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**TVET Colleges:
Institutions of Choice**





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TVET Colleges: Institutions of choice

In this edition, we have pleasure in bringing you the reports of more than 39 contributors, who are professionals in the TVET system. They represent colleges and the wider TVET sector in South Africa who have a professional interest and involvement in the sector.

Unanimously, their reports confirm that TVET Colleges are indeed institutions of choice. This is of particular relevance at this time as many thousands of school leavers, out of school youth, the unemployed, and pre-employed, are considering their study options for the 2017 academic year and beyond.

We commence with a word from the Minister and publish his statement on fees made in the House of Assembly on 25 October. This is followed by Cutting Edge News, featuring our lead article on Institutions of Choice, and the latest advances of digital technology in the sector.

In this edition we have profiled Movers and Shakers whose success underscores the fact that they are the graduates of Institutions of Choice.

In Campus Matters there are focuses on Cinematography in TVET, Renewable Energy, Campus Greening, WorldSkills SA, Artisanship, the National Debating Competition, International Conferences, Entrepreneurship Development, Corporate Social Investment, and Partnerships Local

and International. Finally in this column, and in keeping with our theme, we feature colleges that have been recognised for excellence, and take a brief look at student graduations around the country. Appropriately, the column ends with various college promotions which were aimed at prospective students.

In the Policy and Operational Shifts column, apart from our on-going features on partnership initiatives with the Labour Market Intelligence Partnership and HEAIDS, there is an appraisal by the Swiss-South African Co-operation Initiative on the current status of apprenticeship in SA. Our next instalment on the TVET strategy for the African Union follows. The column concludes with college-based innovative initiatives worthy of emulation. The Intellectual Debate features college-based research on plagiarism and an investigation on guest lectureships, lecturer placement in industry and staff exchanges in TVET Colleges.

This informative and inspirational professional overview of TVET institutions of choice, will hopefully provide the perfect backdrop for relaxation for all our readers over the summer holiday season. We thank our subscribers, contributors, advertisers, stakeholders and service providers for their support and involvement in the course of the year and wish everyone well over the festive season and 2017!

New website functions

We are pleased to announce exciting new functions on the website www.tvetcolleges.co.za TVET College professionals will no doubt find the information useful for their own purposes as well as for assisting students. These functions are aimed to greatly assist prospective students who wish to pursue their studies at TVET Colleges or who need career advice.

1. Where and which courses and qualifications are on offer.

Faculty as well as prospective students can now use their cell-phones to access www.tvetcolleges.co.za and click on the menu item College Courses. Finding a Department of Higher Education and Training course, appropriate qualification and exact location of where the course is offered has never been easier.

2. Career Advice

When looking at college courses and qualifications, click on the button Career Advice to be linked with the Department of Higher Education and Training's extensive career advisory service.

3. Examination Time Tables

Find out when examinations are being written by clicking on the menu item Examination Timetables.

4. Examination Entry Forms

Find examination entry forms for completion for each examination subject by clicking on the menu item Examination Entry Forms.

Kind regards WEBTEAM

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Limpopo	Polokwane	58 Schoeman Street, Rentmeester Building, 5th Floor, office 509, Polokwane, Limpopo	015 291 2010/ 015 291 2662
Mpumalanga and North West	Mafikeng	1305 Dr Albert Luthuli Drive, Provincial Department of Education, Mafikeng, North West	018 389 8150
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It is always a pleasure to have this opportunity to communicate with all of you.

Despite the fact that 2016 has been another challenging year, I am happy to note that so far we have witnessed minimal disruptions to study programmes at TVET colleges; which is all thanks to you, the key stakeholders.

This bodes well not only for the students, but also for the South African economy as a whole, as well as the future of our young democracy. Indeed, TVET colleges are vital national assets which empower coming generations with both skills and knowledge. They contribute significantly to the ability of our economy to be competitive. Even as they currently face many challenges, including funding.

Let me assure you that Government is not only aware of all these challenges, but also takes them very seriously. This is demonstrated in part by the creation of the Presidential Commission of Inquiry into Higher Education and Training Funding. The ambit of inquiry includes universities and TVET colleges, as well as the substantial increases in funding grants to the National Student Financial Aid Scheme since 2010.

To reiterate, the task of the Presidential Commission is to advise on systemic and long-term measures to achieve a far-reaching reconstitution of the entire post-school education and training funding system.

The intention is to enable South Africans to access higher education regardless of their origins, financial circumstances, or the financial standing of their families. The Commission will also contribute significantly to building and strengthening universities and TVET colleges.

This brings me to the issue of fees at universities and TVET colleges. We understand the legitimate student concerns about the affordability of higher education. This is why the Department of Higher Education and Training (DHET) received the biggest budget raise of any government department this year. It is also the reason why Government is committed to finding the resources to support children of all poor, working- and middle class families. This refers to those with a household income of up to R600 000 per annum. We have committed to 'subsidy funding' to cover the gap between the 2015 fee and the adjusted 2017 fee, at all universities and TVET colleges, for fee adjustments of up to 8%. This will in effect mean that all NSFAS qualifying students, as well as the so-called 'missing middle', that is, students whose families earn above the NSFAS threshold but who are unable to support their children to access higher education, will experience no fee increase in 2017.

Government will pay for the fee adjustment. This will bring huge relief to nurses, teachers, police service employees, social workers, and other parents who work in occupations that do not earn huge salaries, and who have children at university. DHET, assisted by 60 business people who are working pro bono, is also finalising the details of a new sustainable model to fund the 'missing middle'. The new model will provide funding for all who cannot afford university or college, and will in effect mean fee

free higher education for most students. Only the very wealthy will have to pay their fees.

Indeed, a recent Stats SA report showed that South Africa is empowering ever more young people through post-school education and training.

Yes, there have never in our history been more young people studying than today. And never before have so many students had their fees paid by Government alone, than currently. In DHET, we are especially proud of the 51.6% rise in the numbers of young people achieving tertiary qualifications since the creation of the Department seven years ago.

It would be remiss of me not to touch on the equally critical matter of student housing at TVET colleges.

My Department carried out a survey of the 50 public TVET colleges last year. It showed that for the 710 000 college students, there were only 10 120 beds. This means that colleges can currently only provide accommodation for 1.4% of students; that is, 1 in 70 students. Many of those students in fact have to travel hundreds of kilometres from their homes in rural areas to the nearest college. We estimate that we need at least 100 000 student beds at TVET colleges to meet the immediate demand.

To achieve the desired outcomes on this front, we need a framework, and agreements, to tackle the problem on the scale which the solution requires. We need projects producing thousands of beds. We need an infrastructure development programme that can be sustained for a decade and longer.

I am happy to report that this year, working together with many partners, we will implement projects with 15 000 new beds at the first 11 universities and TVET colleges. From the University of Venda in the far North, to the University of the Western Cape on the southernmost tip of Africa. We will start projects producing more beds than were built by the sector in the past three years, in the coming few months. Moreover, we are committed to maintaining the momentum. Of course, we will need improved ways of procuring projects worth billions of Rands.

We will not tolerate corruption, collusion or maladministration tainting this programme. We are committed to working with our public and private partners to put in place the structures, governance and implementation resources, to make this initiative work.

#FeesMustFall gave us the impetus to address the challenge of rising tuition fees in a context of falling subsidies. We have now launched a national dialogue on finding a lasting solution. Students, universities, TVET colleges, banks, investors, we all jointly need to come up with smarter solutions to solve this problem than the ones we have found working apart.

Finally, I wish all the students the very best as they prepare for, and write their final exams.

Dr BE Nzimande, MP
Minister of Higher Education
and Training



About TVET Colleges

There are 50 TVET Colleges operating on more than 264 campuses across the nine provinces of South Africa. The colleges serve approximately 800 000 students per annum and the Department of Higher Education and Training employs in excess of 18 000 personnel in the colleges. The colleges offer a large variety of courses in response to the human resource requirements of a diversified economy. The colleges are operated in terms of the Continuing Education and Training Act 16 of 2006 and statutory institutional structures comprise of the Council, the Academic Board and the Students Representative Council.

About TVET College Times

First published in 2005, TVET College Times is an internationally registered Department of Higher Education and Training quarterly publication.

As a contributor based publication, it provides a community of practice forum for TVET College professionals. It also serves as a vehicle for keeping college council members, principals, management, staff and TVET practitioners in general informed of the latest developments in the TVET sector.

Currently, 25 000 print and online copies are distributed by subscription quarterly across South Africa and internationally.

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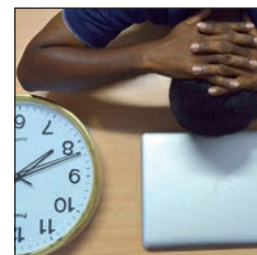
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Minister of Higher Education and Training, Dr Blade Nzimande: National Assembly Statement dated October 25th 2016



MINISTRY
HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

We are holding this debate at a time when our universities are under the spotlight over access to post-school education based on affordability. This is so because the students, correctly so, have decided to take it upon themselves to raise their legitimate concerns about the cost of fees at universities and TVET colleges.

The students have put their demands firmly on the table for our attention, and for the country and society to respond to and avoid any form of financial exclusion, particularly for the poor. Honourable members, we have heard the legitimate concerns of students, because as government we have for some time identified the affordability of post-school education as a major challenge in our country.

To ensure the progressive realisation of the right to further education, government has developed a roadmap for the transformation of universities and TVET colleges so as to create opportunities for access, success, financing and support for students and institutions.

We have been addressing these challenges since 1994 and we have undertaken a number of measures to progressively realise improved access.

The policy of this government has always been the progressive realisation of access to higher education, particularly for the poor.

Honourable Deputy Speaker, let me reiterate without any shadow of doubt, that the policy of this government has always been the progressive realisation of access to higher education, particularly for the poor.

Government is committed to ensuring that all financially needy, academically deserving, university and TVET students, whether poor, working or middle class, are able to gain access to universities and TVET colleges. As a result, we have made a tremendous amount of progress. We have expanded access particularly to the poor through the National Student Financial Aid Scheme (NSFAS), having funded over 1.7 million students since 1994. The scheme currently supports approximately 480 000 poor undergraduate students enabling them to access universities and TVET colleges.

The Department of Higher Education and Training has received the largest budget increase in the 2016/17 financial year, to the tune of R49.2 billion. This year alone, NSFAS has disbursed loans and bursaries to the tune of R14 billion. In this regard, we have short to



Minister Nzimande addressing the National Assembly

medium term, and long term plans, as part of the roadmap, to transform post-school education and training. In the short term, we have announced a number of interventions to assist students who come from poor and middle-class families and for the first time in the history of post-school education, the so-called "missing middle". In the 2017 academic year, all students from families with an annual family income of up to R600 000 will experience a no fee increase.

This means that there is no fee increment in 2017 for this category of students. This will benefit more than 75% of university and college students, and in some institutions, more than 90% of students will benefit.

We have also gone further and made arrangements, through the National Student Financial Aid Scheme (NSFAS), to pay the registration fees for all NSFAS funded students.

This will be in the form of an upfront payment to universities and TVET colleges in January each year. Therefore, NSFAS qualifying students will not pay any registration or upfront fees in 2017.

Students from households with an annual family income of up to R600 000, i.e. the "missing middle", will be allowed to register without paying any upfront, or registration fees in 2017. Government has also addressed the issues of historical debt of students.

All NSFAS qualifying students who are registered in 2016, having historical student debt with institutions of higher education will be allowed to register in 2017.

All universities will ensure that "missing middle" students who have historical student debt are not excluded on the basis of debt and will also be allowed to register in 2017.

We also wish to draw to the attention of students who are still studying or who are in their

first year of employment, that NSFAS will only collect debt from all graduates a year after they have finished their studies.

Honourable Members, for the long-term, we have recently received a report from Mr Sizwe Nxasana, the Chairperson of the NSFAS Board.

The report is on the development of a support and funding model for poor and "missing middle" students. The report will go a long way, in not only addressing the funding problems encountered by poor and "missing middle" students, but also in addressing among other challenges the NSFAS model itself.

Stakeholders including business leaders are part of the solution which will improve the partnership between government, the private sector and higher education institutions.

The report also received backing from a range of stakeholders including business leaders. They are part of the solution which will improve the partnership between government, the private sector and higher education institutions.

We are processing the Nxasana report and will in due course be presenting to Cabinet for consideration and decision.

We are also processing the draft Policy and Revised Funding Framework for Universities. This emanated from the recommendations of the report

The proportion of people over 20 years of age with post school education has increased from 9.3% in 2009 to 14.1% in 2015.

from the Ministerial Committee on the Review of the Funding of Universities which was led by the now Deputy President, Mr Cyril Ramaphosa.

The report reviews the experiences of six years of partial and full implementation of the current funding framework for universities. It also analyses the current funding framework to determine whether it has functioned effectively in achieving the goals set out at its inception.

We have also established three new universities, namely the University of Mpumalanga in Mpumalanga, Sol Plaatje University in the Northern Cape, and Sefako Makgatho Health Sciences University in Gauteng. This will further increase the number of spaces in higher education and ensure the geographical spread of contact institutions. This initiative includes the construction of three TVET college campuses and plans to construct a further nine.

The Commission of Inquiry established by President Jacob Zuma, to inquire into, report on, and make recommendations on the feasibility of a free higher education and training system, continues to do its work.

We call on all stakeholders to provide support to enable the Commission to speedily conclude its work so that it can contribute to finding long-term solutions. The commission has undertaken to release its preliminary report in November 2016.

Honourable Members, our advances are clearly stated in Stats SA's latest survey. It indicates that at least part of the current pressure on university cost structures is a result of the interventions we have undertaken.

Never before have so many students had their fees paid by government alone or combined with bursaries and support from alumni.

For instance, the proportion of people over 20 years of age with post school education has increased from 9.3% in 2009 to 14.1% in 2015.

Never before have so many students had their fees paid by government alone or combined with bursaries and support from alumni. To name just two examples, at the University of Johannesburg 75% of students do not pay at all, or a large part of their own fees. At Fort Hare, it is 90%.

We in the Department are proud of the 51.6% rise in the numbers of young people achieving tertiary qualifications since the creation of the Department of Higher Education and Training seven years ago.

Though a lot still needs to be done to address poor throughput and pass-rates.

Honourable Members, the scenes we have witnessed in some of the universities have unfortunately tended to undermine the legitimate struggle of students.

These scenes include violence, intimidation and the destruction of property.

Our society has correctly condemned and rejected this behaviour. We call on all students to isolate those who perpetuate these acts and to report them to law enforcement agencies.

We convened a multi-stakeholder Imbizo earlier this month, which adopted a declaration, essentially expressing the need for dialogue, the transformation of post-school education and the immediate resumption of the academic programme.

We call on all our institutions, working together with SRCs, to develop a central mediation and dispute resolution mechanism similar to the Institutional Forums within our institutions, so we can resolve disputes speedily.

Madam Speaker, we also acknowledge the efforts undertaken by many institutions in resuming the academic programme.

We equally acknowledge those institutions who have been fairly stable and largely continued with their academic programme.

In conclusion, let us acknowledge the Vice-Chancellors, academics and university support staff who are ensuring that teaching and learning are happening under extremely difficult circumstances.

Keeping our universities open is keeping our public sector open. If the 2016 trainee teachers don't graduate, about 20 000 classrooms will have no teachers at the beginning of the year. Junior doctors, those who are hoping to graduate this year, are at the forefront of health service delivery in public sector hospitals.

I want to acknowledge the difficulties that this period poses for parents who are bewildered when they consider what is taking place in institutions.

Please, continue to support and place faith in these institutions in order to resolve the problems we face.

There is no other alternative than dialogue. Working with the Ministerial Task Team convened by my colleague, Minister Jeff Radebe and relevant stakeholders, we appreciate that this is a critical time of the year with examinations already upon us.

We need to work tirelessly to immediately resume the academic programme in all campuses. We believe that dialogue in responding to the demands of students can continue while the academic programme is underway.

I wish to thank the President of the Republic of South Africa, Mr Jacob Zuma for his leadership, the unwavering support of Ministers Pravin Gordhan, Jeff Radebe and the entire Cabinet for the progress we have made in this regard.

I also wish to thank the Vice-Chancellors, student leadership, parents, faith-based organisations, traditional leadership and other stakeholders for their support. A lasting solution must be found and will be found, let's all go back to class.

Thank you very much.

TVET College Times Advertising

First published in 2005, TVET College Times is an internationally registered Department of Higher Education and Training quarterly publication.

With an online and print subscription of 25 000, the publication provides a unique cost effective advertising opportunity. It allows suppliers of products and services to reach key stakeholders in the TVET sector.

As a partially subsidised Department of Higher Education and Training publication, advertising income is used to further subsidise print subscription and distribution costs.

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The collage features several covers of the TVET College Times publication. The top left cover is Volume 48, September 2016, with the headline 'TVET Colleges: A National Priority'. The middle cover is Volume 44, March 2016, with the headline 'TVET Colleges: A community of skills'. The bottom left cover is Volume 43, December 2015, with the headline 'TVET Colleges: Focussed on employability'. Overlaid on the bottom right is a Pearson advertisement titled 'Dive into digital with Nated eBooks', which promotes digital learning resources for NATED levels 2, 3, and 4, including subjects like Engineering, Mathematics, and Science.



Institutions of Choice

PATIENCE MAKHAPHELA

Head of Marketing and Communications

The month of August was officially designated and launched by the Minister of Higher Education and Training, Dr Blade Nzimande as a National TVET College Month in 2014.

The promotion is meant to introduce the public to programmes and career pathways available in TVET Colleges. Skills development is a major thrust as it is a lever to the economic development of the country. TVET Colleges are the drivers of this all-important national skills development initiative. It is for this reason that TVET Colleges have been rebranded as 'Institutions of Choice'.

With this as background, South West Gauteng TVET College was approached by the Department of Higher Education and Training to host the Gauteng launch of TVET Month through the 'Blitz Campaign'. The campaign is focused at publicising TVET Month and the introduction of TVET Colleges and their varied programmes to communities. The City of Johannesburg, and specifically the Baragwanath Taxi Rank in Soweto, as well as South West Gauteng TVET College,

was selected as the host locations and drivers of this important campaign for 2016. The event commenced at 10:00 at Molapo Campus where the Department of Higher Education and Training was represented by several senior officials, TVET College Principals and Marketing Managers. All gathered in the boardroom for a media briefing with Urban News, Soweto Bulletin, Daily Sun and Jozi FM radio.

The response from the community was overwhelming. People came to venue points in large numbers. TVET College information could be disseminated, reaching large swathes of the community. From all accounts, the Blitz Campaign



TVET Information is disseminated among Baragwanath Taxi Rank Commuters

was a success. TVET Colleges held a memorable event that will indelibly remind the community of TVET Colleges and the importance of Technical and Vocational Education and Training #SWGC AT WORK!



Media Briefing at South West Gauteng TVET College

Bursary applications go electronic

LEHLOHONOLO MPHUTHI

Electronic bursary applications for Technical and Vocational Education and Training (TVET) college students will go online in 2017, says the Department of Higher Education and Training.

Recent discussions between the student loan programme, National Student Financial Aid

Scheme (NSFAS) and TVET Colleges, proved fruitful. Commitments were undertaken to eradicate communication barriers regarding feedback, response times to Colleges, inquiries and the updating of student personal details, among others.

Ms du Toit of Umfolozi TVET College in Richards Bay, Kwa-Zulu Natal Province,

commented that improved communication with NSFAS would help colleges to fast-track student bursary approvals. NSFAS representative, Mr Jomo Jacobs, added that the 'on-time' capturing and overall effectiveness of student applications would be greatly improved as the number of manual applications and walk-in's dropped. "The quality of the data is very important. Outstanding information such as supporting documents and unknown student profiles, affect funding decisions," he added. Applications received manually, by email or faxes, remain in place and these formats may be still used by colleges.

All agreed that communication with stakeholders should be improved. The NSFAS Call Centre needed to better articulate its processes in the service of previously disadvantaged students who needed financial assistance. Achieving this would result in financially poor students being able to access better career prospects through a higher education.

Nine TVET Colleges attended the workshop which was held in Cape Town. In attendance were Buffalo City, Vhembe, Johannesburg, Motheo, Northlink, West Coast, False Bay, College of Cape Town and Umfolozi TVET Colleges.



TVET College Principals, NSFAS and DHET Senior Managers and Officials attended the recent Bursary Pilot workshop which was held in Cape Town

Students benefit from digital skills training supported by Google

REGINAH MAMPYE Student Support Academic Co-ordinator

Early in 2016, Google announced its plans to train 1 million Africans across the continent to help prepare the youth to successfully participate in the digital economy. Students were awarded with a digital Google Certificate on completion of the training session.

In response to this initiative, 201 ORBIT TVET College students received free Digital Skills Training facilitated by 'OneAfrica.Online' in partnership with Google at the Brits Campus.

The training was aimed at creating an awareness of the digital space and to help students gain an understanding of the opportunities the web gives them in terms of employment prospects or starting their own businesses.

Topics that were discussed included, An Introduction to digital skills; Building the online presence; Introduction to search engine marketing and mobile and, Showcasing digital skills opportunities.



No fewer than 201 ORBIT TVET College students attended the Google digital Skills Training session facilitated by OneAfrica.Online. In attendance were, Student Support-Academic Co-ordinator for ORBIT TVET College Ms R Mampye, Student Support-Academic Officer for Brits Campus, Ms E Mahne and Ms R Keus from OneAfrica.Online



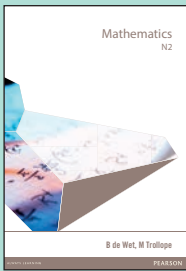
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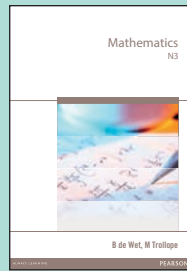
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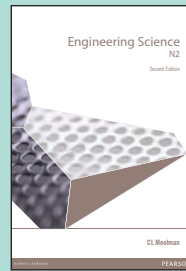
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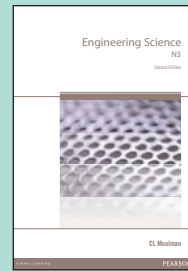
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Illustration by Ben Wiseman

The 'World's His Oyster' for former college graduate

NOMUSA ZULU-MANGXA



Umfolozu TVET College graduate, Sthembiso Mzobe, pursues a successful career in the United States of America and remembers his roots

Growing up in the township of eSikhwini, Uthungulu District Municipality in Kwa-Zulu Natal Province, Sthembiso Mzobe never dreamt that he would one day find himself working in the United States of America.

The former Umfolozu TVET College NC(V) Hospitality student's life began to change when he was in his final year. He was browsing through the internet when he came across a vacancy advertisement from Frenchmen's Creek Beach and Country Club, USA. The advertisement invited students from all over the world to be part of their food and beverages management training. He tried his luck, applied and was in total disbelief when they responded with a job-offer the following week. "I couldn't believe that I, a student from a TVET College – institutions that are so often frowned upon, was on my way to the USA to fulfil my dream of working in a hotel, travelling the world, and learning about other cultures," says the young man.

Sthembiso whose hobbies are playing volleyball, reading and travelling, has now been working in the United States for four years. He has worked for a number of hotels such as Norwegian Cruise Line and Beechmont Country Club. He has also had an opportunity to travel extensively to Chicago, New York City, Washington DC, Las Vegas and Los Angeles. In this, he has gained broad experience in food and beverage service, administration, golf operations, and golf course maintenance.

Sthembiso currently works at Beechmont Country Club as an Assistant Grill Manager where his day to day tasks include supervising and ensuring high quality service, making floor plans and conducting daily line-ups with staff, compiling daily, weekly and monthly budget reports and organising events for up to 400 people.

"What I enjoy the most about my job is that I get to make friends with people from all over the world, travel to many exotic places and learn about other cultures. I believe that just because you are struggling, it doesn't mean that you are failing, and that every great success requires some kind of struggle," says the 26 year-old.

His future plans include furthering his education, owning a franchise business, going into property investment and starting a family. "I want to thank Ms Thuli Mngoma who has always been so phenomenal. I advise Umfolozu TVET College students to keep moving forward. In the beginning you may not go in the direction you wish to go, but as long as you keep moving you are creating possibilities.

You may be the only person left who still believes in you, but that's enough. It takes the glimmer of just one star to pierce a universe of darkness, never give up on your dreams, all great achievements take time," he concluded. Sthembiso would love to work with the College towards assisting other Hospitality students in securing internships in the USA.

College graduate acknowledged by Golden Key International Honour Society

LAME MORUBANE *Communication Officer*



Former Motheo TVET College graduate Nomakhosi Komane and now, Golden Key International Honour Society member

Motheo TVET College has reason to be very proud of former student and college graduate, Nomakhosi Komane.

Nomakhosi registered for Education and Development Level 2 in January 2011.

From the start she showed commitment towards her studies and attended her classes diligently. She achieved the highest marks in the NCV Faculty in Level 2, 3 and Level 4.

During the 2014 Academic Award Ceremony, Nomakhosi received the prize for the Best NCV student. In the course of the Level 4 year, Nomakhosi applied to study at



The Golden Key Society Certificate

the University of the Free State. Her application was initially declined.

After the intervention of Ms Lientjie Kotzé as well as Mr Veitch of the University of Free State South Campus,

she was accepted by the University.

Nomakhosi is currently a second year BSc Social Sciences student, majoring in Psychology, Criminology, Sociology and Industrial Psychology.

She recently received the news that she has been awarded membership of the Golden Key International Honour Society <https://www.goldenkey.org>.

This is a remarkable achievement, since only the top 15% per field of study in an undergraduate degree are invited to become members.

The College commends Ms Komane's academic achievements and trusts that her success will inspire other students.

