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TVET Colleges: A National Priority





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TVET Colleges: A National Priority

In this edition, as TVET professionals get underway with preparations for the 2017 academic year, we feature items that indeed confirm that TVET College education and training is a national priority.

We open with the budget speech presented by Minister Nzimande to the National Council of Provinces in May as a backdrop to planning for the 2017 academic year. The speech effectively places the extensive investment in education in South Africa on public record. With the focus clearly on TVET Colleges, we report on the on-going promotion of artisanship and WorldSkills competition participation. Both of these are flagship initiatives of Deputy Minister Manana. Our Movers and Shakers this time are both members of TVET College governance and management structures. Apart from their personal achievements, they reflect the inspiring calibre of leadership available to TVET Colleges.

A variety of items places the spotlight on teaching and learning programme news, while celebrating the increasing participation of women in engineering. There are items on promoting reading, citizenship, mathematics, green energy and public art to name but a few. These are followed by focuses on retail training as well as entrepreneurship development. There is a taste of the spirit of volunteerism that pervades TVET Colleges as inspired by former President Mandela. Our regular features on HEAIDS and the Labour Market Intelligence Partnership are authored by Dr Ramneek Ahluwalia and Prof Volker Wedekind respectively.

In Policy and Operational Shifts, Director-General, Mr Gwebs Qonde provides a report on the expansion of access to the PSET system. The expansion confirms TVET's standing as a national priority and is evidenced in a focus on its physical expansion in rural communities. The expansion is not merely of a physical nature. It additionally represents an expansion of expertise, professionalism and intellectual prowess within the sector. This is underscored by the reports on the Campus Manager training which follows. There are helpful reports for TVET practitioners on managing communication crises as well as progress on the new post-graduate qualifications for TVET lecturers. This is followed by a feature which we hope to repeat in forthcoming editions, namely, TVET news from the African Union. Remaining with the wider context, there are reports from campuses on the celebration of Africa Day. For the assistance of colleges currently planning their programmes and qualifications mix for 2017, we publish a list of occupations in high demand as of 2015. Finally in Intellectual Debate, we feature a synopsis paper of a thesis written by Dr Gerald Vollenhoven. Dr Vollenhoven started his career as an artisan, and his paper on the learning experiences of TVET College candidates in learnership programmes, should prove insightful to TVET professionals.

May this spring edition of TVET College Times provide you with inspiration as you fulfil your role in the expansion and development of the TVET sector.

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I take this opportunity to once again convey my warmest greetings to all stakeholders of the TVET College sector across the country. I hope each and every one of you are gearing for the end-of year or final examinations, and that you have all prepared yourselves well for the upcoming challenge.

The Department of Higher Education Training and I are grateful that the year 2016 has so far seen minimal disruptions of academic activities. We sincerely hope that this bodes well for good results at the end of the academic year.

I am sure that students in their final year of study and training are also eagerly anticipating the dawn of a new phase in their lives. It is a phase which will see their entry into the working environment, as well as their active participation in economic activity.

Yet the post-school education and training space still faces a number of daunting challenges, one of which is student housing.

I am therefore dedicating my discussion in this issue to this matter. I hope thereby to offer a glimpse into the efforts that the Department and I have engaged, in facing up to this important challenge.

In a Housing Summit that I convened last month, I reported that a review had, some years back, been undertaken to look into student housing. The Summit involved stakeholders such as bankers, business, higher education institutions, student formations and others.

I reported that the report emanating from the review, made a number of recommendations. One of which was that student housing should make provision for 50% to 80% of students.

It projected that by this year, the bed shortage would be 216 000. Moreover by 2030, in order to meet the enrolment targets as set out in Post-School Education and Training policy and the National Development Plan, an additional 400 000 beds would be needed. Coupled with this, we have an equally daunting challenge of housing students in TVET Colleges. My Department carried out a survey of the 50 public TVET Colleges last year.

This survey showed that for the 710 000 college students, there were only 10 120 beds. Colleges can provide accommodation for only 1.4% of students; that is 1 in 70 students.

Many of those students 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 in TVET Colleges to meet the immediate demand.

When I released the Ministerial Review report in 2012, I acknowledged that government would not be able to eradicate the 200 000 bed shortage through its higher education budget.

That situation has not changed. In addition, in recognising the enormity of the challenge, I accepted the Review recommendations and did two things.

Firstly, I appealed to National Treasury and to Parliament to substantially increase the DHET budget allocation for student housing infrastructure.

Secondly, I invited the private sector, many of the companies and investors were represented at the Summit, to enter into Public Private Partnerships (PPPs) with higher education institutions. Together with the support of the DHET, some progress might have been achieved in such a partnership.

The aim of which was to provide some of the 200 000 beds needed to eradicate the backlog, while working on meeting future needs.

The results on both fronts have been disappointing. While we have made some progress towards securing an increased budget allocation for student residences, it is nowhere near enough to meet the need.

As my Department reported to Parliament last year, in the past three years, the Department's grants to institutions of higher education for student housing infrastructure projects were supplemented by institutional funds in the region of R700 million to give a total spend of R2.3 billion.

This provided for 9 000 new student beds; 9 000 is a very small drop in a very big ocean of need.

The response to my call to the private sector to enter into Public Private Partnerships for student housing has been dismal.

We recently surveyed all institutions, and the records show that only two projects that could be called PPPs have been concluded since 2012, supplementing the three reported in the Review. Between them, they provide for only 4 000 beds.

However, in reality of these, only 1 100 beds are actually new, or help to alleviate the dire shortage. The other 3 000 pre-existed in institution-owned residences on a rural campus, and are simply being refurbished.

The challenge is to ensure that deficiencies are eliminated in future PPP agreements.

So if the private sector did not heed my appeal to partner with institutions in the form of PPPs to provide student housing infrastructure, what has transpired?

There has certainly been a lot of activity and some direct investment by private business. The Review estimated that while 27 000 students lived in accommodation run by businesses; that figure now stands at over 100 000. A balance of tens of thousands more students are renting accommodation in informal settlements, backyard rooms, RDP houses converted to student rooms, private homes, and so on.

However, a lot still remains to be done. We hope that such initiatives as have transpired will go a long way in redressing this untenable situation. I wish you the best preparations for your 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 publication which is published quarterly.

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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Budget speech by the Minister of Higher Education and Training as presented to the National Council of Provinces on 12 May 2016



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HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

My budget address to the House of Assembly three weeks ago was set against our shared understanding that we still have many challenges in the higher education and training sector. These arise out of our position as a developing country with a history and legacy of national oppression and super-exploitation. But the debate, at least among those in the House who take the sector and its tasks seriously, was equally based on the premise that we have made enormous strides in building a post-school education and training system the likes of which have never before been seen in South Africa.

Independent research confirms this unequivocally. Writing two weeks ago, Dr Stephen Taylor, who has an economics PhD from Stellenbosch, noted that contrary to recent reports, "Stats SA published reports (consistent with other reports) indicating that the proportion of black and coloured youths who attain grade 9, grade 12, and a university degree, have increased consistently in recent decades and are still increasing." Dr Taylor was responding to reports following a briefing by the Statistician General in mid-April. Some reports claimed, in the words of the Business Day headline, that "Black youth (are) less educated now than 20 years ago". "This statement," writes Dr Taylor "is simply wrong and unsupported by any data set."

Looking at the latest figures since 2008, he notes that "the number of black matric passes has increased from about 250 000 to over 350 000 per annum. And, the number of black people achieving a bachelors pass in

The number of black matric passes has increased from about 250 000 to over 350 000 per annum.

matric has increased from about 60 000 to about 120 000 per annum." That figure alone, Chairperson, speaks of our achievements as an ANC government, but it also indicates where our challenges lie. The challenge lies firstly in absorbing the growing number of young people with bachelor's passes, and secondly in providing skills enhancement and training opportunities for the many more whom have matric. These matriculants require opportunities beyond the option of a university education. In addition, we need to continue to develop opportunities for those who have not completed high school.

My department is rising to this challenge. We have a clear and powerful vision of how to continue building our system. It must continue



Budget vote 2016. Minister Nzimande is flanked by Deputy Minister Mduzuzi Manana (left) and Director-General, Department of Higher Education and Training, Mr Gwebu Gonde

to provide diverse and very real opportunities for people to empower themselves for the future. We are currently developing a 15 year plan. The plan is based on the White Paper on Post-School Education and Training, which I released in 2014, and on the National Development Plan.

Key to this is building technical and vocational education and training. We are an industrialised country with the continent's most economically important cities. We need plumbers, electricians, motor mechanics, and people with all of the other skills that are required to keep the complex infrastructure, the mines, and the factories ticking over. That is why we are placing so much emphasis on the training facilities that are most easily accessible in every province, namely the TVET and community colleges. A young person, or even someone with a number of years of work experience who is looking to expand their horizons, should be able to access skills training locally. Whether it be in Eshowe, Modimolle, De Aar, or Grabouw. We have successfully expanded TVET numbers, shifting from a ratio of 1 to 4 to close to a 1 to 1 ratio of college to university students.

Now, our focus is on consolidation and the improvement of teaching and learning in the sector. The University of the Western Cape is ready to deliver its first postgraduate programme for TVET lecturers. It is the trailblazer for several more universities. TVET growth continues. Waterberg TVET College in January enrolled 333 students for the new Thabazimbi campus. It has taken over Kumba Iron Ore's skills centre. Of three new college sites under construction, Thabazimbi is ready for occupation by Waterberg TVET College. Nkandla Town and Bhambanana are over 50% complete and are expected to be ready in the

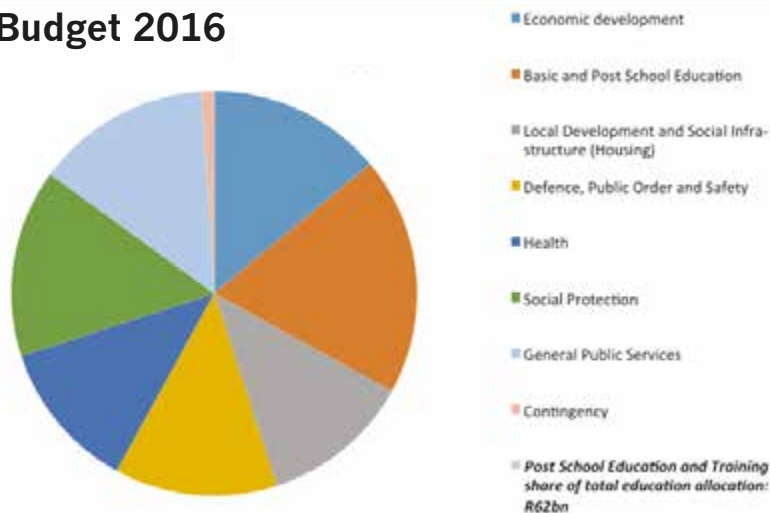
3rd quarter of this financial year (fourth quarter of the academic year). Ten more sites are going out to tender this month and will be completed 18 months after tenders are awarded. The sites include Giyani, Balfour, Sterkspruit, Aliwal North, Graaf Reinet and Ngqungqushu, Greytown, Msinga, Umzimkhulu and Nkandla B.

Colleagues, the money voted by Parliament for Higher Education and Training is empowering our young people with the skills and knowledge they require to build a future for themselves. But Government cannot provide technical and vocational education and training alone. Allow me therefore to direct a few words to employers, particularly to those in the public sector in provinces and at local government level. Your involvement in ensuring a continuous pipeline of well-trained skilled people across all sectors is critical to our economy. It is equally critical to the future of local authorities as you provide and maintain the infrastructure we need to attract investment and to create jobs.

In support of closer co-operation, the Human Resource Development Council recently launched the "Adopt a TVET college" initiative. The initiative seeks to create working partnerships between colleges and business to ensure an adequate supply of TVET graduates with skills where they are needed most. It is my hope that local authorities and provincial governments will actively support this movement.

Artisan development is a key component of TVET. We are re-capitalising and modernising the Institute for the National Development of Learnerships, Employment Skills and Labour Assessments, "Indlela". This financial year we aim to produce over 21 000 skilled artisans.

SA Budget 2016



Representation of the 2016 South African Budget allocations showing that Basic and Post School Education and Training together receives the largest slice at just under 20% of the total budget.

This is a significant stride towards reaching the NDP target of producing 30 000 skilled artisans annually by 2030.

Colleagues, about 18 million adults want to learn outside universities and TVET colleges. We are building a Community Education and Training sector to improve and expand post-school education and training in co-operation with non-governmental and community based organisations.

That is why last year, I committed to establishing a DHET Branch for Community Education and Training. It is now in place. My commitment to pilot the Community College concept has happened, in partnership with the Catholic Institute for Education. We are now securing additional sites and resources for further Colleges.

Colleagues, I turn to the university sector. Despite the wanton destruction by a small minority this year, the vast majority of students have returned to their studies. Our universities continue to produce graduates and research that makes our nation proud, contributes to our economy, and the wellbeing of our country. We have made additional funds available to universities despite the difficult fiscal environment. We continue to increase access to university education for South Africans who just a few years ago would have had no hope of achieving their true potential in this way. That is a remarkable fact. We should not forget it, whatever the challenges.

Key to our strategy of expanded university access is our new institutions. These are bringing new centres of higher learning and advanced research to more of our provinces. Sol Plaatje University in Kimberley and the University of Mpumalanga in Mbombela in February admitted their third intake. With enrolments up from 130 and 140 in 2014 to 710 and 1329 respectively, further growth is certain. R1.6 billion was invested and seventeen new buildings built. New infrastructure valued at R1.26 billion is under construction. The Sefako Makgatho Health Sciences University in Gauteng entered its second year with an intake of 1 300 students. Our ninth medical school at the University of Limpopo, linked to the province's academic hospital presidential project, opened its doors in January to its first 60 students.

We are addressing the shortage of student accommodation. This includes working with the Minister of Public Works, Thulas Nxesi, to identify under-utilised or unused government buildings suitable for conversion into affordable and comfortable student housing for universities and TVET colleges.

Colleagues, we need to intensify the struggle to build transformed and non-racial universities. We have told the institutions that we expect their implementation plans on accelerating transformation (as agreed by the second Higher Education Summit in October last year), by the end of June. The Higher Education Bill now in Parliament, tasks university councils with driving transformation much more vigorously.

Chairperson, the ANC is focused on providing quality, accessible, affordable, and diverse post-school education and training opportunities. We are committed to ensuring that academically capable and financially needy South Africans can access post-school education and training. That is why, after the agreement on no fee increases for 2016, we are redoubling efforts to ensure support

The NSF has budgeted over R16.5 billion towards skills development and infrastructure over the medium term, with over R6.1 billion for the financial year 2016/17.

going forward for those who cannot afford to pay fees. We have provided R1.9 billion of the R2.3 billion shortfall arising from the agreement. We have reprioritised over R5.7 billion over the current MTEF period to universities to ensure that the 2016 fee-freeze does not lead to unmanageable increases in the future.

Another R4.57 billion is allocated to the National Student Financial Aid Scheme, NSFAS, in 2016/17. This includes R2.54 billion to ensure that 71 753 students who were not funded or were insufficiently funded in 2013 to 2015 can pay their debts, and R2.03 billion to ensure that these students and poor students entering universities for the first time, can study.

Colleagues, this represents a whopping 47.3% increase in baseline funding for NSFAS in 2016. Together with the other NSFAS funds, this will put 205 000 through university this year, and another 200 000 through TVET colleges. That is a total of 405 000 students receiving government support, a massive achievement by anybody's

standards. We also have a plan for the "missing middle". This refers to students whose family income lies above the NSFAS threshold, but who still can't afford university. We aim to test our new model in 2017 and fully implement it in 2018. Let me thank NSFAS Chairperson Sizwe Nxasana for the remarkable effort he is putting into reforming and improving the system. The Presidential Commission is investigating the feasibility of fee-free education for university students. Let me appeal, colleagues, to everyone in the NCOP and the student movement to support the Commission with the submission of inputs and ideas.

Colleagues, we are engaging stakeholders on strengthening the SETAs. As legislative changes are required, I have extended the current system to allow for consultation, legislative changes, and change management so that a new one can get to work in April 2018.

The National Skills Fund (NSF) continues to play a catalytic development role. Among its many successes, let me highlight:

- the cutting edge medical and veterinary facilities opened this year, allowing the University of Pretoria to considerably increase its student intake in these fields

- the new Work Integrated Learning facilities for engineers at the University of Johannesburg, opened in November 2015

- the new renewable energy training facilities at the Cape Peninsula University of Technology, to train wind turbine technicians.

The NSF has budgeted over R16.5 billion towards skills development and infrastructure over the medium term, with over R6.1 billion for the financial year 2016/17. The funds will benefit 43 000 students and trainees per year and allow for the construction of new TVET campuses. The NSF this year allocated R800 million for NSFAS scarce and critical skills bursaries, and R245 million to the National Research Foundation. This benefits over 13 500 undergraduate and over 1 200 postgraduate students.

Chairperson, colleagues, the Department of Higher Education and Training is among very few departments able to celebrate a real budget increase, current constraints notwithstanding. On behalf of all of the beneficiaries, allow me to express our profound gratitude to the President, the Finance Minister, Treasury, and my Cabinet colleagues. For the current Medium Term Expenditure Framework, the Department's budget increases at an annual average 9.8%. The R49.2-billion for 2016/17 is an increase of R7.3-billion, 18% more than last year.

These numbers underscore how seriously the ANC government takes this sector. Enormous efforts are underway to ensure that not only extra resources are made available, but that they are used efficiently and effectively where they are needed most. We do so because we recognise that the future of our country is inextricably linked to our ability to empower our people, particularly our young people, with the skills and knowledge to allow them to participate actively in building and transforming Africa's most advanced industrial economy.

In conclusion allow me to thank the staff of our institutions and public entities, and to thank employers opening their workplace to young people for training. I am grateful to my deputy, Mduzuzi Manana, the very dedicated DHET staff led by DG Gwebu Qonde, to my personal staff and advisors. Finally, my sincere gratitude goes to the President and my Cabinet colleagues for their support. Together let us move South Africa forward, through the provision of quality and affordable post-school education and training!

Deputy Minister promotes 'Decade of the Artisan'

TSHEGOFATSO RAPOO E-Media and Communications Administrator

Deputy Minister of Higher Education and Training, Mr Mduduzi Manana promoted the 'Decade of the Artisan' campaign at ORBIT TVET College earlier this year.

At the Mankwe Campus, Mr Manana addressed approximately 1600 learners from surrounding schools in the Bojanala District Municipality, in North West Province. The engagement by the Deputy Minister was aimed at promoting artisanship as a career of choice. It also highlighted the skills development opportunities that are available in Artisanship. Addressing learners from about 70 schools, Mr Manana

pointed out that, "out of the 100 careers in high demand publicised by the Minister of Higher Education and Training, Dr Blade Nzimande in 2014, 47 careers are artisan-related. Therefore Technical and Vocational Education and Training (TVET) Colleges and employers become central to the development of artisans". The Deputy Minister also encouraged learners to consider TVET Colleges when seeking post-school study opportunities in the future. Learners were introduced to different artisan trades and also got the opportunity to participate in the 'Try-a-Skill' exhibition. Here they could interact with ORBIT



Deputy Minister of Higher Education and Training, Mr Mduduzi Manana is flanked by ORBIT TVET College Electrical Engineering students

TVET College students currently studying different artisan-related programmes offered by the College.

The engagement with learners came after the Deputy Minister had met with employers in the Mining, Hospitality and Automotive sectors from surrounding areas. This was to encourage them to work closely with TVET Colleges by affording artisan trainees opportunities to acquire workplace training. Mr Manana visited the Royal Bafokeng Platinum Mine, Kwa Maritane Bush Lodge and Ford at their workshops. He emphasised that there was a need for suitably qualified artisans to sustain industries and support economic growth in the country. He added that skills provision cannot be the sole responsibility of government, and that employers need to come on board. While the National Development Plan indicates that the country should produce 30 000 qualified artisans per year by 2030, this target has been brought forward by the 2014-2020 Medium Term Strategic Framework to March 2026. This is evidence that the need for artisans in South Africa has been identified as a priority for skills development.

Currently, an average of 15 000 qualified artisans are produced by South Africa per year.



Qualified Artisan and ORBIT TVET College TVET alumni, Ms Mpho Maletle, inspired the learners with her journey to becoming a qualified female artisan. In the background are Principal Marais and Deputy Minister Manana

Spotting WorldSkills talent made easy

LOUIS CARELSE AND RYAN MARSH

Editor's note: Both these Northlink TVET College lecturers have been appointed as National Experts in the CNC Turning and Plumbing and Heating categories of the WorldSkills Competition for the South African team.

With the national, and ultimately the international, WorldSkills competitions underway, it is always good to reflect on the key characteristics for the identification of participating 'competitor talent'. With WorldSkills South Africa getting underway in 2015, the focus has shifted to not just participating in the International Competition, but to bringing back the medals.

Lots of hard work and planning, as well as an effective selection process needs to be completed in order to ensure that Team SA succeeds in bringing back medals from this prestigious international competition.

The following checklist has been adapted from one used by the WorldSkills UK organising team. So, if you find yourself in future being part of the Selection Committee or even the Judging Panel, then it may be helpful to check for the following competitor traits:

- Are there supportive employers for the candidate competitors?
- Can the candidate work under pressure?
- Is there a high level of ability and flexibility?
- Are there good communication skills?
- Is the candidate self-motivated, having good practical skills and capable of using theory to its full potential?

- Does the candidate perform well in the work place?
- Does the candidate perform well at college?
- Can the candidate adapt to different working environments?
- Is the candidate accurate in measurements?
- Does the candidate possess mental and physical stamina?
- Does the candidate display good inter-personal skills?
- Does the candidate keep a cool head at all times?

- Does the candidate think before acting?
- Can the candidate work to a tight time schedule?
- Is the candidate confident, but not over confident?

If any prospective 'competitor talents' find themselves scoring a majority of "YES" to these criteria, then you have a potential candidate that should be able to do well at the competitions, both nationally and internationally. The next step then is to complete the pre-tests for admission to the competition.

Northlink TVET College and its WorldSkills organising committee, wishes all colleges and training providers all the best in their preparations for the national competition and the subsequent training and mentorship of the participants for the WorldSkills International Competition in Abu Dhabi in 2017.

About WordSkills

WorldSkills is a member association global movement for skills excellence and development and was formed in 1950. It represents more than 45 skills in 72 member countries and regions. Through the key areas of Research, Skills Promotion, Career Building, Education and Training, International Co-operation and Development and Skills Competitions, it aims to raise the profile and recognition of skilled people. WorldSkills aims to show how important skills are in achieving economic growth and personal success.

Global WorldSkills Competitions (formerly known as the "Skills Olympics") are held every second year. The competitions have come to symbolise the pinnacle of excellence in vocational training. Thousands of young skilled persons and their expert mentors representing member countries from around the world gather to compete in the skills of their trades, testing themselves against demanding international standards. The competitors represent the best of their peers having been selected after competing in regional and national skills competitions around the world. This is the biggest vocational education event in the world involving 72 member countries and regions, more than 1000 competitors and 1000 mentors as well as academic, government and industry leaders.

The 43rd global WorldSkills competition was held in São Paulo, Brazil during August 2015 and the next one has been scheduled for 14-19 October 2017 in Abu Dhabi, United Arab Emirates. Now would be the time for any college hoping to field candidates in 2017 to be hard at work with preparation!

