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**SESD II**  
**Summative Evaluation**  
**West Coast College**

**March 2009**

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**Produced by the Human Sciences Research Council (ESSD Unit) for the Monitoring and Evaluation of  
Danida Support to Education and Skills Development (SESD) Programme (phase II)**

**Summative Evaluation of the West Coast Further Education and Training  
College**

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## **Tables**

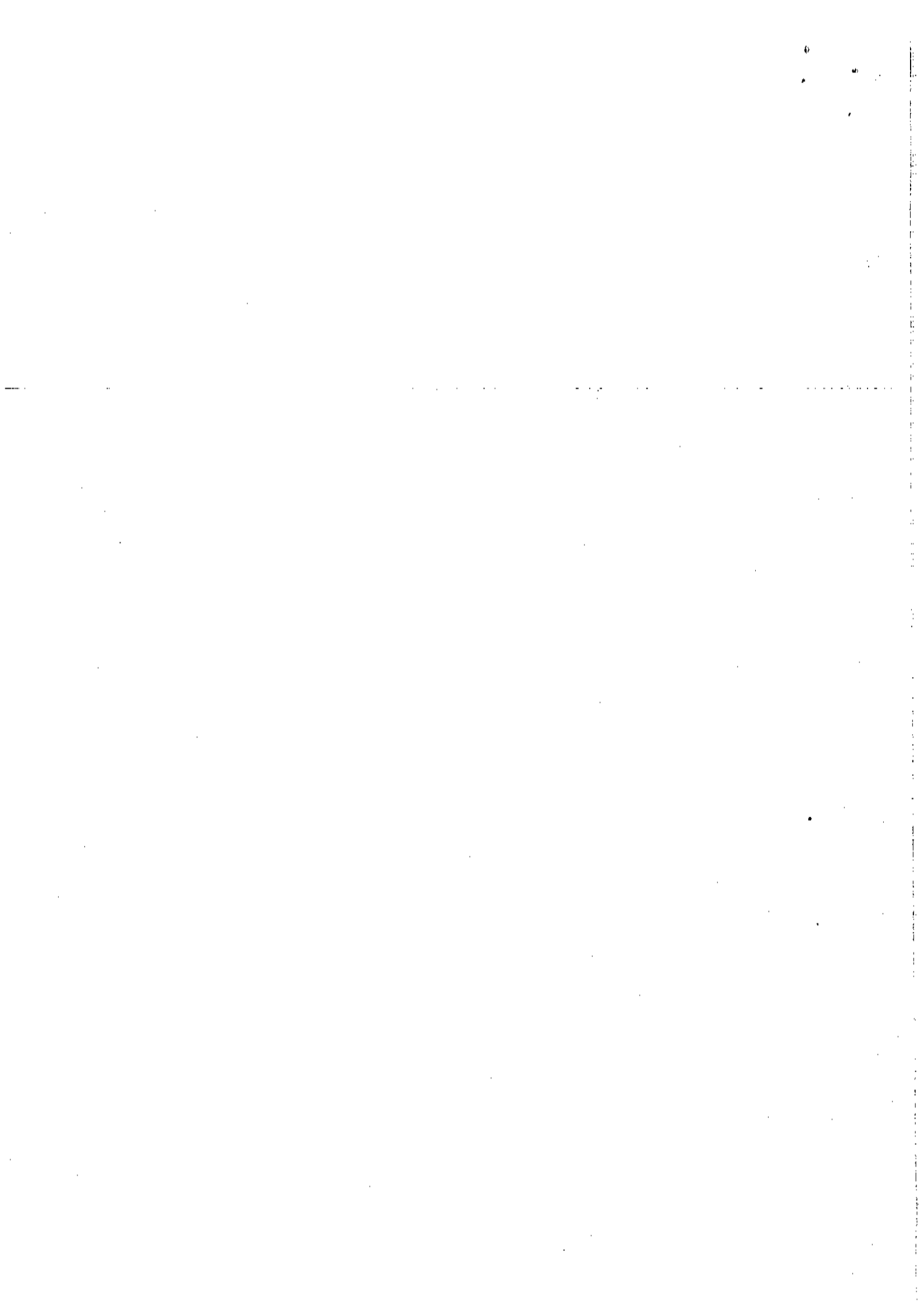
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# Introduction

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This document reports on the evaluation undertaken at West Coast Further Education and Training College in February 2009.

The evaluation was undertaken as part of the roll out of Danida's Support to Education and Skills Development, Phase II (SESD II). The SESD programme aims to support transformation in the Further Education and Training (FET) college sector at the national level; in the three targeted provinces of KwaZulu-Natal, North West and the Western Cape and in the participating colleges. The development objective is to increase the employability of male and female youth and adults, through supporting the delivery of practical and labour market oriented education and skills training within the FET band. The SESD programme consists of two phases: SESD I (from 2003 to 2006) and SESD II (started in July 2007). While SESD I focused on seven colleges, two more colleges were included in SESD II, bringing the total number of colleges supported during this phase up to nine.

The Human Sciences Research Council (HSRC) was engaged during SESD I to design and implement a monitoring and evaluation (M&E) system that measured the transformation in SESD supported colleges and provinces. The M&E system was designed as an incremental evaluation model to be employed over the three year period of SESD I. It took the form of a baseline study at each of the seven participating colleges. These were followed by a series of formative assessments at approximately six-monthly intervals and a summative assessment at the end of the three-year phase.

At the baseline assessment and each successive assessment colleges were rated against various characteristics that formed the elements of seven key dimensions in which improvements at college level are likely to lead to better education and more employable learners in the FET sector. The dimensions are: values and vision, leadership and management, knowledge sharing, institutional health, responsiveness (partnerships and programmes), teaching and learning, and learner support.

A baseline study equivalent to that conducted at the seven colleges participating in the SESD I programme was carried out at West Coast College in June-July 2007. The current assessment is designed to monitor and evaluate the achievements at the college since the baseline assessment.

A brief overview of the main SESD II programme interventions at West Coast College from 2006 is provided in the next section.

## **Overview of SESD West Coast College Programme - Baseline to Summative**

The SESD II programme has focused on building management capacity at college level, as well as supporting systems (such as financial and quality management systems), and the establishment of structures (such as student support and linkages and programmes units) to enable effective management. An important goal of the SESD programme is to develop the capacity of colleges to cope with new initiatives and change. Interventions to enhance teaching and learning directly have also been included.

### **Interventions from 2006 until 2008**

The main SESD programme interventions and activities at West Coast College from 2006 until 2008 are the following:

- **Teaching and learning interventions**
  - Lecturers were taught to develop courses, for example, assessors courses, moderation courses, and focus groups were established.
- **Student support services interventions**
  - Student support officers were trained to conduct their work more effectively
  - The services of established student support units were enhanced by introducing PLATO laboratories as an academic support tool
  - Open Learning Centres were opened at the Citrusdal and Vredendal campuses
- **Management interventions**
  - Mentorship was provided for the CEO
  - When Deputy CEOs positions were created, there was a need to align the visions of the management teams in the colleges, and training in this regard was provided
  - College councils, management and staff were trained for three days on the strategic direction of the college
  - College management went on a financial management course at the University of Cape Town, and this intervention was supported financially
  - KPMG was appointed to investigate current financial management practices and devise a new model for West Coast College as a single entity
  - Change management training was provided to campus management teams for one week

- A diversity management/awareness course was offered to staff members, focussed on designing of equity plans
- SRC members were trained to develop their leadership capacity
- **Innovation and development**
  - Linkages and Programmes Unit: the SESD programme contributed 100% to the salaries of two senior staff in the unit, which is located at the central office of West Coast College
  - Infrastructure: There was a special dispensation whereby a PLATO laboratory was built at Vredenburg campus. A special grant was given for the college to kickstart the programme and 30 computers were funded
  - R1,7 million was given to Vredendal campus to develop Electrical and Mechanical Engineering programmes and new workshops were fully equipped
- **Governance**
  - For the past two years (2007 and 2008) Judge King was invited to provide governance workshops to College Council members in which they were taught about their roles and responsibilities
- **Quality management**
  - A consultant was appointed to assist all campuses with quality management
- **Marketing**
  - In 2008, the college was assisted to develop marketing initiatives and branding exercises, and with the training of marketing managers. Each college has one marketing manager and all managers in the province received training
  - West Coast College participated in an 'assessment month' from August 2008 to September 2008. The initiative was developed with the idea of ensuring that students were matched with study courses that suited their aspirations and provided a recipe for academic success

#### **SESD Interventions planned for 2009**

The SESD II programme for West Coast College currently has three objectives, each of which it aims to achieve through a number of strategic activities planned for 2009. These build on and extend the previous activities to new campuses and new staff, as follows:

- **Quality Management and Finance, Quality assurance and Governance**
  - Support the implementation of a Quality Management system

- Support SABS Audits and support ISO 9002 certification
- Training of 10 staff members in Occupational Health and Safety
- Council participation in governance workshop with Judge King
- Training of SRC members in leadership
- Participation in a FET Chief Directorate Imbizo for college management
- Campus heads to participate in Best Practices Imbizo
- **Sustainable Linkages and Partnerships**
  - 100% Salary support for 2 Linkages and Programmes Unit staff members
  - Marketing training for marketing staff
  - Participation in the College Curriculum Committee
  - Support for the Marketing and Assessment month in September
  - Support advocacy and marketing plan
  - Website development for 2 staff members
- **Student support services**
  - 50 students to take part in peer education programmes at Atlantis and Malmesbury campuses
  - Training in the PACE fundamentals assessment tool
  - Acquiring 3 PLATO servers for Malmesbury, Atlantis and Citrusdal campuses
  - Training of 30 lecturers in the LOLT/SIOP Model offered by Pearson Education Trust
  - Training of Student Support Unit staff in drug counselling

The evaluation assesses the cumulative impact of these interventions on West Coast College.

## **Structure of this report**

The report consists of this introduction and five sections, each building on one another in order to provide a set of recommendations.

### **Section A: The College Profile**

Section A includes three sub-sections that together provide a comprehensive profile of the college.

- 1. The Historical Profile:** This section provides a brief history of the college and its constituent campuses, tracing developments from before the merger in 1999 to establish the college up to early 2009 when the current assessment was conducted.
- 2. Quantitative Profile:** This section provides a quantitative profile of the college as it existed in 2008 in terms of student numbers, participation in programmes offered, staff totals, pass and throughput rates and equity indicators such as race and gender.
- 3. Infrastructure and Facilities:** This section provides a description of college infrastructure, equipment and facilities and reports on their status and condition.

### **Section B: Provincial Department Assessment of the College**

This section provides the Western Cape Education Department (WCED) FET directorate's assessment of West Coast College. It includes the overall rate provided by the directorate for each of the seven dimensions against which college performance is assessed and the justification given for each rate. In arriving at rates at dimension level, the directorate considered the characteristics making up each dimension. The section concludes with a summary of the college's strengths and weaknesses from the perspective of the directorate and notes areas in which the directive believes interventions are needed for development to occur.

### **Section C: College Ratings**

This section of the report provides an in-depth assessment of the status of the college in February 2009 through rating each of the 26 characteristics making up the seven key dimensions. The rates and analysis are based on the assessment carried out at each campus and the central office and incorporate the perspectives of college management, campus management, lecturers and students.

- 1. College and Campus Site Ratings:** This sub-section presents the assessment of college and campus staff for each characteristic and the overall rate provided by the evaluator. It draws attention to areas in which discrepancies exist between the rates provided by the focus groups at college and campus level that participated in the assessment.
- 2. Discussion of Ratings:** In this section an explanation is provided for the overall rating allocated to each characteristic, in comparison with the baseline assessment in 2007.

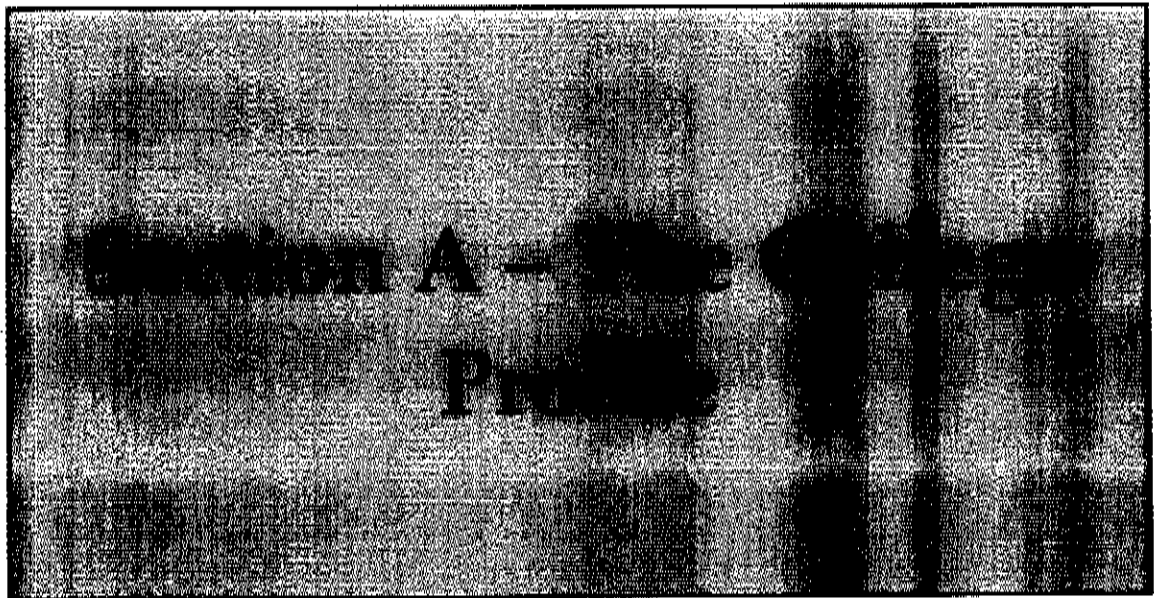
## **Section D: Conclusion and Recommendations**

**1. Strengths and Weaknesses:** A comparative summary of areas of strengths and weakness is provided by dimension and characteristic, to draw together the main trends evident.

**2. Overall Conclusion:** This sub-section provides a summation of the current strengths of the college.

**3. Recommendations:** This section provides suggestions on interventions which would lead to improvements that could be made by the National Department of Education (DoE), the Western Cape Education Department (WCED) and the college.





# 1. Historical Profile

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## **Introduction**

West Coast College (WCC), officially declared an FET college in 2002, constitutes the smallest and youngest FET College in the Western Cape. It consists of five campuses, Atlantis, Citrusdal, Malmesbury, Vredenburg and Vredendal. This section highlights historical aspects of the college that impact on each campus's student and staff profile and the efficiency and effectiveness of the college today. It starts by situating the college in its socio-economic context and then describes the college's history and development up to the baseline assessment in mid-2007. Thereafter, it sketches new developments in the subsequent 18 month period from July 2007 to the present assessment in February 2009.

## **Socio-economic context<sup>1</sup>**

West Coast College is situated in the Western Cape on the West Coast of South Africa. Geographically it covers the area from Atlantis in the south to Bitterfontein in the north. The college faces distinct challenges due to its location in the West Coast District and its five campuses being situated over a widely dispersed area.

Vredendal campus is located in the Matzikama municipality, Citrusdal campus in the Cedarberg municipality, Vredenburg campus in the Saldanha municipality, and Malmesbury campus in the Swartland municipality. Atlantis campus falls into the political boundary of Cape Town metropolitan, however, its location on the border of the West Coast District makes it a suitable campus site for West Coast College.

Between 2001 and 2006, the total population of the district increased from 285 323 to 320 929, an average annual growth rate of 2.38%. Population growth is expected to slow down to an average annual growth of 1.95% per annum between 2006 to 2010, reaching 346 760 people by 2010.

Malmesbury and Vredenburg campuses are located in the largest municipalities with an estimated population of over 75 000 each in 2006, followed by Vredendal campus which is located in the Matzikama municipality with an estimated population of 58 840. The

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<sup>1</sup> Data and perspectives presented in this section of the report have been extracted from the Economic Analysis Unit (2006), as presented in the SESD II Baseline Evaluation Report for West Coast College, 2007. Please note that data only pertain to the four municipalities in the West Coast District within which the campus sites of Citrusdal, Malmesbury, Vredendal and Vredenburg are located, as comparable data for the area in which Atlantis campus is located was not readily available.

Cederberg municipality in which Citrusdal campus is located is one of the smallest municipalities with a population of 45 301.

**Table 1. Population projections by municipal area**

	District	Matzikama	Cederberg	Bergriver	Swartland	Saldanha
2001	285323	50088	39563	48076	72370	71341
2006	320929	58840	45301	54568	76225	81121
2010	346760	64995	49680	60292	77897	88656

The district is predominantly Coloured (71%), with the White population comprising 17%, and the African population 12% of the total population in 2006. The population is relatively young, with a median age of 27. Sixty-three percent of the population is either youth (defined as 15 to 34 year olds) or children (defined as 0 to 14 year olds) with 27% being children and 36% being youth.

The West Coast District contributes a low 4% (R5.6 billion) to the Western Cape's GDP. Saldanha contributes a third (33.5%) of the District's GDP, followed by the Swartland which contributes 29.1%. Matzikama contributes 14.6% and the Cederberg municipality 9.9%.

Manufacturing makes the highest sectoral contribution of 20.6% to the district's GDP. This is followed by Agriculture, Forestry and Fishing (19.4%), Wholesale Retail and Trade and Catering and Accommodation (16.1%) and Finance and Business Services (13.3%). Within Manufacturing, the Food, Beverages and Tobacco sub-sector dominated in 2004 and accounted for 41,7% of the total manufacturing contribution to the district GDP. This was followed by the Metals, Metal Products, Machinery and Equipment sub sector (31.7%). The Cederberg and Matzikama economies were dominated in 2004 by Agriculture, Forestry and Fishing, followed by Wholesale and Retail Trade, Catering and Accommodation and Manufacturing. The Swartland and Saldanha economies, on the other hand, were dominated by the Manufacturing sector which constituted one fifth of the Swartland economy and one third of Saldanha's.

The district's working-age population (people between the ages of 15 and 64) was estimated at 66.3% (212 676) of its total population in 2006. This is expected to grow at a rate of 2.02% per year over the next four years, reaching 240 422 in 2010. The largest employer in the West Coast District was the Agriculture, Hunting, Forestry and Fishing sector that employed 43 454 people (40.5%). This is followed by the Community, Social and Personal Services that employed 13 043 people (12.2%); Wholesale and Retail Trade that employed 11 488 people (10.7%) and Manufacturing that employed 10 902 people (10.2%).

The skills profile of the district is disproportionate across the local municipalities. Saldanha Bay has the largest proportion of highly-skilled and skilled-employees (a combined total of 68%), while Cederberg (64.5%) and Bergriver (59.3%) have large proportions of low-skilled workers.

Although the socio-economic profile differs slightly across the municipal areas in which the college's five delivery sites are located, each campus faces similar challenges to

address the demands of the local population to raise levels of education attainment and skills, and thus, tackle unemployment and poverty. The origins of the college directly reflect the attempt to address these challenges.

### **Historical origins of the college and institutional developments until mid-2007<sup>2</sup>**

The formation of the West Coast College was a direct result of the amalgamation in 1999 of four 'satellites' that operated in the West Coast District – in Atlantis, Citrusdal, Vredenburg and Vredendal. In 2005 a fifth delivery site was added in the form of a newly-established campus in Malmesbury. The historical origins of each campus are outlined below.

- **Vredendal** campus started in 1997 as a satellite of Westlake Technical College (now part of False Bay College). It came into being in response to a request by the Department of Labour (DoL) for Westlake to deliver training in Vredendal, which fell into one of the DoL's seven growth corridors. Start-up funding was provided by the National Access Consortium of the Western Cape (NACWC), as per DoL request.

This site presented engineering programmes in motor and diesel trade theory and practical welding on a part-time basis. It was located at the local municipality which loaned the college satellite a small workshop and an office, and at the Vredendal High school which allowed the college to use three classrooms after hours for evening classes. Its staff establishment comprised one lecturer – who taught and managed the site – and an administrator. The first exam drew 38 engineering entrants. Electrical training was later introduced and the satellite began providing full-time classes. By 1998 its exam entries had grown to 147 students. In this same year, the Vredendal satellite moved into a rented building which had three classrooms, two offices and a workshop. Two years later, in 2000, it obtained accreditation from the Motor and Engineering Industrial Training Board for its motor mechanic workshop. Recapitalisation-funded building construction was occurring at Vredendal campus at the time of the baseline evaluation

- **Citrusdal** Campus opened in January 1999 as the Citrusdal Further Education College. It was housed in the building of a former model C school. The college was established to respond to a need identified in Citrusdal for technical education and training for young learners. According to the campus head at the time, some confusion initially reigned in the community as to the purpose of Citrusdal College as it was perceived as a provider of remedial education in the form of technical training to learners who were academically challenged, had difficulty learning and were unable to cope in mainstream education. At the time of the baseline evaluation, learners and staff reported still being confronted by this misperception on a regular basis, which negatively impacted on student enrolment. Furthermore, this

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<sup>2</sup> Data in this sub-section were for most part extracted from the historical overview presented in the SESD II Baseline Evaluation Report for WCC (2007).

misconception created difficulties for graduates seeking work, as employers turned out to be suspicious of learners graduating from the Citrusdal campus site.

- **Vredenburg** campus was also formerly a satellite of Westlake Technical College. It grew out of a longstanding partnership between this college and Sea Harvest, a major fishing company based in the area. In 1993 the company asked Westlake Technical College to undertake a skills assessment of technical staff in order that skills gaps, skills shortages and areas of skills upgrading could be identified. Such an assessment was conducted and Westlake College agreed to deliver the required training, in partnership with Sea Harvest.

Initially, Sea Harvest staff and learners from the Saldanha area were brought to Westlake Technical College. Two years later, Sea Harvest and the participating learners requested that the training be moved to Saldanha. Westlake college responded by providing training at the premises of Sea Harvest itself. While this was a satisfactory arrangement for Sea Harvest, it limited the number of learners that Westlake College could recruit. Learners who were not employees of or prospective employees of Sea Harvest and who wished to undertake training could not easily do so. Furthermore, this arrangement limited the employability of learners as competing companies such as Saldanha Steel – a company with which Westlake Technical College was trying to build a partnership – refused to acknowledge the training undertaken at Sea Harvest. Increasing demand from the community for training, combined with the college's need to increase student numbers, resulted in the college renting a venue that could be renovated into classrooms. This venue then became known as Vredenburg satellite campus. Financial support was provided by the National Access Consortium, with the remit of the Vredenburg satellite being to provide training as required by Sea Harvest employees, as well as that required by local learners. Initially, training was provided in engineering studies to a limited number of learners. The total learners grew annually.

The campus was initially run by a Senior Lecturer from Westlake College who, with support from Westlake college management, managed the partnership with Sea Harvest and taught at the campus.

- **Atlantis** campus was established, with the support of the WCED, as a satellite of Cape Town Technical College in the late 1990s. It was first called Protea satellite campus and offered theoretical training in business studies and engineering studies at N1 to N3 levels. It was developed in Atlantis to respond to community demand for training.

At the beginning of 2006 the Atlantis campus site expanded into a new building, bought by the college with the help of the Western Cape Education Department (WCED). The WCED and WCC paid the outstanding bills and in exchange were given the beautiful building with all its facilities and equipment. WCC took ownership and occupancy of the building, the training equipment and facilities at the end of 2006. Atlantis now consists of two sites: the one site, established as Protea

College before 1999 and known as the engineering campus and the other site, located in the new building which is known as the Business Studies campus.

- The **Malmesbury** campus is the 'baby' of WCC. Located in the heart of the Swartland it was developed, with the support of the WCED, to respond to the education and training needs of learners from the municipality. It opened its doors for the first time in January 2005 with a headcount enrolment of 83 students. Business, engineering and hospitality programmes were offered. The campus experienced a dramatic growth of 147% from 2005 to 2006, with a total of 205 learners enrolling in 2006.

At the time of the merger of the satellites, programme provisioning focused predominantly on engineering. Since then, delivery sites broadened provision to include business studies and expanded their facilities by renting additional space. This allowed the college to enrol larger numbers of students. At the end of 2004, engineering studies accounted for 74% of the enrolments at the college and business studies for 26%. Enrolments in business studies subsequently increased markedly, with an increase of 131% from 2002 to 2003 and 286% from 2003 to 2004. While this growth admittedly stemmed from a low base, it did serve to highlight the large need for such programmes.<sup>3</sup>

A discussion of key elements related to the developmental status of WCC in mid-2007, at the time of the baseline assessment, follows.

*The defining feature of WCC is that, unlike other colleges that were formed around the hub of an existing technical college or technical colleges, this college represents the amalgamation of four discrete entities that were established at different times as ad hoc responses to skills needs in the area rather than as a result of a strategically-planned response to skills development. The only common denominators between the campuses were their location in the West Coast, their desire to address training requirements in this region and their initial focus on engineering studies.*

Given its origins, WCC effectively started with no pre-existing systems or capacity to manage, govern and administer the institution, as each satellite that formed it drew on the management and administrative support systems of their respective parent institutions. The integration of the satellites into one unit to address and respond in a strategic and targeted manner to skills development in the West Coast effectively meant that systems had to be established from scratch, together with an educational and institutional culture to guide the life of the college. This could of course be viewed positively in the sense that the college was not locked into long-standing negative dynamics and ossified institutional cultures, as can be the case with mergers.

At the time of the baseline assessment, the senior college management team, constituted by the CEO and four Deputy CEOs, was in place and lower level management positions were in the process of being filled. Campus managers were all appointed. Newly-

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<sup>3</sup> West Coast College (2005): 1

appointed managers in WCC were mostly recruited from Cape Town-based FET colleges in early 2007 and, as such, still needed time to find their feet.

Campus managers were sole leaders at campus sites as no deputy campus managers had been appointed. This, together with the fact that all the campus managers (except two) had teaching responsibilities, limited their capacity to engage with business and industry or to build the community relations necessary to develop responsive delivery and a positive image of the college (community perceptions of the college are discussed in a later section).

WCC adopted a (*highly*) *centralised management model*. Campus managers were responsible for drawing up an annual budget for their sites, seeing to the day-to-day operational management aspects and serving as a communication bridge between the central office and teaching staff. The benefits of a centralised management system at WCC were perceived to promote accountability, efficiency and cost effectiveness of the system. The weaknesses lay in the way in which centralised processes resulted in lengthy and bureaucratic processes with respect to human resource appointments, access to information from COLTEC, procurement processes and day to day campus management.

