



THIRD IMPACT STUDY

Human Science Research Council

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

**VUSELELA COLLEGE
NORTH WEST**

SEPTEMBER 2004

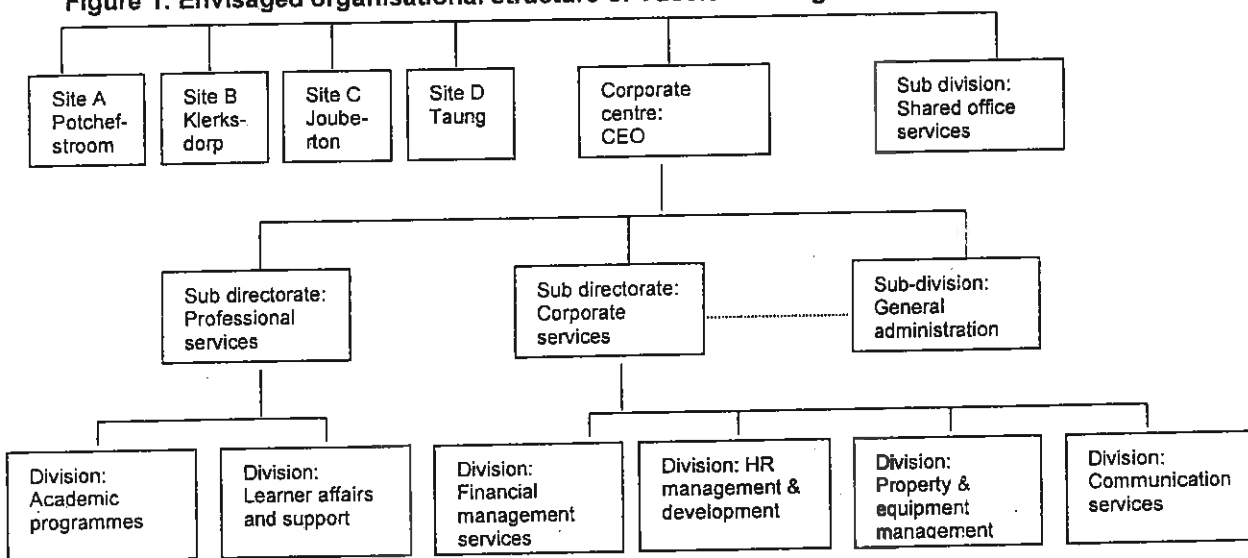
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1. ORGANISATIONAL PROFILE

Vuselela College is one of three public FET colleges in the North West province. The catchment area of the college consists of the southern parts of the province and includes Vryburg, Taung, Stilfontein, Klerksdorp and Potchefstroom. The college currently has four campuses, Klerksdorp, Jouberton, Taung and Potchefstroom. The Klerksdorp Training Centre, which up until now has been part of Klerksdorp campus, is in the process of being established as a fifth campus. Vuselela College's corporate centre is located in Klerksdorp in a rented building about one kilometre away from Klerksdorp campus. Jouberton campus, which is located in the township of Jouberton, is approximately seven kilometres from Klerksdorp campus. The distance between Potchefstroom and Klerksdorp is approximately 47 kilometres and the Training Centre is on the road between these two towns about 15 kilometres from Klerksdorp. Taung lies approximately 380 kilometres beyond Klerksdorp and is thus fairly removed from the 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 new envisaged organisational structure for Vuselela College is diagrammatically presented below.

Figure 1: Envisaged organisational structure of Vuselela College



Quality assurance and partnership development falls under the sub division of shared office services. The division for academic programmes has the following sub-divisions: NQF levels 1-3, NQF levels 4 to 5, off site delivery and LSEN, and new programmes and services. Four sub-divisions are found under the division for learner affairs and support: student resource facilities, student support programmes, student support recreation and cultural programmes, and management information technology services. Lastly, the communication services division has two sub-divisions: publications and language services, and college events, corporate image, marketing, and communications services.

The corporate centre is currently staffed by the CEO, his PA, and approximately six staff members seconded from campuses – four administration staff members from Klerksdorp, a senior lecturer from Jouberton who is acting in the role of administration coordinator, and the Jouberton vice campus head who was moved to the corporate centre in the last month to set up and manage the college's centralised financial system. The new structure developed for the corporate centre includes 55 members of staff – a significantly larger staff complement than the 14 staff members previously proposed. The previous plan for the corporate centre included the CEO; a deputy CEO; three chief education officers (student support, human resources, and marketing, linkages and programmes) eight administration / secretarial staff members and one general assistant.

In January 2004 Vuselela College's proposed staff establishment was 156 staff members (not including administration, support and service staff). Taking into account the planned staff complement for the corporate centre (55) over a quarter of the college's staff are likely to be based at the corporate centre in the future. A breakdown of the 2004 staff establishment by post level is provided in the table below.

Table 1: Proposed staff establishment as of 1 January 2004

POST DESCRIPTION	PL	Bus	Eng	Prac. eng.	Learnership/ skills/other	Approved	Not approved	TOTAL
CEO	SMS					1		1
Deputy CEO	SMS						1	1
CES	SMS						3	3
Head of campus	4	1	2			5		5
Deputy head of campus	4	1	1					
Head of campus	3	1						
Deputy head of campus	3	1				12		12
Head of division	3	5	2	3		25	3	28
Senior lecturer	2	15	8	4	1	99	7	106
Lecturer	1	57	29	17	3			
TOTAL		81	42	24	4	142	14	156

2. CURRICULUM PROFILE

Vuselela College offers courses and programmes in all FET education and training fields but the majority of these are NATED programmes that fall within the business studies and engineering fields. The most popular courses and programmes are in the field of business studies which provides the major source of income for the college although engineering also generates significant funds. Since the second impact evaluation the only curriculum change that has taken place is that four programmes are now being offered as learnerships: ECD, haircare, fitting and machining, and electrical. The table below provides an overview of the programmes at Vuselela College by programme type. A ✓ indicates that one or more programmes of this type are being delivered while an X indicates that no programmes of this type are delivered. The names of all current and planned SETA accredited programmes and learnerships are included in the table to illustrate in which areas the college is beginning to provide NQF aligned programmes.

Table 2. An overview of programmes at Vuselela College

FIELDS	PROGRAMME TYPE						
	Formal DoE programmes (NATED)	Programmes offered in partnership with higher education institutions	SETA-accredited qualifications and skills programmes	Learnerships	Short courses (not accredited; not assessed)	Subjects offered in schools	Other
ART – MUSIC	✓	X	X	X	✓	X	X
BUSINESS STUDIES	✓	✓	Part qualifications End user computing (NQF3) [P] Write and present a simple bus plan (NQF1) [P] Produce a business plan for a new venture (NQF4) [P] Develop a business plan for a small business (NQF4) [P] Display and market merchandise (NQF2) [P & other campuses) Using computer technology in wholesale / retail practice (NQF2) [P & other campuses) Providing customer service (NQF2) [P & other campuses) Selling goods and services (NQF2) [P & other campuses)	National certificate in sport (NQF4) [K]	✓	✓	✓

			<p>Managing the start of a new operation (NQF2) [P & other campuses)</p> <p>Financial management (NQF5) [P & other campuses)</p> <p>Full qualifications FutureKids Computer Centre [K]</p> <p>*National certificate in project management (NQF5) [P]</p> <p>*National certificate in generic project management (NQF4) [P]</p>				
EDUCARE-SOCIAL SERVICES	✓	X	<p>✓ National Certificate in ECD (NQF1) [P]</p> <p>National Certificate in ECD (NQF4) [P]</p> <p>Diploma in ECD (NQF5) [P]</p> <p>Higher Certificate in ECD (NQF5) [P]</p>	<p>✓ National Certificate in ECD (NQF1) [P]</p>	X	X	X
ENGINEERING STUDIES	✓	✓	<p>✓ Full qualifications National certificate in plater boilermaker (NQF3) [TC]</p> <p>National certificate in millwright (NQF4) [TC]</p> <p>National certificate in masonry (NQF3) [P]</p> <p>National certificate in carpentry (NQF3) [P]</p> <p>National certificate in plumbing (NQF3) [P]</p> <p>National certificate in electrical engineering (NQF2) [P]</p> <p>Part qualifications Welding [P]</p> <p>Programme 1: basic electrical (NQF2) [K]</p> <p>Programme 2: basic electrical (NQF2) [K]</p> <p>Programme 3: basic welding (NQF2) [K]</p> <p>RPL / part qualifications Tiling [P]</p> <p>Bricklaying [P]</p> <p>Carpentry [P]</p> <p>Paint [P]</p> <p>Entrepreneur [P]</p>	<p>✓ National certificate in electrical (NQF4) [TC]</p> <p>National certificate in fitting & machining (NQF3) [TC]</p> <p>National certificate in maintaining a motor vehicle (NQF3) [P]</p>	✓	✓	X

GENERAL EDUCATION	✓	X	X	X	X	X	X
UTILITY STUDIES (CATERING AND HOSPITALITY, COSMETOLOGY, HAIRCARE, INTERIOR DECORATING, TOURISM)	X	X	✓ Certificate in General Travel Diploma in Food & Beverage management Diploma in professional cookery National certificate in ladies hairdressing (NQF4) [K]	<i>National certificate in ladies hairdressing (NQF4) [K]</i> National certificate in tourism reception (NQF4) [P] Certificate in professional cookery (NQF4) [P]	✓	X	✓ City & Guilds Cert in food prep & cookery City & Guilds Cert in international tourism
KEY <ul style="list-style-type: none"> • P = Potchefstroom campus, TC = Training Centre, and K = Klerksdorp campus • Programmes in italics: programmes changed / introduced since second impact visit • Programmes in bold print: new programmes planned for introduction in 2005 • *not clear if to be offered as a full NQF qualification or learnership or both in 2005 							

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

Although Vuselela College has not experienced any major changes in relation to the merging process in the period under review, the college was on the verge of a massive transformation. The recent evaluation visit to Vuselela College took place a few weeks before the start of the planned centralisation of all key college functions at the corporate centre. This centralisation process was due to begin on the 1 October with the establishment of a centralised system for managing the college's finances and the move of campus heads and other members of the campus management teams to the corporate centre. Campus heads are to be replaced at campus level by post-level 4 campus managers.

The centralised organisational structure that Vuselela College has adopted has been developed on the basis of the restructuring experience of other colleges in South Africa, but particularly in the Western Cape. In July 2004, restructuring best practices from other colleges were presented at a NW province bosberaad¹ and a proposed organisational structure was discussed. After the bosberaad, North West province college CEOs and a member of the provincial directorate visited colleges in the Western Cape to examine their structures and extract lessons that could be applied in their own contexts. A further visit to Western Cape colleges by campus heads and deputy campus heads was due to take place just after the third impact evaluation visit so that they too would have the opportunity to see in practice how the colleges on which Vuselela's centralised structure is being based, are functioning. Restructuring best practices that have informed the development of Vuselela's new structure² are:

- Centralised operations with dedicated staff have been established for finances and administration; human resources and performance management; managing the external environment (partnerships, linkages, marketing and advocacy); student support; innovation and development; students with special needs; quality assurance; and IT connectivity between campuses.
- Campus staff have been moved into new college level positions to carry out centralised functions; and
- Campuses focus on delivery only.

¹ The bosberaad was attended by representatives from each of the three North West province colleges, the NWDoE, the WCED, and the national DoE.

² It would seem as though the three NW province colleges are adopting very similar organisational structures and that Orbit may have taken the lead in designing an organisational structure as a copy of Orbit's structure was initially given to the researcher when she requested a copy of Vuselela's structure.

A brief summary follows on the status of Vuselela College systems and functions in place at the point of the third impact evaluation.

College council and academic board. The Section 9 council and its EXCO are established and functioning as is the college's single academic board (see characteristic 3).

Management. The college management committee (MANCO) continues to meet on a monthly basis to manage campus and college affairs and to oversee the merging and establishment of college functions, policies and systems and the development and implementation of the college's strategic plan. MANCO initially included the CEO and campus heads, but was later expanded to include deputy campus heads. The two Linkages and Programmes (LPU) managers have now also been included in MANCO.

College policy. In the previous evaluation report it was noted that all of the college's policies had been developed but that they were being standardised and would then be presented to council for approval. Since then, college policies have been provisionally approved by the council and it is expected that full approval will be given at the council's September 2004 meeting. Although the college has developed all its policies and these are in the process of being approved by council, some like finances and HR are already out of date because of changes in these two areas as a result of the new centralisation process. To deal with ongoing change in the college, it has been agreed that policy development and review will be treated as a continuous process.

