

Education and Skills Development

FURTHER EDUCATION AND TRAINING (FET) COLLEGES AT A GLANCE IN 2010

FET COLLEGES AUDIT

MAY - JULY 2010

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Between May and July 2010, in a massive logistical exercise, two-person teams visited the central campuses of all fifty FET colleges for two days, verifying evidence requested from colleges in support of information provided and interviewing council chairpersons and college principals. Fieldworkers also conducted an information gathering exercise with provincial MECs for Education. I acknowledge with gratitude the contributions of the following team members:

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Michael Cosser
Project Leader

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INTRODUCTION

Between May and July 2010 the Human Sciences Research Council (HSRC) undertook, on behalf of the National Board for Further Education and Training (NBFET), an audit of the Further Education and Training (FET) college sector in South Africa. The corporate campuses of all fifty colleges were visited over a two-day period. In the course of the audit, the HSRC collected information on college governance and management, staff and student profiles, and student efficiency rates. While the research team's brief was to focus on college governance and management in an attempt to address the question of whether colleges were ready to be absorbed into the newly-formed Department of Higher Education and Training (DHET) and to operate on a defined autonomy basis, the comprehensiveness of the audit (entailing visits to all fifty colleges) provided the research team with an opportunity to collect information on the other aforementioned aspects: staff and student profiles; and student efficiency rates. The decision to collect these other pieces of information was motivated also by the rationale that colleges' ability to participate in the survey would itself provide a good indication of their capacity for self-, or at least semi-autonomous, governance. Indeed, the findings of the audit bear out the differential capacity of the different parts of the sector in responding to an exercise of this kind.

There are four sections to this report. The first, **by Michael Cosser with the FET audit project team**, presents, in five sub-sections, a set of tables containing key high-level findings of the project on a set of indicators under the rubrics of: Governance; Management; Staff Profiles; Student Profiles; and Efficiency Rates. The second section, also **by Michael Cosser with the FET audit project team**, comprises a description and analysis of the tables in Section 1. The third section, **by Andre Kraak and Lolita Winnaar**, comprises a comparative analysis of the size and shape of the FET college sector in 2010 and in the years leading up to this point. The fourth section, **by Gina Weir-Smith and Tholang Mokhele**, presents a spatial analysis of the FET college sector in 2010.

Note on the data

Every effort was made, during the fieldwork period and over the two months following it, to collect the six pieces of data from each college reproduced in the appendices: three questionnaires – Governance, Management and Administration, and Profiles and Efficiency Indicators; and three spreadsheets – council member, staff, and student profiles. Certain colleges were not, however, able to provide all the data requested. In total, the HSRC received completed Governance, Management and Administration, and Profiles and Efficiency Indicators questionnaires from all 50 colleges, council member spreadsheets from 41 of the 50 colleges, staff member spreadsheets from 46 of the 50 colleges, and student spreadsheets from 41 of the 50 colleges.

For the purposes of Sections 1 and 2, the research team, in order to provide as full a picture as possible of staff and student profiles, elected to supplement the missing data with data from the Further Education and Training Management Information System (FETMIS) data of the DHET. Accordingly, certain data underpinning the calculations presented in the tables in Section 1 are taken or derived from the recently released preliminary data-sets on the FET

college system (DHET, 2011). The full data-set, showing which data are FET audit- and which data are FETMIS-derived, is available on request.

The data underpinning Section 3 are derived primarily from three sources: the HSRC's FET audit data (HSRC, 2011; data collected chiefly between May and July 2010); preliminary FETMIS data (DHET, 2011; data provided by the DHET in February 2011); and the NBI's quantitative overview data of 2002 (Powell & Hall, 2004). As this section shows, the data are sometimes contradictory and are not therefore entirely reliable; however, every effort has been made to provide the most accurate student enrolment and staff complement profiles possible.

The data used to generate the maps in Section 4 are derived from the physical addresses of the central and academic campuses of the 50 colleges.

References

HSRC (Human Sciences Research Council) (2011). FET college audit dataset 2010. Pretoria.

DHET (Department of Higher Education and Training) (2011). FETMIS database 2010. Pretoria: Department of Higher Education and Training.

Powell, L. & Hall, G. (2004). *Quantitative Overview of the Further Education and Training College Sector: A Sector in Transition*. Pretoria: Department of Education.

SECTION 1: QUANTITATIVE OVERVIEW OF THE FET COLLEGE SYSTEM IN 2010

Governance

Table 1.1: College governance, 2009-2010¹

Province	Council composition, 2010				Council member qualifications and competencies, 2010			Council meeting attendance, 2009 ²
	<i># on council</i> ³	<i># black</i>	<i># female</i>	<i>Age</i>	<i># with qualification below diploma</i>	<i># of specified areas in which members are collectively competent</i> ⁴	<i># of council members trained for council portfolio</i>	<i>Ordinary council meeting attendance</i>
EC	14 (ave)	12 (ave)	5 (ave)	46 (ave)	3 (ave)	4 (ave)	9 (ave)	11 (ave)
FS	13 (ave)	11 (ave)	3 (ave)	44 (ave)	2 (ave)	3 (ave)	11 (ave)	11 (ave)
G	11 (ave)	8 (ave)	4 (ave)	45 (ave)	1 (ave)	4 (ave)	6 (ave)	10 (ave)
KZN	13 (ave)	12 (ave)	4 (ave)	49 (ave)	1 (ave)	4 (ave)	3 (ave)	11 (ave)
L	13 (ave)	10 (ave)	4 (ave)	47 (ave)	1 (ave)	4 (ave)	13 (ave)	10 (ave)
M	13 (ave)	10 (ave)	4 (ave)	48 (ave)	2 (ave)	4 (ave)	5 (ave)	11 (ave)
NC	11 (ave)	8 (ave)	5 (ave)	42 (ave)	2 (ave)	2 (ave)	0 (ave)	8 (ave)
NW	20 (ave)	16 (ave)	8 (ave)	44 (ave)	3 (ave)	4 (ave)	13 (ave)	13 (ave)
WC	15 (ave)	11 (ave)	5 (ave)	46 (ave)	1 (ave)	4 (ave)	9 (ave)	11 (ave)

Province	Council composition, 2010				Council member qualifications and competencies, 2010			Council meeting attendance, 2009 ²
	# on council ³	# black	# female	Age	# with qualification below diploma	# of specified areas in which members are collectively competent ⁴	# of council members trained for council portfolio	Ordinary council meeting attendance
National	13 (ave)	11 (ave)	4 (ave)	46 (ave)	2 (ave)	4 (ave)	8 (ave)	11 (ave)

Province ⁴	Compliance with FET Act of 2006 ⁵				Staff employer ⁶		
	<i>Policies, plans & procedures</i> (max. 64)	<i>Financial</i> (max. 12)	<i>Governance structures</i> (max. 38)	<i>Overall</i> (max. 114)	# employed by college (council)	# employed by state	% staff employed by the college (council)
EC	38 (ave)	10 (ave)	31 (ave)	79 (ave)	100 (ave)	135 (ave)	47
FS	48 (ave)	9 (ave)	34 (ave)	90 (ave)	160 (ave)	114 (ave)	54
G	52 (ave)	11 (ave)	34 (ave)	96 (ave)	158 (ave)	267 (ave)	43
KZN	46 (ave)	9 (ave)	32 (ave)	87 (ave)	177 (ave)	118 (ave)	62
L	50 (ave)	11 (ave)	34 (ave)	95 (ave)	55 (ave)	132 (ave)	31
M	43 (ave)	12 (ave)	33 (ave)	87 (ave)	122 (ave)	110 (ave)	53
NC	61 (ave)	12 (ave)	35 (ave)	108 (ave)	111 (ave)	49 (ave)	68
NW	54 (ave)	11 (ave)	32 (ave)	97 (ave)	124 (ave)	63 (ave)	74
WC	59 (ave)	12 (ave)	35 (ave)	105 (ave)	240 (ave)	155 (ave)	58

Province ⁴	Compliance with FET Act of 2006 ⁵				Staff employer ⁶		
	<i>Policies, plans & procedures</i> (max. 64)	<i>Financial</i> (max. 12)	<i>Governance structures</i> (max. 38)	<i>Overall</i> (max. 114)	<i># employed by college (council)</i>	<i># employed by state</i>	<i>% staff employed by the college (council)</i>
National	49 (ave)	10 (ave)	33 (ave)	92 (ave)	141 (ave)	144 (ave)	50

Key

- 1 Data derived from the Governance instrument in Appendix A and Council Member spreadsheet in Appendix B.
- 2 Combined attendance of the first four meetings listed by the college divided by the total possible attendance of the four meetings.
- 3 The FET Act (2006) specifies that there should be 16 members on the council.
- 4 EC = Eastern Cape; FS = Free State; G = Gauteng; KZN = KwaZulu-Natal; L = Limpopo; M = Mpumalanga; NC = Northern Cape; NW = North West; WC = Western Cape.
- 5 No. of categories (out of 7) in which the college collectively has competence as per the FET Act of 2006 (one point allocated per category regardless of how many members are competent in a category).
- 6 The following variables were included under "Policies, plans and procedures": V4.1-8; V4.18-33; V5.8; V12.2-7. Under "Financial governance" the following were included: V4.9-15. Under "Governance structures" the following were included: V1.2-3; V8.1-5; V9.1-4; V9.6-7; V9.9; V11.1-5.
- 7 Staff = all staff of the college (lecturing, management and support), of whom only two – the principal and his/her deputy – should (according to the FET Act of 2006) be management staff and employed by the state. Data derived from the Staff member spreadsheet in Appendix C.

Management

Table 1.2: College management, 2007-2010¹

Province	Finances				Reports	FETMIS System	ICT
	<i># of colleges with CFOs</i>	<i>Sources of college funding (%)²</i>	<i>Recapitalisation funding received, 2007-2009³</i>	<i># of qualified audits per college, 2007-2009</i>	<i>College submission of reports to council, 2007-2009⁴</i> (max. 24)	<i>Name of system⁵</i>	<i>Effectiveness of college usage of ICT⁶</i> (max. 42)
EC	1 (of 8)	43	R 34 729 285 (ave)	1 (ave)	21 (ave)	DB2000 (6 of 8)	20 (ave)

Province	Finances				Reports	FETMIS System	ICT
	<i># of colleges with CFOs</i>	<i>Sources of college funding (%)²</i>	<i>Recapitalisation funding received, 2007-2009³</i>	<i># of qualified audits per college, 2007-2009</i>	<i>College submission of reports to council, 2007-2009⁴ (max. 24)</i>	<i>Name of system⁵</i>	<i>Effectiveness of college usage of ICT⁶ (max. 42)</i>
FS	0 (of 4)	41	R 33 042 500 (ave)	2 (ave)	21 (ave)	COLTECH (4 of 4)	30 (ave)
G	3 (of 8)	24	R 47 587 598 (ave)	0 (ave)	18 (ave)	COLTECH (4 of 8)	32 (ave)
KZN	0 (of 9)	51	R 41 378 105 (ave)	1 (ave)	18 (ave)	COLTECH (9 of 9)	29 (ave)
L	1 (of 7)	45	R 44 254 571 (ave)	1 (ave)	17 (ave)	DB2000 (6 of 7)	24 (ave)
M	2 (of 3)	0	R 40 545 000 (ave)	0 (ave)	13 (ave)	COLTECH (2 of 3)	22 (ave)
NC	0 (of 2)	22	R 12 810 000 (ave)	1 (ave)	23 (ave)	None / COLTECH	29 (ave)
NW	1 (of 3)	67	R 39 456 335 (ave)	1 (ave)	18 (ave)	DB2000 (3 OF 3)	38 (ave)
WC	6 (of 6)	35	R 37 884 167 (ave)	1 (ave)	20 (ave)	COLTECH (6 of 6)	39 (ave)
National	14 (of 50)	39	R 39 316 380 (ave)	1 (ave)	19 (ave)	COLTECH (28 of 50)	29 (ave)

Province	# of skills development-related Memoranda of Understanding (MOUs)					
	<i>Business</i>	<i>Local communities</i>	<i>SETAs</i>	<i>Other education & training institutions</i>	<i>Local government departments and municipalities</i>	<i>Other institutions</i>
EC	2 (ave)	0 (ave)	1 (ave)	2 (ave)	2 (ave)	1 (ave)
FS	1 (ave)	0 (ave)	0 (ave)	1 (ave)	1 (ave)	0 (ave)

Province	# of skills development-related Memoranda of Understanding (MOUs)					
	<i>Business</i>	<i>Local communities</i>	<i>SETAs</i>	<i>Other education & training institutions</i>	<i>Local government departments and municipalities</i>	<i>Other institutions</i>
G	3 (ave)	1 (ave)	1 (ave)	1 (ave)	1 (ave)	1 (ave)
KZN	1 (ave)	0 (ave)	0 (ave)	1 (ave)	2 (ave)	0 (ave)
L	2 (ave)	0 (ave)	0 (ave)	1 (ave)	1 (ave)	0 (ave)
M	0 (ave)	0 (ave)	1 (ave)	2 (ave)	1 (ave)	0 (ave)
NC	2 (ave)	0 (ave)	1 (ave)	1 (ave)	1 (ave)	0 (ave)
NW	4 (ave)	0 (ave)	2 (ave)	2 (ave)	3 (ave)	0 (ave)
WC	3 (ave)	2 (ave)	1 (ave)	2 (ave)	1 (ave)	2 (ave)
National	2 (ave)	0 (ave)	1 (ave)	1 (ave)	1 (ave)	0 (ave)

Key

- 1 Data derived from Management and Administration instrument in Appendix D, the Staff Member spreadsheet in Appendix C, and the Student spreadsheet in Appendix E.
- 2 Percentage of income from sources other than: Donations; Money raised by the college; Money raised through loans; Income derived from investments; Money from services rendered; Student fees; Accommodation or other services.
- 3 Actual amount received over the three-year period.
- 4 Management, Student academic performance, financial audit, and Annual reports: two points for hard evidence, one for soft evidence, zero for no evidence.
- 5 System most commonly in use.
- 6 Composite rating based on v30.1-v31.5 in the Management instrument (see Appendix B): two points for hard evidence, one for soft evidence, zero for no evidence).

Staff profile

Table 1.3: College staff profile, 2008-2010¹

Province	Lecturing staff demography			Qualifications	Staff ratios			Teaching load	Staff disruptions to the teaching / learning process
	% female	% black ²	Age	% of lecturing staff with less than first degree / higher diploma	Lecturer-to-student ³	Lecturer to support staff ⁴	Full-time to part-time lecturing staff ⁵	# of periods taught per week	# of staff disruptions per college, 2008 to 2010
EC	52	86	38	58	1 : 31	59 : 41	91 : 9	20 (ave)	1 (ave)
FS	47	64	40	46	1 : 32	57 : 43	80 : 20	18 (ave)	0 (ave)
G	48	75	40	53	1 : 31	64 : 36	93 : 7	19 (ave)	1 (ave)
KZN	44	87	36	68	1 : 26	58 : 42	96 : 4	17 (ave)	1 (ave)
L	42	84	38	62	1 : 37	62 : 38	94 : 6	24 (ave)	0 (ave)
M	45	80	39	59	1 : 28	57 : 43	91 : 9	18 (ave)	0 (ave)
NC	41	62	41	54	1 : 38	53 : 47	88 : 12	28 (ave)	0 (ave)
NW	45	77	39	55	1 : 47	70 : 30	50 : 50	22 (ave)	0 (ave)
WC	57	54	45	45	1 : 26	55 : 45	78 : 22	18 (ave)	0 (ave)
National	47	77	39	57	1 : 32	60 : 40	88 : 12	20 (ave)	1 (ave)

Province	Academic staff loss and gain										
	2008			2009			2010			Net loss /gain, 2008 to 2010 ⁶	Total no. of lecturing staff
	Gain	Loss	Main cause of loss ⁷	Gain	Loss	Main cause of loss	Gain	Loss	Main cause of loss		
EC	25 (ave)	16 (ave)	Resignation	57 (ave)	8 (ave)	Retirement	41 (ave)	2 (ave)	Death & Resignation	42 (ave)	133 (ave)
FS	34 (ave)	19 (ave)	Resignation	24 (ave)	11 (ave)	Resignation	16 (ave)	5 (ave)	Resignation	39 (ave)	132 (ave)
G	66 (ave)	68 (ave)	Resignation	102 (ave)	54 (ave)	Resignation	42 (ave)	16 (ave)	Resignation	71 (ave)	260 (ave)
KZN	70 (ave)	28 (ave)	Resignation	45 (ave)	25 (ave)	Resignation	18 (ave)	6 (ave)	Resignation	42 (ave)	175 (ave)
L	37 (ave)	15 (ave)	Resignation	75 (ave)	13 (ave)	Resignation	27 (ave)	3 (ave)	Resignation	97 (ave)	111 (ave)
M	25 (ave)	25 (ave)	Unhappiness with college	21 (ave)	12 (ave)	Resignation	19 (ave)	3 (ave)	Resignation	26 (ave)	140 (ave)
NC	MD	MD	MD	MD	MD	MD	MD	MD	MD	MD	84
NW	31 (ave)	12 (ave)	Resignation	39 (ave)	13 (ave)	Resignation	20 (ave)	13 (ave)	Resignation	31 (ave)	129 (ave)
WC	32 (ave)	39 (ave)	Resignation	63 (ave)	27 (ave)	Resignation	29 (ave)	7 (ave)	Resignation	51 (ave)	222 (ave)
National	44 (ave)	30 (ave)	Resignation (25 actual) (MD = 17)	59 (ave)	23 (ave)	Resignation (26 actual) (MD = 17)	28 (ave)	7 (ave)	Resignation (27 actual) (MD = 19)	+46 (ave)	167 (ave)

Province	Academic staff development in 2009		
	Proportion of staff trained (%) ⁸	Time spent on training per staff member (days)	Proportion of total college expenditure on staff development (%)
EC	63	4	1.6
FS	69	5	0.6
G	55	9	1.1
KZN	60	9	1.6
L	57	10	1.1
M	68	9	1.4
NC	28	5	7.6
NW	100	56	1.1
WC	88	3	0.6
National	65	10 (ave)	1.4

Key

- 1 Data derived from the Management and Administration instrument in Appendix D and the Staff Member spreadsheet in Appendix E.
- 2 Black = black African, coloured and Indian / Asian.
- 3 Ratio of total number of lecturing staff to total number of students enrolled.
- 4 Percentage of total lecturing staff to percentage of total support staff.
- 5 Percentage of total full-time lecturing staff to percentage of total part-time lecturing staff.
- 6 Average net gain = "+" (e.g., +25); average net loss = "-" (e.g., -10).
- 7 Categories are: retirement; ill-health; death; resignation; unhappiness with college; and other.
- 8 Number of staff trained (v43.6) divided by the number of academic staff in the college (v.47.28+v47.37) (Management instrument, Appendix D).

Student profile

Table 1.4: College student profile, 2007-2010¹

Province	Demography									Home province	Financial support		
	% female	% black	% disabled, 2008-2010	Age						% students from outside province of college	% students not in receipt of support	% students in receipt of support from:	
				<u>15-19</u>	<u>20-24</u>	<u>25-29</u>	<u>30-34</u>	<u>35-39</u>	<u>40+</u>			<u>NSFAS</u>	<u>Other</u>
EC	54	98	0.2	21	55	16	5	2	1	0	71	27	3
FS	53	86	0	19	54	13	6	5	3	2.6	87	6	7
G	45	96	0	22	58	12	4	2	2	29.4	55	45	0
KZN	56	98	0	18	56	16	5	2	2	10	70	20	11
L	54	100	0	13	68	14	3	1	2	1.8	30	70	0
M	53	98	0.2	15	61	15	5	3	2	15.3	47	41	12
NC	52	96	MD	20	50	13	7	5	2	MD	28	54	18
NW	49	96	0.5	19	56	14	5	3	2	6	79	21	0
WC	55	90	0.9	29	44	11	6	5	2	2.3	44	36	20
National	52	96	0.2	20	56	14	5	3	2	9 (MD = 18)	58	36	6

Province	Student disruptions to the teaching / learning process	Enrolments			Student exit data
	# of disruptions per college, 2008-2010	% of students enrolled in 2010 in:			# of colleges that keep student exit data
		<u>NC(V) programmes</u>	<u>NATED programmes</u>	<u>Other programmes</u>	
EC	1 (ave)	65	26	9	3 (of 8)
FS	1 (ave)	52	44	4	1 (of 4)
G	1 (ave)	47	48	5	3 (of 8)
KZN	1 (ave)	50	39	11	1 (of 9)
L	2 (ave)	87	12	1	4 (of 7)
M	0 (ave)	78	18	4	1 (of 3)
NC	2 (ave)	44	46	11	0 (of 2)
NW	1 (ave)	53	37	10	1 (of 3)
WC	0 (ave)	48	22	30	4 (of 6)
National	1 (ave)	58	32	10	18 (of 50)

Key

1 Data derived from the Management and Administration instrument in Appendix D and the Student spreadsheet in Appendix E.

Efficiency rates, 2007-2009

Table 1.5: Student throughput rates, 2007-2009 (%): NATED (N) programmes¹

Province	Year			Throughput rate for N programmes, 2007-2009
	2007	2008	2009	
EC	27	30	32	30 (ave)
FS	38	43	42	41 (ave)
G	49	56	63	63 (ave)
KZN	34	57	45	36 (ave)
L	44	45	36	44 (ave)
M	66	48	46	53 (ave)
NC	MD	MD	MD	MD
NW	61	62	62	61 (ave)
WC	68	65	52	62 (ave)
National	45	50	46	47 (ave)

Table 1.6: Student throughput rates, 2007-2009 (%): NC(V) programmes

Province	Year			Throughput rate for NC(V) programmes, 2007-2009
	2007	2008	2009	
EC	15	20	24	23 (ave)
FS	18	19	21	19 (ave)
G	56	38	41	50 (ave)
KZN	24	26	31	28 (ave)
L	24	29	44	32 (ave)
M	40	42	54	45 (ave)
NC	MD	MD	MD	MD
NW	35	36	40	38 (ave)
WC	25	23	23	20 (ave)
National	29	28	34	30 (ave)

Table 1.7: Student throughput rates, 2007-2009 (%): Other (NSC, occupational and skills programmes, other programmes)

Province	Year			Throughput rate for Other programmes, 2007-2009
	2007	2008	2009	
EC	53	96	65	81 (ave)
FS	MD	MD	MD	MD
G	100 ²	9	44	42 (ave)
KZN	100 ³	63	64	69 (ave)
L	73	65	46	59 (ave)
M	5	90	93	78 (ave)
NC	MD	MD	MD	MD
NW	MD	MD	MD	MD
WC	69	70	68	69 (ave)
National	75	62	60	66 (ave)

Key

- 1 In Tables 1.5, 1.6 and 1.7, the efficiency rate is the number of students who passed as a percentage of the number of students enrolled in the programme – that is, the throughput rate – across all levels of the programme. Data derived from the Profiles and Efficiency Indicators instrument in Appendix F.
- 2 The number who passed was higher than the number enrolled. The throughput rate is therefore set at 100%.
- 3 The number who passed was higher than the number enrolled. The throughput rate is therefore set at 100%.

SECTION 2: NARRATIVE REPORT ON THE QUANTITATIVE OVERVIEW OF THE FET COLLEGE SYSTEM

College governance

Profile of council

A juxtaposition of the purpose clauses of the Further Education and Training (FET) Act of 1998 (DoE, 1998) and the FET Colleges Act of 2006 (DoE, 2006) reveals only one major difference between the two:

FET Act of 1998

1. To regulate further education and training;
2. to provide for the establishment, governance and funding of public further education and training institutions;
3. to provide for the registration of private further education and training institutions;
4. to provide for quality assurance and quality promotion in further education and training;
5. to provide for transitional arrangements and the repeal of laws; and
6. to provide for matters connected therewith.

FET Colleges Act of 2006

1. To provide for the regulation of further education and training;
2. to provide for the establishment, governance and funding of public further education and training colleges;
3. to provide for the employment of staff at public further education and training colleges;
4. to provide for the registration of private further education and training colleges;
5. to provide for the promotion of quality in further education and training;
6. to provide for transitional arrangements and the repeal or amendment of laws; and
7. to provide for matters connected therewith.

The 2006 Act makes provision for the employment of staff at public FET colleges – declaring that “The college is the employer of all lecturers and support staff” (DoE, 2006: 20(1)). This one distinction gives college councils powers – to create posts and appoint staff to them – not available to them under the previous dispensation.

In the FET Act of 1998 the nomination of council members was driven in part by considerations of stakeholder category representation:

- (9) The Member of the Executive Council must, by notice in the *Provincial Gazette*, and by any other reasonably practicable means, invite nominations for the members contemplated in subsection (4) (c) [not more than five persons appointed by the Member

of the Executive Council] and (h) [such additional persons as may be determined by the council in consultation with the Member of the Executive Council] from -

- (a) the public;
- (b) organised business; and
- (c) organised labour.

This requirement is *absent* in the FET Colleges Act of 2006, where there is a different requirement –

(6) The council must, in consultation with the Member of the Executive Council, appoint four additional external persons with financial, human resources and legal skills as members of the council

– a requirement extended in the Standard College Statute (which also forms part of the 2006 Act) to include “a broad spectrum of competencies in the fields of education, business, finance, law, marketing, information technology and human resource management”(DoE, 2006: 6(1)(h)). Appointment of lecturing staff, then, pre-supposes certain kinds of academic and professional expertise amongst council members – which underpins the nature of the investigation of college council composition below.

Council composition

The FET Act of 2006 specifies that there should be 16 members on each college council. The reasons for having a fairly large number of persons on councils are implied rather than explicitly stated in the FET Act (2006). From the Governance table in Section 1 we see that the average number of council members at national level is 13. None of the nine provinces has an average of 16 members on its council: all provinces therefore fall short of the requirement of the Act. The Western Cape approximates the requirement most closely, with an average of 15 council members. North West has an average of 20 council members; councillors are therefore in over-supply in this province.

The council should be broadly representative of the community served by the public college in terms of race, gender and disability (DoE, 2006: 7(c)). With regard to race, it should also be representative in terms of national and provincial demographics. With regard to gender, the council composition should ideally reflect the percentage distribution of females in the general population (52% female).

In 1998, Hall (1999) found, in a study of technical colleges in KwaZulu-Natal, that the majority (49%) of council members were white. There are no figures for the country as a whole (the National Business Initiative publications – Powell & Hall, 2000; 2002; 2004 – do not report on this); but from the 2010 audit we see that, nationally, an average of 11 council members are black (black here, and throughout the report, comprises black African, coloured, and Indian / Asian persons). There has been a major change in council member representation since the late 1990s, black representation now approximating the proportion of black people in the

general population (around 90%). Black representation on councils across the nine provinces is in line with this figure.

From a gender perspective, on average fewer than 4 council members across the country are women. Colleges have a long way to go, then, in increasing this proportion to a representative level.

Age

Our interpretation of the age of council members is that a council with an average age of below 30 is possibly too young and inexperienced to govern a college with wisdom, while an average age of 60 or more would suggest that the council is on average too old, in that while it brings collective experience and wisdom to the governing process, it does not cater for youth by bringing new blood into the council. The average age of council members across all nine provinces is in the 42 to 49-year-old range, which would seem to indicate an appropriate balance of youth and experience.

Qualifications

From a qualifications perspective, the possession by a council member of a diploma or above would ensure that members have a certain depth of knowledge in a particular discipline and are therefore well qualified to make judgements about issues of college governance, especially regarding academic matters. The national average of two councillors with a qualification below a diploma suggests that council members across the country are adequately academically qualified to govern.

Competence

The 2006 Act requires broad council competence in seven specified areas: Education; Business; Finance; Law; Marketing; Information Technology; and Human Resource Management. If all external members have expertise in the same field, however, this will compromise the ability of the council to make decisions requiring expertise in the other specified areas. A balance, therefore, would seem to be required. Collective competence in four of the seven areas would suggest an adequate representation of areas of expertise; anything below four suggests that expertise may be lacking.

Nationally, the profile reveals that members are mostly competent in four areas: education, followed by finance, business, and then law. While the specific areas of competence in seven of the nine provinces might differ, there is collective competence in four of the areas also. In the Free State, however, there is collective competence in only three areas, in the Northern Cape only two.

Training in portfolio area

Besides the possession of qualifications and experience in a specified area, council members should ideally have undergone some training in their portfolio areas. A training rate where fewer

than half of the council members have been trained in their portfolio area would suggest that the council is not optimally placed to make governance decisions, while a rate of more than half would suggest basic competence in decision making. At the national level, we see that an average of 8 out of 13 council members have received some training in their portfolio area – suggesting a healthy emphasis on training by the college.

Provincially there is a great deal of variation. While more than half of all councillors have received portfolio-related training in six of the nine provinces (Eastern Cape, Free State, Gauteng, Limpopo, North West and Western Cape), the remaining provinces (KwaZulu-Natal, Mpumalanga and Northern Cape) have not attained this mark. At the extremes, Limpopo has a 100% staff training record, while Northern Cape has not trained any of its councillors in their portfolio areas.

While training in a portfolio area would seem to be important, however, exposure to portfolio-specific training in governance is no guarantee of enhanced performance. This aspect was not gauged in the course of the fieldwork.

Council meeting attendance, 2009

One of the concerns around any elected body's functionality is the extent of meeting attendance (let alone meaningful participation). The capacity of a body to make decisions representative of the various constituencies of which it is composed would seem to depend fundamentally on the number of persons either voting for or achieving consensus on a particular issue. Clause 10(2) of the 2006 FET Colleges Act specifies that a council meeting quorum is half plus 1. This suggests that, to be considered adequate, the average attendance of ordinary council meetings in any given college should be above 50%. Poor attendance would therefore be below 50%.

We see from the national profile that the average ordinary council meeting attendance per college in 2009 – an average for the first four meetings for which attendance was indicated by college council secretaries – was 11 out of a national average of 13 members per council. Well above 50% of members attended ordinary council meetings nationally, then – a robust state of affairs. Council meeting attendance across all the provinces except the North West (where, on average, 13 of the 20 councillors attended meetings) is high.

Compliance with FET Act of 2006

A range of questions in the Governance instrument probed the extent to which FET colleges have complied with specifications of the FET Act of 2006 in three areas: policies, plans and procedures for college governance; financial governance; and governance structure establishment. (See the Governance instrument for the full set of variables included under these three areas.)¹

¹ The following variables were included under "Policies, plans and procedures": V4.1-V4.8; V4.18-V4.33; V5.8; V12.2-V12.7. Under "Financial governance" the following were included: V4.9-4.13, and V4.15. Under "Governance structures" the following were included: V1.2-V1.3; V8.1-V8.5; V9.1-V9.4; V9.6-V9.7; V9.9; V11.1-V11.5.

The Governance instrument asked project field-workers to indicate whether colleges had provided *hard* evidence (H) of the existence of a characteristic, *soft*, or spoken (S), evidence of a characteristic, or *no* evidence of a characteristic. Two points per variable were awarded for hard evidence, one for soft evidence, and zero for no evidence. As the Governance table in Section 1 of this report reveals, colleges could score a maximum of 64 points on the “Policies, plans and procedures” section, 12 points on the “Financial governance” section, and 38 points on the “Governance structure establishment” section – a grand total of 114 points.

While the national averages indicate greater compliance with financial governance and governance structure establishment than with policy, plan and procedure establishment, any score less than 100% in each of these three categories – or a total score of 114 – connotes a lack of full compliance, which in terms of corporate governance indicates greater or lesser deficiency.

With regard to “Policies, plans and procedures” – which included questions on the college’s strategic plan, student support, code of conduct and disciplinary measures for staff and students, conditions of employment for staff, the language policy of the college, and the college’s admissions policy – the national average score was 49 (out of 64) per college. Again there is some variation provincially. Three provinces (Eastern Cape, KwaZulu-Natal and Mpumalanga) score below the national average on this indicator, with the Eastern Cape scoring only 38. The Western Cape scores an impressive 59.

With regard to “Financial governance” – which included questions on college appointment of an auditor and a financial officer, approval of the college’s financial budget, and council determination of tuition and accommodation fees payable by students / employees – the national average score was 10 (out of 12) per college. Two of the nine provinces (Free State and KwaZulu-Natal) scored 9, while six of the provinces (Gauteng, Limpopo, Mpumalanga, Northern Cape, North West and Western Cape) scored above the average. Mpumalanga, Northern Cape and Western Cape achieved the maximum number of points (12) on this indicator.

With regard to “Governance structure establishment” – which included questions on council establishment of an academic board and students’ representative council, appointment of committees, the composition of the academic board, and the determination of the functions of and procedures at committee meetings – the national average score was 33 (out of 38) per college. There is little variation at the provincial level, scores ranging between 31 (Eastern Cape) and 35 (Western Cape).

Across the three sub-indicators (Policies, Plans and Procedures; Financial; and Governance Structure Establishment), the national score was 92 out of 114 – leaving much room for improvement. Across the three sub-indicators (Policies, Plans and Procedures; Financial; and Governance Structure Establishment), the greatest provincial variation occurs in the first, suggesting that the management of information in the areas that make up this sub-indicator needs to be significantly improved. At the aggregate level, we see that the Northern and Western Cape comply most strongly with the requirements of the FET Act of 2006, the Eastern Cape and KwaZulu-Natal most weakly.

Staff employment

The staff spreadsheet gauged the extent to which the college had indeed appropriated for itself the role of staff employer as required by the 2006 FET Colleges Act. “Staff” includes all staff of the college (lecturing, management and support), of whom only two – the Principal and his / her deputy – are management staff and appointed by the Member of the Executive Council (Education) in the province.

The profile of staff appointed by the college versus those appointed by the state indicates the colleges’ levels of compliance with the FET Act of 2006. Nationally, an average of 141 staff members were found to have been appointed by the college (council), 144 by the Department of Education: 50% of staff, then, were appointed by the college (council). Since all staff except management were supposed to have been appointed by the college in the wake of the 2006 FET Act, there has been widespread non-compliance with this aspect of the legislation.

Blame for such non-compliance cannot, however, be laid at the door of individual colleges. Before the FET Act of 2006 was enacted, some colleges already had a large number of council-employed staff – due in part to the state’s failure to fill college posts. After the promulgation of the Act, the transfer of departmental staff to colleges was handled provincially rather than at college level. Staff were never fully transferred to colleges, moreover, because of failed negotiations between staff (unions) and the Department of Education over the issue. This resulted in colleges’ retention of all the departmental staff (other than those who elected not to remain in the college) they had prior to the Act. Non-compliance with the staff transfer requirement, therefore, is a systemic rather than a college issue.

A further aggravating factor is that while, in the FET audit, most colleges classified department staff transferred to colleges as department staff, some colleges, depending on their interpretations of the request for information, may have classified these staff as college council employees. This means that while some colleges would have reported that the majority of their staff had been employed by their councils, most colleges will have reported half or fewer than half of their lecturing staff as being employed by their councils (Taylor, 2011).

The declaration arising from the 2010 FET Summit asserted that, henceforth, all *core* staff of the college would be appointed by the DHET, all non-core staff by the college. This distinction mirrors the situation in schools, where School Governing Bodies (SGBs) appoint what the Department of Basic Education would deem “supernumerary” staff to reduce teacher-student ratios in the classroom. The rationale behind the DHET’s decision with regard to FET college staffing is presumably to allow colleges to appoint part-time staff drawn from industry on an ad hoc, modular basis as the need arises.

The irony is that college non-compliance with regard to staffing, whatever the reasons for it, may have simplified the staffing procedures that will follow from the DHET’s new staffing policy.

College management

Finances

This section on the management of college finances deals with four areas: the number of colleges with Chief Financial Officers (CFOs); the sources of college funding; receipt of recapitalisation funds; and the number of qualified audits per college.

College appointment of CFOs

Although the FET Colleges Act of 2006 does not demand that colleges appoint CFOs – the requirement is that “The council of a public college must appoint a financial officer” (DoE, 2006: 32(2)) – the person responsible for managing college finances must perforce deal with huge and / or complex budgets and be well versed in the Public Finance Management Act (PFMA) and Treasury regulations. The likelihood of a financial officer succeeding in this role is slight. For this reason, some colleges – notably those in the Western Cape – have appointed CFOs.

At the national level, only 14 of the 50 colleges have appointed a CFO. The widespread failure to appoint CFOs may have contributed to the high number of qualified audits reported by colleges over a three-year period (2007-2009). Provincially, only the Western Cape has seen fit to appoint CFOs to all six of its colleges. Mpumalanga has CFOs in two of its three colleges, while Gauteng has CFOs in three of its eight colleges. Three colleges (Free State, KwaZulu-Natal and Northern Cape) have not appointed a single CFO.

Sources of college funding

Whence colleges derive their funding is a key issue for college management. Since all colleges in the FET sector are (in different measures) state-funded, we would expect departmental funding to constitute the largest source of college income. This is assessed in each college in relation to other sources of income.

The question posed in the Management questionnaire concerned the percentage of income derived from sources other than: donations; money raised by the college; money raised through loans; income derived from investments; money from services rendered; student fees; and accommodation or other services. Nationally, 39% of college income was derived from sources other than those listed – which means that nearly three-fifths of college income came from the listed sources, which do not include a grant from the Department of Education. This accounts in large measure for the financial plight in which many colleges find themselves.

At the provincial level, Mpumalanga, Northern Cape and Gauteng, at 0%, 22% and 24% respectively, were significantly below the average on this indicator, while KwaZulu-Natal and North West, at 51% and 67% respectively, were significantly above the average.

Recapitalisation funding received, 2007-2009

One major source of income over the period 2007 to 2009 was the Recapitalisation Fund, set up by the state to inject colleges with much-needed capital to position them to become major players in the post-school education and training landscape. An excerpt from the 21 June 2006 Minutes of the Education and Recreation Select Committee of the Parliamentary Monitoring Group looking at the recapitalisation of FET colleges (Parliamentary Monitoring Group, 2006) is worth quoting from extensively in this regard, since it encapsulates the context within which the Recapitalisation Fund was established:

Ms Penny Vinjevold (Deputy Director-General: Further Education and Training (FET), DOE) addressed the Committee She explained that the recapitalisation of the Further Education and Training Colleges (FET Colleges) was aiming to address the problem of unemployed youth in the country. At present 87% of children were enrolled in secondary schools, and the FET colleges had the least enrolment in South Africa. The Department aimed to improve the quality of the programmes offered and increase the enrolment in the colleges. The old N1 to N6 programs were out of date and were not leading to employment. These programmes would be phased out from 2007. The FET colleges did have the capacity and infrastructure, Treasury had given R1,9 billion for the recapitalisation process and thirteen new programmes would be introduced in 2007.

Against this backdrop, this college report seeks to pit the recapitalisation (Recap) amount received by the college against the average amounts received by colleges nationally and provincially. From the Management table in Section 1 we see that the national average was R39,316,380. Only the Northern Cape received an average Recap significantly outside of the range between R 33m and R 47.6m, having been awarded a Recap amount of only R 12,8m. Since the Recapitalisation amounts received by colleges depended on the nature and strengths of their submissions for funding, however, the reasons for the differentials in the amounts received by colleges in a province and by the different provinces in the country are not strictly comparable.

Qualified audits per college, 2007 to 2009

An *unqualified* audit is issued when it is the opinion of a firm's auditors that its financial statements are fairly presented in accordance with generally accepted accounting principles (GAAP). Such an audit does not necessarily mean that the firm is financially strong or that its future is favourable, since even financially weak firms generally receive unqualified audits (Financial Dictionary, 2010b). A *qualified* audit is issued when an auditor states that he/she is unable to render a full opinion about a company's finances, or a portion thereof, because the company's accounting does not meet with GAAP or because the information was for some reason incomplete. In other words, a qualified opinion states that the company's accounting is so inadequate that the auditor cannot render an opinion (Financial Dictionary, 2010b).

Nationally we see that, on average, each college in the country received a qualified audit in one of the three years (2007, 2008 and 2009) under review. This is a poor reflection on the

accounting capacity of colleges, underscoring the need for a CFO to be appointed in each college. This said, the appointment of a CFO is no guarantee either of the financial soundness of a college or of its capacity to receive an unqualified audit – though a competent CFO is likely to be an asset to any organisation.

Provincially, only Gauteng and Mpumalanga colleges did not receive a qualified audit over the three-year period. Free State received an average of two qualified audits.

Reports

Each FET college, as per the 2006 Act, needs to submit a number of specified reports to its council on an annual basis. The measure here is of the composite number of management, student academic performance, financial audit and annual reports submitted to council over a three-year period (2007-2009). The college should score 22 to 24 points on this measure to be compliant (two points for the existence of hard evidence, one for soft evidence, and zero for no evidence). The annual report for 2009 may not have been produced yet at the time of the survey, in May / June 2010 – hence the small margin of error.

Nationally, we see that, on average, each college scored 19 out of 24 points on this measure. This suggests that colleges across the board are falling short of the requirement of the Act, if only by a small margin. Most of the provinces scored between 17 and 21 points on this indicator. Mpumalanga scored only 13, while the Northern Cape showed the strongest compliance, at 23.

Further Education and Training Management Information System (FETMIS) and Information and Communication Technology (ICT)

FET college management of information is one of the more critical aspects of its operational capacity. In an information age where the collection and storage of data are computerised, Information and Communication Technology (ICT) and Management Information Systems (MIS) are often synonymous. The FET audit ascertained that in practice the two are indeed inextricably linked – MIS relying entirely on the ICT platform in place in the college.

The Management instrument sought to ascertain which particular system was used in each of the 50 colleges. In the light of the fact that many colleges have traditionally used the COLTECH system, we briefly review this system here. On its web-site (COLTECH, 2010), COLTECH describes itself as having been established in 1990 to provide training to staff members of technical colleges (hence the name). In June 1991, COLTECH bought an administration system used by five colleges since 1990 with all rights. This system was revamped, and reference manuals and training manuals were written, leading to the implementation of the first COLTECH system in June 1992. Between 1992 and 2000 the number of users increased to more than 110 technical colleges, community colleges and schools. There are purportedly more than 30 colleges of education using the system.

The first measure used here reports on the system most commonly used nationally, provincially and in the college in question. Nationally, we see that the COLTECH system is most widely used; 28 of the 50 colleges use this system. MIS usage tends to be provincially determined. For example, in the Free State and KwaZulu-Natal all colleges use the COLTECH system, in the North West the DB 2000 system, while in the Eastern Cape, Limpopo, Mpumalanga and the Western Cape, almost all colleges use the same, provincially-determined, system. In Gauteng, however, half the colleges use COLTECH, while the other half use other systems.

The questions in the Management instrument from which the second composite variable used here – Effectiveness of college usage of ICT (regardless of the name of the system) – were constructed have to do with e-mail connectivity, internet access, inter-campus connectivity, college-Department communication, web-site management, use of ICT in the teaching / learning process and in student support, and ICT support and maintenance. As in the case of the Compliance section in the Governance instrument reported on above, two points were awarded for the existence of hard evidence, one for soft / spoken evidence, and zero for no evidence of the characteristic. Nationally, each college scored, on average, 29 out of a possible 42 points on this measure – suggesting that colleges collectively have a long way to go in meeting the needs of their end users (whether staff, students, stakeholders, or their education line managers). The worst-performing provinces on this measure are the Eastern Cape, Mpumalanga and Limpopo – perhaps, not surprisingly, two of these being predominantly rural provinces – while the North West and Western Cape scored significantly above the national average, at 38 and 39 points respectively.

Skills development-related Memoranda of Understanding (MOUs)

The number of skills development-related MOUs between a college and external stakeholders (education and training institutions, Sector Education and Training Authorities (SETAs) and industries) is in all likelihood a strong measure of the responsiveness of the college to the skills demands of the labour market. MOUs below are considered according to six categories:

1. Business
2. Local communities
3. SETAs
4. Other (non-SETA) education and training institutions
5. Local government departments and municipalities; and
6. Other institutions not yet mentioned.

Across the board, there are very few MOUs with external stakeholders at both national and provincial levels. Whether this is a function of incomplete reporting by colleges themselves or by the fieldworkers who verified this reporting is not clear. No college has yet contradicted the profile established between May and July 2010 and reported on in the draft college reports.

The average number of MOUs with business at the national level is 2 per college, while the average number of MOUs with SETAs, Other education and training institutions, and Local government departments and municipalities is 1 per college. Nationally there are on average no

MOUs with local communities or other (unspecified) institutions. Particularly noteworthy, from an FET Summit policy perspective, is the paucity of MOUs with SETAs – one of the key indicators of college success as identified at the FET Summit itself.² In total, there are on average 5 MOUs per college with external stakeholders at the national level.

The provinces with MOUs significantly above this number are the North West and the Western Cape, both of which boast an average of 11 MOUs with stakeholders. The worst-performing province in this regard is the Free State, with an average of 3.

Staff profile

Profile of academic staff

Race and gender

Section 7 of the 2006 FET Colleges Act specifies that lecturers and support staff be employed with due regard to: ability; equity; redress of past injustices; and representivity. Three of the four have a particular bearing on race, gender and disability.

In 2002 (Powell & Hall, 2004), 54% of lecturing staff nationally were black, while 46% were white. While this reflects an improvement on the 1998 profile, where only 39% of the lecturing staff were black, it nonetheless paints a skewed picture of racial distribution in a country where nine out of ten persons are black. The profile in 2010, 16 years into democracy, reveals that 77% of lecturing staff are black – as against a black student population in 2010 of 96%. While 77% reflects a highly commendable 23 percentage point improvement within an eight-year period, it continues to reflect a lack of black representation in the staff complement.

The gender profile is somewhat less encouraging. In 2002 (Powell & Hall, 2004), 47% of lecturing staff were female. That percentage has not changed in eight years. Attempts will need to be made to grow the female quotient to 52% – the percentage of females in the general population. The odds, it may be argued, are stacked against women in a largely technical arena. Engineering and business studies have dominated N-programme provision since inception, and five of the NC(V) programme areas – Management, Building & civil construction, Engineering & related design, Electrical infrastructure construction, and Mechatronics – are traditionally male-dominated preserves. But as the student enrolment profile in universities has shown (Cosser with Sehloa, 2009), while 29% of male students who were in grade 12 in 2005 enrolled in business / commerce programmes (rather than in other programme areas) in universities in 2006, 32% of female students did so. This suggests that the business-oriented programmes in the NC(V) – Office Administration; Marketing; and Finance, Economics & Accounting – as well as programmes such as Information Technology & Computer Science, Primary Agriculture, Hospitality, Tourism, and Education, Training & Development should be able to attract more

² The Minister of Higher Education and Training, Dr Blade Nzimande, made an impassioned plea at the Summit both to SETAs and to industry to forge partnerships with the colleges to offer qualification programmes which would be SETA-accredited.

female students. And if more female students enter these fields, the lecturing staff component should follow suit.

The provinces with black academic staff complements above the 77% national average are Eastern Cape (86%), KwaZulu-Natal (87%), Limpopo (84%), and Mpumalanga (80%). Those with black staff percentages – and bear in mind that “black” throughout this report *includes* coloured people – significantly below the national percentage are the Western Cape (54%), Northern Cape (62%) and, more surprisingly, Free State (64%). Transformation in terms of racial equity will need to become a priority in these three provinces.

From a gender perspective, we see that female academic staff are in the majority in only two of the provinces: the Eastern Cape (52%); and the Western Cape (57%). The other provinces have female staff complements of between 41% and 49%. Encouragingly, in every province more than two out of five academic staff are women.

Age

The staff profile table indicates the average age of lecturing staff across the college sector. An average age of above 55 would seem to be too high, suggesting that no new blood is coming into the college and that skills transfer to the younger generation is not occurring. Older staff, moreover, may not be the best placed persons to teach on the NC(V), some college principals suggesting that older staff struggle to appropriate new teaching methodologies.

From the profiles we see that, nationally, the average age of lecturing staff in 2010 is 39. The average age of lecturing staff in 2002 was 42 (Powell & Hall, 2004). The average age of staff has therefore hovered around the 40-year mark over the past 8 years. This suggests that there has been a steady influx of new staff to replace ageing or retiring staff.

Provincially, the figure ranges between 36 (KwaZulu-Natal) and 45 (Western Cape), which therefore has staff with more experience in its colleges than do the other provinces. These figures suggest an equitable distribution of younger and older staff across the system.

An average age of around 40, however, masks some of the dynamics that may be operating in colleges (Taylor, 2011). There are often very young and inexperienced staff at one end of the age continuum (frequently college graduates with no work experience and no experience in their field of training) while at the other end there are older and sometimes retired persons with work experience who have started teaching at colleges (this is often the case with engineering staff). With staff sitting at the extremes of the age continuum, average age comes in at about 40. Many good lecturers in the 35-50 range have left colleges. It is this group that tends to be more experienced.

