



# higher education & training

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Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**

## Flavius Mareka TVET College Annual Report 2016



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## ABBREVIATIONS AND ACRONYMS

APP	Annual Performance Plan
CET Act	Continuing Education and Training Act
COS	Centre of Specialisation
DHET	Department of Higher Education and Training
E&A	Examination and Assessment
M&E	Monitoring and Evaluation
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
NCV	National Certificate Vocational
NSFAS	National Student Financial Aid Scheme
OPS Plan	Operational Plan
PSET	Post-School Education and Training
SETA	Sector Education and Training Authority
SO	Strategic Objective
TVET	Technical and Vocational Education and Training

## **PART A: GENERAL OVERVIEW**

## 1. MESSAGE FROM THE COUNCIL CHAIRPERSON

Title: Council Chairperson **Mr N.L Masoka**

Signature:

Date:

## **2. OVERVIEW BY THE ACCOUNTING OFFICER**

2016 was, distinctively, a very successful year by all accounts in the history of Flavius Mareka TVET College and in its students' academic pursuits. This is attributable to important achievements which were realized in various fields including students' attendance to classes and thereby complying with the 80% attendance policy, intensive and extensive training which was given to staff to enhance performance in their varied areas of responsibilities, excellence in managing college finances and managing finances of the newly instituted Community Colleges in the Free State, effective student and staff support with counselling activities and testing for HIV and AIDS, and continuously improving governance and management activities of the college. Lastly, and most importantly, there were notable achievements in the NC (V), Trimester and Semester examinations results.

### **TRAINING OF OFFICIALS AND STAFF**

The management of this college considers continuous training of staff very seriously. It believes that staff should be trained on an on-going basis in order to improve its effectiveness in various functions of its responsibilities. Different types of trainings, which were included in the human resource development plan of the college in the main, were offered. They include Performance Management, Learning Support Systems, Professional skills for Secretaries, Accounts Receivable, Monitoring and Coaching, Coltech basic user training, Coltech Dashboard, Advance Excel Dashboard and Supply Chain Management. Principals' discussions with TVET Branch of the Department of Higher Education and Training also concluded that Campus Managers' training should be included for effective management of campuses. This was done and proved to be quite helpful as envisaged. A total number of seventy-three (73) officials were trained. Twenty-five (25) of this number is females and forty-eight (48) are males. The college has a firm belief that these trainings have increased the confidence of the college officials substantially so that they can increasingly perform their functions with respectable levels of proficiency, effectiveness and efficiency.

### **ENROLMENT OF STUDENTS FOR 2016**

Flavius Mareka TVET College continues to grow steadily each year. One of the yardsticks for this contention is the students' head counts and FTEs the college is able to register every year. In 2015 a total of 11,129 head counts were registered. This figure increased in 2016. 11,534 head counts were achieved. In the like manner, the FTEs were increased. 3,899.39 FTEs were registered in 2015. In 2016 the number was increased to 4,104.07. This is a commendable performance. This growth could have increased even more based on the scores of potential students who were returned because of various reasons such as limited funding, limited number of posts on account of the sixty-three per cent threshold (63%) to which colleges have to adhere to and limited fit-for-purpose infrastructure.

## **MARKETING**

The Marketing section played a significant role in attracting potential applicants for various programmes offered by the college. A comprehensive marketing plan, which included advertising, sales promotion, personal selling and internal marketing among others, was implemented. Increased numbers, some of which came from other countries and municipalities outside Fezile Dabi, were realized as a result.

The Programmes Qualification Mix (PQM) of the college also contributed in attracting students from various places including those indicated. Many of the learnership programmes offered are NQF aligned. This enhances the PQM of the college.

## **BURSARIES AND THEIR DISBURSEMENT**

Flavius Mareka TVET College is enrolling students who come from poor socio-economic backgrounds in the main. As a result, many of the prospective students are not able to pay for their tuition. They can hardly access education and training unless some financial assistance is made available. Since The National Students Financial Aid Scheme (NSFAS) was made available, students apply for bursaries in order to address this challenge. Applications for funds cover tuition, transport and accommodation so that they can further their studies and acquire skills and knowledge needed for their careers. Many of those who applied and qualified in 2016 were indeed assisted like in the previous years. The total allocation received was R21 277 000.00. This was for 4,188 applicants. 3,798 of this number were Report 191 students, while 390 were those enrolled in the NC (V) programmes.

## **PLACEMENT OF STUDENTS**

### **PLACEMENT OF REPORT 191 STUDENTS**

A total of eighty-three (83) Report 191 students were placed last year. Of this number, sixty-eight (68) were females and fifteen (15) were males. Attempts are made, on a daily basis, to find assistance for funding those students who could not have placed themselves. They need stipends for transport among other things to help them go through their experiential training. By and large, challenges experienced are still many. Business and industry are still not co-operating as much as they are expected to because they are not compelled by any piece of legislation. Municipalities in the Fezile Dabi District are also not prepared to work with colleges regarding placement of students. Much of what is achieved largely depends on voluntary mutual understanding between the college and different organizations.

## **PARTNERHIPS**

### **2016 PARTNERSHIPS IN LEARNERSHIPS AND SKILLS PROGRAMMES**

In 2016 the college continued to establish partnerships for learnership training under the auspices of its Partnerships and Business Unit (PBU). Those which were engaged with the college in this endeavour include UIF, ETDP SETA, NARYSEC, CHIETA SETA, Water Academy, Mashau Salphina, and Free Tribe to mention but a few. A total number of six hundred and eighty-five (685) students were registered in 2016. Sadly, thirty-one (31) of this number dropped out for various reasons. Two hundred and nineteen (219) of the learnership students were successfully placed in various work places during the same year. Moqhaka Municipality agreed to place forty-nine (49) Water and Waste Water Reticulation Management Processes students who were finally certificated. Twenty-seven (27) Electrical Engineering students were placed with Mashau Salphina in Benoni and were finally certificated. SASOL placed sixty (60) Chemops students, while Moqhaka Municipality managed to place eighteen (18) Electrical Engineering Studies students.

Building and construction learnership students were placed with different construction companies such as: Rebsa, which took in sixteen (16) of them, Omega placed eleven (11), White Leopard took ten (10), Mfundo Thuto placed ten (10), Mkhulu Properties agreed to place twelve (12), Chemops students will be placed in 2018 according to plan. Those in the following programmes did not have to be placed: The End User programme funded by ETDP SETA programme and Assistant Welder sponsored by AECI. Hundred and eighty-five (185) of the six hundred and eighty-five (685) enrolled students were not placed during the same year, while twenty-seven (27) dropped out.

Many of the Learnership Programmes offered are aligned with The National Qualifications Framework (NQF). This gives students an edge over those who are enrolled in the mainstream programmes. They are readily placed with business and industry which subsequently give them preference when employment opportunities are available. They are also more likely to fit in the articulation agreement with various universities.

### **2016 UNIVERSITY PARTNERSHIP PROGRAMME (UPP)**

Flavius Mareka TVET College and UFS have had this partnership for sixteen years, following negotiations which were completed in 2000. The programme came to be known as University Preparation Programme (UPP). In 2017 partners agreed to change and offer higher education courses which include: Economics Science in which eleven (11) students have been enrolled; Economics and Management Sciences (BAdmin and BCom) with ten (10) students and Humanities in which thirty-six

(36) have been registered. Fifty-seven (57) students in all are registered in this new agreement of University Access Programmes (UAP).

Different numbers of students had always been enrolled prior to 2016 in the University Preparation Programme (UPP). During the year under review a total of sixty-one (61) was enrolled. Forty-two (42) of the same were females, while nineteen (19) were males.

## **STUDENT SERVICES AND SUPPORT**

The Student Services and Support is a significant wing of students and staffs' academic life and social welfare at the college. It has always dutifully organized and ensured that HIV and AIDS testing and counselling are done per campus. During the year under review, seven hundred and forty-five (745) students went through this process at the Sasolburg Campus. At Mphohadi and Kroonstad Campuses three hundred and twenty nine (329) and four hundred and fifty one (451) students were respectively afforded the same services. A total of hundred and thirty-two (132) students and nineteen (19) college officials were counselled.

## **PERFORMANCE IN EXAMINATIONS**

The teaching in the classrooms and the support leveraged from other sections of the college like Student Support and Services enabled students in particular, to cope with vicissitudes of life and to perform well in their examinations. There are, however, some cases in which their results dropped slightly. In 2015, NCV students obtained 61% on the average. In 2016 they dropped by 15% and obtained 46%. Report 191 Semester students achieved an average of 77% in 2015. In 2016 the result was 87%. Semester 2 performance was 79% in 2015 and in 2016 it was 75%. Trimester 1 students obtained an average of 45% in 2015. In 2016 they attained 53%. In trimester 2 examinations, performance was 51% in 2015 and in 2016 it rose to 52%, and lastly trimester 3 students obtained an average of 40% in 2015, while in 2016 they managed to score a 47% average.

Certification rate also increased notably. In Report 191 engineering studies there were ninety-eight (98) students, while Business studies had six hundred and fifteen (615). Engineering studies National Diploma graduates were forty-one (41) and for Business Studies National Diploma there were hundred and twenty-six (126) graduates. These achievements vindicated the co-operation which existed between the Executive Committee of the Academic Board, the Academic Board itself and the management of the college in their attempts to improve access to the college by students with success.

## **GOVERNANCE AND MANAGEMENT**

For the past six (6) years this college was able to get unqualified audit reports. During the year under review the feat was repeated for the seventh (7th) year running. Evidently, the college largely complied with policies related to supply chain, finance, human resources and many others in order to maintain good governance and management of its affairs. This is an achievement, that not only the College Council and Management are happy, but even the Department of Higher Education and Training as well.

Many thanks/Khotso

Title: Accounting Officer: **Mr T.S Letho**

Signature:

Date:

### 3. STATEMENT OF RESPONSIBILITY AND CONFIRMATION OF ACCURACY

To the best of my knowledge and belief, I confirm the following:

1. All information and amounts disclosed throughout the annual report are consistent.
2. The annual report has been prepared in accordance with the guidelines issued by the Department of Higher Education and Training.
3. The annual financial statements have been prepared in accordance with the relevant standards, frameworks and guidelines issued by National Treasury.
4. The accounting officer, i.e. the principal, is responsible for the preparation of the annual financial statements and for the judgements made in this document.
5. The accounting officer, i.e. the principal, is responsible for establishing and implementing a system of internal control that has been designed to provide reasonable assurance as to the integrity and reliability of the performance information, the human resources information and the annual financial statements.
6. The Auditor-General and/or external auditors express an independent opinion on the annual financial statements.

