 days	887 690	429 466
> 120 days	206 763 076	179 113 408
Unallocated deposits	(2 670 463)	(3 681 494)
	205 001 820	**177 238 042**

Gauteng City Region Academy Control Account - Ageing		
> 120 days	3 605 975	3 605 975

Reconciliation of provision for impairment		
Opening balance	(95 785 346)	(74 437 308)
Contribution to allowance	(18 789 895)	(23 282 366)
Amounts written off as uncollectible	-	1 930 328
Amount recovered	-	4 000
	(114 575 241)	**(95 785 346)**

Receivables from exchange transactions pledged as security

The College did not pledge any of its receivables as security for borrowing purposes.

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Notes to the Annual Financial Statements

5. Receivables from exchange transactions (continued)

Credit quality of receivables from exchange transactions is determined and monitored with reference to historical payment trends. Accordingly, the credit quality of student debtors included in the balance of receivables from exchange transactions is determined internally through the application of the College's own credit policy. Based on the evaluation of the historical payment trends, student debts included in the balance are categorised into the following:

- **High credit quality:** Students included in this category have evidenced no defaults or breaches in the repayments. Students funded by the NSFAS with active registrations in the past three (3) years and those that are self-funded but with history of paying up their accounts on time are included in this category.
- **Medium credit quality:** Students included in this category are prone to late payments, but seldomly default on the entire balance owing. Students who made some payments in the current year are included in this category.
- **Low credit quality:** Students included in this balance includes students that frequently default on their outstanding balances. Students who never made a payment in the whole year, those who have left the College without settling their accounts, those with disputed accounts and those who have been formally presented to Council for write off are included in this category. Further, students funded by NSFAS who have left the College with no active registrations in the past three (3) years are also included in this category since NSFAS is not settling this debt.

Fair value of receivables from exchange transactions

The carrying value of trade and other receivables approximates their fair value. The approach used to determine the fair value is to individually assess receivables based on material amounts and to separate students with bursaries from those who are self-funded.

The ageing of amounts past due but not impaired is as follows:

	2025 R	2024 Restated* R
Category		
Current (0 - 30 days)	1 674	127 926
31 - 60 days	-	1 206 910
91 -120 days	347 232	181 181
> 120 days	93 683 648	83 542 654
	94 032 554	**85 058 671**

Notes to the Annual Financial Statements

	2025 R	2024 Restated* R

5. Receivables from exchange transactions (continued)

Receivables impaired

As of 31 December 2025, receivables of R114 575 241 (2024 :R95 785 346) were impaired and provided for.

The ageing of these receivables is as follows:

Category		
Current (0 - 30 days)	24 133	29 843
31 - 60 days	-	11 980
91 -120 days	572 552	248 285
> 120 days	113 978 556	95 495 238
	114 575 241	**95 785 346**

Other non-financial asset receivables included in receivables from exchange transactions above are as follows:		
Prepayments	(8 848 647)	(18 249 604)
	(8 848 647)	(18 249 604)
Financial asset receivables included in receivables from exchange transactions above	**109 130 508**	**86 924 050**

The creation and release of provision for impaired receivables have been included in the Statement of Financial Performance. Amounts charged to the allowance account are generally written off when there is no expectation of recovering additional cash.

The College does not hold any collateral security.

[5.1] Prepayments and Building refunds

Expenditure prepayments [1]	1 883 047	11 284 004
Building refunds[2]	6 965 600	6 965 600
	8 848 647	**18 249 604**

[1] Expenditure prepayments - This is made up of payments made on behalf of Ekhurhuleni East College, City of Johannesburg and Acrobat Licence prepayments.

[2] Building deposit - This refers to transfer duty on property purchased incorrectly paid which is recoverable since the College is exempt.

[5.2] Other Receivables		
Accrued Income from Standard Bank Fixed Deposit [1]	13 776 987	752 192
Royalty Fees Income [2]	469 833	669 355
Accrued Interest [3]	311 013	435 722
	14 557 833	**1 857 269**

[1] Accrued Income from Standard Bank Fixed Deposit - The College deposited R200 000 000 in Standard Bank fixed deposit account and this is interest that is earned from the fixed deposit amount.

[2] Royalty Fee Income - This is royalty money from Mcmillan Publishers for the current financial year which was received after year end.

[3] Accrued Interest - This is interest from Standard Bank accounts and one ABSA account and relates to interest amount accrued to the College at the end of the current financial year but only received after year end.

SOUTH WEST GAUTENG TVET COLLEGE
Annual Financial Statements for the year ended 31 December 2025

Notes to the Annual Financial Statements

	2025 R	2024 Restated* R

6. Cash and cash equivalents

Cash and cash equivalents consist of:

Bank balances	60 452 048	56 785 479
Short-term deposits	591 333 371	607 710 613
	651 785 419	**664 496 092**

Credit quality of cash at bank and short term deposits, excluding cash on hand

The credit quality of cash at bank and short term deposits, excluding cash on hand can be assessed by reference to external credit ratings (if available) or historical information about counterparty default rates:

Credit rating		
ABSA - F1+ (Fitchs rating)	358 129 770	381 817 977
Investec - F2 (Fitchs rating)	33 907 251	31 590 835
Standard Bank - AA+(zaf) (Fitchs rating)	259 748 398	251 087 280
	651 785 419	**664 496 092**

Cash and cash equivalents pledged as collateral

No cash and cash equivalents were pledged as collateral.

The College had the following bank accounts

Account number / description	**Bank statement balances**		**Cash book balances**	
	31 December 2025	**31 December 2024**	**31 December 2025**	**31 December 2024**
Primary Bank Account - ABSA	703 650	12 300	703 650	12 300
Primary Bank Account - Standard Bank	308 181	1 082 107	308 181	1 082 107
Dobsonville Campus Standard Bank	15 676	81 020	15 676	81 020
George Tabor Standard Bank	22 430	6 932	22 430	6 932
Molapo Standard Bank	35 665	26 448	35 665	26 448
Roodepoort Campus Bank Account -Standard Bank	24 972	122 501	24 972	122 501
Roodepoort West Bank Account - Standard Bank	25 770	37 633	25 770	37 633
Technisa Campus Bank Account - Standard Bank	9 649	4 549	9 649	4 549
ABSA - Main Call	-	5 685 901	-	5 685 901
Standard Bank - Main Call	33 122 736	3 781 106	33 122 736	3 781 106
Learnership Bank Account - Standard Bank	5 172 553	13 029 117	5 172 553	13 029 117
National Skills Fund Bank Account - Standard Bank	5 288 439	1 292 087	5 288 439	1 292 087
Special projects - Standard Bank	9 939 148	27 965 200	9 939 148	27 965 200
Debit Order Account - Standard Bank	386 937	2 698 833	386 937	2 698 833
Student Sponsor Account - Standard Bank	4 386 660	185 826	4 386 660	185 826
Procurement Account - Standard Bank	1 009 582	773 921	1 009 582	773 921
ABSA Investments	357 426 120	376 119 776	357 426 120	376 119 776
Standard Bank Fixed Deposit Account	200 000 000	200 000 000	200 000 000	200 000 000
Investec 1	33 826 265	31 515 113	33 826 265	31 515 113
Investec 2	80 986	75 722	80 986	75 722
Total	**651 785 419**	**664 496 092**	**651 785 419**	**664 496 092**

[1] College is contractually restricted from using National Skills and special projects funds for purposes other than those stipulated in the respective contracts with the funders.

Notes to the Annual Financial Statements

	2025 R	2024 Restated* R

7. Living Resources

	2025			2024		
	Cost / Valuation	Accumulated depreciation and accumulated impairment	Carrying value	Cost / Valuation	Accumulated depreciation and accumulated impairment	Carrying value
Living Resources	604 896	-	604 896	770 663	-	770 663

Reconciliation of biological assets that form part of an agricultural activity - 2025

	Opening balance	Disposals	Deaths	Gains or losses arising from changes in fair value	Total
Living Resources	770 663	(359 599)	(58 925)	252 757	604 896

Reconciliation of biological assets that form part of an agricultural activity - 2024

	Opening balance	Disposals	Deaths	Gains or losses arising from changes in fair value	Total
Living Resources	615 247	-	(27 325)	182 741	770 663

Non-financial information

Quantities of each biological asset	2025	2024
Sheep	58	119
Cattle	9	17
Goats	14	37
Ostriches	11	11
Zebra	2	2
Pigs	35	33
Sable antelope	3	3
Blesbokke	1	1
Impala	1	1
	134	**224**

Pledged as security

There are no living resources that have been pledged as security.

