



**Human Sciences Research Council**

**THIRD IMPACT ASSESSMENT**

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

**SOUTH CAPE COLLEGE**

**WESTERN CAPE**

**November 2004**

3279

# 1. ORGANISATIONAL PROFILE

## 1.1 Staff and student profile

The staff and student numbers presented in this section are based on two documents: a set of statistics provided by the Human Resources Officer (calculated as at January 2004) and a document recently submitted to Umalusi that refers to 2003 numbers. There is a short enough time interval between the two sets of figures to make both relevant.

According to statistics recently submitted by South Cape College to Umalusi the college had a post establishment of 62 educator posts in 2003. 26 of these posts were indicated as vacant but, given that the college has not yet met its equity requirements, incumbents of these posts could have been employed on a short-term contract basis. A further 12 educators were in posts funded by the college, with a further 69 staff members indicated as being in administrative or other positions. (This last figure included the CEO). The total number of posts came to 143.

While the table below, which was drawn from the statistics provided by the Human Resources Officer as at January 2004 (when the total staff complement was indicated as 114), does not refer to the same time period it is included here to show the variety of employment relations that exist within the college.

Posts paid for by the Western Cape Education Department (WCED)	Academic posts on educator establishment	Public Servants posts (Support staff)	Management posts on educator establishment	Public Servants Management posts (including CEO)
	45	28	10	2
Posts paid for by the College	Academic Posts	Support Staff		
	7	22		

The SESD programme supported the work of a consultant who assisted with the development of a grid that allowed salary disparities that stem from different employment relations to be addressed. All college-paid staff members now receive equal salaries for similar positions. This has corrected the historical disparities between campuses that predated the merger.

Student information for the 2003 academic year as provided in the document submitted to Umalusi put the total head count of South Cape College for 2003 at 3 951. This figure was divided into 2 268 part-time students and 680 full-time students. There were also 3 students

reflected under the distance-based column. The total full-time equivalent (FTE) count was 1 714.

In terms of the 2003 statistics the gender and population group breakdown of the college were represented as follows: Women made up a larger proportion of the FTE student count than men. In terms of total head count figures female Coloured students were the best-represented population group (1 226), followed by Male Coloured students (905), White female students (674) and White male students (564). Representation from the Coloured and White population groups was significantly larger than the African population group where female (277) and male (270) representation was just about even. Indian students were minimally represented (1 female and 2 males). 16 Female and 16 male students were mentioned in a category called 'other'. In 2003, according to the statistics provided to Umalusi, the staff to student ratio was 1:23 (FTEs).

## 1.2 Organisational structure

The management structure presented in diagrammatic form in Appendix A replaces the provisional organogram presented in the previous impact assessment report.

The broad management structure consists of CEO, Vice Rectors, Campus Heads and Heads of Department in the Central Office. The CEO and the two Vice Rectors form the college's senior management structure.

Since the last impact assessment report the Human Resources Manager has taken up her post and, as can be seen from the organogram, she also holds the Academic portfolio in her position as Senior Vice Rector. The Campus Heads report to the Academic Head and the Programme Managers (as discussed later under the Linkages and Programmes Unit) also report to the Academic Head on curriculum matters. The **Human Resources Department** is staffed by a Human Resources Officer and a Personnel Officer. The good work done by this department was frequently praised by focus group participants.

The Head of Department for **Marketing and Communication** is a new appointment at post level 3. The Marketing and Communications Department is now fully functional, with three full-time marketers appointed out of college funds. One services the George and Outeniqua campuses and the Skills Centre, while Mossel Bay and Oudtshoorn campuses each have a dedicated marketing person.

The **Linkages and Programmes Unit** is not yet fully staffed, but, at the time of the impact assessment visit, it was expected that a number of college-funded appointments would be made in the near future. Apart from the two positions supported by the SESD programme (LPU Manager and Implementation Manager) new positions relate to Development and Accreditation as well as to Research. Five college-funded positions for programme managers

have been introduced to coordinate programme development and delivery across all campuses and to liaise with SETAs about quality assurance and other matters. The positions are divided between Business Studies (2), Engineering Studies and Agriculture (1), ECD, ABET and ETDP (1) and Hospitality, Tourism and Hair Care (1). Programme managers will work directly under the LPU but they will also have a reporting line to the Academic Head. Project managers and trainers who organise, co-ordinate and deliver learnerships also fall under the LPU. These appointments are college-funded, with contracts varying in time duration depending on the nature of the learnership. Documentation made available shows that the LPU is currently handling 24 learnerships projects with 649 learners that generate 372 FTEs.

The **Learner Support Services Department** is also fully functional. The Head of Department has been appointed in a permanent WCED position at post level 2. Four college-appointed Learner Support Officers service the campuses and there is a college-appointed Loan Administrator in the Central Office. The Learner Support Services Department's wide-ranging brief is being met through the specialisation of services that is starting to occur. One Learner Support Officer focuses on sport at the three campuses in and around George while the other Learner Support Officer based in George focuses on counselling at the three campuses.

The **Finance Department** is run by an Acting Head of Department with 3 staff members who handle the centralised finances of South Cape College. The work of this department is more fully discussed in a later section.

The **Quality Assurance Manager** is now in place. The incumbent holds a dual position, as he is also the Campus Head of Beaufort West campus. A round of 'quality awareness' workshops has taken place, with 80 participants attending across all campuses. During the workshops each of the nine groups developed a quality statement, which will now be consolidated into one quality statement for the college. The quality assurance manager will work closely with the Academic Head, the Programme Managers and the LPU, as well as with the sub-committee on quality assurance that falls under the Colleges Curriculum Committee (CCC) of the Western Cape Education Department (WCED). It was also mentioned that the SESD Programme intends supporting a quality audit of all Western Cape colleges. The findings of such an audit will facilitate the development of the quality assurance portfolio.

## 2. CURRICULUM PROFILE

As the curriculum profile has not changed significantly since the last impact assessment the full profile is not presented in this report. An updated profile will be presented in the first impact assessment report of 2005.

A major curriculum development initiative that is currently underway is the conversion of the National Intermediate and Senior Certificate in Business Studies to the newly developed unit standard-based Business Administration programme that will be offered at NQF levels 2, 3 and 4. Oudtshoorn campus took the lead in piloting the new programme at Fizikhele High School in Bongoletu this year. It was reported that, despite successes, the pilot programme also experienced a number of problems. The draft materials only became available in August, even though the pilot programme started in January. A second problem has been the difficulty of arranging for students to get opportunities to perform the practical activities that are an essential part of the programme. At the time of the impact assessment staff at the various campuses were preparing for a meeting to discuss the full implementation of the programme in 2005. Outeniqua campus staff members were particularly concerned about lack of facilities for practical work. Given that unit standards are based on an assumption that learners are in workplaces where they have access to technology such as telephones, switch boards, fax machines and email this concern is very real when teaching venues are equipped for classroom teaching rather than for practical work. The SIMSA practice firm is viewed as ideal for this kind of curriculum work. The SIMSA concept was originally developed with the intention that participants would spend extended periods of time in the practice firm, in order to be exposed to continuous activity that instils the rhythms of work and facilitates an understanding of how different jobs fit together in a fully functioning firm. As this facility is currently only available at the George campus staff members are aware of the need to be innovative in terms of timetabling if the practice firm is to be utilised more widely and to its full potential.

