SECOND IMPACT STUDY

Human Science Research Council

**Monitoring and Evaluation of
DANIDA Support to Education and Skills Development
(SESD) Programme**

TALETSO COLLEGE
NORTH WEST

March 2004

3276

TALETSO COLLEGE
FOR
FURTHER EDUCATION & TRAINING

'Growing skilled people'

1.   ORGANISATIONAL PROFILE

Taletso College for FET consists of three sites: Mafikeng campus (an ex-Manpower Centre located in Mmabatho, a stone's throw from the University of the North West); Lehurutshe campus (an ex-College of Education, situated about 10 kilometres outside Zeerust and which constitutes the only training facility in about a 80km radius); and Lichtenburg campus (an ex-Technical College), which is not part of the SESD programme. College head office or 'corporate centre' is (centrally) based at Mafikeng campus (both the other two sites are less than an hour's drive away).

A middle management corps is still is not in place since the moratorium has not been lifted, despite 'indications' in that direction based on the fact that the provincial department requested a college organogram. (Such an organogram was developed at a college management 'bosberaad' or lekgotla in September 2003 and submitted to the provincial department. To date no official feedback has been received.) This situation continues to impact profoundly on college administration and functioning since campus managements or designated staff members (already overstretched in terms of teaching and portfolio responsibilities) have to perform various administrative duties like the compiling of financial or HRD reports. Corporate centre administrative support staff had to be borrowed from campuses (Mafikeng campus in particular) since no additional funding for the corporate centre's establishment is available from college coffers. In addition (as a priority compensatory measure) the CEO has 'redeployed' the Lichtenburg campus head to corporate centre to coordinate the college finance department, which involves devising and implementing a uniform financial management and control system at all three campuses. This initiative also overlaps with/involves staff training in DB2000. (Attempts are being made by the CEO for this person to be upgraded from post level 3 to post level 4 since this role is being performed at no additional remuneration.)

The strategic Portfolio Committee System, as described in the first formative report, has become more established. The most actively functioning ones are the two for Marketing and Communication and Student Support Services, chaired or coordinated by a Lichtenburg senior lecturer and a Lehurutshe HOD respectively. Also highly active is the Finance and Administration committee, which is focussing on centrally coordinated systems development and related staff training. The Lichtenburg campus manager coordinates and oversees these processes on a full-time basis, as noted above. A Learnership committee is also being developed with a broad terms of reference with regard to programme planning and coordination. At this time the HRD committee is not yet functioning and Danida has been approached for interventions in this regard. (The establishment of the Danida-supported Learner Support Services Unit and a Linkages and Programming Unit has not yet occurred.) The functioning of these portfolio committees is to some extent compensating for the ongoing middle management vacuum, although it places considerable additional demands on the relevant staff members.

The college has no established skills centres.

2. CURRICULUM PROFILE

2.1 Art – Music

N/A

2.2 Business Studies

TYPE	TITLE AND LEVEL	DURATION	CAMPUS / DELIVERY SITE
2.2.1 Formal DoE programmes (NATED)	Business Management (N3–N6) Human Resource Management (N5–N6) Management Assistant (N3–N5) Marketing Management (N3–N6)	N3: 12 months N4–N6 (Intro): 12 months	Lehurutshe Campus
	National certificate (N4–N6) • Business management • Management assistant	6 months "	Lichtenburg Campus
	Financial management (N4–N6) Human resources management (N4–N6) Management assistant (N4–N6) Marketing management (N4–N6)	18 months " " "	Mafikeng Campus
2.2.2 Programmes offered in partnership with higher education institutions	Higher Diploma in Education Further Diploma in Technology Education *(Both accredited by Potchefstroom University)*	2 years	Lehurutshe Campus
2.2.3 SETA-accredited qualifications and skills programmes (not l'ships)	N/A		
2.2.4 Learnerships	N/A		
2.2.5 Short courses (not accredited; not assessed)	Access MS Office PowerPoint	15 hrs 36 hrs 8–16 hrs	Lichtenburg Campus
2.2.6 Subjects offered in schools	Maths & Science upgrading for Grade 12 Computer practice N3	1 year 102 hrs	Lehurutshe Campus Leretletse-Lesedi Secondary

	Introductory computer practice N4	52 hrs	School (Lichtenburg) Tswelopele Tirisano ABET Centre (Letsopa–Ottosdal)
2.2.7 Other	N/A		

2.3 Educare-Social Services

N/A

2.4 Engineering Studies

TYPE	TITLE AND LEVEL	DURATION	CAMPUS / DELIVERY SITE
2.4.1 Formal DoE programmes (NATED)	National Technical Certificate (Electrical) N1–N3	3 months (trimester)	Lehurutshe Campus
	National Technical Diploma (Electrical) N4–N5	"	
	National Technical Certificate (Mechanical) N1–N5	"	
	National Certificate in Civil Engineering N1–N3	"	
	National Technical Diploma N4–N5	"	
	Electrical engineering Mechanical engineering	3 months "	Lichtenburg Campus
	Engineering studies workshops (practical) – • Bricklaying • Carpentry • Diesel mechanics • Electrical • Motor body repair • Motor mechanics • Plumbing • Upholstery • Welding	 3 months " " " " " " " "	Mafikeng Campus
2.4.2 Programmes offered in partnership with higher education institutions	N/A		
2.4.3 SETA-accredited qualifications and skills programmes (not l'ships)	(Civil engineering – project in development phase)		(Lichtenburg campus)
	Bricklaying	3 months	Mafikeng

	Carpentry Upholstery	" "	campus
2.4.4 Learnerships	N/A		
2.4.5 Short courses (not accredited; not assessed)	N/A		
2.4.6 Subjects offered in schools	Technical drawing		Lehurutshe campus
2.4.7 Other	N/A		

2.5   General Studies

TYPE	TITLE AND LEVEL	DURATION	CAMPUS / DELIVERY SITE
2.5.1 Formal DoE programmes (NATED)	National Intermediate Certificate N2 National Senior Certificate N3	12 months "	Lichtenburg Campus & Mafikeng Campuses
2.5.2 Programmes offered in partnership with higher education institutions			
2.5.3 SETA-accredited qualifications and skills programmes (not l'ships)	Agriculture Transport (to be established during 2004)		Lichtenburg Campus & Workplace
2.5.4 Learnerships	NQF Level 1 Agriculture: Farm Worker Transport	4 months	Lichtenburg Campus
2.5.5 Short courses (not accredited; not assessed)			
2.5.6 Subjects offered in schools			
2.5.7 Other			

2.6   Utility Studies (catering and hospitality, cosmetology, haircare, interior decorating, tourism)

TYPE	TITLE AND LEVEL	DURATION	CAMPUS / DELIVERY SITE

2.6.1 Formal DoE programmes (NATED)	Clothing production N2–N3 Clothing production N4 Food service N2–N3 Hospitality N4 Hospitality N4–N6	1 year " " " "	Mafikeng Campus
2.6.2 Programmes offered in partnership with higher education institutions	N/A		
2.6.3 SETA-accredited qualifications and skills programmes (not l'ships)	N/A		
2.6.4 Learnerships	N/A		
2.6.5 Short courses (not accredited; not assessed)	N/A		
2.6.6 Subjects offered in schools	N/A		
2.6.7 Other	N/A		

2.7   Other short courses (not related to any of the above fields)

TITLE AND TARGET GROUP	DURATION	CAMPUS / DELIVERY SITE
N/A		

Responses to key questions:

1. *Which of the above programmes or courses have an established reputation in the community or the geographical area served by the college; therefore attracting students on the basis of a perception of quality educational provision?*

Lehurutshe:
National Diploma & Certificate in Engineering Studies (Electrical & Mechanical) N1-N3
Business Management N3-N6
Management Assistant N3-N6
Lichtenburg:
Business studies – Management Assistant and Business Management in particular
Programmes in agriculture

2. *Which of the above programmes or courses are new or relatively new and still working towards establishing a strong reputation?*

Lichtenburg:
Agriculture

3. *Which of the above programmes/courses attract the largest number of students?*

Lehurutshe:
Management Assistant
Lichtenburg:

Business Studies
Mafikeng:
In Engineering it would be electrical engineering.

4. Which of the above programmes/courses attract the smallest number of students?

Lehurutshe:
Civil Engineering
Lichtenburg:
Engineering Studies
Mafikeng:
Engineering

5. Which programmes/courses offer the greatest potential for growth?

Lehurutshe:
Introductory Management Assistant
Lichtenburg:
Agriculture and Transport learnerships and skills programmes
Mafikeng:
Civil Trade (community house builder)
Hospitality

6. Which of the above programmes/courses generate the most income for the college?

Lehurutshe:
Electrical Engineering
Management Assistant
Business Studies
Lichtenburg:
Learnerships and skills programmes

7. Which of the above programmes/courses generate the least income for the college (can be offered only through cross-subsidisation)?

Lichtenburg:
Engineering Studies

8. Which of the above programmes/courses were introduced at the request of employers, or other groups in the community?

Lehurutshe:
Civil Engineering
Lichtenburg:
Engineering Studies; Agriculture; and Transport

9. Which of the above programmes/courses were introduced at the request of local government, provincial government of national government departments?

Lehurutshe:
Civil Engineering
Lichtenburg:
Agriculture -- Ditsobotla local municipality

10. Which of the above programmes/courses were introduced at the request of or with the support of local or international funders?

