Monitoring and evaluation of DANIDA support to education and skills development (SESD) programme: fourth impact study: College of Cape Town, Western Cape

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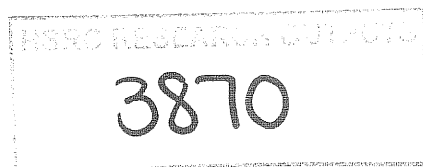Private Bag X07, Dalbridge, 4014, South Africa

HSRC
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Research Council

FOURTH IMPACT STUDY

Human Science Research Council

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

COLLEGE OF CAPE TOWN
WESTERN CAPE

MARCH 2005

1. ORGANISATIONAL PROFILE

1.1 Staff and student profile

Staff and student numbers provided in this section are based on a document submitted to UMALUSI in the latter half of 2004 and College of Cape Town documents compiled in early 2005.

Staff

According to official data the College of Cape Town has 256 WCED educator posts, although only 239 of the WCED posts are presently being utilised. Of the 239 posts 95 are not yet officially filled. There are thus 144 permanent educators and 95 educators presently on contract. A further 36 educators are in posts paid by the college. Moreover, there are 187 administrative or other positions within the college of which 122 are paid by the college and 65 are paid by the WCED. The total number of College of Cape Town staff is 462. While official figures indicate 470 staff members, documents provided by the college suggest an over-count of eight staff members. Table 1 below describes the above.

Table 1: Breakdown of total staff according to who pays their salary

	Posts paid by the Western Cape Education Department (WCED)	Posts paid for by the College of Cape Town	
Academic posts	256 (239)	36	275
Administrative and other posts	65	122	187
TOTALS:	294	158	462

The WCED allocates 256 academic posts to the college according to the post levels noted in Table 2 below. Only 239 posts are presently being filled:

Table 2: Breakdown of 239 WCED educator posts

Post Level	Staff establishment	Vacant	Posts to be filled
5	2 (0)	2	0
4	7 (5)	2	1
3	20 (14)	6	5
2	47 (33)	14	14
1	180 (187)	88	78
TOTAL	256(239)	108 (112)	98 (95)

The gender breakdown of the 239 posts is 137 males and 102 females. Differentiation of the posts according to population group is provided in Table 3 below:

Table 3: Breakdown of 239 WCED educators according to population group

Population group	PL1	PL2	PL3	PL4	TOTAL
African	18	0	1	0	19
Coloured	75	15	5	0	95
Indian	3	0	1	0	4
White	91	18	7	5	121
Totals	187	33	14	5	239

The WCED academic posts are presently spread out across the nine campuses and central office. Table 4 describes, although not very accurately or exactly reflective, the allocation of post levels per campus and central office.

Table 4: Post designation per campus

Post designation	Athlone	City	Crawford	Garden	Guguletu	P/lands	Salt River	Thornton	W/berg	Central office
CEO										Contract
Deputy CEO										2X PL4 1X PL3
Academic managers										2X PL4 1XPL3
CoE manager	1 (PL3)	1 (PL4)	1 (PL3)	1 (PL3)	1 (PL3)	1 (PL3)		1 (PL3)	1 (PL3)	
Deputy CoE		1 (PL3)								
Program managers	1 (PL3)	3X PL3 5X PL2 2x PL1	1X PL3 1X PL2	1 (PL2)	1 (PL3)	2X PL3				
Senior lecturer (PL2)	2	5	7	1	2	4	1	4		1
Lecturer (PL1)	10	75	25	8	14	27		19	14	

Table 5 below describes the number of staff members per campus, differentiated according to whether WCED or the college pays the individual staff member's salary. It also shows how the total number (462) of College of Cape Town staff is spread across the campuses and central office. Documents provided by the college suggest a total staff overcount of 8.

Table 5: Number of staff per campus

TOTALS PER CAMPUS				
Sites	Academic staff (WCED)	Admin staff (WCED)	Staff presumably paid by college	Total staff
City	83	6	45	134
Crawford	34	22	26	82
Pinelands	32	3	22	57
Thornton	23	2	25	50
Central Office	7	11	22	40
Guguletu	16	14	4	34
Wynberg	15	3	6	24
Athlone	14	3	13	30
Gardens	12	1	0	13
Salt River	3	0	3	6
Staff overcount: 8	239	65	166 (158)	470 (462)

Students

The most recent document prepared for UMALUSI notes that the total headcount of students in the College of Cape Town is roughly 14 450, which is made up of 2613 part-time students, 807 distance-learning students, and 11030 full-time students. The total full-time equivalent (FTEs) count for the college is roughly about 4562.

Of the 14 450 students about 73% (6018) are male while about 27% (3926) are female. This should perhaps not be surprising given that engineering studies, which is a very male-dominated field, provides for more than two thirds of the student headcount. In terms of population group breakdown, the 14 450 headcounts roughly include 6018 coloured students, 5397 African students, 2250 white students and 324 Indian students. The staff to student ratio is roughly 1:32.

Table 6 below provides a breakdown of total headcount students according to gender, population group and learning fields.

	MALES					FEMALES					
LEARNING FIELDS	AFR	COL	IND	WHI	OTH	AFR	COL	IND	WHI	OTH	TOTALS
ENGINEERING	2823	4398	270	1555	55	634	474	13	74	89	10385
BUSINESS	362	300	6	88	18	956	462	17	135	182	2526
SOCIAL SERVICES	10	0	0	0	0	20	0	0	0	0	30
ARTS	81	108	5	75	16	53	85	4	123	16	566
OTHER	302	59	0	23	17	156	132	9	177	68	943
TOTALS	3578	4865	281	1741	106	1819	1153	43	509	355	14450

1.2 Organisational structure

The diagram below describes the college management organogram. The diagram shows that the college hierachy consists of the CEO, three deputy CEOs, 9 Centre of Excellence Managers, three Academic Managers, six college department managers, three managers of special units (LPU, SSU, CCU), and thirteen program managers.
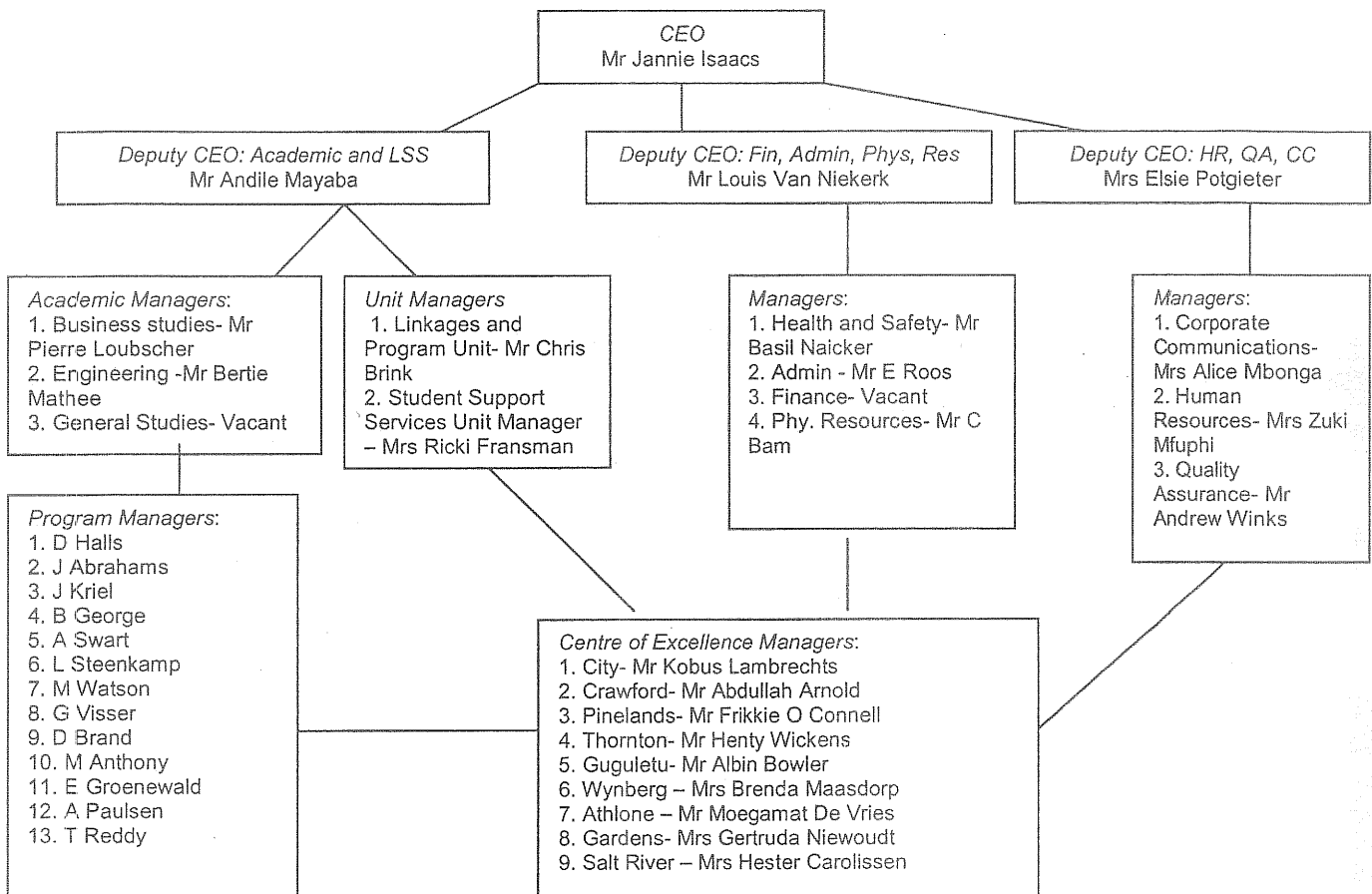
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                                    CEO
                               Mr Jannie Isaacs


   Deputy CEO: Academic and LSS    Deputy CEO: Fin, Admin, Phys, Res    Deputy CEO: HR, QA, CC
       Mr Andile Mayaba               Mr Louis Van Niekerk                Mrs Elsie Potgieter
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Academic Managers:
1. Business studies- Mr Pierre Loubscher
2. Engineering -Mr Bertie Mathee
3. General Studies- Vacant

Unit Managers
1. Linkages and Program Unit- Mr Chris Brink
2. Student Support Services Unit Manager – Mrs Ricki Fransman

Managers:
1. Health and Safety- Mr Basil Naicker
2. Admin - Mr E Roos
3. Finance- Vacant
4. Phy. Resources- Mr C Bam

Managers:
1. Corporate Communications- Mrs Alice Mbonga
2. Human Resources- Mrs Zuki Mfuphi
3. Quality Assurance- Mr Andrew Winks

Program Managers:
1. D Halls
2. J Abrahams
3. J Kriel
4. B George
5. A Swart
6. L Steenkamp
7. M Watson
8. G Visser
9. D Brand
10. M Anthony
11. E Groenewald
12. A Paulsen
13. T Reddy

Centre of Excellence Managers:
1. City- Mr Kobus Lambrechts
2. Crawford- Mr Abdullah Arnold
3. Pinelands- Mr Frikkie O Connell
4. Thornton- Mr Henty Wickens
5. Guguletu- Mr Albin Bowler
6. Wynberg – Mrs Brenda Maasdorp
7. Athlone – Mr Moegamat De Vries
8. Gardens- Mrs Gertruda Niewoudt
9. Salt River – Mrs Hester Carolissen

Table 7 below lists the staff members located at the Central Office. The sign ** is used to identify staff presently serving in an acting capacity. Notably, the WCED has still not confirmed the posts of the second and third tiers of management. The Manager of the Student Support Unit, Mrs Ricki Fransman, is based at the Crawford Campus.