The above discussion serves the purpose of illustrating new curriculum challenges facing the college. While there still seems to be an undertone of opinion that many educators are simply resistant to change and therefore reluctant to embrace new modes of curriculum, the evaluator's sense of the situation is that educators are realistic about curriculum change rather than antagonistic. They are now faced with the real challenges of converting a classroom-based curriculum to a more practically orientated one. Going to scale with real and simulated work practice in Business Administration, for instance, requires each student not only to be able to send one fax but a number of faxes before being declared competent. Creating a simulated environment where this becomes possible requires creative planning and preparation.

In focus group discussions students expressed concern about the fact that the new NOF level 2 to level 4 in Business Administration will take three years, rather than the two that has been the norm in the NATED system (for the National Intermediate and Senior Certificates). They are worried about whether prospective students will be able to afford a longer period of study. Even though students may get bursary assistance they explained that students often travel long distances by taxi to get to the campus. This is a drain on their families' finances and a

further consequence is that the longer they study the longer it takes before they can contribute to the family income. It is therefore imperative that the new three-year Business Administration programme should gain credibility in its first round of implementation so that students and their families, as well as prospective employers are convinced of the added value of an extra year of study. Given the strong support already given by the SESD Programme in relation to materials development and generic staff development for NQF-aligned delivery a continued contribution to practical implementation issues would be invaluable. It is at this level that the SESD Programme's focus on employability is most tangibly felt by the recipients of further education and training.

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

#### **3.1 The merger process and knowledge sharing**

In the previous impact assessment report it was mentioned that the establishment of the Central Office and the centralisation of certain functions were starting to have an impact on moulding the different campuses into a cohesive whole. This process is now almost complete. Reservations previously expressed by campuses about efficiency gains that would be achieved by the establishment of the central office were noticeably absent during this round of assessment. All are in agreement that the centralisation of finances, human resource management, external linkages, programmes and student support is benefiting the college as a whole. By the beginning of October the last campus will be brought into the centralised financial system. The Wide Area Network (WAN) will also be operational from the beginning of October, with a full-time administrator in place at the Mossel Bay campus and contact persons at the other campuses. Once the programme managers are in place capacity for delivery will be streamlined and the all the 'bits that make the merger a reality will have been put in place.

Since the last impact assessment intensive development has taken place in relation to communication. The CEO outlined an internal communications model with twelve components that revolves centrally around the Batho Pele principles for service delivery. In terms of this model the CEO visits one campus per week. Half the time is spent giving feedback on various issues and the rest of the time is spent on staff input. 80% of queries can usually be dealt with immediately. Where follow up is required this is done in writing. It was not only the CEO who was positive about improved communication. Staff at both campuses visited noted the efforts that the CEO has made in this regard and confirmed regular communication flows between central office and campuses. Imbizos at management and staff level continue to be a regular feature of inter-campus communication, with intra-provincial

imbizos organised by the FET Directorate of the WCED. One senior staff member rated the value of intra-provincial imbizos so highly that he said he would be willing to drive to Cape Town at his own expense in order to attend. (This was after he explained that participation from each college is restricted to a certain number of representatives.) Regular meetings between the provincial FET Director and college CEOs and regular visits by the SESD Provincial Technical Adviser offer further opportunities for knowledge sharing outside of the immediate college context. Staff who are going to teach on the new NQF-aligned Business Administration course are involved in discussion about curriculum matters, with the Academic Head playing an important co-ordinating role.

The merger has also been positively served by the culture survey conducted with SESD support. The survey questionnaire asked questions about strategic management, professional conduct and communication, management style and organisational focus, performance orientation and staff focus. The analysed data was shared with central office and campus staff and an action plan, which addresses each of the areas mentioned above, was developed. Feedback about this process and its outcomes was uniformly complementary. Many of the actions listed in the action plan have already been implemented.

External knowledge sharing and communication has also improved, with the relationship with Petro South Africa (ex Mossgas) mentioned as a positive example in this regard. IN addition to the marketing and relationship building undertaken by the Central Office campuses continue to initiate their own external knowledge sharing activities. At Oudtshoorn campus every programme organises a public relations function once a year. Advisory committees are also in place for all programmes. At Outeniqua campus the need for external knowledge sharing is of a different nature and relate to activities such as Parents Week and post-examinations parent-teacher meetings. It is expected that the marketing officers who have recently taken up their places at campus level will make a strong contribution, not only to active marketing of the college but also to ensuring that the image created by marketing material is a reality. Students from other regions who participated in focus group discussion mentioned, for instance, that the hostel and campus facilities that they found when they arrived at Oudtshoorn campus were not as they had been described in marketing brochures. The marketing officer is aware of these discrepancies and she outlined some of the plans that she has for effecting an improvement.

The positive feedback received about vertical and horizontal knowledge sharing is unfortunately somewhat marred by the continued concern that was expressed about the staffing situation. Although the issue was not voiced as frequently as during the previous visit it was clear that, while the collectively voiced discontent may have abated, tensions continue to be present beneath the surface level. The view that short-term Council appointments are not subject to the equity measures required for WCED appointments was expressed by a

number of focus group participants and not only by staff members who applied for their own WCED posts but did not get appointed in permanent positions.

Given that the culture survey action plan notes that an equity plan must be put in place and that progress in terms of this plan must be shared there is clearly a desire for open communication. The last quarterly SESD progress report also notes that the completion and implementation of an employment equity plan is receiving high priority and that the services of an SESD-appointed consultant will be used to assist the college in this regard.

## **2. SAQA/NQF**

The college is making rapid strides in terms of NQF alignment, with the conversion to the NQF level 2 to level 4 Programmes in Business Administration and the developments around Hair Care and Hospitality programmes in preparation at the moment. Some concern was expressed about the fact that the resource packs for language and mathematical literacy will only become available in December. Lecturers have to start with the new programme in January and they are concerned about lack of preparation time.

Relationship building with SETAs continues as an important activity, although the view was again expressed that the quality assurance procedures of some of the SETAs are arduous and takes up a lot of teaching time. It is hoped that the appointment of Programme Managers will alleviate some of the pressure which campus staff are experiencing in this regard.

The college is very proud of the growth in learnerships that has resulted in about 650 learners in learnership-linked programmes for the year 2004, with just over 370 FTEs generated in terms of procedures set in place by the WCED.

### **3.3 Linkages and relationship building**

South Cape College is entering a new phase in terms of linkages and relationship building. It was reported that, instead of jumping at every opportunity that comes its way, the college is becoming more selective in its decisions about the linkages that it initiates and/or requests to which it responds. Research and market analysis have become important and building and maintaining relationships with a broad base of external stakeholders is a key objective of the marketing portfolio. The LPU also continues to make a strong contribution to the college's capacity to attract new partnerships and to service existing arrangements. To this end a dedicated research post has been established in the LPU. The ESDLE is currently involved in negotiations with regard to a skills audit and labour market analysis of the region. These initiatives will strengthen the college's capacity for research and will assist in making relationship building a more strategic activity.