In my opinion, the annual report fairly reflects the operations, the performance information, the human resources information and the financial affairs of **Flavius Mareka TVET College** for the financial year ended **2015/2016**

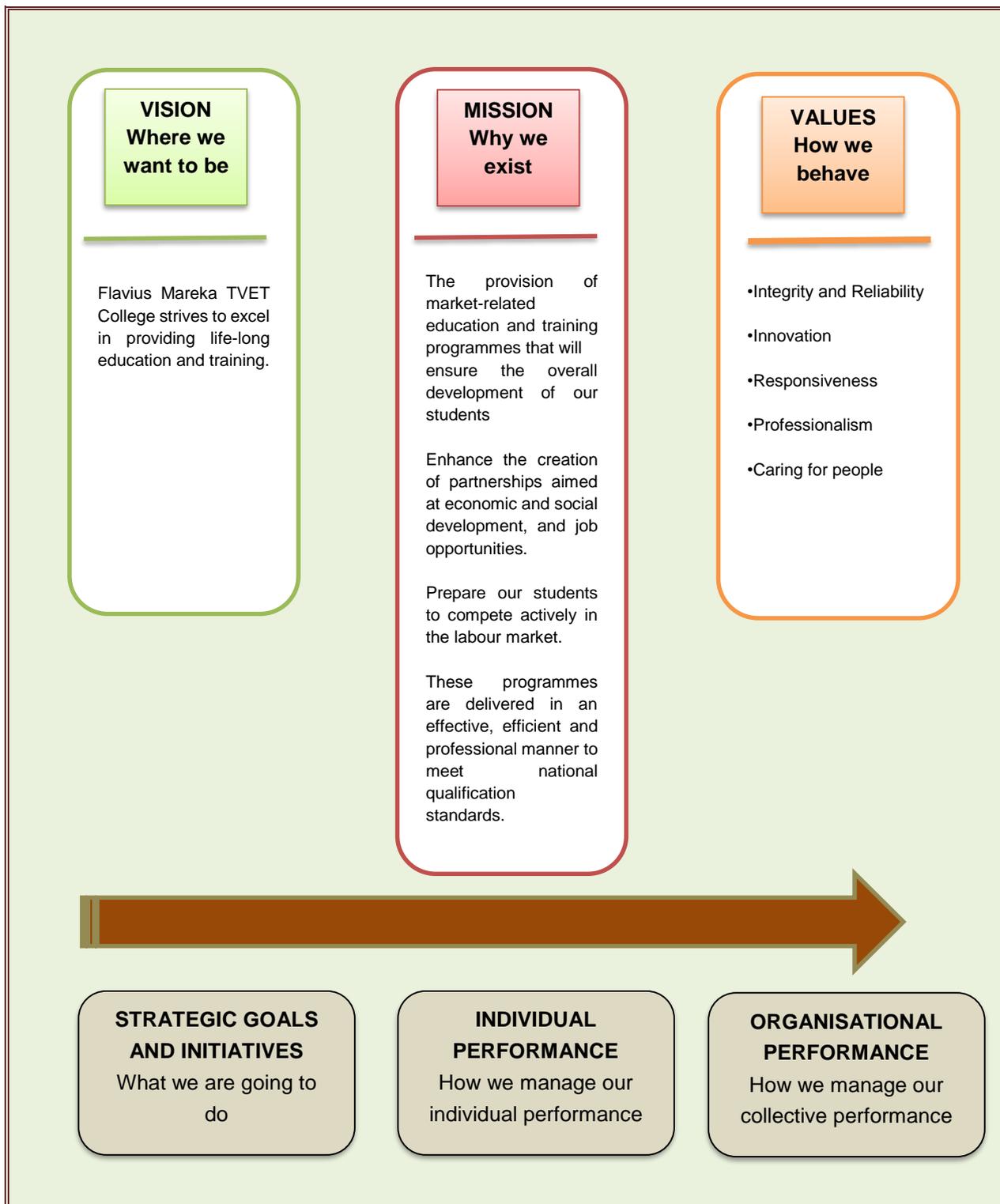
Title: Accounting Officer **Mr T.S Letho**

Signature:

Date:

## 4. STRATEGIC OVERVIEW

### 4.1 Vision, Mission and Value Statements



## 4.2 Strategic Objectives

Insert the strategic objectives of the college as reflected in its 2015/16 - 2019/20 strategic plan.

**Strategic Objective 1: To provide technical and vocational education and training services by increasing quality and success in terms of the academic achievement of students.**

- The college aims to achieve 70% success rate in all Vocational and Report 191 programmes
- More skilled students entering the labour market
- The college will be regarded as a centre of excellence and become an institution of first choice

**Strategic Objective 2: To provide technical and vocational education and training capacity by having adequate infrastructure and systems in place to increase access and provide effective services to students.**

- Utilise modern equipment fit for purpose in workshop, practicum rooms, classrooms and computer labs.
- Introduction of E-learning
- Improved teaching and learning systems will result in higher pass rates and subsequently more new students will have access to the college.

**Strategic Objective 3: To develop partnerships and maintain good stakeholder relations in support of increasing the number of students who are adequately prepared to enter the labour market or further and higher learning opportunities.**

- Fully staffed Placement Unit will be able to establish partnerships with industry and host employers.
- Review and continuous implementation of policies and procedures for placement of students.
- Placement of 80% of students who have completed N6 for internships.
- 100% placement of exit level students for Work Based Exposure.
- Through WBE and effective monitoring of placed students at well-established partners in the labour market the students of Flavius Mareka will be adequately prepared.
- Students should be able to articulate to higher learning opportunities as a result of improved performance.
- Introduce more vocational programmes in corporation with industries.
- Continuous offering of University Bridging programmes.

**Strategic Objective 4: To ensure continuous business excellence in terms of good corporate governance, inclusive of effectual management of resources (human resource, finances and funding and infrastructure and/or facilities) as well as information and data reporting.**

- Full implementation and adherence to the ISO quality standards will enhance good governance and managerial practices.
- Adhere to the GRAP financial practices
- Continuous Human Resource development will ensure effective service delivery and adherence to latest practices.
- Sourcing of more learnership will improve the financial viability of the college.
- Continuous cross referencing of data to increase its reliability and validity.

**Strategic Objective 5: To monitor and evaluate all college processes in terms of the *TVET College Monitoring and Evaluation Framework* and report quarterly on college performance in this regard.**

- Continuous monitoring and evaluation of college processes will minimise and improve risks and will enable the college pro-actively respond to threats and opportunities identified.
- Improved compliance to policies and procedures will lead to good governance and managerial practices.
- Increased effectiveness and efficiency of college service provision in response to the needs of the community.

## 5. LEGISLATIVE AND OTHER MANDATES

### 5.1 Legislative Framework

TVET COLLEGE STRATEGIC OBJECTIVES	
<b>Strategic Objective 1</b>	To provide quality technical and vocational education and training services and increase academic achievement and success of students.
<b>Objective Statement</b>	To improve quality of technical and vocational education and training provision through the development of teaching and learning support plans, inclusive of appropriate student support.
<b>Baseline</b>	0
<b>Justification</b>	To ensure that lecturers and students receive the support necessary for lecturers to function optimally and students to perform optimally in technical and vocational programmes. To ensure improvement in student success in programmes offered at the college as well as student progression (measured in terms of pass rates).
<b>Links</b>	Linked to NDP, MTSF and White Paper on PSET
<b>Strategic Objective 2</b>	To have adequate infrastructure and systems in place to increase access and provide effective services to students.
<b>Objective Statement</b>	To ensure institutional capacity and efficiency in terms of the provision of access and support services to students.
<b>Baseline</b>	Verified headcount student enrolment 2014 Audited number of college infrastructure and facilities Reported percentage utilisation of college infrastructure and facilities
<b>Justification</b>	To increase the number of skilled youth by expanding access to education and training opportunities while ensuring provision of effective services to students.
<b>Links</b>	Linked to NDP, MTSF and White Paper on PSET
<b>Strategic Objective 3</b>	To develop partnerships and maintain good stakeholder relations to increase the number of students who are adequately prepared to enter the labour market or further and higher learning opportunities.
<b>Objective Statement</b>	To increase the number of students who are able to access formal or self-employment and/or further and higher education and training opportunities.

	To provide work placement opportunities for lecturing staff in order to improve quality of teaching and learning.
<b>Baseline</b>	Partnerships (inclusive of memoranda of agreement or understanding and/or contracts) established in 2014 Number of students and lecturing staff placed for WBE and WIL.
<b>Justification</b>	To ensure students are adequately prepared and supported to access formal or self-employment and/or further and higher learning opportunities.
<b>Links</b>	Linked to NDP, MTSF and White Paper on PSET
<b>Strategic Objective 4</b>	To ensure continuous business excellence in terms of good corporate governance and effectual management of all college resources as well as information and data reporting.
<b>Objective Statement</b>	To govern and steer the college to function optimally and take appropriate action where deficiencies are detected.
<b>Baseline</b>	Percentage compliance to governance standards
<b>Justification</b>	To ensure the college is efficiently governed and managed within the applicable acts, policy and regulatory frameworks and standards relevant thereto so that it functions optimally.
<b>Links</b>	Linked to NDP, MTSF and White Paper on PSET
<b>Strategic Objective 5</b>	To monitor and evaluate all college processes in terms of the <i>TVET College Monitoring and Evaluation Framework</i> and report quarterly on college performance in this regard.
<b>Objective Statement</b>	To monitor and report on college systemic efficiency so that appropriate action is taken where deficiencies are detected.
<b>Baseline</b>	As reported in quarterly M&E reports in 2014
<b>Justification</b>	To ensure monitoring and evaluation of college processes and plans are conducted and regularly reported on.
<b>Links</b>	Linked to NDP, MTSF and White Paper on PSET

## 5.2 Expected Outcomes

### 5.2.1 Sub-Outcome 2 Targets

The following systemic targets relating to sub-outcome 2 of Outcome 5 of the 2014-2019 MTSF will be monitored and reported by the college.