Staff at almost all the campus sites reported high levels of frustration with areas of inefficiency. Ineffective communication was highlighted as a central contributing factor. A marked difference in the attitude towards the central office was evident between personnel who had been at the college for more than two years and recent appointees. The former appreciated the centralised management approach, while noting concerns around areas of inefficiency: 'the CEO has done an excellent job' and has 'made a huge difference' to the college which was like a 'captain-less ship' before her appointment. Staff who were newly appointed and could not appreciate the base from which WCC had grown, tended to focus more strongly on the inefficiencies and frustrations.

Student experience of the management of the college was also one of frustration – so much so that they felt that their basic teaching and learning needs were not being met by the college. The perception was that the institution was letting students down. Particular aspects highlighted included frequent timetable changes, a lack of basic resources required for their programmes and what students described as a 'general sense of confusion'. Non-management related factors and circumstances of which the students were not mindful at the time included: difficulties in recruiting staff to and maintaining staff at WCC, limited college resources (infrastructure and facilities) and the teething problems associated with NC(V) implementation.

The college has a strategic plan that was first developed in 2003 and then later revised in 2004 and again in 2005. The strategic plan was developed by a college-elected panel and ratified by the college council. In the baseline assessment the development of management and other systems were viewed as huge steps that had been achieved in the implementation of the strategic plan. Campus managers however indicated that a weakness of the plan was that its goals had not been translated into key performance objectives for them.

At the time of the baseline assessment, it was evident that *many of the challenges the college was facing stemmed directly from the idiosyncrasies that characterised its origins and establishment*. Whilst much had been done in the first five years to create a unified college with one set of values, one mission, one strategic plan and a unifying senior management team at the central office, *the legacy of the institution's fragmented beginning continued to impact on the course being steered by WCC into the future*. A particular challenge facing the college was to address immediate provisioning-related weaknesses, whilst at the same time addressing organisational consolidation and development.

### **Institutional developments since the baseline evaluation (July 2007-February 2009)**

Key developments in the current assessment period are summarised below.

The college has experienced dramatic growth in the past 18 months in terms of NC(V) enrolment: FTE enrolment increased by 44% between 2006 and 2008 and between 2008 and 2009 the college experienced a 56% increase in headcounts. This development has resulted in severe pressure on college infrastructure and facilities at all delivery sites except Vredendal. Recapitalisation-driven infrastructure development (supplemented and complemented in no small measure by support from Danida) has not progressed sufficiently in line with the required scope.

The consolidation of management has not occurred to the extent that previous instances of instability could be resolved. The critical post of Deputy CEO: Innovation and Development remains unfilled at this time. Although portfolio-level management appointments have now been made across most posts, the majority of appointees are from outside the FET college sector and require time to settle into the new institutional culture. Systems development across the various function areas has been progressing but policy development and implementation is lagging behind. The quality management system is the most deficient in this respect.

System efficacy in some instances is also compromised as a result of understaffing. The college's staff establishment has not yet been reviewed in terms of the FET Act of 2006, which bestowed employment status on the college. The high rate of contract employees will therefore persist for the time being. The high levels of contract staff occurs at significant cost to the college, given the college's increasing dependence on the National Certificate (Vocational) (NC(V)) for funding and a high failure rate among NC(V) students.

From a strategic perspective, the overall opinion appears to be that the college is heading in the right direction, albeit not of its own choosing. This was the main sentiment expressed in a review of the college's strategic plan towards the end of 2008. Whilst the benefits to students of the NC(V) dispensation are appreciated (offering a more practical-orientated training, graduates deemed more employable at the end of Level 4, and so forth), there is a degree of frustration evident among some constituencies that this generic framework was imposed on colleges, leaving them with no say in programmatic matters. This creates a situation where supply-led provisioning is being perpetuated. Current



NC(V) programmes implemented at the college do not fully speak to local or regional skills development needs and employment opportunities. For example, by only offering hospitality and not also tourism as programmatic options to students, opportunities arising from a growing tourism market are not responded to.

## 2. Quantitative Profile

### Student Numbers

#### Total Students

The college had a total headcount of 2 691 in 2006 and 1 920 in 2008. While the headcount was 771 less in 2008 than 2006, the FTE count increased from 1 536.6 to 2 219 and thus by 682.4 FTEs in this period. Between 2008 and 2009, the college increased by 1 074 headcounts.

The drop in headcount between 2006 and 2008 as well as the marginal increase of 303 headcounts between 2006 and 2009 can be explained by the introduction of NC(V) programmes in 2007 and the beginning of the process of phasing NATED programmes out. As NC(V) programmes are year-long programmes, each student registered for an NC(V) programme is counted as one head per year. On the other hand, NATED programmes are semester or trimester programmes and a single student could be counted two to three times in a year depending on how many programmes they register for in that year.

In 2006, Vredenburg campus was the largest campus by headcount and Atlantis the largest by FTE count. These two campuses accounted for 57% of the headcount enrolments in the college. In 2008 and 2009, Atlantis had become the largest campus in the college by head and FTE count, with Vredenburg second largest. Together these two campuses constituted 52% of the headcounts in 2008 and 56% in 2009. Citrusdal remains the smallest campus accounting for 8% of the headcounts in 2006, 13% in 2008 and 11% in 2009 (Table 2).

Table 2. Total student enrolments

Campus	HEADCOUNT			FTEs		
	2006	2008	2009	2006	2008	2009
Atlantis	587	535	917	448.2	699.7	Not provided
Citrusdal	221	249	332	129.2	318.3	Not provided
Malmesbury	407	319	398	330.9	348.3	Not provided
Vredenburg	940	472	751	428.7	501.	Not provided
Vredendal	536	345	596	199.6	351.7	Not provided
<b>COLLEGE TOTAL</b>	<b>2 691</b>	<b>1 920</b>	<b>2 994</b>	<b>1 536.6</b>	<b>2 219</b>	Not provided

#### Growth in Student Numbers

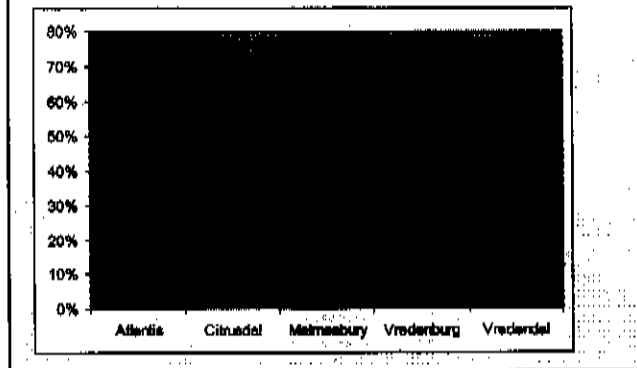
The college has grown considerably since the 2007 review. Based on FTEs, the college grew by 44% between 2006 and 2008. Furthermore, between 2008 and 2009 the college experienced a 56% increase in headcounts (Table 3).

**Table 3. Growth from 2006 to 2009**

	2006	2008	2009
<b>Total Headcount</b>	2 691	1 920	2 994
<b>Total FTEs</b>	1 536.6	2 219	Not provided

With a 73% growth in headcounts between 2008 and 2009, Vredendal campus grew the most followed closely by Atlantis which grew by 71%. While Malmesbury campus experienced the greatest growth in the 2005 to 2006 period at 60%, it was the slowest growing campus between 2008 and 2009 with a growth of 25% (Figure 1).

**Figure 1. Percentage growth by campus from 2008 to 2009**



In 2006, students had three main reasons for enrolling at West Coast College: proximity, lack of other educational opportunities and cost. All three reasons still apply. In terms of the first and second, there are very few other FET level and post-school education opportunities on the West Coast and the college is the only institution in many of the areas it services. While some students would prefer to study in Cape Town if this were an option and others indicated that they would have liked to go to university, most students who participated in the focus groups seemed satisfied with their courses at the college and felt that these were preparing them for the world of work. A number of students would like the college to increase its focus on practical training, as they believe this is needed to more fully prepare them for work. In general students believe that the college is giving them opportunities they would not have otherwise had. For some this is an opportunity to complete the equivalent of Grade 12 and for others it is an opportunity to obtain a qualification that will enable them to obtain work. The third reason for enrolling at the college, cost, plays a key role in this regard. Many West Coast College students come from poor families and do not have the finances to study further but the NC(V) has made this possible through the bursary system. This is something a number of students indicated they are extremely grateful for.

## **Equity**

### **Students by race and gender**

The student population at West Coast College is largely Coloured and the number of Coloured students in relation to other population groups is growing. In 2008, 84% of the students were Coloured which represents an increase of 11% in this population group at the college since 2006. The percentage of African students has remained more or less the same at 13% in 2006 and 12% in 2008. White student enrolments dropped from 13% to 4% and Indian students from a negligible five students to no students in 2008 (Table 4).

The 2006 population statistics for the region serviced by the college show that it is a predominantly Coloured area with 71% of the total population being Coloured, 12% African and 17% White<sup>4</sup>. As such, at a regional level, Coloured students are slightly over-represented and White students, slightly under-represented.

In 2006 and 2008, 58% of the African students in the college were found at Vredenburg campus which falls into the Saldanha municipality, of which 47% of the population in 2006 was African.

**Table 4. Student enrolments by race**

Campus	African		Coloured		Indian		White		HEADCOUNT	
	2006	2008	2006	2008	2006	2008	2006	2008	2006	2008
Atlantis	28	22	558	512	0	0	1	1	587	535
Citrusdal	2	3	212	243	0	0	7	3	221	249
Malmesbury	98	38	300	258	3	0	6	23	407	319
Vredenburg	197	130	516	301	2	0	225	41	940	472
Vredendal	21	32	391	304	0	0	124	9	536	345
<b>COLLEGE TOTAL</b>	<b>346</b>	<b>225</b>	<b>1 977</b>	<b>1 618</b>	<b>5</b>	<b>0</b>	<b>363</b>	<b>77</b>	<b>2 691</b>	<b>1 920</b>

In 2006 63% of the students were male and 37% female. This situation was reversed in 2008 with 40% of the students being male and 60% female (Table 5).

**Table 5. Students by gender**

Campus	Male		Female		HEADCOUNT	
	2006	2008	2006	2008	2006	2008
Atlantis	342	220	255	315	587	546
Citrusdal	122	122	99	127	221	250
Malmesbury	163	110	244	209	407	318
Vredenburg	701	185	239	287	940	427
Vredendal	360	134	176	211	536	345
<b>COLLEGE TOTAL</b>	<b>1 688</b>	<b>771</b>	<b>1 003</b>	<b>1 149</b>	<b>2 691</b>	<b>1 920</b>

### **Staff by race and gender**

There has been an increase in Coloured staff and a decrease in White staff since the last review. Coloured staff increased from 47% in 2006 to 58% in 2008. On the other hand, White staff made up 44% of the staff in 2006 but only 28% of the staff in 2008. Proportionately, African staff remained more or less the same at 10% in 2006 and 12% in 2008. Indian staff grew from 0% to 2% in this period (Table 6).

<sup>4</sup> Population statistics for the region are drawn from the 2007 Baseline Study of West Coast College.

**Table 6. Staff by race**

Campus	African		Coloured		Indian		White		HEADCOUNT	
	2006	2008	2006	2008	2006	2008	2006	2008	2006	2008
Altantis	1	4	10	15	0	2	1	5	12	26
Citrusdal	0	0	4	12	0	0	3	2	7	14
Malmesbury	1	4	6	6	0	0	2	6	9	16
Vredenburg	2	3	4	14	0	0	14	11	20	28
Vredendal	0	0	4	12	0	0	7	9	11	21
Central office	2	4	2	15	0	1	1	3	5	23
<b>COLLEGE TOTAL</b>	<b>6</b>	<b>15</b>	<b>30</b>	<b>74</b>	<b>0</b>	<b>3</b>	<b>28</b>	<b>36</b>	<b>64</b>	<b>128</b>

Since 2006 the number of female staff members in relation to males has increased. Female staff have grown from 44% of the total staff group in 2006 to 61% in 2008 and males have dropped from 56% to 39% in this same period (Table 7).

**Table 7. Staff by gender**

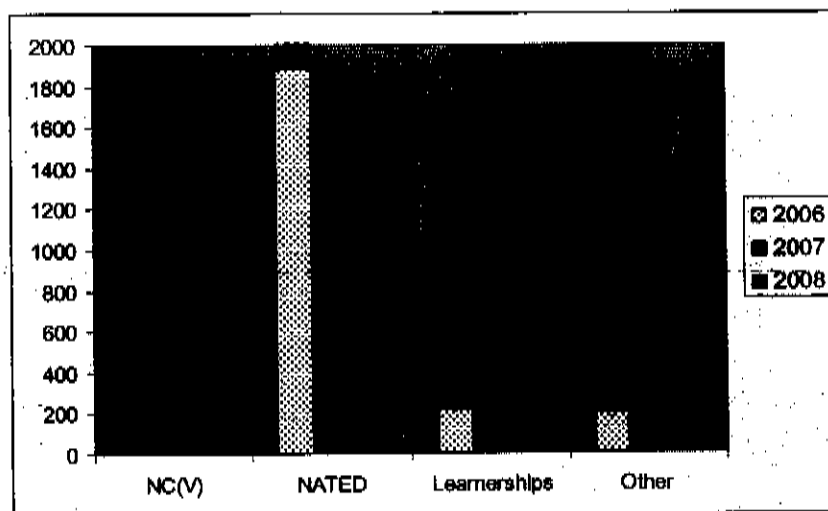
Campus	Male		Female		HEADCOUNT	
	2006	2008	2006	2008	2006	2008
Altantis	9	13	3	13	12	26
Citrusdal	3	7	4	7	7	14
Malmesbury	6	4	3	12	9	16
Vredenburg	11	11	9	17	20	28
Vredendal	4	6	7	15	11	21
Central office	3	9	2	14	5	23
<b>COLLEGE TOTAL</b>	<b>36</b>	<b>50</b>	<b>28</b>	<b>78</b>	<b>64</b>	<b>128</b>

## **Programmatic Provision**

### **Total enrolments by programme type**

The college presents NC(V) programmes, NATED programmes, learnerships and skills programmes. Figure 2 provides a breakdown of enrolment by programme type in 2006, 2007 and 2008. The introduction of NC(V) programmes in 2007 and the beginning of the process of phasing out NATED programmes in this same year has resulted in an annual decrease in NATED enrolments. In 2006 NATED programmes represented 82% of college enrolments but in 2007 enrolment for these programmes had dropped to 58% and in 2008 to 40%. In 2007 enrolments for NC(V) programmes were at 32% of the total enrolments but by 2008 this had climbed to 53%. Enrolments for learnerships declined from 9% in 2006 to 0.7% in 2008. Enrolments for other programmes, which include skills programmes, also declined. These were at 9% in 2006 but dropped to 6% in 2008. NC(V) programmes now represent the lifeblood of the college as they constitute its main source of income (Figure 2).

Figure 2. Enrolment by programme type: 2006 – 2008



### Enrolments for NC(V) programmes

The college's NC(V) enrolment target for 2007 was 622, for 2008 it was 1 264 and for 2009 it was 2 653. While the college achieved its 2007 target, it was 165 headcounts below its 2008 target. According to the Deputy CEO Academic, by February 2009 the provisional enrolment for NC(V) programmes was at about 2 400 and thus 253 headcounts below the target set for this year.

In 2007 West Coast College provided four NC(V) programmes: Office Administration, Electrical Infrastructure Construction, Engineering and Related Design (Fitting and Turning, Automotive Repair and Maintenance, and Fabrication) and Hospitality. In 2008 a fifth programme, Management, was introduced and in 2009 a sixth programme, Education and Development, was added to the NC(V) programme offering.

Office Administration was the programme with the highest number of NC(V) enrolments in 2007 (42% of the total) and in 2008 (35% of the total). It is also the only NC(V) programme provided at every campus. Electrical Infrastructure Construction was the next most subscribed programme in 2007 at 22% of the enrolments. In 2008 Electrical Infrastructure Construction and Engineering and Related Design: Fitting and Turning each had 15% of the NC(V) enrolments and shared the position of second most subscribed programmes.

Vredendal and Atlantis campuses provided the broadest range of NC(V) programmes in 2008 and Citrusdal campus the narrowest. In 2007 and 2008 every campus provided at least one of the Engineering and Related Design programme options and all campuses other than Citrusdal and Malmesbury provided Electrical Infrastructure Construction. Hospitality was provided at Vredendal and Malmesbury campuses and Atlantis was the only campus providing Management. From the beginning of 2009, Malmesbury campus

ceased offering engineering programmes and the programmes it previously provided were moved to Atlantis (Table 8).

**Table 8. Enrolments for NC(V) programmes by headcount**

Programme Title and Level	Atlantis		Citrusdal		Malmesbury		Vredenburg		Vredendal		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Management Level 2	-	72	-	0	-	0	-	0	-	0	-	72
Office Administration Level 2	105	84	27	66	28	53	84	71	30	42	274	316
Office Administration Level 3	-	29	-	14	-	11	-	22	-	18	-	94
*ERD: Fitting Level 2	33	104	-	0	30	43	-	0	30	20	93	167
ERD: Fitting Level 3	-	1	-	0	-	23	-	0	-	12	-	36
ERD: Automotive Level 2	-	0	36	65	-	0	-	0	-	20	36	85
ERD: Automotive Level 3	-	0	-	5	-	0	-	0	-	0	-	5
ERD: Fabrication Level 2	-	0	-	0	-	0	61	82	-	0	61	82
ERD: Fabrication Level 3	-	0	-	0	-	0	-	17	-	0	-	17
Hospitality Level 2	-	0	-	0	18	27	-	0	21	23	39	50
Hospitality Level 3	-	0	-	0	-	10	-	0	-	5	-	15
Electrical Infrastructure Level 2	64	58	-	0	-	0	54	42	27	28	145	128
Electrical Infrastructure Level 3	-	17	-	0	-	0	-	7	-	8	-	32
<b>TOTALS</b>	<b>202</b>	<b>365</b>	<b>63</b>	<b>150</b>	<b>76</b>	<b>167</b>	<b>199</b>	<b>241</b>	<b>108</b>	<b>176</b>	<b>648</b>	<b>1099</b>

\*ERD (Engineering and Related Design)

### Enrolments for NATED programmes

West Coast College provides NATED engineering and business programmes. While all levels were provided in 2006, in 2008 N3 to N6 programmes were provided in these two fields. Vredenburg campus has the highest number of NATED students and Citrusdal the lowest (Table 9).

There are mixed feelings in the college about the phasing out of NATED programmes, especially N4 to N6 programmes which have the prestige of providing post-Grade 12 level qualifications.

**Table 9. Headcount enrolments for NATED programmes by campus**

Campus	NATED	
	2006	2008
Atlantis	418	170
Citrusdal	180	99
Malmesbury	205	152
Vredenburg	720	231
Vredendal	360	169
<b>COLLEGE TOTAL</b>	<b>1883</b>	<b>821</b>

### Enrolments for Learnerships and Skills Programmes

While the college provided eight learnerships in 2006, five in the Physical Planning and Construction field and three in the Manufacturing and Engineering Technology field, in 2008 only one learnership was provided (Table 10). A small number of students were enrolled in short skills programmes in ICT related fields.

**Table 10. Enrolments for learnerships and skill programmes (2008)**

Programme Title	Learnership (L) or skills prog (SP)	Atlantis	Citrusdal	Malmesbury	Vredenburg	Vredendal	Total
Computer Skills	SP	-	-	33	-	79	112
Bricklaying	L	-	-	-	14	-	14
Pastel	SP	-	-	-	19	-	19
<b>TOTALS</b>		-	-	33	33	79	145

### Efficiency

The pass rate for NATED programmes increased from 58% in 2006 to 61% in 2008. In 2008, the combined pass rate for NC(V) Level 2 and Level 3 programmes at the college was only 27%. This pass rate is however based on the November 2008 examinations and does not take account of the results of the supplementary examinations that were written in February 2009. While it is possible that the pass rate will improve after the supplementary examination results are released, it is still likely to be very low (Table 11).

**Table 11. Pass rates**

Campus	NATED average %		NC(V) average %
	2006	2008	2008
Atlantis	45	60	27.5
Citrusdal	61	59	35.5
Malmesbury	54	75	19.5
Vredenburg	71	60	33.5
Vredendal	60	58	21
<b>COLLEGE TOTAL</b>	<b>58</b>	<b>61</b>	<b>27</b>

In 2008, the college experienced a dropout rate of 25% of the students registered for NATED programmes and 28.5% of NC(V) Level 2 and Level 3 students. No throughput rates were provided for 2006 (Table 12).



**Table 12. Throughput rates by campus for 2008**

Campus	Throughput rates	
	NATED	NC(V)
Altantis	69	50
Citrusdal	66	75
Malmesbury	87	72
Vredenburg	80	77
Vredendal	78	86
<b>COLLEGE TOTAL</b>	<b>75</b>	<b>71.5</b>

## Staffing

### Staff by Post or Salary Level

As was the situation in 2006, the majority of staff are employed at post level 1 (Table 13).

**Table 13. Staff by Post Level (PL) or Salary Level (SL) (2008)<sup>5</sup>**

Campus Sites and central office	PL 1 or equivalent SL level	PL 2 or equivalent SL level	PL 3 or equivalent SL level	PL 4 or equivalent SL level	PL 5 or equivalent SL level	PL 6 or equivalent SL level
Atlantis	16	1	1	0	0	0
Citrusdal	8	0	1	0	0	0
Malmesbury	10	1	1	0	0	0
Vredenburg	17	1	1	0	0	0
Vredendal	12	0	1	0	0	0
Central office	0	1	1	0	1	0
<b>TOTAL</b>	<b>63</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>1</b>

Before 2008 the management establishment at campus level only comprised campus managers. Since 2008 'deputies' in the form of senior lecturers at post level 2 or heads of department at post level 3 were appointed at each campus (Table 13). Both of these categories of staff carry teaching responsibilities over and above their management duties.

### Staff Establishment

In 2006 60% of the college's staff were employed by the college council and their salaries were paid for out of college funds. From 2008, all department staff below the level of Deputy CEO were transferred to the employ of the college. However, as the WCED continued to pay the salaries of previously employed department staff, the college counted these staff members as 'establishment' staff and staff paid for out of college funds as 'non-establishment' staff. With this distinction in mind, the college funds the employment of 73% of its staff and the WCED the remaining 27% (Table 14).

<sup>5</sup> There is a discrepancy in the 2008 staff statistics provided by the college which it failed to resolve or explain after this was queried by the evaluation team. In Table 6 and 7 the total staff count for the college is 128. However in Table 13, it is 75 and in Table 14 it is 117.

**Table 14. Teaching staff by establishment and non-establishment appointments**

Campus Sites	Establishment		Non-Establishment		Total	
	2006	2008	2006	2008	2006	2008
Altantis	5	7	7	16	12	23
Citrusdal	4	3	3	10	7	13
Malmesbury	2	4	7	9	9	13
Vredenburg	10	11	10	18	20	29
Vredendal	1	3	10	16	11	19
Central office	6	4	0	16	6	20
<b>COLLEGE TOTAL</b>	<b>28</b>	<b>32</b>	<b>37</b>	<b>85</b>	<b>65</b>	<b>117</b>

### **Conclusion**

West Coast College has grown significantly and undergone dramatic change since the 2007 assessment with regard to the programmes it provides, the students it enrolls and the staff it employs. A key change has been the shift in focus from NATED to NC(V) programmes. One of the impacts of this change is that female students and staff now outnumber their male counterparts. An area of great concern in the current review is the extremely poor pass rate and high dropout rate for NC(V) programmes in the college in 2008.

# 3. Infrastructure and Facilities

## Facilities available

The five campuses of West Coast College serve a large geographic area and are very far from each other. Atlantis, the southern-most campus and Vredendal the northern-most campus, are 315km apart. This is a key feature shaping its infrastructure and facilities, as distance makes it difficult to share resources. This section provides an overview of the facilities at campuses for teaching and learning and management which vary considerably between campuses.

Table 15 shows that the college has 12 campus sites, which is one less than in 2007. In the second half of 2007 Vredendal campus's new building was completed and all programmes were thereafter delivered from this site. Since the previous assessment, Malmesbury campus has taken on an additional building and is now made up of four rented sites. In 2007 Vredenburg campus rented four buildings. This campus is now occupying the new building that is being constructed to house it and has continued to rent two of the buildings previously rented. The situation has remained the same at Atlantis and Citrusdal campuses. The college now owns one of the Atlantis campus sites, the buildings at Citrusdal and Vredendal campuses, and the new building being constructed at Vredenburg campus.

**Table 15. Total Number of sites**

Campus	Total number of sites	
	2007	2009
Atlantis	2	2
Citrusdal	1	1
Malmesbury	3	4
Vredenburg	4	3
Vredendal	2	1
Central Office	1	1
<b>TOTAL</b>	<b>13</b>	<b>12</b>

Table 16 provides a breakdown of rooms and facilities at the college by function.

**Table 16. Total number of each type of facility**

Facilities	Atlantis		Citrusdal		Malmesbury		Vredenburg		Vredendal	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
<b>Management Facilities</b>										
Offices	2	4	2	3	4	4	2	3	6	5
Meeting rooms / boardrooms	1	2	1	0	1	0	0	0	1	0
Reception rooms / area	1	2	1	1	1	1	1	1	2	2
Store rooms	1	4	1	3	4	1	2	3	4	5
<b>Classrooms/ workshops</b>										
Classrooms	6	19	6	6	7	8	6	24	14	13
Workshops in use	3	1	2	1	2	0	3	3	0	3
Workshops not currently in use	2	1	2	1	0	0	0	0	3	0
IT/ computer labs	1	4	1	2	2	2	2	4	3	3
Simulation rooms	3	1	3	1	1	1	1	1	1	2
Library / open learning centre	0	1	0	1	0	0	0	0	1	1
<b>Lecturing staff facilities</b>										
Staff room	1	2	1	1	1	1	0	1	1	1
Workroom / offices	0	0	0	0	0	0	0	1	8	10
Email facilities	0	1	1	0	0	2	0	2	0	0
Computers	0	1	0	0	0	2	0	2	0	1
<b>Student facilities*</b>										
Student support office	-	1	-	1	-	1	-	1	-	1
Student canteen/tuck shop	-	1	-	0	-	0	-	0	-	1
Student social centre	-	0	-	0	-	0	-	0	-	1
Accommodation / hostels	-	0	-	0	-	0	-	0	-	1

\* Not counted in 2007

The college has a total of 70 classrooms which represents an increase of 31 since June 2007. The number of computer laboratories has also grown from nine to 15. The total number of workshops and simulation rooms has however decreased since the last evaluation. In 2007 there were 17 workshops with seven not in use and there are now 10 workshops with two not in use. There were previously nine simulation rooms and there are now only six.