Portfolio committees. After the merge, a portfolio committee system was established to oversee the process of planning, establishing and implementing college functions. Eight portfolio committees were initially established – infrastructure, programmes, administration, finances, HR, marketing, governance, and student affairs – two of which each campus head was responsible for convening. At college level each committee was to be composed of the campus head responsible for the function area and one representative per campus. A campus level representative for each of the eight portfolios was to be appointed, each of whom would convene a campus portfolio committee in the function area they were overseeing. Campus portfolio committees were expected to oversee planning and development in their portfolio area at campus level and contribute to the process of planning and developing college level functions in that area. Toward the end of 2003 a ninth committee – linkages and partnerships – was added. The portfolio committee system has unfortunately not operated that effectively³ at campus or college level as committee members, including campus heads, have struggled to find the time to meet and carry out committee responsibilities over and above their normal every day duties. So although (in theory) a good system for developing college functions in a participatory and democratic way, the portfolio system has not worked very well and the participation of campus staff has not been optimal. Once campus heads are based at the corporate centre they will be freed from campus management responsibilities and will focus on their portfolios which is expected to speed up development and implementation in these areas. Furthermore, with the establishment of the LPU, additional capacity is now available to carry out the activities in the programmes and the linkages and partnerships portfolios.

Linkages and programmes unit. In the period under review Vuselela College established its LPU. Two LPU managers were appointed in July 2004 at the same level and are currently working together to plan and implement LPU activities. The LPU will coordinate all programme development across Vuselela College in the future and will also oversee the college's linkages and partnerships. Over and above its work in relation to programmes and partnerships, the LPU is also responsible for coordinating staff training and one of the LPU managers has taken on the role of SESD coordinator. The LPU has already made an important contribution in the area of identifying new programmes to be delivered in the college in 2005 and coordinating the process of gaining approval for these. The process of identifying programmes involved carrying out an audit of programmes currently in place and working with campuses to analyse local needs in relation to each new programme planned for 2005.

Staffing. Since the last impact evaluation no vacant or new NWDoE posts have been filled in the college. The college is about to begin a process of matching NWDoE staff currently employed at campuses to corporate centre positions on the basis of its new structure. After the matching process is complete the remaining new and vacant posts are to be filled by the NWDoE. The department has apparently indicated that posts will be filled in January 2005 but given the many delays with filling posts to date some doubt was

³ If one peruses the minutes of MANCO meetings dating as far back as the middle of 2003, the poor/non functioning of the portfolio committees is a regular theme as is the CEO's insistence that portfolio committee meetings must take place because of the importance of these to the college's development and functioning.

expressed as to whether this would happen⁴. During the current period under review, a single remuneration structure was developed for Vuselela council employees and salaries will be brought in line over a phasing in period of 3 years. Consultants have also been working with the college to establish its HR systems and procedures and this has resulted in an HR audit, the development of an HR manual, and some training on HR issues. A consultant is currently assisting the college to develop an integrated employment equity and skills development system. Furthermore, Potchefstroom and Klerksdorp have developed workplace skills plans for administration and service council employees.

Finances. Up until now a decentralised approach has been used to manage the college's finances but from 1 October 2004 these will be centrally managed (see 3.10).

Student support and development. A model for student support has been developed for the college and research and planning has begun for its implementation (see 3.9).

Mock examinations. A single internal mock exam for each college subject will be implemented across the college from 2005. The academic board's examination committee is tasked with overseeing the process of setting up the mock exam system which includes developing a system for setting the exam paper for each subject and managing the logistics of implementing the exams at the same time across the college.

Fees. The fees at Klerksdorp, Potchefstroom and Jouberton have been standardised at least since the beginning of 2004 and it is intended that over the next few years the fees at Taung, which are currently lower, will be brought in line with the rest of the college. It is interesting to note that Jouberton students (those who participated in the focus group) were happy with the fees charged at their campus. They reported that one of the best things about their campus is "they don't kill us with the fees". This seems to indicate that the standardisation of fees has not had a negative impact on students at this campus even though it may be drawing poorer students because of its location in a township.

Vehicles. The control of the college's vehicles has now been centralised and most of the college's cars will be based at the corporate centre and will need to be booked for use by corporate centre and campus staff. It is hoped that this will increase vehicle availability and sharing. Campus staff are however not happy about the centralisation of vehicles because, as one lecturer put it "the work happens at campuses but the vehicles will all be at the corporate centre". Potchefstroom is in particular concerned about the new vehicle management system because of the distance between this campus and the corporate centre. Given the large distance between Taung and the corporate centre it is likely that this campus will have a similar concern.

SRC. Vuselela College currently has an SRC at each campus and a college level FET SRC made up of representatives from each campus SRC. The different SRCs at Vuselela College have been functioning to varying degrees of success with the Jouberton SRC, for instance, being more functional and successful than the Potchefstroom one. At present there is a functioning SRC at Jouberton which meets when a need arises but the Potchefstroom SRC appears not to be fully constituted or functioning⁵. The college level FET SRC has been established and the FET SRC chairperson attends council meetings and also participated in the July 2004 bosberaad. The evaluation did not determine whether or not the college FET SRC meets and functions effectively. It can be assumed that it experiences some of the same problems experienced by campus based SRCs. In order to address some of the problems with SRC functioning at campus and college level the college has decided to change the current SRC structure. It is planned that a single collective SRC for the whole college be established which will have 12 members – four will make up the SRC executive and the other 8 will each be responsible for a specific portfolio. At least two SRC portfolio members will be based at each one of the college's four main campuses. At the recent evaluation visit the

⁴ Note that in April 2004 the college was informed by the NWDoE that staff should submit their CVs as vacant posts were to be filled in July 2004. Staff began to prepare their CVs but the NWDoE then put the process on hold.

⁵ At each evaluation visit, not only have Jouberton students been aware of their SRC and of some of its activities, the SRC itself has been fairly well informed about what is happening at their campus and in the college more broadly. This is not the case at Potchefstroom where students generally tend to be uninformed about their SRC and its role, as well as campus and college affairs. SRC members at this campus are also usually not particularly informed about campus and college affairs. This seems to indicate that over the course of the evaluation Potchefstroom SRCs have never really functioned very well and/or that there is insufficient communication between the SRC and campus management. Potchefstroom management noted that an attempt is made to establish an SRC that represents the different programme areas in the campus but this is never easy. A major reason for this is that there is little interaction between the students in the engineering and business studies departments, which not only have different term and exam times but are also separated by space in that they are not in the same building. There is also the ongoing problem of continuity in the SRC as the student body is constantly changing. In some cases students leave because they have completed a course/programme but they may then come back later to do another. In other cases they have not been allowed to continue their studies because they have failed a course or have not paid their fees.

Jouberton SRC was not aware that such a change was to take place indicating that they had not yet been consulted on or informed about this decision.

3.1.2 Impact of the merge

Up until now the merge has had a significant impact on campuses at a financial level in that it has brought about added expenses without an increase in government financial support to balance this. As a result campuses have been under tremendous financial pressure and have been required to cut back on expenses in order to support the growing corporate centre. At a management, programme and system level though the merge has to date had a fairly limited impact on campuses in that they have made few programme changes and have continued to operate in much the same way as they did prior to the merge. The forthcoming centralisation of Vuselela management and systems is however likely to bring about major upheaval for campuses as their heads and other managers will move to the corporate centre.

The morale of the management team and of campus lecturing staff has been steadily declining since the baseline visit when they were at their most positive. Campuses were initially resistant to the merge but finally accepted it and enthusiastically tried to make the best of it. Unfortunately by the second impact visit this initial enthusiasm had dissolved as a result of the NWDoE not filling posts, increasing work pressure on staff, job insecurity, and the lack of financial support from the NWDoE for the corporate centre. The recent move toward centralisation in Vuselela College has further worsened morale. Restructuring and transformation is always difficult for the people involved and inevitably causes uncertainty and negativity. During the last evaluation visit there was evidence of particularly high levels of uncertainty, stress, unhappiness and negativity at campuses. Staff are worried about the future of their campuses, which they believe could "go down the drain" once their money and management teams are absorbed by the college. They noted that that the worst thing is "not knowing what is going to happen". Unfortunately poor communication from the corporate centre on the new structure for the college and the changes that will be needed to implement it has resulted in rumours being a major source of information.

The NWDoE's failure to fill vacant posts after promising to do so and the start of the new matching process has also left campus management and lecturers disillusioned about whether the staffing situation at the college will ever be resolved. Council appointed staff fear that they will never get permanent jobs and some permanent staff members are afraid that they will be matched to positions in the college which they do not want. Staff at Potchefstroom are particularly worried about the future of their jobs as they are not keen to either relocate to Klerksdorp or commute the 105 kilometres between the corporate centre and Potchefstroom on a daily basis.

Two areas in which the merge is beginning to have a positive impact are student support and linkages and programmes. Student support and development functions are currently being planned and set up and hopefully from 2005 students from across the college will, for the first time, have access to range of student support services and facilities. The establishment of the LPU is already having a positive impact in that the college now has dedicated staff to coordinate the process of programme development and approval. The LPU has also started a drive to increase external communication and knowledge sharing on the college and establish further linkages and partnerships.

An area in which the merge has continued to have an impact at campus level (especially since the first impact evaluation) is that campus management and lecturing staff are regularly away from their campuses attending college/merger meetings and capacity building training sessions. On the one hand this has been positive in that it has developed staff capacity and increased horizontal communication and knowledge sharing in the college but on the other hand management's ability to attend to campus business has been compromised and classes have sometimes had to go without adequate teaching support. At the current evaluation visit the CEO reported that students have even complained about lecturers being out of their classes so often.

3.1.3 Vertical communication

In the period under review some vertical communication and information flow problems were evident in the college, particularly in relation to the recent moves toward centralisation (see characteristic 6). The establishment of the LPU has led to some improvement in college communication and information flow on the process of programme approval and developing and implementing new programmes. It is anticipated that once dedicated staff have been appointed in other key college function areas communication will improve in these areas too.

Vertical communication and knowledge sharing between the NWDoE and Vuselela College continues to be extremely challenging and to cause tremendous frustration at the college. The corporate centre does its best to ensure that information from the NWDoE gets from the corporate centre out to campuses as soon as possible and that feedback is then provided to the NWDoE. Unfortunately information from the department usually arrives too late for the college and its campuses to effectively respond. In May 2004 the NWDoE and colleges in the province met for two days to clarify, amongst other things, the communication channels they should use in dealing with each other. Although it was reported that this meeting managed to resolve a number of issues it does not yet seem to have yet improved day-to-day communication between the department and Vuselela College. Restructuring and understaffing at the NWDoE have resulted in a lack of capacity and skills in some key areas of functioning and this appears to be the main cause of the communication and information blockages in the system. Although some progress has been made appointing staff in the FET directorate and the deputy FET director has now been appointed, the key position of FET director is still vacant. In response to the many problems raised by colleges with the NWDoE at the North West province bosberaad, the department gave the assurance that an FET director would be appointed as soon as possible. The college is waiting for the department to follow through on this promise.

In the evaluation period there was no direct contact between the NWPTA and campuses and the CEO remained the main communication link between the NWPTA / DANIDA and Vuselela College. The primary communication channel between the college and the NWPTA is the Provincial Steering Committee which includes the three CEOs, members of the provincial department, the CTA and the NWPTA. The CEO is satisfied with the communication that takes place in relation to the DANIDA SEDS programme and the role that NWPTA is playing in this regard.

3.1.4 *Horizontal communication*

Horizontal knowledge sharing and learning between Vuselela College campuses is improving on an ongoing basis. Campus heads report that they are regularly in contact and work well together. Communication at all levels is facilitated through college meetings, training sessions, and contact between individuals outside of meetings. There is still less communication and knowledge sharing between staff at lower levels (lecturers / senior lecturers) than at higher levels (HoDs and managers) as lecturers spend most of their time in the classroom teaching. An increase in communication between colleges in the province is also evident and is largely being facilitated by the combined training that takes place. The three CEO's in the province have also established a good working relationship and seem to be sharing ideas and working together on the restructuring process. The recent bosberaad and the visit to Western Cape colleges has also provided an important opportunity for horizontal knowledge sharing in the FET system provincially and nationally. The North West Province best practices forum⁶ is expected to further improve horizontal knowledge sharing and learning between colleges in the province. Knowledge sharing and learning between colleges in the province and with colleges in other provinces is thus becoming more prevalent.

3.1.5 *External communication*

Respondents were all very positive about the external communication efforts that have taken place at campus and college level in the last six months. It was reported that external communication is constantly improving as various efforts are made on an ongoing basis by campuses and the corporate centre to engage with the external environment and broaden awareness of the college.