Student achieves Overall Winner status in Farm Workers competition

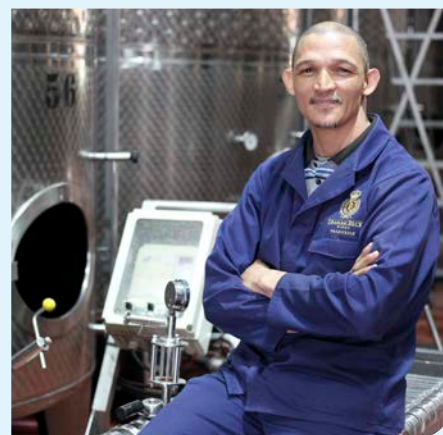
ROSHIN SCHMIDT

Nominated by his employer, Graham Beck Wines, Raymond Weels is the Technical Operator-category and, Overall Winner of the Langeberg District Farm Worker Competition for 2016.

With almost four years of service at Graham Beck Wines, Raymond was judged on his work ethic and skills ability which ensures a seamless operation in the plant. Noted as 'The people's champion' and valued by his employers, Raymond Weels is currently completing his CBMT (Competency-Based Modular Training) in Electrical Engineering with False Bay TVET College.

When not studying, Raymond is the Maintenance Assistant in the bottling plant at Graham Beck Wines. He started pursuing a higher education in 2002, attaining National Certificates in the Mechanical and Welding programmes. Raymond, through his employer, is now formalising his practical experience in the electrical maintenance arena. False Bay TVET College Electrical Faculty Head, Mr Bradley Schrickker said, "Raymond is one of the most dedicated and focussed company-students I have ever met. He is goal-driven and will make a success of a future career as an electrician."

With aspirations for the future, we wish Raymond well in his future endeavours.



Raymond Weels, Overall Winner of the Langeberg District Farm Workers Competition - 2016

College graduate awarded as successful entrepreneur

YONDI TITI Administrator of the Centre for Entrepreneurship

Yandisa Langa was the overall winner in the Centre for Entrepreneurship False Bay TVET College, inaugural Poster and Pitch Competition.

Yandisa responded to the invitation to graduates and existing students of the College to enter the competition called Poster and Pitch. Yandisa entered as a graduate. It proved worthwhile when he won the Gold Award. The award consisted of a R15 000 investment as seed capital towards his business. Yandisa Langa is the founder and owner of Mountain Tomatoes. He produces and supplies tomatoes to food retailers such as Food Lovers, The Food Barn, Easy Big and Café Roux.

Taking a leap of faith, Yandisa initially pitched his business idea at an organisation called Living Hope. Living Hope is mandated to help young people with loans to start-up their businesses. With a R30 000 in start-up capital, Yandisa identified and secured a plot of land to rent and started his tomato farm. Months later, he is producing A-grade tomatoes to sell wholesale. An ambitious entrepreneur, Yandisa is looking to expand his fresh produce range to include spinach and spring onion. Through his on-going relationship with the Centre for Entrepreneurship at the College, Yandisa will continue to receive the support he needs to develop his marketing plan to grow his market share. Yandisa has also competed in the more recent Engen Pitch and Polish competition. His wildcard entry reaped great results, as he has proceeded to the next round of the competition.



Yandisa Langa, college graduate and successful entrepreneur

Inspired by Yandisa, the Centre for Entrepreneurship is examining the possibility of running an indigenous food nursery at Westlake campus next to the rapid hub. For more information about the Centre for Entrepreneurship, visit the website www.falsebayincubate.co.za



At the inaugural Poster and Pitch Competition were Abe Olivier, Karin Hendricks, Gold Prize Winner Yandisa Langa, Principal Cassie Kruger and Steve Reid

Future looks bright for young Banqueting Co-ordinator

NOTHANDU NDLOVU

Umfolozu TVET College prides itself in producing quality students who become assets to the companies that employ them.

Lihle Ngobese is one of the hard-working students who were placed by the College Work Based Experience Office for in-service training. She ended up being employed permanently as a Banqueting Co-ordinator by the host employer.

Lihle is not only beautiful but well-spoken and takes pride in her work. There is no doubt that she will go far in her career. She is responsible for co-ordinating functions and weddings and ensures that all the guest requirements are met. Part of her work entails compiling quotations for conferences and events. While she was waiting to enrol for the Tourism Diploma, she studied Business Management at the Richtek Campus. The skills she acquired at the College help her to deliver the best service to her customers.

What she enjoys about her job is interacting and meeting with new people on a daily basis. The young lady aspires to assume a Food and Beverage Manager position in future and perhaps eventually to venture into her own business. She also plans to enrol for a Public Management Diploma, next year.

"I would like to say thank you to Richtek Campus for giving me a bright future. May the College continue to empower youth so that we can live in a better country," concluded Lihle.



Former Umfolozu TVET College student, Ms Lihle Ngobese is a successful Banqueting Co-ordinator with further aspirations



TVET CINEMATOGRAPHY

College stars in film-shoot documentary

NADINE MOODAELY

A film production house, Dreamhouse Production, invited a Port Elizabeth TVET College team to participate in 'cut-aways' for a documentary on TVET Colleges in SA.

'Cut-aways' are snippets of film in the form of film shoots which are to be inserted into a final documentary production. Centre for Education Rights and Transformation (CERT) researcher, Madney Halim of the University of Johannesburg, in collaboration with the Education Policy Consortium which brought the Centre for Integrated Post-School



Port Elizabeth TVET College students at the Victoria Campus are interviewed by film crew

Education and Training and CERT on board, is responsible for this initiative.

The aim of the documentary is to showcase all the positive features of TVET Colleges and to concentrate on TVET College community development. Students were randomly interviewed

to gain perspective of their experience, vision and opinion of TVET Colleges.

We are hoping to see Port Elizabeth TVET College in the near future on this documentary, which will be submitted to the SABC, and hopefully be showcased at film festivals.

About the Centre for Education Rights and Transformation

Centre, History and Mission

The Centre for Education Rights and Transformation (CERT) was formally launched on 15 October 2009. Speakers at the launch included the late educationist and ex-Robben Island political prisoner Professor Neville Alexander, the special advisor to the Higher Education Minister, Mr John Pampallis and the Dean of the Education Faculty, Professor Sarah Gravett as well as members of civil society.

A message from the UN Special Rapporteur on the Right to Education at that time, Dr Vernon Munoz, was conveyed to the attendees. He expressed the view, in part, that:

The creation of this Centre reflects a pressing need to rethink deeply and critically the true aims of a quality education, educational processes and learning environments at all levels. It offers promise for stimulating and supporting international, regional and domestic initiatives towards a universal culture of human rights, and more specifically, of human rights within education. It offers, in short, real promise of social transformation. I greatly welcome this initiative and look forward to co-operating with the Centre and contributing to its future work.

Anchored in the ideals of social justice, CERT's Vision and Mission speaks to:

- Combining rigorous academic research and scholarship with social action
- Creating synergy between research, teaching and community engagement
- Making a positive contribution to knowledge creation and social transformation

CERT's objectives are to:

- Promote education and human rights in all educational institutions and people's organisations
- Develop research capacity in organisations and at the post-graduate level at universities
- Implement education projects and programmes. Publicise research findings in the popular media, policy forums, and at conferences

- Publish in scholarly and other journals that promote goals similar to those of the Centre
- Foster linkages and research production with national, continental and global academics and with researchers based in parastatal and non-governmental organisations, and
- Build strong ties in teaching and research with colleagues in the Faculty of Education at the University of Johannesburg by conducting curriculum innovations, research programmes, seminars, and producing joint publications.

Source:

<https://www.uj.ac.za/faculties/facultyofeducation/cert/Pages/history.aspx>

Renewable Energy partnership produces a Solar Hot Water Installer Video

HEINRICH SNYDERS

Northlink TVET College was approached by GIZ some months ago to take the partnership established in 2013 to new levels. Proposed, was the production of a video depicting the installation of a solar hot water geyser.

What made the content more powerful was that the installation would take place in a township house where the tenants had not had warm water before.

The purpose of the video is to promote the new Solar Water Heater Installer course that Northlink TVET College is piloting with the Institute of Plumbing (IOPSA), GIZ and the Insurance Seta (INSETA).

The video also serves to promote the existing NCV Electrical Infrastructure

Course, which has the subject Renewable Energy Technology as an option. The house was selected on the poorer side of Cape Town, in a suburb called Macassar. The initial engagement received the go-ahead immediately, as it met all criteria with ease. Filming took place on site as well as at the Belhar Campus.

The film crew from Germany and South Africa went to great lengths to ensure that a world class video was created. The Solar Hot Water Geyser was donated to the tenants. A Solar Photo Voltaic (PV) kit was also donated to the Macassar family. This meant that light could be provided for the house at night, from the internal battery which in turn is charged during the day by the sun via the PV solar panel.

Northlink TVET College and GIZ acknowledged the support of Zandvliet High School. The school provided the film crew with storage for their equipment and scaffolding during the installation filming, greatly aiding the logistics.

Lecturer Training for Renewable Technologies

TANJA MERENSKY-HARTINGER *Skills for Green Jobs Programme - GIZ*

Editor's note: The following article and photographs submitted by Tanja Merensky-Hartinger were prepared by 'Skills Development and Employment Programmes', an initiative of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ).

Selected TVET Colleges introduced the new subject, Renewable Energy Technologies (RET), in the NC(V) Electrical Infrastructure and Construction Programme in 2015.

The GIZ, together with the Skills for Green Jobs (S4GJ) Programme, now supports the Department of Higher Education and Training in the implementation of the subject with didactic training materials and student textbooks. It soon became apparent however, that one of the most important aspects for subject implementation is the training of TVET College lecturers. This prompted the S4GJ Programme to offer three RET subject lecturer training workshops per year, namely one workshop for each NC(V) level. In 2016, the three lecturer training events took place at Boland TVET College, Central Johannesburg TVET College and Port Elizabeth TVET College.



Mounting solar panels are from left, Gaston Petersen, Adriaan Britz, Thabo Madlala and Lethario Ganess



Connecting an electric circuit, are from left, Fezeka Mkhethshana, Eugene Cairncross and Edward Halfcrown

The aim of these workshops is to support and up-skill TVET lecturers on subject content and praxis-centred methodologies. Special attention is given to jointly-developed practical assignment and learning aids. This approach aims to empower lecturers so that they feel more confident in teaching the subject. They will be enabled to assist their students to grasp theoretical concepts and applications of renewable technologies in a fun and interactive way. "This training shows you step-by-step how to tackle the huge syllabus. It gives you a structure to follow. I feel I now have all the knowledge I need to teach this subject effectively and confidently", says Fezeka Mkhethshana

from Motheo TVET College, a first-timer participant of the training held at Central Johannesburg TVET College in June. The training provides lecturers with concrete advice and tools on how to create an environment conducive to interactive learning. Thabo Madlala from Ingwe TVET College says that the training has changed his teaching style and approach. "I realised that for teaching to be truly effective, I needed to be more learner-centred. Focusing on the students and facilitating interactive classes, with 60% practical and 40% theory, forms the content of my lessons."

The training is also an opportunity for lecturers from different colleges to exchange ideas and experience on best practices and teaching methods. It gives lecturers valuable insight into what they need to focus on when preparing for the ISAT. Andrew Josephs, one of the workshop's co-facilitators from Boland TVET College, has high praise for the training. "The GIZ training sessions are well structured and organised. The facilitators always incorporate new approaches to training. What sets these training sessions apart, are the discussions with fellow practitioners about the theory we teach and how to supplement this with practical assignments. This emphasis enables you to learn much more from "learning-by-doing". I would definitely recommend other programmes and subjects to use the same structure and approach!" Andrew adds.

What started with six colleges offering the RET subject in 2015, soon increased to nine colleges in 2016. It is envisaged that 15 colleges will offer RET in 2017. Based on the increased interest, the S4GJ Programme will once again offer lecturer training during the NC(V) recess periods in 2017. This will be offered to the lecturers teaching RET level 2, 3 and 4. We look forward to more interactive sessions next year!



RET lecturers showcase their finished products

Greening a TVET College initiative

TSHEGOFATSO RAPOO *E-Media and Communications Administrator*

“Universities and Colleges that tackle the ‘Green’ challenge will better serve their students while helping Africa to take leadership on climate change”. These were the sentiments of Higher Education and Training Minister, Dr Blade Nzimande at the launch of the African Green Campus Initiative in 2012.

A few TVET Colleges have since been selected to roll out the Greening TVET Initiative. The initiative seeks to introduce students to future technologies and prepare them to enter the labour market, seizing the opportunities that Green industrial development could offer. The Green Campus initiative, spearheaded by the Department of Environmental Affairs, was recently launched at ORBIT TVET College, Mankwe Campus. The sole purpose is one of encouraging the Campus staff and students to become environmentally friendly and to reduce their carbon footprints on the campus. The Campus has since established a ‘Greening Team’ consisting of Lecturing and Support Staff, SRC members and students.

The following five strategic dimensions of Greening have been identified to transform training providers:

Green Campus

Resources such as energy, water and waste resources are managed efficiently. The aim is to reduce the carbon footprint of students, and faculty within TVET colleges. It could find its expression in for example, a mission statement and an environmental or an energy management system.

Green Curriculum

Prepare the curriculum in order to meet the requirements of ‘skills for clean and green jobs’. Green issues are integrated into existing courses. Greening Colleges may also be used as learning laboratories to enhance explorative learning.

Green Community

Greening Colleges extend their activities and practices to community level. By for example, offering formal and informal training, supporting community projects and providing training courses for companies.

Green Research

Basic research interventions for example, in the areas of renewable energy and energy and resource efficiency, aim to bridge campus-wide initiatives to respond to the needs of industry and community.

Green Culture

In addition to the development of technical skills, ethical standards, attitudes and behaviour that respects ecological resources, the green culture will strengthen the frame of reference of future generations.

After the launch event, staff and students signed a pledge as proof of their commitment to assist the campus to become environmentally friendly. The Campus has also committed to reducing the use of printing paper, by increasing



ORBIT TVET Mankwe Campus Manager, Mr Z Nkomo and Principal Marais attend the launch in support of the Greening Campus Initiative. Students and faculty queue to sign the pledge indicating their commitment to assist ORBIT TVET College Mankwe Campus to become environmentally friendly

communication through emails and telephones instead; requesting Managers to monitor paper usage within their respective departments; attend to water leakages as a matter of urgency; ensure that lights and air conditioners are switched off every evening, and ensuring that the College develops a policy on greening which includes recycling and the pursuit of renewable energy sources.

Tips on how to reduce paper usage in the office

- **Think before you print-** Paper is wasted by printing out single line emails or printing unnecessary copies of documents
- **Use paper more efficiently-** Set default printing settings to double-sided. Select one-sided printing only when necessary
- **Reduce unwanted mail to your office-** Contact mail senders to take your or your college's name off their mailing list
- **Re-use paper-** Estimate how much waste paper your college offices produce and arrange to have it picked up by a waste collector
- **Use less paper by effectively using computers and other technology**
- **Use e-mails instead of memos and faxes for inter-office communication.**
- **Use group emails to broadcast important messages effectively and cost effectively**
- **Conduct paperless meetings-** When you hold a meeting, do you really need to have hard copies of preparatory materials available for each participant?
- **If it is inappropriate to communicate a message by email, instead of making a copy for each person-** Route one copy around the office
- **Use the fax effectively-** When sending a paper fax, eliminate cover sheets and use fax stick-on labels instead. Programme your fax to eliminate confirmation sheets



Faculty and students signed a pledge indicating their commitment to assist ORBIT TVET College Mankwe Campus to become environmentally friendly

Provincial WorldSkills competition prepares students for the international stage

THOKOZANI NDHLOVU *Communication Officer*

Gert Sibande TVET College Skills Academy, hosted the provincial leg of the WorldSkills competition for Electrical Installation Skills in October in Standerton, Mpumalanga Province.

The competition began at the regional level, commencing in March for all participating TVET colleges. Chairperson of WorldSkills South Africa, Dr Raymond Patel, commented, "We have a considerable talent pool of young artisans in South Africa. The WorldSkills South Africa competition is both about celebrating that talent, as well as communicating how key the artisan sector is to South Africa's economy. In order to compete in the national competition, entrants must not be older than 22 years of age in 2017. This is your chance to grow your career through a sponsored journey of a lifetime; and represent South Africa at the International competition scheduled to take place in October 2017 in Abu Dhabi."

The WorldSkills competition aims to promote exchange between young professionals from various regions of the world. The competition facilitates the exchange of skills, experience and technological innovations. It raises the understanding of governments, education and industry, of the importance of skills training.

Key however, is that it raises the awareness of youth, and those who influence the youth, to the opportunities available in skilled professions. According to Mr Boetie de Lange, Provincial Artisan Development Committee Representative for the 'Electrical Installations Skills 18 Competition', the purpose of the competition is to give young people the chance to compete, experience, and learn how to become the best in their skill of choice.

"The participants also enjoy the opportunity to showcase their skills while it also displays that colleges provide students with high-quality skills. This global event has become the pinnacle of showcasing



In a competing frame of mind were, Carpentry facilitator at the Gert Sibande TVET College Skills Academy Cornel Jansen, Students of competing colleges Lindokuhle Mabena, Thabo Mabaso, Jabu Simpe, Lungelo Mkhonza, Doctor Shongwe and, Provincial Artisan Development Committee Representative, Boetie de Lange

excellence in vocational education and training," said Mr de Lange.

The Mpumalanga team is made up of five students with three from Gert Sibande TVET College and two from Nkangala TVET College. The finalists of the provincial competition will compete at the National competition which will be held during the last week of January 2017 in Durban.

Qualifying students will then compete in the International WorldSkills competition to be held in Dubai in 2017.

WorldSkills is the largest skills competition in the world and was founded in 1950. The WorldSkills Competition is promoted by WorldSkills International (WSI) which is a global organisation that promotes vocational, technological and service oriented education and training.

WSI also promotes skilled careers in 72 Member countries and regions, all working with youth, educators, governments, and industries to help prepare the workforce and talent of today for the jobs of the future.

In South Africa, the WorldSkills initiative is championed by the Department of Higher Education and Training. Even though South Africa has participated in WSI events since 1990, WSSA was formally established in April 2013 by the

Deputy Minister of Higher Education and Training, Mr Mduzuzi Manana.

The participants at the provincial competition were excited to be part of the competition as they believe that it will open opportunities for them. Thabo Mabaso, Gert Sibande Skills Academy Millwright student, said he is excited to be part of the competition. "I want to prove to myself and my parents that I can do this".

Thabo's future plans are to own an electrical company. Another Gert Sibande TVET College student, Lungelo Mkhonza who is doing electrical Engineering at the Ermelo Campus, said that this competition would provide him with the opportunity to learn more and compete against the best in the world. Lindokuhle Mabena, an Electrical Infrastructure and Construction student from Nkangala TVET College, said that he is happy for the opportunity to participate in the competition. He wants to represent the province and SA in the World competition.

Nechieave Manombe, Engineering Project Manager at Gert Sibande Skills Academy said that the competition provides students with a fun way of expressing themselves technically. It allows them to pit their skills against the best students from other countries.

Style and beauty groomed for WorldSkills South Africa competition

LAME MORUBANE *Communication Officer*

Motheo TVET College, in conjunction with WorldSkills South Africa and Maison Costa Hair Salon, hosted the provincial leg of the WorldSkills competition at the Loch Logan Waterfront Mall, Bloemfontein, Free State Province, in September.

The skills competitors included those representing hairdressing and beauty technology. Present were the Motheo TVET College lecturers, Judges Ms Mannini Noosi, Ms Wasasa Direko and Mr Phillip Tau. Beauty Technology Judges included Ms Jacklyn Engelbrecht, Ms Palealo Tsui, Ms Annaline Bergman and Mr Corne van der Westhuizen. The judges emanated from different components of the beauty and haircare industry and included the head of Maison Costa Salon, Mr Mark Trisos.

The WorldSkills competition aims to showcase the value of skills acquisition and to raise the recognition of skilled professionals worldwide. WorldSkills believes that skills are the foundation of modern life, in that, everything from the houses we live in to the societies we create, is the result of skills. They are the driving force behind successful careers and companies, thriving industries, and economies.

Six Beauty and Nail Technology students and two Hairdressing students were selected to participate. The contestants were all first year beauty technology and hairdressing students, and Mr Wasasa Direko, who is a technical educator from Ladine, explained that the participants will be judged on haircare techniques and cutting and styling. The show-stopper style was the 'bridal long hair up', in which creativity was the order of the day. The show-stopper for the beauty technology category, was the Egyptian themed 'fantasy make-up', where the students brought their A-game to bear. Ms Jacklyn Engelbrecht outlined that the judges would be looking at cleanliness of the work. In essence their work could not be sloppy and making errors would count against them.

The judges and lecturers were impressed by the level of professionalism displayed, even though this was a first experience for all of them. They showcased a stellar performance by putting into practice months of preparation. The winner in the hairdressing, announced by Principal Dipiloane Phutsisi, was Madelaine van Wyngaard. On hearing the announcement she expressed her jubilation, stating

"I'm glad to have had this experience through the competition. It has been an amazing journey". She continued saying that other young people who want to enter the beauty industry must have a passion for it. "You will get out what you put in". The beauty technology category was won by Bianca Turner who commented, "The feeling is a bit confusing, but I'm very happy. The experience was nerve-wrecking, but the competition was very nice, and I learnt a lot under the guidance of the judges". Bianca advised that persons who want to get into the industry should not be doubtful of themselves; they must believe that they can do it but most importantly, have the love for it. Two winners will be going through to the national leg of the competition.

Principal Phutsisi said she was proud of the work displayed by the students of Motheo TVET College. Their skills have shown that they can compete on the world stage. Lecturers expressed their pride with how their students demonstrated professionalism and expertise. Motheo TVET College wishes the students everything of the best at the Nationals. In the words of Bianca Turner, "you never stop learning".

ARTISANSHIP

“It’s cool to be a 21st Century Artisan”

NADINE MOODAELY

The Deputy Minister of Higher Education and Training, Mr Mduduzi Manana, visited Port Elizabeth TVET College. The specific objective of the visit was to motivate employers and 1 200 high school learners to enter into Artisanships. The campaign slogan is, “It’s cool to be a 21st Century Artisan”.

The campaign, part of the Decade of the Artisan (2014-2024) campaign, aims to encourage more high school learners to see artisanship as a career route of choice. Targeting employers, the Deputy Minister and officials from the Department of Higher Education and Training (DHET) visited industries namely, Volkswagen, Continental Tyres and the Boardwalk. Twenty Schools from the surrounding areas were invited to the Iqhayiya Campus where the event was hosted. Exhibition stalls were set up so that learners could have a ‘touch-and-feel’ experience in the engineering workshops. In addition to the Minister’s visit, Life Orientation educators, Community Development workers and Career Guidance practitioners for TVET College Student Support Services, attended an ‘ambassador training workshop’. The workshop was focussed on the sharing of information regarding artisan programmes and how these professionals could assist learners in applying for these. The Services SETA sponsored 1 500 promotion packs for the learners who attended the event. Each promotion bag contained a branded cap, scarf,



Deputy Minister Mduduzi Manana, and delegation, visit engineering workshops at the Port Elizabeth TVET College, Iqhayiya Campus

gloves, t-shirt, pencil cases with a pen and a flash drive. Each learner also received a breakfast-pack on arrival and a lunch-pack on departure. Transport for learners was funded by Services SETA.

The DHET delegation comprising Ms Mamphela Malowa, Ms Palesa Rakometsi, Mr Lesiba Molele, Ms Veronica Zama, Mr Danie Fourie, Mr Mduduzi Gumede and Ms Busiswa Gqangeni held regular meetings with College management to facilitate and guide the planning phase to ensure a smooth and successful event. The strategic aim of the Deputy Minister’s visit is to assist SA to produce a skilled workforce and thereby contribute to economic growth and social development.

Deputy Minister Manana said that government’s mandate is to establish a post-school education and training system that is responsive to the needs of individual citizens and employers in both the public and private sectors. This was in addition to broader societal and developmental objectives. It is strategic that the

campaign is hosted by TVET colleges. DHET’s priority is to strengthen and expand public TVET colleges so that they become institutions of choice for young people. Key objectives in strengthening colleges includes improving access, throughput rates, management capacity, student support services, student accommodation, developing management information

systems and building partnerships with employers. Government expects that TVET colleges will become the cornerstone of initiatives that address SA’s acute skills shortage.

The Sector Education and Training Authorities play a vital role in facilitating workplace learning partnerships between employers and educational institutions.

About the Decade of the Artisan

There is a continuous need for suitably qualified artisans to sustain industries and support economic growth within South Africa. In a range of national strategies the need for artisans has been elevated and identified as a priority area for skills development. While the National Development Plan indicates that by 2030 the country should be producing 30 000 qualified artisans per year, this target has been brought forward by the 2014 – 2020 Medium Term Strategic Framework to 31 March 2026. At present the country is producing on average 13 000 qualified artisans per year and so the number has to more than double in the next nine years leading up to 2026.

To achieve such a significant growth not only needs considerable investment and commitment by all artisan development role players with a special focus on workplaces in South Africa, but will also require sustained, committed and high profile political leadership.

Such political leadership has been put into place through the personal intervention of the Minister of Higher Education and Training, Dr Blade Nzimande, and the Deputy Minister, Mr Mduduzi Manana.

Artisan was inquisitive about electricity generation

NOTHANDU NDLOVU

Growing up, a former Umfolozi TVET College student, who is now a qualified Artisan, was inquisitive about how electricity was generated and distributed to customers. It was this curiosity which encouraged him to enrol at Umfolozi TVET College, Richtek Campus.

“When friends and I tried to figure this out, we couldn’t come to a concrete conclusion. I then made it a point that I enrol for the courses, and then to concentrate in class to understand the generation, transmission and distribution of electricity,” explained Sakhiwo Msimang. Mr Msimang is now employed as a Work Co-ordinator for Eskom. His day to day tasks, to highlight a few, include analysing the scope of planned work; ensuring that safety is adhered to at all times; creating a maintenance plan for the Empangeni CNC; ensuring that line inspections are undertaken; logging scheduled outages for the apparatus that requires maintenance; and ensuring customer satisfaction by adhering to dates and times for scheduled outages. When he is not busy with the afore-mentioned, he enjoys singing and listening to Opera and Choral Music!

