



SECOND IMPACT STUDY

Human Science Research Council

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

**VUSELELA COLLEGE
NORTH WEST**

March 2004

3277

1. ORGANISATIONAL PROFILE

Vuselela College is one of three public FET colleges in the North West province. The catchment area of Vuselela College consists of the southern parts of the province and includes Vryburg, Taung, Stilfontein, Klerksdorp and Potchefstroom. The college has four campuses: Klerksdorp, Jouberton, Taung and Potchefstroom. The Vuselela College corporate centre is located in Klerksdorp at a venue about one kilometre away from the Klerksdorp campus. Jouberton is a township that borders Klerksdorp and Jouberton and Klerksdorp campuses are separated by approximately seven kilometres. The distance between Potchefstroom and Klerksdorp is roughly 47 kilometres. Taung lies about 380 kilometres beyond Klerksdorp and is thus fairly removed from the Vuselela College corporate centre and the other campuses making up the college. Taung campus is also historically different from the other three campuses in that it was previously a college of education while the other three campuses were technical colleges.

The corporate centre is currently renting premises but a suitable building will be purchased for the centre in the future. The proposed staff establishment for the corporate centre is:

- 1 x CEO
- 1 x deputy CEO
- 3 x chief education officers: student support; human resources; and marketing, linkages and programmes
- 1 x chief administrative clerk
- 4 x administration clerk / senior administration clerk
- 1 x senior secretary
- 2 x secretary
- 1 x general assistant

Other than the CEO, no corporate centre staff have been appointed and as all NWDoE posts have been frozen until April 2005 no staff will be appointed at least until then. The corporate centre continues to rely on the support of administrative staff seconded from the campuses. There are 4 clerks from Klerksdorp working at the corporate centre and a senior lecturer from Jouberton who is working as the CEO's PA and also coordinates the corporate centre's administration.

2. CURRICULUM PROFILE

Vuselela College offers courses and programmes in all FET education and training fields but the majority of these fall within the Business Studies and Engineering fields. The most popular courses and programmes are in the field of Business Studies which also provides the major source of income for the college although Engineering also generates significant funds at Klerksdorp campus. Vuselela College uses the following sites to deliver its courses and programmes:

- Klerksdorp: Klerksdorp main campus
Klerksdorp Training Centre
Klerksdorp local schools
- Potchefstroom: Potchefstroom main and engineering campus
Potchefstroom local schools
- Jouberton: Jouberton main campus
Jouberton local schools
- Taung: Taung main campus
Mmabana Cultural Centre
Ganyesa
St Paul's
Tiger Kloof

2.1 Programmes and courses offered by education and training field

ART – MUSIC			
TYPE	TITLE AND LEVEL	DURATION	CAMPUS / DELIVERY SITE
Formal DoE programmes (NATED)	-Art & Design N 2 – N 6	year	Taung; Mmabana Cultural Centre
Short courses (not accredited; not assessed)	-Arts and Crafts	?	Jouberton

BUSINESS STUDIES			
TYPE	TITLE AND LEVEL	DURATION	CAMPUS / DELIVERY SITE
Formal DoE programmes (NATED)	-50204002: Nat Certificate N2 Business Studies	1 year	Potchefstroom; Jouberton
	-50304004: Nat Certificate N3 Business Studies	1 year	Potchefstroom; Jouberton
	-50304002: Nat Certificate N3 Bus Stud: Secretarial	1 year	Potchefstroom
	-50204003: NIC Business Studies	1 year	Potchefstroom
	-50304005: NSC Bus Stud: Accounting/ Admin	1 year	Potchefstroom
	-50304006: NSC Bus Stud: Secretarial	1 year	Potchefstroom
	-Number ? : NSC	1 year	Klerksdorp
	-50404009: Nat Cert Intro to N4	6 months	Jouberton; Klerksdorp
	-50404013: Nat Cert N4: Business Management	6 months	Potchefstroom; Tuang and Taung; Ganyesa; Jouberton
	-50404016: Nat Cert N4: Financial Management	6 months	Potchefstroom
	-50404015: Nat Cert N4: Human Resources Man	6 months	Potchefstroom; Tuang and Taung; Ganyesa
	-50404018: Nat Cert N4: Management Assistant	6 months	Potchefstroom; Tuang and Taung; Ganyesa; Jouberton; Klerksdorp
	-50404014: Nat Cert N4: Marketing Management	6 months	Potchefstroom; Tuang and Taung; Ganyesa; Klerksdorp
	-Number ? : Nat Cert N4: Farm Management	6 months	Tuang and Taung; Ganyesa
	-50504011: Nat Certificate N5: Bus Management	6 months	Potchefstroom; Tuang and Taung; Ganyesa; Jouberton
	-50504013: Nat Certificate N5: Human Res Man	6 months	Potchefstroom; Tuang and Taung; Ganyesa
	-50504016: Nat Certificate N5: Man Assistant	6 months	Potchefstroom; Tuang and Taung; Ganyesa; Jouberton; Klerksdorp
	-50504012: Nat Certificate N5: Marketing Man	6 months	Potchefstroom; Tuang and Taung; Ganyesa; Klerksdorp
	-50504018: Nat Certificate N5: Public Relations	6 months	Potchefstroom
	-Number ? : Nat Cert N5: Farm Management	6 months	Tuang and Taung; Ganyesa
	-50604014: Nat Certificate N6: Business Man	6 months	Potchefstroom; Tuang and Taung; Ganyesa; Jouberton
	-50604016: Nat Certificate N6: Human Res Man	6 months	Potchefstroom; Tuang and Taung; Ganyesa
	-50604019: Nat Certificate N6: Man Assistant	6 months	Potchefstroom; Tuang and Taung; Ganyesa; Jouberton; Klerksdorp
	-50604015: Nat Certificate N6: Marketing Man	6 months	Potchefstroom; Tuang and Taung; Ganyesa; Klerksdorp
	-50604021: Nat Certificate N6: Public Relations	18 months	Potchefstroom
	-Number ? : Nat Cert N6: Farm Management	?	Tuang and Taung; Ganyesa
	-50904415: Nat Diploma: Business Management	18 months	Potchefstroom
	-50904417: Nat Diploma: Human Resource Man	18 months	Potchefstroom
	-50904410: Nat Diploma: Management Assistant	18 months	Potchefstroom
	-50904416: Nat Diploma: Marketing Management	18 months	Potchefstroom
	-50905412: Nat Diploma: Public Relations	18 months	Potchefstroom
Programmes offered in partnership with higher education institutions	-Part of an accredited bridging programme – offered with North West University, Potch campus	1 year	Potchefstroom
	-Sport Management (in partnership with IAC)	?	Klerksdorp
SETA-accredited qualifications and skills programmes (not 'ships)	-FutureKids Computer Centre	6 weeks	Klerksdorp
Learnerships	-Sport Leadership NQF 4	18 months	Klerksdorp-Noyons Camping Terrain

Short courses (not accredited; not assessed)	-Drafting of a Business Plan -Telephone Etiquette -Basic Office Etiquette -Basic Office Procedures -Computer Related Courses -Computer literacy		Potchefstroom Potchefstroom; Klerksdorp Potchefstroom Potchefstroom Potchefstroom Taung (for DoE); Jouberton (for school learners)
Subjects offered in schools	-06030082: Computer Practice & Typing Technique (NIC) -06030093: Computer Practice (NSC) -N3 Computer Practice -Entrepreneurship (NSC)	1 Year 1 Year 1 Year 1 Year	Potchefstroom - Boys High; Potchefstroom; Klerksdorp Jouberton Klerksdorp
Other	-Variety of Grade 12 school subjects for upgrade e.g. Mathematics, Economics	1 Year	Klerksdorp

EDUCARE-SOCIAL SERVICES			
TYPE	TITLE AND LEVEL	DURATION	CAMPUS / DELIVERY SITE
Formal DoE programmes (NATED)	-50610001: Nat Certificate N6 Educare -50921408: Nat Certificate Diploma: Educare	6 months 18 months	Potchefstroom Potchefstroom
SETA- accredited qualifications and skills programmes (not l'ships)	-Level 4: National Certificate in ECD -Level 5: National Diploma in ECD -Level 5: Higher Certificate in ECD	120 Credits 240 Credits 120 Credits	Potchefstroom Potchefstroom Potchefstroom

ENGINEERING STUDIES			
TYPE	TITLE AND LEVEL	DURATION	CAMPUS / DELIVERY SITE
Formal DoE programmes (NATED)	-N0: 501080002 -N1: 501110002 -N2: 502110032 -N3: 503110032 -N4: 504080782 -N5: 505080792 -N6: 506080802 -Carpentry -Civil Eng -50111000: National Certificate N1 Electr -50111000: National Certificate N1 Mech -Number ? : National Certificate N1 Building and Civil -50211003: National Certificate N2 Electr -50211003: National Certificate N2 Mech -Number ? : National Certificate N2 Building and Civil -50311003: National Certificate N3 Electr -50311003: National Certificate N3 Mech -Number ? : National Certificate N3 Building and Civil -50408078: National Certificate N4 Electr -50408078: National Certificate N4 Mech -Number ? : National Certificate N4 Building and Civil -Number ? : National Certificate N5 Electrical -Number ? : National Certificate N5 Mech -Number ? : National Certificate N5 Building and Civil -Number ? : National Certificate N6 Electrical -Number ? : National Certificate N6 Mech -Number ? : National Certificate N6 Building and Civil -Multi-disciplinary Drawing and Office Practice	3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 2 trimesters	Potchefstroom Potchefstroom Potchefstroom Potchefstroom Potchefstroom Potchefstroom Potchefstroom Taung –St Pauls & Tiger Kloof Jouberton; Taung –St Pauls & Tiger Kloof; Klerksdorp Jouberton; Klerksdorp Klerksdorp Jouberton; Taung –St Pauls & Tiger Kloof; Klerksdorp Jouberton; Klerksdorp Klerksdorp Jouberton; Taung –St Pauls & Tiger Kloof; Klerksdorp Jouberton; Klerksdorp Klerksdorp Jouberton; Klerksdorp Jouberton; Klerksdorp Klerksdorp Klerksdorp Klerksdorp Klerksdorp Klerksdorp Klerksdorp Klerksdorp

