



THIRD IMPACT STUDY RATINGS ONLY

Human Science Research Council

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

**SIVANANDA COLLEGE
KWAZULU NATAL**

September 2004

3285

1. ORGANISATIONAL PROFILE

The merged Sivananda FET College consists of three ex-technical colleges, a skills centre and an ex College of Education. Two of the campuses, Kwa Mashu and Ntuzuma are northwest of Durban while the third ex-technical college is in Pinetown. The skills centre, Qadi is in Botha's Hill in the Valley of a Thousand Hills. The Mpumalanga campus, the ex-college of education is in Hammersdale. All campuses are within an hour's drive of each other.

The Central office staff of Sivananda College moved into their new premises in May 2004. The office is located in Westville which is easily accessible from all of the campuses. The current structure of the central office follows.

				College Rector			
PA							
Deputy Director Academic Services (vacant)				Deputy Director Corporate Services (vacant)			
Information Technology	Curriculum Development	Learner Support Services	Quality Assurance	Financial Management	Human Resources	General Administration	Marketing/ Public Relations
Manager + 3 campus level employees	Manager + Assistant	Manager + Assistant + SLOs at campus level	Manager	4 employees based at central office	Manager	Manager	Manager + Assistant

Although all the central office staff have offices in Westville, many of them spend much of their day at one of the campuses. For example the managers of the learner support unit and human resources are currently spending two days a week at Ntuzuma and two days at Kwa Mashu. This decision has been very successful as it has deconstructed the perception that staff at the Pinetown campus have the easiest access to management.

An organogram of the five campuses follows. The acting campus managers report directly to the CEO of the college.

College Rector				
Kwa Mashu Campus	Mpumalanga Campus	Ntuzuma Campus	Pinetown Campus	Qadi Campus
Acting Campus Manager	Acting Campus Manager	Acting Campus Manager	Acting Campus Manager	Acting Campus Manager
Acting College Manager	Acting School Head			
2 Snr Lecturers	4 HODs	3 Snr Lecturers	3 Snr Lecturers	

Since the previous review the acting manager of the Ntuzuma campus has retired. He has been replaced by a female member of Ntuzuma staff.

The college comprises about 3000 learners, the majority of whom are african. At the Pinetown campus there are a mixture of white, asian, coloured and african learners. At this campus there are also a few learners who have learning or physical disabilities.

2. CURRICULUM PROFILE

The programmes at Sivananda College have the following breakdown¹:

50%	Engineering and related courses
30%	Business studies and related
10%	Hospitality and Tourism
10%	Skills and short courses

Thus 80% of the programmes offered at Sivananda are NATED programmes and the remaining 20% are a mixture of DoL related skill courses and new NQF aligned programmes. This breakdown has not changed since the start of the SEDS intervention. A summary of the programmes offered at the five campuses follows:

- KwaMashu campus which includes a technical high school offers programmes from Grade 8 to 12; Business Studies, Engineering and Skills Divisions
- Ntuzuma campus offers Business Studies, Engineering and Skills programmes
- Pinetown campus offers Business Studies, Engineering; Hospitality and Tourism and ICDL as a registered training and testing centre.
- Qadi skill centre offers basic skills
- Mpumalanga Campus currently offers in Nursing training and Organic Farming. The ICDL programme is offered to the community. Engineering is due to start shortly.

A summary of the range of actual programmes offered across the college within each division follows:

Business Studies

FET Certificates – 2 year certificates (NIC/NSC)

Business Studies, Hospitality, Travel and Tourism

National Certificates (N4 – N6)

Public Relations, Marketing Management, Human Resource Management, Business Management, Financial Management

Computer Training

International Computer Driving Licence (only one campus is a registered training and testing centre)

Engineering Studies

National Certificates (N1 – N6)

NC(OR) Orientation, Electrical Engineering, Mechanical Engineering, Civil Engineering

Hotel Management

Catering and Clothing Production

Basic cooking course, Advanced baking, Sewing and garment making, Flower arranging.

Hospitality

Certificate Courses (NQF 4)

Professional Cookery, Food and Beverage Services, Hospitality Reception

Diploma Courses (NQF 5)

Professional Cookery, Food and Beverage Management, Accommodation Services

¹ Source: SEDS Kwazulu-Natal Implementation plan January 2005 to December 2005, prepared September 2004

Organic Farming

Skills Training

Domestic and Auto Electrical, Refrigeration, Panel Beating, Motor Mechanics, Motor vehicle repair, Welding, Bricklaying and Plastering, Carpentry, Plumbing, Block Making, Painting, Upholstery, Catering, Basic and Advanced Garment Making, Home Decoration and Design Fashion Design.

Tourism

Tour Guiding NQF 2
General Travel NQF 5

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

3.1 The merger process and knowledge sharing

All the groups interviewed commented on the enormous progress that had been made as a result of the central office appointments. As can be seen from the organogram above, eight support units have been established. In addition, the college has benefited from the move of these members of staff to an independent office block. One of the campus managers mentioned that the major impact of these developments is that they are now receiving requests that are achievable and within their areas of expertise.