3.2 **SAQA / NQF**

The level of knowledge on SAQA/NQF/SETA policies and processes and expertise in relation to the delivery of NQF-aligned programmes and learnerships is uneven in the college with some campuses and staff members being significantly ahead of others. It would seem that Potchefstroom staff have broader and more in-depth knowledge and expertise in this area than other campuses. This is because staff training in OBE and unit standard based delivery as well as in curriculum design and materials development began at this campus before the merge and has continued until now. Furthermore, over the last few years, this campus has also managed to develop and introduce a few new programmes and has directly engaged with some SETAs in order to gain accreditation and programme approval. As a consequence, knowledge and expertise has developed through training, dealing with SAQA and SETAs.

⁶ The best practices forum includes a steering committee and six working groups as follows: ICT, finances and administration; skills and curriculum development; management, governance, QA and infrastructure; human resources; learner support; and marketing. Working group representatives were elected in May 2004 the forum was inaugurated in August 2004

and practically applying new knowledge and skills. Not all lecturing staff at Potchefstroom have equal abilities in this regard though. Much of the expertise seems to be located in HoDs and senior lecturers (to a lesser degree) as they are leading the process of programme change at the campus.

Of the other three campuses in Vuselela College, Klerksdorp is probably closer to Potchefstroom in terms of knowledge and skills on SAQA/NQF/SETA policies and processes followed by Jouberton and then Taung. At this stage almost every lecturer in the college (if not all), has been trained as an assessor and many have participated in a range of other training programmes including OBE and moderator training. In addition at least five lecturers per campus have been trained to develop curriculum and materials in line with NQF requirements. As a result the majority of lecturers now have a reasonably good understanding of OBE and unit standard based training and thus of some SAQA/NQF requirements and processes. Furthermore expertise now exists at each campus to develop curricula based on unit standards. Unfortunately limited development and delivery of unit standard based programmes and learnerships in the college means that most lecturers have, to date, had little opportunity to apply what they are learning in practice.

Since the baseline Vuselela College has been unable to get any of its new programmes approved through the NWDoE because of system blockages. Potchefstroom and Klerksdorp have however managed (over the last few years) to obtain SETA accreditation and approval for some of their new programmes by not going through the NWDoE or UMALUSI and working directly with the SETAs concerned. The college has now been informed though that in future until the NWDoE has established an MOU with a SETA, it will not be possible for the college to obtain accreditation and programme approval from the SETA (even if it meets all the requirements). To date the department has only developed an MOU with the Services SETA. In order for the college to deliver new programmes it is thus essential that the NWDoE speeds up the process of establishing MOUs with SETAs. At this stage the newly established NW province Labour Employment and Skills Development Lead Employer (ESDLE)⁷, which has the backing of the DoL and a direct link to SETAs, is helping the college with the accreditation and programme approval process. It is anticipated that the ESDLE will play an important role in facilitating the process of the NWDoE and SETAs establishing MOUs. The college is going to be delivering a number of learnerships through the ESDLE starting with an ECD learnership in October 2004 at Potchefstroom (for which the ETDP SETA has already provided full accreditation and approval). Potchefstroom is also planning to deliver a tourism learnership and a hospitality learnership through the ESDLE in 2005.

3.3 Linkages and relationship building

Because of a lack of dedicated staff to perform this role, limited capacity to build relationships and develop partnerships has continued to exist at college and campus level during most of the period under review. At campus level, campus heads, deputy campus heads and HoDs continue to play an important role in linking with the external environment and building relationships. At campus department level networking and relationship building takes place through the process of advertising existing programmes, determining training needs, introducing new programmes, and recruiting students. The establishment of the LPU in July provided a significant boost to the college's capacity in this area. Although the LPU is only a few months old it appears to have already made a determined start to the process of networking, solidifying current relationships and partnerships and forging new ones. The LPU has also been collaborating with campuses on the establishment of new programmes and this has involved some researching of local needs in order to identify relevant programmes for delivery in 2005.

The college council apparently also plays an important role in marketing the college and helping it to link with and build relationships with its external environment. Council members are well connected in government and / or business through their work and involvement in other organisations and they use these forums to market the college and make connections for it. For instance, one counsellor works in government and is also a member of the board of the Klerksdorp chamber of business where she has provided a strong voice in favour of Vuselela, two are in local government (the speaker and municipal manager) and this connection has enabled the college to become involved in local government events like the 10 years of democracy celebration in Klerksdorp, and another is a retired UNW professor who provides a key link into this university and into HE more broadly.

⁷ FEBDEV has the contract to manage the NW province ESDLE.

3.4 Strategic planning processes

In the previous evaluation it was reported that Vuselela College's 2003-2005 strategic plan was a "living document" and that the college's strategic objectives were being implemented through the work of portfolio committees and that MANCO was monitoring progress in this regard. In the recent evaluation, a number of management team members indicated that in practice the strategic plan document was seldom referred to and was not really used to guide the work of portfolio committees. The reason for this was not made clear though. The college is now engaged in a process of revising its 2003-2005 strategic plan which was not approved by the DoE. The revision process, which began in April 2004 with feedback on the previous plan, is being carried out with the assistance of a consultant. A core group composed of the council chairperson, CEO, campus heads, deputy campus heads and the corporate centre acting administration coordinator, is taking responsibility for revising the plan. To date, academic staff (HoDs, senior lecturers and lecturers) have had limited involvement in the revision process. Some campus staff feel that it had been an error not to include all college HoDs in the revision of the strategic plan as they have the best idea of what is happening and is possible at campus level.

Mixed feelings were expressed about the new strategic plan which is evolving. Some feel that it is better aligned to college's vision, mission and values than the previous plan as it now describes what must be done in order to achieve these. Furthermore, the previous plan was reported to be a "status quo" plan in that it did not project the college into the future but provided a plan for what it was already doing. The new plan is seen as more "ambitious" and likely to take the college where it needs to go. There are those however who feel that the new plan is too idealistic and therefore unachievable. They noted that the new strategic plan assumes that funding and staff will be made available to the college and that it will thus have the resources it needs to be able develop new programmes and establish the necessary infrastructure to support their delivery. Given the inadequate support that the college has received from the NWDoE and national department in the past, these staff members doubt that the government will provide sufficient funding for the college to implement its revised strategic plan⁶. A process of sharing the revised strategic plan with campus staff has begun with a visit from a corporate centre / council team to Taung and it is hoped that greater knowledge of and support for the college's vision and the direction that it is taking to get there will be developed through this.

3.5 Capacity building of college council and academic board

At this stage neither the council nor the academic board are yet functioning optimally. However, there has been a definite improvement in council functioning since the establishment of the Section 9 council which is seen to be better qualified for the task and more professional than the previous council. The council was reported to be keeping the college "focused on its purpose" and "on the right track" in achieving this. This was seen as its strongest contribution. One council training session, which focused on the roles and responsibilities of council members, was held in the period under review. The council's main weakness at present is that some members do not have sufficient knowledge of FET policy and legislation. Training is thus needed in this area.

The academic board seems to be going through a process of transformation. The board was previously made up of four campuses each of which reported on academic issues and developments in their own campus. Now the board consists of a number of academic committees each of which has a specific focus and which deals with issues across campuses. Committees have been established to deal with admissions, statistics, examinations, IT, programmes, and partnerships and linkages. Each academic board committee has one representative from each campus. The academic board is thus starting to function on college rather than campus lines (an example of how systems and processes in the college are beginning to merge). The academic board is also now addressing a broader range of academic matters than examination results which was its previous focus. Unfortunately the new academic board committee system is not yet functioning effectively (see characteristic 3). If this system proves to be non-functional another way to coordinate and monitor college academic affairs will need to be found. One of the strongest contributions currently being made by the academic board is that through bringing HoDs together in one forum it is facilitating mutual cooperation and learning between campuses. As a result stronger campuses like Potchefstroom have been able to help weaker campuses like Taung. In terms of capacity building the only area in which the academic board was seen to be lacking was in relation to managing and reporting on academic affairs in a multi-campus situation.

Current representation on the council and academic board is indicated below.

⁶ Note that the budget for the new strategic plan is R131 625 000 while the budget for the previous plan was R15 075 000 (this figure comes from the MTEF budget on page 55 of the 2003-2005 strategic plan developed in 2003).

Table 3: Representation on the 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	No		
Teaching staff	Yes	Yes	Business	Yes (from Jouberton)	No		
Non-academic staff	Yes	No	Higher education	Yes (a former employee of University of NW)	Yes		
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)	Yes		

In the period under review there has been no change in membership of the college council. In the previous evaluation it was not clear whether or not external council representatives or students attended academic board meetings. In the recent evaluation it was reported that external council members never used to participate in the academic board but that two external council members have now joined the board. Although students have been represented at council and academic board meetings their attendance at these meetings has been irregular and there has been a lack of continuity as student representatives have kept changing. This situation has apparently improved since it was decided that the same two SRC members should attend all council and academic board meetings until the end of the year. Another problem that was raised in relation to student involvement in governance structures is that they do not participate well, particularly in academic board meetings. It would seem that the main reason for this is that they struggle to understand and express themselves in English. The CEO noted that when he has meetings with students in their mother tongue they always participate but when meetings are in English students are quiet and when asked to comment they just say "it's okay".

Although staff members are aware of the existence of the council they do not know who serves on it, how it is functioning and what issues it is dealing with. Even campus heads feel a little removed from the new Section 9 council as they no longer attend council meetings. For instance, the Jouberton campus head noted that since he has stopped going to council meetings his campus has not got council minutes and he is not sure what the new council is doing or how it is functioning. At this stage five college staff members attend council meetings (the CEO, acting deputy CEO, an academic board representative, a non-teaching staff representative and a teaching staff representative) and they seem to be the only ones that are well informed about what happens in the council. The Potchefstroom campus head, who is the acting deputy CEO, indicated that he always provides feedback on council and academic board discussions and decisions at campus staff meetings (held every Monday and Friday) and a file of minutes is kept in the staff room but that staff tend not to read the minutes. More staff members seem to be aware of and informed about the academic board and what it is doing because campus heads, deputy campus heads, and all HoDs are involved. In the student body, knowledge of the council seems to vary from campus to campus with the Jouberton students being more informed about the existence and role of the council than the Potchefstroom students.

3.6 Capacity building of management

Since the last impact visit there have been a number of training workshops aimed at senior and middle managers for instance multi-campus management, project management, financial management for non-financial managers, team building, and DB2000 management. During the period under review the CEO also went on what was considered to be a very useful educational trip to Netherlands colleges. At this stage there is a general feeling that the current senior management team has largely been capacitated although some feel that the CEO could possibly benefit from additional leadership and management training. Most feel that middle management should now be the target management capacity building and that their capacity should be developed in all areas of management. It was noted that once the corporate centre posts have been filled an assessment of management capacity will need to be done to determine further management training needs. The CEO feels in particular that training in multi-campus management will be needed for corporate centre staff in order for the college to operate successfully in a centralised manner.

3.7 Professional development of staff

In the period under review a considerable amount of training was delivered to academic staff across the college and all were reported to have participated in some form of training. Training carried out includes:

- Assessor
- Moderator
- Verifier
- RPL
- OBE
- Curriculum design and materials development
- Facilitating learning
- Evidence facilitator
- College led innovations
- Community education and entrepreneurship
- Partnerships

In August two college staff members also attended the IVETA conference in Vienna – one of the LPU managers and the corporate centre acting administration manager (who presented a paper). This provided an important opportunity for them to be exposed to international best practice and hopefully they will have the opportunity share what they learnt in Vuselela and apply it. At this stage 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 programmes the majority have not yet been able to apply their new knowledge and skills. In addition, although curriculum and materials development capacity has been developed at each campus most of those trained have not yet had the opportunity to work on adapting old programmes or developing new ones. Lecturers presently have three main capacity building needs: to apply and therefore reinforce what they have been learning, to update and further develop their subject knowledge and expertise, and to develop general management skills. Note some evaluation participants were concerned that, to date, very little of the training has been focused on developing the capacity of administration and service staff and they hope that this will be rectified in the future.