Programmes offered in partnership with higher education institutions	-Programme : 503110032 Subject: 16030063 -Programme: 503110032 Subject: 15070413 -Programme: 503110042 Subject: 15040413 -Programme: 504080782 Subject: 15040004	3 months 3 months 3 months 3 months	Potchefstroom Potchefstroom Potchefstroom Potchefstroom
SETA-accredited qualifications and skills programmes (not I'ships)	-Tiling - u/s: 9991, 999, 10000, 10001 -Bricklay-u/s: 9362, 9363, 9364, 9366, 9367, 9365 -Carpentry-u/s: 9362, 9379, 9381, 9382, 9383, 9380 -Paint-u/s: 9997, 9999 -Entrepreneurship-u/s: 9979, 9981, 9984, 9980 -RPL - TJEKA -MERSETA - Welding	3 months 3 months 3 months 3 months 3 months 6 weeks 6 weeks	Potchefstroom Potchefstroom Potchefstroom Potchefstroom Potchefstroom Potchefstroom Klerksdorp-Training Centre
Learnerships	-MQA Learnership - Underground Hard Rock Mining (NQF 2) -MERSETA Learnerships +Fitting and Machining +Millwright +Plater/Welder +Electrical	18 months 18 months	Klerksdorp-Training Centre Klerksdorp-Training Centre
Short courses (not accredited; not assessed)	-Eng Practical: 11223344 -City and Guilds: Basic Handskills -Electrical Phase 1 -Electrical Phase 2 -Refrigeration -Electronics Phase 1 -Electronics Phase 2 -Fitting and Machining Phase 1 -Fitting and Machining Phase 2 -Welding Phase 1 -Welding Phase 2 -Practical Electronics	3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 3 months 6 weeks	Potchefstroom Potchefstroom Jouberton Jouberton Jouberton Jouberton Jouberton Jouberton Jouberton Jouberton Jouberton Klerksdorp-Training Centre
Subjects offered in schools	-Programme: 503110032 Subject: 16030063 -Mathematics N3	3 months 1 trimester	HTS Potchefstroom Klerksdorp-Technical High

5. GENERAL EDUCATION			
TYPE	TITLE AND LEVEL	DURATION	CAMPUS / DELIVERY SITE
Formal DoE programmes (NATED)	-121169112: Afr 1 st Language HG	1 year	Potchefstroom
	-121269312: Afr 1 st Language SG	1 year	Potchefstroom
	-121191112: Afr 2 nd Language HG	1 year	Potchefstroom
	-121271312: Afr 2 nd Language SG	1 year	Potchefstroom
	-226113512: Business Economics HG	1 year	Potchefstroom
	-226213812: Business Economics SG	1 year	Potchefstroom
	-225114412: Economics HG	1 year	Potchefstroom
	-225214712: Economics SG	1 year	Potchefstroom
	-121140412: English 1 st Language HG	1 year	Potchefstroom
	-121241212: English 1 st Language SG	1 year	Potchefstroom
	-121173112: English 2 nd Language HG	1 year	Potchefstroom
	-121273312: English 2 nd Language SG	1 year	Potchefstroom
	-NSC	1 year	Taung
	-MASCUP (Maths & science upgrading matric level)	1 year	Taung

6. UTILITY STUDIES (CATERING AND HOSPITALITY, COSMETOLOGY, HAIRCARE, INTERIOR DECORATING, TOURISM)			
TYPE	TITLE AND LEVEL	DURATION	CAMPUS / DELIVERY SITE
SETA-accredited qualifications and skills programmes (not I'ships)	-Certificate in General Travel (TSC05)	102 credits	Potchefstroom
	-Diploma in Food & Beverage management (FSD15)	172 credits	Potchefstroom
	-Diploma in professional cookery (FPD 05)	181 credits	Potchefstroom
	-Hair Care	1 year F-T & 3 years P-T	Klerksdorp
Learnerships	-Hair Care	18 months	Klerksdorp
Short courses (not accredited; not assessed)	-Cookery Skills for Children	5 days	Potchefstroom
Other	-City & Guilds Certificate in Food Preparation & Cookery	1 year	Potchefstroom
	-City & Guilds Certificate in International Tourism	1 year	Potchefstroom

7. OTHER SHORT COURSES (NOT RELATED TO ANY OF THE ABOVE FIELDS)		
TITLE GROUP	DURATION	CAMPUS / DELIVERY SITE
-Training of trainers in action learning methodology (Target = needs based)	4 days	Potchefstroom
-Dress making and design (Target = community)	1 year	Jouberton
-Vegetable growing (Target = community)	1 year	Jouberton
-Mining Industry Refresher Training (Target = mining industry)	2-5 days	Klerksdorp-Training Centre
-Lifting and Rigging of equipment (Target = mining industry)	2-5 days	Klerksdorp-Training Centre
-High Tension Electricity (Target = mining industry)	5 days	Klerksdorp-Training Centre
-Basic Welding (Target = mining industry)	10 days	Klerksdorp-Training Centre
-Basic Torch Cutting (Target = mining industry)	10 days	Klerksdorp-Training Centre

2.2 Analysis of curriculum

1. Programmes or courses with an established reputation in the community or the geographical area served by the college which attract students on the basis of a perception of quality educational provision	KLERKSDORP	All Nated Courses Hair Care Grade 12 All Practical Engineering Courses
	JOUBERTON	Computer Studies Arts and Crafts
	POTCHEFSTROOM	NIC , NSC, N2 & N3 Business Studies N4-N6: Business Management, Human Resources Management, Marketing Management, Management Assistant ECD Tourism Hospitality
	TAUNG	NSC MASCUP Business Studies Engineering
2. Programmes or courses that are new or relatively new and still working towards establishing a strong reputation	KLERKSDORP	All Learnerships
	JOUBERTON	Arts and Crafts
	POTCHEFSTROOM	Tourism Hospitality
	TAUNG	Carpentry Farm management
3. Programmes or courses that attract the largest number of students	KLERKSDORP	Business Studies N4-N6 Engineering Studies N1-N3
	JOUBERTON	Computer Studies
	POTCHEFSTROOM	N3 – N6: Business Management, Human Resources Management & Marketing Management NSC / N3
	TAUNG	Business Studies
4. Programmes or courses that attract the smallest number of students	KLERKSDORP	Sport Learnership Multi Disciplinary Drawing Office Practice
	JOUBERTON	Vegetable Growing
	POTCHEFSTROOM	Hospitality
	TAUNG	Art & design
5. Programmes or courses that offer the greatest potential for growth	KLERKSDORP	No more resources available (class rooms, lecturers, equipment) therefore no growth is expected
	JOUBERTON	Engineering workshop short courses Arts and crafts
	POTCHEFSTROOM	ECD Tourism Hospitality
	TAUNG	In Ganyesa – Business Studies Main campus – Business Studies & NSC
6. Programmes or courses generate the most income for the college	KLERKSDORP	Engineering Studies NSC/Grade 12 subjects
	JOUBERTON	Computer Studies

	POTCHEFSTROOM	Computer Practice across programmes
	TAUNG	Business Studies
7. Programmes or courses generate the least income for the college (i.e. They can be offered only through cross-subsidisation)	KLERKSDORP	Hair Care Learnership - Sport Leadership
	JOUBERTON	Vegetable Growing Dress Making and Design
	POTCHEFSTROOM	Business Studies
	TAUNG	Farm Management Art & Design Civil Engineering
8. Programmes or courses introduced at the request of employers, or other groups in the community	KLERKSDORP	MQA Learnership Multi-skilling for Mine employees
	JOUBERTON	Vegetable Growing Dress Making and Design Arts and Crafts
	POTCHEFSTROOM	All programmes offered
	TAUNG	Business Studies at Ganyesa
9. Programmes or courses introduced at the request of local government, provincial government or national government departments	KLERKSDORP	Sport Leadership Learnership - Pilot project for National DoE FutureKids - Local Government
	JOUBERTON	Computer Studies
	POTCHEFSTROOM	National government: ECD
	TAUNG	Computer Literacy - DoE project for teachers
10. Programmes or courses introduced at the request of or with the support of local or international funders	KLERKSDORP	Sport Leadership Learnership - AusAid
	JOUBERTON	N/A
	POTCHEFSTROOM	R.P.L - Tjeka / Engineering Division -- European Union
	TAUNG	N/A
11. Other comments or issues related to programme	KLERKSDORP	- Have not received sufficient support to complete the pilot Learnership. - More relevant courses can be introduced if more resources are available especially human resources
	JOUBERTON	N/A
	POTCHEFSTROOM	N/A
	TAUNG	Trying to get an Equine course off the ground. Have 20 learners and all have the potential to be employed i.e. placement already done.

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

3.1 The merger process and knowledge sharing

3.1.1 Progress with the merging process

Progress continues to be made with bringing the four campuses together into a single college. Areas of progress and some of the problems experienced merging the college are discussed below.

- The new Section 9 college council was appointed in November 2003 but has not yet met. The chair and other office bearers of the new council still need to be appointed. This process is contingent on the MEC appointing a presiding officer who will then appoint the council office bearers. For some reason (which was not made clear to the evaluator) this whole process has been delayed. The first meeting of the new council is scheduled for the 24 April 2004.
- The college management committee (MANCO) continues to meet on a monthly basis to manage the day-to-day affairs of the college and the implementation of the college's strategic plan. MANCO initially included the CEO and campus heads but has now been expanded to include deputy campus heads to

ensure greater representation and democratic participation at a management level. On the whole this structure is considered to be operating effectively by members of the management team.

- The college has begun to implement its strategic plan in terms of the 9 strategic objectives laid out in its plan. Monthly reporting at MANCO meetings by campus heads takes place in relation to progress and developments with regard to the implementation of the college's strategic objectives. (Note that the college has not yet received any feedback from the NWDoE on its strategic plan.)
- The college has developed draft policies for its 9 strategic objectives with the support of a service provider. The policies are currently being checked against each other to standardise them and ensure consistency. They will then be presented to the council for approval. Policies that have been approved by council to date are: the student representative council policy; and code of conduct. the following policies still need to be finalised and submitted to council for approval: administration and business systems; finances; governance, including related policy and procedure for the academic board; infrastructure; human resources; learner affairs and student support including bursary policy, substance dependency, and HIV/AIDS; linkages with industry and new programmes; marketing; programmes, including examination policy, invigilation policy; and assessment policy for NQF aligned programmes.
- Council appointed staff are now being paid at the same level as DoE appointed staff for the same level of qualifications and experience.
- The college has decided that all campuses are going to write the same internal mock examination before the final exam for each programme.
- The CEO is keen to centralise key areas of college functioning as he believes that this will not only lead to better management and quality but it will serve to unify the college. Areas in which centralisation is being sought are:
 - Financial management (finances are currently managed in a decentralised fashion);
 - The academic programme (the centralised academic board is working toward streamlining the college's programme and aligning it across campuses. The academic board also approves the delivery of all new courses and programmes); and
 - The employment of council appointed staff (the appointment and determination of salaries and conditions of service for council staff has recently been centralised. In future all council staff appointments will be made through the CEO's office).
- The college is currently been hamstrung in its attempts to establish new programmes by a lack of support from the NWDoE. It was noted that in order for the college to put new programmes like learnerships in place, it needs staff, facilities and equipment and for the NWDoE to facilitate the process of programme approval through Umalusi and the SETAs. The NWDoE is however not able to provide the support it should to colleges due to restructuring and understaffing in the department and an inadequate budget to finance FET colleges.

3.1.2 *Impact of the merge*

The merge has been a tremendous challenge for the four Vuselela College campuses and the new corporate centre. The impact of the merge, as it has been experienced last six months, is discussed below.