The central office has become neutral ground and is used for all college meetings. In the past these meetings tended to be held at the Pinetown campus and this caused some resentment amongst the staff based at other campuses. Some of the corporate service staff at central office are not new employees but people who have been transferred from other campuses, mainly Pinetown. This has resulted in a thinning of expertise, particularly of Coltech at the campuses.

In terms of the merger, it was reported that this process still had to be completed. However it was apparent that the focus had shifted from finding ways to work as one unit, to implementing the process. The rector reported that they were now dealing with more technical issues such as registering properties and centralising the phone, fax and postal systems. One of the campus managers, in demonstrating how things had changed, stated that she was sending 'her sewing machines' to another campus as they were not using them. Her only request was that get put onto the asset registers of the other campus and that they should have the option to get them back if they were needed at the original campus.

It is a pity that the appointment of the campus managers does not appear to be on the agenda for the foreseeable future as the current incumbents have now been in these positions for a number of years. One of the campus managers mentioned that the longer one stayed acting in the position, the more difficult it would become to remain at the college if one was not appointed. Also there were unsettling rumours as to how the posts would be graded and classified.

There was general agreement across the college that there was very good **vertical communication** between representatives for the province and themselves. They felt that this was due to the regular meetings of college CEOs held at provincial level. The meeting is known as the College Council Forum (CCF) and has been operating since 2002. Various respondents also mentioned that 'one only had to ask' either SEDS provincial technical adviser or the college level SEDS technical adviser to be able to attend a training programme. One manager stated that SEDS had even been able to fulfil more unusual requests such as providing comfortable furniture for the counselling rooms. However all respondents stated that the communication with national office remained difficult.

In terms of **horizontal communication**, unit managers and campus managers now meet weekly with the college rector. Participants in these meetings agreed that this was helping to form them into a management team as well as to develop the channels of communication.

Through the sub-committees of the best practices forum, members from eight campuses across the province meet regularly. This was helping to develop an informal network in the province. In addition, the

province brought out their first newsletter in August 2004. This glossy publication has some general information on the FET sector as well as local news on each college in KZN.

In June 2004 the college rector was part of a delegation who visited colleges in the Netherlands and the United Kingdom. As the trip comprised representatives from the colleges in the province as well the directorate, the experience must contribute to the development of a common view and language amongst the management in KZN.

The extent of **external communication** with businesses has increased as the result of the endeavours of the new unit managers. New contacts have been made with a variety of businesses and joint ventures are being planned. Senior managers reported being very happy with the external consultants and service providers they were working with, through the SEDS initiative.

3.2 SAQA / NQF

Senior management again reported that their relationship with SAQA and Umalusi had remained the same. They were still in the process of obtaining accreditation for their workshops and kitchens from the relevant authorities. They were also working towards being the lead provider of a programme being developed in partnership with the construction SETA (CETA).

Educators of the college continue to obtain registration as assessors and moderators. There are also three members of staff who are now registered as skills development facilitators (SDF).

The previous reports have mentioned that learners were waiting for their certificates from Theta for a course completed in 2002. The relevant campus manager reported that the situation remained unchanged.

3.3 Linkages and relationship building

The person appointed to this position in November 2003, resigned in March 2004 and has been replaced. The new incumbent has changed strategies from focusing on two SETAs to a more widespread approach. The college is currently in contact with five SETAs. These are Ceta, Merseta, Theta, Etdp and Aeteta. The college is also in discussions with two businesses to provide a supervisor programme.

Sivananda is one of five colleges being considered to participate in a collaborative venture with the Australian based TAFE college system.

Since the last review an organic farming project has started at one of the campuses. This programme is being presented in co-operation with the Department of Land Affairs and the Rainman Landcare Foundation. The partnership presents organic farming training at NQF levels 1 and 2 and covers areas such as basic business skills, farm planning, soil fertility, marketing, permaculture and sustainable management of the environment.

3.4 Strategic planning processes

At the time of the review the college had just completed the strategic plan for 2006 – 2008. The plan was developed by the campus and unit managers, council as well as the rector. The plan was still to be reviewed by the rest of the staff who would be challenged to see what contribution each campus could make to achieve the goals of the college. The college strategic plan follows the DOE outline and has eight areas of focus.

Some respondents felt that a number of the goals of the strategic plan were going to be difficult to achieve due to situations that were beyond their control. Decreasing student numbers at some of the campuses was cited as an example of this. However senior management would argue that student numbers was in the control of educators as if a campus delivered quality education then students would choose to go to that campus.

One of the goals of the college that was proving challenging to campuses was to improve the pass rate. Each campus has been set different targets. These had been agreed at management level, but the implementation and execution depended on the extent of buy-in by the educators.

3.5 Capacity building of college council and academic board

The members of the college council have continued to receive SESD funded training. A 50-page manual for members of college councils in KZN was completed in September 2004. Although the manual is generic as it is to be used by all colleges in the province it has been written in such a way that colleges can adapt it to include college specific information. For example the introductory letter is addressed to the council member and signed by the college rector. This letter is written in the first person with references such 'I would like to congratulate you on your appointment...'.