Lehurutshe:
Reading Excellence (using computers funded by Danida)
Lichtenburg:
Agriculture and Transport (still to be established)
Mafikeng:
Plato

11. Any other comment?

Lehurutshe:
"We needed to expand to other areas of the community, i.e. expanding programmes to villages and setting up satellites (skills centres?), but because of shortages of resources it is difficult. Some courses / programmes need more funds / resources, e.g. catering, because they are expensive for people in the low socio-economic bracket and, therefore, we cannot introduce them unless aided. We would really appreciate it if more funds could become available. However, we really appreciate your efforts from DANIDA in helping us with a Computer Centre."

Mafikeng:
"Lots of new programmes and study fields need to be examined and introduced."

A critical aspect regarding the college's programming and curriculum profile concerns the perennial issue of provision for N4-6 students. It was pointed out again that FET colleges serving rural communities are, in most cases, the only education and training providers throughout the region. This also holds true for Taletso College for FET, whose Lehurutshe campus constitutes the only training facility of any kind within about a 80km radius and providing programmes at N4-6 levels therefore becomes essential.

3. CURRENT STATUS OF AREAS IN WHICH ACTIVITIES ARE PLANNED UNDER THE SESD PROGRAMME

3.1 The merger process and knowledge sharing

At first glance, the overall status of the merger process seems very similar to the situation evident at the time of the first formative impact study (September 2003) in relation to –
- the implementation of Resolution 7 and ensuing rationalisation of posts;
- the lack of a middle management echelon; and
- the establishing and functioning of portfolio committees.

The fallout of the implementation of Resolution 7 is still being experienced as a serious constraint to overall college development and functioning with some staff members finding themselves in different post levels and or in different roles. Those posts vacated by staff members who left at the time or who were relocated remain unfilled. Lehurutshe campus appears to be particularly hard hit in this regard. In addition, the majority of academic staff members at this campus (one senior staff member suggested between 60% and 70%) find themselves in temporary posts. A high degree of understaffing also appears to be evident on the side of support staff. A case in point of the latter would be the situation in the Lehurutshe library where only a library-assistant remains as sole staff member – a situation which, in theory at least, translates into the bizarre scenario of her having to be on constant duty (i.e. without any breaks) and having to fulfil multiple roles.

The two newly appointed campus managers (at Lehurutshe and Mafikeng) are both relatively young and therefore still in the process of gaining confidence in their new roles – which develops with time and experience. They have been given three months by the CEO to find their feet ('on probation', as it were), with sustained 'hands-on' guidance and support offered by the CEO (over and above the formal capacity building interventions they are exposed to through Danida and NBI programmes).

As mentioned in Section 1, the portfolio committee system would appear to have become more established and is functioning to a higher degree, with particular reference to the Marketing & Communication, Student Support Services, and Finance and Administration committees.

The student representatives of the two campuses interviewed expressed the overall view and sentiments that to date the merger process has not yet brought about any real tangible improvement and benefits (...apart from the introduction of PLATO!) and, in the main, students 'only come to class and then go home'. Particular areas fingered for causing frustration, low levels of motivation and a high failure rate concern –
- the continued lack of basic infrastructure (inadequate resource centres and cafeterias; equipment for practical studies), facilities (sports and recreational), and technology (old computers and lack of Internet access, and old/out-dated equipment in the workshops);
- students not receiving a sufficient degree of support with regard to employment information and opportunities;
- the lack of substantial financial support to students (over and above departmental bursaries), for example, additional grants or subsidies to students who excel in their courses;
- the standard of teaching has dropped due to unresolved nature of staffing at Lehurutshe campus (and resultant loss of expertise); and
- the increasing degree of lecturer absence due to workshop/course attendance.

As far as vertical communication/knowledge sharing is concerned, a major source of frustration experienced by college management concerns the continued lack of a supportive provincial FET directorate. There is no director or deputy-director in the provincial FET directorate, only a deputy chief education specialist (DCES) and the directorate is, by all accounts, severely understaffed at

the level of administrative support. In addition, the chief director is perceived as being essentially 'school-based' in orientation, with a particular focus on curriculum. Due to these factors, the overall experience is that FET is not sufficiently understood within the sphere of provincial education and support from the department is therefore not sufficiently forthcoming – with particular reference to financial and infrastructural support (including equipment and technology). As one campus manager put it: 'The provincial department (FET directorate) can't keep up with what is happening in the sector on the ground, i.e. the need to move fast and innovate'. (It was pointed out that this situation was very different before the restructuring and changes in personnel occurred in the directorate.)

Communication between the CEO/corporate centre and the campus managements appears to be very direct and immediate. For example, over and above the regular management meetings, informal contact and communication (visits and telephonic discussions) occur on a sustained basis. Campus managers expressed a high degree of satisfaction with the extent of contact and information flow, at both strategic and operational levels. Because of (historical?) divisions among staff at Mafikeng campus a concerted effort is being made management to instil team spirit and a sense of unity among staff to ensure more positive and constructive outcomes to meetings and other forms of information sharing, communication, planning and problem-solving. Both SRC delegations bemoaned the fact that, although regular contact between student structures and management occurs, they are not part of broader decision-making processes – one reason being that student structures are not sufficiently informed about broader FET and college issues in order to engage in higher level discourse.

The college council (with reference to the previous interim structure and not the newly constituted Section 9 council which has not yet convened, as will be considered in Section 3.5 below) is viewed by some as constituting a constraint, to some degree, to college functioning because of the long delays in the ratification of (strategic) decisions due to the infrequency of council meetings and the fact that council structures (a sub-committee system, for example) have not been established for speeding up communication, decision-making and other governance functions. The SRC members at both campuses expressed similar grievances with regard their experience of council's overall functioning. These include –
- the 'invisibility' of council due to councillors not having been introduced to and therefore not engaging with campus structures or constituencies;
- little feedback about council matters and decision-making;
- lack of representation on and consequent participation in council affairs (and, indirectly, college affairs).

Previously, communication with and understanding between the acting Danida-SESD provincial technical advisor (PTA) and college management was not satisfactory for a variety of (non-personal) reasons. However, this situation has reportedly been turned around with the appointment at the end of 2003 of the current PTA who is grounded in FET with regard to policy, legislation, aims, objectives and priorities, as well as institutional dynamics. As a result the PTA is providing a critical link with the directorate in conveying an 'understanding' of FET and thereby promoting the FET college 'cause' and is also credited as being a sound advisor at both strategic and operational levels of college functioning. It can thus be said that very positive and constructive relations have evolved between the PTA and college management(s) in the North West province.

At the level of horizontal communication and knowledge sharing, very close cooperative and supportive links appear to have been forged between the three North West CEOs. For example, the drafting process of the college strategic plans was, in part, the outcome of joint efforts. This kind of collaboration is said to extend to most other strategic and management activities, like conference presentations and the drafting of business plans (towards securing funding for training), and can therefore be viewed as being representative of the North West FET sector as a whole. It was further noted that the CEOs also draw on each other's strengths in daily operational functioning. An additional factor which promotes such an increased degree of inter-college

cooperation stems from the awareness of the potential devisive power embedded in comparative dynamics and the need to constantly guard against it.

Inter-campus contact/communication is sustained through the establishment and ongoing development of the portfolio committee system, with the committee chairpersons/coordinators spread over all three sites. A very positive development comprises inter-campus (management) networking in areas such as the interpretation of regulations, problem-solving, operational decision-making (for example, the issues of overtime pay and S&T).

3.2   SAQA / NQF

Mafikeng campus has just received accreditation for bricklaying and carpentry learnerships (both at NQF Level 3) from the Construction SETA (CETA).

However, as far as the status of learnerships in general are concerned[1], a high degree of frustration was expressed with regard the fact that some unit standards are still 'under construction', as well as the fact that accreditation takes such a long time – which is further exacerbated by the infrastructural shortcomings pertaining to the operational status of workshops. In short, experience has entrenched the perception that the SETAs 'are not ready for us'. Training is therefore being retarded because certificates cannot be issued. (As an interim measure campus certificates will be issued with the view that learners can, for example, be RPL'd once accreditation has been obtained.)

An additional constraint highlighted with regard to learnership implementation relates to the lack of business and industry in the region. 'Obvious' niche areas have been identified for investigation in the future comprise –
- Tourism - 'lodge operations' in particular; and
- Skills programmes for adults through the establishment of an adult FET centre/institution which could link up with ABET centres and will be aimed specifically at learners who have completed ABET level 4 (equivalent of FET level 1)

No problems are reportedly being experienced with regard to acquiring information from SAQA – its website is found to be very accessible and helpful. On the other hand, however, Umalusi (the supposed link with the SETAs), on the other hand, is experienced as not really functioning adequately and dealings with this structure are reported to be very longwinded in nature. Consequently, the college prefers dealing directly with the SETAs.

Assessor training of all staff has by and large been completed and the focus has now shifted to moderator training and, to a lesser extent, verifier training. Skills development facilitator (SDF) training has also been taking place and RPL training is scheduled to occur in the near future.

3.3   Linkages and relationship building

Mafikeng campus has links with CETA (as mentioned above), MERSETA (negotiations are underway in terms of which artisans will come to this site for final assessment) and the ETDPSETA (SDFs have been trained, a workplace skills plan has been submitted and money has subsequently been received for training purposes), whilst Lichtenburg campus (non-SESD) has links with PAETA (the primary agriculture SETA).

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[1] Lichtenburg campus (not included in the SESD programme) is the only campus that has introduced a learnership – in agriculture, focussing on hydroponic vegetable production – in close cooperation with the local government structure. The learners are all unemployed people from the area and they will be advised and supported to form cooperatives before completing the learnership.