Methods and assumptions used in determining fair value

The College determines fair values of living resources based on the current open market values considering the age of the livestock and their condition in comparison with expected weight and price of livestock at that age. The College appointed an independent professional (M Senda of Mabalengwe Agriculture) to determine the fair values at year-end. M Senda and Mabalengwe are independent of the College. The valuation was done on 31 December 2025.

SOUTH WEST GAUTENG TVET COLLEGE
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Notes to the Annual Financial Statements

	2025 R	2024 Restated* R

8. Investment property

	2025			2024		
	Cost / Valuation	Accumulated depreciation and accumulated impairment	Carrying value	Cost / Valuation	Accumulated depreciation and accumulated impairment	Carrying value
Investment property	57 318 268	(1 068 205)	56 250 063	57 318 268	(58 115)	57 260 153

Reconciliation of investment property - 2025

	Opening balance	Additions	Depreciation	Total
Investment property	57 260 153	-	(1 010 090)	56 250 063

Reconciliation of investment property - 2024

	Opening balance	Additions	Depreciation	Total
Investment property	-	57 318 268	(58 115)	57 260 153

Pledged as security

No investment property had been pledged as security for any liabilities of the College.

Investment property in the process of being constructed or developed

No investment property is in the process of being constructed or developed.

Other information

During the 2024 financial year, the College purchased land and buildings in Crown Mines Johannesburg for the purpose of providing student accommodation. The improvements to the land consist of 3 buildings. The first building is 3 storey with 8 (eight) 2 (two) bed-roomed units to each floor (24 units). Buildings 2 and 3 are 2 storey with 4 (four) 1 (one) bedroom-roomed units to each floor (16 units) making a total of 40 units. Accommodation to each unit include bedrooms, bathroom, lounge and kitchen.

The College intends to rent out the investment property to its students at market-related rentals soon. As the property has been recently purchased, its purchase price of R57 318 268 approximates its fair value at year end. No rentals, compensation from insurers were received in the current year. Also, no direct expenditure has been incurred on the investment property since it has been recently purchased and not yet rented out or improved.

Repairs and Maintenance

No expenditure was incurred on the repair and maintenance of Investment properties.

Notes to the Annual Financial Statements

Figures in Rand

9. Property, plant and equipment

	2025			2024		
	Cost / Valuation	**Accumulated depreciation and accumulated impairment**	**Carrying value**	**Cost / Valuation**	**Accumulated depreciation and accumulated impairment**	**Carrying value**
Buildings	902 433 571	(533 591 297)	368 842 274	858 618 695	(515 168 473)	343 450 222
Computer equipment	136 516 891	(46 156 185)	90 360 706	113 838 491	(36 496 995)	77 341 496
Furniture and fixtures	44 140 706	(21 534 421)	22 606 285	39 999 951	(18 625 043)	21 374 908
Land	48 776 631	-	48 776 631	48 776 631	-	48 776 631
Machinery and Equipment	174 688 411	(48 613 355)	126 075 056	144 575 333	(34 744 961)	109 830 372
Motor vehicles	29 420 849	(5 468 074)	23 952 775	29 420 849	(4 208 154)	25 212 695
Leased Assets	1 673 585	(958 522)	715 063	6 638 747	(4 700 283)	1 938 464
Total	**1 337 650 644**	**(656 321 854)**	**681 328 790**	**1 241 868 697**	**(613 943 909)**	**627 924 788**

Reconciliation of property, plant and equipment - 2025

	Opening balance	Additions	Disposals	Transfers	Depreciation	Impairment loss	Total
Buildings	343 450 222	43 814 877	-	-	(18 422 825)	-	368 842 274
Computer equipment	77 341 496	27 335 306	(1 638 842)	-	(12 115 189)	(562 065)	90 360 706
Furniture and fixtures	21 374 908	4 713 173	(178 373)	-	(3 263 321)	(40 102)	22 606 285
Land	48 776 631	-	-	-	-	-	48 776 631
Machinery and equipment	109 830 372	30 857 621	(221 340)	-	(14 301 711)	(89 886)	126 075 056
Motor vehicles	25 212 695	-	-	-	(1 259 920)	-	23 952 775
Leased Assets	1 938 464	-	-	-	(1 223 401)	-	715 063
	627 924 788	**106 720 977**	**(2 038 555)**	**-**	**(50 586 367)**	**(692 053)**	**681 328 790**

Notes to the Annual Financial Statements

Figures in Rand

9. Property, plant and equipment (continued)

Reconciliation of property, plant and equipment - 2024

	Opening balance	Additions	Disposals	Revaluations	Depreciation	Impairment loss	Total
Buildings	316 295 820	50 250 385	(3 429 852)	(1 724 136)	(17 941 995)	-	343 450 222
Computer equipment	64 913 693	23 462 270	(1 160 292)	-	(9 752 548)	(121 627)	77 341 496
Furniture and fixtures	17 390 749	6 975 530	(106 083)	-	(2 835 646)	(49 642)	21 374 908
Land	25 180 199	23 596 432	-	-	-	-	48 776 631
Machinery and equipment	85 958 672	35 070 167	(114 199)	-	(11 054 798)	(29 470)	109 830 372
Motor vehicles	14 094 330	11 992 256	(642)	-	(873 249)	-	25 212 695
Leased Assets	4 055 656	-	(103 410)	-	(2 013 782)	-	1 938 464
Weapons systems	-	-	-	-	-	-	-
	527 889 119	**151 347 040**	**(4 914 478)**	**(1 724 136)**	**(44 472 018)**	**(200 739)**	**627 924 788**

Pledged as security

The College did not pledge any property, plant and equipment as security.

Notes to the Annual Financial Statements

	2025 R	2024 Restated* R

9. Property, plant and equipment (continued)

Revaluations

The effective date of the revaluations was 31 December 2023. Revaluations were performed by independent valuer, Bennie Marais, a professional valuer, of Inani Valuers.Bennie Marais and Inani Valuers are not connected to the College.

Land and buildings are re-valued independently at least once every three (3) years.

The value of land was established by comparing the College land with similar vacant zoned land sales, called comparable sales adjusting for size, locality, exposure, and zoning.

The method of valuation used for determining the market value of buildings was the Depreciated Replacement Cost Approach and the values were also tested with an alternative use value by incorporating the Income Approach. This resulted in net gain from revaluation of R4 996 832 which was recognised in the Statement of Changes in Net Assets.

These assumptions were based on current market conditions.

- **Effective Age**: Effective age is the age indicated by the condition and utility of a building and was based on a valuer's judgement and interpretation of market perceptions. Actual age is the number of years that have elapsed since building construction was completed. Actual age is the initial element analysed in the estimation of effective age.
- **Remaining Economic Life**: This is the estimated period over which existing improvements/buildings are expected to continue to contribute to property value. The remaining economic life extends from the date of the opinion of value to the end of the improvement's economic life.
- **Depreciation Percentages**: The improvements were assumed to be depreciated by an amount regarded as applicable to that improvement, based on current condition and expected remaining lifespan. Where buildings/improvements are well maintained, the buildings were basically regarded to have a 50-year remaining lifespan.

Assets measured at fair value:	Date of valuation	Total	Significant unobservable inputs (Level 3)
Land	31 December 2023	48 776 631	48 776 631
Buildings	31 December 2023	303 594 361	303 594 361
		352 370 992	**352 370 992**

Significant unobservable valuation inputs

Description	Value
Average Cost per square meter ranges	R7 824 - R9 695
Average cost of land per hectare	R55 000 - R2 200 000

Other information

Had land and buildings been carried at their historical cost, their carrying amounts would have been.

Category	2025	2024
Land	46 602 671	46 602 671
Buildings	247 611 922	259 275 145
	294 214 593	**305 877 816**

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Notes to the Annual Financial Statements

	2025 R	2024 Restated* R

9. Property, plant and equipment (continued)

Reconciliation of Work-in-Progress 2025

	Included within buildings	Included within Machinery and Equipment	Total
Opening balance	46 677 988	19 079 385	65 757 373
Additions/capital expenditure	42 264 090	9 956 887	52 220 977
Transferred to completed items	-	(22 043 645)	(22 043 645)
	88 942 078	**6 992 627**	**95 934 705**

Reconciliation of Work-in-Progress 2024

	Included within buildings	Included within Machinery and Equipment	Total
Opening balance	24 004 714	2 791 931	26 796 645
Additions/capital expenditure	22 673 274	16 287 454	38 960 728
	46 677 988	**19 079 385**	**65 757 373**

Expenditure incurred to repair and maintain property, plant and equipment included in Statement of Financial Performance

	2025	2024
Buildings	35 775 184	28 778 725
Machinery and equipment	57 545	1 073 087
Motor vehicles	436 554	460 554
Furniture and fittings	-	8 970
Computer equipment	177 599	259 936
	36 446 882	**30 581 272**

Deemed cost

	2025	2024
Aggregate of items valued using deemed cost	46 682 060	49 409 130

Deemed cost was determined using fair value and depreciated replacement cost.