Council and academic board in place			Yes	Council and academic board not yet in place			Yes
STAKEHOLDER TYPE	YES / NO			STAKEHOLDER TYPE*	YES / NO		
	Council	A. board			Council	A. board	
Senior management	Yes	Yes		Local community	Yes	No	
Teaching staff	Yes	Yes		Business	Yes	Yes	
Non-academic staff	Yes	Yes		Higher education	Yes	No	
Learners	Yes	Yes		Other state bodies	Yes	Yes	

* There are also union representatives on both the council and academic board.

The college council continues to be highly regarded by all members of the college. The only criticism heard during this review period was that representatives from the community should have learners at the college and that they should be appointed for a fixed time period like other representatives.

Members of the school that is based on one campus stated that there were still staff members who were confused about the role of the council as they were more familiar with the structure of a school governing body.

Since the previous review, the academic board has been restructured. There are now five sub-committees (engineering, business studies, school, skills, hospitality and tourism) with each campus taking responsibility for a sub-committee. This is still a new development and only one sub-committee, business studies had met at the time of the review. The executive of the academic board would include representatives from each sub-committee as well as two council members.

3.6 Capacity building of management

Campus and unit managers all reported that they had received training since the last review period. The training had been provided by SESD and the department. The training included sessions on how to run the marketing and human resources units, industrial relations, financial management and developing job descriptions.

Many respondents commented on the shift from generic training to meeting specific needs. They had found it particularly empowering to be able to request specific training, often identified in the skills audit, and then to be asked if they had a preferred provider. This is in marked contrast with previous reviews where management had complained of continually being arbitrarily sent to training sessions.

As mentioned earlier, the rector of this college was part of a delegation that visited colleges in the Netherlands and the United Kingdom. The visit focused on gathering information on the following key areas: quality management, strategic management, learner support services, widening access and partnerships and linkages. The visit and information gained has been carefully documented and the data collected has been distributed across the college.

One campus manager felt that she still required conflict and stress management. The college continue to use Kobus Neethling to develop the staff and a further session is planned for early next year.

3.7 Professional development of staff

In the current year training targeted at teaching staff has included: HIV/Aids, maths, science and technology, OBE, RPL and creative thinking. Teaching staff have also had access to the ICDL computer literacy programme. One of the campus managers stated that this has made a huge difference to educators who were now able to type their examination papers.

The focus of the SED intervention shifts to post level 1 for the next year. The training programme will be based on the skills audit.

The programme designed in collaboration with University of KZN called NPDE and aimed at providing a professional qualification for technically trained educators was due to in July 2004. At the time of the review it had not started as some revisions in the curriculum were being made. Eight educators from Sivanada are due to attend this programme. There are currently 9 B Ed educators attending classes at the Pinetown campus on a Saturday morning. Both these programmes are SEDS funded.

The best practices forum with its nine sub committees has continued to operate and meet on a monthly basis. Colleges from other provinces have been invited to participate. This forum held their annual conference in August. In addition to this conference which is funded by the SEDS, the SEDS PTA is proposing a provincial FET conference to be held in September in her annual budget. These conferences provide an excellent opportunity to college staff of all levels to develop their professional competencies and informal networks.

3.8 Academic competence in maths, science and technology

Educators of maths and science have attended eight days of training since the last review period. The training was held in four sessions of two-days each. The Plato programme mentioned in the previous report is still only available on one campus due to a problem with the issuing of the licence.

3.9 Learner support services

All respondents reported that there had been significant changes since the previous review in the kind of support the college was able to provide learners. The central office learner support unit had been involved in establishing campus based units. These units are run by LSOs who have been relieved of at least half of their teaching duties. The campuses each have a counselling room and the LSOs have received training. They are also dealing with student grievances at campus level.

On some of the campuses a tutor system has been implemented for some of the learners. The system uses learners from higher levels to tutor lower level learners during a timetabled session.

An HIV/Aids course produced by Learnscapes has been introduced on all campuses. The course is computer based and comprises eight modules of which four deal with computer literacy. The modules are:
Computer literacy, Internet literacy, Windows XP and Word Processing
HIV/Aids, HIV/Aids and nutrition, HIV/Aids and antivirals and HIV/Aids and tuberculosis.

The programme uses sound, cartoons and other visual techniques to maintain the interest of the learner. The computer literacy part of the programme moves from introducing very basic skills to fairly complex skills including for example using templates in MS Word. Each section has a self test which can be monitored by the college. The programme is easy to follow, informative and has been favourably received by learners.

The problems with introducing Plato to other campuses has been covered elsewhere in this report.

3.10 Budgeting

There is now centralised control of all financing. A monthly statement of their income/expenditure is presented to each campus. The central office has introduced greater control mechanisms, including managing bad debt. Campuses are now being encouraged to match their expenditure against the fees received from the learners. This is particularly challenging for campuses who are losing students against a rise in fixed costs such as insurance, security, maintenance and Coltech/Internet fees.

Fees paid by engineering and skills learners are now the same across the college, but there are still discrepancies in business studies and hospitality courses.

3.11 Rating Process

During the review period the college was busy finalising appointments for senior posts in the technical school that forms part of the college. This meant that both the campus managers who form part of the review and the rector were involved with interviews late into the night. The review week also co-incided with the educator strike on 16 September. The council members usually interviewed were also not available. This meant that the review had to be completed in three days instead of the normal five day period and some compromises had to be made. It was not possible, for example, to spend much time in classrooms or to interview unit managers individually.