One of the consequences of the dramatic increase in student numbers at the college is that some workshops and simulation rooms are now being used as classrooms. Citrusdal campus, for instance, previously had two simulation rooms, both of which are now being used as classrooms and the campus staffroom has been converted into a simulation room. Malmesbury campus also no longer has engineering workshops. To streamline programme delivery at the college and manage the cost associated with having numerous engineering workshops it was decided that Atlantis would be the engineering campus for the areas serviced by both Atlantis and Malmesbury.

The number of open learning centres (OLCs) has grown by two since the last evaluation, and more are in the pipeline. There has also been an increase in some of the facilities available to staff at some campuses. For instance, Vredendal campus used to have eight

dedicated staff offices and now has 10 and Vredenburg campus has shifted from having no staff workrooms to one. All of the other campuses continue to have no dedicated offices or workrooms for staff. Aside from student support offices, the facilities for students remain virtually non-existent, except at the new Vredendal campus.

## Adequacy

The tables below provide a rating of the appropriateness of the infrastructure for various aspects of college work. A 0 indicates that there are no facilities, 1 that the existing facilities are totally inadequate, 2 that the existing facilities are inadequate, 3 that the facilities are adequate and 4 that the facilities are very adequate. The facilities were rated by campus managers<sup>6</sup>.

The overall adequacy rates for each of the four categories rated, that is, facilities for management staff, facilities for teaching, facilities for teaching and learning, and facilities for student support and interaction, are all lower in 2009 than they were in 2007 (Table 17a). The overall average rate for campus facilities has thus dropped from 2 to 1.7. While there has been considerable development with regard to college infrastructure and equipment since 2007, the college has expanded the programmes it delivers and has experienced a dramatic increase in the number of students it caters for. As a result, the pressure on campus facilities has greatly increased and the improvements made in the review period have in most cases not kept up with demand.

**Table 17(a). The adequacy of infrastructure – overall average rates**

Facilities	Atlantis		Citrusdal		Malmesbury		Vredenburg		Vredendal	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Facilities for management staff	3.8	2.8	3.8	2	2.8	2.4	2.8	1.6	2	3.4
Facilities for teaching staff	2.3	2.3	2	0.8	1	1.3	0.8	0.8	2.8	2.3
Facilities for teaching and learning	3.3	1.8	2.5	2.3	1.7	1	1.3	1.3	2.8	3.8
Facilities for student support/student interaction	1.5	1.3	1.3	0.3	0	0.3	0.3	0.3	1	1.3

### For management

Table 17b provides information on the facilities available for management at college campuses. The overall adequacy rate for management facilities dropped from 3 in 2007 to 2.4 in 2009. All campuses other than Vredendal reported a drop in the adequacy of

<sup>6</sup> Given that there has been a change in campus managers at some of the campuses, the assessment of a campus's infrastructure was not necessarily done by the same person in 2007 and 2009. It is thus likely that slightly different standards were applied when the assessments were done for these two periods.

management facilities in 2009. Unlike the other campuses, Vredendal campus is housed in a very adequate building owned by the college which consists of a converted school hostel that has been extended to include an engineering wing. Overall, the facilities available for management and administration in Vredendal campus's new building are rated at 3.4 and are thus more than adequate.

In 2007, email facilities received the highest rating and meeting rooms the lowest. The facility with the highest rating in 2009 was offices and meeting rooms once again achieved the lowest rating. The only campus with dedicated meeting room facilities is Atlantis. The rest make use of their staffrooms or classrooms for meetings. At a campus like Vredendal, this arrangement is considered 'very adequate', but at Citrusdal and Vredenburg campuses, which have totally inadequate staffrooms, rates of 0 were provided for the adequacy of meeting room facilities. Note that Citrusdal campus's previous very adequate staff room, which doubled as a meeting room, has since been converted into a simulation room.

While computer equipment and email facilities were rated at 3 and 3.4 respectively in 2007, in the current review period these have achieved a rate of 2.6. In some cases computers have aged and most campuses experience email access down times. Only one of the Atlantis's buildings has email connections.

Storage space has become important for campuses due to the need for them to store NC(V) student portfolios for a number of years. Other than Malmesbury campus, the number of store rooms available at each campus has increased. All campuses except Atlantis rated the adequacy of their storage facilities at 3 and thus adequate. Atlantis campus's rate for this on the other hand was 2 or inadequate.

**Table 17(b). Adequacy of facilities for management responsibilities**

Facilities	Atlantis		Citrusdal		Malmesbury		Vredenburg		Vredendal	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Offices	3	3	3	3	3	2	3	2	4	4
Meeting rooms / boardrooms	4	3	4	0	2	2	2	0	0	4
Computer equipment	3	3	3	2	3	2	3	2	3	3
Email	4	2	4	3	3	3	3	2	3	3
Reception rooms / area	4	3	4	2	3	3	3	2	2	3

### **For teaching staff**

The facilities for teaching staff are less adequate than those for management at campuses. The overall adequacy rate for this dropped from 1.8 in 2007 to 1.5 in 2009 making these inadequate in both assessment periods (Table 17c). All campuses rated the adequacy of their facilities for teaching staff lower in 2009 than 2007. At 2.6, staffroom facilities were

rated highest in 2007 and computers and email lowest with a rate of 1.2. In 2009, staffrooms remained the highest rated staff facility but the overall rate for these had dropped to 2. Staff computers and workrooms shared the lowest rate of 2.4 in 2009.

Malmesbury campus is the only campus to have increased the rate for its staffroom which is now rated as inadequate (2) instead of totally inadequate (1). Since its conversion into a simulation room, Citrusdal campus's staffroom has been reduced to a small area at the far end of the simulation room which joins the staff kitchen and is totally inadequate. Vredenburg campus is currently using a small area as a staffroom which is also considered totally inadequate as the room is too small for staff to meet in and meetings have to take place after hours in one of the classrooms. Both Atlantis and Vredendal campuses have a rate of 3 or adequate for their staffrooms.

The only campus that has fully adequate facilities for staff to work in while not teaching is Vredendal campus. At this campus there are 10 offices which lecturers share. At Citrusdal campus, on the other hand, staff do not have any space to work when they are not teaching other than the small staff room. While the staff at this campus previously had their own classrooms, in order to optimise space at the campus, each student group has now been allocated a classroom and lecturers circulate between the classrooms.

There are a total of six dedicated computers for campus staff. Malmesbury and Vredenburg campuses each have two staff computers and Vredendal and Atlantis each have one. There are no dedicated computers for staff at Citrusdal. All of the staff computers other than the one at Vredendal have email facilities. While this is an improvement from 2007 when there were no staff computers, with so few dedicated computers and email facilities available to lecturing staff they still have to make use of student computers and in this regard face the same problems reported on in the previous report.

At all campuses staff only have access to student computers during class time if these are available. At most campuses however the computer laboratories are fully utilised by students during the day. At Citrusdal campus, for instance, the computer laboratories were reported to always be busy. Staff at this campus have the option of making use of the computers while classes are being taught (if there is a computer free) or after class. At Vredendal campus, on the other hand, at least one of the three computer laboratories is free for some time during the day and this is when staff can make use of the computers. Vredendal and Atlantis campus also have functional OLCs and staff can also make use of the computers in these if they are available. While the OLC at Citrusdal was not yet operational at the time of the evaluation, it was expected to be functional soon and will then also be available to staff.

Access to stationery for staff was rated at between 2 and 3 at the different campuses. While basic stationery seems to be available, some campuses indicated that they suffer from stationery shortages.

**Table 17(c). Adequacy of facilities for teaching staff**

Facilities	Atlantis		Citrusdal		Malmesbury		Vredenburg		Vredendal	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Staff room	4	3	4	1	1	2	1	1	3	3
Internet and Email facilities	1	3	1	1	1	1	1	1	2	1
Computers for lecturers	1	1	1	1	1	2	1	1	2	1
Workroom / office for staff	3	2	2	0	1	0	0	0	4	4

### **For teaching and learning**

The overall rate for facilities for teaching and learning was 2.3 in 2007 and is now 2 (Table 17d). As has already been noted, while there have been improvements to teaching and learning facilities at campuses, these have been put under strain by the new programmes provided and the huge increase in students. In 2007, Atlantis campus scored the highest overall rate for its teaching and learning facilities at 3.3 and Vredenburg the lowest at 1.3. Vredendal campus now comes in as having the best facilities for teaching and learning at 3.8 and with a rate of only 1, Malmesbury comes in as worst.

Vredendal campus now occupies a new and modern building which has adequately sized and well equipped classrooms, workshops, computer laboratories and business simulators (all rated at 4 or very adequate). It demonstrates what it is possible to achieve under the college recapitalisation programme. All classrooms are fitted with whiteboards and screens for data or overhead projectors. Student study facilities at this campus (rated at 3) constitute the OLC and a hall which has tables and chairs in it for students to use when not in class. Students reported though that there is not enough space for all the students in these two facilities and students often race to get to the OLC first at break times so that they can use the computers.

The new Vredenburg campus is under construction and is expected to be completed at the end of the year. Three workshops and nine classrooms have been completed and are fully occupied. One of the workshops however is being used as a classroom as there is not enough space for all the students at the campus. The two new computer laboratories at the campus also still needed to be fitted with computers. The rented buildings being used by this campus are reported to be unsuitable for teaching as the classrooms are small and poorly ventilated. Vredenburg campus's workshops are semi-equipped and will need additional equipment to deliver Level 4 programmes. The campus currently has no business simulation venues, and it has insufficient computers to cope with the number of students registered during normal class hours. To accommodate all students, additional computer classes are held after hours. The campus currently has no library or OLC. Some tables and chairs have been placed outside for students to work at when they are not in class.



In 2007, Citrusdal campus was under-utilised but is now filled beyond capacity. As noted above, this campus has converted its two simulation rooms into classrooms to accommodate its 2009 student intake and has converted its staffroom into a simulation room. Its new simulation room is however very small and will only be able to accommodate about nine students at a time. There are also insufficient computer rooms at this campus to adequately cater for all its students. Additional computers will become available once the OLC is operational. While renovations were done to the Citrusdal campus building in 2007/2008, the condition of the building is poor and it needs painting.

Malmesbury campus struggles with small classrooms and an old building that is in need of considerable maintenance. The students at this campus complained about the lack of ventilation in the classrooms and the high temperatures to be endured in summer and low temperatures in winter. This too is a problem at Citrusdal. Atlantis campus is also struggling with space constraints. While Atlantis and Malmesbury campus have business simulation rooms, these are currently not in use. In addition there are no study facilities for students at Atlantis, Citrusdal or Malmesbury. Once the OLC is operational at Citrusdal this facility will become available to students.

All campuses rated the adequacy of learning materials at 3 or adequate and audio-visual equipment was rated at 2 by Citrusdal, Malmesbury and Vredenburg and at 3 by Atlantis and Vredendal. While campuses do have some audio-visual equipment this is limited and must be shared between staff. Vredenburg campus, for instance, has one data projector and one TV and video / CD machine.

Students at Malmesbury and Vredendal campuses raised concerns about poor safety measures at campuses. At Malmesbury, students sit on the pavements during breaks and at Vredendal, campus access is not adequately controlled and outsiders have at times gained entry to the campus. The consequence is that at both of these campuses students feel vulnerable and threatened.

**Table 17(d). Adequacy of teaching and learning facilities**

Facilities	Atlantis		Citrusdal		Malmesbury		Vredenburg		Vredendal	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Building	4	2	4	2	2	1	2	2	3	4
Teaching venues, classrooms	4	3	3	3	2	1	2	2	3	4
Workshops, labs, special equipment	3	2	3	3	2	2	2	2	3	4
Library / open learning centre	3	2	1	3	0	0	0	0	3	4
Study facilities	3	0	1	0	1	0	0	0	2	3
Computer access for students	3	2	3	3	3	2	2	2	3	4

### For students

Infrastructure and facilities for student support and social interaction was rated at 0.8 in 2007 and 0.7 in 2009 making these totally inadequate in both assessment periods (Table 17e). At 1.3, Atlantis and Vredendal campuses have the highest rates for student support and social interaction but the remaining three campuses are rated at a very low 0.3.

The discussion above has already shown that at most campuses students do not have study facilities or rooms to sit in and work or socialise outside of class. When not in class students often have to stand or sit on the floor in corridors, on stairways or pavements. Atlantis campus has a canteen and Vredendal campus has a hall and tuck shop that serves as a form of social centre. None of the campuses have sports facilities. While Citrusdal campus has a netball court, this has fallen into disrepair and is not used. Atlantis and Vredendal campuses have grounds that could be developed into sports facilities but the college does not have funding to cover this. Students at a number of campuses complained about the lack of facilities for social interaction, leisure and sport.

While every campus has a student support office, these offices often house a student support officer, a bursary clerk and in some cases another staff member. As such they usually do not provide any privacy for individual student consultations.

Vredendal campus is the only campus with a hostel. As the college serves a large area, many students live far from the campuses they attend and face a daily long commute. For instance, 90% of the students who attend Citrusdal campus have to travel from towns like Clanwilliam, Porterville, Picketberg and Algeria which are between 50 and 60 kilometers away from the campus. There is thus a strong need for student accommodation. Some campuses have managed to organise places for some students to stay with local host families. Citrusdal campus is planning to rent a building in the town that could accommodate about 20 students and has tendered to buy an old hostel across the road from campus that will be able to accommodate 100 students.

**Table 17(e). Adequacy of facilities for student support and/or student interaction**

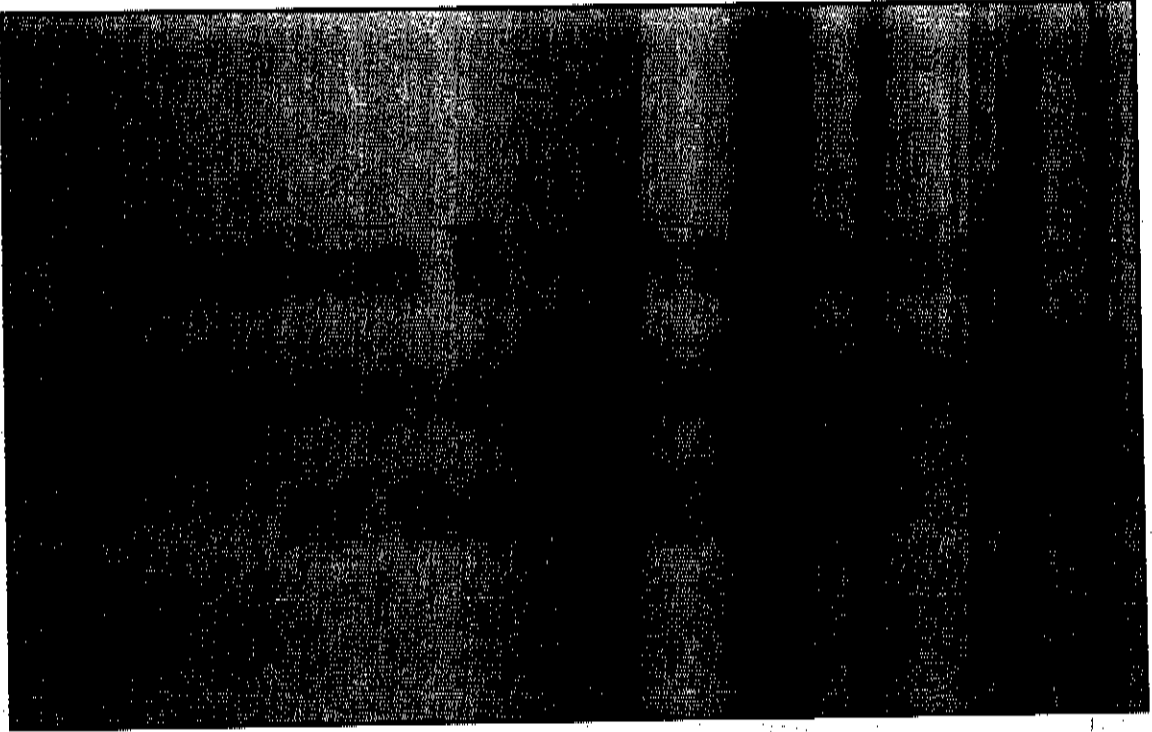
Facilities	Atlantis		Citrusdal		Malmesbury		Vredenburg		Vredendal	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Student canteen/ social centre	4	3	1	0	0	0	0	0	1	2
Sports facilities	0	0	2	0	0	0	0	0	0	1
Student support office/centre	2	1	2	1	0	1	1	1	3	1

## **Conclusion**

West Coast College has witnessed considerable infrastructure development in the last few years. It now owns four of its campus sites and has infrastructure and equipment to support the delivery of four engineering programmes at six sites, the Hospitality programme at two sites, the Office Administration programme at five sites and the Generic Management programme at one. Much of the development at the college has been made possible through recapitalisation funding and support from Danida.

Of all its campuses, Vredendal campus is the most adequate and is an example of what an FET college campus should look like. However, even this campus will soon not be able to cope with the rapid rate of growth experienced by the college. The college has exceeded its infrastructure capacity at most of its campuses and to accommodate all the students registered, it has been forced to use some of the facilities previously allocated to practical training as classrooms. The growth of the college has put tremendous pressure on all campus facilities. The result is that the conditions in which staff work and in which students learn are often difficult.

One of the campus managers who completed the infrastructure rating questionnaire noted, "We all dream of the day that each lecturer will have his own computer linked to email and the ultra modern equipment to assist in world standard of delivery. We also visualize staffrooms, open learning centers, student recreation areas with study facilities and libraries where students can do research on given study topics". The college has a long way to go to achieve this dream. Its priority at this stage should be to consolidate its position and ensure that it is able to provide good quality theoretical and practical training at all three NC(V) levels for the programmes it offers, with the facilities and equipment it has at its disposal and is able to muster in the future.



## Introduction

This section provides the Western Cape Education Department (WCED) FET directorate's assessment of West Coast College. It includes the overall rate provided by the directorate for each of the seven dimensions against which the college's performance has been assessed as well as the directorate's justification for the rates given. While the rates were provided at dimension level, each characteristic making up a dimension was considered before the overall rate for the dimension was decided on. The following 10 point rating scale, which is also used in the college-level assessment, was used by the directorate to rate the college.

A <b>weak</b> characteristic. Mostly not present or very limited	An <b>emerging</b> characteristic. It is present but not yet stable or consistent	A <b>strong</b> characteristic. A distinguishing feature
1-3	4-6	7-10

## The WCED's rating of West Coast College

<i>Values and Vision</i>	A strong vision and a lived set of values drive college transformation processes towards fulfilling their developmental mission.	<ul style="list-style-type: none"> <li>Practices guided by a clear institutional vision</li> <li>Inculcation of a value system throughout the institution</li> </ul>	4 (low-emerging)
<i>Comment</i>			
The directorate rated this dimension at a 'low-emerging' 4. Whilst West Coast College has a strategic plan which outlines its vision and objectives, the FET directorate was concerned that the college's strategic plan is not being effectively implemented. The directorate was of the opinion that the college has failed to adequately inculcate its value system and that this is affecting organisational culture negatively. A major concern for the directorate is the lack of punctuality and disobeying of rules by West Coast College lecturers.			
<i>Leadership and Management</i>	Strategic leadership, supported by effective management and governance systems, operationalises the transformed vision of the FET college system.	<ul style="list-style-type: none"> <li>Well-functioning systems of governance, including college councils and academic boards</li> <li>Effective institutional leadership</li> <li>Effective management systems</li> </ul>	5 (Mid-emerging)
<i>Comment</i>			
The FET directorate felt that governance and leadership has improved in West Coast College since the last assessment and rated this dimension at a 'mid-emerging' 5.			
The improvement was attributed to the CEO mentoring programme and significant management training interventions. With regard to governance, the college council also received training. In addition leadership training was provided for SRC members. These training interventions were made			

possible through the support of the SESD II programme.

The level of the West Coast College CEO has also been raised by the WCED to the same level as CEOs at other colleges in the province and the directorate felt that this has motivated her to work harder.

The directorate raised a concern about the college's management information system (MIS) which is not as effective as it should be. It was noted that there are two key problems that contribute to this situation. Firstly, the Internet is not operational at all campuses, and secondly, staff are not as literate as they should be with regard to IT issues.

<i>Knowledge Sharing</i>	College and system performance enhanced through better flows of knowledge horizontally and vertically within the system, as well as with external stakeholders.	<ul style="list-style-type: none"> <li>• Effective vertical knowledge sharing and learning in the FET system</li> <li>• Effective horizontal knowledge sharing and learning in the FET system</li> <li>• Effective external knowledge sharing and learning in the FET system</li> </ul>	<p style="text-align: center;">5 (Mid-emerging)</p>
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*Comment*

The directorate rated this dimension at a 'mid-emerging' 5. From the perspective of the directorate, there has been an improvement in knowledge sharing between the college's campuses, particularly with regard to curriculum issues but also in relation to most activities. The introduction of the NC(V) is seen to have been a key factor that has contributed to the increase in horizontal knowledge sharing, with focus groups playing an important role in this regard. Improvements in this dimension were also seen to have been enhanced by SESD activities.

<i>Institutional Health</i>	The financial health and physical infrastructure of colleges contribute to their proper functioning in supporting employability.	<ul style="list-style-type: none"> <li>• The establishment and maintenance of financial health</li> <li>• Adequate infrastructure for teaching and learning</li> <li>• Adequate infrastructure for management</li> <li>• Enhanced human resource capacity</li> <li>• Quality Assurance system</li> </ul>	<p style="text-align: center;">4 (Low-emerging)</p>
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*Comment*

This dimension was rated by the directorate at a 'low-emerging' 4.

Financial management in the college is considered to be fairly effective. This is an area in which the SESD programme has played an extremely significant role, by funding KPMG to help college management develop a new integrated financial model.

Infrastructure was also seen by the directorate to have improved significantly, particularly when the very low infrastructure base which the college started from is taken into account.

The directorate expressed concerns about quality assurance in the college. This is an area in which progress has not been effective enough, according to the directorate, due to a combination of inefficiency in this function area and insufficient quality assurance staff to support all staff in the college.

<i>Responsiveness (Partnerships and Programmes)</i>	Employability enhanced through colleges' greater responsiveness to the needs of learners, their communities and the labour market.	<ul style="list-style-type: none"> <li>• Good relationships with business</li> <li>• Good relationships with communities</li> <li>• Good relationships with other state bodies</li> <li>• The development, provision and evaluation of learnership programmes</li> <li>• The development, provision and evaluation of SMME programmes</li> <li>• Employability of learners</li> <li>• Extent to which learners will have foundational competence for employability</li> <li>• Extent to which learners will have technological competence for employability</li> <li>• Extent to which learners will have social competence for employability</li> <li>• Extent to which learners will have technical competence for employability</li> </ul>	<b>6</b> <b>(Strong-emerging)</b>
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*Comment*

The directorate rated responsiveness at a 'strong-emerging' 6.

The directorate was of the opinion that the college's relationship with business and local communities had improved and that this would enable it to better address labour market needs. The directorate was also very positive about the college's SETA partnerships where 'very good' relationships were seen to exist.

The introduction of the NC(V) was also viewed positively by the directorate as this was seen to be enhancing the employability of learners through the provision of practical training. It is also the view of the directorate that through including practical training in NC(V) programmes, colleges are providing students with the foundation they need for SMME development. As such the NC(V) was considered to be raising the level of college responsiveness.

<i>Teaching and Learning</i>	A culture of learning promotes both employability and personal development. Strong systems of curriculum development, classroom pedagogy and staff development support quality learning.	<ul style="list-style-type: none"> <li>• Functioning curriculum development processes</li> <li>• Quality curricular delivery</li> <li>• Well-functioning staff development processes</li> </ul>	<b>4</b> <b>(low-emerging)</b>
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*Comment*

The directorate felt that teaching and learning only warranted a rate of a 'weak-emerging' 4.

A major reason for this low rating is the college's 'very bad' retention and throughput for 2008. It was noted that lecturers do not follow required procedures and that there is a need for the working culture of lecturers to improve. Nonetheless, the directorate reported that there has been an improvement in the quality of curriculum delivery in the college which had contributed to its good reputation as a provider.

While staff development processes are considered to be 'emerging' in the college, it was noted that since the inception of the SESD II programme, more staff development opportunities have been made available to college management and lecturers on the basis of training needs identified.

<i>Learner Support</i>	Learner support systems improve labour market and life outcomes through support to learners' health, learning and insertion into the labour market.	<ul style="list-style-type: none"> <li>• The development, implementation and evaluation of academic support programmes</li> <li>• The development, implementation and evaluation of HIV/AIDS awareness interventions</li> <li>• The development, implementation and evaluation of guidance and counselling systems</li> </ul>	5 (Mid-emerging)
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*Comment*

The directorate rated student support at a 'mid-emerging' 5.

It was noted that West Coast College has a student support unit with dedicated staff who provide support to students in various areas. Even though this is the case, the directorate believes that student support is only 'emerging' for a number of reasons, one of which is a severe shortage of staff in the college.

The key concern of the directorate in relation to academic support is that PLATO is not having the impact it could have due to technical problems and limited staff expertise. PLATO was also reported to have not been adequately integrated by the college into teaching and learning. The directorate also raised concerns about the fact that academic tutoring is not provided at all campuses.

The inclusion of HIV/Aids in the Life Orientation programme of the NC(V) is seen to be positive as this issue is now been addressed in the curriculum.