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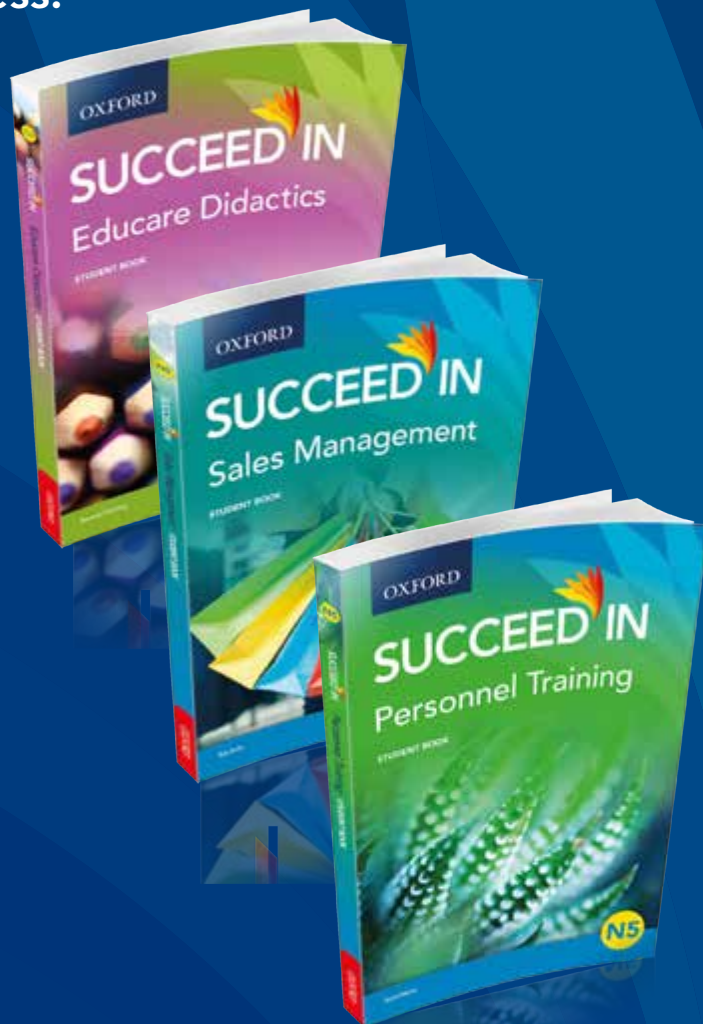
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College Council member receives prestigious international social entrepreneurship award

LIZIWE NDALANA AND COLLEEN BRENNON

Entrepreneur Luvuyo Rani is the owner of Silulo Ulutho Technologies in Khayelitsha, Cape Town. He has been selected as one of 12 2016 Social Entrepreneurship winners by the Schwab Foundation for Social Entrepreneurship. Social entrepreneurs are individuals who provide innovative solutions to pressing social problems. Social entrepreneurs go beyond profit, revenue and share prices to take into account a positive return to society.

Mr Rani, an external member of the False Bay TVET College Council, serves on the Audit and Risk Committee and is Chairperson of the Advisory Board for the Centre of Entrepreneurship at the College.

He hails from Queenstown in the Eastern Cape Province and started his business selling computers out of the boot of his car ten years ago. "It feels good to be recognised in this way.

The Schwab Foundation is doing a great job in promoting social entrepreneurship around the world and to be part of this network is a great exposure for Silulo Ulutho Technologies," said Luvuyo Rani.

"This award opens a door for us to grow beyond South Africa to the Southern African Development Community (SADC) region. Within a period of three years, we plan to open stores in the region. This award also allows me to attend all the World Economic Forum (WEF) events of 2016 around the world and to attend training programmes at Harvard University, USA in 2017."

Mr Rani operates IT stores and training centres in townships and rural areas across the country, and provides job opportunities for unemployed youth. Silulo Ulutho Technologies has 33 operational branches in and

around townships and works with companies like Tsiba, Microsoft and Vodacom.

According to a statement issued by the WEF, the 2016 awardees are particularly active in providing access to the internet and various low-tech solutions. In doing so they help underprivileged communities to participate in the fundamental changes brought about by the 'Fourth Industrial Revolution'. Several awardees are using new technologies in marginalised and poor communities to provide jobs, skills training and education in innovative new ways.

Mr Rani and Tracey Chambers of Clothing Bank are the only South Africans to have been selected. Mr Rani is a participant of the Santam '1001 Days in Business' campaign which aims to help small business owners reach the three-year success milestone. Most start-up small businesses fail before reaching this period. According to the WEF, the 2016 Schwab Foundation Social Entrepreneurs of the Year represent 12 social entrepreneurs from 11 organisations operating in more than 70 countries. These social entrepreneurs are pioneering solutions for social and environmental challenges ranging from child labour, to women's empowerment, to climate change, and more.

"The development of entrepreneurs is an important part of the college mission. We are extremely proud of Mr Rani's achievement, especially in the light that he is the Chairperson of the Advisory Board of the newly established Centre for Entrepreneurship at False Bay TVET College. He is indeed an exemplary role model" said Principal Cassie Kruger.



About the Schwab Foundation for Social Entrepreneurship

The Schwab Foundation for Social Entrepreneurship provides regional and global platforms to highlight and advance leading models of sustainable social innovation. It does so by identifying a select community of social entrepreneurs and engages with them towards shaping industry agendas to improve the state of the world. The Schwab Foundation collaborates with stakeholders such as the World Economic Forum. The Schwab Board includes Hilde (Co-Founder and Chairperson) and Klaus (Co-Founder) Schwab, Rick Aubry CEO and founder of New Foundry Ventures USA; Paulo Coelho Best-selling author Brazil; David Gergen Centre for Public Leadership JF Kennedy School of Government, Harvard University, USA; Quincy Jones Chair and CEO of the Quincy Jones Listen Up Foundation, USA; Her Majesty Queen Matilda of Belgium; Zanele Mbeki, former First-lady SA and Chair of the Women's Development Businesses Trust; and Muhammed Yunus, Chair of the Yunus Centre, Bangladesh.



University of Johannesburg Vice Chancellor, Prof Ihron Rensburg, presents Principal Nick Balkrishen with the Chancellor's Award

Principal receives 'Chancellors Award' and 263 TVET Campuses to benefit

JABULILE MHLABANE

Principal Nick Balkrishen, Gert Sibande TVET College, recently completed his M.Ed (cum laude) with the University of Johannesburg.

At the Faculty of Education "Top Achievers Awards Ceremony" held in May this year, he was awarded as "Top Achiever" for M.Ed by Executive Dean Prof Sarah Gravett.

In addition, for his academic achievements, in June he received the prestigious "Chancellors Award" from Vice Chancellor, Prof Ihron Rensburg.

Principal Balkrishen's dream is to contribute towards creating a TVET sector that is synonymous with high quality and excellence. Consequently, his M.Ed dissertation was entitled, 'The leadership role of Campus Managers to improve student achievement in TVET colleges'.

"Although I am grateful for, and humbled by these awards, the greatest impact was that the study inspired me to author a reference book. I have consequently written a reference book, based on my dissertation and experience of leading Gert Sibande TVET College, titled 'Effective campus management – Essential hints

and tools to improve student achievement in TVET Colleges'. The book will be published in the latter part of 2016 and will be distributed to all 263 TVET college campuses in SA free of charge through the generosity of publishers, Future Managers.

Working in the TVET sector is such a privilege and honour. It allows us to improve the lives of the communities we serve. It is hoped that efforts such as these will contribute towards improving student performance at colleges across SA. This is critical to achieving the goal of making TVET institutions, institutions of first choice", said Principal Balkrishen. Principal Balkrishen has commenced his research for his doctoral studies focussing on 'The professional development of campus managers linked to result-based monitoring and evaluation and its impact on student achievement in TVET Colleges'.

DHET Regional Manager for Mpumalanga and North West, Dr Enrico Pedro expressed his congratulations on the awards and his gratitude for the contribution that Principal Balkrishen is making towards the TVET sector.



Switch on a new generation with eBooks

TVET colleges and lecturers across South Africa are increasingly swapping their textbooks for eBooks to deliver engaging learning.

One such lecturer is Mrs Khumalo. She currently uses eBooks for the Primary Health course she teaches at the Gert Sibande College. The subjects she teaches range from *Public Health* and *The South African Health Care System* to *Community Oriented Primary Care* and *Human Body and Mind*.

Instead of traditional print books, she uses Pearson eBooks across multiple subjects, which makes cross-referencing between different subjects easy. These eBooks also allow her to project course material straight from the eBook to the board, making it easy to highlight important information for her class to see.

Mrs Khumalo says that her students are benefitting from the use of Pearson eBooks because they can easily access all of the study material on tablets wherever they are and without the need to carry around multiple textbooks.



Learning new skills

To make effective use of the technological tools now available to colleges, lecturers need to develop the necessary skills to use them.

In order to meet this need, Pearson has set up a dedicated Implementation and Support team. This offers comprehensive support to lecturers who use Pearson eBooks by providing them with training on a quarterly basis or with help whenever the need arises.

Getting the support you need

Pearson understands that its responsibility towards effective education does not stop at supplying study material. Its dedicated support team will help you determine which eBook implementation strategy is most appropriate for you and your students.

By looking at your specific needs and infrastructure they can assist you in integrating the proper eBook solution into your TVET institution.

They also provide post-implementation support and can assist you with training to ensure that you and your students use your Pearson eBooks to their full potential.

“ It doesn't mean that if you have a tablet that you have everything you need.

— Mrs Khumalo,
Gert Sibande College

Pearson eBooks pave the way to a brighter tomorrow

Pearson is the world's learning company with more than 30 years' experience in the South African TVET sector. It is a trusted partner in providing learning solutions that are personalised, relevant and engaging, at every step of the learning journey.

Pearson offers a wide range of NC(V) approved print books as eBooks with titles across various fields including Engineering, Primary Health, Fundamentals and more at NC(V) Levels 2, 3 and 4.

These eBooks can be downloaded and accessed on a range of devices such as tablets, laptops, PC's and smartphones and are available for viewing online and offline. Costing less than traditional textbooks, Pearson eBooks are designed to enhance learning.

“ At the end of the day the main purpose is to enhance teaching and learning, and through the Pearson support team we get the assistance we need.

— Mrs Khumalo,
Gert Sibande College

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TEACHING AND LEARNING PROGRAMME NEWS

Internship: a learning curve rich with possibilities for tourism students

FIONA MCFARLAN

When a group of interns from the Tourism Department of Ekurhuleni East TVET College, were interviewed recently by College faculty, they unanimously agreed: Serving an internship with a company such as Bidvest was a most valuable experience in preparing them for the workplace.

They were particularly appreciative of the mentorship programme which the company offered under the able guidance of Skills Development Manager, Ms Lezinda Potgieter. Ms Potgieter took pains to ensure that the students were moved around the various company departments. This would enable each intern as wide as possible exposure on the different facets of the business. Aspects such as client liaison with international and local customers; administration; system operations and the collection and delivery of hired vehicles and more, could be experienced. This ensured that all interns were familiar with how the business was run. It ensured a first-hand opportunity to deal with operational challenges.

New interns are initially given a week's training on company systems. This includes the 'soft skills' such as Professionalism and Customer Care. All agreed that, although the training they received at College had assisted in preparing them, being at the interface was a superior experience. Dealing with clients and operational systems on a daily basis was very different. It was an experience from which one learnt the most. Bidvest has also implemented a mentoring programme in collaboration with the Culture, Arts, Tourism and Hospitality Sector Education and Training Authority (CATHSeta). CATHSeta provides specific mentoring guidelines. The mentoring programme operates on a three-month cycle, allowing students to have exposure to all departments.

Student interns learn the importance of a client-focused attitude. They learn product knowledge; professional appearance- and manners. Interns are encouraged to capitalise on the opportunity they have been given in order to learn about the industry in all its facets. While some companies become involved in the internship process to create a pool of potential employees, Ms Potgieter emphasised the importance of encouraging students to see the bigger picture. "Interns should see beyond the possibility of a permanent position



Ekurhuleni East TVET College Tourism students currently participating in the Bidvest internship programme

with a particular company. Their internship period should be seen as an opportunity to learn as much as they can about that industry and to find their own niche in the process. They should therefore be willing to participate as fully as possible in the mentorship programme. Even if this means inconvenient hours or having to travel greater distances. Some students appear to have an inflated perception of their own capabilities. Students must realise that they cannot expect to walk into a senior position simply because they have been awarded a diploma", she added.

Generally speaking TVET College faculty can assist students in preparing for their internship. This includes their fluency in both written and spoken English with a particular emphasis on pronunciation. Many students have a very limited grasp of the essentials of business communication, and this hinders their progress in the workplace. Students should also learn to create a positive impression in an interview. The basic rules of business etiquette, such as punctuality, how to greet clients and colleagues appropriately and notification of intended absence, are vital elements of preparation. Students should be committed so as to reap the benefits of participating in an internship programme. Some students may not have grasped the concept of learning-on-the-job. They may be reluctant to do junior or, what they perceive to be, menial tasks.

The current internship programme is the second one in which Bidvest has participated. Of the 22 interns who have participated in the programme, 12 have been employed, and a further three have been given contracts.

Tiger Brands Cook-out competition

RHAZIA HAMZA Deputy Principal Innovation and Development

On June 16 in 1976, South African youth rose up against an inhumane system of government.

This year, 22 years after South Africa attained its freedom and democracy the youth of South Africa, armed with skills- knowledge and pure determination, are called upon to face yet another challenge.

This time it is a challenge of rising up to shape a better future, says Bridgitte Backman, Group Executive for Corporate Affairs

and Sustainability at Tiger Brands.

Tiger Brands, South Africa's largest food producer, hosted the culmination of a youth talent search which took the scouts across all nine provinces to select ten finalists from some of SA's TVET Colleges.

The final winner was determined through a Cook-out Competition.

The Western Cape was represented by Bronwyn Cloete, a National Certificate Vocational Level 4 student from West Coast TVET

College, Malmesbury Campus. Bronwyn says that as a single mother, she decided that a future without education looked bleak, so she returned to the classroom. "I began my cooking journey by selling rotis in College for extra income.

Now I had the privilege of being nominated to prepare rotis for four hospitality lecturers from a Hotel College in France! I would love to have my own catering company one day", she added. Bronwyn prepared a succulent chicken dish as part of the competition. The competition saw the ten determined young minds go head-to-head and the winner,

Phumza Holland, from Northern Cape Rural TVET College in De Aar, Northern Cape Province, was crowned at an evening Gala Dinner. Bronwyn Cloete took second place.

The event was attended by 100 guests including Tiger Brands Executives, The Nelson Mandela Foundation partners as well as Local Government Officials, at Constitution Hill on June 16.

College Management, Staff and students wish Bronwyn well in her future endeavours and thank Hospitality Lecturer Ms Erroleen de Kock for her part in preparing Bronwyn.

Hospitality student wins big at the 'Great South Africa Student Chef Cook-Out'

TSHEGOFATSO RAPOO E-Media & Communications Administrator

Hospitality student (Level 4), John Nkwang, celebrated Youth Day impressing judges at the Tiger Brands Great South Africa Student Chef Cook-Out competition held at Constitutional Hill, Johannesburg, Gauteng Province.

John was announced as the overall winner under the 'cooking' category, and as the 2nd runner-up overall in the competition. He took

part in the competition after having been chosen as the provincial winner at 'Great South African Cookbook College Cook-out Competition' in May. The competition was organised through a partnership between Tiger Brands Limited and the Department of Higher Education and Training.

He won R5000 in cash; a 12-month internship at Air Chefs; funding for his tuition and books;



John Nkwang preparing dishes at the Tiger Brands Great South Africa Student Chef Cook-out Competition

a R5000 voucher worth of kitchen equipment; as well as a supply of

catering products for ORBIT TVET College Mankwe Campus Hospitality Training Centre for a period of six months. The win has also secured him a short story feature in the Cookbook.

Tiger Brands, Group Executive: Corporate Affairs & Sustainability, Ms Bridgitte Backman says, in addition to celebrating South Africa's heritage through celebrated national chefs, this initiative is a wonderful opportunity to give students a platform. From this platform they can showcase their culinary talents and skills, while also contributing to the richness of the Cookbook.

College contributes to the national target of producing 30 000 Artisans annually

TSHWARELO SEBELA

On its mission of contributing to the National Development Plan target, Ekurhuleni West TVET College has launched a programme to train ten NC (V) Level 4 graduates as artisans for the Fitting and Turning trade.

The training started in May and is scheduled for completion in April 2018. The ten are part of 21 Electricians and Motor Mechanics apprentices participating in a merSETA funded apprenticeship programme. By producing Fitting and Turning artisans, the College will be aiding in the reduction of the scourge of skills shortages within the trade.



Cadet apprentice Kefentse Maimane believes that technical qualifications are the way to eradicating South Africa's skills shortage

Students are to spend a quarter of their 24 month training at the College for theoretical and practical lessons. This training will be followed by 18 months at a merSETA accredited training centre for practical placements. Subsequent to passing trade tests, trainees will be certified as qualified artisans. The College's Business Unit manager, Gugu Mathews, said the Artisan Development Programme will capacitate participants in terms of increasing their competitiveness in the job market. "After the programme, apprentices will have improved their employability status and will be well-equipped to follow an entrepreneurial path should they opt to start their own businesses. The College prides itself in having good working relationships with companies such as Scaw Metals. The company had previously accommodated some students following a placement period," Ms Mathews added.

The Motor Mechanic apprentices commenced their training in March this year. They are expected to conclude their training by February 2018. Like Fitting and Turning, Electrical Engineering apprentices also commenced in May. Fitting and Turning lecturer at Ekurhuleni West TVET College Germiston Campus, Mr Siphwe Maphisa says that the Fitting and Turning artisan development



Fitting and Turning apprentices engaged in their practical training on the lathes



Cadet apprentice Pearl Gamede at work in the Fitting and Turning workshop

apprentices will focus on various training components within the field. This training will include amongst others, the maintenance of machinery, shafts, bolts and nuts. Mr Maphisa further indicated that the College will provide institutional training comprising of trade basics, and safety and start-up training to pave the way for workplace learning.

One of the cadet apprentices Kefentse Maimane, says that he is not bothered by not having attained

a matric certificate, as the level four qualification is its equivalent. The former John Orr Technical High School learner joined the College's NC (V) programme with a Grade 10 report. A prerequisite for entry is Grade 9. Kefentse says that the apprenticeship is a continuation of the curriculum offered during his studies. He also believes that after completing the apprenticeship, he will add to swelling the number of skilled artisans in the country.

College initiative focuses on Energy

MATAU MANYE

Partnership with business has proved to be one of the crucial elements of running a well-functioning and competitive TVET College.

Schneider Electric and Sedibeng TVET College have recently signed a Memorandum of Understanding (MoU), with the aim of combining resources and expertise. This MoU was conceptualised with the purpose of upgrading the knowledge and professional skills of faculty and students. The initiative envisages bridging programmes that facilitate access to the job market. The programmes are intended to specifically target students from disadvantaged backgrounds. The event, held at the Sebokeng Campus, at which the MoU was signed, was dignified with the presence of representatives of Schneider Electric, the South African and French Ministries of Education, Sedibeng TVET College and the French Ambassador to South Africa.

Parties to the agreement have one common goal in mind. That

is, to promote education and to create development programmes that offer training to previously disadvantaged youth in the field of Energy. Schneider Electric is a global specialist in energy management and automation, with operations in more than 100 countries. The company offers integrated solutions across multiple market segments. These include leadership positions in non-residential and residential buildings; industries and machines; manufacturers; utilities and infrastructures and data centres and networks. The focus of the company is on making energy safe, reliable, efficient, productive and green. With a company that has so much to offer, Sedibeng TVET College had to grab this opportunity for the benefit of their electrical engineering students. It is common practice that business and industry work together to provide internships, learnerships and apprenticeships through sponsors from various SETAs. The partnerships with SETAs, has resulted in all the



At the signing of the MoU were back, Ms Zanelle Daghish Head of Sustainable Energy at Schneider South Africa, Ms Canninah Mapena Director of Energy at Schneider South Africa, Mr Mduduzi Manana Deputy Minister of Higher Education and Training, Mr Eric Leger Country President of Schneider Southern Africa and Prof Alexandre Sebastiani. In front are, Dr Abe Mashele Principal of Sedibeng TVET College, Ms Marianne de Brunhoff Director for French Higher Education and Research, Ms Elisabeth Barbier French Ambassador to South Africa, and Ms Jacqueline Mosesi Deputy Principal Academic Sedibeng TVET College

College's trade workshops being accredited. These are now producing qualified artisans who have passed their trade tests.

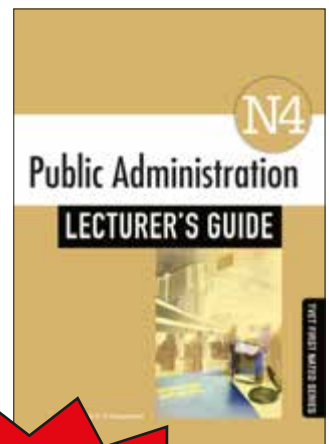
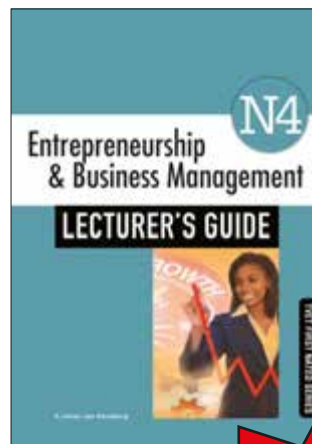
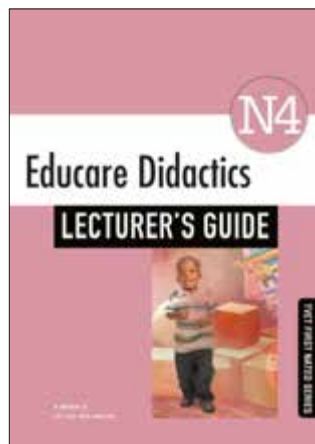
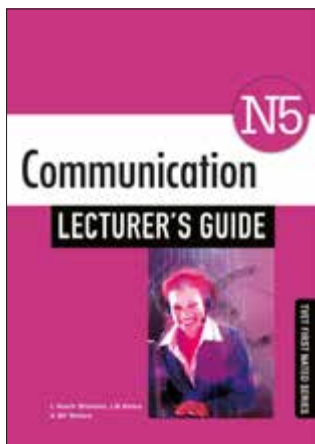
This MoU will enable the College to effectively discharge one of its key mandates. It will support both faculty and students in gaining practical exposure. It will see the upgrading of infrastructure in the electrical workshop at Sebokeng Campus, and it will support both theoretical and practical training as required by

the NC (V) Electrical Infrastructure Construction programme. It will further establish 'academic-industry' links through the combined theoretical and practical training curriculum. It will also establish a training programme based on an accredited curriculum to educate previously disadvantaged youth in the field of Energy. Ultimately the MoU will enable the enhancement and upliftment of teaching methods and the competence of faculty.

TVET FIRST

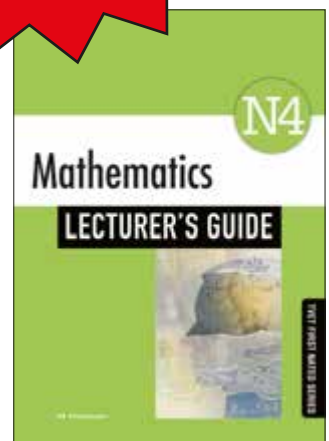
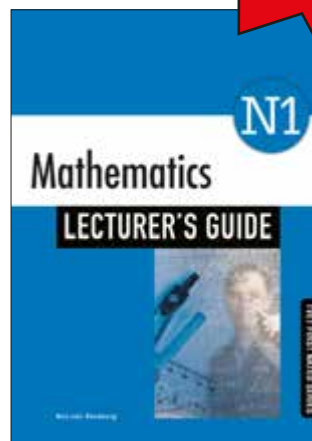
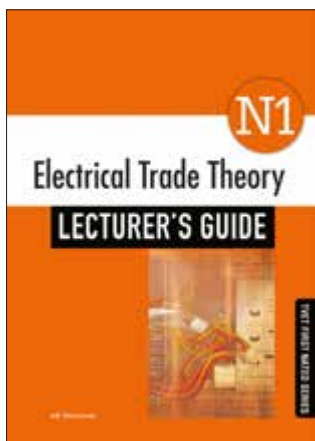
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Women in electrical engineering

FIONA MCFARLAN

Opportunities for young women in the electrical engineering field are very different from what their mothers would have been offered. Ms Sihle Simelane, a Level 3 Electrical Engineering student at Ekurhuleni East TVET College, had this to say when she was interviewed recently about being a young woman in the 21st century entering a male-dominated profession.

What factors influenced you to choose this career?

In Grade 12 I had thought about becoming a nurse and my mother thought I should be a social worker but I knew in myself that I did not have the talents required for these professions. When I read about Thomas Edison what impressed me most was that he had persevered until he succeeded. I admired the fact that he never gave up. I thought that, as a woman, I would like to be like that. Like many others, I had always thought of Electrical Engineering as being a career for men only. But I believed that I was just as capable. If I gained the skills, read up about it and practised at home, I knew I could do it and do it well. I would also earn more money! So I decided for myself that that was what I was going to do. When SA experienced load-shedding, I thought that if I had more knowledge I could help with that challenge. I reasoned that as a country we are short of skilled electricians, so if I have the skills which the country needs, I will always be able to get a job.

What kind of education, training or background does your job require?

If you do your training at a TVET College the practical aspect is part of your training. If you are fortunate

enough to be selected for a learnership, this could give you valuable contact exposure with a company where you can gain additional hands-on experience. If you have the opportunity of shadowing someone in the workplace, even if you do not get paid, you should view this as an opportunity to gain valuable experience.