Changes in estimates

The College reassesses the useful lives and residual values of items of property, plant and equipment at the end of each reporting period, in line with the accounting policy and GRAP 17 - Property, plant and equipment. These assessments are based on historic analysis, benchmarking, and the latest available and reliable information.

The depreciation methods, average useful lives and residual values of property, plant and equipment have been assessed and based on this analysis, the useful lives and residual values have not been revised.

Notes to the Annual Financial Statements

	2025 R	2024 Restated* R

10. Intangible assets

	2025			2024		
	Cost / Valuation	Accumulated amortisation and accumulated impairment	Carrying value	Cost / Valuation	Accumulated amortisation and accumulated impairment	Carrying value
Computer software	3 926 873	(3 481 178)	445 695	3 475 623	(3 326 808)	148 815

Reconciliation of intangible assets - 2025

	Opening balance	Additions	Amortisation	Total
Computer software	148 815	451 250	(154 370)	445 695

Reconciliation of intangible assets - 2024

	Opening balance	Additions	Amortisation	Total
Computer software	316 187	-	(167 372)	148 815

Changes in estimates

The College reassesses the useful lives and residual values of items of intangible assets at the end of each reporting period, in line with the accounting policy and GRAP 31 - Intangible Assets. These assessments are based on historic analysis, benchmarking, and the latest available and reliable information. The amortisation methods, average useful lives and residual values of intangible assets have been assessed and based on this analysis, there was no change in the estimate of useful lives in the financial year ended 31 December 2025.

11. Other financial assets and liabilities

At amortised cost

	2025 R	2024 Restated* R
NSFAS Financial Liability	(19 531 265)	(19 276 518)
NSFAS Financial Asset	7 890 912	7 981 190
	(11 640 353)	(11 295 328)
	(11 640 353)	**(11 295 328)**
Current assets	7 890 912	7 981 190
Current liabilities	(19 531 265)	(19 276 518)
	(11 640 353)	**(11 295 328)**

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Notes to the Annual Financial Statements

	2025 R	2024 Restated* R

11. Other financial assets and liabilities (continued)

The College receives funding from NSFAS, which is then allocated to students in accordance with the remittance schedules provided. Any resulting balances are either payable to NSFAS or receivable from NSFAS. The table below outlines the breakdown of amounts due to and from NSFAS.

	2025 R	2024 Restated* R
Amounts receivable from NSFAS	(4 955 657)	(4 942 002)
Amounts payable to NSFAS	998 231	998 230
NSFAS funded students with tuition credit balances	18 533 034	18 296 288
Amounts receivable from NSFAS in respect of tuition short payments	(2 935 255)	(3 057 188)
	11 640 353	**11 295 328**

12. Finance lease obligation

	2025 R	2024 Restated* R
Minimum lease payments due		
- within one year	501 475	1 747 101
- in second to fifth year inclusive	585 055	1 086 530
	1 086 530	2 833 631
less: future finance charges	(184 979)	(426 805)
Present value of minimum lease payments	**901 551**	**2 406 826**
Present value of minimum lease payments due		
- within one year	374 918	1 505 275
- in second to fifth year inclusive	526 633	901 551
	901 551	**2 406 826**
Non-current liabilities	526 633	901 551
Current liabilities	374 918	1 505 275
	901 551	**2 406 826**

It is College policy to lease certain office printers under finance leases.

The average lease term was 3 to 5 years and the average effective borrowing rate was 11,41% (2024: 11,41%).

Interest rates are determined at the contract date. All leases have fixed repayments and no arrangements have been entered into for contingent rent.

The College's obligations under finance leases are secured by the lessor's charge over the leased assets. Refer note 9 on Property, plant and equipment.

Notes to the Annual Financial Statements

	2025 R	2024 Restated* R

13. Payables from exchange transactions

	2025	2024
Accruals	868 808	448 364
Accrued leave pay	537 740	391 875
Debtors with credit balances	13 953 888	13 559 773
Housing allowance deposits	761 572	642 318
Other Payables	120 000	-
Other advance deposits	-	39 542
Payroll creditors	1 420 388	126 895
Retentions	8 602 215	5 151 792
Student deposits	12 812	-
Trade payables	12 234 352	10 074 067
	38 511 775	**30 434 626**

The College did not default on any payment of its Creditors. No terms for payment have been re-negotiated by the College.

Fair value of trade and other payables

	2025	2024
Trade payables	12 234 352	10 074 067
Other payables	26 277 423	20 360 559
	38 511 775	**30 434 626**

Trade and other payables reflect their approximate fair values.

Financial liabilities included in payables from exchange transactions

	2025	2024
Payables from exchange transactions	38 511 775	30 434 626
Less payroll creditors	(1 420 388)	(126 895)
Less accrued leave pay	(537 740)	(391 875)
Housing allowance deposits	(761 572)	(642 318)
Financial liabilities	**35 792 075**	**29 273 538**

14. Revaluation reserve

	2025	2024
Opening balance	51 234 577	52 107 699
Change during the year	-	(873 122)
	51 234 577	**51 234 577**

The Revaluation Reserve arises on the revaluation of land and buildings. When revalued land and or buildings are sold, the portion of the revaluation reserve that relates to that asset and is effectively realised, is transferred directly to accumulated surplus.

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Notes to the Annual Financial Statements

	2025 R	2024 Restated* R

15. Tuition and related fees

	2025	2024
Class fees	115 291 215	115 840 994
Examination fees	1 237 546	1 353 600
	116 528 761	**117 194 594**

Breakdown of class fees

	2025	2024
Class Fee: NCV	77 618 250	79 256 216
Class Fee: Report 191	33 891 631	33 664 054
Class Fee: Distance Education	2 353 051	2 920 724
Subject Fee	1 428 283	-
	115 291 215	**115 840 994**

16. Royalty income

	2025	2024
Royalty received	469 833	669 355

Royalties represent income accrued to the College on the sales of books written by College lecturers.

17. Rental of facilities and equipment

Premises

	2025	2024
Hire of Venue [1]	1 175 336	74 617
Sport Field Rentals	101 746	128 214
Hire of Classrooms	600	8 000
	1 277 682	**210 831**

[1] Hire of venue increased in the current year due to leasing out certain portions of the new buildings acquired in the previous year.

18. Other income

	2025	2024
Insurance claim income [3]	1 622 470	951 379
Prescribed credit balances written off [2]	-	309 641
Photocopies	15 104	1 405
Projects Income [1]	122 705 803	108 852 391
Student residence	-	7 632 756
Sundry Income	1 135 341	967 688
	125 478 718	**118 715 260**

[1] Projects income increased due to increases in the number of projects agreements and funding amounts agreed between the College and relevant SETAs.

[2] This relates to student credit balances that had been long outstanding and have now been prescribed and written off to other income in the current year.

[3] Insurance claims increased significantly in the current financial year attributable to insurance proceeds recognised in respect of repairs to classroom facilities following roof leakages, amounting to R1 024 599. In addition, motor vehicle insurance claims amounted to R91 379 in the current year, compared to R104 013 in the prior year, reflecting a slight decrease.

Notes to the Annual Financial Statements

	2025 R	2024 Restated* R

19. Interest revenue

Investments	51 712 484	56 831 585
Bank accounts	4 234 049	7 537 639
	55 946 533	**64 369 224**

20. Government grants & subsidies

Operating grants

National: DHET - Programme Funding [1]	233 346 000	222 125 000
National: DHET - PERSAL Funding [1]	267 619 647	254 724 859
National: DHET - Skills Levy Grant [2]	1 349 574	1 267 119
National: DHET - Capital Infrastructure Efficiency Grant [3]	11 541 665	-
	513 856 886	**478 116 978**

Conditional and Unconditional

Included in above are the following grants and subsidies received:

Unconditional grants received	513 856 886	478 116 978

[1] National: DHET - PERSAL Funding / DHET - Programme Funding

The Department of Higher Education and Training (DHET) funds many of the activities of the College through means of a grant allocation. Programme Funding is the portion of the funding which is paid to the College in cash.

The Department of Higher Education and Training (DHET) funds many of the activities of the College through means of a grant allocation. PERSAL Funding is for the portion of funding that is paid via the National Treasury's PERSAL payroll.

[2] National: DHET - Skills Levy Grant

The College received this grant from the National Department of Higher Education and Training (DHET) to fund training and skills development of College employees.