### 3.4 Strategic planning processes

Since the last impact assessment visit South Cape College has revisited the seven outcome areas in its strategic plan. A summary version has also been developed and shared with all staff, with input invited from their side. The extent to which the strategic plan has become part of operational thinking was evident in the fact that most of the Heads of Department in Central Office who were interviewed during this round of impact assessment brought the part of the strategic plan that referred to their portfolio along to the interview and frequently referred to relevant sections. The role of the strategic plan in holding different specialised functions together is thus starting to emerge and a strategic orientation is starting to develop at all levels of management. Shortage of staff and staff overload are still considered major challenges with regard to fully effective realisation of the strategic plan.

### 3.5 Capacity building of College Council and Academic Board

South Cape College has a Section 9 Council with 60% external membership. The full Council consists of 17 members of which 11 are external. Internally the CEO and the two Vice-Rectors serve on the Council and the Academic Board, with academic staff, support staff and students each having one representative. At the moment there are 18 Council members with the recently appointed Senior Vice-Rector as an additional member. Campus Heads and the Minutes Secretary have *ex officio* status. While the Council is deemed to be functioning adequately the CEO mentioned the intention of revisiting the role and functions of the Academic Board.

Representation on the Council and Academic Board is as follows:

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

\*One of the external Council members serves on the Council of the University of Stellenbosch so that Higher Education is indirectly represented.

In response to observations in the previous impact assessment report about Council participation Council the CEO set up a special meeting with three external Council members so that their views could be more fully heard. Council members were quite clear about the Council's envisioning role and its responsibility for the formulation of college policy that is in

line with national policy. External members see themselves as representing the broader geographic community and providing a valuable balance to the internal college component of the Council. Through external membership local business and community interests as well as various government departments are represented. Examples were mentioned of ways in which Council members promote the interest and image of the college. This ranged from formal contact with Tourism Bureaus to support of sports teams and attendance of campus open days.

It is clear that Council activities extend far beyond the three formal Council meetings per year. While it was confirmed that some Council members, although highly competent and an asset to the Council, are very busy people who cannot always participate as they would wish, it was also explained that other Council members are able to contribute more actively. Two of the Council members interviewed reported that they had been actively involved in the college's strategic planning activities. The Chairperson and additional Council members also serve on the Executive Committee (EXCO). EXCO meets monthly and sometimes as often as three times per month when it is necessary. Council members participate in all three the standing committees under the Council, namely the Finance Committee, the Marketing Committee and the Academic Board. Council members are also involved in the interviewing and appointment of non-post establishment staff as well as in interviewing and nominating staff for appointment by the WCED. Monitoring of equity policies is regarded as an important area of Council activity and it was reported that targets and deadlines are actively scrutinised.

While Academic Board participation allows for closer interaction with staff Council members acknowledge that the Council needs to do more to be visible to staff and students. In this regard it was mentioned that rotation of Council meetings to the various campuses present opportunities for informal social interaction with staff. Even though this route is not yet regarded as optimally successful Council members view it as an expression of the Council's intent to encourage open communication. Another more indirect avenue of communication is the distribution to campuses of Minutes of the Council, the Executive Committee, the Academic Board and other standing committees.

At both the campuses visited staff mentioned a file in the staff room that contains minutes of meetings and other documents. They also acknowledged that they do not always keep abreast of information that is distributed. Given that communication is a two-way interaction complaints about Council members not being accessible thus seem to refer to face-to-face contact, rather than because information is not available. In previous reports it was mentioned that campus staff miss the more immediate contact that they used to have when each campus was still a college with its own Council. It is thus in this context that the communication relation between the present Council and the various campuses should be understood.

The Chairperson and other Council members have been involved in Council capacity building activities and at the time of the visit it was anticipated that the forthcoming SESD-supported workshop by ex-judge King on corporate governance would be extremely valuable in this regard.

### **3.6 Capacity building of management**

Management development continues to be an important activity. The assistance given by SESD-supported consultants with regard to the introduction of a performance management system for managers, as well as the development of key performance areas and implementation plans is having a positive impact on the management capacity of the college. The work that the consultants are doing to help the different sections in Central Office to function as a co-ordinated unit was mentioned as being particularly valuable.

It is evident that the management capacity of South Cape College has matured since the last impact assessment visit. This can partially be ascribed to the fact that the college is starting to settle down. Relations between campuses and the Central Office now based on reality rather than on preconceptions, although more work needs to happen at campus level. Acting Campus Heads officiated at both the campuses visited and it was evident that their role and functions were neither similar nor clearly defined. While the establishment of a Central office centralised some of the campus management functions, a strong curriculum management and academic quality assurance role remains at campus level. Even though these functions may be held by the Academic Head in the Central Office it is at campus level that the surrounding communities form their perceptions about quality. Capacity building in terms of curriculum management and academic quality assurance would thus be a valuable addition to current management development activities.

### **3.7 Professional development of staff**

Given the extensive reporting on staff development in the South Cape College Progress Report the various activities undertaken are not repeated here. It was reported at various levels that the college is extremely grateful for the staff development opportunities that have been offered with SESD Support. However, the need for a more focused approach, as discussed in the previous Impact Assessment report, not only remains but has intensified. While it may sound like a trivial matter when Hospitality staff request financial assistance to attend the Food and Wine Festival in Cape Town in order to keep abreast of developments in their field of specialisation, the granting of such requests would not be prohibitively expensive and would do much to boost staff morale, as well as signalling encouragement for individual initiative in seeking developmental opportunities that strengthen subject expertise. Support of requests for financial support in relation to part-time study in specialisation areas would do likewise. Support for activities such as inviting examiners and moderators of NATED

programmes to conduct workshops with staff in different subject areas, as has been requested, would reinforce commitment to quality in terms of improved examinations results, as well as signalling to staff who teach on NATED programmes that what they are doing is regarded as important. Although the SESD Programme is committed to supporting curriculum reform in terms of NQF alignment it should not be seen as favouring only certain kinds of staff development. The SESD Programme should encourage attempts to strengthen subject expertise because NQF aligned programmes require much more of lecturers than simply following the textbook. It is therefore imperative that continuing professional development becomes a standard feature of college culture.

There was also appreciation expressed for training opportunities created for administrative staff in relation to the Coltech system, budgeting and customer service. The introduction of introductory Xhosa training for lecturers was also viewed as an important development. (See discussion about language use in the section on Learner Support Services).

### **3.8 Academic competence in maths, science and technology**

The Mossel Bay campus has been identified as a niche area for Engineering Studies so it is on this campus that new developments in relation to mathematics, science and technology are planned for 2005. It is also for this reason that the wide area network (WAN) administrator will be located at this campus.