My attitude is that if I do not know about something, I have to inform and help myself. So I interact with my lecturers, search for information on the internet, read beyond my textbooks in the library and practice on a Distribution Board myself. I fix kettles and irons at home or practice disassembling and putting them together again. I try to keep up-to-date with new trends.

Two of my subjects are practical workshop subjects. Every week we have a full day in the workshop.

On workshop days we have to wear our special, protective clothing with which we are supplied by the college. We are not allowed into the workshops without this so that safety measures are ingrained in us from the start.

What particular skills or talents do you think are most essential to be effective in your job?

You must be able to work with your hands and think on your feet. You should be able to think analytically because you have to solve problems. You must also be dedicated to your studies. That will enable you gain all the necessary knowledge and have the self-confidence to know that you are 100% correct in what you are doing on a particular job aspect. You should also have an enquiring mind. Good electricians will tinker with electrical gadgets



Ms Sihle Simelane, is a Level 3 Electrical Engineering student at Ekurhuleni East TVET College

because technology is continually changing and improving. You have to keep up with new innovations. You must ensure that you offer good service delivery and do not take short cuts which could compromise the safety of others. To be a competent electrician you have to follow the rules because electricity is dangerous. It is not enough, however, just to know the theory. You have to be able to do the work and apply the knowledge. That is why we do practical training in the workshops. It prepares us. In addition, completing an internship in the workplace is an important way of gaining essential experience.

As a woman in a male-dominated work environment do you think you will encounter gender discrimination?

The reality is that more women are studying Electrical Engineering at TVET Colleges now than before. There are many opportunities for women in this field. My mother was afraid for me when I told her I wanted to become an electrician. She said I was too small and for her, electricity is dangerous.

She did not see this as a career for a girl but she would have accepted it if I had been her son! Although she has supported me, altering her thinking has been difficult for her. My family also wanted me to choose a career they could be proud of like a nurse or a social worker. For a girl to become an electrician was foreign to them! They were afraid I was getting involved with something dangerous.

I have experienced some hurtful prejudice from a minority of the male students, but definitely not all of them. The truth is that some do not like it when a woman is better at something than they are. I do not know how long it will take for that kind of thinking to change but we are living in the 21st century and I believe that attitudes are changing.

I do think that I might have a challenge with heavy current. I could be expected to pull heavy cables about outdoors and the men in the work-team might be impatient! I am aiming to do light current however, and there I will be able to do all that is physically expected of me without frustrating colleagues.

A woman apprentice excels in Boiler-making

NASHVEER NEMESAR

Editor's note: Nashveer Nemesar is the Acting Assistant Director for Marketing and Communications at Majuba TVET College. He oversees the Marketing and Communications Department and is currently the Chief Editor of Majuba NEWS magazine. Photographs by Nashveer Nemesar.

Majuba TVET College boasts a dedicated Work Integrated Learning Unit. The Unit places top achieving students in internships and apprenticeships with host companies.

The Unit recently placed an aspiring female trainee in an apprenticeship training programme funded by MerSETA. Khululwe Twala, a Boiler-making student, was successfully placed at Elinem Construction in Newcastle, KwaZulu-Natal Province. Now plying her trade in the industry, she has swept her employers off their feet with her dedicated passion for hard work. Commenting, she said "It wasn't a difficult choice to go to Majuba TVET College. The College is known for producing excellent artisans over many years. These artisans may now be found throughout the country". She

added that she has thoroughly enjoyed her studies at the College. She went on to say that, "As challenging as the field is, what I enjoy most is fusing metals together using tools that produce high temperatures. Boiler-making can be a lot of fun". In the near future, she sees herself moving towards University studies. "I would like to pursue Metallurgy Engineering. I have acquired good foundational knowledge and first-hand experience in steel fabrication this far", she added.

Khululwe would like to advise high school learners to consider vocational studies at a TVET College. Her advice was that, "Quality education and training is offered at TVET Colleges. That is what we as the youth of South Africa strongly need". Practical training and exposure in workshops is something



Khululwe Twala, a Majuba TVET College graduate woman Boiler-maker, was successfully placed by the College in an apprenticeship at Elinem Construction in Newcastle, KwaZulu-Natal Province

that you cannot compare. "I firmly believe that at a University, you will not acquire as much practical training as you would at a TVET College". School learners would be making a good choice because they are gaining first-hand experience and completing tasks as is done in industry.

My final advice is, "Never fail to reach for your dreams".

College campus aims for green centre of excellence status

HEINRICH SNYDERS *Head of Department for Electrical Engineering Studies*

Belhar Campus of Northlink TVET College has been offering the NCV Renewable Energy Technology or RET programme since 2015. The new Solar Centre at the campus has been a hub of activity since its inception in 2014.

The course offered aims to train students to have the capacity to be employed in the Green Economy. Employment opportunities exist for students to install and maintain the following systems:

Solar Photo Voltaic systems

This refers to the generation of electricity by means of solar panels through which energy could be stored for use during power failures. It is a renewable energy technological system also used by private households or companies who simply want to be 'off the grid'.

Solar Thermal systems

This technology refers to the heating of water through solar panels which is then stored in geysers for use when needed. This technology is very popular and many households are interested in this easy way of reducing their municipal or national grid electricity consumption.

Huge growth in this industry is anticipated as consistent price increases in electricity forces consumers to Go Green.

Huge Solar farms have been established in the Northern Cape Province and these projects will create job opportunities in terms of maintenance requirements in future.

Wind Turbines

This technology refers to the generation of electricity using wind energy. It is a popular source of



The Green Team are from front left, newly appointed Northlink TVET College Belhar Campus Manager Pat Lawrence and Lecturer Don Anthony. Back left is Lecturer Stanley Cupido, Heinrich Snyder Head of Department for Electrical Engineering and Belhar Campus Academic Head, Raymond Lensing

renewable energy in the windy parts of the country.

The technology also works at night. This means that it is a good complementary source of renewable energy for solar power which of course can only be generated by day.

This technology is very popular in the Eastern Cape with many opportunities anticipated in the future

maintenance of the wind turbines.

The renewable energy project at Northlink TVET College received a welcome investment of R500 000 worth of solar equipment imported from Germany. This transpired as a consequence of a partnership the college has with the Deutsche Gesellschaft für Internationale Zusammenarbeit, better known as GIZ.

College partnership to establish Electronics, Refrigeration and Air Conditioning Engineering Academy

TSHEGOFATSO RAPOO *E-Media & Communications Administrator*

Samsung Electronics South Africa and ORBIT TVET College have signed a Memorandum of Understanding (MoU). The object of the agreement is to have the partners working together in the skills development arena to promote Technical and Vocational Education and Training to the benefit of both organisations.

As part of the agreement, Samsung will establish the Samsung

Electronics, Refrigeration and Air Conditioning Engineering Academy at ORBIT TVET College Mankwe Campus. The facility will be fully equipped to Samsung's standards, as well as meet the required accreditation standards of merSETA and MictSETA. The objective will be the delivery of Electronics, Refrigeration, Air Conditioning, and Ventilation training. Faculty will be

trained for the delivery accordingly. Samsung may consider students trained in the Academy for work placement and possible employment.

ORBIT TVET College, Mankwe Campus agreed to make adequate facilities available on the premises of the Campus for the sole purpose of the delivery of the related training. It will make faculty available for the delivery. The College will recruit, select and

place its own students at the Academy for its own account. The College will also allow Samsung to recruit, select and place its own students at the academy for their account. Grant applications for learnerships and skills will be made on behalf of the students.

ORBIT TVET College Mankwe Campus will provide students enrolled for the above programmes with hostel accommodation. The Samsung Academy came into full operation on 26 July.

College and University collaborate in public art project entitled: Baby Giraffe "It's my City"

LERATO NONDEYI *Communication Intern*

A collaborative exercise involving the Visual Art and Design Department of Motheo TVET College, the Tshiamo Art and Craft Department of the University of the Free State and an internationally acclaimed artist and lecturer, Mr Marius Jansen van Vuuren, got

underway in early June. The initiative culminated in a large-scale public art and community event which took place in Bloemfontein, Free State Province, from 8 to 16 July.

An objective of the collaboration was to promote the visual arts by involving the public. Students and

faculty worked together sculpting the eight meter tall Baby Giraffe. The Giraffe's 'skin' was made of cardboard boxes. The huge sculpture on Hoffman Square in the central business district of the City enchanted and lured the public. They curiously wondered what the purpose was of having such an unusual object on display. The production costs of the project were funded by the Andrew W. Mellon Foundation, a USA based organisation, with a grant made available to the University of the Free State.

Students and faculty participated by writing positive messages or dreams for the City on coloured cardboard strips. These then became part of the sculpture. The wider public, the young, old and vibrant gathered and wrote what they wished for the city.

The sculpture was later moved to Macufe Village on the outskirts of the City, where a short celebration was held. The Baby Giraffe was



then burnt and the many messages written on it soared upwards into the heavens in a symbolic manner. Apart from fostering reconciliation, the project provided great inspiration for upcoming artists.



The public view and engage with the sculpture

College on a drive to promote reading

REGINA MAMPYE *Academic Support Co-ordinator*

ORBIT TVET College is the beneficiary of 3000 books donated by the Rotary Books and Humanitarian Centre in Bedfordview, Johannesburg, Gauteng Province.

The donation forms part of a vigorous drive by the Student Support Unit: Academic Support division, to promote a culture of reading. It is hoped that a well-developed culture of reading will ultimately play a pivotal role in the improvement of academic results. For students often studying in a second or third language, language proficiency is a proven predictor for academic performance.

Publications ranging from novels and fiction to Maths, Science,

Accounting and English study guides were received and distributed across the three campuses of Brits, Mankwe and Rustenburg. This has enabled the campuses to set up mini libraries in the resource centres for students to access. In addition to this, the SRC offices and Peer Academic Leaders (PALs) at the campuses have also received reference books.

The Academic Programmes Unit – Support, collects books each month with the aim of ensuring that all three campuses will have fully functional libraries by the end of the 2016 academic year. The Rotary Books and Humanitarian Centre also donated towels, bed linen and face cloths, which assists needy students.



Academic Support Co-ordinator, Ms R Mampye with some of the books received from the Rotary Books and Humanitarian Centre. The books have been distributed to the Campuses as part of a drive to promote a culture of reading amongst students

Students learn responsible Citizenship

MINETTE KILIAN



Students, Faculty and representatives of the Parliamentary Public Education Office who participated in the programme

Earlier this year, representatives of the Parliamentary Public Education Office visited the George and Oudtshoorn Campuses of South Cape TVET College. The main objective of the visit was to facilitate workshops with the Safety and Society programme students on both campuses.

The workshops centred on the composition and functions of Parliament and how public participation plays a crucial role in the political arena of South Africa.

The eight visitors made the workshops quite memorable for the students. With enthusiasm and a clear passion for their work, it was easy to see why the students felt at ease and participated with fervour. Currently, the programme is a pilot with the hope of streamlining and then extending it to a wider student audience. As a responsible South African citizen it is of the utmost

importance to know how government and parliament works and what role each of these entities play.

For this specific group of students the programme also covered a great deal of their curricula with regards to Governance.

A lecturer good-humouredly pointed out that she was sure that all the students would now pass the upcoming test series after receiving all the interesting and valuable information.

It was a great privilege for South Cape TVET College to host these workshops. It is fervently hoped that this will be the beginning of more to come. We are sure the partnership will develop from here.

Through the programme we will be able to provide our students with the skills and knowledge to become responsible South African citizens, who are invested in the continued growth and upliftment of our beautiful country.

Maths performers attract investor

ROSHIN SCHMIDT

Six worthy False Bay TVET College students recently found that their talent for mathematics would free them of tuition fees.

The six Electrical Engineering students from Khayelitsha, were thrilled to learn that Trans-Africa Projects (TAP) would cover their tuition fees on the strength of their talent for mathematics. Trans-Africa Projects (PTY) Ltd is owned by Fluor (USA) and Eskom. They offer a complete suite of electrical engineering services including project management and site supervision services. In alignment with the Eskom deliverables of skills development and job creation, TAP has undertaken a selection process. Through the process False Bay TVET College was identified as a preferred higher education and training provider.

In an introductory meeting, Mr

Never Chauke, a representative from TAP, addressed the bursary recipients encouraging them to work hard to create a legacy to which future students could aspire. Ms Asanda Toyi,

one of the bursary recipients brought several of the guests in attendance to tears, when she shared her personal challenges. "I never thought that I would be given an opportunity to fulfil a dream.

So many of my hopes and dreams have been unattainable", she added. She went on to declare that

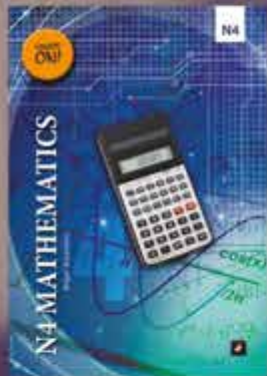
she would not disappoint Trans-Africa Projects and would strive to make the college proud.

TAP will continue to look at further avenues to collaborate with False Bay TVET College and is already investigating Work Integrated Learning options for the bursary recipients.

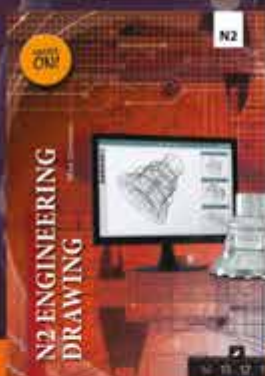
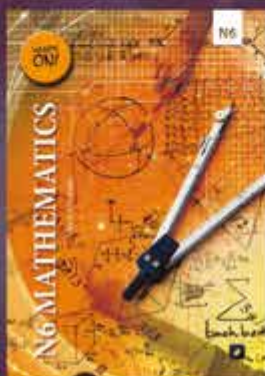
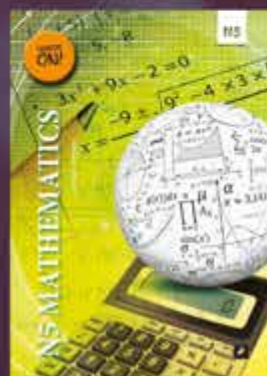


Beneficiaries, donors and college representatives marking the TAP initiative were, Mr Haido Mteto, Ms Asanda Toyi, Mr Olwet Limetyeni, Mr Never Chauke, Ms Mihle Mgedle, Mr Lukhanyo Hoho, Ms Karin Hendricks and Mr Jeremia Moeketsi

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College gains exposure in 'Inside Retail Training'

DANIEL LÖTTER

Four faculty of Boland TVET College, together with colleagues from several TVET Colleges and the W&R SETA, recently attended a five-day 'Inside Retail Training' programme. The training was presented by Woolworths. Participating from Boland TVET College were Wesley Abrahams, Lizhette Grobler, Liesl Stuart and Daniel Lötter.

The wider purpose of the collaborative training programme aimed to stimulate a culture of partnerships between the private sector, education institutions and government. It also aims to position 'retail' as a career of choice; grow skills in the country; and improve the employability of College graduates. The programme had a further purpose namely, of assisting business studies lecturers in keeping the content of their lectures current. This, it is hoped, will enrich the learning experience and equip students with the skills required to succeed in the retail sector.

Several challenges were addressed. These included co-creating a curriculum that balances academic excellence with the practical application and relevance required. Closing the skills gap and preparing graduates for a career in retail; exploring the opportunities to change the impact of the increasing number of youth not in employment, education or training; and preparing lecturers to

deliver the new retail qualification to be launched later this year.

Day One of the programme centred around various discussions and presentations on a variety of retail elements, including Retail Values; Customer Service; Quality; Integrity; Community Service; Merchandising; Distribution; Development of new Products; Human Resource Management in Retail and Legislation relating to retail.

On Day Two the attendees were afforded the opportunity of visiting suppliers and the Woolworths Distribution Centre. The emphasis here was on quality assurance; control processes; partnerships and the logistics of retail in terms of acquisition; quality assurance; the management of orders; distribution and all the processes up to the point where stock reaches the shelves.

Days three and four were taken up by shop-floor experience. The attendees were all placed in Woolworths branches in and around Cape Town, such as Tyger Valley, Canal Walk, Adderley Street, the V&A Waterfront and Cavendish Square where all the elements of shop management and operations were looked at very closely. These included, Administrative and Staff Management; Team-building; Staff training; Shop organogram; Management processes; Management of "shops inside shops" such as the David Jones and Country



In-depth discussion on visual merchandising

Road lines; Operations; Security; Stock Management; Replenishment; Quality control; Customer Service; Financial Management processes; Careers inside the shop; Interaction with other branches and opponents; and Challenges in the day-to-day running of a shop.

On the last day, the attendees were given an overview of the retail process. Much of the focus on this day was on career opportunities and requirements for the person who wished to work in wholesale and retail. During the last part of the programme, attendees listened to a motivational speaker who placed much emphasis on the importance of recognising opportunities and making the best of them.

Bearing the future in mind, the attendees were each presented with a toolkit consisting of a number of posters

and a disc containing the contents of all the presentations in which they had participated. This must now be implemented in the classroom. In October, participants will return to Woolworths Head Office to provide feedback and assist in designing the roll-out of the next course.

At the end of the programme, all agreed that it had been of great value and absolutely relevant. It undoubtedly opened a world of what the retail sector is all about for each and every attendee. One can quite safely say that the overall impression was one of a highly functional organisation where values, people and quality are not subjected to profit.

In the words of former President Nelson Mandela, spoken in 1996, "The future of South African businesses will be evaluated largely on its human resources development."

Student futures in retail boosted

LAME MORUBANE

The Wholesale and Retail SETA officially launched its fifth Retail Simulation Centre at Motheo TVET College's Bloemfontein Campus, Free State Province in July.

This follows in the footsteps of the successful launches of the first W&RSETA Retail Simulation Centre at the College of Cape Town for TVET and those at Gert Sibande, Vuselela and Buffalo City TVET Colleges. Among the dignitaries who attended

the event, were Motheo TVET College Council; the Broad Management Board; Management of W&RSETA and the Management of Shoprite in the Free State Province.

W&RSETA Regional Manager Ms Senzenina Moroe said, Retail and Wholesale were not popular career choices with students. But with these Centres, they hoped to change that by ensuring that TVET Colleges produce graduates for these

sectors. In an effort to encourage students to see wholesale and retail as a lucrative employment sector, Motheo TVET College has partnered with the retail giant Shoprite.

The Retail Centre will allow National Certificate Vocational (NCV) students, who study Business and Accounting to get first-hand training. The aim is also to facilitate TVET Colleges offering W&RSETA qualifications. The Centre contains real stock supplied by Shoprite. Students will be taught in practical sessions how to operate cash

registers using monopoly game money. The Centre is part of the TVET College extension of scope project which was approved in 2012 at a cost of R5,8 million and officially launched by the Department of Higher Education and Training in 2014.

Motheo TVET College Council Chairperson Adv Xolile Xuma, thanked partners such as Shoprite for making this the second facility of its sort in the Province. He also thanked W&RSETA for launching the Retail Simulation Centres.

College establishes retail training partnership

DANIEL GILLESPIE

Shoprite has opened its second simulation store in partnership with Boland TVET College and the Wholesale and Retail Sector Education and Training Authority (W&R SETA).

The Worcester Campus simulation store resembles a mini Shoprite supermarket. There are various store departments enabling students to receive practical training. Training includes the operation of a cash register, stock-taking duties and other key duties performed in

retail operations. This initiative is part of a skills development strategy which aims to provide students with practical experience in the retail environment. It enables students to gain hands-on experience in a realistic environment. The establishment of simulation stores is aligned with the objectives of the Department of Higher Education and Training's grant regulations. The simulated environment improves retail labour market exposure and is facilitated by the W&R SETA.

Brenda Basson, representing Boland TVET College Occupational Delivery, said that the simulation store will provide students with much needed exposure.

It is a fully functional mini Shoprite supermarket. With regards to the practical component, she noted that students could now gain first-hand experience in a controlled yet friendly environment. Ms Basson added that the College is accredited by the W&R SETA for a number of skills programmes.

The various training projects being implemented will benefit the Drakenstein and Breede Valley

regions of the Boland region of the Western Cape Province. Employees will be able to receive training at the College that now offers practical experience through the simulation store.

Mr Moosa, who attended the store opening event representing W&R SETA, indicated that he was pleased to have been part of such a clever initiative.

He said, "Our involvement looks at the bigger picture of ultimately effecting positive change in society through skills and learning initiatives that offer practical exposure."

Centre for Entrepreneurship launched

TSHEGOFATSO RAPOO *E-Media and Communications Administrator*

The Deputy Minister of Small Business Development, Elizabeth Thabethe, delivered a keynote address at the official launch of the Centre for Entrepreneurship at ORBIT TVET College Rustenburg Campus.

The Centre was established through a partnership between the Department of Small Business Development and ORBIT TVET College. The Centre will provide generic enterprise development services and incubation to College



Deputy Minister of Small Business Development, Ms Elizabeth Thabethe left, with the MEC for Finance, Economic and Enterprise Development and Principal Maryna Marais unveil the commemorative plaque

graduates, current students and community members from neighbouring areas. The Deputy Minister emphasised that the main objective is to change the mind-set of young people and to steer them in the direction of starting their own businesses. She added that the Centre would contribute to assisting College graduates who cannot be absorbed by the labour market in starting their own businesses. Principal Maryna Marais echoed the words of the Deputy Minister and said the Centre will assist graduates with nurturing and developing their business ideas and actually seeing them come to fruition. Among the high profile guests in attendance, were the MEC for Finance, Economic and Enterprise Development, in North West Province Ms Wendy Nelson, Royal Bafokeng Nation Queen Mother, Mmemogolo Semane Molotlegi and the Olympic medal winner, Mr Khotso Mokoena who is also an entrepreneur. He motivated young people to secure their future by investing in their own businesses.

The Department of Small Business



One of the guests of honour was Olympic medal winner, Mr Khotso Mokoena who is also an entrepreneur, here with Principal Marais

Development continues to play a critical role in the development of small enterprises. It prioritises the establishment of Centres for Entrepreneurship programmes within TVET Colleges and universities across SA.

For more information regarding the services offered by the Centre, contact Centre Manager Mr Solly Taele on 014 592 7014 or email staele@orbitcollege.co.za

Students achieve and perform on every front

ROSHIN SCHMIDT

The past quarter has seen a host of student success stories emerging at False Bay TVET College. A number have gone on to reveal their winning talents. We follow up with three, and celebrate their success.



Leroy Rudolf – Cape to Rio Boat Builder

Meet Leroy Rudolf, an avid boatman. When not on the water, he is working at an internationally acclaimed yacht-building company in Cape Town, Southern Wind Shipyard. Leroy is one of the College's very first Yacht and Boat Building graduates. After just two years of employment with this company, at the age of 29, Leroy has been appointed as the Construction Fittings Supervisor.

Leroy informed the College that he and fellow yachtsmen and friends, are on the brink of achieving a collective dream. Together they have purchased a 13m yacht for repair and entered it to compete in the 2017 South Atlantic Yacht Race. This race was formally known as the Cape to Rio Sailing Challenge. We wish Leroy and his crew all the best for the forthcoming challenge.

The newspaper article was titled "Beauty and brains wins choice award". This article was

published when Lona Gweva won the Public's Choice Award at the Miss Cape Town pageant hosted in May.

Lona is a N3 Motor Mechanics student at False Bay TVET College. She is committed to changing the face of the artisan sector by proving that you can be a beautiful artisan. Competing against 50 other contestants, Lona made the finalists cut. She proceeded to be awarded the Public Choice Award after the rigorous campaign which saw her receiving the most votes via sms, as well as the most likes, shares and comments on her social media profiles. Grateful and humbled by the experience, Lona would like to make sure that people that are different are not shunned on the basis of their appearance.



Lona Gweva hailed as "Beauty and brains" wins choice award

Nathan Hendricks, a former Business Management student of False Bay TVET College, was selected to sing the Ireland National Anthem at the recent rugby test match between Ireland



Songbird, Nathan Hendricks serenades the thousands of Springbok/Ireland fans in Port Elizabeth

and South Africa in Port Elizabeth. Noted as, "a young and upcoming Cape Town singer", Nathan was accompanied by Jamali's Mariechan for the duration of the Springbok Tests.

A naturally talented young man, Nathan is using his Business Management skills to make a career of his talent.

We chatted to Nathan post his performance and he said confidently, "This is only the beginning. There are many more achievements that lie ahead. I am very thankful to the South African Rugby Union (SARU) for this wonderful opportunity."

Still an advocate for MOT from his studying days, Nathan motivates and encourages youth in his local community by sharing his life experiences and the impact MOT South Africa has made on his life. He now focuses on stimulating and developing youth to make conscious choices for their lives and future.

Students embark on international exchange programme

ROSHIN SCHMIDT

False Bay TVET College bids farewell to two very deserving students. The students are participants of the 2016-2017 Community College Initiative (CCI) Programme.