- There are still very few direct changes that are evident from the merger in the day-to-day life of campuses. Each campus continues to largely offer the same programmes it offered before the merge and the same pre-merger staff complement is largely still in place at each campus.
- One area in which the merge has had an impact at campus level is that campus management and lecturing staff are regularly away from their campuses attending meetings and training sessions. This has impacted on management's ability to attend to campus business and classes have sometimes had to go without adequate teaching support. This is of great concern to both management and lecturers as their primary responsibility is to deliver the college's curriculum and they cannot do this effectively if they are not on campus enough. So although management and lecturers are in support of the training that is being delivered, they feel that it should be spread out over a longer period of time so that it does not disrupt the business of the college. It was noted that if the college had its full complement of

lecturers it would be easier to release staff for training as there would be more backup available to fill in for those attending training.

- Staff training has contributed to bringing the staff of the college together as a team – this is both at the level of management and teaching staff.
- There is great concern that both the merge and the DoE's freezing of college posts (which requires the appointment of college council paid staff) is draining the college's financial reserves and that without additional financial support the college may face bankruptcy. (See the discussion on the college's financial health under characteristic 9.)
- The morale of the management team and of campus lecturing staff has declined significantly since the baseline and first impact visit. It must be noted that although campuses were initially resistant to the merge, they finally accepted it and enthusiastically tried to make the best of it. Unfortunately this initial enthusiasm appears to have dissipated largely as a result of the NWDoE not filling posts, increasing work pressure on staff, job insecurity being experienced by council appointed staff, and a lack of financial support from the NWDoE for the corporate centre. There is also a sense that the merge is not bringing about any real advantage at campus level. All this contributes to the low morale in the college.

3.1.3 Vertical communication

Vertical communication continues to be extremely challenging in the North West province as not much progress has been made with the restructuring of the NWDoE and the establishment of the FET directorate. The FET directorate is still staffed by an acting FET director, who without support staff, is responsible for managing the province's FET affairs and dealing with the FET colleges in the province. As a result of this situation the poor communication between Vuselela College and the NWDoE has persisted and frustration in relation to this matter has grown at college and campus level.

Note that an area in which vertical communication has improved is between the college corporate centre and the campuses. The secondment of campus staff to the corporate centre has been key in this regard. MANCO continues to be the major communication channel between the corporate centre and the campuses. Some concern was raised that the CEO does not always report information he should to the campus heads and that this can cause communication problems. Until corporate centre staff have been appointed, vertical communication in the college will be compromised by a lack of senior staff to facilitate communication in key areas of activity and development across the college as a whole.

Communication between the college and the NW PTA takes place through the CEO. The CEO pointed out that some communication problems were experienced between the acting PTA and the college after the resignation of the first NW PTA. However, since the appointment of the new PTA, the CEO reports that there has been good communication with regard to the implementation of the DANIDA programme.

3.1.4 Horizontal communication

MANCO meetings are important in facilitating horizontal communication. Furthermore, communication between campus heads also takes place regularly outside of MANCO meetings. Portfolio committees, academic board committees and training sessions are considered to be vital in facilitating communication between the staff at all levels in the four Vuselela campuses. Note that less communication takes place between lecturers than between senior lecturers, HoDs and managers in the different campuses because there is generally less interaction between lecturers as most of their time is spent teaching. Communication between colleges in the province is also evident and is largely being facilitated by the combined training that takes place. Note that there is hope that the newly established Best Practices Forum will lead to effective horizontal knowledge sharing and learning in the province.

3.1.5 External communication

The college and its campuses are aware of the need to increase external communication and various efforts are made on an ongoing basis to engage with the external environment and broaden awareness of the college. Not much change was however reported in this area between the first and second impact visits although there is a belief that external communication is reasonably good and is improving. One example that was given of increased external communication was that the CEO visited cooperatives in Lesotho and the college is now looking at how similar cooperatives could be established in the Taung community.

3.2 SAQA / NQF

- As was reported in the first impact visit report, the college and its campuses feel that most staff members are reasonably up-to-date with SAQA / NQF requirements and that expertise exists to develop curricula based on unit standards. HoDs and senior lecturers however continue to be more aware of SAQA and SETA requirements than lecturers and to lead the process of obtaining information about and communicating with these structures. Since the first impact visit more lecturers have attended assessor training and respondents indicated that as a result more and more lecturers now have a reasonably good understanding of OBE and unit standards based training. Unfortunately a lack of implementation of new programmes means that lecturing staff are largely not being able to apply what they are learning in training as they continue to only deliver Nated programmes. Knowledge and skills in OBE and unit standard based curriculum development and delivery continues to be uneven across campuses and senior lectures and HoDs are more equipped than ordinary lecturers to develop and deliver unit standard based programmes.
- The college is still struggling to establish new programmes because of the blockage at NWDoE level and Umalusi to get programmes approved by the appropriate SETAs. Campuses continue to independently try to get new programmes approved directly with the SETAs but the process is extremely frustrating and has resulted in the college offering some non-approved programmes or programmes that are approved by SETAs but not the DoE. Once again a concern was raised that public FET institutions cannot fairly compete with private providers who are able to go directly to SETAs to offer programmes while public institutions need DoE and Umalusi approval.
- College and campus requirements in relation to SAQA, SETAs and the process of delivering unit standard based programmes remain:
 - To be able to communicate directly with SETAs;
 - To be given clarity on new programmes they can deliver; and
 - To speed up the process of approving programmes and learnerships.

3.3 Linkages and relationship building

Although some relationships and partnerships have been established in the last six months it was felt that there has not been significant growth in this area. College staff members have limited time to build relationships and develop partnerships. Other than Klerksdorp campus, none of the campuses has a dedicated linkages and partnerships staff member. Due to the NWDoE's freezing of posts, the college has also not yet appointed its programmes and linkages chief education specialist at the corporate centre. The college has however started a partnerships and linkages committee which has representatives from each campus. Each campus has also either established a partnerships and linkages committee or is in the process of doing so. (Note that Potchefstroom campus reported that its committee has been operational for about 3 months.) Staff members from all campuses have also participated in partnership training which they report was useful. As such knowledge and skills in the area of partnerships and relationship building has grown in the last six months.

3.4 Strategic planning processes

Vuselela College's strategic plan is considered by the management team to be a "living document". As noted above in 3.1.1, the college is now working off its strategic plan. The plan assumes however that the college has the staff and funds to implement the planned activities but this is not always the case. The college has therefore been forced to prioritise those activities for which there is funding. One activity that has not been implemented as a result of lack of funds has been the establishment of a learners support centre. Respondents pointed out however that most of the planned activities are being implemented and that the college is largely on schedule according to its implementation plan.

3.5 Capacity building of college council and academic board

Academic board members, who appear to be mostly internal staff members, have been participating in training and there is a general feeling that the board does not have any additional training needs. On the whole the academic board is considered to be an effective structure that, because it has the participation of academic staff in each campus, is able to make informed decisions about issues that directly affect teaching and learning on the ground. However, even though there is a strong feeling that the academic board represents the views of lecturing staff in the college, it was clear that HoDs and senior lecturers are more involved in, and informed about, the academic board than ordinary lecturers. Recently, academic

board committees were established to deal with various aspects of the college's programme including, for instance, issues related to the delivery of skills programmes and learnerships. It is felt that these committees will further broaden the participation of campus staff in the activities and deliberations of the academic board, streamline the functioning of the board, and make it less cumbersome.

In a general sense the council is considered to be a weaker governance structure than the academic board. Lecturing staff feel removed from the council and do not have a good idea of who the members of the council are. Some also feel that the council is removed from what is happening "on the ground" and that it acts as a "rubber stamp" for decisions already taken at MANCO. In the discussions with the different evaluation respondents the researcher became convinced that the college council makes decision making a difficult and slow process. If the council quickly approves MANCO decisions and recommendations it is seen as having a rubber stamping function and if it deliberates on the issues with which it is presented it is seen as slowing down decision making as key decisions are often referred back to portfolio committees or MANCO.

Legislation has required that college councils are large structures which include people that are removed from and don't necessarily understand the day-to-day affairs and concerns of colleges. Yet councils are required to be the final decision makers in relation to the most important decisions colleges must make. Efficient decision making in this situation requires a good understanding of the distinction between management and governance roles and an ability to carry this understanding out in practice in relation to decision making. Often, council members are able to explain the difference between management and governance but they struggle distinguish between management and governance type decisions and to practically and efficiently oversee the decision making process. Tremendous frustration thus results at campus management level which through MANCO puts together well considered and largely democratically made proposals and recommendations to council. Council then usually reopens discussion on many issues and postpones decision making in relation to these. There is a sense that colleges have been put in an impossible position of being required to act in a quick and responsive fashion while being held back by cumbersome decision making structures like college councils.

The functioning of the Vuselela College Council has also recently experienced a set back with the appointment of the new Section 9 council in November 2003. The new council has not yet had its first meeting and is still waiting for the MEC to appoint office bearers including the council chair. Approximately half of the council members are new and are apparently not well informed about FET and the issues the college is dealing with. The new Vuselela College Council thus needs training in the following areas:

- What FET is
- The FET Act and other related legislation
- The roles and responsibilities of the college council in theory and practice
- Effective decision making for governance structures

Capacity building for the new council is scheduled for April 2004 and it is hoped that this will address areas of need amongst new council members. Note that there was some concern that previously most of the external council members were unable to attend the council training sessions because of their lack of availability and that it is hoped that this same situation would not prevail with the new council.

The following stakeholders are represented in the college council and academic board:

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	Unclear if rep	
Teaching staff	Yes	Yes		Business	Yes (from Jouberton)	Unclear if rep	
Non-academic staff	Yes	Yes		Higher education	Yes (a former employee of University of NW)	Unclear if rep	
Learners	Yes	Yes		Other state bodies	Yes (1 x Dept of Ed-Klerksdorp West Circuit, 1x Dept of Ed-Klerksdorp South Circuit, 1x Dept of Soc Services, 1x Dept of Health-Bophirima region, 1x Dept of Local Govt-Bophirima region)	Unclear if rep	

Note that seven of the 19 council members are external members and five of these have been appointed by the MEC. It is unclear as to whom, other than internal college members and a learner representative, are involved in the academic board. Both campus heads and the CEO were not quite sure about this and gave a slightly different picture of external representation on the academic board.

Note that students are not well informed about the discussions and decisions of the college council or academic board even though they have a representative participating in these structures. It would seem that at this stage the SRC structure does not yet effectively enough represent learners on college governance structures or provide adequate feedback to learners about the deliberations and decisions of these structures. It was noted furthermore that communication problems between the wider student body and their representative to council has caused some problems. For instance, learners at Potchefstroom heard that learners at other campuses were getting things they were not and this made them unhappy. It was felt that better communication via the SRC would have reduced the unhappiness experienced.