An approach has recently been made to the college by a community worker in Mossel Bay, who is also an employee of PetroSA, about doing something for the many young, unemployed Black people in the greater Mossel Bay area who made the wrong subject choices in school and now have no basis for studying further. If these students could enrol for N1 – N4 Mathematics and Science, it was argued, it would open up a learning pathway in Engineering for them. Even though the facilities available at the Mossel Bay campus are far from optimum the college is responding to this request in a number of ways, including negotiating a partnership with the University of Cape Town to assist with enrichment programmes for students as well as lecturers. It is also anticipated that PLATO will link into these programmes and that blended learning opportunities that will become available once the open learning centres are set up will enhance the technological capacity of both staff and students.

### **3.9 Learner support services**

The support services offered to students continue to play an important role in terms of developing a supportive college culture. Each campus now has a Learner Support Officer, with the incumbents in George specialising in either counseling or sport and offering these services to the campuses in George. As the quarterly SESD Progress Report contains a comprehensive section on the work of the Learner Support Unit the achievements and plans

of the Unit are not repeated here, except to say that the unit proudly markets its services and that there are proposals on the table to extend the unit's work to offer support services to learners who are in learnerships. (The current strategic plan provides for full-time students only). While it has to be accepted that it will take time to reach optimum delivery in the wide range of support services that the unit has to offer the areas that have been tackled are starting to show results. Feedback received offer high praise for the quality of the counseling services offered to both students and staff, with career counseling, study methods and stress management currently the main areas in which counseling is sought. Good feedback was also received from staff on the SESD-supported provincial conference on Learner Support that was held in May 2004.

While the students generally refer to staff-student relations as 'excellent' there is also recognition that language plays a very important role in the social relations of the college. Students explained how language creates invisible cultural boundaries, which separate the Xhosa speaking students from the rest of the student body. Various examples were cited to illustrate the point. The general feeling is that it is mainly through sport that these barriers are broken down. The work of the Learner Support Unit to develop intra- and inter-campus opportunities for sporting events thus plays an important facilitative role in turning around what was described as a tendency for 'students to stick to their own groups'.

It was again noted that SESD resources that are directed towards student support have an immediate impact on how students experience the college environment and that it is in relation to student support that the SESD Programme is most visible to the broader college community. Statistics related to counseling at George and Outeniqua campuses show the wide range of needs that are being addressed. Student appreciation for the counseling services offered, as well as for the professional quality thereof, was generously given in student focus groups and it can reasonably be anticipated that student support will grow into an indispensable component of college activity. Student focus groups mentioned for instance that counseling about programme selection in relation to career destinations come too late. Students are selected for certain programmes and have to pay their fees before they are interviewed by programme staff. Students identified this as one of the reasons for a high drop-out rate in certain programmes. Career guidance and counseling not just to enrolled students but also to prospective students is thus one of the many areas of need that requires further expansion and resourcing in order to offer excellent service.

### **3.10 Budgeting**

The South Cape budget consists of twelve individual budgets submitted by the various campuses and departments in the Central Office. A draft budget is submitted to the Council in November of every year but the budget is only finalised in February of the following year when the student numbers for the next year are known. The Acting Head of Department of

Finance and Administration explained that 2004 has been a 'learning curve' for the college. At first there was strong resistance from the Campus Heads to expenditure being centrally controlled. Standardisation of budget items now means that the overall budget presents a more accurate picture than has previously been the case. Campuses that 'allowed lecturers to do things at the last minute' have also had to change their way of operating. The financial manuals that were developed with SESD support were again mentioned as having been essential to the success achieved.

## 4. THIRD FORMATIVE IMPACT RATING

### Vision and Mission

#### 1. *Practices guided by a clear institutional vision*

<b>COLLEGE BASELINE RATING</b>								<b>5</b>		
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>								<b>6</b>		
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>								<b>6</b>		
<b>No evidence</b>	<b>Weak Characteristic</b>			<b>Emerging Characteristic</b>			<b>Strong Characteristic</b>			
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	8	9	10	
<p><b>Central Office: 7</b></p> <p><b>Oudtshoorn management: 7; Oudtshoorn lecturers: 6.5; Outeniqua management: 6; Outeniqua lecturers: 5</b></p> <p>There is acknowledgement by staff at all levels that the structures set in place through the establishment of the central office are starting to function effectively and that this has had a major impact on the college's capacity to realise its institutional vision. Management practices are visibly guided by the strategic plan and communication of the plan has been effective. It is also reported that inter-campus tension has been reduced by the centralisation of the finance function. While some areas of concern remain, notably a perception of a vertical division between what was called 'upper and lower ranks', there has been sufficient progress to warrant a rating in the 'strong' category.</p>										

## 2. *Inculcation of a value system throughout the institution*

<b>COLLEGE BASELINE RATING</b>										<b>5</b>
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>										<b>5</b>
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>										<b>5</b>
<b>No evidence</b>	<b>Weak Characteristic</b>			<b>Emerging Characteristic</b>			<b>Strong Characteristic</b>			
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><b>Central Office: 6</b></p> <p><b>Oudtshoorn management: 5; Oudtshoorn lecturers: 6; Outeniqua management: 6; Outeniqua lecturers: 4</b></p> <p>The recent SESD-supported culture survey has had a strong impact on how both management and staff experience and talk about college culture and values. While the impact of this intervention will only become clear once the action plan has been fully implemented the view was consistently expressed that the college is in the process of becoming a more cohesive entity in terms of organisational norms and values.</p> <p>Lecturers again expressed strong views about how a passion for a particular subject leads to the sharing of a common value system. While different curriculum systems (e.g. partnerships with HE institutions and SETA-driven programmes) that co-exist on one campus bring an element of value conflict that has to do with perceptions about differing standards, common pedagogic values are viewed as a binding factor that plays an important role in bringing staff from different programmes together.</p> <p>Although there are thus two sets of views about what it is that provides the basis for common values there is sufficient evidence of the impact of recent interventions to merit an increase in the overall rating.</p>										

## **Leadership and Management**

### 3. *Well-functioning systems of governance, including college Councils and academic boards*

<b>COLLEGE BASELINE RATING</b>										<b>5</b>
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>										<b>7</b>
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>										<b>6</b>
<b>No evidence</b>	<b>Weak Characteristic</b>			<b>Emerging Characteristic</b>			<b>Strong Characteristic</b>			
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			Representative structures in place and starting to operate effectively, but participation still uneven. Demarcation between governance			All representatives fully integrated and involved in governance. Effective decision-making, with clear demarcation between			

	bodies. No clear demarcation between governance and operational management roles and responsibilities	and operational management roles and responsibilities require further clarification	governance and operational management roles and responsibilities							
0	1	2	3	4	5	6	7	8	9	10

Central Office: 7

Oudtshoorn management: 5; Oudtshoorn lecturers: 6; Outeniqua management: 7; Outeniqua lecturers: 4

The Council and its standing committees (including the Academic Board) are now fully operational. Council members interviewed were clear about their governance role and decision making capacities. Although some focus groups still expressed the view that Council members should be involved with campus activities on a more regular basis, there is evidence that the Council is making a concerted effort to improve communication at campus level. It is perhaps because Council members play an important role in staffing matters that campus management and staff members want more direct contact. An overall rating in the 'strong' category is justified.