Another recent development concerns the ETDP SETA. Negotiations have been finalised with regard the implementation of a (Level 6) learnership in educator training but Mafikeng has not been able to secure the services of a registered provider at this time. Unisa was approached as the initially preferred provider but apparently 'closed up shop' in this region and (informal) links with the University of the North West have recently been initiated in this regard.

A pervasive problem with regard to relations with the SETAs, which would appear to effect all the North West colleges, concerns the apparent lack of responsiveness on the side of certain SETAs as well as the Department of Labour (DoL) to requests for information or assistance with initiatives towards learnership awareness raising. For example, certain SETAs approached to do presentations at a recently planned 'Learnership Awareness Day' did not respond at all. It was suggested by one interviewee that a sense is emerging that, in general, SETAs and the DoL 'feel akward' about FET (at both conceptual and practical levels) and are therefore not taking its (potential) offerings seriously.

The marketing committee has been very active in awareness raising campaigns at the end of 2003 and a marked increase in 2004 enrolment figures is linked to these activities. Another example illustrating the impact of these activities is a request received by the Lehurutshe campus head to investigate the possibility of establishing a skills training facility in a particular village within the campus' catchment area. However, there is all-round appreciation of the fact that, over and above the Marketing and Communication portfolio committee's activities, systematic, integrated and sustained linkages and relationship/partnership development can only truly occur once a dedicated person has assumed responsibility for this portfolio. In view of the continued absence of a middle management team, the proposed Danida-funded 'linkages unit' would provide the obvious solution. However, this corporate-centre-based management post has not yet been advertised and the establishment of this unit could therefore be viewed as still being some way off.

With reference to the Netherlands-college-connection reported on at the time if the first impact study, a 'memorandum of understanding' is now in place. This development constitutes a first step towards the envisaged visit to the institution by the financial manager to gather first hand insight about the organisation and functioning of a autonomous colleges. Funding for such a trip must still be secured.

3.4   Strategic planning processes

There is all-round agreement that the strategic plan drafting exercise in the second half of last year occurred under great pressure and time constraints. As such the document is regarded as compromised to a certain extent, both in terms of realism as well as the degree of consultation with and input from all relevant stakeholders. A strategic plan review is scheduled for the end of March and to compensate for these initial shortcomings and campuses will be asked to prepare formal submissions based on individual campus needs and priorities. One of the guiding principles formulated towards this strategic re-focusing process, in the words of the CEO, is 'not to get fixated about what we do not have but identify and use what we have'. (The CEO has in the meantime conducted her own 'progress review' to establish the extent to which objectives/targets have (not) been met.) Measures introduced to increase awareness amongst stakeholders about the existing broad strategic framework like the vision and mission include visits and presentations to the campuses by the CEO and information sessions on strategic themes at assemblies (at Mafikeng campus).

3.5   Capacity building of college council and academic board

The first part of establishing the permanent Council has been completed, i.e. the internal members (seven) have been nominated and the MEC has nominated the external members (five). Additional nominations for external members were submitted to the MEC by the institution

and their endorsement is still awaited. The first official meeting of the new council is scheduled for 26 March, on which occasion office bearers will be elected. Since only two of the interim council members are set to continue to serve on the new council, whole scale (re-)training of councillors will have to take place. Such (SESD) training is, in fact, scheduled for April.

The current academic board, as constituted under the interim Section 10 council, will in all likelihood be retained and endorsed by the new council. Academic board members reportedly received scant training in the past and capacity building on a significant scale is therefore foreseen in this respect.

3.6   Capacity building of management

During February a 'corporate culture' workshop (for CEOs and campus managers) and a 'management' workshop (also for CEOs and campus managers) took place whilst a 'team-building' workshop (for CEOs, campus managers and HODs) occurred in early March. A 'multi-campus management' workshop is scheduled for mid-March (for CEOs, campus managers and HODs), all of which are NBI-funded.

The most pressing management training needs identified at this time concern the areas of budgeting and financial control. A Danida-funded SESD 'financial training' workshop for CEOs, campus managers, financial managers and financial officers is scheduled for early April.

3.7   Professional development of staff

Not much SESD staff training has occurred since the time of the first impact study but scheduled workshops will again resume shortly.

A major training-related issue raised, overall, concerns the extent to which the implementation of newly acquired approaches, methodologies and expertise (i.e. the impact of SESD interventions) is being profoundly compromised/undermined by structural factors and circumstances at all the college sites (in spite of the high level of enthusiasm evident among lecturers returning from workshops and courses – resulting in the maintenance of the historical status quo or 'old ways'). For example, the physical condition or state of workshops, classrooms, laboratories etc.; the out-datedness of equipment and/or the lack of maintenance of existing equipment (for example, the sewing machines in the clothing design department); the hopelessly inadequate state of the libraries/resource centres on both the campuses visited, as manifested in vastly inadequate book stock collections (with regard to size, datedness and coverage/relevance) and other teaching and learning support material, as well as staffing. (These and other aspects relating to infrastructural support will be covered in more detail in section 4 below). It is quite evident that the colleges themselves cannot begin to address this issue and the (only) possible solution would seem to be tied to a drastic or massive injection of funds from the 'outside' – by the department and/or funding agencies.

Another area of 'concern' raised with respect to factors which compromise the impact of the programme concerns the tight timeframes in which such the interventions occur – within the bigger context of the gamut of merger-related activity and demands on management and staff time and energy. Although the enthusiasm levels are very high, implementation suffers. The consensus feeling is that things should be 'stretched out' over longer periods to ensure proper implementation, which will bring its own rewards.

3.8   Academic competence in maths, science and technology

In-service training for engineering science staff does occur with regard to mathematics and science. The main problem area in this regard concerns the needs of the higher level students

(N4-N6) which are not sufficiently catered for. A major factor in this regard is the current status of temporary lecturers which makes it difficult to draw the required expertise.

3.9   Learner support services

Each campus has a learner support services (LSS) portfolio committee whilst the (college) portfolio manager/coordinator resides at the Lehurutshe campus. (A LSS unit has not yet been established) The Mafikeng student representatives bemoaned the lack of SRC participation in the (campus) LSS committee whereas the Lehurutshe student representatives expressed satisfaction in this regard, as a result of regular meetings with the SSS liaison officer.

The critical need for student support was highlighted, with particular reference to the young average age of students, there have to be structures in place for proper guidance and to ensure that information is accurately conveyed to students so that 'distortion and misunderstandings do not occur'.

3.10   Budgeting

Systems are in the process of being established and financial training has been scheduled, as noted in sub-section 3.6 above. Financial training by Price, Waterhouse and Cooper (Danida-funded) has commenced and manuals towards achieving uniform financial practices in colleges have been drawn up and the training of financial managers on this manual will constitute the next stage. The 'acting financial manager' has in the meantime drawn up a DB2000 and manual-based training programme for college staff.

The centralisation of this function area comes as a huge relief to campus managers since they feel over-burdened by all the administrative and managerial duties and responsibilities stemming from the restructuring and development processes – over and above the work pressures resulting from their regular absence from the campuses to attend workshops and meetings.

Note:
Additional discussion of these and other aspects of the college's structural dynamics and functioning will occur in Section 4 below.

4. SECOND FORMATIVE IMPACT RATING

Vision and Mission

1. Practices guided by a clear institutional vision

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										**5**
No evidence	**Weak Characteristic**			**Emerging Characteristic**			**Strong Characteristic**			
No Vision or Mission statement	Mission and Vision developed, but have no strong influence on practice			Some shared vision, with some influence on practice, but not shared by all staff			Staff and management share a common vision. This informs their practice.			
0	1	2	3	4	5	6	7	8	9	10

College management: 5; Lehurutshe management: 6; Lehurutshe lecturers: 5; Mafikeng management: 5; Mafikeng lecturers: 6.

<u>Comment on the overall rating:</u>
It was agreed that because of the development of the vision and mission for the merged institution, as part of the strategic plan drafting process towards the end of 2003, occurred under less than ideal circumstances. For example, very tight timeframes and other constraints compromised wide-ranging stakeholder involvement and, consequently, buy-in. Subsequent to this process attempts have been/are being made to increase awareness of the vision and mission, for example, the CEO has visited the campuses to promote such awareness and their formulations are read out at staff meetings. The unresolved staffing issues at Lehurutshe campus could also be viewed as undermining commitment to supporting the vision and mission since a high degree of anxiety about job security and role confusion is experienced among a substantial proportion of staff with regard to their immediate future. It was noted under sub-Section 3.1 that the student representatives expressed the view that no tangible improvement or change has occurred in relation to their needs (apart from Plato 'happening' to them!), in spite of the 'declaration of intent' embodied in the vision and mission statements, the development of which they were not party to.

It is felt that the rating should remain the same since whole-scale buy-in by all stake-holders, over and above mere 'awareness of', will only really start occurring when the strategic plan review takes place in weeks to come (as noted in sub-Section 3.4 above) and once staffing issues have been fully resolved.

2. Inculcation of a value system throughout the institution

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										**5**
No evidence	**Weak Characteristic**			**Emerging Characteristic**			**Strong Characteristic**			
No cohesive value system in operation	Value system exists but not shared by everyone so that value conflict occurs			Increasing cohesion around a common set of values, although conflict sometimes occurs			Staff, management and learners share common values and act in accordance with these values			
0	1	2	3	4	5	6	7	8	9	10

College management: 5; Lehurutshe management: 6; Lehurutshe lecturers: 4; Mafikeng management: 6; Mafikeng lecturers: 5.