3.6 Capacity building of management

Since the first impact visit campus management has attended a variety of training workshops. There are mixed feelings about the overall value of the training that has been received. An important concern raised is that a fair amount of what is covered in the workshops is not new as there is duplication between the different training sessions. One respondent reported that it is the "fifth time that we are hearing the same things". Although there is a sense that some of the training has been a waste of time, management reports that many of the training sessions were very useful. One such course was on diversity management. Another was on partnerships. Note that the value of training is also determined by training providers some of whom are better than others.

The CEO considers that the team building and change management training which the management team has participated in have been very useful in that this helped to bring the team together and enable them to better facilitate change in the college. This view is supported by the campus heads as is the view that change management and team building training has facilitated a change in attitude to the merger and to working together.

It is important to note that a level of training fatigue has occurred at Vuselela College which makes it difficult for staff to extract the full value from the training delivered. Management members have attended so much training over the last year that they are feeling over trained and they no longer have any enthusiasm for training. They also continue to be very concerned about how much time the training requires them to spend away from their campuses.

Most management training has targeted senior management. There is a general feeling that senior management no longer has capacity building needs but that the management capacity of middle management (HoDs and senior lecturers) needs to be developed. Middle management needs skills in all areas of management and it is especially important that some financial management skills reside in the college below CEO, campus head and deputy campus head level.

3.7 Professional development of staff

Most of the training delivered to middle management and lecturing staff is considered to be highly relevant and of an excellent standard. The main problem experienced in relation to staff training is related to having to take lecturing staff out of their classes to attend training and having insufficient capacity to replace them. This results in classes going with out lecturers and falling behind in their courses and this is of grave concern to campus staff.

There is a general feeling that staff have been capacitated to deliver OBE and unit standard based programmes but given the extremely limited implementation of new type programmes the majority of lecturing staff are not having much opportunity to apply what they have learned in training. (See the discussion on characteristic 11 for more detail on this issue.) It was noted that although the majority of staff have undergone assessor training and have submitted their portfolios, many are still awaiting registration as assessors.

Professional staff (senior management, middle management, senior lecturers, and lecturers) attended the following training (CCF, DANIDA and other). Note that total number of staff who attended the training was supplied to the evaluator but the breakdown between the different categories of professional who attended the different training sessions was not provided.

TRAINING COURSE	TOTAL ATTENDED
Management development programme	4
Conduct an assessment	22
Facilitate using a variety of methodologies	35
Plan and conduct assessment of learning outcomes	51
Moderate an assessment	31
Alignment of courses to unit standard	2
IEC youth seminar	1
Design and develop assessment instruments	9
RPL	10
Curriculum development	7
Design & develop learning material	3
Financial management for non financial managers	2
Capacity building	4
Expertise building	4
Financial management	4
Management training	4
NQF implementation strategic	4
RPL project	6
Safety	1
Student support	1
HIV/AIDS	6
DB 2000	1

Clerical and administrative staff (Chief Admin Clerk, Senior Admin Clerk and Junior Admin Clerk) have also attended training (CCF, DANIDA and other). Once again total numbers of staff who attended the training was supplied to the evaluator but the breakdown by staff type for different courses was not provided.

TRAINING COURSE	TOTAL ATTENDED
Project management	6
FET Act	6
Skills Development Act	6
Learnerships	6
Marketing	6
DB 2000	21
Secretarial seminar	6
Security	8

The biggest training need at lecturer level seems at this stage to be subject related training. There is also a belief that lecturing staff could benefit from some of the management training as this would help to create a better link between different levels of staff in colleges. Other training needs indicated for lecturers are: dealing with different cultures, learner support, team building, diversity training, and partnership development. In planning training however, cognizance needs to be taken of the problem of too much training being done in too short a space of time and the impact that taking lecturing staff out of classes has on learners and lecturers as they struggle to catch up with missed work. A suggestion was made that the training be more spread out and that each course is run more than once so that fewer lecturers are removed from any campus at any one time.

3.8 Academic competence in maths, science and technology

There has been very little support in the area of developing teaching competence in maths, science and technology to date. A DANIDA financed computer centre has been set up at Potchefstroom, Taung and Klerksdorp and one is soon to be established at Jouberton. It is then planned that the PLATO maths and science programme will be installed on these computers. It is expected that PLATO facilitators from each campus will be trained to work with learners. Note that PLATO may be phased in campus by campus and that initially it will only be installed at Taung.

3.9 Learner support services

Firstly learners need support to ensure that they have chosen the correct course of study and then they need support to ensure that they will succeed in their chosen area of study. Course and subject guidance on joining the college is vital and thereafter as the need arises, learners need academic and study support. Many learners also experience personal and family problems during their studies which may require the assistance of a counsellor to provide emotional support. Exam times and fee payment times are particularly stressful for learners and one campus reported that some learners even become suicidal at these times. Note that although HIV/AIDS is a problem that affects learners, their families and friends, learners do not themselves indicate a strong need for HIV/AIDS counselling and currently very few learners approach their lecturers for support in this area. This may be a result of the stigma attached to HIV/AIDS and a denial of the seriousness of the problem.

Since the first impact visit, although additional learner support is being provided by individual campuses, there has been little college-wide change with regard to the delivery of learner support services. Vuselela College is however well aware of the need to provide various forms of learner support and has developed plans to do so. However, limited physical, financial and human resources make the implementation of learner support plans a serious challenge for the college. Furthermore, some college programmes, especially engineering, do not allow much time for the inclusion of any additional components and this limits the possibility to include formalised academic support into these programmes. Currently across the college, learner support is largely based on learners individually approaching their lecturers if they need academic or other support. Some lecturers are more approachable than others and some are better than others at providing support. To date most lecturers have not had training to provide academic or other forms of support to learners. Note that one of the clerks at the corporate centre acts as the SRC liaison officer.

It was interesting to note that one respondent reported that the 6 monthly evaluations of the DANIDA programme has made the management team at his campus much more aware of the need for learner support and of the different forms of support needed. The rating process which has included discussions on learner support has helped this respondent's campus to generate ideas on how the campus could, with its limited resources and capacity, begin to provide more learner support. As a result this campus recently converted a store room into a counselling room. As reported under characteristic 24, this campus's counselling room is new and has not yet been used by learners but the campus hopes to report at the next impact visit that learners are making use of this new facility which will be used to provide general and HIV/AIDS specific counselling.

3.10 Budgeting

As indicated in the last report, college and campus budgets are prepared by MANCO and submitted to council for approval. Each campus is responsible for drawing up its own budget and managing its finances against its approved budget. The college makes use of internet banking to transfer funds from the central account to campus accounts. A decentralised system of financial management continues to operate at the college. In terms of this system each campus head is required to report on campus expenditure at monthly MANCO meetings. All procurement takes place through the CEO's office. A centralised financial system is planned for the future but will only be implemented after corporate centre staff have been appointed.

3.11 Comments about the DANIDA programme

One respondent reported that other than staff training there had not been much evidence of the DANIDA programme at college or campus level. Furthermore, even though DANIDA is sponsoring training in the province, staff usually do not know who is sponsoring the training they attend. This means that for staff DANIDA is sometimes not even linked in their minds to the training being delivered. The recent establishment of the DANIDA computer centres at the campuses has however made the DANIDA programme a bit more real for staff at campus level.

Some respondents feel that the DANIDA money could be slightly better spent and that savings could be made which could be further invested into the colleges. For instance, with regard to training, it was suggested that money could be saved by accommodating trainees at less expensive venues. Furthermore some respondents feel that too much of the DANIDA money is going into training and that some of it (including savings made through more careful spending) could go into infrastructure and facilities at campuses both of which are needed for the college to expand its delivery and to deliver a wider variety of programmes.

4. SECOND FORMATIVE IMPACT RATING

Vision and Mission

1. Practices guided by a clear institutional vision

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										5
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No Vision or Mission statement	Mission and Vision developed, but have no strong influence on practice			Some shared vision, with some influence on practice, but not shared by all staff			Staff and management share a common vision. This informs their practice.			
0	1	2	3	4	5	6	7	8	9	10
<p>Vuselela management: 5; Potchefstroom management: 5; Potchefstroom lecturers: 5; Jouberton management: 6; and Jouberton lecturers: 6</p> <p>At the time that the baseline rating was given the vision and mission for the college was very new. By the first impact visit it was being displayed on the notice boards in each campus in offices and in some of the classrooms. There was a sense that there was greater awareness of the vision and mission amongst staff and that management and staff generally supported it. There was also a feeling that the vision and mission was beginning to have some influence on practice.</p> <p>During the second impact visit all of the groups felt that there was more common knowledge about the college's vision and mission through its visible display at each campus and at the head office and through the interaction that takes place between college staff at meetings and workshops where the vision and mission of the college is often referred to. Those who wanted to raise the rating indicated that through their interaction with other campuses there is more cohesion around the college's mission and vision across the college. One group pointed out that the vision and mission are a point of discussion in many college meetings and that through staff training the college's vision and mission was beginning to be achieved in practice.</p> <p>The three groups that kept the rating at 5 however questioned the real impact that the vision and mission is having on practice in the classroom and across the college as a whole. One management group noted that external factors make it difficult for them to implement the vision and mission in practice. Two external factors noted are: the freezing of NWDoe posts has stretched staff capacity to its absolute limit, and management and staff are frequently away from their campuses attending meetings and training. This serves to reduce the time that is available to make changes at campus level and contributes to significant staff overload. One group of lecturers noted that the vision of mission is something that lives more on paper than in practice and they also pointed out that students are generally unaware of it. Another group felt that the vision is not sufficiently 'lived' to warrant pushing up the rating for it.</p>										

2. Inculcation of a value system throughout the institution

COLLEGE BASELINE RATING										3
FIRST FORMATIVE IMPACT STUDY RATING										5
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No cohesive value system in operation	Value system exists but not shared by everyone so that value conflict occurs			Increasing cohesion around a common set of values, although conflict sometimes occurs			Staff, management and learners share common values and act in accordance with these values			
0	1	2	3	4	5	6	7	8	9	10
<p>Vuselela management: 6; Potchefstroom management: 5; Potchefstroom lecturers: 6; Jouberton management: 6; and Jouberton lecturers: 6</p> <p>It is interesting to note that this characteristic moved up by two rates from the baseline to the first impact visit. At the second impact visit four of the five groups argued that this characteristic should be moved up again. This was because of a strong feeling that campuses are "much closer" and that cohesion around the</p>										

college's values is developing on an ongoing basis. It was noted however that at this stage learners across the college do not necessarily know, share or act in accordance with the college's values.

The college's recent development of its policies was cited by two of the groups as a concrete example of how the college's values are bringing the campuses together and informing the way the college will operate in the future. The values apparently directly influenced the design and phrasing of the policies and allowed those involved in the development process to consider how the values will be implemented in practice through the college's policies. It was noted though that the college's policies have yet to be implemented and as such are not yet informing practice at all levels.

One group pointed out that some of the college's values are being lived in practice, i.e. those of 'redress', 'accountability' and 'transparency'. In terms of 'redress', it was pointed out, for instance, that when staff are selected for training, those most in need get first preference. With regard to the values of 'transparency' and 'accountability', it was noted that a concerted effort is made to ensure that there is greater transparency in relation to campus and college actions and that a greater attempt is made to hold people accountable for what they do and say. Structures like MANCO and the college council are considered to be important in ensuring transparency and accountability.