***Sub-outcome 2: Increase access and success in programmes leading to intermediate and high level learning.***

No	OUTCOME INDICATOR	2019/20 NATIONAL TARGET	TVET COLLEGE TARGET	TIMEFRAME FOR REPORTING PROGRESS
1.	Headcount enrolments (n)	1 238 000	25 000	Throughout as per enrolment cycle
2.	Certification rates in TVET qualifications (%)	NC(V) L4: 65% N3: 65% N6: 65%	NC(V) L4: 65% N3: 65% N6: 65%	Annually
3.	Compliance with national policy of college examination centre/s conducting national examinations and assessments (%)	100%	100%	Annually
4.	Throughput rate (%)	10%	74%	Annually
5.	Students accommodated in public TVET college accommodation (n)	-	-	Annually
6.	Qualifying TVET students obtaining financial assistance (n)	200 000	3300	Annually
7.	Funded NC (V) L4 students obtaining qualification within stipulated time (%)	10%	62%	Annually
8.	Compliance to governance standards (%)	100%	100%	Annually

No	OUTCOME INDICATOR	2019/20 NATIONAL TARGET	TVET COLLEGE TARGET	TIMEFRAME FOR REPORTING PROGRESS
9.	TVET lecturers placed in workplaces for specified periods (n)		40	Annually
10.	TVET students placed in workplaces/industry for specified periods for work exposure, experiential learning and/or certification purposes (n)		690	Annually
11.	TVET students enrolled in foundation programmes (n)		1000	Annually
12.	Success rate in foundation programme (%)	50%	55%	Annually
13.	Established centre/s of specialisation (n)		3	

### 5.2.2 Sub-Outcome 4 Targets

The following systemic target relating to sub-outcome 4 of Outcome 5 of the 2014-2019 MTSF will be monitored and reported by the college.

**Sub-outcome 4:** *Increase access to occupationally-directed programmes in needed areas and thereby expand the availability of intermediate level skills with a special focus on artisan skills.*

No	Outcome Indicator	2019/20 National Target	TVET College Target	Timeframe for Reporting Progress
1.	Students completing artisan-related programmes (n)	24 000 qualified artisans	104	Annually

In terms of Sections 25(3) and 25(4) of the Continuing Education and Training (CET) Colleges Act, No 16 of 2006 (as amended), public technical and vocational education and training (TVET) colleges are required to produce annual financial reports and to comply with any reasonable additional reporting requirement established by the Minister. Moreover, Section 44 of the Act

requires colleges to annually report to the Minister in respect of its performance and its use of available resources.

In addition, these pieces of legislation govern and steer the college in terms of achievement of its strategic and performance objectives.

## **1. LEGISLATIVE AND POLICY MANDATES**

The *Constitution of the Republic of South Africa* (Section 29(1) - (4)) provides for the right of basic and further education to everyone in the official language of their choice, provided equity, redress and practicability are taken into account. In addition, the *Continuing Education and Training (CET) Colleges Act (No 16 of 2006)* provides for the regulation of continuing and further education and training through the establishment, governance and funding of public technical and vocational education and training (TVET) colleges and the promotion of quality in continuing and further education and training.

Further sets of legislation that impact on the TVET colleges sector and its strategic and national imperatives are listed below:

- *National Qualifications Framework (NQF) Act (No 67 of 2008);*
- *Higher Education (HE) Act (No 101 of 1997);*
- *Skills Development Act (No 97 of 1998);*
- *Skills Development Levies Act (no 9 of 1999); and*
- *General and Further Education and Training Quality Assurance Act (No 58 of 2001).*

In addition, the *White Paper for Post-School Education and Training* mandates delivery and strategic priorities in the TVET colleges sector. Other policy mandates include:

- *National Trade Testing Regulations;*
- *SETA Grant Regulations;*
- *National Skills Development Strategy;*
- *Public TVET College Attendance and Punctuality Policy; and*
- *Policy on the Conduct of National Examinations and Assessment.*
- *Greening TVET Colleges Initiative in South Africa*

## **5.2 Annual Cycle of Reporting**

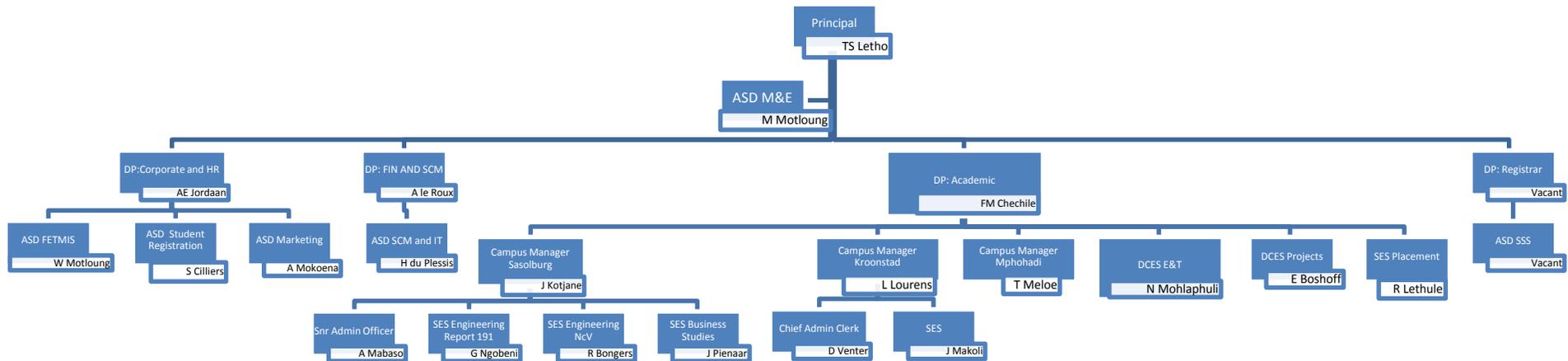
The final annual reports of the TVET colleges must be submitted to the Department on the **last day of September the following year**. These reports, referred to in Sections 25 and 44 of the CET Colleges Act, must include:

- a report on the overall management and governance of the college;

- a report on its overall performance and use of available resources;
- duly audited annual financial statements; and
- any additional information required by the Minister in terms of the Act.

## 6. HIGH-LEVEL ORGANISATIONAL STRUCTURE

Flavius Mareka TVET College Organizational Structure (managerial levels)



Total number of lecturing staff:	123
Total number of support staff:	102
Senior Managers:	04
Total staff establishment:	229



**PART B: PERFORMANCE INFORMATION**

# 1. COLLEGE PERFORMANCE AND ORGANISATIONAL ENVIRONMENT

## 1.1 Performance Environment

Flavius Mareka TVET College is based in the Fezile Dabi District which consists of Metsimaholo, Moqhaka, Ngwathe and Mafube Local Municipalities. It has three 3) campuses; namely:

- ✚ Sasolburg Campus
- ✚ Kroonstad Campus that is located 126 km from Central Office
- ✚ Mphohadi campus that is located 133 km from Central Office

It also has The Central Office located within The Sasolburg Campus.

The number of hostels in the college: The College has two hostels which are situated at Kroonstad campus. These facilities are nonetheless not readily usable. One has had sewage overflows for more than three years now. The challenge was reported to the municipality so that the place could be made habitable. It appears that Moqhaka Municipality does not have capacity to solve sewage challenges occurring in that area. On account of this the college concluded that it would not accommodate students in that hostel until the municipality has overcome the challenges of sewage overflows and leakages which were continuing since 2012.

The other hostel has always been rented out as part of activities to generate funds. When the need for the college to accommodate students arose, it became clear that even that other hostel could not be readily used for that purpose. There were refurbishments which would have to be done first and considerations of employing additional staff to man the place before students could be housed. These were challenges which arose as additional to underfunding experienced and which affect the college budget negatively. The fact that the college is above the 63% threshold in terms of its staff complement also led to the inability to employ additional staff even as it is losing some of them for various reasons. The culmination of these circumstances made it difficult for the college to expand both its accessibility.

- **Challenges of the local economy**

Commodity prices which are continuously dropping globally pose a serious threat to the economy of Fezile Dabi District. The closing down of some industries and businesses and the concomitant loss of jobs loom large. The dropping in crude oil prices and subsequent restructuring in chemical industries also exacerbate unemployment rates in the local community. Lack of skilled labour force in the chemical and mechanical engineering fields of study impacts negatively on the local economy because skilled labour has to be imported.

Although there are two relatively big towns (Sasolburg and Kroonstad) in the catchment area of the College, communities that are served are mostly rural. There is a need for the development of sustainable local businesses in these communities.

Lack of skills and the high rate of unemployment amongst youth are some of the challenges currently endemic. As a result of this, Flavius Mareka TVET College had to adjust its mode of delivery by taking education and training to the people.

The programme mix of the College currently comprises Skills and Learnership programmes. The following Report 191 programmes are offered: Human Resources Management, Business Management, Marketing Management, Management Assistance, Educare, Electrical Engineering, Mechanical Engineering, and Chemical Process Control. Engineering, Instrument Engineering and NC (V) Programmes offered are as follow: Office Administration, Generic Management, Civil and Engineering Construction, Engineering and Related Design, Process and Plant Operation and Electrical Infrastructure Construction

There were no programmes to be introduced or phased out in the 2016 academic year. This is due to the fact that currently physical and human resources facilities are fully utilised. In some cases, they have been overstretched by enrolling more students than they could accommodate. This has led to strategies of offering tuition in the afternoons and in the evening at Sasolburg Engineering Campus in particular. Where classrooms can accommodate forty five (45) students at a time, the same number is again accommodated in the evening classes. In the same way, the lecturers who manned the morning classes are again contracted for the evening sessions. This practice started in 2014. It continued into 2015 and 2016. As a result, more numbers of students were enrolled than classes could actually take at a time.

It should therefore be understood that if the college could keep the same number of staff it had since 2013 it would be better positioned to increase enrollment numbers in 2016. If the number of staff is reduced, for whichever reason, as was the case since January 2015, it would be difficult to enroll the current numbers of student. It would also be difficult to increase them in 2016 and the subsequent years in spite of the fact that it would have evening classes to accommodate them.

The college has also had to buy six movable classes for the Sasolburg Engineering Campus because of increased number of students in 2014 and 2015. This was the only alternative for the college to respond to needs as they arose. Classes bought had the capacity of taking thirty (30) and or forty (40) students each. These are fractions of the total number enrolled for the year 2014

and 2015. Further increments of students in 2016 and beyond will require additional movable classes and staff, unless plans of scaling down are drawn and implemented.

The college is prepared for this, provided that permission is granted by The Department of Higher Education and Training to employ additional staff, additional classes are built and funding is not cut like it is currently. These will be determining factors for increased enrollment targets for 2017 and beyond.

The main economic and skills drivers in the College catchment area are:

- ✚ **Industry needs for artisans and technicians** in various Engineering fields (Chemical Engineering; Electrical Engineering; Welding; Civil Engineering). Main industry role players include, inter alia, SASOL, OMNIA and SAFRIPOL in the Sasolburg area and Voorspoed diamond mine in the Kroonstad area.
- ✚ **SIPS projects** of the Free State Provincial Government

In order to respond to skills' needs identified, the College is offering training in various Engineering fields and has also embarked on a partnership with SASOL and CHIETA - Seta to offer programmes that combine Report 191 N1 – N3 Engineering subjects with industry-related NQF subjects.