**Key areas of strength and weakness**

From the perspective of the WCED FET directorate, key areas of development in the college include:

- *Growth in student enrolment.* It was noted that the WCED doubted the viability of West Coast College when it started but that it currently has the highest number of NC(V) learners in the province. SESD II interventions, particularly in relation to marketing, are seen to have played an important role in this regard
- *The alignment of the college's strategic plan with that of the FET directorate.* The FET directorate and colleges in the province have adopted a strategic management orientation and are now operating according to strategic plans which have been aligned with each other. This is enabling a more coordinated approach to addressing FET priorities in the Western Cape
- *Development of college capacity and infrastructure.* While much development is still required in both these areas, the directorate stressed that considerable development has occurred given the poor base from which the college started



Key weaknesses include:

- *Poor culture of learning and teaching in the college.* The directorate believes that this is a key weakness in the college, a view which derives from what it sees as poor lecturer performance and both lecturers and learners struggling to obey rules. It is felt that lecturers and students need to learn to contribute to the smooth running of the college
- *Loss of college expertise.* A major problem identified is that expertise has not been retained within the college due to high staff turnover, and the fact that the most capable staff tend to leave the college
- *High learner drop-out.* Increasing student through-put is considered to be one of the college's major challenges
- *Infrastructure and resources.* Infrastructure and resources at West Coast College remain a significant concern. Developments in this area have not kept up with student growth and the requirements of new programmes

### **Main areas of need in future development**

The WCED FET directorate highlighted the following development needs for the college:

- *Developing college infrastructure and resources.* This is a key area in which further intervention is required. The directorate noted that although the status of college infrastructure improved slightly due to the recapitalisation programme, infrastructure remains poor at most campuses. As such considerable investment is seen to be necessary to address the shortages in infrastructure and facilities. In response to this concern, the WCED decided to favour West Coast College in its budget allocation and thus committed more funding to it than other colleges in the province
- *Addressing the lecturer shortage in the college.* Rapid student growth and high staff turnover have exacerbated lecturer shortages in the college. This is a key area the directorate believes the college needs to address
- *Improving teaching, learning and student support.* The directorate believes that these areas will be strengthened through filling lecturer posts, providing development and support for lecturers, and improving the teaching and learning culture in the college. Furthermore staff need to be trained to ensure the effective application of PLATO as an academic support tool
- *Building capacity for learnership delivery.* It is felt that capacity needs to be developed in the college to establish and manage learnerships
- *Improving information and communication systems.* The directorate believes the college needs support in setting up and maintaining an effective management information system. There is also a need to improve Internet functioning across the college

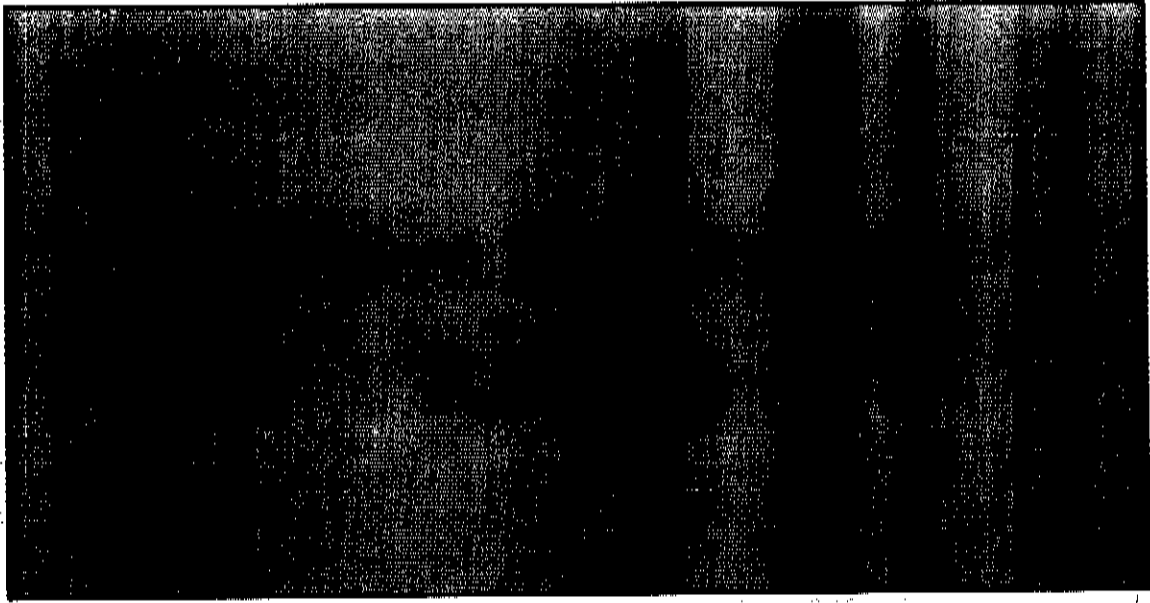
## **Contribution made by the SESD II**

Various areas in which the SESD II programme has made a direct contribution have been noted in the discussion above. In general, the support provided by the SESD II programme to the college and FET sector is highly valued by the WCED FET directorate. In particular the directorate drew attention to the effectiveness of the mentorship programme which helped to grow leadership abilities and skills. Furthermore, SESD II-supported infrastructure development provided a huge boost to college infrastructure. The directorate also pointed out that an indirect outcome of the SESD II programme at West Coast College is that it has improved staff morale. It was also noted that West Coast College has become a strong competitor and received several awards in the annual FET College Achiever Awards sponsored by the SESD II programme.

## **Conclusion**

This section has provided the WCED FET directorate's perspective on the development and performance of West Coast College in the period under review. The areas in which the directorate believes that college has made progress have been noted as have areas of weakness and concern. While West Coast College was assessed by the directorate to have made progress in a number of areas, much development is still needed for this college to achieve the standard of delivery being sought in the sector. For this reason and because West Coast College is the youngest of the six colleges in the province and has the greatest development needs, the WCED has targeted it for development.

The next section provides an in-depth assessment of each of the 26 characteristics making up the seven dimensions assessed. The rating and assessment of each characteristic is based on the assessment carried out at each campus and the central office and incorporates the perspectives of college management, campus management, lecturers and students. The discussion in this section will pick up on some of the issues raised by the FET directorate in its assessment of the college. It is clear that there is a great deal of congruence between the FET directorate's assessment of the college and that of college constituencies which is evident in their identification of similar areas in which improvements have occurred as well as areas where development is still needed.



# 1. College and Campus Site Ratings

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## College and campus site ratings

Table 18 below provides a summary overview of the ratings provided for each characteristic by campus and college level focus groups, and the overall rate allocated by the HSRC evaluator. All five campuses were involved in evaluation and at each of these campuses, a lecturer and campus management focus group rated the college. The college management group consisted of senior and middle managers at central office. Due to circumstantial factors, the CEO could not participate in the group rating exercise (an individual interview was conducted with her). Each of the eleven groups rated the college against 26 characteristics using the following 10 point rating scale which is employed to assess progress from assessment to assessment.

A <b>weak</b> characteristic. Mostly not present or very limited.	An <b>emerging</b> characteristic. It is present but not yet stable or consistent	A <b>strong</b> characteristic. A distinguishing feature.
1-3	4-6	7-10

Before providing their ratings, each group was given the opportunity to consider the baseline rate provided for each characteristic in 2007, as well as the supporting reasons. The overall rate assigned by the HSRC evaluator to each characteristic is based on the rates and reasons provided for these by each focus group as well as other evidence collected during the evaluation.

Ratings provided by the different constituencies show a relatively high degree of concurrence. In cases where obvious divergence of perspectives did occur, attempts were made as far as possible to convey a sense of the underlying reasons provided, in the discussion that follows.

Traditional trends accompanying the rating process at other SESD-supported colleges over the years are also manifest in the ratings displayed below. The most common of these relate to management personnel generally rating management-related aspects higher than do lecturers, whilst a certain degree of campus-referencing (by virtue of a lack of information) inevitably influences the assessment of college performance, with 'us-them' dynamics unavoidably coming into the mix to a greater or lesser extent across constituencies.

**Table 18. Ratings provided by different groups and overall rating**

Characteristics	Atlantis Mgt	Atlantis Staff	Citrusdal Mgt	Citrusdal Staff	Malmesbury Mgt	Malmesbury Staff	Vredenburg Mgt	Vredenburg Staff	Vredendal Mgt	Vredendal Staff	College Mgt
1 Practices guided by a clear institutional vision	5	7	6	4	6	5	6	5	5	5	6
2 Inculcation of a value system throughout the institution	4	6	6	4	5	7	5	7	4	5	5
3 Well-functioning governance, including councils and academic boards	5	6	5	5	5	3	7	4	7	5	6
4 Effective institutional leadership	6	7	5	3	6	5	4	2	6	4	6
5 Effective EMIS	5	4	4	4	6	5	3	3	6	4	5
6 Effective vertical knowledge sharing and learning in the FET system	5	7	5	4	6	3	2	2	5	3	5
7 Effective horizontal knowledge sharing and learning in the FET system	6	6	6	5	6	5	6	7	6	6	6
8 Effective external knowledge sharing and learning in the FET system	6	2	5	6	6	5	5	5	5	6	6
9 The establishment and maintenance of financial health	6	6	5	5	5	5	6	4	5	5	6
10 Adequate infrastructure for teaching and learning	6	2	4	4	3	2	3	5	5	6	5
11 Adequate infrastructure for management	6	2	5	4	4	4	3	4	4	5	5
12 Enhanced human resource capacity	5	6	5	5	5	4	5	6	4	5	5
13 Quality assurance system	5	5	5	4	5	4	6	4	5	5	4
14 Good relationships with business	6	3	5	4	4	3	5	1	4	4	5
15 Good relationships with local communities	5	5	5	5	5	7	5	6	4	5	6
16 Good relationships with other state bodies	5	3	5	4	4	5	5	5	5	5	6
17 The development, provision and evaluation of learnership programmes	5	6	4	5	4	4	2	3	4	5	5
18 The development, provision and evaluation of programmes for the development of SME	4	4	3	4	4	4	5	4	3	4	3
19 Employment and tracking of learners	5	3	4	4	4	3	4	4	2	4	4
20 Extent to which learners will have the (four core) competences required for employability	5	5	5	5	5	7	5	7	6	5	5
21 Functioning curriculum development processes	6	6	3	4	5	5	4	7	4	5	5
22 Quality curricular delivery	6	6	5	6	5	5	5	6	5	6	5

23	Well-functioning staff development processes	5	6	5	4	6	4	5	6	5	5	5
24	The development, implementation and evaluation of academic support programmes	6	5	4	4	4	4	4	5	5	5	5
25	The development, implementation and evaluation of HIV/ AIDS support programmes	5	6	6	5	5	3	6	5	4	4	5
26	The development, implementation and evaluation of guidance and counselling systems	5	5	5	5	6	4	6	6	4	5	5

### Overall Rating

An overall rating of 4.7 places WCC's performance across the 26 characteristics, as at February 2009, within the (mid-) emerging category. This compares favourably with the 3.7 rating attained during the baseline evaluation in July 2007.

# 2. Discussion of Ratings

## Vision and Mission

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

No evidence	Weak 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	6	7	8	9	10

#### July 2007 Status

The vision of the college: 'To be a world class FET institution in the West Coast Region that promotes life long learning and contributes to socio-economic development'.

The college's mission: 'To provide FET services of high quality by training students to be employable; to have access to Higher Education opportunities and to exploit Entrepreneurship opportunities, and to be the FET provider of first choice in the West Coast Region'.

At the time of the baseline evaluation in mid-2007 it was judged that the vision and mission existed, as stated by a campus head, 'on paper, rather than in practice' and that more needed to be done for staff to 'make it a part of themselves'. It would seem that the West Coast College needed to make a greater effort to ensure that its staff were familiar with its vision and mission (through perhaps printing it on large posters and displaying it more prominently and also through more regular reference to it in staff meetings). The colleges was encouraged to reflect on how the mission and vision was being or could be put into practice.

Given the low level of awareness regarding the mission of the college, this characteristic was rated overall as a 'weak' 3.

#### February 2009 status

A review of the college's strategic objectives and plan for the period 2009-2011 occurred at the end of 2008 in collaboration with an independent strategist. This review process, by most accounts, was inclusive of all levels of management. For example, campus management input was elicited through the broad management forum.

Sustained activity has subsequently been occurring in respect to publicising the college's vision and mission among all constituencies and promoting awareness in daily practice (as well as the implementation of a code of conduct). For example, explanatory road shows involving question and answer sessions were conducted by central office personnel at the beginning of 2009 on a college-wide basis. The vision and mission statements are reportedly prominently displayed at delivery sites for attention of both students and staff. In addition, exposure of these constituencies to the college's vision and mission occurred at the beginning of 2009 in the course of student registration and orientation and through the induction of new personnel.

The initiatives by central office towards promoting a shared vision and mission across the college are

appreciated by college management. Campus management appears satisfied with the overall performance and impact in these respects, with the only detracting factor perceived to be the degree of instability among the staff corps. There have been a relatively high number of new staff appointments as a result of the significant increase in student enrolment in 2009. As a case in point, four new staff members assumed duty at Malmesbury campus around the time of the evaluation visit to this site.

Whilst acknowledging that 'the college has come a long way since 2007', a period when instilling the vision and mission was inhibited by the high number of newly-appointed staff, Citrusdal management contends that the vision and mission remain 'more shared amongst management than staff'. This constituency emphasised the need for remaining mindful of the broader, strategic context of the vision and mission, as opposed to simply viewing improved results as indicating the attainment of the vision and mission. Tribute is paid to senior management for the sustained effort towards informing staff about the vision and mission to 'get them to see importance of it'.

Citrusdal staff representatives argued that there are 'insufficient means' to put these ideals and objectives into practice, particularly with reference to infrastructural shortcomings such as inadequate access to computers for staff, and teaching and learning facilities not able to accommodate the growth in student enrolment since 2008.

The renewed emphasis on and foregrounding the college's vision and mission, and subsequent effort on the part of college management towards reinforcing and incorporating these into daily practice are lauded by Malmesbury management. The CEO is commended for her sustained leading role in this regard. In all, this constituency feels that the initiatives have had a significant, tangible impact on heightening staff awareness in respect of the overall strategic goals informing the college's vision and mission, the institutionalisation of the strategic objectives pertaining to life-long learning and the employability of graduates in particular.

Vredendal management believe staff have become more informed about the college's vision and mission, with particular reference to socio-economic development-focussed goals and practices like accommodating hungry students on a daily basis. A 'lesser focus on entrepreneurship' in respect of the college's vision is deemed justified on the basis of this area of delivery now constituting a subject in the office administration programme. In an overall sense, the college's vision and mission is viewed as 'really the same as the national vision for the NC(V) which is what the college does'. Vredendal lecturers believe 'staff have a better idea' concerning the college's vision and mission and associated implications at the level of practice. Improved pass rates are presented as evidence in this regard. Whilst this constituency also credits central office initiatives, the campus manager is commended for her role in this regard: 'We are lucky to have Esna as campus manager – she strives to be better all the time'.

It would appear that at a college-wide level staff are more informed about where the college is headed, how it intends to get there and what this will take from all concerned. In all, the current status of this characteristic is judged to fall in the 'emerging' category and is rated at 5, compared with the weak 3 it was rated at in 2007.



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

No evidence	Weak 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

The college's value system, as presented in the recapitalisation plan, reads as follows –

- *Respect*: 'Treat people with dignity - treat others the way you would like to be treated. Look after property and equipment and report all misdemeanours'
- *Motivation*: 'Self-driven to achieve own and West Coast College goals and help others succeed with their goals'
- *Fairness*: 'Consistent treatment of people yet managing firmly, so that no one feels discriminated against'
- *Honesty*: 'Doing all things above board with no hidden agendas or for self-gain'
- *Quality Driven*: 'Pursue all tasks with excellence to provide a consistently high standard of delivery and constantly look at improvement'

### July 2007 status

Given the generally low level of awareness and consequent practice-referencing among teaching staff and middle management regarding college values, this characteristic was rated as a 'weak' 3.

### February 2009 status

The need for the entrenchment across all college constituencies of a culture of value- or norm-driven behaviour with regard to personal and professional conduct, as well as adhering to established college protocols, is keenly appreciated by college management. This is particularly in view of the fact of the college being a young but rapidly growing institution. A heightened sense of urgency accompanies this perspective, given the unstable nature of the academic staff establishment and the fact that the central office management establishment comprises a considerable number of new appointees, many from outside the FET college sector. In response to this, senior management has instituted an induction of new appointees to the college's code of conduct and its values and culture which is appreciated by staff.

It would appear that the implementation and reinforcement of the value system is taken up by all levels of management. In addition, a 'students come first' motto is promoted by management, together with associated responsibilities required from staff members. Students are likewise introduced to a binding code of conduct during registration and orientation. The display of the college's value statement varies across college sites. However, the college's values appear in the diaries of both staff and students, in relation to binding codes of conduct. In addition a three-day workshop examining values and actual engagement with them was presented for senior management by an external provider at the beginning of 2009.

A strong sense 'a closely-knit family' appears to be evident at all campus sites in respect of collegial relations among staff as well as relations between staff and management. Staff-student relations similarly appear positive as do relations between racial and language groups. Where 'incidents' or 'differences' do occur, the relevant parties or individuals appear to generally 'get over' these.

Senior management noted a decline in a conflictual, 'us-and-them' dynamic that in the past reportedly

introduced elements of tension and conflict in the relations between the central office and campuses. Issues concerning decision-making autonomy and authority seem to have been a key causal factor. With reference to 'a time' when inclusive decision-making informed by campus realities was rendered impossible because of campuses 'being dictated to by senior management', campus management's similarly acknowledged a positive shift in relations with senior management, as manifested, for example, in a reported decline in the adversarial character of broad management team meetings in recent times.

However, there appears to be a sense of power issues embedded to a greater or lesser degree in relations within the management establishments at the campuses, particularly at sites where the 'troika' management functionaries reside, that is, HoDs, campus managers and senior lecturers. This could be viewed as a natural phenomenon which could resolve itself as new staff settle into their respective roles.

With reference to the different cultures and personal experiences staff and students bring with them into the college, Atlantis management reflected on the challenges that accompany the facilitation of buy-in and commitment to shared values by all.

In terms of staff morale, management deemed Citrusdal staff 'happier in the college than in 2007' even though things 'don't always go well'. Citrusdal staff lauded the central office initiative with regard to value-system road shows at the beginning of the year. They noted, 'This is the first time this has happened. In the previous year we didn't even know values. We now know them and are able to align them with our own values'.

In a constructive sense, the Malmesbury campus manager noted the role and place of 'positive conflict around ideas'. With reference to collegial relations among lecturers (and administrative staff) Malmesbury staff representatives asserted that third languages, whilst creating barriers, are never used for the purpose of exclusion.

Vredenburg management took the process of value inculcation one step further by deriving their own value statement aligned to college values, emphasizing the humanistically-derived values of respect and fairness. The HSRC evaluator at this site was struck by a tangible sense of value-inspired and indeed value-accountable culture. An example of a code-in-action is provided by the following anecdote involving a former (2008) student representative council member: 'Ek was al twee keer "ge-code of conduct" – maar ek weet ek was verkeerd'. ('I've twice been found guilty of breaching the code of conduct for students – but I know I did wrong'.)

According to Vredendal management, the college's values are innately aligned to the personal values of most staff members, and as such inadvertently inform practice. The sustained effort at value exposure and integration across the college is advised, in light of the high turnover in college personnel. This constituency is of the opinion that a greater degree of uniformity has indeed set in across the college: 'We are getting an identity as a college'. However, progress is largely attributed to NC(V) implementation, which requires increased levels of engagement among staff and management around the standardisation of practices, and in turn, promotes shared perspectives.

While Vredendal staff members appear to be generally lacking in knowledge about the college's values, the more long-serving of them endorsed a positive collegial spirit based on the premise, 'The longer we work together the more we respect each other'. Sharing teaching-related challenges appears to have brought the group together. The expansion of Vredendal campus has required the appointment of new personnel and integrating them into what previously constituted a small tight staff unit has been found to be somewhat of a challenge.

Significant activity clearly occurred in the last 18 months in support of promoting awareness of college values and culture. However, a visible sense of broad-based entrenchment of these values and their accountability measures is not yet at the required levels. Increased cohesion around stated college values can be viewed as having come about 'by default' rather than by design. Contributing factors would

include: the impact of NC(V) implementation (as discussed above), developments around the integrated quality management system (IQMS), some degree of enforcement of codes of conduct (although accountability measures are not fully in place), and the impact on new staff of the value-driven practices of long-serving personnel. In this context an 'emerging' 4 rating is accorded this characteristic.

## Leadership and Management

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

No evidence	Weak 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	6	7	8	9	10

#### July 2007 status

The college council reportedly functioned according to the requirements of FET college legislation governing representivity, schedule for meetings, topics to be focussed on and so forth. Although council members appeared to have understood the governance role and responsibilities expected of them, it reportedly took some time for councillors to fully differentiate these from management responsibilities and some degree of conflation continued to occur in this regard.

Some concern was expressed about the academic board which some believed was not functioning as well as it should, and a lot of stock was placed on the then newly-appointed Deputy CEO to revive and optimise this structure.

Teaching staff appeared to have little understanding of the purpose, role and functions of college governance structures and many felt themselves ill-equipped to rate council's performance. The staff representative reported that teaching load and responsibilities undermined opportunities for feedback. Additional factors were the distances between the campus sites and the fact that staff members did not have easy access to email at the time.

Given the varying degrees of effectiveness of governance structures, this characteristic was given an overall rating of an 'emerging' 4.

#### February 2009 status

##### *Council*

The mandate of the previous college council expired in December 2008. All councillor nominations have been finalised and the first meeting of the new council was scheduled for late February. Significant developmental interventions occurred in the course of 2008, for example, workshops conducted by Judge King to strengthen understanding of council's mandate, roles and responsibilities (including a clear demarcation between governance and management). Particular attention was paid to the demands of the new FET Act in respect of colleges-as-employers. By word of informed respondents, the previous council 'was properly constituted, met as required and functioned well'. The CEO lauded the support and cooperation received from the chairperson, for 'always being available'. She also expressed satisfaction, by-

and-large, with the performance of council sub-committees, those for tendering and finance in particular.

Certain constituencies expressed dissatisfaction with what is experienced as inadequate levels of communication about council business. Campus managements do not appear to receive minutes of council meetings as a matter of course. However, council decisions that have a bearing on campuses are referenced in the broad management team meetings. In this regard, Vredendal campus management commended the CEO for 'trying to be transparent' and displaying 'willingness to share what needs to be known' (formal minutes are provided if requested). Given the impact of the geographical spread of college sites on college-wide engagement and communication in general, persistent inadequacies in the operational status of the college's information and communications (ICT) network are blamed for frustrating attempts at feedback to campus constituencies by the (Malmesbury-based) staff representative to council.

#### *Academic Board*

Although the academic board is properly constituted (FET Act-compliant) and meets on a quarterly basis, its operational or performance status and impact on academic matters appear not to be optimal. A shortcoming in the view of the CEO is that the academic board is 'more management than governance-focused'. Senior management bemoans a low level of student participation in proceedings and attributes this to a lack of adequate understanding on their part of this structure's role and responsibilities. Campus level perceptions and assessments of the academic board in the main conform to the following sentiments expressed by Citrusdal management: 'Whilst there is an academic board it is not really functioning – and certainly has not improved'. Vredendal management represents the only constituent perspective which deems the academic board functioning to have improved.

Some perspectives fail to clearly discriminate between academic team meetings and academic board meetings, with the former reportedly being much stronger. In all, it appears evident that the management and oversight aspects of the academic function are being addressed at a substantial level, directly and indirectly so. In this regard, the staff representatives at Malmesbury experience the academic board as largely invisible, but this is compensated for by the fact that 'the focus groups are the driving force behind NC(V) implementation'... and ...'the subject heads run the show at campus level'. (These aspects will be considered in more depth under later characteristics).

#### *Student Representative Council (SRC)*

Ongoing SESD developmental interventions in terms of leadership development are lauded by central office management, campus managements and staff. However, there is a general feeling that, despite being relatively active, SRC performance has not lived up to expectations. Student respondents support this view. Lack of continuity in the development of student representatives is judged to be the primary factor responsible for ongoing under-performance. Likewise, the improved performance of the 2008 council noted above could be viewed in part as the result of longer terms of office made possible by the introduction of the NC(V) curriculum. One constituency in fact suggested a three-year term, to allow for maximisation of leadership development, but acknowledged that this would effectively translate into exclusion.

Interestingly, Vredenburg staff rate the council of 2008 as 'the best to date', with representatives in business studies programmes reportedly outperforming their counterparts in engineering in terms of student feedback. It may be that business studies programmes contribute more to the development of students' communication skills and confidence than do engineering programmes, or it may be that business studies students are in general more articulate and communicative.

On balance, the status of this characteristic justifies an 'emerging' 5 rating considering the fact that the designated structures – with reference to the academic board and SRC – are not operating at levels required for the effective execution of particular governance roles and responsibilities.

#### 4. Effective institutional leadership

No evidence	Weak 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

##### July 2007 Status

The institutional setup and performance in respect of leadership and management were described in sub-Section A.1. In all, it appeared that management had improved markedly in terms of appointments and the establishment of systems, but that communication between campus sites and central office needed to be improved, and that the bureaucracy related to procedures needed to be streamlined and made more effective. This characteristic was rated at 'emerging' 4.

##### February 2009 status

As noted in earlier sub-sections, the college has experienced a relatively high turnover in certain of the portfolio management positions in the last 18 months. This, over-and-above the fact that portfolio management units continue to be rendered less than effective, because they tend to be understaffed. Attention was also drawn to the fact that some of the new appointees are from outside the FET college sector and need time to become fully immersed in this sector's culture. The post of Deputy CEO for Innovation and Development remains vacant. These realities result in a degree of instability that continues to impact on overall effectiveness at this level of management.

As noted in Section A.2, new management posts have been instituted in the form of a senior academic manager, two additional heads of department (HoDs) and three senior lecturers. These posts have all been filled. In addition, recent campus manager appointments signify, according to central office management, a critical dimension of institutional consolidation as 'the right people are now in the right places'. This development is viewed as contributing to the enhancement of institutional culture, because all the new incumbents are internal appointees, with three of them acting in these positions previously. Within the 'more layered' management context that has emerged, senior managers laud the CEO for the strong leadership provided and also 'setting the tone for other managers to follow'.

According to senior management, the overall college approach to management is one that has become 'a bit less centralised' and decision-making authority is 'more flexible and pro-active'. Perceptions on the side of campus constituencies reflect differing levels of agreement with the claim of a greater degree of democratic decision-making. Sentiments include the following:

- 'Good, democratic leadership is practiced by college management and decision-making is aligned to all the relevant national and provincial policy frameworks and objectives'
- 'Little has changed concerning the centralised approach but central office has put people in place to serve campuses, for example, the LPU has taken over a lot of the work previously expected from campus managers' (for example, following up on business opportunities)
- 'Head office could give a lot more responsibility and accountability to campus managers'
- 'Management is more in place and campuses are not as frustrated as was the case in 2007 when there was a feeling that no-one knew what was going on and we were sitting and waiting for orders at

campuses ... As such, the current management setup is a major improvement in management if we look at where have we come from and where are now'...

- 'There is a commitment to democratic practice in the college. For instance, there was a vote process to change the logo.'
- 'We are experiencing problems at the campus because head office decides things and then force their ideas on the campus manager who then has to force them on us. As staff we can see that the things the central office wants won't work but can't say anything'. (These sentiments are linked to the view that too many students were enrolled for 2009 without considering the college's current infrastructural and human resource capacities. The overcrowding of classrooms and associated impact on the quality of teaching and learning is considered as indicative of 'not-good management'.)
- 'Some wheels have started turning: senior lecturers are now in place so management has expanded; there is an attempt on the part of top level management to have a more democratic way of doing things – a lot of consultation. I don't think any of us are afraid to say how we feel.'
- 'We are told what has to be done but not told how to do it'.

With reference to consultative decision-making the CEO expressed dissatisfaction about managers reportedly 'not displaying sufficient willingness to take initiative and come forward with proposals' – that is, an issue of attitude. Similar sentiments are echoed by the academic senior manager who feels that 'many managers need to take more responsibility as some of them tend to rely on crisis management and are therefore at the mercy of continually-changing circumstances'. Campus constituencies are also admonished for not always adhering to the correct lines of communication and protocol in dealing with central office, for example, 'the wrong portfolio units are sometimes phoned'.