It became clear to the researcher in the discussion of characteristics 4 and 7 that a fair amount of value conflict still occurs in the college and that this is in part related to a lack of cohesion and to the ongoing competition that endures between campuses. In order to gain or keep the advantage in the merged college, campuses are not always transparent in their dealings with each other. Because of the value conflict that was evident, the researcher decided to keep the rating for this characteristic at 5. (See 4 and 7 below where these issues are further addressed. Note that focus group participants feel that competition is not always unhealthy.)

Leadership and Management

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

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

Vuselela management: 6; Potchefstroom management: 4 for council and 6 for academic board; Potchefstroom lecturers: 4 for council 6+ for academic board; Jouberton management: 4 for council and 6+ for academic board; and Jouberton lecturers: 6

This characteristic generated extensive discussion in each group and all felt the need to distinguish between the academic board and college council. As discussed in 3.5 above, the academic board is considered to be an effective structure that, because it has the participation of academic staff in each campus, is able to make informed decisions about issues that directly affect teaching and learning on the ground. In a general sense the college council is considered to be a weaker governance structure than the academic board because it is removed from what is happening "on the ground" but is required to make informed decisions that impact on all levels of college functioning. The functioning of the Vuselela College Council has also recently experienced a set back with the appointment of the new Section 9 council in November 2003 which has resulted in at least half of the members of council not being well informed about FET and FET college issues.

The overriding view from campus management is that given this situation it will take 3 to 4 council meetings before the new council will begin to take decisions and that this means that the college has gone

"two steps back" in relation to council functioning. It is interesting to note that the council chair is more positive about the capacity of the new council. He believes that the foundations for the council have been laid and that it will be functioning effectively soon. He also feels that the planned council capacity building session in April will be adequate to address skills gaps in the new council. Furthermore, he feels that the current problems that are being experienced with decision making and the overlap between management and governance functions will be resolved once the college policies and procedures are in place and the corporate centre is fully established.

There is a concern from some respondents that the new council is not representative enough of all the campuses and the geographical areas they service. It was noted that of the 19 council members, 2 come from Potchefstroom (the campus head and an external person) and 3 come from Taung (one of whom is the campus head). The rest of the internal members come from Klerksdorp and Jouberton campuses and the rest of the external members are drawn from the Klerksdorp/Jouberton area.

4. *Effective institutional leadership*

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

Vuselela management: 6; Potchefstroom management: 4; Potchefstroom lecturers: 5; Jouberton management: 6+ and Jouberton lecturers: 6+

This college rated its institutional leadership fairly highly in the baseline (strong emerging) and, although it did not increase the rating in the first impact visit, most of the groups felt that institutional leadership had grown in strength and clarity of purpose and that a culture of democratic participation and shared decision-making was evident at campus and college level. The college management group was ready to push this characteristic to a strong 7 during the first impact visit. But it was clear that the level of democratic participation and decision making in relation to college issues was not something that staff on the ground were happy with and the campus groups were not ready to make this a strong characteristic.

During the second impact visit there was some difference of opinion between the groups about how effective institutional leadership actually is, whether decision making is truly democratic, and whether campus heads and the CEO really have a unified purpose. A small but not serious crack was evident in the previous strong unity that was displayed by college and campus management during the first impact visit. Some unhappiness about an occasional lack of transparency between campus heads and their not always following the correct routes was mentioned. What became evident to the researcher during the discussions on this characteristic is that a fair amount of competition still exists between campuses and campus heads who generally put their own campuses first in their dealings with each other and the CEO and in the process of operationalising the merger. In this process, they sometimes adopt measures that are not considered appropriate by each other. It is understandable that campus heads will feel protective toward their campuses and will not want them to be harmed by the merger and preferably to be strengthened. Competition is also inevitable as campuses strive to be the best.

It must be noted that even though competition exists between campuses and campus management is predominantly concerned with the welfare of their own campuses, they do want Vuselela College to succeed and for it to be the best in the province. As such they know that the fate and success of each campus in the cluster is tied together and that going forward together is the only way to go. Their identity is now linked to Vuselela College and they feel that the performance or non-performance of each campus in the college is important to the whole and the image they generate to other colleges and the external environment.

Vuselela College needs to work hard to not lose ground in relation to the gains made bringing together its institutional leadership into the MANCO structure which all respondents felt was functioning very effectively during the first impact visit. Although a few problems were raised in relation to college leadership, the

college and campus management groups still have confidence in MANCO and its functioning. Deputy campus heads have also now been brought into MANCO. This is considered by some to be facilitating greater representation and democratic participation. The 9 portfolio committees, which have representatives from each campus and are convened by campus heads, are also seen as being essential for managing the implementation of the college's strategic plan and in ensuring staff participation in key college issues and greater democracy in decision making. (Note that some of these committees are operating more effectively than others.)

Some concern was raised by campus management about the power of MANCO in relation to the council. They noted that they spend a great deal of time formulating plans and making decisions for the college that council delays approving or overturns and this makes it difficult for them to effectively lead and manage the college (see the discussion under characteristic 3 above.) Even though there is a view that management is to some extent hamstrung by the council, it is clear that MANCO is making and implementing important decisions that enable leadership to handle the day-to-day management of the college and the campuses and implement the college's strategic plan.

Note that campus staff still rate management and leadership at their own campuses in relation to day-to-day decisions fairly highly but they do not feel the same way about college decisions. Campus staff feel that college decision making is downward and that leadership happens by "remote control" as the CEO seldom visits the campuses and, if he does, he very rarely visits the lecturers and their classes. Before they rate this characteristic higher, campus staff also want to see tangible changes at classroom level that are an indication of more effective institutional leadership at college level.

5. *Effective management systems*

COLLEGE BASELINE RATING										5
FIRST FORMATIVE IMPACT STUDY RATING										6
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

Vuselela management: 6; Potchefstroom management: 6; Potchefstroom lecturers: 6; Jouberton management: 6 and Jouberton lecturers: 6

Very little has changed in relation to this characteristic since the first impact visit. The college system is not yet fully operational and this seems to be largely related to the fact that DB2000 is not 100% operational at Jouberton or Taung campuses. Management information is however used to inform planning and decision making at college level and campus level. It was noted though that getting statistics from Taung is still difficult.

Potchefstroom campus continues to produce very specific reports from their system although some concerns were raised about the DB system not being able to provide some of the data in the format required. It was noted that this is partly related to the fact that the person who has set up the system is a not a lecturer and does not have a good enough idea about the kind of information lecturers need to generate from the system. One of the senior lecturers, who understands what is required from the system, is now working with the DB support person to improve the system. It would seem that the staff in the Potchefstroom engineering department have fewer problems with the DB2000 system and are able to work on it and produce reports on their classes and students.

It must be noted that three of the groups felt that both the baseline and first impact rating were one rate too high for this characteristic given the fact that two of the four campuses have not had fully operational management information systems and that at college level the system still needs to be set up. Groups felt that it was more correct to see this characteristic a middle emerging one rather than a strong emerging one. It was pointed out however that since the baseline study in February 2003, campuses are in a much better position to provide information to the corporate centre which is also able to now provide information on individual campuses. Furthermore there is a strong view that information informs planning and decision making. Given that all the groups believe that it would be more accurate to rate the college at a 5 for this characteristic (even though they did not) the researcher decided to lower the rating to 5.

Knowledge Sharing

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

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										3
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
<p>Vuselela management: 4; Potchefstroom management: 2; Potchefstroom lecturers: 2; Jouberton management: 3 and Jouberton lecturers: 3</p> <p>Since September 2003 the corporate centre (with the help of the staff seconded from campuses) has made a concerted attempt to improve information flow and communication between the NWDoE and the campuses by ensuring that information gets from the corporate centre out to campuses as soon as possible and facilitating feedback to the NWDoE. Unfortunately structural problems within the NWDoE persist (i.e. restructuring, understaffing, staff not sufficiently knowledgeable or skilled in relation to FET, and the acting FET director not having sufficient influence or authority because she is at post-level 3) and this has meant that vertical communication has not improved since the first impact visit. In fact, there was a strong view in three of the groups that it had worsened even though the corporate centre was doing its best to improve information flow. It was noted that although there is some information flow from the NWDoE to the college, information generally still arrives too late for effective action. The corporate centre and campuses also continue to struggle to get a response from the NWDoE to their requests and communications. For instance, the college has had no response from the NWDoE to its applications for approval to provide new courses and programmes. One area in which there has been tremendous frustration is communication around training. Insufficient notification is given about training and the dates and venues get changed with very short notice. This makes it extremely difficult for the college to manage the process of planning for and releasing staff to attend the training and it generates negativity amongst the staff toward the training. Training is apparently managed by the Potchefstroom NWDoE which was meant to have closed but carries on functioning in a less than effective manner.</p>										

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

COLLEGE BASELINE RATING										5
FIRST FORMATIVE 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
<p>Vuselela management: 6; Potchefstroom management: 6; Potchefstroom lecturers: 6; Jouberton management: 6; and Jouberton lecturers: 5</p> <p>Horizontal knowledge sharing and learning between the campuses in Vuselela College and between colleges in the province is a characteristic that is slowly improving. At college level the portfolio committees and academic board committees provide an important vehicle for campuses to work together, share knowledge and learn from each other. Training workshops also provide a forum for bringing staff from each Vuselela campus together and from the three colleges in the province. The recent establishment of the Best Practice's Forum in the province was noted as an important intervention that will positively contribute to horizontal knowledge sharing and learning between colleges in the province in the future. However,</p>										

even though gains have been made in relation to horizontal knowledge sharing and learning, a fair distance still needs to be travelled for this characteristic to become a strong one. Sharing and learning is experienced more strongly by management, HoDs and senior lecturers than ordinary lecturers who report that there is little contact between lecturers in Vuselela College. As a result one of the lecturer focus groups felt that the previous rating of 6 was too high for this characteristic. Although competition can be positive and can stimulate campus level improvement and pride in achievements it can also be negative and serve to enhance historical differences and divides. During the second impact visit it became clear that campuses are competing with each other for FTEs and partners and that this was leading to some reluctance to share information with each other about new developments and partners. Campuses are afraid that if they share information with each other on these issues they will be giving away "secrets" and could lose important gains they have made through very hard work. This fear seems to be justified by past experiences in Vuselela College. As each campus's funding and staff complement is determined by its FTEs each campus is trying to increase its FTEs. Given that campuses offer the same programmes, competition between them for the same learners exists. Often learners are attracted to an education institution by its reputation and each campus in Vuselela College has a reputation that it is seeking to separately enhance to win learners and partners.