<u>Comment on the overall rating:</u>
The status quo would appear to exist with regard to the level of awareness among staff and students about the value system, which supports and influences attitudes and practices. A strong spirit of cooperation among (senior) staff was reported by the Lehurutshe management group as having been developing among staff, as evidenced by the willingness of individual staff members to take up leadership positions, with particular reference to the portfolio committee system. Whilst this phenomenon would count as evidence it could also be said that it is not necessarily indicative of a groundswell of value-awareness and correlated attitudinal change. Some degree of (historical?) tensions, conflict and divisions between management / senior staff (or, at least, undercurrents thereof) and lower level staff would appear to still impact on relations and attitudes – at both campuses.

Whilst it could be argued that an overall shift has occurred with regard a change in the status of cohesion and unity around a common value system, it is felt that, at this time, this development does not in itself reflect a value-induced shift towards formal articulation of and attitudinal 'alignment' to a commonly held value system. For example, some degree of resistance to the implementation of new approaches and methodologies was reported.

Because attitudinal change occurs at an individual's core level, sustained additional measures and processes may be required, over and above a 'declaration' of the institution's value framework, to facilitate some degree of cohesion and unity around such values. For example, all the training and capacity building workshops (including team-building processes) could, in the long run, contribute towards such sensitization. It was therefore decided to keep the rating at its current level.

Leadership and Management

3.   Well-functioning systems of governance, including college councils and academic boards

COLLEGE BASELINE RATING										5
FIRST FORMATIVE IMPACT STUDY RATING										6
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No functioning system of governance	Some representative structures in place, but mostly in name only. Weak or uneven participation and minimal effectiveness as decision-making bodies. No clear demarcation between governance and operational management roles and responsibilities			Representative structures in place and starting to operate effectively, but participation still uneven. Demarcation between governance and operational management roles and responsibilities require further clarification			All representatives fully integrated and involved in governance. Effective decision-making, with clear demarcation between governance and operational management roles and responsibilities			
0	1	2	3	4	5	6	7	8	9	10

College management: 6; Lehurutshe management: 6; Lehurutshe lecturers: 3; Mafikeng management: 6; Mafikeng lecturers: 6.

Comment on the overall rating:
As noted under Section 3. 5, a new (Section 9) council has now been established (after some delays) with the first meeting scheduled for the end of March. Whilst this constitutes a positive development in itself, the downside is that only two of the previous external members have been re-nominated. Consequently, considerable retraining will have to take place regarding councilor roles and responsibilities before the new structure can start operating effectively. It was also noted that a properly constituted Academic Board was functioning under the interim council and will in all likelihood be retained and endorsed by the new council.

The roles and responsibilities at the operational (management) level have been clearly defined and the college management committee (consisting of the CEO and campus managers) appears to be very dynamic and focused. However, a sufficient degree of decision-making is not yet operating at campus level but this is set to change in the future as the new managers come gain in confidence with sustained guidance and support from the CEO. (This aspect will be discussed further under characteristic 4 below.)

The SRC(s) have been democratically elected and although the committee members have not yet received any formal training (such training is scheduled under the SESD programme) they are receiving increasing support and guidance from campus managements and the Learner Support Services committees towards leadership capacity building like planning and decision-making, e.g. how to do their own year planning. Such sustained engagement by management is particularly evident at Mafikeng campus.

The (6) rating given at the time of the first formative study was perhaps somewhat unrealistic and a 'weak-emerging' rating, i.e. (4) or (5), would probably have represented a more accurate reflection.

4. Effective institutional leadership

COLLEGE BASELINE RATING									5
FIRST FORMATIVE IMPACT STUDY RATING									6
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic		
No leadership system in operation	Weak institutional leadership, with general lack of understanding of national and provincial policies. Little or no democratic participation and shared decision-making			Institutional leadership growing in strength and clarity of purpose. Continual building of culture of democratic participation and shared decision-making			Strong institutional leadership, with clear understanding of national and provincial policies. Culture of democratic participation and shared decision-making		
0	1	2	3	4	5	6	7	8	9	10

College management: 6; Lehurutshe management: 6; Lehurutshe lecturers: 4; Mafikeng management: 6; Mafikeng lecturers: 8.

Comment on overall rating:

A strong sense emerged that at college management/leadership level the CEO is very aware, at a conceptual level, of the imperatives (policy and otherwise), opportunities, challenges and demands represented by the unfolding FET landscape and related implications for institutional re-positioning or re-alignment, both at strategic, structural and operational levels. Towards this end college management, as an entity, appears to be mindful and 'brutally honest' with regard to the existing institutional, local and provincial realities (shortcomings, circumstances and constraints) facing leadership and management (some of which have been raised in Section 3). For example:

- The impact on existing staff by the lack of a second tier of college management establishment.
- The fact that the two newly appointed campus managers are relatively young and still gaining in confidence under guidance from the CEO.
- Some degree of tensions and division amongst management and staff, which compromises the campuses' functioning in a variety of ways to a greater or lesser extent.
- Instances of staff discontent, which are both management and circumstance related. At one campus, for example, management is experienced as being too much top-down and, consequently, not sufficiently interested in recommendations from staff members. In addition, information and support from campus management at this site are reportedly not always sufficiently forthcoming regarding the new implementation (e.g. the FET Act), whilst at the same time staff are being pushed to introduce new methodologies etc.
- Insufficient flow of information and lack of support from the provincial FET directorate and the low level of financial support received by NW colleges, compared to other provinces.

While the two newly appointed campus managers are still growing in their leadership roles, the researcher was nevertheless very impressed with the high degree of insight displayed by both with regard to leadership and management issues, problem-solving, etc. – seeing the 'big picture'. In addition, the Mafikeng campus manager comes across as very perceptive of/attuned to staff and student relations and dynamics and appreciates the need for a process-based approach to dealing with sensitive issues and problems, with particular reference to facilitating unity among staff. As in the case of the CEO, their high commitment levels and clarity of vision with regard to integrating their institution with the new FET landscape bode well for institutional development and responsiveness.

Judging from the high quality of discussion generated and input given during the interviews with student representatives at both campuses, it is safe to say that the SRC structures are well established (high calibre and committed representatives in the various portfolios) and that strong (democratically-based) leadership is in evidence. However, wide-ranging capacity building is still required.

Despite these institutional shortcomings and circumstantial factors, overall college leadership is growing in strength. Furthermore, it is evident that the institution has a strong sense of where it is going and how it should get there, linked to a realistic shared perspective with regard to these shortcomings the challenges faced by the institution.

5. Effective management systems

COLLEGE BASELINE RATING			4
FIRST FORMATIVE IMPACT STUDY RATING			5
No evidence	Weak Characteristic	Emerging Characteristic	Strong Characteristic

No management information system	Management information systems (MIS) exist or are being developed, but are not operational. Decisions are often taken without adequate access to information	Some planning and decision-making informed by up-to-date management information, but not yet fully operational at all levels		Up-to-date management information systems inform planning and decision making at all levels			
0	1	2	3	4	5	6	7	8	9	10

College management: 5; Lehurutshe management: 5; Lehurutshe lecturers: 4; Mafikeng management: 6; Mafikeng lecturers: 5.

Comment on the overall rating:
[All focus groups were of the view that both the baseline and first formative impact study ratings were too high and did not accurately reflect the true state of affairs and that this characteristic should have been accorded 'weak' status (a 3-rating) in on both occasions.]

Since the time of the first impact study the financial staff have been receiving training in DB2000 and the actual network is being extended (to HOD office level at present). However, 'old' problems still remain regarding the actual quality of information in the system (for instance, data accessed towards preparation for the last graduation ceremony were found to be inadequate and manual searches and follow up had to be conducted) as well as access to management information. As one respondent put it: 'One has to fight for every bit of information'. However, from a systemic point of view, shifts have occurred both at the level of awareness about the need for and the critical role of systemic (management) support of this kind, as well as at the level of development and implementation, including training of all staff. Telecommunication, electronic and other forms of technological support to systemic functioning are also severely limited/limiting. (This aspect will be explored further under characteristic 10, 'infrastructure', below.)

Policy development – the alignment of previous campus policies to newly developed institutional policy, in particular – has been embarked on but appears to have some way to go still. (Quality assurance would represent one such area.)

The increasing level of centralization of management and administration functions through corporate centre, together with a sustained level of systems development across all the campuses, have effected more 'breathing space' for campus managers to engage with management/operational matters. (It should be noted that since the corporate centre has to draw on the campuses, Mafikeng in particular, for support staff, these developments have some negative impacts on campus management and administration).

Knowledge Sharing

6.   Effective vertical knowledge sharing and learning in the FET system

COLLEGE BASELINE RATING			5
FIRST FORMATIVE IMPACT STUDY RATING			5
No evidence	Weak Characteristic	Emerging Characteristic	Strong Characteristic
No sharing and learning between national DoE, provincial DoE, college and campus	Limited flow of information between levels of the FET system. Miscommunication occurs or information arrives too late for effective action	Reasonable communication flows between levels of the FET system, but room for further improvement	Effective upward and downward flow of communication, which enhances performance at all levels of the FET system.

0	1	2	3	4	5	6	7	8	9	10

College management: 5; Lehurutshe management: 6; Lehurutshe staff: 3; Mafikeng management: 5; Mafikeng staff: 6.