#### 4. *Effective institutional leadership*

<b>COLLEGE BASELINE RATING</b>										<b>5</b>
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>										<b>5</b>
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>										<b>5</b>
<b>No evidence</b>	<b>Weak Characteristic</b>			<b>Emerging Characteristic</b>			<b>Strong Characteristic</b>			
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: 6

Oudtshoorn management: 6; Oudtshoorn lecturers: 5; Outeniqua management: 7; Outeniqua lecturers: 5

Campus focus groups report a positive change in relations with the CEO. Improved communication and regular visits are viewed as contributing to the development of a culture of open communication. The introduction of Programme Managers will change reporting lines but lecturers accept that it will take time before the new system becomes fully operational. The fact that a number of managers are still operating in an acting capacity remains a problem, but the permanent appointment of an Academic Head has had a settling effect, as has the appointment of a Marketing and Communications Manager.

Even though the management structure is not yet fully in place, there has been sufficient improvement to justify an increase in the rating to the higher end of the 'emerging' category.



## 5. *Effective management systems*

<b>COLLEGE BASELINE RATING</b>										<b>4</b>
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>										<b>6</b>
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>										<b>5</b>
<b>No evidence</b>	<b>Weak Characteristic</b>			<b>Emerging Characteristic</b>			<b>Strong Characteristic</b>			
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
<p><b>Central Office: 7</b></p> <p><b>Oudtshoorn management: 5; Oudtshoorn lecturers: 5; Outeniqua management: 5; Outeniqua lecturers: 4</b></p> <p>There is evidence of a gradual improvement in management systems and of more efficient use of the information that is readily available to inform decision-making. The centralised finance system, more uniform budgeting and improvements in the personnel management system were specifically mentioned in this regard. The ratings show that the impact of improved management systems has been more prominently experienced in the Central Office than at campus level.</p> <p>The imminent introduction of the wide area network (WAN) was eagerly awaited at the time of the impact assessment visit. Even though a number of focus group respondents mentioned that the wait for the new system has been a long one, expectations remain positive.</p>										

## **Knowledge Sharing**

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

<b>COLLEGE BASELINE RATING</b>										<b>5</b>
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>										<b>6</b>
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>										<b>6</b>
<b>No evidence</b>	<b>Weak Characteristic</b>			<b>Emerging Characteristic</b>			<b>Strong Characteristic</b>			
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
<p><b>Central Office: 7</b></p> <p><b>Oudtshoorn management: 6; Oudtshoorn lecturers: 6; Outeniqua management: 7; Outeniqua lecturers: 3</b></p>										

With the exception of one focus group all respondents reported positively with regard to vertical knowledge sharing: between the Central Office and the campuses, as well as on an inter-provincial level. The continuation of regular imbizos, the activities of the provincial Colleges Curriculum Committee and the consistent feedback given by both CEO and Campus Heads were mentioned as positive examples of knowledge sharing. There was also appreciation for the first Provincial FET awards and for the provincial conference that was due to take place soon after the impact assessment visit.

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

<b>COLLEGE BASELINE RATING</b>							<b>5</b>			
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>							<b>5</b>			
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>							<b>6</b>			
<b>No evidence</b>	<b>Weak Characteristic</b>			<b>Emerging Characteristic</b>			<b>Strong Characteristic</b>			
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
<b>Central Office: 7</b>										
<b>Oudtshoorn management: 7; Oudtshoorn lecturers: 6; Outeniqua management: 7; Outeniqua lecturers: 5</b>										
<p>The increase in the rating to move this characteristic into the 'strong' category is largely due to the feedback given about the sharing that is taking place at programme level, particularly in relation to Early Childhood Development (ECD), the new Business Administration programmes and the NQF level 2 to 4 Hospitality programmes. It was mentioned that a provincial member of staff and representatives from all colleges in the province met with THETA to sort out problems and that contact was made with Northlink College to discuss their experience of piloting the Business Administration Programme. A sports day that was held with Boland College's Worcester campus was also mentioned as evidence of greater social contact with other colleges.</p> <p>Central Office focus group participants were especially appreciative of the role of SESD-supported consultants in bringing the different departmental managers in the Central Office together.</p>										

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

<b>COLLEGE BASELINE RATING</b>										<b>5</b>
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>										<b>6</b>
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>										<b>6</b>
<b>No evidence</b>	<b>Weak Characteristic</b>			<b>Emerging Characteristic</b>			<b>Strong Characteristic</b>			
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
<p><b>Central Office: 7</b>  <b>Oudtshoorn management: 7; Oudtshoorn lecturers: 5; Outeniqua management: 5; Outeniqua lecturers: 4</b></p> <p>Responses to questions about this characteristic were uneven. When marketing and FET college branding at provincial level were mentioned, the opinion was expressed a few times that these marketing initiatives tend to be more Cape Town-directed and that targeted marketing in respect of the student profile in the Southern Cape is a college activity, with campuses also initiating their own activities in terms of external knowledge sharing and marketing.</p> <p>It is expected that the appointment of a full-time marketing and communications manager in the Central Office and the appointment of marketing officers at campus level will co-ordinate the range of activities described and spearhead new initiatives that will move this characteristic into the 'strong' category.</p>										

## Institutional Health

### 9. The establishment and maintenance of financial health

<b>COLLEGE BASELINE RATING</b>										<b>5</b>
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>										<b>5</b>
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>										<b>5</b>
<b>No evidence</b>	<b>Weak Characteristic</b>			<b>Emerging Characteristic</b>			<b>Strong Characteristic</b>			
College/Campus in weak financial situation, with no strategy in place to	College/campus in weak financial situation, but starting to remedy the situation. Budgeting, monitoring and credit control still			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			

improve the situation	ineffective									
0	1	2	3	4	5	6	7	8	9	10
<b>Central Office: 7</b>										
<b>Oudtshoorn management: 5; Oudtshoorn lecturers: 5; Outeniqua management: 6; Outeniqua lecturers: 3</b>										
<p>While the Central Office places this characteristic in the 'strong' category campus responses do not yet reflect such a high rating. Responses at this level show how staff members are struggling to work with the notion that the college is a business enterprise that must show a profit. While this principle is accepted there is strong concern that class fees should be kept reasonable and that students should "get value for their money". There is also concern about high levels of student fees that are currently outstanding at certain campuses and there are fears that this trend may increase when the <i>iKapa Elihlumayo</i> bursary funds are no longer available.</p> <p>Given the improvement in financial systems and procedures it seems justified to increase the rating for this characteristic, while allowing room for further improvement before moving it to the 'strong' category.</p>										