Conversely, some campus managements point a finger at central office for not being sufficiently responsive to 'critical requests' from campuses, which not only inhibits campus performance but also has the effect of engendering a perception among lecturers that campus managers are not able to 'sort things out without going through central office'.

Despite these varying degrees of endorsement of an increase in the degree of consultative decision-making, there is a tangible sense of change from the previous predominantly instruction-based culture of engagement between central office and campus management groupings. In the words of an HoD with reference to the changed nature of broad management team meetings: 'Where we previously shouted at each other we are now listened to by senior management – even if in the end senior management still decide what's best.'

In all, the status of this characteristic is judged to have improved from a 'low-emerging' 4 to a 'high-emerging' 6.

### 5. Effective management information systems

No evidence	Weak 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

#### July 2007 Status

The implementation of the COLTEC system reportedly made a great difference to management as it

was easier to generate information and to do so in the format required by the Department of Education and other bodies. However, some concerns were evident in respect of the system and its utilisation at WCC. Central to these were the following:

- A sense that 'campuses have lost control of their own data and with this access to the information on the system'
- Lack of faith in the system and its interpretation of the data
- The integrity of data in the system being compromised due to human error during data capturing and, as a result, the information housed in the system could not support the day-to-day management functions at campus level, for example, the printing of class lists and registers
- System functioning was compromised because operationalisation and management of COLTEC relied on one person for data capturing, data quality assurance and data reporting

Even though a centralised COLTEC system was in place and functioning, this characteristic was rated at 'emerging' 4, given the concerns expressed in relation to data management, information flow and data accuracy.

#### February 2009 status

The COLTEC system is operational and spans all campuses. A new FETMIS coordinator was appointed at the beginning of 2009 and capacity development of campus data capturers has been occurring on a sustained basis. Quality assurance of data occurs by means of 'control through codes'. However, according to respondents, COLTEC's operational effectiveness and utility value continues to be undermined in various ways (some already documented in 2007):

- COLTEC's capacity to generate required data, for example, statistical reports like class lists and registers is limited, with the result that these invariably have to be done manually. In this regard, the chief financial officer views the system's incapacity to produce reports in Excel as its biggest shortcoming, for example, the general ledger report can only be generated in PDF format
- Conversely, the system is experienced as too slow to be of use for operational matters, like student progress reports
- Insufficient checks and balances to ensure accuracy of data in the system result in incorrect data being captured, for example, student identity numbers
- ICT shortcomings, for example, intranet and Internet downtime, restrict access to the system, with particular reference to Vredenburg campus
- The system remains too person-centred, resulting in data input being disrupted when particular staff members are not available, because there is no expertise back-up
- 'Not enough staff trained to use the programme to its capacity', as a result of which lecturers do not engage with the system for operational purposes because they 'know nothing about the system'
- Wrong access codes appear to be allocated to system users on occasion

It would appear that the more staff know about COLTEC and how to access information in the system, the more positive they are about its value as a management tool, and vice versa. For example, certain members of Citrusdal management feel the 'MIS has not made things easier' since 2007 and consider the COLTEC system to still be in its infancy and 'not actually designed to handle the NC(V)'. It is therefore not yet meeting college's needs as it 'cannot provide the sorts of stats needed to plan and make decisions'. In mid-2008 COLTEC was reportedly called in to redesign the system to address these shortcomings. Conversely, Vredendal management, the campus manager in particular, are rather more positive about COLTEC's utility value by virtue of having gained a clear understanding of how the system works and what it can and cannot do. It appears to be working quite well for this campus in that required information can be successfully pulled down as needed from the central register, for example, the printing of registers and progress reports. Finally, a lack of continuity in the overall management of the system by virtue of the frequent turnover in COLTEC/ FETMIS managers,

by all accounts, constituted the core reason why the consolidation of this function has not occurred at the level anticipated and why long-standing operational deficits remain unresolved at this time.

While it would appear that 'little has changed' in respect of this characteristic's status in the last 18 months, on closer reflection it is evident that some of the negative aspects attributed to the system are indeed circumstantial in nature and not innately systemic. For example, limited access to the system by academic staff can be attributed to lack of sufficient know-how – and, as such, constitutes a human resource/ staff development issue – and has nothing to do with systemic integrity. In this context it is evident that some degree of systemic consolidation has indeed occurred and this characteristic's status is accordingly rated at the level of 'emerging' 5.

## Knowledge Sharing

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

No evidence	Weak 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	6	7	8	9	10

#### July 2007 status

Neither campus managers nor staff members were happy with vertical knowledge sharing, which was described as slow and sometimes ineffective, whilst knowledge sharing in relation to the implementation of new NC(V) programmes was considered to be poor.

Concern was expressed by the CEO that information emailed to campus heads had little impact as engagement with such information by and large did not occur. Consequently, the bi-monthly broad management team meetings constituted the primary vehicle available to campuses for interacting with central office (the academic meetings chaired by the Deputy CEO Academic and instituted in 2007 represented another avenue).

The single biggest challenge in respect of meetings and information sharing between central office and campus functionaries, however, is the distance factor and associated time constraints. A desperate need was articulated by staff for videoconference facilities to improve communication across the campuses and between the central office and the campus sites.

Teaching staff were totally left out of the policy loop, new appointees in particular, and consequently lacked awareness of FET policies, the National Skills Development Strategy (NSDS) and how FET colleges fitted into the bigger skills development picture. The Deputy CEO instituted compulsory monthly staff meetings at campuses to provide a platform for knowledge dissemination, discussion and orientation of teaching. Lecturers complained that information disseminated occurred too late or even after the fact. Staff in many instances received information about developments in the college through informal feedback or 'gossip' rather than through formal processes.

Recognising the frustration experienced by those at the bottom of the vertical communication channel, this characteristic was considered to be 'weak' and allocated a rating of 3.



#### February 2009 status

Information flow from the national and the Western Cape education departments appears to be satisfactory, although the timeliness of communiqués, notifications and requests for information, according to college management, constitutes a problem on occasions. Since the NC(V) has come on stream, sustained levels of engagement and information sharing have been occurring in a provincial context in support of training, whilst subjects have national and provincial training and all colleges are represented.

Visits from departmental officials occur on an ongoing basis. Contact and relationships between the college/campuses and the WCED in particular appear to have strengthened. In this regard, Vredendal campus management commends the WCED officials who have been visiting campuses to explain the moderation process in respect of the NC(V) curriculum. Another respondent articulated this sentiment as follows: 'We are fortunate that we have the WCED – they do a lot for the colleges'.

The formal mechanisms and channels for communication and information sharing between central office and campuses remain, by-and-large, the same as before as follows: monthly Broad Management Team meetings (involving campus managers), 'cluster' subject meetings, visits to campuses by central office managers (the Deputy CEO: Academic, the Senior Manager: Academic, and HoDs in particular), and communication by ICT media (email, telephone and fax). The distance factor continues to hamper information sharing and communication, placing constraints on productive time available at meetings, given travel time involved. Citrusdal has become the preferred venue for such activity by virtue of being most centrally situated. The effectiveness of email-based communication with campuses continues to be hampered by intermittent network (WAN or Intranet) problems – Vredenburg campus being particularly adversely effected in this regard. (This site's management indicated that this characteristic would have been rated strong otherwise.) Critical outcomes of these modes of engagement and information sharing include: year plans and NC(V)-related activity, for example, the setting, marking and moderation of tests.

In a general sense, and by most accounts, the flow of information and levels and frequency of information sharing-related activity among all constituencies have shown improvement in the last 18 months, reportedly significantly so since the beginning of 2009. This appears to apply also to the uptake of information, issues and concerns. Campus managers on the whole are commended by staff. Campus managements are all in agreement that information dissemination from central office to campuses as well as the uptake of information has shown significant improvement.

Various challenges and shortcomings remain at this time. The CEO feels that vertical communication between campus managers and central office is not optimal. In particular, emails are not followed up telephonically, as a matter of established practice across the college. Lecturing staff voiced instances illustrating how the perennial problem of late arrival of information impacts on operations, for example:

- 'An assignment comes a day before due date'
- 'We currently don't know what project checklist looks like'
- 'Yesterday a letter from head office arrived about a meeting had to attend next day. We need to be given more notice'
- 'NC(V) information flow has not improved – we still don't have ISATs'

The timeliness of information dissemination appears to differ from subject to subject, with life orientation, for one, performing well (tasks and assignments are received by lecturers 'long before the time').

In all, the status of this characteristic is considered to be at the level of an 'emerging' 5.

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

No evidence	Weak 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><u>July 2007 status</u></p> <p>Respondents argued that this characteristic could be significantly improved. Factors that limited inter-campus contact and sharing at the time included: the distance between campuses (the primary cause), lecturers being busy all day in class, and limited access to email facilities. Despite the distance, staff indicated that they were in telephonic contact with each other and that collaboration occurred in subject areas around the sharing of test or exam papers. However, such collaborations were ad hoc and unstructured. The implementation of NC(V) programmes promoted a culture of sharing and learning between campuses in the college and to a lesser degree between colleges in the province, with campuses meeting together for subject meetings and contacting each other to share experience, exchange assignments and examination papers.</p> <p>Formal engagement among campus managers and other members of management occurred through the bi-monthly Broad Management Team meetings and the monthly Academic Meetings. These meetings were credited for affording invaluable opportunity for contact and collaboration. Sharing and collaboration among campuses also occurred in relation to functions like student support, with two campuses sharing a student support officer. Student support activities were coordinated centrally.</p> <p>This is characteristic was rated 'emerging' 4.</p> <p><u>February 2009 status</u></p> <p><i>Intra-college level</i></p> <p>A significant, if not dramatic, increase is reported in inter-campus information sharing, collaboration and support by both campus management and lecturer constituencies. For campus management, activity is focused on joint-problem solving, through structures such as the Broad Management Team Forum, whilst for lecturers, activity is focused on the standardisation of practices (HoD-driven) in relation to NC(V) assessment and moderation. Subject meetings (one to two per quarter, under the auspices of subject heads) constitute a key vehicle for collegial engagement and information sharing among lecturers. Inter-campus collaboration and support also occur in more informal ways, for example, it was arranged that a new electrical lecturer from Citrusdal was sent to Vredenburg for the day for orientation - 'they looked after him and showed him how things work'.</p> <p>One respondent in the Citrusdal lecturer focus group introduced a slightly different angle on the increasing collegiality and collaboration - a positive competitive edge: 'We are working together but in back of one's mind you belong to a campus and want to be better than others - in a good spirit'. It would also appear that, in a general sense, 'survival' constitutes a primary motive for working together, with lecturers realising that the challenges and demands imposed by NC(V) teaching and learning can best be met through collective endeavour.</p> <p>In addition, the campus manager of Vredendal offered a more nuanced perspective on cooperative engagement. Aspects highlighted include: levels of cooperation occur to a greater extent in some subjects</p>										

than others – ‘better in business than engineering’ – and female staff members are deemed more prone to enter into cooperative relationships than their male colleagues by virtue of them ‘being better at communication’. One reason offered in this regard is that personalities or personality clashes do not get in the way of engagement.

The two most pronounced factors inhibiting the extent to which inter-campus cooperation occurs on a sustained basis comprise the ‘usual suspects’ of inter-campus distance and ICT shortcomings, specifically email functionality.

NC(V), subject-driven information sharing appears to be the most dynamic vehicle for horizontal communication, engagement and cooperation.

*Inter-college level*

Increased levels of engagement and information sharing are also reported at an inter-college level – primarily within a provincial context, that is, involving the six Western Cape province FET colleges. Such activity occurs through a host of forums – some historical, like the College Curriculum Committee (CCC), and other of more recent vintage, for instance, Subject focus groups and Chief Financial Officer (CFO) forum. The latter is concerned with promoting cooperation among these functionaries around issues of common interest and concern. The primary objective of the Subject focus group meetings (attended by HoDs) is to foster standardisation of practice among management and teaching staff in relation to the teaching, assessment and moderation of NC(V) programmes and subjects (for example, all colleges now write the same tests) and joint problem-solving and so forth. It is claimed that the Western Cape is the most advanced province in respect of NC(V) implementation-related resources and support – it reportedly is the only province that ‘has all its focus groups in action and active’.

The WCED is the prime mover in this regard, in many instances in collaboration with the SESD programme.

Overall, the majority of respondents feel that college performance hovers on the brink of a ‘strong characteristic’. Such an assessment is deemed justified and, accordingly, this characteristic is given a rating of ‘emerging’ 6.

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

No evidence	Weak 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	6	7	8	9	10

July 2007 Status

Marketing did not constitute a well-resourced function in the college in terms of financial resources and human resource capacity. There was no designated person for marketing and nor were any marketing officers in place at campuses. A Deputy CEO for Innovation, Student Support and Marketing was appointed towards the middle of 2007. She elected to work with external consultants to develop and

initiate a marketing plan and to develop marketing materials.

Until that time the responsibility for marketing rested with each campus and in particular campus managers, although they tended to use lecturing staff to help them with this function. The majority of campuses were largely reactive in dealing with their external environments although they did take a proactive approach at the beginning of a new enrolment. During such periods, campus-level marketing strategies included:

- Posters advertising courses displayed in local shops
- Flyers handed out at community centres, churches and taxi ranks
- Visits to schools in the surrounding towns to inform students about the programmes provided at the particular campus. This proved very effective as a number of the NC(V) learners reported that they were recruited to the college through this mechanism
- Telephone calls to learners who completed Grade Nine to invite them to join the college. This was very successful at Atlantis and a number of NC(V) learners indicated that they were recruited in this way

Campus managers indicated that it would be useful to do a combination of centralised marketing for the college as a whole and marketing specific to the location of the particular campus sites.

Overall, this characteristic was accorded an 'emerging' 4. This status was expected to improve given the appointment of a Deputy CEO with a designated responsibility for marketing.

#### February 2009 status

A new marketing coordinator was appointed in mid-2008, after the post had been vacant for a prolonged period. She is the only staff member in this function unit. There are no marketing officers at campuses, with the result that at campus level this function still has to be carried out by campus managers, senior lecturers and lecturing staff. The critical role played by SESD in supporting the marketing function, particularly the development of marketing materials, is acknowledged and deeply appreciated by the marketing coordinator. For the most part, the college is said not to have any real competition for students and effectively 'competes with itself' in terms of the degree of awareness about the college effected (or not) in the broader community.

Campuses plan their own initiatives but have to obtain approval from central office before implementing them. Marketing and publicity-related activity aimed at promoting and fostering the uptake of college programme offerings by business/ industry and state bodies – learnerships and skills programmes in particular – resort under the linkages and programmes unit (LPU) and will be considered under characteristics 14 and 16 respectively.

From 2007 to date, marketing activity has been primarily recruitment-driven and focused on promoting the new NC(V) dispensation and offerings, including financial aid. Intensive advocacy campaigns were also conducted by the DoE and WCED. Specific 2009 enrolment targets for the college were set by senior management (refer to discussion under sub-section A2, 'Quantitative Profile'). Huge effort was put into these campaigns by all college role players, covering the traditional feeder towns in the region and beyond – deep into Namaqualand as far away as Springbok. Activities adhered to mechanisms previously employed, for example, advertisements in the media (local and regional newspapers and radio), displays, open days, school visits, and meetings with principals and parents (in the evenings and on Saturdays). Limited contact or engagement occurred with the corporate sector. However, in a major departure from the scope of community liaison activity in the past, parents-as-stakeholders are being specifically targeted as a strategic response to concerns they raised about the employment-value of college programmes and qualifications in the past.

Upon reflection on the effectiveness and impact of the marketing efforts by campuses and central office in the recent past, all role players concur that they were successful when measured against the enrolment

targets set. The role played by current and former students through word-of-mouth promotion of college programmes is also acknowledged. Success appears to be somewhat tainted when, according to some constituencies, the accompanying 'price tag' of this achievement is considered:

- (i) Concern that teaching and learning have been compromised in some instances by the impact of the growth in enrolment on the college's infrastructure (including newly-developed facilities) and human resource capacities, at all sites except Vredendal. As one respondent put it, not without a twist of irony: 'the marketing has been so good that we now can't cope because of the (dramatic) increase in numbers this year'
- (ii) The associated 'rampant' increase in student transport and accommodation-related expenditure, given the peculiar geographical features of the college, has reportedly brought the college's financial stability under severe pressure (as will be discussed under the next characteristic)

Whilst appreciating the 'survival' logic of the new enrolment targets, that is, to maximise the NC(V)-derived revenue that now constitutes the college's chief source of income, a number of college constituencies seriously question college management's lack of foresight about these consequences.

Factors commonly deemed to inhibit the optimal impact of communication and information sharing with the wider community include: marketing initiatives and activity are not sustained throughout the year ('blitzes' rather than an integrated approach is used), an insufficient degree of clarification of roles of interlinking portfolios (no 'exact job descriptions' in place) which results in the overlapping of function areas and consequent dilution of marketing initiatives, and inadequate support from senior management for the budgetary, logistical and human resources required for optimal effectiveness of the Marketing and Linkages and Programmes units.

In all, this characteristic is judged to be at the level of 'mid-emerging', and is rated at 5.

## Institutional Health

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

No evidence	Weak 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

#### July 2007 Status

Two key problem areas characterised this characteristic: a state of poor financial health (cash flow problems), and problems of financial management (systemic shortcomings). The college's poor financial position was attributed to a severe inherited financial deficit (nor were financial systems in place to any degree) and low student numbers. Together these translated into small staff allocations from the WCED which were inadequate for the range of programmes offered and to support the development of new programme areas. As a result, the college council was forced to appoint large numbers of non-establishment staff at great cost. The timely payment of salaries of these college council appointees was established as a priority by the CEO.

To keep everything afloat, from a financial management point of view, money had to be juggled between line items. Insufficient cash flow to implement aspects of campus budgets at particular times constituted a

major source of frustration for campus managers. An aggravated factor experienced by campus managers was a lack of financial reporting, for example, notifications of the total cost of the expenditure. As a result, they struggled to keep track of budget expenditure. Campus managers also expressed concern about not being informed when accounts had been paid, which put them in a difficult situation when dealing with local suppliers.

Overall, this characteristic was rated at 'emerging' 4, with the college's financial health and the management and communication of financial matters between campus sites and the Central Office highlighted as the key areas that required remedial interventions.

#### February 2009 status

The Chief Financial Officer (CFO) joined the college in August 2007 (ex-College of Cape Town). His appointment was preceded by two functionaries who came and went in relatively quick succession, a situation that impacted adversely on the consolidation of this function area. Because the majority of students are on bursaries, there is a limited need for cash handling. All financial transactions are handled at central office.

The college's financial year runs from January to December. The budgeting process starts in September and the funding formulas are made available by the WCED in October of each year. The CFO described the process as being all inclusive as 'all role players are given enough time for consultation and reviewing expenditure of the previous year'. Inputs are collated by the CFO and the budget is submitted to the finance committee for approval. Presentation of the budget to the college council occurs in November. The procurement process has been revised and an internal policy and procedures are in place. According to the CFO the current setup allows more involvement on the side of campuses, for example, they themselves can obtain quotes and thereby speed up the process (or approach central office for assistance when not able to do so). One quote is sufficient in respect of 'small' items. A consultancy has labelled all fixed assets and these have been captured in the asset register.

NC(V)-related funding now constitutes the primary, almost exclusive source of revenue for the college as short course delivery, a critical source of income generation in the past, has virtually dried up (this aspect will be returned to under characteristic 14). Given the vast geographical area serviced by the college, as discussed in section A.3., increasing accommodation and transport expenditure commensurate with the substantial increase in student enrolment has become a major source of concern for senior management. The vast majority of students are bussed to campuses on a daily basis or accommodated (either privately or in the hostel in the case of Vredendal campus). In 2008, expenditure on accommodation and transport for Vredendal students amounted to R8.5m. In fact, the CFO views 2009 as the year that will 'make or break the college' considering the dramatic increase in student enrolment to date.

Recapitalisation is managed by an external project manager (R13m was received in 2008) and expenditure to date has reportedly occurred in line with the objectives and priorities. Bad debts for the 2006/7 financial year are to be written off. Vredendal is reported to be the best performing campus in respect of debt collection. Current provision made for bad debts amounts to R3m. Financial controls are reportedly tight but according to the CFO, college constituencies are not always sufficiently strict in relation to expenditure. An ideal scenario entails self-monitoring and aligned adjustment of expenditure becoming established practice.

The CEO feels satisfied with systemic development, expansion and refinement in this function area, particularly procurement. The need for policy revision was noted. Campus constituencies by and large concur with this assessment and the CFO is commended all round for improvements effected since his appointment, as expressed in statements like: 'Things mostly go fine now' and 'We've got confidence in the guys running the show'. The college's cash flow position remains unstable if not precarious at this time, for the reasons noted above, and the resultant impact on operational aspects gives rise to varying degrees of frustration among campus constituencies, as was the case in 2007. However, a more positive

attitude is noticeable among some of these constituencies, which can be viewed as indicative that they have come to terms with the financial reality and no longer perceive the system as 'inherently punitive'. Statements attesting to such an attitudinal shift include the following: 'When they have money they will give to us but not if don't', 'We appreciate that we have to work very carefully with our budget', and 'To survive the system you need to plan in advance and order the supplies you need during the previous term'. Furthermore, appreciation was expressed across constituencies for security derived from the knowledge that salaries are paid without fail at the end of every month. In the context of this financial climate appreciation was also expressed for the sustained material support received from Danida through the SESD programme, with particular reference to PLATO and the workshop equipment provided to Vredendal.

Persisting systemic shortcomings alluded to by campuses primarily centre on aspects of financial reporting, for example, reportedly not being informed when and the reasons for requisitions being turned down, cash flow status at any particular time, and the payment of invoices not always occurring on dates promised (which results in 'the credibility of campus managers being compromised among providers'). An additional grievance in respect of the latter reportedly involves finance personnel in some instances 'give assurances that payments have been made when this is not the case'. Acknowledging that financial reporting does not yet occur at an optimal level in all areas, the CFO nevertheless pointed out that requisitions or claims in most cases are declined as a result of the required supporting documentation not having been submitted. Attention is also drawn to the fact that financial statements are presented at broad management meetings and are also made available when requested.

Whilst progress is certainly evident in respect of the consolidation of this performance area from a systemic point of view, the precarious financial situation in which the college the college finds itself constitutes a major concern as it directly impacts on all areas of college development and functioning. This characteristic is rated at the level of 'emerging' 5.

#### 10. Adequate infrastructure for teaching and learning

No evidence				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		4	5	6	7	8	9	10

Comments in support of this rating are provided in Section A.2. on the college infrastructure, and relate to the rapid increase in enrolment.

#### 11. Adequate infrastructure for management

No evidence	Weak 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		5	6	7	8	9	10

Likewise, comments in support of this rating are provided in Section A.2. on the college infrastructure.

## 12. Enhanced human resource capacity

No evidence	Weak 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	6	7	8	9	10

### July 2007 status

A major issue impacting on teaching staff expertise is the reliance on a large number of contract staff, combined with the difficulty of recruiting staff (noted earlier), which resulted in a number of un- and under-qualified staff appointed to the college, particularly in the engineering programmes. The engineering staff tended to have the required vocational skills but not the educational expertise. Conversely, teaching staff in business programmes were found to possess both the educational and vocational skills required to be effective teachers.

Enrolment for the National Professional Diploma for Educators (NPDE), as per arrangement with the WCED, constituted the principal remedial measure for addressing staff educational skills deficits. Lack of enthusiasm was a constraint on the number of staff enrolling for the NPDE programme. Contract staff were reluctant to study further, given the uncertainty of their tenure when the council-as-employer dispensation kicked in.

Most (if not all) staff members had completed their assessor training and in many cases, also moderator training. An overarching concern of human resource capacity building was high staff turnover, which resulted in the college losing trained staff to industry. A further 'destabilising' impact of the high staff turnover was the loss of tacit knowledge about procurement strategies, the vision and mission (strategic positioning) of the college and the skills environment. It was suggested that in the future all new lecturers should be put through a thorough induction process to quickly orientate them to the college and FET setup.

Overall, this is a weak characteristic with a rate of 'weak' 3.

### February 2009 status

These issues and concern continue to have relevance at this time.

In 2007, 90% of academic staff lacked teaching qualifications, with the highest incidence amongst NATED-entrenched engineering staff. This constituency also proved the most resistant to embracing the NC(V) dispensation. The deputy CEO: Academic drew attention to a possible correlation between such negativity and the high fall-off and failure rates among NC(V) students in engineering programmes compared with business studies students. Such attitude formation is also perceived to be linked to the realisation that 'they'll be sitting with students for a period of three years' (as opposed to 18 months). The deputy CEO reflected on the insufficient impact produced by the change management interventions of recent years.

The high turnover in teaching staff since 2007 appears to be an ongoing reality, that is reportedly not as high as at Western Cape metropolitan colleges. The result is that associated 'ills' highlighted above continue to impact on the human resource capacity. In the context of NC(V) programmes increasingly being pitched 'quite high' (with particular reference to Level 4), the CEO expresses concern about the lack of vocational or technical qualifications of some engineering lecturers. A strategic decision was taken to recruit engineering graduates from CPUT, but lack of workshop experience is a problem among some of these new recruits.



Recruitment of teaching staff with the required vocational knowledge and skill as well as teaching qualifications remains a key challenge in establishing or consolidating a well-rounded teaching corps. The main difficulty is the small local/ regional pool of expertise available to the college. The decline in the number of engineering lecturers meeting NC(V) teaching requirements due to a high staff turnover is of particular concern to Vredenburg management. Inadequate administrative and portfolio-of-evidence management skills on the part of lecturers appear to be of concern. In general, the percentage of staff trained in assessment and moderation seems to show signs of decline from previous levels, largely because contract personnel leave after being exposed to capacity development in these areas.

As was the case previously, the two main avenues through which the acquisition and upgrading of teaching qualifications occurs are assessor and moderator training, as a 'starting point' for lecturers who do not have teaching qualifications (recapitalisation-funded), and the NPDE programme, which is presented by the University of the Western Cape. College recapitalisation funding makes provision for R10 000 per lecturer. The programme is now in its second year and about 8-10 of the original 14 trainees are still enrolled. (Further aspects concerning capacity and developmental considerations with regard to teaching staff are considered under Characteristic 23, Staff Development Processes.)

Sustained Danida-SESD-facilitated capacity development interventions occurred in the course of 2008 in relation to student support staff, lecturers and management. In the case of senior management, interventions focussed on leadership development and project management skills development. Consultants provided ongoing mentoring in this regard. The CFO suggests the incorporation of financial management training in the individual development plans of managers. This recommendation supports Malmesbury management's notion of the necessity for campus managers and HoDs to acquire competence in all the function areas, inclusive of soft skills, particularly communication and people management skills.