Educare N6 students, Thabisa Gajana (29) a resident of Khayelitsha and Nadia Boonzaaier (26) from Mitchell's Plain in Cape Town, Western Cape Province, recently departed for Arizona and Pennsylvania in the USA. As participants of the vocational exchange study programme, they will be students of a Community College in the United States of America for one academic year.

We asked Thabisa, to what she was most looking forward. She responded, "I am excited to learn. I know that I will return with a wealth of knowledge to create a better life for my family and my struggling community. The opportunity to experience American culture and to explore the differences or similarities in food, events and cultural practices also excites me. But, I must also admit that I am going to miss my home and family. Especially my children aged four and ten years." A fully funded programme, the students



Off to America are Thabisa Gajana, left, and Nadia Boonzaaier at the Community College Initiative Orientation

selected are between 18-30 years of age. They are currently enrolled, or have studied, at higher education and training institutions. Invited applications are within the scarce-skill fields of applied engineering; business management and administration; early childhood education; information technology and media.

False Bay TVET College Programme Head, Ms Minnaar said, "I cannot express how proud I am of these students. Especially, since they have had to overcome challenging personal circumstances. False Bay TVET College has had a relationship with the CCI Programme for many years. Through the collaboration, we are able to offer experiences which cannot be learnt from a text book." The CCI programme provides a quality academic programme that will build technical skills, enhance leadership capabilities, and strengthen English language proficiency. The programme also provides opportunities for professional internships, service learning, and community engagement activities. This is a non-degree programme but selected candidates will have opportunities to participate in certificate programmes aligned to their field of interest.

College launches internet cafe

TSHEGOFATSO RAPOO *E-Media and Communications Administrator*

Earlier this year, the Deputy Minister for Telecommunications and Postal Services, Prof Hlengiwe Buhle Mkhize, handed over an Internet Café to ORBIT TVET College, Mankwe Campus. It is envisaged that the Internet Café will benefit students as well as the community of Moses Kotane Municipality, North West Province.

Through a partnership with IT Master, The Department of

Telecommunications and Postal Services donated about 20 tablets. They came loaded with educational apps. The Deputy Minister said the visit to the campus was about transforming the landscape of education. It was not only a matter of looking at the number of students, but also at the quality and above everything else, the educational content.

She added that the electronic



Deputy Minister for Telecommunications and Postal Services, Prof Hlengiwe Buhle Mkhize officially opens the newly-donated Mankwe Campus Internet Café which will benefit both the students and community of Moses Kotane Municipality

equipment being donated to the campus, are tools which should be used in preparing the youth for future jobs. IT Master also provides on-site IT support to users of the Internet Café. Students now have access to free internet which they can utilise for learning and research purposes.

About 20 students were given training on how to use the newly donated, dust-free and water-proof devices. The students thanked the Deputy Minister for the opportunity they had been given to improve their computer literacy skills.

Technology in Teaching and Learning: Using online student portfolio management

DANEL GILLESPIE

Collaboration between Boland TVET College, Devatron, a business operating in the field of automated testing systems, and the Media Information and Communication Technologies Sector Education and Training Authority (MICTseta), has recently seen the implementation of a seamless electronic system that facilitates online student assessment.

The College partnered with MICTseta and Devatron with a view to assess occupational students by means of the new system. With the system, students have access to online portfolio management. This enables online student assessment. The system eliminates portfolio printing costs and also makes assessment more user-friendly for facilitators. Devatron, the designers of the online submission software, strongly believe that their versatile and internationally sanctioned system could eventually be capable of offering verification reports online. The system collects evidence and generates reports for each student, their assessment tasks or assignments. It then

updates itself to a central verification server, which facilitators can access. This results in a seamless process, which is cost-effective as well as time-saving. The system is currently being introduced and implemented in two provinces and Boland TVET College is the first TVET College in the Western Cape to be utilising this system.

The key features of the system are effectiveness in teaching and learning administration; maintaining excellence in standards of education and training; reducing wasteful expenditure, and moving teaching and learning practices forward with the aid of technology. CEO of Devatron David Bierman, had the following to say regarding the system. "From a developer's point of view, it offers a highly mobile solution. It enables the completion of education cycles to higher standards than previously possible. It streamlines the administrative burden for the facilitator in the management of student assessments". Now implemented at Boland TVET College, the system provides the College with a clear process of managing and monitoring standardised student assessments across the board. All data is collected individually and in a uniform manner and facilitators have the opportunity to access and

interpret the data. The system was developed by Mr Bierman and his team using their experience of building a system that has achieved international endorsement. Many of the components were already in place, explains Mr Bierman. "We wanted to introduce a more effective solution to local education institutions while satisfying MICTseta requirements."

The message to TVET Colleges with regards to the utilisation of electronic media is one of embracing new technology and systems. It makes the assessment of students more effective. "We would like to see it become a standard part of the training provider's toolkit through which they manage the student, manage a portfolio of evidence and collect portfolios of evidence", added development team representative, Mr Bierman. In responding, Ms Rona van der Westhuizen, Manager for Occupational Studies at Boland TVET College, noted, "We are very excited to implement this new system. We are privileged to be a pioneer of this assessment tool. We have high expectations of the new levels of quality in teaching and learning practices that it may provide".

College rolls out large-scale Work-Based Exposure programme with good results

TUMELO MOROBE *Marketing and Corporate Communication Officer*

More than 270 Waterberg TVET College Level 4 students participated in work-based learning during the winter recess. This is to afford the students an opportunity to practice what they are learning in class and also to expose them to the real workplace environment.

Students, who engaged in the work-based learning, are enrolled in Marketing, Hospitality, Finance Economics and Accounting, Office Administration, Primary Health, Engineering and Related Design, Civil Engineering and Building Construction as well as Electrical Infrastructure Construction. Host employers included Coach House Hotel, Fusion Boutique Hotel,

Thandeka Lodge, Entabeni Lodge, Lalapanzi Lodge, OASIS Hotel, The Park Hotel, Vodacom, Studio 88, Mokopane Hospital, Mokerong Magistrates Court, Mahwelereng Clinic, Belo and Kies Construction Company, Autofix, MVA Laboratory for Civil Materials and Letaba Laboratory for Civil Materials. The Technical and Vocational Education and Training curriculum requires the integration of theory and practice. The practical component may be offered in the workshop or simulated environment and/or in the real workplace. The relevance of content knowledge and skills and the quality of the graduates that Colleges produce, depends on the level of practical training



and work-based exposure that the students receive over the years of their training.

Minister of Higher Education and Training, Dr Blade Nzimande, has called upon TVET Colleges to build strong links with business and industry in order to achieve the goals of offering quality Technical and Vocational Education and Training.

"We are happy to have worked with the students of Waterberg TVET College who showed a great deal of professionalism and determination towards their work", said Mr Nicholus Belo from Belo and Kies Construction. He further committed to working with the College's Civil Engineering and Building Construction students in future.

Mr Tshepo Magoro, Work-Placement Officer, commended all host employers for their commitment

to empowering the students. He said "work-based learning provided students with the actual experience of different work roles that they are likely to encounter once they have completed their studies". Dedicated College Lecturers make a concerted effort to find workplaces for student placement. They also encourage the students to look for employment opportunities on their own, closer to their residential areas.

The aim of the College is to have all Level 4 students engage in work-based training during the April, July, September and December recess periods. More host employers are encouraged to join in the empowerment of the students. In return for their participation, they may find that they remain competitive in an increasingly knowledge-based economy.



More than 270 students benefitted from appropriate Work Based Learning facilitated by Waterberg TVET College

THE CONNECTED COLLEGE: HAVE YOU FOUND YOUR EDUTECH MOJO?

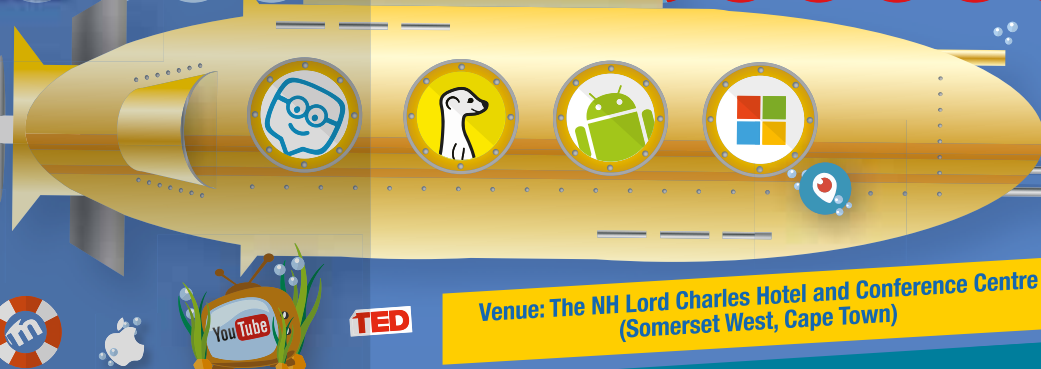
The 'Internet of Everything' provides the opportunity to lecturers to explore and find their favourite technology to enhance their classroom practices. Come and share your experiences, lessons learnt and best practices with colleagues from the TVET sector and learn about new strategies and trends.

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iWIL Strategies

The Green Classroom



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MANDELA DAY

Students put skills to test in honour of Madiba

TSHWARELO SEBELA

Ekurhuleni West TVET College has clubbed together with a couple of stakeholders to renovate a child-headed home in Villa Liza, Boksburg, Gauteng Province.

The dilapidated Reconstruction and Development Programme- house is headed by a student of the College enrolled at its Boksburg Campus. The house is a home to two brothers and a sister who lost both their parents ten years ago. The children survive only on child support grants. The renovation of the house by the College forms part of the month-long activities of making every day a Mandela day. International Mandela Day was declared by the United Nations in 2008. The College has enlisted its Electrical and Civil Engineering studies students to take part in the renovations. The project will afford them first-hand workplace experience under the tutelage of on-site professionals. Faculty contributed food parcels to relieve the indigent family of hunger, and to provide a beacon of hope to 15 other child-headed families within the area.

Boksburg Campus Level 4

Electrical Engineering students, Evans and Lefa Makhubedu were responsible for the reconstruction of electrical infrastructure. This included conduit piping, electrical distribution board installation, plug points, and light fittings. The work was undertaken under the supervision of Mr Itani Ramanzi of Khandama Constructions.

Mr Ramanzi was impressed by the level of knowledge displayed by the duo. He acknowledged the College for affording its students opportunities to attain first-hand experience from industry experts. The renovations of the house included amongst others, the replacement of windows, doors, paving and the repainting of the house.

The work was made possible through donations. Companies that played a pivotal role with meaningful contributions include Khandama Construction, Buildus World, and Rendi's Pool Construction. Mahlodi Maletle of Buildus World, an emerging businessman from Villa Liza, appealed to communities to embrace the spirit of giving. He advised that businesses should not wait to make



Ekurhuleni West TVET College staff, Funda family members and sponsors gather for a photograph after a day of hard work and fun

enormous profits before thinking of the needy. Buildus World is a supplier of sand, bricks, cement and building paraphernalia. The Ekurhuleni West TVET College student for whom the project was undertaken, Priscilla Funda expressed her great relief after the renovations were completed.

She said the absence of door panels and window panes had posed a security threat to her family. The level-two Marketing student says that having been recognised by the College for the project has restored her dignity and pride. She hopes that it will inspire her siblings to want to achieve great things in their lives.

The renovate-a-house project is one of the community based initiatives

emanating from the office of the Principal. Principal Hellen Ntlatleng said, projects of this nature are a constant reminder to College personnel to lend a helping hand where possible.

"As per our organisational motto of 'empowering students', the College strives to create life-changing opportunities for its students not only in the classroom, but also on a social front. It is through the elimination of social problems that students can perform to their best ability. Knowing that there are people out there who have their interests at heart is an inspiration. We are grateful to all those that responded positively to make this project a success," concluded Principal Ntlatleng in her statement.

Celebrating Mandela at Vukuzenzele Home

MATAU MANYE

Yet another year has come where we celebrate the birth of a visionary, struggle stalwart, and a philanthropist of note, the late Former President Rolihlahla Nelson Mandela. The campaign of 67 minutes for Madiba ignites a spark in every organisation to give to the less fortunate or to lend a helping hand, and put a smile on someone's face. Sedibeng TVET

College celebrated Mandela Day at the Vukuzenzele Home for the elderly in Zone 14 Sebokeng.

The College identified Vukuzenzele Home as the non-profit organisation that the College is going to focus on for 2016. The College communicated with the Centre Manager, Ms Elizabeth Tyandela, in order to determine their needs and

how best they can be helped. Based on the information, the College decided to give the kitchen staff of the Home a break for a few hours.

As it was winter, it was befitting that College faculty prepared vegetable soup, and donated warm blankets, heaters, slippers and socks to the elderly residents. The Vukuzenzele Home staff, particularly those who work in the kitchen, appreciated some time off. The

collective effort on the part of the College was welcomed with open arms by the Centre Manager.

While College faculty prepared soup in their kitchen, other groups of faculty arrived with more presents for the elderly which they distributed. It proved to be a joyful day. There were songs of happiness sung in return by the elderly. College faculty had a lot of fun, spending time talking to the elderly residents.

School shoes for primary schoollearners

ROSHIN SCHMIDT

Inspired by the Mandela legacy, a campaign was launched by the SRC of the Khayelitsha Campus of False Bay TVET College for the provision of school shoes to needy children.

The project was the initiative of Student Support and Development Officer Ms Mandisa Njozela and the SRC. Based on last years success, it was decided to grow the campaign. Over a 100 pairs of school shoes and socks were donated by the SRC. This was achieved through fundraising, the contributions of Faculty and the added support of Solethu Energy, Bokwe Security and Old Mutual. Assistance came in the form of actual shoe or cash donations.

The SRC identified Injongo



A helping hand. False Bay TVET College SRC member, Thando Mapayi helps a recipient adorn her new shoes

Primary School as this year's recipient. Ms Mandisa Njozela said, "It is a challenge to choose just one school to help. There are so many school children who need assistance. Each year, Student Support Officers and the SRC try to grow the collection.

We always hope to be able to help more, because there is such a great need. These children come from dire circumstances. We don't want the lack of a pair of school shoes to be the reason they drop out of school."

A joyful occasion ensued at

the presentation with individuals from the donating companies in attendance, helping the young learners to fit their new shoes. The learners expressed their gratitude by the rendition of choir, drama and dance performances.



A joyful occasion. Over 100 pairs of school shoes and socks were donated to the learners of Injonga Primary School

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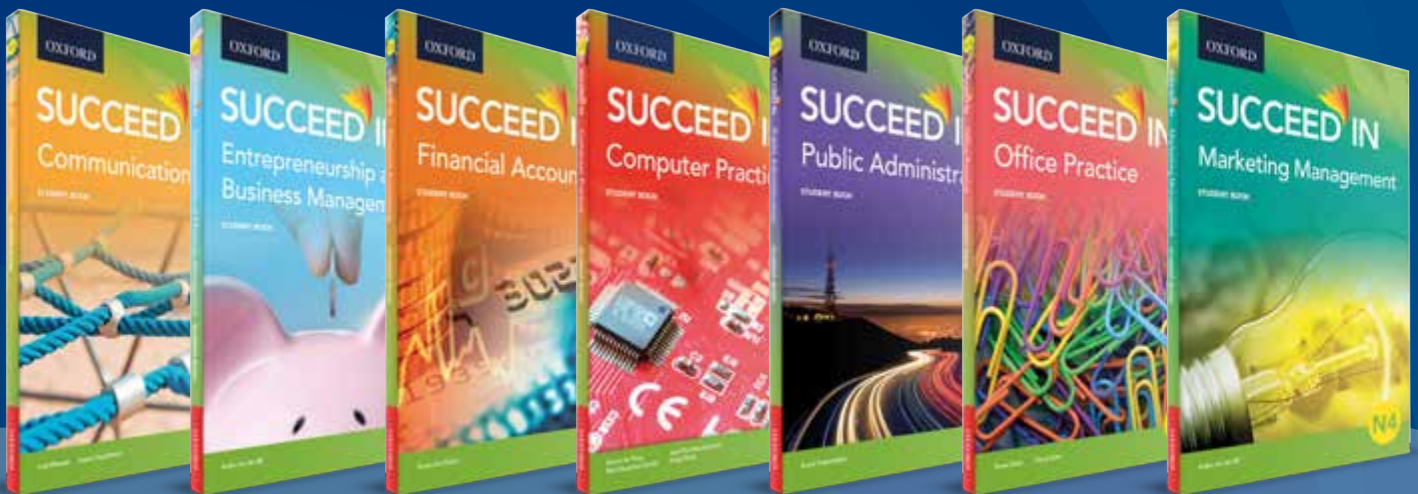
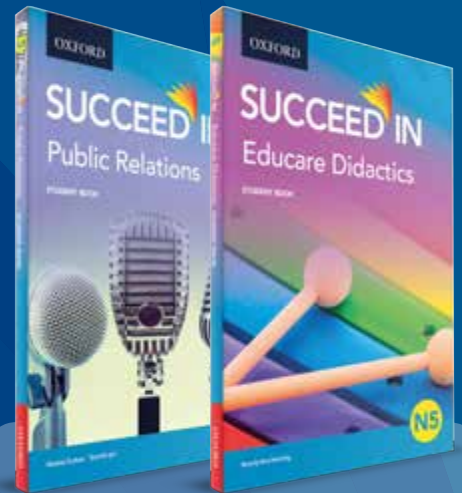
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AIDS 2016:

Empowering and protecting South African youth

DR RAMNEEK AHLUWALIA *Director of HEAIDS*

National post-school initiatives to reach, empower and protect South African youth were highlighted at the AIDS 2016 conference that took place in Durban, KwaZulu-Natal, over 18 - 23 July.

Over two million three hundred thousand students and young people, the population at the forefront of HIV infection and concomitant risks such as unplanned pregnancy, intergenerational sex, multiple concurrent partnerships, alcohol and drug abuse and gender violence, are targeted by the national Higher Education and Training HIV/AIDS Programme, HEAIDS. The programme's key focus area and beneficiaries are young South Africans.

HEAIDS works with the Departments of Higher Education and Training and Health and other role players from government, civil society, development partners and the private sector. The mission is to implement youth-centred programmes focusing on mitigating the impact of HIV/STIs/TB. The programme offers a comprehensive package of health and wellness services in the post-schooling community among students and staff alike.

As we discussed at our HEAIDS session at AIDS 2016, South Africa has the world's highest HIV incidence rates across age and gender groups. Young women and girls are a notable key population.

Every week, about 2 000 South African girls and young women aged 15 to 24 get infected with HIV. It is thus vital for HEAIDS, through its emerging good practice First Things First HIV, STIs, TB model, to continue providing a comprehensive package of health services to those who require it. This includes the LGBTI community that research has reflected, have limited access to sexual and reproductive health services. HEAIDS' own research of HIV prevalence in the higher education sector, affirms other research about the protective and HIV risk-lowering effect of education.

It is imperative that we support young people in completing their studies and becoming independent and productive members of our society and economy.

The holistic approach, targets some 2.3



The mission is to implement youth-centred programmes focusing on mitigating the impact of HIV/STIs/TB. The programme offers a comprehensive package of health and wellness services in the post-schooling community among students and staff alike.

million beneficiaries by accessing 76 higher-education and training institutions with 429 campuses around the country to tackle HIV. Its core drivers include social, gender and age disparity, and other related health and wellness concerns at a sectoral level. HEAIDS is able to develop and roll out programmes which work

beyond an individual or institutional level to span the entire sector. This ensures cohesion, efficiency and greater results.

Speaking in our session at the conference, the champion of the HEAIDS programme, Deputy Minister Mduzuzi Manana said, if unaddressed, HIV risk factors affect educational outcomes. So the main objective is to more broadly improve the availability of information and services about HIV and youth health. He pointed out that the HEAIDS programme has been able, through its evidence-based interventions, to grow from offering generic HIV, STIs, TB testing and screening services for our vulnerable young generation, to availing a comprehensive package of adolescent-friendly sexual and reproductive health services.

HEAIDS runs the annual testing campaign called First Things First. It covers all institutions by hosting activations where thousands of students and youth come to test for HIV and screen for TB and STIs and other conditions. This helps to reduce stigma and promotes testing, referrals to services and advocacy within the community.

First Things First had a dynamic year last year. It enabled 174 000 to get tested for HIV, which is 79% higher than in the previous year. Nearly 600 campus activations were held during 2015. This tops the 2014 figure by 58%. The sector was a conduit for distributing a record 25 million condoms to students and young people. Because of the national reach, we are getting more involved in confronting the main drivers of the HIV epidemic. This entails dealing with rape, gender inequality and violence, disparities in terms of age and social status within relationships and protecting the rights of sexual minorities. These are big national issues and require our attention.

In addition, HEAIDS supports thousands of peer educators. Many are openly living with HIV and have survived rape or other challenges and are now helping their peers tackle similar situations. HEAIDS is also making headway in the endeavour towards further prioritising health by working with relevant stakeholders to institutionalise health and wellness education in the curricula of various post-school organisations.

We are proudly a member of the national and global effort to end AIDS. We are committed to empower and protect youth because a healthy youth means healthy careers, families, communities and economies.

About HEAIDS

The Higher Education and Training HIV & AIDS Programme (HEAIDS), a national facility, 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 (previously known as HESA), the representative-body of the 26 HEIs, in partnership with South African College Principals Organisation, the representative body of 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 and 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.

What makes students employable and what can colleges do about it? A critical look at employability

PROF VOLKER WEDEKIND

Editor's note: Prof Volker Wedekind holds the Research Chair in Vocational Education and Pedagogy at the Centre for Researching Education And Labour (REAL) at the University of Witwatersrand, and is Honorary Associate Professor at the School of Education, University KwaZulu-Natal. He leads the Labour Market Intelligence Partnership (LMIP) project on Curriculum Responsiveness and Employability. The following report forms part of the TVET College Times focus on the LMIP that commenced in the March edition.

TVET Colleges are sometimes criticised for graduating students who are deemed not employable. This criticism of education, and particularly vocational education, is made all over the world. There seems to be a mismatch between what employers want and what college programmes equip students to do. No amount of macro-planning for a match between labour market needs and what colleges offer will resolve the problem of graduates not getting jobs, if they lack what employers want. With this in mind, the Labour Market Intelligence Partnership (LMIP) research team set out to try and understand how college curricula can become more responsive to ensure that students are employable.

The findings are interesting, because they do not align fully with what is discussed in many public spaces. Very often, employability issues are linked to a missing set of employability skills. These are the so called 'soft' skills that are generic, such as communication, time management, project planning and so on. This has led many education institutions to start including more and more of these skills in the curriculum, at the expense of technical occupational skills. The research team found that while employers did indeed complain about the lack of these skills, they were in no way suggesting that the technical skills were less important. When pressed for detail, the complaints were often focused on issues such as attitudes toward work or social interaction with colleagues. College lecturers can try to alert students to such employer expectations, but they are difficult to teach formally and can best be modelled or experienced in the workplace.

A common argument is that employers should have a greater say in the curriculum of colleges, and in this way the students will be better prepared for the workplace. However, this assumes that employers are able to, and have

time to provide that input, and also, that the employers themselves know what they need. This is not always the case. Our research showed that employers tended to focus on immediate needs. They were aware of skills gaps when they experienced them in the present. Few employers were thinking further ahead in terms of changes in technology, economic shifts, or wider social and economic processes that may impact on their skills needs in the longer term.

It is therefore important that college lecturers play an educational role in balancing out present and future needs and equipping students for the changes they will be facing. Employers are much better placed to induct their new employees into the specifics of firm level practices, processes and company culture. Even in the same sector, these are often very different. It is unrealistic on the part of employers to expect colleges to produce students who seamlessly fit into specific jobs, even if they have had exposure to workplaces through work-integrated learning. Employers should recognise how important it is that they have their own curriculum for the induction of new employees that goes beyond a couple of hours of a superficial introduction.

This does not mean that college lecturers should not think about how they can assist their students to become more employable. Many tracer studies have shown that the majority of graduates access their first job through networks and contacts, rather than on the basis of their CVs. But many of the current students coming through TVET colleges have very weak networks for employment. This is so because they come from families or communities where the rate of unemployment is very high. Where there are few mentors and contacts that can point them in the right direction. To what extent can college lecturers plug that gap by using their contacts

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>

with employers to help their students? This is not without difficulties. It demands that college lecturers develop and maintain their occupational and industry networks in order to link their students to workplace opportunities, more effectively.