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

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										5
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

Vuselela management: 5; Potchefstroom management: 5; Potchefstroom lecturers: 5; Jouberton management: 5; and Jouberton lecturers: 6

In the last year campus level marketing and external communication has steadily increased as has the number of enquiries each campus receives. Group respondents reported that the college is beginning to be recognised as Vuselela College and that there is greater awareness about the college in the business and broader community. The increased number of learners at Jouberton campus was cited as an example of increasing awareness about this campus in its community. In addition the Potchefstroom municipality's donation of outbuildings and land to the Potchefstroom campus indicates awareness of the college by the municipal council and the role it can play.

To date no staff have been employed at college or campus level to carry out marketing activities and the marketing portfolio committee has also been unsuccessful in coordinating marketing activities for the college as a whole. Each campus thus continues to market itself and its courses separately and to engage with its local community through activities like campus career exhibitions, school visits and sending out flyers. Since the first impact visit the corporate centre and the four campuses have engaged in various external communication and marketing activities. The corporate centre arranged for an editorial on the college to be carried in a local newspaper and places regular adverts in various newspapers. It was noted however that it is too soon to measure the impact of recent marketing activities.

Most of the group respondents felt that although there had been developments and improvements in the area of external knowledge sharing and communication they were not ready to increase their rating for this characteristic beyond a 5. One group also felt that the baseline and first impact visit rating for this characteristic should have each been one rate lower. Various communication and marketing activities are being planned which group participants believe will improve their rating of this characteristic in future. For instance, the college is going to participate in the Klerksdorp Mayor's golf day on the 16 April which will provide the opportunity to further brand the college and make contact with the business and broader community. In addition, the corporate centre is also planning to establish a Vuselela website to provide information on the college.

Institutional Health

9. The establishment and maintenance of financial health

COLLEGE BASELINE RATING										6
FIRST FORMATIVE IMPACT STUDY RATING										6
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
<p>Vuselela management: 6; Potchefstroom management: 5; Potchefstroom lecturers: 5; Jouberton management: 6 (7 for systems and 5 for health); and Jouberton lecturers: 6</p> <p>In responding to this characteristic a distinction was drawn between the college's financial systems and its financial health. Budgeting, monitoring and financial control systems are largely in place across the college and the college's latest audited statements indicates that these systems are being implemented very effectively. Vuselela College's current audited statement has no qualifications from the auditor whereas it had two in the previous year. In this regard the college compares very well with other colleges some of which (according to respondents) have as many as 20 qualifications on their audited statements. One focus group raised a concern that the corporate centre sometimes makes financial demands on campuses that are not in the agreed budget and this compromises the effectiveness of the financial systems. The overall view expressed, however, was that the financial systems that have been established in the college are effective. Note that the college developed a financial policy last year (with the assistance of Price Waterhouse and Coopers) which, along with all the other college policies, is currently being reviewed and reworked to ensure that there is consistency between college policies and that they have the correct format.</p> <p>With regard to the college's financial health, group respondents expressed some concern as this has deteriorated in the last six months and could continue to do so. Campuses continue to finance the corporate centre with no support from the NWDoE. The biggest drain on campuses however is their staffing bill. Given that the NWDoE has frozen all vacant college posts campuses are forced to fill DoE allocated posts with council appointed staff members which they then have to pay for out of campus income. Potchefstroom and Klerksdorp campuses are particularly affected by this situation. Potchefstroom campus, for instance, has 45 DoE allocated posts as of 2003 but only 27 of these are currently filled. To deal with the shortfall in staff, Potchefstroom campus employs 21 academic and 33 non-academic staff members out of college funds. There is also a rumour that NWDoE ad hoc subsidies to colleges will cease from 2004 and if this happens Potchefstroom campus's income will drop by approximately R400 000. As a result Potchefstroom campus has put all its capital expense projects for 2004 on hold. A fairly strong view was expressed that without additional financial support from the NWDoE the college is heading for bankruptcy. Two campuses are currently in the red (one of these has an overdraft of R500 000), one is expected to go into the red in June and the forth is expected to be in the red by the end of September.</p> <p>Given the concern about the future financial health of the college, although its financial systems are in place and appear to be effective, the researcher decided to drop the rating for this characteristic to a 5.</p>										

10. Adequate infrastructure

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

Vuselela management: 6; Potchefstroom management: 6; Potchefstroom lecturers: 6; Jouberton management: 6+; and Jouberton lecturers: 6

Some of the improvements that have been made since the first impact visit are:

- Three campuses each have a new computer room with computers, printers, air-conditioners and furniture that have been donated by DANIDA. Jouberton campus will be getting its DANIDA computers in April 2004.
- Jouberton campus has converted one of its workshops into a resource centre which currently has desks and chairs in it and a few books, magazines and daily newspapers. It is planned that the DANIDA computers will be housed in the resource centre. The room is currently being used by learners (who, in their focus group, rated it as the best and most used facility by learners at Jouberton). Jouberton also equipped one of its workshops for refrigeration training and has established a new computer room for its business studies department.
- Taung has upgraded its hostels through an NWDoE subsidy received for this purpose. (Note Potchefstroom did not receive the same subsidy for its hostels because it is classified as a previously advantaged institution.)

Although various improvements have been made to infrastructure and equipment at the different campuses in the last six months, further improvement and additional physical infrastructure is necessary for the college to adequately cater for learners on current programmes, expand its learner numbers and increase the range of programmes currently on offer. In terms of catering for current learners, for instance, Potchefstroom campus has not managed to get the infrastructure in place for practical training for its business studies programme. Furthermore Klerksdorp campus is operating at full capacity and in order to expand its learners numbers it would need additional physical space. It was therefore decided that this characteristic should remain at 6.

11. Enhanced human resource capacity

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

Vuselela management: 7; Potchefstroom management: 6; Potchefstroom lecturers: 6; Jouberton management: 6; and Jouberton lecturers: 6

Since the first impact visit much capacity building has taken place in the form of training workshops. Between the baseline study and the first impact visit, senior and middle management were the main target of the training interventions carried out by both the CCF and DANIDA. (Note that during the first impact visit it was reported that very few ordinary lecturers from Jouberton or Potchefstroom had attended training and that senior lecturers and HoDs generally attended academic type training.) In the last six months however training interventions appear to have equally targeted management (senior and middle) and lecturers. As a result of all the training that has been delivered over the last year the overall impression from management and lecturers was that they now have a good understanding of what is needed of them to perform the new roles expected of them. It is important to bear in mind through that training on its own

without application is insufficient to develop expertise and capacity. In this regard, some concern was expressed that lecturers currently do not have much opportunity to put into practice what they have learnt about curriculum and materials development or the delivery of OBE / unit standard based programmes or assessment within an OBE approach. This is because the majority only teach Nated programmes and there is little time or opportunity to develop new programmes. It was however noted that lecturers have been able to apply some of what they are learning. For instance, the facilitator training is apparently having an impact on the way lecturers are teaching and the assessor training has provided an understanding of the principles of assessment and various assessment techniques, some of which lecturers are using in assessing the work covered in the Nated programmes. It was also noted that lecturers teaching courses like travel and hospitality, which are unit standard based, have found the training very useful.

Although human resource capacity in Vuselela College has grown (in terms of ability) over the last six months most groups were not ready to rate this as a strong category for the following reasons: there has been inadequate implementation of what has been learnt; not all staff (lecturing and admin) have undergone capacity building in all necessary areas; and until the staff complement of the college has been finalised it is not possible to have an accurate picture of available staff expertise and capacity in Vuselela College. A large percentage of college staff are council appointees and should they leave before permanent DoE positions become available or if they are not offered these positions, the expertise they have developed through training and practice will be lost to the college. An added problem raised is that staff may have the ability to perform their new roles but given the ongoing freezing of posts the college lacks staff capacity in terms of numbers.

12. Quality Assurance System

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

Vuselela management: 5; Potchefstroom management: 5; Potchefstroom lecturers: 5; Jouberton management: 5; and Jouberton lecturers: 5

The baseline rating for this characteristic for the college was a middle emerging rate of 5. Although there was no college wide quality assurance system at this time, focus groups pointed out that quality assurance mechanisms were being used in the four campuses and that the good results produced by most campuses was evidence that their system for overseeing quality is effective. Potchefstroom campus also expressed great confidence about its quality assurance system and rated itself a high 7 during the baseline visit for this characteristic. Note that Potchefstroom campus's quality assurance system seems to be based on the national examination system for Nated programmes and it has developed a complementary quality assurance system (supported by an implementation manual) for its unit standard based programmes.

At the first impact visit the focus groups felt that their earlier baseline rating for quality assurance may have been too high given the lack of a formalised Vuselela College level system and that a baseline rating of 4 would have been more accurate. Given that no change occurred between the baseline visit and the first impact visit in relation to establishing a college level quality assurance system the focus groups decided not to increase the baseline rating for this characteristic.

At the second impact visit focus groups reported that there is still no college level quality assurance system in place and the four campuses are using the same quality assurance mechanisms that they were using six months ago. One change that is evident however is that Klerksdorp campus has introduced ISO 9000 from 2004 at its training centre. This is something of a trial for the whole college and at the last council meeting it was decided that should ISO 9000 prove successful at the Klerksdorp training centre it will be introduced across the college. One of the lecturer focus groups however raised a concern that the ISO 9000 system may not be appropriate for assuring academic quality.

All of the groups felt that this characteristic should not be increased beyond the baseline rating as there has been very little change over the last year in relation to the establishment of a quality assurance system for the college. Once again they indicated that the baseline rating of 5 had been too high for this

characteristic and that they would be more comfortable if it was at a 4. Given this view the evaluator has dropped the rating for this characteristic to 4 even though the groups did not drop the rating.

Responsiveness

13. Good relationships with business

COLLEGE BASELINE RATING									4
FIRST FORMATIVE IMPACT STUDY RATING									5
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
<p>Vuselela management: 5; Potchefstroom management: 5; Potchefstroom lecturers: 5; Jouberton management: 5; and Jouberton lecturers: 5</p> <p>Although there have been some changes in the sense that management and lecturing staff are more consciously trying to establish relationships with business and a few new business relationships are in the process of being established, this is a characteristic that groups felt still belongs in the middle emerging category for the college. A few examples of recent developments in relation to this characteristic are:</p> <ul style="list-style-type: none"> The CEO has become a member of the local chamber of business. The college will be participating in the Klerksdorp mayor's golf day (discussed above) and this will increase the college's visibility in relation to the business community. Potchefstroom campus was approached by a company in Klerksdorp to assist them with the implementation of learnerships but this unfortunately fell through when this company's head office decided not to implement the project. <p>The main problem that the college and campuses are experiencing developing this characteristic relates to a lack of capacity which results in a reactive rather than proactive approach. Other than Klerksdorp campus, which has a dedicated staff member working in this area, there are no dedicated staff at college level or at the other campuses that are concerned with establishing linkages and partnerships. Furthermore, given that the college is understaffed as a result of the unfilled DoE posts, the current staff do not have much time to dedicate to establishing relationships as they spend most of their time in class teaching.</p>									

14. Good relationships with local communities

COLLEGE BASELINE RATING									4
FIRST FORMATIVE IMPACT STUDY RATING									5
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic		
No relationships with local communities	Minimal/ad hoc community contact. Little attempt to build relations with poor or disadvantaged sectors of the community			Expansion of community contact to include both advantaged and disadvantaged sectors. Increase in efforts to build relationships			Wide-ranging community support with college/campus an integral part of community activities		
0	1	2	3	4	5	6	7	8	9 10
<p>Vuselela management: 5; Potchefstroom management: 5; Potchefstroom lecturers: 5; Jouberton management: 5; and Jouberton lecturers: 5</p> <p>As with characteristic 13, groups felt that although there have been some changes in the sense that management and lecturing staff are more consciously trying to expand community contact and form relationships with community groups and other organisations / institutions servicing their communities, this characteristic still belongs in the middle emerging category for the college. A few examples of recent developments in relation to this characteristic are:</p> <ul style="list-style-type: none"> Potchefstroom campus is working with Potchefstroom University in two new areas. The first is related 									

to looking at articulation between FET and HE. The second involves working with the psychology department of the university around learner support (this is discussed below under characteristic 24).