Qualifications

The National Business Initiative report of 2004 (Powell & Hall, 2004) deemed lecturing staff with less than a diploma to be un- or under-qualified, and therefore considered staff with a diploma to be qualified. However, in this report our benchmark for qualified staff is staff with a degree or

higher diploma. The benchmark here is the National Policy Framework for Teacher Education and Development in South Africa (the NPFTED – DoE, 2007), which specifies that all school-teachers are to be degreed. Such a requirement would seem to be equally, if not more, important in the context of technical and vocational education and training (TVET) at the FET (i.e., grade 10-12-equivalent) level *and above*, given that FET colleges now fall within the higher education and training band by virtue of their inclusion within the DHET.

In 2002, the percentage of lecturing staff with less than a degree / higher diploma was 54%. In 2010, we see that, nationally, 57% of lecturing staff have less than a degree / higher diploma, which indicates not only that there has been a regression in the qualifications levels of staff but that nearly half of all lecturing staff nationally are not deemed qualified by the NPFTED standard. The highest percentages of under-qualified staff are in KwaZulu-Natal (68%) and Limpopo (62%), the lowest in the Western Cape (45%) and the Free State (46%). Across the board, universities of technology in particular will have to work with colleges to ensure that their staff achieve higher mean rates of qualification.

Qualification level is not the only measure of lecturer effectiveness, however. Staff experience in industry and teaching experience in the college are equally important measures in determining lecturer qualification for the job. In this regard, the national profile reveals that 74% of lecturers in 2010 had three or more years' experience in industry, and that 58% had three or more years' experience in college teaching (in their present college). Provincial figures in this regard are not included in the profile but are available on request.

Staff ratios

Lecturer-student ratio

It is a truism that the smaller the class, the more individual attention students receive, the higher their academic performance should be. A consideration of the lecturer-student ratio in colleges is therefore important. In 2002 (Powell & Hall, 2004), the lecturer-student ratio was 1 : 20. In 2010, the ratio is 1 : 32. This means that class sizes have increased significantly over the decade to a ratio approximating the norm proposed for the schooling system (between 1 : 35 and 1 : 40). Against this schooling norm, the provinces on the whole fare favourably; only in the North West is the ratio (1 : 47) cause for concern.

An essentially favourable lecturer : student ratio in the college system does suggest, however, that student outcomes should be much better than they are.

Lecturer-support staff ratio

The ratio of lecturing to support staff may be a measure of how much emphasis an institution places on the teaching / learning process. A strong lecturing staff contingent may convey this message. At the same time, an under-staffed support structure may place undue administrative burdens on lecturing staff, impacting negatively on teaching time. Balance is therefore required. In 2002 (Powell & Hall, 2004), the lecturer-support staff ratio nationally was 1.9 : 1 (or 65 : 35, in

percentage terms). By 2010 this had shifted to a ratio of 60% : 40%, indicating a slight shift towards a larger administrative staff complement over the decade.

The most unbalanced ratios are to be found in the North West, where there are 3 administrative staff to support every 7 lecturers, and in Limpopo and Gauteng, where the ratios are 62 : 38 and 64 : 36 respectively.

While the data seem to indicate a favourable lecturer to support staff ratio, however, this does not necessarily mean that lecturers are well supported. In a college environment lecturers do not have direct administrative support. While there may appear to be a sufficiently large number of support staff, however, given that such a complement includes staff in central offices (managers, PAs and administrators) and at campus level (campus managers, receptionists, and grounds and hostel staff), lecturing staff are largely responsible for their own administration (Taylor, 2011). Time spent out of the classroom, then, is likely to be devoted to the very high administrative load attached to offering NC(V) programmes.

Full-time to part-time lecturer ratio

According to Hall (1999), we would expect – based on the large number of instructional offerings – to see a range of full-time versus part-time lecturing staff in colleges. Ninety-three percent of lecturing staff in KwaZulu-Natal technical colleges in 1998 were on full-time contracts – which for Hall pointed to the high cost of employing part-time staff.

With the introduction of the NC(V), however, the provisioning dynamics have changed. In 2010, the national ratio of full- to part-time lecturing staff was 88 : 12, still heavily skewed towards full-time staff – but hardly surprising given that colleges are funded to provide full-time NC(V) programmes. This figure may not be completely reliable, however, since at least one college appears to have assigned the labels “full-time” and “part-time” differently. Thus in the North West there is reportedly a 50 : 50 ratio, in the Western Cape a 78 : 22 full-time to part-time staff ratio. But while in the latter case the ratio might well reflect the student enrolment distribution by programme type (more than half the students in the Western Cape are enrolled in programmes other than the NC(V)), this is certainly not the case in the North West. For the most part, there appears to be a strong correlation between full-time to part-time staff complements and student enrolment distribution.

When colleges do provide learnership and skills programmes they usually contract in staff, predominantly on a part-time basis, to offer them. Such staff are remunerated from the funds received for the particular programmes being provided (Taylor, 2011).

The FET Summit provision for colleges to appoint non-core staff may be interpreted as an invitation to colleges to expand their programme provision through the appointment of part-time staff. However, the funding for such appointments would clearly have to come either from colleges themselves or through partnerships with SETAs and the private sector.

College-SETA and college-private sector partnerships increasingly became a core dimension of the programme mix, particularly in the more “settled” colleges, in the years (2004-2006)

immediately preceding the onset of the NC(V) dispensation. In other words, colleges embraced demand-led, unit standard-based, NQF-aligned provisioning (learnerships, NQF-aligned qualifications, skills programmes, and the like) in partnership with external stakeholders. Such delivery was largely driven by contracted, part-time teaching staff – almost a separate provisioning stream – and human resource departments out of necessity had to adapt their systems to facilitate the recruitment and appointment of suitable staff. This state of institutional adjustment effectively came to a halt as a result of the all-consuming demands of NC(V)-alignment and –implementation (Garisch, 2011).

Teaching load

The issue of teaching load explains the staff complement, the extent to which lecturing staff are over- or under-extended, and the extent to which staff can give individual attention to students. In most cases, lecturer time is devoted to teaching (theory and / or practicals), lesson preparation, marking, and general administrative duties. Nationally, the average number of periods per week spent on teaching theory and running practicals is 20 – which in a 40-hour week leaves half lecturers' time for non-contact duties (preparation, marking, and administrative responsibilities). While this would seem to reflect a balanced allocation of time and human resources, however, the inordinately large administrative burden imposed by the NC(V) probably, as indicated above, accounts for the large majority of this non-contact time.

The Northern Cape is the only province to devote a disproportionately large block of time (on average, 28 periods per week) to teaching theory and running practicals. Staff in KwaZulu-Natal appear to have the lightest load, at an average of 17 periods per week. These numbers depend, however, on the nature and quality of provision in the classroom and may, therefore, portend little.

A limitation of this indicator lies in the fact that teaching periods are of different lengths – some 60 minutes, some 35 minutes, and some possibly of other lengths – depending on the post level. It would therefore have made more sense for the instrument to have asked colleges to indicate the number of *hours* taught per week.

Staff disruptions to teaching / learning

Staff disruptions are a sign of staff dissatisfaction with an aspect of their jobs, which impacts negatively on productivity, morale, the teaching / learning process, and student behaviour (the ripple effect of staff disruption). Disruptions may be symptomatic of management problems, governance concerns, or other issues. Staff disruptions impact negatively on the image of the institution, which is likely to affect student enrolment decisions. Even *one* staff disruption per year, of whatever nature and whatever the cause, is detrimental to an institution.

Nationally, every college on average experienced 1 staff disruption over the three-year period (2008-2010). However, this figure masks the fact that only half of the colleges experienced at least one staff disruption over the period. Only three of the nine provinces (Eastern Cape, Gauteng and KwaZulu-Natal) on average experienced staff disruptions, which, by virtue of the

number of colleges, issues in the national average of 1. Nevertheless, staff disruption in a college clearly impacts on teaching and learning, systemically reflecting poorly on the FET college sector as a whole.

Academic staff loss and gain

The anecdotal sense of the writing team from visits to the colleges – collectively, covering in the region of twenty colleges – was that there was a net *loss* of lecturing staff over the three-year period. However, the data firmly contradict this.

In terms of average net loss / gain over the three-year period under investigation, we see that at national level there was an average gain of 46 lecturing staff. Limpopo experienced the largest net gain, at an average 97, followed by Gauteng (71). The smallest net gains were in Mpumalanga (26) and the North West (31). Significantly, no college experienced a net loss of staff.

At the level of staff turnover, nevertheless, we calculate from the national profile figures that, across the three years, an average of 7 staff left each college per trimester; and if we compare these losses with the average number of lecturing staff per college (167 nationally), we see that staff turnover amounted to 4% per trimester.³

The main cause of staff loss – resignation – is reported in Table 1.3 in Section 1 of this report – on the assumption, made at the instrument design stage, that there would have been a net *loss*, not gain, of staff given the changes in employment conditions of staff following the promulgation of the FET Act of 2006. The reasons for net gain have not been probed, but are likely to be due to the need to appoint staff to teach on the NC(V) programmes in addition to the N-programmes, as well as to replace staff losses.

Resignation is the main reason for staff loss in 7 of the 9 provinces. There are missing data for the Northern Cape; and Resignation shares top spot with Death in the Eastern Cape.

Academic staff development, 2009

Academic staff development is important not only for enhancing lecturers' knowledge and understanding of their areas of expertise but for its impact on student academic performance. Where new curricula (for example, the NC(V)) are introduced, it is imperative that lecturers learn not only *what* to teach but *how* to teach the new programme.

Proportion of staff trained

Deciding what an acceptable level of training is will depend on the training model (cascaded down from the Department of Education) and the qualifications of staff, as well as the reduced

³ Total loss of staff over three years = 61. Divided by 3 to obtain an annual average, this is 20.3; and divided by 3 again to obtain a trimester average, this is 6.8 (rounded off to 7).

need for training this implies. At the national level, we see that, on average, 65% of staff were trained across the entire college system in 2009.⁴ For two-thirds of lecturing staff to have undergone some form of staff development represents a high level of training – a level nevertheless incommensurate with the poor academic results of college students across the system, as reported on below.

Provincially, the training rate is significantly lower in the Northern Cape (28%) and significantly higher in the North West, which claimed a 100% staff training rate. This figure is likely to be incorrect, however, which means the national training rate will be slightly lower than 65%.

Time spent on training

Nationally, each academic staff member trained spent on average a total of 10 days on training. But since the North West claimed to have spent an average of 56 days on training per staff member – 46 percentage points above the next highest percentage (and therefore also likely to be incorrect), the actual national training rate will be much lower than this.

Again, the acceptability of the training rate figures depends on the type and purpose of the training.

Proportion of staff expenditure on staff development

Nationally, the audit revealed that, on average, 1.4% of colleges' total expenditure went on academic staff development over the 2009/10 period (7 colleges did not supply data for this calculation). It is difficult to pronounce on the acceptability of this figure; but given that companies pay 1% of their annual *payroll* to the SETA under which they fall, the staff development expenditure figure would seem to be acceptable.

The impact of staff development, however, is not easily measurable: one needs to control for other factors that may explain improvements in staff performance. But where there are obvious benefits of development that lead, for example, to staff attainment of qualifications, staff promotions, improved assessment and moderation practices, and improved student outcomes that are demonstrably due to staff training, such development would seem to be justified.

In line with previous distortions, North West claims to have spent 7.6% of its annual expenditure on staff training – against a backdrop of a range across the other provinces between 0.6% (Free State) and 1.6% (Eastern Cape).

⁴ Data for this and the next calculation (of the average number of days spent on staff training per annum) came from two sources: the FET audit, which accounts for the data for 34 of the 50 colleges; and the FETMIS database, which accounts for the data for the remaining 16 colleges.

Student profile

Demography

Gender

While in 2002 (Powell & Hall, 2004) a total of 40% of students enrolled in colleges were female, by 2010 this figure had risen to 52% – which is exactly representative of the proportion of females in the general population. The implications of this shift at the systemic level are enormous: females are now fully represented in the college sector. However, this figure masks differences that may obtain at campus, programmatic and course levels.

The lowest proportion of female students is in Gauteng (45%), the highest in KwaZulu-Natal (56%).

Race

From a race perspective, 96% of students nationally are black, which is higher by 6% than the percentage of black people in the general population and in fact *over*-representative of the black population. The effect of this is the displacement of the 2002 figure of 17% of white students in the college sector (Powell & Hall, 2004) into other institutional types (presumably universities) and therefore, ironically, the continued marginalisation of black African learners.

The highest percentage of black students is in Limpopo (100%), the lowest in the Western Cape (90%), which is the only province whose enrolment figure for black students is perfectly aligned with the proportion of black people in the general population.

Disability

With regard to disability, the Code of Good Practice on the Employment of People with Disabilities (DoL, 2002) provides a framework for the recruitment and selection of persons with disabilities which would apply equally within the FET college sector as within all other workplaces.

Nationally, 0.2% of students enrolled over the 2008-2010 period were reportedly disabled. This percentage is based on data from only 24 of the 50 colleges, however, and is therefore unreliable.

Four of the 8 provinces (Free State, Gauteng, KwaZulu-Natal and Limpopo) recorded 0% of students enrolled as disabled. The highest enrolments of disabled students are reportedly in the North West (0.5%) and Western Cape (0.9%).

Age

The age of South African technical college / FET college students has traditionally set them apart from their international counterparts. Whereas students in the Australian TAFE system, for example, span age categories across the traditional student and working-age spectrum (58% of

TAFE graduates in 1999 were older than 24 – NC(V)ER, 1999: 40), South African students are on average far younger. Thus, for example, in 2002 (Powell & Hall, 2004) the largest proportion of students (42%) were 20 to 24 years old, followed by 15 to 19 year olds (23%), 25 to 29 year olds (18%), 30 to 34 year olds (9%), 35 to 40 year olds (5%) and 41-plus-year-olds (4%).

The 2010 cohort reveals that, nationally, three-quarters (76%) of students were under 24 at the time of the survey in May / June. Fifty-six percent of students fell into the 20 to 24 year age category – an increase of 14 percentage points over the 2002 figure. From a comparative perspective – comparing the 2010 data with the NBI (Powell & Hall, 2004) distribution – South African college students are on average getting younger: whereas in 2002, 36% of students were older than 24, in 2010 only 24% of students across the FET college system are older than 24. One of the greatest challenges confronting the sector is to attract working-age persons into colleges to upgrade their skills and for colleges not to be seen as the exclusive preserve of school leavers. This is not to gainsay the importance of the sector as a stepping stone to university study for those pursuing technical and / or technological subjects, but only to flag the importance of developing an older cohort of student workers through a strengthened relationship between colleges and industry.

The highest percentage of students younger than 25 is recorded in Limpopo, where more than two-thirds of students enrolled (68%) are between 20 and 24 years old. There is no province in which more than 30% of students are older than 24. The Western Cape is home to the highest percentage (29%) of under 20-year-olds – suggesting that only in this province is the policy of admitting students from grade 9 a working proposition.

Home province

The home province of students is an important variable because it indicates the extent to which students choose, or have, to migrate to access FET college learning. The assumption behind FET institutional planning is that all students should be able, and want, to enrol in colleges in their home provinces. However, in the 2010 profile we see that almost 1 in 10 students nationally (9%) migrated to other provinces to access a college education. Without probing the reasons for this, we can speculate that student migration is a sub-set of the larger migration patterns we see in the country, where large numbers of the population migrate from rural to more urbanised provinces, particularly where there are greater perceived employment prospects. Thus, for example, a previous HSRC study (Kok, Gelderblom, Oucho & Van Zyl, 2005) has shown that while the Western Cape and Gauteng are net importers of people, the Eastern Cape, KwaZulu-Natal and the northern provinces contiguous with Gauteng (the North West, Limpopo and Mpumalanga) are net exporters of people.

From the 32 college profiles that provided the FET audit data for this calculation, we see that the Kok et al. finding is indeed borne out in the Gauteng figures: a massive 29% of students enrolled in colleges in the province hailed from other provinces. The KwaZulu-Natal profile contradicts the Kok et al. finding, however: according to the FET audit, 10% of students studying in the province's colleges came from other provinces to do so. Similarly, 15% of Mpumalanga students came from other provinces – the only data likely to be fairly reliable, since all 3

colleges in the province keep migration data. Because of the high proportion of missing data, then, the findings as a whole, and particularly the national findings, should be treated with caution.

Financial support

From a national planning perspective it is clearly very important for the DHET to be able to plan its successive budgets according to the current profile of students accessing study loans and bursaries. Hence the focus in this report on National Student Financial Aid Scheme (NSFAS) funding of students. Such an exercise also throws light upon the financial situations of students and their parents' / guardians' income levels. The increased use of NSFAS support may be indicative of the extent to which information about student support is made available to students and potential students in colleges and in their communities.

Collection of data on student financial support is also important for the college in terms of its request for annual subsidy for student fees from the Department of Education.

From the 2010 FET audit we see that 58% of students nationally (N = 22 colleges only) were not recipients of financial support. If this figure is indeed representative of the country as a whole, it underscores the significance of the DHET decision to fund all final-year financially needy FET college students enrolled in 2011. Of the 42% of students who did receive support, 36% nationally received support from the NSFAS, 6% from non-NSFAS sources. A calculation from statistics in NSFAS (NSFAS, 2010) and DBE (2010) reveals that 53,537 of the 420,475 students enrolled in FET colleges in 2009 received NSFAS funding (13% of the students enrolled in that year), which would suggest that the NSFAS-funded student figures from the FET audit are hugely inflated.

By way of comparison, a calculation from statistics in the same two sources (NSFAS, 2010; DBE, 2010) reveals that 138,235 of the 837,779 students enrolled in universities in 2009 (17%) received NSFAS funding. Very similar proportions of FET college and university students were therefore recipients of NSFAS financial support in 2009.

Only 13% of students in the Free State are reportedly recipients of financial aid (6% of which comes from the NSFAS), while in the Northern Cape 72% of students receive funding, 54% from NSFAS. The province with the highest proportion of NSFAS-funded students, according to the audit, is Limpopo (70%). As indicated, however, these data are likely to be inaccurate because of the inability of the majority of colleges (28 of the 50) to respond – itself a serious indictment of college management information systems.

Student disruptions to teaching / learning

Student disruptions may have various causes: symptoms of dissatisfaction with certain aspects of college management, administration, or teaching, including finance, fees, meals and accommodation; first-year students' social events; orientation and initiation practices; or unhappiness with lecturers – to name some of the more common ones. Or there may be external causes, such as service delivery protests in the community – which upsets learning by

virtue of student involvement in such protests or the intimidation of students by those members of the community who are protesting.

As in the case of staff disruptions, nationally every college experienced, on average, 1 student disruption over the three-year period (2007-2009). Of course there may have been more disruptions in the second semester of 2010, particularly coinciding with the school teachers' strike. Audit data were collected between May and July 2010.

The impact of such disruptions on student academic performance is incalculable, but is likely to be large.

Only one province – the Western Cape – did not, on average, experience any student disruptions over the period. Limpopo and the Northern Cape each experienced an average of 2, while the remaining provinces each experienced an average of 1 disruption between 2008 and 2010.

Student enrolments by programme type

In 2002 (Powell & Hall, 2004), 86% of students enrolled in colleges were enrolled in N-programmes, the balance (14%) in non-N (i.e., non-accredited) programmes. In 2010, by contrast, 58% of students nationally were enrolled in NC(V) programmes, 32% in N-programmes, and the balance (10%) in other programmes (adult learning, skills, learnership, and NIC programmes).

The highest percentages of students enrolled in NC(V) programmes were in Limpopo (87%), Mpumalanga (78%) and the Eastern Cape (65%) – two of them with relatively large rural populations and lower levels of industrialisation than Gauteng, the Western Cape and KwaZulu-Natal (all of which recorded NC(V) enrolments below the national average). The highest proportions of enrolments in NATED (N) programmes were recorded in Gauteng (48%), the Northern Cape (46%), and the Free State (44%), concomitantly lower enrolments in N-programmes being recorded in Limpopo (12%), Mpumalanga (18%) and the Eastern Cape (26%). The Western Cape boasted the highest enrolments in Other programmes (learnerships, skills programmes, etc.) – higher by 20 percentage points than the provinces with the second highest Other programme enrolments – KwaZulu-Natal and the Northern Cape (both 11%).

Expansion of the FET college sector is henceforth to be driven by a Programme Qualifications Mix (PQM) approach (FET Summit Task Team 2, 2010). The proposal reads as follows:

This proposal assumes that there is a need for institutional diversity, that not all colleges will provide the same programmes and that the exact programme and qualification mix will be determined based on an agreed upon set of criteria One consequence of this diversity will be that individual colleges may develop areas of special programmatic expertise. In these areas they may well offer a spread of programmes across a range of related occupational areas and across more than one level on the NQF. They may also develop more structured partnerships with relevant SETAs. This will enable learners to progress from one occupational level to the next at the same college. Such colleges

may well form programmatic partnerships with relevant universities of technology and other universities.

The enrolment profiles depicted in Section 1, and later in Section 3, of this report provide clear guidelines for how differentiation by programme offering and thence expansion of the college sector might proceed.

Student exit from the college

The FET audit revealed that very few colleges nationally – only 18 out of 50 (N = 44) – keep exit data on students. The highest proportion of colleges keeping student exit data was in the Western Cape, two-thirds of whose colleges kept student exit data, followed by Limpopo, 4 of whose 7 colleges kept student exit data. This lack of key data renders claims about the employability of FET college graduates highly unreliable. Since so few colleges actually keep student exit data, however, these figures are hardly representative.

The key finding here is the paucity of colleges keeping data on student destinations – an important task for colleges particularly in the context of unsubstantiated claims about the employability of FET college graduates.

Efficiency rates, 2007-2009

The importance of efficiency indicators cannot be overemphasized: they provide an indication of how efficient a college is in terms of student performance – the key responsibility of colleges. The standard of a college is judged by the academic performance of its students.

The efficiency indicators reported below refer to the throughput rates of students in the colleges over a three-year period (2007-2009). The throughput rate is calculated by dividing the number of students who pass an examination by the number of students who enrolled for the programme for which the examination constitutes the summative assessment. In other words, unlike pass rates, which divide the number of students who pass as a percentage of the number of students who sat for the examination, the throughput rate includes those students who dropped out of the course during the trimester, semester, or year.

The throughput rates discussed here do not trace a cohort of students from one year of study to another – which is ideally the best way to track student performance. Rather, the rates measure throughput in the course of each of the three years and then across the three-year period (that is, the average over the period).

Throughput rates are reported by programme type – that is: NATED, NC(V), and “Other”. The latter type includes general education, learnerships, skills programmes, adult learning programmes, national introductory courses (NICs), and “other” programmes not mentioned. Disaggregations are not provided here, since the focus is on headcount enrolments and not student enrolments across the different courses that make up a programme (where there would obviously be duplications of headcount enrolments).

The data below are not likely to be completely reliable. Their unreliability may be a function of various factors, five being the following. First, the national examinations section of the Department of Education may not have furnished colleges with examination results timeously. Second, there may have been poor moderation and quality assurance of data. Third, missing data in the tables in Section 1 may be attributable to lack of administrative capacity in the college supplying the data. Fourth, many colleges supplied data on student enrolments but not on student passes. A zero or lack of response may have been interpreted by the fieldworker as missing data, notwithstanding careful re-checking of the data against the Profiles and Efficiency Indicators questionnaire after the data capturing phase. And fifth, with regard to NC(V) throughput rates, not all colleges interpreted “passed” as students who passed all seven subjects in the NC(V); anecdotal evidence suggests that some colleges may have interpreted “passed” as “passed five subjects”, some as “passed four subjects”.

Another difficulty lies in the interpretation of data for the calculation of the throughput rate for NATED programmes. At the time of the research the NATED programmes were being phased out, hence the drastic decrease in numbers in the years 2007-2009. In 2009 some colleges had no new intake: the students who enrolled did so for the purposes of completing incomplete qualifications. Because large numbers of these students were not registered for full qualifications, potential certifications were not considered. Such colleges, for statistical purposes, counted only those students who were registered for a full qualification, for example, all four subjects on the same level. It appears that not all colleges interpreted certification statistics in the same manner.

With these provisos, we see that, at the macro level, students enrolled for N-programmes perform, on average, better than students enrolled for NC(V) programmes, and that students enrolled for “Other” programmes perform much better than students in the other two programme types. The national average throughput rate for N-programmes is 47%, for NC(V) programmes it is 30%, and for “Other” programmes it is 66%. Expressed differently, for every 100 students who enrolled for Other programmes, 34 either failed or dropped out; for every 100 students who enrolled for N-programmes, 53 either failed or dropped out; and for every 100 students who enrolled for NC(V) programmes, a massive 70 students failed or dropped out. The throughput rates for N-Programmes and NC(V) programmes are alarmingly low, the rate for Other programmes significantly higher. These are not flattering figures by any standards, and point to the amount of work FET colleges need to do to persuade their line managers and their clients alike (students, their parents / guardians, and the nation at large) that the colleges are, at worst, functional.

A comparison between these rates and those of students seven years ago, in 2002 (Powell & Hall, 2004) – when the NC(V) programme was of course not offered – reveals that the throughput rate of students enrolled for N-programmes at the post-N3 level in 2002 was 57%, at the FET level (i.e., N1, N2 and N3) 47%. The 2009 throughput rate of 45% is marginally lower than in 2002 at the FET level and significantly lower at the combined level (i.e., N1 through N6), where the rate was 52%.

While it is not possible to make a direct comparison between the FET college and schooling sectors – since the Department of Education publishes examination results for matriculants and not for all students enrolled in grades 10 to 12 (DoE, 2010) – it is nevertheless instructive to compare the throughput rate of students enrolled for the NC(V) in 2008 (the latest results available) with that of students enrolled for grade 12. Such a comparison reveals that while the throughput rate of FET college students enrolled for NC(V) programmes in 2008 was 28%, the throughput rate of those enrolled in grade 12 in schools was 58% – more than double that of college students. There is, proverbially, no comparison between the results of students of the two sectors.

At the provincial level, we see, within the NATED (N) programme, very mixed performance over the three-year period (2007-2009), with the throughput rate of some provinces increasing (Eastern Cape, Gauteng), the rate of some provinces decreasing (Limpopo, Mpumalanga, and Western Cape), and the rate of the remaining provinces either fluctuating (KwaZulu-Natal) or remaining steady (Free State, North West). There are no data for any of the three years for the Northern Cape.

Within the NC(V), there is a strong upward trend, performance steadily improving from 2007 to 2009 in all but one province (Gauteng). Within Other programmes, there is again very mixed performance, with fluctuating throughput rates (Eastern Cape, Gauteng), decreasing rates (KwaZulu-Natal, Limpopo), rates remaining steady (Western Cape) and rates increasing (Mpumalanga).

The mixed performance of provinces in two of the three programme types (NATED and Other programmes) over the three-year period suggests that there is little stability in the system. Where some stability appears to have set in is within the NC(V), performance having improved steadily since the inception of the programme. The vast disparities between the provinces in terms of the academic performance of their students over the three years underscores the inherent volatility of the system: in all three programmes there is a massive range of performance across the provinces. Within NATED programmes, performance ranges from 30% throughput (Eastern Cape) to 63% throughput (Gauteng), within the NC(V) from 19% (Free State) to 50% (Gauteng), and within Other programmes from 42% (Gauteng) to 81% (Eastern Cape). It is difficult not to be sceptical about the accuracy of these figures, particularly given Gauteng's ascendancy within NATED and the NC(V) and rock-bottom performance within Other programmes. Clearly more research is needed to verify the accuracy of the data and to ascertain the reasons for the very mixed performance of provinces across the different programme types.

National and provincial performance in summary

FET college performance against the indicators used in this report has been mixed. The sector has performed well on a number of indicators; this summary will focus on those areas needing improvement.

From a provincial perspective, there are similarities between the provinces on certain measures and divergences between them on others. On the whole there are more similarities than differences.

Governance

The sector has performed poorly in terms of gender equity in college council composition and the breadth of competence of councillors in terms of the requirements of the Act. Generally there has been inadequate compliance with the Act, particularly in terms of policies, plans and procedures and the establishment of governance structures. The issue of college staff employment is clearly something the DHET needs to resolve with a minimum of delay and unnecessarily protracted bureaucratic processes.

From a governance perspective, provinces are similar in terms of: race and gender representation on college councils; the age and qualification levels of councillors; the collective competence within councils; the extent of council meeting attendance; and financial and governance structure compliance with the FET Act of 2006. Provinces differ on: the average number of council members trained for their council portfolios; policy, plan and procedure compliance with the FET Act of 2006; and overall compliance with the FET Act of 2006. It would seem, then, that council members across the country have been similarly appointed and briefed in terms of the nominal discharge of their responsibilities, but that their oversight of college compliance with various specifications of the FET Act of 2006 in all areas other than financial sets them apart from one another.

Certain provinces, as we have seen, stand out on the compliance measure (the Northern and Western Cape), while others (the Eastern Cape, KwaZulu-Natal, Mpumalanga) lag behind. The challenge is to ensure full compliance with the Act, through provincial structures established for the purpose and / or through a quality development process of the kind implemented by The Learning and Skills Improvement Service in England (see LSIS, 2011).

Management

Though there has been compliance with certain financial requirements of the Act, the number of qualified audits across the system and inappropriate expenditure suggest that CFOs should be appointed as soon as possible and in those colleges (the vast majority) that do not have them. College management also needs to be improved, whether in terms of the management of information (including the submission of reports to college councils), the management of the ICT platform, or the establishment and implementation of student graduate and non-completer tracking devices. The paucity of skill development-related MOUs with stakeholders suggests the need for partnerships to be built with a far wider range of players and on a much more intensive basis, especially with SETAs.

From a financial management perspective, there is mixed performance by provinces. College appointment of CFOs differs widely across the system, though the differences do not necessarily follow provincial lines: they do in the Western Cape, but do not in Gauteng.

Provinces diverge strongly on the issue of sources of funding, with varying degrees of reliance on the different sources of funding spelled out in the Act. They differ also in terms of their colleges' use of ICT – a key finding to be addressed in the short term. For there is no doubt that, with the speed of technology change, provinces like the Eastern Cape and Limpopo could easily be left behind unless their ICT infrastructure and usage are dramatically improved. The management of information depends centrally on the ICT platform in place and on the availability of skilled human resources to make optimal use of it.

Where provinces are more similar is in the number of qualified audits their colleges have received, in college submission of reports to their councils, and in the number of skills development-related MOUs their colleges have with stakeholders. This last area will be critical to college sustainability in a context of increasing government pressure for training agreements to be struck with SETAs and industry players, particularly within the ambit of the local economy.

Staff

The two main issues with respect to staff are academic and industry qualifications, which need immediate and ongoing attention through the development of partnerships with Universities of Technology for this purpose, and a normalising of conditions of service to preclude the need for industrial action.

Besides the odd anomaly, there are for the most part strong similarities between the provinces in terms of the profiles of their colleges' staff. From a demographic perspective all provinces except the Western Cape have similar proportions of black and female lecturing staff in their colleges, while in terms of age and qualifications there are no striking differences between staff across the country. The ratios of lecturers to students, of lecturing to support staff, and of full- to part-time staff do not, but for the anomaly of North West, differ markedly across the provinces. Nor do the extent of staff disruptions to the teaching / learning process. Resignation is the key reason for staff loss in all colleges across all years (2008-2010). Retirement does not feature as a reason for staff departure from colleges.

The differences between provinces are evident in the teaching loads of staff – which is probably as much as anything a function of the type of programme taught – and in the nature and extent of academic staff development. In the context of the massive under-qualification of lecturing staff across the country, the DHET will need to monitor which staff are trained, what they are trained in, and the duration of that training. This is arguably the most critical aspect to be attended to in the short to medium term if the academic performance of students is to improve.

Students

There are three main challenges to confront with respect to students.

First, the age range of students needs to be broadened such that FET colleges are not seen as the preserve of school-leavers. Colleges have a key role to play in the general up-skilling of the population as a whole.

Second, the issue of student financial support needs urgent attention. The progress already made in this regard – including a review of the NSFAS and the extension of free education to final-year FET college students – needs to be extended to include the introduction of mechanisms to make college education and training affordable for students. These would include partnerships with the SETAs and with targeted enterprises more specifically. The German model, in which companies offer employment to unskilled school-leavers and then train them up, both through FET colleges and on-the-job, for productive employment is certainly a model the DHET should be considering.

And third, the issue of student disruptions needs to be addressed. Solving the issue of funding may go some way towards alleviating this problem; but there are other, legitimate, student grievances that need to be addressed directly by college councils and management.

From a demographic perspective, as we have seen, there are very few differences between students across the nine provinces. Student disruptions to the teaching / learning process are a feature of all provinces except Mpumalanga and the Western Cape. There are, however, major differences between the provinces in terms of the home provinces of the students enrolled in colleges (ranging from 0% in the Eastern Cape to 29% in Gauteng), the extent and nature of financial support received by students (though incomplete information may exacerbate the differences), and the enrolment profiles of students. The flagship programme of the state, the NC(V), is, as we have seen, heavily subscribed in Mpumalanga and Limpopo but far less so in the Northern and Western Cape. The reasons for this will need to be probed through further research. Because the total enrolment profile is distribution-oriented in this study, moreover, the percentages of students enrolled in the NC(V) are offset by the proportions of students enrolled in N- and Other programmes. The Programme and Qualification Mix approach that will henceforth shape the enrolment profile nationwide will need to build on information on the distribution of enrolments across the three programmes across the nine provinces *and on the reasons for the enrolment patterns*.

That very few colleges keep student exit data becomes a critically important issue in the context not only of colleges' inability to substantiate claims of employment uptake of their students but of the redesign of their mission statements. There needs to be a far greater focus than hitherto not only on where FET college students have come from but where they go to after leaving the college (whether as graduates or non-completers). In the absence of such tracking procedures, generalised claims about the number of young people not in employment, education or training as derived from Statistics South Africa's Community Survey (Cloete, 2009) have limited usefulness.

College efficiency rates

When all is said and done, colleges are inevitably judged on the quality of their student outputs. This analysis has shown that the throughput rates for the NC(V) and NATED programmes leaves much to be desired. If the sector is seriously to compete even with the schooling sector in this regard, let alone take its rightful place as the key provider of intermediate-level education

and training in the country, it will need to pay serious attention to the quality of teaching and learning.

The only discernible trend in college efficiency rates is a steady improvement in the throughput rate within the NC(V) across all provinces between 2007 and 2009. Since colleges are judged in large measure on the academic performance of their students, this issue remains top of the list of DHET responsibilities. The first task is to bring stability to the system by taking early decisions on the future of non-NC(V) college provision (NATED programmes, learnerships, skills programmes, etc.) and to give provinces and their colleges clear leads in this regard.

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SECTION 3: THE SIZE AND SHAPE OF THE FET COLLEGE SECTOR IN 2010

Introduction

This section will present data for the FET college system for year 2010 but it will also compare 2010 data with data derived for the period 2007-2009, and with the findings of the last published quantitative audit of the FET college sector produced by the National Business Initiative (NBI) in 2002 (see Fisher et al., 2002).

The 'size' of the FET college sector will be measured primarily through headcount enrolments of learners. Institutional size will also be determined in this way, to distinguish, for example, between 'small' and 'large' colleges. Determining the 'shape' of the system is a less precise exercise and is usually based on measuring the extent of institutional differentiation within the sector. The FET college sector is a relatively homogenous entity, although 'urban' and 'rural' locations have been used in the past as indicators of differentiation within the system. In this report, 'shape' will be based on the differentiation of vocational field and expertise. The next section will begin to unpack the dynamics of 'size', whilst the 'shape' of the system will only be discussed towards the end of the chapter.

Data problems

The production of this report has been frustrated by the non-availability of reliable data on the FET college sector. One of the main purposes of the HSRC's 2010 FET college audit was to resolve these problems through the production of a new database of reliable information. This has not straightforwardly been the case as even in this instance, data integrity has been compromised on some items due to poor data submission on the part of some colleges, and through inaccurate college self-reporting. Even though the HSRC audit provides a significant amount of new insight into the sector, in a number of instances its data has been compromised by sub-standard data retrieval from the colleges.

The statistics provided by the state also vary in terms of quality. The most reliable data published by the former Department of Education in the past has been its *Education Statistics in South Africa at a Glance* series. Table 3.1 highlights data on FET colleges from this source for the period 2002 – 2009. Note that the 2002 data presented here was produced by Powell & Hall (2004) on behalf of the Department in the last of the National Business Initiative's *Quantitative Overviews* of the sector:

Table 3.1: Total enrolments and staffing, FET colleges, 2002-2009

	Educators	Student headcounts
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	Educators	Student headcounts
2002	7,088	406,144
2004	6,477	394,027
2005	6,407	377,584
2006	7,096	361,186
2007	5,987	320,679
2008	5,753	418,053
2009	6,255	420,475

Sources: DoE 'Statistics at a Glance', Powell & Hall, 2004; DoE, 2005, 2006, 2007, 2008a, 2010

The *Statistics at a Glance* series reports a flat and declining trend in enrolments in FET colleges between 2002 and 2007, with a surprisingly large increase in just one year – 2008 – of just under 100 000 learners. No feasible explanation is provided for this 31 percent increase in enrolments after a four-year period of decline. As a consequence, these figures may also be unreliable.

Two other sources of data are currently available for the FET college system. The first is the data derived by the HSRC in its 2010 audit. The second is the data obtained officially through the DHET from the FETMIS administrative data system. These datasets do not talk to each other, as is evident in Table 3.2:

Table 3.2: Comparison of core datasets: FETMIS versus HSRC audit, 2007-2010 data

	Total 'N' enrolments		Total 'NC(V)' enrolments		'Other' enrolments		Total enrolled	
	DHET FETMIS	HSRC AUDIT	DHET FETMIS	HSRC AUDIT	DHET FETMIS	HSRC AUDIT	DHET FETMIS	HSRC AUDIT
2007	245,230	415,376	14,999	31,414	36,903	45,449	297,132	492,239
2008	178,086	328,486	16,909	81,742	37,631	41,250	232,626	451,478
2009	175,999	250,850	70,279	166,469	43,264	42,638	289,542	459,957
2010	169,803	81,469	130,061	122,257	40,520*	40,520*	299,864	284,766

Sources: DHET (2011); HSRC (2011)

Note: See Table 3.23 to see the discrete items that comprise 'Other' programmes

Note: * This aggregate is obtained from mixing both FETMIS and HSRC audit data together for the multiple items comprising the 'Other' category

Given all of these problems, it has been decided, for the purposes of this chapter, to use a strategically selected mix of the two data sources – HSRC audit figures and FETMIS data. A number of assumptions inform this decision:

1. It is assumed that total enrolment growth has not topped 400,000 since 2002 (Tables 3.1 and 3.2), and that new NC(V) enrolments have not been large enough to compensate for the drop in N enrolments and increase overall college size.
2. The 'N' course self reporting in the HSRC audit by college management for the period 2007-2009 is clearly upwardly exaggerated. In addition, the figure of 81,469 'N' enrolments recorded in June 2010 is only a partial measure and under-estimation as it does not reflect the 'N' enrolments which occurred in tri-semester tranches between July and December 2010. Given all these problems with the HSRC audit database, a decision has been made to use the FETMIS data for 'N' enrolments between 2007 and 2010.
3. In contrast to these problems, the HSRC audit and FETMIS aggregate enrolments for the NC(V) programmes converge in the year 2010, although they vary considerably in the preceding years. In particular, FETMIS enrolments of only 16,909 in the second year of the NC(V)'s implementation appears incorrect, and 70,279 in its third year, similarly so. For these reasons, the HSRC audit database will be used when describing the NC(V) programme in this Chapter.
4. The category 'other' is a 'hold-all' category which includes all the other small enrolment programmes: the National Senior Certificate (Grade 12); learnerships and short-course skills programmes; and finally, ABET.
5. The FETMIS data has additional problems, for example, its inability to disaggregate to a number of lower-order variables such as staff qualifications. The HSRC audit data will then be used.
6. The HSRC audit has a number of unique questions in its survey instruments which were deployed in June 2010. The results derived from these unique questions will be discussed in this chapter. Caution will need to be exercised in using this data as in some cases the number of colleges who answered each question is low; this will be indicated at the bottom of each table.

A strategic use of these two data sources – the 2010 HSRC results (HSRC, 2011) and the 2007-2010 FETMIS data (DHET, 2011) – seems to be the most reliable route along which to proceed at the present moment.

Basic facts about 'size'

The FET college sector in 2010 comprised 332,580 headcount enrolments, across the following programmes:

Table 3.3: Total enrolments, FET college sector, 2007-2010

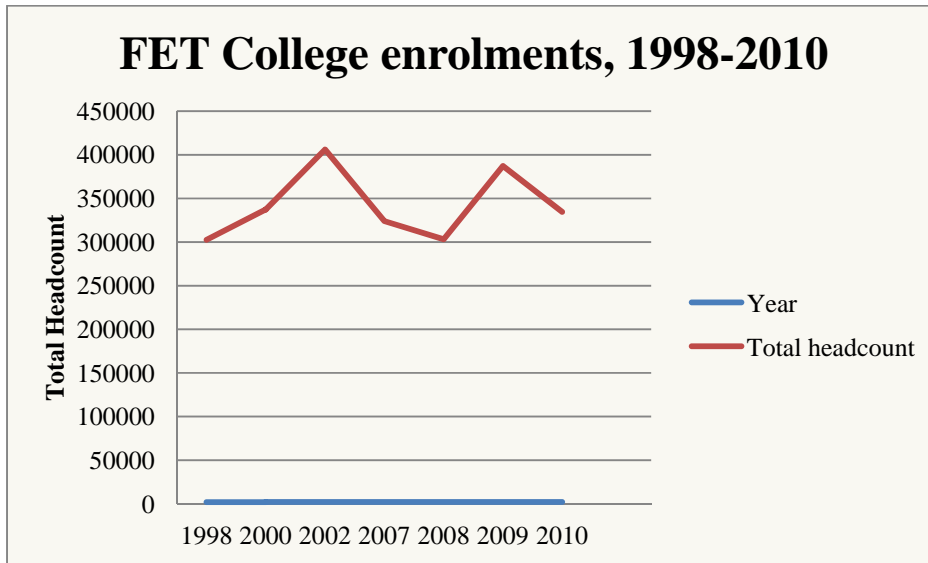
	Total 'N' enrolments	Total 'NC(V)' enrolments	Other enrolments	Total enrolled
2007	245,230	31,414	45,449	322,093
2008	178,086	81,742	41,250	301,078
2009	175,999	166,469	42,638	385,106
2010	169,803	122,257	40,520	332,580

Source: 'N' enrolment data: DHET (2011); NC(V) and Other enrolment data: HSRC (2011)

Note: 'Other' enrolment data from Table 3.24

As is evident in Table 3.3, aggregate enrolment in the FET college sector has remained relatively flat during the period 2007 to 2010, despite government policy which has sought to expand enrolments up to 1 million learners by 2014, despite extensive financial investments in the sector through the Recapitalization Programme. In addition, enrolments have remained flat in the past four years despite the provision of bursaries to students enrolling for the National Curriculum Vocational (NC(V)) as from January 2007. Contributing factors to this decline are as yet not determined by research, but one factor of concern is the fairly dramatic decline, notwithstanding a policy decision to phase out the NATED programmes, from a high of 245,230 in 2007 to a low of 169 803 learners in 2010 – a drop of 75,427 learners in four years.

Figure 3.1 represents overall headcount enrolment patterns for the past decade. Figure 3.1 shows a growth surge in the sector between 1998 and 2002, followed by a drop in enrolments and a small recovery thereafter. Overall, the sector has not grown over the past decade.



Source: Powell and Hall (2002; 2004); DHET (2011)

Figure 3.1: FET college headcount enrolments, 1998-2010

Number of institutions

Dramatic changes have occurred within and between institutions with regard to 'size' based on number of learners enrolled. The most prominent of these changes occurred in 2001 when the government introduced *A New Institutional Landscape for FET Colleges* (DoE, 2001). This policy document proposed the merger of 152 former Technical Colleges to form 50 new FET colleges. Significant changes in institutional size were envisaged by this major policy intervention, which sought the formation of large multi-site Colleges... 'to achieve a critical mass that will bring about economies of scale and scope' (DoE, 2001: 16). Table 3.4 suggests that this scenario has not been achieved. There is only one large college with more than 15000 headcount learners, a major shift away from the institutional arrangements in 2002, which had 10 such large campuses (Akoojee, McGrath and Visser, 2008: 259). Similarly, the number of medium size colleges (5,000-14,999 learners) has also shrunk since 2002, with a reduction from 36 colleges in 2002 to 11 in 2010. The bulk of colleges (26 out of 50 institutions) today lie in the 'small' (3,000-5,999 learner) category with a further 10 colleges in the 'very small' category (0-2,999 learners). The cause of this drift back to smaller colleges has not been researched, but a major factor must be the dramatic decrease in the number of "N" programme learners, the high failure rate of the new NC(V) programmes which may have frightened off new enrollees, and the patterns of migration from rural areas to urban-based colleges – all key issues that will be discussed in more detail later in the chapter.

Table 3.4: Number of colleges by 'size' (headcount enrolments), 2010

Headcount, 2010				
Very small colleges	Small colleges	Medium Colleges	Large colleges	Total
0 – 2,999	3,000 – 5,999	6,000 – 14,999	> 15,000	
10	26	11	1	48

Source: HSRC (2011); n = 48 colleges

A more detailed breakdown of enrolments

The bulk of this chapter will be dedicated to disaggregating the 2010 data as obtained from the FETMIS database and the HSRC audit. Firstly, a detailed profile of student enrolments by vocational programme, race and gender will be offered, followed secondly by a description of the staffing establishment in FET colleges in 2010.

Profile of students

Tables 3.5 and 3.6 provide a headcount of FET college sector learners by province, race, gender and age. Certain historical patterns of enrolment still persist, with the big provinces – Gauteng, KwaZulu Natal and to a lesser extent, Western Cape – still dominating the sector. On the positive side, gender parity is established across 8 of the 9 provinces. This reflects a major shift from 2002, where female enrolments were only 40 percent of the total (Powell & Hall, 2004: 76).

Table 3.5: Total headcount enrolment, FET colleges, 2010, by province, race and gender

Province	Total no of Whites	Whites as a % of enrolment	Total no of Africans	Africans as a % of enrolment	Total no of Coloureds	Coloureds as a % of enrolment	Total no of Indians	Indians as a % of enrolment	Other	Other as a % of enrolment	Total	% female by province
EC	916	3	27 488	88	2 850	9	89	0	3	0	31 346	50.9
FS	570	2	22 517	96	297	1	14	0	12	0	23 410	50.7
G	3 219	4	72 959	86	1 009	1	374	0	7 707	9	85 268	47.1
KZN	2 460	4	56 401	90	652	1	3 174	5	13	0	62 700	50.7
L	282	1	32 892	99	26	0	4	0	18	0	33 222	52.2
M	1 418	7	17 646	91	158	1	141	1	5	0	19 368	52.1
NW	804	5	16 646	94	223	1	30	0	44	0	17 747	41.7
NC	127	2	3 930	61	1 956	30	12	0	441	7	6 466	51.8
WC	5 905	12	16 153	34	24 373	51	165	0	775	2	47 371	53.1
TOTAL	15 701	5	266 632	82	31 544	10	4 003	1	9 018	3	326 898	50.1

Source: DHET (2011). Note: The category 'other' denotes unclassified data. This definition applies in all the tables.

Table 3.6: Headcount enrolment by province, FET colleges, 2010

PROVINCE	TOTAL	PERCENTAGE
Eastern Cape	31 346	9.6
Free State	23 410	7.2
Gauteng	85 268	26.1
KwaZulu-Natal	62 700	19.2
Limpopo	33 222	10.2
Mpumalanga	19 368	5.9
North West	17 747	5.3
Northern Cape	6 466	2.0
Western Cape	47 371	14.5
Total	326 898	100.0

Source: DHET (2011)

Major gains have been made in transforming the FET college sector in terms of race. In 1991, African enrolments comprised a mere 18 percent of total enrolments (TVET Sector Review 1992: 4.23). In 2010, African enrolments stand at 82 percent. Relatedly, white enrolments have dropped dramatically, from 50 907 in 1991 (67% of enrolments) to only 15 701 in 2010 (5%) (TVET Sector Review, 1992: 4.23). The social transformation of this formerly racially structured vocational training system may have been too dramatic. This is because the white artisan tradition built up during the boom years of racial capitalism (the 1950s and 1960s), which was strongly linked to the FET college system, has been in reality phased out, constituting only 5 percent of total enrolments. This shrinkage represents not only a demographic correction but also the loss of crucial technical know-how in manufacturing production today – the artisan tradition.