Mr Msimang who sees himself in a sector management position in future, says one of the challenges he faces at work is the rate of change of technology for protection systems. An additional challenge is the rapidly growing number of customers which leads to ever increasing demands on the supply of electricity. His message to Umfolozi TVET College students is, “If you have a dream, live it and don’t let anything stop you. It’s your future, drive it.”



Former Umfolozi TVET College student and now successful Artisan, Mr Msimang

Overcoming obstacles on the road to Artisanship

MINETTE KILIAN *Acting Assistant Director: Marketing and Communication*
LANSON MUTANDWA *Marketing Officer*

The perception is that for a person to become a qualified and successful artisan one has to be a male. This perception was challenged by Phindiwe Qoba, a student of South Cape TVET College, Mossel Bay Campus.

Phindiwe, a 35 year old mother, is also the breadwinner of a poor, extended family. She completed Grade 12 in the year 2000 and worked as a chef until 2011. Not being content with 'what was cooking', she decided that she would rather pursue a career in an engineering field of study. Such was the position when she

commenced N1 Electrical studies at South Cape TVET College in 2012. After completing N3 level, she was contracted as an apprentice with Prosper Electrical acting as her host employer. Here she gained experience in house-wiring. In order to widen her experience in the electrical trade, she was placed at Denron Company.

Her scope of work included motor control and cable joining. Phindiwe is currently working at B & G Electrical in the Wilderness and is scheduled to take the trade test. Even though it was difficult at times juggling all her various

responsibilities, she never gave up on her vision of becoming a qualified artisan.

Ralton Abrahams is another dedicated student who started his post-school academic career at South Cape TVET College. He completed the N3 in Electrical. His apprenticeship was funded by MerSeta and the College was the lead employer. He was then placed at employer Trade Link, in the City of George, Western Cape Province.

Here he gained experience in factory maintenance. To further his experience he then joined BDE Consulting Engineers, where he gained experience in building plans and wiring maintenance. BDE Consulting Engineers employed

him on a contract basis whilst he completed his studies. His contract with the College expired in April 2016 and he is currently scheduled to complete the Electrician's trade test.

These examples show that becoming an artisan has nothing to do with age, gender or background. It is only about one's passion and dedication to succeed amidst the challenges that confront one.

These students bear testimony to spirited character and sense of purpose. In the end, it is their families, the wider community and ultimately the country that will benefit from their fortitude. They form the fabric that is the Artisan workforce that is so dearly needed for SA's socio-economic success.

College pilots Dual System Apprenticeship Training model

FIONA MCFARLAN

The Dual System Apprenticeship Training model, which has been applied with great success in Germany, Switzerland and Austria, has recently been introduced to South Africa under the auspices of the German GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit/ The German Association for International Co-operation).

Ekurhuleni East TVET College was one of four TVET College sites selected in the Gauteng and Eastern Cape Provinces to run a pilot project offering training for two trades, namely Electrical and Plumbing, on the dual system model. The Dual System Pilot Project (DSPP) is founded on the belief that students learn best by having the underpinning theoretical knowledge they obtain from a TVET College, reinforced at regular intervals. This is achieved by, and on occasion, simulated practicals, but primarily 'real-life' work experience and training in a structured workplace environment. The DSPP involves a hands-on learning approach over



Representatives of hosting companies, Sun International (Carnival City), Dunlop, Impact, Imfuyo and Southern Star Electrical are joined by Principal Sibande, GIZ and SACCI representatives, Ms Heike Burskens and Ms Darryn von Maltitz. Mr James Mogale, Deputy Director TVET in the Department of Higher Education and Training, pictured on the far right, also gave a presentation at the recent launch

a period of three years. During this time, students alternate between the College and the Host Employer in block periods of between eight and fourteen weeks.

In the Host Employer workplace, students are mentored by a Project Manager. The Project Manager is specifically assigned to provide structured training in the workplace on the focal areas specified in the Training Schedule. Seventy percent (70%) of the students' overall training

period is spent with their mentoring host companies. On completing the programme, they undertake the revised A21 Trade Test. Based on the Quality Council for Trades and Occupations occupational qualification for electricians and plumbers, this initiative will generate fully-fledged and competent artisans.

Apprentices for this pilot project were selected from a pool of National Certificate Vocational Level 3 and Level 4 students currently enrolled at

the participating TVET Colleges. The Lead Employer (Swiss-South African Co-operation Initiative) is responsible for the students' stipends, annual medical assessments and Trade Test fees, as well as providing students with a standard electrician's or plumber's toolbox.

Principal Happy Sibande emphasised the significance of the dual aspect of this system. Without the crucial participation of the hosting companies, it would not be possible to offer a vocational artisan programme such as this.

Forging meaningful partnerships with industry was therefore essential for the success of the programme. Establishing these partnerships is one of the on-going challenges faced by TVET Colleges in their efforts to promote the Decade of the Artisan and to offer a quality vocational education. It was the College's partnerships with the relevant companies which enabled the placement of all 25 students selected for the programme.

The College is particularly appreciative of the support offered by host companies Sun International (Carnival City); Dunlop; Impact; Imfuyo and Southern Star Electrical.



On their way to an A21 Trade Test Electrical qualification! The first twenty-five students from Ekurhuleni East TVET College who have been placed with host companies as part of the Dual System Pilot Project under the auspices of GIZ

Corporate to 'adopt' 16 TVET Colleges in the promotion of Artisanships

MATAU MANYE

"It's cool to be a 21st century artisan", is the slogan for the Decade of the Artisan campaign. A promotion event in support of the drive was held at Sedibeng TVET College Sebokeng Campus. The event sought to raise awareness of the need to have 30 000 artisans qualifying annually by 2030. Local companies were in attendance.

Taking place over two days, the first day saw Deputy Minister Manana visiting local employers. These included Absa Bank, Vereeniging; Ipelegeng Bus Transport, Steelpark; Lords Signature Hotel, Three Rivers; and Arcello Mittal, Vanderbijlpark. The purpose of involving the companies is to encourage them to



Deputy Minister Mduzuzi Manana addresses business on artisanship



Attentive learners listen to Deputy Minister Manana in the course of the Decade of the Artisan promotion

form partnerships with TVET Colleges. Such partnerships would assist in providing experiential training to aspiring artisans. Mr Banie Claasen, Regional Managing Executive for ABSA, said that education and skills are part of the commitment of ABSA's shared growth vision. It provides youth with the opportunity to enhance employability prospects. Deputy Minister Manana welcomed ABSA's announcement of its intention to adopt 16 TVET Colleges. He also called on other employers to follow suite. The campaign for employers' commitment continued with a cocktail dinner at the Lords Signature Hotel, where more local companies were invited. Here again, employers were encouraged to form partnerships and sign MOU's with TVET Colleges.

Deputy Minister Mduzuzi Manana, is currently leading the

quest to promote the Decade of the Artisan. It has become clear that South Africa has a number of scarce skills in artisan trades that are important to address. On another leg of the promotion, the Deputy Minister, addressed 1 200 learners from local high schools in education Districts Seven and Eight respectfully. Grade 9, 10 and 11 learners were assembled in the District Seven Hall where the Deputy Minister delivered a keynote address on the importance of being an artisan. He reiterated that the advocacy campaign is in its second year and is scheduled to run until 2024. Artisan Ambassador training for Life Orientation teachers and Community Development Workers is being offered so as to enable them to further the advocacy of artisanship on an on-going basis, in their communities and their schools.

Learners could visit the exhibition stands of FESTO, SAA, and MerSETA, while others promoted Hospitality, Electrical Engineering and Mechatronics. Learners were encouraged to "try a skill" at the stands. "I am encouraging you to consider Technical and Vocational Education and Training as an alternative to a university education. The skills needed by SA necessitate a massive production of artisans through the college system", said Mr Manana. He further alluded to the fact, that he in no way regards a university education as unimportant, but that far greater numbers of learners needed to be channelled through colleges than universities in

order to respond to the needs of the country and its people.

Mr Manana said that the days of undermining TVET Colleges are over. These institutions have been rebranded as institutions of choice. He told learners that Mpumalanga province was endowed with a big project namely, the construction of the Kusile Power Station. Employers there need the artisans produced by TVET Colleges. He added that 92% of students in TVET Colleges are on full bursaries and are therefore studying free of charge. The promotion ended with the certification of Life Orientation teachers and Community Development Workers as Artisanship Ambassadors.



A Life Orientation Teacher is certified as an Artisanship Ambassador

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NATIONAL DEBATING COMPETITION

Students shine at the first ever TVET students National Debate Competition in Durban

YVONNE SHILOWA *Student Support Social Co-ordinator*

The Department of Higher Education and Training (DHET) hosted the first ever TVET Students National Debate Competition in Durban in August. Almost all public TVET Colleges in South Africa participated in the competition.

Students from the different colleges were grouped together, forming a total of 16 teams. ORBIT TVET College teamed up with Vuselela and Taletso TVET Colleges, to represent the North West Province.

The overall top three winning teams were Team North West, Team Western Cape and Team Mpumalanga. They were awarded with medals by the panel of judges, consisting of DHET Directors as well as the CEO of the National Skills Fund (NSF).

The Programme Director for the event was popular TV and radio personality, Ms Masechaba Ndlovu. Ms Ndlovu hosts The Big Debate TV programme, while the Moderator for the debate sessions was this writer.



Team North West comprising ORBIT, Taletso and Vuselela TVET Colleges' students, was among the overall top three winning teams. At the event, from left from Taletso TVET College were, Mr A Segwai and Ms K Mokale, ORBIT TVET College, SRC President Mr Tsholofelo Molekwa, Programme Director Ms Masechaba Ndlovu, Mr P Kole ORBIT TVET College, and from Vuselela TVET College, Mr A Mokgale and kneeling, Ms K Macheli

Students excel in national debating competition

LEW SCHNOBEL *English Lecturer*



Lindiwe Radebe and Khanyi Jaceni with team convenor Ms Lew Schnobel during the National Debate competition

Gert Sibande TVET College students excelled in debating skills in the Department of Higher Education and Training (DHET) Inaugural National Debating Competition. The competition was held at Umhlanga, near Durban, Kwa-Zulu Natal Province, in August.

Lindiwe Radebe, an NCV Level 3 student of Standerton Campus and Khanyi Jaceni, an NCV Level 4 student from Evander Campus, were selected to represent Gert Sibande TVET College.

They formed part of the Mpumalanga debating team that were declared the winners. Highlighting the theme of 'August - TVET Colleges Month', which focuses on the promotion of academic success and skills development at colleges, the DHET decided to host a national debating competition. Participants represented TVET colleges across the nine Provinces.

The Mpumalanga team comprised two students from each of the three sister colleges. These were namely, Nkangala, Ehlanzeni and Gert Sibande TVET Colleges.

The team took on the challenge with full conviction. The speakers and poetry lovers immediately showcased their versatility and feistiness.

The Gert Sibande TVET College team was supported by Student Support Officer: Ermelo campus, Mr Mduduzi Nkambule and English lecturers, Ms Nhlanhla Ndlovu, Ms Sybil Khumalo and this writer of Evander campus.

The Mpumalanga team was drawn against a team from the Western Cape. The motion Mpumalanga had to defend was 'Government is not getting a return

on investment in the TVET College sector'. Lindiwe, with the support of Khanyi took to the podium. With commanding presence she spoke with confidence, leaving all amazed that a rural TVET College could muster such eloquent speakers.

It was evident that sufficient time had been taken to properly research their defence. The Mpumalanga team received good reviews from the floor. The team was commended on their matching attire on stage that made them look exceptionally professional. Judges comprised of senior DHET officials. When the results were finally announced, the top three debating teams were acknowledged.

The highlight was when Programme Director Ms Masechaba Ndlovu, a renowned radio and TV presenter, announced that the teams who handled the opposing motions best, were the teams of Mpumalanga and the Western Cape.

The recognition that was given to team Mpumalanga boosted their confidence. It helped to realise, and experience the power of perseverance and camaraderie.

It also confirmed the importance of creating platforms for student debate as a regular student activity. The exposure afforded by this competition, the first of its kind on a national level, added much value. Teams will know what to expect for the next competition. Lindiwe Radebe shared her gratitude for the support that the team received from Gert Sibande TVET College management and staff. Faculty were overwhelmed by the team's performance.

We are confident that these young debaters will become the distinguished leaders of tomorrow.

Student debating skills boosted in national initiative

LEHLOHONOLO MPHUTHI

A Department of Higher Education and Training (DHET) initiative is assisting Technical and Vocational Education and Training (TVET) College students in their debating skills. The initiative seeks to strengthen student's research, reasoning capacity, public speaking, critical thinking and articulation skills, through debate.

The first thought-provoking debate, held in Durban, KwaZulu Natal Province, saw students voicing their need for increased focus on producing quality artisans. This is needed to eradicate scarce critical skills. Students also debated the issue of importing skills from outside the country. Supporting mechanisms of co-ordinated work placement, a curriculum which caters for students with special needs and the reduction of the high student attrition

rate, amongst others, were also highlighted.

One student Kedibone Macheli, said that the key to strengthening colleges, is the need for colleges to be creative, innovative and professional. These institutions are core in meeting the demands of a highly competitive labour market. Another, Lindiwe Radebe, said that the partnership between the private sector and colleges is important for student success in the workplace. Ultimately it is this seamless collaboration that will contribute towards South Africa's Domestic Product.

Amongst the topics which the students robustly debated were, whether students could expect to be adequately supported for success through current student support services; whether the current TVET curriculum is inclusive in the



TVET College students and DHET Officials attend the debate in Durban

context of students with special needs; whether TVET programmes are responsive to the current needs of the labour market; and, whether or not government is getting a return on investment in the TVET college sector.

A panel judge, Chief Director of the National Skills Fund, Mr Mvuyisi

Macikama, was encouraged by the students' insightful participation. "We were blown away by your insightful knowledge of difficult topics. On behalf of DHET, I appreciate your research, passion and public speaking. The issues raised are those which have huge policy implications."

The great debate: A 'Team Cape Town' member reports

DIDI ASSURE-WERTHEIM

In the second Semester, the Department of Higher Education and Training (DHET) hosted a national debating challenge for TVET Colleges. This was not a conventional debating challenge. The event provided an information-exchange and learning experience for students. Participants were encouraged to conduct research, use their research to inform their thoughts and ideas, and to articulate these ideas in the forum provided by the debate challenge. Topics related to the TVET sector were unpacked. It provided DHET officials

in attendance, a unique insight into student thought processes. The competing teams were comprised of representation from each of the colleges in the respective provinces. False Bay TVET College collaborated with College of Cape Town and Northlink TVET Colleges. Because of logistical challenges, the students met in Durban in August for the first time as a provincial team. Dubbed 'Team Cape Town', they were noted for representing the TVET College community well. It was noted that students generally do not engage in research to inform and shape their

thoughts. Rather they present the input information verbatim. Lecturers generally assume that students have the skills to sift information and to use their discretion when retrieving information from the Internet. This experience provided an opportunity to demonstrate to students how they should use information to support an argument, without committing plagiarism. Further insights were provided to students on argument structure so that there is a logical flow of thoughts. Asking False Bay TVET College participant Linamandla Deliwe, how he experienced the event, he responded, "I found the two-day exchange very informative. I learnt

a lot. It was also great to be on one of the three best teams on the day. I feel more confident in my ability to express myself. Even when expressing a view on a subject with which most people may not agree."

21st century students are our future thought leaders and policy-makers. It is important that they are taught to cultivate their own thoughts and to undertake research to empower themselves. The event was hugely successful. Not only because students were enlightened, but because it also helped the DHET gain a better understanding of the thought processes that influence student actions.



Participating in the debate challenge were from left, Charney October, Ms Didi Assure-Wertheim, Ms Asanele Ketji, Ms Celine Ruthford, Ms Linda Yhukutwana and Mr Linamandla Deliwe

Pan African TVET and FET Colleges Conference frames the 21st Century Learning Organisation

DR THOLSIA NAIDOO

"It's not what we do once in a while that shapes our lives. It's what we do consistently." Anthony Robbins

This conference has consistently become the space that allows us, as professionals, to engage on issues that shape and influence our world.

The daily demands of our profession consumes all our time, leaving us vulnerable in fully understanding the world outside our college environment.

The profession however, expects that as policy makers, curriculum developers, managers, principals, CEO's, lecturers, etc., we are fully enlightened on national and international trends. These shape teaching and learning practice and fuel the expectation to innovate to solve a myriad of problems that plague our institutions daily. This conference allows access to a platform that takes us out of the normal comfort zones and provides exposure to trends and developments that need to be on

our radar if we are to do justice to teaching this generation whose minds we serve to shape.

The topics selected were indeed thought-provoking and spoke to the industry. I found the following really useful:

The first part of the conference provided a broad strategic overview of what and how the international (UK in particular) TVET practices are in meeting the needs of students. The innovative practice was the building of entrepreneurial spirit among students by allowing them use of college resources to engage in business. This includes the running of a "café" where food is prepared by the hospitality students or students using the college parking areas in a valet business arrangement. The funds generated are used to support students at the college. This did give me the opportunity to reflect and

see a range of possibilities to assist students with basic living costs.

The presentation on the 'Internet of Things' brought home the reality of advancing technology. It highlighted the value of getting students ready to embrace technology and to be available for the job opportunities that this brings. The Digital Revolution is expected to generate 14 trillion dollars in the next few years. The introduction of a professional body in the training space that would encourage crowd-sourcing as a strategy to develop the resources, needed to drive quality through member collaboration.

The new body, the Chartered Institute for Private Practitioners and Trainers (CIPPT), offers every professional member in TVET/FET an opportunity to grow professionally through the collaborative development of resources.

Another critical aspect presented, was up-to-date statistics concerning apprenticeships and the concomitant role of TVET Colleges in the production of artisans

through apprenticeship. Whilst we participate in the planning and training of apprenticeships and apprentices, seeing recent national statistics was most insightful.

The presentation on research from HEAIDs was very insightful. It brought home a fundamental truth that the problem cannot be managed outside campus and student life. We, as strategic players in the environment need to support the initiatives through student engagement. The most powerful mechanism was allowing students to be the ambassadors and catalysts for behavioural change. Other presentations dealt with various aspects that support and characterise 21st Century learning organisations.

It gave me great joy and appreciation to note that the conference focussed on individuals and institutions and how the practice of professionals can be improved upon through innovation, regardless of whether an institution was private or public.

International ICT Conference promotes technological solutions for teaching and learning practices

MARIAN THERON

The Future Managers International North South TVET ICT Conference, themed "The Connected College: have you found your Edutech Mojo?" took place in September.

Access to technology for teaching and learning has exploded in recent years. These advancements provide faculty and students alike with better opportunities to teach and learn. The use of devices in the classroom, whether provided for by the college or by means of a BYOD (Bring Your Own Device) strategy, must be integrated in teaching and learning

practices. Still grappling with slow Internet access, the pressure is mounting to provide stable, high speed connectivity to both faculty and students.

After four years of discussing a variety of topics, the organisers decided that it was time to reflect. This led to the theme "Have you found your Edutech Mojo?" The conference programme targeted the lecturer/practitioner. The focus fell on lecturer/practitioner use of favourite technologies to enhance teaching and learning. The event focused on three tracks namely, cloud computing, greening the

classroom and iWil strategies, using technology. The opening address was provided by False Bay TVET College Principal and CEO Cassie Kruger. Welcoming the delegates, he re-iterated the priorities of the National Development Plan 2030. Ms Tanya Yohan of the Department of Higher Education and Training delivered the keynote address on the first day. She highlighted the DHET's open learning and ICT initiatives for the Post-school Education and Training sector. She went on to provide a clear view on how DHET is working towards a strategy for the implementation of open and online (distance learning) learning in the PSET environment. Mr Pieter Bruwer, Future Managers, posed the question of whether we are just Mojo-ing along. He provided conference delegates with a flash-back of where we began in 2012 with the first conference. He suggested that the question should no longer be what's new or next? We should rather ask, "Am I using existing educational technologies to the optimum. Let us work with what we have and take advantage of what is available". Mr Ian Merrington, from the Cape Innovation and Technology Initiative addressed the

audience on which technology and innovation trends are driving the new economy, and therefore what type of skills are required for job-seekers and employees to remain relevant. A programme packed with informative and insightful presentations followed.

The conference was well attended by 230 delegates representing 19 TVET Colleges, three Universities, private colleges and schools alongside 15 local and international exhibitors. The conference committee comprised of members of the College of Cape Town for TVET, False Bay TVET College and Haugaland College in Norway. The Committee remains committed to the enhancement and improvement of the teaching practices of lecturers and practitioners through the inclusion of technology in classroom practice. The Conference has become the annual event where delegates from the TVET sector, universities both local and international, meet to share best practices. Each year the conference continues to grow, as the demand for innovative ways to deal with the challenges of the connected student in the classroom of the 21st century increases.



At the conference, embracing innovation, were Principal Cassie Kruger, Mr Nicky Cilliers, Ms Antonette Kruger, Mr Pieter Bruwer, Ms Marian Theron, Mr Deon Halls, Mr Timothy Scott Golding and Principal Odd-Henning Johannessen

GIVING BACK

AS 2016 COMES TO A CLOSE AND THE SEASON OF GIVING AND REFLECTING IS OPEN US, WE WOULD LIKE TO SHARE SOME OF THE PROJECTS FUTURE MANAGERS HAS BEEN HONOURD TO BE PART OF.

FUTURE MANAGERS NORTH SOUTH ICT TVET CONFERENCE

In September, we were honoured to be the main sponsor for the annual Future Managers North South ICT TVET Conference. The theme of this year's conference was "The Connected College: Have you found your Edutech Mojo?" There were 15 local and international exhibitors as well as 45 speakers presenting on a myriad of topics - all addressing the use of technology for teaching and learning.

The conference attracted representation from 19 TVET Colleges, three universities and some private schools and colleges.

The conference was a great success and received a lot of positive feedback. Ms Marion Theron, the Distance Learning Manager for False Bay TVET College had this to say, "The conference is the annual event where delegates from the TVET sector, universities, local and international, meet to share best practices. Each year the conference continues to grow, as the



demand grows for innovative ways forward to deal with the challenges of the connected student in the classroom of the 21st century."

POSTER AND PITCH COMPETITION

Also in September, we were delighted to sponsor prize money for the inaugural Poster and Pitch competition for Entrepreneurs, which was hosted by False Bay TVET College. Entrants were asked to prepare a poster demonstrating a new business idea. Before the adjudication day, one-on-one consultations took place to hone and refine the business idea.

Each business idea was evaluated based on the growth, profit and entrant's entrepreneurial spirit. The winners were awarded a collective cash prize of R55 000.00 to kick-start their ideas.

Yandisa Langa, Management Assistant student at False bay College, won first prize for Mountain Tomatoes, which distributes fresh produce to leading supermarkets and restaurants.

Abe Olivier, Programme Manager at the Centre of Entrepreneurship said, "The purpose of the competition is to activate and inspire entrepreneurial behaviour. It further strives to showcase that entrepreneurship is a viable gateway to financial independence."

We have also been involved as sponsors in similar events at Gert Sibande and South West Gauteng College.



EFFECTIVE CAMPUS MANAGEMENT: ESSENTIAL HINTS AND TOOLS TO IMPROVE STUDENT ACHIEVEMENT

Another project that we are really proud to have sponsored is a new title that we have published *Effective Campus Management: Essential hints and tools to improve student achievement*, on behalf of the author Nick Balkrishen.

Nick Balkrishen is currently the principal and chief executive officer of Gert Sibande TVET College in Mpumalanga.

Pieter Bruwer, CEO of Future Managers has this to say about the title, "Mr Nick Balkrishen wrote *Effective Campus Management: Essential hints and tools to improve student achievement* to make a difference to one of our country's most critical sectors, namely TVET colleges. This book is motivational and provides guidance and practical tools to improve performance. It also provides yardsticks to measure success. If you are doing something right, but you do not necessarily know it, this book will provide reassurance that you are on the right track."

Future Managers will be sponsoring printing and distribution costs so that every campus head in the country receives a copy of this valuable title.

All in all 2016 has been a successful and inspiring year for Future Managers and we look forward to some exciting new projects in 2017!

We wish everyone in the TVET College sector season's greetings and all the best for the next academic year.



Students get down to business for R55k Kick-Start

ROSHIN SCHMIDT

The False Bay TVET College, Centre for Entrepreneurship-Poster and Pitch Competition winners were awarded cash prizes totalling R55 000.00.

This funding will help winners to kick-start their viable business ideas. Entrants were False Bay TVET College students and graduates.

The challenge was to prepare a poster demonstrating a new business idea. This was then followed by one-on-one consultations to sharpen the business ideas for adjudication day.

The inaugural internal Poster and Pitch Competition was hosted at the College's Conference Centre. Entries came from all five False Bay TVET

College campuses. Each business idea was evaluated based on the growth, profit and the entrant's entrepreneurial spirit. A total of 23 submissions were received of which 15 proceeded to the adjudication process.

First prize was awarded to Yandisa Langa for Mountain Tomatoes. Yandisa distributes his fresh produce to leading supermarkets and restaurants.

Yandisa studied Management Assistant at False Bay TVET College. See a feature item on Yandisa in the *Movers and Shakers* column – Editor.

Runner-up winners included Keiokantse Bothlolo for Beyond Code (Bua App). Keiokantse developed an

App that is set to translate to all 11 of SA's official languages. Another runner-up was Jenna Hendricks, for her Jig Plumbing.

Jig Plumbing is a start-up female owned plumbing business.

Nicole Petersen succeeded as runner-up with Frenzy Events. Frenzy Events, provides services to corporates and communities in social event management. Vuyolwethu and Malebo were acknowledged for Tree Tech, which provides a service to the community offering computer skills exchange programmes.