The college has partnerships with the following SETAs, government departments, industries and post-school institutions:

- CHIETA for funding of Industry Project and placement of ERD students for WIL.
- ETDP SETA for offering of End User Computing NQF level 3 for disabled learners and school teachers as well as Early Childhood Development NQF Level 5 for teachers.
- Bank SETA for funding of the Accounting for Technicians qualification.
- Foodbev SETA for bursaries and funding for placement of students.
- MerSETA for the funding of welding skills for disabled learners.
- Department of Labour and municipalities for a Building and Civil Construction NQF level 3 learnership as part of the Labour Activation Programme (LAP)
- Department of Health for placement of students
- Department of Education for placement of students
- Department of Correctional Service for the placement of students
- Sasol Group Services (PTY) Ltd for the offering of industry related theoretical training.
- Central University of Technology for offering of University Preparation Programme.
- UK for the offering of the Accounting for Technicians qualification
- How the college responds to advancement of self-employment.

- Johan Slabbert Special Needs School for training of learners with disabilities in welding skills.
- Kroonstad High School for use of Welding workshop for training of welding skills.
- Old-age Home and Church for offering Home Based Care.

## 1.2 Organisational Environment

### 1.2.1 SWOT ANALYSIS

	<b>STRENGTHS</b>	<b>WEAKNESSES</b>	
<b>Geographical location</b>	<ul style="list-style-type: none"> <li>• Two campuses are located within the industrial hub of Vaal Triangle.</li> <li>• Subject matter experts.</li> <li>• Numerous partnerships</li> <li>• Relatively good management of resources (HR, Finance, SCM, data reporting and campus management).</li> <li>• Good implementation of bursary policy and guidelines including a functional bursary committee.</li> <li>• Innovative programme implementation linked to industry needs.</li> <li>• Optimal usage available for</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient infrastructure to counteract load shedding.</li> <li>• 55% of lecturing staff without teacher's qualification.</li> <li>• Not enough students meet bursary requirements.</li> <li>• Low student success rate in some fields of study.</li> <li>• Limited opportunity in infrastructure to increase access.</li> <li>• Insufficient number of WBE opportunities for students.</li> <li>• Non-compliance of and reliability of data to support student attendance.</li> <li>• Support evidence and specific tool to use for monitoring lecturer attendance.</li> </ul>	<b>College Response</b>
<b>Service area</b>			<b>PQM</b>
<b>Campuses</b>			<b>Capacity</b>
<b>Distances</b>			<b>Student success rates</b>
<b>Political and social environment</b>			<b>Culture of teaching and learning</b>
<b>Quality</b>			<b>Student well-being</b>
<b>Success</b>			<b>Funding</b>
<b>Access &amp; Expansion</b>			<b>Staff</b>
<b>Local economic drivers and challenges</b>			<b>Infrastructure</b>
<b>Technological environment</b>			<b>Bursaries</b>
<b>Partnerships and linkages with stakeholders</b>			<b>WIL</b>
<b>Government</b>	<b>Achievement of strategic targets</b>		
<b>Industry</b>			

<p><b>Employers SETAs</b></p> <p><b>Target markets</b></p> <p><b>Environmental Factors, e.g. renewable energy, green skills</b></p> <p><b>Union activities</b></p> <p><b>Business excellence</b></p>	<p>technology in teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Inadequate academic student support services.</li> <li>• Absence of strategy and inadequate evidence of recycling.</li> <li>• Insufficient provision of technology for teaching and learning.</li> </ul>	<p><b>Student unrest</b></p>
	<p><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>• National implementation of 80% class attendance strengthened the student attendance rate.</li> <li>• Council committees constituted and functional</li> </ul>	<p><b>THREATS</b></p> <ul style="list-style-type: none"> <li>• Industrial unrest affects student attendance.</li> <li>• Drop in commodity prices impacts on local industries.</li> <li>• Late release of results.</li> <li>• Students are not proficient in Language and Mathematics.</li> <li>• Underfunding of college</li> <li>• Vacant funded posts on college staff establishment.</li> <li>• Outdated Report 191 programmes.</li> </ul>	

## 2. PERFORMANCE REPORTING

### 2.1 Significant Achievements during the 2016 Academic Year

Narrative section on significant performance in terms of the strategic objectives and annual performance targets

- The college obtained 87% pass rate in Business Studies.
- Building of state of art computer labs
- Establishment of two international partnerships, Canterbury for offering of ISP (International Skills Programme) and Northern Regional College for LEP (Leadership Exchange Programme)
- The college was awarded two centres of Specialization; Electrical in Sasolburg and Plumbing in Kroonstad.
- Introduction of Civil Engineering N4-N6 in Kroonstad.

### 2.2 Annual Performance Achievements

Use the table below to report on achievement of annual performance targets.

STRATEGIC OBJECTIVES	PERFORMANCE INDICATORS	TVET COLLEGE 2016 PLANNED TARGET	TVET COLLEGE 2016 ACHIEVEMENT	EXPLANATORY REMARKS
SO 1 To provide quality technical and vocational education and training services and increase academic	Appropriate teaching and learning support plan developed and implemented (n)	1	1	<b>Set target met</b>
	Appropriate student support plan developed and implemented (n)	1	1	<b>Set target met</b>
	Improved certification rates in: NC(V) L4 N3 &	61%	36%	<b>The student unrest contributed to target not achieved</b>

STRATEGIC OBJECTIVES	PERFORMANCE INDICATORS	TVET COLLEGE 2016 PLANNED TARGET	TVET COLLEGE 2016 ACHIEVEMENT	EXPLANATORY REMARKS
achievement and success of students	N6 (%)	57%	26%	
	Throughput rate (%)	57%	48%	
	Funded NC (V) L4 students obtaining qualification within stipulated time (%)	53%	0	
	TVET students enrolled in foundation or bridging programmes (n)	42%	40%	
	Students completing artisan-related programmes (n)	-	-	
	Established centre/s of specialisation (COS) (n)	-	-	
<b>SO2</b> To have adequate infrastructure	Headcount enrolment (n)	17000	<b>11955</b>	<b>Infrastructure inadequate to accommodate planned target.</b>

STRATEGIC OBJECTIVES	PERFORMANCE INDICATORS	TVET COLLEGE 2016 PLANNED TARGET	TVET COLLEGE 2016 ACHIEVEMENT	EXPLANATORY REMARKS
and systems in place to increase access and provide effective services to students	Students accommodated in college accommodation (n)	-	-	
	Qualifying students obtaining financial assistance (n)	3300	4134	More students applied and qualified for NSFAS bursaries than projected. Due to 80% class attendance, most students performed well in their final examination and this led to a high number of students qualifying for bursary. EDU Care student apply in advance for the next levels and are given bursary applications as well.
<b>SO3</b> To develop partnerships and maintain good stakeholder	Beneficial and functional college partnerships (n)	10	10	Set target was met.

STRATEGIC OBJECTIVES	PERFORMANCE INDICATORS	TVET COLLEGE 2016 PLANNED TARGET	TVET COLLEGE 2016 ACHIEVEMENT	EXPLANATORY REMARKS
relations to increase the number of students who are adequately prepared to enter the labour market or further and higher learning opportunities	TVET lecturers placed in workplaces for specified periods (n)	25	14	Employers are reluctant to host Lecturers in the HRM & Finance fields due to confidentiality of their information. There are also no host employers in Kroonstad area due to lack of Industries in that area.
	TVET students placed in workplaces/industry for specified periods for work exposure, experiential learning and/or certification purposes (n)	376	182	30 Students were placed with Sasol for CHEMops Programme. There is a challenge regarding the Engineering related workplaces. It is therefore recommended that more partnerships should be formed. In formal programmes hundred and fifty two (152) learners were placed. This can be improvement as our major partner is Department of Basic Education. More funding for stipends can also assist improvements. Further engagements with business and industry are also necessary.

STRATEGIC OBJECTIVES	PERFORMANCE INDICATORS	TVET COLLEGE 2016 PLANNED TARGET	TVET COLLEGE 2016 ACHIEVEMENT	EXPLANATORY REMARKS
<b>SO4</b> To ensure continuous business excellence in terms of good corporate governance and effectual management of all college resources as well as information and data reporting	Compliance to governance standards (%)	100%	86%	<p>Council had two vacant posts (donor &amp; legal expert). This was addressed and the vacancy was filled on the 9<sup>th</sup> November 2016. The vacancy for the individual with legal background remained empty. Audit risk Committee was unable to sit as required. There were no reports submitted to Council from this Committee. Council didn't receive any reports from The Academic Board as well although the committee was available. Finance Committee of Council was not reporting some of the developments made in meetings, Planning Committee did not also report some of the issues raised with it to Council, official minutes of Council were not released in time to inform the college about decisions made, Council spend more than its allocated budget, There were obvious misunderstandings between Council and Management on various issues. Revision of The College Statute was still to be done.</p>

STRATEGIC OBJECTIVES	PERFORMANCE INDICATORS	TVET COLLEGE 2016 PLANNED TARGET	TVET COLLEGE 2016 ACHIEVEMENT	EXPLANATORY REMARKS
	Compliance to policies and regulations applicable to the TVET College sector (%)	100%	100%	Set target was met.
	Obtaining unqualified audits or assessments (n)	1	1	Set target was met.
	Compliance with national policy of college examination centres conducting examinations and assessments (%)	100%	100%	Set target was met.
<b>SO5</b> To monitor and evaluate all college processes in terms of the	Accurate M&E quarterly reports submitted (n)	4	4	Set target was met.

STRATEGIC OBJECTIVES	PERFORMANCE INDICATORS	TVET COLLEGE 2016 PLANNED TARGET	TVET COLLEGE 2016 ACHIEVEMENT	EXPLANATORY REMARKS
framework for TVET college performance and report quarterly in this regard				

### 2.3 College Achievement in terms of Expected Outcomes

Use the table below to report on achievement of sub-outcomes 2 and 4 targets.