[3] National: DHET - Capital Infrastructure Efficiency Grant

The Department of Higher Education and Training (DHET) funds the repairs and maintenance on infrastructure through the DHET Capital Iinfrastructure Efficiency Grant.

21. Public contributions and donations

Assets received as donations	4 200 000	212 215

22. Services in kind revenue

Free use of the land belonging to other organs of state	1 826 189	1 747 643

Services in kind

Notes to the Annual Financial Statements

	2025 R	2024 Restated* R

22. Services in kind revenue (continued)

Notional rental expense

Notional rent on land	1 826 189	1 747 643

The College recognised notional rental for the current and the prior year for the rental benefit which the College is deemed to have paid on the campuses that they do not have title deeds on the land. The College does not have title deeds on Molapo (Erf 1874 Molapo), George Tabor (Erf 1440, Dube) and Dobsonville (Erf 14782, Dobsonville) campuses. The land has been valued at R 34 363 770 at 31 December 2023 by an independent valuer.

The deemed right of use of the land is significant to its operations and/or service delivery objectives as the land is used for learning purposes which generates economic benefits for the College. A professional valuer calculated the notional rental benefit for these campuses for both the current and prior year. The College submitted offers to purchase these properties from the City of Johannesburg in the previous year and is awaiting their responses.

23. Employee related costs

Basic	28 047 985	29 278 135
DHET Management fee cost - Salaries and wages	267 619 647	254 724 859
Bonus	1 018 338	699 884
SDL	293 754	292 981
Leave pay provision charge	145 865	53 512
Contributions for UIF, pensions and medical aids	1 752 489	1 239 413
Travel, motor car, accommodation, subsistence and other allowances	2 601 706	6 053 510
Overtime payments	626 599	653 780
Council attendance fees	842 152	425 773
Part time claims	7 161 091	7 511 063
	310 109 626	**300 932 910**

In terms of the CET Act, employees employed by DHET have dual accountability towards the Council and DHET. The College has a formal process of approving new posts based on operational needs and availability of funds before recruitment.

Remuneration of the Principal

Annual Remuneration	894 859	842 218
Airtime Allowance	24 000	24 000
Bonuses	75 000	70 981
Contributions to UIF, Medical and Pension Funds	128 247	121 656
Other allowances	182 715	169 994
	1 304 821	**1 228 849**

Remuneration of the Deputy Principal: Corporate Affairs and Planning

Annual Remuneration	945 390	886 198
Airtime Allowance	18 000	18 000
Bonuses	79 013	74 894
Contributions to UIF, Medical and Pension Funds	136 394	131 513
Other allowances	84 027	97 425
	1 262 824	**1 208 030**

Notes to the Annual Financial Statements

	2025 R	2024 Restated* R

23. Employee related costs (continued)

Remuneration of Chief Financial Officer

Annual Remuneration	737 772	694 836
Airtime Allowance	18 000	18 000
Contributions to UIF, Medical and Pension Funds	95 122	90 329
Other allowances	218 468	207 886
	1 069 362	**1 011 051**

Remuneration of the Deputy Principal:Registry

Annual Remuneration	747 743	694 836
Airtime Allowance	18 000	18 000
Bonuses	58 560	55 931
Contributions to UIF, Medical and Pension Funds	95 845	90 329
Other allowances	170 339	149 679
	1 090 487	**1 008 775**

Remuneration of the Acting Deputy Principal : Academic Affairs and Operations

Annual Remuneration	798 063	623 967
Airtime Allowance	18 000	19 000
Bonuses	67 077	56 236
Contributions to UIF, Medical and Pension Funds	110 948	124 461
Other allowances	82 610	29 115
	1 076 698	**852 779**

24. Depreciation and amortisation

Property, plant and equipment	50 586 367	44 472 017
Investment property	1 010 090	58 115
Intangible assets	154 370	167 372
	51 750 827	**44 697 504**

25. Finance costs

Finance leases	245 287	519 944
Bank	-	4 628
Late payment of suppliers	19 809	33 162
	265 096	**557 734**

26. Lease rentals on operating lease

Premises		
Contractual amounts	2 927 666	6 025 220
Equipment		
Contractual amounts	1 077 338	454 921
	4 005 004	**6 480 141**

Notes to the Annual Financial Statements

	2025 R	2024 Restated* R

27. Debt impairment

Debt impairment	18 789 896	23 282 366

28. Repairs and Maintenance

Buildings	35 775 184	28 778 725
Machinery and equipment	57 545	1 073 087
Motor vehicles	436 554	460 554
Furniture and fittings	-	8 970
Computer equipment	177 599	259 937
	36 446 882	**30 581 273**

29. Books and learning material

Textbooks	18 890 288	19 674 111
Other learner materials	2 396 239	4 399 131
	21 286 527	**24 073 242**

30. Contracted services

Gardening Services	2 350 239	2 475 448
Cleaning Services	9 748 115	8 816 812
Security Services	35 131 464	30 096 549
Internal audit services	1 781 310	2 004 502
	49 011 128	**43 393 311**

31. Learnership project stipend

Student support - Stipends	58 874 472	48 446 021

Notes to the Annual Financial Statements

32. Operating expenses

	2025 R	2024 Restated* R
Advertising tenders	216 148	376 284
Assets expensed	143 108	418 106
Auditors remuneration	4 278 382	3 238 058
Bank charges	611 436	920 394
COIDA expenses	573 707	59 429
Catering	4 600 862	9 686 136
Cleaning	126 718	61 342
Consumables	14 495 979	16 184 545
Fines and penalties	177 974	3 151
Fuel and oil	1 739 009	2 565 355
Groceries	3 286 366	3 858 760
Insurance	9 702 216	9 297 766
Invigilators' and examiners' fees	2 701 549	2 859 897
License fees	4 343 749	4 908 242
Livestock feed	2 744 269	6 913 824
Moderators' fees	167 369	141 634
Motor vehicle expenses	499 649	362 010
Other expenses	615 527	417 755
Placement fees	454 489	315 411
Postage and courier	-	8 791
Program costs	32 151 547	49 365 149
Rates and taxes	-	61 482
Refuse and sanitation services	6 281 979	8 942 318
Rental of equipment	446 422	845 934
Staff welfare	21 649	324 391
Student support services	3 778 643	3 655 944
Subscriptions and membership fees	1 941 868	1 097 782
Travel - local	7 473 554	7 214 005
Tuition subsidy	-	1 120 771
Uniform and protective clothing	11 961 453	12 291 075
Water and electricity	11 194 769	7 000 587
Travel - overseas	221 526	-
	126 951 916	**154 516 328**

33. Marketing expenses

	2025 R	2024 Restated* R
Advertising	617 128	2 175 718
Branding	1 709 953	1 642 843
Brochures and prospectus	1 482 499	1 325 539
Campaigns and promotions	323 950	58 947
College events	1 542 364	1 991 477
Corporate clothing	197 600	158 434
Corporate gifts	119 800	1 031 999
Diploma ceremony	31 913	568 900
E-Media (Websites)	119 280	83 160
Media printing publications	129 136	398 816
School visits / career exhibition	34 753	-
Open days	4 520	62 734
	6 312 896	**9 498 567**

34. Printing and stationery

	2025 R	2024 Restated* R
Printing and stationery	13 311 585	16 994 217

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Notes to the Annual Financial Statements

35. Consulting and Professional fees

	2025 R	2024 Restated* R
Consulting services	34 667 279	27 446 708
Legal fees	490 280	192 326
	35 157 559	**27 639 034**

36. Telephone and internet

	2025 R	2024 Restated* R
Telephone	5 388 926	6 394 504
Data costs	3 505 126	6 067 079
	8 894 052	**12 461 583**

37. Training

	2025 R	2024 Restated* R
Training and staff development	23 317 320	34 149 474

38. Fair value adjustments

	2025 R	2024 Restated* R
Living resources	252 758	182 741

39. Impairment of assets

	2025 R	2024 Restated* R
Impairments		
Property, plant and equipment	692 053	200 741

40. Cash generated from operations

	2025 R	2024 Restated* R
Surplus (deficit)	50 634 973	(3 278 246)
Adjustments for:		
Depreciation and amortisation	51 750 827	44 697 504
Loss on disposal of assets and liabilities	2 071 540	4 982 969
Fair value adjustments	(252 758)	(182 741)
Finance costs - Finance leases	245 287	519 944
loss on foreign exchange	(4 480)	(392)
Impairment loss	692 053	200 741
Debt impairment	18 789 896	23 282 366
Inventory losses or write-downs	132 299	70 886
Debtors with credit balances written off	-	(309 641)
Public contributions and donations	(4 200 000)	(212 215)
Services in kind revenue	(1 826 189)	(1 747 643)
Notional rental expense	1 826 189	1 747 643
DHET - PERSAL Funding recognised	(267 619 647)	(254 724 859)
DHET Management fee cost recognised	267 619 647	254 724 859
Changes in working capital:		
Inventories	4 935 081	2 157 556
Receivables from exchange transactions	(31 595 395)	(17 524 613)
Receivables from non-exchange transactions	(9 999 398)	(5 966 501)
Other Financial Liabilities	345 024	2 831 589
Payables from exchange transactions	8 081 628	(20 561 917)
	91 626 577	**30 707 289**