The links that a lecturer and the college as a whole have with employers is perhaps the single biggest contribution a college can make to enhance the employability of their students. If lecturers and colleges have good links with employers, all sorts of benefits accrue. Lecturers are able to strengthen the curriculum by drawing on real-world local examples and integrate work into their teaching. They can model what the expectations of employers are, and what the differences between employers are. But most importantly, through these linkages, trust is built. Our research suggested that the qualifications and programmes that were understood and trusted by employers, were the ones from which they were happy to recruit and employ people. That trust resided in the specific college or college campus and the people who taught there, and not in a national qualification alone. Thus, when faced with two graduates with the same qualification, an employer would prefer the student from a known college with which it has a relationship. This may not be fair, but it reflects the reality of how people live in the world. People are social and relational, and they generally prefer what they know. Colleges can do their students a huge favour by becoming known in their sector (for good reasons, like having good graduates).

Overall, the research suggests that while integrating some employability skills is a good idea, the processes of building relationships is far more important. We need to think about the curriculum as starting before a student enters the college. This refers to their prior formal and non-formal learning, what they get at the college, and what they will learn in the workplace preferably through structured induction, or through experience. Producing an employable graduate is an outcome of all these aspects, and colleges cannot do this alone. But they can be the link that brings all the parts together.





A message from the Director-General: Expanding access to Post-School Education and Training

The drive to expand access to Post-School Education and Training, has resulted in a marked improvement in the enrolment numbers at our 26 universities and 50 Technical and Vocational Education and Training (TVET) colleges.

The growth has been particularly observed in Learnerships, Internships and Skills Development Programmes.

Since the establishment of the Department in 2009, three new universities have been established. There is now at least one university in every province in South Africa. The three new universities are Sol Plaatje University in the Northern Cape Province, the University of Mpumalanga and the Sefako Makgatho Health Sciences University in Gauteng.

The transfer of the administration of the 50 TVET colleges from provinces to the Department in 2015 has made this important sector for skills development, a national competence. Expansion of this sector has been witnessed in the current and planned construction of no fewer than 12 new campuses. As far as adult education is concerned, the Department has established nine Community Colleges. These colleges are comprised of a consolidation of the 3 276 former Adult Learning Centres. Recently, a new Branch for Community Education and Training

was established to oversee this sector.

University enrolments have increased by 16% since 2009. In that time, TVET college enrolments have increased by 67%, registration in Learnerships by 58%, registration in Internships by 300% and registration in Skills Development Programmes by 117%. However, providing access without the corresponding interventions for ensuring success will not result in improved outputs. The strategic goal is to increase the number of students entering the labour market upon the successful completion of their studies. In order to address the issue of quality in the university sector, a number of projects are underway. These include the achievement of student success through supportive Foundation Programmes and a variety of teaching and learning development activities; Research development and productivity through research development and output funding; the introduction of the 'Staffing South Africa's University Framework' and the immediate implementation of one of its components, the 'new Generation of Academics Programme' (nGAP); the introduction of a 'Historically Disadvantaged Institution (HDI) Grant' to overcome historical backlogs; and a review of the university funding framework to enable it to respond better to sector needs.

In the TVET sector, the following interventions are aimed at improving output: The introduction of new programmes in response to industry and public sector requests; a review of the National Certificate (Vocational) NC(V) programme; the development of a TVET Turnaround Strategy. (The strategy focuses on teaching, learning, curriculum delivery, student support, lecturer development and partnerships with a view to achieving improved pass rates.); the introduction of structured Work-integrated Learning (WiL) placement programme to further prepare NC(V) graduates for the workplace; the development of Internal Continuous Assessment (ICASS) guidelines, (ICASS sub-minimums as a minimum entry requirement for national examinations and the introduction of an attendance policy.); and the implementation of a Dual System Apprenticeship pilot project based on the German/Swiss dual system model. (Three TVET colleges, three Sector Education and Training Authorities (SETAs) and a range of employers are involved in this particular intervention.)

Recently, Minister Nzimande concluded a successful work-study trip to the United States of America and Canada. The purpose of the engagement was around consolidating and forging new



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

institutional partnerships to support the University Capacity Development Programme (UCDP). The purpose of this programme is to ensure higher levels of success for undergraduate and postgraduate students. The programme further aims to create a pipeline that enables the recruitment of new academics, the development of university staff, the development of new academic programmes that are of national priority, and the review and renewal of existing curricula.

With these interventions, we are progressing well towards ensuring that the principle of access coupled with success prevails in the Post-School Education and Training sector.

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RURAL DEVELOPMENT

Extracts from the address by the Minister of Higher Education and Training, Dr B.E. Nzimande on the occasion of the hand-over of the new Thabazimbi Campus of Waterberg TVET College, on 30 June

Good Morning! Sanibonani! Dumelang!

It is almost exactly a year since I came here to ceremonially turn a sod. It was on the 21st of June 2015 to be precise. I made the promise on that occasion that the youth of this community will have a TVET campus. A campus from which they can further their education and training, acquire the skills that enable them to find employment and contribute to the development of this community and to that of the country at large.

While Government has made great strides in undoing the apartheid legacy of oppression, exploitation and exclusion by improving the lives of people, statistics continue to show a backlog. This legacy manifests in the unpleasant consequences of economic stagnation that our youth still bear. Government recognises that in order to address this legacy we need to train our people, especially the youth, in a variety of skills programmes. We also realise that our youth need effective career

Over the next five years
we are committed to
strengthening the capacity
of the Post-School
Education and Training
(PSET) system

guidance to direct them to programmes for which they have an aptitude; programmes which will provide training in fields required for the country's economic growth. The Department of Higher Education and Training (DHET) encourages the youth to enrol for programmes in scarce and critical skills like Engineering, Artisanships, and Law and so on.

Over the next five years we are committed to strengthening the capacity of the Post-School Education and Training (PSET) system. We will work collectively towards the long-term goals as set out in the National Development Plan (NDP). These include, increasing qualifying artisans to 30 000 per annum, and increasing enrolments at Technical and Vocational Education and Training (TVET) Colleges to four million.

The DHET continues to address the plight of students who are unable to graduate because they cannot find places for experiential learning. We are strengthening interventions and practical responses to meet our slogan of "Together, turning every work place into a training space". In pursuit of the inherent objectives of this slogan, a concerted effort is being made by all stakeholders to ensure that work-integrated learning and the placement of TVET college students, University of Technology graduates and out-of-school youth, gains momentum throughout the country.

Last year, I spoke at length about the work my Department does in advancing the achievement of our overall objectives of building a fair, equitable, non-racial, non-sexist and democratic South Africa. Related to Government's objective



in this regard, one of our major focus areas has been to bring institutions of higher education and training to rural areas that have historically been neglected. A key component of our education system is Technical and Vocational Education and Training (TVET). Expanding this historically small part of the system has been a priority. We have dramatically shifted the ratio of TVET College to University students from 1:4 to close to 1:1.

This month's celebratory commemoration of the 40th Anniversary of the '1976 Youth Uprising', where student struggle centred on the right to quality education for all, has special significance today. It is significant for both the community of Thabazimbi and the DHET, as we officially open this Campus. For youth and the community in general, the campus opens the doors of education and training. It provides promise for the development of artisans and employability in alignment with the needs of the mining industry and its value chain. The DHET is excited by the prospects as we officially open the first of the 12 TVET Strategic Infrastructure Project campuses planned for four provinces. I can confirm that there is progress in the construction of the remaining 11 and the refurbishment of a further two. Before year-end, we will be handing over a campus each in Nkandla A and Bambanani, for uMfolozi TVET College. For the remaining campuses, the supply chain processes are at an advanced stage.

Thabazimbi is a well-known mining town, with a long history of iron ore mining and steel production. Before Apartheid's Homeland Industrial Development programme, which saw the relocation of some of the iron ore mining and production to Newcastle in KwaZulu-Natal, this town was the epicentre of iron ore mining and steel production in South Africa. The TVET expansion programme has the potential of opening avenues for artisan skills amongst the youth. The presence of skills also opens opportunities for further mining exploration and most importantly for beneficiation industries. This could provide Thabazimbi with a catalyst for growing its economy. It is pleasing to note that the construction of this campus was completed expeditiously. Commencing in September 2015 it was completed on schedule, co-incidentally and poetically in June, as we celebrate the 40th

anniversary of '1976 Youth Uprising'. Inspired by the history of this town and its people, we look forward to what this campus is to become, namely, 'a rapid response mechanism' for the skills needs of Limpopo and North West Provinces and SA in general. Strategically the campus lies not only between the two provinces but at a corner of the country bordered by Botswana and Zimbabwe.

About the Thabazimbi Campus

The design of the campus is based on the standard plans developed for a model TVET Campus, which I approved in 2012. The campus is designed and built as a multi-purpose facility to cater for a programme mix including TVET, Higher Education, Adult Education and Training and Skills programmes. This campus has been designed to focus on engineering, artisan development and to meet key scarce skills needs in the immediate area and beyond. The campus is further designed for a contact teaching and learning programme mix with an initial capacity of 732 students and an optimal utilisation capacity of 1 000. Through a well-resourced Open e-Learning Centre as well as computer rooms with extended hours of Internet access for students, the campus offers a significant proportion of computer aided instruction. Owing to site limitations, the campus does not provide for student accommodation. The campus also has limited provision for sports facilities. There are however, on-going discussions with the local municipality to secure the use or ownership of a nearby community sports field. There is potential for a partnership to develop the facilities to the benefit of the immediate community.

Community Beneficiation and Local Procurement

The construction of this campus is a part of government's Strategic Infrastructure Projects (SIPs), specifically SIP 14, which focuses on higher education infrastructure. As part of SIP 14, the TVET Infrastructure Development Programme is obliged to support the broader socio-economic development of communities where campuses are constructed. This is achieved by providing jobs and business opportunities from the public monies spent. This was a tender condition for the

Thabazimbi project. On this premise, about R13 709 662 has been spent in the local economy. This is in line with government's stated objective of ensuring tangible benefit for local communities from government programmes where public funds are being utilised. Training opportunities and local procurement were extended to the Thabazimbi community during the construction phase of the campus.

Pursuant to the above, 35 young people were recruited from the Thabazimbi community to be given accredited short skills training in Level 2 Community House Building. This was preparatory training for them to qualify for undergoing a learnership. The campus construction site provided the requisite practical and workplace training while Waterberg TVET College provided the required theoretical training. In addition to the on-site workplace training, the students employed their skills for the direct benefit of the community by refurbishing a house in Extension 3, Regorogile Location. They will also be building another house within the community as part of the learnership programme. This will be accomplished with left-over bricks and building material following the construction of this campus. The quality assurance aspect of the training was ensured by the Construction Education and Training Authority (CETA) SETA. All of this was overseen by the DHET's TVET Infrastructure Programme Team.

I am particularly pleased with this project because today these same trainees are graduating and receiving their statements of results. We are very pleased to see among them women, in a field which for decades was effectively closed to women in South Africa. We must not forget that, even as they were being trained, the trainees were supported with stipends of R1 500 each a month to assist them with transport and basic refreshments. A total amount of R1 183 804 has been spent to date for the success of the skills development programme.

A question that might be raised on this programme is, 'Where to from here, for these trainees?' I am happy to report that, as of the 1st of July 2016, these students will form part of the first cohort of the Thabazimbi Campus students who will be following a learnership in Community House Building. The Services SETA has committed the funds required to support the training, and will be assisted by the Construction SETA on the quality assurance aspects. The Services SETA has agreed to contribute significantly to the on-going operational costs of the campus.

Skills Development and Training

The opening of this campus is significant because it contributes towards the strategic goals of the Department of Higher Education and Training, in respect of addressing the plight of "NEETS", that is, youth who are 'Not in Employment, Education or Training'. It does so by expanding access to post-school education institutions, and more specifically within the TVET college sector. In line with the Strategic Plan of the Waterberg TVET College, programme offerings of the campus will respond to the labour market needs of the Waterberg District and the Thabazimbi Local Municipality in particular, as well as the general human resource needs of Limpopo province. The core programmes will respond to skills requirements of the mines through offering qualifications in the related trades as well as agriculture, business and entrepreneurship.

The table below captures some of the programmes to be offered by the College:

National Certificate (Vocational) (NC(V))
Electrical Infrastructure Construction
Boiler Making
Fitting and Turning
Engineering and Related Design (Automotive)
Office Administration
Report 191 Nated Engineering Studies
Diesel Mechanics (N1 – N3)
Electrical Infrastructure Construction (N1 – N3)
Boiler Making (N1 – N3)
Fitting and Turning (N1 – N3)
Water and Waste Water Treatment (N1 – N3)
Report 191 Business Studies
Management Assistant (N4 – N6)
Business Management (N4 – N6)
Artisan Trades
Diesel Mechanic Trade – with AgriSETA and MerSETA
Chain Store Operations Learnership Level 3 – with W&R SETA
Community House Building – with CETA and SSETA

As Government, we have taken a conscious decision to increase the accessibility of education and training to all South Africans. Today, I open this Campus far away from the Witwatersrand economic hub. I do so specifically because we want to decentralise access to education and training and ensure that as many young people in the deep rural corners of our country as possible

have access to TVET. This is in line with the core policy objectives of the White Paper for Post-School Education and Training (2013) which calls for expanding access, improving quality and increasing diversity.

We have placed the TVET system at the centre of the training of young school leavers. In doing so, we are providing them with the skills, knowledge and attitudes necessary for employment. Thabazimbi Campus is strategically located between two provinces where there are prospects for massive mining industry growth. The platinum belt stretches from the North West province to the Sekhukhune District Municipality in Limpopo, whilst coal-fired power stations have high prospects for triggering demand for skills that are related to other spheres of study.

Thabazimbi Campus Total Costs

The approved construction contract value, was R190 093 606 of which R28 514 014 was committed to local beneficiation and procurement. R1 000 000 of the contract spend was committed to skills development. In a quid pro quo gesture of goodwill, the contractor added a further R838 040 to this amount to further ensure the success of the skills development programme.

National Skills Fund - funding the TVET Sector

In 2011 the National Skills Fund (NSF) began to engage TVET colleges as alternative partners for skills development among communities. The geographic and spatial distribution of the country's 50 TVET colleges coupled with their more than 260 campuses across the country, means that they are well located to this end. TVET colleges and their campuses are closest to the majority of our communities, especially the working class and the poor. It is partly for this reason that the NSF together with SETAs is directed to partner with them in the delivery of skills development programmes in our communities.

Over the last four years the NSF specifically, has invested in R398 million in training initiatives. These initiatives saw more than 7 000 trainee beneficiaries being trained in programmes that included skills programmes, apprenticeships and learnerships. The NSF has begun further negotiations with TVET colleges countrywide to continue with this initiative. This year (2016) the NSF will enter into further contracts with TVET colleges that will see trainees benefiting until 2018 when the new skills landscape for



Such a landscape will include establishing centres of specialisation in TVET colleges to take into account regional-specific skills requirements.

the country is implemented. Such a landscape will include establishing centres of specialisation in TVET colleges to take into account regional-specific skills requirements. For example, given the long-term development that is taking place in the Waterberg District, including the work of the Strategic Infrastructure Projects (SIPs), the DHET is considering investing in TVET colleges (including the ones in this area) to ensure their ongoing contribution to the economy of the region. Thus as we open this, and further campuses to come, we are preparing for the bigger goal of having TVET colleges as the preferred sites for the skills development of our people.

The NSF has a number of funded projects planned for TVET colleges in Limpopo province over the next 12 months.

Firstly, for Capricorn TVET College, the following initiatives will be rolled out: Artisan development for trades in diesel mechanics; electrical infrastructure; welding; bricklaying and plastering; plumbing and more. In addition, there will be learnerships, internships, and a variety of skills programmes on offer. These are planned to benefit more than 1 500 trainees from geographic areas such as Polokwane, Senwabarwana, Seshego and Ramokgoba, at a total cost exceeding R79 million.

Secondly, for Lephalale TVET College, the project will include but not be limited to, learning programmes in work integrated learning for business studies (Report 191 programme) to enable students to complete their qualifications. There will also be learnerships, internships and skills programmes to benefit more than 1 800 trainees at a total cost of more than R49 million.

Thirdly, for Letaba TVET College the project will include learnerships in disciplines such as civil and building construction, electrical engineering, plumbing, welding, and poultry production. There will be apprenticeships in bricklaying, plumbing and more, as well as workplace exposure, to benefit more than 1 500 trainees at a total cost of more than R70 million.

Fourthly, as for Mopani TVET College, here the project will include learning programmes in artisan development in fields such as diesel mechanics, boiler making, electrical infrastructure, carpentry, bricklaying, plumbing and more. Learnerships will be offered in building and civil construction, plumbing, professional cookery, and electrical engineering. There will also be internships to benefit more than 2 500 trainees at a total cost of more than R60 million.

Fifthly, as regards Sekhukhune TVET College, here the project will include learning programmes in artisan development for trades in carpentry, bricklaying, electrical infrastructure, diesel mechanics, welding, fitting and turning and more. Learnerships will be offered in landscaping and horticulture, plant production, and animal production. There will also be a selection of skills programmes to benefit more than 1 500

trainees at a total cost of more than R60 million.

Sixthly, for Vhembe TVET College, the project will include learning programmes in artisan development such as plumbing, electrical engineering, bricklaying and plastering. There will be learnerships in animal production, poultry production, building and civil construction, to benefit more than 1 400 trainees at a total cost of more than R64 million.

Finally, for Waterberg TVET College, the project will include but not be limited to, artisan development in trades such as diesel mechanics, welding, electrical engineering as well as learnerships in animal production, accounting technician, occupational chef and more. In addition, there will be internships and other capacity building projects. In total the initiative will benefit more than 2 500 trainees at a total cost of more than R50 million.

SETAs also have the following projects lined-up for the Waterberg District Municipality:

- Bursaries, for 64 beneficiaries at more than R850 000;
- Learnerships, for 224 trainees at more than R7 million;
- Skills Programmes, for 380 trainees at more than R3 million;
- Artisanships, for 93 trainees at more than R9 million;
- Work Integrated Learning, for 49 trainees at more than R 1.9 million;
- Internships, for 27 trainees at more than R1.5 million;
- Workplace Based Learning Opportunities, for 93 students at more than R6.5 million and,
- Recognition of Prior Learning, for 142 beneficiaries at more than R 900 000.

The total number of trainees, students and beneficiaries for SETA initiatives, only within this district, are 1 072 at a total cost exceeding R30 million.

Universities

The Limpopo Province is home to two Universities, namely the University of Limpopo and the University of Venda. In 2014 these universities had enrolments totalling 36 881 students, which represented a significant increase in enrolments from 30 846 students in 2011. In terms of access, first-time entrant students

One of the most strategic initiatives in the Limpopo Province is the planning of an engineering competency at the University of Venda,

enrolled were 8 870 in 2014. The number of headcount enrolments by subject field shows that 46% of students are enrolled in science, engineering and technology fields, while those enrolled in humanities constitute 27%, with business, commerce and management having 10% of the enrolment.

One of the most strategic initiatives in the Province is the planning of an engineering competency at the University of Venda, which

will be the first 'Historically Black University' to offer engineering programmes. A feasibility study was undertaken, to provide my department with an understanding of the types of engineering programmes that will possibly be on offer from 2018.

Last year, I also indicated that my Department has recognised that Limpopo Province requires a university that can provide high-level skills in the medical field. It is estimated that 80% of Limpopo Province's posts for doctors and medical specialists are vacant. This highlights a critical need, in the community and the country as a whole, to increase the number of MB ChB graduates. South Africa has a major deficit in terms of medical doctor numbers. The deficit is underscored by the fact that the country has not built a new medical training facility since 1976. It is as a consequence of the roll-out of the Strategic Infrastructure Projects that the University of Limpopo, School of Medicine, opened its doors at the beginning of the year. Enrolling about 60 medical students, we estimate an increased intake for 2017 of 120 and a further projected increased intake of 180 in 2018. **Siyaqhuba siyasebenza! (Continuing the work!)**

Career Services Centre

The DHET in collaboration with the Department of Basic Education launched the 'Apply Now' campaign. The campaign aims at creating awareness of career options, study opportunities and application procedures for PSET. This campaign works in tandem with the Career Development Services Helpline, which can be reached on 086 0999 0123, or by SMS or "Please call Me" on 072 204 5056. Advisors provide advice and guidance to prospective students. The National Career Advice Portal (NCAP) can be accessed at <http://ncap.careerhelp.org.za>. Prospective students looking for spaces in the university education system can contact the toll free call centre on 080 035 6635, or send an SMS with their name and ID number to 49200. They can also access the system through the website <http://cach.dhet.gov.za>

To our students and community

Please safe-guard this institution. **Eyenu. Niyiphathise okwezikhali zamaNtungwa. (A Zulu language idiomatic expression meaning, 'It is yours. Take good care of it'.)** Yes, we are well aware of numerous challenges facing our youth. We are aware of the scarcity of employment opportunities and the frustration that this brings. We therefore also call upon our youth to take it upon themselves, in a manner similar to the youth of 1976, to actively seek out and participate in activities that build, instead of waiting passively for help to come to them. As Government, we are concerned about what is happening in our communities. It cannot be correct that with every disagreement the first thing we do is to destroy property and institutions. We have struggled and sacrificed so much to build what we have. We must say NO to the destruction of property. Guard this institution. It is yours and your future generations that will follow.

Sengiphetha (In closing), all this work would not have been possible without the unwavering support of Principal Selaelo Lekoloane, the College Council and the entire staff. This includes all the role players and the team from my Department for the TVET Infrastructure Programme, led by Mr Mhambi and Mr Mommen.

I thank you.

Minister Nzimande opens Skills Development Centre

LEHLOHONOLO MPHUTHI

A new multi-million Rand Skills Development Centre is set to benefit young people and the wider community of Bredasdorp in the Western Cape Province.

The Centre, which was built in honour of the late 17 year-old Anene Booysen who was gang-raped, mutilated and left for dead, aims to address skills shortages. It will do so by providing access to occupational programmes in order to grow the local economy and that of the surrounding rural areas. It will provide under-served communities with skills such as plumbing, computers, fire-fighting, electrical, geyser installation and carpentry, among others. It will do so under the auspices of Boland TVET College. "I wish to remind the community of Bredasdorp, that this Skills Centre is intended for those who wish to utilise it to pursue the intentions of the skills development revolution.



It is in the interests of this community to do so," said the Minister of Higher Education and Training, Dr Blade Nzimande at the opening. Minister Nzimande continued, saying that the sustainability of our economy will largely be determined by the positive contribution that communities are able to provide through their different skills and capabilities.

On the side-lines of the event, a learner

commented that the Centre will provide a beacon of hope to all youth in their endeavours to obtain a quality education.

It is education and training which will make them employable in the labour market. The existence of the Centre is the result of partnership between the Construction Education and Training Authority (CETA), Boland TVET College and the Cape Agulhas Municipality.

Deputy Minister visits rural Campus construction site

NOMUSA ZULU-MANGXA

The Deputy Minister of Higher Education and Training, Mr Mduduzi Manana visited the 60% near complete Nkandla Campus in July.

The purpose of the visit was to monitor and report progress on the construction of the new Campus. uMfolozi TVET College is proud to have two of its Campuses, namely Nkandla and Bambanana, as part of the 12 campuses currently being planned or under construction, in the rural areas of South Africa. Deputy Minister Manana first addressed learners of Mthiyaghwana Secondary School where he discussed the importance of the artisanal qualifications that will be offered by the Nkandla Campus.

The Campus is scheduled for completion for the 2017 Academic Year and will accommodate over 3000 students. He stressed that the majority of learners should choose TVET Colleges for their post-school studies.

They will find assistance in this because of the availability of National Student Financial Aid Scheme bursaries and the vocational skills on offer which are required by industry.

"The doors of learning are open. Youth of Nkandla, claim this campus as your own. Without education you will not go anywhere. The President has deployed us to monitor the



Deputy Minister hears feedback from the Construction oversight team

progress of the construction of this campus. The majority of employers need the skills which are offered by TVET Colleges. We are focusing on TVET Colleges because we are trying to minimise the number of unemployed graduates in the country", reiterated Deputy Minister Manana. Principal Sam Zungu highlighted that the country had a shortage of skilled individuals. These skilled individuals are required for boosting the economy. He urged learners not to shy away from the new Campus, which will only be an accessible stone's throw away in terms of distance.

After interacting with the learners, a media briefing with the Deputy Minister was held at



Part of the new uMfolozi TVET College Campus at Nkandla which is now approximately two thirds complete

Nkandla Campus. A report on the progress of the construction of the campus was given. It was reported that Phase 1 is nearing completion and that the comprehensive campus facilities would include a library, computer laboratory, numerous lecture rooms and student residence facilities.

TVET College expands delivery in the Karoo

MINETTE KILIAN

Earlier this year President Jacob Zuma officially opened the Beaufort West Youth Hub. The Youth Hub is a pilot project and the first of its kind.