Elmarie and Nathan, who call their business E&N's RTC, make furniture from up-cycling products, for the less privileged. Abe Olivier, Programme Manager for the Centre for

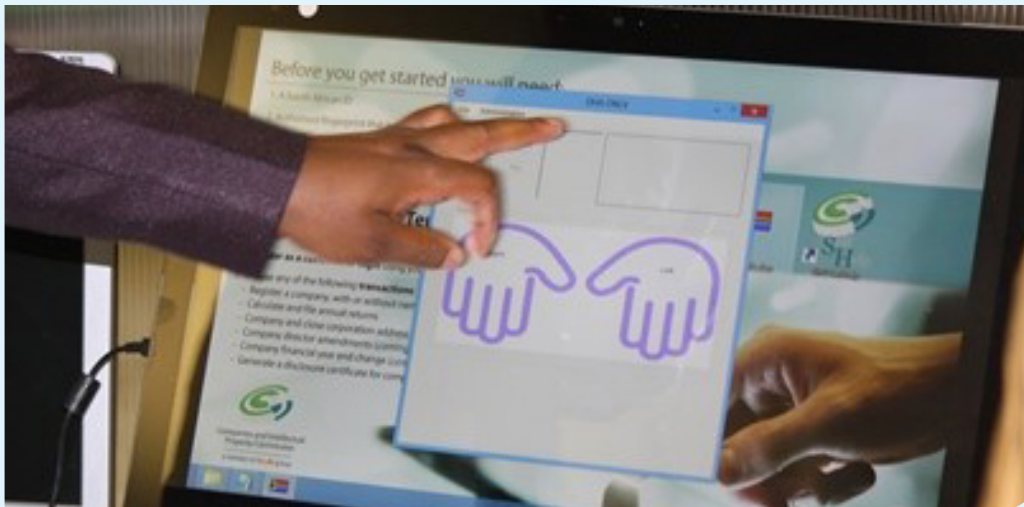
Entrepreneurship said, "The purpose of the competition is to activate and inspire entrepreneurial behaviour. It further strives to showcase that entrepreneurship is a viable gateway to financial independence. While the competition may have been concluded, the mentorship is on-going".

The Poster and Pitch Competition is a joint collaboration. Prizes were generously sponsored by Future Managers, Rotary Newlands, Nedbank and Serina Trading.

Special international guests in attendance included Dr Jack Birmingham, President of Highline College in Seattle, USA. Dr Birmingham and his delegation participated in the judging process.

College Centre for Entrepreneurship boosts business registration

TSHEGOFATSO RAPOO E-Media and Communications Administrator



CIPC terminals offer e-services such as registering a business or e-filing annual tax returns online

The ORBIT TVET College, Centre for Entrepreneurship, has successfully negotiated with the Companies and Intellectual Property Commission (CIPC), to install two of their self-service terminals at the Centre.

These recently installed terminals, which are already up and running at the Centre, will assist College students as well as community members who would like to register their own businesses.

The terminals will be beneficial in the following ways: It can be very costly to register a formal business simply because of a lack of knowledge of how to proceed.

The going price for business registration around Rustenburg in North West Province can be as high as R2000. With the self-service terminals

at the Centre for Entrepreneurship in the College, it will cost about R175 to register a business.

The terminals will increase foot-traffic at the Centre for Entrepreneurship.

Those registering their businesses will also have the opportunity to access other services and products offered by the Centre. With these services being available to the local community at the Centre for Entrepreneurship, there will no longer be a need to travel to neighbouring provinces in order to access such services.

The CIPC terminals will contribute towards the Centre for Entrepreneurship achieving its goals and targets in terms of the numbers of businesses its facilitation services

has established. CIPC's e-Services support clients to access a range of critical services. This includes name reservations, company registration, change of directors and filing annual tax returns via the Internet.

This means that clients can transact with CIPC at the click of a button from the Centre for Entrepreneurship offices at the Rustenburg Campus. Entrepreneurs do not have to endure days of long queues to transact with CIPC.

This is part of a broader digitalisation of services for enterprises which is developing towards one-stop shops that interface with the South African Revenue Services (SARS) and the Home Affairs systems.

TVET College Times Advertising

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TVET CORPORATE SOCIAL INVESTMENT

Sobering statistics prompt Corporate Social Investment initiative

FIONA MCFARLAN

Staggering statistics on unemployment in the Ekurhuleni district of eastern Gauteng Province have prompted Ekurhuleni East TVET College to embark on a Corporate Social Investment (CSI) community project dubbed "Learn to Fish". Spearheaded by Deputy Principal Corporate Services Dr Muswaba, this project is an attempt by the College to empower the surrounding East Rand community. It is envisaged that this can be achieved by providing educational programmes that will encourage entrepreneurship and self-reliance while promoting employability.

In July, the College advertised 35 posts for General Assistants in two local newspapers. The response was overwhelming with more than 2000 applications received. Faced with this staggering response, the College HR department undertook an analysis of the respondents' details as the basis of a College CSI project.

The essence of the CSI initiative is the voluntary involvement of business in the creation of a better society and cleaner environment, while still maintaining profitability. It is promoted through the implementation of ethical codes of good corporate governance, as outlined in the King Reports of 1994, 2002 and 2009.

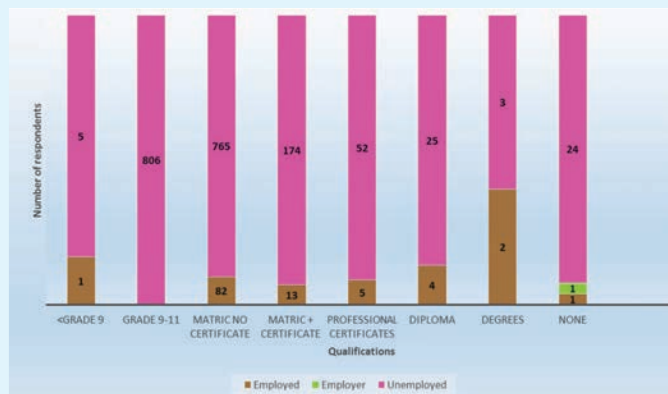
The basic data of the 2200 respondents was analysed according to age, race, geographical location, qualifications and employment status. The results make for sobering reading. As can be seen from

the graphs, just over 53% of the respondents were less than 35 years of age, 847 had written Matric but had failed and a further 806 had left school between Grades 9 and 11. Matric passes totalled 187, while 29 had diplomas and five even had a degree! Yet they had applied for a General Assistant's position along with the 26 applicants who had no formal qualifications at all.

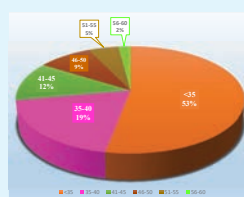
Demographics indicated that 2193 of the applicants were African, 6 were Coloured and 1 was White. Areas of origin indicated that 2107 lived in the Ekurhuleni East area, 36 in Ekurhuleni West, 16 in Johannesburg and 41 in either more far-flung regions of Gauteng or other provinces in the country. Predictably, the highest percentage of unemployed applicants came from those who had either failed Matric or had left school between Grades 9 and 11.

The number (80) of those who have obtained professional certificates or diplomas and have still not been able to secure employment is also very concerning.

In promoting this CSI initiative, the HR Department, with the support of Principal Sibande, College Management and Council, hope to alter the perception that CSI is a charitable rather than a corporate social responsibility. Ways of achieving this include, developing a standard benchmark for CSI implementation; promoting awareness and a CSI culture in the College by better communication



Current employment status of the job applicants indicating level of education



Age demographics of applicants



Qualification status of applicants

among the internal stakeholders; and, incorporating CSI projects in the College Strategic Plan.

A Business Plan and an Implementation Plan are being developed specifically to address the needs of some of those 2200 applicants who applied for 35 General Assistants' positions. This will involve identifying those respondents who need to further their education and skills acquisition as well as outlining timelines, funding budget indicators and project outcomes.

It is also hoped to secure the involvement of College Council members in identifying those

projects in which they may be able to use their own personnel and resources to teach these respondents the necessary skills.

As the highest regulator of the College, the College Council can play a significant role in driving the efforts of all stakeholders towards good corporate governance by promoting CSI. In the long-term, the sustainable development and organisational growth of the College will intimately be associated with the implementation of Corporate Social Investment projects.

These are projects which will aim at changing the lives of people in the communities which we serve.

Social upliftment is a priority for College

MINETTE KILIAN Acting Assistant Director: Marketing & Communication

For the first time in a number of years, South Cape TVET College has had a mid-year intake for Report 191 courses ("N" courses) at some of their campuses within its service area.

Due to the fact that over a number of years, the aforementioned courses were not encouraged due to a lack of funding and a concomitant bias towards the NCV courses, it took more than a little convincing to shift the communities' mind-set to enrol for the "N" courses for the second semester. Oudtshoorn Campus faculty did things differently. In order to fulfil the mandate to offer access to second chance learners and to do their part for social upliftment in their area, they contacted Oudtshoorn Correctional Services to see how the College could assist with the education and training of inmates.

Mr Lodewyk who is responsible for the training programmes offered by Oudtshoorn Correctional Services, was very enthusiastic to bring South Cape TVET College on board as a training partner. The College registered men and women from both Correctional Services facilities situated in the town. Three female and eighteen male students were registered for the N4 Tourism Management course. College faculty involved, commenced with a sense of trepidation, not knowing what to expect. It however became very clear from the onset that the cohort of students were very eager to learn. Moreover, they were found to be friendly, polite and well-mannered. To the extent that one of the lecturers commented that it is most rewarding to teach the inmates as

they challenge her as well. The teaching, learning situation is very interactive with lively discussions on topics at hand.

Mr Lodewyk indicated that the initiative will assist the rehabilitation process. Furthermore, it will increase the possibility of the inmates finding gainful employment on being discharged from the facility. Importantly, their engagement as students will decrease their chances of returning to crime. The students themselves are very positive about this unique chance to further their education. One of the women inmates, very close to tears, expressed her gratitude for this opportunity. She had thought there would never be a chance for her to progress her education again.

All the students involved are keen

to usher in a change in their lives. They view the first step as successfully completing the N4 – N6 programme. This programme culminates in a National Diploma after 18 months of work placement. All in all, they will have to spend three years pursuing their studies if they are serious about finalising and then following their chosen career path.

The hope shared by both lecturers and students is that the education and training opportunities will be on-going, such that many more lives can be positively influenced. "Be the change you want to see" is the motto the students must live up to in order to transcend their current state to become good, productive socio-economic citizens. It seems that, with the dedicated assistance of South Cape TVET College, they are up to the challenge.

PARTNERSHIPS - LOCAL AND INTERNATIONAL

College and Education and Training Authority launch Chemical Operations Simulation Centre

THOKOZANI NDHLOVU

The Chemical Industries Education and Training Authority (CHIETA) launched a Chemical Operations and Electro Mechanical Simulation Centre at Gert Sibande TVET College, Evander Campus B, in September.

The purpose of the launch ceremony was to celebrate the partnership that exists between the College and CHIETA. It is a partnership which has culminated in the building of the Chemical Operations simulation centre and the commencement of training of 161 students. College Councillor Dr Beeka delivered a rousing welcome address. "It gives me great pleasure to welcome you, especially the 161 students who will participate in this amazing opportunity created by CHIETA and Gert Sibande TVET College. As the College Council, we wish to substantiate our vision of becoming the leading College brand in SA. We are consequently grateful for having such partnerships. The importance of these cannot be over-emphasised. We appreciate the support of CHIETA. We urge students to make the best use of the opportunity granted to them," said Dr Beeka.

Principal Nick Balkrishen explained the importance of partnerships to colleges. "Partnerships can assist in the fight against high levels of unemployment, poverty and inequality. Our government refers to this triple challenge as the ticking time bomb". Colleges have the potential to contribute towards diffusing this bomb by providing training that is of high quality, and relevant and responsive to the needs of industry.

One of the ways of achieving this objective is by forming partnerships with relevant stakeholders. Gert Sibande TVET College realises that in order to excel, you need to stand on the shoulders of giants. CHIETA is one of those giants. CHIETA is a highly successful SETA with a great track record. They recently acquired a clean audit which epitomises their efficiency. The College is indeed honoured to partner with CHIETA in providing the training for this project. We hope that this will be one of many projects that the College and CHIETA can collaborate on to improve the lives of our communities", said Principal Balkrishen.

Ms Monica Swart, Manager at Skills Academy, gave a brief background of the project. "When we started the project in 2014, I never thought it would become such a massive project. However, today it is one of the biggest partnership projects that my department runs" she said beaming with pride. According to Ms Swart, the project is divided into two programmes, namely Chemical Operations and Electro Mechanical. Chemical Operations is offered in Mpumalanga Province at Evander Campus B and Electro Mechanical is offered at the Skills Academy in Standerton. Both programmes consist of theory and on-the-job training, an aspect which will prepare students to make a seamless transition into the world of work. Ms Swart and her team are in negotiations with industry to ensure that all the students are placed by the end of 2017. Ms Raakshani Sing, an Executive Manager for CHIETA, representing the CEO of CHIETA, said CHIETA is the fastest growing SETA in the country. She gave a brief



Gert Sibande TVET College SIM speaker Refilwe Mngomezulu delivers a message of gratitude on behalf of fellow students

history of SETA's and touched on the mandate of the SETA's as outlined in the Whitepaper on Post School Education. Ms Sing maintains that the project speaks directly to what government expects SETA's to do. "We answer to the needs of students by providing them with skills that enable them become successful individuals," she said. She also advised students to work hard. "You need to make it happen, success will begin to come the day you wear the graduation gown," she said with a smile. Ms Tanith Mohale, a representative from SASOL shared the following advice. "My question this morning is how to move a great idea to be a great reality," she said. Ms Mohale maintains that every individual requires partnerships in everything they do. "You need to first align yourself by choosing to achieve your goal, by making sacrifices such as choosing to wake up early to go to college study. "The secret to success lies in understanding someone else's reality. By doing so, you will succeed in life. Students need to match their reality with that of employers," said Ms Mohale. She concluded by saying that SASOL is committed to supporting the partnership between Gert Sibande TVET College and CHIETA.

The students were excited to be part of such a great partnership. Andiswa Nqolomlilo, an Electro Mechanical student, said "most of the students here today come from families that could not afford to take them to University. We despaired and we did not know what was going to happen to our lives. "The CHIETA bursary does not discriminate as it welcomes everyone who is willing and committed to study", she said.

She concluded by saying that with all the information she has acquired during the

programme, she has been inspired to study further towards a chemical engineering degree after the completion of this programme. Another student, Refilwe Mngomezulu, who studies Chemical Operations, said that before the project, most of them were sitting at home with nothing to do. "CHIETA and Gert Sibande TVET College have given us the opportunity to study. As a young female, I am really hungry to be successful in life."

CHIETA Board member, Mr Samela Manene, explained the structure of CHIETA and that CHIETA reports to the Department of Higher Education and Training (DHET). He expressed the commitment that CHIETA will continue funding the College as long as they see good results. He thanked the College for their excellent track record and contribution towards the skills revolution.

Dr Themba Mlangeni, Acting Director for DHET based at the Mpumalanga Regional Office commented, "The DHET vouches for, and support the College because of the professional way in which they conduct their affairs. This partnership is one example of the many successes achieved by the College. The DHET is proud of Gert Sibande TVET College and regards it as a top college brand in SA", he said.

College Councillor, Mr Mervin Purchase, delivered a concluding message of gratitude, appreciating the inputs of all stakeholders. "We are in partnership with one of the top performing SETA's, but they also need to remember that Gert Sibande TVET College is also one of the top performing colleges in the country," he proudly boasted. He concluded by thanking the CHIETA for funding the programme and reminded them of how this project could change the lives of the students for the better.

South African and United Kingdom colleges explore collaborative partnerships

THOKOZANI NDHLOVU

There are currently ten partnerships between UK and SA TVET colleges. These comprise inter alia, of six Foundation Partnerships. A Foundation Partnership means that UK college faculty visit SA to explore possible areas of collaboration. Once agreed, a project is implemented. Through the collaboration, both colleges stand to benefit from the international exposure. There are 15 South African and ten UK TVET colleges currently engaged in ten projects.

The British Council sponsored an exchange visit for two delegates from the UK. They landed in Bloemfontein in August for a couple of days. Mr Gary Marston is a Manager for International Recruitment and Services, while Ms Sharnjit Fermahan is an expert in Hair Care, Beauty and Nail Technology. They visited Bloemfontein Campus, Hillside View Campus and Naval Hill from which they could admire the city of Bloemfontein. The purpose of their visit was to exchange best practices between Senior TVET College Managers, and Principals representing colleges in South Africa and the UK. A secondary



Exploring international collaborative linkages were, Motheo TVET College HOD Hair Care Ms Jannet Leeuw, Manager for International Recruitment and Services Mr Gary Marston from the Warwickshire College Group, Motheo TVET College Principal Dipiloane Phutsisi, Hair Care, Beauty and Nail Technology expert Ms Sharnjit Fermahan from the Warwickshire College Group and Motheo TVET College Deputy Director for Learnerships and Skills, Mr Mphela Kgasago

objective is to develop long-lasting partnerships between institutions in SA and the UK. College leaders were encouraged to seek opportunities for faculty and students through exchange programmes.

College in international partnership to promote skills and employability

BUHLE ZWANE

Elangeni TVET College has successfully completed the foundation phase in an International Skills Partnership with the British Council.

Representatives of the British Council have commended the College on the positive impact the project has yielded in the Skills and Employability programme. Flowing from the partnership, the College has been selected to participate in an exciting Leadership Exchange programme. The Leadership Exchange programme is a component of the Skills and Employability programme. Giving substance to the programme, Principal Zodwa Aryetey visited Dudley College in the United Kingdom, in September. The Leadership Exchange programme is aimed at empowering

college leaders to build cross-cultural solutions to on-going challenges.

The programme seeks to achieve effective and efficient leadership in TVET colleges. It will facilitate the exchange of best practice amongst senior TVET college managers and principals both in the UK and in South Africa. It is hoped that the programme will lead to the development of long-lasting partnerships between institutions in South Africa and the UK.

This will also support the sustainability of efficient and effective college management, drawing jointly on UK and South African experience. Enhancing the capacity of senior TVET college managers and principals to negotiate partnerships with critical stakeholders in the education sector and industry is anticipated

to be another outcome of the programme. Developed leadership will be encouraged to seek opportunities for college staff and students through the exchange programme.

In November, Elangeni TVET College hosted Mr Sanjeev Ohri of Dudley College UK. Mr Ohri's expertise lies in securing alternative sources of funding to supplement state subsidies. Council and management will be exploring this area with a view to implementing an appropriate strategy in due course.

The College is open to both local and international partnerships. Partnerships with private and public sector business and industry role-players are particularly welcome.

Interested parties are invited to send enquiries to buhle.zwane@elangeni.edu.za

Partnership seeks to address skills gap

TUMELO MOROBE *Public Relations Officer*

Following a recent visit of the College's partners and the Deputy Minister of Higher Education Mr Mduzuzi Manana, Capricorn TVET College has continued the initiative by 'knocking on the doors' of businesses in Limpopo Province. This is in pursuit of the objective of turning every workplace into a training space.

With the 'Decade of the Artisan' promotion in full swing, Eskom has stepped up to the challenge, 'opening its doors' to the College. The College has entered into partnerships with Eskom,

Mohlomphegi Management Consultants and VPK Business Venture. Memorandums of Understanding were signed, which will see 100 students from the College taking part in a work integrated learning (WIL) initiative at Eskom for periods of 12 and 18 months respectively. The partnership will provide NATED students who are expected to complete the N6 qualification, with valuable work experience. It is anticipated that this in turn, will contribute to their future employment prospects and lead to the acquisition of a full qualification after their completion of the theory component of the qualification. Additionally, it will provide Level

4 National Certificate Vocational (NCV) students with workplace exposure and an opportunity to practice what they have learnt in class.

The trainees were divided into two groups. Fifty NCV students will be trained towards becoming artisans and 50 NATED students will be trained towards completing a National Diploma in Electrical Engineering. Mohlomphegi Management Consultants will pay a monthly stipend including sponsorship of the personal protective equipment and tools needed for the NATED students.

VPK Business Venture will likewise cover the same expense items for the NCV Level 4 students. Principal Khorombi Madzhie lauded the two companies for their contribution to skills development. "The College strives to form partnerships with both private and public employers in order to achieve the goals of offering quality technical and vocational education and training", he remarked.

The induction of these trainees took place in September. Presentations were made on safety, health, environment and quality management, industrial relations as well as ethics. These, it is hoped, will ensure that the students are ready for the corporate world, and that they will be abreast of what is expected of them by host employers.



At the induction of the students were, Mr Charles Maake, Mr Nare Ngwepe, Ms Collen Xivambu, Ms Karabo Kgatla, Ms Gugu Gcaba, Mr Rod Chamudzi and Ms Tebogo Mogale

TVET COLLEGES AWARDED FOR EXCELLENCE

The only AGSA “green” TVET College in the country!

FIONA MCFARLAN

At a national meeting held recently, the Auditor-General of South Africa (AGSA) was invited to present the AGSA audit findings on the auditing of all TVET Colleges. This is a process which started three years ago in 2014.

Of all the TVET Colleges audited by the AGSA to date, Ekurhuleni East TVET College was named as the only one to have received “an unqualified audit with no findings”.

What was especially gratifying was that this was the first AGSA audit the College had ever undergone. In the light of all that such an audit involves, College Management and Council had approached the audit with considerable trepidation! Principal Happy Sibande ascribed, at least in part, the positive outcome to the proficient Internal Audit Unit and Risk Management Office which had been established by the College. Not only did they ensure that

Internal Audit findings were continually and rigorously addressed, but they additionally and indirectly, assisted in the service delivery of the College. This they achieved by monitoring the operation of all internal controls.

Principal Sibande also paid tribute to the College Council and Management team on the achievement. Undoubtedly, what has been of great assistance is the climate of honest, robust and fearless engagement which prevails at the College. Both the College Council

and Management engage each other consistently, in order to determine the best way forward. They respond to identified challenges with strategic interventions. It was this continual involvement, consistent monitoring and strategic intervention, which has brought the institution to this point.

The AGSA has certainly set a very high auditing benchmark for the College. Now it is the hope of all, that these standards will be maintained and even improved upon, in the future.

College awarded for strides in skills development

FAITH SIBEKO

The Chemical Industries Education and Training Authority (CHIETA) recently convened their Annual General Meeting at which awards recognising achievement in various fields were bestowed.

Gert Sibande TVET College was represented by Mr Bafana Motha Deputy Manager - Skills Academy, Office Manager Ms Jane Masilela and State Accountant Mr Steve Nkosi.

The programme commenced with a welcome and overview by CHIETA Acting CEO Ms Ayesha Itzkin. A keynote address was presented by Mr Xolisa Boqwana who is the Group Talent Development Manager for Aspen Pharmacare.

He spoke on the importance of industry and stakeholder participation in skills development.

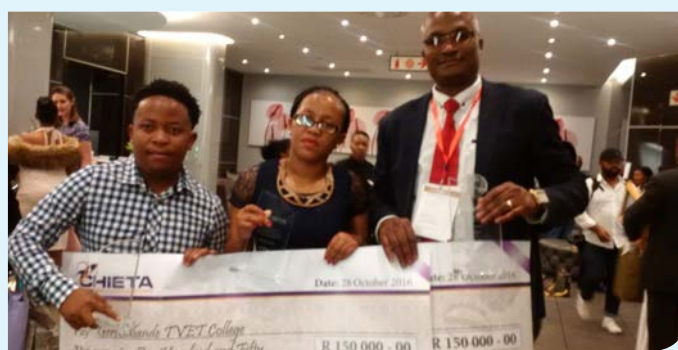
The highlight of the evening was

the awards ceremony. Gert Sibande TVET College topped the awards list receiving three prestigious awards. Each award came with a trophy, certificate and a cash incentive of R150 000.

The college was awarded for the Best Work Integrated Learning Partnership; The Achiever Award for Overall Performance in the Implementation of Skills Development and the Delivery of Training in 2015/2016; and The Best Innovation in Skills Development in 2015/2016.

Mr Motha, head of CHIETA projects for the College, when reporting the achievements to Principal Balkrishen, was overwhelmed and simply said, “Sir I am speechless, let me rather WhatsApp you on what happened at the CHIETA awards ceremony”.

Principal Nick Balkrishen



In front from left are, Deputy Manager: Skills Academy Mr Bafana Motha, Skills Academy: Office Manager Ms Jane Masilela and Skills Academy: State Accountant Mr Steve Nkosi with two of the three cash incentives received as part of the awards

expressed his appreciation to CHIETA for the support they provided, which enabled the College to make great strides in their skills development journey. Principal Balkrishen also expressed his gratitude to “his amazing team” that run the Gert Sibande TVET Skills and

Artisan Development Centre. “Monica Swart and Bafana Motha and their team deserve all the recognition that is being showered upon them due to their commitment to serve our communities with pride and distinction”, concluded Principal Balkrishen.

College secures Diamond Arrow Award

LAME MORUBANE Communication Officer

Motheo TVET College has once again been recognised for business excellence based on the intensive independent research survey process conducted in June.

Professional Marketing Research (PMR) Africa recently awarded the College a Diamond Arrow Award at the annual Free State Business Excellence Award Ceremony held on 14 October at the President Hotel in Bloemfontein. In the Sector of Training Institutions in the Free State Province, Motheo TVET College is highest rated on an overall rating of 4.31 out of a possible 5.00. The award was made to Motheo TVET College on the basis of an annual independent survey conducted in the Free State Province. The results of the surveys were based on the perceptions of the respondents.

The purpose of the survey is to profile the Free State Province as a growth point and potential investment area for foreign and local developers and investors. It also aims to measure companies, institutions, government entities and individuals on their contribution to the economic growth and development of the country, levels of management expertise, implementation of corporate governance and levels of innovation.