Notes to the Annual Financial Statements

	2025 R	2024 Restated* R

41. Financial instruments disclosure

Fair value of financial instruments

The management of the College is of the opinion that the carrying value of financial assets and financial liabilities recorded at amortised cost in the annual financial statements approximate their fair values. In accordance with GRAP 104 the fair values of financial assets and financial liabilities, together with their carrying amounts shown in the Statement of financial position, are as follows:

Categories of financial instruments

2025

Financial assets

	At amortised cost	Total
Receivables from exchange transactions	109 130 508	109 130 508
Cash and cash equivalents	651 785 419	651 785 419
	760 915 927	**760 915 927**

Financial liabilities

	At amortised cost	Total
Payables from exchange transactions	35 792 075	35 792 075
Other financial liabilities	11 640 353	11 640 353
Finance lease liabilities	901 551	901 551
	48 333 979	**48 333 979**

2024

Financial assets

	At amortised cost	Total
Receivables from exchange transactions	86 924 050	86 924 050
Cash and cash equivalents	664 496 092	664 496 092
	751 420 142	**751 420 142**

Financial liabilities

	At amortised cost	Total
Payables from exchange transactions	29 273 538	29 273 538
Other financial liabilities	11 295 328	11 295 328
Finance lease liabilities	2 406 826	2 406 826
	42 975 692	**42 975 692**

Financial instruments in Statement of financial performance

2025

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	2025 R	2024 Restated* R

41. Financial instruments disclosure (continued)

	At amortised cost	Total
Interest income (calculated using effective interest method) for financial instruments at amortised cost	55 946 533	55 946 533
Interest expense (calculated using effective interest method) for financial instruments at amortised cost	(265 096)	(265 096)
Impairment loss	(18 789 896)	(18 789 896)
	36 891 541	**36 891 541**

2024

	At amortised cost	Total
Interest income (calculated using effective interest method) for financial instruments at amortised cost	64 369 224	64 369 224
Interest expense (calculated using effective interest method) for financial instruments at amortised cost	(557 734)	(557 734)
Impairment loss	(23 282 366)	(23 282 366)
	40 529 124	**40 529 124**

42. Commitments

Authorised capital expenditure

	2025	2024
Already contracted for but not provided for		
• Property, plant and equipment - Buildings	11 016 818	50 456 576
Total capital commitments		
Already contracted for but not provided for - Property, plant and equipment - Buildings	11 016 818	50 456 576

Authorised operational expenditure

Total commitments

	2025	2024
Total commitments		
Authorised capital expenditure	11 016 818	50 456 576

This committed expenditure relates to capital expenditure and will be financed by retained surpluses, existing cash resources, future tuition fees and government funding.

	2025 R	2024 Restated* R

43. Contingencies

Contingent liabilities

	2025 R	2024 Restated* R
Mahlate Trading [1]	223 901	223 901
Zamokuhle Magasesela & Mxolisi Mhlongo [2]	30 000	30 000
Moloi Projects [3]	4 545 686	4 545 686
Rodney Phakula [4	-	-
Sebola [5]	328 093	-
Edith K Moeketsi [6]	192 159	-
Siyabulela Tshoko [7]	130 820	-
Dikgaetsedi Trading And Projects [8]	-	-
	5 450 659	**4 799 587**

Contingent assets

	2025 R	2024 Restated* R
Mankebe Group [9]	685 448	685 448

[1] Mahlate Trading case 2350/19 - The contractor is claiming for unfinished building refurbishments amounting to R233 901. The college's lawyers and management consider the likelihood of the action against the college being successful as unlikely, and the case should be resolved within the next year. The legal costs are estimated at R50 000 and an amount of R223 901 is payable in the event that the colleges loses the case.

[2] Zamokuhle Magasesela and Mxolisi Mhlongo - Employees' investigated for improperly transferring College money into unknown account numbers. Matter pending finalisation of investigation. The amount claimed from the College is R30 000 and the legal costs are estimated at R100 000.

[3] Moloi projects case 071914/2023 - Moloi was a contractor of the College building some structures at Roodeport West and they forgot to claim a retention amount of R 120 000 in 2012 and is now claiming R4 545 686 with interest from the College. The lawyers are of the opinion that the case will be dismissed in favour of the College.

[4] Rodney Phakula Case - A former employee was dismissed from the College after arbitration. The former employee took the College to court in a bid to be reinstated. The lawyers estimate the probability of success of his application to be very low.

[5] Sebola case 2025-181752 - The applicants referred an unfair labour practice dispute to the GPSSBC alleging that they were demoted following a job evaluation. They were awarded 10 months' compensation. The College has appealed the award at the High court. The amount claimed from the college is R 328 092.50 and the legal costs are estimated at R 200 000.

[6] Edith K Moeketsi case JR1280/17 - A former employee is claiming monies amounting to R192 159 against the College under a parity principle. The matter is under review application. The College's lawyers and management consider the likelihood of the action against the College being successful as unlikely, and the case should be resolved within the next year. In the event that the College loses out, the attorneys estimate the amount payable to be R192 159 and legal costs are estimated at R200 000.

[7] Siyabulela Tshoko 2025-189779 - The applicant approached the Labour Court for default judgment against the College after he was awarded four months' compensation for the excessive suspension during the internal disciplinary process. The amount claimed from the College is R 130 820.00 and the legal costs are estimated at R 50 000.

[8] Dikgaetsedi Trading And Projects - The applicant is a contractor providing security services to the College. The applicant wants the College to pay bonuses to its employees based on a purported verbal agreement they claim to have with an unnamed member of the College staff. This is not in line with the terms of the Service Level Agreement signed by the College and the Security Company. The College is disputing this claim. Dikgaetsedi Trading and Projects has not yet mention the amount they are claiming from the College. The estimated legal cost is R 400 000.

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	2025 R	2024 Restated* R

43. Contingencies (continued)

[9] Mankebe Group case 19/22071 - The College is suing the service provider R685 448 for services paid but not delivered. The College lawyers consider that the College has good prospect in recovering R685 448. Based on the partial delivery of school bags that was made by the service provider, the service provider might lodge a counter claim of about R11 051. The legal fees payable is estimated to be R300 000.

44. Related parties

Relationships

College Council	Ms. N. Lamula (Chairperson) Mr. T. Buthelezi (Deputy Chairperson) Ms. A. Ngqalakwezi Mr. T. Yako Dr. O. Loki Mr. S. Manthata Mr. J. Monyamane (The Principal) Mr. T. Sekobane Ms. N. Nqwaba Ms. M. Qhinebe Mr. Z. Dlamini Mr. L.A. Nengovhela Ms. T. Mathabatha Mr. R.J. Motlogelwa Mr. M. Mhlongo (SRC president) Ms. T. Mogane (SRC Secretary General)
Minister of Higher Education and Training	Mr. B. K. Manamela (From 21 July 2025) Dr. N. Nkabane (up to 21 July 2025)
Controlling entity	Department of Higher Education and Training (DHET)
Members of the management of DHET	No transactions were entered in to with such individuals.
Under common control of DHET	Other TVET Colleges All Sector Education and Training Authorities (SETAs) National Skills Fund (NSF) National Student Financial Aid Scheme (NSFAS) Community Colleges Centre of Specialisation (CoS) South African Qualifications Authority (SAQA) Council on Higher Education (CHE) Quality Council for Trades and Occupations (QCTO)
Members of key management	Mr. M.J. Monyamane (Principal) Mr . S. Sibanda (Chief Financial Officer) Mr. M.J. Makola (Deputy Principal : Registry) Mr. A. Schlemmer (Deputy Principal : Corporate Services) Ms. K.S. Mashale Deputy Principal : Academic Affairs)
Close family members of key management	No transactions were entered in to with such individuals.

Notes to the Annual Financial Statements

	2025 R	2024 Restated* R

44. Related parties (continued)

Related party balances

Balances are unsecured and based on the normal trade policy of the College.