No	Outcome Indicator	2016/17 Planned National Target	TVET College 2016 Planned Target	TVET College 2016 Achievement	Explanatory Remarks
14.	Headcount enrolments (n)	829 000	17000	11955	Infrastructure was inadequate to accommodate planned target.
15.	Certification rates in TVET qualifications (%)	NC(V) L4: 40% N3: 65% N6: 45%	NC(V) L4: 61% N3: 57% N6: 57%	36% 26% 48%	The students' unrest contributed to the non-achievement of the target.
16.	Compliance with national policy of college	100%	100%	100%	Set target was met

No	Outcome Indicator	2016/17 Planned National Target	TVET College 2016 Planned Target	TVET College 2016 Achievement	Explanatory Remarks
	examination centre/s conducting national examinations and assessments (%)				
17.	Throughput rate (%)		53%	0	Experienced challenges with Coltech system.
18.	Students accommodated in public TVET college accommodation (n)		-	-	
19.	Qualifying TVET students obtaining financial assistance (n)	<b>200 000</b>	3300	4134	More students applied and qualified for NSFAS bursaries than projected. Due to 80% class attendance, most students performed well in their final examinations. This led to a high number of students qualifying for bursary. EDU Care students apply in advance and were given bursary application forms in advance.

No	Outcome Indicator	2016/17 Planned National Target	TVET College 2016 Planned Target	TVET College 2016 Achievement	Explanatory Remarks
20.	Funded NC (V) L4 students obtaining qualification within stipulated time (%)	15%	42%	40%	The students' unrest contributed to the non-achievement of the target.
21.	Compliance to governance standards (%)	100%	100%	86%	Council had two vacant posts (donor & legal expert). This was addressed and the vacancy was filled on the 9 <sup>th</sup> November 2016. The vacancy for the individual with legal background remained empty. Audit risk Committee was unable to sit as required. There were no reports submitted to Council from this Committee. Council didn't receive any reports from The Academic Board as well although the committee was available. Finance Committee of Council was not reporting some of the developments made in meetings, Planning Committee did not also report some of the issues raised with it to Council, official minutes of Council were not released in time to inform the college about decisions made, Council spend more than its allocated budget, confusion and misunderstandings between Council and

No	Outcome Indicator	2016/17 Planned National Target	TVET College 2016 Planned Target	TVET College 2016 Achievement	Explanatory Remarks
					Management on various issues. Revision of The College Statute was still to be done.
22.	TVET lecturers placed in workplaces for specified periods (n)		25	14	Employers are reluctant to host Lecturers in the HRM & Finance fields due to confidentiality of their information. There are also no host employers in Kroonstad area due to lack of Industries in that area.
23.	TVET students placed in workplaces/industry for specified periods for work exposure, experiential learning and/or certification purposes (n)		376	182	30 Students were placed with Sasol for CHEMops Programme. There is a challenge regarding the Engineering related workplaces. It is therefore recommended that more partnerships should be formed. In formal programmes hundred and fifty two (152) learners were placed. This can be improvement as our major partner is Department of Basic Education. More funding for stipends can also assist improvements. Further engagements with business and industry is also necessary

No	Outcome Indicator	2016/17 Planned National Target	TVET College 2016 Planned Target	TVET College 2016 Achievement	Explanatory Remarks
24.	Students completing artisan-related programmes (n)		0	0	Reporting will be done in 2018.

## **2.4 Strategy to deal with underperformance**

Narrative section on dealing with underperformance in terms of the strategic objectives and annual performance targets

Reasonable targets need to be set by the College where it proves difficult to achieve the set objectives and targets. The College has to establish more partnerships with Industries in order to create opportunities for the placement of lecturers. This should include SMME's, other Government departments and the Local Municipalities within the College's catchment areas. The College has to create a platform for engagement with Businesses around the catchment. Increasingly this will lead to a situation where better understanding and appreciation of what the college offers will be achieved.

The ideal objective to be achieved is that employers within the catchment areas should see the College as the feeder for their Labour needs and should be able to influence programmes offered by the College. All the organisations which are doing business with the College should be encouraged to accommodate the college lectures.

## **PART C: GOVERNANCE**

The following are members of the College Council:

	<b>NAME</b>	<b>POSITION</b>	<b>DATE OF APPOINTMENT</b>	<b>STATUS</b>	<b>POSTAL ADDRESS</b>	<b>E-MAIL ADDRESS</b>	<b>PHONE NUMBERS</b>
<b>1</b>	Mr LN Masoka	Chairperson of Council	14/10/2013	Independent Council member	P.O Box 564 KROONSTAD.	nakanalmasoka@gmail.com	Cell: 0823603435 Tel: Fax (016) 2121033
<b>2</b>	Mr C Mabaso	Deputy Chairperson and Chairperson of Conditions of service committee	14/10/2013	Independent Council member	17 President Steyn Street Vanderbijlpark 1911	calvinm2@icloud.com	Cell: 0711976855 Tel: (016) 9506895 Fax:(016) 0866594232
<b>3</b>	Me. F Chechile	Secretary of Council		Non-independent Council member	24 Kiepersol Ave FOCHVILLE 1914	florencec@fmfet.net	Cell: 0724687841 Tel: 016-9760829 Fax: 016-9731618
<b>4</b>	Mr S Simelane	Chairperson: Finance and Audit Committee	14/10/2013	Independent Council member	P.O Box 4630 Dainfern North 2174	siyakhula@xspconsulting.co.za	Cell: 0823941828 Tel: Fax: 0866666286
<b>5</b>	Mr TS Letho	Principal		Non-independent Council member	Flavius Mareka TVET College Private Bag X2009 SASOLBURG 1947	director@fmfet.net	Cell: 072 193 7694 Tel: 016-976 0815 Fax: 016-9763485 Fax: 0866592125
<b>6.</b>	Mr P Dikotsi	Member	11/09/2014	Independent Council member	05 Oldfield Street Willows Bloemfontein 9301	rp.naptosa@hotmail.com	Cell: 0827886810 Tel:056-2121039 Fax: 056-2121033
<b>7.</b>	Mr M Makheka	Academic Staff Representative		Non-independent Council member	B7 Kollege Park Harry Smith Street Sasolburg 1947	makheka@yahoo.com	Cell: 083 4664 101 Tel: 016 976 0829 Fax: 016 973 2522

8.	Ms. L Tshongwe	Member (newly elected Secretary of Council)	14/10/2013	Independent Council member	5 Candlewood Sasolburg 1947	<a href="mailto:lindiwe.tshongwe@gmail.com">lindiwe.tshongwe@gmail.com</a>	Cell: 0795119379 Tel: (016) 9768300 Fax:
9.	Ms. L Mooki (previously Filda)	Ministerial appointee	11/09/2014	Independent Council member		<a href="mailto:joyfilda@gmail.gov.za">joyfilda@gmail.gov.za</a>	Cell: 0793439852 Tel: Fax:
10.	Dr. I Zwane	Ministerial appointee	06/05/2014	Independent Council member	P.O Box 1166 Sasolburg 1914	<a href="mailto:lvor.zwane@sasol.com">lvor.zwane@sasol.com</a>	Cell: Tel:(016) 9607334 Fax: (011) 5222818
11.	Mr. A Mokebe	Representative of non-teaching staff		Non-independent Council member	P.O Box X22 Kroonstad 9500	<a href="mailto:aupam@fmfet.net">aupam@fmfet.net</a>	Cell: 078912037 Tel: (056) 2125157 Fax (056)212 7815
12.	Mr M Mtimkulu <b>(Deceased: 01/04/2016)</b>	Member	24/11/2015	Independent Council member		<a href="mailto:bax2@vodamail.co.za">bax2@vodamail.co.za</a>	Cell: 0762559087 Tel: Fax:
13.	Mr J Maseko	Member	24/11/2015	Independent Council member		<a href="mailto:johannes@vut.ac.za">johannes@vut.ac.za</a>	Cell: 0734857651 Tel: Fax:
14.	NDIVHUWO MABLANE	SRC Members				<a href="mailto:src@fmfet.net">src@fmfet.net</a>	Cell: 078 438 0457 Tel: Fax:
15.	MOLEBOHENG MOKAEANE	SRC Members				<a href="mailto:src@fmfet.net">src@fmfet.net</a>	Cell: 073 763 5999 Tel: Fax:

## FLAVIUS MAREKA TVET COLLEGE

### Council Meetings held in 2016: 4

Dates: 26/04/2016; 27/05/2016; 07/10/2016 & 05/2016

### Council EXCO Meetings held in 2016: 7

Dates: 01/02/2016; 17/03/2016; 19/04/2016; 19/07/2016; 07/09/2016; 31/10/2016 & 09/12/2016

### 2016 COUNCIL RESOLUTIONS

<b>Agenda point</b>	<b>Decisions taken</b>	<b>Responsible Person</b>	<b>Time Frame</b>
Human Resource Circular No 17 of 2015 and Implementation of Labour Relations Act No 66 of 1995, (As Amended)	All 45 employees who qualify who qualify for permanent post to be appointed and converted to permanent position.	Principal	01 April 2016
	All future appointments will be permanent with an exclusion of projects posts, learnership posts and all those that the advert stipulates to be on a fixed contract.	Principal	
	8 employees do not qualify as they do not meet minimum requirements. These employees will be given a chance, for a period of 24 (Twenty-four months) to complete their studies		Starting from January 2017 to December 2018
	In future employees to be appointed on permanent positions, with an exclusion of project posts, learners	Principal	
	All affected employees with immediate effect be informed of this resolution and the management in terms of in terms of internal processes must then implement this resolution	Principal	

Declaration of interest Policy	Policy noted and approved Members were then requested to sign and submit signed forms	All	27 May 2016
Year Planner	All members encouraged to adhere to the Council Year Planner including attendance to Council Committees	Council	On going
Replacement of Council Members	Legal specialist has passed on: to be head hunted  Dr Zwane no longer attending Council Meeting: to advertised  Donor: head hunt	Principal Mr Mabaso  DHET  Mr Masoka Principal	Next meeting
Audit Action Plan	Matters of concerns as raised by Auditors should be submitted to Council, including: <ul style="list-style-type: none"> <li>➤ Audit Action Plan</li> <li>➤ Remedial Action by management or response from management</li> <li>➤ Progress made in addressing the Audit queries</li> </ul> The above will be used as the monitoring tool by Council in addressing queries raised by Auditor  There are queries as well on the Council sitting and its role  Audit Committee not meeting as it's supposed to as it plays critical role in addressing matters of concerns raised by Auditors	Management          Audit Committee	Quarterly          Quarterly

Letter from SRC	Letter noted: Matters raised on the letter were seeking clarity on the SRC Constitution. SRC Members were advised to go back and finalise their Constitution then present it to Council.	SRC	Next meeting
Academic Board Composition	Chairperson: Principal Deputy Chairperson : DO Academic HODs Senior Lecturers Lecturers SRC Council Members (1) Campus manager Education and Training Officer	Principal	