In his keynote address, PMR Africa CEO Mr Johan Hattingh said, “Through the awards PMR Africa is creating an opportunity for companies and institutions whereby a team or division can be recognised for hard work. After all, there is a successful team behind each successful and highly rated company and institution”. The survey results are proof of the constant goal driven mentality of the Motheo TVET College Corporate



Principal, Dipiloane Phutsisi and Deputy Council Chairperson, Adv. Tsoeunyane Pela acknowledge the achievement for Motheo TVET College

Communication and Marketing Team. The team continuously strives to be top of mind- not only in the minds of our prospective students, but also in the business sector of the province. The College Council and Executive Management congratulated all staff on the achievement, and thanked each one for their contribution and dedication. This is the third PMR Africa award that Motheo TVET College has secured in the past three years. In 2014, the College received the Golden Arrow Award and in 2015 and 2016, the Diamond Arrow Awards. The recognition received is only possible through the dedicated efforts of a strong team who work together towards common goals in the interests of the college.

This award promotes our vision, namely, “We are the gateway to employability.” Council Chairperson Advocate Xolile Xuma highlighted the fact that the award also brings with it a challenge. First positions must be sustained, he said, “Even though this is the second time in a row! Congratulations to everyone, we have worked hard”.

TVET College scoops another award

IVAN SWART

Northlink TVET College secured a Diamond Arrow Award at the 2016 Professional Management Review (PMR) Africa awards.

The Diamond Arrow Award was bestowed as a result of an independent survey conducted among 100 business leaders and organisations in late 2015 in the Cape Peninsula and City of Cape Town region of Western Cape Province. Northlink TVET College was scored a rating of 4.16 out of 5.

The Diamond Arrow Award is the highest award in its category. Damelin College was awarded second place with the Gold Arrow Award.

"Northlink TVET College would like to thank everyone who contributed to winning this award.

The College could not have been as successful without the support of its staff and the community that it serves," said Rene Bonzet*, HoD Communication Marketing and Advancement.

**Rene Bonzet has subsequently retired. She was one of the first contributors to TVET College Times. She has played a pivotal role in the Marketing Department of Northlink TVET College for over 14 years and in the College sector for 29 years. We wish her well on this new phase of her life.*



Rene Bonzet with the PMR Africa Diamond Arrow Award

College awarded for best practice

JANDRE BAKKER



Boland TVET College Manager for Marketing and Corporate Communication Mr Jandre Bakker, proudly displays the awards

The Professional Management Review (PMR) Africa survey conducted in the Boland region of the Western Cape Province during November and December 2015 recently resulted in Boland TVET College receiving two Diamond Arrow category awards.

In the category, 'College/Training Institutions in the Boland Region', the College received the highest rating with an overall rating of 4.27 out of a possible 5. While in the category, 'Companies/Institutions doing the most to enhance and promote sustainable development in the Boland Region', the College was rated highest with an overall rating of 4.24 out of a possible 5. "Through research platforms such as the Professional Management Review (PMR) Africa surveys, there is evidence

that Technical and Vocational Education and Training Colleges are making a difference in their communities," said Corrie Myburgh, Principal of Boland TVET College. "What strengthens the validity of these awards is that they are not made on the basis of entering a competition, but on the independent perceptions of industry leaders operating in the area," she added.

These awards follow on the 2015 awards in which the College was awarded Diamond Arrow awards in the categories Colleges/Training Institutions in the Boland Region; Companies/Institutions doing the most to fight HIV/Aids in the Boland Region; and, Companies/Institutions doing the most for Black Economic Empowerment in the Boland Region.

College welds its spot in competition

SIYANDA MBATHA Public Relations and Communications Officer

West Coast TVET College continues to be a trendsetter in the welding field. This follows the College's successful hosting of the welding skills local heat competition in which seven participants from various colleges around the

Western Cape competed for a spot to represent their respective colleges in the provincial finals to be held in December.

Amongst the winners to go through to the provincial finals is Ms Luanda Afrika, a student



Ms Luanda Afrika in action during the welding skills competition

from West Coast TVET College, Vredenburg campus. West Coast TVET College supports the empowerment of women. The College therefore encourages students like Luanda to venture into welding and other professions which have traditionally been dominated by men. In achieving this feat, Luanda has raised the profile of women and will serve as a motivation for other women to follow suit. Many in the welding industry believe that women possess the characteristics that make for a good welder. This includes good hand-eye coordination and patience. Women's professional role in the metal trades is increasing, as women discover alternative opportunities to improving their lives. A career in welding can be highly lucrative and exciting. It can lead to high-level employment in various industries.

The competition was attended by welding national expert, Etienne Nel. "I am impressed by the level of talent that was on display in this competition. I commend the College for organising an event of such high standards. I hope this will be a springboard to bigger things for all participants. With SA currently facing a shortage of skilled artisans, such initiatives will draw attention to welding and hopefully attract other learners to consider making a career of it", explained Mr Nel.

Vredenburg Campus Manager Themba Ndaba, extended his gratitude to everyone who made the occasion a success. "I trust that more initiatives of this nature will be rolled out in the near future. The level of competition and dedication showed by the participants augurs well for the future of welding in this country. This will also be another feather in our cap as the West Coast TVET College," concluded Mr Ndaba enthusiastically.

College boasts leading Marketing and Corporate Communication Department

GRETHE CONRADIE

Boland TVET College has once again done the TVET sector proud by becoming the only TVET College to win MACE (Professional Association of Practitioners in Marketing, Advancement and Communication in Higher, Technical and Vocational Education and Training) awards for the year under review, 2015.

This announcement was made during the annual MACE Awards at a gala evening and excellence awards ceremony. The College scooped a Merit Award for Online Internal Publications: ReAksie; an Excellence Award for Online External Publications: Boland+ and an Excellence Award for Electronic Media: Websites: Boland TVET College Website.

Speaking after the ceremony, Manager for Marketing and Corporate Communication Jandre Bakker said he was immensely proud that his team's hard work and diligence had paid off so handsomely. "I salute each of my team-members but in particular, Grethe Conradie, who is based at the Caledon Campus and tirelessly drives our publications; Danel Gillespie, who works from the Stellenbosch Campus and manages the website with Monica Yanta of Strand Campus; Marion de Vries, who is second in charge of the department at the Central Office and more than just heads up the recruitment arm; and then also my right hand in all marketing operations and our Paarl Campus representative, Yolanda Phakela.

Thank you also to our line manager, Ms Wendy Adams (Deputy Principal for Innovation and Development) for consistently supporting our projects. Finally, thanks to each and every staff member and support function, for adding value to the process. These awards go to Boland TVET College and not to a specific department, which means this is our award!"

The three day conference, also attended by Marion de Vries, was more than merely a gala



Senior Recruitment Officer at Central Office Ms Marion de Vries, Senior Clerk Marketing at the Paarl Campus Ms Yolanda Phakela, Senior Clerk Marketing at the Caledon Campus Ms Grethe Conradie, Senior Clerk Marketing at the Strand Campus Ms Monica Yanta, Senior Clerk Marketing from Stellenbosch Campus Ms Danel Gillespie and Mr Jandre Bakker, Manager for Marketing and Corporate Communication

event and the bringing home of awards. The Conference was highly developmental, providing practical guidance on a wide-range of issues. When asked which sessions she drew the most value from, she highlighted the following aspects.

Protection of Private Information Act

With the POPI Act coming into effect from 1 January 2016, it changes the way in which we go about our daily tasks. For example, during registration we have registration files in the Student Administration Office. Each day the information is captured but often this happens late in the evenings and may not always be locked away immediately.

The next morning new students come to enquire and the documentation is still visible (irrespective of whether it is in a file). This could be viewed as an infringement on the privacy of the student and consequently, Boland TVET College, through its chief executive and accounting officer, may be held accountable for said "negligence" which goes with a hefty fine or even time in prison.

Marketing and Corporate Communication will have to regularly communicate with prospective students asking them if they still want to receive information. Gone are the

days of a Grade 10 learner, completing an information request form.

They are considered minors and a parent has to complete the form giving permission that we may contact the learner with study information.

This has a significant impact on the strategy which aims to gain as many leads as possible with the aim of getting as many applications as possible. It also places a larger emphasis on digital platforms such as our website.

Branding and Brand Awareness

A brand is more than merely the logo and the correct use of the Corporate Identity Manual. The main focus of branding is the student experience.

This student experience takes place in a lecture room or workshop for the majority of time. A favourable lecture room experience is set to generate positive word of mouth communication which increases the likelihood of increased brand awareness. Increased brand awareness may lead to perceived positive brand association and consequently draw more clientele.

That said, the classroom experience is not the only factor. Positive experience can be easily undone by a lack of high quality service with regards to administration. This includes aspects such as receiving marks

on time, receiving outstanding statements and accounts on time.

Planning has already started on how to implement what was learnt at the conference in the daily operations of the Marketing and Corporate Communication Department.

Key strategic thrusts for the coming Academic Year include a larger focus on digital marketing which includes the next phase of development of the already award-winning website, integration of social media platforms and the expansion of digital communication campaigns.

Peripheral functions will be centralised to minimise 'costs to company'. Doing so will support the College drive to bring expenditure in line with sustainable practice.

A recruitment drive that focuses on areas closer to campuses while still ensuring that residences are optimally utilised, will also be pursued. An advisory committee will be established to support the department in its functioning.

This committee may include sub-committees for web and digital communication, student recruitment, and general communication.

We look forward to taking these discussions to the next level in order to retain our spot as one of the leading Marketing and Corporate Communication Departments in the sector.

College Choir encore

NOMUSA ZULU-MANGXA

Since its inception in 2012, the Umfolozi TVET College Choir has never disappointed. They have proved time and time again that they are one of the best that our country has to offer.

In September the choir went head to head with some of the country's best talents to compete in the annual Old Mutual National Choir Festival. The Festival was held at the Durban City Hall where they secured 4th position. This is not the first time that the choir has achieved a top-ten position. In 2015, they achieved 6th position. Choir Master Siyabonga Shazi, expressed his gratitude to College management, students, parents and the community for their support. "Next year we are going for gold," assured Mr Shazi.

Student Support Services Assistant Director Ms Nondumiso Mbatha said she is proud of the choir's continuous improvement and urged them to keep putting Umfolozi TVET College on the map.



Umfolozi TVET College Choir sings their way to success in the Old Mutual National Choir Festival

TVET FIRST

Communication & Management Communication N4

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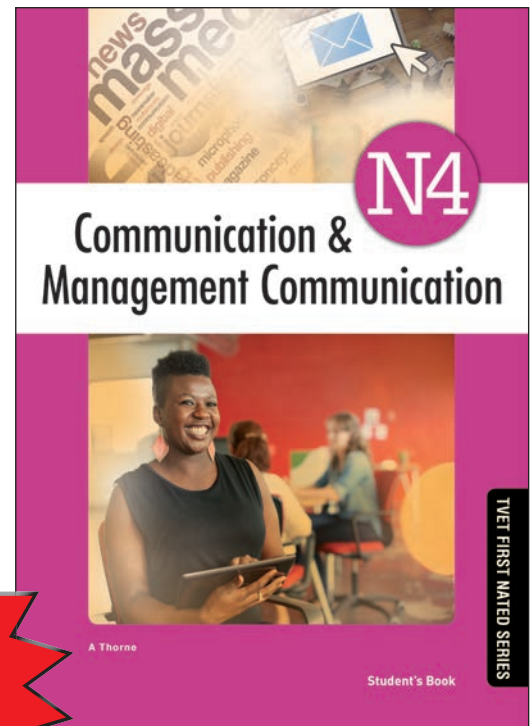
13) Structure of a COVERING LETTER FOR A CV

Your postal or street address
TOWN / CITY [IN CAPS]
Postal code
[Skip a line.]
Date in full

[Skip a line.]
Receiver's designation (e.g. The Human Resource Manager; The Advertiser)
Receiver's company name
Receiver's postal or street address
TOWN / CITY [IN CAPS]
Postal code
[Skip a line.]
Dear Sir / Dear Madam / Dear Mr Surname / Dear Ms Surname
[Skip a line.]
SUBJECT [IN CAPS AND MAX. 8 WORDS]
[Skip a line.]
First paragraph [Give the relevant background information (e.g. the advert you are responding to and documents you have attached).]
[Skip a line.]
Second paragraph [Summarise your past work experience and your strengths, and say why you are applying for this particular job.]
[Skip a line.]
Third paragraph [Say that you are available for an interview and when you can start working there. Give your contact details.]
[Skip a line.]
Closing line [End with an expression of goodwill.]
[Skip a line.]
Yours faithfully / Yours sincerely [If you know the person's surname]
[Leave three lines for the signature.]
Signature
[Skip a line.]
YOUR INITIALS AND SURNAME [IN CAPS]

A sample letter appears in Example 9.18 (p. 206).

Brand new
addition: Letter
Template Section
at the back



In order to assist with the **letter writing questions in Exam Paper 1**, our book contains **a section** at the back containing **all the different letter templates**. For open book exams, students need only go to the back of the book, select the required letter and follow the template instructions.



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STUDENT GRADUATION CEREMONIES

Awards ceremony sees students graduate by the thousand

LAME MORUBANE *Communication Officer*

For the second time since he was inaugurated as Chairperson of Motheo TVET College Council, Advocate Xolile Xuma constituted the convocation in order to convene a historic annual spring Academic Award Ceremony.

Motheo TVET College offers programmes in Engineering, Business and Utility Studies. Eight Best Performers and 55 Diploma recipients were amongst the 1 256 students who graduated. The glamorous ceremony was held at the University of Free State, South Campus (Vista), Bloemfontein, Free State Province. The much anticipated event brought together

College graduates alongside their parents and siblings to celebrate their achievements. It is this achievement that brings hope to families, hopes of a better future, hopes of career prospects, hopes of a changed lifestyle and hopes of contributing to the upliftment of local communities. Officials from Motheo TVET College including Council members and sister TVET Colleges as well as Business and Industry attended the ceremony to share in the success of the graduates.

Guest speaker Dr Boitumelo Moreeng drew relevance for his motivational address from a body of life experiences and lessons learnt.

The speech was characterised throughout by hope, and the anticipated positive impact that graduates were set to make in their local communities.

Such expectations included roles in the alleviation of poverty, mitigating social ills and contributing to enterprise development. Dr Moreeng is the Director for Initial Teacher Education at the University of Free State.

The Principal's Award was awarded to LLB Fredericks for his academic excellence. He enrolled in Business Studies, completing Financial Management N6, with three distinctions and an average score of 84%. FNB also awarded him with R3 000 for good performance.



Ms Dipiloane Phutsisi and Principal's Award recipient LLB Fredericks

The ultimate reward for hard work and dedication

GRETHA CONRADIE

Boland TVET College's annual graduation ceremony took place after weeks of preparation, administration and coordination. The venue was the Worcester Campus.

Owing to the large number of graduating students, two sessions were held. Students were ushered into the gown hall and after each of them had been issued with a gown, they were assembled on the lawn to be organised into faculties. The guest speaker was the well known radio and TV presenter, Mr Ivor Price. The essence of his motivational message was that "dreams are valid". It

resonated extremely well with students and guests. Mr Price was awarded an 'ATKV Mediaveertjie' (media award) on the evening following the graduation ceremony and we extend our congratulations to him.

Special Awards included the Principal's Award, which was awarded to CS Lindenberg of the Caledon Campus for achieving 85% in the programme N6 Management Assistant. The Overall Top Achiever award for Report 191 Programmes went to MK Miltch of the Stellenbosch Campus for N6 Tourism. The Overall Top Achiever for NCV Programmes was S Swart of the Caledon Campus who achieved 86%



for NCV L4 Office Administration. The ATKV Award which is awarded for the Highest Achievement in Afrikaans First Additional Language, went to LC Williams of the Worcester Campus who scored 90%.

We salute all faculty involved in the planning and execution of another prestigious function and congratulate students on their hard work and the outcome of their commitment and dedication.

Student's story of persistence – An inspiration to all

IVAN SWART

"Thank you! Thank you!" were the only words that the Northlink TVET College annual student award ceremony 'Chief Executive Officer Award' winner, could utter on receiving the prestigious award. The event was held at the Cape Events Centre in Goodwood, Cape Town, Western Cape Province.

A very emotional Whitney Brown, single mother and former Northlink

TVET College Protea Campus student, took to the stage and received the award before a capacity audience. The audience were on their feet cheering and applauding her remarkable achievements. Her story is truly an inspiration for any prospective student. For two years she was the only breadwinner in the family as her parents both became unemployed. This led to her attending lectures by day while having to work nights during the week and over

weekends. She also assisted at the local crèche when she could and helped out at the Heideveld Sports Club as an administrative assistant. She completed her first year in Finance, Economics and Accounting achieving an average of 91.7%. During the second year of studies she suffered a medical condition leading to her being hospitalised for a lengthy period. It could have resulted in Whitney cancelling her studies, but did not. She completed the year with an average of 90.8%. In her final year, she had to attend to a family member that had fallen terminally ill. This again threatened her academic ambitions but it did not stop her. Despite this, she continued to work hard and achieved an average of 89% for the year.

Earlier in the year, Whitney was awarded the Top Achiever Award in Finance, Economics and Accounting National Certificate (Vocational) Level

4 at the Technical and Vocational Education and Training Awards – Western Cape Province. She not only secured this but additionally was awarded the Top Overall Business Studies Student NC(V) award in the Western Cape Province. "Whitney provides a truly great example of hard work and perseverance. She continued following her dreams and rose above her circumstances," said Principal Leon Beech. Entertainment provided in the form of a rendition of "Wind beneath my wings" by Robin Pieters, recent 'Voice SA' finalist, aptly fitted the occasion.

Students acknowledged their parents, guardians and loved ones and Whitney thanked everyone that supported and believed in her over the three years. Whitney plans to continue her studies at Northlink TVET College. She will be enrolling to study Financial Management at the Tygerberg Campus in 2017.



Whitney Brown at the Award Ceremony with Northlink TVET College Principal, Leon Beech and College Council Chair Alana James

Academic Excellence celebrated

TUMELO MOROBE *Public Relations Officer*

Capricorn TVET College recently hosted its 2016 Graduation Ceremony at the Bolivia Lodge, Polokwane, Limpopo Province. At the ceremony 260 graduates were awarded Diplomas and National Certificates Vocational (NCV) level four.

Ululations and salutations were echoed by proud, excited parents, guardians and relatives as they hailed the graduates during the conferment of awards. This was a joyous moment for the graduates. They had enrolled for courses in three college faculties namely, Business, Engineering and General and Utility Studies. The ceremony saw six graduates receiving 'Best Performers Merit Awards' for obtaining a number

of distinctions during their studies.

Mr Allen Riba, Deputy Principal Academic Services, praised the graduates. He lauded the 2016 Graduation Organising Committee for their good work. Expressing gratitude for the support received from College stakeholders, he specifically thanked sponsors who contributed materially to making the event a success. College CEO and Principal, Mr Khorombi Madzhie, congratulated the graduates expressing his gratitude for the good work done and the College's dedicated faculty members. Principal Madzhie announced, "We are excited because this ceremony, more than any other occasion, represents the most



College Council Deputy Chairperson Ms Patricia Modiba, Best Achiever Award recipient Sarah Sekgobela and Principal Khorombi Madzhie

visible evidence of our success and our achievements". Deputy College Council Chairperson, Ms Patricia Modiba, added, "Your graduation is the culmination of many years of hard work and sacrifice. So cherish the moment and celebrate your achievements. Continue to make us proud as you embark on the journey to the next chapter of your lives".

In attendance were parents, guardians, and relatives of the graduates, College management and staff members, Principals of sister colleges in the Province, Department of Higher Education and Training Limpopo Regional office officials, Sector Education and Training Authority representatives and other College stakeholders.

Academic Performance receives its due reward

TSHWARELO SEBELA



Principal Hellen Ntlatleng addresses the graduation

Multitudes gathered at the Transnet Hall in Esselen Park, Ekurhuleni, Gauteng Province for the Ekurhuleni West TVET College Diploma Ceremony held earlier this year.

More than 800 graduates were conferred with 15 being rewarded for outstanding Academic Excellence.

The cream of the crop was awarded with trophies, cash prizes and internships, among others. The awards were made possible with the assistance of various sponsors allied to the college. Ndangano Ravhura, Moses Rampora and Nthabiseng Mashinini were further crowned as overall Top Achievers respectively in the streams of Business Studies, Engineering Studies and National Certificate (Vocational). The trio were received with great ululations from a cheering crowd attending the prestigious ceremony.

College Council Chairperson, Dr Mpho Mohlala assured graduates and their parents that a path through education is a step closer to a better future. He added that, "Today you are reaping the results of your toil and selfless sacrifice. Your

dedication and investment in a better future is not only for yourselves but South Africa as a whole. You have indeed done your best while at the College. You are now graduating and reaping what you have sown. I must say that you now surely have a better understanding of the course of your studies and benefitted from the practical tutorials".

The guest speaker, Mr Joel Sekoala of Bavumile ICT Solutions, emphasised the importance of giving back to the college and communities. Since graduates had now been capacitated, they should be encouraged to contribute meaningfully. Mr Sekoala outlined that institutions of higher education and training have an extended duty of making society work. "It is for a reason these institutions are resources of intellectual human capital development. It is for the

development of South Africa as a country. It is through acquiring relevant knowledge that we can overcome the shortfalls that we encounter as a nation to emerge victorious, in our lifetime," he added. Beyond graduation, he pleaded with graduates to do what is reasonably necessary to become further equipped. In this way, they could contribute to the country's economic growth by seeking entrepreneurial opportunities. A facility exists in the college in the form of its Centre for Entrepreneurship which could support such initiatives.

In her closing remarks, Principal Hellen Ntlatleng urged graduates to become ambassadors of the EWC brand in their future endeavours. She thanked students for committing to their academic advancement, and also parents for prioritising their children's education.

Graduation opens paths to success

RHAZIA HAMZA

Twenty-five qualified artisans and 17 diplomats were among the 488 West Coast TVET College students who graduated in various courses, at a glamorous ceremony held in Malmesbury.

Each year, West Coast TVET College Council, management and staff, recognise students who have excelled and have exceeded expectations with their academic achievements. In her keynote address, West Coast TVET College Principal Ms Osma Jooste-Mokgethi, praised students for rising above their circumstances. "All of you have worked long and hard to reach this milestone. Many have overcome incredible odds and obstacles to achieve this. To you all, well done

and congratulations! Education is a shared commitment between dedicated lecturers, motivated students and enthusiastic parents with high expectations," she said.

The CEO's Award was presented to Letsekang Lentsha from the Atlantis Campus. He was the Top Achiever in the NC (V) Electrical Infrastructure Construction Level 4 programme amongst the six TVET Colleges in the Western Cape. He achieved 13 Distinctions over the 3 years, 81% overall in Level 4 and 90% in Electrical Systems and Construction. He was also the Overall Winner of the NC (V) Engineering Level 4 in the Province. He was born in the Eastern Cape and now resides in Dunoon, near Cape



West Coast TVET College Graduates celebrate their day

Town, Western Cape Province. He is doing an apprenticeship at the City of Cape Town and is well on his way to becoming a highly qualified electrician. He believes that one should always 'give of your best'.

West Coast TVET College has expanded and grown exponentially over the last few years. We continue to spread the footprint of Technical and Vocational Education and Training throughout the West Coast

region. Last year, we recorded a growth in student numbers from 8,878 in 2014 to 9,598 in 2015. Apart from growing in student numbers, the College's academic achievements have improved annually. With 2014 – 2024 being declared as the Decade of the Artisan, the College has expanded its engineering offerings in a quest to grow the number of enrolments in artisan related studies.

Students shine at annual Awards and Certification Ceremony

WELHEMINAH MODISANE *Marketing and Recruitment Officer*

Once again, 2016 has been a year of harvesting the well-ripened fruits of ORBIT TVET College.

Earlier this year, the College hosted the Annual Awards and Certification Ceremony at Rustenburg Civic Centre, North West Province. This massive annual academic event recognises the hard work and dedication of students. Every year the capacity of our graduates increases marking the college's excellent growth in output rates.

This year's certification ceremony was a special one-of-its-kind. Two sessions were hosted for the first time. Approximately 900 students across all formal programmes graduated on the day. The morning session was dedicated to the NC (V) graduates numbering 400. The Report 191 (NATED) Programmes session followed in

the afternoon with approximately 500 graduates.

All top achievers, who excelled academically, were recognised in both sessions. There were eight top-achievers for NC (V) programmes, in the fields of study Finance, Economics & Accounting, Management, Office Administration, Tourism, Transport & Logistics, Civil Engineering, Electrical Infrastructure Construction and Engineering & Related Design. There were six top achievers for Report 191 programmes in the fields of study Financial Management, Human Resources Management, Popular Music Performance, Educare, Engineering Studies and Tourism.

The graduation event was well attended by both graduates and guests. We are looking forward to even more graduates in 2017.



NC (V) DUX student, Ms B Koch, achieved an overall average of 79.76% and obtained 13 distinctions

College's New Business Development Unit ensures Student/Lecturer Workplace Exposure and Qualification Accreditation

STANLEY MATENDE *New Business Developer*

Through a number of concurrent initiatives, the New Business Development Unit of South West Gauteng TVET College is ensuring that the College is much closer to the workplace than ever before.

One initiative saw the College participating in the ABSA ready-to-work programme through collaboration with ORT South Africa.

Approximately 40 students were bussed to ABSA Johannesburg, Gauteng province, for a full-day workshop on Ready-to-Work. The College is also currently running three externally funded learnerships across various disciplines. The learnerships include Contact Centre Operators, which is LGSeta funded; Building Construction, which is also LGSeta funded; House Chef, which is Cathsseta funded and Electrical, which is Narysec funded.

In addition to this, the College recently trained and held graduations for more than 890 Extra School Support Project students. These persons will be

employed by the Gauteng Department of Education to assist school learners.