Comment on overall rating:
Knowledge sharing and communication between the directorate and college management continues to constitute a major problem, for reasons noted in Section 3. This applies to communication flow downwards (very little) and upwards (lack of response to communiqués from corporate centre, FET-related and otherwise). For example, changes occur without prior notification and proper explanation, like the discontinuation of the Tirrisano Fellowship Forum. As before, late notification (about workshops etc.) and lack of coordination (regarding activities) between provincial department/FET directorate and the college continues to persist. Also, lecturers are reportedly not afforded opportunities to make suggestions about the scheduling of workshops etc.

Whilst both the degree and quality of communication and information sharing between the corporate centre and campus managements were lauded, communication between campus managements and staff and students appears to be unsatisfactory in that information does not always get past management. This is evident in, for example, the low degree of informed-ness at lower levels with regard to the unfolding FET landscape (the FET Act(s) and policy frameworks relating to skills development and HRD, as well as the 'nitty-gritty' of learnership implementation). Communication and information flow between student structures and campus managements appear to be effective, particularly so at Mafikeng campus.

A significant (circumstantial) contributing factor undermining communication/information flow at campus level, in general terms, is linked to the unsettled nature of the institution's structural dynamics – unforeseen incidents continuously impose on day-to-day activities, for example, management having to attend meetings or workshops at short notice or management being absent form campuses for periods of time. Overall, this situation forces management 'to focus on the urgent not the important'. In addition, the formal communication channels are not yet fully operational and accessible, for instance the situation with regard to DB 2000, as described previously.

7. Effective horizontal knowledge sharing and learning in the FET system

COLLEGE BASELINE RATING				3
FIRST FORMATIVE IMPACT STUDY RATING				5
No evidence	Weak Characteristic	Emerging Characteristic	Strong Characteristic	
No sharing and learning between campuses and colleges, in and across provinces	Minimal sharing and learning between campuses and colleges, in and across provinces - mostly a case of 'each to their own'	Emerging culture of sharing and learning between campuses and colleges, in and across provinces. Co-operation rather than competition becoming more evident.	Optimal sharing and learning between campuses and colleges, in and across provinces - to the mutual benefit of all	

0	1	2	3	4	5	6	7	8	9	10

College management: 6; Lehurutshe management: 6; Lehurutshe lecturers: 6; Mafikeng management: 5; Mafikeng lecturers: 7.

Comment on overall rating:
At intra-institutional (inter-campus) level, the status of knowledge sharing and a spirit of cooperation continues to improve as a result of the continued strengthening of the portfolio committee system which contributes to overall planning, coordination and integration of information sharing and problem-solving with regard to certain key college function areas, and the fact that campus managers 'talk to each other' on a sustained basis. Also noted in Section 3 is the high degree of cooperation and 'cross pollination' between the North West colleges, attributed largely to the close cooperative relationships forged between the CEOs. The same spirit of cooperation is also evident in the case of the campus managers. The fact that the two newly appointed campus managers know each other well further enhances the level of knowledge sharing, joint problem solving, etc. with regard to practical management issues and questions.

Whilst the above developments certainly hold for cooperative activities such as planning and problem-solving, a priority need was articulated for a greater degree of subject-knowledge sharing. For example, a subject panel or forum which could organize information-sharing by inviting examiners to ensure 'uniformity' across all campuses was mooted.

This aspect has definite potential to achieve 'strong characteristic status' by the time the next impact study occurs.

8. Effective external knowledge sharing and learning in the FET system

COLLEGE BASELINE RATING				3
FIRST FORMATIVE IMPACT STUDY RATING				4
No evidence	Weak Characteristic	Emerging Characteristic	Strong Characteristic	
No effort made to keep business and community stakeholders up-to-date about developments in FET, to market services, or obtain feedback	Flow of information between FET college/campus sporadic and ad hoc. Business and community stakeholders derive little benefit from having a college/campus in the vicinity – although some exceptions. Limited marketing.	Increasing emphasis on knowledge and information sharing between college/campus and wider community. Results not yet optimal but dissemination and feedback loops improving	Ongoing communication with and feedback from external stakeholders. College/campus perceived to actively seek suggestions, value stakeholder contributions and, in their turn disseminate knowledge and information on a regular basis, including active marketing of services	

0	1	2	3	4	5	6	7	8	9	10

College management: 5; Lehurutshe management: 6; Lehurutshe lecturers: 5; Mafikeng management: 5; Mafikeng lecturers: 7.

Comment on overall rating:
By all accounts Taletso FET college is now a 'known entity' in the communities, largely due to the sustained publicity activities of the Marketing portfolio (campus) sub-committees. For example, the increasing number of requests received for information about programmes, like the NICE pilot project, and the dramatic increase in student enrolment at Lehurutshe (two buses picking up day scholars are now in operation as opposed to only one previously).

However, a critical issue tied to this increase in college outreach at this time concerns the extent to which the college can respond to such increasing demand on service or programme delivery, viewed against the backdrop of its current limited human and physical resources and infrastructural shortcomings. Not being able to meet solicited community needs could undo these marketing and publicity campaigns and could, in fact, do damage to the college's reputation as a provider.

Institutional Health

9. The establishment and maintenance of financial health

COLLEGE BASELINE RATING			4
FIRST FORMATIVE IMPACT STUDY RATING			**5**
No evidence	Weak Characteristic	Emerging Characteristic	Strong Characteristic
College/ Campus in weak financial situation, with no strategy in place to improve the situation	College/campus in weak financial situation, but starting to remedy the situation. Budgeting, monitoring and credit control still ineffective	Financial situation not yet stable, but improving steadily. Budgeting, monitoring and credit control systems in place - not yet fully effective	Healthy financial scenario established and maintained

0	1	2	3	4	5	6	7	8	9	10

College management: 5; Lehurutshe management: 6; Lehurutshe lecturers: 3; Mafikeng management: 6; Mafikeng lecturers: 5.

Comment on overall rating:
The college's overall financial situation has become more stable or settled whilst some significant initiatives and developments have also occurred. For example:

- The financial administration problems and student dissatisfaction at Mafikeng campus at the end of 2003/beginning 2004, which were linked to differential fee structures and issues around indemnity, have been resolved.
- A full-time financial manager/coordinator at corporate centre has initiated systems development and implementation (across campuses) and related staff training, in tandem with outside assistance (e.g. SESD and Price Waterhouse Coopers), as described in sub-section 3.10.
- All financial transactions, like requisitioning and signing of cheques, have been centralized and campuses now only have authority regarding day-to-day expenses.

Although these developments are still in early phases the impact is already being experienced, for example, campus managers have been relieved from time-consuming (financial) administrative duties and the financial staff (at corporate centre) have received training. However, various aspects still need to be addressed, for instance, extensive staff training across campuses is still required whilst communication at campus level appears not to be occurring at satisfactory levels (for example, staff members indicated that they do not receive satisfactory feedback on requisitions submitted). Another aspect raised concerns the perception by staff that prioritized spending is not being applied. For example, at Lehurutshe campus grievances were aired about capital expenditure being prioritized (like the buying of additional vehicles) to the detriment of critical operational needs (like photocopying paper and other stationery, equipment and teaching support materials) and maintenance of physical infrastructure and equipment.

10. Adequate infrastructure

COLLEGE BASELINE RATING									6	
FIRST FORMATIVE IMPACT STUDY RATING									**6**	
No evidence	Weak Characteristic		Emerging Characteristic			Strong Characteristic				
Inadequate capacity in terms of physical and administrative infrastructure	Physical and administrative infrastructure not geared for innovation and expansion. Drastic improvement required.		Physical and administrative infrastructure allows some scope for innovation and expansion - further improvement required			Well-developed physical and administrative infrastructure - in line with current and anticipated expansion				
0	1	2	3	4	5	6	7	8	9	10

College management: 3; Lehurutshe management: 6; Lehurutshe lecturers: 3; Mafikeng management: 4; Mafikeng lecturers: 6.

Comment on the overall rating:
[The 'strong emerging' (6) overall rating given on both previous occasions has been drastically reviewed and found to be unrealistic – the impressive looking exterior (with particular reference to Mafikeng campus) was perhaps over-emphasized and does not, therefore, reflect the true 'state within' with regard to physical and administrative infrastructure.]

As far as the physical infrastructure is concerned, the two campuses seem adequate 'from the outside' – number of classrooms, workshops, facilities such as residences, libraries/resource centres, computer rooms, etc. Upon closer inspection, however, the picture looks very different. Material, equipment and facilities are either lacking, redundant/out-dated or not functioning/in a state of disrepair (due to low level of maintenance). This situation undermines college functioning (with reference to the two campuses visited) to a significant degree. For example –

- The inadequate state of most workshops hold critical implications for SETA-accreditation.
- The inadequately provisioned libraries/resource centres (both in terms of staffing and materials) cannot provide the teaching and learning support functions they are supposed to fulfil.
- At Lehurutshe campus staff members do not have access to computers, which impacts profoundly on their performance, for example, they struggle to complete their portfolios with regard to assessor/moderator training whist the students complained that computers available to them are very old.
- Photocopying facilities at Lehurutshe campus are reportedly totally inadequate and therefore disruptive (for example, test papers can often not be printed)
- Inadequate telecommunication infrastructure compromises communication (telephonic and email) and lecturer performance (lack of Internet access). For example, for some time only one telephone line was available at Lehurutshe campus, which was often down
- Cafeterias desperately needed or in need of upgrading
- Growing demand for 'Internet cafés' at campuses
- Sports and recreational facilities for students are virtually non-existent and could be viewed as contributing to socio-emotional problems among students, as evidenced, for example, by the relatively high rate of incidents of violence among residence students at Lehurutshe campus.