- Jouberton campus has increased its delivery of programmes to the Jouberton community. More college courses are being offered in high schools and at the campus to high school students. A new course in art and craft has also started which is linked to employment creation in the community.

The problem related to lack of capacity to establish linkages and relationships discussed above applies to this characteristic as well.

15. Good relationships with other state bodies

COLLEGE BASELINE RATING							3
FIRST FORMATIVE 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

Vuselela management: 3; Potchefstroom management: 3; Potchefstroom lecturers: 3; Jouberton management: 3; and Jouberton lecturers: 3

Colleges are still not allowed to directly approach SETAs to establish relationships around new courses or projects. Given the fact that communication with the NWDoE FET directorate is largely ineffective it is impossible for colleges to follow the correct route of going through the DoE to Umalusi and then through Umalusi to SETAs. This is creating great frustration as there is a pressure on the college to established new programmes but they need accreditation for these and cannot obtain this because of what is seen as red tape. Some of the campuses continue to try to bypass the DoE and Umalusi and to directly contact SETAs but little progress is being made in this regard. There is also very limited contact with other state bodies. Jouberton campus, for instance, reported that its attempts to work with the Department of Labour to date had been unsuccessful.

Some changes that were reported in relation to relationships with state bodies are:

- Potchefstroom campus has been accredited by the CETA to carry out RPL in five construction trades.
- The Potchefstroom municipality has donated municipal buildings in Potchefstroom to the college which will be used to provide RPL to municipal workers and to members of the local community.
- The ETDP SETA accredited Potchefstroom campus to offer its ECD programme which is now being converted into a learnership.
- Potchefstroom campus has won a W&RSETA tender to run various skills programmes covering topics like customer care and budgeting. (Note that this is a national project and 9500 staff members from SMMEs are being targeted for the training. In the NW Province, Potchefstroom campus is one of three providers who will be training approximately 2500 people. The W&RSETA will market the programme and provide learning materials and Potchefstroom will provide administration and training.)
- Jouberton campus has started an art and craft course which involves teaching people to make metal artworks. Umsobomvu Youth Fund has approached Jouberton campus to discuss supporting the development of entrepreneurs out of this programme.
- Klerksdorp campus has achieved accreditation with the MQA.

Although focus groups felt that there had been little change with regard to relationships with state bodies, the examples of changes given by the different groups indicated sufficient change to the researcher to push this characteristic up by one rate.

16. The development, provision and evaluation of learnership programmes

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										4
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No involvement in learnerships	Some informal contact/discussions on possible learnerships			Some implementation of learnerships, but still in the early stages			Significant implementation of learnerships. A major focus area with ongoing evaluation as part of the process			
0	1	2	3	4	5	6	7	8	9	10
<p>Vuselela management: 4; Potchefstroom management: 4; Potchefstroom lecturers: 4; Jouberton management: 4; and Jouberton lecturers: 4</p> <p>There has been little change with regard to the implementation of learnerships at Vuselela College and the rating for this characteristic has thus not been increased. Klerksdorp campus still has only one approved learnership (a sport learnership) and Potchefstroom is in the process of converting its ECD programme into a learnership. Both of these campuses would like to introduce additional learnerships and have programmes they feel could be adapted into learnerships. For instance, Potchefstroom campus has started an NQF Level 5 tourism programme and an NQF Level 5 food and beverage programme both of which have been structured as learnerships. The campus has also applied for these programmes to become learnerships. Currently there are no plans to implement learnerships at the Jouberton and Taung campuses. One concern that was raised in relation to the college implementing learnerships is that although campuses feel that they have the knowledge to be able to implement unit standard based learnerships there are insufficient staff members to introduce new programmes.</p>										

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

COLLEGE BASELINE RATING										3
FIRST FORMATIVE IMPACT STUDY RATING										4
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
<p>Vuselela management: 4; Potchefstroom management: 4; Potchefstroom lecturers: 4; Jouberton management: 4; and Jouberton lecturers: 4</p> <p>No change in this characteristic has taken place since the first impact visit. No additional staff have undergone training to deliver entrepreneurship courses and no new short courses have been held for learners. Jouberton campus is currently looking at ways to launch its art and craft learners as entrepreneurs and is in discussion with Umsobomvu Youth Fund in this regard (see 15 above). Other than offering entrepreneurship as a formal course that is delivered as part of business studies in each campus, little activity in this area is taking place. It was also reported that the college's relationship with the Foundation for Economic and Business Development (FEBDEV) has declined. The reason for this seems to be that FEBDEV now wants to charge the college for its services.</p>										

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

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										5
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No short courses	Some informal discussions on possibility of running short courses. Range of needs and possible take-up still to be established			Some short courses introduced but further enhancement required to establish reputation as a provider			Wide range of short courses available. Strategy in place to respond to needs as they arise. Good provider reputation established			
0	1	2	3	4	5	6	7	8	9	10
<p>Vuselela management: 5; Potchefstroom management: 5; Potchefstroom lecturers: 5; Jouberton management: 5; and Jouberton lecturers: 5</p> <p>There has been little growth in this area in the last six months. In fact it would seem as though fewer short courses have been offered in the last six months than in the previous six months. This is partly in the nature of short courses which are delivered when there is a sufficient demand for them. It would also seem that fewer short courses are offered between November and February than at other times in the year. Potchefstroom and Jouberton campuses reported that the following short courses/skills programmes were delivered since the first impact visit:</p> <ul style="list-style-type: none"> Potchefstroom campus held computer courses for DoE officials, school heads and school administrators. A short course was also run for guest houses. Currently, Potchefstroom campus is not running any short courses but is informally marketing these and it has sent out quotations for training in response to two enquires. Jouberton campus offered a refrigeration course toward the end of 2003 and is currently offering a computer course for Grade 7-9 school students. The engineering department is planning to offer various skills programmes to the community in the next block and the business studies department expects to offer various computer short courses as the year progresses. <p>Note that the same concern about staff capacity was raised in relation to the delivery of short courses/skills programmes as with learnerships.</p>										

Teaching and Learning

19. Functioning curriculum development processes

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										5
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
Curriculum static – same as always	Ad hoc revision of curriculum. Little innovation and limited staff expertise			Increasing focus on curriculum development, but expertise still being developed. NQF requirements still a challenge			Ongoing curriculum improvement and adaptation, linked to regular evaluation. NQF requirements actively addressed			
0	1	2	3	4	5	6	7	8	9	10
<p>Vuselela management: 5; Potchefstroom management: 5; Potchefstroom lecturers: 5; Jouberton management: 5; and Jouberton lecturers: 5</p> <p>In the first impact visit the majority view was that this characteristic had improved since the baseline visit given that expertise in the area had increased as a result of staff training and some campus level curriculum development had taken place. At this time Potchefstroom campus reported that it had developed an enterprise course based on four unit standards. Jouberton lecturers however indicated that they had not yet participated in any curriculum development training and that Jouberton was not developing curriculum for any new courses. During the second impact visit, respondents felt that the rating for this characteristic should remain middle emerging because although additional staff attended curriculum development training (including staff from Jouberton), campuses continue to predominantly deliver Nated programmes and there is little opportunity for them to develop new curriculum. Note that</p>										

currently when campuses offer short courses or skills programmes these are usually based on formal programmes and are thus the result of curriculum adaptation rather than curriculum development in the true sense of the phrase. Once again a lack of application of what has been learnt in training with regard to curriculum development means that expertise is more theoretical than practical. There is also the problem that the college needs additional staff as there is currently a lack of capacity in term of staff availability to develop curriculum. It was pointed out that curriculum development is a very time consuming process.

20. Quality curricular delivery

COLLEGE BASELINE RATING										6
FIRST FORMATIVE IMPACT STUDY RATING										6
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
Poor quality learning and teaching. No links between theory and practice and no attempt to produce well-rounded learners	Weak reputation as a provider. • Emphasis on improving examination results, with little attention paid to quality of teaching and learning. Holistic learner development not regarded as important.			Quality of teaching and learning receiving increased attention - focus not only on examination results. Holistic learner development encouraged. Relation between theory and practice receiving attention			Quality of teaching and learning a major focus. Strong links between theory and practice and holistic approach to learner development. Enrichment activities in place. Good reputation as a provider			
0	1	2	3	4	5	6	7	8	9	10
<p>Vuselela management: 6; Potchefstroom management: 6; Potchefstroom lecturers: 6; Jouberton management: 6; and Jouberton lecturers: 6</p> <p>Since the last impact visit a number of lecturers have participated in facilitator training which they rated highly and feel has impacted positively on the way they are teaching. They also believe that all the training they have had on assessment has improved the way they approach teaching and assessment. However, the dominant view expressed during the second impact visit was that although measures are being taken on an ongoing basis to improve the quality of teaching and learning this is not yet a strong characteristic for the whole college. Respondents feel that ultimately the quality of curriculum delivery is determined by the curriculum being delivered and that Vuselela college is constrained by the Nated programmes it delivers which are basically theory oriented and driven by examination results. The tight timetable for the delivery of the Nated programmes also makes it difficult to include additional components that would lead to more holistic learner development. Potchefstroom lecturers pointed to a further problem that impacts on the quality of curriculum delivery which is related to understaffing due to DoE posts not being filled. The impact of this on the Potchefstroom engineering department, for instance, is that although the campus has workshops it has been forced to stop doing practical training as it does not have sufficient staff to do this training. Nonetheless, regardless of problems being experienced with curriculum delivery, Vuselela College is proud of the results it achieves and believes that this ultimately comes down to quality teaching.</p>										

21. Well-functioning staff development processes

COLLEGE BASELINE RATING										5
FIRST FORMATIVE IMPACT STUDY RATING										5
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No staff development process in place	Weak staff development and appraisal processes. Staff trained on an <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>Vuselela management: 5; Potchefstroom management: 5; Potchefstroom lecturers: 5; Jouberton management: 5; and Jouberton lecturers: 5</p> <p>No progress has been made with regard to developing an academic staff appraisal system. (Note that non-academic staff – administrators and general assistants – fall under the Public Services Act and are appraised through a system that is being implemented for public servants.) Furthermore, a system for systematically reviewing staff training needs must still be developed. As such, although staff training and</p>										

development continues to be an important focus for the college, and the staff currently employed at the college are mostly prepared for new implementation, focus groups decided not to increase the rating for this characteristic. The concern that staff do not have sufficient opportunity to apply what they have learnt in training because of a lack of implementation of new programmes was raised again as it was felt that capacity could be lost.