Amounts included in receivables (Payables) regarding related parties:

	2025	2024
National Department of Higher Education and Training		
DHET: Program funding (Refer Note 4)	48 287 852	38 288 453
Student assistance schemes		
NSFAS bursaries (Refer Note 11)	(19 531 265)	(11 295 328)

National Department of Higher Education and Training

The College receives funding from this department for projects as well as payment of employee remuneration. The projects consist of a combination of upfront funding as well as the College incurring expenditure and claiming from the funder.

Student assistance schemes

The College receives student funding from these entities relating to student fees, student allowances as well as other expenditure incurred as per the agreements entered.

SETA's

The College receives funding from these entities in relation to training programmes provided or administered by the College. Some entities pay the funding upfront while funding from other entities is received as goals/milestones are reached.

	2025	2024
DHET Management fee cost		
Programme funding: Grants paid via PERSAL (Refer Note 23)	267 619 647	254 724 859
Grants and funds received		
DHET - PERSAL Funding - Service in kind (Refer Note 20)	267 619 647	254 724 859
DHET - Other income (Included in sundry income Refer Note 18)	-	175 155
DHET - Operational grant (Refer Note 20)	233 346 000	222 125 000
DHET - Capital Infrastructure Efficiency Grant (Refer Note 20)	11 541 665	-
DHET - Skills Development Funding (Refer Note 20)	1 349 574	1 267 119
LGSETA [1]	2 448 135	2 919 194
INSETA [1]	1 342 422	6 113 189
FoodBev SETA [1	20 659 288	16 888 990
CATHSSETA [1]	525 000	457 100
PSETA [1]	-	530 170
National Skills Fund [1]	6 844 653	11 821 446
CHIETA [1	4 250 950	3 355 200
TETA [1]	13 945 000	11 173 138
MICT SETA [1]	3 564 161	705 646
FP & MSETA [1]	8 017 915	2 239 280
HW SETA [1]	1 678 200	21 875
MQA SETA [1]	6 311 733	1 671 750
W & R SETA [1]	1 914 334	2 579 850
SASSETA [1]	7 809 050	4 830 016

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	2025 R	2024 Restated* R

44. Related parties (continued)

	2025	2024
AgriSETA [1]	3 494 900	2 831 450
ETDPSETA Grant [1]	4 077 915	2 283 847
EWSETA [1]	177 001	-
INSETA Bursary [1]	-	482 843
W & R SETA Bursary[1]	1 549 778	402 295
Construction SETA Grant [1]	2 213 926	643 274
FASSET Grant [1]	10 013 950	1 412 350
MICTSETA TVET Bursary [1]	1 340 501	449 927
Limpopo Community Education and Training College [1]	900 000	-
Western TVET College [1]	-	18 850
QCTO [1]	154 800	-
Bankseta Grant [1]	502 275	-
MerSETA [1]	2 882 188	19 482 331
National Student Financial Aid Scheme (Receipts for the year)	81 628 196	94 148 831
	702 103 157	**665 754 975**

[1] These are reported in projects revenue under other income on note 18. The transactions above were concluded at arm's length.

Key management information

College Council's emoluments

Council

2025

Name	Fees for services as a member of management	Total
Ms. N. Lamula (Chairperson)	100 870	100 870
Mr.Z.Dlamini	93 865	93 865
Mr. S. Manthata	88 430	88 430
Mr. L.A. Nengovhela	31 713	31 713
Mr. T Yako	108 173	108 173
Dr. O Loki	92 553	92 553
Ms. A Ngqalakwezi	109 711	109 711
Mr. J. Motlogelwa	9 171	9 171
	634 486	**634 486**

Notes to the Annual Financial Statements

	2025 R	2024 Restated* R

44. Related parties (continued)

2024

Name	Council fees	Total
Ms. N. Lamula (Chairperson) (Term on 31 March 2024 and Re-appointed on 22 May 2024)	98 249	98 249
Mr.Z.Dlamini (Ex-Chairperson) (Term on 31 March 2024 and Re-appointed on 22 May 2024)	38 452	38 452
Mr. S. Manthata (Term ended on 31 March 2024)	30 216	30 216
Mr. A.G. Netshimbupfe (Term ended on 31 March 2024)	22 231	22 231
Ms. M. Liau (Term ended on 31 March 2024)	6 892	6 892
Ms. FM Mazibuko Term ended on 31 March 2024)	19 169	19 169
Mr. MM Magoele (Resigned on 31 March 2024)	17 675	17 675
Mr. L.A. Nengovhela (Term ended on 31 March 2024)	21 920	21 920
Mr. M. Vatsha (Term ended on 31 March 2024)	23 137	23 137
Mr. T Yako (Appointed 22 May 2024) (New)	46 449	46 449
Dr. O Loki (Appointed 22 May 2024) (New)	51 191	51 191
Ms. A Ngqalakwezi (Appointed 22 May 2024) (New)	50 192	50 192
	425 773	**425 773**

Key management personnel

Key management personnel's detailed emoluments have been disclosed on note 23 - Employee related costs.

45. Risk management

Financial risk management

The College’s activities expose it to a variety of financial risks: market risk (including currency risk, fair value interest rate risk, cash flow interest rate risk and price risk), credit risk and liquidity risk.

The College’s overall risk management program focuses on the unpredictability of financial markets and seeks to minimise potential adverse effects on the College’s financial performance. The College provide written principles for overall risk management, as well as written policies covering specific areas, such as foreign exchange risk, interest rate risk, credit risk and investment of excess liquidity.

Liquidity risk

The College’s risk to liquidity is a result of the funds available to cover future commitments. The College manages liquidity risk through an ongoing review of future commitments and credit facilities. Cash flow forecasts are prepared and monitored.

The table below analyses the College’s financial assets and liabilities into relevant maturity groupings based on the remaining period at the statement of financial position to the contractual maturity date. The amounts disclosed in the table are the contractual undiscounted cash flows. Balances due within 12 months equal their carrying balances as the impact of discounting is not significant.

31 December 2025	Within 1 year	2 to 5 years	5 years+	Total
Receivables from exchange transactions	109 130 508	-	-	109 130 508
Cash and cash equivalents	651 785 419	-	-	651 785 419
Payables from exchange transactions	(35 792 075)	-	-	(35 792 075)
Other financial liabilities	(19 531 265)	-	-	(19 531 265)
Finance Lease Liabilities	(374 918)	(526 633)	-	(901 551)
	705 217 669	**(526 633)**	**-**	**704 691 036**

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	2025 R	2024 R

45. Risk management (continued)

31 December 2024	Within 1 year	2 to 5 years	5 years+	Total
Receivables from exchange transactions	86 924 050	-	-	86 924 050
Cash and cash equivalents	664 496 092	-	-	664 496 092
Payables from exchange transactions	(29 273 538)	-	-	(29 273 538)
Other financial liabilities	(19 276 518)	-	-	(19 276 518)
Finance Lease Liabilities	(1 505 275)	(901 551)	-	(2 406 826)
	701 364 811	**(901 551)**	**-**	**700 463 260**

The College expects to meet its obligations from operating cash flows and proceeds of maturing financial assets as well as future funding from the DHET.

Credit risk

Credit risk refers to the risk that a counterparty will default on its contractual obligations resulting in financial loss to the College.

Credit risk consists mainly of cash deposits, cash equivalents and receivables from exchange transactions. The College only deposits cash with major banks with high-quality credit standing and limits exposure to any one counterparty.

Receivables from exchange transactions comprise a widespread customer base, comprising mainly of students of the College. Students who apply for grant funding are, generally, a lower risk. Other students are not evaluated in terms of credit risk.

Financial assets exposed to credit risk at year end were as follows:

Financial instrument	2025	2024
Receivables from exchange transactions	109 130 508	86 924 050
Cash and cash equivalents	651 785 419	664 496 092
	760 915 927	**751 420 142**

Market risk

Interest rate risk

Interest rate risk is defined as the risk that the fair value or future cash flows associated with a financial instrument will fluctuate in the amount as a result of market interest rate changes.

As the College has no significant interest-bearing assets, the College's income and operating cash flows are substantially independent of changes in market interest rates.

As the College has no significant interest-bearing financial liabilities, the College's income and operating cash flows are substantially independent of changes in market interest rates except for the effect of interest received on cash placed on call accounts.

Cash flow interest rate risk

Financial instrument	Current interest rate	Due in less than a year	Due in one to two years	Due in two to three years	Due in three to four years	Due after five years
Bank balances	10,00 %	60 452 048	-	-	-	-
Short-term deposits	6,00 %	591 333 371	-	-	-	-

	2025 R	2024 R

45. Risk management (continued)

Price risk

Price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices (other than those arising from interest rate or currency risk), whether those changes are caused by factors specific to the individual financial instrument or its issuer, or factors affecting all similar financial instruments traded in the market.