3.8 Academic competence in maths, science and technology

There has been no change in the development of academic competence in maths, science and technology since the baseline study. Currently academic competence in these areas is theoretically developed through formal college programmes. Computer practical training is provided at all campuses and engineering practical training is provided at the Klerksdorp Training Centre, Potchefstroom, and Jouberton (to a lesser extent). Infrastructural development is needed to improve academic competence in science and technology as campus level laboratories and workshops need to be established / upgraded. Furthermore lecturers need to be given the opportunity to upgrade and develop their maths, science and technology knowledge and skills. To date lecturers have received no additional training in this area. In the period under review PLATO was installed at Taung with a view to developing the mathematics skills of N1-N3 engineering students and PLATO facilitators from this campus were trained. Unfortunately computer and system problems have made it impossible for the campus to yet make use of PLATO. Being in a remote rural area makes dealing with system problems extremely difficult as local computer and software specialists are not readily available. As the company that installed the PLATO software at Taung is based in Johannesburg, which is 400 kilometres away, and it has taken some time to solve the operational problems this campus is experiencing. Once the system is functioning Taung staff will need to be retrained to competently use it.

3.9 Learner support services

In the last six months there has been an increase in student support activities at each Vuselela College campus and initiatives are underway to establish student support as a centrally coordinated function. The head of the business studies division at Potchefstroom campus, who is a qualified psychologist and provides counselling for students at this campus, is currently acting as student support coordinator for Vuselela College as a whole. She is well qualified for this task having had the opportunity as a Tiriano Fellow (in the last 3 months of 2003) to study student support and LSEN at her UK host college. In her role as acting student support coordinator for Vuselela College she has developed a model for student support in terms of which a student support and development centre will be established at each campus from which academic support, guidance, counselling and HIV support will be provided. This model has been accepted and she is now working on developing a detailed implementation strategy in consultation with the different campuses. To date she has visited campuses to carry out an analysis of what will be needed for

them to be able to establish a student support and development centre. Each campus is now preparing a venue that can be used (even if on a temporary basis) as a student centre. It is planned that a college level student support and development manager will be appointed to coordinate student support and that one student support officer will be appointed at each campus.

At this stage each campus has a student study room and / or a counselling and HIV/AIDS office and has appointed at least one part-time student support officer. Some campuses also have an SRC liaison officer. In most cases the support officers are lecturers who also have teaching responsibilities and students must make appointments to see them. Two lecturers at Jouberton are currently sharing the portfolio of student support officer (at least one of whom completed guidance and counselling as a subject in her teaching degree). The counselling and HIV/AIDS support office at Jouberton opened recently but students have not yet made use of the counselling services offered. Students who participated in the focus group at this campus reported that students are reluctant to visit the counselling room because they are afraid that if they share their personal problems with campus based lecturers this information may not be treated confidentially and could be used against them in some way during class time or in the way they are assessed. They indicated that they would prefer to speak to an external professional counsellor. The acting student support coordinator for the college noted that when she visited the UK as a Tirisano Fellow she found that some UK colleges locate their counselling rooms in the administration block separate from their student support centres to ensure privacy to students seeking assistance with problems. This is a measure that she believes Vuselela College should consider adopting.

An ex-SRC president at Jouberton has been playing the role of SRC liaison officer since the beginning of 2004 while at the same time setting up and running a student resource centre at this campus. At the beginning of the year Jouberton campus converted one of its workshops into a resource centre (reported on in the second impact evaluation). The resource centre is furnished with desks and chairs and has a few books, magazines and daily newspapers. The resource centre is well used and highly appreciated by students who rated it as their best and most used campus facility during the second and third impact visits. It would seem that students predominantly use the resource centre as place to study and do their homework and assignments. This campus was expecting to receive some of the computers provided to Vuselela by DANIDA and planned to house these in its resource and thereby provide computer access to students. Jouberton has however not been allocated any of the computers supplied by DANIDA and there are currently no computers in the resource centre. The resource centre/SRC liaison officer indicated that at least one computer with internet access is needed in the resource centre to help students with their research.

Potchefstroom campus has spearheaded the establishment of an extremely useful partnership with the psychology department of the University of North West (UNW) through which final year psychology students provide life skills and individual counselling (on interpersonal and emotional problems) to NIC and NSC students (reported on in the second impact evaluation report). The psychology students are also helping this campus to develop its student support centre. This arrangement is beneficial to the university in that it provides psychology students with the opportunity to meet the practical work component of their degree. So far the partnership with the psychology department has proved to be extremely successful and plans are in place to formalise it and increase the scope of the activities included as well as to extend it to include the whole college. One of the future plans for this partnership is for the university to train lay-counsellors at each campus. Potchefstroom campus has also opened discussions with the nursing department of the UNW about final year nursing students providing health support to college students.

3.10 Budgeting

No significant changes in the budgeting and financial management system took place in the period under review. Until now Vuselela college has adopted a decentralised financial management approach to managing the college's finances. In terms of this approach each campus has had a separate bank account and managed its own finances on the basis of an annual budget approved by council. The annual budget is comprised of four campus budgets and a corporate centre budget. Each campus has been responsible for preparing its own budget. NWDoE subsidies were paid into the college account and then transferred into campus accounts (via internet banking) according to campus FTEs. Depending on their size and income, each campus made a contribution toward the total running cost of the corporate centre. Monitoring of expenditure took place at MANCO meetings, finance meetings and college council meetings. It was required that campus level procurement be approved by the CEO before purchases were made. At the second evaluation visit it was reported that a centralised financial system would be implemented once corporate centre staff had been appointed. The process of establishing a centralised financial system has now begun. In August 2004 the Jouberton deputy campus head was moved to the corporate centre to set up and manage the college's new centralised financial management system. It was reported that the new

centralised system would be implemented from the 1 October 2004. Campus accounts would then be closed and each campus would have a petty cash float to manage basic day-to-day expenses. All major expenses would then be made through the corporate centre. The college is currently working on its budget for 2005 which, as before, will be comprised of campus budgets and a corporate centre budget. The college's 2005 budget and the budget for the college's revised strategic plan are being developed concurrently.

3.11 Comments about the DANIDA programme

The term "DANIDA" is now part of the vocabulary at Vuselela College and the majority of academic staff are aware that training and other forms of support to the college are being provided by DANIDA. At the recent evaluation participants also commented on how valuable the DANIDA impact evaluation process has been for the college. The evaluation process helps the college to reflect on important issues and to see in which areas it is making progress and where improvements still need to be made. It was also noted that the impact evaluation reports are referred to in college meetings and planning sessions and have been very useful.

4. THIRD FORMATIVE IMPACT RATING

Vision and Mission

1. Practices guided by a clear institutional vision

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

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

In the last six months it would seem as though there has been little real change in the extent to which the college's vision is shared or directly influences campus / college practice. Campus and college management tend to know the college's vision but there appears to be a lack of knowledge of this at lecturer level even though it is displayed in some of the offices and classrooms at campuses (note that none of lecturers in the focus groups were able to provide a summary of the essence of the college's vision). Some respondents believe that a lack of knowledge of the vision does not indicate a lack of support for it and that if asked most staff members would say they are committed to Vuselela being an "institution of excellence in relevant skills and training" (the vision of the college). Although some staff have not bought into the vision for the college, the main problem that most have with the vision is that they feel that it cannot be achieved in the current circumstances in which the college is operating. One group noted that to achieve its vision (i.e. for it to influence practice) the college needs finances, staff and resources and it is currently getting insufficient support from the NWDoE in this regard. Furthermore campuses are trying to implement new more relevant courses but system blockages at NWDoE, UMALUSI and SETA level makes it very difficult for them.

A further problem that was evident at campus level is that there is a tremendous amount of uncertainty about and a lack of support for the direction that the college is taking with regard to the centralisation of college functions and staffing. In addition the NWDoE's failure to appoint staff in July after promises were made in this regard and the start of a new matching process in the college has left campus management and lecturers disillusioned, demotivated and negative about the future of Vuselela College and their future in it. This has affected staff support for the vision of the college and their will to implement it. A participant in one campus focus group noted: "No lecturer knows exactly where we are going. There are so many things happening and much uncertainty about what is going on. We hear that all the money is going to the

corporate centre and there will be no money at the campus. Then you hear the matching process will start all over again. Then you hear there will be 50 people going to the corporate centre. The uncertainty is a very negative thing. No one can grasp the vision and make it work while they are so uncertain."

The college management focus group acknowledged that morale in the college was lower than it was six months ago and that this had affected support for the college vision and practice in relation to it and thus decided not push up the rating for this characteristic. This group was however positive about the strategic plan review process and reported that those involved in the process had internalised the college's vision and that the new strategic plan has better aligned the college to its vision than the previous one. The strategic plan still needs to be finalised and then shared within the college more broadly. The college management team feels that the process of sharing the strategic plan at campus level will bring about greater knowledge of and support for the college's vision and the direction that it is taking to get there.

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

COLLEGE BASELINE RATING										3
FIRST IMPACT STUDY RATING										5
SECOND 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

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

The college management focus group was positive about the extent to which the values⁹ are shared and lived in the college and quickly agreed to push the rating for this characteristic up by one point. They noted that words like accountability, transparency and inclusivity are part of everyday college vocabulary and that there is an expectation from students, lecturers and management that members of the college behave in accordance with these. According to this focus group, students, lecturers and management demand their rights in relation to the college's values. They also noted that the CEO demands that managers are consultative and accountable and that they expect the same of him.

Although campus management and lecturing staff appear to support the college's values¹⁰, they were less positive than the college management focus group about the extent to which the college's values are shared and applied across the college. The recent moves toward centralisation in the college have, in particular, led management and lecturers at campus level to question whether the college is living up to all of its values. For instance, one lecturer focus group felt that the college's values are applied at campus level but they were not convinced that this could be said of college level practices. These lecturers questioned whether the decisions about centralisation had been democratically made and they were concerned about a lack of transparency in the implementation of these. Similar sentiments were expressed by some of the participants in each campus focus group.

It is important to note though that one campus management focus group reported that there is "very good transparency in MANCO". Furthermore they noted that cohesion around the college's values is developing through the participation of managers and lecturers in numerous meetings and training sessions. The strategic plan review process has also contributed positively toward developing a better understanding (for the review team in particular) of each of the college's values and what needs to be done to achieve them.

A number of focus group participants questioned the extent to which the college is really living according to its values or is even able to do so. They felt that the college's values are too ambitious given the lack of support it is receiving from the NWDoE and national department. For instance, for the college to be more inclusive and accommodate students with special needs, it needs to upgrade its infrastructure and facilities but it does not have the financial resources to do this.

⁹ Vuselela College has seven values which are: accountability, transparency, inclusiveness, quality, redress of education opportunities, accessibility, and sustainable development.

Leadership and Management

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

COLLEGE BASELINE RATING										5
FIRST IMPACT STUDY RATING										6
SECOMD IMPACT STUDY RATING										5
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 for council and 6 for academic board; Potchefstroom management: 5 for council and 6 for academic board; Potchefstroom lecturers: 4 for council and 4 for academic board; Jouberton management: 6 for council and 6 for academic board; and Jouberton lecturers: 5 for council and 5 for academic board

Once again this characteristic generated extensive discussion in each group. In the second impact evaluation, the academic board was considered to be largely effective because the involvement of academic staff from each campus enables it to make decisions that are based on a good knowledge of "what is happening on the ground". Although this view was expressed again in the recent evaluation visit, there was a difference of opinion between groups as to how effective the academic board really is. Those who feel that the board functions well reported that it meets when required, deals with the matters it needs to, and that attendance is generally good. Some even commented on how efficient and effective the academic board secretary is. Those who were concerned about the functioning of the academic board feel that the committee system is flawed. It was reported that the only committee that met before the May academic board meeting was the marketing committee. The reasons given for why committees have not met are: the large distances between campuses makes it difficult for them to meet; staff do not have time because they already have many other responsibilities (including acting as senior lecturers and HoDs while they still have lecturing responsibilities), and the large number of training workshops that staff have been attending has meant they have had even less time. It was reported that renewed efforts are being made to get the committees off the ground and that some were making plans to meet in preparation for the next academic board meeting. It is important to note that while some serious concerns were raised about the effectiveness of the academic board, most focus group participants remained positive about the academic board and its functioning. Furthermore a number of participants were very positive about the future role that the academic board could play in planning and overseeing the college's academic affairs and in ultimately merging it at an academic level.