Table 7: Central Office staff (excluding cleaning and maintenance staff)

Designation	Name	Pop.Group	Gender
CEO	J Isaacs	Coloured	Male
Deputy CEO (Human Resources, Quality assurance, Corporate Communications) **	E Potgieter	White	Female
Deputy CEO (Finance, Administration, Physical	L Van Niekerk	White	Male

Resources, Residences) **			
Deputy CEO (Academic Affairs, Student support services) **	A Mayaba	African	Male
PA to CEO	R Darries	Coloured	Female
Financial Manager	J Vala – resigned	Indian	Female
Admin Manager	E Roos	Coloured	Male
Corporate Communication Manager	A Mbonga	African	Female
HR Manager	Z Mfuphi	African	Female
HR Assistant	L Wakins	Coloured	Male
Physical Resources Manager	C Bam	Coloured	Male
Quality Assurance Manager	A Winks	White	Male
Health and safety Manager	B Naicker	Coloured/Indian	Male
Academic Manager Engineering	B Mathee	White	Male
Academic Manager Business	P Laubscher	White	Male
Academic Manager General	Vacant	White	Male
Manager: LPU	Chris Brink	White	Male
Deputy Manager: LPU	Rhazia Hamza	Coloured	Female
Assistant Manager	Hilton Scheepers	Coloured	Male
Administrative Assistant	C Hoffman	Coloured	Female
Corporate Communication Assistant	vacant		
Corporate Communication Assistant	S Schmidt	White	Female
Corporate Communication Assistant	W Bowler	White	Female
Corporate Communication Assistant*	R Brown	Coloured	Female
Corporate Communication Assistant	S Davids	Coloured	Female
Corporate Communication Assistant	Vacant		
Secretary	Vacant		
Receptionist	L Cloete	Coloured	Female
Secretary	S Ely	Coloured	Female
Secretary	P Beck	Coloured	Female

2. CURRICULUM PROFILE

Engineering, being the main curriculum offering of the College of Cape Town, ensures that as much as 74% of enrolled students at College of Cape Town seek fulltime qualifications and attend classes regularly. The curriculum profile of 2005, provided in Appendix A, confirms this but also shows that the college is venturing into new areas and that student numbers in other fields are increasing rapidly. The curriculum profile also demonstrates that short courses and learnerships (at all NQF levels) have become an important part of the college offerings. This most recent list of curriculum offerings is provided at the back of the report because of the different formatting needs of the various curriculum tables.

Notably, the excitement of last year surrounding the introduction of learnership programmes has simmered down in 2005. That is because the college is starting to grapple with the experience of having introduced learnership programmes in 2004 and the difficulties encountered in trying to continue to provide some of the programmes in 2005. Importantly, while the college is set to introduce a large number of new learnership programmes from June 2005 it has sought to learn from its previous experiences and is focusing on programmes that are sustainable and that can be further developed to the next NQF level. The college is also grappling with how to develop and provide learnerships in engineering, a field where employers and business partners remain sceptical about and resistant to the changes made to artisanal training, where tools and workshops are far more expensive to set up and maintain (something employers are not willing to fund), and where students worry about how they attain a whole qualification within four years when many unit standards based courses haven't even been developed. It is noteworthy that only about 20% of engineering courses have become more unit standards based.

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

3.1 Institutional Development and Knowledge Sharing

There have been a few resignations within the Central Office in the past six months, but more importantly there have been a number of vital additions to the staff. In the past four months five new managers have taken up positions with the College of Cape Town:

- Mrs Ricki Fransman -- Manager of the Student Support services Unit (SSU)

- Mrs Alice Mbonga -- Manager of the Corporate Communications Unit (CCU)

- Mrs Zuki Mfuphi -- Human Resources Manager

- Mr Andrew Winks -- Quality Assurance Manager

- Mr Basil Naicker – Health and Safety Manager

Furthermore, having previously filled the role of deputy manager of the Linkages and Programmes Unit (LPU), Mr Chris Brink has since been appointed as Acting Manager of the LPU and has been joined by three new members to the unit. They are Rhazia Hamza (Deputy Manager), Hilton Scheepers (Assistant

Manager) and Christine Hoffman (Administrative Assistant). All members of the LPU are based at the Central Office in Pinelands, as are all the newly appointed managers noted above (except Mrs Fransman - Manager of the SSU).

The Manager of the SSU is based at the Crawford Campus because management want to make a clear statement about the importance of the unit and signal to all that the main line function of the SSU is to serve the students and to act as the key liaisons between students and college staff. While an admirable gesture, the fact that the SSU manager is not based at the Central Office does question exactly what the status of the unit is within the college structure. Organisationally, while not being in the Central Office does give Mrs Fransman and student support officers the opportunity to grapple (hands-on) with the needs and issues of students on a daily basis, not having the Manager of the unit based at Central Office and daily engaging with other unit managers about policy visions and procedures, about the overlaps with other specialised units, and trying to understand how some curriculum issues impact on some important aspects of the unit's work, could seriously disadvantage the unit. Furthermore, it is already evident that student support officers could easily be sucked into the 'everyday politics' of individual campuses. They may well need the opportunity sometimes to meet at Central Office and in so doing be reminded of the 'bigger picture' side of their jobs. Details about the SSU (member names, institutional location and key responsibilities) are provided later in the report. Notably, the six further members of the SSU were all appointed in the period after the last evaluation in late 2004, are all based at different campuses, and are all very new to their respective positions, campus locations and the FET sector.

It is hoped that with the appointment of the above function managers at the Central Office, that all the necessary managerial infrastructure and human resource capacity is now in place to allow the college to fulfill its promise of being the key FET institution in the province. In the past six months the college has given significant attention to clarifying the roles, responsibilities and expectations of the various managerial portfolios, ironing out key glitches in the ways in which they operate, and identifying how each position contributes to the fulfillment of the college's strategic plan. For example, it was reported in the last evaluation that there exists significant confusion around the roles and authority of campus managers and program managers, and what is expected from the interaction of participants at these two levels. Participants noted that program managers often make decisions that have important ramifications for campuses yet are not necessarily required to consult campus managers before taking them. Since the November 2004 evaluation however, the respective managers have come together (through college management meetings) and discussed not only the broad parameters (and limits) of their levels and responsibilities, but also how the meshing of their positions impact upon the kind of programme delivery and service that the college seeks to provide. This has for instance led to Mr. Jan Kriel being appointed program manager of electrical engineering; a position previously held by Mr Frikkie O'Connell who fulfilled this role alongside that of campus manager of Pinelands Campus. The appointment of Mr. Kriel leaves Mr O'Connell free to concentrate on his extensive duties as campus manager. This example forms part of the college focus on understanding how best to utilize the available college human resources within the college, and ensuring that the moving of key individuals to particular positions or campuses does not in any way destabilize the running of the college or its campuses.

This is a particularly difficult task, especially given that the process of integrating the activities, the human resource capacity, the embedded historical backgrounds, and the diverse types of provision provided at each of the nine campuses, has been painstakingly slow. This is not to say that certain campuses have not developed at a rapid pace, but rather that many of the attached processes of incorporation are driven from the Central Office and often cannot reflect or appreciate the complex needs and concerns of participants at the various campuses. This leads to staff disenchantment and institutional friction. Greater staff buy-in is critical for the continued growth of the college.

Notably, the college has given substantial attention in 2005 to upgrading the various campuses and creating a more client-friendly environment. While the college hasn't injected too much funds into the upgrading of facilities vital to enhanced student life, like libraries, canteens or resource centres, it has sought to ensure that students at least feel safe and happy in their respective campus environments and that they are able to more readily access campus management systems and key support services. A key spotlight for the college in 2005 is to better market the college by focusing (and resolving) on key issues around teaching, learning and good service, and making it 'the Year of Quality'.

With regard to quality learning and teaching, many participants are concerned about the capacity and capability of current infrastructures to cope with the growing student influx into the college, and believe that this, alongside increased student: educator ratios, could compromise the provision of quality programmes. A further concern is that incoming students are increasingly younger than learners of the past and that this has meant that educators have had to alter the ways in which they engage with and teach students. Campuses are undoubtedly becoming more school-like and require pedagogies that suit such environments. Unlike older learners, recent matriculants or school-goers are not only much less focused or challenging but require educators to pay much closer attention to their everyday psychological and social needs. Many educators note that they have had to develop completely new ways of (and approaches to) teaching and often have to start with the very basics within respective disciplines. They note that while student support officers are meant to deal with these kinds of student needs, students more often than not turn to educators (who see them on a daily basis) when they have problems. Participants note that in such an environment, with low salaries and less academic and technical space for skilled artisan and technician educators to explore and grow their fields, campuses are going to find it increasingly difficult to both hold onto their better, qualified staff and to attract new staff into the FET sector and its associated disciplines.

Knowledge sharing and the College of Cape Town

Knowledge sharing cannot be simply limited to talking about best practice institutional processes or program development, but is also about educators and other college staff constantly liaising and sharing information about their respective experiences of issues like student discipline, new teaching practices, how to deal with rapid institutional changes and infrastructural limitations, and the different kinds of difficulties encountered with the adoption of particular financial management systems in various contexts.

Indeed, most knowledge sharing practices between the College of Cape Town and colleges outside the Western Cape is a mixture of the above two approaches. Colleges outside the Western Cape claim that they visit the College of Cape Town because they benefit enormously from the experience of the College of Cape Town in grappling with important institutional change issues and the kinds of mechanisms both

the institution and its individual members devise to deal with key dilemmas. This outside acclaim has established the College of Cape Town as a leading force within the FET sector and in this evaluation round contributed to an increase in the rating of the knowledge sharing dimension.

However, there is legitimate concern that there is not enough knowledge sharing within the college itself and with colleges in close proximity within Cape Town. Participants assert that program managers and fellow program colleagues based at different campuses (and other colleges) have not yet developed an adequate culture of sharing where they discuss key programme problems within the respective contexts or how they can collectively address them. Participants further note that while internal college merger processes has led to better inter-personal communication amongst senior staff and also the forging of important relationships of trust amongst management staff, such processes have not impacted upon staff members at the lower institutional levels. They assert that formal arrangements may need to be put in place to compel college staff generally to visit other campuses and share their knowledge and expertise.

Also, staff participants observe that while vertical communication flows between the campuses, college, provincial directorate and national department has improved considerably over the past year, information about key developments within the FET sector, the province and even about the college generally remain inaccessible to campus level staff that do not have access to internal electronic facilities or do not play a role in key institutional processes. Campus staff members note that the absence of adequate mechanisms of information sharing within the college shapes in important ways how staff members in practice come together as a single entity. A recent innovation has been to move some lecturers to different campuses to share their skills and experience with colleagues in a new context, or allow them to learn and benefit from teaching in a more structured or functional environment. The problem with trying to develop a sense of oneness across the college with regard to staff allocation is that in many cases moving staff members from campuses regarded as previously-disadvantaged environments to campuses with better functional and supportive teaching environments often leads to them not wanting (unsurprisingly) to return to their original campus because they perceive their new teaching environment to be more conducive to their being effective in their primary roles of educators.

3.2   Organisational Structure

The Corporate Communications Unit (CCU) has this year been very active in engaging with schools in Cape Town and informing schoolchildren and secondary teachers in different contexts about the College of Cape Town and the services it provides. The newly appointed Manager of the CCU identifies two strategic thrusts that come out of this focus on schools, namely to involve more stakeholders in the development of the FET and College of Cape Town brand, and to build a solid recruitment base for better enrolment from this section of the prospective college student population. In terms of marketing the college the CCU also produces on a regular basis a college newsletter and updated brochures of courses provided by the college, engages in public career exhibitions and does a number of 'roadshows' both within and outside the college. These activities are shaped at all times by the overall goal of developing a particular brand name for the college within the FET and education sector.

3.3 SAQA / NQF

The college is making rapid strides in terms of NQF alignment, with a large number of courses being converted presently to NQF level 2 to 5 programmes. The College of Cape Town have established very productive links to SETAs, especially the W&R SETA for which it is the Lead Provider (SMME Training and Project Rave). While such forms of relationship building is critical to the growth of the college, often too much time is spent on pursuing links and discussions that do not lead to the formalising of a partnership. It is hoped that as SETAs and SAQA become more comfortable with their respective roles in partnership building, that processes will become easier and prevent the unnecessary wasting of college staff time in trying to access available funds.

3.4 Linkages and relationship building

The Linkages and Programmes Unit (LPU) has become perhaps the most important unit within the college and as part of the overall branding process. This is because of the prominent role given to the LPU within the college organogram, especially its ability to shape programmes and services provided by the college. It is also due to the good work done by the team of four in developing and managing partnerships with SETAs, businesses and industry links over the past year. In that period the LPU has strengthened ties with most sector education and training authorities but particularly MERSETA, MQA, TETA, ESETA, CHIETA, FOODBEV, MAPP. W&R SETA, FIETA, ETDP, SERVICES SETA, ISETT, FASSET, and POSLSEC, and is presently pursuing some big partnerships that will have significant impact on the college's future. One example is a potential partnership with the Department of Labour, the Department of Housing and SHACKAWAY Building Skills Ltd in a project with a projected value of R3,7 million. Indeed, given its prominent position within the college, the LPU may need to carefully monitor how it positions the college in relation to business and industry and ensure that forged partnerships do not ultimately compromise the key educational strengths of the college.