As described in Section 3, these infrastructural shortcomings or under-development impact profoundly on programme delivery. For instance, lecturers go for training and come back highly motivated and full of enthusiasm only to be confronted by these bleak in-house realities, which prevent the implementation of new approaches and methodologies. Training and capacity building interventions are thereby rendered ineffective and lecturers go back to their 'old ways'. It was also noted that the North West colleges reportedly are not remotely getting the same degree of financial support from their provincial department, as compared to some other provinces.

However, positive developments comprise the introduction of the Danida-funded Reading Excellence and Plato laboratories. So far, their impact would appear to have been nothing short of dramatic, both in terms of learning support and motivational power. Even so, it is felt that the overall status of the college's infrastrucure – physical and administrative – has not improved. In fact, it would appear to have deteriorated somewhat.

11. Enhanced human resource capacity

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										5
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
Human resource capacity totally inadequate	Some expertise, but not adequate. Intensive effort required to build capacity			College/Campus staff mostly have the expertise required, but further enhancement required. Capacity still uneven			All college/campus staff have the necessary expertise to perform their roles. Ongoing capacity enhancement.			
0	1	2	3	4	5	6	7	8	9	10

College management: 4; Lehurutshe management: 4; Lehurutshe lecturers: 5; Mafikeng management: 5; Mafikeng lecturers: 7.

Comment on the overall rating:
Although expertise levels have improved significantly in relation to the new implementation – the vast majority of staff have undergone assessor training and to a lesser extent moderator training – some areas of expertise and knowledge development require attention, like quality assurance (QA). Administrative staff, however, needs extensive capacity development, particularly at Lehurutshe campus where many staff members are young and inexperienced.

At this time systematic and ongoing profiling of needs/interests of staff is reportedly not yet occurring on an established and sustained basis.

12. Quality Assurance System

COLLEGE BASELINE RATING										3
FIRST FORMATIVE IMPACT STUDY RATING										4
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No QA system in place	QA system in process of being developed, but benefits still poorly understood			QA system developed, but not fully implemented. Still some reservations about benefits			QA system fully operational. Understood and accepted by all. Impacts positively on performance			
0	1	2	3	4	5	6	7	8	9	10

College management: 3; Lehurutshe management: 4; Lehurutshe lecturers: 3; Mafikeng management: 4; Mafikeng lecturers: 4.

Comment on the overall rating:
No change has been reported as having occurred in this area of college functioning, neither at a conceptual level (achieving a common understanding of quality assurance) nor at the level of systems development and implementation. It therefore remains an area requiring drastic intervention. Towards this end ISO 9000 has been requested by college management. (Problems and constraints with the college's dealings with the SETAs and Umalusi with regard to accreditation/quality assurance were described in Section 3.)

It was felt by all the focus groups that, on balance, the baseline status of this characteristic has remained unchanged and that the shift to emerging status (a rating of 4) accorded at the first formative study was therefore deemed somewhat unrealistic and premature since no substantive interventions have taken place to date. (At the same time, though, a high level of awareness was expressed by all the focus groups about the shortcomings and urgent need for intervention in this area.)

Responsiveness

13. Good relationships with business

COLLEGE BASELINE RATING			3
FIRST FORMATIVE IMPACT STUDY RATING			4
No evidence	Weak Characteristic	Emerging Characteristic	Strong Characteristic
No relationships with business	Minimal/ad hoc partnerships. Stronger focus on relationship building required	Increasing focus on relationship building to establish partnerships which are mutually beneficial	Formal and informal partnerships, with mutual use of resources and benefits to all partners

0	1	2	3	4	5	6	7	8	9	10

College management: 5; Lehurutshe management: 4; Lehurutshe lecturers: 4; Mafikeng management: 4; Mafikeng lecturers: 5.

Comment on the overall rating:
Through the activities of the Marketing portfolio committee awareness about the college has reportedly increased within the business community. Some initiatives have taken place in this regard, for example, the training of employees but these still only seem to occur on a limited or isolated basis, as was the situation at the time of the first impact study. It must be noted, though, that a high level of awareness is evident among management and staff about the need for systematic and sustained activity in this area of college functioning. Factors and circumstances contributing to the maintenance of the 'status quo' would include the following –

- A grounded/realistic awareness and understanding of the need for, the nature of, and the implications of such partnerships has reportedly only recently been acquired by campus managements through attendance of workshops in this regard. (It could also be argued that once learnership implementation has become a reality on a significant scale, such outreach initiatives will occur 'as a matter of course'?)
- It is felt that, over and above the publicity function of the Marketing committee, a dedicated liaison officer (i.e. the proposed 'linkages unit') is ideally required to ensure sustained activity and communication towards partnership development, with business in particular.
- Current institutional constraints relating to staff capacity and infrastructure are viewed as inhibiting initiatives and activity in this domain.

On balance, therefore, no significant tangible developments have occurred over the last six months.

14. Good relationships with local communities

COLLEGE BASELINE RATING										**3**
FIRST FORMATIVE IMPACT STUDY RATING										**5**
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No relationships with local communities	Minimal/ad hoc community contact. Little attempt to build relations with poor or disadvantaged sectors of the community			Expansion of community contact to include both advantaged and disadvantaged sectors. Increase in efforts to build relationships			Wide-ranging community support with college/campus an integral part of community activities			
0	1	2	3	4	5	6	7	8	9	10

College management: 5; Lehurutshe management: 5; Lehurutshe lecturers: 4; Mafikeng management: 6; Mafikeng lecturers: 6.

Comment on the overall rating:
The FET awareness raising campaign, already underway at the time of the first formative study seems to have made an impact, as evidenced by the increasing number of FTEs enrolled at the beginning of the year (with particular reference to Lehurutshe campus) and requests for information or service delivery are being received to some degree, as described in Section 3. For example, Mafikeng campus was approached by the Local Tribal Authority with a request for practical courses in bricklaying.

However, manpower/staff capacity would appear to be still too limited at this time to support response to such increasing expressed demand. Overall, therefore, the status of this characteristic does not reflect any significant tangible change.

15. Good relationships with other state bodies

COLLEGE BASELINE RATING										**4**
FIRST FORMATIVE IMPACT STUDY RATING										**5**
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No relationships with other state bodies	Some informal contact/ discussions but strong partnerships still to be developed			Increase in partnership building, but not yet well-established at all levels			Active partnership building and collaboration at local, provincial and national level			
0	1	2	3	4	5	6	7	8	9	10

College management: 6; Lehurutshe management: 5; Lehurutshe lecturers: 4; Mafikeng management: 6; Mafikeng lecturers: 6.

Comment on the overall rating:
Increased levels of engagement and relationship or partnership building were reported in relation to government departments (Agriculture, Health, Labour, Transport and Public Works), SETAs (for example the ETDP SETA, CETA and MERSETA, as described in Section 3), as well as schools. The lack if support from the department of Labour (or, at least, the unsatisfactory level of such support) was also noted in Section 3.

Whilst these developments are at different levels of advancement/stability (most initiatives seem to occur at Mafikeng campus and the fewest at Lehurutshe campus), an overall shift in awareness of and increased sense of urgency towards relationship building in these areas are definitely in evidence.

(The low rating accorded by the Lehuruthshe lecturing staff can be accounted for by a lack of informed-ness about the latest developments at college level) |

16. The development, provision and evaluation of learnership programmes

COLLEGE BASELINE RATING										3
FIRST FORMATIVE IMPACT STUDY RATING										**4**
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No involvement in learnerships	Some informal contact/ discussions on possible learnerships			Some implementation of learnerships, but still in the early stages			Significant implementation of learnerships. A major focus area with ongoing evaluation as part of the process			
0	1	2	3	4	5	6	7	8	9	10

College management: 5; Lehurutshe management: 4; Lehurutshe lecturers: 4; Mafikeng management: 5; Mafikeng lecturers: 5.

Comment on the overall rating:
Over and above the 'celebrated' learnership in agriculture introduced at Lichtenburg campus, other recent developments concerning learnership implementation were described in Section 3. For example, the (ETDP SETA) learnership in educator training which is about to be introduced at Mafikeng campus. It was also noted previously that infrastructural shortcomings (like the state of workshops and machinery/equipment) undermine the accreditation processes and various obstacles are encountered in attempts to acquire relevant unit standards.

The overall sense emerging regarding this critical area of college development and functioning is that, although the build-up towards and actual implementation of learnerships has been slow, for reasons articulated in Section 3, the value of learnerships (as comprising the future 'life blood' of the institution) is being appreciated to a an increasing extent.

17. The development, provision and evaluation of programmes for the development of small and micro enterprises (SME)

COLLEGE BASELINE RATING										3
FIRST FORMATIVE IMPACT STUDY RATING										**3**
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No SME provision	Learners have some exposure to principles of entrepreneurship and SME development, but limited links between theory and practice. Staff members have limited expertise in this area.			Entrepreneurship and preparation for self-employment receiving increasing attention. Staff expertise being developed and entrepreneurship included in a range of programmes			Wide range of opportunities in place to prepare learners and community members for self-employment. Entrepreneurship an integral part of all programmes, with strong links between theory and practice			
0	1	2	3	4	5	6	7	8	9	10

College management: 3; Lehurutshe management: 3; Lehurutshe lecturers: 3; Mafikeng management: 3; Mafikeng lecturers: 4.