Despite these difficulties the college appeared as a whole to be 'in a better frame of mind'. People appeared more relaxed and to have time to reflect on questions that were asked. Some of the groups have been depleted and it was difficult to decide how useful it would be to bring new people into the discussions. In the end only one group did not have new people included in the group as the central office group as well as both groups at one campus included new people. The central office group comprised all the new unit managers and proved to be very useful. Unfortunately neither of the council members who usually form part of this group was able to participate. The management and lecturer groups on one campus included members from the technical school for the first time. In the past they did not participate as they had no contact with SEDS, but this has now changed and a number of them have attended SEDS funded training programmes.

An issue raised during this review was that participants felt it was important that it be noted that they were speaking on behalf of themselves and had not been elected to represent a certain voice at the college.

It is interesting to note that the ratings of the two lecturer groups are often at odd with the management groups. This supports the often spoken about notion at the college that the post level ones have less buy in to the merger process.

Vision and Mission

1. Practices guided by a clear institutional vision

COLLEGE BASELINE RATING										5
FIRST IMPACT STUDY RATING										3
SECOND IMPACT STUDY RATING										4
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
<p>Sivananda College Management: 6 Kwa-Mashu Management: 6; Kwa-Mashu Staff: 3; Pinetown Management: 5; Pinetown Staff: 5.</p> <p>Comment on Rating Senior management generally felt that this could be rated as a strong characteristic if there was not the emphasis on 'all'. They felt that there had been a continuous process of growing inclusion as more people bought into a shared vision, but this was still not held by 'all' staff. One of the management groups suggested that management were strong, but staff were still emerging as there were still dissenters in the staff group.</p> <p>One of the lecturer groups said that there might be a vision and mission statement, but they felt that this did not guide the organisation or have an influence on their practice. This supports the management view that not all staff subscribe to a shared vision. The other lecture group also felt that there had been slow movement toward a common vision.</p> <p>Thus there was a general feeling that not all staff had a shared vision and that, while there was some improvement, it could still not be rated as a strong characteristic. A slight increase is recorded.</p>										

2. Inculcation of a value system throughout the institution

COLLEGE BASELINE RATING										5
FIRST IMPACT STUDY RATING										3
SECOND IMPACT STUDY RATING										4
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
<p>Sivananda College Management: 6 Kwa-Mashu Management: 4; Kwa-Mashu Staff: 3; Pinetown Management: 5; Pinetown Staff: 5.</p> <p>Comment on Rating Lecturers in one of the groups felt strongly that what was good for the learner should ultimately determine the goal of the college. They felt that the college had started to lose this goal and had become too concerned with strategic plans and budgets.</p> <p>Some of the managements groups felt that there had been little change and that there was still conflict at staff level as well as bad behaviour from learners.</p> <p>In general respondents stated that this should still be rated as an emerging characteristic because of the lack of a shared value system across all staff, management and learners. A slight increase is recorded.</p>										

Leadership and Management

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

COLLEGE BASELINE RATING										6
FIRST IMPACT STUDY RATING										4
SECOND 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
<p>Sivananda College Management: 7 Kwa-Mashu Management: 6; Kwa-Mashu Staff: 2; Pinetown Management: 6; Pinetown Staff: 4.</p> <p>Comment on Rating Since the previous review the academic board at this college has been restructured. As discussed previously in this document, the new structure of the academic board comprises an executive committee and six sub-committees. At the time of this review, only one of these sub-committees, business studies, had met. All respondents were encouraged by this development, but some were cautious saying it was too early to assess the new structure. Some of the post level 1 respondents expressed concern that there was no report back mechanism in place. They were also not sure how to put things on the agenda of the various sub committees.</p> <p>Respondents used words such 'stronger', 'structures in place', 'supportive' to describe the college council. However, while there was still general support for the way the college council functioned, there was one group who felt that the representatives from the community should have children at the college. This group also felt that staff were not being adequately represented on the council, stating that 'their rep was not allowed to attend'. Another comment received regarding future selection of council members was that it might be better if they held middle management rather than senior positions in their companies as they were more likely to have more time to offer the college.</p> <p>There is a slight increase in the rating. It remains an emerging characteristic, but this should change as the restructured academic board becomes more established.</p>										

4. Effective institutional leadership

COLLEGE BASELINE RATING										9
FIRST IMPACT STUDY RATING										4
SECOND 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

Sivananda College Management: 8

Kwa-Mashu Management: 7; Kwa-Mashu Staff: 3; Pinetown Management: 5; Pinetown Staff: 5.

Comment on Rating

As can be seen from the organogram there has been further growth in the number of units and personnel based at central office. This increase in staff as well as the establishment of a separate central office has resulted in the implementation of a different communication system. All campus and unit managers now meet on a weekly basis to pass on and receive information. Central office staff members believe that managers based at the campuses are 'being empowered' and are starting to take ownership. They believe that having regular meetings is helping to build a strong management team, but acknowledge that there is not 'ownership' amongst all post level one employees.

One of the lecturer groups supported the view that there was an increasing feeling of democracy on the campuses as they were being given more independence. They gave the example of campuses having to make their own decision regarding their stance on the teacher's strike that happened on 16 September 2004 which was during this review. They felt that their right to strike had been respected.