The Youth Hub has a mix of facilities which aims to present youth with positive alternatives rather than falling into drugs, alcohol abuse or gangsterism. South Cape TVET College is proud to bring occupational training closer to the communities we serve.

The College operates its programmes from the fully equipped skills centre at the Beaufort

West Youth Hub. Currently, training in End-User Computing L3, Business Administration L4 and Early Childhood Development L4 is provided in partnership with the National Rural Youth Service Corps (NARYSEC).

It is important to the College to be able to offer ever expanding and relevant training opportunities to the communities we serve.

The economic landscape of the College's geographic service area is ever evolving. Because of this, it is important for the institution to be able to evolve and not remain stagnant in its course offerings. It is envisaged that the College will bring

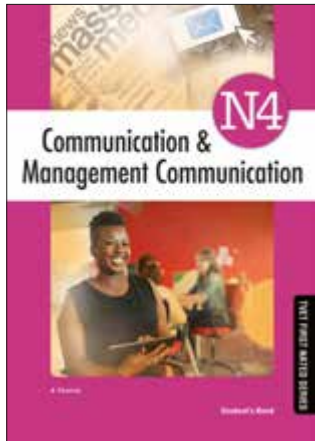
even more exciting courses to the community in the future. Some of the planned Learnerships include Hairdressing, Assistant Chef, Plant Production, Meat Production and Road Transport. The continuation of relevant current offerings will also be assured.

It is our fervent hope that this new venture, in collaboration with our funding partners, will yield exceptional results for all involved.

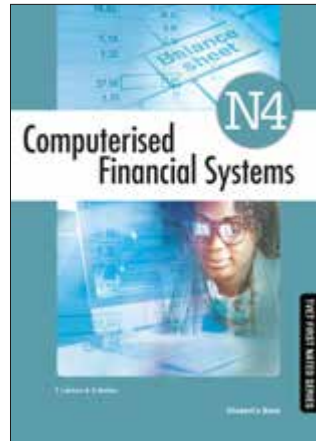
This is especially true for current and future students, who stand to benefit from the training offered at the College's Beaufort West Occupational Training Centre located in the Youth Hub.

TVET FIRST

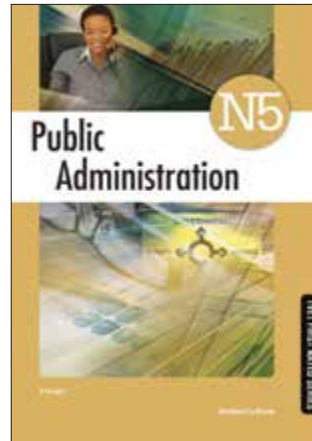
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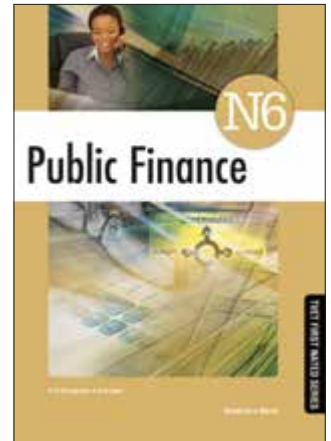
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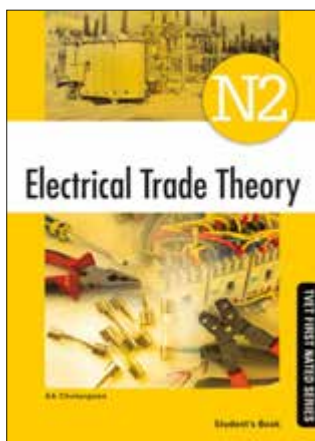
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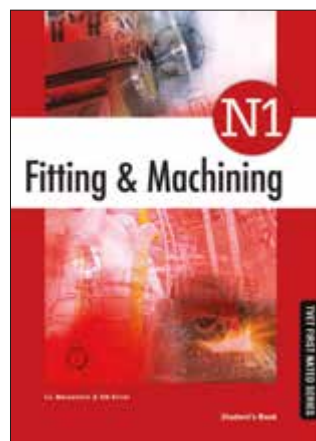
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Expanding TVET delivery in rural areas with a state-of-the-art facility

LAME MORUBANE

Motheo TVET College continues to ensure that its education and training environment is student friendly and conducive to learning for its annual enrolment of 27 000 to 31 000 students.

The College aims to provide young people in the Xhariep district of Free State Province, with improved access to education in the form of a bigger, better satellite campus. The satellite campus in Zastron had been operating from a copy shop for many years. It was housed in a municipal building. Principal Phutsisi adds, "It comprised two offices that were not well resourced. We believed that the region deserved to have a centre with better facilities." The two offices were used as a lecture hall for 160 students and office facilities for lecturers. There were no dedicated ablution facilities. These facilities were provided by courtesy of neighbouring offices. Our students have 'stood the test of time', and now have comparatively, a 'palace' at their disposal for education. The new building was officially handed to the Council and Executive Management of the College on 15 April. Among the guests who attended were College Council Chairperson Adv. Xolile Xuma, Principal Dipiloane Phutsisi, Broad Management, Mohokare Local Municipality Councillors and students.

Xhariep is the only district in the Province without a college of its own. This provided a fundamental rationale for the college council and executive management to come up with the plan of buying and renovating a building in the centre of the farming town. The investment in the newly renovated building has the primary objective of helping young people in the district to access the education and training opportunities offered by the college. The certification rate of the Zastron satellite campus stands at 68%, which is higher than the College target of 60%. Courses currently on offer include Business Management, Human Resources Management, Management Assistant and Marketing Management. The College plans to introduce Educare and Agricultural learnerships in the coming academic year. Council Chairperson Adv. Xolile Xuma underscored the plan. "It is important that we introduce Agriculture as this is a farming production area. In addition, we also want to supply the Mohokare Local Municipality with



Ceremonially cutting the ribbon of the new satellite campus were, Councillor Irene Mehlomekhulu, Motheo TVET College Council Chairperson Adv. Xolile Xuma, Ward Councillor Elroy Backward and Motheo TVET College Principal Ms Dipiloane Phutsisi

the skills it requires to improve service delivery". It is no longer necessary for students from this region to travel to Bloemfontein, where they have to pay for accommodation and transport, to enjoy a good education.

The new building consists of two floors. The ground floor has a reception area, two large computer labs, five offices for management and administrative staff, three theory classrooms, toilet facilities, a storeroom and a safe. The first floor has three lecture rooms, toilet facilities, a kitchen and staffroom. This is a dream come true for the students. In his address, Adv. Xolile Xuma thanked Principal Phutsisi for making this happen. She 'fought' with the council to ensure that the building was procured, renovated and equipped in the manner that it has been. He urged students to take care of the building. "The National Development Plan talks about infrastructure development. Use this resource to benefit your future. You are the champions of this building".

CAMPUS MANAGER TRAINING

Minister Blade Nzimande launches Campus Manager Training

THOKOZANI NDHLOVU AND OSCAR KUBEKA

In early July, Minister of Higher Education and Training Dr Blade Nzimande, launched a five-day Campus Manager's Training at Gert Sibande TVET College, Evander Campus, Mpumalanga Province.

The aim of the training is to capacitate campus managers through the sharing of best practices and to develop a model for the improvement of the overall academic performance of TVET Colleges. The training was themed 'Working together to strengthen Technical and Vocational Education and Training Colleges'. The project is funded by the Department of Higher Education and Training. It is a three-year project aimed at implementing a turnaround strategy that will make TVET colleges institutions of first choice in the post-school education and training landscape.

Over sixty delegates attended the training which was provided by carefully selected regional teams of TVET professionals. The training was segmented into disciplines which included, System Development; Planning for Good Campus Management; Design and Management of effective Teaching and Learning Systems; Campus HR Management; Developing Good Practice in Supporting Students (Student Support Services), Conflict Resolution and Management; Campus Infrastructure; Facilities and Equipment Management and Managing Partnership and Linkage relationships.



Minister of Higher Education and Training Dr Blade Nzimande, addresses campus managers

Minister Nzimande indicated that more campus managers are to be trained. One hundred and fifty campus managers will be trained over the period 2017 – 2018. He further reiterated that the training is a component intervention in addressing a stigma often associated with the TVET sector. In this context, in 2014 a TVET Conference held at Gallagher Estate in Midrand, Gauteng Province effectively launched the rebranding of the sector. The intention was not only one of a name change, but a reconceptualization of the

image of skills development as a measure towards transformation. "The journey of a thousand miles starts with the first step," said the Minister in a reference to the many interventions required to give effect to this intention. He outlined the importance of a combined effort between TVET colleges to address skills development among young people in the country. According to the Minister, this could be achieved through effective partnerships and relationships with industry. "We need to write our own history as TVET



Dr Raymond Patel, CEO of MERSETA, addresses delegates

Colleges. We need to outline our achievements and to implement the artisanship development programmes so urgently required,” continued the Minister. The Minister added that more TVET college campuses are to be established in coming years. These would be focused on bringing TVET to rural areas.

The programme also included addresses by DDG Firoz Patel, Chief Director Futhane, merSETA CEO Dr Patel, and the Principal of Gert Sibande TVET College, Nick Balkrishen. All speakers expressed their support for the programme and reinforced its importance. Patsy Garza, Project Manager for the Turn-Around Strategy, was overwhelmed with the mutual support displayed by campus managers, principals and regional officials. She extended her gratitude and appreciation to the College for hosting the training at the Evander Campus. Gert Sibande TVET College, Principal and CEO, Mr Nick Balkrishen was among others when he shared his experience and expertise on how to ensure that TVET college faculty remain a first priority while taking student needs into consideration. Department of Higher Education and Training Chief Director, Ms Thembisa Futhane, indicated that the TVET sector is under an obligation to produce quality academic results. “Bursary allocations should be justified by good student performance,” concluded Ms Futhane. MERSETA CEO, Dr Patel, cautioned TVET Colleges that SETAs should not be regarded as ATMs for grant funding. While SETAs are committed to funding specific programmes, “Colleges need to improve their systems to achieve greater efficiency and effectiveness. Speeding up the process of skilling people will address the challenges of unemployment, inequality and poverty,” said Dr Patel. He concluded that lecturer competency should be sharpened to the highest levels of professionalism to achieve these objectives. Colleges should capacitate Faculty in order for them to render quality teaching and learning with the highest possible retention and throughput rates achieved in the shortest possible turn-around time.

Professional development for Campus Managers

The following speech was made by the Minister of Higher Education and Training in early July on the occasion of the launch of the first phase of the Professional Development of Campus Managers in TVET Colleges.

In the last 20 years, we have made strides in many areas and improved the lives of millions of people. A lot remains to be done. We were and remain, determined to travel the historical path filtered with inequalities and injustices. We do not have any choice but to soldier on until we achieve the aspirations of people for a decent and quality life. We may feel overwhelmed by the big picture of change for which we all strive, but these big changes start with a few steps.

These are steps by individuals who rise against all odds to uplift our people. Individuals like you who are committed to building the lives of your students, your campuses and your colleges. You are the ones who chart the map of transformation. This government has relentlessly created the constitutional, legal and policy spaces in which we exercise the freedom to elevate the educational and training conditions of those who were excluded from it for such a long time. We have many challenges to tackle and many lives to mend. But these battles will be fought and won in equal measure to our efforts to nurture young minds. These minds can be equipped with the knowledge, skills, confidence and commitment to face the future of our nation. As managers in the TVET Sector, you play a pivotal role in the achievement of this objective.

In its commitment to transformation, this government has increased the intake of students in public Technical and Vocational Education and Training (TVET) Colleges by 67%, since 2009. Currently, we are providing vocational education and training to just over 700 000 students.

In its commitment to transformation, this government has increased the intake of students in public Technical and Vocational Education and Training (TVET) Colleges by 67%, since 2009. Currently, we are providing vocational education and training to just over 700 000 students. We are committed to continue expanding to reach our target of 2,5 million by 2030. There has been a significant increase in the allocation of state resources to the TVET sector. However, there

continues to be a weak output of graduates and low throughput rate of students. This hampers the progression of students into the labour market and creates significant backlogs in the pipeline of new students. It restricts access for the large numbers of school-leavers. If our targets are to be met, we have to improve the management of the 258 campuses.

TVET campuses vary greatly not only in size and geographic location, but also in their historical constitution. TVET colleges in their present form are new in South Africa, but technical education and skills training have a long history in this country. Prior to the merger and establishment of the 50 colleges in 2002, the campuses (excluding those established after 2002) were operated as largely independent institutions. They delivered vocational education and training at different levels and received widely different levels of state resourcing, particularly prior to 1994. For this reason, within a single TVET College, we may have campuses that have been constituted very differently, with very different capabilities and most importantly, with different governance structures and organisational cultures. With the exception of those campuses that had historically catered for White constituencies, the majority of ‘campuses’, especially those catering for Africans in particular, and to a lesser extent, those catering for Coloureds and Indians, had little or no autonomy. Although there has been significant development in many areas of the TVET College system, without strong leadership and management at the campus level, there will be little further progress in the development of the colleges. This area of development refers in particular to the mandate of TVET Colleges to provide a vehicle in support of national economic and social development.

As part of the implementation of the Turnaround Strategy as a Ministerial initiative, I requested that my department undertake a programme to strengthen the management of TVET College campuses. This intention has accordingly given rise to the ‘Professional Development of Campus Managers Project’. I launch this first phase of the project which is aimed at not only building the management capacity of TVET College Campus Managers, but also at professionalising the role and functions associated with a Campus Manager. This training is part of a three phased programme. In the programme, 40 Campus Managers will be provided with individualised support following the training. In the second phase, the training and support will be extended to 150 Campus Managers. The third phase will be the consolidation of the training programme into modules, with the aim of delivering a specialised accredited qualification for TVET Campus Managers.

Recently, we have seen campuses become sites of contestation between the various stakeholders and the college management and/or

governance. It is the Campus Manager who often offers the first line of response in such situations. This is particularly the case where immediate communication and logistical support from the central office may be hampered by distance. We have amongst us today, Campus Managers whose campuses are more than 430km from the central office. Needless to say, that in an emergency such as a strike, or even in the event of a burst pipe, one would have to respond without the immediate physical assistance from the central office. One has to be able to effectively manage the campus under those circumstances.

The traditional career path for many of you, who have become Campus Managers, has been from Lecturer to Senior Lecturer, to Head of Department and then to Campus Manager.

However the reality is that many Campus Managers, have had little or no training in dealing with such situations. Currently, there is no initial or continuous professional development programme dedicated to the training of Campus Managers. The traditional career path for many of you, who have become Campus Managers, has been from Lecturer to Senior Lecturer, to Head of Department and then to Campus Manager. The post of Campus Manager for many incumbents is your first real management role. The kinds of challenges Campus Managers face, may differ even within a single college.

The managers of a historically poorly resourced campus in a rural location may be faced with different challenges from a more urban based and historically well-resourced campus. Hence while you are here to share good practice and learn from each other, you need to take cognisance of the variable contexts and levels of functionality within which your campus operates.

This project has no intention of prescribing to you what you should do in your campus. We know that local situational factors that affect Mr Buthulezi at his Nqutu Campus are not the same as the circumstances with which Mr Fourie at the Kuruman Campus is faced. However, what must be the constant in all cases, regardless of situation or local conditions is the service a student receives, regardless of where the campus may be. The same policies and regulations apply to all students. The process of disbursing a bursary for a poor student from Seshego Campus should be no different from the disbursement of the bursary to a poor student from Barberton Campus.

The means test, for example, needs to be applied for both, and if successful, both students must receive their bursaries within the same stipulated time according to the recommended guidelines. However the processes may differ. Where, if for example one campus manager has the staff to complete the process on time, another may have to contract staff to meet the deadline. But all students eligible for a bursary must in the end receive their bursaries on time.

I must stress that all TVET Colleges are governed by the same legislation, namely the CET

Act 2006 as amended. We must always remember that our mandate is one of 'enabling students to acquire the necessary knowledge; practical skills; and applied vocational and occupational competence; and to provide students with the necessary attributes required for employment'. This is the core purpose of our existence.

This week of training upon which you have embarked, is not only about reminding ourselves of the policies and regulations that govern us. It is about how we manage their implementation. As government we have clearly indicated that this is the time for implementation. We can no longer only engage in discussion on what is to be done, we have to act on the implementation of the policies. It requires among other things, putting in place management systems and operational practices that are effective and efficient.

At the end of this week you will not be receiving a 'certificate of attendance'. Instead regional and national officials will visit your campuses to support you in implementing what you will decide are the key areas that require improvement at your campus. You will be assessed on the improvements you make at your campus. This assessment will form the basis for the recognition that you will receive for your participation in this training. Much investment has been made in this project to ensure that you are given individualised support. The investment seeks to ensure that this becomes an institutionalised course. The aim is to build Communities of Practice. It is hoped that by the end of this week, you will begin sharing experience, strategies and resources.

Our Communities of Practice should not be restricted by provincial borders. We are all part of the national TVET College family and by working together we can support each other. I am told that Communities of Practice have begun to emerge organically amongst the Task Team Members who have been preparing for this training. This is an unintended but nonetheless positive outcome of the project so far.

The training that you will receive this week will be by Task Teams. These teams consist of members from different colleges and across provinces. They are TVET professionals with good practice records and years of experience.

The training that you will receive this week will be by Task Teams. These teams consist of members from different colleges and across provinces. They are TVET professionals with good practice records and years of experience. They are men and women who have had experience as artisans and apprentices. Some began their careers in Technical High Schools and Technical Colleges. Many amongst them have worked in Technical Colleges prior to the mergers. Technical Colleges, which prior to 1994 served different racial groups. Some amongst them are those who are from the Technical Studies Divisions of various Provincial Departments. We also have some team members who have had extensive experience of working with the former

Industry Training Boards. In that capacity, they were responsible for learnerships, the accreditation of courses and the development of foundational support for struggling students. They have been grouped according to their areas of specialisation or experience. So while you may wonder why a principal is leading the Financial Management Task Team, what you may not realise is that, Mr Louis van Niekerk was a CFO at a TVET College for many years. Most of the TVET professionals on the task teams have been in the sector for over thirty years and have themselves been TVET campus managers.

These teams also include former Administrators who have been instrumental in turning around colleges. So be assured that you will be able to gain a lot this week. A cautionary: bear in mind that there are no quick and easy fixes. The grey hair of many of our Task Team members bears testimony to this fact.

Without a leadership and management that are capable and committed at campus level, there will be little progress in the achievement of the TVET Colleges mandate. It is a mandate to be a contributing vehicle for national economic and social development. Let us together build a strong TVET College sector. Through this programme of utilising professional expertise from within the TVET sector, we will be laying exemplary foundations for establishing communities of practice for and by practicing TVET professionals.

I thank all those who have volunteered and given up of their personal time to assist us in conceptualising and developing the material and who will be delivering the training. I am told that many of them are due to retire soon. They can be assured that our sector still needs them. As part of this project we have appointed a team of young graduates who have much to learn from your knowledge, experience and expertise of the technical and vocational education and training sector.

I would like to take this opportunity to thank Mr Sias Booyen, a recently retired manager of Goldfields TVET College, who has been working voluntarily. When he was offered a stipend he said, "This is my sector, I feel proud to be able to give back to a sector in which I spent all my working life." Like Mr Booyen, let us also imbibe of the theme of this project "Working together to strengthen TVET Colleges". In doing so, we will be improving the life-chances of many of our young people, many of whom are the first generation in their families to enter a post-school institution.

I thank Mr Nick Balkrishen, the Principal of Gert Sibande TVET College and his staff, especially Mr Jannie Pretorius the Campus Manager for hosting us for the whole week, and sharing with us the running of this campus. I thank all 50 College principals who are participating at different levels in this project and the South African College Principals Organisation for the donations you have made to this end. Thanks also go to MerSETA for making it possible that we have soft copies of all the resources to be used in this training.

Finally, I am also told that this event would not have been possible without the two student interns, Mr Cypriot Sonti and Ms Pontso Manaka. They, along with Ms Mpho Dlamini who joined the team only a few weeks ago, were responsible for making all the arrangements while Ms Dlamini was immediately involved in assisting to put together the training materials. Thank you.

I wish you all a constructive week and look forward to seeing the improvements at your respective campuses.



Preparing students to be workplace ready



Pamela Vale, a PhD scholar at Rhodes University in the Department of Education, had the big task – and responsibility – of co-writing the curriculum for English FAL textbooks.

Ms. Vale says that she is inspired by seeing young people, many of whom would not otherwise have had the opportunity to study further, gain skills that allow them to enter the workplace, flourish and become individuals that make a positive contribution towards the growth of the South African economy.

As a trusted TVET content provider, Pearson recognises that using inspired and respected authors to create study material, helps students gain these essential skills. It asked Ms. Vale to author its English First Additional Language student books for NCV levels 2, 3 and 4, which form part of its Fundamentals range.

Students today, success tomorrow

The curriculum addresses three pillars of English proficiency – academic proficiency, workplace communication and critical literacy. These are also the areas Vale chose to focus on in her books for Pearson. She says, “as our world becomes increasingly globalised, all three of these areas of English proficiency are becoming increasingly important.”

According to Vale the NCV curriculum has a dual focus; it attempts to prepare students for the workplace as well as pave the way for their future studies.

Challenged to achieve

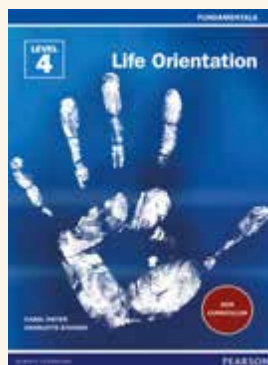
Internet connectivity and access to technology remain two major stumbling blocks for students in South Africa. With the curriculum often requiring students to have technological aids or do research on the Internet, coupled with the fact that lecturers have very limited time for lectures, it means that the odds are heavily stacked against thousands of students.

Vale believes that the value of a student's ability to read texts critically is severely underestimated, whether they want to pursue further studies or enter the workplace immediately. Lecturers need to facilitate the acquisition of this skill, as it is not something that can be explicitly taught.

It is with this in mind, says Vale, that the Pearson English student books have been written. They specifically address the critical literacy needs of students who plan to study further in their various fields.

By using these textbooks, lecturers can give their students the potential to flourish, whatever they do or wherever they go.

Pamela Vale is a co-author of Pearson's *Pathways to English FAL level 2* and the *FCS English FAL levels 3 and 4*. Request your free lecturer copy of these titles or any other Pearson Fundamentals (English, Mathematics, Mathematical Literacy, Computer Skills, Life Orientation) student book at level 2, 3 or 4.



Take advantage of Pearson's special offers on Fundamentals

Free lecturer resources

To help NCV Fundamentals lecturers and ensure that TVET colleges flourish, Pearson is providing access to the following free lecturer resources:

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- Free sample Fundamentals eBook (3 months access)

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Responding to Marketing and Corporate Communications crises

JANDRE BAKKER *Manager for Marketing and Corporate Communication*

Author's Note: The following report is based on an article by Sven Hugo which was recently published in *Risk Africa*. The article below seeks to apply the lessons learnt in the TVET College environment.

It was not long ago when social media was full of cartoons of smoking cars following the Volkswagen emissions scandal. Murray and Roberts had to face a backlash due to a bridge collapsing in Gauteng which killed two people.

These are two reputable brands. When reflecting on what transpired in these two cases from a communications perspective, we could note that each event would precipitate a communications crisis. The question then is one of how each organisation responded to the crisis. The way in which the organisation (or TVET College) approaches risk management should aim to mitigate the risk. But no matter how good the risk responses are crises are inevitable. With a crisis comes crisis communication and it is not a case of 'if' but more a case of 'when'. Every TVET College should be prepared for this eventuality.

The Volkswagen scandal was characterised by a silent (now former) CEO, while Murray and Roberts' Henry Laas (CEO) responded by being on site and visiting the injured in hospitals. Daily updates were posted on the Murray and Roberts' website. This was quite a different response from VW's shrug and apology. From this it is easy to see that communication has an integral role to play during times of crisis. If we use the Boland TVET College for example, we experienced the student residence and financial aid crisis scenarios. Questions may arise about the reason for only allowing the CEO/College Principal and spokesperson to speak on behalf of the institution when it is a public institution. The reason lies precisely in the fact that such a communication is of strategic importance.

Boland TVET College recently hosted a workshop in collaboration with Marketing, Advancement and Communication in Education (MACE). At the workshop session, Regine le Roux (MD: Reputation Matters) stated that reputation is an integral part of the brand of an institution. One can deduce that a good reputation leads to positive word of mouth. Positive word of mouth, it could further be deduced, would attract more business (students) and good employees. If simply anyone is allowed to speak on behalf of the institution, the finer nuances of communication management would be lost. Once that is lost, it is only a matter of time before control of the institutional message is lost.