For example, while it is taken for granted that all colleges have to develop and provide demand-based short courses that services industry and business needs, this income area forms but one part of the college curriculum and perhaps enjoys too much attention presently (probably due to the dire financial state of the college). Instead of spending much time and energy engaging with business and industry partners about how to formulate these kinds of programmes, the LPU may well be better served by simply interfacing better with the college's Business Centre based at the City Campus and harnessing the skills and experience available there to centralise and oversee the development and provision of short courses for the college as a whole. At the moment the Business Centre focuses primarily (and does very well) on providing business studies short courses and SME programmes and generating income on behalf of the business studies programme. In this way, the income generation aspect of its mandate need not overly shape the way in which the LPU impacts on the overall development of the college.

3.5 Strategic planning processes

The strategic plan of the College of Cape Town is presently under review. Participants note that the previous 3-year strategic plan had two crucial shortcomings, namely: there was initially not enough

capacity and training to develop an effective plan; and the CEO needed to have been part of the process given that his performance is based on the successful implementation of the plan. After all the strategic plan ultimately determines how the various specialised units and campuses come together to inform the growth of the college. Shortage of staff and staff overload remain the main challenges to the effective realisation of any reformulated strategic plan.

During the next round of strategic planning, participants suggest that some of the issues below will need to be addressed.

- o The success of the strategic plan is dependent on systems and structures being in place at both the level of college and individual campus. Participants note that this strategic plan will need to embrace the opinions of individual staff members if it seeks legitimacy and that such opinions must not be accessed through institutional structures and processes like program managers. Participants note that the program manager structure is presently skewed in favour of campuses like City where the bulk of program managers are based and that they would find it difficult to represent and understand the views and needs of staff members at 'non-represented' campuses simply because they don't experience the associated problems on a daily basis.

- o Participants emphasise the need for greater transparency and inclusivity during this round of strategic planning. Participants note that the process will need to ask some rather fundamental questions about the kinds of 'standards' and 'identities' being pursued for the college, and hope that there will be genuine discussion around what the college hopes to achieve with the second strategic plan, and how it intends to incorporate some of the lessons that have been learnt.

- o Participants warn that the growth of the college cannot be simply measured according to successful academic programs and associated student numbers but that the management will need to find ways of better understanding program sustainability at individual campuses.

3.6 Capacity building of college council and academic board

The college council has now been fully constituted and members are currently receiving training on their respective roles and responsibilities within the council. Given that members of the council are mostly employers or are employed at high skill levels, it was decided in 2004 that a better way of training them would be to compile a special training manual for that purpose. The fully constituted council met for the first time in February 2005 and members indicate that they are all fully aware of their respective roles and contributions. Some participants in the evaluation process question how the college council can be operating effectively if its student members are not yet participating. It is hoped that as the council meets more regularly and comes to terms with key institutional issues, that it will address the need to properly organise student participation within the college and capacitate key elected student members to play their expected role within council. It is hoped too that council members will play a more active role in the governance of the college in the future and assist for instance in securing links and partnerships with key business and industry partners.

3.7   Capacity building of management

The WCED has provided members of management access to a number of change management training programmes in the past year, with campus managers being sent on training pertinent to the running of a separate but attached facility, and program managers being trained in areas like academic development and issues of student support. Alongside the assistance also given to top management in developing performance management systems and capacities to manage them, these various forms of training have created significant management capacity within the college, to the extent that management participants feel very confident and comfortable with the responsibilities conferred on them. .

Participants in the evaluation process point out however that it is difficult to know when training has led to better practice in an environment where new innovations are constantly being tested. Importantly, training provision has begun to fit more closely with individual staff member needs, which means that the skills of staff members are enhanced irrespective whether they are able to use their newly acquired skills in their present jobs. This bodes well for the sector since a focus on developing staff member skills will benefit the college enormously in the long term. A key training concern remains the absence of a quality assurance and strong curriculum management function at the campus level.

3.8   Professional development of staff

A number of mechanisms have been developed to respond to the training of professional staff. These include bursary schemes, the deliberate focus on staff members with lower qualifications, attempts to get staff to undergo workplace training by being placed in industry, and career development programmes that assist staff members in planning their build up of qualifications.

Staff members observe that while assessor and moderator training have had positive dividends, attention must now focus on the professional development of individual staff members. In that regard, all staff members have completed individual development plans. However, participants lament that professional development is too often narrowly conceived as training in project management, time management, how to hold effective meetings, how to deal with equity and diversity, and developing business writing skills. They assert that the focus should be on the professional development of lecturers in their individual disciplines and the development of mechanisms within the college that will allow them to better understand workplace needs and new technologies.

Furthermore, staff members note that many of them refuse to enrol in new training courses based on the new rules for accessing training. To curb the high level of assignment non-submission, training access has now become contingent on the handing in of written assignments. Staff members who do not submit their required assignments are then expected to pay the fees for the chosen course. This new rule has discouraged many staff members from undergoing further training, or to be more circumspect before committing to training. A further concern is that training is mostly reserved for staff members who do not teach NATED courses and that many skilled staff members are being denied access to further training based on their designated teaching roles within the college.

Participants reiterate that the upgrading of the professional capacities of staff members will be wasted if workshops, classrooms, laboratories and overall equipment are not updated since unproductive teaching and learning environments (such as that which exist presently with under-stocked libraries, outdated textbooks and non-existent teaching and learning support material) often counteracts the potential benefits of having better skilled staff members.

3.9 Academic competence in maths, science and technology

The PLATO programme is perhaps the most important process with regard to support to college staff and students with competence in maths, science and technology. Having been introduced to the PLATO learning programme through numerous workshops, college staff members are presently expected to oversee and manage the programme at the campus level. Both the Pinelands and Guguletu campuses have PLATO systems in place for use by their maths and science students. There is also talk of extending the focus of the PLATO system to include English. While little is known about the effectiveness of the programme and the level of student buy-in in using the system presently, there is little doubt that as the system becomes better established at campus level and staff members become more proficient and happy with its contribution, that student maths, science and technology skills in the College of Cape Town will be immeasurably enhanced.

3.10 Student support services Unit (SSU)

From the inception of the (FET) College of Cape Town it has grappled with how best to support students and how to build up particular services within the college to serve their needs. Unfortunately, this aspect of the college mandate has only really been attended to since May 2004. It is notable however that as the college has grown it has developed a particular sense or understanding of what student support should entail for the college and how to address this concern at the various campus levels. Thus, the establishment of a Student Support services Unit (SSU) within the college after October 2004 not only testifies to the formal acknowledgement of the urgent need for such a unit within the college, but also incorporates the gestational thinking that has gone into and informed its formal launch. The appointment of dedicated SSU staff in November 2004 has provided the capacity the college needs to deliver on this thinking.

The provision of student support services is a very complex function. It is an area of activity that still requires much research and enquiry in South Africa at all levels of provision. Given that the SSU was only formally established after November 2004 with the appointment of its 7 staff members, the real work of the unit will only get underway once members have settled into their responsibilities, understood their respective tasks, and adequately communicated with their constituencies. Only then will the unit be able to start unpacking the various and complex issues associated with its varied mandates. The main priority of the SSU for 2005 is to make available the various forms of services at the respective campuses, and to develop and implement key strategic outcomes in line with the college's overall strategic plan. Being a new structure, staff members may be 'finding their feet' in relation to their roles and responsibilities, but a good start has been made and this bodes well for the future.

Moreover, the distinctive approach of the College of Cape Town with regard to SSUs has been to appoint staff members with a strong social work background and who are not or have never been CS educators in the college sector. Also, none of the SSU personnel are based at the College Central Office. It is hoped that this will clearly signal that the main line function of the SSU is to serve the students and to act as the key liaisons between students and college staff.

Indeed, the provision of student support services is a very important aspect in the overall institutional growth and development of the College of Cape Town. The provision of these services is part of a holistic approach and response to student needs, whereby colleges provide various mechanisms/structures by which the key outcomes in their contract with students can be achieved. The college essentially asks itself what it seeks to accomplish with respective students, how best to attach a range of skills to their development process, and how to embed development outcomes in the overall growth of students. In so doing, and in resolving some of the big challenges associated with student needs, the college hopes to also revisit the ways in which it identifies and develops college programmes, and how it properly contributes to the career development and job placement of students.

The focus on student support is framed by notions around how to:

- Limit the barriers to learning so that students can successfully complete their courses

- Maximise the potential of students

- Best prepare students for the world of work

In discussions with members of the SSU it was noted that the above notions are best understood as three components of student support services, namely personal support, academic support, and vocational guidance / career support. Personal support includes psychological counselling, financial aid, proper orientation, and developing the kinds of life-skills that would improve the health and wellness of students. Academic support includes widening access, improving progression through chosen fields of study and the attainment of academic goals through tutorial and other support programmes. While vocational guidance / career support focuses on good career guidance, developing work readiness and ensuring proper work placement.

These components have since been redefined into 5 areas of operation. As illustrated in the diagram below, these are:

- Counseling

- Academic Development

- Career Guidance and Job Placement

- Social and Cultural Services

- Health Education and associated services
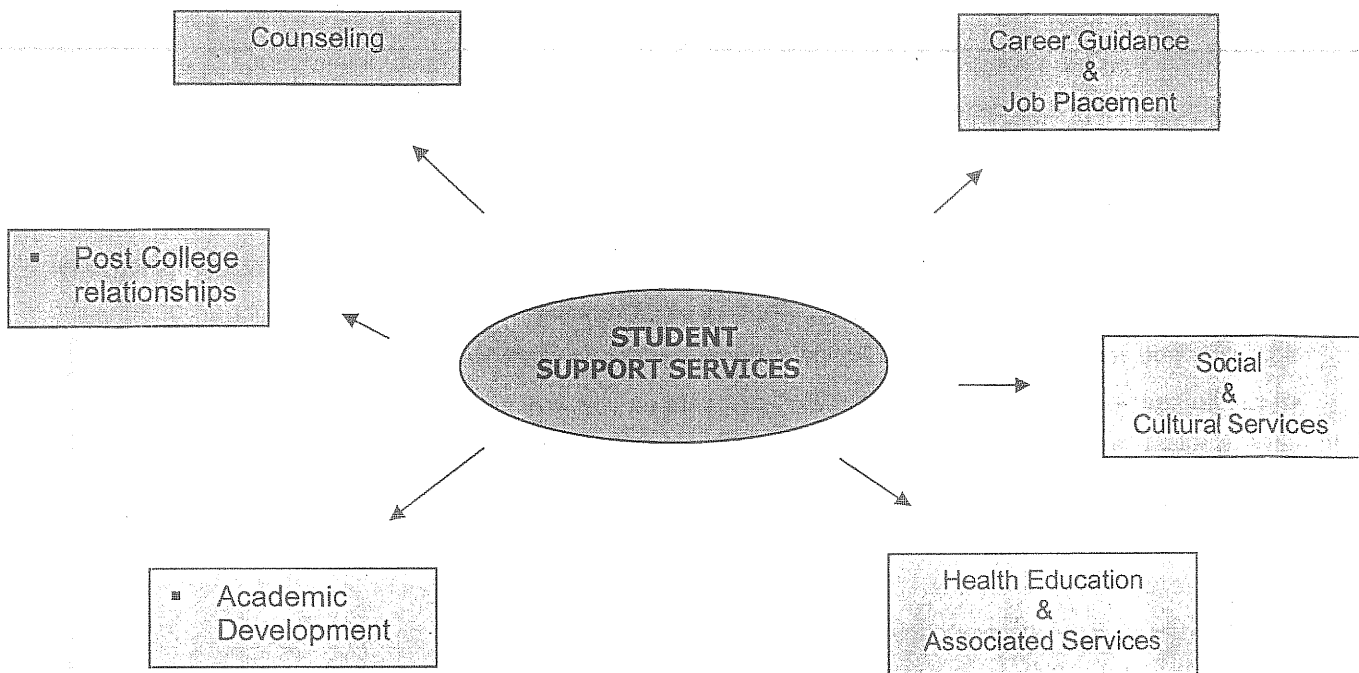
The main philosophy behind the provision of student support services is that students are assisted from pre-entry until they leave the institution. In that regard, the College of Cape Town has specifically appointed staff members with social work backgrounds so that they could fulfil a number of responsibilities towards students. The college has appointed a Manager of the SSU, as well as five student support officers (SSO) and a clinical psychologist. The ways in which the five student support officers are spread out over the nine campuses are illustrated in the diagram and table below. Each student support officer overseas two campuses, with an office at each campus. Notably, one large campus and two small campuses share two student support officers. These student support officers replace the previous co-ordinators at the various campuses who voluntarily gave up their free time to assist students in need of counselling, guidance and academic support.