Enrolments by age have also undergone dramatic shifts, as is evident in Table 3.7, with learners more concentrated in the age category of 20-24, with shrinkages in older and much younger learners. This shift poses two problems for policy makers. Firstly, there has been a reduction in the number of older learners, particularly in all the age categories older than 25. This means that the college system is failing to increase the rate of up-skilling of the existing workforce. Secondly, the reduction of enrolments of youngsters in the school going age of 15-19, from 34 percent to 20 percent, suggests that the FET colleges system is not operating as part of a dual-

track schooling system. Rather, it tends to enrol students who are older, with many already in possession of a matric.

Table 3.7: Enrolment by age, FET colleges, 2010

Age	15-19	20-24	25-29	30-34	35-39	40+
Percentage 1998	34	40	19	7	0	
Percentage 2002	23	42	18	9	8	
Percentage 2010	20	56	14	5	3	2

Source: (Powell & Hall, 2002; 2004). 2010 percentage extracted from HSRC (2011). Note: 5% of colleges did not provide data for this question in the audit.

Profile of FET college staff

Tables 3.8 and 3.9 highlight the total staff complement in FET colleges in 2010. It must be noted that previous analyses of college staffing (See Powell and Hall, 2002, 2004; McGrath and Akoojee, 2009) have looked only at academic (teaching) staff, and hence comparisons between the statistics presented here and those of other writers may suggest huge discrepancies. Table 3.8 suggests that the total number of employees in the FET college sector is 14,614, the vast majority of whom are permanently employed – 10,198. Of these permanent employees, 5,201 are academic staff, 4,435 are support staff, and 538 are management staff. The college sector still has a large number of temporary staff – 4,358, or 30 percent of the total.

The total number of permanent academic staff – 5,201 in 2010 – is lower than the number of educators recorded in Table 3.1, a collation of data from the *Statistics at a Glance* series. It is clear that there has been significant loss of permanent academic staff, from over 7,000 in 2002 to a low of 5,200 in 2010 – a drop of 26 percent. Significantly, the HSRC audit put permanent academic staff at 6,280 in 2010 – 1,080 higher than the FETMIS level. The true number is probably somewhere between these two measures.

Table 3.8: Total staff, FET colleges, 2010, by staffing category, race and gender

Duration	Staff Category	Black African	Coloured	Indian or Asian	Other	White	Missing	Grand Total
Full-Time	Lecturing Staff	3,041	459	221	5	1,362	113	5,201
	Management Staff	283	59	35	2	160	19	558
	Support Staff	3,128	6,18	89	3	507	90	4,435
	Missing		2			2		4

Duration	Staff Category	Black African	Coloured	Indian or Asian	Other	White	Missing	Grand Total
Sub-Total		6,452	1,138	345	10	2,031	222	10,198
Part-Time	Lecturing Staff	1,761	322	108	20	461	54	2,726
	Management Staff	24	6	1		13		44
	Support Staff	1,264	189	14	1	92	26	1,586
	Missing					2		2
Sub-Total		3,049	517	123	21	568	80	4,358
Missing	Lecturing Staff	21	3			5	1	30
	Management Staff					1		1
	Support Staff	17	6	1		1	2	27
	Missing	38	9	1		7	3	58
Grand Total		9,539	1,664	469	31	2,606	305	14,614

Source: DHET (2011)

The HSRC audit database is now used to disaggregate down to variables such as staff data by race, gender and qualification. The total number of full-time and part-time academic staff recorded in 2010 is 7,024 lecturers. Table 3.9 breaks this aggregate number down further by race, gender and province. Sixty-three percent of academic staff are African, whilst only 22% are white. This is a significant departure from the racial profile of staff in 2002, where Africans constituted only 41% of teaching staff, and whites 46% (Powell & Hall, 2004: 265). Table 3.9 also reflects the dominance of the three big provinces in terms of employment of FET college staff.

Table 3.9: Total number of academic staff, FET colleges 2010, full-time, part-time, race and gender

Province	Mode	Black African	Black African %	Coloured	Coloured %	Indian / Asian	Indian / Asian %	White	White %	Grand Total	Female	Female %
EC	Full Time	504	66	104	14	16	2	139	18	763	367	48
	Part Time	34	48	12	17	0	0	25	35	71	71	100
FS	Full Time	388	70	52	9	4	1	112	20	556	203	37
	Part Time	131	79	8	5	3	2	24	14	166	99	60
G	Full Time	1142	77	26	2	10	1	296	20	1474	293	20
	Part Time	91	81	2	2	3	3	16	14	112	22	20
KZN	Full Time	602	69	12	1	150	17	109	12	873	174	20
	Part Time		0		0	2	40	3	60	5	1	23
L	Full Time	728	94	1	0	1	0	46	6	776	258	33
	Part Time	9	82	1	9		0	1	9	11	2	17
M	Full Time	325	75	3	1	9	2	98	23	435	138	32

Province	Mode	Black African	Black African %	Coloured	Coloured %	Indian / Asian	Indian / Asian %	White	White %	Grand Total	Female	Female %
	Part Time	67	88	0	0	1	1	8	11	76	15	20
NW	Full Time	201	80	2	1	1	0	46	18	250	89	35
	Part Time	58	77	1	1	0	0	16	21	75	29	38
NC	Full Time	22	29	27	36	2	3	24	32	75	35	46
	Part Time											
WC	Full Time	105	10	460	43	16	1	497	46	1078	329	31
	Part Time	35	15	77	34	0	0	116	51	228	228	
Grand Total		4442	63	788	11	218	3	1576	22	7024	2353	34

Qualifications of staff

Table 3.10 presents the qualifications of academic staff at FET colleges in 2010 using the HSRC audit database. As can be seen, the majority of academic staff hold either a diploma, higher diploma or first degree, and far fewer have advanced degrees. Only 6 percent of staff are qualified as artisans. Nineteen percent of staff have a qualification below the diploma level – a level which can be regarded as providing an insufficient basis for teaching at the post-school level.

Table 3.10: Qualifications of academic staff, full-time and part-time, FET colleges 2010

Province	Artisan	%	Higher degree	%	1st degree or higher Diploma	%	Diploma	%	Below Diploma	%	Total
Eastern Cape	72	17	80	10	289	12	144	6	114	8	699
Free State	33	8	48	6	236	10	144	6	54	4	515
Gauteng	56	13	213	28	581	25	504	22	322	23	1 676
Kwazulu-Natal	40	10	71	9	179	8	443	19	301	21	1 034
Limpopo	56	13	113	15	271	11	343	15	93	7	876
Mpumalanga	25	6	34	4	173	7	307	13	216	15	755
North West	14	3	48	6	132	6	142	6	95	7	431
Northern Cape	9	2	5	1	26	1	29	1	6	0	75
Western Cape	114	27	158	21	472	20	283	12	216	15	1 243
Total	419	6	770	11	2 359	32	2 339	32	1 417	19	7 304

Source: HSRC (2011)

Note: The differences in the aggregate number of educators between Tables 3.8, 3.9 and 3.10 have to do with the fact that the FETMIS data cannot disaggregate down to qualification level, so the HSRC FET college audit data are used for Table 3.10.

Management staff

The management component in the FET college sector is small, comprising only 623 employees in 2010. Within this leadership cohort, 55% were African and 29% were white, reflecting some progress away from the leadership profile of 2002, where Africans constituted only 40% of management ranks, whilst whites constituted 60%.

Table 3.11: Management staff by race and gender, FET colleges, 2010

Race	Number of management staff by population group	Percentage of management staff by population group	Percentage of management staff who are women
Black African	341	55	19
Coloured	80	13	5
Indian or Asian	21	3	1
White	181	29	15
Total	623	100	100

Source: HSRC (2011)

Staff attrition

Employment in the FET college sector has been very volatile in the period 2002-2010, as is reflected in Tables 3.1 and 3.9, with a significant loss of experienced members, and a large intake of new members, as is evident in Table 3.12. In the years 2007 to 2009, the college system lost 2,131 but gained 4,056, a surplus of 1,925 workers. Although levels of employment remain flat and have not decreased, this volatility in employment is not good for the development of an institutional culture based on quality of teaching and learning in the long-term. Furthermore, it is not clear how this volatility has affected the stock of highly skilled personnel in the colleges with advanced degrees and specialised technical knowledge, such as technicians and artisans.

Table 3.12: Staff attrition and gain in the years 2007-2009, FET colleges

Province	Total Gain	Total Loss	Net value
Eastern Cape	236	111	125
Free State	202	122	80
Gauteng	1,251	821	430
KwaZulu-Natal	507	250	257
Limpopo	741	165	576
Mpumalanga	195	114	81
North West	180	87	93

Province	Total Gain	Total Loss	Net value
Northern Cape			
Western Cape	744	461	283
Total	4,056	2,131	1,925

Source: HSRC (2011), Profiles and Efficiency Indicators Questionnaire: Q1; n = 28 colleges

The reasons given for staff loss in the 2007-2009 period are listed in Table 3.13. As would be expected, the highest causal factor was personal resignation, probably triggered by the changes in employment conditions in FET colleges introduced in 2007, when the college council became the primary employer, taking over these functions from the provincial education department. In the ensuing transition, many permanent staff members resigned and sought employment in other sectors.

Table 3.13: Reasons for staff loss, FET colleges, 2010, % distribution

	Retirement	Retirement %	Ill-health	Ill-health %	Death	Death %	Resignation	Resignation %	Unhappiness with employer	Unhappiness with employer %	Other	Other %	Total per province
EC	12	11	4	4	15	14	10	9	17	15	52	47	110
FS	10	8	3	2	15	12	64	52		0	30	25	122
G	44	5	9	1	23	3	447	54	27	3	271	33	821
KZN	12	5	1	0	18	7	178	71		0	41	16	250
L	7	4	1	1	7	4	137	77	1	1	25	14	178
M	3	3	2	2	12	11	64	56	28	25	5	4	114
NW	13	15	3	3	6	7	58	67	0	0	7	8	87
NC											.		0
WC	34	7	4	1	14	3	246	53	3	1	160	35	461
Total	135	6	27	1	110	5	1204	56	76	4	591	28	2143

Source: HSRC (2011), Profiles and Efficiency Indicators Questionnaire, Q1; n = 35 colleges

The shape of FET colleges

The next section focuses on the 'shape' dimensions of the FET college system. It provides an analysis of the traditional 'N' programmes as well as the newly introduced NC(V). The section concludes by evaluating the potential for differentiating the sector based on vocational programme.

Profile of programmes

Historically, the 'N' courses were the flagship programmes of the FET college system. In the boom phase of the Apartheid economy during the 1950s and 1960s, the artisan system was the primary focus of the FET colleges. The N1 to N3 programmes provided the theoretical training for apprentices who were employed by private sector firms. Apprentices were also registered with the Department of Labour whose responsibility it was to regulate the conditions of apprenticeship. The apprenticeship system peaked in 1985 with 13,500 artisans graduating from the system. Thereafter, the system declined with only 2,548 artisans graduating in 2004 (Kraak, 2009: 486-487). More recent data is not yet publically available.

Surprisingly, enrolment patterns in 'N' courses did not drop because of the decline of apprenticeship. Learners began funding their own studies in the hope of finding employment after theoretical training – constituting a very different route through the FET college system if compared with the apprenticeship model. Today there are 169,803 learners enrolled in the 'N' programmes, with very few obtaining prior sponsorship from employers as was the case with the apprenticeship route.

However, with the introduction of the National Certificate Vocational (NC(V)) in 2007, enrolment in the 'N' programmes was discouraged by the National and Provincial Education Departments. New learners were steered towards the NC(V) route. This led to a dramatic fall in 'N' enrolments, as is evident in Tables 3.14 and 3.15. Most N1, N2 and N3 courses were closed to new enrolments, although as can be seen in the data, the engineering stream continued to enrol small cohort of students.

Table 3.14: Enrolment in 'N' programmes, 2010, FET colleges

Programme Description	Business Studies	Engineering Studies	Art and Music	Utility Studies	Educare and Social Services	Other	Total enrolled	Share of enrolment at this level as a percentage of total enrolment
N1	0	743	0	3	2	0	748	0
N2	0	3,370	0	1	25	0	3,396	2

Programme Description	Business Studies	Engineering Studies	Art and Music	Utility Studies	Educare and Social Services	Other	Total enrolled	Share of enrolment at this level as a percentage of total enrolment
N3	1,817	16,697	12	6	2,263	0	20,795	12
N4	30,383	28,576	355	1,880	1,244	78	62,516	37
N5	22,814	20,288	142	1,633	644	57	45,578	27
N6	19,967	14,911	243	1,095	515	39	36,770	22
Total	74,981	84,585	752	4,618	4,693	174	169,803	100
Percentage share of programme field	44	50	0	3	3	0	100	

Source: DHET (2011)

Table 3.15 provides data on the 'N' programmes for the period 2007-2009 from the FETMIS data system. As is evident, the data is not always categorised neatly across the 6 NQF levels and 6 academic fields. Nonetheless, in aggregate terms, the dramatic decrease in numbers is clearly evident – from 245,230 'N' learners in 2007 to 175,999 in 2009:

Table 3.15: N1 – N6 total enrolments by vocational field, 2007-2009, FET colleges

Agriculture N1-N6			Art and Music N1 – N6			Business Studies N1 – N6			Educare and Social Services N1 – N6		
2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
157	194	50	1,836	1,611	1,048	96,774	72,328	80,177	2,285	1,964	1,365

Table 3.15: N1 – N6 total enrolments by vocational field, 2007-2009, FET colleges

Engineering N1 – N6			Utility Studies N1 – N6			Grand Total N1 – N6		
2007	2008	2009	2007	2008	2009	2007	2008	2009
139,251	96,543	89,743	139,251	96,543	89,743	139,251	96,543	89,743

Source: HSRC (2011), Profiles & Efficiency Indicators questionnaire, Q.3; n = 33 colleges

Table 3.16 highlights the exceptionally poor results that have been achieved in the 'N' programmes, with most mean throughput rates being well below 50 percent. The combination of closing down the N1-N3 enrolments and the low throughput rates on these courses constitutes a double blow for the FET college sector in the late 2000s.

Table 3.16: Mean throughput rates, 'N' programmes, 2007-2009, FET colleges (%)

	Business Studies	Engineering	Art and Music	Utilities	Educare and Social Services
N1	33	16	*	*	*
N2	15	19	19	17	*
N3	28	24	54	31	*
N4	47	31	43	33	39
N5	45	30	40	45	46
N6	47	24	33	36	62

Source: HSRC (2011): Profiles and Efficiency Indicators questionnaire, Q3; n= 33

* These mean throughput rates could not be calculated because the colleges did not provide complete data on pass rates.

The discussion now shifts to an evaluation of the NC(V) – a new programme intended to overcome the weaknesses of the 'N' programmes.

The NC(V) programme

The NC(V) was introduced in 2007. It comprises fourteen programmatic fields, which are all listed in Table 3.17. The Department of Education made a decision to steer most new learners in the direction of the NC(V) and to discontinue the N1, N2 and N3 programmes. As the NC(V) enrolments grew from 31,414 learners in 2007 to 166,469 in 2009 and then dipping to 122,257 learners in 2010 (See Tables 3.17 and 3.18), so the N enrolments shrank from a high of 245,230 in 2007 to 169,803 in 2010 (See Tables 3.1, 3.13 and 3.15). As is evident from these figures, a college enrolment 'stalemate' has occurred – new NC(V) enrolments are not large enough to compensate for the drop in N enrolments and substantially increase overall college size.

Table 3.17: FET college enrolment trends, NC(V) programmes, 2007-2009

Year	Office administration			Marketing			Finance, Economics and Accounting			Management			Building and Civil Construction		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
NC(V)2	5,235	11,021	21,904	1,155	2,245	3,919	2,333	4,957	8,356	1,095	2,907	6,600	2,647	5,860	10,096
NC(V)3	0	3,907	6,284	0	834	1,158	2	1,245	3,959	90	545	1,710	20	1,140	2,505
NC(V)4	0	16	4,530	0	0	459	0	0	583	0	26	338	0	9	578
NC(V) total	5,235	14,944	32,718	1,155	3,079	5,536	2,335	6,202	12,898	1,185	3,478	8,648	2,667	7,009	13,179

Year	Engineering and related Design			Electrical Infrastructure Construction			Information Technology and Computer Science			Primary Agriculture			Hospitality		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
NC(V)2	7,030	12,043	20,101	6,353	11,927	20,820	2,067	5,812	9,526	737	2,304	4,067	1,164	3,028	5,567
NC(V)3	147	3,369	5,315	114	2,387	5,190	25	827	2,802	0	441	1,120	19	562	1,249
NC(V)4	0	227	2,227	24	20	1,108	6	31	250	0	0	299	0	6	268
NC(V) total	7,177	15,639	27,643	6,491	14,334	27,118	2098	6670	12,578	737	2,745	5,486	1,183	3,596	7,084

Year	Tourism			Safety in Society			Mechatronics			Education and Development			Total NC(V) enrolments		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
NC(V)2	1,132	2,401	5,700	0	1,206	5,574	0	0	373	0	0	133	30,948	65,711	122,736
NC(V)3	19	425	1,089	0	0	475	0	0	0	0	0	0	436	15,682	32,856
NC(V)4	0	14	237	0	0	0	0	0	0	0	0	0	30	349	10,877
NC(V) total	1,151	2,840	7,026	0	1,206	6,049	0	0	373	0	0	133	31,414	81,742	166,469

Source: HSRC (2011)

Table 3.18: Enrolment in NC(V) programmes, 2010

	Office administration	Marketing	Finance, Economics and Accounting	Management	Building and Civil Construction	Engineering and related Design	Electrical Infrastructure Construction	Information Technology and Computer Science	Primary Agriculture
NC(V) 2	14,148	4,785	7,718	5,410	7,121	10,417	15,881	6,578	1,357
NC(V) 3	8,482	2,309	4,075	2,073	2,708	6,336	6,260	3,509	670
NC(V) 4	3,292	538	1,513	815	1,013	2,041	1,909	972	327
Grand Total	25,922	7,632	13,306	8,298	10,842	18,794	24,050	11,059	2,354

	Hospitality	Tourism	Safety in Society	Mechatronics	Education and Development	Grand Total
NC(V) 2	4,186	4555	3320	654	1,027	73,415
NC(V) 3	2,118	2,217	1,874	546	97	36,422
NC(V) 4	757	866	215	0	0	12,420
Grand Total	7,061	7,638	5,409	1200	1124	122,257

Source: HSRC (2011)

The dip in enrolments between 2009 and 2010 is significant, and a possible explanation for this is the poor throughput rates occurring across the three-year programme. Failure rates in individual subjects have been very high, and students have proceeded to NC(V) 2 with carry-over subjects from NC(V) 3 they still need to pass. This pattern has then been repeated in the third year with 'carry-over' problems in NC(V) 4, leading to a logjam in throughput across the entire NC(V) system. Colleges have responded to this crisis by enrolling fewer students in 2010 – because the preceding 2007-2009 cohorts have not yet successfully passed through the 3-level programme. The poor throughput problem is discussed further in the next section.

Throughput rates in the NC(V)

The mean throughput rates for learners on NC(V) programmes are generally very low across all subject fields, and results only improve as students move from NC(V) 2 to NC(V) 4, where a majority of subject 'mean' scores are above 50 percent. However, critical fields such as Engineering are characterised by very poor throughput, with learners scoring a low 29% for NC(V) 2, 30% for NC(V)3, and 20% for NC(V)4. These are extremely poor results, which do not improve on the outcomes of the 'N' programmes which the NC(V) fields were supposedly replacing.

Table 3.19: Mean throughput rates for 'NC(V)' programmes, 2007-2009, FET colleges

Fields	Office administration	Marketing	Finance, Economics and Accounting	Management	Building	Engineering and related Design
Passed NC(V)2	40	45	35	29	26	29
Passed NC(V)3	45	48	55	37	22	30
Passed NC(V)4	56	55	53	60	24	22

Fields	Electrical Infrastructure Construction	Information Technology and Computer Science	Primary Agriculture	Hospitality	Tourism	Safety in Society
Passed NC(V)2	27	24	39	MD	38	27
Passed NC(V)3	34	31	51		53	44
Passed NC(V)4	27	54	65		29	

Fields	Mechatronics	Education and Development	Overall mean throughput rate
Passed NC(V)2	47	27	34
Passed NC(V)3	?	?	41
Passed NC(V)4	?	0	42

Source: HSRC (2011), Profiles and Efficiency Indicators questionnaire, Q3; n = 37 colleges

Learnerships

Learnerships were introduced by the Department of Labour in 2000 alongside the launch of 25 Sector Education and Training Authorities (SETAs). In theory, learnerships have a three-fold purpose. Firstly, they are aimed at providing workplace learning in a more structured and systematic form. Formalised learning will be provided by an accredited education and training provider (for example, a college). Secondly, Learnerships seek to link structured learning to multiple sites of work experience. And finally, all of this training and practical work experience must culminate in a nationally recognised qualification. Learnerships are intended at all levels of the National Qualifications Framework (NQF) and are not restricted to the intermediate levels, as has been the case with apprenticeships (Kraak, 2004).

The reality after a decade of training is that the FET colleges were not brought into the loop of SETA / Learnership training, with the bulk of SETA training initiatives being run by private sector training agencies. Much of the training which occurred was foundational, located at the low NQF levels. Table 3.20 suggests that Colleges trained 9,607 Learnerships in the period 2007-2009, with a high pass rate of 90%. An enrolment of 9,607 Learnerships, although small in terms of the skills deficit, represents 22% of the total number of Learnerships registered nationally –

43,569 Learnerships were registered in 2009/2010 (Janse van Rensburg et al., 2011: 18). This contribution is bigger than the size previously assumed for the sector. More significantly, whilst total learnership enrolments have decreased nationally – from 53,644 in 2005/6 to 43,569 in 2009/10 – enrolments in the FET college system have increased from 3,589 in 2007 to 9,609 in 2009. This is a positive development even though aggregate levels of enrolment in learnerships remain very low given the scale of the skills crisis in South Africa.

Table 3.20: Enrolment and throughput rates in Learnerships, 2007-2009, FET colleges

	2007		2008		2009	
	N	% who passed	N	% who passed	N	% who passed
Enrolled Learnerships in	3,589	69.9	8,186	78.5	9,607	90.9

Source: HSRC (2011), Profiles and Efficiency Indicators questionnaire, Q3, n = 24 colleges

FETMIS data for 2010 indicates that 23,118 learnerships were registered in that year. This number appears rather high (more than 50 percent of all learners registered by the SETA system annually) and may reflect categorisation errors made in the FETMIS data collection system between the full-qualification ‘Learnership programme’ and the short-course ‘Skills Programmes’. Table 3.21 shows the vocational fields in which these Learnerships have been offered. The largest area of training is in the broad field of ‘Education, Training and Development’, including programmes to train Educare workers. Participation in Learnership training has been highly uneven, however, with only 11 out of 50 colleges offering Learnerships at a relatively large level comprising 200 or more learners annually. These 11 colleges offer 13,636 of the 23,118 learnerships registered in 2010 – 59% of the total.

Table 3.21: Enrolment in Learnerships, by college and organising field, 2010

College		Organising Field	Total
1	East Cape Midlands FET College	Manufacturing, Engineering and Technology	326
2	Maluti FET College	Business, Commerce and Management Studies	251
		Manufacturing, Engineering and Technology	235
		Physical, Mathematical, Computer and Life Sciences	393
3	Esayidi FET College	Physical, Mathematical, Computer and Life	229

College		Organising Field	Total
		Sciences	
4	Majuba FET College	Education, Training and Development	4,450
5	Orbit FET College	Manufacturing, Engineering and Technology	214
6	Vuselela FET College	Education, Training and Development	266
		Physical, Mathematical, Computer and Life Sciences	363
7	Boland FET College	Business, Commerce and Management Studies	484
		Education, Training and Development	1,364
		Education, Training and Development	1,937
		Manufacturing, Engineering and Technology	283
8	False Bay FET College	Education, Training and Development	531
9	Northlink FET College	Business, Commerce and Management Studies	1,647
		Education, Training and Development	1,181
		Manufacturing, Engineering and Technology	2,766
		Physical Planning and Construction	2,001
10	South Cape FET College	Education, Training and Development	809
11	West Coast FET College	Education, Training and Development	270

Source: DHET (2011)

Other programmes offered

The FET colleges have always offered the schooling curriculum – the National Senior Certificate (NSC) – allowing school dropouts a second chance at completing twelve years of schooling. However, enrolments have always been low, and with the introduction of the NC(V) as a vocational alternative to the more academic school curriculum, numbers for the NSC in Colleges have not increased significantly. Current enrolment numbers in the NSC are exceedingly low considering the several hundreds of thousands of youngsters who have not completed Grade 12 and who are out of school and not in employment – and yet do not make use of these FET college facilities (Cloete et al., 2009).

Table 3.22: Headcount Enrolment for General Education, FET colleges, 2000-2010

	2000	2002	2007	2008	2009	2010
General Education	19,937	4,927	6,948	4,698	2,804	3,916

Source: HSRC (2011), Profiles and Efficiency Indicators questionnaire: Q3, n= 11; DHET (2011) for 2010 figures

FET colleges also offer a range of small courses, ranging from Skills Programmes funded by the SETAs to ABET courses offered to adult workers who have incomplete schooling. The numbers enrolled for 2007-2010 are outlined in Table 3.23:

Table 3.23: Enrolment in other education and training programmes, 2007-2010, FET colleges

	2007	2008	2009	2010
NSC G10-12	6,948	4,698	2,804	3,916
Learnerships	4,019	7,730	9,043	23,118
Skills Programmes	18,034	16,958	18,388	5,458
Adult Learning Programmes	3,437	985	1,378	357
NICs	902	592	109	212
Other programmes	12,109	10,287	10,916	7,459
TOTAL FOR 'OTHER'	45,449	41,250	42,638	40,520

Source: HSRC (2011), Profiles and Efficiency Indicators questionnaire, Q3

'Shape' in terms of post-FET and 'niche' provision

The report of the 2000 'Size and Shape' Task Team of the Council on Higher Education (CHE, 2000) defined the 'shape' of the higher education system in terms of 'institutional differentiation'. This was achieved in two ways – by means of differentiation based on the levels of qualifications offered by institutions (vertical differentiation) as well as some measure of differentiation based on the types of qualifications offered at institutions (horizontal differentiation). In addition differentiation could be based on a number of other qualitative and quantitative institutional characteristics such as:

- Whether the institution was single purpose or multi-purpose
- The sector (i.e., private or public) in which the institution operates

- The NQF level at which qualifications will be offered
- The admission requirements that will be associated with the various types of institutions
- The minimum full-time equivalent (FTE) enrolments in each of three broad fields of study, i.e., science, engineering and technology; commerce; and the broad humanities (CHE, 2000: 1).

This kind of a framework has not yet been applied to the FET college system, although the FET Plan of 2008 (DoE, 2008b) and documents presented at the FET Summit of September 2010 both speak of the need for greater institutional diversity within the sector. This section will highlight the concept of 'shape' in two ways. Firstly, there is the issue of post-FET provision, and secondly, the issue of understanding differentiated 'shape' in terms of expanding existing areas of specialist provision – both possible determinants of greater institutional differentiation in the future.

Post-FET provision

Enrolments at the N4-N6 levels pose interesting policy problems (see Table 3.24). In the past, the FET college sector was encouraged to focus provision on the FET band (NQF Levels 2–4) rather than at the higher education and training levels (NQF Level 5 onwards).

However, with the introduction of the NC(V) programme, the N1-3 courses were dramatically reduced, dropping to 36,688 enrolments in 2009 and 24,939 in 2010. Enrolments in N4-N6, ironically, now constitute the majority share of 'N' enrolments, growing from 139,311 in 2009 to 144,864 in 2010 – a small growth trend. Enrolments are relatively large in both Business and Engineering Studies. This expansion (although small) runs contrary to governmental policy in the 2007-2009 period, which argued that the NC(V) programme was the priority, not 'N' programmes', and certainly not those programmes that entered the NQF Level 5 terrain.

Table 3.24: Enrolments in NQF Level 5 programmes at FET colleges, 2009

	Agriculture	Art and Music	Business Studies	Educare and Social Services	Engineering	Utility Studies	Grand Total
Total N4-N6 enrolments	49	884	73,525	1,365	60,364	3,124	139,311

Source: DHET (2011)⁵

Table 3.25 indicates that there are a number of colleges with concentrated expertise in offering post-FET courses. The table attempts to highlight, using a simple numeric cut-off point, those colleges which have the potential to offer specialist 'niche' areas (as was proposed at the FET Summit of September 2010), based here purely on an enrolment of more than 1,000 learners in

⁵ There seems to be no breakdown by individual programmes, and no data are available for 2007 and 2008.

N4. It is significant that 24 out of 50 colleges still enrol fairly large numbers of post-FET students – contrary to official government policy.

Table 3.25: Provision of post-FET courses above the 1,000 level for N4

Province	College Name	N4	N5	N6	Grand Total
Eastern Cape	Buffalo City FET College	1,450	1,053	950	3,453
	King Sabata Dalindyebo FET	1,945	881	500	3,326
Free State	Flavius Mareka	1,817	1,208	730	3,755
	Maluti FET College	1,016	647	654	2,317
	Motheo FET College	3,324	1,932	1,181	6,437
Gauteng	Central JHB	3,087	2,906	2,364	8,357
	Ekurhuleni West College	3,617	2,690	2,074	8,381
	South West FET College	2,074	1,379	1,112	4,565
	Tshwane North FET College	2,288	2,109	2,067	6,464
	Tshwane South FET College	5,414	4,240	2,966	12,620
	Western College FET	1,425	532	353	2,310
KwaZulu-Natal	Coastal FET College	2,792	2,224	1,657	6,673
	Majuba FET College	2,787	1,934	1,361	6,082
	Mthashana FET College	1,138	824	635	2,597
	Thekwini FET College	1,104	995	925	3,024
	Umfolozzi FET College	1,353	1,378	783	3,514
	Umgungundlovu FET	2,169	1,548	1,103	4,820
Limpopo	Sekhukhune FET College	1,090	991	509	2,590

Province	College Name	N4	N5	N6	Grand Total
	Vhembe FET College	2,557	1,066	911	4,534
Mpumalanga	Nkangala FET College	1,716	1,261	987	3,964
North West	-	-	-	-	-
Northern Cape	Northern Cape Urban FET College	1,325	482	307	2,114
Western Cape	Boland FET College	1,501	1,023	1,363	3,887
	College of Cape Town FET College	1,666	1,036	823	3,525
	Northlink FET College	3,262	2,537	1,552	7,351

Source: DHET (2011)⁶

Specialist 'niche' provision

Table 3.26 presents those colleges which have a potential for hosting specialist 'niche' areas of provision. The criterion used here is purely quantitative – the capacity to enrol more than 500 learners in specific NC(V) fields. Table 3.26 reveals two important institutional dimensions of the FET college system:

1. There are only five colleges which specialise in five or more NC(V) vocational curricula where niche specialism is defined in terms of enrolments larger than 500 learners.
2. There are very few colleges which offer key NC(V) specialist areas in concentrated mode (with classes larger than 500 learners). For example, there are only 19 colleges which offer Electrical Engineering in terms of 'large class' criteria; 15 colleges which offer Engineering; 11 which offer Business; 9 which offer Building; and 4 which offer Hospitality and Tourism respectively.

The limited extent of subject specialisation across the sector, as outlined in Table 3.26, is worrying given the high expectations amongst policy makers that the sector will begin to differentiate over time on the basis of specialist 'niche' fields. This may not happen on a large scale without stronger steering mechanisms.

⁶ As for Table 24, there seems to be no breakdown by individual programmes and no data are available for 2007 and 2008.

Table 3.26: Colleges with high concentrations of enrolment (more than 500 learners) in certain NC(V) fields, 2010

College	Office Administration	Marketing	Finance	Management	Building	Engineering	Electrical	Agriculture	Hospitality	Tourism	Safety	Mechatronics	Education & Development	Number of 'niche' specialist areas per college
Buffalo City														0
East Cape Midlands	524													1
Ikhala	2,180			684	692		516							4
Ingwe	947													1
Lovedale	214													0
PE	1,734	1,553	2,552	1,516	1,509	1,067	2,483		1,151	1,631	1,757	669		11
Flavius Mareka	912						826							2
Goldfields	655													1
Maluti	1,666		624		737	777								4
Motheo	682		618	1,490			514							4
Central Johannesburg														0
Ekurhuleni	557													1

College	Office Administration	Marketing	Finance	Management	Building	Engineering	Electrical	Agriculture	Hospitality	Tourism	Safety	Mechatronics	Education & Development	Number of 'niche' specialist areas per college
East														
Ekurhuleni West	937		564	509		805	775							5
Sedibeng	688					965	721							3
South West Gauteng	699	504					657							3
Tshwane North	641		534											2
Tshwane South	501				573	1,201	1,183							4
Westcol	2,478		769			1,442	1,622		537					5
Coastal	1,134				622	992	773							4
Elangeni	787													1
Esayidi	3,779		549				808	644						4
Thekwini	913					1,637	905				1,311			4
Umfolozzi	556													1

College	Office Administration	Marketing	Finance	Management	Building	Engineering	Electrical	Agriculture	Hospitality	Tourism	Safety	Mechatronics	Education & Development	Number of 'niche' specialist areas per college
Umgungundlovu	208													0
Capricorn	538	1,819	1,716	1,840	1,786	2,055	3,032		1,068	1,060	1,182			10
Lephalale														0
Letaba	809					536								2
Mopani					1,766	3,557	2,497			1,016				4
Sekhukhune	670	666		907		1,665	1,506							5
Vhembe			968		1,948		2,323							3
Waterberg														0
Ehlanzeni	1,130		1,622											2
Nkangala	539		381			906	774							3
Orbit	2,565		2,266	679	814	2,723	3,582		923	753				8
Taletso	561													1
Vuselela	599						501							2
Northern Cape Rural	339													0

College	Office Administration	Marketing	Finance	Management	Building	Engineering	Electrical	Agriculture	Hospitality	Tourism	Safety	Mechatronics	Education & Development	Number of 'niche' specialist areas per college
Boland	557													1
Cape Town	No Data													-
False Bay														-
Northlink														-
South Cape	522													1
West Coast	969					667								2
Number of colleges with 'niche' specialist capacity	31	4	11	7	9	15	19	1	4	4	3	1	0	-

Source: DHET (2011)

Conclusion

This quantitative overview of FET colleges paints a rather bleak picture of the sector. For example, learner enrolment growth has declined by just under 80,000 learners over the past decade. With a benchmark measure established by the National Business Initiative of 406,143 learners in 2002, total enrolments have fluctuated between 290,000 and 330,000 in the period 2007-2010. This poor enrolment growth has occurred even though government has committed to expanding enrolments in the sector to 1 million by 2014.

Growth in academic staffing has also remained rather flat over the past decade, with employment levels fluctuating between 5,200 and 7,000 educators. However, these aggregate figures hide a massive amount of turbulence in the system, with high levels of older staff having left during the 'change in employer' transition of 2009 to 2010. These older employees have since been replaced by younger and less experienced lecturers. The qualifications spectrum of academic staff is far from ideal, with 19 percent of academic staff under-qualified at less than the Diploma level, and only 11 percent having a higher degree – thereby suggesting limited pedagogic and contextual expertise in the sector. In addition, only 6 percent of staff are qualified as artisans, revealing severe limits within the sector as regards technical expertise.

Prospects for greater institutional diversity seem poor. For example, the 2006 FET Act capped the provision of NQF Level 5 and 6 courses in FET colleges, making prior Ministerial approval a requirement. These programmes must also be managed under the authority of an accredited higher education provider. The FET Plan of 2008 suggested that only 20 percent of provision should be in non-NC(V) related training programmes – including post-FET courses.

These restrictions are not a new policy idea. Capping of programmes at the FE-HE interface has been occurring since at least 2001. In 2001 the New Institutional Landscape document instructed the sector to focus only on N1-N3 provision rather than the Post-N3 levels. The document suggested reducing Post-N3 delivery to no more than 10% of total provision. As a consequence of these rather short-sighted directives, Post-N3 provision was reduced from 57% of total enrolments in 1998 to 38% in 2004, reducing further to 144,864 learners by 2010. This trajectory of restriction poses problems today for those colleges that have the ability to build stronger articulation pathways between the FET colleges and higher education, particularly the universities of technology.

It is a strange irony, therefore, that enrolments in the N4-N6 programmes continue to remain relatively large in 2010, in defiance of the highly restrictive government policy during the 2007-2009 era. The current composition of the FET college system has become highly distorted because of the 'blunt' instruments used to enforce change over the past decade. Its current programmatic composition is as follows:

Table 3.27: Programme composition of the FET college system by programme type, 2010

Programme		Total enrolments	Percentage
1	N1-N3 (FET level provision)	24,939	7.3
2	N4-N6 (Post-FET provision)	144,864	42.6
3	NC(V)	130,061	38.2
4	'Other'	40,520	11.9
TOTAL		340,384	100.0

It is ironic also that the post-N3 courses are now the bedrock of the FET System in terms of size – larger even than the NC(V) programmes, which were intended to replace the N programmes. This outcome was never planned or intended by official government policy.

Enrolments in the N1-N3 fields have been shut down, including in Engineering Studies, which comprises a key leg in the training of artisans in South Africa. The primary reason for this reduction was to make space for the new NC(V) programmes, which were introduced in 2007. As the NC(V) enrolments grew, so enrolments in the N1-N3 programmes were bluntly shut down. However, this 'N' programme shrinkage has not been adequately compensated for by a sufficient growth in NC(V) enrolments, leaving the entire FET college sector with a zig-zag growth curve (See Figure 1).

Throughput rates have worsened, especially in the NC(V) programmes. Outcomes have always been poor in the N programmes, historically, but new throughput challenges have emerged as a consequence of the structure and difficulty of the NC(V). Throughput rates in the NC(V) need to be understood at three levels:

1. **At the subject specific level:** In some instances, NC(V) subject results are quite good.
2. **At the full qualification level:** Outcomes for the year-long NC(V) 2, NC(V) 3 and NC(V) 4 qualifications are extremely poor. For example, 8,216 learners graduated with NC(V) 2 and 789 with NC(V) 3 in 2009. However, total enrolments in NC(V) 2 in 2009 comprised 93,293 candidates and 24,637 for NC(V) 3 (DHET, 2009: 19). This suggests a completion rate of 8.8% for NC(V) 2 and 3.2% for NC(V) 3.
3. **At the 'cohort' level:** This requires data which shows progression rates from year one through to year three. Cohort progression rates are exceptionally low. For example, of the 26,540 students who enrolled for NC(V) Level 1 in 2007, only 1,194 passed the Level 4 NC(V) examinations in 2009 – a 4.4 percent 'cohort' progression rate. Such poor cohort progression means that tens of thousands of learners are literally 'stuck' in the system with incomplete transitions to NC(V) 4, taking up valuable places by needing to repeat failed courses, and thereby restricting the entry

of new learners into the NC(V) programme at Level 2. This is the primary reason for the decline in NC(V) enrolments, from 166,469 in 2009 to 122,257 in 2010.

There are some positive signals, however. For example, 48 percent of respondents in one large survey of FET college graduates indicated that they had proceeded to get higher education qualifications (NQF Level 5) in FET colleges in the six year period after graduation – acquiring either N5 or N6 certificates, or higher education certificates and diplomas. The desire of the citizenry to upgrade their skills is a key aspect of a learning society and so these are important developments in the labour market (Gewer, 2010). In addition, 24 out of the 50 FET colleges indicated that they continue to offer N4-N6 classes in relatively large class format (enrolments which are in excess of 1,000 learners). This is a favourable signal that FET colleges have the capacity to offer post-FET courses in large numbers.

In sharp contrast, only five colleges currently have the capacity to enrol large numbers of learners in more than five NC(V) vocational fields, where 'niche' is defined in terms of enrolling large numbers – 500 learners – per vocational field. In addition, few colleges offer niche programmes in key economic fields; for example, only 19 colleges have a 'niche' in 'Electrical Engineering'; only 15 colleges have a 'niche' in 'Engineering'; 11 in 'Business Studies'; 9 in 'Building'; and 4 in 'Hospitality and Tourism'. It is clear that 'niche' development, even if understood simply as the capacity to handle large enrolment numbers, will require several more years of preparatory development before the idea can take root in the sector. These capabilities – providing quality education to a large number of learners in specialist areas – are not achieved overnight.

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SECTION 4: SPATIAL ANALYSIS OF THE FET COLLEGE SECTOR IN 2010

Introduction

This section provides a spatial overview of the central and academic campuses of the 50 FET Colleges in 2010. The geo-location is presented according to five themes:

1. Dominant economic sector
2. Gross geographic product
3. Multiple deprivation
4. Poverty; and
5. Unemployment

Because of the concentration of college campuses particularly in Gauteng, the Western Cape and KwaZulu-Natal, it is not possible to present one national map indicating the location of college campuses according to these five themes. Provincial maps are therefore presented. There are therefore 45 maps – 5 themes x 9 provinces – interspersed among the narrative that follows.

Dominant economic sector

Overview

The dominant economic sector is determined by the production of the largest sector in a specific municipality – which economic sector contributes the largest part of annual income for that municipality. Such information is useful in understanding the driving factors behind a local economy and also in planning for skills development.

In a large proportion of municipalities (19%) agriculture is the dominant economic sector. These municipalities are concentrated in the Northern and Western Cape as well as in KwaZulu-Natal. Community services are dominant in about 121 (out of 259) municipalities; these are concentrated in the Eastern Cape, Free State, KwaZulu-Natal and parts of Mpumalanga and Limpopo.

Finance dominates in urban settings, for example, Cape Town, George, East London, Johannesburg, Mogale City, Polokwane and Bela-Bela. Mining is the third most dominant sector, being prevalent in 12% of all municipalities. These are located in the Northern Cape, North West, Mpumalanga and Limpopo.

Geo-location of college campuses by dominant economic sector

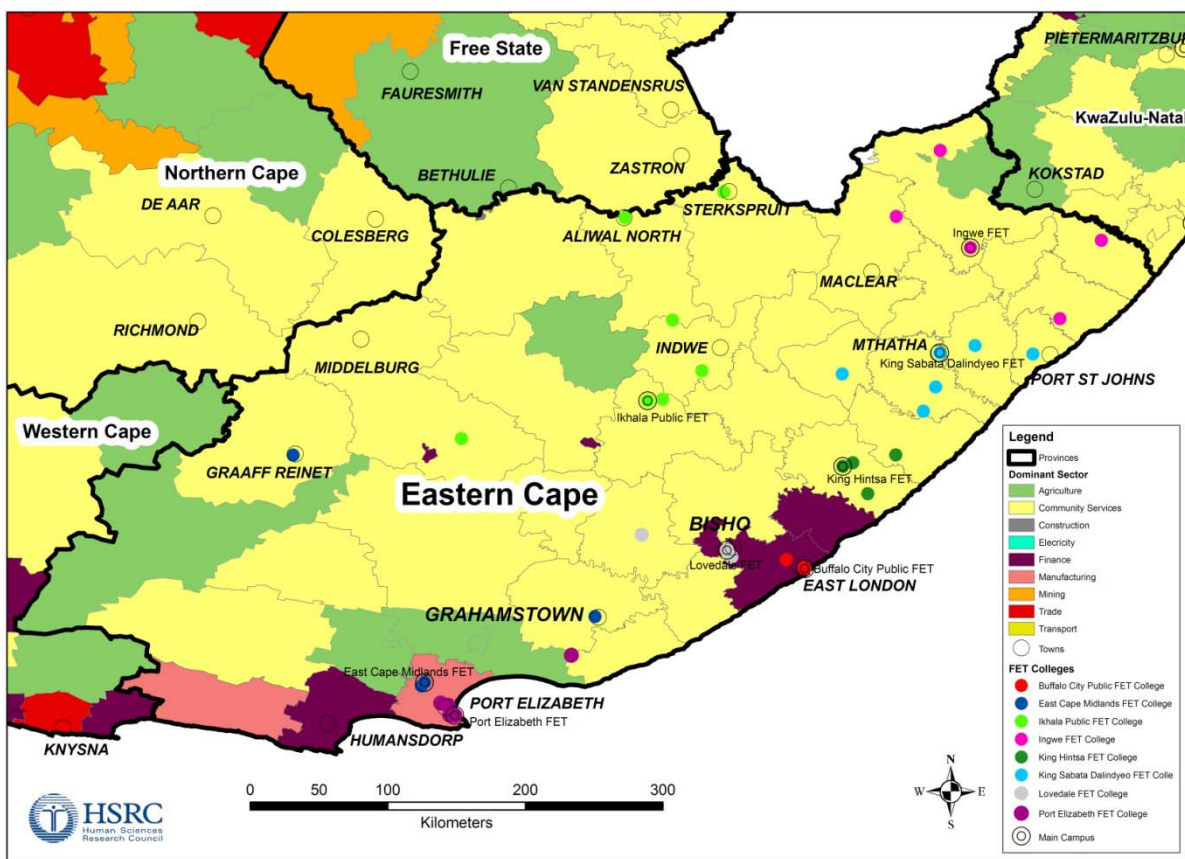


Figure 1: Eastern Cape: FET college location by dominant economic sector

In the Eastern Cape, Nelson Mandela Bay and Kou-Kamma municipalities are dominated by manufacturing. There are ten colleges and college campuses in Nelson Mandela Bay. These include the campuses of East Cape Midlands and Port Elizabeth colleges.

Finance is the dominant sector in Buffalo City, Kouga, Mountain Zebra Park and Great Kei. The colleges and college campuses located here are Buffalo City and Lovedale. Very few municipalities have agriculture as the dominant economic sector. Only one Port Elizabeth college campus is located in such a municipality (Sunday’s River Valley).

The economy of the Eastern Cape pre-dominantly focuses on community services, including social and personal services. “Community services” refer particularly to employment in government departments. There are 30 colleges and college campuses located in such municipalities. These include Ikhala, Ingwe, King Hintsa, King Sabata Dalindyebo, Lovedale and East Cape Midlands. Such colleges should take the economic surrounding environment into consideration when designing their training courses.

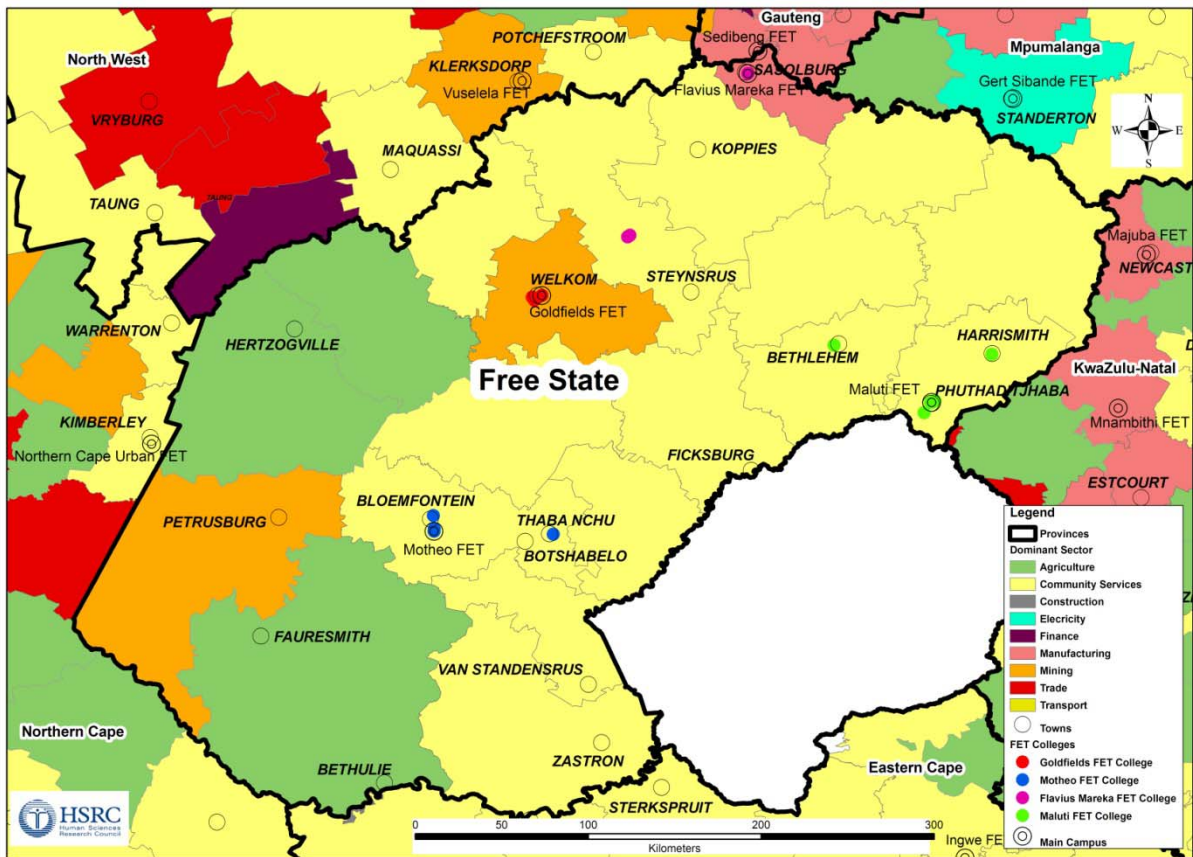


Figure 2: Free State: FET college location by dominant economic sector

The Free State economy is characterized by the dominance of the community services and social and personal services sectors. There are 13 colleges and college campuses located in these municipalities. These include Maluti, Matheo and Flavius Mareka. Other municipalities in the province are dominated by agriculture, mining and manufacturing. Goldfields college is located in the municipality of Matjabeng (Welkom), where mining is predominant, while the only municipality where manufacturing is dominant is the Metsimaholo (Sasolburg) municipality. The Flavius Mareka college campuses are located here, and should therefore focus their curricula on subjects relating to the surrounding economy.