Comment on the overall rating:
The consensus view is that no progress occurred with regard to this area of college functioning and the status of this characteristic therefore remains unchanged from the first impact study, i.e. – although growing awareness of the need for these programmes is apparent and although some lecturers have received training in entrepreneurial skills (at Potchefstroom), the implementation of these programmes is not occurring because of infrastructural constraints (e.g. no incubation centres).

18. The development, provision and evaluation of short courses/ skills programmes

COLLEGE BASELINE RATING									5

FIRST FORMATIVE IMPACT STUDY RATING									5

No evidence	Weak Characteristic			Emerging Characteristic		Strong Characteristic			
No short courses	Some informal discussions on possibility of running short courses. Range of needs and possible take-up still to be established			Some short courses introduced but further enhancement required to establish reputation as a provider		Wide range of short courses available. Strategy in place to respond to needs as they arise. Good provider reputation established			
0	1	2	3	4	5	6	7	8	9	10

College management: 3; Lehurutshe management: 3; Lehurutshe lecturers: 4; Mafikeng management: 5; Mafikeng lecturers: 4.

Comment on the overall rating:
As was the situation at the times of the baseline and first impact study, offerings in this area of programme delivery still occur on a very limited basis, the focus (still) being almost exclusively on computer (literacy) courses. At the same time, there is a high degree of awareness of the institution's huge potential in this regard, for example, the CEO feels there is no reason why short courses/skills programmes cannot and should not be offered in all areas of existing (formal) programme delivery.

In fact, the college's overall capacity appears to have diminished because of the college's infrastructural shortcomings as discussed previously – like the general state of workshops (either closed or inadequately equipped) – which, in turn, undermine SETA accreditation and certification. (At Lehurutshe campus certificates are still issued on the basis of its prior college status).

Teaching and Learning

19. Functioning curriculum development processes

COLLEGE BASELINE RATING									4

FIRST FORMATIVE IMPACT STUDY RATING									4

No evidence	Weak Characteristic			Emerging Characteristic		Strong Characteristic			
Curriculum static – same as always	Ad hoc revision of curriculum. Little innovation and limited staff expertise			Increasing focus on curriculum development, but expertise still being developed. NQF requirements still a challenge		Ongoing curriculum improvement and adaptation, linked to regular evaluation. NQF requirements actively addressed			
0	1	2	3	4	5	6	7	8	9	10

College management: 4; Lehurutshe management: 4; Lehurutshe lecturers: 4; Mafikeng management: 5; Mafikeng lecturers: 4.

Comment on the overall rating:
Though NQF-aligned training / capacitating of staff has occurred and a higher level of awareness is in evidence regarding the need for and requirements of curriculum development towards the new implementation, the old curriculum is still ostensibly being taught. It was pointed out that no communication has yet been received from the Department with regard to new FET curricula and formal curriculum development workshops still have to occur.

The status quo therefore prevails with regard to the status of this aspect.

20. Quality curricular delivery

COLLEGE BASELINE RATING			**3**
FIRST FORMATIVE IMPACT STUDY RATING			**4**
No evidence	Weak Characteristic	Emerging Characteristic	Strong Characteristic
Poor quality learning and teaching. No links between theory and practice and no attempt to produce well-rounded learners	Weak reputation as a provider. Emphasis on improving examination results, with little attention paid to quality of teaching and learning. Holistic learner development not regarded as important.	Quality of teaching and learning receiving increased attention - focus not only on examination results. Holistic learner development encouraged. Relation between theory and practice receiving attention	Quality of teaching and learning a major focus. Strong links between theory and practice and holistic approach to learner development. Enrichment activities in place. Good reputation as a provider

0	1	2	3	4	5	6	7	8	9	10

College management: 4; Lehurutshe management: 4; Lehurutshe lecturers: 3; Mafikeng management: 4; Mafikeng lecturers: 4.

Comment on the overall rating:
As in the case of the previous characteristic, the status of this characteristic also remains unchanged, i.e. OBE methodology implementation and the theory-practice relationship/imbalance could not yet be addressed due to:

- staff constraints (some classes consist of between 80 and 120 students and practical components cannot therefore be accommodated); and
- infrastructural constraints (previously mentioned) which effect both business studies and engineering courses: equipment, machinery and other teaching and learning support materials / resources are either lacking, out-dated/redundant or non-operational (because of low levels of maintenance).

The cumulative result of these realities, as well as other merger-related pressures (like additional administrative responsibilities), is that teaching remains primarily results-orientated.

21. Well-functioning staff development processes

COLLEGE BASELINE RATING			**4**
FIRST FORMATIVE IMPACT STUDY RATING			**5**
No evidence	Weak Characteristic	Emerging Characteristic	Strong Characteristic
No staff development process in place	Weak staff development and appraisal processes. Staff trained on an *ad hoc* basis, with limited opportunity to express their needs. Staff often inadequately prepared for new implementation	Increased focus on staff development and appraisal. System for on systematic review of needs still being put in place. Staff mostly prepared for new implementation,	Ongoing staff development and appraisal an integral part of institutional activity. Staff confident that they will be trained on new processes before they are implemented

0	1	2	3	4	5	6	7	8	9	10

College management: 4; Lehurutshe management: 6; Lehurutshe lecturers: 4; Mafikeng management: 4; Mafikeng lecturers: 5.

Comment on the overall rating:
It is with a deep sense of irony that 'too much staff development at present' constitutes one reason for having to lower the rating of this characteristic. Whilst the training processes, per se, are perceived as highly relevant and of a high standard, their (potential) benefits are judged to be compromised to some degree as a result of their 'disruptive' impact on college functioning. For example, half the lecturing staff complement may reportedly be away at any one time attending workshops.

Other factors and circumstances that are regarded to undermine the current (lecturing) staff development processes include (some were already articulated at the times of the two previous impact studies):

- As mentioned previously, no established and systematic needs review or profiling system is in place yet (It is reportedly receiving attention from the Learnership and (college) Management committees.) Consequently, selection of attendants allegedly still occurs on an ad hoc basis to some extent and continuity in staff development is not, therefore, ensured in all cases. One respondent expressed the following view: 'Participation happens almost by default and campus managements do not really know staff needs and interests in this regard'.
- A Workplace Skills Plan has been developed for 'part' of Lehurutshe campus.
- The staff appraisal system is reported to be not functioning optimally and in need of review.
- It was pointed out (again) that the college restructuring process (the implementation of Resolution 7 in

particular) has been very disruptive in this regard, particularly in the case of Lehurutshe campus where many lecturers who have undergone staff development/training have either left or have been redeployed.

However, happiness was expressed with the fact that managers (including senior lecturers) are also 'taken on board' within the overall staff development programmes. Presentation skills (e.g. PowerPoint) were identified as highly relevant.

Learner Support

22. The development, implementation and evaluation of academic support programmes

COLLEGE BASELINE RATING										2
FIRST FORMATIVE IMPACT STUDY RATING										**3**
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No academic support programme in place	Learners obtain academic support on *an ad hoc* basis			Educators provide support to individuals. Bridging courses introduced			Dedicated person and a functioning academic support policy in place			
0	1	2	3	4	5	6	7	8	9	10

College management: 4; Lehurutshe management: 5; Lehurutshe lecturers: 3; Mafikeng management: 4; Mafikeng lecturers: 5.

Comment on the overall rating:
The 'traditional' modes of academic support to students still continue as before, for example, during admission students are advised by experts in the field, introductory courses (for example, NIC and NOC) are recommended for students with problems in particular study/academic areas, and students consult with lecturers on an individual basis. Whilst lecturers appear to be very committed to rendering such support, the institutional constraints and pressures (noted previously) have, in the past, resulted in such academic support measures occurring on a limited and fairly *ad hoc* basis.

The introduction of Plato (Mafikeng campus) & Reading Excellence (Lehurutshe and Lichtenburg campuses) over the last few months, which now constitute the core of academic support services, have resulted in this area of learner support acquiring 'emerging category' status, since it now occurs on a much more integrated and sustained basis. So far both already had a dramatic impact and student demand for their usage has reached very high levels, with particular reference to the generally low motivational levels among students, as described in Section 3. In view of such demand and the intensive nature of coordination and facilitation of the Plato programme (keeping track of individual students' progress, etc.), the CEO would ideally like to have a full-time person in charge of this facility.

However, it is felt by college management that a lot more could be done in the area of academic support, for example, stretching N4 courses over two semesters in order to accommodate the above programmes as well as formal study skills and 'personal development / life skills' components.

(Provision and support with regard to mathematics, science and technology was dealt with in sub-Section 3.8 above).

23. The development, implementation and evaluation of HIV/AIDS support programmes

COLLEGE BASELINE RATING										1
FIRST FORMATIVE IMPACT STUDY RATING										**4**
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No HIV/ Aids policy	Some input given to learners by campus or outside people on *ad hoc* basis			Educators provide information and support to individuals on request			Dedicated person and a functioning HIV/Aids policy in place			
0	1	2	3	4	5	6	7	8	9	10

College management: 4; Lehurutshe management: 3; Lehurutshe lecturers: 4; Mafikeng management: 5; Mafikeng lecturers: 6.