The college council has always been considered by most focus group participants to be a weaker governance structure than the academic board. One reason for this is that many feel that it is too removed from what is happening "on the ground" to make informed decisions for the college. Furthermore the change over from the Section 10 to Section 9 council (which had been established by the second impact evaluation visit but had not yet met on its own) caused some concern. In particular, participants were worried that it would take 3 to 4 meetings to get the new council "up to speed" given that some of the new members were not well informed about FET and FET college issues. As such the establishment of the Section 9 council was seen as a set back by a number of focus group participants and this led to a drop in the rate for characteristic 3 in the second impact evaluation by one point. At the recent evaluation visit a number of respondents (in particular those who attend council meetings) were very positive about the new council and reported that there had been a definite improvement in council functioning with the establishment of the Section 9 council. The new council is seen to be better qualified for the task and more professional than the previous council. It was reported that the chairperson is also handling the council well and that the Section 9 council is not getting involved in college management matters in the way that the

¹⁰ As with the vision of the college, lecturing staff were unable to say what the values of the college are but when they read through the list of values they were in support the sentiments expressed by these.

previous council did. Furthermore, for the first time, the council has a functioning EXCO. Thus although further capacity building is needed to develop some council members' understanding of FET policy and legislation, focus group participants expressed a positive view about the role that the council is and could play in the future. The new Section 9 council has already demonstrated that it has potential to function effectively and that it is likely to go from strength to strength given the high calibre of council members and the commitment they are displaying to the college.

4. Effective institutional leadership

COLLEGE BASELINE RATING										6
FIRST IMPACT STUDY RATING										6
SECOMD 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: 4 and Jouberton lecturers: 5

At every impact visit, the two campuses involved in the evaluation have rated their own campus management teams as strong in terms of their understanding of national and provincial policy and the level of shared decision making and democracy practised at campus level¹¹. As the merge has progressed and more and more decisions are made at college level, campus staff have continued to rate campus management as participatory and democratic in relation to day-to-day campus level decisions. But they feel removed from the college decision making process which they experience as downward in that they get reports about decisions made but do not feel that they are given the opportunity to make an input into these. However, taking into account the strong management teams at campus level which together with the CEO have formed the management structure (MANCO) of the college, the functioning of which campus and college management have largely felt confident about, the baseline rating for this characteristic for the college was put at a strong emerging 6 and has remained unchanged. But recent events at the college in relation to centralisation have now pushed the rating for this characteristic down by one point.

The CEO and campus management still consider MANCO to be an effective management structure for the college. It has enabled collaboration between campus management teams and helped them to establish a good relationship with each other and the CEO. The contribution of each campus management team to MANCO meetings apparently also improved in the evaluation period. It was reported, though that MANCO does not always reach consensus decisions – particularly in relation to "important decisions" like centralisation. In these instances the CEO "overrules others and says how things will be".

It is useful to take a step back and view how institutional leadership has been evolving in Vuselela College. The CEO initially adopted a cautious non-confrontational leadership approach so as not to "disturb things too much" or cause conflict because of resistance to the merger. In terms of this approach he did not assert himself and often allowed campus heads to take the lead in planning and decision making. Although campus heads appreciated not being dictated to by the CEO and were pleased to be playing a central role in college planning and decision making, they felt that the college needed the CEO to provide stronger leadership and direction. They also felt that the decision making process in the college was too slow. As time has progressed the CEO has asserted himself more and more and has at times forced decisions through MANCO due to (perceived or real) resistance.

In the current evaluation period, it would seem that external pressure has mounted on NW colleges to speed up their merging processes and to establish structures and systems for centralised operation. Although it is recognised at campus level that the move toward centralisation at Vuselela is being driven by

¹¹ Students at both of these campuses have a slightly different experience in relation to the decision-making process at campus level. They report that they tend to be informed about decisions rather than consulted on these and that even if management asks for their input they do not feel that this is seriously considered.

external pressure, some feel that the CEO has not displayed strong leadership in relation to restructuring Vuselela and noted that he is "easily influenced by others" and "keeps changing his mind every few months". A number of campus managers and lecturers raised problems with the way the recent centralisation decisions have been made and are being implemented – they feel that a non-consultative dictatorial approach has been adopted. One campus head noted that he has accepted that the merge must take place but he is unhappy that the CEO "just informed" the management team and did not "sit around the table" with them "and discuss it". Problems were also raised with the process being followed in moving staff to the corporate centre. It was reported that the CEO instructed some staff members to move to the corporate centre without first informing their campus heads. The CEO is aware that there are staff members in the college who are unhappy about some of the recent decisions made in relation to centralisation but he feels that this is largely the result of their resistance to merging.

Given the changes taking place in the college, the college management focus group expected campuses to lower the rating for this characteristic because from their perspective "they are losing management capacity to the corporate centre". It was noted though that from the perspective of the college, the leadership and management capacity of the college is being strengthened "as a lot of experience and expertise will now be located in the corporate centre" which will be responsible for leading and managing the institution. Some members of the college management focus group felt that it would be possible to move the rating for this characteristic up to a 7 in six months "as things would have settled down and campuses will see that it is an improvement and the college is not going down the drain".

5. *Effective management systems*

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

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

At the point of the second impact evaluation visit, both Potchefstroom and Klerksdorp had functional DB2000 systems and Potchefstroom reported that it was comfortable using its system and was able to produce very specific reports. The DB2000 system was not yet fully operational at Jouberton and Taung and had not yet been set up at the corporate centre. It was reported though that management information is used to inform planning and decision making at campus and college level. Jouberton campus's DB2000 system is now fully operational and Jouberton lecturers are extremely positive about the fact that they are able to get up-to-date class lists and other information about students from the system. This they said has facilitated planning and decision making at campus level. Unfortunately although Taung's system has been set up and training and support has been provided this campus is still struggling to use the system and will need additional support. The DB2000 system has yet to be established at the corporate centre but it was anticipated that this would be done in October 2004.

During the recent evaluation visit Potchefstroom lecturers questioned the extent to which campus level information, which they noted extends beyond information on students, genuinely informs planning and decision-making at college level. They feel that the corporate centre is not well informed about the day-to-day issues and problems faced by campuses and that some of the decisions that are made at this level reflect this. They noted that the CEO has never visited lecturers at the campus and engaged with them to find out "what is happening on the ground" and what they "are physically up against".

Knowledge Sharing

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

COLLEGE BASELINE RATING										4
FIRST IMPACT STUDY RATING										3
SECOND IMPACT STUDY RATING										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: 3; Potchefstroom management: 3; Potchefstroom lecturers: 2+; Jouberton management: 3 and Jouberton lecturers: 3</p> <p>There has been no improvement in this characteristic since the second impact visit and most groups felt that information flow and communication with the NWDoE had further worsened. Poor communication and information flow in relation to staff training and programme approval, for instance, has continued. With regard to training, information often arrives too late and sometimes does not arrive at all. In some cases the information that does arrive is incorrect. Lecturers in one focus group reported that there had been an instance when they had been informed that they needed to attend a training workshop and after travelling to the venue were told that no such workshop was taking place. In this case because of the distance to workshop venue it was necessary for them to sleep over. Another issue that continues to cause frustration is the process of gaining programme approval. The college has been unable to get NWDoE approval for any of its new courses and programmes since the baseline visit. The Potchefstroom management focus group reported that staff are terribly frustrated as they have worked hard to get new programmes in place and they cannot understand why management is unable to get programme approval. They said "We tell staff we are doing everything we can and are now waiting for the department. There is just so many times you can say to staff, 'listen guys for all the hard work you are doing, we can't get a signature on a piece of paper'."</p> <p>An area in which vertical communication showed an improvement in the second impact evaluation was between the college corporate centre and the campuses which was attributed to the CEO having additional staff in the corporate centre (seconded from campuses) to assist with day-to-day communication between the corporate centre and campuses. MANCO was and has continued to be the major communication channel to campuses on major developments in the college and management decisions. In the recent evaluation it was apparent that there are some weaknesses in the vertical communication channels in the college and that accurate information does not always get to campus staff when it should. The current centralisation process at the college has in particular been accompanied by poor communication and rumours. This has resulted in considerable speculation and uncertainty about what is actually happening in the college. A concern was expressed that this problem may in part be the result of campus management not adequately reporting management and MANCO discussions and decisions to campus staff. However there is clearly also a problem with communication from the corporate centre to campuses as even campus heads seem unsure about some of the changes being planned and reported that they sometimes hear about these in campus corridors from staff members who have phoned or visited the corporate centre.</p> <p>A corporate centre and council team have apparently started a process of visiting campuses to share information on the college's strategic plan, policies and centralisation plan. To date they have visited Taung and a visit to Jouberton will take place next. It is hoped that this will improve communication on the changes taking place in the college and help to solicit support for these.</p>										

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

COLLEGE BASELINE RATING											5
FIRST IMPACT STUDY RATING											6
SECOMD 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: 6+</p> <p>Most felt that there had been some improvement in this characteristic. Various examples of increased interaction between colleges were given (see 3.1.4). It was also reported that campuses are working together more closely and that they are starting to share resources and facilities. For instance, Jouberton campus has made use of the Klerksdorp Training Centre to provide practical training. Although horizontal communication and knowledge sharing is increasing in the college, on a day-to-day basis there is still limited interaction between lecturing staff at different campuses. Lecturers and senior lecturers working in the same subjects at different campuses do not visit each other and seldom communicate although some limited sharing of test papers and other information does take place. College marking workshops are however starting to facilitate knowledge sharing and learning between lecturers from different campuses in the same subject areas. Once again it was reported that training brings college staff together and that this helps to facilitate information sharing and learning. Unfortunately there is a tendency for staff to stay in campus groups in training sessions and not mix enough with each other or the staff from other colleges which prevents optimal knowledge sharing at these events. Some competition still exists between campuses but most respondents do not see this as negative. They noted, for instance, that campuses compete with each other to get the best results but that this encourages lecturers and students to strive to do better.</p>											

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

COLLEGE BASELINE RATING											4
FIRST IMPACT STUDY RATING											5
SECOMD 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	
<p>Vuselela management: 6; Potchefstroom management: 5; Potchefstroom lecturers: 5+; Jouberton management: 5+; and Jouberton lecturers: 6</p> <p>Respondents were all very positive about the external communication efforts that have taken place at campus and college level in the last six months and many focus group participants were thus ready to push up the rating for this characteristic. It was reported that external communication is constantly improving as various efforts are made on an ongoing basis by campuses and the corporate centre to engage with the external environment and broaden awareness of the college. At college level it was reported that the college participated in the Klerksdorp mayor's golf day and the local government's</p>											

celebration of 10 years of democracy. Both these events extended the college's developing relationship with local government and its local business community and served to raise awareness about the college. The LPU has increased the college's capacity at corporate centre level to engage with its external environment and to date both LPU staff members have been in contact with business, local government, SETAs and a range of other organisations and groups.

Marketing still has to be established as a corporate centre function and no staff have yet been employed at college or campus level to carry out marketing activities. Furthermore the marketing portfolio committee has had limited success coordinating marketing activities for the college as a whole. The college's centralisation plans include the establishment of marketing as a central office function and it is planned that the campus head of Taung, who is also the chair of the marketing portfolio, will take responsibility for this function. In the meantime, each campus 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. Jouberton campus reported, for instance, that at the end of July it had marketing week aimed at schools and a large number of Grade 9 to 12 school students visited the campus and were orientated to what it offers. Tremendous interest was expressed and some of these students have already registered at the campus. Jouberton lecturers are concerned that the campus may not be able to cope with the demand generated by this marketing event as in the past it has already been forced to turn away students because of insufficient computers and lecturers. The Potchefstroom lecturer focus group also reported a definite improvement in external communication in the last six months. The engineering department has, for instance, had "a lot of contact with business and community trying to figure out what programmes they want from us".

Institutional Health

9. The establishment and maintenance of financial health

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

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

Once again a distinction was made between financial management and financial health in focus group discussions. The second impact evaluation found that the college's budgeting, monitoring and financial control policies and systems were all in place and functioning effectively. These were however developed for decentralised functioning and now have to be adapted for centralised operation. It was reported though that as the same financial system developed for campuses will be used at the corporate centre the system changes that need to be made are minimal. The biggest change will be in relation to centralised operational policy and procedure.

Since the second evaluation visit concern about the college's financial health has grown. Klerksdorp and Taung remain in the red and Potchefstroom only has sufficient funding to sustain its expenses for approximately two months. In the period under review, Vuselela College has received no additional funding from the government nor have the ad hoc subsidies which campuses normally get for part-time staff in May/June yet been provided. Potchefstroom also received smaller subsidies for hostel expenses and the salaries of staff working at the hostel. Increasing corporate centre expenses (some of which were unbudgeted) have also forced campuses to make cut backs on some of their planned expenses (see 10 below). However, the biggest drain on the college's finances continues to be its salary bill as the NWDoe has made no progress toward providing for the college's full staff establishment.