There was one exception to this general feeling. This respondent felt that campus and unit managers as well as staff still needed to be empowered to challenge decisions and plans that came from above if there was to be effective 'democratic participation and shared decision-making.'

This characteristic has now been rated as 'strong emerging' which is an increase on the previous rating.

5. *Effective management systems*

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

Sivananda College Management: 8

Kwa-Mashu Management: 7; Kwa-Mashu Staff: 4; Pinetown Management: 5; Pinetown Staff: 6.

Comment on Rating

Although the ratings over time for this characteristic do not show significant shifts, there has been a move from a situation in which only one campus captured their data on Coltech to one in which the three larger campuses all capture their own data and produce student cards etc. These campuses now also have a single WAN system. However the ratings do not reflect this change because as the management systems have improved, respondents have become more aware of the weaknesses in their system or their knowledge. For example respondents now want to be able to get different kinds of information from Coltech, wanted to ensure that there was effective email access to all end users and wanted to increase the current bandwidth to speed up connections.

All respondents at campus level reported that they were now able to receive up to date information from the system, but felt that the level of expertise at each campus was still varied and rather 'thin' as many of the Coltech experts were now at central office.

This characteristic is now rated as a 'high emerging' which is a slight increase from the previous rating.

Knowledge Sharing

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

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

Sivananda College Management: 7
Kwa-Mashu Management: 6; Kwa-Mashu Staff: 3; Pinetown Management: 4; Pinetown Staff: 5.

Comment on Rating
There was general agreement that the communication between the national office and the college remained weak. Respondents on one campus stated, as an example of the level of communication between themselves and the provincial directorate, that they had read in the newspaper that their directorate had moved offices from Ulundi.

Senior management groups believed that there was effective and efficient communication between themselves and the province because of the monthly meetings the CEOs had with the directorate. They also reported that they were in regular contact with various representatives of the department through the best practices forum.

Lecturers on one campus reported that they still obtain most of their information from other colleges rather than through formal routes. Lecturers at the other campus stated that communication was still poor and cited the example of the criteria for the performance evaluation being signed by the unions before they even knew about it.

This rating remains the same.

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

COLLEGE BASELINE RATING										4
FIRST IMPACT STUDY RATING										6
SECOND 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

Sivananda College Management: 8

Kwa-Mashu Management: 6; Kwa-Mashu Staff: 2; Pinetown Management: 6; Pinetown Staff: 5.

Comment on Rating

Respondents gave various reasons for believing that this characteristic should remain rated as 'emerging'. They stated that one only knew what was going on if one actually attended council meetings as the feedback process was very slow.

Across campuses the communication relied on informal networks although two groups mentioned that through SEDS they had been forced into greater contact with Mtashana campus in particular and with other campuses in the province through the Best Practices Forum. Although commenting positively on these experiences, lecturers still felt that they would like to meet on a subject level to discuss matters of common concern.

Senior management mentioned the Best Practices Forum and FETMIS as areas where there had been very good communication across campuses.

Despite these positive comments, the continual mentioning of relying on informal networks leads to this characteristic remaining 'strong emerging'.

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

COLLEGE BASELINE RATING										6
FIRST IMPACT STUDY RATING										4
SECOND IMPACT STUDY RATING										3
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 <i>ad hoc</i> . 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

Sivananda College Management: 6

Kwa-Mashu Management: 6; Kwa-Mashu Staff: 3; Pinetown Management: 6; Pinetown Staff: 3.

Comment on Rating

Respondents reported that the effort of the unit managers was starting to have an effect. They reported that the unit managers were now regularly attending meetings held by local businesses to discuss learnerships, they were also making presentations to schools and attending career exhibitions. Management on one campus reported that central office had recently sent out introductory letters to businesses in their area and they were starting to get requests to make presentations at these businesses.

However one of the groups, felt that they were being undermined by the unit managers who appeared to see them 'just as teachers' who could not contribute to broader planning issues. They felt that some of the unit managers were more accessible than others and that it would help if there was a formal procedure in place for engaging with all central office staff.

These changes have resulted in the rating for this characteristic moving from 'weak' to 'mid-emerging'.

Institutional Health

9. The establishment and maintenance of financial health

COLLEGE BASELINE RATING										5
FIRST IMPACT STUDY RATING										5
SECOND 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

Sivananda College Management: 6
Kwa-Mashu Management: 6; Kwa-Mashu Staff: no rating; Pinetown Management: 6; Pinetown Staff: 5.

Comment on Rating
In the previous review it was reported that the post Assistant Director: Financial Management had been advertised and it was hoped that filling this position would lead to better financial controls. This post has now been frozen which is part of the reason that this remains an emerging characteristic. The college has recently being audited and a number of weaknesses were found which are being addressed. One of the areas being addressed is debt collection and new systems of control have been put in place. A respondent commented that the auditors had noted that some of the order forms had been completed incorrectly and that previously they would have found that there were no order forms.

One of the management groups reported that fewer students had enrolled at their campus this semester and were aware of the long term implication of this and the needed to do something to remedy the situation. This group stated that there were now much tighter controls of the campus and they were no longer overspending.