No substantive developments have occurred in this area since the previous impact study, i.e. staff members and students representatives have attended Aids counseling training workshops but no implementation, i.e. counseling and referral services, has occurred as yet. At this time the focus, therefore, remains almost exclusively on awareness-raising through publicity events (key speakers during orientation and LoveLife activities) and other forms of information provision or dissemination. But this is not to imply that, at a strategic level at least, the need for instituting a counseling service (and other support services) is not sufficiently appreciated. Towards this end the initiatives for the planned appointment of a full-time/dedicated counselor and establishment of a trauma centre at Lehurutshe campus were described in sub-Section 3.9.

As far as the formulation and implementation of an institutional HIV/Aids policy is concerned, the Mafikeng SRC executive committee member responsible for the HIV/Aids portfolio indicated that government policy is being followed.

24. The development, implementation and evaluation of guidance and counselling systems

COLLEGE BASELINE RATING										2
FIRST FORMATIVE IMPACT STUDY RATING										3
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No guidance or counselling	Some input given to learners by campus or outside people on ad hoc basis			Educators provide some individual guidance and counselling on request			Dedicated person and functioning guidance and counselling system in place			
0	1	2	3	4	5	6	7	8	9	10

College management: 3; Lehurutshe management: 4; Lehurutshe lecturers: 4; Mafikeng management: 4; Mafikeng lecturers: 4.

Comment on the overall rating:
Overall, the status quo would appear to prevail with reference to the status of this area of college functioning at the time of the previous study. For example, guidance and counseling provided, on request (ad hoc), by individual lecturers on a limited basis. The LSS committees at campuses also played some role but the extent of their actual involvement and effectiveness in these areas would appear to differ from campus to campus.

A very recent development comprises the appointment (a council appointee) of a suitably qualified staff member at Lehurutshe campus (a council appointee) with the view of getting and integrated college guidance and counselling system in place for the college. The establishment of a trauma centre at Lehurutshe campus is envisaged as first step in this regard. However, the terms of reference for this position still have to be worked out. (The establishment of a Danida supported 'learner support services unit' does not appear to be on the cards in the short term.)

The need for the implementation of a fully integrated and professional counseling and referral service has become critical in view of diverse student needs which have been neglected for so long. Though this latest development is still in early stages, it signifies the high priority status college management attaches to interventions in this regard.

5. OVERALL ASSESSMENT

5.1 Comparative ratings for baseline, first and second impact studies

[Keys denoting change in status of characteristics (2nd vs 1st impact studies): * unchanged status; > improvement in status; < decline in status]

	DIMENSIONS AND CHARACTERISTICS	BASELINE RATING	1ST IMPACT RATING	2ND IMPACT RATING
	Vision and mission			
1.	Practices guided by a clear institutional vision *	4	5	5
2.	Inculcation of a value system throughout the institution *	4	5	5
	Leadership and management			
3.	Well-functioning systems of governance, including college councils and academic boards *	5	6	6
4.	Effective institutional leadership *	5	6	6
5.	Effective management systems *	4	5	5
	Knowledge sharing			
6.	Effective vertical knowledge sharing and learning in the FET system *	5	5	5
7.	Effective horizontal knowledge sharing and learning in the FET system >	3	5	6
8.	Effective external knowledge sharing and learning in the FET system >	3	4	5
	Institutional health			
9.	The establishment and maintenance of financial health *	4	5	5
10.	Adequate infrastructure <	6	6	3
11.	Enhanced human resource capacity <	4	5	4
12.	Quality assurance system <	3	4	3
	Responsiveness			
13.	Good relationships with business *	3	4	4
14.	Good relationships with local communities *	3	5	5
15.	Good relationships with other state bodies >	4	5	6
16.	The development, provision and evaluation of learnership programmes >	3	4	5
17.	The development, provision and evaluation of programmes for the development of small and micro enterprises (SME) *	3	3	3
18.	The development, provision and evaluation of short courses/ skills programmes <	5	5	4
	Teaching and learning			
19.	Functioning curriculum development processes *	4	4	4
20.	Quality curricular delivery *	3	4	4
21.	Well-functioning staff development processes <	4	5	4
	Learner support			
22.	The development, implementation and evaluation of academic support programmes >	2	3	4
23.	The development, implementation and evaluation of HIV/AIDS support programmes *	1	4	4
24.	The development, implementation and evaluation of guidance and counselling systems *	2	3	3

The ratings on 14 characteristics remained unchanged (as opposed to four at the first impact study); the ratings on five characteristics have increased (as opposed to 20 at the first impact study), and the ratings on five characteristics dropped (as opposed to none at the first impact study). At a strictly statistical or quantitative level it would appear that the overall status of the structural dynamics of the college has worsened compared to six months ago. But that is not the case at all!

For the above ratings-based picture to be at all informative and meaningful in reflecting the true situation it is vitally important that these changes or differences in ratings be properly contextualized and clarified. The following aspects should be noted in this regard:

i.   The vast majority of participants in the focus groups were not involved in the previous impact study, as a result of staff changes, absence due to workshop attendance, etc., and their experience of and perspective on college development and functioning at times differed markedly from the views of the participants which informed the previous ratings. The researcher indicated such contrasts in the comment boxes as and when they occurred – for example, in the cases of characteristics 3 (leadership and management), 5 (management systems), 10 (infrastructure), and 12 (quality assurance). This situation once again underscores the importance of a high degree of continuity (ideally) in respondent participation.

ii.   But the final judgment call in rating allocation rests with the researcher, based on overall evidence gathered and perceptions formed through interviews conducted (individuals and groups) with all college/campus stakeholders, campus tours, classroom observation, observations and perceptions in general, etc. Such decisions about ratings, therefore, do involve a subjective element on the part of the researcher and is the reason why each rating has to be motivated or justified. Here too a degree of discontinuity occurred since a different researcher conducted the study this time round. However, the impact of this change is sufficiently contained due to the fact that the researcher has been part of the study from the start and has also been involved with a 'rural college', albeit in a different province.

iii. Another critical aspect concerns the 'inherent' or embedded dynamics and patterns that emerge in a study of this nature – 'automatic review' or revisiting of earlier positions and perspectives occur as the study progresses. Within this context, it can be said that the baseline study ratings, generally, represented a slightly 'inflated' perspective because of the newness of the experience (of being 'evaluated'), which leads to unconscious responses to convey a positive picture of the college/campus as a 'first impression'. A more institutional-critical ('honest soul-searching') perspective tends to develop progressively with time and ratings tend to 'drop', not because the status of a particular college aspect *actually* declined, but because ratings become more realistic and balanced. But this occurs within a changing institutional landscape governed by merger-related restructuring and other internal and external factors and circumstances. In some instances things get worse in order to get better!

What the above attempt at clarification of the rating exercise is trying to say is that the ratings in themselves do not convey the complete picture of Taletso's overall growth and development since they do not reflect processes and developments (leading up to implementation the implementation of programmes, systems, policy, etc.) which are not tangible and therefore not 'measurable' in terms of the instrument (rating scale) used – for example, the growth in awareness and understanding among college personnel (management in particular) of the need for 'partnership building', as well as the nature and functioning of such partnerships.

5.2   Key findings

The previous sections provide a measure of the current status of progress and developments at Taletso College for FET at this time of the second formative SESD impact study – within the framework of the seven 'structural functioning' dimensions and associated characteristics, 24 in all, which provide the focus of the investigation. What remains to be done is to capture the key achievements and challenges to have emerged in an overall sense.

Starting with the merger and restructuring processes, it is evident that unresolved core issues continue to frustrate and undermine overall college functioning in various areas and at different levels. Most obvious would be:

i.   The effects of the unresolved status of (the implementation of Resolution 7. By all accounts (high level) staff expertise and skill has been lost on a significant scale as a result of staff losses and role confusion through staff deployment (because of non-utilization of 'primary' skills and expertise). Motivational levels among remaining staff, at Lehurutshe campus in particular, are seriously compromised as a result of insecurity and anxiety among the many staff members finding themselves in lingering temporary positions.

ii.   The continued moratorium on middle management appointments adds significant additional burdens on college and campus managements as well staff further down and compromises corporate centre functioning like the centralization and integration of systems development and implementation (policy, procedures), outreach activities, etc.

iii.   Critical institutional shortcomings with regard to infrastructure and facilities which impact on absolutely all areas of college development and functioning and could be regarded in some ways as the single most critical constraint at this time.

iv.   And there is not much college management can do about these issues – external intervention/support is essential – which shifts the focus to the lack of support received by the college from the provincial department.

With regard to the aspects of the college's structural dynamics and functioning, as rated in Section 4, the following findings would suggest themselves:

Key challenges:
Many of the areas in which lack of progress or development was recorded previously continue to remain a challenge, for example (the reasons were discussed in Section 4 and will not be repeated here) –

- Systems development and implementation (policy and procedures), with particular reference to Quality Assurance and Staff Appraisal (as part of staff development processeses in general).
- Staffing and human resources development.
- Programme development and implementation (with particular reference to SME and short courses/skills programmes)
- Curriculum development and delivery
- Learner support services
- Infrastructure development (as noted above)

Key achievements:
It is clear that in spite of the constraints and circumstances which continue to frustrate and limit Taletso college's overall development and functioning, progress has occurred in various areas. For example:

- Leadership
- Knowledge sharing/learning and linkages (across the college and in relation to external bodies, structures and constituencies)
- Integration (central coordination) of financial and administrative systems
- Programme development and implementation (with particular reference to learnerships and academic support to students – Plato and Reading Excellence!)

Finally, the researcher has gained a strong sense that, overall, Taletso college is settling down and that significant progress in various areas of college development and functioning is going to be evident in six months time – in spite of the challenges and constraints faced at this time.

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