The College does not have any financial instruments that are affected by the price risk.

46. Prior-year adjustments

The College's annual financial statements have been prepared in accordance with Standards of Generally Recognised Accounting Practice (GRAP). The basis is consistent with the prior year except for restatements reflected below.

Accounts payable and expenditure

During the finalisation of current year annual financial statements, the College identified some errors relating to accounts payable reported in the prior year. There were instances where trade creditors and accruals' invoices were omitted from the general ledger while some invoices were recorded in an incorrect period. These items have been corrected and prior period amounts adjusted retrospectively in accordance with GRAP 3 – Changes in Accounting Policies, Accounting Estimates and Errors. The impact of the corrections on the surplus and opening accumulated surplus for the previous year is tabulated below:

Error details	Payables from exchange transactions	Marketing expenses	Operating Expenses	Telephone and internet	Training and staff development	Accumulated Surplus
Recognition of omitted invoices	(317 708)	104 988	125 216	-	87 504	-
Reversal of invoice captured in an incorrect period	201 043	115 460	-	(316 503)	-	-
Reversal of an invalid invoice	9 210	-	-	-	-	(9 210)
	(107 455)	**220 448**	**125 216**	**(316 503)**	**87 504**	**(9 210)**

Property, Plant and Equipment, Investment Property and Intangible Assets

The College identified certain items of property, plant and equipment which were burnt and not accounted for, other buildings which were affected by a sinkhole at the end of the previous year and some expenses that were capitalised in error. This resulted in misstatements in the valuation and depreciation of the affected assets. This has been corrected and prior period amounts adjusted retrospectively in accordance with GRAP 3 – Changes in Accounting Policies, Accounting Estimates and Errors. Associated disclosures were ammended accordingly. The impact of corrections of these errors is tabulated below:

Error details	Property, plant and equipment	Depreciation and amortisation	Intangible assets	Investment property	Loss on disposal of assets
Derecognition of buildings affected by sink hole in 2024	(3 429 852)	-	-	-	3 429 852
Depreciation and loss adjustments for 2024	(474 890)	400 576	(251)	(2 767)	77 332
	(3 904 742)	**400 576**	**(251)**	**(2 767)**	**3 507 184**

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	2025 R	2024 R

46. Prior-year adjustments (continued)

Error details	Property, plant and equipment	Revaluation reserve	Accumulated Surplus
Transfer of revaluation surplus related to assets disposals	-	(851 013)	851 013
Recognition of impairment for burnt building	(1 724 136)	1 724 136	-
Expense Capitalised in error	(455 458)	-	455 458
	(2 179 594)	**873 123**	**1 306 471**

Corrections relating to Receivables from Non-exchange transactions presentation and disclosures

In the previous year, the College reported disclosures on Statutory Receivables as a combined amount without itemising them in Note 4. This has been changed in the current year were the Statutory Receivables have been itemised to show relevant components with prior year amounts restated accordingly. The College believes that itemising them helps users to understand its financial statements better.

Commitments	As previously reported	Correction of error	Restated
Property, plant and equipment - Buildings	23 724 726	(12 994 181)	10 730 545

Notes to the Annual Financial Statements

	2025 R	2024 R

46. Prior-year adjustments (continued)

Statement of financial position

	Note	As previously reported	Correction of error	Re-classification	Restated
Inventories	3	29 113 643	-	-	29 113 643
Receivables from non-exchange transactions	5	38 288 453	-	-	38 288 453
Receivables from exchange transactions	4	105 173 654	-	-	105 173 654
Cash and cash equivalents	6	664 496 092	-	-	664 496 092
Living resources	7	770 663	-	-	770 663
Investment property	8	57 262 921	(2 768)	-	57 260 153
Property, plant and equipment	9	634 009 124	(6 084 335)	-	627 924 789
Intangible assets	10	149 066	(251)	-	148 815
Other financial liabilities	11	(11 295 328)	-	-	(11 295 328)
Finance lease obligation (Current)	12	(1 505 275)	-	-	(1 505 275)
Finance lease obligation (Non-current)	12	(901 551)	-	-	(901 551)
Payables from exchange transactions	13	(30 327 171)	(107 455)	-	(30 434 626)
Revaluation reserve	14	(52 107 699)	873 122	-	(51 234 577)
Accumulated surplus		(1 433 126 592)	5 321 687	-	(1 427 804 905)
		-	-	-	-

Statement of financial performance

	Note	As previously reported	Correction of error	Re-classification	Restated
Tuition and related fees	15	(117 194 594)	-	-	(117 194 594)
Royalty income	16	(669 355)	-	-	(669 355)
Rental of facilities and equipment	17	(210 832)	-	-	(210 832)
Recoveries		(8 463)	-	-	(8 463)
Other income	18	(118 715 260)	-	-	(118 715 260)
Interest revenue	19	(64 369 224)	-	-	(64 369 224)
Government grants and subsidies	20	(478 116 978)	-	-	(478 116 978)
Public contributions and donations	21	(212 215)	-	-	(212 215)
Services in kind revenue	22	(1 747 643)	-	-	(1 747 643)
Employee related and DHET management fee costs	23	300 932 910	-	-	300 932 910
Depreciation and amortisation	24	44 296 928	400 576	-	44 697 504
Finance costs	25	557 734	-	-	557 734
Lease rentals on operating lease	26	6 480 141	-	-	6 480 141
Debt impairment	27	23 282 366	-	-	23 282 366
Repairs and maintenance	28	30 581 272	-	-	30 581 272
Books and learning material	29	24 073 242	-	-	24 073 242
Contracted services	30	43 393 311	-	-	43 393 311
Learnership project stipend	31	48 446 021	-	-	48 446 021
Notional rental expense	22	1 747 643	-	-	1 747 643
Operating Expenses	32	154 391 110	125 216	-	154 516 326
Marketing expenses	33	9 278 118	220 448	-	9 498 566
Printing and stationery	34	16 994 217	-	-	16 994 217
Consulting and professional fees	35	27 639 034	-	-	27 639 034
Telephone and internet	36	12 778 086	(316 503)	-	12 461 583
Training and staff development	37	34 061 970	87 504	-	34 149 474
Loss on disposal of assets		1 475 785	3 507 184	-	4 982 969
Fair value adjustments		(182 741)	-	-	(182 741)
Gain on foreign exchange	7&38	(392)	-	-	(392)
Impairment of assets	39	200 741	-	-	200 741
Inventories losses/write-downs	3	70 886	-	-	70 886
Surplus for the year		**(746 182)**	**4 024 425**	**-**	**3 278 243**

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Notes to the Annual Financial Statements

	2025 R	2024 R

46. Prior-year adjustments (continued)

Cash flow statement

Cash flow from operating activities	As previously reported	Correction of error	Reclassifications	Total
Tuition and related fees	100 514 428	-	-	100 514 430
Government grants and subsidies	217 425 619	-	-	217 425 619
Interest income	89 621 290	-	-	89 621 290
Rental of facilities and equipment	210 832	-	-	210 832
Other receipts	111 368 837	-	-	111 368 837
Employee costs	(46 393 649)	-	-	(46 393 649)
Suppliers	(442 002 278)	-	-	(442 002 278)
Finance costs	(37 790)	-	-	(37 790)
	30 707 289	**-**	**-**	**30 707 291**

Cash flow from investing activities	As previously reported	Correction of error	Reclassifications	Total
Purchase of property, plant and equipment	(151 134 836)	-	-	(151 134 834)
Purchase of investment property	(57 318 268)	-	-	(57 318 268)
	(208 453 104)	**-**	**-**	**(208 453 102)**

Cash flow from financing activities	As previously reported	Correction of error	Reclassifications	Total
Finance lease payments	(2 703 303)	-	-	(2 703 301)

Cash generated from operations (Note 40)	As previously reported	Correction of error	Reclassifications	Restated
Surplus	746 182	(4 024 423)	-	(3 278 241)
Depreciation and amortisation	44 296 928	400 575	-	44 697 503
Loss on disposal of assets and liabilities	1 475 785	3 507 184	-	4 982 969
Fair value adjustments	(182 741)	-	-	(182 741)
Finance costs - Finance leases	519 944	-	-	519 944
Gain on foreign exchange	(392)	-	-	(392)
Impairment loss	200 741	-	-	200 741
Debt impairment	23 282 366	-	-	23 282 366
Inventories losses/write-downs	70 886	-	-	70 886
Debtors with credit balances written off	(309 641)	-	-	(309 641)
Public contributions and donations	(212 215)	-	-	(212 215)
Services in kind revenue	(1 747 643)	-	-	(1 747 643)
Notional rental expense	1 747 643	-	-	1 747 643
DHET - PERSAL Funding recognised	(254 724 859)	-	-	(254 724 859)
DHET Management fee cost recognised	254 724 859	-	-	254 724 859
Inventories	2 157 556	-	-	2 157 556
Receivables from exchange transactions	(17 524 613)	-	-	(17 524 613)
Receivables from non-exchange transactions	(5 966 500)	-	-	(5 966 500)
Other financial liabilities	2 831 589	-	-	2 831 589
Payables from exchange transactions	(20 678 586)	116 669	-	(20 561 917)
	30 707 289	**5**	**-**	**30 707 294**

Notes to the Annual Financial Statements

	2025 R	2024 R

46. Prior-year adjustments (continued)

The impact of these errors for the opening accumulated surplus at 01 January 2024 is reconciled as tabulated below:

Details	Amount
Total cumulative effect of error corrections on surplus	1 297 261
Total effect of error corrections on surplus of 2023 financial year	4 024 425
	5 321 686

47. Irregular expenditure

There was no Irregular expenditure identified during the 2025 financial year.