The participants were trained in the following skills programmes: Homework Supervision; Sports Co-ordination; People Management; Early Childhood Development; Office Administration and Arts and Culture.

College students benefitted from workplace based experiential exposure in the form of internships. Companies that hosted the students included, among others: ABSA – Barclays Bank Africa; Truworths and Foschini Group; Mogwale Electrical; Lion Park and Safari; SARS; American Express; Alexandra Hospice; First National Bank; SAPS Garage; Southern Toyota (Lenasia); Enza Construction and Park Inn Hotel.

ACCREDITATIONS

The New Business Development Unit has ensured that the College received accreditation status in the following SETA accredited full qualifications for 2017:

Qualification Title	Qualification ID	QF Level	Seta
FETC: Municipal Finance and Administration	50372	4	LGSETA
NC: Local Government Councilor Practices	58578	3	LGSETA
FETC: Leadership Development	50081	4	LGSETA
NC: Ward Committee Governance	57823	2	LGSETA
NC: Local Economic Development	36436	4	LGSETA
NC: Local Economic Development	36438	5	LGSETA
NC: Contact Centre Support	71490	2	SERVICESSETA
NC: Contact Centre and Business Process Outsourcing Support	80566	3	SERVICESSETA
NC: Community Health Work	64749	2	HWSETA
NC: Community House Building	24273	2	CETA
NC: Building and Civil Construction	65409	3	CETA
NC: Welding Application and Practice: Manufacturing and Engineering	58534	2	MERSETA
NC: Welding Application and Practice: Manufacturing and Engineering	58535	3	MERSETA
FETC: Welding Application and Practice: Manufacturing and Engineering	58536	4	MERSETA
NC: Furniture Making: Wood	49091	2	FP&MSETA
GETC: Clothing Manufacturing Processes	50584	1	FP&MSETA
NC: Clothing, Textile, Footwear and Leather Manufacturing Processes	58227	2	FP&MSETA

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Safety in Society course career awareness promoted

TUMELO MOROBE *Public Relations Officer*

In September, Capricorn TVET College National Certificate Vocational (NCV), Safety in Society students, held a 'Safety in Society Day' at the Polokwane Campus, Limpopo Province. The event aimed to encourage career awareness among Safety in Society students.

The event was divided into two segments. Training, as well as presentations by professionals in the South African Police Services, formed the core of the programme. Students were afforded the opportunity to experience 'real-life' training similar to that which is conducted by the National Police Academy in Pretoria. Students could also interact with

experts from the South African Police Services' Forensic Unit.

"Maintaining a good relationship between the College and its stakeholders does not only assist in readying students for employment and furthering their studies, but it assists potential employers in their efforts of recruiting efficient and effective employees" said Mr Ekwane Ramaphakele, Senior Education Specialist at the Polokwane Campus. Principal and CEO, Khorombi Madzhie, remarked "we are very excited about the support shown by the South African Police Services (SAPS). It goes a long way to ensuring that the College remains relevant.



At the promotion was Principal Khorombi Madzhie with Safety in Society faculty and College stakeholders

Our objective is that the College becomes the best provider in the Safety in Society Programme. We are currently the only College in Limpopo offering this programme", he added.

He lauded Polokwane Campus Manager Mr Thomas Muleya and his team for ensuring that the event

was a success. Principal Madzhie also alluded to plans that are afoot to build a large gymnasium and standard size swimming pool. Guest speaker, Brigadier Paul Mphinyeke, a commander of the Tshwane SAPS Academy mesmerised students and everyone present, as he delivered a powerful speech. His focus was on how students should conduct themselves if they wanted to be efficient and effective in the SAPS. The students entertained the crowd with a short dramatization which reflected the workings of the SA justice system.

With the College giving effect to the motto 'Achieving Excellence Together', attendees included members of the South African National Defence Force, the Commission on Gender Equality, the Office of the Public Protector, South West Gauteng TVET College and the Polokwane Campus community.



Safety in Society students show their drill

College hosts annual Academic Day

TUMELO MOROBE *Public Relations Officer*

"The aim of the event is to identify, nurture and expose talent within the College. We want to see future Presidents, Doctors, Communicators and Journalists graduating from the College", said Ms Phutege Ngoasheng, Chairperson of the United Nations Association of South Africa (UNASA), Seshago Chapter. The activities of the day included Maths Olympiad, Poetry reading, Unprepared speech, Reading skills, Writing skills, Listening skills, Spelling Bee, as well as Story-telling. Participants from all four campuses competed against each other. The theme of the day was "Enhancing positive attitudes towards English and Maths as core fundamental subjects for TVET Colleges". Ms Mary Ramonyatse, Chairperson of UNASA Capricorn TVET College Chapter, expressed the view that, "these academic activities help to increase the number of organised, committed, responsible and confident youth that enter the labour market. In this way they contribute to SA's economic growth".

Ramokgopa Campus triumphed as the overall winner of the day, scooping two CEO Trophies. In doing so, they could be crowned as champions of the 2016 Annual CEO's Trophy Tournament, which marks the Academic Day.



At the Capricorn TVET College Academic Day were from left, Chairperson of the United Nations Association of South Africa Capricorn TVET College Chapter, Ms Mary Ramonyatse, Mr Sammy Malapane, Mr Tumelo Letsilane, Ms Mokgadi Pula and Mr Joseph Phochana

Open Day for Grade 12 learners

TUMELO MOROBE *Public Relations Officer*

Capricorn TVET College hosted an Open Day for Grade 12 learners of the Pietersburg and Seshago Education Circuit in September.

The event was held at the College's Polokwane Campus, Limpopo Province.

The Open Day presented an ideal opportunity for school-going learners to experience what they would be taught at

college and to interact with the lecturers and current students.

Presentations on programmes offered by the College, admission requirements, and possible job opportunities upon completion of qualifications were presented. Bursaries available, as well as extra-curricular activities and support offered by the students support unit were also communicated.



Faculty member Karin Serfontein, explains to the learners



Labour Market Intelligence Partnership: Statement by the Department of Higher Education and Human Sciences Research Council on the release of the first official report on Skills Supply and Demand in South Africa



Mr GF Qonde, Director-General
of the Department of Higher Education
and Training

The Human Sciences Research Council (HSRC) was commissioned by the Department of Higher Education and Training (DHET) to analyse the skills needed to support inclusive economic growth and how education and training institutions should respond to the demand for skills.

The HSRC produced the report "Skills Supply and Demand in South Africa" authored by Vijay Reddy, Haroon Borat, Marcus Powell, Mariette Visser and Fabian Arends <http://www.lmip.org.za/document/skills-supply-and-demand-south-africa>.

The South African skills context

The South African labour force is made up of 15 million employed and 7.5 million unemployed persons. Three quarters of the employed and 90% of the unemployed are from

the African population group.

Two thirds of the population is less than 34 years of age.

Unemployment is particularly high amongst youth (15 to 34 years) and this is increasing as more young people join the labour force. Of the employed population, 20% has a tertiary qualification, 32% has completed secondary education, and close to half of the workforce do not have a grade 12 certificate. Sixty percent of the unemployed has less than a grade 12 certificate.

This translates to 11.75 million of the labour force with less than a grade 12 certificate. The three main findings from the research are:

Firstly, on the economy and jobs:

The South African economy has been characterised by low economic growth rates, leading to poor employment growth. This employment growth has not been sufficient to absorb the large numbers of youth coming onto the labour market for the first time. The end result is an escalation of unemployment rates.

The sectors in which people work, and the types of jobs available are changing. There has been a structural shift towards a service economy and a high dependence on high-skilled financial services. The financial services sector contributes towards growing the country's GDP, but offers negligible opportunities for employment growth.

The only sector experiencing significant employment growth is the state sector, and this is not sustainable. There is an absence of low-wage jobs in the manufacturing

sector that could absorb the vast majority of unemployed who are looking for work. There is a structural mismatch between labour demand and supply, in that the economy and labour market shows a demand for high skilled workers, but there is a surplus of low-skilled workers.

The economy must respond to the twin challenge of participating in a globally competitive environment which requires a high skills base, and a local context that creates low-wage jobs to absorb the large numbers who are unemployed or in vulnerable jobs.

Secondly, on education and supply of skills:

The education and skills level of the South African population is lower than most productive economies. A critical constraint for the post school education and training system and the labour market, is the quality of basic education. Success in the school subjects of Languages, Mathematics and Science, forms the basis for participation and success in technical subjects in post-school education and training institutions, and in the workplace.

Presently, each year around 140 000 Grade 12 students complete the matriculation examination with a bachelor's pass, and of these only around 50 000 students pass Mathematics with a score higher than 50%.

The pool of students who can potentially access university and Science based TVET programmes is very small, in comparison to the skill demands in the country.

The university and TVET college sub-systems are the largest components of the post-school education and training system. In 2014, there were around 1.1 million students in the university sector and 0.8 million students in the TVET sector. Since 2010 the TVET sector has been expanding at an average rate of 23% per annum and the university sector has been expanding at an average rate of 2.1% per annum. Completion rates at both universities and TVET colleges are less than desirable in that in 2014, there were 185 000 completers from the university sector, 21 000 NCV4

and 57 000 N6 programme completers from the TVET sector. Access to school, universities and TVET colleges has improved.

However quality remains elusive, leading to low progression through institutions as well as low completion rates from schools, TVET colleges, and universities.

Thirdly, where do those with a tertiary education qualification work?

The analysis revealed that nearly half of the Higher Education graduates are employed in the community, social and personal services sector, which is dominated by the public sector.

The public sector positions offer graduates a good salary and conditions of service. Unfortunately this is distorting the labour market and not attracting graduates to the private sector.

A high proportion of the Science and Engineering graduates, from both higher and technical and vocational education sectors prefer to work in the financial services sector, as opposed to the manufacturing sector. Science, Engineering and Technology (SET) qualifications are versatile and graduates will move into different fields of work.

The implication for skills planning is that we need a higher number of SET graduates than needed by the SET occupations.

In conclusion

The skills development focus should not only be on a small number of skilled people in the workplace, but also on the unemployed, the youth, low-skilled people, the marginalised, and those in vulnerable forms of employment, including the self-employed.

The dilemma facing policy-makers is how to respond to these diverse sets of development and occupational pathways, and decide how resources should be targeted for inclusive skills development.

These imperatives may seem paradoxical, but all are essential to achieve a more inclusive growth and development trajectory.

About the Labour Market Intelligence Partnership

The Labour Market Intelligence Partnership is a collaborative initiative between government and a national research consortium that aims to build a credible institutional mechanism for skills planning in South Africa.

It is led by the Department of Higher Education and Training in partnership with the Human Sciences Research Council, the Development Policy Research Unit of the University of Cape Town, and the Centre for Researching Education and Labour at the University of Witwatersrand.

For more information visit the LMIP website <http://www.lmip.org.za>

Apprenticeships Appraised: What's the Current Situation in South Africa?

BINA AKOGBHAI, KEN DUNCAN & DOROTHY MOGANE

October 2016



Editor's Note: Ken Duncan is the CEO of the Swiss-South Africa Co-operation Initiative. Should you have questions or comments on the points raised in the following report, please email Ken on ken@ssaci.org.za

Background

In 2016, the Swiss-South African Co-operation Initiative, a non-governmental organisation active in the field of technical and vocational education and training, was engaged by the National Artisan Moderating Body to:

- Analyse data on the National Artisan Development Support Centre's (NADSC) database of apprentices enrolled and certificated as artisans¹ from 2011-2015, to identify and explore patterns and trends in artisan development and employment
- Do A tracer study of newly-certified artisans, to establish their whereabouts in the labour market and typical employment trajectories
- Track the progression through their training and development programmes of representative samples of apprentices on the database, to determine typical rates of progress within different programmes and to identify blockages, detours and loops within those programmes

The first two of these tasks have been completed, while the last will be done before the end of this year. In the meantime, some notable points have emerged.

The Data and their Limitations

The data-set comprises registrations and completions in skills training programmes leading to an artisan qualification between April 2011 and March 2015, as collected by the NADSC from SETAs and the INDLELA² national trade test centre. These data represent most but not all registrations and completions in artisan training programmes across the country during the period under review. The South African National Defence Force and a few large state-owned companies such as Denel, Eskom, and TransNet conduct artisan training entirely in-house without reporting on it to the NADSC. Their registrations and completions, thought to total 2 000-3 000 per

year, are therefore not part of the NADSC data. However, since their trainees are drawn from the same population at large, as any other artisan training programme in the country, on the basis of mostly the same criteria, their absence is unlikely to affect the picture that emerges from the NADSC data.

The total number of registrations and completions in the NADSC database is shown in the following table:

	Registrations	Completions
2011-2012	21 540	12 129
2012-2013	23 594	11 614
2013-2014	27 069	17 427
2014-2015	28 302	14 270

Thus, in the 2011-12 financial year for example, a total of 21 540 persons registered for, and 12 129 completed, an artisan training programme. Each of these registrations and completions is a separate record, i.e. the 12 129 who completed are not necessarily drawn from the 21 540 who registered in that year. Some of them may be but, since artisan training typically spans three to four years, it is likely that the vast majority of completions in 2011 were registered in previous years.

In analysing them by age, gender, population group, geographic distribution, socio-economic status, choice of trade and so on, we must confine ourselves to completions. To include registrations would mean that many of the records would be counted twice; first in the year of their registration and then again in their year of completion. Doing so would distort the data.

Three weaknesses in the data must be noted:

Firstly, weak administration within many of the SETAs, the registrars of apprenticeship and learnership contracts, means that many individual records are incomplete in one field or another. Dates of registration and completion are particularly problematic. There

may be a date for registration as an apprentice or learner artisan but no completion date, or vice versa; or the date of completion may be earlier than the date of registration.

Secondly, until April 2014, reports from most SETAs did not distinguish between learnerships, apprenticeships and any other kind of training programme connected to an artisan qualification. This is a major weakness in the data prior to that date.

Thirdly, the data have not all been captured in a single database but in a series of separate databases, one for each financial year. Since it typically takes three or four years to train an artisan, whether through a single apprenticeship or a series of learnerships, the complete separation of records year-on-year makes it difficult to determine how many of a given annual intake ever qualified as artisans or to track an individual's progression from commencement to completion of his/her artisan training. For this report, individual records were manually tracked by ID number across successive years.

Despite these caveats, the following assertions can be made about apprentices and recently-qualified artisans in South Africa over the past five years.

1. The Trades

Between 2011 and 2015, artisans were trained in a total of 87 out of the 125 occupations listed on the National List of Artisan Trades. In all, there were 55 440 completions during these four years. No registrations or completions are recorded in 28 trades. Whether these are still needed in industry needs to be investigated with a view to de-registering trades that have become obsolete.

Training in scarce and critical trades makes up the lion's share of all trade-related training in the country, which is a positive situation. However one trade, that of electrician, makes up a fifth of all

completions over the period covered by the NADSC data. Fitting and turning is also disproportionately represented. These two trades together, account for almost a third of all completions. It is unlikely that this pattern of supply was driven by industry demand. This suggests an on-going mismatch between supply and demand across the trades.

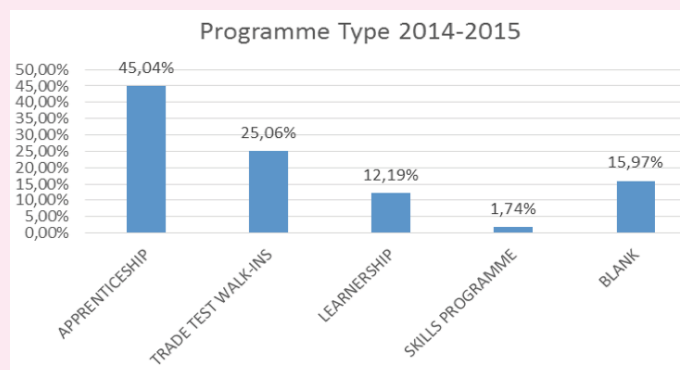
2. Routes to Artisanship

The NADSC database only began distinguishing in its reporting fields between apprenticeships, learnerships and any other kind of artisan-related training programme from the 2014-15 financial year onwards. Prior to that, it is only possible to hypothesise about the route followed by any specific individual by comparing his/her registration and completion dates. This is a cumbersome and unreliable process. This is a weakness in the data that is being progressively eliminated from 2014-15 onward.

The table below shows that, in 2014-15, 45% of all completions (i.e. people who qualified as artisans in that year) came via the apprenticeship route, 25% were trade test "walk-ins" and 12% were graduates of learnerships. This is probably a shift from previous years, when there was much less emphasis on standardisation of programmes and qualifications. That the data do not show the route taken by 16% of artisans who qualified in 2014-15 is an indication of poor record-keeping by some of the SETAs.

3. Registrations vs Completions

The following table shows the percentage of apprentices successfully completing their trade test each year after their registration. These figures were established by tracing individual trainees by ID number through the annual databases. In these tables, the field 'Not accounted for' refers to individuals for whom there is no record of completion of training. They could either still be in training, as probably most are, or have dropped out. Naturally, the number of such individuals



Routes to artisanship, 2014-2015

¹'Artisan' means an occupation listed on the National List of Artisan Trades published by the DHET in July 2012.

²Institute for the National Development of Learnerships, Employment skills and Labour Assessments.

increases for each intake closer to 2015 because it takes three or more years to complete an artisan training course.

Overall, this graph shows that about three out of every four apprentices complete their training successfully, which is considerably higher than has hitherto been supposed.

The graph below shows the number of times the trade test was attempted before the candidate passed.

It can be seen that more than

half passed their trade test on their first attempt, with around a third having to do it twice and a small percentage coming through on subsequent attempts. This is an encouraging indication of a high success rate in apprenticeships.

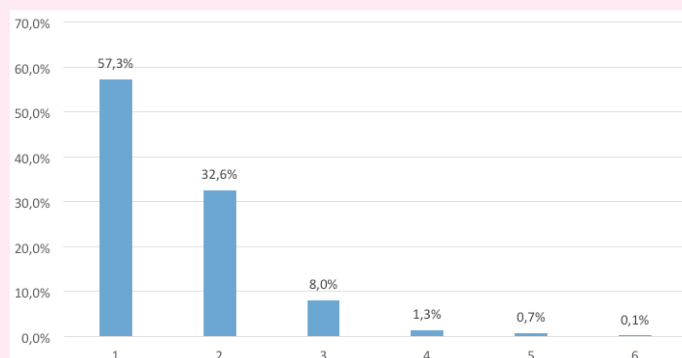
4. Gender Distribution

The gender distribution of artisans completing their training each year from 2011-12 to 2014-15 was as follows.

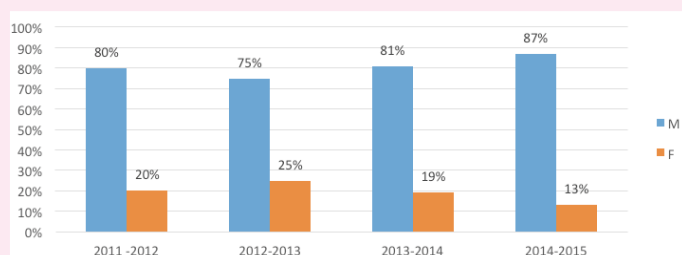
Clearly, men predominated in every year and this trend actually

Year of registration	2011-12	2012-13	2013-14	2014-15
% Completing in				
2011-12	18%	-	-	-
2012-13	18%	20%	-	-
2013-14	16%	23%	23%	-
2014-15	26%	37%	12%	17%
Total completion to date:	78%	80%	35%	17%
Unaccounted for:	22%	20%	65%	83%

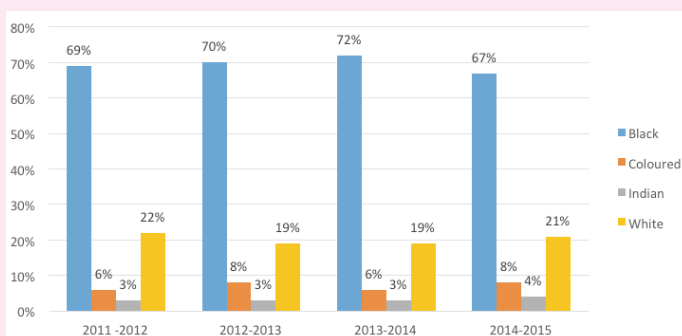
Registrations vs Completions



Number of times trade test was attempted before passing



Gender of Graduates, 2011-2015



Ethnicity of Graduates, 2011-2015

increased over the years being analysed, except for the 2012-13 period when slightly more women are seen than in any other year.

The overall decline in the percentage of women emerging from artisan training programmes between 2011 and 2015 suggests that public campaigns to attract more women into the artisan trades are not bearing fruit. It also suggests that the targets of 25% and higher set by some SETAs for the number of women in artisan training projects are unrealistic.

5. Ethnic Distribution

The ethnicity of graduates from artisan training each year from 2011-12 to 2014-15 was as indicated in the graph below.

This distribution amongst the races is fairly consistent year-on-year. Compared with the population at large, in which Africans make up 79%, Coloureds and Whites 9% each and Indians 3%, it is clear that Africans are under-represented; Coloureds and Indians are more or less at their 'natural' levels while Whites are over-represented.

Since Africans were largely debarred from artisan trades prior to 1981, their predominance in artisan training programmes recorded by the NADSC suggests that access to training has greatly improved for them since then. It may be, though, that in the competition for post-school opportunities the playing fields are not yet completely level for young Africans. Alternatively, or perhaps additionally, they may not yet be attracted to artisanship to the same extent as their White counterparts. This would argue the case for more career guidance at schools, emphasising the value and rewards of artisanal work.

6. Age Distribution

The next graph below shows the age at registration of candidates for artisan training each year from 2011-12 to 2014-15.

It is striking that the overwhelming majority (96%) of the interviewees were over the age of 21 when they entered their apprenticeships. They were therefore out of school for at least two years and usually much longer before commencing their training. Apprenticeships are typically thought of as a pathway to skilled employment for recent secondary-school-leavers.

In South Africa, they are in theory open to Grade 9 graduates, though in practice employers usually require a Grade 12 pass. This graph clearly shows that apprenticeships in this country are not, in fact, catering to that population but rather to a much

older one.

This may be due to a number of factors, including:

- A lack of career guidance and information about apprenticeships available to secondary school students and their parents
- The perceived unattractiveness of the artisan trades amongst young people
- Unclear or complicated application processes for entry into an apprenticeship
- The practice, common amongst employers, of recruiting apprentices from people who have already had some technical training and are not recent school-leavers, as the latter are widely perceived to require a great deal of supplementary training and acculturation to the world of work.

Whatever the reasons, it is cause for concern that so few 17-20 year-olds are accessing apprenticeships because it indicates that, in most cases, there is a lengthy gap between leaving school and entering artisanal training.

7. Disability

A much more positive picture emerges from an analysis of the incidence of disability in each year, 2011-2015:

Year	Disabled	Unspecified
2011-12	5.00 %	4,97%
2012-13	3.55 %	3,13%
2013-14	14.13 %	13,37%
2014-15	13.54 %	13,50%

Incidence of Disability, 2011-2015

Two significant observations immediately arise from these figures:

The number of disabled persons completing artisan training increased dramatically between 2013 and 2014, and appears to be maintaining its new level.

The incidence of disability amongst completers of artisan training now slightly exceeds that of the population at large, in which it is about 11%³. Both these developments are positive. They suggest, firstly, that barriers to skills training for disabled people are being removed or overcome and, secondly, that campaigns by SETAs and other public agencies to promote training opportunities for disabled people are bearing fruit. It is also possible, of course, that reporting has improved, but that would likely happen over a fairly long period of time and not in just one year, as seen from 2013-14 onwards.

It should be remembered that certain types of disability preclude a person from some trades for safety

reasons. For example, electricians cannot be colour-blind because wires are colour-coded; riggers cannot have mobility impairments because they work on scaffolding. And, of course, most trades require the physical strength and dexterity to fabricate items from hard, heavy metal. Given the very real limitations on what sort of artisanal work disabled people can do, it is all the more remarkable and much to their credit that they have been able to enter the trades in such numbers as they have.

8. Employment Status

The employment status of apprentices at the time of commencing artisan training was as follows:

Employers are offered incentives in the form of SETA grants and points on their BBBEE scorecards to recruit learners and apprentices from unemployed youths rather than their existing employees. The data show that, in the years prior to 2014, the majority of trainees were unemployed at the time of registration. In 2014-15, however, there was a shift to recruiting trainees from amongst people who were already employed. This may be because employers are steadily losing confidence in school-leavers as good employees or trainees and prefer to recruit from older, existing employees, who are more of a known quantity.

Again, the high number of incomplete records (24% in 2014-15) reflects poorly on SETA administration.

9. Current Employment Status

As shown in the table below, employment prospects for newly-qualified artisans are good. At the time of their interviews 73% of the respondents were in wage-employment, 6% were self-employed and 21% unemployed.

Employment status	Total	%
Wage-employment	1 183	73%
Self-employment	102	6%
Unemployed	343	21%
Total	1 628	100%

Employment status

These figures are impressive. The employment rate for matriculants and TVET college graduates alike is about 50%⁴ and over 80% for university graduates. So apprenticeships are producing a relatively high rate of employment for successful completers.

This is especially remarkable because the sectors of the economy where most artisans are to be found, manufacturing, construction and mining, have been shrinking for some time. Yet job prospects for

a newly-qualified artisan are almost as good as for a graduate from tertiary education. The time it took the newly-qualified artisans to find jobs is shown in the next table.

Less than a week	17,5%
1 week - 4 weeks	5,1%
1 - 3 months	33,9%
4 - 6 months	16,2%
7 - 12 months	20,8%
> 12 months	6,2%
Do not remember	0,2%
Total	100,0%

How long did it take you to find your current job?

It appears, then, that just over half of all new artisan entrants into the labour market found employment 'easily' (i.e. were offered a job on passing their trade test) or 'fairly easily' (i.e. found a job within three months thereafter).