Presentation and Approval of Strategic Plan 2017	Council made inputs on the draft Strategic Plan and agreed to meet before the final submission of the Strategic Plan as Performance Indicators on (Part B: Strategic Objectives and Planned Performance) were not yet finalised by the Administration.	Council	
College Statute Review	Council resolved that the College Statute should be reviewed	Secretary Me Chechile Mr Makheka	
2.3 Official International Trips	Council approved Official International Trips for purposes of sharing best practices and learning on how abroad Colleges attract learners on Skills Development Training and introducing new Skills Development Training that will attract labour market.	Principal	

Roll out Plan of the Business Unit	Final presentation on the Roll out Plan of the Business Unit to be presented in the next Council meeting for consideration and adoption	Principal	
2017 Budget	Fincom Chairperson indicated that all issues raised from the previous Council Meeting were discussed and clarified at the Finance Committee Meeting	Council	
Approval of Fraud Prevention Plan Policy	Policy referred back to Audit and Risk Committee to process it first before it could be approved by Council	Mr Simelane	
Approval of Risk Management Strategy Policy	Referred back to Audit and Risk Committee to process it first before it can be approved by Council	Mr Simelane	
Bursary: Rules and Guidelines 2016 and 2017	Council noted Bursary rules and guidelines  Conditions of employment committee: tasked to develop Bursary Policy	Council  Mr Mabaso	Before March 2017
Delegation of Authority	Deferred back to finance Committee and Planning and Resource Committee	Mr Simelane Mr Dikotsi	Next Council Meeting
Writing off of Irrecoverable Students Debts (2012 and 2013)	Deferred till Council incorporate DHET draft Bad Debts Policy with Debt Management Policy	Finance Committee	Next Council meeting
Finance Committee Supply Chain Management Policy	Noted and approved	Council	
Unauthorised, Irregular, Fruitless and Wasteful Expenditure	Noted and approved  Noted and approved	Council	

Control of Gifts, Donations and Sponsorship Policy	Noted and approved	Council	
Accounting Records Policy	Noted and approved	Council	
Asset Management Policy	Noted and approved	Council	
Bank Reconciliation Policy	Noted and approved	Council	
Borrowing Policy	Noted and approved		
Credit and Garage Card Policy	Noted and approved		
Creditors Management Policy	Noted and approved		
Fleet Management Policy	Noted and approved		
Tuition fee Policy	Noted and approved		
Payroll Administration Policy			
Subsistence and Travel Policy			
Cash Management Policy			
Petty Cash Policy			
Fixed term contracts	This matter to be dealt with by the Conditions of Employment Committee and report back to Council	Mr Mabaso	Next Council Meeting
Construction of ICT Centre	Members of Council visited the ICT Centre to view the construction work, with the purpose of better understanding progress which has been made on this project. Council raised concerns on how it has been informed about this project, as it only came to Council attention during the budget processes. No formal report from Planning and Resources Committee informing Council of the Construction work.		

	<p>Council resolved:          Planning and Resources Committee Chairperson and Finance Committee Chairperson to meet and look at the preliminary report.          Report back to Council if there are matters that will need Council's attention.</p> <p>Planning and Resources Chairperson to sit in the project steering committee</p> <p>Progress report to be submitted on quarterly basis</p>	<p>Principal          Mr. Simelane          Mr. Dikotsi</p>	<p>Next Council          meeting</p>
<p>Corporate Central Office</p>	<p>In principle Council, has agreed to purchase the property</p> <p>Adhoc-committee was established. They've held two meetings and looked at technicalities of buying this property which included pricing; evaluation and negotiating with the Land Lord.</p> <p>Council approved recommendations of the Adhoc-committee</p> <ul style="list-style-type: none"> <li>• Purchase price R5 000 000</li> <li>• Once the legal agreement is signed, R1 500 000 will be paid as a deposit to the landlord.</li> <li>• Outstanding balance of R3 500 000 will be paid over a period of three (3) years including 15% interest per annum</li> <li>• As the above was viewed as a loan, Council agreed on:</li> <li>• Writing a letter to the Minister of Higher Education and request DHET to top up and assist the College to purchase this property or alternatively to get the Minister's concurrence of the Council's action.</li> </ul>	<p>Council</p>	

# 1. COLLEGE PERFORMANCE IN TERMS OF STRATEGIC OBJECTIVES:

## COMMUNITIES SERVED BY THE COLLEGE.

Flavius Mareka TVET College is situated within Fezile Dabi District. It therefore essentially serves the populace of this district, first and foremost, in various ways. In addition to providing technical and vocational education and training to individuals who come from communities within this district, various work places where students are placed are also served in different ways. While the quest is to provide placed students with tangible work experiences, organisations where students are placed get assisted with additional manpower which is involved in the provision of various services and productive endeavours offered by organisations in which they are placed. The table below indicates sections of the communities that were directly served by the college with students which have been placed within those organisations

2016 REPORT 191 STUDENTS placed within different organizations						
Total No Placed: 83						
Females: 68						
Males : 15						
Start	End	No placed	Host Employer	Funder	No of Females	No of Males
Nov 15	May 17	51	Schools, DOE, businesses	FoodBev	43	8
April 2016	Sept 17	6	SABC	MICT SETA	6	0
April 2016	Sept 17	10	Various workplaces & Flavius Mareka	INSETA	6	4
June 2016	Dec 2017	16	Various workplaces	MICT SETA & Premier's office	13	3
Total		83			68	15

The college also provides various facilities for recreational purposes to different clubs within communities in its neighbourhood. Netball, Soccer, rugby, squash and tennis fields are available to those who are ready to contribute membership fees and utilize them. Currently soccer teams from the location at Sasolburg, government departments, SASOL and other local industries and business use the fields throughout the year. Clearly an important contribution towards promoting good health is provided.

The college campuses' halls are also made available to gatherings convened by various groupings for different purposes as long as activities they engage in are for the good course. For instance; local churches do request, and are permitted, to utilise them for special activities they want to pursue. Industries and businesses are also allowed to hold some of their special activities like workshops and exhibitions in the college facilities.

Lately the understanding to offer after hours' tuition to both industry and businesses' employees has been concluded. This is for purposes of upgrading and improving their knowledge which presumably will enhance their performance in

their jobs. Enrolment in programmes such as mathematics, science, computer practice, ICDL and communication were made. Prospects of attracting more individuals from around the government and private departments for the same reason indicated are increasing. Data collected and analysed by the Marketing section of the college does indicate that inquiries on the possibility of enrolling in various courses are increasing in number.

Currently these are ways and means in which the college serves the communities within which campuses are situated.

## **2. RISK MANAGEMENT: NO ACTIVITIES WERE IN PLACE FOR 2016 REPORTING PURPOSE.**

### **3. REPORTS BY COMMITTEES OF COUNCIL**

#### **3.1 Audit Committee Report**

##### **1. Introduction**

The Audit Committee performs its duties in accordance with its approved Charter by the Council. The terms of reference are set out in the Audit Committee Charter, which is approved by Council and it's continuously reviewed and updated for changes in legislation, business circumstances, and corporate governance practices. The Audit Committee confirms that, it has complied with its statutory obligations and has discharged its duties in accordance with the Charter.

The role of the Committee is defined in its charter and cover amongst others the following: -

- To assist Council in discharging its duties relating to the accounting policies, safeguarding of assets, the operation of adequate systems of financial control, recording and reporting, and the preparation of financial statements in compliance with the applicable legal requirements and accounting standards;
- Provide an oversight role on the development and implementation of the entity-wide- financial risk management;
- To approve the annual audit plans proposed by the both internal and external auditors and ensure coordination between their audit activities;
- To conduct annual reviews of the Committee's work and terms of reference and make recommendations to Council to ensure that, the Committee operates effectively;
- To recommend the appointment or termination of the Chief Audit Executive; and
- To pre-approve any proposed agreement with the external auditors for the provision of non-audit service to the College.

## 2. Composition and Meetings

1. S.Simelane	College Council member	Chairperson
2. L Tshongwe	College Council member	Member
3. Me Mooki	College Council member	Member

None of the above members are officials of the College. All the members of the Committee are independent, with no interests in the management or conduct of the business of the College.

For the period under review, the Committee held three meetings as follows;

<b>No.</b>	<b>Type of meeting</b>	<b>Date held</b>
1 <sup>st</sup>	Ordinary Audit Committee Meeting	30 MAY 2016
2 <sup>nd</sup>	Ordinary Audit Committee Meeting	18 AUGUST 2016
3 <sup>rd</sup>	Ordinary Audit Committee meeting	30 NOVEMBER 2016

The Principal, Chief Financial Officer, Chief Audit Executive, and other key executive members are required to attend the meetings of the Committee.

## 3. Summary of the Main Activities undertaken by the Audit Committee during the year

In line with the MFMA and the King III report on Corporate Governance South Africa, the Audit Committee executed the following activities during the year: -

### 3.1 Internal Audit

- Considered the adequacy of resources and effectiveness of the Internal Audit Function, which included the approval of the annual operational and three –year rolling internal audit plan;
- Approved Internal Audit’s terms of reference for the year;
- Reviewed the reports from Internal Audit related to the work performed as per approved annual plan relating to the adequacy and effectiveness of the organization’s internal control environment, systems, and process together with the adequacy and appropriateness of the related management’s corrective action plan(s);

### 3.2 External Audit

- Reviewed and approved the audit plan of the external auditor, with specific reference to the proposed audit scope, approach, and audit fees;
- Considered with management the quality and effectiveness of the external audit process, areas of concern and the improvement plans being developed to mitigate identified risks;
- Recommended for the approval of Audited Financial Statements by Council;

- Reviewed the significant accounting practices, judgements and estimates adopted by the organisation in the application of Generally Recognized Accounting Practices (GRAP), and found those to be appropriate;
- Reviewed the significant accounting policies adopted by the organisation and all proposed changes in accounting policies and practices, and recommended any changes considered appropriate in terms GRAP to Council for approval;
- Received and reviewed reports from the external auditor concerning the effectiveness of the organisation's internal control environment, systems, and process;
- Reviewed the adequacy and appropriateness of Management's Representation Letter and recommended it to Council for approval; and
- Ensure that, there is a process for the Audit Committee to be informed of any reportable irregularities (as identified in the Audit Profession Act) identified and reported by the external auditor.

## **6. Other Matters**

- Reviewed reports from management regarding the going-concern ability of the organisation and recommended to Council that, the organisation continue to adopt the going-concern basis in preparation of the annual financial statements;
- Provided oversight to Council in discharging its duties relating to the organisation's systems of internal control, risk management, compliance, and Information and Communication Technology (ICT) governance;
- Reviewed and monitored the organisation's compliance with applicable legislation and regulations, including without limitations, the MFMA, VAT Act, and Treasury Regulations through the reports of both Internal and External auditors;
- Reviewed management's reports on items of fruitless and wasteful and irregular expenditure as well as losses through criminal conduct;
- Completed the annual Audit Committee Self-assessment survey and reviewed the results thereof; and
- Ensured that, an integrated assurance model is developed and implemented in the following financial year to provide a coordinated approach to all assurance activities.