The administrative/ support staff establishment, by all counts, is vastly inadequate in relation to management and teaching and learning support requirements. The resultant additional demands on managers and staff take them away from their primary roles. As for the existing administrative staff corps, it would appear that expertise, experience and confidence levels are in many instances not at ideal levels.

As far as the human resources department, responsible for oversight and growth of the college's human capital, the CEO notes that, whilst policy development has occurred, systemic development and performance are not yet at the required levels. Statistical reporting and job description development represent areas neglected to date. The recently-appointed human resources manager is keenly aware of the challenges awaiting attention.

In general terms, all respondents are in agreement that expertise levels are spread unevenly across the college and are showing signs of decline overall. It would be short-sighted to view this conclusion as necessarily representing an indictment of the current status of the college's skills base. It is imperative to pay mind to the overall institutional context, to the exponential increase in pressure on the college's systems and personnel as a result of the dramatic increase in scale of enrolment since 2008. These pressures will expose shortcomings in particular areas of expertise and systems vulnerability not so apparent previously. They may also confirm the concerns expressed by certain respondents that the distribution of posts – although improved since 2007 – still fall significantly short of actual requirements, inclusive of administrative support needs. This situation is aggravated, of course, by the destabilising impact of a high staff turnover across all categories, with a consequent lack of continuity of 'inner' knowledge of the FET college sector in general and institutional culture and functioning in particular.

Finally, the core of highly-experienced and committed teachers who have embraced the new dispensation must not be forgotten, nor the strides made in standardising practices – both external (DoE, WCED, and Danida) and internal interventions (subject-focused). Additional aspects in this regard will be considered under the next characteristic.

In all, the current status of this characteristic is considered to fall in the 'emerging' category and rated at 5.

### 13. Quality assurance system

No evidence	Weak 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

#### July 2007 status

At the time of the baseline evaluation, much confusion was evident concerning the difference between a quality assurance (QA) system – which aims to monitor quality in teaching and learning – and an integrated or total quality management system (QMS), in respect of all college function areas. As regards QA, respondents indicated that measures were 'non-existent in the college as a whole'. However, 'some' improvement was noted largely as a result of the appointment of subject moderators and the implementation of the NC(V) curriculum, which at the time demanded 70% for a pass.

With regard to the status of the college's QMS, a system had been developed with input of all campuses, but its full implementation was still some way off. Campuses did not have access to the computerised version of the QMS and some components of the system that were being implemented, like student support and procurement. It therefore existed only in paper-based format. Staff in general had no knowledge about the existence of a QMS for the college although they were aware that there was a quality manager.

This characteristic was accorded an 'emerging' 4 rating.

#### February 2009 status

##### *Quality assurance*

With regard to the current status of quality assurance at the college, major developments can be reported from a systemic point of view.

The standardisation of practice in respect of teaching, assessment and moderation (and associated administrative processes) has been actively pursued in the course of 2008 and would indeed appear to have become established institutional culture. The moderation of tests occurs at three levels. Overall direction and oversight are provided by the academic senior manager – who feels strongly about effective checks and balances to ensure the integrity of marks submitted to the national department – and the HoDs who are ultimately responsible for managing the quality of delivery at each campus. Subject heads constitute the next line of functionaries in the quality assurance chain. They are responsible for setting tests for the entire college and developing year plans (inclusive of all teaching and assessment-related tasks and activities) in conjunction with the relevant HoDs. 'Own' memoranda are developed and established procedure dictates that the first five papers marked by a lecturer be moderated in a group context to check for possible misinterpretations of question papers and associated memos. Feedback is provided and memos amended as required. Marking then has to be completed within three days. Remarketing is requested in cases where 'high level' moderation has not happened. In a broader context, the subject-based provincial forums by all accounts constitute a key resource for informing good practice. Feedback to the respective constituencies occurs on a scheduled basis.

The development of year plans has become established practice. Progress assessment in respect of the implementation of these plans occurs on an ongoing basis, for example, at bi-monthly subject meetings,

academic meetings involving HoDs and campus managers and campus visits by HoDs. Lesson planning is done in terms of a generic template developed by the HoDs.

Class visits have reportedly been reinstated. These are conducted by campus managers, the HoDs and the academic senior manager. A simple template has been devised for this purpose. Classroom planning and management by lecturers constitute two critical focal areas for classroom visits. An additional aspect covered by these performance assessment-directed classroom visits involves lecturers having to provide explanations in instances where dropout rates exceed 15%.

The need for proper induction of new staff is appreciated all round – with regard to both the FET sector and established college culture and academic practices. Overall responsibility and oversight for academic induction into the college culture and practices/protocols rests with the deputy CEOs for academic affairs and administration respectively. Campus managers are the primary functionaries in this regard and established practice involves taking new staff through an induction manual.

Shortcomings and challenges impacting on the overall performance and effectiveness of the QA system and processes include the following:

- ICT-related constraints continue to compromise the communication loop among college constituencies in general – as highlighted under characteristics 6, 7, 10 and 11. The lack of reliable Internet and email access and functionality constitutes one example of systemic vulnerability undermining the required level of connectedness and communication among QA role players, for example, 'the posting of assignments on Internet for others to moderate'. Vredenburg campus is the most adversely effected in this way.
- The senior manager: Academic expressed dissatisfaction with the tools or mechanism for moderation in that, in practice, teachers end up putting together students' portfolios of evidence, which in many instances lends a highly artificial flavour to assessment and moderation.

#### QMS

The QMS manager is based at Vredendal campus. Major support for system development and implementation has been forthcoming from Danida and achieving ISO 9000 standard compatibility and certification constitutes a key focus in 2009.

A variety of shortcomings and challenges currently inhibit the QMS from being fully operational. Insufficient development of policy and procedures in respect of certain portfolio managers constitutes the chief constraint, with internal moderation and finance notable areas of exception. Additional obstacles reportedly include ICT constraints, shortcomings in human resources (including support to portfolio managers) and new staff members lacking the required levels of system-familiarity. Before campus manager appointments were finalised the QMS manager also acted as campus manager at Citrusdal campus for a year which prevented fulltime dedication of his attention to QMS development.

Overall, this characteristic is rated at the level of 'emerging' 5.

## Responsiveness (Partnerships and Programmes)

### 14. Good relationships with business

No evidence	Weak 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

#### July 2007 status

A number of factors mitigated against the college establishing strong relations with industry. First, because of the college's youth and the unique historical factors that governed its establishment, college management was compelled to prioritize the development of internal systems and structures to ensure the college's sustainability and growth. Related to this was the fact that there were very few historical relationships with industry in place that WCC could adopt and build on.

Second, there was a history of ad hoc, failed relationships and broken promises that ended up alienating industry. In response, the CEO established clear systems of accountability such that permission first had to be obtained from the central office before engagement with industry. Permission would be withheld if there was any indication that the relationship might be premature or if there was a good chance the campus might fail to deliver on agreements. It was thought that this approach would allow sustainability and long term partnerships to be built. Campus managers expressed concern and frustration that these measures would instil a sense fear of failure which would compromise proactive engagement. The extent to which WCC had destroyed its relationship with local companies was discussed by a number of respondents, who indicated that Saldanha Steel and other major companies preferred not to work with WCC. Only after careful work with such companies were they beginning to trust WCC again.

Third, human resources and appropriate skills that could be dedicated to this area were largely lacking. This state of affairs constituted a source of major concern for the newly appointed Deputy CEO tasked with the responsibility of partnership development.

At that time the college had the following partnerships with industry:

- (i) Aggenys – provision of workplace experience for learners on a Machining Learnership
- (ii) Grinacker LTA – sent staff on an apprenticeship in welding
- (iii) Ankile Engineering – provision of workplace experience for learners involved in the Fitting and Machining Learnership

Besides these partnerships, campus sites had a number of *ad hoc* relations with business that enabled the sharing of facilities and provided students with workplace experience. Vredendal, for example, had a relationship with the Vredendal Hotel for use of hotel facilities in training, as well as with Itemba, a company that recruits employees for Namaqua Sands during its shutdown periods. Vredenburg had a similar relationship with Heunis Engineering in terms of which the company employed learners during its shutdown period.

This characteristic was judged to fall in the emerging category and rated 4.

#### February 2009 status

Compared to the status of relations with business and industry in 2006/7, the majority of campus constituencies are of the view that college performance has declined in respect of learnership-driven, mutually-beneficial partnerships. The current nature and levels of engagement with enterprises and companies are described as limited, mostly once-off and non-reciprocal. In this regard Malmesbury management made reference to learnerships at Atlantis campus as cooperative ventures with Atlantis Diesel Engines (ADE) and Atlantis Forge in 2006/7. The decline of enrolment for learnerships and skills programmes was starkly illustrated in the quantitative profile in Section A.2.

Various reasons are attributed to this downward trend in formal relationships with business and industry, the main ones relating to internal college dynamics and realities.

Lack of hands-on leadership for a period of time and its inhibiting impact resulted from the resignation of the Deputy CEO for Innovation and Development. As noted above, hope was originally pinned on this functionary, when newly-appointed, to spark linkages and partnerships formation with business and industry. The position remains vacant at this time. However, the promise of a new dawn arrived with the appointment (on a one-year contract basis, renewable) in May 2008 of the LPU manager – a former MERSETA official with extensive experience, insight and involvement in organised labour-related and skills development-related arenas and forums. Outcomes to date, to the considerable frustration of the LPU manager, have been below expectations, particularly with regard to engineering-related learnership provision. The key contributing factors reported are:

- Lack of college infrastructural capacity to accommodate projects when these are on offer. There is also a lack of workshop accreditation at Atlantis campus due to the poor state of equipment and management of workshops constitutes a major obstacle. This state of affairs continues to reinforce the historically-negative perception by industry of the college's status as provider. A new development that has already contributed to changing this perception is the college's association with the highly-rated, MERSTA-supported International Welding School, which has re-located to the new Vredenburg campus. It has over the years inspired high level demand from industry for employee training and skills upgrading (for trade test-preparation purposes). Training in welding, classified as a scarce skill by JIPSA, is in high demand from companies tendering for projects in the ever-increasing market in the Cape Town metropolis (for example, in the Cape Town harbour). The college's association with this facility is thus significant.
- Lack of adequate budgetary support and investment in the LPU for initiating endeavours aimed at linkage-formation with industry and, by implication, college readiness in this regard.

As was the case previously, *ad hoc* relations appear to continue to constitute the most significant mode of engagement with business. Whereas previously engagement focussed on the use of particular establishments' facilities for practical training and the employment of students in the off-season, this now appears to have shifted to campuses being 'given things'. For example, at Vredendal campus, Namakwa Sands donated for bursaries through its Social Development Fund whilst other businesses donated scrap metal and pumps for the students to work with. This site also has a relationship with Cape Lime whereby this enterprise's facilities are used for simulation purposes.

On balance, this characteristic's status is at the same level as when previously assessed, that is, a rating of 'emerging' 4.

### 15. Good relationships with local communities

No evidence	Weak 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

#### July 2007 status

All respondents (learners, staff and managers) concurred that very little was known of the college in the community – and negative perceptions tainted what was known. Key aspects of relevance in this regard included the following (some of which have been noted in earlier discussions):

- The late payment of bills and consequent embarrassment of campus staff and managers to providers, which inevitably led to a breakdown of trust in the community.
- The college's high failure rate engendered the impression of the college as a place that 'losers go to' (despite the mitigating reality that it was not the most academically successful school learners who enrolled at the college in the first place).
- Campuses were housed in unattractive buildings. At Vredenburg campus, for example, the environment was described by learners and staff alike as 'depressing and ugly' whilst lack of amenities at Malmesbury forced learners to spend breaks and eat lunch on the pavement outside. These 'unsightly' and 'unattractive' images lent further credence to the already negative perceptions of the college.

Given the overriding, pervasive negativity of perception of the college at the time, this characteristic was judged to be 'weak' and rated at 3, despite campuses' marketing endeavours to its general community through school visits, meetings with councillors, community meetings and so forth. It was concluded that significant community awareness raising effort was required in future to address this state of affairs.

#### February 2009 status

The nature of college engagement with the broader community was considered in-depth under characteristic 8. NC(V)-programme recruitment constituted the primary focus of marketing activities by central office and campus personnel. Recent activity could be viewed as representing a strategic shift from the marketing endeavours of 2007, in favour of the need to address the historically-embedded negative perceptions of the college's status as provider. This is both as a means towards increasing enrolment as well as to induce greater parental involvement in the academic life of their children as students. Campus managers and the senior academic manager seem to have risen to occasion with high levels of commitment, if not personal sacrifice, to their mission of informing this constituency. In addition, the need to address the political dimension or dynamics underpinning resistance to college-community integration was also appreciated, with particular reference to Atlantis. This took the form of intensive engagement by the academic senior manager with community-based organisations and representatives of politically-affiliated labour organisations.

A relatively recent stimulus promoting bi-directional information uptake and relationship building between college and community concerns hands-on, community-extension activities by students. This involves engagement by students with community groups and establishments through student support services-initiated projects as well as curriculum-driven projects in Life Orientation. Examples include:

- As part of Life Orientation-related projects at Citrusdal, Level 3 students recently visited pre-schools to establish what kinds of toys were needed and then tried to collect these. Level 4 students also conducted a survey assessing reception area set-ups and practices in business establishment like banks and medical doctors' consulting rooms.
- Student support services at Vredendal last year worked with a non-governmental organisation called MADA (Matzikama Alcohol and Drug Abuse) and Love Life and is currently involved with Dorkas, an organisation supporting people living with HIV/Aids, providing items of food and clothing. Good relationships have also been established with social workers at the Matzikama Aids Association which allows referrals through student support services.

Community-directed marketing activity also occurred by means of displays at community-based establishments, like community halls and centres, as well as community meetings.

In all it is abundantly clear that a significant increase in marketing and publicity activity in a community context has been occurring, with the two-fold objective of recruitment and improving perceptions of the college as provider. The majority of respondents are of the opinion that knowledge of the college in the community has 'substantially' increased. Such affirmative statements appear to stem primarily from anecdotal evidence gleaned in the course of recruitment drives, displays and meetings with community constituencies. Atlantis lecturing staff representatives feel that 'college management's negative sense of community perceptions of the college' is indeed contradicted by their experience - and indeed, more so if current 'overloaded classes' is factored in as evidence.

Whilst this may very well be the case, the actual prevalence of positive change in community perceptions remains questionable. It will also be remembered from discussion under characteristic 8 that concern was expressed by some respondents that community marketing and recruitment drives represent 'blitzes' rather than sustained activity. A lack of an integrated approach to marketing at this time is indeed decried by some respondents. For these reasons the status of this characteristic is rated at the level of 'emerging' 5.

## 16. Good relationships with other state bodies

No evidence	Weak 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	5	6	7	8	9	10

### July 2007 status

Relationships with state bodies are forged by and through the central office. Overall the college's contact with state bodies other than the WCED and DoE was limited. The following partnerships were in place at the time:

- The Departments of Transport and Public Works - WCC provided a learnership (accredited through CETA) in a number of construction areas.
- The WCED, with the WCC was providing a programme titled, the Teaching Assistant Project.
- Malmesbury campus was negotiating a partnership with the prisons in terms of which this campus would be allowed to use the inmate workshop in exchange for teaching and learning support to programmes offered to inmates.
- Umsobomvu Youth Fund provided funding for a programme for engineering students at Vredenburg

which was run very much on the same principles as a learnership (students required to undertake a theoretical component and a practical workplace component).

Other modes of engagement with state bodies included; informal contact with schools to inform students about college programmes; obtaining accreditation from MERSETA and CETA; some skills training provided for the DoL in Ratel Gat during 2006 (as a sub-contractor of Boland College); computer training provided for staff of the municipality in 2006 and DoE teacher assistants using campus classrooms.

The status of characteristic was regarded as 'emerging' and was rated 4.

#### February 2009 status

The college's primary relationships are per force connected to capacity development for provision of programmes in the FET band, that is, concerned with developing and supporting the institutionalisation of provisioning. The primary role players are the DoE and WCED (their FET directorates in particular) and the various provincial bodies and structures noted under characteristic 7, for example, the College Curriculum Committee (CCC) and the subject-specific committees or focus groups allowing exposure to training, the planning and management of education and training processes, information and resources sharing and so forth.

Such endeavours to enhance the college's capacity as provider in the FET band also requires ongoing engagement with the sector-specific education and training authorities (SETAs) of the Department of Labour (DoL). Programme and facility development to obtain accreditation constitute the core aspects of collaboration with these bodies. The SETAs with which most contacts occur are MERSETA and CETA, and ETDP SETA to a lesser extent. Finally, current provisioning also necessitates relationship building on the part of the college with the quality assurance bodies of these two government departments – the DoE's Umalusi in respect of NC(V) programmes and the ETQAs of the particular SETAs with regard to learnerships and skills programmes.

Relationship-building with schools in the region has been an ongoing pursuit, for marketing and recruitment drives. Conversely, schools approach campus sites for use of their amenities for special events.

As was the case in 2007, relationships and partnerships have also been established with other government departments, for example, Public Works, Correctional Services, Health and Social Development. In contrast to the relationships with the DoE and DoL, these relationships are fully focussed on programme implementation as dictated by their needs (as will be considered under the characteristic following below).

The most sustained engagement in recent times has been at the level of local government structures associated with the five municipalities serviced in the West Coast region, including the district municipality head office based in Malmesbury. Provisioning in this regard will also be considered below. However, as discussed earlier, *ad hoc* collaborative relationships around support and services also occur between the college and campus sites, on a more informal basis. For example, 'good relationships' have developed between the Vredendal campus (student support services, in particular) and the social workers of the Matzikama Aids Association, as a result of which a referral service is now in place.

The building and management of relationships with SETAs occurs on a centralised basis through the LPU. However, implementation of specific programmes and projects happens at individual campuses.

Whilst it is clear that engagement and relationship-building occur on an ongoing basis in relation to government departments and structures, it would appear that the level and impact of such activity have not increased in any substantive way since mid-2007. As a result, the status of this characteristic is judged to have remained at the previous level of 'emerging' 4.



**17. The development, provision and evaluation of learnerships and skills programmes**

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	4	5	6	7	8	9	10

July 2007 status

The delivery of learnerships was firmly on the college's agenda and at the time all campuses were engaged in their delivery. However, college policy was preventing campuses from 'going out to look for learnerships' as this function was to be handled centrally through the office by the Deputy CEO for Innovation and Development. The reason for this policy, as noted in earlier sections, was informed by a legacy of irresponsible contacts in prior years that had destroyed the college's relationships with key industry enterprises. The 'slow and steady' process of mending these relationships was in progress, which involved a strategic approach and was designed to ensure victory and success of the learnerships adopted and implemented.

Very few systems were in place to implement further learnerships and to undertake the administrative and reporting aspects. Limited human resources constituted another obstacle.

The college was engaged in the following learnerships:

- NC in Food and Beverage Packaging – in partnership with Boland College
- NC in painting, NC in roadworks, NC in plumbing, NC in masonry, NC in carpentry – in partnership with the Department of Transport and Public Works
- NC Machining – in partnership with Aggenys
- NC Fitting and Machining – in partnership with MERSETA and Ankile engineering: Fitting and Machining, Vaal Mac
- NC Manufacturing related activities – in partnership with Heunis engineering; Speedy Tyre and Exhaust; West Coast Engineer Builder; and Botes Spares
- Umsobumvo: not really a learnership but functioned according to the same principles, i.e. learners undertook theory and practical training and had to complete a workplace experiential learning component as part of their programme.

Learners expressed extreme gratitude at the opportunity to engage in the learnership with almost all the participants in the interview indicating that if it was not for the learnership stipend that they would not be able to study.

This was regarded as an 'emerging' characteristic and rated at 4.

February 2009 status

The management of learnership provisioning occurs through the agency of the LPU and with oversight vested in the Deputy CEO for Innovation and Development.

Compared to learnership delivery in 2006/7, as noted above, very limited activity can be reported in 2008 and early 2009. The continued impact of the legacy of 'failed promises' and alienation of industry almost

certainly still constitutes a factor, as does the leadership and management vacuum that arose due to fact that the post of Deputy CEO for Innovation and Development has been vacant for some time, and that the previous two LPU coordinators both vacated this post in quick succession (the current incumbent was appointed on contract in May 2008). Another factor that has a critical bearing is that current college capacity cannot support learnership (and skills programme) roll-out on any significant scale. The largely developmental status of college infrastructure (with Vredendal campus and the International Welding School based at Vredenburg representing the exceptions) and the human resource constraints (particularly considering the existing workloads of teaching staff working on NC(V) programmes) represent the primary obstacles. Also associated with is the dearth of SETA-registered assessors available in the college.

At this time all eyes appear to be on the LPU to 'to get things going'. The LPU coordinator sees the college as currently in a re-building phase, with activity focused on developing and upgrading facilities for obtaining SETA-accreditation. Atlantis campus seems to require the most urgent attention to its engineering workshops. The long-term goal is to 'bring the college up to trade test-capacity-level'. Campus constituency inputs corroborate this assessment and all campus managements, directly or implicitly, issued a declaration of intent concerning the uptake of learnerships and skills programmes in the course of 2009. For example, Vredendal 'has already spoken to' Namakwa Sands about a learnership for which the campus would present the fundamentals component. This site is also set to provide computer skills training for the Matzikama local municipality and indeed also for Namakwa Sands (funding already provided to the college).

However, the lack of a dedicated budget for learnership provisioning reportedly constitutes a critical constraint regarding the LPU's overall role in this regard in that 'self-sufficiency is being compromised'. The college's NC(V)-focused mode of functioning at this time, as discussed under Characteristic 9, constitutes the key determinant for this area of delivery not being accorded priority status.

In view of the cumulative inhibiting impact of all these factors and circumstances the status of this characteristic is deemed to be at the level of a 'weak' 3. It must be pointed out that this assessment is in no way an indictment of actual expertise currently available in the college for learnership and skills programme delivery. It is indeed foreseen that the uptake of learnerships and skills programmes will reoccur, the moment these circumstantial factors are resolved, progress in respect of which is well under way. Various sites signalled the intention to promote learnership provisioning, with particular reference to the fundamentals component, of learning programmes. Skills programmes are similarly earmarked for renewed uptake, with soft skills, such as computer (literacy) training, the preferred focus for provisioning. An 'explosion' in demand for training in welding is also reported.

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

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		4	5	6	7	8	9	10

July 2007 status

Actual engagement in entrepreneurship at the college occurred on a very limited basis. Vredendal delivered one entrepreneurship skills programme as part of a number of skills programmes provided in Ratel Gat for the DoL as a sub-contractor of Boland College. From 2007, students at the campus (and in the college more broadly) started to gain exposure to the principles of entrepreneurship through the subject 'New Venture Creation', which is part of the NC(V) Office Administration curriculum, and to a lesser extent through one of the subjects that forms part of NC(V) Hospitality. Entrepreneurship is not included in the engineering curriculum although students can apparently do a course on completion of their engineering programme. The teaching of entrepreneurship at the college is theoretical although practical exercises are included in the teaching material. Some staff members had industry experience and had thus been exposed to functioning enterprises. However, they had not specifically trained to teach entrepreneurship. This characteristic was judged 'weak' and rated at 3.

February 2009 status

The status quo appears to prevail concerning entrepreneurship development interventions and support. That is, student exposure to entrepreneurship remains essentially curriculum driven as part of the Office Administration syllabus and the exclusion of engineering students from any such exposure remains a concern. Practical learning is limited to campus-based simulation facilities, for example, a 'tuck shop enterprise' at Vredenburg campus. In general, it would appear that hospitality students are the best catered for in respect of workplace exposure at Level 4.

No exit level support is available to graduates in the sense of mediated guidance and support. At best, referrals to external support structures may occur, for example, RED Door – an initiative of the Enterprise Development sub-directorate within the Western Cape Department of Economic Development and Tourism which aims to promote the development of small and/or black-owned enterprises – and the Western Cape Business Development Institute (also focused on small and medium enterprise development).

This characteristic's status remains at the previous level, that is, 'weak' 3.

## 19. Employment and tracking of learners

No evidence	Weak Characteristic			Strong Characteristic						
Learners are not employed and not an important aspect of college work to account for this	Some learners are employed. Not an important aspect of college work to report on this.			Some learners are employed and college is making attempts to report on and track this and to respond to learner employability through course revision			Learners are generally employed and the college has clear structures and systems in place to monitor learner employability; to revise programmes in order to enable such and to develop relationships with employers			
0	1	2	3	4	5	6	7	8	9	10

### July 2007 status

The college did not have a system in place (or dedicated staff) for placing or tracking learners and were thus unable to formally report on learner employment, even though it was regarded as a priority. Anecdotally there was a sense at Vredenburg campus that engineering graduates with N3 qualifications definitely accessed work, and business studies graduates with N6 tended to access work too. Learners at Malmesbury who were studying hospitality and business studies felt that they needed to move outside of Malmesbury to access well-paid work. Learners at Citrusdal and at Atlantis shared this perspective.

Some students wanted to study further and saw their college qualification as a way to do that. They furthermore articulated the need for the college to engage more with industry, to provide more practical experience (both simulated and in industry) and for career services at the college.

Staff believed that the college's programmes did prepare students for employment (although all felt that practical training needed a stronger focus in the curriculum and engineering staff voiced some doubts about the new NC(V) engineering programmes<sup>7</sup>). To improve their students' chance at gaining employment it was acknowledged that the campuses needed to build relationships with their business communities.

This characteristic was judged to be 'weak' and rated at 2.

### February 2009 status

By virtue of the fact that the first batch of NC(V) Level 4 students will only complete their studies at the end of 2009, all reference to 'graduates' in the text to follow implies NATED Level 6 students, unless otherwise specified.

No formal tracking system is currently in place to monitor students once they leave the college upon completion of their studies to enter the world of work or further study. A COLTEC-based database for tracking graduates was reportedly in operation in 2008 but does not appear to have been sustained. Senior management is highly appreciative of the need for such data to be available and acknowledge systemic shortcomings in this regard. These are currently under investigation as a matter of priority in anticipation of the first group of NC(V) Level 4 students exiting the college at the end of 2009.