Importantly, this is mostly 'decent' work, i.e. jobs that offer some permanency and a living wage. Three-quarters (76%) of all interviewees in wage-employment said they had a permanent position while 24% had temporary contracts of varying lengths, which are shown in the table below:

More than a year	47%
6 - 12 months	19%
3 - 6 months	18%
Less than 3 months	16%
Total	100%

Length of temporary contracts

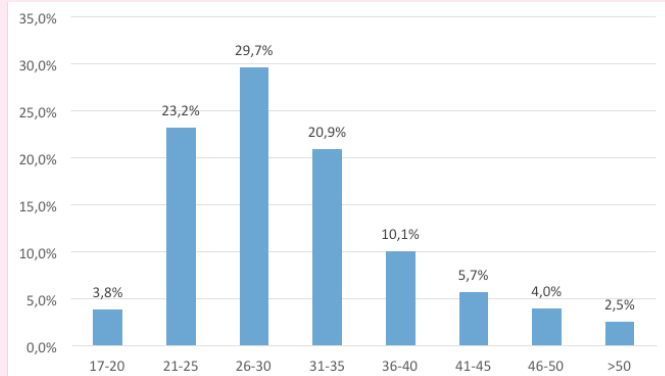
Regardless of the permanency or duration of their contracts, fully 90% of all interviewees reported that they were doing work related to the trade in which they were qualified. Most of the remainder were still doing technical/artisanal work of some sort, while only a handful, were working at something completely different.

10. Remuneration

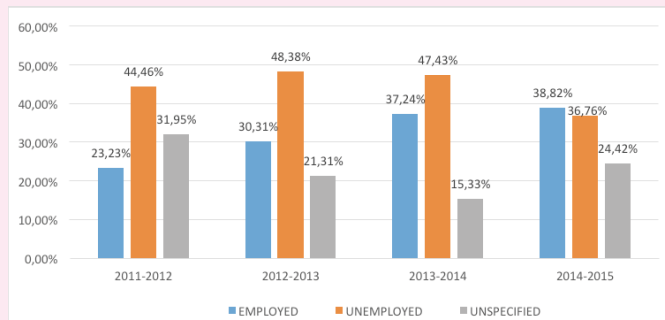
Respondents who were willing to reveal their current remuneration gave the following spread of gross monthly income:

Thus, the gross earnings of over half of the respondents exceed R15 000 per month. Far more than that of NC(V) graduates who average less than R3 000 per month⁵ and comparable with university graduates with first degrees, who currently range between R11 000 per month for a B.A. or B.Com. Graduate to R19 000 for a B.Sc. (Eng.) graduate⁶.

Additionally, one third (33%) of



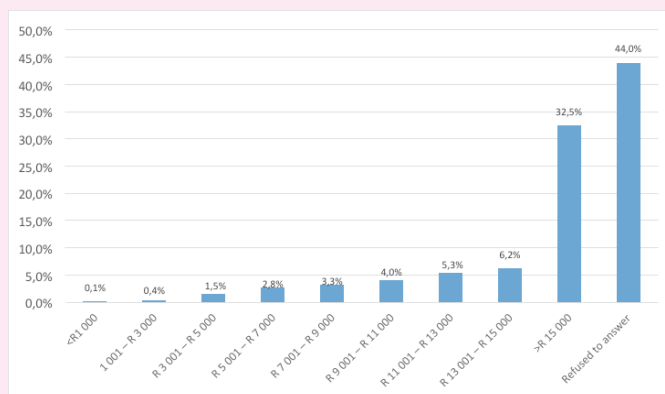
Age of individuals at start of apprenticeship



Employment Status at Registration, 2011-2015

newly-qualified artisans who were interviewed said they had received a promotion since starting work

and 73% said their wages had increased in the past year.



Gross monthly earnings of newly-qualified artisans in wage-employment

Conclusion

The data and analysis presented above indicate that:

- Training of artisans, especially in scarce trades, is on the increase. It is much skewed towards two trades namely, electricians and fitters and turners, which probably reflects ease of access to these training programmes rather than current demand from industry. This suggests an on-going mismatch between supply and demand.
- The successful completion rate for trainee artisans is higher than previously thought, perhaps as high as 75%, including trainees who pass the trade test on their second or third attempt. The introduction of stricter and more uniform assessment standards since 2014 may affect this figure.
- Gender disparities remain in training for all trades and have actually increased over time, despite public campaigns to address them.
- Ethnic disparities are less noticeable and large numbers of young Africans are taking up artisan careers. Nevertheless, compared with the make-up of the general population, whites remain somewhat over-represented in artisan training programmes and blacks under-represented.
- Artisan trainees are getting steadily older at registration and are taking longer to complete their training. These are not good signs.
- Job prospects for apprentices are good, even for the previously unemployed, with overall employment of newly-qualified artisans at 79%. Most of these jobs are on permanent contracts (74%) or longer than 1 year (12%) with decent starting wages and good prospects for increases and promotion.
- The overall picture is that apprenticeships are working for employers and trainees alike.

⁴ SSACI (2015), ⁵SSACI (2015). ⁶MyBroadband (2015)

Consultations, new task team, propel Higher Education sector action on rape, gender-based violence

RESHMA PATEL



Recent weeks have witnessed student movement to advance equity in post-school education. The sector is cautioning that investment and resources being directed at higher education will be eroded, unless #rapemustfall and HIV, health and wellness factors are also addressed.

Hence, a range of stakeholders are championing new plans to address rape and gender-based violence at universities and colleges. This forms part of strengthening and deepening HIV/AIDS prevention and support, and other initiatives to deal with risks to student health and the ability to complete studies. This includes alcohol and drugs abuses which exacerbate violence and sexually transmitted infections including HIV. Universities and

colleges are looking at ways to collaborate in order to share existing methods that work in responding to sexual and gender-based violence (SGBV); and to adopt and roll-out new policies and measures in order to improve the safety of their students and staff.

Many, but not all, of the 76 higher education institutions, which work with two million students and staff across some 420 campuses, have policies and programmes to reduce and deal with SGBV.

Reports of incidents, and institutional, legal and health-related responses, indicate inconsistent application of policies and availability of services. Inadequate protection and assistance for rape survivors and ineffective prosecution of perpetrators are frequently a concern.

They contribute to compounding the harm caused by sexual assaults in the first place.

Briefing the media, Deputy Minister of Higher Education and Training, Mduzuzi Manana said, "As a sector, we want to acknowledge that our lecture rooms, offices, residences and other campus areas and their immediate vicinity are vulnerable to rape and sexual assault. As a sector, we want to state that each incident is unacceptable, unlawful and harmful. As a sector, we are now initiating consultations and collaborations that will lift this burden from individual institutions and make it a sectoral and national priority, enabling us to work towards a significant drop in levels of SGBV. As a sector, we recognise that this is an urgent and necessary mission. It is required in order to protect students and staff and fulfil our mandate to educate South African youth and contribute to social and economic transformation and progress." The initiative involves the Department of Higher Education and Training; the Higher Education and Training HIV/AIDS Programme (HEAIDS) and role players from higher education institutions; research and capacity building organisations; government departments; social, police and justice services, and the NGOs working in this field.

These partners are forming a technical task team that will conduct a needs analysis and prepare a comprehensive SGBV strategy for the sector. The task team and HEAIDS, which will act as the co-ordinating and supporting structure for this work, have sketched out an initial work-plan which has identified five priority areas:

Policy framework:

There is a need to understand existing policies and programmes and how they are being applied, identify gaps, document good practice and use this data as a foundation for extensive consultations prior to the formation and adoption of a sector-wide SGBV policy framework.

Capacity development:

When the policy framework is adopted, training to aid its implementation will be extended to campus-based peer educators and student formations, leadership, management and HR offices of higher education institutions and various providers of security, health and wellness and legal services.

Consultation, advocacy and lobbying:

Efforts to improve dialogue, enhance education and communication, build consensus and resolve challenges will be at the heart of the approach in order to ensure that the needs of students and staff at risk are addressed and that the sector's objectives in this regard are met.

Campus-based services:

It is anticipated that many institutions and campuses will need assistance in making concerted efforts to provide accessible and efficient preventive and post-assault services.

Monitoring and evaluation:

Based on criteria and performance indicators to be developed, the achievements

and the success of the sectoral programme will be monitored by HEAIDS and overseen by the Department of Higher Education and Training.

"The decade-long work by HEAIDS and many partners to bring youth- and campus-friendly accessible services to enable students and staff to take ownership of their health and wellness, has built a valuable platform from which we can begin to engage on the issues of rape and violence," says Dr Ramneek Ahluwalia, Director of HEAIDS.

He highlights that SGBV cannot be tackled in isolation. This has been illustrated by World Health Organisation studies which suggest that 65% of partner violence in the country is associated with abuse of alcohol and drugs.

"The considered approach we wish to adopt in designing and rolling out a programme aimed at protecting our students and staff, rests on dialogue with all affected and primarily those at greatest risk, the female students. With united commitment and resources, we believe we can ensure progress across our big sector so that no one feels alone and powerless. Our collective action will allow us to achieve two major goals namely, to build a safety net for those at risk and, reduce the place to hide and repeat violations for those who engage in rape and gender-based violence," Dr Ahluwalia concludes.

Currently the Higher Education SGBV Technical Task Team (TTT) includes the following members:

Name	Position and organisation
Ms Ntsiki Sisulu Singapi	Chief Director, Department of Women
Prof Chrissie Boughey	Deputy Vice Chancellor: Academic, Rhodes University
Prof Jackie Dugard	Director: Gender Equity Office, University of Witwatersrand
Prof Rachel Jewkes	Director: Gender and Health Research Unit, Medical Research Council
Ms Siza Magangoe	DDG: Social Services, Department of Social Development
Ms Andile Mthombeni	Research Assistant and student representative, University of Witwatersrand
Ms Caroline Nyamayemombe	Regional Specialist, UN Women
Ms Mary Peters	Deputy Principal, Elangeni TVET College
Ms Cal Volks	Director: HIV/AIDS, Inclusivity and Change Unit, University of Cape Town
Mr Nick Balkrishen	Principal, Gert Sibande College
Ms Eyethu Makeke	SAFETSA: Gender Equity Officer
Ms Noluthando Hlubi	SAUS: Gender Equity Officer
Ms Dorcas Sthokozile Gcabashe	Student, SGBV activist and peer educator
Ms Vuyokazi Maflika	Department of Higher Education and Training

About HEAIDS

The Higher Education and Training HIV & AIDS national programme (HEAIDS), aims to develop and support HIV/TB/STI mitigation initiatives and promote health and wellness across South Africa's public higher education institutions (HEIs) and Technical and Vocational Education and Training (TVET) Colleges.

It is a programme of the Department of Higher Education and Training that is undertaken by Universities South Africa (USAF), the representative body of the 26 HEIs (formerly known as HESA), in partnership with South African College Principals Organisation (SACPO), the representative body of 50 public TVET Colleges.

As part of an increasingly comprehensive HIV / TB / STI mitigation programme in the higher education and training sector, HEAIDS implements the following projects in partnership with a range of public and private sector role players:

- First Things First HIV/TB/STI General Health & Wellness programme
- Men's Health and Empowerment programme
- Women's Health and Empowerment programme
- Alcohol and Drug Abuse Prevention programme
- MSM and LGBTI programme
- Academic Capacity Development programme
- Future Beats Youth Development and HIV prevention through campus radio and social media.

TVET College Times presents the Introduction and General Considerations of the continental strategy for Technical and Vocational Education and Training. In the March edition, we will publish further aspects of the strategy.

Continental strategy for Technical and Vocational Education and Training (TVET) TO FOSTER YOUTH EMPLOYMENT

Introduction

The growing problem of youth unemployment and underemployment is one of the main socio-economic development concerns of most African governments.

Without job-related skills, youth and adults cannot benefit from the employment opportunities that offer a decent income. In many countries, one of the key elements of development strategies is to support young people to acquire professional skills through Technical and Vocational Education and Training (TVET) programmes. This approach also helps to promote entrepreneurship.

Wars, conflicts and other natural disasters have also destroyed the provision of TVET systems in countries in conflict or post-conflict situations. Of which there are unfortunately too many on the Continent. Although there are significant and positive efforts to strengthen TVET and entrepreneurship training, TVET systems in many countries are characterised by under-resourced, obsolete or damaged infrastructure; inadequate inter-sectoral linkages; lack of Labour Management Information Systems; limited curricula; and inadequate human resources. These situations are the consequences of inadequate human resources due to the death or displacement of experienced instructors and other workers who are very often not replaced.

General Considerations

It was in this context that the African Union Commission (AUC), in 2007, developed a continental strategy to revitalise TVET in Africa. This would be sought through the implementation of the Plan of Action for the Second Decade of Education for Africa 2006-2015. At the time of drawing lessons from the mid-point assessment of the 2007 strategy, the need was felt to review it and redefine our vision of TVET. This was decided in order to improve its visibility so that it can better play its assigned role.

Africa certainly has high

economic growth rates. Paradoxically this growth does not translate into jobs, and unemployment rates are not falling. The consequence is that African economies are struggling to cope with the difficult task of providing decent jobs for the millions of new entrants to the labour market, estimated at about 10 million each year. The increasing number of poorly educated, unskilled, unemployed and underemployed young people, poses a daily threat to the stability of countries and therefore to their development. It is estimated that almost 100 million young men and women in Africa, out of a total population of about 200 million young people, are illiterate and unemployed or in low-paid jobs (UNESCO, 2012). Consequently, the quality of the workforce remains low and often inadequate.

In the formal industrial sector, declining employment opportunities remains a concern. Work in this area is less than 10% of total employment in most African countries (Filmer et al., 2014). The vast majority of the workforce is found in the services and agricultural sectors. This workforce distribution pattern must be considered when developing national policies, TVET strategies and training programmes. Technical and professional skills capacity building systems in Africa are hampered by poor relations with the labour market, lack of trained personnel and inadequate programmes. Very few countries lay emphasis on capacity building in rural communities. Even though recognising the role of the informal economy, which is the largest employer and the main source of technical and vocational education in Africa.

First, it should be understood that the acquisition of technical and professional skills can take place in different learning environments. These include:

- Formal learning, which is synonymous with school or curriculum-based learning;
- Non-formal learning and finally;
- Training based on informal learning.

In some parts of Africa, the informal sector accounts for over 80% of all training skills (ILO, 2007). Training in the informal sector is more flexible than TVET in schools that impose rigid admission criteria and age limits for learners.

Teaching in the informal sector very often takes place in the local language, in a culturally friendly environment for illiterate or poorly educated learners. It is therefore important to strengthen the provision of TVET in the informal economy, especially the traditional apprenticeship system where master craftsmen transmit their skills and knowledge to the younger generation.

However, it must be stressed that a good foundational education at primary and secondary level significantly enhances the outcome value of any TVET training.

There is therefore a need to enhance the 'education' content in TVET across the board.

Conceptualisation

To be able to address issues at the triple- national, regional and continental levels requires a simple and effective policy to harmonise the different concepts.

This involves finding commonly accepted terminology. It is useful to clarify the meaning of words used in order to ensure a common understanding of the strategy, especially around the issue of jobs.

TVET

There is an on-going conceptual debate on the definition and meaning of different terms used to describe the acquisition of employable skills. Terms such as, "Education and Vocational Training" (EVT); "Technical and Vocational Education" (TVE); "Development of Technical and Professional Skills" (DTPS); and, Technical and Vocational Skills Development (TVSD), are used in different countries and different contexts to mean "Technical and Vocational Education and Training" or TVET, in all its dimensions.

In this Strategy, the term TVET is



used in its broadest sense. It covers all aspects of training and skills development of all cadres, whether it should be for formal or non-formal, or for the demand and supply of skills; or employability; or the improving of skills; or fostering the ability for self-employment or retraining; or versatility and continuing apprenticeship.

Concerning the scope of TVET from primary school to higher education, it is a mistake to consider TVET as a separate sector. Rather it should be considered the integral and final purpose of any education system. A system, that leads to the acquisition of knowledge and expertise relevant to society and the development of the individual. TVET must be seen in a cross-cutting manner. It must be understood as extending from primary education to higher education.

Therefore, from primary school, students should understand firstly, the importance of exercising a professional activity within society. Secondly, that the education system in general is a place for acquiring basic or otherwise generic skills.

The difference between the two is that certain professions, such as engineering, medicine, law, and so on, require a specific theoretical knowledge and intellectual cognition.

Learning a trade and acquiring more and more experience with daily practice over time, is common to all professions.

This holds for the mason with his trowel to the civil engineer.

It is quite remarkable that in many African countries, training is already attached to the Ministry of Higher Education.

This is a positive signal that cannot be ignored.

College combines business and training in restaurant initiative

LAME MORUBANE *Communication officer*

Motheo TVET College Council Chairperson Adv. Xolile Xuma delivered a keynote address in September at the official launch of the Gateway Restaurant that is situated on the Bloemfontein Campus.

Among the high profile guests in attendance, were Department of Higher Education Officials, BANKSETA and CATHSETA Regional Managers, SANLAM, BON Hotel and College Senior and Broad Management. The concept of the restaurant concretised on Principal Phutsisi's visit to Westlothian College in Scotland, UK. The building was

formerly used as a hostel and later for tourism classrooms. Following the visit to the UK, Principal Phutsisi tabled the idea to change the building to accommodate a restaurant. Principal Phutsisi emphasised that it was to be a business opportunity. It is planned that lunches would be sold during the week to be followed in the near future with other meals and the hosting of events. The purpose of the restaurant is primarily for training and learning and allowing students the opportunity to practice what has been learnt.

In his address Adv. Xuma said this restaurant must be self-



Lecturer Ms Matlotlo Semila and student Ayanda Rodi prepare lunch in the restaurant facilities

sustaining. It will host College broad management meetings and other

events that are outside the broader scope of the College like the Premier's Gala dinners. "A key objective is to change the mind-set of students. The intention is one of steering them in the direction of starting their own businesses, particularly in the hospitality field". He added that this restaurant would contribute by assisting college graduates to acquire practical experience who could not immediately be absorbed by the labour market.

For information regarding bookings, contact Business Studies HOD Mr Khethang Motsamai on 051 411 3009 or email: motsamaik@motheotvet.co.za

Beating the queues with Online Applications

PATIENCE MAKHAPHELA *Head of Marketing and Communications*

The Academic Year 2017 started in August with campaigns promoting early registration and enrolment for 2017. In preparation, South West Gauteng College has put in place various ground-breaking initiatives.

Success in implementing the 'Applications before Enrolment' campaign, has resulted in the College enjoying the benefits of 'on-

time-admissions'. These benefits include the reduction of enrolment queues during peak times. Long enrolment queues are an indictment on the College's administrative procedures and are to be avoided as much as possible. 'Applications before Enrolment' also ensures that adequate career information is provided to prospective students on

time so as to ensure that students are enrolled for courses for which they are suited and in which they are most likely to succeed. Another advantage of 'Applications before Enrolment' is that the college is capacitated in good time to plan the allocation of teaching and learning resources as well as the scheduling lecturer timetables. This year, the campaign was rolled out from the 1st of August. The College also introduced an 'online

admission and registration' option to further enhance the registration process. The advance planning also ensures that the college will meet its Operational Plan student registration targets for 2017.

In a drive to further expand access to the College, afternoon/evening sessions are being considered for certain courses.

SWGC, PERIOD, ENOUGH SAID,



We recommend Microsoft® Office

Some things are just
better together!

Save on Microsoft Office when you purchase it with a Notebook or PC!

Office 365 Personal
Office 365 Home
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Plagiarism awareness amongst N6 students at a TVET college

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Introduction

Scholarly and academic work is premised upon principles of ethics and integrity. It is where new ideas may be propounded based upon referral to previous schools of thought and the re-confirmation of previous ideas.

TVET Colleges are centres of knowledge creation. As such they are established to produce high quality graduates with high standards of ethics and professionalism. The proliferation of information and rapid rise in student enrolments at TVET Colleges has instigated a lot of discussion around issues of plagiarism at universities and colleges. Nowadays, information and communication technologies are widely used for information processing, not only in business but also in education. The new world order, which is characterised by abundant and readily available digital information through computer networks, means that information has become ubiquitous. Information can be obtained at any time and in any location no matter the distance. As long as the necessary infrastructure and the skills to retrieve information from global networks are readily available. Acts of plagiarism are characterised as unacceptable behaviour in legislation. This position is carried through in institutional policies at institutions of higher learning.

This study aims to explore and examine the levels of awareness of plagiarism amongst students at a TVET College. Furthermore, it examines the existence of policies that govern plagiarism issues in the college. Plagiarism is the intentional and unintentional use of another's work or ideas, published and unpublished, without acknowledging the source of the work.

Objectives of the study

Higher education institutions need to ensure that students possess basic referencing and academic writing skills. The twofold purpose of this study is firstly, to examine and explore levels of awareness about plagiarism amongst Nated N6 Hospitality and Tourism students at a TVET College and secondly; to investigate the existence of policy to effectively manage plagiarism.

The research will attempt to provide answers to the following research questions:

- Are False Bay TVET College students aware of issues related to plagiarism?
- Are there institutional policies to deal with plagiarism?
- Are students aware of the institutional policies on plagiarism?

Methodology

A survey questionnaire was used to collect primary data for this empirical study. The exploratory questionnaire was distributed to all N6 Hospitality and Tourism students during their class periods. Institutional policy analysis was also conducted to gather data around issues on

the existence and implementation of plagiarism policies. The combined class totals for the two classes selected to participate in this study was sixty-six (66) based on class registers. Thirty-six (36) completed questionnaires were returned. The rationale behind the selection of the N6 classes was motivated by the assumption that since they are at the exit level, they would have assimilated some knowledge with regards to plagiarism and referencing issues.

Literature review

Plagiarism has been acknowledged as a considerable challenge facing institutions of Higher Education in South Africa. Past research has attributed this to the exponential rise of enrolments at Higher Education institutions. Jiyane and Onyancha (2010:12) posit that the new world order, characterised by the abundance and ready availability of digital information through computer networks, means that information has become ubiquitous. Information can therefore be obtained at any time and in any location no matter the distance.

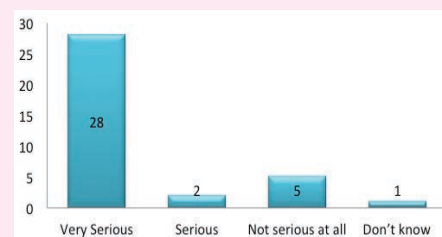
As long as the necessary infrastructure and the skills to retrieve information from global networks are readily available. Twenty-first century students are faced with the daunting task of filtering through the abundant information resources available. This is in order to retrieve relevant information and apply and use the information, legally, to solve specific problems.

Plagiarism can be defined as the misappropriation of materials, ideas, facts,

words that were created, originated or discovered by someone else (Jameson 1993:19). The definition is further simplified by (Logue: 2004:40), who defines plagiarism as the intentional or unintentional use of another's work or ideas, published and unpublished, without acknowledging the author of the work. Many students enter tertiary education without a clear understanding of what constitutes plagiarism. They lack the awareness, skills and tools required to avoid plagiarism. Hence, it becomes institutional responsibility to bridge this gap through the imparting of information and the related literacy skills.

Analysis and discussions

The main objective of this study was to establish student awareness of plagiarism and also explore their awareness with regards to what constitutes plagiarism. The first question investigated student perception on the seriousness of plagiarism. The Table below presents the result. Twenty-eight (28) (77.7%) of the students indicated that they view it as "very serious", with five (5) (13.8%) saying it was "not serious at all". Two (2) (5.5%) said "serious" and one (1) (2.7%) was "not sure".



Seriousness of plagiarism

Plagiarism was earlier defined as, the intentional and unintentional use of another's ideas without acknowledging the source. In some instances, plagiarism occurs because students

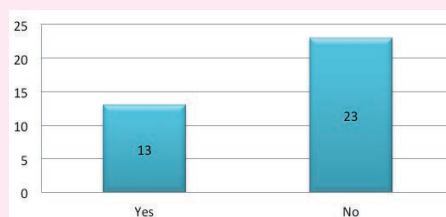
Forms of plagiarism committed by the students

Student activities		Always	Frequently	Sometimes	Rarely	Never
Paraphrased work without acknowledging the original source	Count	2	4	21	6	3
	%	5.5	11.1	58.3	16.6	8.3
Summarising a text without acknowledgement	Count	3	7	8	12	6
	%	8.3	19.4	22.2	33.3	16.6
Copy text word by word without acknowledging	Count	1	3	11	9	14
	%	2.7	8.3	30.5	25	38.8
Submitted someone else's work without permission	Count	0	0	2	0	34
	%	0	0	5.5	0	94.5
Written an assignment for your friend	Count	0	0	6	1	28
	%	0	0	16.6	2.7	77.7
Invented references or bibliography	Count	2	4	6	7	17
	%	5.5	11.1	16.6	19.4	47.2
Copy and paste from the internet and submit it as your own work	Count	1	0	2	11	21
	%	2.7	0	5.5	30.5	58.3

may not be aware of what constitutes plagiarism. Analysis of the responses revealed that only two (2) students admitted that they have always paraphrased without acknowledging the source. Four (4) students (11.1%) do it frequently and 21 (58.3%) confirmed that they do it sometimes. Out of the 36 students that participated, only three (3) (8.3%) confirmed that they had never engaged in this form of plagiarism. The high number of students that confirmed that they have paraphrased sources without acknowledging may be attributed to the fact that a significant number of students lack proper academic writing skills. These refer to the skills that would allow them to synthesise thoughts from different sources and also reference them properly. When queried to respond on whether they had summarised a text without acknowledgement, three (3) (8.3%) said always, seven (7) (19.4%) frequently and eight (8) (22.2%) said sometimes. Out of the 36 students that took part in this study, only six (6) (16.6%) said they had never summarised without acknowledging the source. The majority of the students seemed to be aware that submitting someone's assignment or project as their own is a serious offence. Out of the 36 students, 34 (94.5%) said they had never done this before.