Another colleague that we met through MACE, Prof Ronel Rensburg (University of Johannesburg) stated that, "Most companies only think of crisis and risk management plans and strategies when it is already too late". She added, "Along with risk management strategies, corporates (colleges) should have a crisis communication plan and strategy centralised platform. This is often referred to as the 'war office'. Everyone wants answers and solutions. The way in which everyone knows what their role is during the normal operations should also indicate their roles during times of crisis."

Prof Rensburg also says that our reputation is a sum of all our images. If we do not manage the sum, then we may soon lose control. She further states that it is easy to think that the stronger a

reputation, the easier a company (college) would weather stormy reputational seas, but it is quite the opposite. "Performance, behaviour, and communication with stakeholders, all play roles."

So what is the recommended Marketing and Corporate Communication strategy during times of crisis?

As mentioned, it is important to always be honest about the situation. Long gone are the days when spin-doctors would try and put a positive spin on things and look at issues through rose-tinted glasses. The digital age with social media has provided a platform where the story will spread. It is our aim to remain in control of the story by having the following as key elements of our strategy:

Long gone are the days when spin-doctors would try and put a positive spin on things and look at issues through rose-tinted glasses. The digital age with social media has provided a platform where the story will spread.

- The Principal must take charge of the situation with support of her/his executive and broad management teams. She/he remains the face of the College but is supported in communication by the chief spokesperson, usually the Marketing and Corporate Communication manager. It is important that everyone knows that s/he is aware of the issues and that the rest of management is acting in a responsible manner to resolve the issue as soon as possible.

- Avoid the response of "no comment." No comment is considered a response by the media. So too is nothing treated as "off the record". It is important to have a good relationship with all communication partners (including the media). Play open cards. Do not hide or try to spin things, because if your spin turns out to be untrue, it will irreparably damage your relationship with these partners.

- Stick to the facts. Do not speculate. Agree or disagree if the statement cannot be backed by fact. This has proved to be a very difficult issue because stakeholders may feel that the full truth is not being communicated. If you make a statement that cannot be supported by facts, one opens oneself up for legal recourse. If an allegation turns out to be untrue, provide factual feedback to reiterate that the statement was untrue. If upon investigation the allegations turn out to be true, be honest and report on the remedies that are proposed.

- Remain calm. This is especially important

when dealing with the media. Good news goes unseen, bad and sensational news sell units. So it is only natural that the media will be hunting the bad and sensational. By remaining calm, it keeps the scope of power in balance. This also goes for the volatile situation itself.

- Be prepared. No TVET College exists in a bubble. If the country is experiencing turmoil, it is just a matter of time before it spills over to your college. This is even more so if the specific sector one functions in is experiencing turmoil. We saw the "#Feesmustfall" campaign and subsequent issues regarding residences at universities. We should not be caught off-guard when we are in education and training, and also have residences and students on financial aid (the same ingredients). A pre-emptive action plan is therefore very important. The action plan should also not be a replication of structures but a unique plan that assumes that the normal structures could not deal with the issues. An area that we should investigate and action is the capacitation of staff in preparation for such events.

- Be quick. As the song goes, "if tomorrow never comes". Often a time delay is perceived as stalling tactics by the respondents. This only serves to make them more edgy. We also experienced that having long meetings was perceived as 'bribing' the meeting attendees. Swift action is always more favourable, even though one would wish to spend more time and deal with things in a structured manner.

- Be human. It is difficult when one is threatened, your Staff is threatened, students are threatened and property is damaged. But one should always remember that on the other side of the violence is a person who has been driven to a certain point by desperation. In some of the cases, the actions of political parties were clearly evident. We must be cognisant of the heightened risks leading up to national elections. We must, however, also remember that students may be used as pawns in a bigger struggle. It is our responsibility to see a person and not only a problem. The challenge at this point is, however, not to over sympathise with the disruptors. The result would be that one neglects the other stakeholders who suffer. Such as our staff-members, their families who have to deal with the trauma at home, and non-protesting students.

- Communicate. It is important to continually keep stakeholders updated on the situation. But also communicate on what is being done to avoid future disruption or at the least, mitigating the associated risks.

- Both traditional and new. Social media is immediate and accessible and should be harnessed. It is important not only to keep track of what is being said in the traditional media (radio, television and print) but more so in the social media. It is also here that one could identify the conversation starters.

In summary, faculty should always remember that whatever they say could be misinterpreted. Therefore it is the safest option to refer media queries to the appointed spokesperson and Principal. Every time disruption happens, it should be used as a learning experience and the aim should be to use the experience to create or improve crisis communication systems for future use.

Update on new postgraduate qualification for TVET College lecturers

PROFESSOR JOY PAPIER

Editor's Note: Professor Joy Papier is the Director of the Institute for Post-School Studies at the University of the Western Cape. Further enquiries regarding the new postgraduate qualification may be addressed to her on email jpapier@uwc.ac.za or general application enquiries emailed to the following email addresses: jennpmartin@gmail.com or lsteer@uwc.ac.za

The March 2016 edition of TVET College Times carried an article about the imminent rollout of a new Postgraduate Diploma, the PG Dip: TVET, which the University of the Western Cape (UWC) intends offering. There was a flurry of responses from interested college lecturers, and we responded to many emailed and telephone queries. This article provides an update on our planning, and seeks to clarify matters where we have become aware of some confusion.

The Level 8 PG Dip: TVET is offered at the same level as an honours degree. It is one of the new post-professional qualifications described in the Department of Higher Education and Training's '2013 Policy on Professional Qualifications for Lecturers in TVET'. The UWC PG Dip: TVET programme is aimed at "strengthening professional practice in a teaching specialisation, role or practice to the extent that the graduate is positioned to take on a leadership role in the TVET environment."

We understand that many college lecturers have served the TVET system for years, are well qualified to teach their subjects, and have acquired formal teaching qualifications offered by various providers.

We understand that many college lecturers have served the TVET system for years, are well qualified to teach their subjects, and have acquired formal teaching qualifications offered by various providers.

Such lecturers would be well placed to become academic leaders in the college as envisaged by the DHET policy. TVET is an under-researched field in South Africa and on the African continent in general, and there is still much to be learned and shared.

Our interest in the PG Dip: TVET qualification is two-fold. Namely, it is to build academic leadership in colleges, but also to build TVET scholarship in developing contexts such as those found in South Africa.

We need curriculum leaders who are based in TVET colleges and who have a strong understanding of their context. These curriculum leaders should also be competent researchers.

It is envisaged that PG Dip: TVET graduates could progress to Master's degrees and PhD studies. This would substantively grow the TVET knowledge base in South Africa. There is

a dearth of postgraduate research in TVET, as well as a shortage of academics that are able to supervise Master's and Doctoral candidates in this field. The PG Dip: TVET includes an element of research preparation, especially for college practitioners, which will lay a good foundation for subsequent Master's Degree research. The PG Dip: TVET is thus an exciting initiative for lecturers who are already professionally qualified to teach.

It is important to note that the PG Dip: TVET is not an initial teaching qualification. Lecturers who need professional entry qualifications would need to undertake the initial qualifications listed in the DHET policy, such as the DIP TVET, or the Advanced Diploma TVET Teaching.

The UWC PG Dip: TVET has a strong focus on curriculum development that includes teaching, learning and assessment in the TVET domain. Areas of curriculum that have been prioritised for the first phase of the PG Dip: TVET are Language and Mathematics development.

These critical subjects could strengthen the academic foundation for any other programme offering.

We need Maths and Language specialists who can be developed to take up a curriculum leadership role in their respective colleges in these subject areas. Later phases of the PG Dip: TVET will focus on additional subject areas in which we can offer expertise.

The rollout of the PG Dip: TVET has been postponed until January 2017 for a number of reasons. Owing to the large number of applicants from around the country, we realised that the PG Dip: TVET needed to be accessible to more participants living at a distance. We are intending to offer it therefore, as a blended learning programme rather than by contact classes only.

However, it is important to note that the curriculum will include an initial one week contact session followed by learning that takes place on an interactive/online university platform.

This decision meant that we needed additional time for curriculum planning and online systems to be set in place.

As our initial prospectus did not anticipate the possibility of online learning, we needed to open the opportunity to more prospective applicants. This implied more time for recruitment and selection procedures.

Finally, the logistics and administration involved in starting a new programme in the second semester proved to be problematic. The university administration suggested that it would be better to start in the new academic year commencing January 2017.

Many college lecturers enquired about financial assistance for undertaking the PG Dip: TVET. Unfortunately UWC could not guarantee any bursary funding. We are however exploring possibilities in the hope that these may come to fruition in time for the new academic year.

Lecturers who wish to participate could also enquire at their respective colleges regarding accessing funds that are available for lecturer development. College funded support for enrolment in the programme could possibly be secured in this way.

Minimum entry requirements are as follows:

- A recognised national teaching qualification at NQF Level 7;
- An undergraduate qualification which includes adequate study in the subjects you are currently teaching;
- 3-5 years TVET college teaching experience in Mathematics or a Language (the PG Dip: TVET will build upon your knowledge and experience in these fields).
- A letter from your college principal which verifies that you are currently teaching the subject at the college and that you have taught the subject in a TVET college for at least three years.

Interested applicants may continue to apply online on the UWC website, or email us on the email addresses provided in the Editor's Note above. The closing date for applications is 30 September 2016 and interested applicants should definitely contact us before this date.

We intend keeping applications open for processing for as long as possible within the university timelines.

TVET COLLEGE TIMES - Advertising

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Revitalising TVET on the African continent

PROF JOY PAPIER



Editor's Note: Professor Joy Papier is the Director for the Institute for Post-School Studies at the University of the Western Cape. She is the Co-Chair of the TVET Expert Working Group in the African Union Commission.

TVET in South Africa has grown dramatically in the last ten years. This growth has undoubtedly been the cause of much anxiety as colleges grapple with the impact of rapid expansion on their facilities, human resources, quality delivery, and more. The emphasis on TVET as an option for unemployed youth and adults continues to be a strong feature of national policy. In addition, research interest in TVET has grown tremendously, and several research projects are underway that will contribute towards a growing local knowledge base on TVET. Our understanding of TVET issues to date has largely been built on research in international contexts. But it is critical that contextually relevant answers are sought for the vexing problems that confront TVET in South Africa, a social context in which there are so many contradictions. While these challenges may seem unique to South Africa, they are manifest across the African continent and are being considered in relation to the impact that TVET might make.

In 2015 the African Union Commission (AUC) established a TVET Expert Working Group under its Department of Human Resources, Science and Technology. This grouping was invited to Addis Ababa in September 2015 to discuss the Continental Strategy on TVET and the envisaged dissemination of this document. Furthermore, the AUC initiated a 'TVET competition' in 2015. This comprised an online competition which invited TVET providers across countries in Africa to complete a self-evaluation and to showcase good practices. Around 45 submissions were received. The TVET working group was tasked with participating in a desk review of the applications according to criteria debated within the group. The goal of the competition was simply to promote promising TVET models in Africa. The top 20 applicants were featured at a major event held at the AUC in November 2015. Due to the urgency of getting the competition underway, the time-frame for online submissions was found to be too tight for many prospective applicants. The AUC intends to run the competition regularly and with a better lead time in future.

The Continental Strategy for TVET has as its sub-title 'To foster youth employment'. It is the second iteration of a strategy that was developed in 2007 under the Second Decade of Education for Africa 2006-2015. A new Continental Education Strategy for Africa 2016-2025, which covers all aspects and levels of education, includes within its Strategic Objectives a focus on TVET. It is within this overarching policy that the TVET Strategy document will be taken forward in an advocacy campaign. This is not to suggest that countries do not already have their own TVET policies and strategies. But it is an attempt to strengthen, support, and where necessary guide individual country policies.

An introductory extract from the Introduction to the TVET Strategy will have familiar overtones for the TVET audience in South Africa:

"Africa certainly has high economic growth rates, but 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 under-employed young people every day becomes a threat to the stability of countries and therefore to their development" (p.9).

It should be clear from the above quotation that youth unemployment and skills development are concerns across the African continent, and that TVET is being viewed as part of the solution.

TVET College Times is to be commended for its focus on TVET in Africa. Such a model of communication among TVET institutions may well be extremely valuable to share with our African partners.

Continental strategy: TVET to foster youth employment

TVET College Times presents the Foreword to the continental strategy for Technical and Vocational Education and Training.

The Foreword was written by Dr Martial De-Paul Ikounga. In the December edition, we will publish further aspects of the strategy



Foreword

The issue of Technical and Vocational Education and Training (TVET) is important enough to stimulate the production of a strategic document that will be difficult to read, and consequently become more complex

to implement. I am glad to notice that both my team (Department Human Resources, Science and Technology of the African Union Commission) and myself succeeded in meeting the challenge in the presentation of this TVET continental strategy.

In this world very often marked by inequalities generating all sorts of dangers, TVET, which must become a professional insurance, should be a key to our response in terms of youth employment or prevention from idleness and to their valuable integration within the society that is ready to recognise their position, usefulness and merit.

There is no viable socio-economic project without men and women who are ready to work towards the production of material or non-material goods. The TVET continental strategy is meant to be an action guide that should be quickly owned in order to develop each line of the strategy to build the TVET national, regional and continental system. This TVET continental strategy provides a comprehensive framework for the design and development of national policies and strategies to address the challenges of education and technical and vocational training to support economic development and the creation of national wealth and contribute to poverty reduction. The strategy looks at the cross-cutting issues of employability, relevance, collaboration between training institutions and employers, the accreditation of training structures (in formal, non-formal and informal sectors), evaluation and certification, quality assurance, and portability of TVET qualifications within national borders. In this regard, it is necessary for each country to formulate a national TVET policy and establish a national training co-ordination structure and its implementation bodies that will be

able to manage the TVET policy and entire system.

TVET national policies and strategies must not only be based on related international best practices, but should also be firmly rooted in indigenous knowledge and learning systems that reflect cultural practices and local values, technological preferences, the challenges of globalisation and national development priorities. Many developed countries drawing lessons from their counterparts have built the success of their economic development on the quality of their TVET and its links with the productive sector. These approaches should always guide that of African countries and be a source of inspiration.

The strategy argues that the development of higher level skills is necessary for the adaptation of technology and innovation, transformation of national production systems, and industrialisation of the economy. Accordingly, TVET policies and strategies should focus on the development of skills from the basic level to the higher education level.

For us, co-operation is understood at the level of inter and intra-African as well as multilateral co-operation.

AFRICA DAY

Africa Day celebrated in style

NASHVEER NEMESAR

Editor's Note: Nashveer Nemesar is the Acting Assistant Director for Marketing and Communications at Majuba TVET College. He oversees the Marketing and Communications Department and is currently the Chief Editor of Majuba NEWS magazine. Photographs by Nashveer Nemesar.



Ayesha Lakhi of the Finance Department, Deputy Principal Academic Services Zandile Nkabinde and Sadhna Ramdial of the Finance Department, proudly celebrate Africa Day at Majuba TVET College in true African style

Whilst millions in Africa joined in the celebrations for Africa Day on 25 May, Majuba TVET College staff at the Central Office wasted little time in celebrating the day in true African style.

The day began with the African

Union flag being hoisted outdoors together with the South African flag. Songs, dance, food and traditional dress from various African nations were the order of the day as faculty participated in making it a memorable one. Activities such as



Faculty unite to form the African Union flag

Quiz competitions and a Mr and Miss Africa contest were held. Faculty willingly participated and also learned about the history of Africa. The flags of all 54 member countries and posters with information on each were displayed in the foyer of the building.

Traditional meals such as Egyptian brown beans, a traditional Egyptian dish which is reputed to be as old as the Pharaohs, made for a satisfying and warming meal. Meatballs with spicy sauce, a tasty North African dish, were served on rice. In addition, Kachumbari, which is a fresh tomato and onion salad dish popular in the cuisines

of Madagascar, East Africa and The African Great lakes region was served.

Deputy Principal of Academic Services Ms Nkabinde noted that, "It was overwhelming to see a large number of faculty wearing beautiful African traditional outfits. It was also interesting for them to learn about the different cultures. We are very proud of our diverse heritage", she added. This day served as a means of spreading messages of African pride, unity and culture.

As Africans we have a lot to celebrate and a great future.

#WeAreAfrica #WeAreOne

College celebrates Africa Day

RHAZIA HAMZA

The month of May has been adopted by South Africa to celebrate as "May Africa Month". As a result, all government departments and their institutions were requested to observe and participate in celebrating May Africa Day on 25 May. The celebrations were primarily aimed at promoting and celebrating our African identity.

West Coast TVET College, under the auspices of the Department of Higher Education and Training, heeded the call to participate in and organise various activities at the College.



West Coast TVET College Central Office staff celebrate Africa Day



Malmesbury Campus Support Staff and Lecturers mark the occasion

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Now includes identification of hidden disabilities

LIST OF OCCUPATIONS IN HIGH DEMAND AS OF 2015

The table below provides a list of occupations identified as being in high demand for 2015. The list is organised in line with the categories used in the Organising Framework for Occupations (OFO). Colleges may find the information relevant to finalising their strategic and operational planning for the 2017 Academic Year.

OFO Code	Occupation	OFO Code	Occupation
1. MANAGERS			
111203	Local Authority Manager	133101	Chief Information Officer
111204	Senior Government Official	133102	ICT Project Manager
112101	Director (Enterprise / Organisation)	134101	Child Care Centre Manager
121101	Finance Manager	134201	Medical Superintendent
121201	Personnel / Human Resource Manager	134501	School Principal
121206	Health and Safety Manager	134502	TVEI College Principal
121901	Corporate General Manager	134503	Faculty Head
121905	Programme or Project Manager	134504	District Education Manager
121908	Quality Systems Manager	134505	Rector (Educational)
122101	Sales and Marketing Manager	134506	Registrar / Councillor (Educational)
122201	Advertising and Public Relations Manager	134507	Head of Department (Teacher)
122301	Research and Development Manager	134901	Environmental Manager
132101	Manufacturer	134903	Small Business Manager
132301	Construction Project Manager	134906	Practice Manager
132401	Supply and Distribution Manager	134915	Operations Manager (Non-Manufacturing)
132402	Logistics Manager	142103	Retail Manager (General)
2. PROFESSIONALS			
211101	Physicists and Astronomers	No OFO Code	Laboratory Animal Technologist
211201	Meteorologists	No OFO Code	Veterinary Technologist
211401	Geologist	226101	Dental Specialist
211402	Geophysicist	226102	Dentist
211403	Materials Scientist	226201	Hospital Pharmacist
212101	Actuary	226202	Industrial Pharmacist
212102	Mathematician	226203	Retail Pharmacist
212103	Statistician	226302	Safety, Health, Environment and Quality (SHEQ) Practitioner
213110	Medical Scientist	226501	Dietician
213202	Agricultural Scientist	226601	Audiologist
213305	Air Pollution Analyst	226602	Speech Pathologist
213306	Water Quality Analyst	226902	Occupational Therapist
214101	Industrial Engineer	231101	University Lecturer
214102	Industrial Engineering Technologist	232101	Accounting Teacher (Grades 10–12)
214103	Production Engineer	232102	Agricultural Management Practices Teacher (Grades 10–12)
214104	Production Engineering Technologist	232103	Agricultural Sciences Teacher (Grades 10–12)
214105	Energy Efficiency Manager	232104	Agricultural Technology Teacher (Grades 10–12)
214201	Civil Engineer	232106	Civil Technology Teacher (Grades 10–12)
214202	Civil Engineering Technologist	232107	Computer Applications Technology Teacher (Grades 10–12)
214301	Environmental Engineer	232112	Economics Teacher (Grades 10–12)
214302	Environmental Impact and Restoration Analyst	232113	Electrical Technology Teacher (Grades 10–12)
214401	Mechanical Engineer	232114	Engineering Graphics and Design Teacher (Grades 10–12)
214402	Mechanical Engineering Technologist	232117	Hospitality Studies Teacher (Grades 10–12)
214405	Marine Engineer	232118	Information Technology Teacher (Grades 10–12)
214501	Chemical Engineer	232119	Language Teacher (Grades 10–12)
214502	Chemical Engineering Technologist	232122	Mathematical Literacy Teacher (Grades 10–12)
214603	Metallurgical Engineer	232123	Mathematics Teacher (Grades 10–12)
214604	Metallurgical Engineering Technologist	232124	Mechanical Technology Teacher (Grades 10–12)
214607	Petroleum Engineer	232126	Physical Science Teacher (Grades 10–12)
214904	Quantity Surveyor	232128	Tourism Teacher (Grades 10–12)
214905	Agricultural Engineer	233101	Mathematics Teacher (Grade 4–9)
214907	Materials Engineer	233102	Natural Science Teacher (Grade 4–9)
214908	Materials Engineering Technologist	234101	Foundational Phase School Teacher
215101	Electrical Engineer	234201	Early Childhood Development Practitioner
215102	Electrical Engineering Technologist	235201	Special Needs Teacher
215103	Energy Engineer	235205	Adult Education Teacher
215104	Energy Engineering Technologist	241101	Accountant (General)
215201	Electronics Engineer	241102	Management Accountant
215202	Electronics Engineering Technologist	241103	Tax Professional
215301	Telecommunications Engineer	241104	External Auditor
215302	Telecommunications Engineering Technologist	241106	Accountant in Practice
215303	Telecommunications Network Engineer	241107	Financial Accountant
215304	Telecommunications Field Engineer	241108	Forensic Accountant
216101	Architect	241201	Investment Analyst
216201	Landscape Architect	241202	Investment Manager
216302	Industrial Designer	241203	Investment Advisor
216401	Urban and Regional Planner	241204	Financial Markets Practitioner
216502	Surveyor	241205	Professional Principal Executive Officer
221101	General Medical Practitioner	241301	Financial Investment Advisor
221102	Resident Medical Officer	242101	Management Consultant
221103	Public Health Physician	242203	Company Secretary
221201	Anaesthetist	242204	Corporate Treasurer
221202	Cardiologist	242209	Accounting Officer
221203	Emergency Medicine Specialist	242211	Internal Auditor
221204	Obstetrician and Gynaecologist	242301	Careers Counsellor
221205	Ophthalmologist	242402	Occupational Instructor / Trainer
221206	Paediatrician	243102	Market Research Analyst
221207	Pathologist	243301	Sales Representative / Salesman (Industrial Products)
221208	Psychiatrist	243302	Sales Representative (Medical and Pharmaceutical Products)
221209	Radiologist	243303	Sales Representative (Educational Products and Services)
221210	Specialist Physician (General Medicine)	243304	Printing and Publishing Equipment Sales Representative
221211	Surgeon	251101	ICT Systems Analyst
222101	Clinical Nurse Practitioner	251201	Software Developer
222102	Registered Nurse (Aged Care)	251202	Programmer Analyst
222103	Registered Nurse (Child and Family Health)	251203	Developer Programmer
222104	Registered Nurse (Community Health)	252101	Database Designer and Administrator
222105	Registered Nurse (Critical Care and Emergency)	252301	Computer Network and Systems Engineer
222106	Registered Nurse (Developmental Disability)	252302	Network Analyst