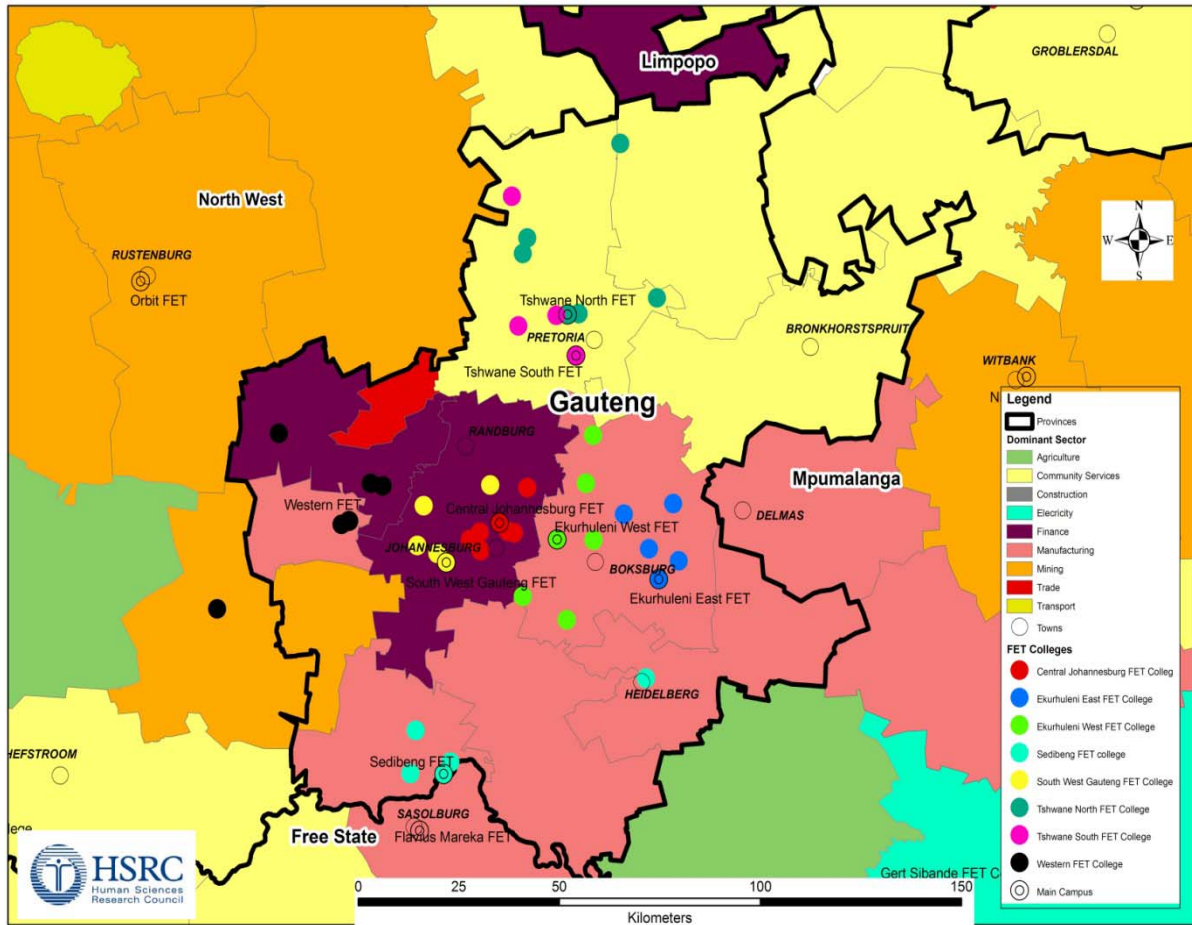


Figure 3: Gauteng: FET college location by dominant economic sector

The economic sectors that predominate in Gauteng are finance, manufacturing, mining, community service, and trade. Community service is dominant in the south, in Kungwini, and in the north, in Tshwane, Emfulene and Nokeng tsa Taemane municipalities. Fourteen of the 48 college campuses in the province are located in municipalities where service is the dominant economic activity. These colleges include the campuses of Tshwane North and Sedibeng.

Mining is pre-eminent in the south west of the province. Western college is located here, in the municipality of Merafong City. Manufacturing occurs predominantly in the south east of the province, in the municipalities of Ekurhuleni, Emfuleni, Lesedi, Midvaal and Randfontein in the west. There are 16 college campuses in these municipalities, including Ekurhuleni East and West, Sedibeng, and Western.

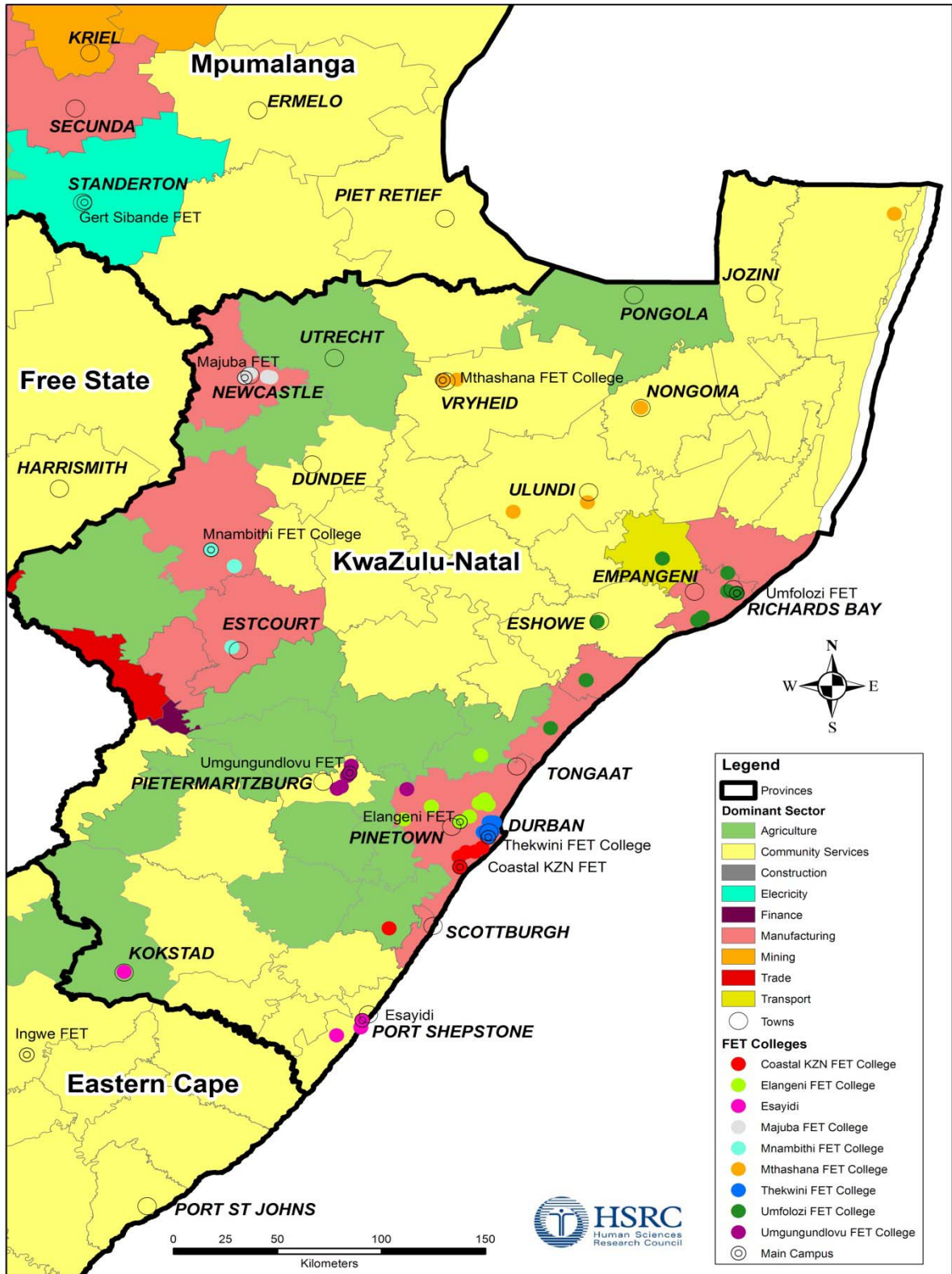


Figure 4: KwaZulu-Natal: FET college location by dominant economic sector

The majority of colleges and college campuses in KwaZulu-Natal are located in municipalities where manufacturing is the dominant economic activity. There are 44 campuses in these municipalities, including the colleges of Elangeni, Coastal KZN, Majuba,

Mnambithi, Thekwini, Umfolozi, and Umgungundlovu. These municipalities are primarily located along the coast and in the north west of the province.

Other economic activities in the province revolve around community services; 18 college campuses are located in the municipalities where such activity occurs. The colleges include Esayidi, Mthashana, Umfolozi, and Umgungundlovu. A few colleges are located in municipalities where agriculture is the predominant economic activity – the college campuses of Elangeni, Coastal KZN, and Esayidi. These municipalities are located in the southern part of the province.

One college, Umfolozi, is located in a municipality (Ntambanana [Melmoth]) where transport is the dominant economic activity. This economic sector includes storage and communication.

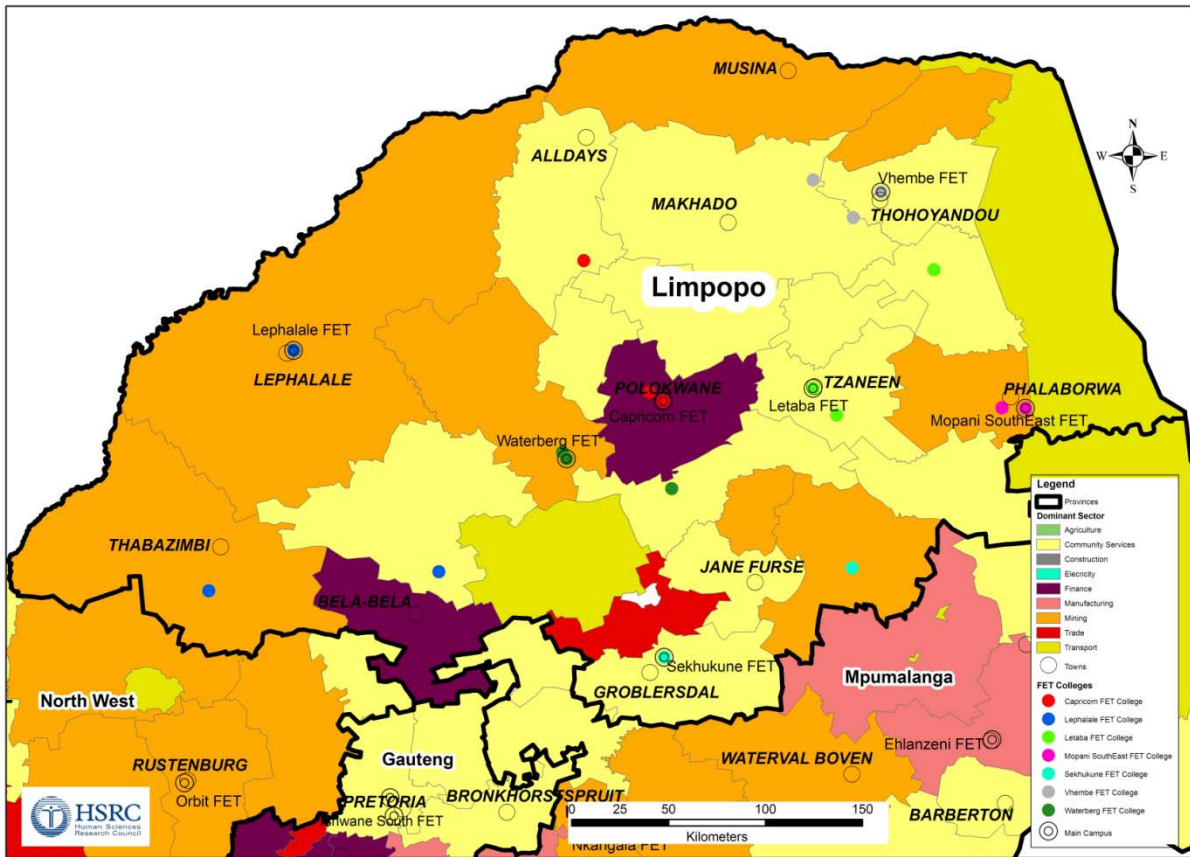


Figure 5: Limpopo: FET college location by dominant economic sector

The western part of Limpopo is dominated by mining and quarrying activity, while the economy of the central region is centred around community and personal services. Twelve of the college campuses in this province are located in municipalities where mining is the dominant economic activity: the campuses of Mopani, Waterberg, Sekhukhune and Lephalale.

Municipalities where economic activities related to community and personal services are dominant are located in the central and southern part of the province, where a total of twelve college campuses are located: the campuses of Letaba, Sekhukhune, Vhembe, Waterberg, and Capricorn.

Economic activities related to finance are dominant in Polokwane, where three campuses of the Capricorn college are located.

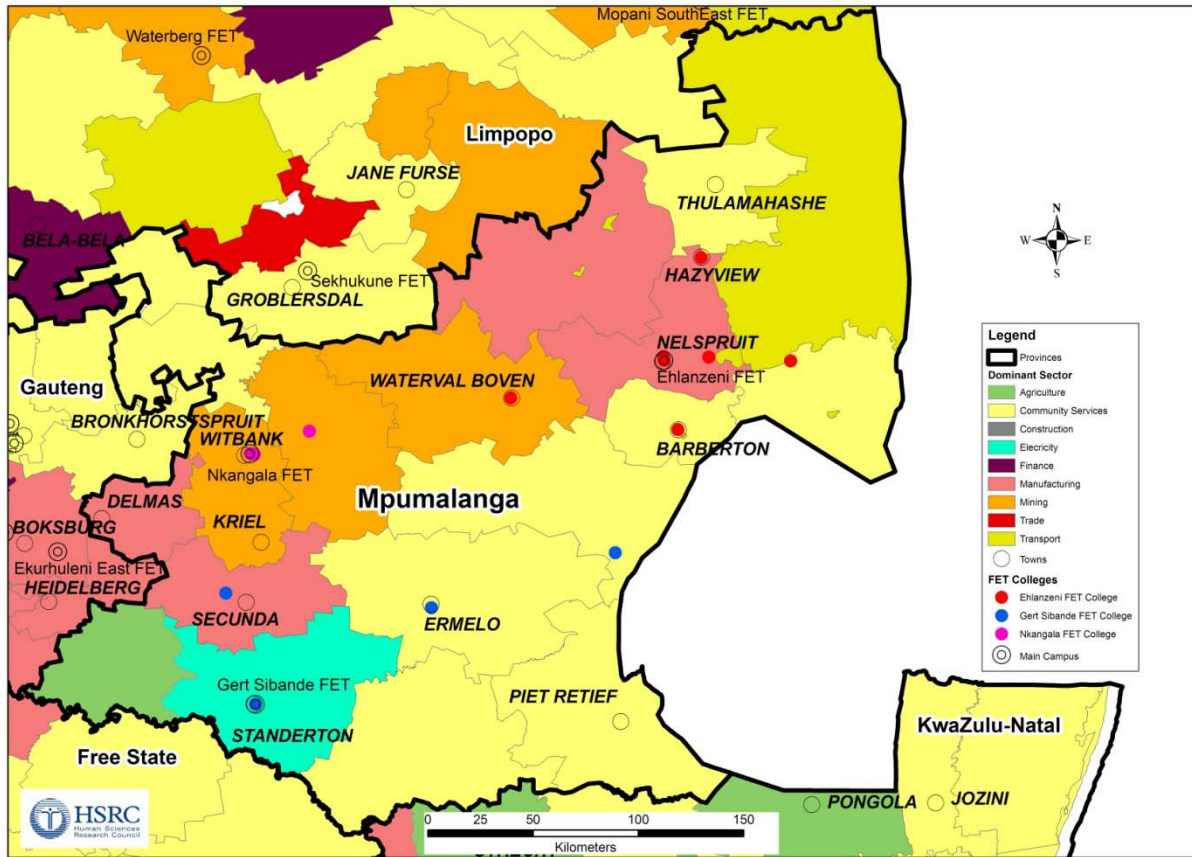


Figure 6: Mpumalanga: FET college location by dominant economic sector

In Mpumalanga most municipalities (9) are dominated by economic activities related to community and personal services. There are four colleges and campuses located in these municipalities, including Ehlanzeni and Gert Sibande colleges. Manufacturing is dominant in four municipalities and the campuses of Ehlanzeni and Gert Sibande are located in these. The municipalities include Highveld East, Delmas, Thabo Chweu and Mbombela. Mining and quarrying occur in the north west of the province, where the municipalities of Emalahleni, Middelburg and Highlands are situated. The colleges located here are six campuses of Nkangala and Ehlanzeni. One municipality in the province is dominated by transport, storage and communication. These activities could be linked to the tourist industry in the province.

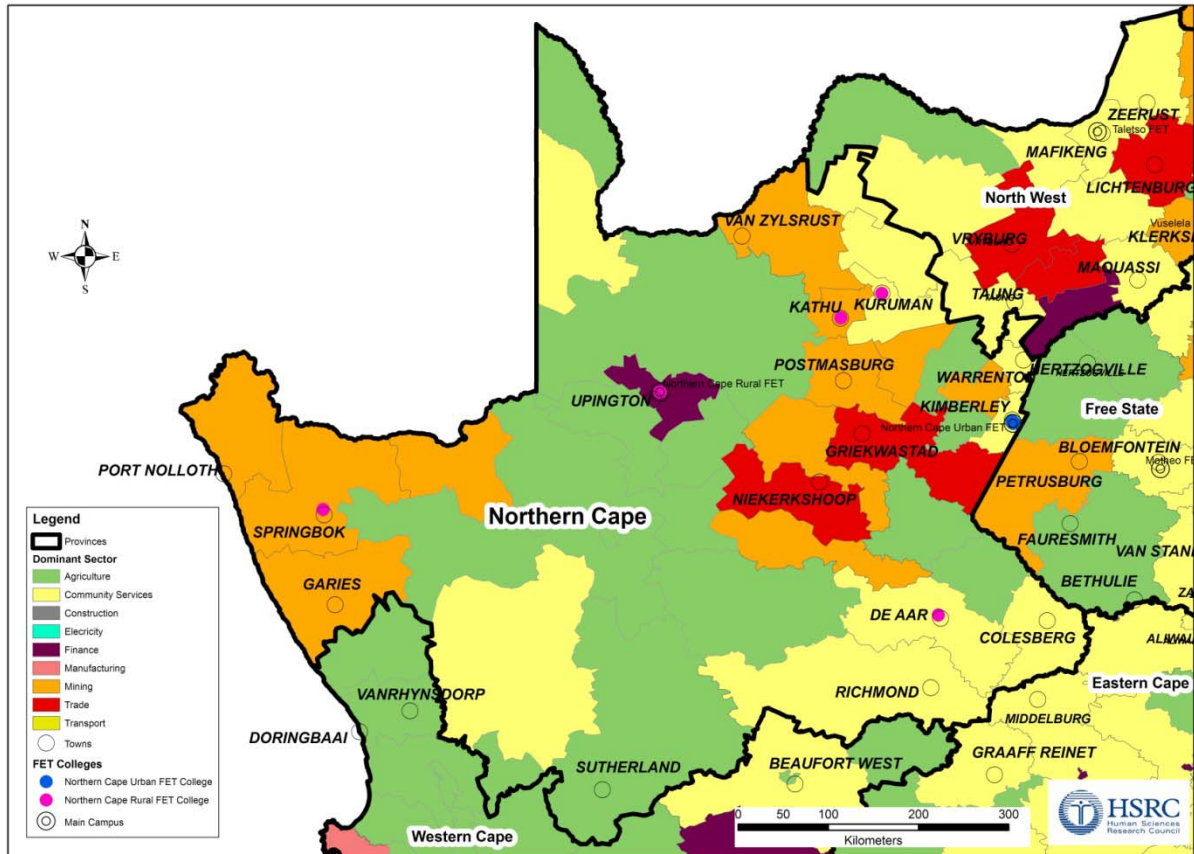


Figure 7: Northern Cape: FET college location by dominant economic sector

The ten college campuses in the Northern Cape are situated in a diverse economic environment. The dominant economic sectors include mining (Gamagara, Nama Khoi), finance (||Kharra Hais) and community services (Ga-Segonyana, Emthanjeni and Sol Plaatje).

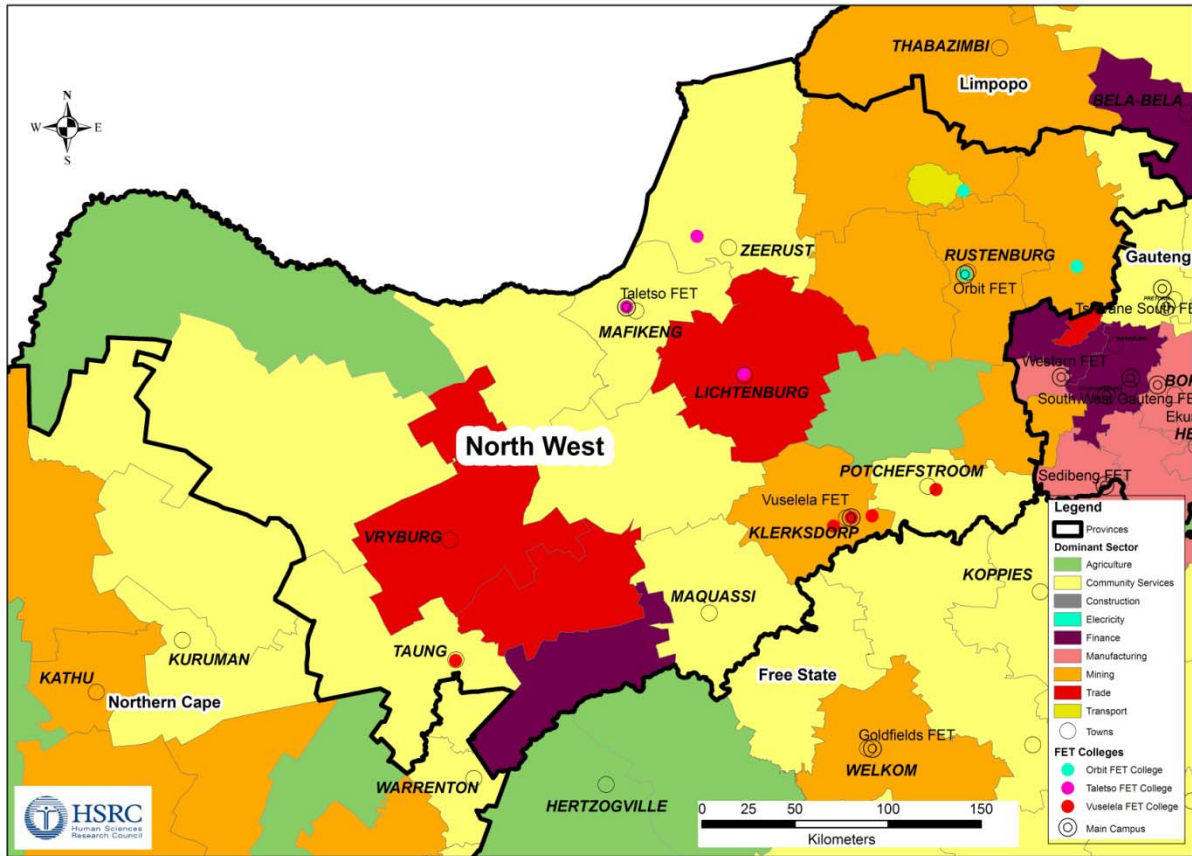


Figure 8: North West: FET college location by dominant economic sector

In the North West province, community service is the pre-eminent economic activity – in the municipalities of Mafikeng, Potchefstroom, Greater Taung, and Zeerust. The FET colleges located here include five campuses of Vuselela and Taletso. Mining activities are predominant in four municipalities and colleges located here, which include Orbit and Vuselela. These colleges should take into consideration the types of economic activity in their surrounding areas and consider including them in their training curricula.

The Taletso college campus in Lichtenburg is the only one in the province located in a municipality where trade is the dominant economic activity. This municipality is well-connected to main roads which serve the North West and Northern Cape.

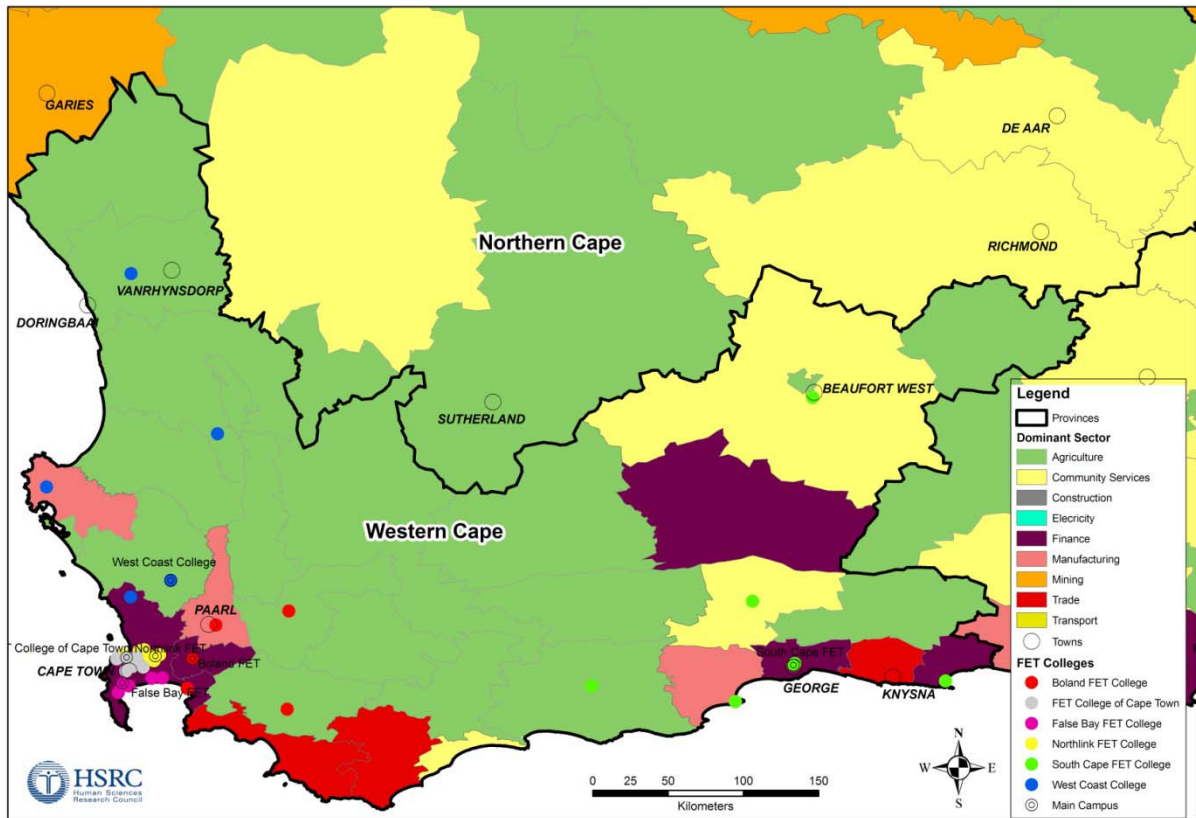


Figure 9: Western Cape: FET college location by dominant economic sector

Thirty-one of the 42 colleges and college campuses in the Western Cape are located in municipalities where the dominant economy is finance. It would therefore make sense for colleges to devote a significant part of their provision to finance and for graduates to consider looking for employment in this sector. Finance is dominant in the municipalities of Cape Town, Stellenbosch, George and Plettenberg Bay. Finance includes insurance, real estate and business services.

Students from colleges in Cape Town should find it easier to integrate into the diverse economy of the city. For those from the surrounding municipalities, however, this would be more difficult, since the economies of these municipalities are dominated by manufacturing and agriculture, and are not that diverse.

Manufacturing is dominant in Drakenstein and Saldanha Bay, where the college campuses of Boland and West Coast are located. Agriculture is the dominant sector in the municipalities of Matzikama, Cederberg, Swartland, Breede Valley, Theewaterskloof and Langeberg, where the college campuses of West Coast, South Cape and Boland are located.

Gross Geographic Product

Overview

Gross geographic product (GGP) refers to the value of goods and services produced within a specific **geographical** area (region) in a given year. In this case the data are calculated for each municipality for 2006.

In 2006 high production occurred in metropolitan municipalities, for example, City of Cape Town, eThekweni, Nelson Mandela, and in other major centres, for example, East London and Stellenbosch. Mining areas in the Free State, North West, Mpumalanga and Limpopo also have high production rates. There are no FET colleges located in any of the municipalities which are in the lowest category of GGP (below R260 million production) while there are only a few colleges and college campuses located in the second lowest GGP category.

Geo-location of college campuses by Gross Geographic Product

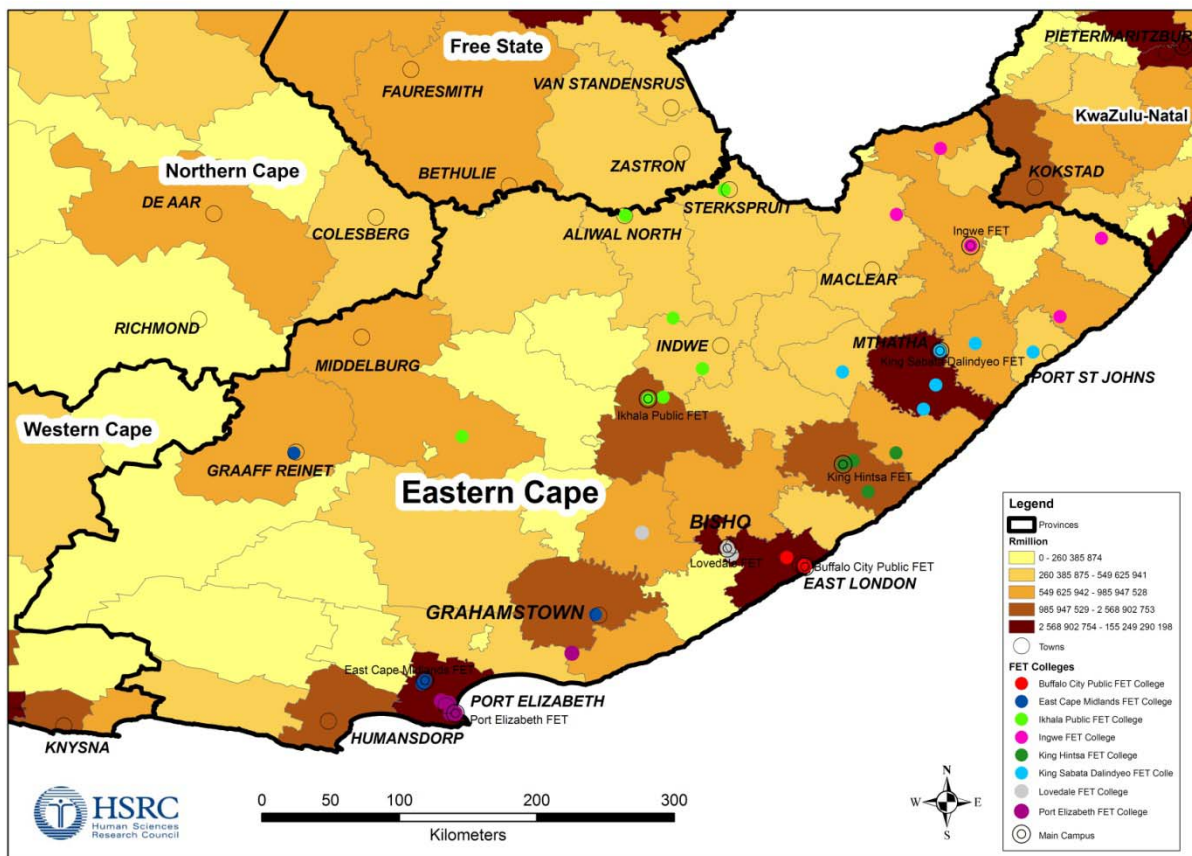


Figure 10: Eastern Cape: FET college location by Gross Geographic Product

In the Eastern Cape, production is high in the municipalities of Nelson Mandela Bay (Port Elizabeth), Buffalo City (East London), and King Sabata Dalindyebo (Mthatha). Colleges located in Nelson Mandela metro include college campuses of Port Elizabeth and East Cape Midlands. Buffalo City houses the colleges of Buffalo City and Lovedale, while King Sabata Dalindyebo has campuses in the same municipality.

A number of colleges are situated in municipalities that fall into the second highest class of GGP for 2006. These include the Ikhala campuses in Lukanje, King Hintsa campuses in Mquma, and East Cape Midlands in Makana. Major towns in these municipalities are, respectively, Queenstown, Butterworth and Grahamstown.

A number of colleges in the Eastern Cape are located in municipalities that delivered low GGP production in 2006. These college campuses are Ikhala, Ingwe and King Sabata Dalindyebo. Not only are these colleges located in low production areas; but they are also not in close proximity to any national roads, which makes them difficult to access.

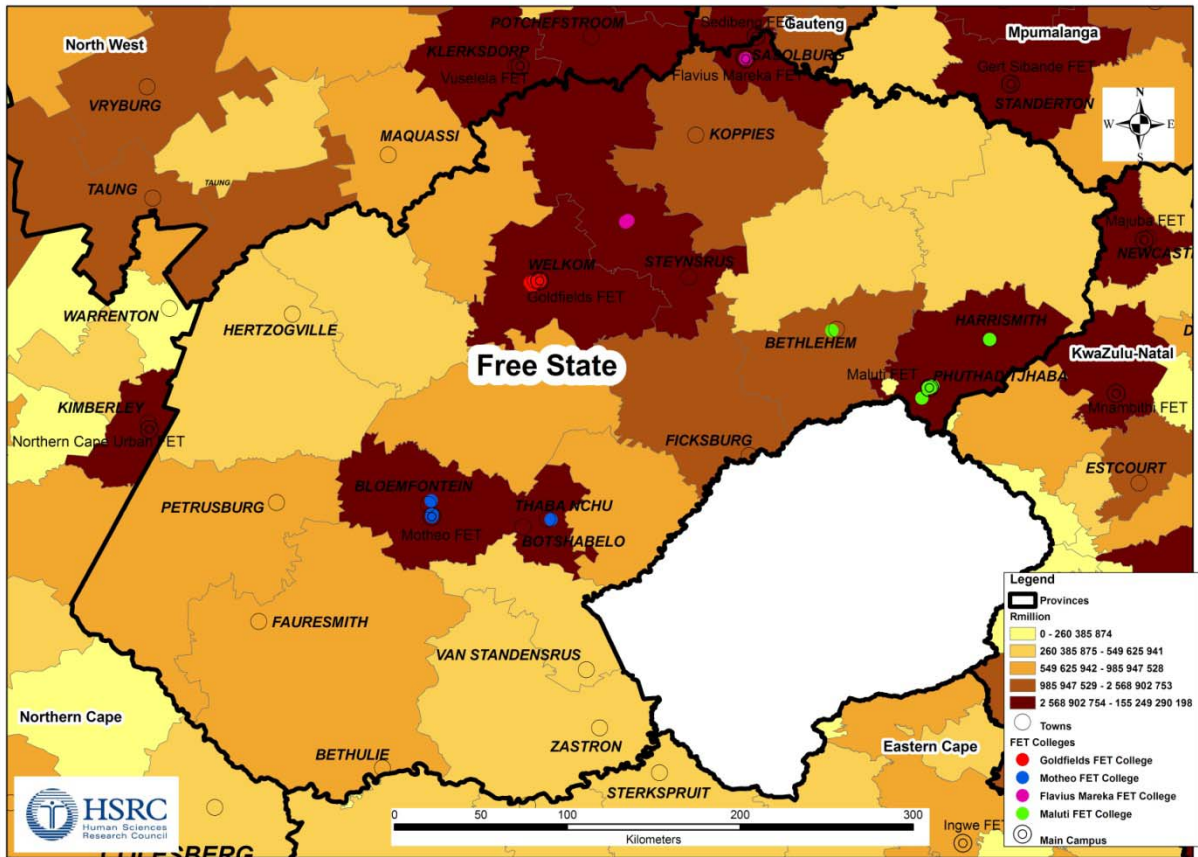


Figure 11: Free State: FET college location by Gross Geographic Product

All the FET colleges and college campuses in the Free State are located in areas with a high GGP. It would therefore be expected that these colleges should be financially more viable because of their surrounding areas. The colleges include Flavius Mareka, Motheo, Maluti and Goldfields. The Maluti college campus in Bethlehem is the only one located in a municipality with the second highest GGP. Flavius Mareka has a campus in Sasolburg; because of its close proximity to colleges in Gauteng, it might experience competition for students.

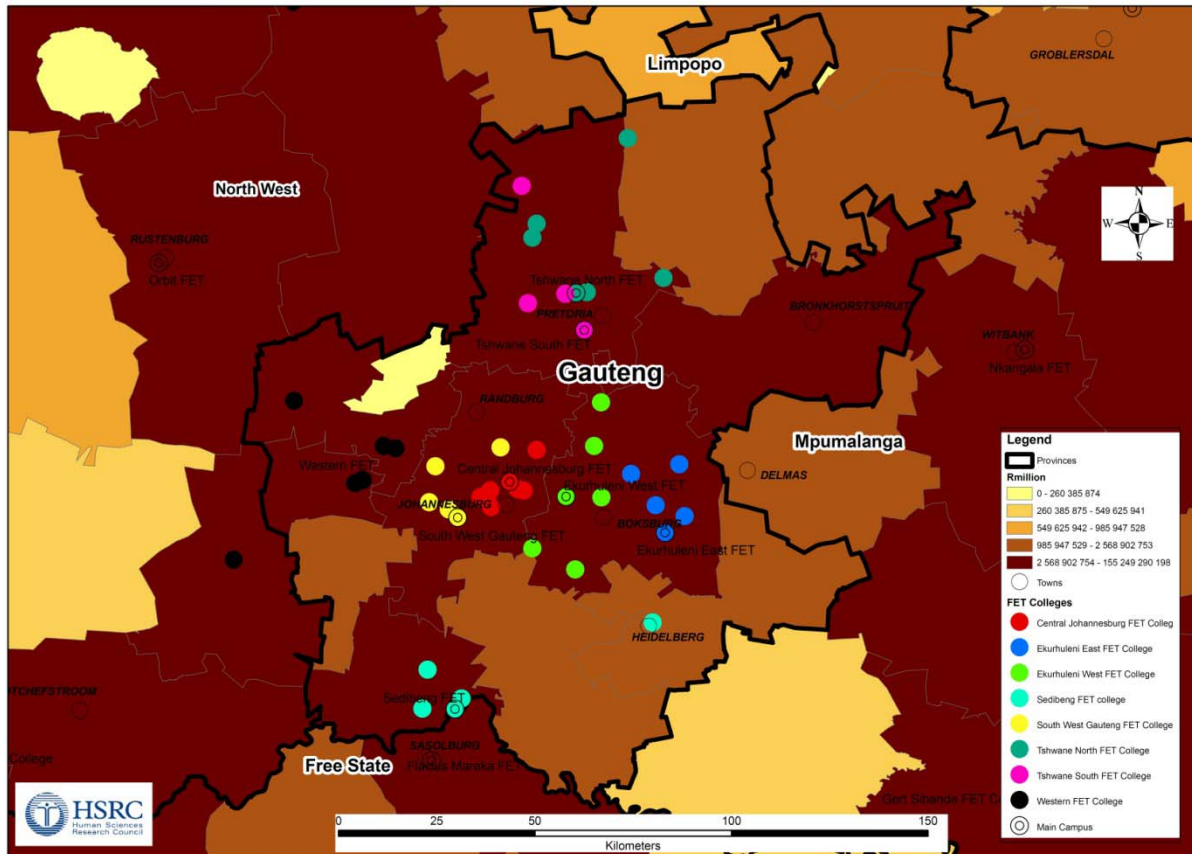


Figure 12: Gauteng: FET college location by Gross Geographic Product

Gauteng has a total of 48 college campuses. There is only one municipality in the province with a low GGP, namely West Rand, and there are no colleges located in it. The majority of colleges and college campuses (37) are located in the three metropolitan areas of Johannesburg, Tshwane and Ekurhuleni, which also has a high GGP.

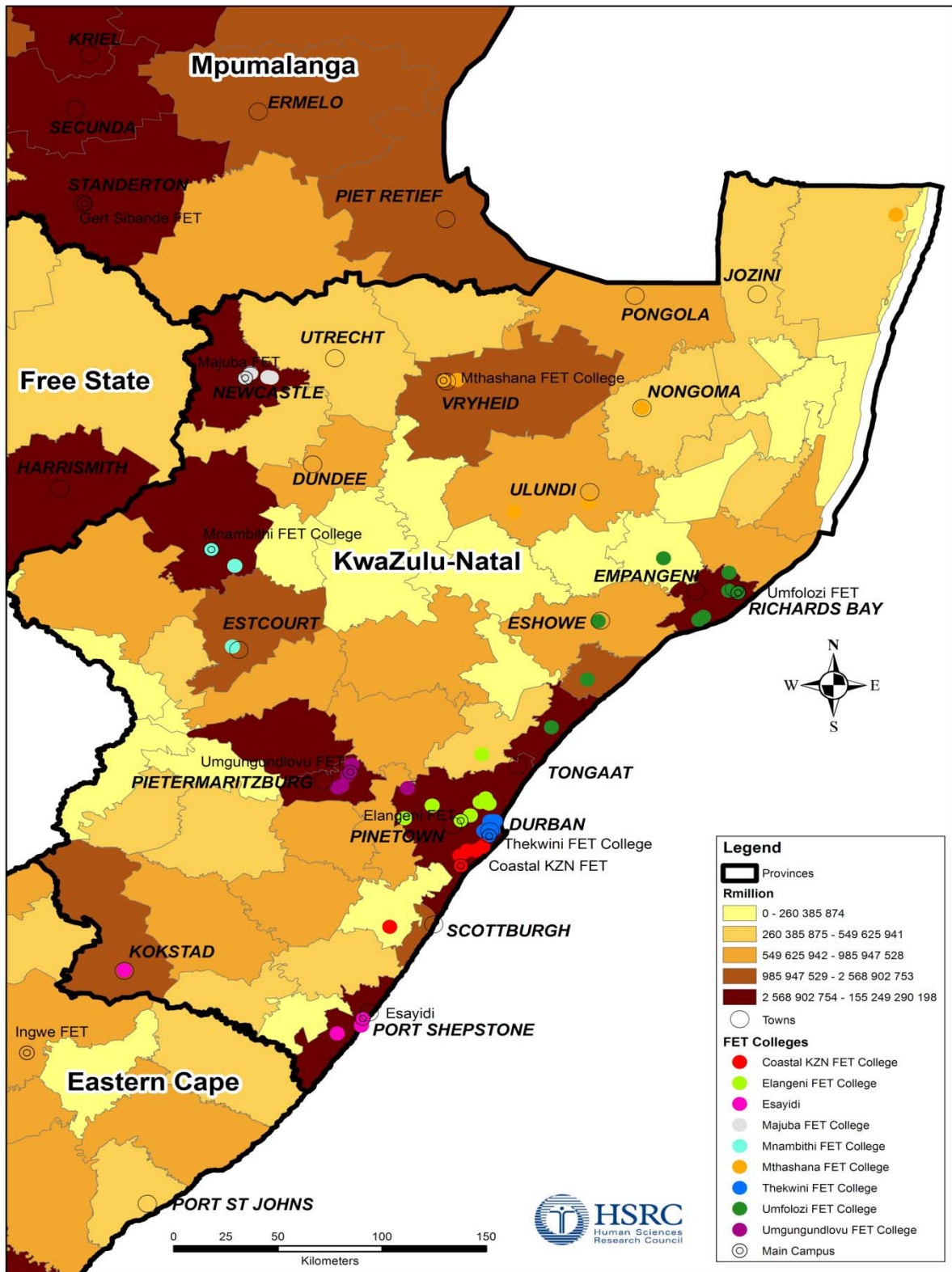


Figure 13: Gauteng: FET college location by Gross Geographic Product

In KwaZulu-Natal high GGP figures are evident in the municipalities of Hibiscus Coast, eThekweni, Msunduzi, uMngeni, Emnambithi/Ladysmith, Newcastle, KwaDukuza and uMhlathuze. The FET colleges of the province are predominantly located in these municipalities; only three college campuses of Coastal KZN, Elangeni and Umfolozi are located in low GGP areas. The latter two colleges are also not in close proximity to any national or major roads.

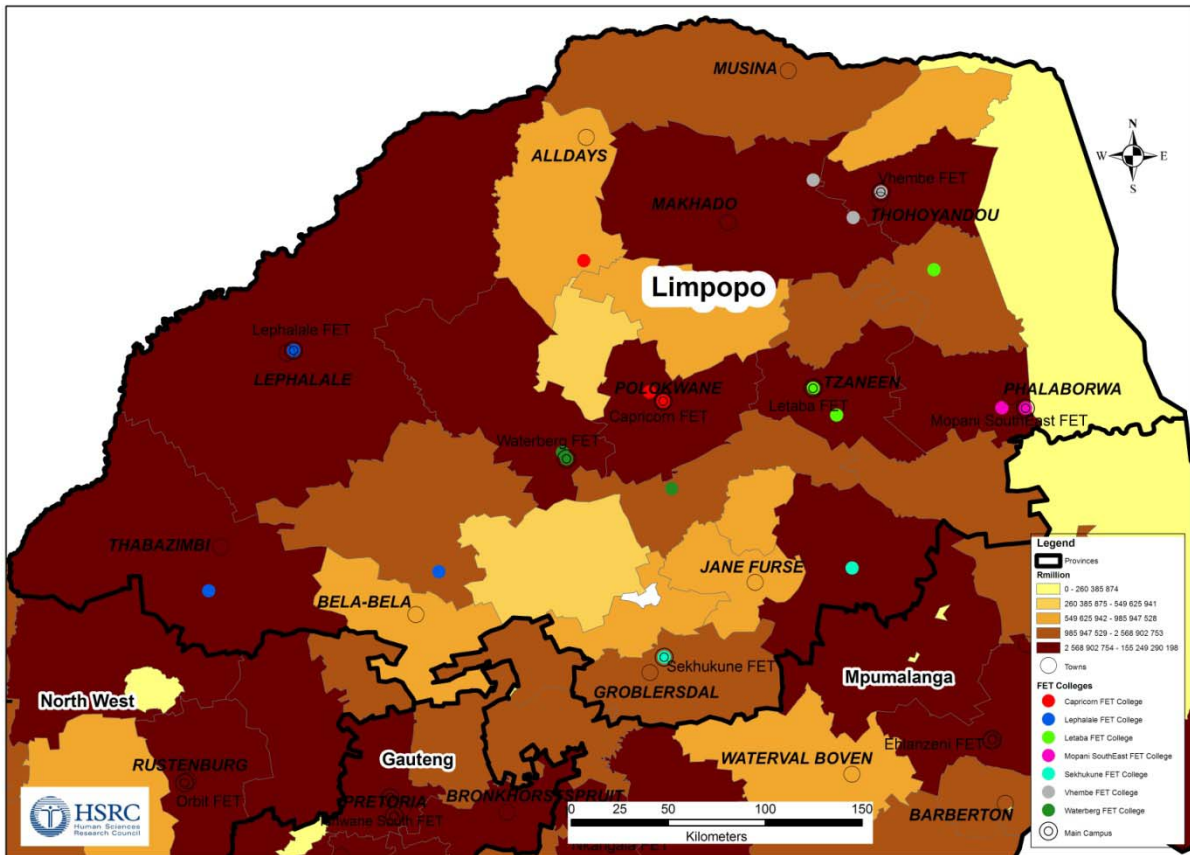


Figure 14: Limpopo: FET college location by Gross Geographical Product

Limpopo has a total of 27 FET colleges and college campuses. These are spread across the province. There are two municipalities with low GGP, namely Mookgopong and Aganang, but there are no colleges located in these. Most colleges are located in municipalities which fall in the highest two categories of GGP (that is, with production of more than R985 million). All colleges except the Senwabarwana campus of Capricorn College are well connected to national and main roads. This latter college is located in a municipality with an average GGP, which might influence the financial viability of the college.