The issue of centralising the college's finances is an extremely sore point for the two campuses involved in the evaluation as without control of their own finances they believe that they no longer have the power to control their futures. Potchefstroom and Jouberton have always been very confident about the high standard of financial management in their campuses. Previously, although they never had enough money and often struggled, these campuses were able to "make ends meet" and introduce improvements to their programmes and infrastructure through "very strict and careful management" of their finances. They have also managed to remain in the black through difficult times. Campus management and staff are afraid that once "their" funds go into a central account these will be used to cover the overdrafts of other campuses and will disappear into the ever increasing black hole of corporate centre expenses. Some campus level focus group participants also raised a concern about the size of the budget for the college's revised strategic plan which they feel, if one takes history into account, will never be funded by the government. They feel that the budget represents a lack of understanding of reality and that this sort of thinking in the college will lead to its financial downfall.

Given that the college's financial health has not improved and seems to be deteriorating further the rate for this characteristic was not increased and should perhaps have been dropped. A fairly strong view was expressed that without additional financial support from the NWDoE and the national department, the college is heading for bankruptcy.

10. Adequate infrastructure

COLLEGE BASELINE RATING										5
FIRST IMPACT STUDY RATING										6
SECOND 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: 5; Potchefstroom management: 6; Potchefstroom lecturers: 6; Jouberton management: 4+; and Jouberton lecturers: 5

Concerns about the college's infrastructure were voiced in all focus groups and most decided that a rating of 6 was too high for this characteristic. Although some infrastructural improvements have taken place in the college since the baseline visit none of these have made much impact on the college's ability to meet the demands of provision in the new FET system. Substantial infrastructural improvements as well as additional physical infrastructure is necessary for the college to cope with the demands associated with innovation and expansion. At this stage it is struggling to adequately cater for its students on current programmes (in terms of practical training requirements in particular), increase the range of programmes currently on offer, and expand its student numbers. Klerksdorp campus is for instance operating at full capacity and in order to expand its student numbers it would need additional physical space. Furthermore the college is trying to establish student development and support centres at each campus. A significant infrastructure problem which the college is currently facing is that it does not yet have a college owned building for its corporate centre and the current venue being rented is too small to accommodate all the staff intended at this level. A massive amount of office equipment and infrastructure also needs to be established at the corporate centre to support the 55 staff members who will be working from there. The college is currently investigating the possibility of purchasing or building a structure to accommodate the corporate centre in the future.

A key issue in relation to infrastructure development is a lack of funding for this. Before the merge, each campus was able to allocate some of its budget toward upgrading facilities and purchasing equipment and even though the money allocated was minimal some infrastructural development was possible. With the establishment of the corporate centre, the merge has created additional expenses for campuses and they have thus been forced to cut back on campus level expenses. For Potchefstroom campus this has meant cutting back on the infrastructure and capital projects it had planned for 2004 as the money it had budgeted for this has been used to cover its contribution toward the increase in corporate centre expenses. Potchefstroom campus has thus not been able to carry out its plans to establish the infrastructure needed to provide practical training for its business studies programme. At the moment Potchefstroom is struggling

to establish the infrastructure it needs to deliver learnerships in tourism and hospitalities in 2005. For instance it needs a THETA accredited restaurant or cafeteria for one of these learnerships. Much development and upgrading of facilities is needed across the college for it to gain SETA accreditation of these and thus be able to offer SETA approved learnerships.

Without further funding from the government, Vuselela College is not going to be able to cover the cost associated with establishing the infrastructure it needs for its corporate centre and campuses.

11. Enhanced human resource capacity

COLLEGE BASELINE RATING										5
FIRST IMPACT STUDY RATING										6
SECOMD 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: 6+; Potchefstroom management: 7; Potchefstroom lecturers: 6; Jouberton management: 6; and Jouberton lecturers: 6

Of the 24 characteristic against which the college is being rated this one is the closest to being a strong characteristic. Since the baseline visit a significant amount of capacity building (in the form of training) has taken place for management and lecturers but there has been slightly less for administration staff. Since the second impact visit further training has occurred and at this stage it would seem as though most management and lecturing staff members, including council appointed staff, have been trained in a range of areas (see points 3.6. and 3.7). Unfortunately there has been limited opportunity for lecturers to apply their new knowledge and skills in that the majority are still only teaching NATED programmes. Jouberton lecturers felt that if lecturers do not get an opportunity to use what they have learnt they "will start to forget". Potchefstroom lecturers were confident about the high level of expertise at their campus which they felt could be rated at 7 but they did not feel that this was true for all campuses.

The college management focus group expressed confidence that college lecturers now have the capacity to meet the demands of delivery within the new FET system. There was some debate in this group about whether or not to push this characteristic up to a strong 7 as at least half the group felt that staff have been capacitated and have the necessary expertise to carry out their roles. The rest of the group argued however that this capacity has not yet been applied and that until lecturers begin to use the new knowledge and skills they have acquired their expertise has not been fully developed. One participant in this group also pointed out that some retraining of lecturers has already been needed due to changing requirements and new pressures. It was felt though that this did not necessarily indicate a capacity problem and that retraining and supplementary training would sometimes be necessary to ensure that lecturers remain up-to-date and at the correct level.

Some focus group participants felt that it was too early to say whether college staff are fully capacitated to carry out their roles and responsibilities as the matching process and appointment of staff into vacant positions may create additional human resource development needs. Once this process is complete it will be possible to assess whether college staff have the necessary expertise or not. Furthermore lecturers need to be given the opportunity apply their new skills and thereby develop expertise in the areas in which they have received training. Until then most focus group respondents are not ready to rate this characteristic as strong.

12. Quality Assurance System

COLLEGE BASELINE RATING										5
FIRST IMPACT STUDY RATING										5
SECOMD IMPACT STUDY RATING										4
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No QA system in place	QA system in process of being developed, but benefits still poorly understood			QA system developed, but not fully implemented. Still some reservations about benefits			QA system fully operational. Understood and accepted by all. Impacts positively on performance			
0	1	2	3	4	5	6	7	8	9	10
<p>Vuselela management: 4; Potchefstroom management:4; Potchefstroom lecturers: 4; Jouberton management: 4; and Jouberton lecturers: 4</p> <p>There is still no college level quality assurance system in place. The second impact evaluation found that, in order to meet the requirements for MQA accreditation, ISO 9000 had being introduced at the Klerksdorp Training Centre from the beginning of 2004. Vuselela College saw this as an opportunity to trial the system for implementation in the college as a whole despite some concerns about the adequacy of ISO 9000 for assuring academic quality. The system has now been tested and improved by adding quality assurance policies into it. On the basis of the trial implementation of ISO 9000 at the Training Centre and the improvements made to the system it has been decided by Vuselela College that the system will be implemented across the college as a whole¹². Note that some campus level focus groups participants still have concerns about the adequacy of ISO 9000 for academic quality assurance.</p> <p>Until further progress has been made with the establishment and implementation of a QMS across the college more broadly, it was decided that the rating for this characteristic should not increase. Note that at the previous evaluation visit the rate was lowered to a 4 as focus groups felt that a baseline rating of 5 had been too high.</p>										

Responsiveness

13. Good relationships with business

COLLEGE BASELINE RATING										4
FIRST IMPACT STUDY RATING										5
SECOMD 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 a few improvements in this characteristic groups felt that changes that had taken place were insufficient to move the rate up. Management and lecturing staff have continued to develop relationships with business and a few new business relationships are emerging. The college's approach to</p>										

¹² It is interesting to note that there was a discrepancy between information provided by the college and by the NWPTA on the QMS to be used by Vuselela. The NWPTA reported that DANIDA and the NWDoE have decided that ISO 9000 is unsuitable for FET colleges because it has not been designed to manage the quality of educational institutions. With the backing of the NWDoE, DANIDA is now financing the development of a new quality assurance system which is to be implemented in all three colleges in the province and it has hired a consultant for this purpose. Vuselela College seemed to be unaware of this development and reported that DANIDA is supporting the implementation of ISO 9000 at all colleges in the province.

linking with business has been primarily reactive although there are signs that a more proactive approach is developing. At campus level external networking and relationship building seems to be driven by departments as they try to determine training needs, recruit students, introduce new programmes, and advertise programmes on offer. At college level the newly established LPU is already starting to play an important role in networking with and building relationships with business.

The college's partnership with the Klerksdorp chamber of business seems to have strengthened in the last six months. (In the second impact study report it was reported that the college had been given a seat on the Klerksdorp chamber of business.) One of the LPU managers has taken over the responsibility from the CEO to represent the college at chamber of business meetings. Potchefstroom lecturers reported that the college also attends meetings with the Potchefstroom chamber of business and that it has been invited to participate in the chamber's selection of the entrepreneur of the year. The Potchefstroom engineering department has increased its contact with business in the last six months through its recent engagement with business to determine training needs. It was also reported that the college has been involved in meetings that have been held between FET colleges and the mining industry to look at their working relationship. Jouberton campus reported no change in this characteristic.

14. Good relationships with local communities

COLLEGE BASELINE RATING										4
FIRST IMPACT STUDY RATING										5
SECOND 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

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

There has been a fair amount of improvement in this characteristic and if possible it would have been increased by a half a point. Jouberton campus already has a fairly strong relationship with its community which it is developing on an ongoing basis. Jouberton has established relationships with a number of high schools in the area and has also started to work with primary schools. As reported above, in July Jouberton campus had marketing week for Grade 9 to 12 school students. In the second evaluation period Jouberton began an art and craft programme aimed at establishing community entrepreneurs in this field and since then it has also established a cabinet making programme. At this stage the campus is subsidising the delivery of both these programmes in order to make the training affordable to local community members. This campus is also about to start an entrepreneurship programme for community members who either have businesses or want to start businesses (see characteristic 17). Jouberton campus continues to make its facilities available to external and community groups for meetings/events that target the local community. The gardening project, which was recently re-established at Jouberton, is an example of this campus making its facilities available to community groups. Like Jouberton, Taung campus has a good relationship with its community and is constantly building on this. This campus is currently working on establishing a chicken farming project with the local agriculture college and it has also recently started working with various church communities with a view to offering programmes to their members.

The partnership between Vuselela College and the UNW is growing and expanding in scope. Potchefstroom campus's relationship with the university has been developing over a number of years. It is currently working with a number of different university departments on a various projects including the provision of bridging courses. At college level, the LPU recently had discussions with the university about it providing library access to college students. Potchefstroom's tourism and hospitality section also (for the first time) held an information sharing event for parents, business and the broader community. The Potchefstroom business studies HoD / counsellor also reported that, as the chair of the FAMSA board, she is able to use this forum to market the college and make contacts in the community. This campus has also

established a relationship established with Deaf and Blind Society to provide training for students with these disabilities (see characteristic 22).

15. Good relationships with other state bodies

COLLEGE BASELINE RATING										3
FIRST IMPACT STUDY RATING										3
SECOND IMPACT STUDY RATING										4
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No relationships with 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: 5; Potchefstroom management: 5; Potchefstroom lecturers: 5; Jouberton management: 4; and Jouberton lecturers: 4

The rating for this characteristic has moved up by one point because of a significant increase in contact with SETAs in the last six months. Both Klerksdorp and Potchefstroom campus are working on converting some of their current programmes into NQF aligned programmes and / or learnerships as well as introducing new ones. This has required them to increase their dealings with a range of SETAs. The college is now working with the following SETAs: CETA, MERSETA, MQA, ETDP, THETA, Services, and W&RSETA. At Potchefstroom SETA contact has been increased in the engineering, ECD and tourism and hospitality sections of the college. The engineering department already has accreditation with the CETA and MERSETA but in the last six months has increased its contact with them as it gears up to deliver new unit standard based skills programmes and learnerships in 2005. In the process of converting its ECD programme to a learnership the ECD department has also increased its contact with the ETDP SETA and the hospitality and tourism department has started to engage with the THETA in preparation for delivering learnerships in this field. Klerksdorp campus continues to work with the THETA on the delivery of its sports learnership and with the MQA on the delivery of various programmes from its training centre. It is now also working with the Services SETA on its hair care programme. The establishment of the LPU, which is now driving the process of introducing new programmes and the programme approval process, has also led to an increase in contact with SETAs and to a more coordinated approach in the college to dealing with them. In the second impact evaluation report it was reported that Potchefstroom campus had won a W&RSETA tender¹³ to run various skills programmes covering topics like customer care and budgeting. This project will now be managed by the LPU and a number of campuses will be involved in providing the training. Vuselela College is also working closely with the newly ESDLE.