Academic support is meant to include extra classes and tutorials as well as access to relevant library materials. The college is currently corresponding with the provincial administration around the provision of counselling services that focus on social and emotional support. In this regard, a partnership with the health sector is envisaged where student guidance on a range of social and societal issues will be addressed. It is also envisaged that support structures will be provided for staff that need counselling for conflict, stress and burn-out.

Notably, effective student support service provision requires adequate campus infrastructure, stocked libraries, appropriate computer and technological access, available study facilities, and the provision of sports, recreational and leisure infrastructures.
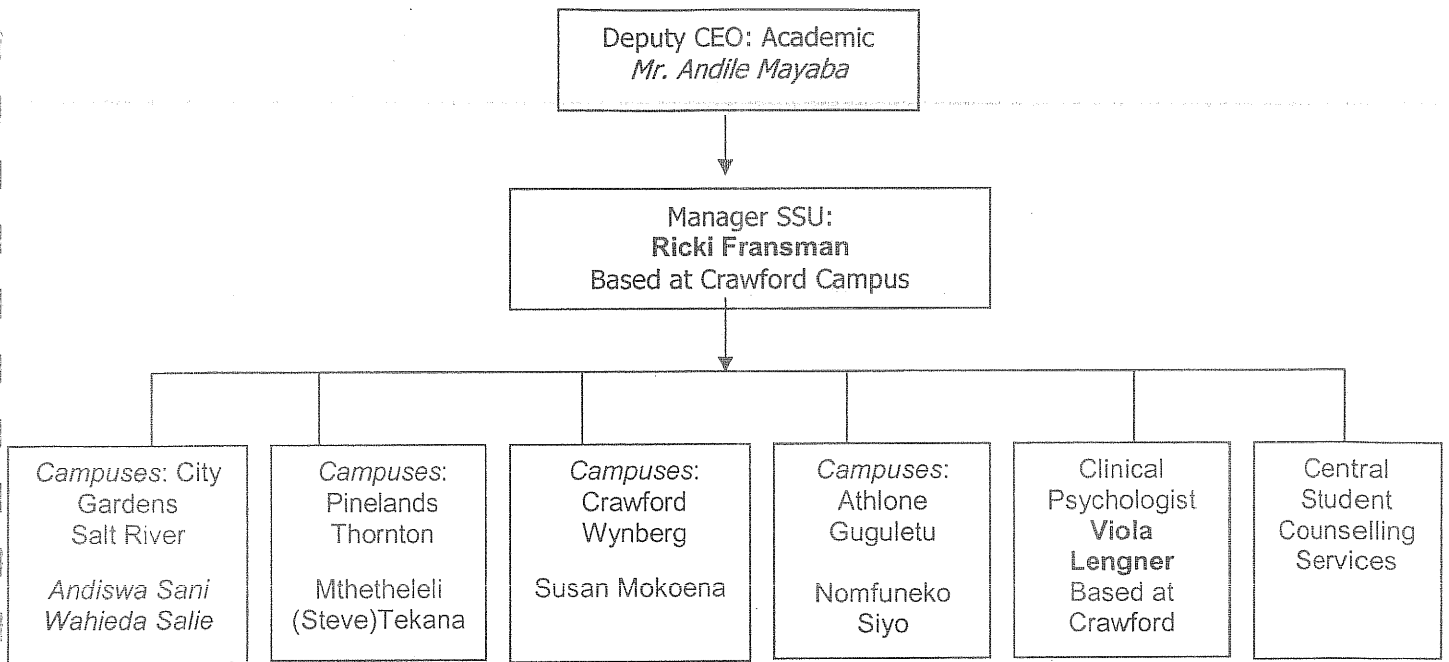
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                    ┌─────────────────────────┐
                    │   Deputy CEO: Academic  │
                    │    Mr. Andile Mayaba    │
                    └─────────────────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────┐
                    │      Manager SSU:       │
                    │     Ricki Fransman      │
                    │  Based at Crawford Campus │
                    └─────────────────────────┘
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| *Campuses*: City Gardens Salt River

Andiswa Sani *Wahieda Salie* | *Campuses*: Pinelands Thornton

Mthetheleli (Steve)Tekana | *Campuses*: Crawford Wynberg

Susan Mokoena | *Campuses*: Athlone Guguletu

Nomfuneko Siyo | Clinical Psychologist **Viola Lengner** Based at Crawford | Central Student Counselling Services |

Table 8: Student roster of SSU

CAMPUS	STUDENT SUPPORT OFFICER	DAYS
Athlone	Numfuneko Siyo	Wednesday -Thursday
City	Andiswa Sani	Monday - Thursday
	Wahieda Salie	Monday, Wednesday -Thursday
Crawford	Susan Mokoena	Wednesday - Thursday
Gardens	Wahieda Salie	Tuesday
Guguletu	Nomfuneko Siyo	Monday - Tuesday
Pinelands	Mthetheleli (Steve) Tekana	Monday – Tuesday
Salt River	Andiswa Sani	On request
Thornton	Mthetheleli (Steve) Tekana	Wednesday – Thursday

Historically the scope and extent of student support activities within the College of Cape Town campuses has always varied. Study skills and life skills have always been offered at many campuses, while other forms of provision have been provided at others. The appointment of student support officers has however helped to increase and improve coordination of student support activities at campus level, raised staff awareness of the need for student support, and will hopefully ensure that students across the nine campuses get access to the kinds of support that lead to their overall growth and success. Notably, this 'success' will depend on the level of overlap between the functioning of the Student Support services Unit (SSU), the Linkages and Programmes Unit (LPU), the structures of programme delivery, and the Corporate Communications Unit (CCU).

3.11 Budgeting

It is clear that the cost centre approach has brought much stability and accountability to the nine campuses that constitute College of Cape Town. Having to account for income and spending has undoubtedly made campus staff members aware of their responsibility towards the college in spending more prudently and ensuring that college funds are channelled into courses that are quality and sustainable. It is nevertheless also clear that the cost centre approach and sound financial management systems will not necessarily resolve some of the key financial challenges that the college is faced with. Sound financial health invariably requires a steady influx of paying students and students who return year after year until they've achieved their qualification. Given the need to cross subsidise certain campus needs, the cost centre approach comes under heavy criticism from both campuses with sustained incomes and campuses that had massive backlogs before the merger process began and that predominantly service very poor student communities. The former group want greater access to the funds it generates to build new workshops and build equipment, while the latter complains that the playing fields were never levelled and so cannot be expected to perform at the same levels of other campuses. Indeed, in initially looking to maximise the use of facilities and the available human resources within the college, consolidating the provision of programmes across the college, and making structures work as equitably as possible, the moment and opportunity to capacitate a campus like Guguletu to become financially self-sustaining may well have passed. With outdated facilities, workshops and equipment across the college now requiring urgent attention and money, it is unlikely that the college will ever again be able to (on its own) address the infrastructural needs of campuses like Guguletu, Athlone or Crawford. There is little doubt that provincial or national funds are needed to achieve this. The problem is that by the time such funds become available (should they ever become available) students enrolled at campuses like Guguletu, Athlone and Crawford and who feel that the campuses are not providing for their needs, will have voted with their feet and either enrolled at campuses like Pinelands or City or gone to a completely different college.

Fourth Impact Study Ratings

Vision and Mission

1. Practices guided by a clear institutional vision

COLLEGE BASELINE RATING	4
FIRST IMPACT STUDY RATING	5
SECOND IMPACT STUDY RATING	5
THIRD IMPACT STUDY RATING	5

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

CENTRAL OFFICE: 6
GUGS M/MENT: 6; GUGS STAFF: 5; P/LANDS M/MENT: 5; P/LANDS STAFF: 6

While the vision and mission of the college existed mostly on paper in the past, it is now very much experienced and actualised. It has also become a benchmark for personal evaluation among college staff members and is evident in the ways in which they engage with their everyday tasks. Some participants however see this as compliance and not commitment to a particular vision or mission. Many concede though that staff participants are beginning to unlearn many of 'their old ways of doing things' and embracing new processes. There is presently more buy-in into what the institution stands for (namely one service for all) and less focus on the particular preoccupations of some individuals or institutions.

At the same time there is a growing feeling among some staff members that aspects of the college vision is not being challenged and discussed and that the process of college growth is not dynamic enough. They say that staff members have simply learnt to accept 'the way things work' and that this kind of culture is not beneficial to the college. Such members assert that if the college mission statement and vision is simply about a cap and a T shirt (a brand) and does not reflect the collective contribution of all members of the college, then the college will merely become an empty marketing promise and not the preferred provider in the province or city that it strives to be.

2. Inculcation of a value system throughout the institution

COLLEGE BASELINE RATING	5
FIRST IMPACT STUDY RATING	4
SECOND IMPACT STUDY RATING	4
THIRD IMPACT STUDY RATING	5

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

CENTRAL OFFICE: 6				
GUGS M/MENT: 6; GUGS STAFF: 4; P/LANDS M/MENT: 5; P/LANDS STAFF: 5				

The key concern with regard to inculcating a common value system across the college is how to get college participants to develop a collective language and a collective way of doing things. Participants note that a common vision needs to be more than simply standard institutional practice but also embrace the diversity of participants and the differing institutional contexts. Some staff members feel that as long as respective campus staff are not prepared to freely move to other campuses (and specifically the less well-placed ones) then a truly commonly-shared value system will be difficult to realise.

Nonetheless, there is little doubt that a new language is emerging and that participants are starting to think as 'one college'. Change is starting to cascade from campus to campus with respect to the mindsets of both staff and students alike (although far less with latter). In the latter regard, staff participants hope that units like the student support services will ultimately fulfil the valuable function of inculcating amongst students a willingness to partake in the building of a common value system for the college.

Leadership and Management

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

COLLEGE BASELINE RATING	3
FIRST IMPACT STUDY RATING	3
SECOND IMPACT STUDY RATING	4
THIRD IMPACT STUDY RATING	4

No evidence	Weak Characteristic	Emerging Characteristic	Strong Characteristic
No functioning system of governance	Some representative structures in place, but mostly in name only. Weak or uneven participation and minimal effectiveness as decision-making bodies. No clear demarcation between governance and operational management roles and responsibilities	Representative structures in place and starting to operate effectively, but participation still uneven. Demarcation between governance and operational management roles and responsibilities require further clarification	All representatives fully integrated and involved in governance. Effective decision-making, with clear demarcation between governance and operational management roles and responsibilities

0	1	2	3	4	5	6	7	8	9	10

CENTRAL OFFICE: 6				
GUGS M/MENT: 4; GUGS STAFF: 4; P/LANDS M/MENT: 4; P/LANDS STAFF: 4				

Participants note that while the function (and composition) of the academic board served an important purpose in bringing together stakeholders to talk about matters critical to the growth of the college, the size of the academic board has become too cumbersome and needs to be re-organised to make it more effective. They suggest that academic board meetings should differently deal with issues relevant to particular staff and their departments at particular times of the year, and that the board be organised in ways that best serve such purposes. Presently, the academic board functions mostly through smaller sub-committees that identify, grapple and respond to particular issues, and then report back to the larger committee.

Participants observe that the college council has now been fully constituted and will be subsequently trained using a training manual put together for the specific purpose of training College of Cape Town council members. The council met in February 2005 and already have a greater sense of clarity of what role each member will play.

Some participants question though how the college council can be operating effectively if its student members are not participating. They also question why staff members are not regularly updated about decisions made at the college council level. According to these individuals, college management structures are starting to unravel rather than become more effective. There is little doubt that more attention needs to be given to the ways in which management and governance issues are dealt with across the college, with a greater emphasis on ensuring the participation of all designated stakeholders and better information sharing throughout the college.