Learner Support

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

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

Vuselela management: 4; Potchefstroom management: 4; Potchefstroom lecturers: 4; Jouberton management: 4; and Jouberton lecturers: 4

Across the college, academic support is largely unstructured and is provided by educators to individual learners when there is a request. Since the baseline visit, although awareness of the need for academic support and other forms of learner support has increased, there have been few college wide structural or programmatic changes that have significantly impacted on academic support. No change in rating for this characteristic was thus recorded at the first impact visit. Once again, although there is evidence of some growth in the area of academic support, it was decided that the rating for this characteristic should remain a weak emerging 4. It must be noted that Potchefstroom campus has various academic support initiatives in place and since the first impact visit has increased these and extended them more broadly across the campus. (Note that Potchefstroom rated itself at 6 for this characteristic at the baseline visit and at the second impact visit staff noted that they would still give the campus a 6 for academic support.) Recent developments reported by Potchefstroom campus in relation to academic support are:

- The mentor/guardianship system that has been in place for business studies learners (which was introduced before the baseline study was conducted) has been extended to engineering learners.
- An orientation programme was developed and implemented for new campus learners from 2004 which provides basic information on the college and includes a study support component. The study support component is a two day workshop which is run by the Potchefstroom University Reading and Study Unit.

It is hoped that academic support, particularly in relation to mathematics and science but also in other areas, will result from the establishment of the DANIDA computer centre at each campus. In order to boost results and provide more structured academic support, the college is also introducing a mock examination system for Nated programmes. The college-wide adoption of a mock exam system is apparently based on Potchefstroom campus's success with this approach.

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

COLLEGE BASELINE RATING									3
FIRST FORMATIVE IMPACT STUDY RATING									4
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic		
No HIV/ Aids policy	Some input given to learners by campus or outside people on ad hoc basis			Educators provide information and support to individuals on request			Dedicated person and a functioning HIV/Aids policy in place		
0	1	2	3	4	5	6	7	8	9 10
<p>Vuselela management: 4; Potchefstroom management: 4; Potchefstroom lecturers: 4; Jouberton management: 4; and Jouberton lecturers: 4</p> <p>Since the first impact visit there has been little change in this characteristic. Between the baseline and first impact visit five college staff members were trained as HIV/AIDS counsellors and some learners were trained as peer counsellors. It was intended that these lecturers would work together across the college to facilitate the provision of HIV/AIDS support to learners. It was also envisaged that an HIV/AIDS committee be established at each campus and that system for providing support be developed. At the first impact visit it was reported that Klerksdorp campus had set up an HIV/AIDS office where learners could get counselling by appointment. Since the first impact visit Jouberton campus has set up a counselling and HIV/AIDS support office. The office is very new and is not yet being used but this campus hopes that by the third impact visit it will be able to report that learners are using the office. At the second impact visit Potchefstroom reported that there had been no change with regard to HIV/AIDS support at their campus because of a lack of capacity. The staff member from Potchefstroom who was trained as an HIV/AIDS counsellor has been too busy teaching to implement HIV/AIDS support programmes and an office has not yet been set up.</p>									

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

COLLEGE BASELINE RATING									3
FIRST FORMATIVE IMPACT STUDY RATING									3
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic		
No guidance or counselling	Some input given to learners by campus or outside people on ad hoc basis			Educators provide some individual guidance and counselling on request			Dedicated person and functioning guidance and counselling system in place		
0	1	2	3	4	5	6	7	8	9 10
<p>Vuselela management: 4; Potchefstroom management: 3; Potchefstroom lecturers: 3; Jouberton management: 4; and Jouberton lecturers: 4</p> <p>Three groups felt that learner support in relation to guidance and counselling should be shifted into the emerging category for the college as a whole. Note that both Potchefstroom groups feel that they would rate Potchefstroom's guidance and counselling system 6 but that for the college as a whole this is still a weak characteristic. Taking into account the changes that were reported at Potchefstroom and Jouberton and the view of Vuselela management in relation to this characteristic, the college has been moved up to a 4. Developments that are evident at the college since the first impact visit are:</p> <ul style="list-style-type: none"> Potchefstroom campus has entered into a partnership with the psychology department of the University of Potchefstroom which will involve final year psychology students providing individual personal/interpersonal (dealing with relationships) and emotional (dealing with pressure and loss) support and counselling to NIC and NSC learners. This partnership provides psychology students with the opportunity to meet the practical work component of their degree and Potchefstroom campus NIC and NSC learners will benefit by getting individualised personal and emotional support. The programme will run from March to October. Note that this programme is being trialled at Potchefstroom and if it is successful it will be made available across the college. Potchefstroom campus sends students needing reading and writing academic support to the Reading and Study Unit of the university. Potchefstroom campus has extended its mentor/guardianship support to engineering students. 									

Through this programme specific guidance and counselling needs are identified and an attempt is made to address these.

- The head of the business studies division from Potchefstroom campus visited a UK college at the end of 2003 as part of the CCF Tirisano Fellowship programme. One of the activities she engaged in while there was to develop a student support programme plan for Vuselela College which she has now submitted to the CEO's office for consideration.
- Jouberton campus has established a guidance and counselling office (reported in 23 above). Jouberton also provided more structured subject choice and career guidance to new learners that started at the campus at the beginning of the year.

5. OVERALL ASSESSMENT

A comparison between the ratings for the baseline, first impact, and second impact visits is provided in the table below.

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

Vuselela College has made progress in two of the 24 characteristics against which the college is being assessed and four characteristics worsened. No characteristic increased or dropped by more than one point. The table below provides a summary of characteristics that improved, characteristics that remained the same and characteristics that worsened. Note that two of the characteristics that worsened (characteristics 5 and 12) did so as a result of the fact that management and staff felt that they had been rated too high during the baseline visit. To compensate for this, these characteristics have each been dropped by one rating point. Characteristics 3 and 9 dropped a rating because changes in the college have resulted in a worsening of these characteristics.

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

It is important to note that although the rating for most of the characteristics did not increase at the second impact visit this does not mean that no progress has been made at Vuselela College. Various developments and improvements were reported for a number of the characteristics but it was felt that there had been insufficient change to warrant pushing the ratings up. In addition focus groups felt that at the first impact visit they may have pushed some of ratings up too soon in their attempt to demonstrate that changes had taken place. Characteristics rated at 6 at the first impact visit were kept at 6 at the second impact visit even if significant changes were evident as groups felt that, for various reasons (many of which are out of the college's control, like their ongoing delivery of Nated programmes), these characteristics could not be classified as strong. For instance, although measures like training have improved the quality of curriculum delivery, quality is ultimately determined by the curriculum being delivered and Vuselela College is constrained by the Nated programmes it delivers, which are theory based and do not encourage holistic learner development.

Key positive developments in Vuselela College

- Improvements in 'learner support' and 'responsiveness' have led to both these dimensions moving from the weak-emerging to emerging category.
- MANCO continues to be a largely effective structure that facilitates communication and enables college and campus management to work together to lead and manage the college through the merge and to implement of its strategic plan. The recent incorporation of deputy campus heads into MANCO is facilitating greater participation in decision making at management level.
- Extensive training in the last year (and longer for a campus like Potchefstroom) has led to significant improvement in staff (senior management, middle management, and lecturers) knowledge and skills in the key areas in which they are required to function.
- The recent development of all key college policies is a significant improvement even though they still need to be finalised and approved by council.
- The college is working toward standardising employment in relation to council appointed staff and ensuring that they are paid at the same level as DoE appointed staff for similar qualifications and experience.
- The introduction of a mock examination for Nated programmes across the college will help it align and standardise assessment practices in the four campuses and improve quality

Key challenges ahead for Vuselela College

- The college needs to find ways to improve the college's financial health in the short, medium and long term.
- Management needs to work hard to not lose ground in relation to the gains made bringing together its institutional leadership into the MANCO structure. Although this structure is considered to still be

largely effective a few problems were raised with the way MANCO and the management team functions.

- The college needs to strive for greater transparency between campuses and more positive competition.
- An important challenge facing the college is to develop the skills and knowledge of its new council members and to make the college council a more effective structure.
- Managing with too few staff until the NWDoE unfreezes posts is a key challenge for the college.
- Linked to the above challenge is managing the low morale in the college which has increased in the last six months (see point 3.1.2). The work pressure experienced by staff as a result of understaffing and the insecurity experienced by council appointed staff contributes significantly to the low morale.
- The college needs to find a way to manage the training fatigue being experienced by management and lecturing staff to ensure that the best value can be extracted from the training to be delivered in the next year.
- Although the college seems to be moving toward a centralised financial management system, differences of opinion remain about the benefits of this. This issue still needs to be resolved and if the college moves toward centralising its financial management, a system that will ensure effective and efficient financial management will need to be established.
- The college needs to finalise its policies, develop procedures and implement its policies and procedures at college and campus level.
- The college needs to get its DB 2000 system fully operational at Jouberton and Taung and then at the corporate centre level.
- A lack of implementation of new knowledge and skills due to the continued delivery of Nated programmes means that lecturing staff are not getting much opportunity to practice what they have learnt and their capacity to deliver new programmes could be reduced. The college needs to find ways to reinforce what staff have learnt in training.
- Lecturers' subject expertise and industry related experience needs to be improved.
- Getting programmes approved with SETAs given the blockage that exists at NWDoE and Umalusi level is a key challenge. It would seem that there are numerous programmes at Klerksdorp and Potchefstroom that are been structured and offered as learnerships but which are not yet approved learnerships. The college needs to make every effort to convert these programmes to learnerships.
- The dimensions of 'learner support' and 'responsiveness' need the ongoing attention of the college. There is greater awareness of need for learner support in the college and various measures are being introduced at campus level. Learner support however remains largely unstructured in the college. Once again it is important to note that both 'learner support' and 'responsiveness' need a dedicated focus and additional capacity to be truly effective. In addition, the programme approval process needs to be unblocked to facilitate the introduction of new more responsive programmes.
- As was indicated in the last report, the college's successful transformation depends in many ways on its interaction with the NWDoE. Until NWDoE restructuring has been completed and capacity difficulties have been resolved, vertical communication problems will continue to impact negatively on the transformation of college and its introduction of new responsive programmes.

Recommendations

- A recommendation was made that staff training be spread out over a longer period of time so that it does not disrupt the business of the college as much. It was also recommended that each course be run more than once so that fewer lecturers are removed from any campus at any one time.