Another group reported that they felt there were better financial controls stating that all campuses now had asset registers and that control of stock was now transparent and reports on shrinkage were possible. The group who recorded 'no rating' did so as they felt they did not know enough about the financial systems at the college to give an opinion. They reported that they only knew that there was never any money to spend when they made a request.

The rating of this characteristic shows a slight improvement, but remains emerging as although more controls are being put in place, debt collection and general management of budgets remains a challenge for the campuses.

10. Adequate infrastructure

COLLEGE BASELINE RATING										4
FIRST IMPACT STUDY RATING										4
SECOND 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

Sivananda College Management: 6
Kwa-Mashu Management: 4; Kwa-Mashu Staff: 4; Pinetown Management: 5; Pinetown Staff: 6.

Comment on Rating

This rating remains the same because all of the campuses felt that their infrastructure still required improvement.

The college now has a central office which is already rather small for the number of centrally based staff. One of the campuses was upgraded in terms of plumbing, electricity and has been painted. However the facilities in the hospitality section have still not been accredited by THETA and the campus has insufficient classrooms for the developing engineering programme.

Another campus has had its administration section upgraded and another the facilities for the skills programmes. One of the other campuses is due for a major upgrade this semester, but the options for growth at this campus are restricted because of the size of the grounds. The remaining campus has adequate room for expansion.

11. Enhanced human resource capacity

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

Sivananda College Management: 6
Kwa-Mashu Management: 6; Kwa-Mashu Staff: 5; Pinetown Management: 6; Pinetown Staff: 5.

Comment on Rating

Respondents felt that this should remain an emerging characteristic although slightly increased as the capacity of staff was still uneven. A number of groups commented on the skills audit which was being carried out at the time of this review. They felt that this would help the college to identify the areas of weakness in the staff. Two of the groups mentioned their appreciation of the recent training they had attended had been specific and aimed to meet their own needs rather than the more generic training programmes they had attended earlier in the SEDS intervention.

One of the groups mentioned that the college was now inclusive and they felt incapable of dealing with some of the students that had entered the college who included students who were learning and physically disabled as well as one student who was diagnosed as autistic. Learners also mentioned these students, and although not using labels for the students had realised they were different and felt they needed some guidance on how to deal with the disabled students.

12. Quality Assurance System

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

Sivananda College Management: 5
Kwa-Mashu Management: 4; Kwa-Mashu Staff: no rating; Pinetown Management: 5; Pinetown Staff: 7.

Comment on Rating

Respondents reported that there had been only limited changes in the quality assurance systems at the college as the person who had been appointed to this position had been on extended sick leave. Senior management stated they were in the process of implementing some systems.

A slight increase in the rating for this characteristic is recorded.

Responsiveness

13. Good relationships with business

COLLEGE BASELINE RATING										3
FIRST IMPACT STUDY RATING										3
SECOND IMPACT STUDY RATING										4
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No relationships with business	Minimal/ad hoc partnerships. Stronger focus on relationship building required			Increasing focus on relationship building to establish partnerships which are mutually beneficial			Formal and informal partnerships, with mutual use of resources and benefits to all partners			
0	1	2	3	4	5	6	7	8	9	10
Sivananda College Management: 6 Kwa-Mashu Management: 6; Kwa-Mashu Staff: 2; Pinetown Management: 6; Pinetown Staff: 3.										
<p>Comment on Rating</p> <p>The person responsible for this portfolio at the college has changed since the previous review. The current incumbent has shifted from concentrating on a few select businesses to a more wide spread approach.</p> <p>Post level one respondents were unaware of developments at the college hence their low rating, but senior management groups all gave positive examples of changes. As a result of direct contact with a number of local businesses, the college has been approached to provide courses that fall within the ambit of business studies. Although there are still no learnerships running at the college, there are a number which now seem imminent.</p> <p>While respondents felt that this was still an emerging characteristic, they felt that the improvement should be recognised.</p>										

14. Good relationships with local communities

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

Sivananda College Management: 6

Kwa-Mashu Management: 6; Kwa-Mashu Staff: 1; Pinetown Management: 6; Pinetown Staff: 3.

Comment on Rating

The particularly low rating recorded by one groups is linked to the continued loss of contact at this campus with the association called Divine Life.

Since the previous review there have been a number of developments which has resulted in this moving from being rated as a high weak to a high emerging characteristic. Respondents reported that contact with local NGOs had been renewed. An HIV/Aids programme has also been made available after college hours to members of the local community. This programme is computer based and includes a useful section on computer literacy. The Student Liaison Officer has requested that the SRCs on each campus each do a community project that involves giving up time, for example cutting grass or painting at a local NGO.

15. Good relationships with other state bodies

COLLEGE BASELINE RATING										4
FIRST IMPACT STUDY RATING										4
SECOND IMPACT STUDY RATING										3
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
Sivananda College Management: 6										
Kwa-Mashu Management: 3; Kwa-Mashu Staff: 1; Pinetown Management: 4; Pinetown Staff: 3.										
Comment on Rating										
Senior management reported that they were now registered as service providers with the Department of Labour. A number of respondents mentioned that they now have contact with the counseling services provided by the Department of Health and the Department of Land Affairs is involved in their Organic Farming programme which happens on one campus.										
These changes are reflected in the move of this characteristic from high weak to low emerging.										