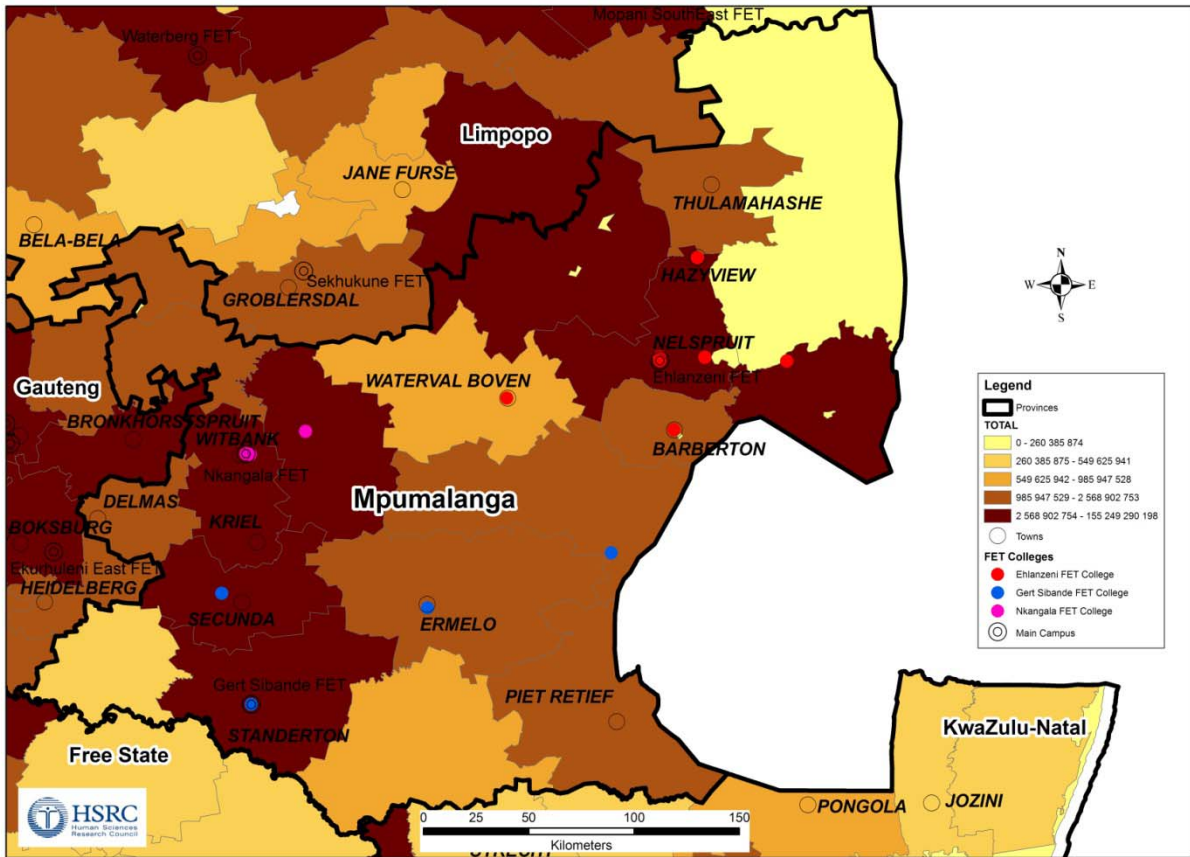


Figure 15: Mpumalanga: FET college location by Gross Geographic Product

In Mpumalanga there are 17 FET colleges and college campuses. None is located in the southeast or southwest of the province. All the colleges and college campuses (Nkangala, Gert Sibande and Ehlanzeni) are located within municipalities within the two highest categories of GGP. Dipaleseng municipality has a low GGP, but no colleges are located there.

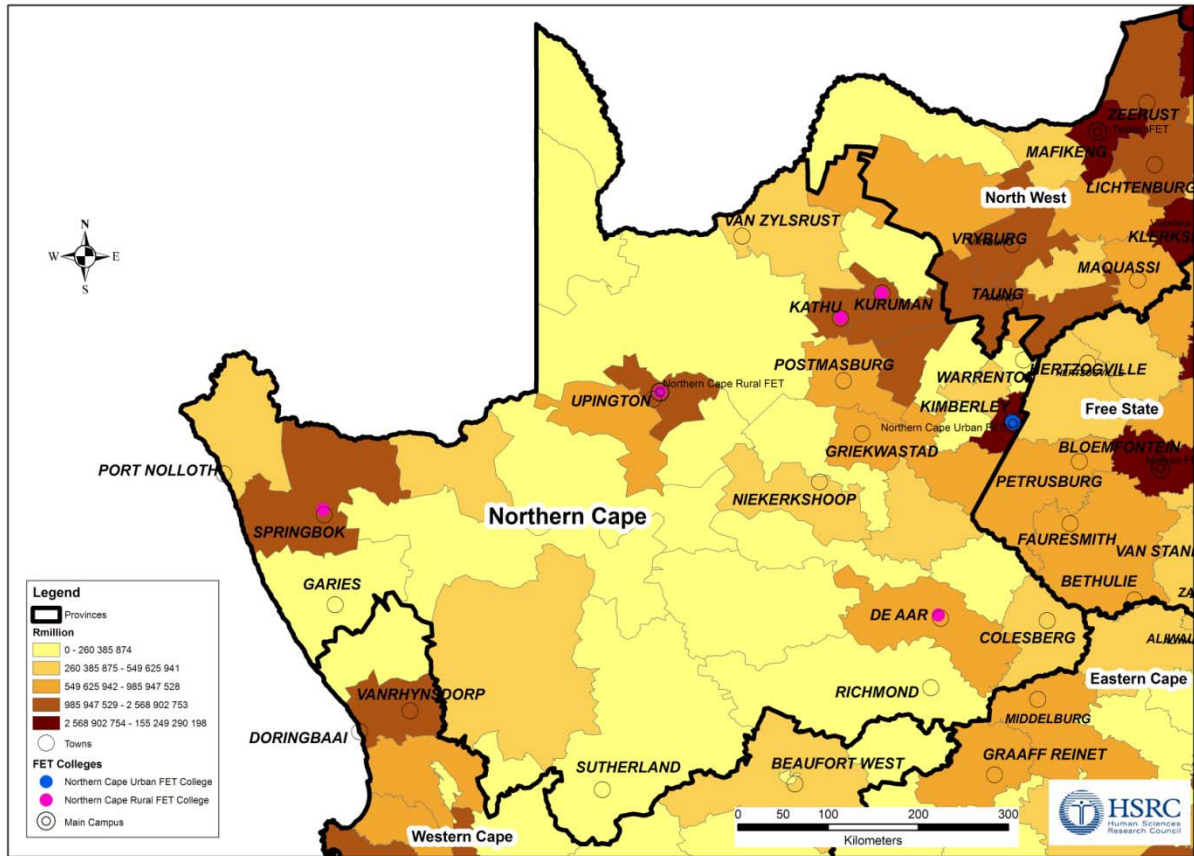


Figure 16: Northern Cape: FET college location by Gross Geographic Product

In the Northern Cape there are nine college campuses within two colleges: Northern Cape Urban and Northern Cape Rural. These colleges have a presence in Kimberley, Kuruman, Okiep, De Aar, Upington and Kathu. The colleges in Kimberley are the only ones located in an area of high GGP. The De Aar campus of Northern Cape Rural is located in a municipality with relatively low GGP, and might struggle financially.

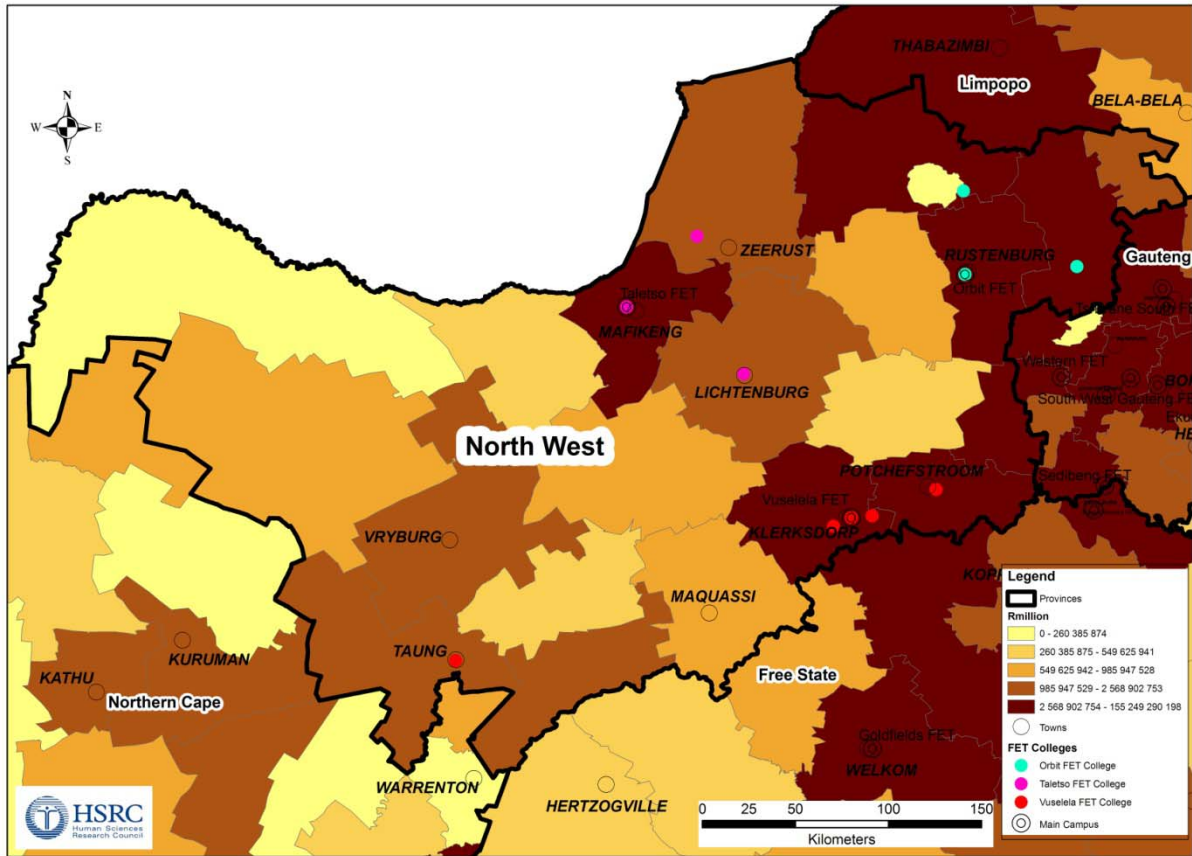


Figure 17: North West: FET college location by Gross Geographic Product

There are 14 college campuses in North West; all of these are located in municipalities in the top two categories of GGP. All the colleges are located on national or main roads and are therefore very accessible. Vusulela FET in Taung is the only one serving the western part of the province. In the east of the province there is a concentration of colleges in the Klerksdorp and Potchefstroom municipalities.

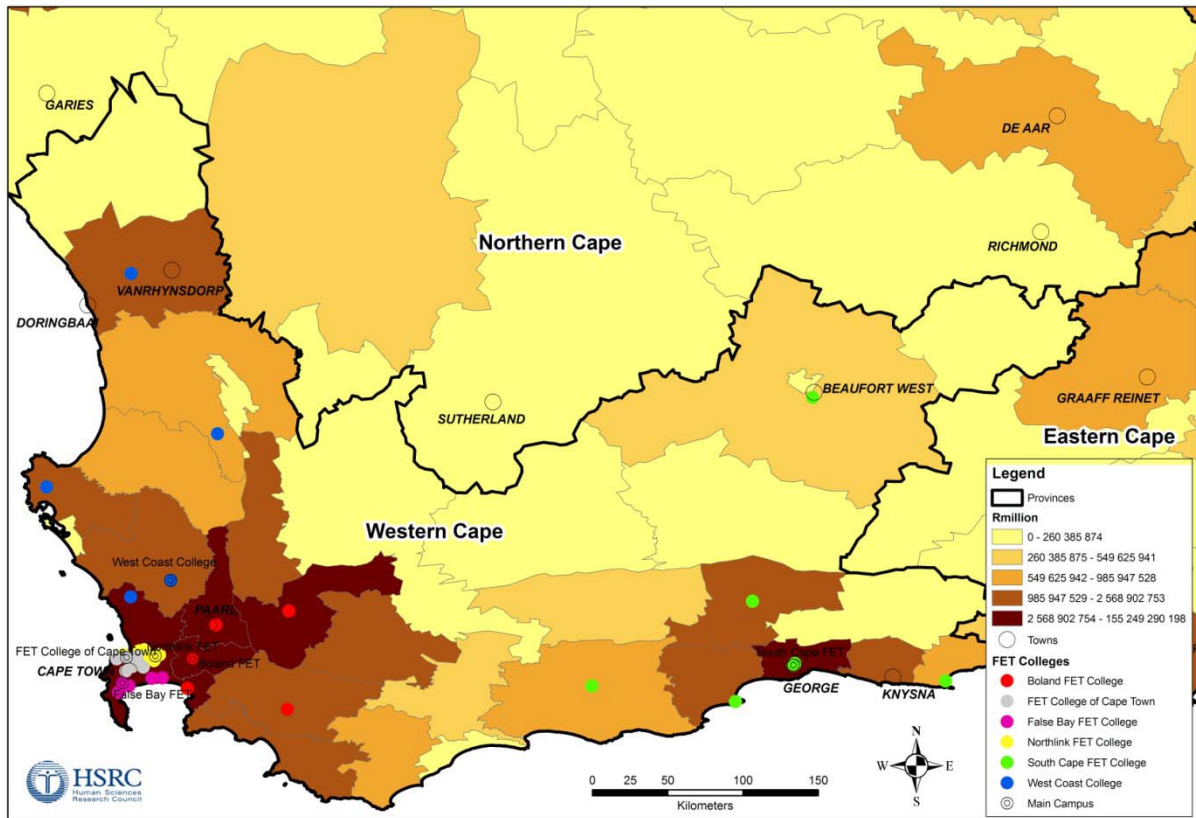


Figure 18: Western Cape: FET college location by Gross Geographical Product

In the Western Cape, the municipalities with the highest production are the City of Cape Town, Stellenbosch, Drakenstein, Breede Valley, and George. South Cape College has a presence in the latter municipality and also in the surrounding municipalities of Mossel Bay, Oudtshoorn, and Plettenberg Bay. These three municipalities are in the second highest category of GGP production. The economic status of the area is high to fairly high, and graduates from these colleges would be able to contribute to its perpetuation.

In the municipalities of Cape Town, Stellenbosch, Drakenstein and Breede Valley there are 30 college campuses, the majority of which are located in Cape Town. The campuses of Cape Town, Boland, False Bay, Northlink and West Coast are located here.

Outside the Cape Town and South Cape areas there are colleges in Riversdale, Malmesbury, Citrusdal, Vredenburg, Beaufort West and Vredendal. These areas are home to the central and academic campuses of West Coast and South Cape colleges.

Unemployment

Overview

Low unemployment (below 10.1%) is evident in sparsely populated areas and parks or nature reserves. Extremely high unemployment (>60%) is experienced in some municipalities in the Eastern Cape, KwaZulu-Natal, Northern Cape and Limpopo. It is expected that graduates of colleges located in municipalities with high unemployment might take longer to obtain employment.

Geo-location of college campuses by unemployment

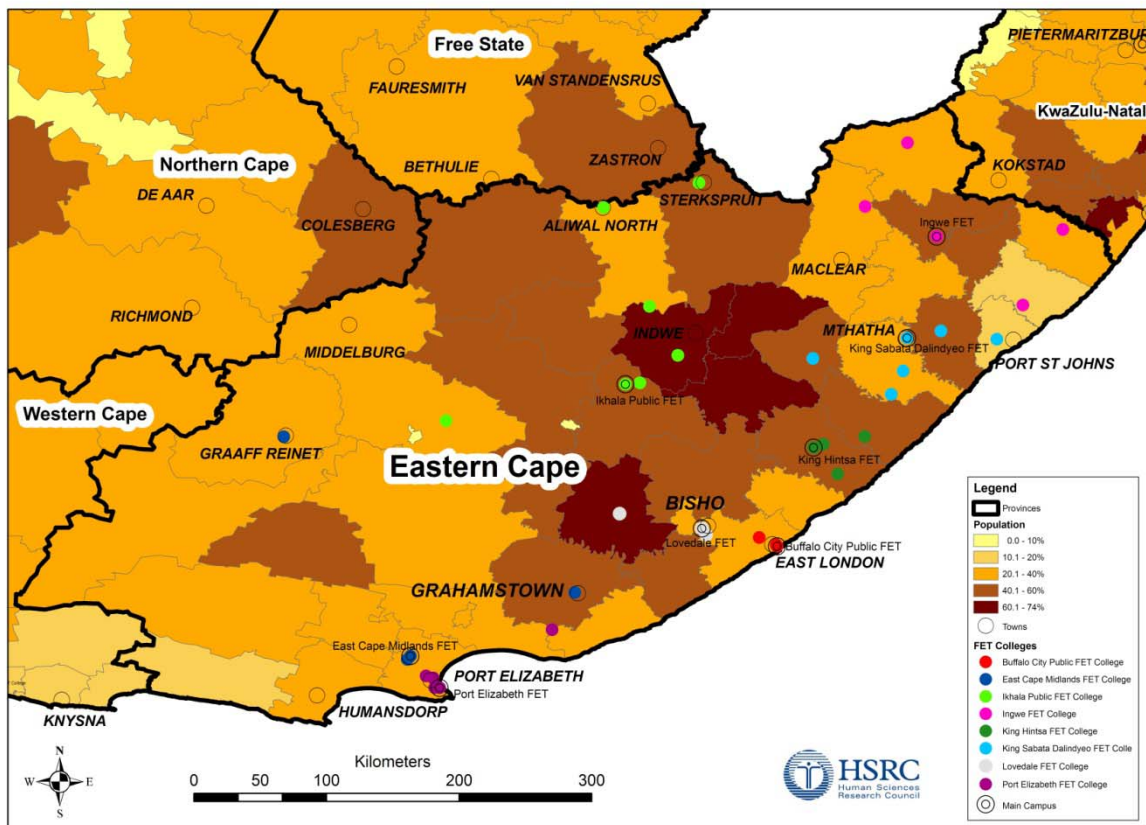


Figure 19: Eastern Cape: FET college location by unemployment

In the Eastern Cape two college campuses are located in municipalities with low unemployment: King Sabata Dalindyebo; and Ingwe. These are located close to the north eastern border of the province. Twenty-seven college campuses are located in municipalities where unemployment is 20%-40%. These include campuses from Buffalo City, East Cape Midlands, Ikhala, Ingwe, King Sabata Dalindyebo, Lovedale, and Port Elizabeth. Extremely high unemployment (above 60%) is evident in three municipalities in the Eastern Cape, where college campuses of Ikhala (Dordrecht and Queen Nonesi) and Lovedale (Alice) are situated.

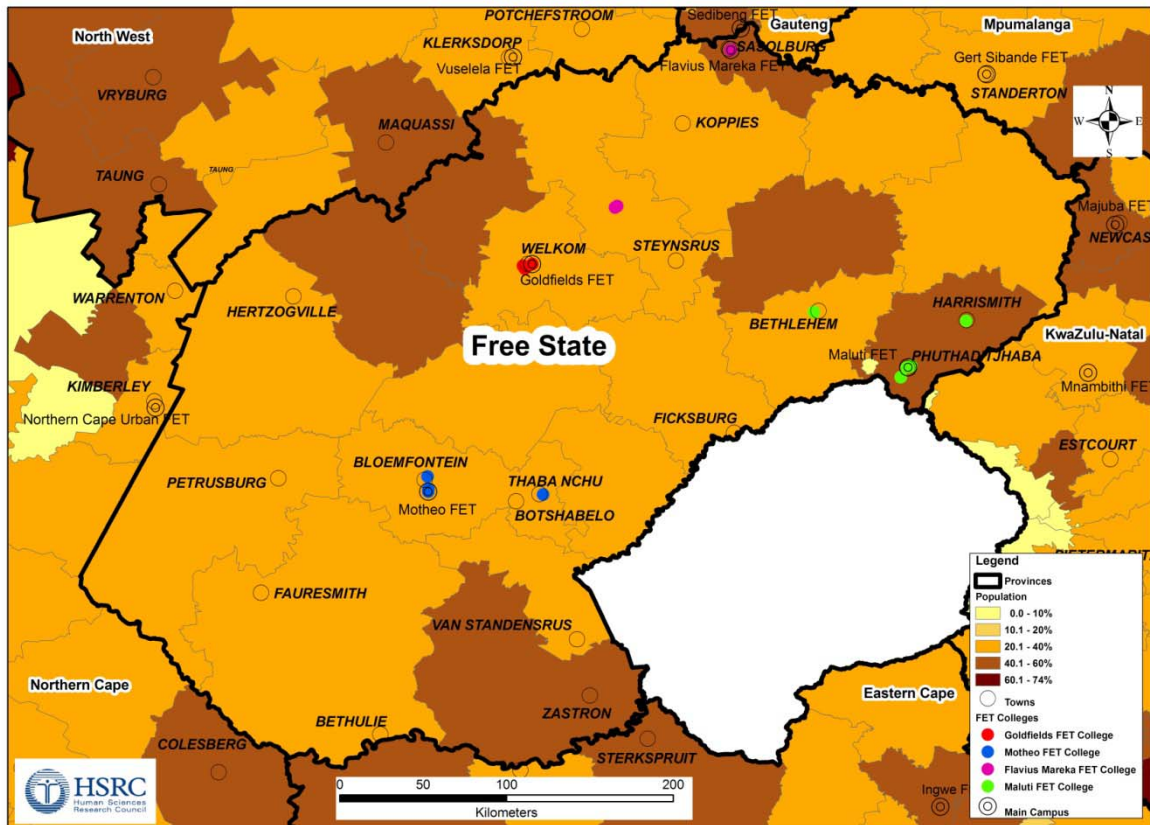


Figure 20: Free State: FET college location by unemployment

In the Free State all municipalities have recorded unemployment rates of 20-60%. Nine college campuses are located in areas where unemployment is 20%-40%; these include Motheo, Flavius Mareka, Goldfields and Maluti. Seven college campuses are located in a high unemployment areas (40%-60%); these are the campuses of Maluti, within the Maluti a Phofong municipality.

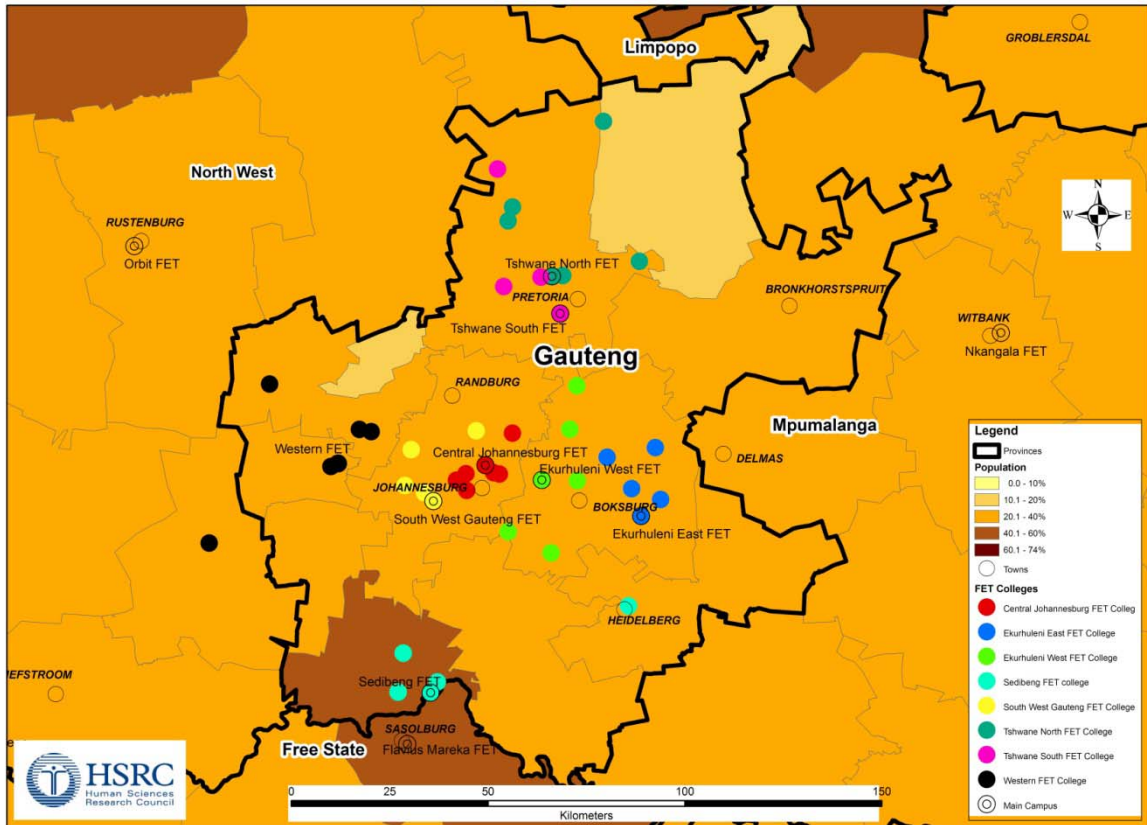


Figure 21: Gauteng: FET college location by unemployment

In Gauteng only one municipality (Emfuleni) has an unemployment rate of above 40%. The college of Sedibeng, with its four campuses, is located in this municipality. All other colleges (44) in the province are located in areas where unemployment is between 20% and 40%: the campuses of Central Johannesburg, Ekurhuleni East, South West Gauteng, Tshwane North, Tshwane South, Western, and Ekurhuleni West.

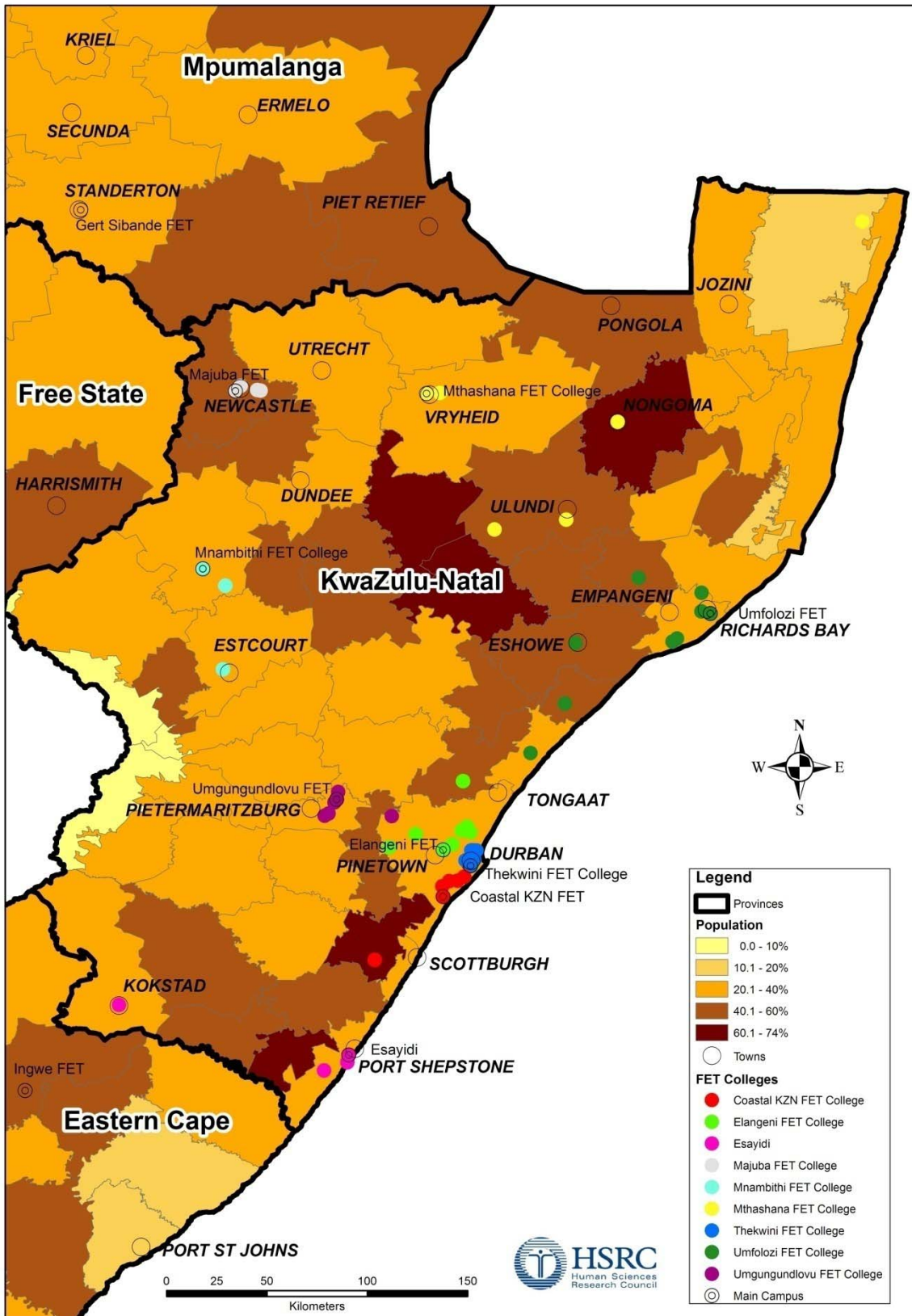


Figure 22: KwaZulu-Natal: FET college location by unemployment

One college (Mtashana) in the far north of KwaZulu-Natal is located in a municipality with relatively low unemployment (<20%) while most of the other colleges (49) in the province are located in areas where unemployment is between 20% and 40%. These colleges include Elangeni, Esayidi, Coastal KZN, Mnambithi, Thekwini, Umfolozi and Umgungundlovu.

Fourteen college campuses are located in municipalities with a 40%-60% unemployment rate. These are located in the north east and west of the province and include Majuba, Mtashana and Umfolozi colleges. One college campus of Coastal KZN in As-Salaam is located in an area with extremely high unemployment (>60%); graduates from this college might find it challenging to be absorbed into the local labour market. The economic conditions might also pose challenges to students who originate from this area and for whom funding for their studies might be a difficulty.

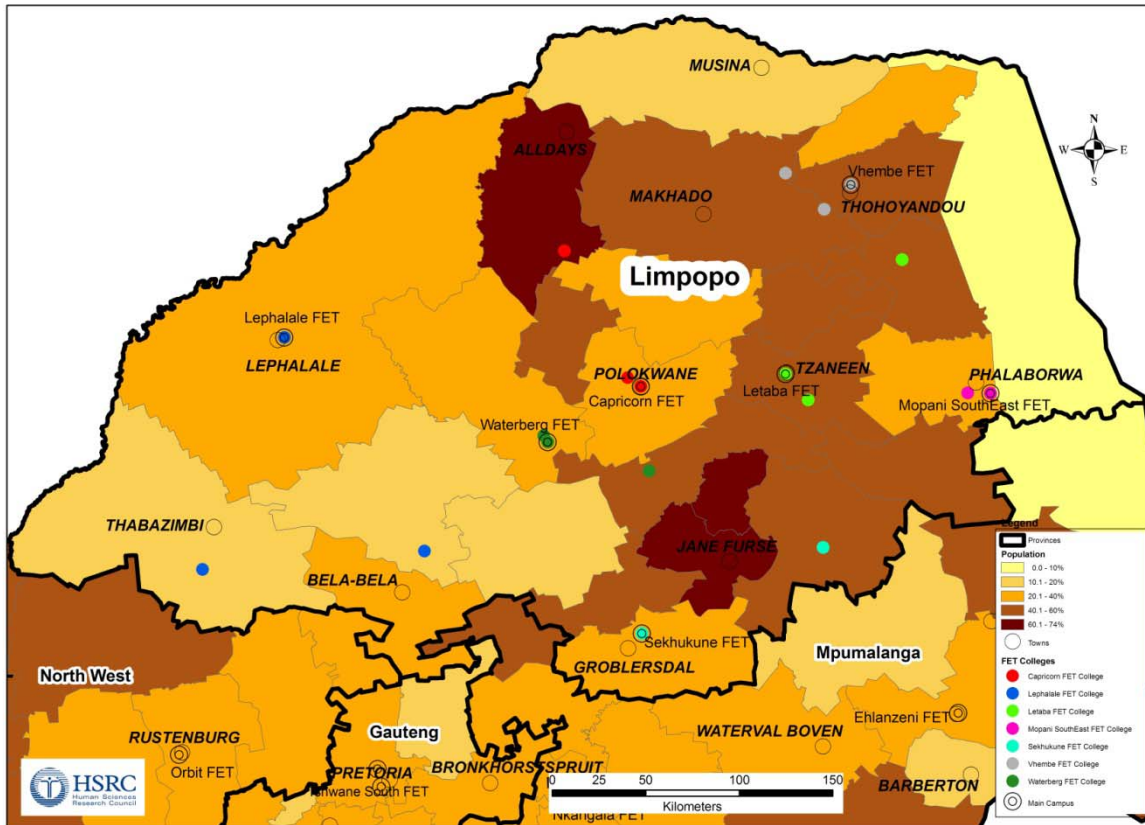


Figure 23: Limpopo: FET college location by unemployment

In the north west of Limpopo is one college campus (the Senwabarwana campus of Capricorn) which is located in a municipality where unemployment is critically high (more than 60%). Graduates from this college might have difficulty in securing employment in this area. Eleven other college campuses in the province are located in municipalities where unemployment ranges between 40% and 60%. These college campuses include Letaba, Vhembe, Sekhukhune, Waterberg and Lephale.

A further 12 college campuses are located in areas where unemployment ranges between 20% and 40%, while one college in the far west of the province is located in a low unemployment area (below 10%). Capricorn, Mopani, Sekhukhune and Waterberg have campuses in the municipalities where unemployment ranges between 20% and 40%. Overall, almost 50% of all colleges in the province are located in areas where unemployment is very high (above 40%).

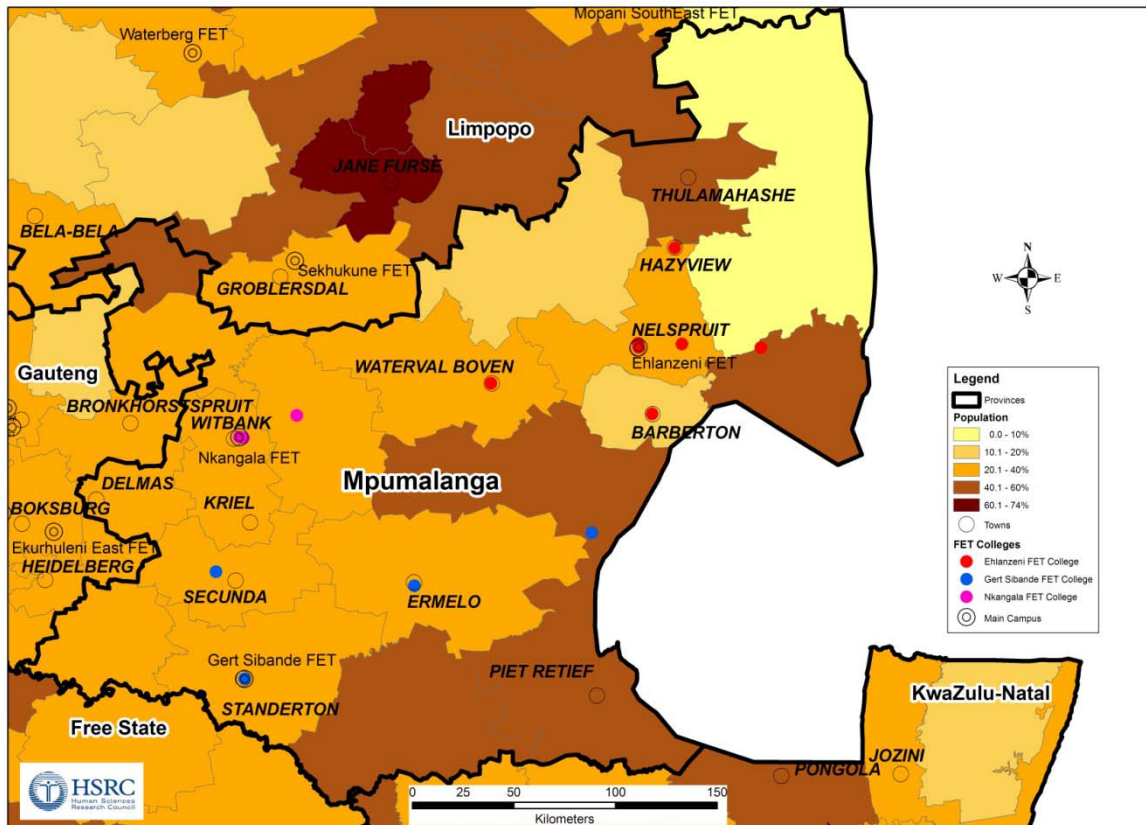


Figure 24: Mpumalanga: FET college location by unemployment

Two college campuses in Mpumalanga are located in areas where unemployment is between 40% and 60%: the campuses of Gert Sibande (Sibanasetfu) and Ehlanzeni (Mlumati). The remainder of the college campuses (14) are located in areas with unemployment below 40%; these include campuses of Gert Sibande, Nkangala and Ehlanzeni. Only one college campus – Ehlanzeni (Barberton) – is located in an area where unemployment is between 10% and 20%. Graduates from this area are more likely than those from other areas to find employment here because of high employment rates.

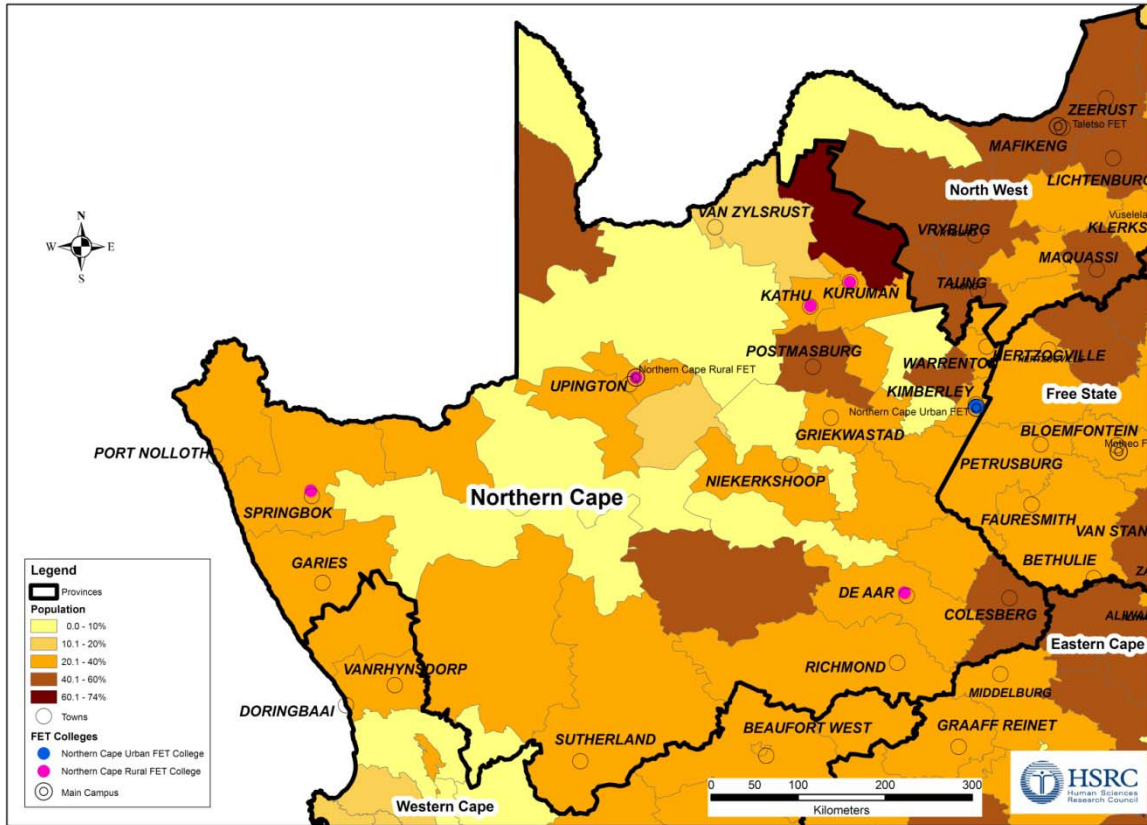


Figure 25: Northern Cape: FET college location by unemployment

All colleges and college campuses in the Northern Cape are situated in municipalities where the unemployment rate is between 20% and 40%.

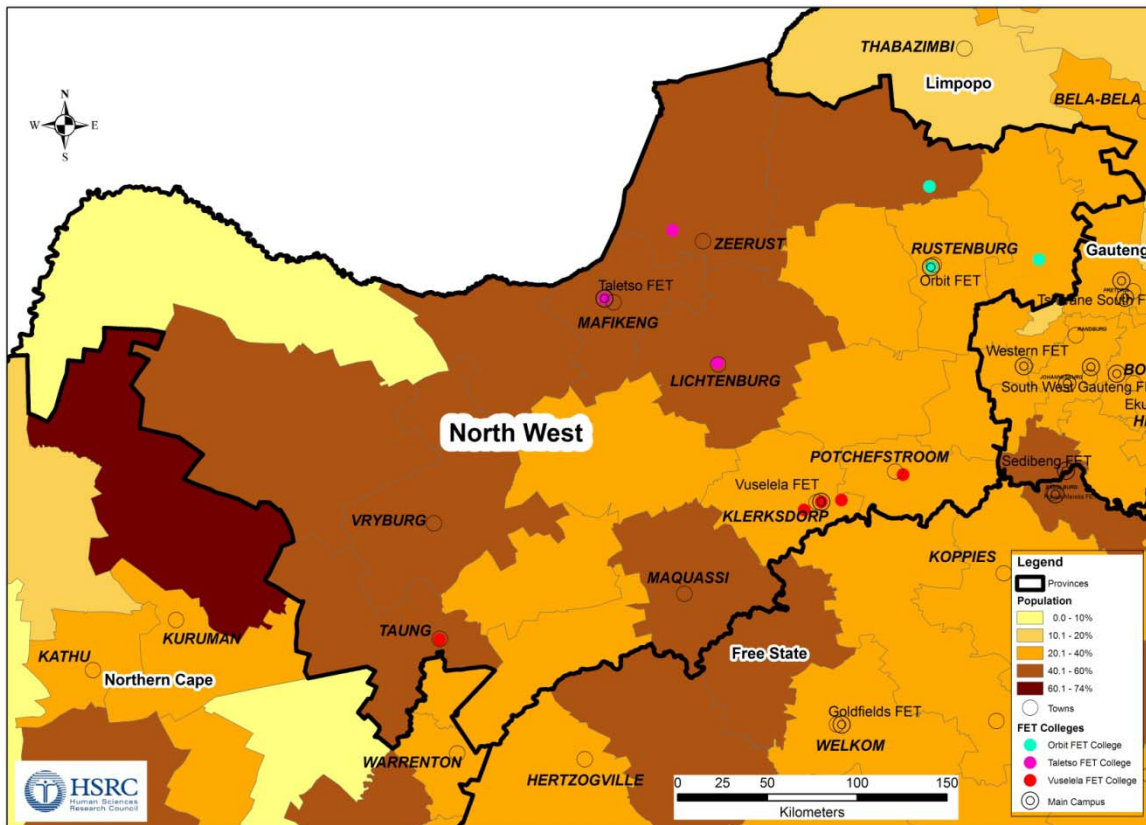


Figure 26: North West: FET college location by unemployment

All colleges and college campuses in North West are located in municipalities where 20%-60% of the workforce is unemployed. Eight colleges and college campuses are located in the lower category of 20%-40% unemployment; these include Orbit and Vuselela college campuses. Six campuses of Taletso, Orbit and Vuselela are located in municipalities where unemployment is greater than 40%. This factor will impact on students' ability to obtain employment in the municipality where they are studying.

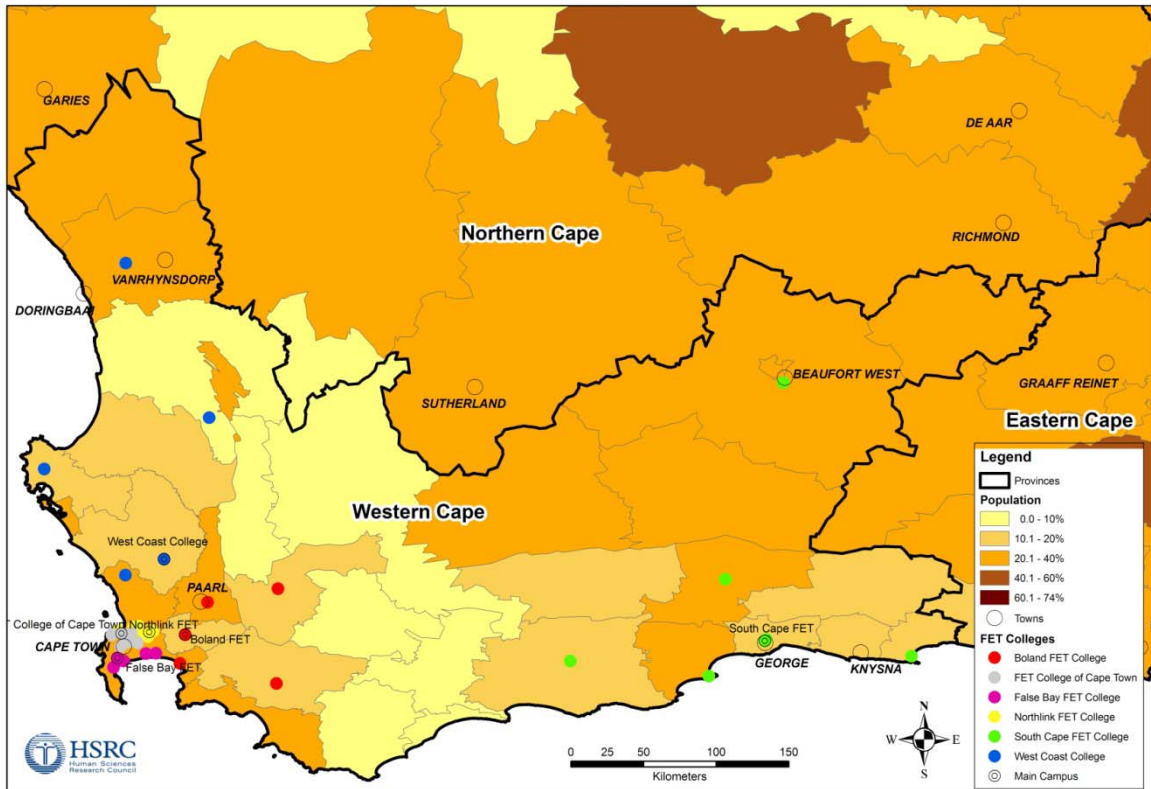


Figure 27: Western Cape: FET college location by unemployment

In the Western Cape overall unemployment is lower than 40%. One college, West Coast, is located in the Cederberg municipality, which has an unemployment rate of lower than 10.1%. Most colleges and college campuses in the province are located in municipalities where unemployment ranges between 10.1% and 40.1%. There are 29 college campuses situated in municipalities with unemployment of between 20% and 40%; these include the campuses of the College of Cape Town, Boland, False Bay, Northlink, and South Cape.