However, anecdotal evidence of employment rates via informal word-of-mouth networks suggests that the percentage of N6 students finding work is quite high. One statement in this regard comes from a computer practice lecturer at Vredendal: 'A lot of my students get jobs. I know this because I am in contact

<sup>7</sup> Engineering staff expressed concern that the mathematics and science curriculum for engineering students in NC(V) programmes was not adequate and it was foreseen that this would affect their ability to get jobs and to train further in the engineering field.

with them'. Job placement does occur but not in the context of a formal system and designated placement officer. Ways in terms of which graduates find jobs include the following:

- Campus managers, student support officers and lecturers are all involved in facilitating matches between graduates and workplaces, to varying degrees across campuses. The primary vehicle is an ongoing search in the printed media for job advertisements and posting these on campus notice boards. Students are furthermore assisted with applications. These acts of support can indeed be seen as a reflection of the high levels of concern for and dedication to students, as reflected in the following words of a Citrusdal staff member: 'We do it for the love of the students, not because the college tells us to'
- Graduates are informed about job openings by former students already in work
- Companies approach campuses for particular categories of students
- Companies hosting N6 students for practical training towards obtaining their national certificates end up offering them permanent employment upon completion of their 18 months of workplace experience. However, some of these students decide to give up their practical training and elect to be formally employed by such companies, if asked to do so, before the completion of their practical training. A similar phenomenon has reportedly also started taking root among current NC(V) Level 3 students in relation to workplace exposure through job shadowing. Lecturers expressed concern that in some instances students do not want to return to the college to resume their studies because 'once they smell the money they don't come back!'. This same phenomenon also reportedly affects some of the lecturers who coordinate the work placement of students
- In line with what has become established 'tradition' at all colleges to a greater or lesser extent, some students upon completion of their studies end up being employed by WCC as interns. For example, three interns are currently employed at Vredenburg campus

Employer-demand for graduates is reportedly higher for business studies graduates than their engineering counterparts. Business studies job opportunities are mostly in clerical / administrative positions, like receptionists, in banks (the biggest employer), hospitals, the private enterprises in the services sector (like medical practices), or as cashiers in supermarkets. Some get work through Itemba, an employment agency supplying staff to industries, like Namakwa Sands, during shutdown times. However, it is estimated that a significant percentage of graduates end up employed in fields other than that for which they studied, given the geographic and employment opportunities profile of the region (see Section A.1.). Only time will tell as to how NC(V) graduates will be perceived by business and industry as prospects for employment.

Though a phenomenon limited in scale at this time, some students indicate an interest in pursuing further studies at higher education level with the Cape Peninsula University of Technology (CPUT) and the University of the Western Cape (UWC) seemingly the institutions of choice. Support with information gathering about courses, fees, and so forth are provided on an informal, per-request basis by student support officers and lecturers. Internet searches in this regard are also conducted by students themselves in some cases.

Significant systemic development is clearly required to allow for the effective tracking of graduates – with systemic demands due to increase substantially from the end of 2009 due to the first group of NC(V) Level 4 students completing their studies. However, some activity towards this end has occurred in 2008 and both the student support services manager and senior management are committed to address systemic shortcomings. As for the employment rate and patterns of WCC graduates, there is no evidence to suggest that any significant change has occurred since 2007. On balance, it is felt that a rating of 'emerging' 4 conveys a realistic sense of the overall status of this characteristic.

**20. Extent to which learners will have the four (core) competences required for employability**

No evidence	Weak Characteristic					Strong Characteristic				
Learners will have no ability and are absolutely not prepared for employability	Learners will have little competency and are not adequately prepared for employability			Learners have some competence and are partially prepared for employability		Learners have competence in and are mostly prepared for employability				
0	1	2	3	4	5	6	7	8	9	10

July 2007 status

This characteristic was not separately assessed in the baseline evaluation of WCC.

February 2009 status

Respondents in the main expressed satisfaction, if indeed not a high level of surprise, at the 'dramatic' improvement that transpired in NC(V) Level 4 students over the course of three years in all the key areas of competence. It was noted that change in most cases starts occurring from Level 3 as students continue to struggle coping with the scope and pitch of course content in the first year (a suggestion was made for such content to be staggered 'more evenly' across the three years). Similar sentiments were also expressed about problem-solving skills and confidence levels of Level 4 students (comparisons were drawn to N6 students). Attention was drawn to the fact that students who do not have the required competencies tend not to attend class and practical sessions and generally drop out of programmes. It should therefore be borne in mind that those students who make it to NC(V) Level 4 are the ones who indeed possess the required competence and have shown the commensurate level of sustained commitment. As noted under the previous characteristic, management and staff are confident about the employability prospects of these Level 4 students. A staff member at Malmesbury expressed such confidence as follows: 'I feel comfortable sending them into the world of work'. A Vredenburg lecturer was slightly more circumspect and qualified her vote of confidence as follow: 'I will recommend *most* of them for employment'.

Language constitutes the one area of competence where improvement in some instances is said to fall short of ideal levels. The college's dual medium language policy appears to be viewed across constituencies as in some measure constituting a constraint to English language development. Too much leeway is afforded to lecturers and staff to revert to the other-than-English first languages. Concern was also expressed that the level at which mathematics literacy is pitched is too high to meet the (employment) criteria of industry, in respect of apprenticeships in particular.

With regard to practical competence, it is generally acknowledged that NC(V) students to date have not been afforded adequate opportunity for practical learning. Students share this view. Exposure of business studies students to practical training – simulation in particular – was inadequate in 2008 as simulation facilities were not operational across all sites. This situation has improved and, according to the HoD for business studies, arrangements are being put in place for NC(V) level 4 students to be exposed to 'proper', hands-on workplace experience during the July vacation this year (as opposed to observation and job shadowing). Engineering students primarily gain exposure through hands-on practical training in the workshops. The quality and impact of exposure vary across sites due to the differential levels of infrastructure development. The majority of Vredendal staff voiced strong concern about NC(V) Level 4 students not meeting industry standards with regard to practical training and experience and, more critically, will need to gain four more years of experience before they can apply to do a trade test. In the words of one of the Vredendal staff members: 'Ultimately, engineering is not preparing students for work, it is preparing them to go into more training'. Overall, it would appear that business studies students –

office practice students in particular – are better workplace-prepared than their engineering counterparts in respect of practical expertise attained upon completion of their studies.

This characteristic is rated at the level of 'emerging' 5.

## Teaching and Learning

### 21. Functioning curriculum development processes

No evidence	Weak 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	5	6	7	8	9	10

#### July 2007 status

The college was viewed as having successfully developed programmes for industry in the past, either by the staff themselves and, where not possible, through drawing on external expertise. However, opportunity for the development of new programmes was limited and since the introduction of NC(V), not required. It was noted that NC(V) and NATED programmes still required teaching staff to interpret lesson guidelines provided and to translate these into adequate lesson plans, rather than develop new curricula.

This characteristic was regarded as a 'weak' characteristic and is rated 3. It was noted that this characteristic did not constitute a critical function for the college.

#### February 2009 status

The status quo remains unchanged as far as the opportunity for curriculum development is concerned. That is, curriculum development is not a key focus area for the college by virtue of the fact that this process is governed by the national Department of Education. This translates into colleges being provided with subject guidelines. NC(V) programmes reportedly need to be in place for 3 years before revisions can be made. New subject guides are therefore set for change by 2010. It is up to the colleges to 'refine the curriculum' (Vredendal campus manager) by 'reading between the lines' (Citrusdal campus manager). Towards this end, inputs from lecturers and management appear to be closely tied to ongoing assessment and moderation activity and review. Subject meetings constitute another such vehicle. Vredenburg and Vredendal are credited for significant contributions in this area. The department is credited for reportedly 'listening' to what is voiced in proposals about curriculum amendment and development.

Ultimately, though, the onus for presenting course content in creative and stimulating ways rests on the shoulders of each individual staff member. However, the significantly increased teaching loads brought about by the dramatic increase in enrolment leaves little time and energy for pursuing these ends. The conduct of research in support of such curriculum-enhancement activity is inhibited at several sites due to lack of required access to the Internet.

This characteristic is rated at the level of 'emerging' 4. It is important to note that this relatively low assessment should not in any way be construed as an indictment of staff expertise.

## 22. Quality curricular delivery

No evidence	Weak 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	6	7	8	9	10

### July 2007 status

Satisfaction was expressed on the whole in respect of subject knowledge and expertise of staff but a number of lecturers lacked teaching qualifications. Nevertheless it was the view of managers and staff that the quality of teaching and learning at the college was of a good standard and in some cases could even be described as 'excellent'.

Learners and lecturing staff described the teaching process as predominantly 'talk and chalk'. Learners shared experiences about lecturers spending most of the lectures reading from the textbook. However, other shared experiences of lecturers being extremely creative in their teaching approach and of working very hard to make the class a stimulating and enjoyable learning experience.

Business studies students outperformed engineering students in respect of examination results. This was largely attributed to the problematical mathematics component of engineering rather than the lack of teaching qualifications on the part of engineering staff.

The college was concerned to improve the quality of teaching and learning. An important step in this regard was the appointment of the Deputy CEO: Academic whose portfolio included monitoring and improving the quality of teaching. In addition, greater attention was being paid to practice through the NQF occupational programmes and the new NC(V) programmes (although practice in most instances was confined to classroom-based exercises). Student support activities were to be focused on enabling a more holistic development of learners. Staff also felt that the introduction of classroom visits by the campus manager was playing a role in monitoring quality and ensuring that a high standard. This aspect was regarded as an 'emerging' characteristic rated at 4.

### February 2009 status

Purely based on the good improvement in results for NC(V) programmes in 2008, the college as a whole is considered to have performed well. Vredenburg had a few students in the top 10 whilst Citrusdal reportedly obtained a 'very high' pass rate in office administration. Business studies results once again significantly outperformed those for engineering. In fact, the engineering results were rated 'very bad' by senior management, those for electrical in particular. Citrusdal management attributed this outcome to inadequate levels of practical exposure, as emphasised under characteristic 20 above. In this regard, the undue pressure put on practical facilities as a result of the high enrolment numbers is bemoaned, particularly at Vredenburg and Citrusdal. Central office senior management questioned the extent to which Umalusi 'speaks the same language' in respect of assessment in the context of outcomes-based education. This constituency also raised the perennial issue of dissonance between student capacity levels and the level at which the curriculum is pitched.

Apart from improved NC(V) results being construed as indicative of improved teaching, campus managements concur that teaching practice has indeed improved since 2007. Increase in lecturer



confidence in respect of implementing the new curriculum is cited as the primary reason. Contributing factors highlighted include: increased familiarity with the NC(V) material and way of teaching (particularly on the part of longer-serving staff); standardisation of assessment and moderation practices throughout the college; and improved planning and management of delivery as well as support received (subject committees, greater involvement by campus managers and HoDs through, for example, class visits), as discussed under characteristics 12 and 13.

However, inadequate levels of teaching expertise among new appointees (and some established engineering staff) as well as shortcomings in respect of practical training delivery, as highlighted in earlier discussions, continue to inhibit the successful operationalisation of theory-practice-integrated delivery across all campuses.

Taking account of the shortcomings and instances of 'best practice' which certainly are in evidence across all delivery sites, this characteristic is accorded an 'emerging' 5 rating in view of the fact that significant improvement is anticipated once sufficient consolidation has been achieved.

### 23. Well-functioning staff development processes

No evidence	Weak 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 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

#### July 2007 status

An increased focus on staff development and appraisal in the college was reported. Provincial training provided for preparation of staff for new implementation was deemed to be 'not so good'. Such preparedness was undermined by the fact that sharing of information and experience only occurred on a limited basis, if at all, due to staff generally working alone in their particular subject areas.

An IQMS-linked appraisal system for lecturing staff was introduced in the college in 2006. At the time some degree of doubt surrounded the effectiveness of this system as it was based on peer review, which some felt could result in reviews not being always being strict enough. Staff appeared uncertain as to the existence of a college-wide staff development policy. Most campus managers spoke of the need for further assessor/moderator training, with special emphasis on contract staff. However, the dilemma of training staff and then losing them to industry was decried.

This aspect was regarded as an 'emerging' characteristic and was rated at 4.

#### February 2009 status

Teaching-related capacity development opportunities and interventions were considered under characteristic 12, Human Resource Capacity. The wide-ranging need for obtaining teaching expertise on the part of new appointees, particularly engineering staff, was highlighted – as was concern about loss of newly-acquired expertise given the high staff turnover. SESD-supported interventions were noted in an earlier section.

The focus will now shift to the actual appraisal of staff performance and identification of developmental needs in the context of current and future programmatic demands.

IQMS-driven assessment by peers on an annual basis remains the cornerstone of performance appraisal of academic staff and associated formulation of individual development plans. Complementary measures in support of quality assurance, such as class visits and mentoring of new staff, were considered under characteristic 13. Some sense of the nature of perceptions in respect of the effectiveness of these measures is reflected in following statements of opinion: 'IQMS is not formal enough', 'Because the college is moving from WCED to council it is not legal to use the department's system and we must develop our own system', 'I don't think performance appraisals are being implemented', 'It's a waste of time', and, 'These appraisals don't affect salaries'. The impact of the annual workplace skills plan developed for the college is similarly questioned.

Particular staff development needs articulated in the focus groups include the following: facilitator, assessor and moderator training, NPDE, PGCE, computer training and subject-specific training and support. The need for subject-specific training is increasingly voiced by FET colleges in general, but appears not to receive sufficient attention. It indeed constitutes a critical area to be addressed given the high number of new lecturers that join the college on a continuous basis. Specific suggestions proposed by the Vredenburg campus manager include the establishment of internal (in contrast to the provincial focus group clusters) subject-specific focus groups, the activities of which could include the setting of subject tasks, and input from HoDs in respect of planning, oversight and support in general.

Whilst staff development clearly constitutes a primary concern and focus for management, and systemic measures are in place, the institutional impact would appear not to be at the level envisaged by college management. High staff turnover is the central inhibiting factor. In this context, this characteristic is rated at the level of 'emerging' 5.

## Learner Support

### Contextual notes

The student support services (SSS) department resorts under the Deputy CEO: Innovation and Development. It is staffed by the student support services coordinator and campus-based student support officers as well as loan administrators/ bursary clerks. Support to students occurs at pre-registration (career guidance, selection and placement tests – CAP and PACE – and interviews), on-course (academic and personal support) and on exit (workplace preparedness and job placement) levels. The SSS manager joined the college in 2007 and draws on rich experience gained over a period of 10 years working with youth at the Department of Correctional Services. The SSOs (all former teachers) do not carry any teaching responsibilities. Focus group participants were united in their praise of the SSS team for their passion, drive and commitment, bearing in mind the range of challenges they are faced with, given the socio-economic profile of the region serviced by the college. Overall, student support in college has become far more emphasised than previously, accompanied by a shift in focus from counselling to academic support.

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

No evidence	Weak 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	6	7	8	9	10

### July 2007 Status

The college did not have an academic support policy; nor did it provide any significant academic support outside formal curriculum delivery and nor did it have a dedicated person focusing on academic support. There was very limited subject-specific academic support outside of formal curriculum delivery.

Language and numeracy support was provided through the computer-based PLATO programme. However, the effectiveness of this system was undermined by factors such as: lecturers not fully understanding the system; resistance to its use because of lectures not being convinced of its application value; and the fact that PLATO was not fully set up and functional at all the campus sites.

The Student Support Officers were expected to provide support to learners who approached them of their own volition or to learners referred to them by lecturers. Learners appeared to have little or no awareness of student support available at the campuses. This was due to student support officers having to assist with all kinds of administrative aspects related to applications for financial aid instead of their core tasks.

The college had a tutor system which involved lecturers working in pairs with the same group of students once a week over the course of the year, providing group and individual personal and life skills support according to a list of topics provided by the student support officer. These tutor sessions began in 2003 and had been incorporated into the timetable since 2004. Academic and personal problems identified during these sessions were referred to the student support officer. The NC(V) programme included a tutorial session once a week that focused on student and life support.

Lecturers noted that they generally did not know what happened to the students they referred. Furthermore, they often did not have the required skills and capacities to help the students in the areas highlighted.

At the time teaching staff were faced with major challenges pertaining to socio-economic deprivation and other everyday life circumstances of students that impacted on their academic performance. These included students coming to the college hungry (instances of students fainting in class because of hunger reportedly occurred on a frequent basis); a lack of electricity at home which made studying difficult; and long distances that they had to travel (in many instances by foot) to access the college. The campuses were aware of this problem and had arranged, where possible, group taxis for learners. This, however, generated its own problems as taxi drivers tended to arrive at times when the learners had not yet completed their classes.

Overall, this aspect was regarded as a particularly 'weak' (and worrying) characteristic and accordingly rated at 2.

### February 2009 status

Current academic support services cover the same range as in 2007. However, it is evident that service provision has become much more consolidated, particularly those activities that are driven by the NC(V) curriculum (Life Orientation) and, by extension, time-tabled and incorporated into the annual plans of teaching departments. Strongly emphasised in this regard is support provided in the form of tutoring (weekly sessions), ongoing career guidance and academic development-related activities (for example, goal-setting and planning), study skills, and life skills development (including health awareness). Guardian teachers and the SSOs are highly involved in support provision in addition to classroom-based academic (subject-specific) and personal development-orientated (life orientation) support.

Extra classes on an after-hours basis have been instituted and these are viewed as a critical resource by management. At Vredendal, for example, an extra period is scheduled on Tuesdays and Thursdays. Test results are used to identify a student's three weakest subjects. A timetable for the extra periods is then developed on the basis of student need and lecturers provide the extra support required. The college-wide impact of this measure is diluted by the 'distance factor', which dictates that the majority of students leave

college at the end of lectures due public transport arrangements.

PLATO is established at every campus and campuses are required to incorporate PLATO periods into the time-table. The programme's operational status varies across campuses largely as a result of infrastructure-related (IT) problems whilst its impact is diluted by the fact that weaker students 'often don't care and don't want to attend extra classes'.

A newly prioritised area of support of academic performance enhancement concerns the identification of high risk students as part of the pre-entry support process (selection and placement assessments and interviews). Support measures in place for this category of students include attendance of holiday school programmes (summer and winter) at the University of the Western Cape and the offer of peer tutoring by 'high quality' students (a WCED initiative instituted at the beginning of 2009) according to a programme devised by the respective HoDs.

From earlier discussions it would be evident that a strong sense of urgency has set in about the need to enhance academic development and support in the area of practical learning, with particular reference to workplace experiential learning extended exposure in workshops.

With regard to the issue of hunger-as-impediment-to-learning noted above, a proposal to institute a feeding scheme has been submitted by the SSS manager and a needs assessment is currently being conducted.

Student support services personnel monitor the implementation of student support programmes and report that the implementation of plans do not occur at optimal or required levels. Conversely, the inculcation among students of a culture of participation in academic support initiatives and programmes has reportedly also not produced the desired results to date. Overall, the status of this characteristic is judged to be at the level of an 'emerging' 5.

## 25. The development, implementation and evaluation of HIV/Aids support programmes

No evidence	Weak 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	6	7	8	9	10

### July 2007 status

Student support services were providing health and wellness programmes which included a focus on HIV/Aids. In 2006, the college had a major HIV/Aids awareness drive that included providing information and free testing. Students were also exposed to information through the NC(V) fundamentals subject Life Orientation. Limited support was available to students living with HIV/Aids. Such support essentially involved referral of these students by the student support officers to external specialist providers for counselling.

This characteristic was rated 'emerging' 4.

### February 2009 status

The current scope or range of health and wellness programmes, particularly HIV/Aids awareness-raising and support programmes, remain by-and-large as described for 2007. A policy is now in place for guiding service provision in this area and MOOT (Danida-supported) has been introduced. Awareness-raising

community extension initiatives facilitated by SSOs with non-governmental organisations and local municipal clinics were also referred to under characteristic 14. On the whole, students reportedly 'feel comfortable' engaging with HIV/ Aids-related matters.

In all, this characteristic is viewed to be at the level of an 'emerging' 5.

## 26. The development, implementation and evaluation of guidance and counselling programmes

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

### July 2007 status

Awareness-raising about and associated skills development concerning everyday personal problems and issues already constituted key focus areas of the college's student support department and the tutor system, as discussed under characteristic 24 above. Because not all the student support officers were trained and qualified to provide counselling, students in need of individual counselling were in general referred to external professional counselling organisations or counsellors.

Although limited, some career guidance and job placement support was provided in as far as student support officers, on request basis, assisted students with preparing of CVs and job applications.

The Deputy CEO of Innovation, Student Support and Marketing felt that there were 'far too few hands on deck' and that, ideally, each campus should have at least one person designated these roles and responsibilities. This proposal implied a broadening of the SSS framework.

This aspect was regarded as 'emerging' and is rated 4.

### February 2009 status

Pre-entry and on-course level support to students in the areas of career planning and occupational development was discussed under characteristic 24 above.

It was noted that in 2007 exit level support provision (for NATED N4-6 students) in terms of world of work-preparation (searching and applying for jobs, interview skills, and so forth) and job placement occurred on a limited, essentially informal or non-systemic basis at campuses. A proposal has been drafted by the SSS manager for these exit support measures to be systematised in preparation for the first group of NC(V) Level 4 students exiting the college by year-end. Externally-facilitated 'exit seminars' are to comprise a key component of such support (exit seminars for N6 students were conducted internally). Support for students who want to pursue further studies at tertiary institutions also needs to be accommodated.

Though the formalising of provisioning in this area, with particular reference to exit support, is still largely 'in-preparation', it is felt that overall this characteristic warrants an 'emerging' 5 rating.

# 3. Weighted responsiveness rating

As was the case in 2007, this section will consider the nature of West Coast College's responsiveness to the first and second economies by using a set of characteristics adapted from the rating scales used to evaluate college performance.

In table 19, a set of characteristics appear in the column on the left, selected because they relate to college responsiveness to local and regional skills and training needs. In the first column to the right each characteristic has been provided a weighting of 1 to 2 in terms of importance whilst in the second and third columns each characteristic has been assigned a rating on the same basis as for Section B.1 above – that is, values ranging between 1 and 10. Combined, these weightings provide a weighted rating for each characteristic, the mean of which provides the college rating for responsiveness to local and regional skills needs. Calculated in this manner the college has been allocated a responsiveness rating of 5, compared to a rating of 4.3 in 2007.

**Table 19. College responsiveness to local and regional skills needs**

Skills development/ training	Weighting	Rating		Weighted Rating	
		July 2007	Feb 2009	July 2007	Feb 2009
Relationship with employers	2	3	3	6	6
Learnerships	2	4	3	8	6
Relationship with community	1	3	4	3	4
Programmes that respond to the needs of the local and broader economy	1	3	3	3	3
Partnerships	2	2	2	4	4
Structures to manage responsiveness (partnerships and learnerships)	2	2	4	4	8
Demand driven	1	2	2	2	2
Extent to which responsiveness is an aspect of mission, vision and strategic plan	1	7	8	7	8
Tracer studies on students – who are the employees, which courses are students gaining employment and which are not working and if so, where they are getting employed.	2	2	3	4	6
Appropriateness of facilities for responsive programme delivery	1	3	3	4	4
Appropriateness of teaching staff capacity for responsive programme delivery	1	3	4	3	4

Total	48	55
College rating	4.3 <sup>8</sup>	5

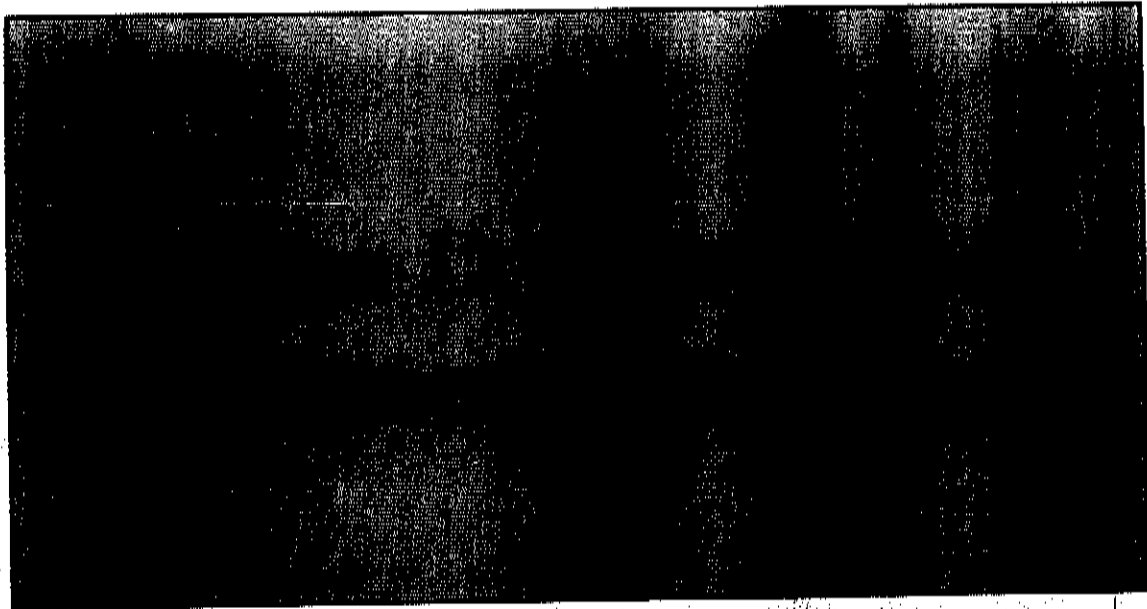
Based on the same rating methodology, Table 20 reflects comparative ratings of the college's responsive to the developmental needs of the area, that is, in relation to equity and access. Calculated in this manner the college has been allocated a rating of 9 for this aspect – compared to a college rating of 7 in 2007.

**Table 20. College responsiveness in relation to equity and access**

Skills development/ training	Weighting	Rating		Weighted Rating	
		July 2007	Feb 2009	July 2007	Feb 2009
Student equity in terms of race	1	9	9	9	9
Student equity in terms of gender	1	7	8	7	8
Growth in student numbers	1	9	10	9	10
Race and Gender of managerial staff	1	9	9	9	9
<b>Total</b>				28	36
<b>College rating</b>				7	9

A comparison of the two overall scores suggests that the college's approach to responsiveness remains lopsided in favour of enrolling disadvantaged learners, rather than on providing demand-driven training aligned to employment opportunities, as was the case in 2007.

<sup>8</sup> In the Baseline Evaluation Report a figure of 2.6 was quoted, which was incorrect.