16. The development, provision and evaluation of learnership programmes

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

Sivananda College Management: 5

Kwa-Mashu Management: 2 ; Kwa-Mashu Staff: 3 ; Pinetown Management: 5 ; Pinetown Staff: 4 .

Comment on Rating

The college has completed their preparations for the Venture Creation learnership programme. This has involved selecting 30 learners as well as appointing educators. They are currently waiting for the release of funds from the department of labour. Once the programme starts, they expect that there will be a new intake every six months.

According to the senior management groups negotiations have also resumed with the construction SETA (CETA) and INSETA. They have also started talking to the forestry Seta who are interested in them providing learnerships for up to 300 people on cabinet making and wood finishing.

One of the campuses is still involved with the hospitality Seta (THETA).

The learners interviewed at both campuses had a limited understanding of the concept of a learnership. They believed it was some kind of bursary scheme.

While these developments are significant in their potential, the respondents all felt that as none of the programmes were fully functional, this characteristic should not be considered higher than low emerging.

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

COLLEGE BASELINE RATING									4
FIRST IMPACT STUDY RATING									4
SECOND 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

Sivananda College Management: 6

Kwa-Mashu Management: 3; Kwa-Mashu Staff: 4 ; Pinetown Management: 4; Pinetown Staff: 4.

Comment on Rating

Responses to this section varied with some respondents stating there had been no change and others stating that there had been some development. As the majority of the developments are in the planning stage, the rating of this characteristic remains the same.

Management groups spoke about plans to incorporate some entrepreneurial training in the skills programmes and of setting up a business simulation room for engineering students. They also reported that three sessions on basic business skills were now included in some of the skills programme.

One of the lecture groups believed that there was less interest in entrepreneurship and events such as market day no longer happened.

A respondent from the school section stated that their learners were being more exposed to the world of work and developing entrepreneurial skills.

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

COLLEGE BASELINE RATING										7
FIRST IMPACT STUDY RATING										5
SECOND IMPACT STUDY RATING										5
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No short courses	Some informal discussions on possibility of running short courses. Range of needs and possible take-up still to be established			Some short courses introduced but further enhancement required to establish reputation as a provider			Wide range of short courses available. Strategy in place to respond to needs as they arise. Good provider reputation established			
0	1	2	3	4	5	6	7	8	9	10
<p>Sivananda College Management: 6 Kwa-Mashu Management: 7; Kwa-Mashu Staff: 4; Pinetown Management: 5; Pinetown Staff: 2.</p> <p>Comment on Rating Respondents reported that the skills courses on Saturdays were continuing at one of the campuses. The ICDL programme was now run after hours at one of the campuses.</p> <p>Provision of short courses and the willingness to extend the teaching day is uneven across the campuses and this is reflected in the rating for this characteristic. The rating remains the same.</p>										

Teaching and Learning

19. Functioning curriculum development processes

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

Sivananda College Management: 6

Kwa-Mashu Management: 6; Kwa-Mashu Staff: 6; Pinetown Management: 5; Pinetown Staff: 4.

Comment on Rating

Very few staff members have not been trained as assessors and a number of people on each campus are now registered moderators.

Management on one of the campuses stated they had learnt a lot in preparing the hospitality curriculum for accreditation. Lecturers at this campus stated that the process had appeared to be arduous and demanding and felt quite daunted by the possibility of having to embark on such a task.

One of the groups stated that some of the staff had been trained by the department of education to be OBE facilitators. They would start training on the campuses during this semester.

The lecturer group on one campus gave examples of how they had incorporated Plato into their curriculum. One of the respondents reported that she had selected various modules on percentages, ratios and fractions from Plato and learners had worked through these modules. Using Plato had reduced the teaching time it usually took to cover these topics. The learners had also enjoyed the modules. On this campus learners attending the NSC programmes now have time incorporated into their timetable to complete ICDL.

While none of the groups felt that this characteristic should now be rated as a strong characteristic there was general agreement that there had been some improvement. This is reflected in the marginal increase in the rating of this characteristic which is now rated as mid-emerging.

20. Quality curricular delivery

COLLEGE BASELINE RATING				4						
FIRST IMPACT STUDY RATING				4						
SECOND IMPACT STUDY RATING				4						
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
Poor quality learning and teaching. No links between theory and practice and no attempt to produce well-rounded learners	Weak reputation as a provider. Emphasis on improving examination results, with little attention paid to quality of teaching and learning. Holistic learner development not regarded as important.			Quality of teaching and learning - receiving increased attention - focus not only on examination results. Holistic learner development encouraged. Relation between theory and practice receiving attention			Quality of teaching and learning a major focus. Strong links between theory and practice and holistic approach to learner development. Enrichment activities in place. Good reputation as a provider			
0	1	2	3	4	5	6	7	8	9	10
Sivananda College Management: 5										
Kwa-Mashu Management: 5; Kwa-Mashu Staff: 3; Pinetown Management: 5; Pinetown Staff: 4.										
Comment on Rating										
Various respondents stated that the campuses were beginning to look at the 'whole learner' and were looking at ways to infuse practice and theory. Examples given, included upgrading of workshops, lecturers placing cleaned engine parts on walls for learners to observe and taking students out to visit businesses.										
The learner support officers have arranged various fun events for students to develop a greater sense of community across the campuses. Learners who were part of the SRC reported being excited about these developments but had found the general student body to be apathetic.										
There is still only one campus that insists that students do 80 hours of work experience during their time at the college. The learners at this campus reported that they found it easy to find the part-time work required by the college. They also reported that the college helped them to find work when they completed their programmes.										
Based on the feedback, this characteristic remains rated as emerging, but with a slight increase.										