Poverty

Overview

Even though there is no agreed international definition of poverty, basically poverty refers to the lack of resources required to meet people's unmet needs. In this case, the poverty rate is the proportion of people living below the poverty line in South Africa. The poverty line used in this study is based on the Bureau of Market Research's Minimum Living Level (MLL). The poverty line varies according to household size, the larger the household the larger the income required to keep its members out of poverty. In order to calculate the aggregate poverty rate, a cross-tabulation of household income by household size, municipality and race is drawn from the 2001 census. The poverty rate of each household is summed to arrive at the aggregate poverty rate for each municipality.

In the Western Cape, Gauteng and North West provinces, none of the FET colleges falls within the highest poverty rate category (more than 60%). In the Northern Cape and Mpumalanga only one FET college in each area is located in an area which is within the highest poverty rate category: Northern Cape Rural (Kuruman campus); and Gert Sibande (Sibanesetfu campus). The rest of the provinces – Limpopo, KwaZulu-Natal, Eastern Cape and Free State – each have more than five FET colleges in the highest poverty rate category. In the Western Cape, Gauteng and Northern Cape most FET colleges are located in the lower poverty category (20% - 40%), with Western Cape being an exception as some FET colleges are situated in areas where poverty rates are below 20%. In the metros, excluding the Nelson Mandela Bay, almost all FET colleges fall within the lower poverty category (20% - 40%).

Geo-location of college campuses by poverty

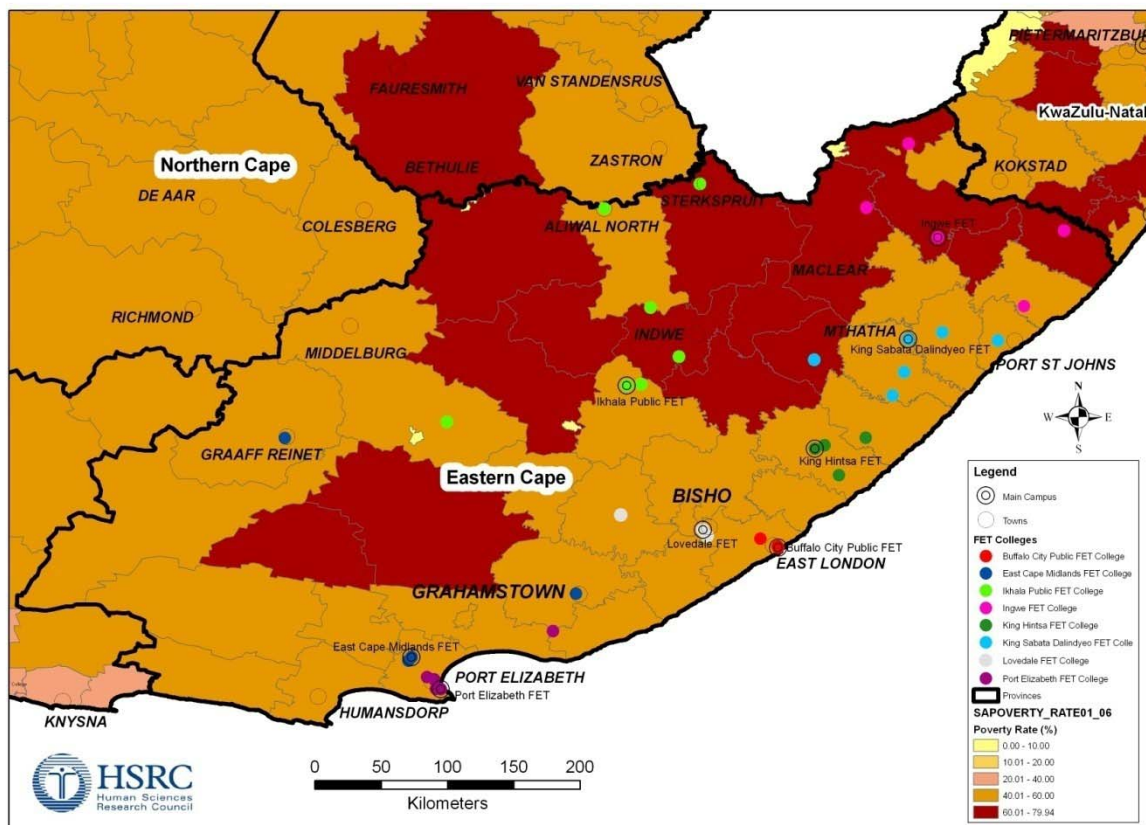


Figure 28: Eastern Cape: FET college location by poverty

In the Eastern Cape, there are 48 FET college campuses, 19 of which are in the highest poverty category while the remaining 29 are in the middle poverty category. Some municipalities in this province have more than two college campuses, whereas others do not have a single campus, especially on the coastline. The locations of colleges overlap with the locations of urban areas. There are for instance six college campuses in Nelson Mandela Bay, five in Buffalo City, and three in Mnquma municipality. Students from college campuses located in the highest poverty rate category might experience difficulty in terms of being able to complete their studies because of financial constraints; the financial viability of these colleges might also be an issue.

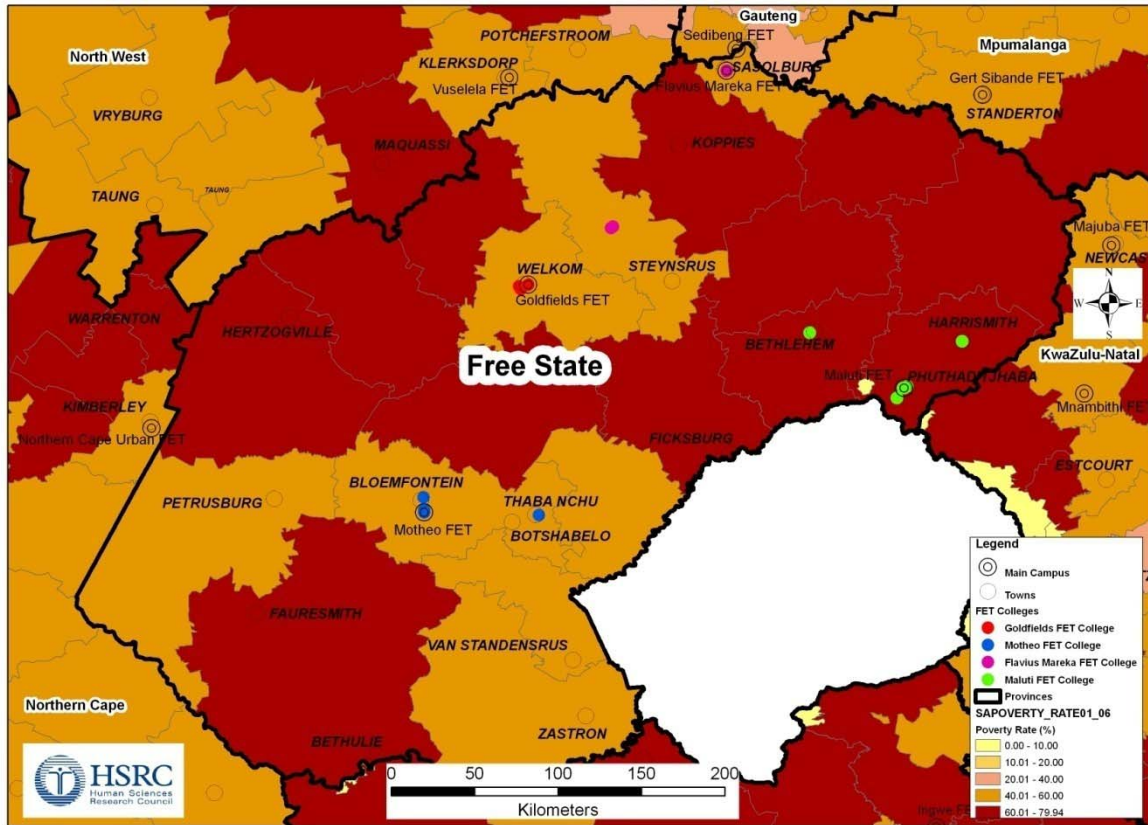


Figure 29: Free State: FET college location by poverty

In the Free State, eight of the 19 FET college campuses are within the highest poverty category, while 11 are within the middle category. Seven of the eight college campuses in the highest poverty rate category are located in the Maluti a Phofung municipality.

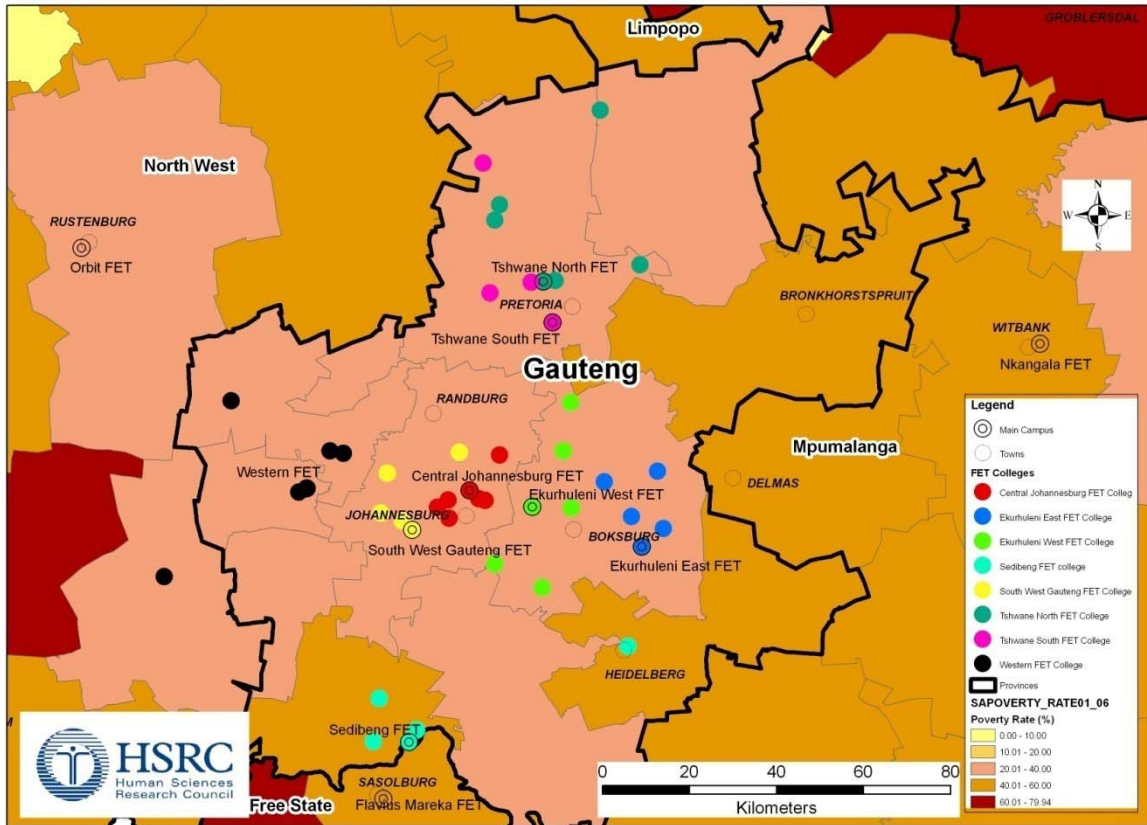


Figure 30: Gauteng: FET college location by poverty

In Gauteng, a few college campuses of the 48 are in the middle poverty category (four in Emfuleni municipality and one in Lesedi municipality), while the rest are in the lower poverty category.

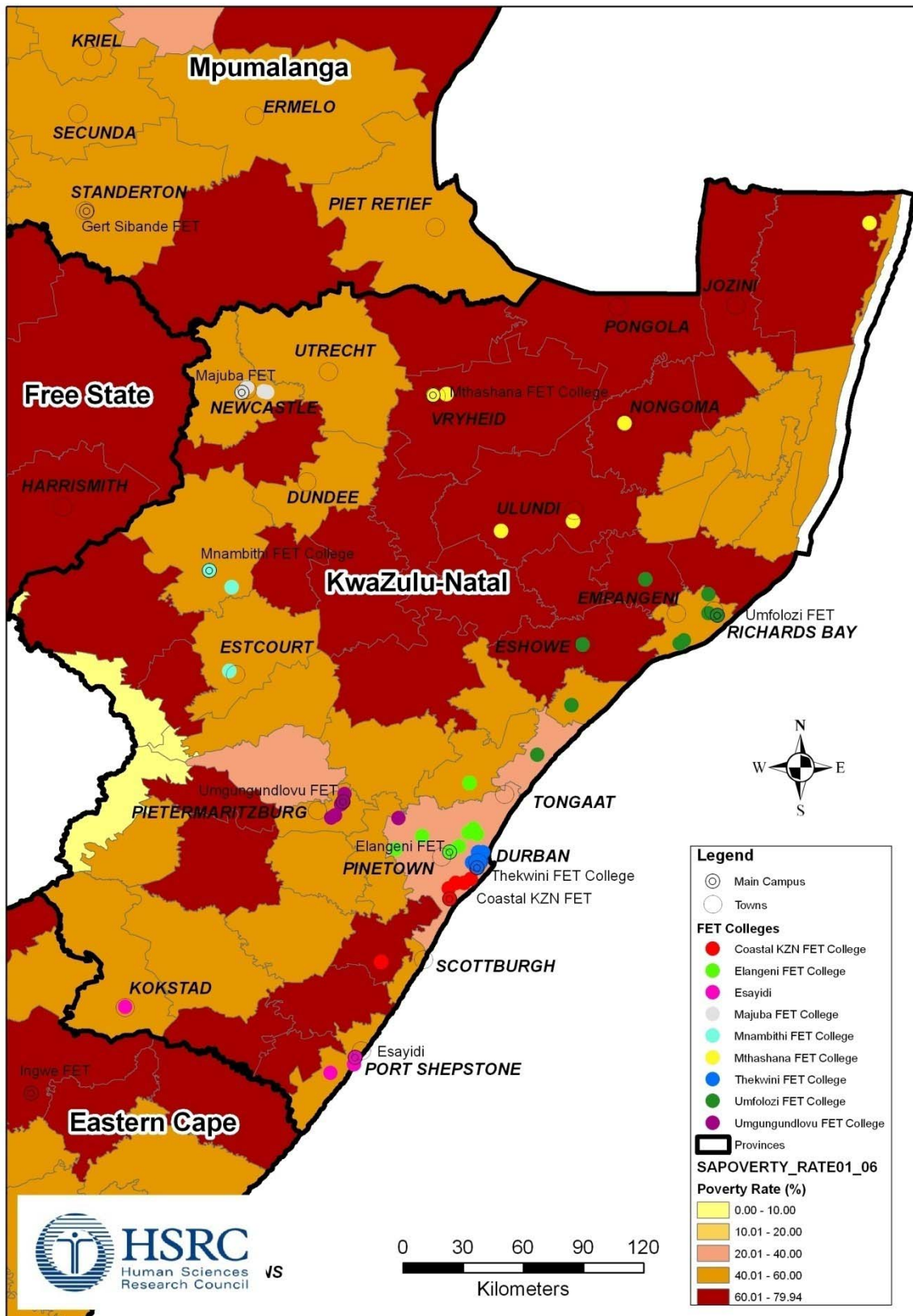


Figure 31: KwaZulu-Natal: FET college location by poverty

In KwaZulu-Natal, the 66 college campuses are almost equally distributed within the three poverty rate categories – highest (>60%); middle (40% - 60%), and lower (20% - 40%). All college campuses in the middle poverty category are located in eThekweni municipality, except Umfolozi college (Albert Luthuli Skills campus), which is in KwaDukuza municipality.

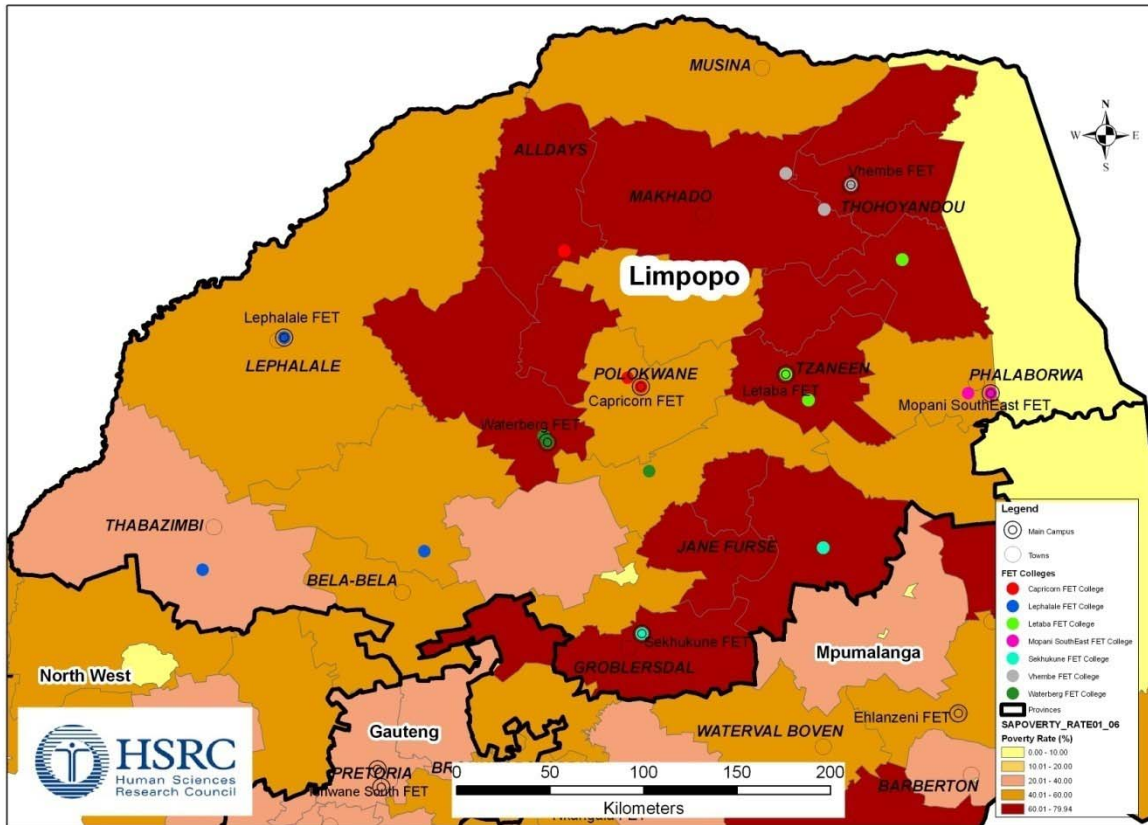


Figure 32: Limpopo: FET college location by poverty

In Limpopo, most of the 27 FET college campuses are in the highest poverty rate category. Six college campuses are in the middle poverty rate category, while only one is in the lower poverty category, that is, Lephalale (Amandelbult campus), in the Thabazimbi municipality.

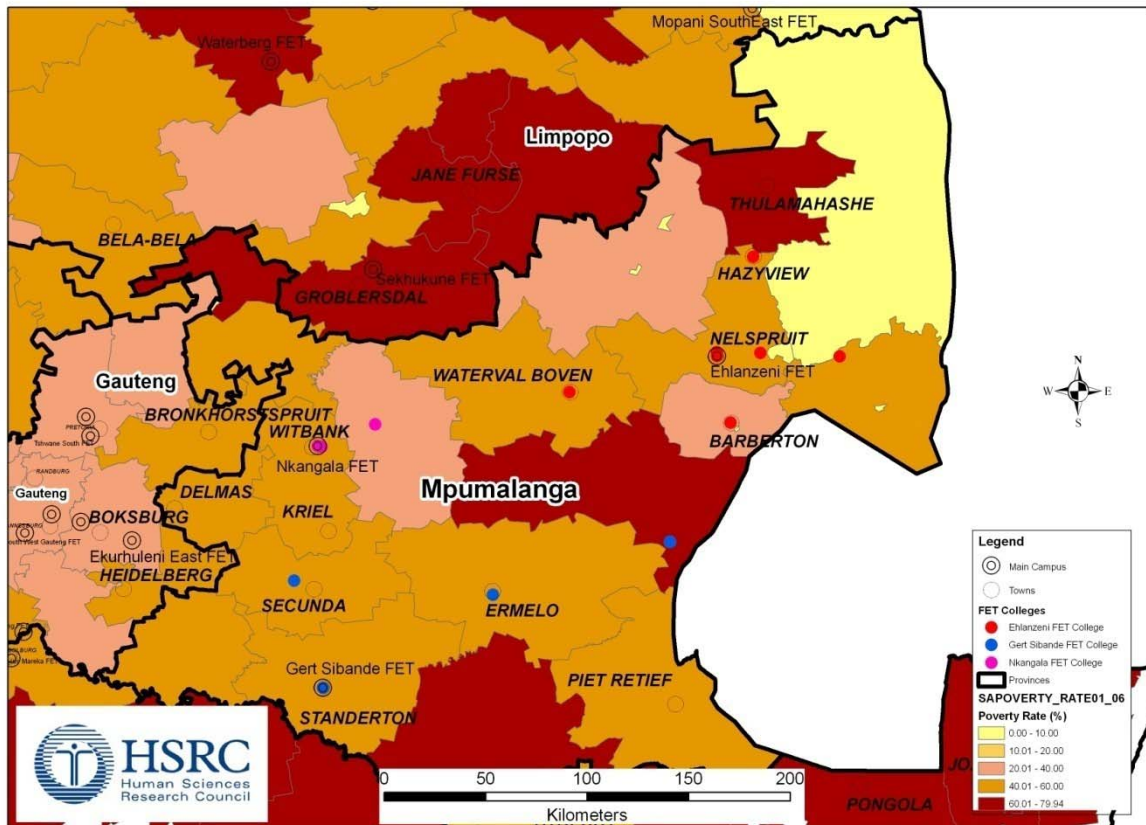


Figure 33: Mpumalanga: FET college location by poverty

Among the 17 FET college campuses in Mpumalanga, only Gert Sibande (Sibaneseftu campus) in Albert Luthuli municipality is in an area which falls in the highest poverty rate category. The rest of the college campuses are within the middle poverty rate category, excluding Ehlanzeni (Barberton campus), which is in the lower poverty rate category.

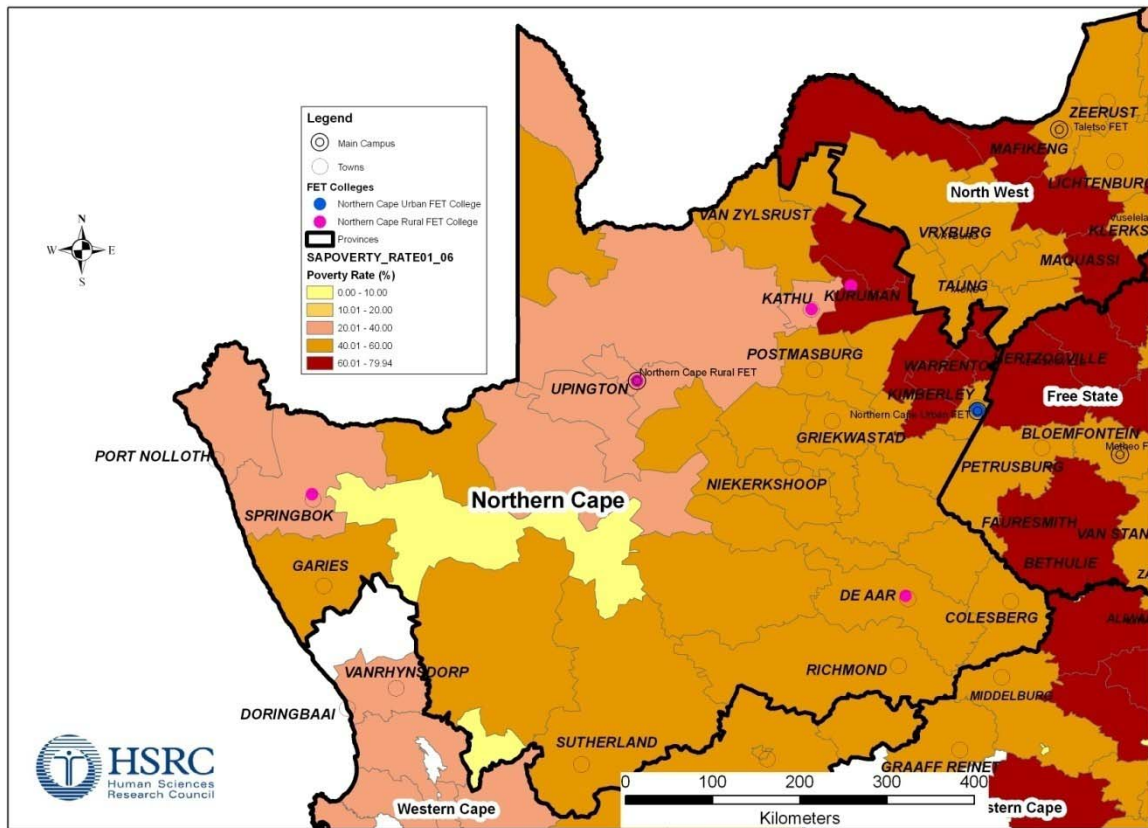


Figure 34: Mpumalanga: FET college location by poverty

In the Northern Cape one of the nine FET college campuses (Northern Cape Rural, Kuruman campus) falls within the highest poverty rate category (>60%), while four are within the middle category (40% - 60%): in Sol Plaatjie municipality (Northern Cape Urban, main campus, and two academic campuses); and in Emthanjeni municipality (Northern Cape Rural, De Aar campuses). The other four college campuses in the province are in the lower poverty category (20% - 40%): two around Upington; and two in ||Khara Hais municipality (Northern Cape Urban, main campus, and one academic campus).

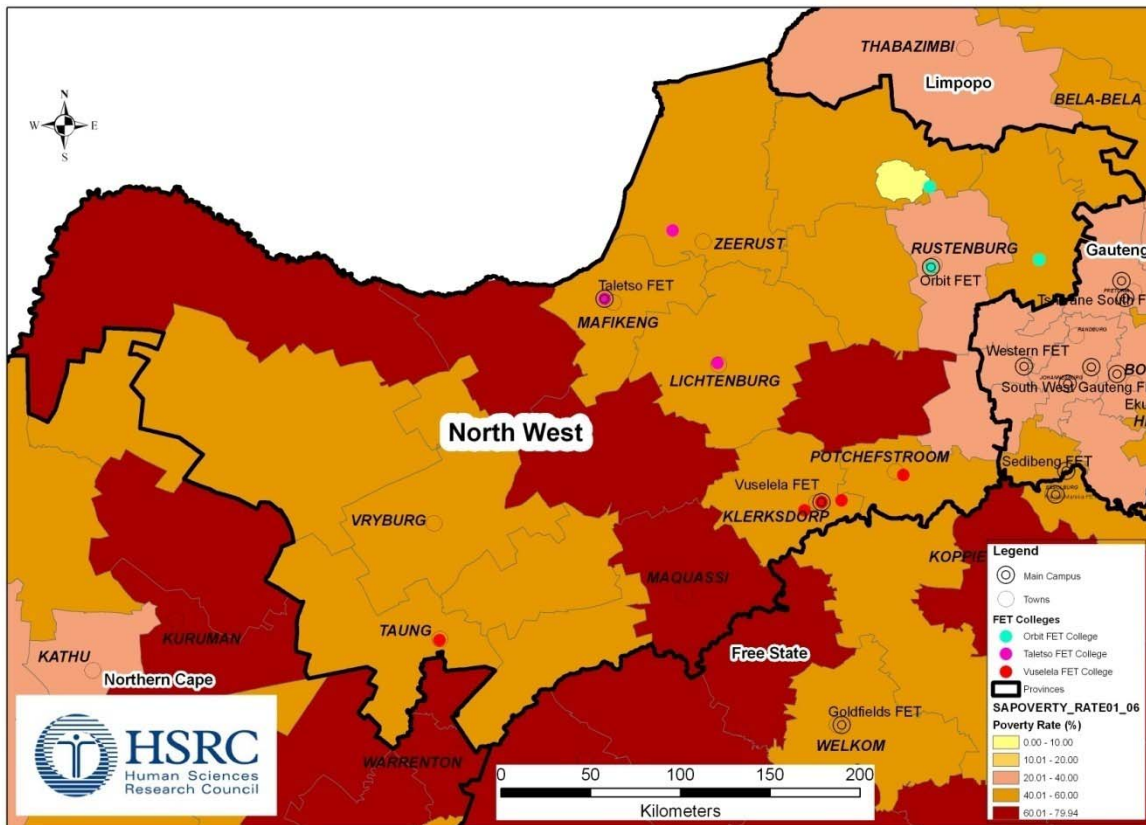


Figure 35: North West: FET college location by poverty

In the North West, 12 of the 14 FET college campuses are within the middle poverty rate category, while the other two are in the lower poverty category.

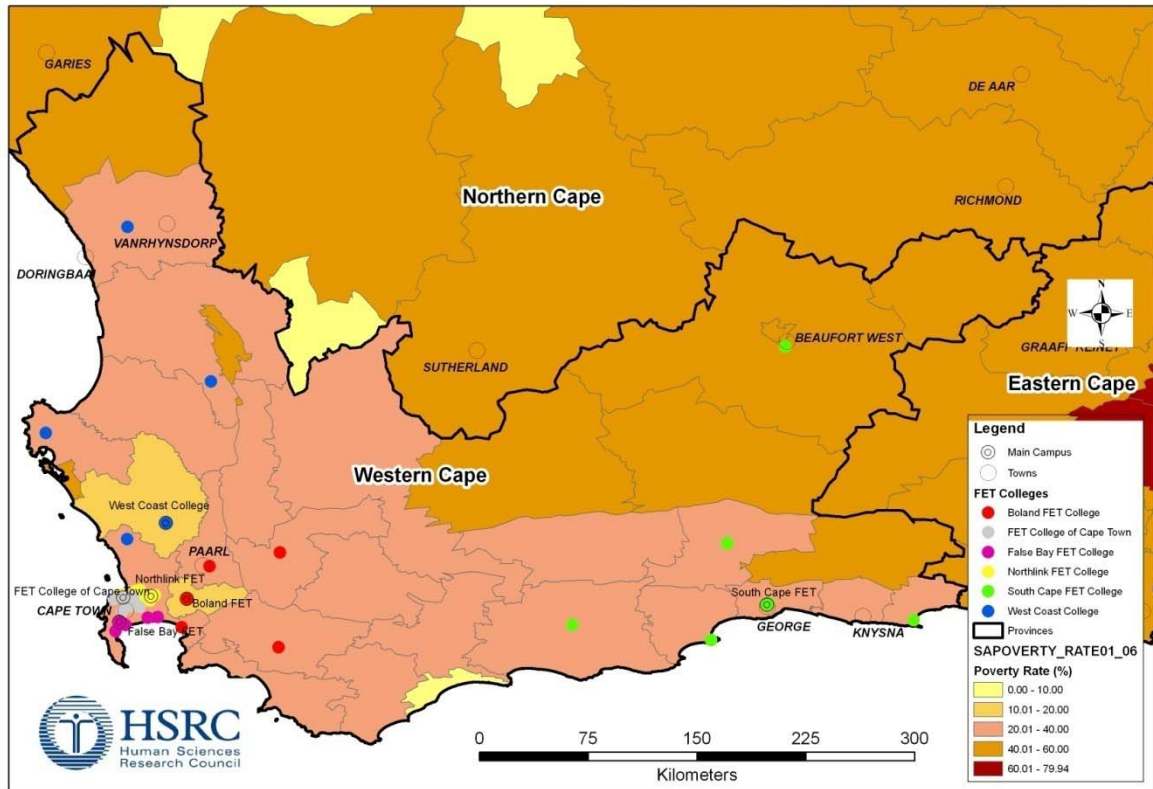


Figure 36: Western Cape: FET college location by poverty

In the Western Cape, only the South Cape College in Beaufort West municipality is in the middle category (40% - 60%). This is also the highest poverty rate category recorded in the province. Most FET colleges are within the lowest category, while the Boland and West Coast colleges, located in Stellenbosch and Swartland municipalities respectively, are in the second lowest poverty category (10% - 20%).

Multiple deprivation

Overview

Multiple deprivation is defined as an accumulation of single deprivations (Townsend, 1987). People are defined as deprived if they lack the types of diet, clothing, housing, household facilities and fuel and environmental, educational, working and social conditions, activities and facilities which are customary. Deprivation therefore refers to peoples' unmet needs, whereas poverty refers to the lack of resources required to meet those needs. The South African Index of Multiple Deprivation (SAIMD) is a composite index reflecting five dimensions of deprivation: income and material deprivation; employment deprivation; education deprivation; health deprivation; and living environment deprivation. It is based on 2001 census data.

The SAIMD and the component domains of deprivation are presented at datazone level. Datazones are small areas containing approximately the same number of people (average 2,000). There are 22,846 datazones in South Africa. However, only 22,164 datazones are used. They include areas with small populations (often remote rural areas such as mountain tops) and District Management Areas. Datazones where the non-institutional population is less than 300 are dropped. The datazone level SAIMD data therefore provides a fine-grained picture of deprivation in South Africa, enabling pockets of deprivation to be identified. A score for the SAIMD is produced; these scores are then ranked to provide a relative picture of multiple deprivation in each datazone, with 1 being the most deprived and 22,164 being the least deprived. These ranks are categorised into five groups: the first most deprived category (1 – 5,000); the second most deprived category (5,001 – 10 000); the middle deprived category (10,001 – 15,000); the second least deprived category (15,001 – 20 000); and the first least deprived category (20,001 – 22,164).

In the Western Cape, Gauteng, Northern Cape, Free State and Mpumalanga provinces, none of the FET colleges falls within the first most deprived category, while only one FET college each in Limpopo and North West lies in the first most deprived category. Eastern Cape and KwaZulu-Natal have more than two FET colleges in the most deprived category. This is supported by the fact that the 50 most deprived datazones in South Africa are located in KwaZulu-Natal and the Eastern Cape. They are all located in former homeland areas. It is also interesting to note that across the country, most FET colleges are located in either the second least deprived or the first least deprived category (the latter being common mostly for Western Cape and Gauteng) with the Eastern Cape as the only exception.

Geo-location of college campuses by multiple deprivation

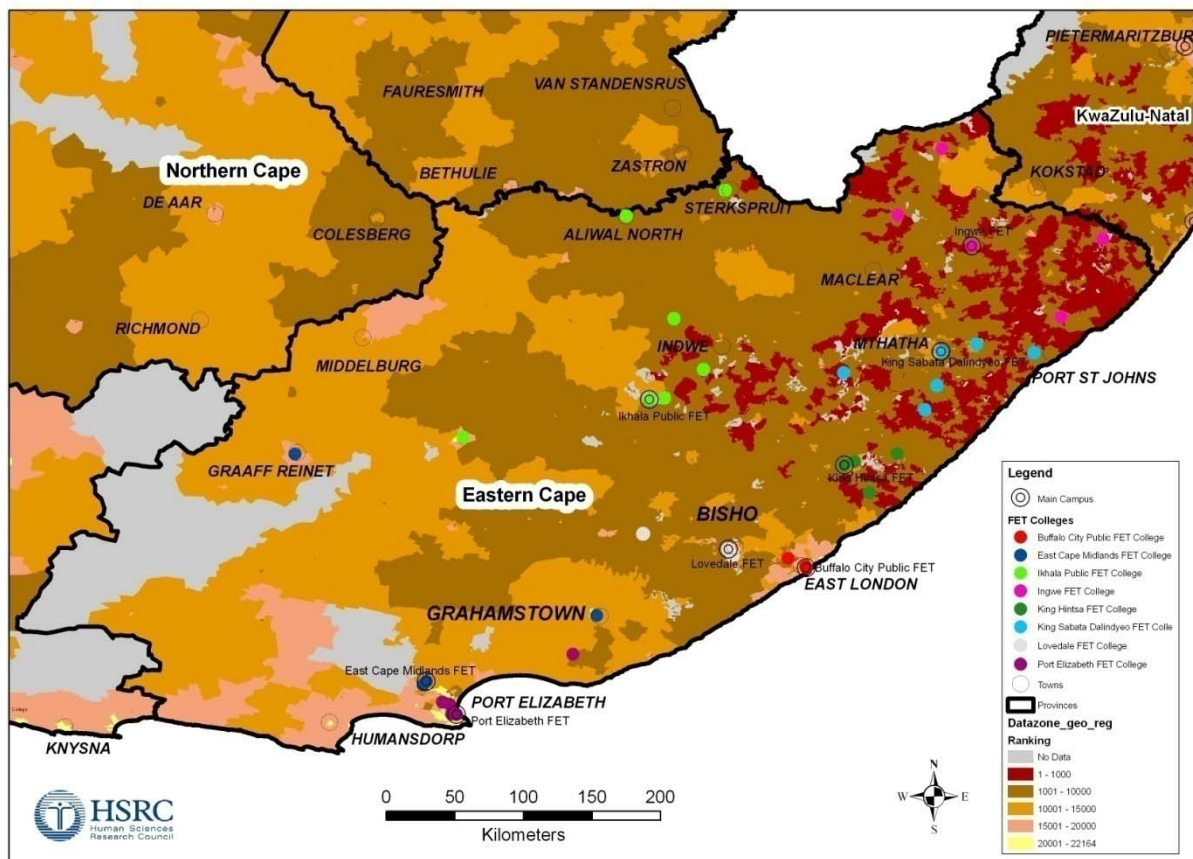


Figure 37: Eastern Cape: FET college location by multiple deprivation

In the Eastern Cape, the majority of the 48 FET college campuses are in the first most deprived category (1 – 5000). Few FET campuses are in the middle deprived category. There are around ten campuses located in the second least deprived category, while only eight campuses are in the first least deprived category (four in Nelson Mandela Bay and five in the Buffalo City municipality).

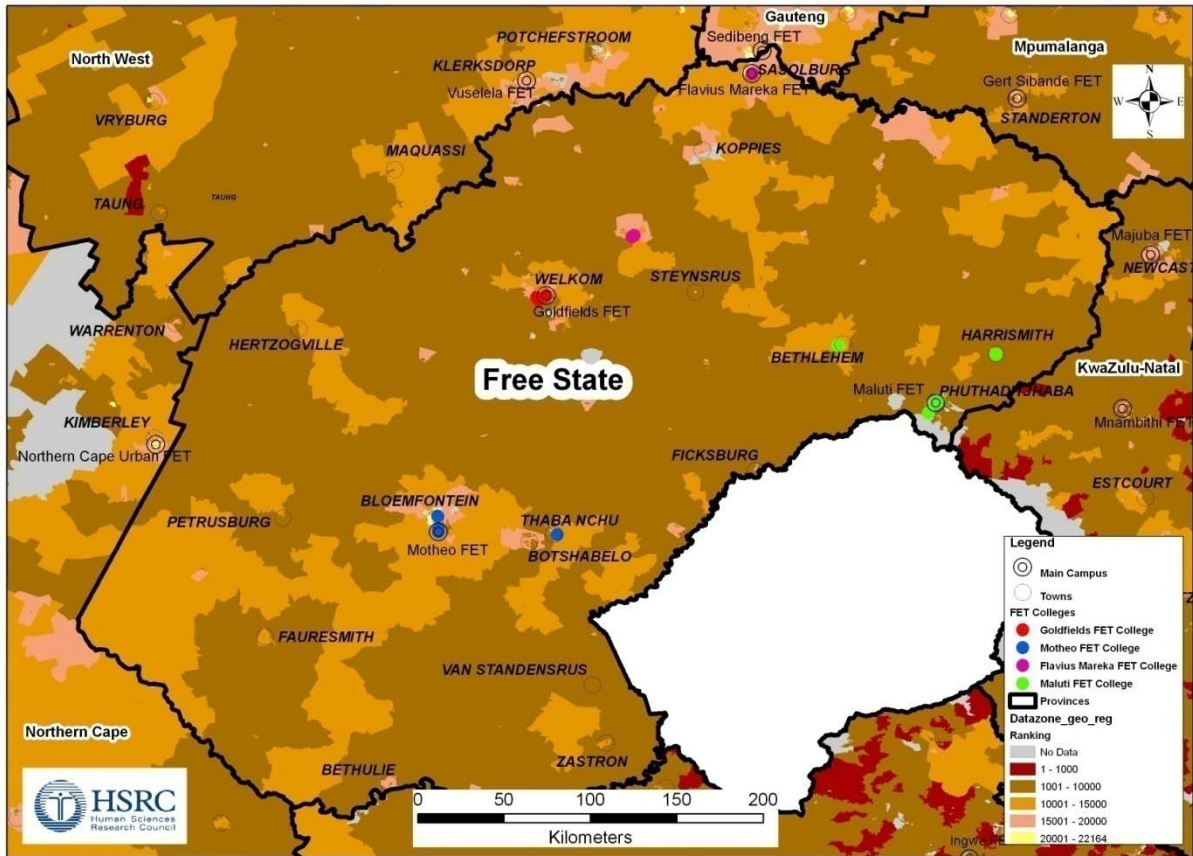


Figure 38: Free State: FET college location by multiple deprivation

In the Free State, only one of the 19 FET college campuses (Maluti – Lere la Tsepe college campus) is found in the second most deprived category. Two college campuses are in the middle deprived category (Flavius Mareka and Goldfields – the central campuses). The majority of 19 college campuses are in the second least deprived category. Only the Goldfields college, Welkom campus, is in the first least deprived category.

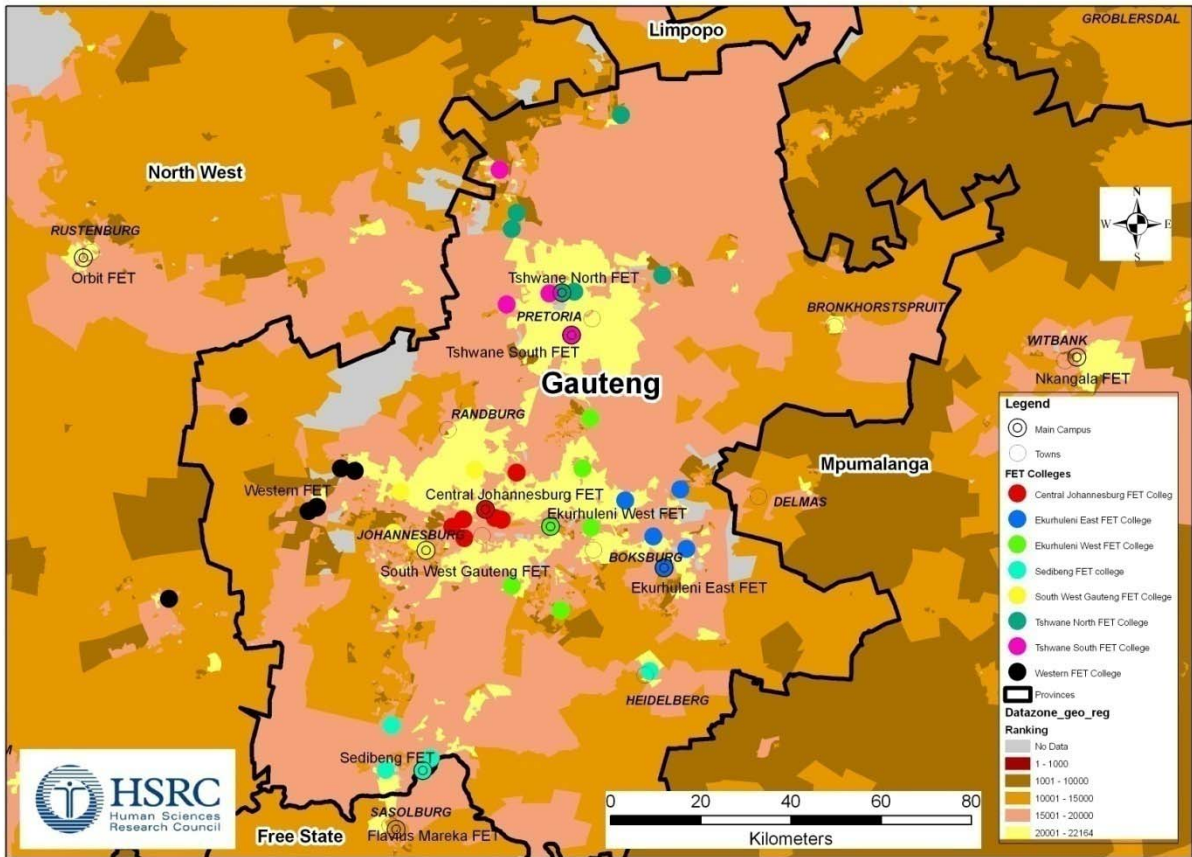


Figure 39: Gauteng: FET college location by multiple deprivation

In Gauteng, seven of the 48 FET college campuses are in the middle deprived category. The majority (22 campuses) are in the second least deprived category, while the remaining 19 FET college campuses are found in the first least deprived datazones.

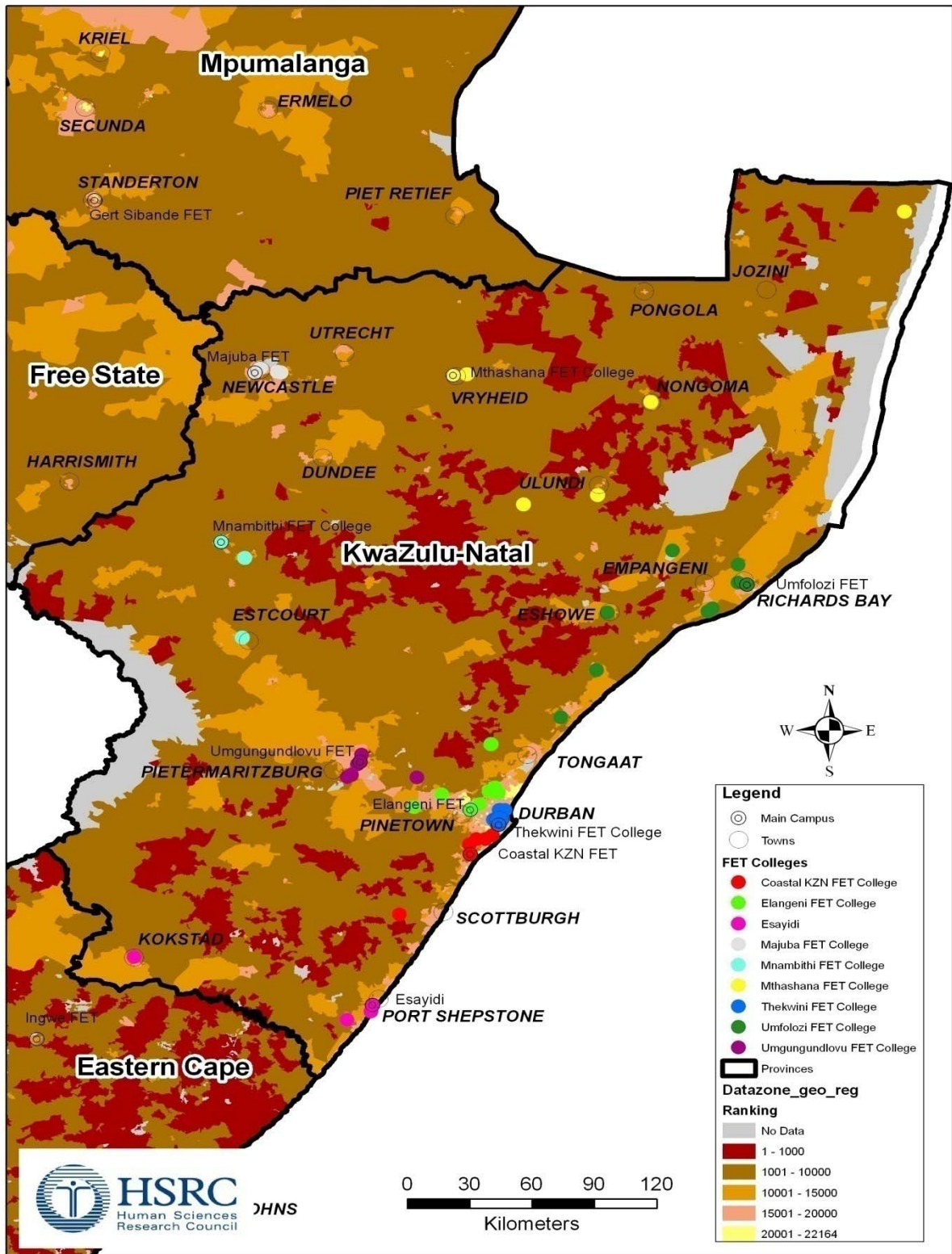


Figure 40: KwaZulu-Natal: FET college location by multiple deprivation

In KwaZulu-Natal, only four college campuses are in the first most deprived category: Ingwe – Siteto; Coastal KZN – As-Salaam; Umfolozi – Sikhanyesile Skills; and Nthashana – Vryheid. Five college campuses are located within the second most deprived category. The

majority of FET college campuses are in the second least deprived category, especially in the eThekweni municipality. Only three college campuses are within the first least deprived category: Elangeni – central campus; Pinetown campus; and Coastal KZN – Durban).