# 1. Areas of Strength and Weakness

## Areas of strength and weakness – by dimension

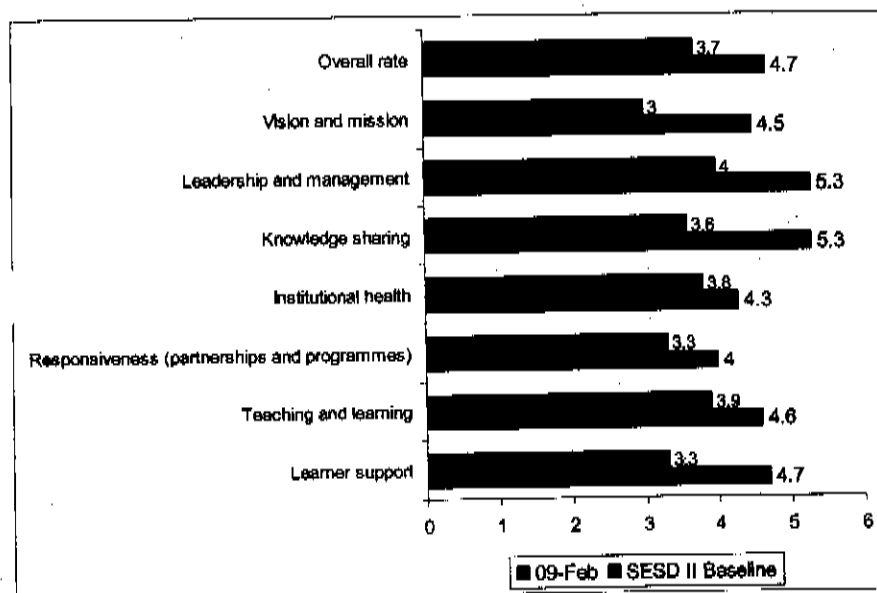
Figure 3 provides an overall analysis of West Coast College's strengths and weaknesses by dimension, as compared with the college performance levels in 2007. WCC's **overall development and performance status** at this time falls in the 'mid-emerging' category. The overall rating for the college is 4.7.

All seven dimensions currently fall in the 'emerging' category and in all instances (apart from 'institutional health') show good increases compared to the situation in 2007. With both at 5.3 and thus on the 'mid-high' side of the 'emerging' category, 'leadership and management' and 'knowledge sharing' are the strongest two dimensions at this time.

Clustered between mid- and 'low-emerging' are 'student support' at 4.7, 'teaching and learning' at 4.6, 'vision and mission' at 4.5, and institutional health at 4.3. The substantial increase in the 'student support' dimension stems from significant developments in academic support measures.

'Responsiveness' comes in lowest at 4.0 due to low levels of activity with regard to partnership development, learnership and skills programme provision, and support for SMME development.

Figure 3. Areas of strength and weakness – by dimension



## WCED and Overall College Rate by Evaluator Compared – Per Dimension

Table 21 below includes the rate provided by the WCED FET directorate for each dimension compared with the overall rate provided by the evaluator.

**Table 21. WCED ratings by dimension compared with overall rates provided**

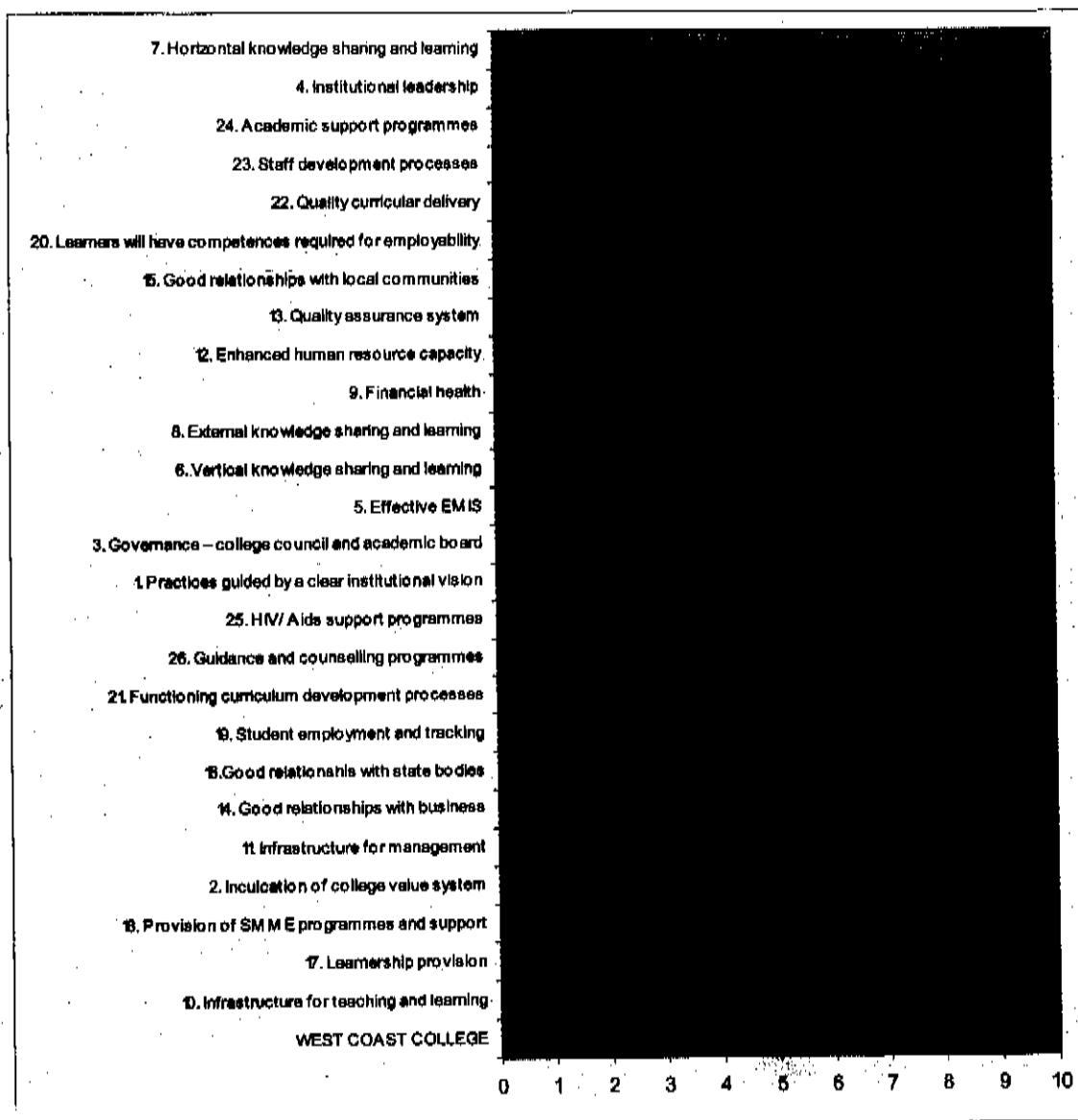
Dimension	WCED rating of college	Overall rate (evaluator)
Dimension 1: Vision and Mission	4	4.5
Dimension 2: Leadership and Management	5	5.3
Dimension 3: Knowledge Sharing	5	5.3
Dimension 4: Institutional Health	4	4.3
Dimension 5: Responsiveness (Partnerships and Programmes)	6	4
Dimension 6: Teaching and learning	4	4.6
Dimension 7: Student support	5	4.7

These comparative ratings indicate strong concurrence between the FET directorate's assessment of West Coast College's capacity, improvement and needs and our findings. 'Responsiveness' constitutes the only dimension where significant divergence of perspectives is evident. This appears to be for two reasons. Firstly, the directorate has rated the extent and quality of the college's partnerships with business, communities and SETA's higher than the college. Secondly, while the college is positive about the introduction of the NC(V) and its potential to produce more employable graduates, the directorate felt that NC(V) programmes have improved the college's level of responsiveness and thus also rated this aspect higher than the college.

### Areas of strength and weakness – by characteristic

Figure 4 below conveys an overall sense of the college's strengths and weaknesses across the 26 characteristics evaluated in relation to the current status of institutional development and performance.

**Figure 4. Current areas of strength and weakness – by characteristic**



At this point in time, no characteristics reflect strong status.

16 characteristics fall in the emerging band.

- The highest scoring or strongest college characteristics comprise 'institutional leadership' (characteristic 4) and 'horizontal knowledge sharing and learning' (characteristic 7). They share a status of 'high emerging' (6 rating).
- 14 characteristics fall in the 'mid-emerging' category (5 rating):
  - Governance – effectiveness of college council and academic board (characteristic 3)

- Characteristic 5, which concerns the effectiveness of the college's management information system (FETMIS)
- Vertical and external knowledge sharing and learning (characteristics 6 and 8)
- Financial health (characteristic 9)
- Human resource capacity (characteristic 12)
- Quality assurance system (characteristic 13)
- Good relationships with local communities (characteristic 15)
- Students will have competences required for employability upon exiting the college (characteristic 20)
- Quality curricular delivery (characteristic 22)
- Staff development processes (characteristic 23)
- Academic development and learning support programmes (characteristic 24)
- HIV/ Aids support programmes (characteristic 25)
- Seven characteristics occupy 'low-emerging' (4 rating) status:
  - Inculcation of a value system (including a college culture) throughout the institution (characteristic 2)
  - Infrastructure for management (characteristic 11)
  - Good relationships with business (characteristic 14)
  - Good relationships with state bodies (characteristic 16)
  - Employment and tracking of graduates (characteristic 19)
  - Curriculum development processes (characteristic 21)
  - Guidance and counselling programmes (characteristic 26)

The remaining **three characteristics** fall in the category '**weak-emerging**' (3 rating):

- Infrastructure for teaching and learning (characteristic 10)
- Learnership provision (characteristic 17)
- Provision of SMME programmes and support (characteristic 18)

### **Key changes since baseline assessment**

Table 22 compares the baseline rating of 2007 with the current 2009 rating. Characteristics that are judged to have increased significantly since the baseline review have been highlighted – institutional vision (which regulates institutional behaviour), leadership, horizontal knowledge sharing/ communication, relationships with local communities (so as to increase college visibility), employment and tracking of graduates, and academic

support programmes/ services. Only two characteristics show a decline in status: infrastructure for supporting teaching and learning – having been put under severe as a result of the dramatic increase in enrolments in 2008 and 2009 – and learnership provision (only one learnership was offered in 2008).

Table 22. Comparison of baseline and current rating

DIMENSIONS	SESD I: Characteristic no.	Characteristic	SESD II: Baseline	SESD II: Summative
Vision & mission	1	Practices guided by a clear institutional vision	3	
	2	Inculcation of a value system throughout the institution	3	4
Leadership & mgt	3	Well-functioning governance, including councils and academic boards	4	5
	4	Effective institutional leadership	4	
	5	Effective EMIS	5	5
Knowledge sharing	6	Effective vertical knowledge sharing and learning in the FET system	3	5
	7	Effective horizontal knowledge sharing and learning in the FET system	4	
	8	Effective external knowledge sharing and learning in the FET system	4	5
Institutional health	9	The est. and maintenance of financial health	4	5
	10	Adequate infrastructure for teaching and learning	4	3
	11	Adequate infrastructure for management	4	4
	12	Enhanced human resource capacity	3	5
	13	Quality assurance system	4	5
Responsiveness	14	Good relationships with business	4	4
	15	Good relationships with local communities	3	
	16	Good relationships with other state bodies	4	4
	17	The development, provision and evaluation of learnership programmes	4	3
	18	The development, provision and evaluation of programmes for the dev of SME	3	3
	19	Employment and tracking of learners	2	
	20	Extent to which learners will have the competence required for employability	- *	5
Teaching & learning	22	Functioning curriculum development processes	3	4
	22	Quality curricular delivery	4	5
	23	Well-functioning staff development processes	4	5
Learner support	24	The dev, implementation and evaluation of academic support programmes	2	
	25	The development, implementation and evaluation of HIV/ AIDS support programmes	4	5
	26	The development, implementation and evaluation of guidance and counselling systems	4	4

## 2. Overall conclusion

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The current status of West Coast College's development and functioning was assessed against a set of 26 characteristics that form the elements of seven dimensions. The assessment was informed by contextual information pertaining to the college's historical origins, the socio-economic indicators of the region serviced, the college's staff establishment, student population and programmatic make-up, and the nature and adequacy of its infrastructure.

This section sums up key areas in which institutional strengthening and development are evident. It also points to areas that require attention and remedial intervention. In considering the college's overall strengths and weaknesses, though, it is important to remember where it has come from, and the historical deficits that contributed to shape its developmental path.

The singular defining characteristic of West Coast College, which sets it apart from other FET colleges, is that it represents an amalgamation of four separate training facilities that in themselves lacked the infrastructure and systems necessary to adequately support teaching, learning and management functions. The college could not draw on an established management and lecturer corps and a consequence of this is that its staff establishment remains relatively unstable to this day.

Although significant infrastructure and systems development has occurred with the concerted involvement of the DoE, WCED and Danida, the dramatic increase in student enrolments since 2008 has already put new college facilities under severe pressure. In addition, the college's financial resources have been strained by the high number of students that need to be transported and accommodated because they do not live in the towns in which the college has campuses.

College strengths at this time could be viewed as including the following:

- *A strong and effective governing council* is in place which fulfils a critical guidance and support role to college management
- *A consolidation and strengthening campus management corps* through having the 'right people in the right places' and providing support to campus managers in the form of newly-appointed senior lecturers and campus-based HoDs
- *The portfolio management corps*, which is in the process of being consolidated. All coordinator posts have now been filled (except that of ICT coordinator). However, time will be required for coordinators to settle into their roles, especially because many of them come from outside the FET college sector

- *The college's strategic focus, objectives and positioning are in line with the strategic frameworks of the DoE and WCED*
- *The high level of engagement with campus managers on the part academic senior management in support of sustained guidance and problem-solving*
- *The student support services function which has been gaining in strength as a result of a highly competent and committed team having been put in place, with commensurate impact tangibly in evidence*
- *Enhanced standardisation of academic-related practices, for example, moderation, as a result of the impact of provincial and internal curriculum/subject-driven forums. Apart from the quality and effectiveness of performance and outputs having been enhanced, these measures also constitute a critical catalyst in promoting lecturer confidence*

Shortcomings and challenges which at this time inhibit institutional development and effectiveness are presented in the next sub-section, in the form of recommendations.

It is abundantly clear that West Coast College has come to terms with its complex origins, and appears to have indeed embraced its 'youthfulness' as a strength that presents opportunities to develop along a course that it charts for itself (in areas where it is possible to do so). Whilst there is appreciation that the college has a long way to go before reaching the point of institutional development required to fully honour its mandate and be sufficiently responsive to the socio-economic developmental needs of the region serviced, there is tangible evidence of its commitment to do what it can with the resources it has at its disposal.

# 3. Recommendations

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## **Suggestions that need DoE / WCED engagement or intervention**

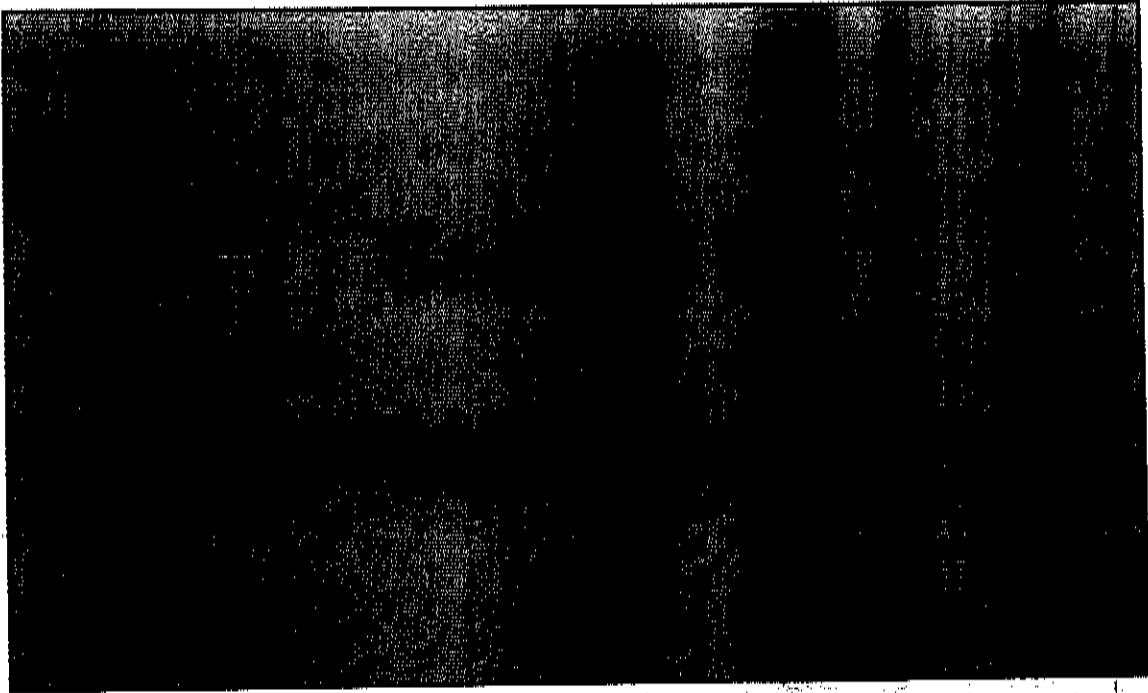
- Since 2007 substantial developments in respect of college *infrastructure development and upgrading* has occurred through recapitalisation funding, supplemented, in no small measure, by Danida's support through the SESD II programme. However, the remaining shortcomings, given the college's historical deficits in this regard and the dramatic increase in pressure on facilities due to sustained growth in enrolments, make it imperative that departmental support continues in this area
- The *supportive relationships* that have been developed between WCED officials and the college and its campuses need to be sustained as these, by all accounts, have come to constitute a critical resource for academic personnel in respect of NC(V)-related implementation challenges and have helped to build confidence among staff

## **Suggestions that need College engagement / intervention**

- *Given the fluid nature of the portfolio management corps until fairly recently, it is deemed of critical importance that these function units are consolidated as a matter of highest priority.* This would involve both induction and capacity development of newly-appointed incumbents that clarifies their roles and responsibilities and enables them to perform these. In addition they need to be provided with support in the form of budgets, infrastructure and support staff
- Within the context of institutional development, and with particular reference to the massive growth in student numbers since 2008, *it is imperative that a systematic process of college consolidation be instituted.* This should include investing in management and staff development and, most importantly, instituting deliberate measures towards creating a culture of reassurance and support or, as one campus manager put it, 'To make people feel at ease and for them to know that support is available on tap as and when needed'
- Obtaining and retaining appropriately qualified staff is a significant challenge faced by West Coast College. *Staff recruitment, induction and development need to be a continuing area of focus for the college and a strategy needs to be developed on how to retain skills in key function areas.*
- The college needs a continuous *focus on building a strong culture of teaching and learning in the college,* particularly, amongst lecturers who are central to the way students approach their studies and behave



- Whilst significant progress in respect of *systems development* has been occurring in the last year to a greater or lesser extent across all function areas (with financial management leading the way), the college still has a long way to go before optimal levels of development and performance are reached. *Policy development and implementation*, in particular formalising of processes and procedures, would appear to represent the aspects most critically in need of attention. Furthermore, *systems remain too person-centred*, a fact which promotes institutional vulnerability. Additional staffing needs and capacity development (together with policy development, as noted above) need to be addressed as a matter of urgency
- The '*distance factor*' needs to be '*problem-solved*' in view of the its increasingly profound impact on institutional resources, with particular reference to the increase in (un-budgeted) expenditure regarding transport and accommodation for students scattered throughout the region serviced by the college
- An *integrated marketing approach and strategy* need to be put in place to ensure initiatives target all stakeholders and role players on a sustained basis. *Partnership-building with business and industry* should become a priority focus (as opposed to the exclusive recruitment-focus of the past) particularly in view of the college's commitment to increased learnership up-take
- *Practical training* exposure of students reportedly is not up to industry standards and needs to be addressed in an integrated, consultative way
- *Enrolment targets* need to be aligned with *infrastructure and human resource capacity* of the delivery sites in the future, as current '*over-intakes*' are impacting adversely on the quality of teaching and learning. (At most sites lecturers feel college management is not totally in touch with over-crowded classroom realities)
- *Entrepreneurship development* and support should be actively incorporated in college provisioning, given the rural character of the region and demand for small business
- *Sustained guidance and support to the SRC* should be provided by management and student support services in order to improve the effectiveness of this structure and thereby ensure that developmental interventions do not go to waste
- *Exit-level support* for students should be prioritised in the current developments around the formalising of support programmes and systems, with particular reference to job placement, graduate tracking and articulation with higher education (many students have expressed the wish or intention to pursue the further study option when leaving the college). A significant increase in demand in these areas of support is anticipated with the first NC(V) Level 4 students exiting the college at the end of the year



# 1. Research participants

## Central Office Management

Ms Osma Jooste-Mokghethi	CEO
Mr Luvuyo Ngubelanga	Deputy CEO: Education and Training (Academic Affairs)
Ms Evalancia Jones	Deputy CEO: Administration
Mr Henry Mouton	Chief Financial Officer
Ms Nomathemba Nkila	Senior Manager: Academic Affairs
(Ms Elizma Philander <sup>9</sup> )	(HoD: Business Studies)
(Mr Ben Ritter <sup>10</sup> )	(HoD: Engineering)
Ms Colleen Knecht	Student Support Services Coordinator
Mr Wesley Kelly	Human Resources Coordinator
Ms Ouchilla Januarie	Marketing Coordinator
Mr Oubaas Du Toit	Linkages and Programmes Unit/ Learnership Coordinator
Ms Stephanie Maarman	Administrative and Coltec Coordinator

## Atlantis Campus

Name	Role
Ms N Khedama	Campus Manager
Mr Gillfillian	HoD Business Studies
Mrs Nel	HoD Engineering Dept
Name	Courses / subjects teaching
Mr De Wee	Maths Literacy
Mrs Prinsloo	Life Orientation
Mr Mankopan	Entrepreneurship
Ms Matsika	Maths Literacy
Ms B Peters	General Management Level 3
Ms C Fortuin	Office Administration Level 3
Mr Onke Layiti	General Management Level 3
Ms T Guma	Office Administration Level 3
Mr J Marthinus	Fitting and Turning Level 3

<sup>9</sup> Based at Malmesbury Campus

<sup>10</sup> Based at Vredenburg Campus

### Citrusdal Campus

Name	Role
Raymond Lingard	Campus manager (Has been 6 weeks at the campus, but at college since 2002 – at Vredenburg in engineering)
Kathleen Beukes	Senior lecturer (2 years at Citrusdal campus)
Johan Englebrect	Quality manager (for college) (9 years at the college: campus manager at Citrusdal in 2008 – was campus manager at Vredendal before appointment as quality manager)

Name	Courses / subjects teaching
Arina Catherina Burger	Business Practice Level 2, 3 and 4 and English Level 2
Louis Jacobus Oosthuizen	Automotive Level 2 and Level 3, Drawing Level 2, and Technology Level 2
Nicolaas Christiaan Swartbooi	Mathematical Literacy Level 2, Level 3 and Level 4
Sinthea Swartz	Entrepreneurship Level 2, Project Management Level 3, New Venture Creation Level 4, and Office Practice N4
Anneline Esau	Life Orientation Level 2, Level 3 and Level 4

Mr Piet Dars	NC(V) Level 4
Ms Anelda West	N4 Office Practice
Mr Christofer Lefleur	NC(V) Engineering and related design Level 2
Ms Grace Melane (SRC)	NC(V) Office Administration Level 2
Mr Cornelius Swarts (SRC)	NC(V) Engineering Level 3
Mr Wendell van der Merwe	NC(V) Electrical Level 2
Ms Mellony Smith	NC(V) Office Administration Level 3
Mr Shaun Nel	NC(V) Engineering Level 3

### Malmesbury Campus

Name	Role
Ms Therjiwe Mdoko	Campus Manager
Ms Elizma Philander	HoD: Business Studies

Name	Courses / subjects teaching
Ms Marlene Spies	Education and Development, Life Orientation and Computer Literacy
Ms Amanda De Jager	Mathematics Literacy
Mr Heinrich Van Harte	English and Business Practice
Kholiswa Ndubane	Entrepreneurship – Project Management and Client Services
Elsje Truter	English, Business Practice, Art and Science of Teaching

Ms Andrea Koopman	NC(V) Hospitality Level 3
Ms Angie von Solomons	NC(V) Hospitality Level 3
Mr Rickus Bernardo	NC(V) Office Administration Level 3
Mr Denver Wilskut	NC(V) Office Administration Level 3
Ms Henrietta Stevens	NC(V) Office Administration Level 3
Ms Bridgit Junies	NC(V) Office Administration Level 3

### Vredenburg Campus

Name	Role
Ms Selie de Villiers	Campus Manager
(Mr Ben Ritter – see above)	(HoD: Engineering)
Mr George Cloete	Senior Lecturer
Name	Courses / subjects teaching
Ms Dreinette Van Niekerk	Office Administration (NC(V))
Ms Josephine Laubser	Fundamentals – Engineering (NC(V))
Ms Lucille Hein	Office Administration (NATED) and Simulation
Ms Belinda Van Loggerenberg	Education and Development and Mathematics Literacy (NC(V)) and NATED
Mr Michael Smit	Fabrication
Mr Barry Lotze	Electrical
Ms Angela Walters	NC(V) Office Administration Level 4
Mr Anthony Van Rooyen	NC(V) Office Administration Level 3
Ms Tammy Fortuin	Education and Development Level 2

### Vredendal Campus

Name	Role
Esna Barnard	Campus manager (At campus 11 years, 4 <sup>th</sup> year as campus manager)
Rogan Pedro	Senior lecturer (Started at campus in 2005, mathematics as subject)
Name	Courses / subjects teaching
Petrus J. du Plessis	Electrical: E.S.C Level 2, 3 and 4, E.C.D. Level 3 and Level 4

11 Due to time constraints students from the engineering campus were not interviewed

Liesel Estelle Paarrang	Life Orientation Level 2-4, Computer Practice N4, N6
Mike Kruger	Motor Level 2, Level 3, Level 4, Engineering System Level 2
Lisbe de Waal	Hospitality Level 3, Level 3, Level 4: Food Preparation and Hospitality Generics
Mary van Rooyen	Office Practice Level 2, Level 3 and Level 4, and Life Orientation Level 2
Rene Widdows	Maths Level 2, Engineering Fundamentals Level 2, Electronic Control Level 2
Chrizeida Makekella	Business assistant N4
Celesty Kosango	Hospitality Level 4
Wihan van Wyk	NC(V) Office Admin
Jo-Ann van Wyk	NC(V) Office Admin
Wilfred Strauss	Hospitality Level 3
Rozaine Grace	Electrical Level 4
Michael Cupida	Electrical Level 4
Jasper Dreyer	Motor Level 3

## 2. Glossary

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ASGISA - Accelerated and Shared Growth Initiative

BEE - Black Empowerment Employee

CETA - Construction Sector and Training Authority

DoE - Department of Education

DoL - Department of Labour

DoL - Department of Labour

EMIS - Education Management and Information System

FET - Further Education and Training

JIPSA - Joint Initiative on Priority Skills Acquisition

M&E - Monitoring and Evaluation

NACWC - National Access Consortium of the Western Cape

NC(V) - National Certificate (Vocational)

PDE - Provincial Department of Education

SAQA - South African Qualifications Authority

WCC - West Coast College

WCED - Western Cape Education Department

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