## 10. Adequate infrastructure

<b>COLLEGE BASELINE RATING</b>										<b>3</b>
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>										<b>4</b>
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>										<b>5</b>
<b>No evidence</b>	<b>Weak Characteristic</b>			<b>Emerging Characteristic</b>			<b>Strong Characteristic</b>			
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
<b>Central Office: 5</b>										
<b>Oudtshoorn management: 4; Oudtshoorn lecturers: 4; Outeniqua management: 5; Outeniqua lecturers: 2</b>										
<p>Infrastructural conditions have not changed significantly since the last impact assessment, even though Oudtshoorn campus reports that there is now a staff office with one computer that offers access to a telephone and the internet. All staff members have a key to this office. Mossel Bay campus continues to operate in prefab buildings while Outeniqua campus continues to experience severe restrictions in terms of physical space and facilities for students. All lecturing staff members complain about lack of administrative support at their level, even though NQF-alignment programmes bring considerably more administrative activity. There is thus no basis for altering the rating at this stage.</p>										

## 11. Enhanced human resource capacity

<b>COLLEGE BASELINE RATING</b>											<b>5</b>
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>											<b>6</b>
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>											<b>6</b>
<b>No evidence</b>	<b>Weak Characteristic</b>			<b>Emerging Characteristic</b>			<b>Strong Characteristic</b>				
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	
<p><b>Central Office: 7</b>  <b>Oudtshoorn management: 6; Oudtshoorn lecturers: 5; Outeniqua management: 6; Outeniqua lecturers: 3</b></p> <p>The rating allocated to this characteristic during the previous impact assessment is still applicable in this round of impact assessment. While a number of positive activities were reported, such as the work done by the HR department in the Central Office, the introduction of individual development plans and continued access to staff training, this was counterbalanced by the fact that many staff members remain in acting posts; that there are still disputes hanging about staff appointments; and, that a lowering of staff morale as a result of these discrepancies remains a feature of college culture. On the one hand human resource capacity is being enhanced while on the other the shortage of posts and the lack of resources to enhance equipment and facilities remain as obstacles to optimum human resource utilisation.</p>											

## 12. Quality Assurance System

<b>COLLEGE BASELINE RATING</b>											<b>4</b>
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>											<b>5</b>
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>											<b>5</b>
<b>No evidence</b>	<b>Weak Characteristic</b>			<b>Emerging Characteristic</b>			<b>Strong Characteristic</b>				
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	
<p><b>Central Office: 5</b>  <b>Oudtshoorn management: 6; Oudtshoorn lecturers: 4; Outeniqua management: 5; Outeniqua lecturers: 4</b></p> <p>Even though it is too soon after the appointment of a quality assurance manager in the Central Office to expect results as a result of the new manager's activities in this area, there is an expectation that quality assurance will assume a more prominent role in the college now that this appointment has been made and once the programme managers are in place. This should not be taken to mean, however, that there is</p>											

currently no quality assurance system at the college. Where campuses have NQF-aligned programmes in place quality assurance systems are required by the relevant SETAs. Programmes offered in partnership with higher education institutions similarly have quality assurance systems in place, as required by the relevant HE institution. Campuses offering NATED programmes have a different form of quality assurance in the form of regular contact with student's parents. These quality assurance systems are not uniform and are not coordinated at college or provincial level. The rating is thus kept the same as during the last visit to leave room for acknowledgement of new developments in this area.

## Responsiveness

### 13. Good relationships with business

<b>COLLEGE BASELINE RATING</b>										<b>4</b>
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>										<b>6</b>
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>										<b>7</b>
<b>No evidence</b>	<b>Weak Characteristic</b>			<b>Emerging Characteristic</b>			<b>Strong Characteristic</b>			
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
<b>Central Office: 8</b>										
<b>Oudtshoorn management: 7; Oudtshoorn lecturers: 6; Outeniqua management: 6; Outeniqua lecturers: 6</b>										
The improved rating that was given to this characteristic in the last round of impact assessment to move it into the 'strong' category is sustained in this round, even though the Central Office is of the opinion that the rating should increase further. While the college is deemed to have a good reputation in the region which helps students to get jobs and while there is certainly evidence of vigorous activity by the LPU as well as at campus level the impact of the efforts of the full-time marketing officers who were recently appointment is still to be felt. A number of respondents also mentioned a gap between the marketing of programmes to the business community and follow-up/delivery.										

### 14. Good relationships with local communities

<b>COLLEGE BASELINE RATING</b>										<b>4</b>
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>										<b>4</b>
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>										<b>5</b>
<b>No evidence</b>	<b>Weak Characteristic</b>			<b>Emerging Characteristic</b>			<b>Strong Characteristic</b>			
No relationships	Minimal/ad hoc community contact.			Expansion of community contact to			Wide-ranging community support			

with local communities	Little attempt to build relations with poor or disadvantaged sectors of the community			include both advantaged and disadvantaged sectors. Increase in efforts to build relationships			with college/campus an integral part of community activities			
0	1	2	3	4	5	6	7	8	9	10
<b>Central Office: 7</b>										
<b>Oudtshoorn management: 6; Oudtshoorn lecturers: 6; Outeniqua management: 6; Outeniqua lecturers: 4</b>										
<p>Numerous activities were described by focus group respondents to show increased activity in the area of relationship building with local communities. These include ABET learnerships, offering National Senior Certificate programmes on a part-time basis in Klaarstroom and Pacaltsdorp, the pilot NQF-aligned Business Administration programme being offered at Fizikele High School in Oudtshoorn, the tourism project aimed at job creation in Bongolethu. These activities are acknowledged in the increased rating that places this characteristic at the upper end of the 'emerging' category. Even though the Central Office feels that a strong rating is already warranted in this round focus group respondents at campus level feel that a 'strong' rating will be appropriate when whole campuses rather than individuals are involved. There is thus room for further improvement before this characteristic can truly be rated as 'strong'.</p>										

### 15. Good relationships with other state bodies

<b>COLLEGE BASELINE RATING</b>							<b>5</b>			
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>							<b>5</b>			
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>							<b>6</b>			
<b>No evidence</b>	<b>Weak Characteristic</b>			<b>Emerging Characteristic</b>			<b>Strong Characteristic</b>			
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
<b>Central Office: 7</b>										
<b>Oudtshoorn management: 6; Oudtshoorn lecturers: 5; Outeniqua management: 5; Outeniqua lecturers: 6</b>										
<p>Further improvement in and expansion of relationship building with SETAs that has been undertaken by the LPU, ESDLE and the Skills Centre. Relationship building with local authorities, the Department of Social Development and other government departments also continues. Given the Central Office's extensive involvement with external relationship building their 'strong' rating is accepted as an accurate reflection of relationship building with state bodies.</p>										