Potchefstroom campus is also expanding its partnership with the municipality and plans are developing for it to provide training in engineering and other fields to municipal workers. At this stage, a motor vehicle servicing learnership is planned for municipal workers in 2005. Klerksdorp campus and the corporate centre have also established a relationship with the Klerksdorp municipality. Klerksdorp provides computer training to nurses and counsellors and the corporate centre worked with the municipality on the 10 years of democracy celebration. Jouberton campus reported no change in its relationship with SETAs (which explains why the two focus groups at this campus did not increase the rate for this characteristic). The college management focus group reported that the college is currently planning to only introduce learnerships at Potchefstroom and Klerksdorp. As such there will be little change in relation to this characteristic for Jouberton and Taung for a while.

¹³ This is a national W&RSETA project which aims to train approximately 9500 staff members from SMMEs. Vuselela College is apparently one of three providers in the NW Province who have been selected to participate in the project and it expects to be training approximately 2500 people. The W&RSETA will market the programme and provide learning materials and the college will provide administration and training.

16. The development, provision and evaluation of learnership programmes

COLLEGE BASELINE RATING										4
FIRST IMPACT STUDY RATING										4
SECOMD 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

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

As indicated for characteristic 16, there has been an increase in activity in relation to the implementation of learnerships. Additional learnerships are now being delivered and the college is gearing up to deliver a number of new learnerships in 2005. The college management focus group felt that the rating for this characteristic could be increased by two points to a 6 because of the "major improvements" that have taken place. See the discussion above on the college's work with the ESDLE and various SETAs toward the introduction of learnerships. The second impact evaluation revealed that the college (Klerksdorp campus) was only delivering one approved learnership – a sports management learnership. At this time Potchefstroom was in the process of converting its ECD programme into a learnership. Both Klerksdorp and Potchefstroom were also planning to convert some of their programmes into learnerships and to facilitate this had already structured these as learnerships (for instance Klerksdorp's haircare programme).

Potchefstroom's ECD programme has also now achieved full learnership status and a new intake of ECD NQF 1 learnership learners will be starting in October 2004. Potchefstroom is also making preparations to deliver a motor vehicle servicing learnership to municipality staff in 2005. It is also going to be delivering an NQF 5 tourism programme and NQF 5 food and beverage programme under the auspices of the ESDLE in 2005. (Note that Potchefstroom still needs to upgrade its tourism and hospitality facilities to gain THETA accreditation for the delivery of these programmes as learnerships.) With the establishment of an MOU between the NWDoE and the Services SETA, Klerksdorp campus has been able to convert its haircare programme into a learnership and all the students currently registered on this programme are now officially on a learnership. This campus is also planning for a new intake of learners into its sport learnership in January 2005. Five new learnerships have also been approved by the MQA for delivery at the training centre, some of which already have learners who have started with the practical training component. Note that the college is currently not intending to deliver learnerships at Jouberton and Taung because of the huge infrastructural developments that will be needed at both these campuses to qualify for SETA accreditation.

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

COLLEGE BASELINE RATING										3
FIRST IMPACT STUDY RATING										4
SECOND IMPACT STUDY RATING										4
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>Very little change has taken place in this characteristic. One change reported was that four college lecturers attended a course on community education and entrepreneurship. From this it is planned that an entrepreneurship course will be provided to community members who want to start businesses or already have small businesses. The Jouberton lecturer who attended this course noted that she has started the process of identifying people in the community who are interested in participating in the programme. Jouberton campus's approach to the Umsobomvu Youth Fund to provide support for the development entrepreneurs from its art and craft programme (reported on in the previous evaluation report) was unfortunately unsuccessful. The first group of students from this project are now making and selling art works but they have not yet established SMEs. In order to support them to set up SMEs Jouberton intends for these students to participate in its new entrepreneurship training programme. Potchefstroom campus already provides training on writing business plans (it was noted that one of the programmes it is waiting for approval on is "how to write business plans"). This campus reported that it is in the early stages of negotiating with the local chamber of business to provide training for small businesses. The chamber seems likely to provide support in this area as it is concerned about the high failure rate of small businesses in the area. It was also noted that the college has addressed the issue of entrepreneurship in its new student support plan and its revised strategic plan. In terms of these it has been planned that students will all be trained in entrepreneurship before they leave the college.</p>										

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

COLLEGE BASELINE RATING										4
FIRST IMPACT STUDY RATING										5
SECOND IMPACT STUDY RATING										5
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No short courses	Some informal discussions on possibility of running short courses. Range of needs and possible take-up still to be established			Some short courses introduced but further enhancement required to establish reputation as a provider			Wide range of short courses available. Strategy in place to respond to needs as they arise. Good provider reputation established			
0	1	2	3	4	5	6	7	8	9	10
<p>Vuselela management: 5; Potchefstroom management: 5; Potchefstroom lecturers: 5; Jouberton management: 5; and Jouberton lecturers: 5</p> <p>Not much change was reported in this area and as such the rate for this characteristic has remained unchanged. Jouberton has introduced a cabinet making skills programme, started its second intake of learners for art and craft, and provided a computer skills course to primary schools. Potchefstroom reported that it ran a skills programme on basic cooking for school children in the recent holiday and Taung</p>										

has introduced a gardening skills programme. Klerksdorp provides computer short courses from its main campus and various practical skills programmes at its training centre but has apparently not introduced any new short courses or skills programmes in the last six months. Potchefstroom reported that it has plans to offer a unit standard based skills programme on motor vehicle servicing to small businesses. It was noted that this programme is being delivered in direct response to a need identified by the campus. This campus is also planning to provide various skills programmes to its administration and service workers, for instance, public relations, gardening, basic hand skills, and cooking for hostels. The college may also offer a counselling skills programme (a need for this was identified when research was conducted at each campus toward establishing student support). Jouberton would also like to provide a needlework skills programme. The LPU is currently trying to facilitate the approval of a number of unit standard based skills programmes some of which are already in existence and some of which are new (see point 2).

Teaching and Learning

19. Functioning curriculum development processes

COLLEGE BASELINE RATING										4
FIRST IMPACT STUDY RATING										5
SECOND 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: 6; Potchefstroom management: 6; Potchefstroom lecturers: 5; Jouberton management: 5; and Jouberton lecturers: 5</p> <p>There has been sufficient progress in this characteristic to increase the rating by one point to a strong emerging 6. Since the last impact visit the college – in particular Potchefstroom and Klerksdorp – has been engaging in developing new programmes as it gears up for the delivery of unit standard based programmes and learnerships. Potchefstroom campus has been developing its ECD, tourism and catering programmes. Potchefstroom in collaboration with a few other colleges developed the whole curriculum for ECD. Less development was necessary in the area of tourism and catering because there were unit standards and some learning materials in these areas that could be used. For these two programmes, Potchefstroom staff have unpacked the unit standard standards and located suitable materials. Some restructuring and adapting of the materials has been necessary to fit in with Potchefstroom's approach to delivering these programmes. The Klerksdorp training centre has also been engaging in the adaptation of the modular programmes delivered there. This has involved redesigning these, aligning them with unit standards and re-writing some of the materials used. This work has apparently been going on for a while but has increased in the last five months. In addition, the Klerksdorp hairdressing department has engaged in major curriculum and materials development in the last six months as it needed to align its hairdressing programme with appropriate unit standards and adapt the old modular materials used to teach the course. This activity has resulted in the development of a 170 credit unit standard based hairdressing programme with supporting learning materials and assessment tools. Plans are afoot to develop a number of other new programmes for implementation in 2005. The LPU has submitted a list of new programmes to the NWDoe for approval for delivery in 2005. Some of the programmes on this list are existing college programmes and others are new ones that will need to be developed.</p> <p>Capacity in the area of curriculum and materials development has been steadily increasing since the baseline visit through training that has been taking place. At each impact visit (including the third impact visit) it was reported that staff members had attended training in curriculum and materials development. Furthermore, a number of Potchefstroom campus staff members were trained curriculum and materials development prior to the baseline visit. At this stage at least five lecturers per campus have been trained to develop curriculum and materials. Many of these lecturers have not yet had the opportunity to practice their new curriculum and materials development skills and until they have, their expertise in this area will not be fully developed.</p>										

20. Quality curricular delivery

COLLEGE BASELINE RATING										6
FIRST IMPACT STUDY RATING										6
SECOMD 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>This characteristic has remained at a 6 since the baseline even though focus groups report that teaching in the college is largely of a high standard (particularly at Potchefstroom, Jouberton¹⁴ and Klerksdorp) and that measures like training have improved the quality of curriculum delivery. Some of the results that come out of the college are also very good and the Potchefstroom engineering department was reported to have recently achieved the best results in the province. The business studies section of Potchefstroom also experienced a 6% increase in its latest results. The Jouberton business studies department also apparently produces extremely good results. The quality of teaching of learning is however ultimately determined by the curriculum being delivered and Vuselela College is constrained by a curriculum (NATED programmes) which is theory based and does not encourage holistic learner development. As such until there has been some change in the nature of the curriculum delivered by Vuselela College respondents are reluctant to classify this characteristic as being strong. The Potchefstroom management focus group felt that a rating of 6 may even be too high given the inadequate or complete lack of practical training facilities at campuses.</p>										

21. Well-functioning staff development processes

COLLEGE BASELINE RATING										5
FIRST IMPACT STUDY RATING										5
SECOMD 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 real change was reported for this characteristic. Since the baseline study there has been a strong focus on staff development but training has not been conducted on the basis of a formal analysis of staff needs and a human resource development plan. In some ways the college's approach to training has been a bit haphazard and staff usually go on courses because they are told to rather than because they need to. There have been instances when some staff members attend training even though they have already been trained in the topics covered. This is a problem which Potchefstroom staff in particular have experienced. Potchefstroom focus groups noted that prior to and soon after the merge most Potchefstroom lecturers were trained in OBE and as assessors and some also did curriculum and materials development training.</p>										

¹⁴ It is interesting to note that the students who participated in the Jouberton student focus group reported that their campus gets very good results and they rated the standard of teaching at this campus as being the best thing about it.

But whenever there is a training course, the corporate centre expects each campus to send representatives to attend it even if they have already completed training in this area.

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 developed for public servants.) A system for systematically reviewing staff training needs must still be developed as does a human resource development plan. Until such time that the college adopts a more planned approach to staff development it was felt that the rating for this characteristic cannot be improved. Two changes that were reported are as follows: Potchefstroom has developed a workplace skills plan for ground and service workers which has been submitted to the ETDP SETA; and the LPU has taken on the responsibility to coordinate and monitor training in the college as a whole which includes submitting training reports and portfolios of evidence in the case of accredited programmes.

Learner Support

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

COLLEGE BASELINE RATING										4
FIRST IMPACT STUDY RATING										4
SECOND IMPACT STUDY RATING										4
No evidence		Weak Characteristic			Emerging Characteristic			Strong Characteristic		
No academic support programme in place		Learners obtain academic support on an <i>ad hoc</i> basis			Educators provide support to individuals. Bridging courses introduced			Dedicated person and a functioning academic support policy in place		
0	1	2	3	4	5	6	7	8	9	10

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

Although moves are afoot at Vuselela College to establish a student support and development centre at each campus (see point 3.9) from which academic support, guidance, counselling and HIV support will be provided, at this stage academic support continues to be largely unstructured and is mostly provided by educators to individual students when they request assistance. Awareness of the need for academic support and other forms of student support has steadily increased since the baseline but there have been no college wide structural or programmatic changes that have significantly impacted on academic support. It must be noted that Potchefstroom campus has various academic support initiatives in place and since the baseline has increased and extended these. Academic support initiatives at Potchefstroom include:

- A mentor/guardianship system that was introduced before the baseline to business studies students which was extended to include engineering students between the first and second impact visits;
- An orientation programme that was introduced in at the beginning of 2004 (i.e. between the first and second impact visits) for new campus students 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 UNW Reading and Study Unit. This two-day study skills workshop is now being offered throughout the year and not only during orientation;
- UNW 4th year psychology students offered life skills programmes to NIC and NSC students in the first 6 months of the year (in terms of the partnership between Potchefstroom campus and the university which is discussed in 3.9). This service has been further developed and psychology students are now offering study skills and life skills to NIC and NSC students every Wednesday; and
- Potchefstroom is revisiting its bridging course programme with the UNW to make it more open. Currently the university will only accept students who have obtained a matric exemption and the college is trying to gain access for students who have passed with good symbols but not obtained exemption.