222107	Registered Nurse (Disability and Rehabilitation)	252901	ICT Security Specialist
222108	Registered Nurse (Medical)	252902	Technical (ICT) Support Services Manager
222109	Registered Nurse (Medical Practice)	261101	Attorney
222110	Registered Nurse (Mental Health)	261102	Administrative Lawyer
222111	Registered Nurse (Operating Theatre)	261103	Patent Attorney
222112	Registered Nurse (Surgical)	261104	Trade Mark Attorney
222113	Paediatrics Nurse	261105	Tribunal Member
222114	Nurse Educator	261106	Advocate
222115	Nurse Researcher	261201	Judge
222116	Nurse Manager	261202	Magistrate
222201	Midwife	262101	Archivist
224101	Paramedical Practitioner	262201	Librarian
224102	Sports Scientist	263101	Economist
225101	Veterinarian	263501	Social Counselling Worker
3. TECHNICIANS AND ASSOCIATE PROFESSIONALS			
311101	Chemistry Technician	314201	Agricultural Technician
311102	Physical Science Technician	314301	Forestry Technician
311201	Civil Engineering Technician	314302	Forestry Research Technician
311202	Surveying or Cartographic Technician	315101	Ship's Engineer
311203	Town Planning Technician	315201	Ship's Master
311301	Electrical Engineering Technician	315202	Ship's Officer
311302	Electric Substation Operations Manager	315203	Ship's Surveyor
311303	Energy Efficiency Technician	315204	Marine Certification & Surveillance Manager
311401	Electronic Engineering Technician	315205	Boat Driver / Coxswain
311501	Mechanical Engineering Technician	315401	Air Traffic Controller
311502	Pressure Equipment Inspector	321101	Medical Diagnostic Radiographer
311503	Aeronautical Engineering Technician	321102	Medical Radiation Therapist
311601	Chemical Engineering Technician	321103	Nuclear Medicine Technologist
311701	Mining Technician	321104	Sonographer
311702	Metallurgical or Materials Technician	322101	Enrolled Nurse
311704	Geophysical Technician	322102	Mother Craft Nurse
311705	Mine Ventilation Observer	325101	Dental Assistant
311706	Rock Engineering Technician	325102	Dental Hygienist
311707	Strata Control Officer	331201	Credit or Loans Officer
311801	Draughtsperson	331301	Bookkeeper
311901	Forensic Technician (Biology, Toxicology)	331302	Accounting Technician
311902	Fire Investigator	331401	Statistical and Mathematical Assistant
311903	Food and Beverage Technician	331501	Valuer
311904	Manufacturing Technician	332102	Insurance Broker
311905	Industrial Engineering Technician	332301	Retail Buyer
311906	Environmental Engineering Technician	333905	Supply Chain Practitioner
312301	Building Associate	335905	Water Inspector
313201	Water Plant Operator	351301	Computer Network Technician
313301	Chemical Plant Controller	351302	Geographic Information Systems Technicians
313501	Metal Manufacturing Process Control Technician		
4. CLERICAL SUPPORT WORKERS			
422101	Tourist Information Officer	431201	Insurance Administrator
422102	Travel Consultant	431202	Securities Services Administrative Officer
431101	Accounts Clerk	431203	Statistical Clerk
431102	Cost Clerk	431204	Insurance Claims Administrator
431103	Taxation Clerk	431301	Payroll Clerk
5. SERVICE AND SALES WORKERS			
531101	Child Care Worker	532203	Community Care Worker
531102	Family Day Care Worker	541101	Fire Fighter
532201	Residential Care Officer	541102	Hazardous Materials Removal Workers
532202	Aged or Disabled Carer		
6. SKILLED AGRICULTURAL, FORESTRY, FISHERY, CRAFT AND RELATED TRADES WORKERS			
641201	Bricklayer	662212	Rotary Printing and Re-reeling Flexographic Machine Technician
641501	Carpenter and Joiner	662303	Mechanised Bookbinding Technician
642601	Plumber	662305	Mechanised Hard-cover Bookbinding Technician
642701	Air-conditioning and Refrigeration Mechanic	671101	Electrician
643101	Painter	671102	Electrical Installation Inspector
651101	Moulder	671202	Millwright
651201	Pressure Welder	671203	Mechatronics Technician
651202	Welder	671208	Transportation Electrician
651302	Boiler Maker	671301	Electrical Line Mechanic
651401	Metal Fabricator	672101	Avionics Mechanician
651501	Rigger	672102	Radar Mechanician
652201	Toolmaker	672103	Business Machine Mechanician
652302	Fitter and Turner	672104	Electronic Equipment Mechanician
653101	Automotive Motor Mechanician	672105	Instrument Mechanician
653301	Industrial Machinery Mechanician	672107	Special Class Electrician
653306	Diesel Mechanician	672108	Radiotician
662204	Lithographic Printing Technician	684913	Melter
662205	Continuous Stationary Lithography Technician		
7. PLANT AND MACHINE OPERATORS AND ASSEMBLERS			
714201	Plastic Cable Making Machine Operator	733208	Mobile Mining Equipment Operator
714202	Plastic Compounding and Reclamation Machine Operator	734201	Earthmoving Plant Operator (General)
714203	Plastics Fabricator or Welder	734202	Backhoe Operator
714204	Plastics Production Machine Operator (General)	734203	Bulldozer Operator
714205	Reinforced Plastic and Composite Production Worker	734204	Excavator Operator
714206	Rotational Moulding Operator (Plastics)	734205	Grader Operator
714208	Plastics Manufacturing Machine Minder	734206	Loader Operator
714209	Reinforced Plastics and Composite Trades Worker	734207	Mulcher Operator
715301	Sewing Machine Operator	734208	Tunnelling Machine Operator
715302	Clothing, Textile and Leather Goods Production Operator	734209	Mobile Explosives Manufacturing Unit (MEMU) Operator
718201	Boiler or Engine Operator	734210	Scrap Operator
718301	Packaging Manufacturing Machine Setter	734211	Dragline Operator
721201	Electrical and Electronic Equipment Assembler	734212	Railway Track Master
731101	Train Driver	734213	Road Roller Operator
733201	Truck Driver (General)	734214	Dump Truck Operator (Off-road)
733204	Tanker Driver	735101	Deck Hand
733206	Armoured Personnel Carrier Operator	735102	Jetty Operator



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Workplace learning experiences of TVET College candidates in learnership programmes: An exploration of the workplace learning environment

DR GERALD VOLLENHOVEN

Editor's note: Apart from the content of the following extract of his doctoral thesis, Dr Vollenhoven offers his personal journey as an inspiration to all TVET professionals who may wish to embark on the journey from Artisan to Ph.D.

In Volume 19, December 2009 we published edited extracts from a dissertation written by Dr Gerald Vollenhoven towards the M.Ed degree entitled "Managing a Learnership at an FET institution in the Western Cape". The Online copy of Volume 19 is available at www.tvetcolleges.co.za. TVET College Times now publishes a brief synopsis of his Doctoral thesis with which he graduated from the University of the Western Cape in April 2016.

Dr Vollenhoven joined the then, Athlone Technical College, in the Western Cape in May 1982 as an educator and taught Mathematics, Fitting and Turning, Tool-making, Engineering Drawings and Mechanotechnics. In 1995, he was Senior Lecturer in charge of the practical programmes. He was a member of the first OBE pilot project managed by the Western Cape Education Department in 1998/1999 in partnership with the National Access Consortium, Western Cape. Dr Vollenhoven assisted the Electrical Contractors Association (ECA) and (at that time) the Germiston Technical College in Gauteng with the writing of unit standards. He has a B.Tech in Educational Management and attained his M.Ed in 2007. Dr Vollenhoven joined the Western Cape Education Department in April 2009 where the moderation and monitoring of classroom practices to improve standards in TVET Colleges is a cornerstone of his official tasks. In 2013 he was transferred to the DHET regional office, Northern and Western Cape.

For the full dissertation, or comments or questions that readers may wish to raise related to this synopsis, kindly contact the author directly on email Gerald.Vollenhoven@westerncape.gov.za.



From Artisan to Ph.D. Dr Vollenhoven, graduated in April from the University of the Western Cape

Introduction and background

Apprenticeship offers a way of conceptualising learning that does not separate it from the production of knowledge or tie it to a particular context. It can therefore be the basis of a more general theory of learning that might link learning at work and learning in classrooms, rather than see them as distinct contexts with distinct outcomes (Guile & Young, 1991: 111-112).

Background

It is significant to note that the etymology of the word 'apprentice' is to be found in the Middle English and Old French word 'aprentis' which in turn comes from 'apprendre', meaning 'to learn' (HSRC, 2008b, p.140), hence apprenticeship has historically been associated with learning within a workplace context, which is a central concern of this thesis.

The learnership was introduced as a model of workplace training in South Africa under the Skills Development Act 97 of 1998 but the concept of learnership can be traced to the Modern Apprenticeship model that originated in the United Kingdom in the early 1990's.

Although there are some programmatic differences between the apprenticeship and the learnership in South Africa (for instance apprenticeship applies mainly to traditional 'hard' trades whereas learnership applies to a wider range of occupations), both models involve the combination of theory and practical training (Vollenhoven, 2007), a prescribed period of contracted indenture within the relevant industry, and culminate in a trade test as applicable to that industry. Therefore, in my thesis, the term 'learnership' is used to describe both learnership and apprenticeship candidates involved in structured institutional and workplace learning that can lead to artisanship.

A rationale for this study

Since the inception of democracy, South Africa has become part of a globally competitive economic arena where highly skilled workers, capable of engaging with new technology in a changing environment, are increasingly required (Bhyat, 2011; Noon & Blyton, 2007). This environment calls for innovation from highly skilled workers "capable of adapting existing technology through incremental innovative steps" (Bhyat, 2011:5).

The worker in a post-Fordism economy as described above requires a high level of conceptual and cognitive knowledge and skills. Guile and Young (1991) aver that a re-conceptualisation of the apprenticeship model of workplace learning requires re-thinking the modes of learning or methodologies of teaching and learning in ways that Mjelde (1993) alludes to as "a pedagogy that surmounts the contradictions between intellectual and manual labour". Engestrom (1994) in Fuller & Unwin, 1998:159 clarifies the link between learning and modern work organisation or production issues.

The influence of technology such as social media, e-learning, global competitiveness, trade in the market economy, increased customer demands and the skills requirements of employees in most occupations, have put pressure on, and changed the context in which work is performed globally (Noon & Blyton, 2007).

In order for workplaces to survive in the new global economy, they need to be competitive and innovative, which calls for new and modified competencies. Boud (1999:5) explains as follows:

Workplace learning is concerned not only with immediate work competencies, but about future competencies. It is about investment in the general capabilities of employees as well as the specific and technical.

And it is about the utilisation of their knowledge and capabilities wherever they might be needed in place and time.

Aims of the Research

The aim of this research is to understand how college learners experience learning in the workplace and whether they are, in their own view, acquiring occupational competence as intended in learnership policy.

The specific overarching research question therefore asks:

How do TVET College learners experience learning in the workplace and what learning opportunities are afforded them in the workplace that build their occupational competence?

The following sub-questions guided my investigation:

- How are college candidates learning in the workplace?
- How do college candidates apply their institutional learning in the workplace?
- What learning opportunities are afforded them towards building occupational competence?

I envisaged that attempting to answer these questions from the candidates' perspectives would contribute another window onto the workplace learning environment and further elucidate its role in building the occupational competence of vocational college learners.

The questions set out above were returned to throughout the progress of the research and provided a crucial road map along the way.

Developing a skilled workforce in South Africa

The availability of technically skilled labour at the intermediate level has become a critical issue in South Africa (Kraak, 2007; Von Landsberg, 2014), for example, the production of artisans for a growing economy has been identified as a priority by the Joint Initiative in Priority Skills Acquisition (JIPSA), which was launched by the government on 26 March 2006. The JIPSA initiative argued that severe shortages of artisanal labour are emerging in key technical fields.

A number of aligned national policy initiatives such as the New Growth Path (NGP, 2010), the Industrial Policy Action Plan (IPAP, 2013-2016), the Human Resource Development Strategy (HRDS) and, in particular the relevant SETA Sector Skills Plans (SSP), provide direction for skills development in South Africa. These initiatives are supported by the National Skills

Development Strategy (NSDS III, 2011-2016), a strategic guide to skills development for sector skills planning. The NSDS mentions three key challenges, namely: continuing skills shortages in the artisanal, technical and professional fields that are fundamental to the development and growth of our economy; an over-emphasis on NQF level 1-3 learnerships with insufficient progression towards more appropriate (intermediate and higher) skills required for growth sectors in a knowledge economy; and, the failure of businesses in many sectors of the economy to equip their workforces to adapt to change as the economy becomes more knowledge based.

Learnerships and apprenticeships as routes to artisanship

The learnership as stated earlier is a model of artisan training in South Africa. The comparative literature on skills development however refers to other models that combine theoretical and workplace training as apprenticeships, a term used globally. How does the apprenticeship and learnership as models of workplace training compare? According to Brunello & Medio (2001) assigning meanings to concepts like apprenticeship and learnership might differ because of particular institutional and cultural differences that exist across contexts. Both the learnership and the apprenticeship are structured around two components, namely institutional learning and workplace training. As workplace training is a key component of both models there is a strong link to the world of work (De Jager et al, 2002). Unlike apprenticeships which apply to selected trades though, learnerships can be offered as programmes of learning towards any occupation. Furthermore, a learnership must culminate in a qualification registered by the South African Qualifications Authority (SAQA) on the National Qualifications Framework (NQF).

The apprenticeship system historically had a weak linkage between theoretical training and work experience, with each site of delivery (theory and practice) having minimal interaction between them. Theoretical training was often unrelated to the practical training of the apprentice, and little supervision or structured induction into skilled work at the apprentices' place of employment was undertaken. In the traditional apprenticeship, as with the later learnership though, candidates are bound by contractual agreement and according to the Manpower Training Act (56 of 1981) there must be an agreement concluded between the apprentice, the employer and the training provider. An apprentice is bound by contract for the duration of the apprenticeship and during that time receives theoretical training of up to three months (block release) at a designated training provider such as a TVET college, and has to obtain a N2 certificate comprising four technical subjects in order to undergo the trade test.

Learning in the workplace

Everyday activities expose and provide learners access to situations that support learning, assisting individuals to learn new work-related knowledge and strengthening that learning (Billett 1993, Harris & Volet 1997). Billett (2000) also holds that engagement in authentic workplace activities contributes significantly to constructing and learning new work related knowledge.

According to Avis (2004), "real learning

takes place when it is acquired in the context where the resulting knowledge can be practically used" (ibid, 211), since there is a relationship between context, knowledge production and practice. Bagnall (1990, in Garrick, 1999:219) notes that workplace learning can be 'accidental' and happen 'unconsciously' while engaging in work activities, being recognised only after the engagement with the situation and not preceding it as in structured learning.

Available empirical evidence shows that almost two thirds of all workplace learning may be informal or incidental but is a key to the acquisition of competencies for work (Leslie et al., 1998). Garrick (1998) posits that informal learning as experienced in the workplace is characterised by experiential and non-structured learning seen as participation in everyday social and working practice.

Guile & Griffiths (2001) note that separating vertical (formal) and horizontal (informal) learning, as education and training systems as traditionally done in separating theory from practice, might not be helpful.

In their view, the curriculum should encourage learners to make the connection between theory and practice in the workplace. In their quest for a 'new curriculum framework' they put forward five models of workplace learning, namely, the Traditional Model, the Experimental Model, the Generic Model, the Work Process Model and the Connective Model.

The 'connective model' of workplace learning has resonance for this research, because the model allows learners not only to 'develop the capacity to participate within workplace activities and cultures', but they also learn 'how to draw upon their formal learning and use it to interrogate workplace practices' (Guile & Griffiths, 2001:126). Engestrom (1994:159) clarifies the link between learning and modern work organisation and argues that:

Although there are many occasions of productive learning in everyday situations, most of everyday learning consists of conditioning, imitation and trial and error. Investigative deep level learning is relatively rare without instruction or intentional self-instruction.

For that very reason, instruction is necessary. Its task is to enhance the quality of learning, to make it purposeful and methodical.

The workplace as a collective activity system

The workplace can be seen as a collective activity system where the subject engages in goal-directed activities mediated by artefacts. A division of labour makes provision for individuals in the community to exercise their authority depending on their rank and seniority.

The participants have their own diverse histories while the workplace organisation is embedded in its artefacts, rules, norms and methodologies or conventions.

Workplaces may be shaped and transformed over time by changing circumstances. According to Engestrom (ibid) this contradiction is not seen in a negative sense such as 'conflict or trouble' but, rather as an agent of change.

Socio-cultural activity theory introduces the idea of mediation using artefacts as an important aspect of the learning process (Schribner and Cole, 1971) and according to Guile and Griffiths (2001) accord more importance to the interaction

between expert-others and apprentices that facilitates practical participation in, and eventual understanding or mastery of, different activities. Nardi (1996) argues that in activity theory, context is both internal to people, involving specific objects and goals, and at the same time external to them, involving artefacts, other people, and specific settings. Artefacts such as machines, technology and language can be used to bring about transformative learning (Illeris, 2004).

Research assumptions

Based on my earlier experience as a vocational lecturer and qualified artisan, as well as anecdotes gathered over the years, my research question/s had some starting assumptions.

These assumptions find expression in many of the policy documents concerned with skills development and vocational education more generally. A major assumption of policy is that although there may be imperfections, workplaces are indeed necessary sites of learning where learning opportunities are afforded in order for candidates to achieve competence.

My own assumption, to a lesser extent, and based on local anecdotal evidence, was that learners' experiences of the workplace were largely negative, with not much learning actually taking place. By choosing an exploratory approach, I was compelled to be receptive to what my investigations would yield rather than adopting the mode of 'testing' my own and policy assumptions.

Summary of the findings

Ninety seven percent of the candidates were able to access guidance and assistance from their mentors and expert others in the form of social interactions where the objective was to share information and learning about work. In addition to gaining understanding of the trade by asking questions, interactions involved problem-solving and finding solutions specific to the situations encountered.

The candidates in this study had numerous opportunities to tap into the vast knowledge and experience of their communities of practice. They indicated that for many of them, the transition from an institutional, simulated environment to the authentic, real workplace environment was a new experience. Encountering high-tech engines and industrial machines for the first time was indeed daunting for many of them. When they were asked what had helped them to learn and deal with the new challenges, more than two thirds agreed that guidance from expert others who might be mentors, technicians, supervisors and so on, had contributed significantly to their knowledge and skills acquisition and learning about work, whether through direct (proximal) or indirect (distal) guidance.

Vygotsky's (1978) Zone of Proximal Development emphasises the value of intervention by a 'teacher' in the learning process, using mediating tools and structured activities that are object and goal oriented. Some candidates in this study, though appreciative of the affordances for learning in the workplace, valued structured learning which they likened to that found in the traditional classroom environment where activities are planned and goal-directed, however the fast-paced environment of the workshop floor did not always allow for that. Activity theorists and

psychologists such as Vygotsky, (1978) and Leont'ev (1981) support the extent to which learning occurs through social situations and interaction but say this can be further advanced through structured teaching and learning.

There can be little doubt that practice in the workplace was underpinned by theoretical knowledge as most candidates confirmed that they were able to relate their activities to the college theory they had learned. Links were seen to be made between head and hand (Gamble, 2003), and from the findings it was noted that activities in the workplace were not done in isolation of the theory. The responses of candidates concurred with Polanyi's (1967) definition of skill as being 'knowledge in action'.

Candidates in this study aspired to qualify as competent artisans ready to take their place in the world of work. In order for them to be found competent in the trade test they needed exposure to an abundance of learning opportunities that might enhance their occupational competence. Maximum exposure to work activities was viewed as a way to enhance knowledge and skills acquisition and that sufficient on-the-job 'practice' would give them enough confidence to face the final competency test.

The limited time for practicing skills in the workplace was the result of production requirements which was somewhat of a double-edged sword. In spite of constraints on practice time, production in the workplace provided candidates with the opportunity to get exposure to other skills such as time management, learning to work with others, being exposed to tight time schedules and learning to work under pressure.

Challenges and recommendations

From the data, there were two major challenges that emerged. First, the limited time for mentoring by the expert given the pressures of production in the real work situation, and second, limitations on the scope of practice particularly in light of candidates' concerns about trade test readiness. These two challenges are elaborated on in the sections which follow, and a recommendation is offered in respect of each of them.

The challenge of time: production pressures

Candidates often mentioned the issue of limited time due to production pressures, both for practicing their skills in the workplace and to engage with the expert, since practice formed part of the job activity and was not performed separately of that. The findings showed that in most cases learning time was also 'time on the job', and candidates were primarily assessed to ensure that the job had been done correctly in order to sustain the 'well-being of the firm' (Eraut, 2004).

Candidates themselves credited the expert, acknowledging the many ways in which assistance and guidance had been given, and evidencing deep respect for the advice from the more experienced teacher. Direct and indirect guidance from the expert contributed so much to their learning, but the engagement between expert and learner left much to chance, as both parties were caught up with production targets. Candidates too were expected to conform to work outputs which were time based, using the term 'selling hours' to describe his work activity.

While the role of the expert in the

development of the candidate was undisputed and predominant, there was little acknowledgement in context of its value as a critical component to skills development. The availability of the expert to the learner was constrained by production demands and workplaces were unable to suspend processes in order to create dedicated 'learning time'. Therefore the question becomes one of how to ensure that candidates spend as much time as possible in practice, in the presence of experts who are willing to impart their experience and expertise during the course of everyday activities.

Recommendation 1

In my view, this challenge is unlikely to be resolved by the employer alone, as business might not survive curtailing production to provide more intensive learning time. Collaboration will need to be fostered among the workplace, the training institution, the relevant industry authority, organised labour, and the appropriate policymakers. The purpose of such collaboration would be to recognise the role of the expert artisan in training-up novices and preparing them for trade testing, and to look at ways in which to harness their expertise in a more structured arrangement which allows them the time to attend to the candidate in a less ad hoc manner. Freeing-up the expert artisan from a full production schedule would allow him/her to engage more purposefully with the candidate, taking into account issues that the candidate has difficulty with, assessing what needs to be addressed for trade test purposes and so on. A closer relationship with the training provider, where the candidate spends up to sixteen weeks before entering the workplace, would ensure that each aspect of the training, in the workplace as well as in the institution, is covered adequately by both parties.

Given the centrality of the use of artefacts for mediating learning in the workplace as detailed in above, there could be much greater use made of such artefacts in the learning institution, and workplaces could assist training institutions with advice or procurement of these artefacts, particularly in the case of high tech artefacts which might be expensive to set up.

The challenge of scope of practice: adequate preparation for the trade test

A second challenge noted often in the data, was that of the scope of activities at particular workplaces. Candidates expressed their anxiety that they had not had a sufficiently broad and deep exposure to the range of tasks that they would be required to perform at the trade test. To reiterate, candidates recognised much of the topics that they had covered in theory classes, as underpinning the activities they carried out in the workplace, but they recognised too that their confidence which resulted from sufficient practice, was dependent on the kinds of jobs the particular workplace had to deal with at the time. At times candidates might repeat a number of the same tasks, but not have the opportunity to practise other skills if such jobs were not in the workshop at the time.

Recommendation 2

Currently, colleges offer the Competency Based Modular Training (CBMT) modules but these modules are expensive private training packages and are not part of the officially

prescribed national programmes. Discussions with college staff and employers revealed that the practical training in the CBMT modules is far more hands-on and materials based for the learner, and workplaces value the skills for work and production which are located within the CBMT modules.

These practical modules appear to complement the theory components well, that TVET colleges offer and they cover a wider range of skills in practice than candidates might obtain from one workplace. This arrangement is closer to that of the German 'dual system' of apprenticeship training. The CBMT, in addition to theory, would ensure that the future artisan exited the college with two knowledge types for work namely, formal knowledge (scientific and technological) embedded within the engineering qualification, as well as the hands-on work skills located in the revised CBMT package.

With regard to exposing candidates to all the prescribed trade test topics, a system of host companies could be explored, where the candidate could rotate to other vendors who could provide the additional exposure that is lacking.

The apprentice log book offers a window into the skills needed to be practiced and what modules are yet to be signed off on the job. Rotating candidates to placements where they are likely to obtain the full range of skills practice required, would also afford them wider exposure to different ways of doing and other communities of practice, a further enriching experience.

Significance of this research

Skills development and TVET in particular has been the target of extensive policymaking in the last fifteen years, with much policy borrowing from other contexts.

The local research base in the skills development domain has been shown to be thin, and there is much that is not known about how vocational/occupationally directed students learn in both the academy and the workplace apart from a popular notion that 'learning by doing' is beneficial to trainee artisans.

While there has been a major policy drive to encourage employers to partner with TVET colleges and to open their workspaces for practical learning, there is little understanding of how the candidate learns in, and from practice, in the workplace. This research has attempted to fill this gap by focusing on the students, their experiences of workplace learning and their perspectives on how they might learn best.

In spite of their assertions that they indeed learn best by 'doing things themselves', the data is interspersed with evidence that they needed constant reassurance from the expert practitioner, the mentor, the 'expert other' to affirm that they were doing the right thing and to push them to further understanding.

This window onto apprenticeship learning holds important implications for how learning in the workplace should be planned for, organised and supported, taking into account the production pressures upon qualified artisans and their limited availability to guide, model and engage with the novices, and in the light of just how powerful their leadership of the student could be. It is hoped that the tentative recommendations offered herein will find purchase in the spaces where skills development decisions are made.

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Eastcape Midlands TVET College	Ms N Chagi (Acting)	041 995 2000	25,41401	-33,7898	www.emcol.co.za
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
King Sabata Dalindyebo TVET College	Mr CZ Ndodana	047 505 1000/1/2	28,79726	-31,59508	www.ksdc college.edu.za
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
FREE STATE					
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Goldfields TVET College	Mr MPW Pinkoane (Acting)	057 910 6000	26,775073	-27,983566	www.goldfieldsfset.edu.za
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Tshwane South TVET College	Mr J (Joseph) Chiloane	012 401 5000/6/73	28,18225667	-25,75030667	www.tsc.edu.za
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