**16. The development, provision and evaluation of learnership programmes**

<b>COLLEGE BASELINE RATING</b>										<b>5</b>
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>										<b>7</b>
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>										<b>7</b>
<b>No evidence</b>	<b>Weak Characteristic</b>			<b>Emerging Characteristic</b>			<b>Strong Characteristic</b>			
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
<p><b>Central Office: 8</b>  <b>Oudtshoorn management: 7; Oudtshoorn lecturers: 7; Outeniqua management: 4; Outeniqua lecturers: 6</b></p> <p>In terms of expansion of learnership delivery the college continues to rate in the 'strong' category. Keeping the rating at a level where there is still room for further improvement is based on the fact that the current rate of expansion has not allowed time for the evaluation of the content and quality of learnerships to become part of the ongoing pattern of college culture. Impact in labour market terms is also still an untested area in terms of the extent to which employers regard those who exit learnerships as significantly better skilled than before they embarked on a learnership. How many unemployed learners get and keep jobs after they exit a learnership also needs to be monitored.</p> <p>The view that learnership provision has become so profitable that it is carrying the campuses in financial terms also deserves to be mentioned. This view was encountered repeatedly at campus level. Whether this perspective has been formally relayed or whether staff members are drawing their own conclusions is not clear. There is a further perception that the Central Office is becoming the college's largest campus even though most of the students and staff are part-time. These developments are not viewed in an altogether positive light as it is felt that the balance may tip too heavily in favour of profitable learnership provision and that this may disadvantage students whose parents pay full fees of who fund their studies through part-time work. Perceptions of a clash between two forms of curriculum are of course not unexpected, but a division between Central Office and campuses in terms of programme delivery is not a situation that would be advantageous to the college.</p>										

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

<b>COLLEGE BASELINE RATING</b>	<b>4</b>
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>	<b>4</b>
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>	<b>4</b>



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: 5

Oudtshoorn management: 5; Oudtshoorn lecturers: 4; Outeniqua management: 5; Outeniqua lecturers: 3

While this is still not one of the college's strongest areas of provision the work there is sufficient evidence of an increase in activity to justify a higher rating. The work of the Skills Centre towards the establishment of business hives and the proposed involvement of the Beaufort West campus in job creation through participation in RDP housing programmes are examples of activities in this area.

Smaller initiatives by students themselves, such as the running of the tuck shop at the Outeniqua campus, show that the need for opportunities to develop entrepreneurial qualities is understood and that campuses are trying to do create opportunities in this regard. Job shadowing was mentioned as another intended initiative, although transport remains a problem. Staff development and training were mentioned as two areas of need in relation to SME provision.

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

<b>COLLEGE BASELINE RATING</b>											<b>4</b>
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>											<b>5</b>
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>											<b>5</b>
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: 6

Oudtshoorn management: 5; Oudtshoorn lecturers: 4; Outeniqua management: 4; Outeniqua lecturers: 4

The work done by the Skills Centre in the provision of unit standard-based short courses is largely responsible for the increased rating given to this characteristic. While not rated as 'short courses' it should be noted that campuses also offer the National Intermediate and Senior Certificates on a full-time or part-time basis in the evenings with a reported increase in student numbers. It is perhaps for this reason that

campuses do not show strong enthusiasm for short course/skills programme provision. The establishment of Open Learning Centres and the introduction of PLATO to non-college learners are expected to provide new impetus in terms of short course provision.

## Teaching and Learning

### 19. Functioning curriculum development processes

<b>COLLEGE BASELINE RATING</b>										<b>4</b>
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>										<b>5</b>
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>										<b>6</b>
<b>No evidence</b>	<b>Weak Characteristic</b>			<b>Emerging Characteristic</b>			<b>Strong Characteristic</b>			
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

Oudtshoorn management: 7; Oudtshoorn lecturers: 5; Outeniqua management: 4; Outeniqua lecturers: 4

While new programmes in Business Administration, Hair Care and Hospitality obviously require curriculum and resource development these activities occur at provincial (CCC) level. What happens at college levels is that lecturers receive draft materials for new programmes, which they then implement. Individual lecturers also enhance their curriculum resources by adding new or additional material of their own. The introduction of new NQF-aligned programmes by themselves therefore cannot be taken as evidence that curriculum development has occurred at college level.

What is evident at institutional level is that there are a variety of curriculum systems in place, with little that connects one system to the other. At a campus such as Oudtshoorn there are, for instance, two systems in operation. Lecturers who teach on programmes offered in partnership with HE institutions are provided with textbooks, resources and are held to strict requirements in terms of experiential or practical components of these programmes. Lecturers who work on SETA-accredited programmes tend to work largely on their own to translate unit standards into curriculum materials, with quality assurance by the SETA occurring at programme level. On other campuses where NATED Programmes are offered the curriculum is set down and an examinations-led ethos is evident.

In the light of the above the increase in rating should be taken as an indication that the college is introducing new programmes that have been developed by the CCC. The rating should not be interpreted as indicating that there has been a significant increase in curriculum development activity at college/campus level.

## 20. Quality curricular delivery

<b>COLLEGE BASELINE RATING</b>										<b>5</b>
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>										<b>6</b>
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>										<b>6</b>
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
<p><b>Central Office: 6</b></p> <p><b>Oudtshoorn management: 7; Oudtshoorn lecturers: 4; Outeniqua management: 6; Outeniqua lecturers: 6</b></p> <p>The general view is that the responsibility for quality of delivery still rests with individual lecturers rather than with the college as an FET institution. Where focus group respondents at campus level gave high ratings they were referring to their own campus standards rather than to those of the college. This does not mean that college standards are deemed low, but rather that campuses tend to measure themselves against their own standards.</p> <p>There is an increasing awareness of the need for both theoretical and practical work but this has led to a great need for lecturers to have more contact with industry expertise that will help them to make the practical work relevant and in line with industry standards.</p>										

## 21. Well-functioning staff development processes

<b>COLLEGE BASELINE RATING</b>										<b>5</b>
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>										<b>5</b>
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>										<b>6</b>
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
<p><b>Central Office: 7</b></p> <p><b>Oudtshoorn management: 6; Oudtshoorn lecturers: 5; Outeniqua management: 6; Outeniqua lecturers: 5</b></p>										

While appreciation was again expressed for the staff development opportunities that have been made available, often with SESD support, it is still felt that the knowledge and skill gained often 'does not stay in the system' – sometimes because the training is too generic in nature to really be of use and sometimes because training is offered in a vacuum without immediate opportunities for implementation. This situation is changing though. Now that OBE- style programmes are about to be introduced by various campuses a need was expressed for workshops that deal specifically with the material/resource packs that have been distributed. Lecturers in the NATED system also expressed the need for workshops where they can meet and discuss with examiners and moderators in different study fields.

It also needs to be mentioned that certain modules offered in relation to student support were found particularly useful. A workshop on ADHD that was delivered by someone who is an expert in her field was described as being of a high standard. Lecturers said they felt privileged to be part of the audience rather than being irritated because they had to sit in a training workshop. This indicates that the quality of staff development opportunities matters more to lecturers than the quantity.

## Learner Support

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

<b>COLLEGE BASELINE RATING</b>										<b>5</b>
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>										<b>6</b>
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>										<b>6</b>
<b>No evidence</b>	<b>Weak Characteristic</b>			<b>Emerging Characteristic</b>			<b>Strong Characteristic</b>			
No academic support programme in place	Learners obtain academic support on <i>an 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

Central Office: 7

Oudtshoorn management: 6; Oudtshoorn lecturers: 5; Outeniqua management: 7; Outeniqua lecturers: 7

Some campuses reported that they offer academic tutorials for every subject/group (as required by HE partners) but that students do not always make use of tutorials. Students, on the other hand, felt that those students who 'need it' make use of tutorials. It was also reported that there is not enough time for the additional tutorials that are needed. From these comments it seems as if academic support systems are in place but not yet fully utilised. Students and staff members do not see them as ongoing activities but rather as something that happens when it is needed. There is also a tendency to say that academic support is occurring because there are full-time Student Support Officers in place. However, statistics presented by one of these officers for George and Outeniqua campuses show only a few requests for study information and make no particular reference to academic support activities.