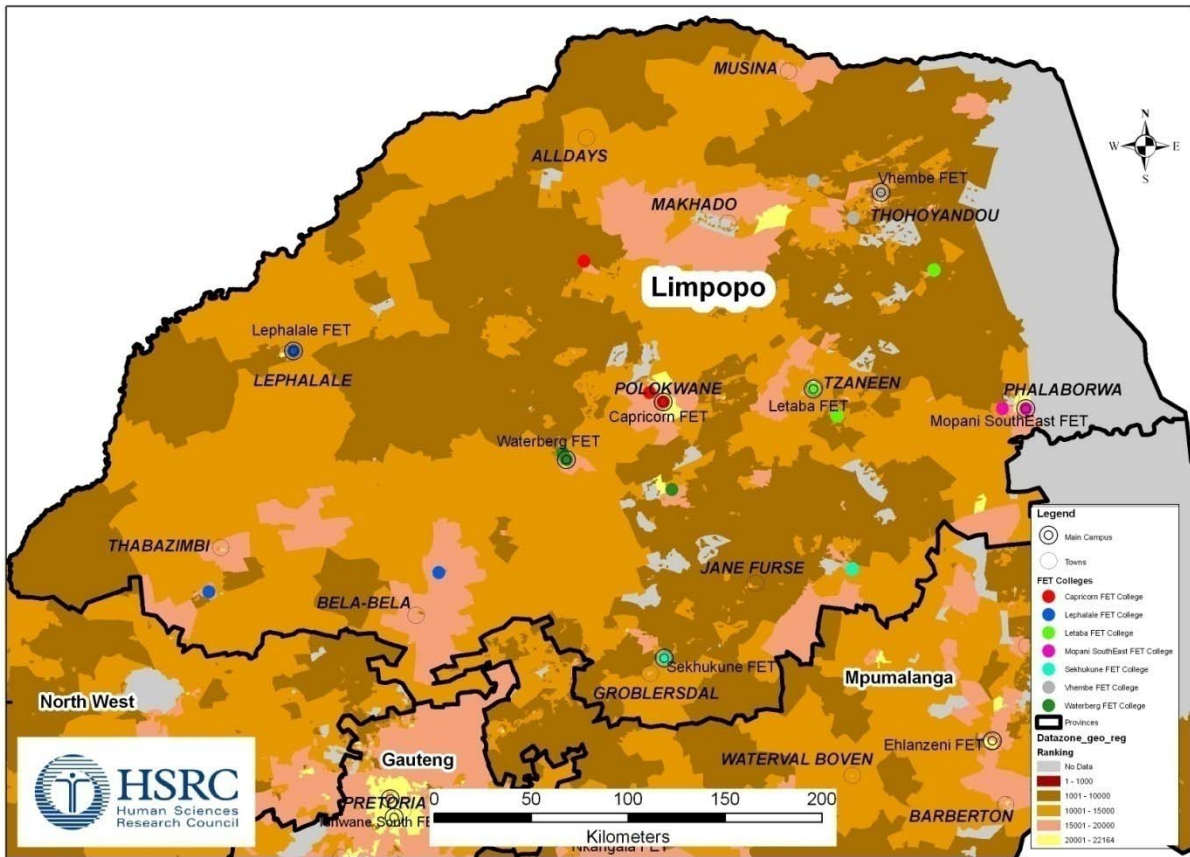


Figure 41: Limpopo: FET college location by multiple deprivation

In Limpopo, only one FET college campus (Lephalale – Modimolle campus) is in the first most deprived category, while Capricorn college – Senwabarwana campus – is found in the second most deprived category. Six college campuses are in the middle deprived category. The majority of FET college campuses are in the second least deprived category, while five college campuses are within the first least deprived category.

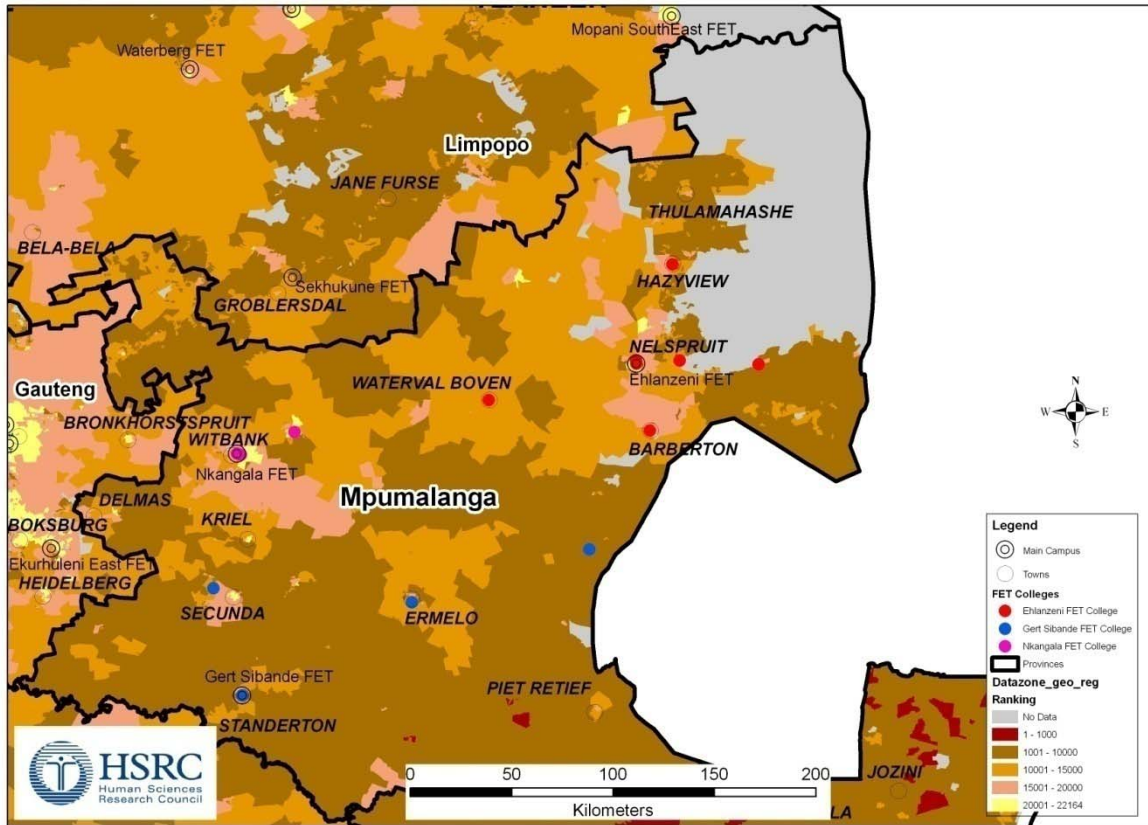


Figure 42: Mpumalanga: FET college location by multiple deprivation

In Mpumalanga only one of the nine college campuses, Gert Sibande – Sibanesetfu campus, is located in the middle deprived category. The majority of FET college campuses fall in the second least deprived category. Seven college campuses are in the first least deprived category.

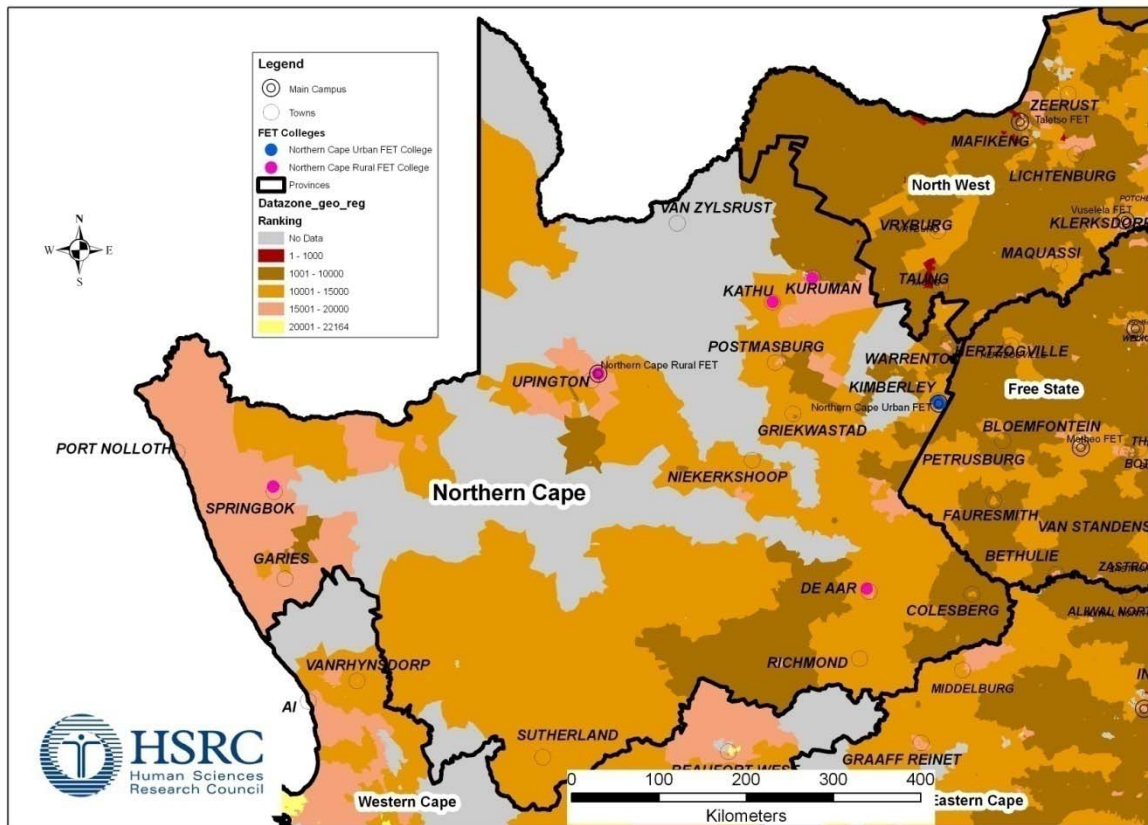


Figure 43: Northern Cape: FET college location by multiple deprivation

In the Northern Cape, two of the nine college campuses, Northern Cape Rural (Kathu campus) and Northern Cape Urban (Moremogolo campus), are located in the middle deprived category. The rest of the college campuses are in the second least deprived category, with Northern Cape Urban (Central and City campuses) in the first least deprived category. Northern Cape Rural (Kuruman college campus) is in the second least deprived category and also in the area with the highest poverty rate. The possible reason for this might be the fact that the poverty rate is analysed at municipal level while multiple deprivation is calculated at a datazone (lower spatial) level.

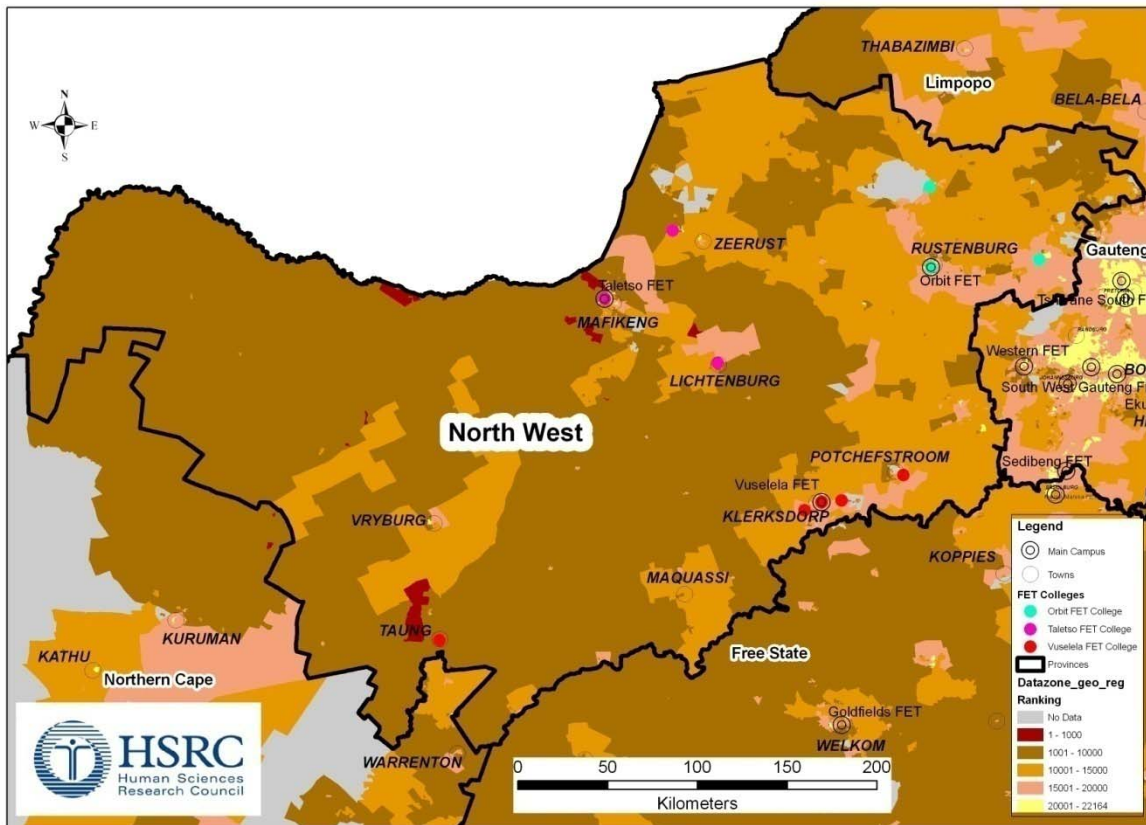


Figure 44: North West: FET college location by multiple deprivation

In the North West, one college campus (Taletso college, Lehurutse campus) is in the first most deprived category and one is in the second most deprived category (Vuselela college, Taung campus). The Odi campus of Tshwane South college falls in the middle deprived category. The majority of FET college campuses in the province are in the second least deprived category. Only two campuses are in the first least deprived category: Vuselela – Potchefstroom ICT campus; and Orbit – Brits campus.

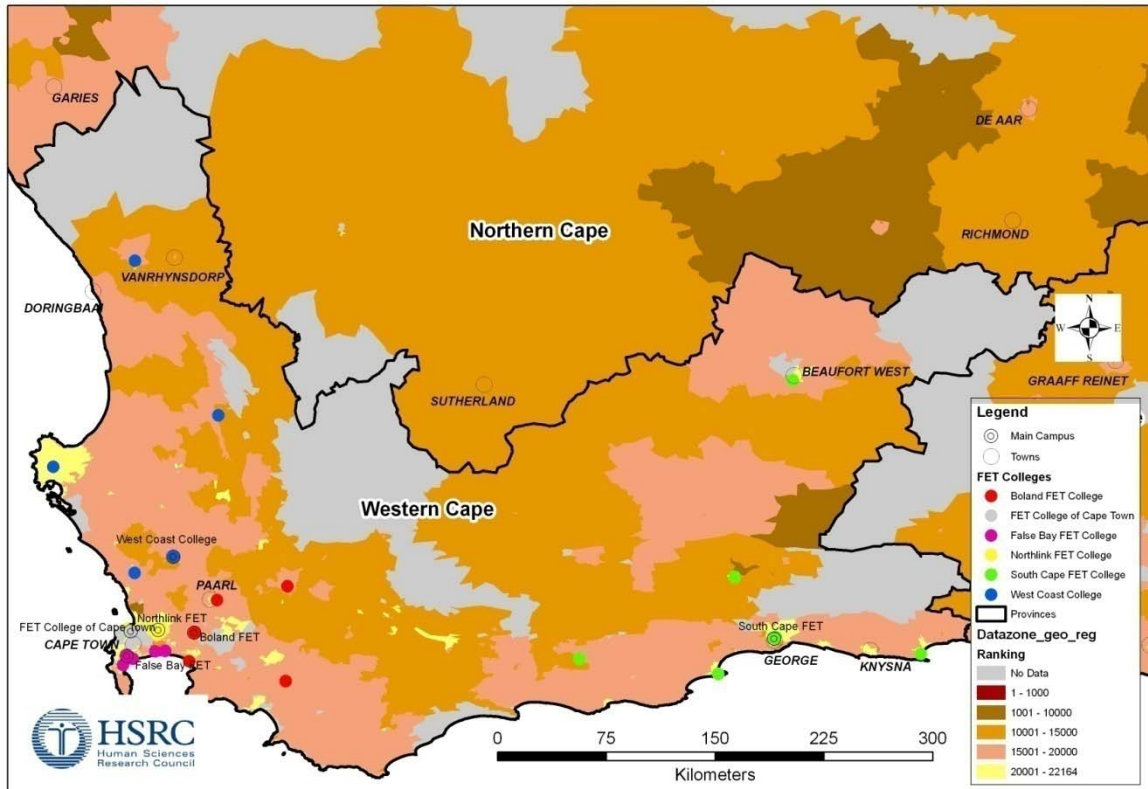


Figure 45: Western Cape: FET college location by multiple deprivation

In the Western Cape, among the 43 FET college campuses, only two campuses of South Cape college (Hessequa and Beaufort West) are located in the middle deprived category. A few college campuses are in the second least deprived category, while the majority are in the first least deprived category.

Conclusion

The overall socio-economic conditions of the surrounding areas in which colleges are located could impact on the ability of students to complete their studies, the likelihood of graduates finding employment in that location, and the financial viability of colleges.

As a proxy for ranking the FET colleges, a multiple deprivation index is allocated to each college and campus (see Addendum 1 for the complete list). The process involves a spatial join between the FET colleges and the multiple deprivation data such that each college receives the ranking of the datazone in which it is located. If there are two colleges located in the same datazone, they will receive the same value. Because of the high number of college campuses (290) in the country, only the most significant in terms of positive and negative values are discussed here.

The lower the multiple deprivation ranking, the worse off a college is. The colleges and college campuses that rank between 0 and 5,000 are listed below (Table 4.1). Seven colleges and college campuses located in the Eastern Cape around Butterworth, Engcobo, Port St Johns and Bizana (previously parts of Transkei) are in this list. These are predominantly campuses from the King Sabata Dalindyebo and King Hintsa colleges.

Table 4: 1: Worst ranking colleges

COLLEGE	CAMPUS	PROVINCE	SAIMD_RANK
King Sabata Dalindyeo FET College	Ngcobo Campus	Eastern Cape	203
King Sabata Dalindyeo FET College	Mngazi Campus	Eastern Cape	1167
Ingwe FET College	Siteto	Eastern Cape	2230
Lephalale FET College	Modimolle	Limpopo	2549
Mthashana FET College	Vryheid	KwaZulu-Natal	2860
Taletso FET College	Lehurutshe	North West	3074
Coastal KZN FET College	As-Salaam	KwaZulu-Natal	3589
King Hintsa FET College	Teko Campus	Eastern Cape	3666
Umfolozi FET College	Sikhanyisele Skills	KwaZulu-Natal	3747
King Hintsa FET College	Dutywa Campus	Eastern Cape	4046
King Hintsa FET College	Willowvale Campus	Eastern Cape	4046
Majuba FET College	Centre for People Development	KwaZulu-Natal	4377
Elangeni FET College	Mpumalanga	KwaZulu-Natal	4693

Five of the most deprived colleges are located in KwaZulu-Natal: Mthashana, Umfolozi, Majuba, Coastal KZN, and Elangeni. The campuses of the latter two colleges are located in the south of the province. The As-Salaam college campus of the Coastal KZN college in KwaZulu-Natal is also located in an area with extreme unemployment (>60%) and relatively low economic production. Two college campuses are located in the north east of KwaZulu-Natal – the campuses of Mthashana (Vryheid campus) and Majuba (Centre for People Development).

In North West the Lehurutse campus of Taletso college has a low multiple deprivation ranking. The college is located in a sparsely populated area. The Modimolle campus of Lephalale college is the only one in Limpopo province to be among the worst-off colleges.

Another college which does not have a low ranking but which might be in a challenging situations is Maluti college. It has seven campuses and is located in the Maluti a Phofong municipality in the Free State. The municipality is characterised by high poverty (>60%) and high unemployment (40%-60%); students might find it difficult to complete their studies because of financial constraints and will have to search for work outside this area.

The Senwabarwana campus of Capricorn college, in Limpopo, is in a similar position. Unemployment here is more than 60%, and the area in which it is situated is in the second most deprived category (5001 -10,000). This college is also not very accessible via national or main roads.

In the Northern Cape, the De Aar campus of Northern Cape Rural college is located in a municipality with relatively low GGP and a poverty rate in the middle category (40% - 60%).

In 2001 the government declared a number of areas as Integrated Sustainable Rural Development Programme nodes (ISRDP) and Urban Renewal Programme (URP) nodes. These areas are identified based on criteria including the need for development. There is only one such node located in the Western Cape, namely the Central Karoo District Municipality. Beaufort West is located here; and although it has a fairly high poverty rate (40%-60%), fairly low GGP production (second lowest category) and fairly high unemployment (20%-40%), it does not reflect nationally as one of the areas with the highest need for development. However, because of its status as an ISRDP node, government development initiatives are encouraged in this area.

The ten best ranking colleges and college campuses are all located in the Western Cape (Table 2). All but two are located in the Cape Town Metro, the exceptions being the Mossel Bay and Bitou campuses of South Cape college.

Table 4: 2: Ten best ranking colleges

COLLEGE	CAMPUS	PROVINCE	SAIMD_RANK
FET College of Cape Town	Thornton	Western Cape	21898
FET College of Cape Town	Wynberg	Western Cape	21904
Northlink FET College	Goodwood	Western Cape	21912
False Bay FET College	Central	Western Cape	21919
False Bay FET College	Westlake	Western Cape	21919
South Cape FET College	Bitou	Western Cape	21939
Northlink FET College	Tygerberg	Western Cape	21975
Northlink FET College	Wingfield	Western Cape	21997
South Cape FET College	Mossel Bay	Western Cape	22026
FET College of Cape Town	Pinelands	Western Cape	22042
False Bay FET College	Fish Hoek	Western Cape	22085

The future of these colleges should be secure, based on the socio-economic situations in which they are located. The likelihood of maladministration of college resources can, however, not be predicted.

Colleges located in areas with adverse socio-economic conditions should take special measures to ensure the successful absorption of their graduates in more affluent municipalities (linkages are therefore important), financial support to their students, and a curriculum that reflects the labour demands of areas of potential employment.

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Addendum 1: Multiple Deprivation Index allocation to FET colleges

COLLEGE	CAMPUS	PROVINCE	SAIMD RANK
King Sabata Dalindyeo FET College	Ngcobo Campus	Eastern Cape	203
King Sabata Dalindyeo FET College	Mngazi Campus	Eastern Cape	1167
Ingwe FET College	Siteto	Eastern Cape	2230
Lephalale FET College	Modimolle	Limpopo	2549
Mthashana FET College	Vryheid	KwaZulu-Natal	2860
Taletso FET College	Lehurutshe	North West	3074
Coastal KZN FET College	As-Salaam	KwaZulu-Natal	3589
King Hintsa FET College	Teko Campus	Eastern Cape	3666
Umfolozzi FET College	Sikhanyisele Skills	KwaZulu-Natal	3747
King Hintsa FET College	Dutywa Campus	Eastern Cape	4046
King Hintsa FET College	Willowvale Campus	Eastern Cape	4046
Majuba FET College	Centre for People Development	KwaZulu-Natal	4377
Elangeni FET College	Mpumalanga	KwaZulu-Natal	4693
Mthashana FET College	Inqubeko	KwaZulu-Natal	5095
Ikhala Public FET College	Dordrecht	Eastern Cape	5335
Buffalo City Public FET College	John Knox Bokwe (School of Engineering)	Eastern Cape	5470
Maluti FET College	Lere la Tsepe	Free State	6600
Elangeni FET College	Ndwedwe	KwaZulu-Natal	6637
Mthashana FET College	Matuta	KwaZulu-Natal	6768
King Hintsa FET College	Centane Campus	Eastern Cape	7469
Umgungundlovu FET	Msunduzi	KwaZulu-Natal	8077

COLLEGE	CAMPUS	PROVINCE	SAIMD RANK
College			
Capricorn FET College	Senwabarwana	Limpopo	8643
Port Elizabeth FET College	Iqhayiya	Eastern Cape	9016
Ikhala Public FET College	Aliwal North	Eastern Cape	9025
Esayidi	Kokstad	KwaZulu-Natal	9280
Vuselela FET College	Taung	North West	9688
Umgungundlovu FET College	Edendale	KwaZulu-Natal	10414
Umfolozzi FET College	Albert Luthuli Skills	KwaZulu-Natal	10689
Ingwe FET College	Mount Fletcher	Eastern Cape	10694
Coastal KZN FET College	Swinton	KwaZulu-Natal	10838
Ekurhuleni West FET College	Kathorus	Gauteng	10877
Port Elizabeth FET College	Erica	Eastern Cape	11048
Maluti FET College	Bonamelo	Free State	11130
Umgungundlovu FET College	Plessislaer	KwaZulu-Natal	11230
Goldfields FET College	Central	Free State	11630
Elangeni FET College	Inanda	KwaZulu-Natal	11692
Vhembe FET College	Mavhoi	Limpopo	11890
Lephalale FET College	Central	Limpopo	11981
Lephalale FET College	Lephalale	Limpopo	11981
Umfolozzi FET College	Nseleni Skills	KwaZulu-Natal	12128
Umfolozzi FET College	ZCBF Campus	KwaZulu-Natal	12161
Majuba FET College	Majuba Technology Centre	KwaZulu-Natal	12198
Majuba FET College	Newcastle Training Centre	KwaZulu-Natal	12240

COLLEGE	CAMPUS	PROVINCE	SAIMD RANK
Gert Sibande FET College	Sibanesetfu	Mpumalanga	12362
Mnambithi FET College	Ezakheni	KwaZulu-Natal	12440
Coastal KZN FET College	Umlazi V	KwaZulu-Natal	12462
Vuselela FET College	Jouberton Centre for Engineering Studies	North West	12603
Mthashana FET College	Emandleni	KwaZulu-Natal	12730
King Sabata Dalindyeo FET College	Libode Campus	Eastern Cape	12738
Vhembe FET College	Central	Limpopo	12801
Vhembe FET College	Makwarela	Limpopo	12801
Elangeni FET College	KwaMashu	KwaZulu-Natal	12816
Vhembe FET College	Mashamba	Limpopo	12992
Elangeni FET College	KwaDabeka	KwaZulu-Natal	13048
Coastal KZN FET College	Central	KwaZulu-Natal	13329
Coastal KZN FET College	Umbumbulu	KwaZulu-Natal	13329
King Hintsa FET College	Central	Eastern Cape	13370
Umfolozzi FET College	Esikhawini	KwaZulu-Natal	13619
Lovedale FET College	Alice	Eastern Cape	13680
Ingwe FET College	Central	Eastern Cape	13724
Ingwe FET College	Mount Frere	Eastern Cape	13724
South Cape FET College	Beaufort West	Western Cape	13877
South Cape FET College	Hessequa	Western Cape	14002
Northern Cape Urban FET College	Moremogolo Campus	Northern Cape	14283
King Sabata Dalindyeo FET College	Mapuzi Campus	Eastern Cape	14364
Flavius Mareka FET College	Central	Free State	14408

COLLEGE	CAMPUS	PROVINCE	SAIMD RANK
Flavius Mareka FET College	Sasolburg	Free State	14408
Ekurhuleni East FET College	Central	Gauteng	14487
Ekurhuleni East FET College	Kwa-Thema	Gauteng	14487
Ikhala Public FET College	Queen Nonesi	Eastern Cape	14503
Ekurhuleni West FET College	Tembisa	Gauteng	14539
Lovedale FET College	Zwelitsha	Eastern Cape	14658
East Cape Midlands FET College	Graaff-Reinet	Eastern Cape	14711
Tshwane South FET College	Odi	Gauteng	14767
Ingwe FET College	Ngqungqshe	Eastern Cape	14832
Ikhala Public FET College	Sterkspruit	Eastern Cape	14941
South West Gauteng FET College	Central	Gauteng	14952
South West Gauteng FET College	Molapo	Gauteng	14952
King Sabata Dalindyeo FET College	Central	Eastern Cape	14961
King Sabata Dalindyeo FET College	Mthatha Campus	Eastern Cape	14961
Western FET College	Thubamakote	Gauteng	15157
Letaba FET College	Maake Campus	Limpopo	15203
Ikhala Public FET College	Ezibeleni Engineering	Eastern Cape	15248
Ikhala Public FET College	Ezibeleni Skills Centre	Eastern Cape	15248
Central Johannesburg FET College	Ellis Park	Gauteng	15274
King Sabata Dalindyeo FET College	Ntabozuko Campus	Eastern Cape	15276

COLLEGE	CAMPUS	PROVINCE	SAIMD RANK
East Cape Midlands FET College	Grahamstown	Eastern Cape	15431
Thekwini FET College	Asherville	KwaZulu-Natal	15530
Ehlanzeni FET College	Kanyamazane	Mpumalanga	15542
Ekurhuleni East FET College	DAvenueeyton	Gauteng	15545
Waterberg FET College	Engineering & Skills Training Centre	Limpopo	15688
Mnambithi FET College	Central	KwaZulu-Natal	15713
Mnambithi FET College	Ladysmith	KwaZulu-Natal	15713
Northern Cape Rural FET College	Central	Northern Cape	15753
Northern Cape Rural FET College	Upington	Northern Cape	15753
Capricorn FET College	Seshego	Limpopo	15754
Tshwane North FET College	Temba	Gauteng	15791
Ehlanzeni FET College	Waterval Boven	Mpumalanga	15815
Central Johannesburg FET College	Alexandra	Gauteng	15878
Ingwe FET College	Maluti	Eastern Cape	15945
Elangeni FET College	Ntuzuma	KwaZulu-Natal	15958
Maluti FET College	Central	Free State	16024
Maluti FET College	Itemoheleng	Free State	16024
Thekwini FET College	Central	KwaZulu-Natal	16183
Thekwini FET College	Umbilo	KwaZulu-Natal	16183
Esayidi	Gamalakhe	KwaZulu-Natal	16296
Umfolozi FET College	Eshowe	KwaZulu-Natal	16555
Umfolozi FET College	Jininindomnyama Skills	KwaZulu-Natal	16555

COLLEGE	CAMPUS	PROVINCE	SAIMD RANK
Motheo FET College	Central	Free State	16668
Esayidi	Port Shepstone	KwaZulu-Natal	16688
Sekhukune FET College	CN Phatudi	Limpopo	16744
Umgungundlovu FET College	Midlands	KwaZulu-Natal	16826
West Coast College	Vredendal	Western Cape	16960
Central Johannesburg FET College	Troyeville ICT Learning Resource Centre	Gauteng	17029
West Coast College	Atlantis	Western Cape	17081
Ehlanzeni FET College	Barberton	Mpumalanga	17087
Ikhala Public FET College	Central	Eastern Cape	17118
Ikhala Public FET College	Queenstown	Eastern Cape	17118
Sekhukune FET College	Central	Limpopo	17155
Sekhukune FET College	CS Barlow	Limpopo	17155
Tshwane North FET College	Rosslyn	Gauteng	17160
Waterberg FET College	Business Studies Centre	Limpopo	17188
Waterberg FET College	Information Technology and Computer Science Centre	Limpopo	17188
Western FET College	Amandabult	Gauteng	17263
Ekurhuleni West FET College	Boksburg	Gauteng	17281
Umfolozu FET College	Thubelihle Skills	KwaZulu-Natal	17301
FET College of Cape Town	Guguletu	Western Cape	17328
Northern Cape Rural FET College	Okiep	Northern Cape	17349
Maluti FET College	Kwelisong	Free State	17438

COLLEGE	CAMPUS	PROVINCE	SAIMD RANK
Maluti FET College	Sefikeng	Free State	17438
Coastal KZN FET College	Umlazi-BB	KwaZulu-Natal	17505
Port Elizabeth FET College	Dower	Eastern Cape	17685
Umgungundlovu FET College	Central	KwaZulu-Natal	17710
Umgungundlovu FET College	Northdale	KwaZulu-Natal	17732
Vuselela FET College	Matlosana Centre for Artisans and Learnerships	North West	17766
Elangeni FET College	Qadi	KwaZulu-Natal	17790
Mnambithi FET College	Estcourt	KwaZulu-Natal	17918
Tshwane South FET College	Atteridgeville	Gauteng	17950
Waterberg FET College	Central	Limpopo	18019
False Bay FET College	Good Hope	Western Cape	18065
Majuba FET College	Central	KwaZulu-Natal	18080
Mopani SouthEast FET College	Sir Val Duncan	Limpopo	18096
Ehlanzeni FET College	Nelspruit	Mpumalanga	18103
Coastal KZN FET College	MASC	KwaZulu-Natal	18115
Sedibeng FET college	Vereeniging	Gauteng	18238
Umfolozzi FET College	Isithebe Computer	KwaZulu-Natal	18304
Umfolozzi FET College	Mandeni	KwaZulu-Natal	18304
Umfolozzi FET College	Sundumbili Skills	KwaZulu-Natal	18304
Ehlanzeni FET College	Mthimba	Mpumalanga	18313
Mthashana FET College	Central	KwaZulu-Natal	18351
Mthashana FET College	Nongoma/Gqikazi	KwaZulu-Natal	18351
Thekwini FET College	Melbourne	KwaZulu-Natal	18414

COLLEGE	CAMPUS	PROVINCE	SAIMD RANK
Boland FET College	Paarl	Western Cape	18436
Goldfields FET College	Tosa	Free State	18440
Motheo FET College	Hillside View	Free State	18518
Vuselela FET College	Klerksdorp Centre for Business Studies	North West	18531
Vuselela FET College	Central	North West	18531
Thekwini FET College	Cato Manor	KwaZulu-Natal	18543
Thekwini FET College	Skills Development Centre	KwaZulu-Natal	18543
Maluti FET College	Harrismith	Free State	18601
South West Gauteng FET College	George Tabor	Gauteng	18677
Gert Sibande FET College	Ermelo	Mpumalanga	18712
Ekurhuleni West FET College	Central	Gauteng	18717
Ekurhuleni West FET College	Germiston	Gauteng	18717
Tshwane North FET College	Soshanguve	Gauteng	18722
Esayidi	Central	KwaZulu-Natal	18736
Esayidi	Enyenyenzi	KwaZulu-Natal	18736
Esayidi	Umzimkulu	KwaZulu-Natal	18736
Thekwini FET College	Springfield	KwaZulu-Natal	18766
Taletso FET College	Lichtenburg	North West	18863
Sedibeng FET college	Vanderbijlpark	Gauteng	18904
Majuba FET College	IT & Business	KwaZulu-Natal	18955
Majuba FET College	Newcastle Technology Centre	KwaZulu-Natal	18955
False Bay FET College	Muizenberg	Western Cape	18966

COLLEGE	CAMPUS	PROVINCE	SAIMD RANK
Ekurhuleni East FET College	Springs	Gauteng	19029
Gert Sibande FET College	Standerton	Mpumalanga	19052
Gert Sibande FET College	Central	Mpumalanga	19052
Sedibeng FET college	Sebokeng	Gauteng	19083
Northern Cape Rural FET College	De Aar	Northern Cape	19097
Maluti FET College	Bethlehem	Free State	19105
Motheo FET College	Bloemfontein	Free State	19184
Northlink FET College	Table Bay	Western Cape	19242
Thekwini FET College	Centec	KwaZulu-Natal	19253
Letaba FET College	Giyane Campus	Limpopo	19281
Tshwane North FET College	Mamelodi	Gauteng	19343
South West Gauteng FET College	Dobsonville	Gauteng	19417
Ehlanzeni FET College	Mlumati	Mpumalanga	19505
FET College of Cape Town	Central	Western Cape	19534
FET College of Cape Town	Salt River	Western Cape	19534
Western FET College	Carltonville	Gauteng	19576
Flavius Mareka FET College	Kroonstad	Free State	19618
Flavius Mareka FET College	Mphohadi	Free State	19618
Western FET College	Central	Gauteng	19622
Orbit FET College	Central	North West	19674
Orbit FET College	Rustenburg	North West	19674
Sedibeng FET college	Central	Gauteng	19714
Taletso FET College	Central	North West	19752
Taletso FET College	Mafikeng	North West	19752
Orbit FET College	Mankwe	North West	19763

COLLEGE	CAMPUS	PROVINCE	SAIMD RANK
Ikhala Public FET College	Cradock	Eastern Cape	19780
Northern Cape Rural FET College	Kuruman	Northern Cape	19817
Umfolozzi FET College	Central	KwaZulu-Natal	19851
Umfolozzi FET College	Richtek	KwaZulu-Natal	19851
East Cape Midlands FET College	Park Avenue	Eastern Cape	19928
East Cape Midlands FET College	High Street	Eastern Cape	19928
Capricorn FET College	Capricon	Limpopo	19973
Capricorn FET College	Central	Limpopo	19973
Goldfields FET College	Welkom	Free State	20022
Elangeni FET College	Pinetown	KwaZulu-Natal	20044
Elangeni FET College	Central	KwaZulu-Natal	20044
Port Elizabeth FET College	Central	Eastern Cape	20140
Port Elizabeth FET College	Russell Road	Eastern Cape	20140
Lovedale FET College	Central	Eastern Cape	20188
Lovedale FET College	King	Eastern Cape	20188
False Bay FET College	Mitchell's Plain	Western Cape	20196
Nkangala FET College	CN Mahlangu	Mpumalanga	20214
Nkangala FET College	Mpondozankomo	Mpumalanga	20214
Tshwane North FET College	Central	Gauteng	20227
Northlink FET College	Bellville	Western Cape	20279
FET College of Cape Town	Athlone	Western Cape	20287
Tshwane South FET College	Pretoria West	Gauteng	20293
Letaba FET College	Tzaneen	Limpopo	20295
Letaba FET College	Central	Limpopo	20295

COLLEGE	CAMPUS	PROVINCE	SAIMD RANK
Western FET College	Krugersdorp West	Gauteng	20362
Boland FET College	Caledon	Western Cape	20381
Ekurhuleni East FET College	Brakpan	Gauteng	20394
Nkangala FET College	Central	Mpumalanga	20402
Nkangala FET College	Witbank	Mpumalanga	20402
Central Johannesburg FET College	Central	Gauteng	20450
Central Johannesburg FET College	Parktown	Gauteng	20450
Buffalo City Public FET College	Central	Eastern Cape	20482
Buffalo City Public FET College	St Marks Road (School of Occupational Training)	Eastern Cape	20482
Gert Sibande FET College	Evander	Mpumalanga	20547
Vuselela FET College	Potchefstroom Centre for Information, Communication and Technology	North West	20551
Central Johannesburg FET College	Highveld Langlaagte Site	Gauteng	20553
Orbit FET College	Brits	North West	20557
Sedibeng FET college	Heidelberg	Gauteng	20577
Coastal KZN FET College	Durban	KwaZulu-Natal	20684
Buffalo City Public FET College	East London (School of Business)	Eastern Cape	20692
Northern Cape Urban FET College	City	Northern Cape	20709
FET College of Cape Town	Cape Town	Western Cape	20750

COLLEGE	CAMPUS	PROVINCE	SAIMD RANK
Northern Cape Rural FET College	Kathu	Northern Cape	20789
Ekurhuleni East FET College	Benoni	Gauteng	20828
Northlink FET College	Protea	Western Cape	20838
Northern Cape Urban FET College	Central	Northern Cape	20854
Port Elizabeth FET College	Algoa	Eastern Cape	21000
Western FET College	Randfontein	Gauteng	21027
Western FET College	Krugersdorp	Gauteng	21073
South West Gauteng FET College	Technisa	Gauteng	21118
Tshwane North FET College	Pretoria	Gauteng	21133
Ekurhuleni West FET College	Kempton	Gauteng	21157
West Coast College	Central	Western Cape	21196
West Coast College	Malmesbury	Western Cape	21196
Central Johannesburg FET College	Riverlea Site	Gauteng	21201
Northlink FET College	Belhar	Western Cape	21269
Ehlanzeni FET College	Central	Mpumalanga	21276
Boland FET College	Strand	Western Cape	21281
South West Gauteng FET College	Roodepoort	Gauteng	21295
Ekurhuleni West FET College	Alberton	Gauteng	21339
West Coast College	Citrusdal	Western Cape	21357
Nkangala FET College	Middelburg	Mpumalanga	21393
South Cape FET College	George	Western Cape	21408
South Cape FET College	Oudtshoorn	Western Cape	21446

COLLEGE	CAMPUS	PROVINCE	SAIMD RANK
Port Elizabeth FET College	Victoria Memorial	Eastern Cape	21448
West Coast College	Vredenburg	Western Cape	21469
Boland FET College	Worcester	Western Cape	21484
East Cape Midlands FET College	Central	Eastern Cape	21494
East Cape Midlands FET College	Charles Goodyear	Eastern Cape	21494
Northlink FET College	Parow	Western Cape	21519
Central Johannesburg FET College	Highveld Crown Mines Site	Gauteng	21579
FET College of Cape Town	Crawford	Western Cape	21661
Mopani SouthEast FET College	Central	Limpopo	21666
Mopani SouthEast FET College	Mosate Hotel School	Limpopo	21666
Mopani SouthEast FET College	Phalaborwa	Limpopo	21666
South Cape FET College	Central	Western Cape	21774
Tshwane South FET College	Central	Gauteng	21790
FET College of Cape Town	Gardens	Western Cape	21798
Boland FET College	Central	Western Cape	21833
Boland FET College	Stellenbosch	Western Cape	21833
FET College of Cape Town	Thornton	Western Cape	21898
FET College of Cape Town	Wynberg	Western Cape	21904
Northlink FET College	Goodwood	Western Cape	21912
False Bay FET College	Central	Western Cape	21919
False Bay FET College	Westlake	Western Cape	21919
South Cape FET College	Bitou	Western Cape	21939
Northlink FET College	Tygerberg	Western Cape	21975

COLLEGE	CAMPUS	PROVINCE	SAIMD RANK
Northlink FET College	Wingfield	Western Cape	21997
South Cape FET College	Mossel Bay	Western Cape	22026
FET College of Cape Town	Pinelands	Western Cape	22042
False Bay FET College	Fish Hoek	Western Cape	22085

APPENDIX A: FET COLLEGE AUDIT: GOVERNANCE

FET COLLEGE SYSTEMS AUDIT, 2010: GOVERNANCE



Dear Fieldworker

1. Please ensure that every question in the questionnaire is answered.
2. The answers will come from a combination of two sources: interviews with the Principal of the college and the Chair of the college council; and documentation in the college's / council's possession.
3. This is an evidence-based questionnaire. To answer each question in the affirmative, you will need either to see actual written evidence of the characteristic (hard evidence – H) or to validate the information sought through conversation with the person responsible for the portfolio under which it falls (spoken evidence – S). *In every instance, hard evidence is preferred.* If the characteristic is not present, mark the “No” box. If it is not known whether the characteristic is present or not, mark the “unknown” (?) box.
4. Please mark only one box next to a characteristic. Mark a box by placing a cross in it – for example,
5. Please complete every field in the box at the bottom of this page before commencing with the audit.

6. If you have any questions in the course of the fieldwork, please do not hesitate to telephone one of us.
7. Thank you very much for your assistance.

Yours sincerely

Michael Cosser Tshildzi Netshitangani
Project Leader Fieldwork Manager

012 302-2924

012 302-2920

082 900-9288

076 609 6560

TO BE COMPLETED BY FIELDWORKER:								
Name of fieldworker								
College visited								
Province								
EMIS no. of college								
Dates of visit								
Start date	2	0	1	0				
End date	2	0	1	0				
	Y	Y	Y	Y	M	M	D	D
I declare that I have completed this instrument myself:								
Signature of fieldworker:								

1. Have college governance structures been established in accordance with the following requirements of the FET Act of 2006?

Yes		No	?	
H	S			
V1.1				The college has established a council
V1.2				The college has established an academic board
V1.3				The college has established a students representative council

2. Is the college council composed of the following members in accordance with the FET Act of 2006?

Yes		No	?	
H	S			
V2.1				A principal
V2.2				Five external persons who are:
V2.3				appointed by the MEC
V2.4				One member of the academic board, who is:
V2.5				elected by the academic board
V2.6				One external member representing donors
V2.7				One lecturer of the college, who is:
V2.8				elected by the lecturers of the college
V2.9				One member of the support staff of the college, who is:
V2.10				elected by the support staff
V2.11				Two students of the college, who are:
V2.12				elected by the students representative council
V2.13				Four additional external persons with a broad spectrum of competencies in:
V2.14				education
V2.15				business
V2.16				finance
V2.17				law
V2.18				marketing
V2.19				information technology

V2.20

--	--	--	--

 human resource management

3. Please complete the table in Appendix 1 for all college council members

Yes	No	
H	S	
V3.1		Appendix 1 has been completed

4. Has the college council performed all the functions necessary to govern the college, in accordance the following requirements of the FET Act of 2006?

Yes		No	?	
H	S			
Strategic governance				
V4.1				The council has developed a strategic plan for the college
V4.2				The strategic plan incorporates the mission, vision and goals of the college
V4.3				The strategic plan incorporates the funding plan of the college
V4.4				The strategic plan addresses past race imbalances
V4.5				The strategic plan addresses past gender imbalances
V4.6				The strategic plan addresses past imbalances pertaining to disability
V4.7				The strategic plan includes safety measures for a safe learning environment for students, lecturers and support staff
V4.8				The strategic plan has been approved by the MEC of the province
Financial governance				
V4.9				The council has appointed an auditor to audit the records and financial statements of the college
V4.10				The council has appointed a financial officer
V4.11				The council approves the annual budget of the college
V4.12				The council determines the tuition fees payable by students
V4.13				The council determines the

- _____ accommodation fees payable by students
- V4.14 The council determines any other fees besides tuition and accommodation fees payable by students
- V4.15 The council determines the accommodation fees payable by employees
- Quality assurance governance**
- V4.16 The council ensures that the college complies with accreditation requirements pertaining to the provision of standards and qualifications registered on the NQF
- V4.17 **If yes, are there MOUs with the province demonstrating this?**
- Student support governance**
- V4.18 The council has provided for a suitable structure to advise on policy for student support services within the college
- V4.19 The council, after consultation with the Academic Board and the SRC, has determined a code of conduct, disciplinary measures and procedures to which each student at the college is subject
- The code of conduct, disciplinary measures and procedures include measures to curb:
- V4.20 Absenteeism
- V4.21 Persistent late coming
- V4.22 Substance abuse
- V4.23 Theft
- V4.24 Unruly behaviour
- V4.25 Unfair discrimination on the basis of race
- V4.26 Unfair discrimination on the basis of gender
- V4.27 Unfair discrimination on the basis of sexual orientation
- V4.28 Unfair discrimination on the basis of disability
- V4.29 Violence

- V4.30 Harassment – especially of a sexual nature
- General governance**
- V4.31 The council has approved conditions of employment for all staff
- V4.32 The council has made rules for the college
- V4.33 The council has determined the language policy of the college
- V4.34 The council strikes an effective balance in its allocation of classroom and other facilities for use at different times of the day and night (please answer this question on completion of Appendix 1)

5. Has the council undertaken the following in accordance with the King III report on corporate governance and the FET Act of 2006?

- | Yes | | No | ? | |
|------|--------------------------|--------------------------|--------------------------|---|
| H | S | | | |
| V5.1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Made available the King III report on corporate governance to all council members |
| V5.2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ensured that the majority (60%) of council members are non-executive external members |
| V5.3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ensured that council members have held office for no longer than five years |
| V5.4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ensured that council members have not served for more than two terms |
| V5.5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assessed, on an annual basis, the chairperson's ability to add value, and his / her performance against what is expected of his / her role and function |
| V5.6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Considered the number of outside chairs held by the chairperson and members of council |
| V5.7 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ensured a succession plan for the position of chairperson |
| V5.8 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Determined a code of conduct for |

					all staff, including
					adherence to the principles of:
V5.9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Responsibility
V5.10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accountability
V5.11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fairness
V5.12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Transparency

6. Have council meetings been convened in accordance with the requirements of the FET Act of 2006?

	Yes		No	?	
	H	S			
V6.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The council held a minimum of four ordinary meetings in the last academic year If yes, please indicate the dates of all meetings and how many council members attended each meeting:

	Date		Attendance
V6.2	1.	V6.3	
V6.4	2.	V6.5	
V6.6	3.	V6.7	
V6.8	4.	V6.9	
V6.10	5.	V6.11	

V6.12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There are minutes for all ordinary meetings of the council
V6.13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Were special meetings of the council convened? If yes, please specify the purpose of each meeting:

V6.14	<input type="text"/>				1.
V6.15	<input type="text"/>				2.
V6.16	<input type="text"/>				3.