4. Effective institutional leadership

COLLEGE BASELINE RATING	4
FIRST IMPACT STUDY RATING	4
SECOND IMPACT STUDY RATING	4
THIRD IMPACT STUDY RATING	4

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

CENTRAL OFFICE: 5
GUGS M/MENT: 4; GUGS STAFF: 4; P/LANDS M/MENT: 5; P/LANDS STAFF: 4

There is little doubt that leadership is an emerging process and a growing experience and that as participants work together at the various levels, that leadership capability will be enhanced. Participants note however that there are still very low levels of democratic participation and collective decision-making within the college and that the current leadership model is too much of a top-down one. This may be because leadership structures at the campus levels remain weak or that there is too little space for such leadership and collective participation to emerge within college structures in its present form. Importantly, both management and staff participants are aware of the need to build an institutional leadership based on common agreement and thinking. Some staff participants use the example of program managers not including enough of the viewpoints and inputs of staff members under their respective mandates to suggest that improved decision making and participation mechanisms within the college is not likely.

5. Effective management systems

COLLEGE BASELINE RATING	4
FIRST IMPACT STUDY RATING	5
SECOND IMPACT STUDY RATING	4
THIRD IMPACT STUDY RATING	4

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

CENTRAL OFFICE: 6
GUGS M/MENT: 4; GUGS STAFF: 3; P/LANDS M/MENT: 5; P/LANDS STAFF: 4

There were indications last year that a Wide Area Network (WAN) was to be installed. This has not been introduced yet. It was hoped that such a network would allow for better communication across campuses and programs and facilitate the sharing of data that informs programme development and delivery.

Nonetheless, management systems are definitely improving, though with staff members predominantly working with hard (physical) data housed at the central office. Indeed, when certain program development processes or institutional developments require particular datasets and information these can be easily accessed but only by staff members asking the relevant departments or programs. Importantly, college management has meanwhile concentrated on ensuring that all collected information are in useful formats and is accurate at all times.

Some participants remind however that up-to-date management information merely facilitates better decision-making, and that effective management systems depend as much on collective participant involvement and interaction as well as an approach that always contextualises the information being accessed.

Knowledge Sharing

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

COLLEGE BASELINE RATING	4
FIRST IMPACT STUDY RATING	3
SECOND IMPACT STUDY RATING	4
THIRD IMPACT STUDY RATING	4

No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No sharing and learning between national DoE, provincial DoE, college and campus	Limited flow of information between levels of the FET system. Miscommunication occurs or information arrives too late for effective action			Reasonable communication flows between levels of the FET system, but room for further improvement			Effective upward and downward flow of communication, which enhances performance at all levels of the FET system.			
0	1	2	3	4	5	6	7	8	9	10

CENTRAL OFFICE: 6
GUGS M/MENT: 5; GUGS STAFF: 4; P/LANDS M/MENT: 5; P/LANDS STAFF: 4

There has been significant improvement in relations between provinces and colleges through forums like the College Curriculum Committee (CCC) and through visits to colleges by provincial staff members linked to particular portfolios. The Western Cape Education Department (WCED) has been particularly proactive in communicating its respective policies and decisions, as well as national developments, to colleges through such individuals, although often only a select few campuses get access to such information sharing. Invariably however, the majority of college staff members know very little of what is happening at the national level and rely on newspapers and the media for information about key developments. In this regard, there is considerable uncertainty amongst such members about the future of the FET sector and the importance attached to the sector by the national department.

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

COLLEGE BASELINE RATING	3
FIRST IMPACT STUDY RATING	3
SECOND IMPACT STUDY RATING	5
THIRD IMPACT STUDY RATING	6

No evidence	Weak Characteristic	Emerging Characteristic	Strong Characteristic

No sharing and learning between campuses and colleges, in and across provinces	Minimal sharing and learning between campuses and colleges, in and across provinces - mostly a case of 'each to their own'		Emerging culture of sharing and learning between campuses and colleges, in and across provinces. Co-operation rather than competition becoming more evident.		Optimal sharing and learning between campuses and colleges, in and across provinces - to the mutual benefit of all			
0	1	2	3	4	5	6	7	8	9	10

CENTRAL OFFICE: 6
GUGS M/MENT: 7; GUGS STAFF: 4; P/LANDS M/MENT: 6; P/LANDS STAFF: 5

Improved horizontal knowledge sharing has been highly visible over the past year within the college, more especially with regard to visits from colleges from other provinces. These 'outside' colleges access information about how the College of Cape Town deals with its various program disciplines, management structures, special unit activities, financial departments, and human resource development. However, of concern is that sharing and learning across colleges and college campuses in close geographical proximity within Cape Town is not yet optimal.

Participants point out that there is an undoubted keenness amongst college participants to learn from one another and to generate peer interaction, but that other structural processes have to be put in place before such interaction can be effective. They note that the merging process at the campus level has for example helped better staff inter-personal communication and that many personal relationships have become established, but that formal arrangements are not yet in place that compels college staff to visit other campuses and share their knowledge and expertise.

In this regard they lament that often staff members only come into contact with fellow colleagues in 'outside' structures like the college curriculum committee or the academic board. Indeed, staff participants point out that the CCC perhaps plays too important a role in sharing knowledge about colleges (and their campuses) and in guiding campuses and colleges on who best to contact within respective sites for information on pertinent processes and activities, and that college staff don't do enough to effectively engage with other colleges and campuses.

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

COLLEGE BASELINE RATING	3
FIRST IMPACT STUDY RATING	5
SECOND IMPACT STUDY RATING	5
THIRD IMPACT STUDY RATING	6

No evidence	Weak Characteristic		Emerging Characteristic		Strong Characteristic			
No effort made to keep business and community stakeholders up-to-date about developments in FET, to market services, or obtain feedback	Flow of information between FET college/campus sporadic and *ad hoc*. Business and community stakeholders derive little benefit from having a college/campus in the vicinity -- although some exceptions. Limited marketing.		Increasing emphasis on knowledge and information sharing between college/campus and wider community. Results not yet optimal but dissemination and feedback loops improving		Ongoing communication with and feedback from external stakeholders. College/campus perceived to actively seek suggestions, value stakeholder contributions and, in their turn disseminate knowledge and information on a regular basis, including active marketing of services			
0	1	2	3	4	5	6	7	8	9	10

CENTRAL OFFICE: 6
GUGS M/MENT: 6; GUGS STAFF: 5; P/LANDS M/MENT: 6; P/LANDS STAFF: 4

Knowledge sharing with external partners is acknowledged as not being a particular strength of the college. Nonetheless, many participants still feel that where knowledge sharing does take place that the college privileges certain kinds of partnerships, with employers given far more attention than other stakeholders. Participants point to the fact that one of the key tasks of academic program managers presently is to initiate and manage links with the business and industry sector. Participants argue that this privileging mindset, alongside the existence of a specialized focus through the Linkages and Programme Unit (LPU) on business and industry links and a Corporate Communications Unit (CCU) intent of developing a particular brand for the college, may be counteracting the emergence in particular campus settings of alternative and perhaps longer-sustaining partnerships with communities and other social groupings.

While the corporate communications unit has worked hard in recent months in equally marketing the college to schools, community organizations and local employers, many participants feel that the college does not properly understand or target its key student audience and clients effectively enough and that this could be influencing the long term growth of the college. Participants note for instance that staff members in the past used to be involved in a number of career shows and winter schools, which gave educators that were knowledgeable about the college access to students and their perceived needs, and provided outside students a space to better understand what the college had to offer. They also point out that the college has many staff members that have the expertise and wherewithal to access communities like Delft and Khayaletsha, but who are not consulted in the college's marketing drive.

Importantly though, significant progress has been made over the past year in getting the college and its various partners and stakeholders to interact on matters affecting the college and to discuss the kinds of contributions expected from each of the groupings in making the college more effective. This is a considerable advance on what happened in the past where links and interaction with external partners were mostly ad hoc and the various 'college sites' (previously institutions in their own right) tended to exist in silos.

Institutional Health

9. The establishment and maintenance of financial health

COLLEGE BASELINE RATING	4
FIRST IMPACT STUDY RATING	5
SECOND IMPACT STUDY RATING	5
THIRD IMPACT STUDY RATING	5

No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
College/ Campus in weak financial situation, with no strategy in place to improve the situation	College/campus in weak financial situation, but starting to remedy the situation. Budgeting, monitoring and credit control still ineffective			Financial situation not yet stable, but improving steadily. Budgeting, monitoring and credit control systems in place - not yet fully effective			Healthy financial scenario established and maintained			
0	1	2	3	4	5	6	7	8	9	10

The financial situation at the College of Cape Town is not yet completely stable. That is not to suggest that key control systems are not in place nor that financial efficiency and good budgeting isn't being ensured at all times. Rather, it reflects the enormous backlogs and income problems that the college has to deal with. Participants note that the flurry in learnership take-up in 2004 may have made staff overly optimistic with regard to funding, and that not enough effort is spent in cultivating a culture amongst staff to persistently develop and initiate sustainable programs in order to access money.

Participants further note that two key problems are that there isn't a system in place where the college knows at all times how much money is available, and also that staff members haven't taken real ownership of the effective utilization of funds.

Systems are thus presently in place to primarily track funds and to monitor the working of the monetary system rather than informing financial planning, and signaling for instance the financial implications of starting up new academic programmes, instituting systems like PLATO, or the proper utilization of facilities like residences that are only 30% occupied. The significant take-up of student loans in 2005 illicit even more concern about the financial status of the college, and a worry that paying bums-on-seats will be difficult to sustain (especially from the poorer areas) in coming years. Furthermore, with the increased focus on learnerships there is a worry that the college does not have the financial resources to create new workshops and other such facilities for practical instruction, and that such an institutional focus will ultimately privilege the kinds of programmes that the college can offer.

10. Adequate infrastructure

COLLEGE BASELINE RATING	5
FIRST IMPACT STUDY RATING	4
SECOND IMPACT STUDY RATING	5
THIRD IMPACT STUDY RATING	5

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

CENTRAL OFFICE: 5
GUGS M/MENT: 5; GUGS STAFF: 6; P/LANDS M/MENT: 5; P/LANDS STAFF: 4

As noted above there is a huge problem with infrastructure within the college and a need for a huge injection of funds, given the large number of college students and the increased need for and focus on practical instruction. One new workshop would cost at least R4 million. In that respect, the oft spoken about decapitalisation of colleges is keenly awaited. Participants note that in previous evaluations, they rated the adequacy of the college infrastructure according to what was required to service the students that they had. Over time and with much effort they had focused on optimally using the available facilities and renovating existing structures to make room for new programs and workshops.

Participants point out however that the wear-and-tear factor and the large influx of students into the college has finally led to infrastructure becoming virtually incompatible to the needs of the college, and that the rating for this characteristic would go down were it not that staff at the various campuses were adopting innovative ways of addressing infrastructural problems. In the latter regard, a key concern is that when staff and management for short term reasons 'chop and change' programs and facilities at some campuses, this leads to unforeseen longer term consequences and costs.. Such changes often have financial as well as human resource costs for campuses.

Participants note that if the Department of Labour and SETAs really want to impact on skills development in South Africa and facilitate the contributions and participation of colleges in this regard, then they will need to change their mindsets in the ways they avail their various levels of financial provision.

11. Enhanced human resource capacity

COLLEGE BASELINE RATING	5
FIRST IMPACT STUDY RATING	6
SECOND IMPACT STUDY RATING	6
THIRD IMPACT STUDY RATING	6

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

CENTRAL OFFICE: 7
GUGS M/MENT: 7; GUGS STAFF: 6; P/LANDS M/MENT: 6; P/LANDS STAFF: 6

Participants have consistently noted during previous evaluations that there is enough staff capacity within the college and that staff members have significant expertise to fulfil their teaching responsibilities. Of course there are obvious pockets of excellence in the college and ongoing capacity building is required. Importantly, there has been an overall improvement in the accessing of training in the college, with capacity in the human resource department improving and a strong staff base is being generated. A key concern is that the expertise that does exist has not been nurtured and further developed over time and that the expertise remains limited (bottom-line) to the areas and courses being provided presently. There has been little development in building new knowledge bases that would allow new programmes to be initiated or instituted.

There is also concern that colleges no longer attracts new expertise, that the sector is not attractive enough to industry experts who seek to cut their teeth in an educator environment, and that those with expertise in the college relevant to current industry needs are being drawn away from the college sector. Participants note that if industry is supposed to be the main college 'partner' then more effort should be put into 'placing' educators in industry settings and so grow their knowledge and expertise. Participants acknowledge the difficulties in doing this however, conceding that such individuals would probably be lost to the sector once such placement occurs. Indeed, the main point made about human resource capacity in the college is that the intake of expertise drawn from outside the college sector is unlikely and that 'home-grown' capacity will have to be further enhanced if the sector is to grow and service students optimally.