## **7. Annual Evaluation of the Control Environment by the Committee**

As required by the MFMA and King III, the Audit Committee has performed annual assessment and evaluation of the organisation's systems of internal controls together with the effectiveness of the finance function, including the competency of the Chief Finance Officer, the results are presented below: -

## **7.1 The effectiveness of internal control environment**

The system of controls is designed to provide cost effective assurance that assets are safeguarded and that, liabilities and working capital are efficiently managed.

In line with the MFMA and the King III Report on Corporate Governance requirements, Internal Audit provides the Audit Committee and management with assurance that the internal controls are appropriate and effective. This is achieved by means of the risk management process, as well as the identification of corrective actions and suggested enhancements to the controls and processes.

## **7.2 Evaluation of the annual financial statements**

The Audit Committee concur with and accept the Auditor – General of South Africa's reports the annual financial statement, and are of the opinion that the audited annual financial statements should be accepted and read together with the report of the Auditor- General of South Africa. Instead the Committee has noted the financial statements.

## **8. Risk Management**

Flavius Mareka TVET is currently outsourcing the service providers for Internal Audit and Risk Management related matters. UBAC was the outsourced service providers contracted for 12 months during 2015/16 financial year and MNB Chartered accountants were outsourced for 12 months' period 2016/2017.

## **Conclusion**

This report is submitted to Council for consideration. Our recommendations are meant to assist with the improvement of control environment and internal controls in general. Council is urged to support the implementation of the Audit Committee recommendations by management. Our role is to advise Council and not prescribe what needs to be done, given the above it is therefore, important for Council to support the recommendations made by the Audit Committee.

## 3.2 FINANCE COMMITTEE

### 1. Introduction

The Finance Committee performs its duties in accordance with its approved Charter by the Council.

The terms of reference are set out in the Finance Committee Charter, which is approved by Council and it's continuously reviewed and updated for changes in legislation, business circumstances, and corporate governance practices. The Finance Committee confirms that, it has complied with its statutory obligations and has discharged its duties in accordance with the Charter.

The role of the Committee is defined in its charter and cover amongst others the following:

- To monitor the implementation of the DAF that has been prescribed by the DHET;
- To take overall responsibility for the **review** of the appropriateness and applicability of **financial policies and DAF** and recommend suitable changes to Exco/Council.;
- To **oversee and approve College budget** submissions, deviations and quarterly revisions and ensure that the outputs to be delivered are specific and consistent with the desired outcomes;
- To recommend to Exco/Council, and ensure that the necessary steps are taken to instigate any financial related **investigations into financial misconduct or maladministration**, when College policy processes to report these matters have not been followed by management. The provisions of S46 of the CET Act need to be followed in this regard;
- To **ensure** that an **appropriate management information system** is established to provide prompt and accurate financial information; and
- To consider the **quarterly financial reports** generated by the Deputy Principal: Finance and ensure that the monthly reports are of an acceptable standard and adequately reflect any shortfalls or under-collections in budgeted income (as this may impact on the College's ability to deliver services) as well as any overspending (as this may result in unauthorised expenditure). The quarterly report must also project revenue and expenditure for the remainder of the year, and show any remedial action proposed by the Deputy Principal- Finance (where necessary).
- To review and recommend to Exco/Council **any capital projects**, prior to commitment, and to monitor and report on the progress thereon
- To review and recommend to Exco/Council any sale or **disposal of moveable assets** proposed by management above the delegation of the Accounting Officer

- To consider and recommend to Exco/Council the **write-off of all bad debts** or settlement or abandoning of legal actions to recover amounts due to the College
- To consider **all financial matters** relating to the College's relationship with the **Department, NSFAS** and any other government organ and make appropriate recommendations to Exco/Council, if necessary

## 2. Composition of the Committee

1. S.Simelane	College Council member	Chairperson
2. L Tshongwe	College Council member	Member
3. Me Mooki	College Council member	Member
3. Mr Maseko	College Council member	Member

None of the above members are officials of the College. All the members of the Committee are independent, with no interests in the management or conduct of the business of the College.

For the period under review, the Committee held 4 meetings as follows;

No.	Type of meeting	Date held
1 <sup>st</sup>	Finance Committee	9 June 2016
2 <sup>nd</sup>	Finance Committee	18 Aug 2016
3 <sup>rd</sup>	Finance Committee	2 Nov 2016
4 <sup>th</sup>	Finance Committee	2 Dec 2016

The Principal, Chief Financial Officer, Chief Audit Executive, and other key executive members are required to attend the meetings of the Committee.

### Conclusion

Our role is to advise Council and not prescribe to it what needs to be done, given the above it is therefore, important for Council to support the recommendations made by the Finance Committee. The Committee achieved its objectives for the year under review.

### **3.3 CONDITIONS OF EMPLOYMENT COMMITTEE**

The College Council Conditions of Employment and Services Committee had four meetings in Financial Year 2016. The Committee in conjunction with the College Council approved and implemented Labour Relations Act Amended with specific reference to Fixed Term Contracts. All employees who were on Fixed-Term Contracts were converted to permanent employment except employees employed on projects, learnerships and foreigners. The Committee (COE) also attended King III Training and its effects on Corporate Governance. Additionally, the committee in conjunction with Council approved the training interventions for Lecturers without teaching qualifications. The Committee further reviewed policies and recommended policies to the Council for Approval. The Committee was also active in the selection and interviewing processes of staff for promotion post and adopted a committee charter.

### **3.4 PLANNING AND RESOURCE COMMITTEE**

#### **PURPOSE**

The purpose of this report is to:

Give an indication of the planned activities of the committee, for year 2016

Give a brief description of what transpired from the activities/meetings

To site challenges

To make recommendations for consideration

#### **BACKGROUND**

This report covers the period from the time new Chairperson was elected, and without citing every meeting, covers the issues that came up from discussions. The greater part of the last part/half of 2016 was mainly saturated with discussions around the functions of the Committee, drawing of and adoption of committee Charter, and the Strategic Plan of the institution.

#### **MEMBERS OF THE COMMITTEE:**

- Mr. Dikotsi (Chairperson)
- Me Motloung (Secretary)
- Mr. Letho

- Mr. Tema
- Mr. Meloe
- Mr. Makheka
- Mr. Kotjane
- Me Chechile
- Me Singh
- Me Le Roux
- Me Lourens
- Dr Mohlala

### **MEETINGS Dates**

Scheduled meetings that took place

26 July 2016

24 August 2016

13 September 2016

7 December 2016

### **Meetings were very productive, and the following came out:**

- Drafting and completion/adoption of the year plan, for the remaining part of 2016.
- The appointment of Secretary, not only for minutes, convening of meeting, but effective running of committee, and correct record keeping of all related correspondence. Ms. Motloug, from the M & E section, was then elected.
- Thorough look into the functions of the Committee, in terms of what was then, a draft committee Charter, and the application of such, in carrying out some activities of the Committee.
- For the point above, the Committee drew a management plan, specifically reflecting the roll out plan of the Strategic Plan drafting.
- A lot of time was spent on the Strategic Plan document, which ultimately was realized as a complete document, in line with the provided guidance/guidelines. This was also made possible, by the PLANCO attendance of the National workshop/meeting, on the drafting of Strategic Plans by TVET colleges.
- In an attempt to boost performance and capacity, the Committee also adopted the Deputy Principals, and Campus Managers. (a proposal that would be contained in the finalized charter, for Council adoption)

## **CHALLENGES**

- Although at the time Secretary was elected, the immediate and understandable agreement made, was that, the Secretary /Secretariat, be empowered through training or workshop, this was not achieved. No exact factors were cited, leaving the cause of this challenge, to lack of decision implementation.
- The Secretary has her own work in her section, which sometimes, and most of times, consumes a lot of her working time. This makes our preparation for meetings, especially documents, very difficult.
- The recording has not been 100% accurate during meetings, although the Secretary always submits for inputs. The absence of recording device, for such serious business, is a problem
- Slow understanding of how some sections of the College, interact or related to PLANCO

## **RECOMMENDATIONS**

That, as soon as possible, the Secretary and Chairperson, be capacitance through a workshop or training, on minute taking, and the relationship between M & E section and PLANCO

### **4. ACADEMIC BOARD REPORT**

#### ***THE ACADEMIC BOARD'S ACHIEVEMENTS IN 2016***

#### **ESTABLISHMENT OF THE ACADEMIC BOARD**

The Academic Board was constituted according to The College Statute. As expected, therefore, its composition included:

- The principal who is also the chairperson of the board
- The vice principals
- Lecturers who, according to the CET Act 6 of 2006, were not less than 60% of the total membership
- A member of council
- Two members of the SRC

The following are its important duties and responsibilities: overseeing:

- Capacity planning for programmes to be offered
- Strategic planning and implementation of programmes offerings including students' enrolments
- Academic service delivery at campuses and off-site venues
- Development and implementation of partnerships
- Planning, implementation and control over examinations

- Management of and control over tests and year marks
- Management, analysis and reporting of results that include pass; through-put and retention rates
- Compliance with policies and procedures
- Educator staff assessments (IQMS) and moderations thereof
- Planning, implementation and control of assessment and moderation practices

### **Committees of the Academic Board**

The Academic Board established the following committees, in line with prescripts of The College Statute, which would enhance its functioning:

- The Executive Committee which provides leadership and management of the activities of the board
- The Committee for Academic Planning with the following as its main focus areas:
  - Programme expansion
  - Progress on programme development
  - How to capacitate new and the old programmes
  - Phasing out of programmes
  - Development and revision of policies
- The Committee for Quality of service delivery which addresses the following among others:
  - Students' performance indicators
  - Assessment, moderation and verifications
  - Retention
  - Placement and compliance
  - Attendance
  - Certification
  - Results
  - Throughput
  - Examinations reports which include irregularities
  - Development and revision of policies
- Committee for student Administration which looked into:
  - Students administration data
  - Tuition fees
  - Registrations
  - Progress on accessibility targets
  - Capacity planning
  - Ratio of lecturers vs. students
  - Development and revision of policies

- Committee for student services which deals with:
  - Student services data
  - Financial aid
  - Health and wellness
  - Placements
  - Career guidance
  - Sports and culture
  - Counselling
  - Academic support
  - Media centres development and management
  - Student services strategies implementation
  - Development and revision of policies
  
- Committee for research produced reports on:
  - Critical and scarce skills
  - Government thrusts
  - Trends and or new developments

### **Meetings of the Academic Board**

Three (3) quarterly meetings were planned. However, only two were successfully held. These meetings were preceded by those of the chairpersons of committees of the board under the leadership of the principal. The purpose was to strategize on issues to be addressed by each committee. It was also found to be critical for the chairpersons to do some reflection on the capacities of their committees in order to determine measures of addressing challenges experienced. Observations were made, challenges extrapolated and possible solutions as well as other matters of relevance were further discussed at individual committee meeting level.