The resource centre at Jouberton (which was established before the second impact visit) also provides students with a venue where they can study and they apparently make considerable use of it for this

purpose. Other campuses also provide some form of study support to students – even if it is just a classroom within which to study. In the last two weeks Klerksdorp campus has made a room available for two lecturers to provide academic support to students in the afternoons. Taung campus is trying to make library services available to its students through working with the Department of Social Services and the Taung Local Municipality to establish a public library. A few meetings have been held in this regard to date. As noted above the college is negotiating with the UNW to gain access to its library and it has been agreed that Vuselela College students will be able to make use of this facility for R20 per day. There have also been discussions with the Deaf and Blind Institute about them training some college lecturers to work with students with these disabilities.

Jouberton campus has recently introduced a measure designed to provide college and private students who have failed one or more exams with an opportunity to complete their studies and thus qualify. In terms of this students are allowed to enrol for 4-6 weeks of classes at a reduced fee to revise the work in subjects they have failed. In the case of computer practice and other practical courses they would be given the opportunity to refresh and develop their practical skills. This measure has apparently been in place at Klerksdorp campus for some time and has now been approved for implementation across the college. In order to improve academic performance the academic board is introducing a policy across the college that students need to have obtained a 40% pass mark and to have attended 80% of their classes as a pre-requisite for writing exams. This is a measure which Potchefstroom campus has successfully used and one which some of the students in the focus group rated as one of the best things about this campus as they said it encourages students to take their work seriously and to achieve good results.

The rating for this characteristic has not shifted since the baseline because there has been insufficient change in the provision of academic support across the college as a whole to warrant this. The third impact visit has provided some evidence of growth in the area of academic support at campus level and plans are being made at college level to implement a student support and development strategy. However, most of the focus groups felt that the rating for this characteristic should remain at a weak emerging 4 as the planned student support strategy for the college still needs to be implemented. It was anticipated that by the fourth impact visit there would have been sufficient change to move the rating for this characteristic to a 5.

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

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

Vuselela management: 4+; Potchefstroom management: 4; Potchefstroom lecturers: 3; Jouberton management: 4; and Jouberton lecturers: 4

Since the first impact visit there has been little real change in this characteristic. Between the baseline and first impact visit five college staff members were trained as HIV/AIDS counsellors and some students were trained as peer counsellors. It was envisaged that the lecturers trained as counsellors would work together across the college to facilitate the provision of HIV/AIDS support to students and that an HIV/AIDS committee and office would be established at each campus to provide the necessary support. By the second impact visit, Klerksdorp had established an HIV/AIDS counselling room where students could get counselling by appointment and Jouberton was in the process of setting one up. At this stage Potchefstroom focus group respondents reported that no change with regard to HIV/AIDS support had taken place at their campus because of a lack of capacity. The staff member who was trained as an HIV/AIDS counsellor is a full time lecturer and had not had the time to set up an office and implement HIV/AIDS support programmes. This was still the case at the third impact visit. Furthermore, it would seem as though the planned HIV/AIDS committees are not functioning at any of the campuses.

Unfortunately establishing an HIV/AIDS office does not mean that students will make use of counselling services offered as has been the case at both Klerksdorp and Jouberton. The office at Jouberton has only recently been opened but the office at Klerksdorp office has been open for the last six months and students have not visited either office. If they need advice or support for a personal problem including HIV/AIDS students tend to seek this outside of the college or approach individual lecturers they feel they can trust. Students and staff felt that students may not make use of the HIV/AIDS and counselling services being offered from campus offices because these are too publicly visible to other students and staff. The stigma attached to HIV/AIDS makes students uncomfortable about showing they need support in this area.

The Vuselela College management focus group reported that an additional 10 students per campus had been trained as peer counsellors in April 2004. This and earlier developments with regard to raising staff awareness and training some as HIV/AIDS counsellors they felt warranted increasing this characteristic by half a score. Most other groups felt that the rating for this characteristic should remain the same, while the Potchefstroom lecturers felt that if one considered the actual support the college has provided to HIV positive students to date it should not be rated at more than 3. Thus although some capacity to provide HIV/AIDS counselling has been developed at campus level through training staff as HIV/AIDS counsellors, training students as peer counsellors, and the opening of HIV/AIDS offices at some campuses, there has been very little real change in terms of the actual provision of HIV/AIDS support to students. For this reason the rating for this characteristic has not been improved. Note that Vuselela College is looking into the matter of each campus registering as an HIV/AIDS unit as this would enable them to train HIV/AIDS counsellors. This issue will be tracked in latter evaluation visits.

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

COLLEGE BASELINE RATING										3
FIRST IMPACT STUDY RATING										3
SECOMD IMPACT STUDY RATING										4
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No guidance or counselling	Some input given to learners by campus or outside people on ad hoc basis			Educators provide some individual guidance and counselling on request			Dedicated person and functioning guidance and counselling system in place			
0	1	2	3	4	5	6	7	8	9	10
<p>Vuselela management: 4+; Potchefstroom management: 4; Potchefstroom lecturers: 4+; Jouberton management: 4; and Jouberton lecturers: 4</p> <p>Between the first and second impact visits, various developments in relation to guidance and counselling took place at some Vuselela College campuses which led to an increase in the rating for this characteristic by one point. This characteristic is slowly improving across the college and there are plans to provide a fully fledged guidance and counselling support system through the establishment of a student support and development centre at each campus. At this stage though the provision of guidance and counselling remains largely unstructured and is provided by educators to individual students when they request assistance. In some cases students are referred to outside organisations for professional counselling. At Klerksdorp campus lecturers are used to identify students who need counselling and to then refer them to professional counselling organisations. This system has apparently proved to be a successful way to help students. Unfortunately (as already indicated) Jouberton students are not yet making use of the counselling office at the campus and seem to be reluctant to do so (see 3.9). Management at this campus feel that there has been inadequate communication with students about the counselling office and that communication is necessary to get their buy-in to it. Potchefstroom's work with the psychology department at the UNW has proved to be very successful. This campus has also recently introduced "how to cope with ..." handouts for students on problems like substance abuse. The Potchefstroom business studies HoD continues to provide a professional counselling service to students in need but unfortunately, the availability of this service is not well known about by students¹⁵ which seems to indicate that better</p>										

¹⁵ Since the baseline study most of the learners who have participated in focus groups have not known about the existence of the counselling service provided at Potchefstroom. In the recent student focus group only one of the nine students, three of whom had been at the campus since the beginning of 2003, reported that she knew that such a service is available. Furthermore neither of the two SRC members had heard of the counselling service at the campus.

communication is needed with them about it.

Most of the focus groups felt that the rating for this characteristic should not be changed as the planned student support strategy for the college still needs to be implemented and thus to have an impact. It was anticipated however that sufficient progress would have been made by the fourth impact visit to move the rating up to a 5. A concern was raised about the infrastructural costs associated with establishing student support centres at campuses. It was noted that unless the national government provides funding to support Vuselela College's plans it would not be possible to set these centres up as was being planned.

5. OVERALL ASSESSMENT

The period under review has not seen dramatic change in Vuselela College although progress has been made in a number of areas. Most notably development is evident in the area of introducing new unit standard based programmes and learnerships in at least two of the four campuses. This has led to an increase in contact with the external environment in order to determine training needs, greater engagement with SETAs on the process of programme development and approval as well as preparation for accreditation, and an increase in curriculum and materials development activities.

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

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

* Note that the rating for this characteristic was incorrectly recorded in the concluding summary table in the second impact study report as 6 when in fact the rating given was 5.

Five of the 24 characteristics against which Vuselela College has been assessed have increased by one rating point and two characteristics worsened by one rating point. The table below provides a list of characteristics that improved, characteristics that remained the same and characteristics that worsened.

CHARACTERISTICS THAT HAVE IMPROVED	CHARACTERISTICS THAT HAVE REMAINED THE SAME	CHARACTERISTICS THAT HAVE WORSENE
3. Well-functioning systems of governance, including college councils and academic boards 8. Effective external knowledge sharing and learning in the FET system 15. Good relationships with other state bodies 16. The development, provision and evaluation of learnership programmes 19. Functioning curriculum development processes	1. Practices guided by a clear institutional vision 2. Inculcation of a value system throughout the institution 5. Effective management systems 6. Effective vertical knowledge sharing and learning in the FET system 7. Effective horizontal knowledge sharing and learning in the FET system 9. The establishment and maintenance of financial health 11. Enhanced human resource capacity 12. Quality assurance system 13. Good relationships with business 14. Good relationships with local communities 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 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 24. The development, implementation and evaluation of guidance and counselling systems	4. Effective institutional leadership 10. Adequate infrastructure

The third impact evaluation found Vuselela College on the brink of massive transformation which would result in the full centralisation of college structures and systems. This is probably the most challenging stage of the merger process for the campuses involved as their identities as separate institutions and their power to independently control their futures is now being removed. Campuses will no longer have their own finances or senior management teams and they will be managed from the corporate centre as part of the whole college. Understandably there is uncertainty, fear, negativity and even resistance at campus level as staff are concerned about the future of their campuses, which they have worked hard to build up to where they are today. Furthermore, as all senior and many middle management positions will now be based at the corporate centre, a number of Potchefstroom (and probably Taung) staff members are concerned about the future of their jobs as they do not want to relocate to Klerksdorp or commute to it on a daily basis.

Part of the reason for the tremendously low morale that was evident at campuses is that there has been some uncertainty surrounding the shape that the merged Vuselela College would take. Up until very recently the college has adopted a decentralised model for managing the college and it even developed policies and systems (for instance, finances and human resources) to support decentralised operation. A decision was then made (seemingly fairly suddenly) to shift to a highly centralised model. Some criticism has been directed at the CEO for what is seen as a lack of decisiveness in leading the college forward in selecting a management structure for the merged college. Furthermore the CEO has been criticised for adopting an autocratic approach to the centralisation of the college. Many acknowledge however that external pressure to merge and centralise has forced the college into a particular direction and there was a strong view that the CEO is "carrying out a higher order decision".

Key positive developments in Vuselela College in the period under review

- The Section 9 council is already proving itself to be effective.
- There has been tremendous growth in human resource capacity through the training provided and many staff members have now achieved competency in a number of new knowledge and skills areas.
- A Vuselela College student support and development model has been developed and implementation of this is beginning.
- There have been important developments in relation to the introduction of learnerships and new programmes.

- There has been an increase in curriculum and materials development capacity and activities.
- Contact with the external environment in order to determine training needs has expanded.
- There has been greater engagement with SETAs on the process of programme development and approval as well as preparation for accreditation.
- Vuselela College is near to implementing a QMS across college.
- Western Cape colleges have shared their best practices in relation to restructuring with NW province colleges.
- A decision has been made about the future management structure for Vuselela College and implementation has begun toward achieving this. The college now has a clear goal toward which to work in its restructuring efforts.

Key challenges ahead for Vuselela College

- One of the most significant challenges ahead of the college is to obtain funds to implement its new revised strategic plan. Without funding, the college will not be able to fully achieve its goals and thus the goals of FET policy. Funding is for instance needed for the college to establish the infrastructure it needs to operate effectively and carry out its plans. For instance:
 - A suitable venue for the college's corporate centre needs to be purchased or built;
 - Facilities need to be upgraded and extended to enable accreditation and approval to deliver new programmes; and
 - Student support and development centres need to be established /built at all four campuses.
- Dealing with the current negativity, low morale and resistance to the merge at campus level is going to be a significant challenge. Vuselela College needs to work hard to win staff buy-in to its new centralised management structure.
- Clearly the task of leading and managing both a merge and institutional transformation is not an easy one and it will never be possible to keep all involved in the process happy. Nevertheless, the CEO needs to work on building the support of staff in the college as some are questioning his leadership and management style.
- The college needs to establish effective and efficient centralised systems for the management of finances, staff and resources. Dealing with the distance between campuses is a key issue to be resolved in managing resources like vehicles centrally.
- The centralisation process is going to need to be carefully managed in terms of:
 - The operational impact it will have on campuses;
 - The operational impact at corporate centre which will experience a sudden growth of staff;
 - The transition between decentralised to centralised systems and procedures; and
 - Communication between the corporate centre and campuses on the changes taking place in college as rumours are currently the major source of information on this and can be very damaging.
- The process of filling new and vacant posts will present a considerable challenge. Firstly, the current staff establishment needs to be matched to new posts and then the remaining new and vacant posts need to be advertised and filled. Two key issues will arise in filling positions: some campus staff members who are matched to corporate centre posts may not want to relocate or commute to Klerksdorp, and governing council appointed staff are hoping to get permanent posts but many do not meet equity requirements. Filling posts however depends on these being made available by the NWDoE.
- Introducing new programmes and gaining SETA approval and accreditation for these will continue to provide tremendous challenges until the NWDoE signs MOUs with all the relevant SETAs.
- Improving vertical communication and knowledge sharing with NWDoE remains an ongoing challenge.