12. Quality Assurance System

COLLEGE BASELINE RATING	3
FIRST IMPACT STUDY RATING	4
SECOND IMPACT STUDY RATING	4
THIRD IMPACT STUDY RATING	5

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

CENTRAL OFFICE: 6
GUGS M/MENT: 6; GUGS STAFF: 4; P/LANDS M/MENT: 5; P/LANDS STAFF: 6

In the previous evaluation it was noted that a quality assurance system would only become effective once a Quality Assurance Manager has been appointed, and once program managers have had the opportunity to put their respective structures and processes in place. With the appointment of Mr LJ Wakens as quality assurance manager in early 2005 it is hoped that a fully fledged quality assurance system will be in place by the next evaluation. At present regular peer classroom visits and outside moderation of examination and other test papers describe the sum total of quality assurance in the college. Importantly, all staff members are aware of the need to quality assure their programs and to ensure that they continually evaluate and monitor their practice.

Responsiveness

13. Good relationships with business

COLLEGE BASELINE RATING	3
FIRST IMPACT STUDY RATING	5
SECOND IMPACT STUDY RATING	6
THIRD IMPACT STUDY RATING	6

No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No relationships with business	Minimal/ad hoc partnerships. Stronger focus on relationship building required			Increasing focus on relationship building to establish partnerships which are mutually beneficial			Formal and informal partnerships, with mutual use of resources and benefits to all partners			
0	1	2	3	4	5	6	7	8	9	10

CENTRAL OFFICE: 7
GUGS M/MENT: 6; GUGS STAFF: 6; P/LANDS M/MENT: 6; P/LANDS STAFF: 4

In the past year there has been considerable liaising with the business sector, though not as much with industry. In this regard, the strong uptake and initiation of learnerships in 2004 has assisted enormously, as has the good interaction and contact with SETAs. The provision of skills programmes tailored to industry and business needs has also increased, with the College of Cape Town seen by many as the key leader and provider in this regard. Participants note however that the overall hysteria around the initiation of learnership in 2004 has started to die down and that the college has had to focus in 2005 on consolidating the programmes that it has, while putting in place mechanisms and processes to develop new and sustainable learnership programs from June 2005.

Many participants worry though that the mechanisms used to link up with businesses remain limited, and that the establishing of links are often too demand-based. They note that there are many subject experts with knowledge of the various parts of their discipline (classroom pedagogy, industry links, and student needs) that do not play a role in linking up with 'the outside' any longer, and that this prejudices those subject areas not in vogue presently.

Participants further note that many subject disciplines (especially the trades) struggle to keep up with knowledge of new technologies and that this not only has implications for the ways in which students are capacitated and taught for the workplace, but also the extent to which partnerships with industry can be built. They assert that industry will not formalize partnerships in instances where they are aware that campuses do not have the equipment and machinery to properly skill the kinds of students they require.

14. Good relationships with local communities

COLLEGE BASELINE RATING	3
FIRST IMPACT STUDY RATING	3
SECOND IMPACT STUDY RATING	4
THIRD IMPACT STUDY RATING	5

No evidence	Weak Characteristic	Emerging Characteristic	Strong Characteristic

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

CENTRAL OFFICE: 5
GUGS M/MENT: 4; GUGS STAFF: 5; P/LANDS M/MENT: 5; P/LANDS STAFF: 5

The college is hamstrung by a lack of resources to properly access communities and service their needs. In attempting to develop firm partnerships with communities the college has had to depend on outside agencies to provide the mechanisms whereby interaction is possible and viable. In 2004 many learnership programmes provided the opportunity to lock some campuses into a tripartite relationship both with businesses and communities. It seems though that many of such learnerships were not sustainable. The college has thus sought to learn from this experience and ensure that future efforts to link up with communities are more pragmatic, less ambitious and sustainable over time. In that regard, the college has established resource development centres at most of the campuses with the idea that parents/students/communities/schools can be better accessed and locked into formal relationships through regular exhibitions and interaction.

Participants note in this regard that the notion of links to community has been significantly diluted since the evaluation process began in 2003, and that the term community has increasingly simply become a byword for a 'consumer partner' that needs to be easily accessible, well managed, and not cost (the college) too much money to sustain a relationship with. Such participants point to community access to college facilities having been reduced significantly in recent times and assert that even when programs like computer training are offered free of charge on Saturdays to community members, that such an offering is provided with a prospective financial boon in mind. It would seem that there is a trend to manage the relationship with communities more stringently and prevent unnecessary access to facilities that may have cost implications for the college. This is not an unreasonable expectation, but does further limit the ways in which campuses and communities can come together and unlock the potential and necessary partnerships that will ultimately lead to the growth of the college.

15. Good relationships with other state bodies

COLLEGE BASELINE RATING	3
FIRST IMPACT STUDY RATING	5
SECOND IMPACT STUDY RATING	5
THIRD IMPACT STUDY RATING	6

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

CENTRAL OFFICE: 6
GUGS M/MENT: 5; GUGS STAFF: 5; P/LANDS M/MENT: 6; P/LANDS STAFF: 5

The College of Cape Town has some established links with the UNICITY and with various municipalities in the city region. There are also some important links to economic discussion forums within Cape Town that seek to unpack the various ways in which the college can partake in economic growth and social development in the city. Some participants assert that learnerships provided the main lever for links in 2004, and that as the push for learnerships has subsided so have relationships with state bodies.

Participants note that the best way to secure partnerships with state bodies is through college participants having access to the boards or members of the boards of state bodies. They argue that the college has not been strategic in encouraging staff members to partake in the governing structures of various civil organisations, schools and other state bodies, and that such links are not only good for the college's image but often encourage or lead to better relationships with business partners.

16. The development, provision and evaluation of learnership programmes

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

CENTRAL OFFICE: 8
GUGS M/MENT: 5; GUGS STAFF: 6; P/LANDS M/MENT: 7; P/LANDS STAFF: 5

Participants note that this is the one area where the college can boast to have made significant strides. They assert however that having learnt the lessons of learnership implementation in 2004 the college is presently in a review phase where it is focusing on how structures and processes can be improved to ensure program effectiveness before it begins implementing new programmes and learnerships. That would explain both the decision to retain the previous rating as well as the smaller number of learnerships in operation at the college presently. The college is also currently grappling with how to counter the trend where students opt out of learnerships once they have established links with employers. It was found that once employers see the potential of employees/learnership students they invariably offer them permanent employment, which leads to the termination of many learnership contracts.

There remains concern about the small number of learnerships associated with engineering and other established trades and why employers are not buying into partnerships in this regard. This is undoubtedly linked to the high costs of training in these disciplines and the concern within industry to invest in programmes without knowing the real benefits thereof. In that respect, systems need to be put in place at the campus level and developed over time so that the quality of programmes themselves, being constantly nurtured and improved, can entice and lock employers into partnerships within established trades. Presently, the lack of knowledge amongst educators in these disciplines indicates the kind of change that still needs to take place. Notwithstanding these concerns, all participants acknowledge that significant progress has been made over the past year with regard to learnerships at the levels of provision, implementation and review.

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

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

CENTRAL OFFICE: 6
GUGS M/MENT: 5; GUGS STAFF: 4; P/LANDS M/MENT: 5; P/LANDS STAFF: 3

Participants point out that engineering (which services the bulk of college students) is not a discipline in which small business development can easily be encouraged, given the high start-up and capital costs needed. In that regard, SMME development is best focused on business and general studies. The college presently has a number of incubators, some of which is part of the New Venture Creation Learnership, has its own business centre based at the City Campus to stimulate specific business links in this area, and is also part of the SIMSA project run from the Salt River campus. These programs are all examples of college participation in small business development in Cape Town. The college also has managed to secure job shadowing opportunities for students within small businesses like carpentry, upholstery, fitting and turning, and furniture manufacturers.

Some participants assert however that the focus on smme's has subsided substantially in the past year and that there are little or no staff members who want to be attached to this area of provision. Based on the responses by participants the rating for this characteristic, if anything, should come down. However, it was felt that due to the ongoing albeit limited college focus on smme's that the rating should be kept the same as at the last evaluation.

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

COLLEGE BASELINE RATING	4
FIRST IMPACT STUDY RATING	6
SECOND IMPACT STUDY RATING	6
THIRD IMPACT STUDY RATING	7

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

CENTRAL OFFICE: 7
GUGS M/MENT: 7; GUGS STAFF: 7; P/LANDS M/MENT: 7; P/LANDS STAFF: 5

The college is currently providing much more customised courses according to industry needs and have very good relations with industry. Industries are invariably aware of the kinds of courses that they can access through the college. Participants note that college management closely monitors the quality of provision and delivery of such courses in particular contexts given that such courses are mostly of the basic skills training variety, and are of short duration. It is difficult to see however how such courses can be closely monitored and constantly quality assured other than through trial and error and through demand by students once they see the benefits of successful delivery.

Teaching and Learning

19. Functioning curriculum development processes

COLLEGE BASELINE RATING	3
FIRST IMPACT STUDY RATING	4
SECOND IMPACT STUDY RATING	4
THIRD IMPACT STUDY RATING	5

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

0	1	2	3	4	5	6	7	8	9	10

CENTRAL OFFICE: 6
GUGS M/MENT: 5; GUGS STAFF: 5; P/LANDS M/MENT: 5; P/LANDS STAFF: 5

There has been movement with regard to aligning all college courses to the NQF and developing the expertise to assess the practical side of courses. This has been facilitated by the existence of manager of fundamentals courses provision who has played an important role to shifting the college mindset to one of NQF equivalence. Nonetheless, participants note that the disciplines of engineering and business studies still predominantly offer the previous syllabi, with engineering courses still locked into the modular system of training. Participants expressed hope that SETAs will soon begin to develop materials on the practical side, given the college has limited resources for this, and that as staff take part in processes and collaborations that produce learning materials with forums like the CCC, they will develop the expertise, confidence and stature to take forward the continued development of materials.

Participants feel that although the focus on the content of courses bodes well for the college and the sector (with regard to issues of quality and relevance), there are little structures or mechanisms in place that will ensure continued program and curriculum development.

20. Quality curricular delivery

COLLEGE BASELINE RATING	4
FIRST IMPACT STUDY RATING	**5**
SECOND IMPACT STUDY RATING	**5**
THIRD IMPACT STUDY RATING	**6**

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

0	1	2	3	4	5	6	7	8	9	10

CENTRAL OFFICE: 6
GUGS M/MENT: 6; GUGS STAFF: 6; P/LANDS M/MENT: 6; P/LANDS STAFF: 6

At some campuses staff members are visiting colleagues' classrooms and reporting on and advising them how to improve their practice. While not all campuses are doing this, it is an emerging phenomenon and will speed up the process of quality assurance tremendously once the QAM is fully operational. Importantly there is a growing consciousness amongst staff members about the importance of quality assuring and monitoring the delivery of programmes within the college. Staff members have become significantly more aware of the key links being made between the value of program delivery and student results and program effectiveness. Participants note that as teaching is, and has always been, their core business, the focus on quality delivery has not only helped emphasise the link between theory and practice, but that the quality of delivery has improved because of this. They note that the focus on delivery has created a learning environment not only for students but also for educators who have become more reflective and critical about their teaching practices.

21. Well-functioning staff development processes

COLLEGE BASELINE RATING	4
FIRST IMPACT STUDY RATING	**6**
SECOND IMPACT STUDY RATING	**6**
THIRD IMPACT STUDY RATING	**6**

No evidence	Weak Characteristic	Emerging Characteristic	Strong Characteristic

No staff development process in place	Weak staff development and appraisal processes. Staff trained on an *ad hoc* basis, with limited opportunity to express their needs. Staff often inadequately prepared for new implementation			Increased focus on staff development and appraisal. System for on systematic review of needs still being put in place. Staff mostly prepared for new implementation,			Ongoing staff development and appraisal an integral part of institutional activity. Staff confident that they will be trained on new processes before they are implemented			
0	1	2	3	4	5	6	7	8	9	10

CENTRAL OFFICE: 7
GUGS M/MENT: 5; GUGS STAFF: 5; P/LANDS M/MENT: 6; P/LANDS STAFF: 6

Participants note that the college has assisted tremendously in increasing staff capacity and in focusing on individual staff development plans that enhance their individual development. They note however that recent developments with regard to course participation have tended to discourage the further enrolment of staff to training programmes. Staff members note that not only don't they receive support to complete courses, portfolios and workshops while fulfilling their teaching responsibilities, but a new rule observes that if staff members who attend courses do not hand in their portfolio assignments by the end of courses, they have to pay for the courses themselves.