Question 5 on the questionnaire explored student knowledge on the various referencing techniques available to them. The question required respondents to list at list one referencing technique which they had used in their assignments or projects. Of the 36 questionnaires received, only one student managed to provide the correct answer.

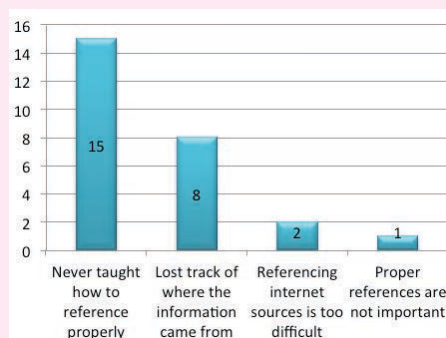
Providing references or a bibliography in assignments



The research sought to find out whether students submitted references or bibliographies in their assignments and projects. Thirteen (36.1%) students answered yes to this question and 23 (63.8%) said no. The 23 that responded with a 'no' were further asked to provide reasons why they did not include references or bibliographies in their assignments.

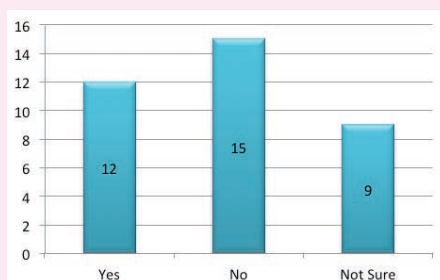
Reasons for not providing references or bibliographies

Out of the 23 students that indicated that they do not provide references or bibliographies when submitting their assignments and projects, 15 (65.2%) attributed the failure to do so due to not having been taught the necessary skills to



write and reference properly. Eight (8) (34.7%) indicated that they did not include a reference list because they had lost track of which sources they had used..

Plagiarism policies



When probed about their knowledge of institutional plagiarism policies, the majority of the respondents answered 'no' and 'not sure' respectively. Fifteen (15) (41.6%) indicated that they were not aware of any plagiarism policies and nine (9) (25%) were not sure if there were any policies that govern plagiarism issues on campus. Only 12 (33.3%) were affirmative that they are aware of plagiarism policies. At present, plagiarism issues are covered under the student code of conduct. The high number of students that displayed a lack of awareness should be a cause for concern as a lot needs to be done to orientate students on the contents of the current policy that deals with plagiarism issues. Information sessions conducted at the beginning of the semester for new students to orientate them about the student code of conduct might not be adequate for them to grasp all the details as a lot of information is disseminated to them during orientation week.

Institutional policies on plagiarism

Analysis of the College policies on the Quality Management System (QMS), revealed that plagiarism is covered under section 8.22 within the Student Code of Conduct policy. The policy clearly stipulates and notes plagiarism as a form of dishonesty which is not permissible by the College. The penalties for plagiarism offenders are covered within the policy under addendum 1. Plagiarism is listed as a grade 1 offence. The addendum clearly states the disciplinary actions and guidelines that deal with acts of plagiarism.

Conclusion and recommendations

- Inculcating information literacy skills amongst students requires a collective effort from all stakeholders that support the teaching and learning activities of the college. Conducting continuous workshops to teach students how to reference properly and avoid plagiarism should be an on-going exercise.
- Information Literacy skills are better understood by students if they are embedded within the subject curricula. Going through the Student Code of Conduct policy, which covers provisions on plagiarism, during orientation week might not be adequate to empower students to acquire complete referencing and plagiarism avoidance skills. Students need to be taught sound academic writing skills on an on-going basis. This can be administered as a separate module under academic interventions. The teaching of this skill requires collaboration between academic staff and librarians. Lwehabura (2008:164) has advocated that, librarians need to recognise that although they are experts in Information

Literacy, they should partner with the teaching staff to effectively teach Information Literacy skills. The thoughts were further echoed by Cochrane (2006:99) who stressed that while information professionals are the drivers of crucial Information Literacy developments and education, its effective delivery requires support from various stakeholders.

- At present, plagiarism issues are covered under the student code of conduct. However, for effective enforcement and implementation of plagiarism rules and regulations, the researcher recommends the development of a separate and detailed plagiarism policy. Such a policy would note what constitutes plagiarism and identify the key role players in its implementation. The policy should cover the following items:
 1. Define what plagiarism is and what constitutes plagiarism.
 2. How plagiarism is to be detected.
 3. How students may avoid plagiarism.
 4. State staff responsibility. Teach students about referencing techniques. Explain what constitutes plagiarism in subject outlines. Detect copied and pasted information by using online plagiarism detecting software.
 5. Student responsibility to submit work that acknowledges ideas of other sources and provide proper references.
 6. State institutional preferred referencing styles e.g. Harvard or ALA.
 7. Guide on the use of plagiarism declaration forms if necessary.
 8. Disciplinary procedures and remedial actions.
- Instilling academic writing skills amongst students would ensure that they possess the ability to ethically make use of multiple sources of information. It would enable them to synthesise and integrate information collected from these sources into their assignments and projects. Lack of that knowledge might result in students resorting to cutting and pasting from the internet which entails that they might not have intellectually assimilated the information pasted into their assignments. Hence it is imperative to equip the current generation of students with lifelong learning skills.

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An investigation into guest lectureships, lecturer placement in industry and staff exchanges in public Technical and Vocational Education and Training Colleges

GONDA COETZEE

Editor's Note: *Gonda Coetzee is a researcher working in the vocational education and training field. Gonda has worked for SSACI on the student workplace-based experience project since 2012. This research was conducted by SSACI on behalf of the DHET.*

The research study investigated the current state of guest lectureships, lecturer placement in industry, and staff exchanges in public technical and vocational education and training (TVET) colleges. The Department of Higher Education and Training (DHET) commissioned the Swiss-South African Co-operation Initiative (SSACI) to conduct the research. The research informed the development of a guide to be used by the DHET in the implementation of guest lectureships and staff exchanges in TVET colleges. This paper presents findings on guest lectureships only. SSACI has previously presented findings on lecturer placement; and work integrated learning (WIL) for lecturers, in this publication.

Research methodology

A review of international literature on lecturer placement in industry and the use of visiting specialists in vocational, education and training (VET) institutions and higher education institutions was conducted. A survey questionnaire was sent to all 50 public TVET colleges. Interviews were conducted with DHET respondents, college respondents, higher education respondents and key informants in the TVET sector. Six TVET colleges and five higher education institutions were visited to obtain in-depth data on the use of guest lecturers and viewpoints on the benefits and implications of using external specialists in educational institutions. Two consultative workshops were held with 14 principals and a Chief Director of the vocational, continuing, education and training branch at the DHET.

Understanding the term 'guest lecturer'

There is a scarcity of literature on guest lectureships in the VET context and limited literature is available on the strategies for, and benefits of, using guest lecturers in both international and local higher education contexts. The guest lecturer in the higher education context is defined as a specialist who holds status in the field and is frequently a field leader. The guest can be an industry specialist, deriving expertise from practice, or an academic in the field where expertise is linked to research. Guest lectureships are usually short interventions ranging from a once-off lecture to a series of three to four interconnected lectures¹.

An important aim of the DHET-SSACI study was to develop a working definition of the 'guest lecturer' concept in the South African TVET college context. During the study, college and DHET stakeholders reported that guest lecturers can potentially perform a number of tasks, each with

distinct purposes and benefits for the college. A single definition of the concept cannot easily be provided. In the remainder of this article, the term 'visiting industry-expert' is used to reflect the range of definitions of the concept 'guest lecturer'.

Up until now, on a practical level, the term 'guest lecturer' has been used by colleges to meet the reporting requirements of the DHET skills accord report². However, college understanding of how to record guest lecturer data in the report is not uniform, and a written definition of what constitutes a guest lecturer is not provided to colleges.

The current DHET-SSACI study, examined a number of debates in setting the 'parameters' of what counts as an industry-expert; three debates are highlighted. It is questioned whether the industry-expert should be understood as a 'guest' who offers occasional voluntary lectures or whether the expert should be paid to render a service and if paid, how this differs from an outsourced private provider.

A key debate is how closely the industry-expert intervention should align with the curriculum to have benefits for students. The literature review presents a continuum of opinion on how closely the guest-lecturing event should align with the curriculum. One argument is that the link to curriculum needs to be explicit³ - for this, the term "constructive alignment"⁴ is used. Strong alignment ensures relevance and student commitment. A number of college and DHET respondents promote a curriculum-driven approach to industry-expert intervention in the colleges. The curriculum needs to state which learning outcomes should be delivered by an outside expert, for what length of time, and importantly, how the industry-expert event forms part of assessment strategies. The rationale is that the college does not need 'visitors' but real practitioners with technical skill, linked to particular programmes. The other position is that, while there are benefits of linking guest lectures to course topics, the industry-expert can enrich the course and provide perspective on new aspects in the field without directly covering all aspects of the curriculum⁵. In the study, a group of college and DHET respondents reported that any industry-expert input related to a particular field, no matter how tangentially related to the curriculum, exposes students to the world of work and enriches the curriculum.

The study also highlighted the issue of whether interdepartmental exchanges can be categorised as industry-expert engagements; for example, a business lecturer teaching budgeting in a hospitality course. The literature on the use of industry-experts in the HE context, posits that academic guest lecturers can be 'guests' from another HE institution, such as a visiting professor, or can be an academic in the same institution - a cross-faculty arrangement. In the current study, consensus was not reached amongst college staff and principals on whether interdepartmental exchanges count as visiting industry-expert engagements. It is noted that some colleges are reporting interdepartmental lectures as guest lecturers in the DHET skills

accord report. DHET and SSACI respondents argue that interdepartmental lecturers do not count as visiting experts. The DHET respondents claim that these type of lectures should be part of the 'usual work' of the colleges and do not count as an outside intervention. The SSACI view is that the term 'specialist' refers to the practice of a trade or occupation, not the teaching of it.

So a lecturer, whose current trade is teaching, can only be considered a specialist in education and not the field of study.

The benefits of using visiting industry-experts

While research respondents do not agree on a uniform definition of the guest lecturer, there is consensus that visiting industry-experts can bring significant benefits for lecturers, students and the educational institution. The main benefits reported in the study, and supported by the literature, are:

● Higher course ratings are provided by students exposed to industry-experts.

This is seen both internationally⁶ and in a case study⁷ of an auditing programme at a South African University. Conversely, students engaged in practical courses provide low ratings for learning activities that do not have a link to industry⁸. Course ratings were not examined in the study.

● Students' learning is strengthened through the use of multiple learning methods that complement the 'traditional' institutional lecture.

The industry-expert adds variety and creates a rich learning environment which, in turn, promotes student participation in the classroom⁹.

● Programme relevance is enhanced through exposure to current industry practices and technologies.

Industry-experts assist to breakdown artificial barriers between the academic world and the 'real' world by bringing "insights from industry"¹⁰ into the classroom. Curriculum always trails the pace of change in real workplace practice. This is particularly true in rapidly changing, practically-orientated courses, such as information technology and engineering¹¹.

● Student understanding of coursework concepts is increased through industry-expert lecturers providing real work examples.

Students in TVET colleges are frequently not exposed, or have limited exposure, to the activities of work. The use of visiting industry-experts is a strong pedagogical technique to integrate, or at least narrow the gap, between theory and practice.

● Institutional lecturers update their own knowledge of the latest innovation and workplace issues in the field through attending visiting lecturer events¹².

College lecturers, being present during industry-expert interventions, develop an increased capacity to link theory and practice to applications in industry and provide relevant examples during teaching.

¹ Butler and Von Woelligh (2012); Costello (2012); Kamoun and Selim (2007); Leor (2015); Miller (2014); Mullins (2001); Omrod (2004); Van Hoek, Godsell and Harrison (2011)

² The Skills Accord report template is a quantitative document submitted to the DHET on a quarterly basis. Colleges provide data on students placed in the workplace, lecturers placed in industry and guest lecturers. ³ Kamoun and Selim (2007); Lang (2008); Van Hoek et al (2011) ⁴ Van Hoek et al (2011: p. 143) ⁵ Leor (2015) ⁶ Kamoun and Selim (2007) ⁷ Butler and Von Woelligh (2012) ⁸ Omrod (2004) ⁹ Butler and Von Woelligh (2012); Costello (2012); Leor (2015) ¹⁰ Van Hoek, Godsell and Harrison (2011: p.142) ¹¹ Van Hoek et al (2011); Kamoun and Selim (2007) ¹² Leor (2015); Omrod (2004)

● **Industry-experts provide niche training in areas the college may lack capacity and can be used as a bridging strategy to deliver training in new programmes areas while building lecturer capacity.**

No institutional lecturer can be an expert in all topics¹³. Using sector specialists who have niche knowledge and practice, provides credibility to curriculum content and a nuanced understanding of topics. Visiting experts provide input on aspects of the field that lie outside the scope of the curriculum or textbook¹⁴. These lectures are particularly beneficial if written up as case studies that can be used as future learning tools¹⁵.

● **Student motivation is increased through visiting experts exposing students to the expectations and possibilities of the occupation.**

Industry-experts provide students with accurate career information and possible pathways for future study.

● **Development of college-industry partnerships and support networks.**

Bringing sector specialists into the educational institution is an important route to enhance industry-institution linkages. Institutional lecturers are provided with networking opportunities and this, in turn, can create work-placement opportunities for students. The linkage can assist lecturers to source a host company for their own placement in industry. Finally, possibilities might exist for technical problems to be jointly solved by institutional lecturers and the visiting industry-expert.

● **The use of external specialists is a cost effective way to bring expertise into the colleges, where industry-expert services are voluntarily provided.**

A working definition: the visiting industry-expert in the South African TVET college

Visiting industry-experts are external specialists, in a particular kind of work, who bring up-to-date knowledge and skills to the college from which students and lecturers can learn. This, in turn, will improve the alignment of the college programme with the skills needs of industry and make students more employable.

Visiting experts are not there to duplicate what college lecturers do or to stand in for a regular lecturer who is away. They are there to supplement and enrich the college programme. They bring knowledge of current systems, technology and processes in industry that most lecturers will not have because they are based in the college, not the workplace. It is important that this knowledge be passed on to both students and lecturers. This may be done through lectures, seminars, workshops, practical demonstrations and so on. Properly managed, a visiting expert can open a window to the world of work, as it is right now, that will greatly help students and lecturers alike.

Industry-experts can perform a number of tasks in the colleges:

- To demonstrate new equipment, products or techniques; for example a technique in hairdressing, new utensils for catering, or new equipment in engineering. Such an expert would not be paid because there is a direct benefit to the company in promoting its product or service.
- To deliver an occasional lecture or presentation on a topic related to a programme. This is the

traditional guest lecturer. Some experts may be willing to do this on a voluntary basis but, to maintain goodwill, their travel expenses should be reimbursed and a small gift or honorarium offered.

- To present part of a course. This would be a skilled practitioner providing lectures or practical training in an area of the curriculum where college lecturers do not yet have sufficient knowledge or skill. New technology such as renewable energy systems, and new concepts, such as 'sustainable tourism', often create a need for such expert inputs. The expert is contracted and paid by the college to provide specified training. Though superficially similar to a private-sector training provider who has been hired in by the college, visiting experts use the college's curriculum, materials and other non-proprietary resources. If involved in assessment, they follow college procedures and assess to the standards of the national qualifications that the college offers.
- To provide staff development through, for example, training sessions in technical knowledge and skills, and professional coaching and mentoring. Many retired experts are willing to help in these ways. Usually no professional fees are payable, though the expert's expenses should be covered. For high-calibre expertise in industry and training, retired experts often offer good value for money.

The current state of industry-expert engagements in the TVET colleges

Survey findings

A questionnaire was sent to all 50 national TVET colleges. The questionnaire surveyed the current use of guest lecturers in the colleges; specifically what types of guest lecturers were used during the period January to December 2015, in what programmes they were used and whether these were arranged through formal partnerships. Seven visiting lecturer categories were identified for the survey:

- Short-term guest lecturer provided voluntarily
- Product knowledge demonstration by an industry / company representative
- Outsourced private provider paid to render training services
- Skilled practitioner – short term paid contract
- Formal college-organisation partnership
- International guest lecturer
- Other.

Twenty-seven colleges returned surveys. Thirteen, roughly 50 percent, of the colleges that returned surveys reported using visiting experts during the period January to December 2015. Figure 1 presents the different types of visiting experts used in the colleges:

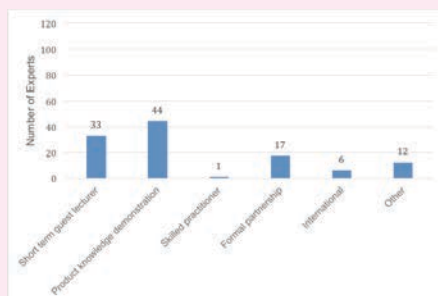


Figure 1: Number of industry-experts per expert type

Only one college reported using a skilled practitioner. This is despite college respondents reporting in interviews that technically, skilled practitioners play an important role in improving college curricula and lecturer 'industry currency'. Industry currency is the maintenance of lecturers' vocational knowledge and technical skills, enabling them to deliver and assess vocational programmes that are relevant to current industry practices¹⁶.

Four colleges reported seventeen formal partnerships. Analysis shows that reported partnerships do not solely relate to the use of visiting experts, for example one college counted the funding of practicum rooms within this category. This means that very few partnerships are in place and more research is required on the partnership approaches that will enable industry-expert engagements with, or secondment to, the TVET colleges.

The graph below shows the number of visiting industry-experts used in each programme type, namely, the National Certificate Vocational NC(V), NATED or report 191 programmes and occupational programmes that are offered at the TVET colleges.

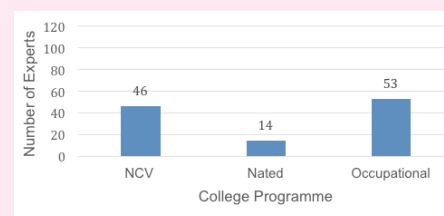


Figure 2: Number of industry-experts per college programme type

An almost equivalent number of visiting experts were used in NC(V), 41 percent, and occupational programmes, 47 percent. Only 12 percent were used in NATED programmes.

In the occupational programmes 44 of the 53 visiting experts are product demonstrations and 36 of these are reported by one college. Some DHET respondents questioned whether product demonstrations fall within the definition of visiting industry-expert.

If the product demonstrations are excluded then it can be concluded that the most visiting experts were used in NC(V) programmes but the number remains low.

The study investigated the extent to which colleges have established college lecturer - industry expert exchanges.

An exchange where the college lecturer is placed in a company / organisation and the company expert is placed in the college; these need not happen at the same time.

Twelve out of the thirteen colleges reported having no such exchanges; one exchange was reported in error. College and DHET informants reason that college lecturer - industry expert exchanges are currently not happening due to concerns about whether college lecturers are able to work to the standards required in industry and whether industry-experts, with no educational training, can deliver training in educational institutions. This is echoed in the international literature review.

In conclusion, the number of visiting industry-experts being used in the colleges is very low; showing that industry-expert engagements are currently not being prioritised in the TVET college sector and the use of visiting experts is new to the sector.

¹³Van Hoek et al (2011); Miller (2014); Mullins (2001) ¹⁴Butler and Von Woelligh (2012); Kamoun and Selim (2007); Li (2005) ¹⁵Van Hoek et al (2011) ¹⁶Toze and Tierney (2010)

Findings from interviews and site visits

Data obtained from interviews with college and DHET respondents support survey findings and indicate that systems to recruit, approve and manage visiting industry-experts are currently not established at the majority of colleges. The six colleges visited reported that they do not have formal structures in place to deal with visiting experts; one college has a policy on guest lecturers. Colleges visited were able to give examples of using industry-experts but this occurred in small numbers on an ad hoc basis. Arrangements for visiting experts are reportedly made by individual lecturers or programme managers. The use of visiting experts is inconsistently reported to senior college management and hence not accurately recorded in the skills accord report submitted to the DHET. Processes to manage industry-expert engagements are not in place at national level and the purpose of this study is, indeed, to inform the development of implementation guidelines.

Key areas to address in developing a set of implementation guidelines:

- **It needs to be established where in the college structures the management of industry-expert engagements should reside.** Research respondents propose an integrated approach between human resource management, academic management and WIL departments or other relevant business units. The primary purpose for using visiting industry-experts in the college is to improve the quality of teaching and learning in the college. This means that academic line-managers should be involved in planning, implementing and reviewing visiting industry-experts arrangements in the college under the guidance of the Vice Principal: Academic.
- **Establishing industry partnerships is a core mandate of the TVET colleges and is necessary to successfully implement industry-expert engagements.** College principals and senior managers reported that an integrated approach to creating partnerships should be followed. Recruiting external experts should link with broader college-industry engagement strategies. In other words, the same employers can create opportunities for student work-placement, WIL for lecturers and industry-expert engagements. One agreement can be signed.
- **Selection criteria need to be established to ensure appropriate industry-experts are recruited to address specific curriculum areas or staffing capacity gaps.** The quality of the lecturing event is assured when selection criteria include an assessment of whether the guest lecturer has presentation skills, has relevant vocational technical knowledge and skill and holds a credible reputation in the field. These selection criteria need to be written into the colleges' policies and operational plans, and cannot solely be based on lecturers' personal networks, as is presently the case.
- Improvements are needed in the monitoring and reporting of new initiatives, such as industry-expert engagements and WIL for lecturers. Current DHET reporting requirements are time-consuming, require significant management resources and currently collect quantitative data only. Any additional reporting requirements relating to industry-experts or guest lecturers

should be simple and efficient for colleges to complete. There are data anomalies in the way that colleges are reporting guest lecturers in the skills accord report, for example in one case, exchange students are reported as guest lecturers. Clearer reporting guidelines need to accompany reports, such as the skills accord report, to enable accurate reporting. Colleges should collect qualitative data to determine the value of the industry-expert initiative to assist management and institute remedies as needed.

- **A formalised system should be developed to ensure skills transfer. Ways to integrate learning and 'industry currency', gained from expert interventions into teaching and learning practices, need to be explored.** The system needs to deliberately build time into the college system for lecturers to disseminate new knowledge to college management and staff.
- **A number of legal implications need to be managed with the formal implementation of industry-expert engagements in colleges.** College management need to ensure that all legal aspects; such as occupational, health and safety, payments, costs and appointments; are planned for and included in written agreements between all parties involved in industry-expert engagements.

Implementation challenges

The study identified a number of challenges in the implementation of a formalised system to bring industry-experts into the colleges.

- **Not all colleges have equal access to employers.** For example, colleges located in rural areas have limited access. This means fewer industry-experts are available to present lectures or engage in practical work at such colleges.
- **Partnerships with industry are constrained by a non-reciprocal relationship between the colleges and industry.** College lecturers are not able to work to required industry competence, yet industry is asked to offer staff as visiting experts at their own costs. Companies need to find replacements to do the work of the experts volunteering at the colleges, as people are required at their workstations. Industry will view these kinds of initiatives as another form of tax.
- **Formalising the use of visiting experts in the college system has significant funding implications for colleges.** College principals highlight the funding of industry-expert engagements as real concern. Currently, where colleges are using visiting experts, it is predominantly on a voluntary basis; hence colleges are acquiring expertise at a minimal cost. A number of research respondents argue that a system of using industry-experts to enhance college offerings will only be sustainable if appropriate funding is allocated to it. Skilled practitioners with up-to-date expertise of their fields, who can practically work in college workshops, bring the most benefit to the colleges. These kinds of experts frequently require payment. The use of experts needs to be carefully planned and budgeted for.
- **Implementing industry-expert engagements may be met with resistance if viewed as an 'add-on' to lecturers' already heavy workloads.** Nurturing external relationships can be time-consuming for academic staff¹⁷. This is compounded by academic staff feeling

pressure to complete the syllabus within specified time frames. The use of external lecturers may even be viewed as a job threat by college staff. Incentive systems should be investigated to create buy-in from lecturers and organised labour should be consulted in the development of a system to increase industry-expert engagements.

- **Recruiting industry-experts who are willing to give up their time, particularly if unpaid, is difficult.** Where payment is made, the colleges are not able to match external consultant rates. This difficulty is exacerbated by the fact that many lecturers do not have industry connections to source experts willing to volunteer their services.

The way forward

The study found that a set of guidelines from the DHET on the implementation of industry-expert engagements will support qualified and skilled experts being brought into the colleges to enhance the relevance of college offerings. These guidelines should work toward establishing standards for what counts as appropriate industry-expert interventions and targets should be set to encourage college management to draw experts into the colleges.

However, there is a risk of over-regulating the implementation of industry-expert engagements through setting rigid standards and difficult-to-attain targets. Findings show that while pockets of colleges, or academic departments within these colleges, are making limited use of industry-experts; the overall picture is that the implementation of industry-expert engagements is new to the sector. Also, different colleges and different programmes require intervention from different industry-experts, for varying lengths of time, depending on the particular shortages or development areas to be addressed in the individual college or programme. The focus of implementation strategies should be to support the development of management systems and structures that will enable colleges to incrementally grow industry-expert engagements, which over time will allow colleges to experience the benefits described in this research. College executives and organised labour should be consulted on how the industry-expert system is shaped.

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¹⁷Leor (2015); Van Hoek et al (2011)



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Ikhala TVET College	Mr N (Ntozeliwe) Tom	047 873 8843	26,967009	-31,909785	www.ikhala college.co.za
Ingwe TVET College	Mr B Nkonyane (Acting)	039 255 0346/1204	28,993766	-30,899758	www.ingwe college.co.za
King Hints TVET College	Ms Noluthando Balfour	047 401 6400	28,173981	-32,327206	www.kinghints college.edu.za
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Lovedale TVET College	Mr L Ngubelanga	043 642 1331/604 0700	27,388953	-32,872	www.lovedale college.co.za
Port Elizabeth TVET College	Mr Khaye Matiso	041 509 6000	25,61098	-33,96098	www.pccollege.edu.za
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