48. Fruitless and wasteful expenditure

Fruitless and wasteful expenditure identified - current	196 713	4 778 723

Details of fruitless and wasteful expenditure

	Disciplinary steps taken/criminal proceedings		
SARS penalties and interest	None	183 203	1 369
City of Johannesburg interest	None	13 510	18 548
Eskom Interest	None	-	14 272
Mogale City Interest	None	-	22
Payment to an incorrect account	None	-	64 200
Travel claims [1]	None	-	4 680 312
		196 713	**4 778 723**

[1] This related to a former student who fraudulently used the Principal’s signature and submitted fictitious travel claims from May 2023 to December 2024. These were submitted in small amounts of less than R10 000 to avoid further approvals. Investigations are underway after which appropriate action will be taken in terms of the College’s policies.

49. Going concern

We draw attention to the fact that at 31 December 2025, the College had an accumulated surplus of R1 478 439 877 and that the College's total assets exceed its liabilities by R1 529 674 454.

The annual financial statements have been prepared on the basis of accounting policies applicable to a going concern. This basis presumes that funds will be available to finance future operations and that the realisation of assets and settlement of liabilities, contingent obligations and commitments will occur in the ordinary course of business.

Chapter 9 of the CET Act sets out transitional and other arrangements for what used to be known as FET's (Further Education and Training Institutions) of which SWGC used to be. Schedule 2 of the CET Act also list SWGC and Section 53(1) of the CET Act deems FET's listed in schedule 2 to be public college as per Section 4.

It is also important to note that DHET management fee expense makes-up on average of the past three years 33% of the total expenditure of the College. These costs are paid out of funds allocated to the College in accordance with the norms and standards as per Section 23 of the CET Act i.e. are paid for by DHET. DHET has already provided a commitment for the expenditure relating to 1 April 2026 to 31 March 2027 for these costs subjects to confirmation on 1 April 2026 when the appropriation is approved by parliament as per Section 22 of the CET Act. There has never been an instance where the appropriation was not in line with the commitment.

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Annual Financial Statements for the year ended 31 December 2025

Notes to the Annual Financial Statements

	2025 R	2024 R

50. Events after the reporting date

There are no significant events after the reporting date.

51. Net Assets

In terms of the CET Act, the Minister of Higher Education and Training may close a public college subject to certain conditions. In such a case, the net assets of the College, comprising the accumulated surplus and reserves, will vest in the Minister of Higher Education and Training after the settlement of all liabilities.

52. Tax exemption

The College is exempt from normal taxation in terms of Section 10(1)(cN) of the Income Tax Act, 1962 (Act No.58 of 1962).

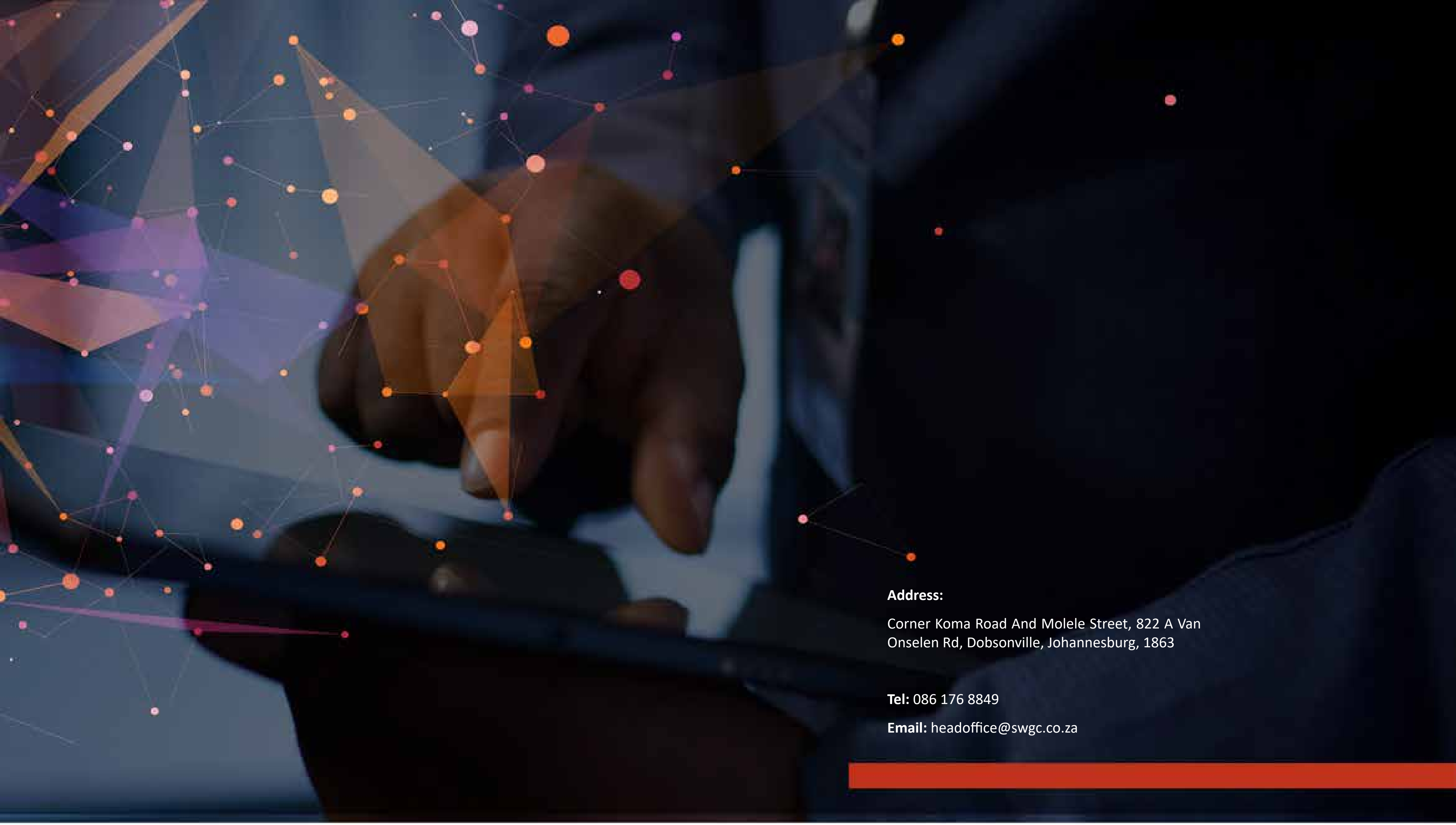
53. Accounting by principals and agents

The College is not a party to any principal-agent arrangement(s).

54. Segment information

SWGC offers NCV, Nated (Report 191) and distance education learning services to students in and around SOWETO. This is offered in all its six (6) campuses and the farm. Internal reporting to SMT (Senior Management Team) and Council is through quarterly management accounts which do not show any results/performance per campus or per service but rather for the SWGC as a whole. Further, the management reports do not distinguish between core departments (campuses) and non-core (administration and support) in terms of reporting and performance assessment. An annual budget is prepared, and this is further split into campuses (core educational departments) and non-core (Administration and support). For GRAP18 reporting purposes, the whole College is therefore regarded as one segment, and this information is already disclosed on the face on the Statement of Financial Position and the Statement of Financial Performance.

The College's financial system does not permit production of reliable geographical areas' financial information. The cost required to upgrade the financial system to produce this information would be excessive. Therefore, the College is unable to report on geographical areas' financial information as required by GRAP18.31-32.



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