Participants note that, given these constraints, staff members prefer not to enrol in training courses, especially when they do not see the implementable value of the training on their everyday working environment. They claim that training will only become fashionable again once it is linked to the performance appraisal system with the possibility of career advancement. Other staff members observe that they do not mind being out of their classrooms and workshops when quality and relevant courses are being provided, or when the courses are directly pertinent to what they do. In this regard, they suggest a forthwith bigger focus on material development and the growth of skills that focuses specifically on furthering this area of college activity.

Learner Support

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

COLLEGE BASELINE RATING	3
FIRST IMPACT STUDY RATING	4
SECOND IMPACT STUDY RATING	4
THIRD IMPACT STUDY RATING	4

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

The philosophy behind the provision of student support services is that students are assisted from pre-entry until they leave the institution. In that regard, the College of Cape Town has intentionally appointed staff members with social work backgrounds so that they can fulfil a number of responsibilities towards students. The college appointed a manager of the SSU, five student support officers (SSO), and a clinical psychologist in November 2004. All the unit members are based at the campuses. Each student support officer overseas two campuses, with an office at each campus. These student support officers replace the previous co-ordinators at the various campuses who voluntarily gave up their free time to assist students in need of counselling, guidance and academic support.

Academic support is meant to include extra classes and tutorials as well as access to relevant library materials. The college is currently corresponding with the provincial administration around the provision of counselling services that also focus on social and emotional support. In this regard, a partnership with the health sector is envisaged where student guidance on a range of social and societal issues will be addressed. It is envisaged that support structures will also be provided for staff that need counselling for conflict, stress and burn-out.

Notably, effective student support service provision requires adequate campus infrastructure, stocked libraries, appropriate computer and technological access, available study facilities, and the provision of sports, recreational and leisure infrastructures, if the college is to:

- Limit the barriers to learning so that students can successfully complete their courses
- Maximise the potential of students
- Best prepare students for the world of work

The focus on academic support is thus understood to entail the widening of access, improving progression through chosen fields of study and the attainment of academic goals through tutorial and other support programmes. It is also meant to include vocational guidance / career support that focuses on good career guidance, the development of attitudes of work readiness, and ensuring proper work placement. As it stands, the SSU is still in the 'settling in' phase and is working through how best to implement the above policies. On the basis that the SSU has finally been established but that it was still in its infancy stage, participants decided to increase the ratings of characteristics 22, 23 and 24 ever so slightly. They note however that expectations are unreasonably high with regard to what student support officers can accomplish in 2 days on each campus, and given that they are not easily familiar with the workings of an education enterprise.

Importantly, students have been made aware of the presence of the student support officers at each of their campuses (2 days a week) and informed about what kinds of services the SSU provides. Additionally, the college has a PLATO program that helps students at the engineering campuses in time management and in working through the best ways of how to study etc. The college also has a student loan scheme and has instituted 'fundamental' courses at some campuses to help students with mathematic, language and entrepreneurship skills.

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

COLLEGE BASELINE RATING	3
FIRST IMPACT STUDY RATING	4
SECOND IMPACT STUDY RATING	4
THIRD IMPACT STUDY RATING	5

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

CENTRAL OFFICE: 6
GUGS M/MENT: 4; GUGS STAFF: 4; P/LANDS M/MENT: 5; P/LANDS STAFF: 5

A group of staff members have been trained to assist in HIV AIDS awareness programs and the college is involved in rolling-out a support program. There is also a testing centre at the Crawford campus, with personnel provided by the Department of Health. A big concern presently is how to get HIV AIDS awareness programs embedded in the curriculum and how to train staff members in personal and conflict management areas so that they can play a role in the ways in which students (and staff) deal with HIV AIDS issues.

More importantly, HIV AIDS support programs are a key part of the wellness focus of the SSS unit. Participants note however that even though students have easy access to a SSU officer, they often need to confide in someone they see and interact with on a daily basis. They assert that given the large numbers of students that SSU officers have to oversee (at Pinelands one SSU officer sees to the needs of 900 students), that students invariably will not feel comfortable consulting someone they probably would not have spoken to before. Given that mechanisms are still being worked through within the college structure, participants felt that the current rating should remain.

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

COLLEGE BASELINE RATING	3
FIRST IMPACT STUDY RATING	3
SECOND IMPACT STUDY RATING	4
THIRD IMPACT STUDY RATING	4

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

CENTRAL OFFICE: 7
GUGS M/MENT: 4; GUGS STAFF: 4; P/LANDS M/MENT: 5; P/LANDS STAFF: 5

With the SSS unit in place there are now counsellors that provide individual guidance and counselling to students. Management notes that there will shortly be statistical information available to show the impact of the SSU and the kinds of contributions that the formalised and structured environment provides. Action plans are being developed for the various individual contexts, but it is clear that the dedicated staff are contributing to the growth of individual campuses and the wellbeing of their respective students.

There are concerns though about the significantly diminished role that educators are playing in assisting students with guidance and career development. Educators daily play valuable guidance roles in for instance getting students to appreciate the value of punctuality (especially with the workplace in mind), as well as interacting with them about important growing up issues. By signalling to educators that all matters relating to student support should reside with SSS officers could lead to a situation where educators play too little a role in the everyday development of students. There is an undoubted need for better and more pro-active communication channels between students, staff and SSS officers in developing subsequent guidance and counselling structures within the college.

5. OVERALL ASSESSMENT

The Fourth Impact Study shows very little improvement in ratings since November 2004. Importantly, only two characteristics continue to remain at the bottom end of the emerging category (4), while the number of ratings that can be described as in the strong (or almost) category has increased. Ratings remain unchanged for 19 characteristics, with an upward shift for 5 characteristics. By way of comparison, Table 1 describes shifts in ratings for the five visits since February 2003, and also shows the number of characteristics at each of the rating levels within the Emerging Category. Table 2 disaggregates ratings according to the various focus groups that were interviewed during the March 2005 visit. Table 3 compares ratings of the baseline, first, second, third and fourth impact studies.

Table 1: Analysis of Shifts in ratings across the four visits

Institutional visits	February 03	Sept 03	March 04	November 04	March 05
Weak characteristic	13	5	0	0	0
Emerging characteristic	11	19	24	22	22
Strong characteristic	-	-	-	2	2
Location of rating within *Emerging* characteristic					
Emerging (4)	9	8	11	6	2
Emerging (5)	2	8	8	9	12
Emerging (6)		3	5	7	8

For the March 05 evaluation four characteristics moved from the rating of 4 to a rating of 5, while one characteristic shifted from 5 to 6. Importantly, ten of the 24 characteristics are either close to being or are in the strong category. Table 2 below describes various patterns in the ratings provided by the various focus groups during the March 2005 visit.

Table 2: Description of ratings by focus group during March 2005 visit

Ratings	Overall	College management	Gugs1	Gugs2	Pinelands1	Pinelands2
Remained the same	19	7	12	15	16	10
Shifted upwards	5	17	5	0	7	7
Dropped	0	0	7	9	1	7

An important observation in Table 2 is that the college management focus group chose to increase 17 of their previous ratings, while a significant number of ratings declined in the campus focus groups. This is most evident at the Guguletu campus, but the Pinelands staff focus group also dropped 7 of their previous ratings. It would clearly seem that campus staff participants are not as convinced as the college management that structures and developments are improving within the college. This discrepancy between the number of ratings that increased and decreased in the various focus groups is cause for alarm and suggests significant differences in perception between management and staff bodies about the growth of the institution. In that respect, it is significant that the only two characteristics that remain rated as 4 pertain to management systems and leadership structures within the college. Overall, after listening to the motivations for the given ratings, the researcher determined that none of the ratings should be decreased and that only 5 ratings be increased.

Table 3: Ratings for characteristics over four visits

DIMENSIONS AND CHARACTERISTICS	BASELINE RATING	FIRST IMPACT RATING	SECOND IMPACT RATING	THIRD IMPACT RATING	FOURTH IMPACT RATING
Vision and mission	Emerging	Emerging	Emerging	Emerging	Emerging to strong
1. Practices guided by a clear institutional vision	4	5	5	5	6
2. Inculcation of a value system throughout the institution	4	4	4	5	5
Leadership and management	Weak to emerging	Weak to emerging	Emerging	Emerging	Emerging
3. Well-functioning systems of governance, including college councils and academic boards	3	3	4	4	4
4. Effective institutional leadership	4	4	4	4	4
5. Effective management systems	4	5	4	4	5
Knowledge sharing	Emerging to weak	Weak to emerging	Emerging	Emerging to strong	Emerging to strong
6. Effective vertical knowledge sharing and learning in the FET system	4	3	4	4	5
7. Effective horizontal knowledge sharing and learning in the FET system	3	3	5	6	6
8. Effective external knowledge sharing and learning in the FET system	3	5	5	6	6
Institutional health	Emerging	Emerging	Emerging	Emerging	Emerging to strong
9. The establishment and maintenance of financial health	4	5	5	5	5
10. Adequate infrastructure	5	4	5	5	5
11. Enhanced human resource capacity	5	6	6	6	6
12. Quality assurance system	3	4	4	5	5
Responsiveness	Weak	Weak to emerging	Emerging	Emerging to strong	Emerging but more

					strong
13. Good relationships with business	3	5	6	6	6
14. Good relationships with local communities	3	3	4	5	5
15. Good relationships with other state bodies	3	5	5	6	6
16. The development, provision and evaluation of learnership programmes	3	5	6	7	7
17. The development, provision and evaluation of programmes for the development of small and micro enterprises (SME)	3	4	4	5	5
18. The development, provision and evaluation of short courses/ skills programmes	4	6	6	7	7
Teaching and learning	Emerging	Emerging	Emerging	Emerging to strong	Emerging to strong
19. Functioning curriculum development processes	3	4	5	5	5
20. Quality curricular delivery	4	5	5	6	6
21. Well-functioning staff development processes	4	6	6	6	6
Learner support	Weak	Weak to emerging	Emerging	Emerging	Emerging
22. The development, implementation and evaluation of academic support programmes	3	4	4	4	5
23. The development, implementation and evaluation of HIV/AIDS support programmes	3	4	4	5	5
24. The development, implementation and evaluation of guidance and counselling systems	3	3	4	4	5

In the previous evaluation it was noted that ratings for the leadership and management dimension and the learner support dimension have remained static since September 2003 and languish at the low end of the emerging category. It is notable that during the March 2005 evaluation, ratings for the characteristics that pertain to student support increased, but that the ratings for the leadership and management dimensions remained the same. This may seem worrisome but there is a tendency amongst campus staff members to blame college management and leadership structures for all the college's woes, without conceding the enormous difficulties and challenges that the college has had to face, and the very real accomplishments that have been achieved.

The college's accomplishments are particularly evident in the dimensions that have shown the most improvement, namely knowledge sharing and responsiveness. The increase in these ratings not only show that the college has successfully harnessed links with business, state bodies, community structures, schools and SETAs, but also suggest a vote of confidence by these bodies and stakeholders in the ability

of the college to play a meaningful role in the sector and play a meaningful role in increasing student employability.

It is notable that while many of the ratings provided during the third impact study do not show significant shifts, many stakeholders and bodies outside the college seem to recognise the high level of change and development that is taking place at a number of levels within the college. In that respect, the levelling off of ratings in this evaluation round should be seen as a period of temporary consolidation, reflection, critical review, the building of new platforms and the enhancing of already mature and dependable processes. Indeed, many of the challenges that the College of Cape Town are currently facing is evidence of the college's rapid development and institutional growth, and suggest that policy makers need to build in processes that assist colleges that show solid growth (through upgrading infrastructure and providing additional funds) in order that they continue growing and are able to build on their achievements.

Importantly, it can be said that much of the 'success' of the College of Cape Town has been at the level of 'good branding', and that its main challenges remain how to cultivate a culture of togetherness within the college, how to generate the physical energy and sharing capacity to further build the college as an educational institution, and how to organise the lives of students in such a way that enhances them both as employable beings and healthy, well-rounded individuals. While grappling with how best to respond to the employability needs of students in a province where competition for employment at all levels is particularly fierce, the college has to remain focused on its primary goal, namely that of providing quality and relevant education and training that shape and inform the lives, and minds, of future generations (and citizens).