V6.17	<input type="text"/>				4.
-------	----------------------	--	--	--	----

V6.18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are there minutes for all special meetings of the council?
-------	--------------------------	--------------------------	--------------------------	--------------------------	--

V6.19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Were emergency meetings of council convened?
-------	--------------------------	--------------------------	--------------------------	--------------------------	--

If yes, please specify the purpose of each meeting:

V6.20	<input type="text"/>				1.
V6.21	<input type="text"/>				2.
V6.22	<input type="text"/>				3.

V6.23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are there minutes for all emergency meetings of the council?
-------	--------------------------	--------------------------	--------------------------	--------------------------	--

7. Has the council had to deal with any of the following between 2008 and 2010?

	Yes		No	?	
	H	S			

V7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student disruptions to the teaching and learning process, in:
V7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2008
V7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2009
V7.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2010

If yes, what steps did the council take to resolve the situation(s)?

- V8.1

--	--	--	--

 An executive committee
- V8.2

--	--	--	--

 An audit committee
- V8.3

--	--	--	--

 A finance committee
- V8.4

--	--	--	--

 A conditions of employment committee
- V8.5

--	--	--	--

 A planning and resource committee

9. Is the academic board composed of the following members in accordance with the FET Act of 2006?

- | Yes | | No | ? |
|-----|---|----|---|
| H | S | | |
- V9.1

--	--	--	--

 The principal
 - V9.2

--	--	--	--

 The vice-principal(s)
 - V9.3

--	--	--	--

 A secretary
 - V9.4

--	--	--	--

 Lecturers (as the majority of board members)
- If yes, please specify the number:
- V9.5
- V9.6

--	--	--	--

 Are all the lecturers employees of this college?
- V9.7

--	--	--	--

 Members of the council
- If yes, please specify the number:
- V9.8
- V9.9

--	--	--	--

 Members of the students representative council
- If yes, please specify the number:
- V9.10

10. Has the academic board undertaken the following in accordance with the FET Act of 2006?

- | Yes | | No | ? |
|-----|---|----|---|
| H | S | | |
- V10.1

--	--	--	--

 Appointed an executive committee
 - V10.2

--	--	--	--

 Determined the teaching, learning, research and academic functions of the college
- If no, please elaborate:
- V10.3

- Staff disruptions to the teaching and learning process, in:
- V7.5

--	--	--	--

 2008
 - V7.6

--	--	--	--

 2009
 - V7.7

--	--	--	--

 2010
- If yes, what steps did the council take to resolve the situation(s)?
- V7.8

8. Has the council appointed the following committees in accordance with the requirements of the FET Act of 2006?

Yes		No	?
H	S		

--	--	--	--

Promoted the participation of women in learning programmes
If yes, please indicate the number of female students admitted to the college between 2008 and 2010 in relation to the total number of students admitted:

Year	Female	Total
2008		
2009		
2010		
% of female students		

V10.5

V10.6

V10.7

V10.8

--	--	--	--

Promoted the participation of the disabled in learning programmes
If yes, please indicate the number of disabled students admitted to the college between 2008 and 2010 in relation to the total number of students admitted:

Year	Disabled	Total
2008		
2009		
2010		
% of disabled students		

V10.10

V10.11

V10.12

V10.13

--	--	--	--

Established internal academic monitoring and quality promotion mechanisms

--	--	--	--

Devised a teaching plan for the college

--	--	--	--

Ensured that the requirements of accreditation to provide learning against standards and qualifications registered on the NQF are met

--	--	--	--

Determined the learning programmes offered at the college

V10.17

Yes		No	?
H	S		

V11.1

Ensured that the chairperson of a committee is a member of the council?

Determined the:

V11.2

V11.3

V11.4

V11.5

V11.6

Composition of the committees?

Functions of the committees?

Procedure at committee meetings?

Dissolution of the committees?

Established, in consultation with the academic board, joint committees of the council and the academic board to perform functions common to the council and the academic board?

If yes, which committees, and what are their responsibilities?

V11.7

V11.8

Name:
Responsibilities:

V11.9

V11.10

Name:
Responsibilities:

V11.11

V11.12

Name:
Responsibilities:

11. In appointing committees of council and the academic board, has the council:

--

12. Has the council undertaken the following with regard to the admission policy of the college?

- | | | Yes | No | ? |
|-------|---|-----|----|---|
| | | H | S | |
| V12.1 | Determined admission requirements in respect of particular FET programmes | | | |
| V12.2 | Determined the number of students who may be admitted for a particular FET programme, and the manner of their selection | | | |
| V12.3 | Determined the minimum requirements for readmission to study at the college | | | |
| V12.4 | Refused the admission of a student who fails to satisfy the minimum requirements for readmission | | | |
| V12.5 | Ensured that the admission policy does not unfairly discriminate in any way | | | |
| V12.6 | Ensured that the admission policy provides appropriate measures for the redress of past inequalities | | | |
| V12.7 | Allowed for alternative enrolment practices in the college? | | | |
| V12.8 | Engaged with curriculum diversity? | | | |
| V12.9 | Please motivate your response below: | | | |

V12.10

--	--	--	--

 Sought to actively recruit a certain calibre of student to the college rather than passively enrol all would-be students

13. Has the college developed its own college statute, or does it make use of the standard college statute set out in Schedule 1 of the FET Act of 2006?

	Developed own statute	Uses standard statute	Unknown
V13.1			

If "Developed own statute", please answer question 14

14. Does the college statute conform to the requirements of the standard college statute contained in the FET Act of 2006?

		Yes	No
		H	S
V14.1			

If "no", please answer question 15

15. In what major ways does the college statute differ from the standard college statute?

V15.1

APPENDIX B: COLLEGE COUNCIL MEMBER SPREADSHEET

List and details of college council members in 2010																				
Number	College name	Title	First name and initials	Surname	Gender	Contact telephone number	Race	Age	ID Number	Highest qualification	Position in council	Competencies	Portfolio	Current business	Number of years in current business	Previous occupation	Years in previous occupation	Participated in course in King III governance?	Participated in training programme specific to council portfolio?	
1	Orbit																			
2	Orbit																			
3	Orbit																			
4	Orbit																			
5	Orbit																			
6	Orbit																			
7	Orbit																			
8	Orbit																			
9	Orbit																			
10	Orbit																			
11	Orbit																			
12	Orbit																			
13	Orbit																			
14	Orbit																			
15	Orbit																			

APPENDIX C: COLLEGE STAFF MEMBER SPREADSHEET

List and details of college staff members in 2010																												
Number	College name	Campus name	Title	Initials	First name	Surname	Department	Contact telephone number	Gender	Race (Black African / Coloured / Indian or Asian / White)	Age	ID Number	Teaching, management or support staff?	Full-time, Part-time or other	Employed by: the college; the Department of Education; the college council; or other (please specify)	Highest qualification	Programme 1 taught	Programme 2 taught	Programme 3 taught	No of periods taught per week	Nature of courses taught: theoretical; practical; or combination	Number of years experience teaching at this college	Total number of years experience in college teaching	Number of years experience in industry	When industry experience was acquired (years)	Number of years experience in management / administration		
1																												
2																												
3																												
4																												
5																												
6																												
7																												
8																												
9																												
10																												
11																												
12																												
13																												
14																												
15																												
etc.																												

APPENDIX D: FET COLLEGE AUDIT: MANAGEMENT

FET COLLEGE SYSTEMS AUDIT, 2010: MANAGEMENT AND ADMINISTRATION



1. Please ensure that every question in the questionnaire is answered.
2. The answers will come from a combination of two sources: interviews with the Principal of the college and the Chair of the college council; and documentation in the college's / council's possession.
3. This is an evidence-based questionnaire. To answer each question in the affirmative, you will need either to see actual written evidence of the characteristic (hard evidence – H) or to validate the information sought through conversation with the person responsible for the portfolio under which it falls (spoken evidence – S). *In every instance, hard evidence is preferred.* If the characteristic is not present, mark the “No” box. If it is not known whether the characteristic is present or not, mark the “unknown” (?) box.
4. For questions requiring a yes / no / ? response, please mark only one box next to a characteristic. Mark a box by placing a cross in it – for example,
5. Please complete every field in the box at the bottom of this page before commencing with the audit.
6. If you have any questions in the course of the fieldwork, please do not hesitate to telephone one of us.

Thank you very much for your assistance.
Yours sincerely

Michael Cosser Netshitangani Project Leader 012 302-2924 082 900-9288	Tshilidzi Fieldwork Manager 012 302-2920 076 609 6560
---	---

4. For questions requiring a yes / no / ? response, please mark only one box next to a characteristic. Mark a box by placing a cross in it – for example,

×

TO BE COMPLETED BY FIELDWORKER:									
Name of fieldworker									
College visited									
Province									
EMIS no. of college									
Dates of visit									
Start date	2	0	1	0					
End date	2	0	1	0					
	Y	Y	Y	Y	M	M	D	D	
I declare that I have completed this instrument myself:									
Signature of fieldworker:									

1. Does the principal have a performance agreement with the provincial MEC?

Yes		No	?
H	S		
V16.1			

2. Has the college appointed a chief financial officer?

Yes		No	?
H	S		
V17.1			

3. Please indicate the ratio of sources of funding to which the college has had access over the past three years (2008, 2009 and 2010) (please indicate totals across the three years)

Source of funding	%
V18.1 Donations	
V18.2 Money raised by the college	
V18.3 Money raised by means of loans	
V18.4 Income derived from investments	
V18.5 Money received from services rendered	
V18.6 Student fees	
V18.7 Money generated from accommodation or other services	
Funds from any other sources (please indicate the sources below):	
V18.8 1.	V18.9
V18.10 2.	V18.11
V18.12 3.	V18.13
V18.14 4.	V18.15
TOTAL	100

If the college secured a loan or an overdraft facility in the last three years, please answer question 4. If not, skip to 5

4. Was permission obtained from the MEC to secure a loan or an overdraft facility?

Yes		No	?
H	S		
V19.1			

5. In terms of the recapitalization of FET colleges, please provide the following information:

V20.1 How much money did the college receive as part of the recapitalisation programme (total **R**)

over all years)?

List the items on which this money was spent over all years and the expenditure ratio:

Item	Amount	%
V20.2	V20.3	V20.4
V20.5	V20.6	V20.7
V20.8	V20.9	V20.10
V20.11	V20.12	V20.13
V20.14	V20.15	V20.16
V20.17	V20.18	V20.19
V20.20	V20.21	V20.22
V20.23	V20.24	V20.25
V20.26	V20.27	V20.28
V20.29	V20.30	V20.31
V20.32 Total		100

6. Has the principal, or the chief financial officer, performed the following activities in accordance with the FET Act of 2006? Please specify the person responsible for each

Yes		No	?
H	S		

Kept complete accounting records of:

Item	Person responsible
V21.1 All assets	V21.2
V21.3 All liabilities	V21.4
V21.5 All income	V21.6
V21.7 All expenses	V21.8
V21.9 Kept complete accounting records of all financial transactions of college sub-structures	V21.10

7. Did the college receive a qualified audit in any of the past three financial years (2007, 2008 or 2009)?

Yes		No	?
H	S		
V22.1			

If "yes", please answer question 8. Otherwise, skip to question 9

8. In which year(s) (between 2007 and 2009) and for what reason(s) did the college receive a qualified audit?

	Year	Reason
V23.1		V23.2
V23.3		V23.4
V23.5		V23.6

Yes		No	?
H	S		

V25.1 Use a Further Education & Training Management Information System (FETMIS)?
If yes, which system is used?

V25.2

V.25.3 Use a Business Information System (BIS)?
If yes, which system is used?

V25.4

9. Has the principal provided the council with the following reports, in accordance with the FET Act of 2006, for the 2007, 2008 and 2009 years?

Yes		No	?
H	S		

A report on the management of the college for:

V24.1					2007
V24.2					2008
V24.3					2009

A report on student academic performance for:

V24.4					2007
V24.5					2008
V24.6					2009

A financial audit report for:

V24.7					2007
V24.8					2008
V24.9					2009

An annual report for:

V24.10					2007
V24.11					2008
V24.12					2009

--	--	--	--

V25.5 Keep documentation on all systems used in the college?
If no, please comment:

V25.6

11. From a strategic information management perspective, does the college do the following?

Yes		No	?
H	S		

V26.1 Collect annual data on student enrolments?
If yes, are there data on:

V26.2					Full name
V26.3					Race
V26.4					Gender
V26.5					Parental / guardian education
V26.6					Parental / guardian employment

10. From an information management perspective, does the college do the following?

				situation
V26.7				Parental / guardian income
V26.8				Student ID number
V26.9				Home address
V26.10				Postal address
V26.11				Address while studying
V26.12				Home telephone number
V26.13				Telephone number while studying
V26.14				Cell-phone number
V26.15				Major activity in 2009
V26.16				Highest qualification
V26.17				Year of study
V26.18				Field of study
V26.19				Programme(s) in which enrolled

If yes, are there data on:

V26.35				Number of staff
V26.36				Race
V26.37				Gender
V26.38				Qualification level
V26.39				Number of years of experience in management / administration
V26.40				
V26.41				Department / division in which employed

V26.42				Are all the above data stored electronically?
--------	--	--	--	---

If "no", please indicate which data are not stored electronically:

V26.43

Does the student profile contain data on:

V26.20				Headcount enrolments
V26.21				Full-time equivalent (FTE) enrolments

V26.22				FTE enrolments by age
--------	--	--	--	-----------------------

V26.23				Collect annual data on the teaching staff profile?
--------	--	--	--	--

If yes, are there data on:

V26.24				Number of staff
V26.25				Age
V26.26				Race
V26.27				Gender
V26.28				Qualification level
V26.29				Programme(s) taught
V26.30				Number of years of experience in college teaching

V26.31				Number of years of experience in industry
--------	--	--	--	---

Collect annual data on:

V26.32				Teacher-student ratios: average across the college and its campuses
--------	--	--	--	---

V26.33				Teacher-student ratios: per class across the college and its campuses
--------	--	--	--	---

V26.34				Collect annual data on the support staff profile
--------	--	--	--	--

12. Is there an information and communications technology (ICT) policy for the college?

Yes		No		?
H	S			
V27.1				

13. Is there an ICT system in the college?

Yes		No		?
H	S			
V28.1				

If yes, what is the specific software system in place?

V28.2

V28.3

Please describe the system:

If you answered “yes” to question 13, please answer questions 14 to 16. If “no” or “unknown”, please go to question 17

14. Is ICT internally provided or outsourced to an external service provider?

	Internally provided	Outsourced	No ICT system in place
V29.1			

15. In terms of the ICT system, is the following in evidence in the college?

	Yes	No	?	
	H	S		
V30.1				E-mail connectivity for management and administrative staff
V30.2				Internet access for management and administrative staff
V30.3				Electronic communication between the central campus and the other campuses of the college
V30.4				Electronic communication between the central campus and the provincial FET directorate?
V30.5				Electronic communication between the central campus and the national FET chief directorate
V30.6				E-mail connectivity for students
V30.7				Internet access for students
V30.8				A college web-site
V30.9				<i>If yes:</i> Is the web-site updated on a regular basis? <i>Please comment:</i>
V30.10				

V30.11					Does the web-site provide full contact details for the central campus?
V30.12					Does the web-site provide full contact details for the other campuses of the college?
V30.13					Does the web-site allow for visitors to address e-mail queries to the college?
V30.14					Does the web-site provide full details of all programmes and courses offered by the college?
V30.15					<i>If yes, is this information accurate?</i>
V30.16					Is ICT used in teaching practice? <i>If yes, what form does this take?</i>
V30.17					
V30.18					Is student support provided through ICT?
V30.19					Is the college connected to other FET colleges through ICT?
V30.20					Is the college considering using ICT software other than that currently in use? <i>If yes, which software is being considered?</i>

V30.21

V31.5

--	--	--	--

Maintenance of the ICT system to the satisfaction of college management

16. What is the nature of ICT support in the college?

Yes		No	?
H	S		

V31.1

Full-day ICT support for management and administrative staff

If yes, what form does this support take?

V31.2

V31.3

--	--	--	--

Full-day ICT support for teaching staff

If yes, what form does this support take?

V31.4

17. What kinds of evaluation methods does the college use to ascertain the quality of its programmes?

Yes		No	?
H	S		

V32.1

Students complete post-course questionnaires

V32.2

--	--	--	--

Subject or programme heads visit classrooms on a regular basis to observe teaching and learning

V32.3

--	--	--	--

External evaluators are contracted to evaluate new programmes after they have run for a pilot period

V32.4

--	--	--	--

Other (please specify):

V32.5

18. Does the college offer courses in small or medium enterprise (SME) development?

Yes		No	?
H	S		

V33.1

If yes, please describe the courses on offer:

V33.1

19. Is there a system in place to monitor and support teaching and learning in the college?

Yes		No	?
H	S		
V34.1			
V34.2			

If yes, please elaborate below:

21. Are there curriculum development processes underway in the college, at the level of each of the following programmes offered?

Yes		No	?	
H	S			
V36.1				NCV programmes
V36.2				N courses
V36.3				Learnership programmes
V36.4				Skills programmes
V36.5				National introductory courses (NICs)
V36.6				Adult learning programmes

22. Are there overall year plans for each teacher for each subject taught?

Yes		No	?	
H	S			
V37.1				
V37.2				Curriculum coverage
V37.3				Sequence
V37.4				Pace
V37.5				Assessment opportunities

If yes, do these plans show:

If no, please elaborate:

20. Has the college developed an assessment policy?

Yes		No	?
H	S		
V35.1			
V35.2			

If yes, please elaborate below:

23. Does the college have an academic support plan?

Yes		No	?
H	S		
V38.1			

Yes		No	?
H	S		
V40.1			

If yes, are such opportunities:

V40.2				Simulated
V40.3				Actual

24. Are opportunities given to students for practical work?

Yes		No	?
H	S		
V39.1			

V39.2 If yes, what opportunities?

26. Are opportunities given to students for the following:

Yes		No	?	
H	S			
V41.1				Work shadowing
V41.2				Holiday jobs

27. Does the college have an inventory of college equipment?

Yes		No	?
H	S		
V42.1			

If yes, does the inventory include:

V42.2				Computers
V42.3				Overhead projectors
V42.4				Data projectors
V42.5				Black/green boards
V42.6				White boards

How is practical work assessed?

V39.3

28. What is the nature and extent of academic staff development in the college?

Yes		No	?
H	S		
V43.1			

Do staff participate in training programmes?

If yes, are these programmes:

V43.2				Provided by college staff?
V43.3				Informal on-the-job?
V43.4				Provided in-house by external service providers?
V43.5				Provided off-site by external service providers?

If staff do participate in training programmes:

V43.6				How many staff have been trained in the past year?
V43.7	hours			How much time, on average, does

25. Are opportunities given to students for gaining work experience as part of their learning programme?

V43.8 _____ each staff member who has undergone training spend on such training per year?
 What topics are covered in these programmes? **Please specify:**

V45.4

V45.5

V45.6

V45.7

With whom:

Purpose:

With whom:

Purpose:

29. What proportion of the total expenditure of the college in 2009 went on academic staff development?

V44.1	Total college expenditure	
V44.2	Expenditure on staff development	
V44.3	% spent on staff development	

V45.8

--	--	--	--

 Local communities
 If yes, please indicate the number and nature of the MOUs

30. Does the college have a skills development-related Memorandum of Understanding (MOU) with any of the following?

Yes		No	?
H	S		
V45.1			

Business
 If yes, please indicate with whom and the purpose of the MOU

V45.2 With whom:

V45.3 Purpose:

V45.9

V45.10

V45.11

With whom:

Purpose:

With whom:

V45.12

Purpose:

V45.20

With whom:

V45.13

With whom:

V45.21

Purpose:

V45.14

Purpose:

V45.22

--	--	--	--

Other institutions

If yes, please indicate the number and nature of the MOUs

V45.15

--	--	--	--

Education & training institutions

If yes, please indicate the number and nature of the MOUs

V45.24

Purpose:

V45.16

With whom:

V45.23

With whom:

V45.17

Purpose:

V45.25

With whom:

V45.18

With whom:

V45.26

Purpose:

V45.19

Purpose:

V45.27

With whom:

V45.28

Purpose:

--

V46.5

Who initiates the interaction?

31. Does the college interact with industry in terms of the following?

Yes		No	?
H	S		

V46.1

Determining industry's skills needs in specific sectors?

V46.6

If yes, please elaborate. Then answer the remaining sub-questions below. If no, please answer the final question in the instrument

How does the college ensure the currency of its skills training in a context of technological changes in industry?

V46.2

V46.3

--	--	--	--

Does interaction involve both domestic and foreign firms?

If yes, please elaborate:

V46.4

APPENDIX E: COLLEGE STUDENT PROFILE SPREADSHEET

List and details of students enrolled in the college in 2010																	
Number	College name	Campus name	Initials	First name	Surname	Contact telephone number	Gender	Race (Black African / Coloured / Indian or Asian / White)	Age	ID Number	Qualification type and level enrolled for	Programme code	Highest qualification	Year of study	No of courses / subjects passed in 2009	Makes use of financial support? (Yes/No)	If yes, which financial support?
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	
etc.																	

APPENDIX F: PROFILES AND EFFICIENCY INDICATORS

FET COLLEGE SYSTEMS AUDIT, 2010: PROFILES AND EFFICIENCY INDICATORS



Dear Fieldworker

1. Please ensure that every question in the questionnaire is answered.
2. The answers will come from documentation – in the form of electronic databases and or hard copies – in the college’s possession.
3. This is an evidence-based questionnaire. To answer each question in the affirmative, you will need either to see actual written evidence of the characteristic (hard evidence – H) or to validate the information sought through conversation with the person responsible for the portfolio under which it falls (spoken evidence – S). *In every instance, hard evidence is preferred.* If the characteristic is not present, mark the “No” box. If it is not known whether the characteristic is present or not, mark the “unknown” (?) box.
4. For questions requiring a yes / no / ? response, please mark only one box next to a characteristic. Mark a box by placing a cross in it – for example,



5. Please complete every field in the box at the bottom of this page before commencing with the audit.
6. If you have any questions in the course of the fieldwork, please do not hesitate to telephone one of us.

Thank you very much for your assistance.

Yours sincerely

Michael Cosser
Netshitangani
Project Leader

Tshilidzi
Fieldwork Manager

012 302-2924
082 900-9288

012 302-2920
076 609 6560

TO BE COMPLETED BY FIELDWORKER:								
Name of fieldworker								
College visited								
Province								
EMIS no. of college								
Dates of visit								
Start date	2	0	1	0				
End date	2	0	1	0				
	Y	Y	Y	Y	M	M	D	D
I declare that I have completed this instrument myself:								
Signature of fieldworker:								

1. Please complete the following table on the basis of available information for the 2010 academic year

Enrolment and employment indicators			N
V47.1	Student headcount enrolments (Total)		
V47.2	Black African	Male	
V47.3		Female	
V47.4	Coloured	Male	
V47.5		Female	
V47.6	Indian / Asian	Male	
V47.7		Female	
V47.8	White	Male	
V47.9		Female	
V47.10	15-19 years old		
V47.11	20-24		
V47.12	25-29		
V47.13	30-34		
V47.14	35-40		
V47.15	Older than 40		
V47.16	Student FTE enrolments		
	Home province of students		
V47.17	Eastern Cape		
V47.18	Free State		
V47.19	Gauteng		
V47.20	KwaZulu-Natal		
V47.21	Limpopo		
V47.22	Mpumalanga		
V47.23	Northern Cape		
V47.24	North West		
V47.25	Western Cape		
V47.26	Staff (College Total)		
V47.27	Teaching staff (Total)		
V47.28	Full-time (Sub-total)		
V47.29		Black African	M
V47.30			F
V47.31		Coloured	M
V47.32			F
V47.33		Indian / Asian	M
V47.34			F
V47.35		White	M
V47.36			F
V47.37	Part-time (Sub-total)		
V47.38		Black African	M
V47.39			F
V47.40		Coloured	M
V47.41			F
V47.42		Indian / Asian	M
V47.43			F
V47.44		White	M
V47.45			F
	Qualifications		
V47.46	Artisan		
V47.47	Higher degree		
V47.48	1 st degree; Higher		
V47.49	Diploma		
V47.50	Diploma		
V47.51	Below Diploma		
V47.52	Management staff (Total)		
V47.53		Black African	Male
V47.54			Female

V47.55		Coloured	Male	
V47.56			Female	
V47.57		Indian / Asian	Male	
V47.58			Female	
V47.59		White	Male	
V47.60			Female	
V47.61	Support staff (Total)			
V47.62	Full-time (Sub-Total)			
V47.63		Black African	M	
V47.64			F	
V47.65		Coloured	M	
V47.66			F	
V47.67		Indian / Asian	M	
V47.68			F	
V47.69		White	M	
V47.70			F	
V47.71	Part-time (Sub-Total)			
V47.72		Black African	M	
V47.73			F	
V47.74		Coloured	M	
V47.75			F	
V47.76		Indian / Asian	M	
V47.77			F	
V47.78		White	M	
V47.79			F	

2. Please indicate changes in the academic staff profile over the past three years

Staff profile	N		
	2008	2009	2010
V48.1-3 No. of staff who joined the college			
V48.4-6 No. of staff who left the college			
How many staff left because of:			
V48.7-9 Retirement			
V48.10-12 Ill-health			
V48.13-15 Death			
V48.16-18 Resignation			
V48.19-21 Unhappiness with the college			
V48.22-24 as employer			
Other (please specify):			
V48.25-27			
V48.28-30			
V48.31-33			
V48.34-36			

3. Please complete the following table on the basis of available information for the 2007, 2008 and 2009 academic years

Efficiency indicators	N		
	2007	2008	2009
V49.1-3 Total students enrolled			

	in the college			
V49.4-6	Total students who passed			
V49.7-9	Students enrolled in N-programmes (total)			
V49.10-12	Students who passed N-programmes (total)			
V49.13-15	Students enrolled in Business Studies (total)			
V49.16-18	Students who passed Business Studies (total)			
V49.19-21	Enrolled in N1			
V49.22-24	Passed N1			
V49.25-27	Enrolled in N2			
V49.28-30	Passed N2			
V49.31-33	Enrolled in N3			
V49.34-36	Passed N3			
V49.37-39	Enrolled in N4			
V49.40-42	Passed N4			
V49.43-45	Enrolled in N5			
V49.46-48	Passed N5			
V49.49-51	Enrolled in N6			
V49.52-54	Passed N6			
V49.55-57	Students enrolled in Engineering Studies (total)			
V49.58-60	Students who passed Engineering Studies (total)			
V49.61-63	Enrolled in N1			
V49.64-66	Passed N1			
V49.67-69	Enrolled in N2			
V49.70-72	Passed N2			
V49.73-75	Enrolled in N3			
V49.76-79	Passed N3			
V49.80-82	Enrolled in N4			
V49.83-85	Passed N4			
V49.86-88	Enrolled in N5			
V49.89-91	Passed N5			
V49.92-94	Enrolled in N6			
V49.95-97	Passed N6			
V49.98-100	Students enrolled in Art & Music (total)			

V49.101-103	Students who passed Art & Music (total)			
V49.104-106	Enrolled in N1			
V49.107-109	Passed N1			
V49.110-112	Enrolled in N2			
V49.113-115	Passed N2			
V49.116-118	Enrolled in N3			
V49.119-121	Passed N3			
V49.122-124	Enrolled in N4			
V49.125-127	Passed N4			
V49.128-130	Enrolled in N5			
V49.131-133	Passed N5			
V49.134-136	Enrolled in N6			
V49.137-139	Passed N6			
V49.140-142	Students enrolled in Utility Studies (total)			
V49.143-145	Students who passed Utility Studies (total)			
V49.146-148	Enrolled in N1			
V49.149-151	Passed N1			
V49.152-154	Enrolled in N2			
V49.155-157	Passed N2			
V49.158-160	Enrolled in N3			
V49.161-163	Passed N3			
V49.164-166	Enrolled in N4			
V49.167-169	Passed N4			
V49.170-172	Enrolled in N5			
V49.173-175	Passed N5			
V49.176-178	Enrolled in N6			
V49.179-181	Passed N6			
V49.182-184	Students enrolled in Educare & Social services (total)			
V49.185-187	Students who passed Educare & Social services (total)			
V49.188-190	Enrolled in N1			
V49.191-193	Passed N1			
V49.194-196	Enrolled in N2			
V49.197-199	Passed N2			
V49.200-202	Enrolled in N3			
V49.203-205	Passed N3			
V49.206-	Enrolled in N4			

208				
V49.209-211	Passed N4			
V49.212-214	Enrolled in N5			
V49.215-217	Passed N5			
V49.218-219	Enrolled in N6			
V49.220-222	Passed N6			
V49.223-225	Students enrolled in Other Programmes (total)			
V49.226-228	Students who passed Other Programmes (total)			
V49.229-231	Enrolled in N1			
V49.232-234	Passed N1			
V49.235-237	Enrolled in N2			
V49.238-240	Passed N2			
V49.241-243	Enrolled in N3			
V49.244-246	Passed N3			
V49.247-249	Enrolled in N4			
V49.250-252	Passed N4			
V49.253-255	Enrolled in N5			
V49.256-258	Passed N5			
V49.259-261	Enrolled in N6			
V49.262-264	Passed N6			
V49.265-267	Students enrolled in NCV programmes (total)			
V49.268-270	Students who passed NCV programmes (total)			
V49.271-273	Students enrolled in Office Administration (total)			
V49.274-276	Students who passed Office Administration (total)			
V49.277-279	Enrolled in NCV 2			
V49.280-282	Passed NCV 2			
V49.283-285	Enrolled in NCV 3			
V49.286-288	Passed NCV 3			
V49.289-291	Enrolled in NCV 4			
V49.292-294	Passed NCV 4			
V49.295-297	Students enrolled in Marketing (total)			
V49.298-	Students who passed			

300	Marketing (total)			
V49.301-303	Enrolled in NCV 2			
V49.304-306	Passed NCV 2			
V49.307-309	Enrolled in NCV 3			
V49.310-312	Passed NCV 3			
V49.313-315	Enrolled in NCV 4			
V49.316-318	Passed NCV 4			
V49.319-321	Students enrolled in Finance, Economics & Accounting (total)			
V49.322-324	Students who passed Finance, Economics & Accounting (total)			
V49.325-327	Enrolled in NCV 2			
V49.328-330	Passed NCV 2			
V49.331-333	Enrolled in NCV 3			
V49.334-336	Passed NCV 3			
V49.337-339	Enrolled in NCV 4			
V49.340-342	Passed NCV 4			
V49.343-345	Students enrolled in Management (total)			
V49.346-348	Students who passed Management (total)			
V49.349-351	Enrolled in NCV 2			
V49.352-354	Passed NCV 2			
V49.355-357	Enrolled in NCV 3			
V49.358-360	Passed NCV 3			
V49.361-363	Enrolled in NCV 4			
V49.364-366	Passed NCV 4			
V49.367-369	Students enrolled in Building & Civil Construction (total)			
V49.370-372	Students who passed Building & Civil Construction (total)			
V49.373-375	Enrolled in NCV 2			
V49.376-378	Passed NCV 2			
V49.379-381	Enrolled in			

V49.382-384	NCV 3 Passed NCV 3	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.385-387	Enrolled in NCV 4	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.388-390	Passed NCV 4	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.391-393	Students enrolled in Engineering & Related Design (total)	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.394-396	Students who passed Engineering & Related Design (total)	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.397-399	Enrolled in NCV 2	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.400-402	Passed NCV 2	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.403-405	Enrolled in NCV 3	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.406-408	Passed NCV 3	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.409-411	Enrolled in NCV 4	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.412-414	Passed NCV 4	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.415-417	Students enrolled in Electrical Infrastructure Construction (total)	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.418-419	Students who passed Electrical Infrastructure Construction (total)	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.420-422	Enrolled in NCV 2	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.423-425	Passed NCV 2	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.426-428	Enrolled in NCV 3	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.429-431	Passed NCV 3	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.432-434	Enrolled in NCV 4	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.435-437	Passed NCV 4	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.438-440	Students enrolled in Information Technology & Computer Science (total)	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.441-443	Students who passed Information Technology & Computer Science (total)	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.444-446	Enrolled in NCV 2	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.447-449	Passed NCV 2	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.450-452	Enrolled in NCV 3	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.453-455	Passed NCV 3	<table border="1"><tr><td></td><td></td><td></td></tr></table>			

V49.456-458	Enrolled in NCV 4	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.459-461	Passed NCV 4	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.462-464	Students enrolled in Primary Agriculture (total)	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.465-467	Students who passed Primary Agriculture (total)	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.468-470	Enrolled in NCV 2	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.471-473	Passed NCV 2	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.474-476	Enrolled in NCV 3	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.477-479	Passed NCV 3	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.480-482	Enrolled in NCV 4	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.483-485	Passed NCV 4	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.486-488	Students enrolled in Hospitality (total)	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.489-491	Students who passed Hospitality (total)	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.492-494	Enrolled in NCV 2	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.495-497	Passed NCV 2	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.498-500	Enrolled in NCV 3	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.501-503	Passed NCV 3	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.504-506	Enrolled in NCV 4	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.507-509	Passed NCV 4	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.510-512	Students enrolled in Tourism (total)	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.513-515	Students who passed Tourism (total)	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.516-518	Enrolled in NCV 2	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.519-521	Passed NCV 2	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.522-524	Enrolled in NCV 3	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.525-527	Passed NCV 3	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.528-530	Enrolled in NCV 4	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.531-533	Passed NCV 4	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.534-536	Students enrolled in Safety in Society (total)	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.537-539	Students who passed Safety in Society (total)	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.540-542	Enrolled in NCV 2	<table border="1"><tr><td></td><td></td><td></td></tr></table>			

V49.543-545	Passed NCV 2	<table border="1"><tr><td></td><td></td><td></td></tr></table>					(National Senior Certificate / NSC)	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.546-548	Enrolled in NCV 3	<table border="1"><tr><td></td><td></td><td></td></tr></table>				V49.626-628	Passed Grade 12	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.549-551	Passed NCV 3	<table border="1"><tr><td></td><td></td><td></td></tr></table>					(National Senior Certificate / NSC)				
V49.552-554	Enrolled in NCV 4	<table border="1"><tr><td></td><td></td><td></td></tr></table>				V49.629-631	Total students enrolled in	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.555-557	Passed NCV 4	<table border="1"><tr><td></td><td></td><td></td></tr></table>					learnership programmes				
V49.558-560	Students enrolled in Mechatronics (total)	<table border="1"><tr><td></td><td></td><td></td></tr></table>				V49.632-634	Total students who passed learnership programmes	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.561-563	Students who passed Mechatronics (total)	<table border="1"><tr><td></td><td></td><td></td></tr></table>				V49.635-637	Total students enrolled in	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.564-566	Enrolled in NCV 2	<table border="1"><tr><td></td><td></td><td></td></tr></table>					skills programmes				
V49.567-569	Passed NCV 2	<table border="1"><tr><td></td><td></td><td></td></tr></table>				V49.638-640	Total students who passed skills programmes	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.570-572	Enrolled in NCV 3	<table border="1"><tr><td></td><td></td><td></td></tr></table>				V49.641-643	Total students enrolled in	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.573-575	Passed NCV 3	<table border="1"><tr><td></td><td></td><td></td></tr></table>					adult learning programmes				
V49.576-578	Enrolled in NCV 4	<table border="1"><tr><td></td><td></td><td></td></tr></table>				V49.644-646	Total students who passed adult learning programmes	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.579-581	Passed NCV 4	<table border="1"><tr><td></td><td></td><td></td></tr></table>				V49.647-649	Total students enrolled in	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.582-584	Students enrolled in Education & Development (total)	<table border="1"><tr><td></td><td></td><td></td></tr></table>					National Introductory Courses (NICs)				
V49.585-587	Students who passed Education & Development (total)	<table border="1"><tr><td></td><td></td><td></td></tr></table>				V49.650-652	Total students who passed NICs	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.588-590	Enrolled in NCV 2	<table border="1"><tr><td></td><td></td><td></td></tr></table>					Total students enrolled in other programmes (please specify)				
V49.591-593	Passed NCV 2	<table border="1"><tr><td></td><td></td><td></td></tr></table>				V49.653-655		<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.594-596	Enrolled in NCV 3	<table border="1"><tr><td></td><td></td><td></td></tr></table>				V49.656-658		<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.597-599	Passed NCV 3	<table border="1"><tr><td></td><td></td><td></td></tr></table>				V49.659-661		<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.600-602	Enrolled in NCV 4	<table border="1"><tr><td></td><td></td><td></td></tr></table>				V49.662-664		<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.603-605	Passed NCV 4	<table border="1"><tr><td></td><td></td><td></td></tr></table>				V49.665-667		<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.606-608	Students enrolled in general education (non-NCV) programmes (total)	<table border="1"><tr><td></td><td></td><td></td></tr></table>					Total students who passed other programmes (please specify)	<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.609-611	Students who passed general education (non-NCV) programmes (total)	<table border="1"><tr><td></td><td></td><td></td></tr></table>				V49.668-670		<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.612-614	Enrolled Grade 10 Programmes	<table border="1"><tr><td></td><td></td><td></td></tr></table>				V49.671-673		<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.615-617	Passed Grade 10 Programmes	<table border="1"><tr><td></td><td></td><td></td></tr></table>				V49.674-676		<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.618-619	Enrolled Grade 11 Programmes	<table border="1"><tr><td></td><td></td><td></td></tr></table>				V49.677-679		<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.620-622	Passed Grade 11 Programmes	<table border="1"><tr><td></td><td></td><td></td></tr></table>				V49.680-682		<table border="1"><tr><td></td><td></td><td></td></tr></table>			
V49.623-625	Enrolled Grade 12	<table border="1"><tr><td></td><td></td><td></td></tr></table>									

4. Which of the following qualification types is the college offering in the 2010 academic year, and how many students (N) are enrolled in each?

	Yes		No	?	N
	H	S			
V50.1					NCV 2
V50.3					NCV 3
V50.5					NCV 4
V50.7					N1
V50.9					N2
V50.11					N3
V50.13					N4
V50.15					N5
V50.17					N6
V50.19					Learnership programmes
V50.21					Skills programmes
V50.23					Adult learning Programmes
V50.25					NIC programmes
V50.27					Other programmes
V50.29					(please specify)
V50.31					V50.30
V50.33					V50.32
V50.35					V50.34
V50.37					V50.36
V50.39					V50.38
V50.41					V50.40
V50.43					V50.42
V50.45					V50.44
V50.47					V50.46
					V50.48

5. How many students (N) are enrolled in each of the following "N" programmes, in 2010?

	N level:					
	1	2	3	4	5	6
V51.1-6	Business Studies (Total)					
V51.7-12	Secretarial					
V51.13-18	Administration (Public & Business)					
V51.19-24	Personnel (including Human Resources & Public Relations)					
V51.25-30	Financial Management					
V51.31-	Marketing					

36						
V51.37-42	Engineering Studies (Total)					
V51.43-48	Electrical (Heavy & Light Current)					
V51.49-54	Mechanical					
V51.55-60	Construction					
V51.61-66	Art & Music (Total)					
V51.67-72	Art & Design					
V51.73-78	Music & Dance					
V51.79-84	Utility Studies (Total)					
V51.86-90	Cosmetics					
V51.91-96	Haircare					
V51.97-102	Interior Decorating					
V51.103-108	Clothing Production & Textiles					
V51.109-114	Hospitality & Associated Industries					
V51.115-120	Tourism					
V51.121-126	Educare & Social Services (Total)					
V51.127-132	Educare					
V51.133-138	Other (Total)					
	Other (please specify):					
	1	2	3	4	5	6
V51.139-144						
V51.145-150						
V51.151-156						
V51.157-162						
V51.163-168						
V51.169-174						
V51.175-180						
V51.181-186						
V51.187-192						
V51.193-198						
V51.199-204						

6. How many students (N) are enrolled in each of the following (non-NCV) programmes, in 2010?

	N
V52.1	General Education (Total)
V52.2	Grade 10 Programmes
V52.3	Grade 11 Programmes
V52.4	Grade 12 (National Senior Certificate / NSC)

7. How many students (N) are enrolled, in 2010, in each of the courses at each of the levels that make up the National Certificate Vocational (NCV) programmes below?

	Programme	Course	N at level:		
			1	2	3
V52. 1-3	Office Administration	Total:			
V52. 4-6		Business practice			
V52. 7-9		Office practice			
V52. 10-12		Office data processing			
V52. 13-15		Applied accounting			
V52. 16-18		2 nd language			
V52. 19-21		New venture creation			
V52. 22-24		Personal assistance			
V52. 25-27		Marketing	Total:		
V52. 28-30		Marketing			
V52. 31-33		Advertising & promotions			
V52. 34-36		Marketing communication			
V52. 37-39		Consumer behaviour			
V52. 40-42		Contact centre operations			
V52. 43-45		Finance, Economics and Accounting	Total:		
V52. 46-48		Applied accounting			
V52. 49-51		Financial management			
V52. 52-54		Economic environment			
V52. 55-57		New venture creation			
V52. 58-60	Management	Total:			
V52. 61-63		Management practices			
V52. 64-66		Operations management			
V52. 67-69		Financial management			
V52. 70-72		Entrepreneurship			

V52. 73-75
V52. 76-79

V52. 80-82

V52. 83-85

V52. 86-88

V52. 89-91

V52. 92-94

V52. 95-97

V52. 98-100

V52. 101-103

V52. 104-106

V52. 107-109

V52. 110-112

V52. 113-115

V52. 116-118

V52. 119-121

V52. 122-124

V52. 125-127

V52. 128-130

V52. 131-133

V52. 134-136

V52. 137-139

Building and Civil Construction	Total:				
	Drawings & setting, quantities & costing				
	Construction plant & equipment				
	Construction Materials				
	Physical science				
	Building				
	Roads				
	Concreting				
	Construction Plumbing				
	Construction carpentry and roof Work				
	Masonry & tiling construction				
	Engineering and Related Design	Total:			
		Engineering fundamentals			
		Engineering Technology			
Engineering Systems					
Physical science					
Fitting & turning					
Automotive repair & maintenance					
Engineering Fabrication					
Engineering practice & maintenance					
Materials technology					
Engineering graphics &					

		design (CAD)		193			computer programming	
V52.140-142		Engineering processes		V52.194-196			Data communication & networking	
V52.143-145		Professional engineering practice		V52.197-199			Computer programming	
V52.146-148		Applied engineering technology		V52.200-202	Primary Agriculture	Total:		
V52.149-151	Electrical	Total:		V52.203-205		Soil science		
V52.152-154	Infrastructure Construction	Electrical principles & practice		V52.206-208		Plant production		
V52.155-157		Workshop practice		V52.209-211		Animal production		
V52.158-160		Electronic control & digital electronics		V52.212-214		Agri-business		
V52.161-163		Electrical systems & construction		V52.215-217		Farm planning & mechanisation		
V52.164-166		Physical science		V52.218-219		Advanced plant production		
V52.167-169		Electrical workmanship		V52.220-222	Hospitality	Total:		
V52.170-172	Information Technology and Computer Science	Total:		V52.223-225		Hospitality generics		
V52.173-175		Introduction to information systems		V52.226-228		Food preparation		
V52.176-178		Electronics		V52.229-231		Client services & human relations		
V52.179-181		Introduction to systems development		V52.232-234		Hospitality services		
V52.182-184		Contact centre operations		V52.235-237	Tourism	Total:		
V52.185-187		Systems analysis & design		V52.238-240		Science of tourism		
V52.188-190		Computer hardware & software		V52.241-243		Client services & Human relations		
V52.191-		Principles of		V52.244-246		Sustainable tourism in SA		
				V52.247-249		Tourism operations		
				V52.250-252		Sustainable tourism in SA &		

V52. 253- 255		regional travel			
		Sustainable tourism in SA & international travel			
V52. 256- 258	Safety in Society	Total:			
V52. 259- 261		Introduction to governance			
V52. 262- 264		Governance			
V52. 265- 267		Introduction to law			
V52. 268- 270		Criminal law			
V52. 271- 273		Law procedures & evidence			
V52. 274- 276		Principles of criminal justice			
V52. 277- 279		Criminal justice & mandates			
V52. 280- 282		Criminal justice process			
V52. 283- 285		Introduction to policing practices			
V52. 286- 288		Theory of policing practices			
V52. 289- 291		Applied policing			
V52. 292- 294	Mechatronics	Total:			
V52. 295- 297		Introduction to computers			
V52. 298- 300		Stored programming systems			
V52. 301- 303		Electrotechnolog y			
V52. 304- 306		Manual manufacturing			
V52. 307- 309		Machine manufacturing			

V52. 310- 312		Computer integrated manufacturing			
V52. 313- 315		Mechatronic systems			
V52. 316- 318	Education & Development	Total:			
V52. 319- 321		Art & science of teaching			
V52. 322- 324		Human & social development			
V52. 325- 327		Learning psychology			
V52. 328- 330		Early childhood development			

8. How many students (N) are enrolled at each level of the learnership programmes in 2010?

Learnership programme	Course	N at level:		
		1	2	3
V53. 1-5				
V53. 6-9				
V53. 10-13				
V53. 14-17				
V53. 18-21				
V53. 22-26				
V53. 27-30				
V53. 31-34				
V53. 35-38				
V53. 39-42				
V53. 43-47				
V53. 48-51				
V53. 52-55				
V53. 56-59				
V53. 60-63				

9. How many students (N) are enrolled at each level of the skills programmes in 2010?

Skills programme	Course	N at level:		
		1	2	3

V54.					
1-5					
V54.					
6-9					
V54.					
10-13					
V54.					
14-17					
V54.					
18-21					
V54.					
22-26					
V54.					
27-30					
V54.					
31-34					
V54.					
35-38					
V54.					
39-42					
V54.					
43-47					
V54.					
48-51					
V54.					
52-55					
V54.					
56-59					
V54.					
60-63					

V56.					
6-9					
V56.					
10-13					
V56.					
14-17					
V56.					
18-21					
V56.					
22-26					
V56.					
27-30					
V56.					
31-34					
V56.					
35-38					
V56.					
39-42					
V56.					
43-47					
V56.					
48-51					
V56.					
52-55					
V56.					
56-59					
V56.					
60-63					

10. How many students (N) are enrolled at each level of the adult learning programmes in 2010?

12. How many students (N) are enrolled at each level of programmes not mentioned above in 2010?

Adult learning programme	Course	N at level:		
		1	2	3
V55.				
1-5				
V55.				
6-9				
V55.				
10-13				
V55.				
14-17				
V55.				
18-21				
V55.				
22-26				
V55.				
27-30				
V55.				
31-34				
V55.				
35-38				
V55.				
39-42				
V55.				
43-47				
V55.				
48-51				
V55.				
52-55				
V55.				
56-59				
V55.				
60-63				

Other programme /	Course	N at level:		
		1	2	3
V57.				
1-5				
V57.				
6-9				
V57.				
10-13				
V57.				
14-17				
V57.				
18-21				
V57.				
22-26				
V57.				
27-30				
V57.				
31-34				
V57.				
35-38				
V57.				
39-42				
V57.				
43-47				
V57.				
48-51				
V57.				
52-55				
V57.				
56-59				
V57.				
60-63				

11. How many students (N) are enrolled at each level of the NIC programmes in 2010?

13. Does the college collect data on its students / graduates once they have left the college?

NIC programme	Course	N at level:		
		1	2	3
V56.				
1-5				

Yes	No	?
H	S	

Are there data on the number of students / graduates exiting the

	2007	2008	2009	college annually?
V58.2-4				If yes, how many graduates exited in each of 2007, 2008 and 2009
V58.5-7	2007	2008	2009	If yes, how many non-completers exited in each of 2007, 2008 and 2009

	Yes	No	?	Are there data on employment destinations?
V58.8	H	S		

	2007	2008	2009	If yes, how many students who graduated in each of 2007, 2008 and 2009 found employment the year after leaving the college?
V58.9-11				

	2007	2008	2009	If yes, how many non-completers who graduated in each of 2007, 2008 and 2009 found employment the year after leaving the college?
V58.12-14				