21. Well-functioning staff development processes

COLLEGE BASELINE RATING								4			
FIRST IMPACT STUDY RATING								4			
SECOND IMPACT STUDY RATING								5			
No evidence		Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No staff development process in place		Weak staff development and appraisal processes. Staff trained on an <i>ad hoc</i> 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	

Sivananda College Management: 6
Kwa-Mashu Management: 6; Kwa-Mashu Staff: 5; Pinetown Management: 6; Pinetown Staff: 7.

Comment on Rating
Since the previous review period a human resource person has been appointed at college level. She has been involved in conducting a skills audit and developing job descriptions which would be completed during this year.

A number of groups were aware of the possibility of a performance linked increase of 1%. The college management reported that they were working on the mechanisms needed to be able to implement this.

Respondents were all positive about the training they had received. One group specifically said that it was only a person's own fault if they felt they were not being developed, as in their experience, any request for training had been met through the SESD initiative.

As many of the developments were still in the planning phase respondents felt that this could not be rated as a strong characteristic until they had been implemented, but a slight increase could be recorded.

Learner Support

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

COLLEGE BASELINE RATING								3			
FIRST IMPACT STUDY RATING								3			
SECOND IMPACT STUDY RATING								4			
No evidence		Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No academic support programme in place		Learners obtain academic support on an <i>ad hoc</i> 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

Sivananda College Management: 8

Kwa-Mashu Management: 8; Kwa-Mashu Staff: 4 ; Pinetown Management: 7 ; Pinetown Staff: 7.

Comment on Rating

The significant increase in the ratings by all groups for this characteristic can be directly linked to the establishment of the learner support units at college and campus level. Respondents reported a variety of developments. These included a time tabled study skills programme for a class of business studies students who had all failed a module the previous semester. A tutor programme in which learners from higher levels tutored more junior learners. This was a timetabled period once a week and involved learners across the campuses.

One group pointed out that while this could be rated as a strong characteristic based on them having a dedicated person, it should still be emerging as the bridging course run at the college were ad hoc and not an inherent part of the system.

Plato is still only functional on one campus as there has been some delay in the issuing of the licence for the other campuses. The delay was reported as having been caused by the department of education.

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

COLLEGE BASELINE RATING										3
FIRST IMPACT STUDY RATING										3
SECOND IMPACT STUDY RATING										4
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No HIV/ Aids policy	Some input given to learners by campus or outside people on <i>ad hoc</i> 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

Sivananda College Management: 8
Kwa-Mashu Management: 8; Kwa-Mashu Staff: 6; Pinetown Management: 7 ; Pinetown Staff: 8.

Comment on Rating
Since the last review the college has introduced a new computerized HIV/Aids programme. This programme also covers basic computer literacy skills. Most learners in the college have the programme included in their timetable. Learners reported that they found the programme informative. In addition the campus level SLOs have received counselor training.

One campus mentioned that should also be support for educators as they are aware of staff members who are HIV/Aids positive.

This characteristic moves from emerging to strong.

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

COLLEGE BASELINE RATING										3
FIRST IMPACT STUDY RATING										3
SECOND IMPACT STUDY RATING										3
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No guidance or counselling	Some input given to learners by campus or outside people on <i>ad hoc</i> 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

Sivananda College Management: 7

Kwa-Mashu Management: 8; Kwa-Mashu Staff: 4 ; Pinetown Management: 7; Pinetown Staff: 8 .

Comment on Rating

Since the last review all campuses have established a counseling room. The campus level SLOs have been trained to deal with 'simple' issues and know where to refer learners with more serious problems. The college SLU has arranged for psychology masters students to counsel next year at college.

As a result of these developments this is now rated as a strong characteristic.

5. OVERALL ASSESSMENT

The table below summarises the current ratings of the 24 characteristics.

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

It would appear the increase in capacity, in terms of actual numbers of staff as well as in skills is starting to pay off. In this review period none of the characteristics have been rated in the weak band and many have been rated as high emerging. One category, learner support, is the first category to receive a rating as a strong characteristic. The average rating for the 24 characteristics in the baseline was 4.7, in this third impact study the rating is 5.5 indicating a significant positive shift.

However despite ongoing attempts to change the curriculum product mix the college still relies mostly on Nated programmes. They seem to have continuous problems with obtaining approval for their projects with both Umalusi and the various SETAs with which they are working. In each review report they appear to be on the threshold of starting a new learnership programme, but by the next review something seems to have thwarted their plans.

Over the four evaluation periods there has been increasing support amongst senior management for the notion of a united FET college, but continued reluctance from certain post level 1 educators. It is thus with interest that the effect of the shift of focus of the SESD initiative to these post level 1 employees will be observed.

The table below summarises the status of the 24 characteristics across the four assessment sessions.

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