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

<b>COLLEGE BASELINE RATING</b>										<b>3</b>
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>										<b>3</b>
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>										<b>3</b>
<b>No evidence</b>	<b>Weak Characteristic</b>			<b>Emerging Characteristic</b>			<b>Strong Characteristic</b>			
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
<p><b>Central Office: 5</b>  <b>Oudtshoorn management: 5; Oudtshoorn lecturers: 5; Outeniqua management: 6; Outeniqua lecturers: 5</b></p> <p>Staff made reference to attendance of various events that ranged from consciousness raising workshops to a five-day programme offered to HR and SSU staff. These interventions are part of an SESD-supported provincial initiative that is being led by the <i>Planned Parenthood Association of South Africa (PPASA)</i>. While it is too soon to determine the longer-term impact a higher degree of enthusiasm was displayed by both staff and students than has been evident in the past when stock references to modules on HIV/Aids being included in certain programmes seemed to be all that needed to be said about the topic!</p>										

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

<b>COLLEGE BASELINE RATING</b>										<b>5</b>
<b>FIRST FORMATIVE IMPACT STUDY RATING</b>										<b>7</b>
<b>SECOND FORMATIVE IMPACT STUDY RATING</b>										<b>6</b>
<b>No evidence</b>	<b>Weak Characteristic</b>			<b>Emerging Characteristic</b>			<b>Strong Characteristic</b>			
No guidance or counseling	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
<p><b>Central Office: 8</b>  <b>Oudtshoorn management: 7; Oudtshoorn lecturers: 6; Outeniqua management: 7; Outeniqua lecturers: 7</b></p> <p>Guidance and counseling can definitely be moved into the 'strong category'. This is not only due to the appointment of full-time Student support Officers but also to reports about the quality of the services that are being provided and the plans for future initiatives. It will be especially important to ensure continuity in terms of the services provided. Students will definitely be disillusioned if these are only short-term contract appointments that do not allow sufficient time for the building of the trust that is necessary for effective counseling.</p>										

## 5. OVERALL ASSESSMENT

A cumulative summary of the achievements of the college is presented below.

	DIMENSIONS AND CHARACTERISTICS	BASELINE RATING	1st IMPACT RATING	2nd IMPACT RATING	3 <sup>rd</sup> IMPACT RATING
	<b>Vision and mission</b>				
1.	Practices guided by a clear institutional vision	5	6	6	7
2.	Inculcation of a value system throughout the institution	5	5	5	6
	<b>Leadership and management</b>				
3.	Well-functioning systems of governance, including college Councils and academic boards	5	7	6	7
4.	Effective institutional leadership	5	5	5	6
5.	Effective management systems	4	6	6	6
	<b>Knowledge sharing</b>				
6.	Effective vertical knowledge sharing and learning in the FET system	5	6	6	7
7.	Effective horizontal knowledge sharing and learning in the FET system	5	5	6	7
8.	Effective external knowledge sharing and learning in the FET system	5	6	6	6
	<b>Institutional health</b>				
9.	The establishment and maintenance of financial health	5	5	5	6
10.	Adequate infrastructure	3	4	5	5
11.	Enhanced human resource capacity	5	6	6	6
12.	Quality assurance system	4	5	5	5
	<b>Responsiveness</b>				
13.	Good relationships with business	4	6	7	7
14.	Good relationships with local communities	4	4	5	6
15.	Good relationships with state bodies	5	5	6	7

16.	The development, provision and evaluation of learnership programmes	5	7	7	7
17.	The development, provision and evaluation of programmes for the development of small and micro enterprises (SME)	4	4	4	5
18.	The development, provision and evaluation of short courses/ skills programmes	4	5	5	6
<b>Teaching and learning</b>					
19.	Functioning curriculum development processes	4	5	6	6
20.	Quality curricular delivery	5	6	6	6
21.	Well-functioning staff development processes	5	5	6	6
<b>Learner support</b>					
22.	Development, implementation and evaluation of academic support programmes	5	6	6	7
23.	Development, implementation and evaluation of HIV/Aids support programmes	3	3	3	5
24.	The development, implementation and evaluation of guidance and counselling systems	5	7	6	7

This round of impact assessment shows the excellent progress that South Cape College is making in relation to all dimensions. The 'strong' rating achieved in relation to two characteristics in the last round of assessment has now increased to the point where nine out of twenty four characteristics fall into the 'strong' category. A further eleven characteristics are at the upper end of the 'emerging category (with a rating of 6) and it can reasonably be anticipated that some of these will soon move into the 'strong' category.

It is especially pleasing to note the progress made in relation to the *Learner Support* dimension. The characteristic relating to HIV/Aids Support Programmes has moved out of the 'weak' category and, while it is the only characteristic relating to *Learner Support* that is not yet in the 'strong' category it is also the only characteristic that has moved upwards by two percentage points. The foundational work done during the first year of SESD Programme

implementation is now starting to show. While these successes cannot be ascribed only to the support given by the SESD Programme the Programme's impact is acknowledged by all concerned. The college particularly acknowledges the support given by SESD-appointed consultants. At first this support was not evident to many campus staff, but the culture survey and the follow-up work that has been done has ensured that all staff have had the opportunity to meet and work with the consultants.

Horizontal integration at the level of 'one' college has been successfully achieved but a word of caution needs to be offered in relation to what seems to be the potential danger of a vertical divide between campuses and the Central Office. It was noticeable how many staff members view the LPU/ESDLE as apart from the campuses rather than as serving the campuses. It was also mentioned several times that LPU staff are able to earn commission while the rest of the staff members have to survive on their civil service salaries. Although there may be a degree of professional jealousy involved in such comments the issue is a sensitive one. Given that the college has taken the lead in many new initiatives and has reached a stage where the impact of these developments is starting to show, it would be a pity if the degree of uneasiness that is currently discernable beneath the surface of convivial college relations evolves into something that has a negative longer-term effect on cohesion and motivation.

South Cape College has, by its own admission, reached a new stage of maturity. The college is responding strategically to the need for increased responsiveness rather than jumping at every opportunity that comes its way. The caution that is being exercised perhaps emerges from a growing understanding that the strong policy requirement for FET colleges to move into relations with the open market does not make such moves unreservedly beneficial. There is ample evidence that what in the literature is called the 'marketisation of education' can lead to an over-emphasis on income generation and a tendency to provide 'where there is money' rather than where there is an educational need. The fact that South Cape College is becoming aware of the dangers of becoming too market-orientated bodes well for achievement of a balance between income-generation and a response to the educational needs of those who have often been deprived of access to opportunities for vocational preparation.





Appendix A