Appendix A

COLLEGE OF
CAPE TOWN

LEARNING FIELD	QUALIFICATION	LEVEL	CREDITS	ETQA	DURATION OF PROGRAMME	NO. OF LEARNERS	NO. OF GROUPS	SITES OF DELIVERY
NSB01 Agriculture and Nature Conservation	NATED							
	Horticulture	N1	N/A	UMALUSI	4 months	30	1	Thornton
	Horticulture	N2	N/A	UMALUSI	4 months	30	1	Thornton
	Horticulture	N3	N/A	UMALUSI	4 months	30	1	Thornton
	SKILLS							
	LEARNERSHIP							
	NQF FULLTIME							
NSB02 Arts and Culture	NATED							
	Art & Design	NIC	N/A	UMALUSI	1 year	70	3	City
		NSC	N/A	UMALUSI	1 year	50	3	City
		N4	N/A	UMALUSI	6 months	46	1	City
		N5	N/A	UMALUSI	6 months	49	2	City
		N6	N/A	UMALUSI	6 months	49	1	City
	Interior	NIC	N/A	UMALUSI	1 year	12	1	City
		NSC	N/A	UMALUSI	1 year	11	1	City
		Post Certificate	N/A	UMALUSI	1 year	15	1	City
	NQF FULLTIME							
	N.C. in Craft Production (Ceramics)	2	141	MAPPP	1 year	30	2	City/Guguletu/Crawford
	N.C. in Craft Production (Textiles)	2	141	MAPPP	1 year	30	2	City/Guguletu
	N.C. in Craft Production (General)	2	141	MAPPP	1 year	100	4	City/Guguletu/(Distance)
	N.C. in Design Foundation (Photo)	4	132	MAPPP	1 year	30	1	City/Crawford

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	Programme	Level	Credits	Accreditation	Duration			Campus
	N.C. in Design Foundation (Graphic)	4	132	MAPPP	1 year	50	2	City
	N.C. in Design Foundation (General)	4	132	MAPPP	1 year	60	3	City/Crawford
	N.C. in Craft Operation	4	142	MAPPP	1 year	30	2	City/Guguletu
LEARNERSHIP								
	N.C. in Craft Production (Ceramics)	2	141	MAPPP	1 year	30	1	City/Guguletu/Crawford
	N.C. in Design Foundation (General)	4	132	MAPPP	1 year	60	1	City/Crawford
	N.C. in Craft Operation	4	142	MAPPP	1 year	30	1	City/Guguletu
SKILLS								
	Sewing Skills	2/3	20	CTFL	1 months	30	3	Crawford
	Soft Furnishing	2	67	MAPPP	3 months	30	3	City / Guguletu
NATED								
NSB03 Business, Commerce and Management Studies	Business Management	NIC	N/A	UMALUSI	1 year	200	2	City/Crawford
		NSC	N/A	UMALUSI	1 year	110	2	City/Crawford
		N4	N/A	UMALUSI	6 months	200	8	City / Crawford
		N5	N/A	UMALUSI	6 months	250	10	City / Crawford
		N6	N/A	UMALUSI	6 months	100	4	City
NQF FULLTIME								
	Certificate: Executive Secretarial Studies	5	140	SERVICES	1 year	20	1	City
	Certificate: Registered Bookkeeper	4	120	FASSET	1 year	20	1	Crawford

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NSB	Field	Programme							
		Diploma: Registered Accounting Technician	5	240	FASSET	2 years	20	1	City
		Certificate: Personal Selling	5	120	SERVICES	1 year	20	1	City
		Certificate: Wholesale & Retail	2	120	W&R	1 year	20	1	City
		Certificate: Wholesale & Retail	4	120	W&R	1 year	20	1	City
		LEARNERSHIP							
		Wholesale & Retail	2	120	W&R	1 year	75	2	City
		Wholesale & Retail	4	120	W&R	1 year	75	2	City
		CATS	5	120	BANKING	2 years	20	1	City
		New Venture Creation	4	140	SERVICES	18 months	20	1	City
		SKILLS							
		NATED							
		NQF FULL TIME							
		LEARNERSHIP							
NSB04	Communication Studies and Languages	**SKILLS**							
		Fundamental - Literacy	2	20	(ALL)	20 Weeks	200	12	City / Guguletu / Crawford
		Fundamental - Literacy	3	20	(ALL)	20 Weeks	200	12	City / Guguletu / Crawford
		Fundamental - Literacy	4	20	(ALL)	20 Weeks	200	12	City / Guguletu / Crawford
		NATED							
NSB05	Education, Training and Development	**NQF FULL TIME**							
		National Certificate in ECD	4	120	ETDP	1 year	45	2	Gardens
		NC in ODET	4	120	ETDP	1 year	20	1	Crawford
		Higher Certificate in ECD	5	130	ETDP	18 months	25	1	Gardens

		Programme								Venue
		National Diploma in ECD	5	130	ETDP	18 months	10	1		Gardens
		B Ed in ECD	6	360	ETDP	36 months	20	1		Gardens
		LEARNERSHIP								
		SKILLS								
		Manage a medium Scale ECD Centre	5	18	ETDP	3 months	20	1		Gardens
		Assessor	5	15	ETDP	1 week	150	10		City / Salt River
		HIV in workplace (ECD Environment)	3/4	12	ETDP	3 months	40	2		Gardens
NSB06	Manufacturing, Engineering and Technology	**NATED**								
		Engineering studies (orientation)	NC(or)	N/A	UMALUSI	4 months	250	4		P & A & C & G
		Engineering studies	N1-N3	N/A	UMALUSI	4 months	900	-		P & T & A & C & G
		Engineering studies	N4-N6	N/A	UMALUSI	4 months	250	-		P & T & C
		NQF FULLTIME								
		NC in Craft Bread & Confectionary Baking	2	120	FOODBEV	1 year	28	1		City
		N.C. in Jewellery Manufacturing	3	168	MQA	1 year	15	1		City
		N.C. in Jewellery Technology	4	168	MQA	1 year	14	1		City
		N.C. in Upholstery	2	133	FIETA	1 year	15	1		City/Guguletu
		N.C. in Wood Finishing	2	133	FIETA	1 year	15	1		Guguletu
		N.C. in Cabinet Making	2	133	FIETA	1 year	15	1		Guguletu/Thornton
		LEARNERSHIP								

Programme							
NC in Motor Vehicle Servicing	2	140	MERSETA	1 year	10	1	Athlone
NC in Motor Vehicle Maintenance	3	140	MERSETA	1 year	10	1	Athlone
NC in Air Conditioning and Refrigeration	2	135	MERSETA	1 year	40	2	Pinelands
NC in Air Conditioning and Refrigeration	3	135	MERSETA	1 year	40	2	Pinelands
N.C. in Jewellery Manufacturing	3	168	MQA	1 year	15	1	City
N.C. in Jewellery Technology	4	168	MQA	1 year	14	1	City
N.C. in Upholstery	2	133	FIETA	1 year	15	1	City/Guguletu
N.C. in Wood Finishing	2	133	FIETA	1 year	15	1	Guguletu
N.C. in Cabinet Making	2	133	FIETA	1 year	15	1	Guguletu/Thornton
SKILLS							
Upholstery	2	90	FIETA	7 months	15	1	City
Wood Finishing	2	90	FIETA	7 months	15	1	Guguletu
Cabinet Makiong	2	90	FIETA	7 months	15	1	Guguletu
Craft Jewellery	1/2	40	MQA	20 weeks	60	2	Guguletu

NSB	Field	Type							
NSB07	Human and Social Studies	NATED							
		NQF FULLTIME							
		LEARNERSHIP							
		SKILLS							
NSB08	Law, Military and Security	NATED							
		NQF FULLTIME							
		LEARNERSHIP							
		SKILLS							

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Code	Category	Type	Programme	Level	Credits	SETA	Duration			Location
NSB09	Health Science and Social Services	NATED								
		NQF FULL TIME								
		LEARNERSHIP								
		SKILLS								
NSB10	Physical, Mathematical, Computer and Life Sciences	NATED								
		NQF FULL TIME								
		LEARNERSHIP								
		SKILLS	Computer Literacy	2	16	ISETTE	3 weeks	60	2	Guguletu
			Fundamentals: Numeracy	2	16	(ALL)	20 weeks	200	12	City / Guguletu / Crawford
			Fundamentals: Numeracy	3	16	(ALL)	20 weeks	200	12	City / Guguletu / Crawford
			Fundamentals: Numeracy	4	16	(ALL)	20 weeks	200	12	City / Guguletu / Crawford
NSB11	Services	NATED								
		NQF FULL TIME	Hospitality NIC	Level 2 & 3	120 + 120	THETA	2 years	24	2	City / Crawford
			Hospitality NSC	Level 4	126	THETA	1 year	12	1	City / Crawford
			Certificate in Food & Beverage Services	4	120	THETA	1 year	18	1	City
			Certificate in Professional Cookery	4	120	THETA	1 year	36	3	City
			Diploma in Professional Cookery	5	120	THETA	18 months	10	1	City
			Diploma in Food & Beverage Management	5	120	THETA	18 months	12	1	City
			NC in Events Management	4	130	THETA	1 year	20	1	City

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Programme							
NC in Proficiency in Cosmetology Aesthetics	4	150	SERVICES	2 Years	60	4	City / Wynberg
NC in Proficiency in Cosmetology	4	150	SERVICES	2 Years	40	2	City / Wynberg
Make-up	4	150	SERVICES	2 Years	40	2	City / Wynberg
Travel NC in General	5	135	THETA	18 Months	100	2	City
NC in Ladies Hairdressing	4	132	SERVICES	2 Years	80	6	City / Wynberg
NC in Afro Hair Dressing	4	132	SERVICES	2 Years	40	2	City / Wynberg
LEARNERSHIP							
NC in Proficiency in Cosmetology Aesthetics	4	150	SERVICES	2 Years	60	4	City / Wynberg
NC in Proficiency in Cosmetology	4	150	SERVICES	2 Years	40	2	City / Wynberg
Make-up	4	132	SERVICES	2 Years	40	2	City / Wynberg
NC in Ladies Hairdressing	4	132	SERVICES	1 year	80	5	City / Wynberg
SKILLS							
Day-Ensemble	4	15	SERVICES	10 weeks	50	4	City / Wynberg
Shimmer-by-Night	4	25	SERVICES	12 weeks	40	2	City / Wynberg
Afro-Ensemble	4	25	SERVICES	12 weeks	40	2	City / Wynberg
Colour-me-Beautiful	4	32	SERVICES	12 weeks	40	2	City / Wynberg
Hair Care - Modules	4	N/A	SERVICES	6 Months	40	5	City / Wynberg
Cosmetology - Modules	4	N/A	SERVICES	6 months	40	5	City / Wynberg
Manicure & Pedicure	4	20	SERVICES	10 weeks	30	2	City / Wynberg
Manual Massage	4	18	SERVICES	10 weeks	30	2	City / Wynberg
Indian Head Massage	4	10	SERVICES	10 weeks	20	2	Wynberg

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	Full Body Massage	4	25	SERVICES	10 weeks	30	2	City / Wynberg
	Reflexology	4	25	SERVICES	10 weeks	30	2	City / Wynberg
	Aromatherapy	1	18	SERVICES	10 weeks	15	1	Wynberg
	Nail Technology	3	20	SERVICES	10 weeks	30	2	City / Wynberg
	SIMSA	2-4	N/A	SERVICES	3 weeks	500	50	Salt River / City / Guguletu / Crawford
	Domestic Services	1	20	SERVICES	1 year	200	12	City / Crawford
	Cultural Site Guide	2	60	THETA	3 months	80	4	Guguletu
	Adventure Site Guide (Mountaineering)	2	60	THETA	3 months	40	2	City
	NATED							
	Physical Planning and Construction							
	Multi-disciplinary drawing Office practice	N4	N/A	UMALUSI	4 Months	80	3	Thornton / Crawford
	Multi-disciplinary drawing Office practice	N5	N/A	UMALUSI	4 Months	80	3	Thornton / Crawford
	Water & waste-water treatment	N1	N/A	UMALUSI	4 months	20	1	Thornton
	Water & waste-water treatment	N2	N/A	UMALUSI	4 months	20	1	Thornton
NSB12	Water & waste-water treatment	N3	N/A	UMALUSI	4 months	20	1	Thornton