Out of this arrangement, it was established, recommended and finalised that The Academic Planning and The Research committees be merged for effectiveness and efficiency in dealing with their functions which are seen to be complementary.

## **ACHIEVEMENTS PER CAMPUS**

### ***Kroonstad campus***

In the attempt to expand the Programmes Qualifications Mix, Civil engineering N4 was recommended and introduced during the second semester at Kroonstad Campus. Thirty-five (35) students were enrolled. Programmes proposed for further consideration include:

- Boiler making workshop
- The second electrical workshop
- Fully equipped CAD workshop
- Fully equipped Office Administration simulation room
- QCTO Programmes for 2019
- Hospitality N4

### ***Mphohadi Campus.***

The following were considered:

- Four-in-one (4-in-on-1) Civil (Plumbing, Carpentry and Bricklaying) and Electrical workshop
- Fully equipped Media Centre
- Instrumentation subject be offered as additional programme as well as
- Mechanical Engineering

Subsequently, and with rationalisation of programmes offerings of the college, specialisation of campuses was agreed upon. This will assist the college to create centres of specialisation. As a result it was concluded that all The Nated Engineering related programmes offered at Kroonstad Campus will be moved to Mphohadi Campus. Kroonstad will remain with all the NC (V) programmes. This will do away with the possible competition between the two campuses with close proximity and drawing their clientele from the same communities. Preparations for implementation of this decision will start in 2017. Mphohadi Campus will eventually be an Engineering Campus while Kroonstad will be the Business Studies Campus

### ***Sasolburg Campus***

The board concluded that further expansions of programmes offerings will not be made in this campus because it is already offering many and it has already reached the limits of its capacity in terms of physical resources in particular.

### ***Project and Business Unit***

It was further concluded that in 2017 learnerships and skills programmes will be separated from the mainstream offerings (Formal Programmes) in 2017. This is in keeping with the idea of specialisation which will hopefully afford campuses and sections improved focus and productivity.

As a result of recommendations from the Monitoring Committee, The Academic Board resolved that the following improvements be made:

- Monitoring reports for specific subjects to be shared with senior lecturers responsible for sections
- Utilisation of master files (POAs and subject files) for Report 191 Engineering lecturers
- Utilisation of Moderation report template form for reporting purposes
- Work shopping Engineering lecturers on the how to compile files
- Inclusion of Academic Heads and Senior Lecturers in the Irregularity Committee

The Board also accentuated the need for the following among others:

- Uniformity in handling moderation files for Report 191 files
- Insistence on lesson planning which must have dates by all lecturers
- Drawing of work schedules which should have dates and be signed off
- Clear demarcation between worksheets and control registers lists
- Close monitoring of correct lesson planning, assessment plans, moderations, recording of marks
- Common assessments for campuses offering the same subjects

### ***Revision of policies***

The Academic Board also revised policies and procedures related to teaching and learning during the last quarter of the year 2016. The following are among those which were successfully reviewed and prepared for to be submitted to Council in 2017 for approval:

- Assessment
- Moderation
- Appeals on assessment and teaching and learning

### ***Management and leadership***

The following were also accentuated for enhanced improvement of programmes

- Adherence to National ICASS Guidelines applicable to Report 191 and NC(V)
- Standardization of documents
- Standardization of assessment practices across campuses
- Team work and sharing of best practice across campuses
- Monitoring of the implementation of ICASS

### **Challenges encountered.**

Among critical challenges experienced the following are worth citing:

- Sufficient funding to expand infrastructure that will accommodate increased access to potential applicants
- Funding which can provide for increased staffing as programmes qualifications mix is implemented
- Absence of legislation which compels business and industry to provide for placement of students undergoing training in the colleges.
- Absence of cooperation between colleges and DHET officials on issues relating to improvement of curriculum designing and development
- Introduction of programmes and or demands on programmes by DHET without having sufficiently prepared for their implementation. The universal requirement of placing students to integrate theory with practice is quite important, but preparations for it are still not in place. For instance; the required additional staff in colleges was not provided for implementing it. Supportive legislation to bind business and industry to participate for the good of this country's skills development is also not in place and therefore these sectors can participate only if they feel like doing so. In the meantime, colleges are bound to place students.
- Insufficient cooperation of municipalities, industry and business on placing students who are training

## **5. STUDENT REPRESENTATIVE COUNCIL REPORT**

Include in this section a narrative report on the constitution, activities and performance by the SRC.

### **Regulatory framework for SRC**

The College has four (4) representative council structures. Three are for the campuses and the fourth one is for the entire college. It is known as the Chief SRC. These structures are constituted according to FETC Act 16 of 2006 – as amended. The latter structure is made up of representatives who are elected from the campuses' SRCs by the same members. In the case of campuses SRCs, members are elected annually by the student body to handle students' activities in close consultation with the campus structures such as The Campuses' Management Teams. On the other hand, The Chief SRC has representatives in College Council and its various committees as prescribed by The College Statute. This makes it to be actively involved in all the governance structures of The College.

The SRCs were afforded the opportunity to discuss their Constitution and propose changes and inputs during their induction. However, the review process was not completed. It was agreed that it would be continued by the 2017 structures of the SRC.

## **SRC Election process and induction**

The SRC elections are held annually. This is done immediately after the first College registrations and inductions of students. All students are given the opportunity to contest SRC elections as per the constitution under the “Eligibility to stand for SRC election” clause which indicates, among others other things, that those who stand should meet the following criteria:

### **Section 5: ELEGIBILITY TO STAND FOR SRC ELECTIONS**

- a) Any registered students contributing to the SRC fee is eligible to stand for election to the SRC unless facing criminal or internal disciplinary procedures.
- b) Any student registered with the College who subscribes to the Mission and Vision of the College may stand for election to the SRC.
- c) Not have been found guilty of misconduct during the previous term or presently, which may have led to disciplinary action, and being found guilty by the College.
  - Not have failed or discontinued two or more courses in the trimester/semester course preceding the SRC election.
  - Any Student enrolled for a least a minimum of 5 subjects (NCV level3)
  - Any Student who has previously completed a semester/trimester successfully and have enrolled for 3 subjects at the next level.
- d) Any student who will be in office for the duration of their academic period
- e) He/she must subscribe to the Constitution of the SRC
- f) He/she must subscribe to the Code of Conduct for students
- g) He/she must be able to communicate in English
- h) 50% total average of all subjects.

Candidates are nominated in their respective classes and given a platform to campaign around the Campus as the first step. The second step involves presentations of their manifestos to the entire student population. When this has been done the actual elections are held with the following procedure to be followed:

### **Section 10: ELECTION PROCEDURE OF CAMPUS SRC**

- a) Elections shall be held annually (Feb)

- b)** Voters – Roll shall be applied
- c)** Secret ballot voting shall be applied
- d)** All candidates must register with I.E.C. established through SRC (I.E.C. – Independent Electoral Commission)
- e)** Each student (full-time) can vote for only 11 candidates (9 Candidates)
- f)** Each candidate can have one representative during the counting of the elections
- g)** All complaints about candidates should reach the I.E.C. 24hrs before normal voting
- h)** All complaints should be in writing
- i)** All complaints about election irregularities should reach the I.E.C. Office 24hrs after announcement of results
- j)** 24hrs after the announcement of results, in a situation where there is no complaint, results shall be declared official and valid

- NCV Students must pass (Sept) Exams & attend regularly

N-Students must pass their semester/trimester exam & attend

Accordingly, then, SRCs' elections were held for all three Campuses during the month of February and March 2016 and they were inducted from the 18<sup>th</sup> to 20<sup>th</sup> of March 2016 in Dome Inn (Parys). The Chief SRC was then supposed to be elected subsequently but it was not due to SRC members indicating the need to review their Constitution. This led to the agreement by SRC members and College Management that while that matter is being attended to, the campuses' SRCs would avail themselves in all matters and delegation required from them.

The following presentations and discussions were conducted during the induction:

- SRC Constitution
- College structures and roles of SRC
- Attendance and punctuality policy
- Student Code of conduct and Disciplinary code of conduct for students
- Presentation skills
- Bursary guidelines
- Commissions:
  - SRC Constitution
  - Arts and Culture
  - Sports
  - Academic performance

- Code of conduct
- Year plan/ Programme of action

### **College committees**

The SRC as the legitimate students' Governance structure participated in the following College Committees:

- College Council
- Bursary Committee
- Bursary Appeals committee
- Quality Assurance Committee
- College Sports, Arts & Culture South Africa – COSACSA
- Academic Board
- Health, Safety and Greening Committee

### **SRC Budget**

Each SRC of the three Campuses was presented with its annual budget. They were also inducted in the budget and College procurement processes so that they could implement their Year-Plans. During the course of the year they worked closely with the Student Support and Services Practitioners and The Campuses' Management Teams as they implemented planned activities. The Executive Committee of the College Management, popularly known as the Central Office, provided support throughout the year. These assisted SRCs to safely implement their activities throughout the year and to procure all their items by following the College procurement processes. Planned activities for the year 2016 included the following:

### **SRC Activities**

	DATE	EVENT	VENUE
1.	11 FEBRUARY 2016	CAMPUS ATHLETICS TRIALS	SASOLBURG
2.	01 MARCH 2016	CAMPUS SRC NOMINATIONS	SASOLBURG
3.	02 MARCH 2016	CAMPUS SRC ELECTION MANIFESTO	SASOLBURG
4.	03 MARCH 2016	CAMPUS SRC ELECTIONS	SASOLBURG
5.	04 MARCH 2016	COSACSA PROVINCIAL ATHLETICS	BLOEMFONTEIN
6.	18 – 21 MARCH 2016	COLLEGE SRC INDUCTION	PARYS
7.	28 – 31 MARCH 2016	COSACSA NATIONAL ATHLETICS	NW (RUSTENBURG)
8.	15 APRIL 2016	CAMPUS SRC Entertainment	SASOLBURG
9.	20 MAY 2016	COLLEGE REHERSAL (A & C)	KROONSTAD

10.	21 MAY 2016	COSACSA PROVINCIAL (A & C)	QWAQWA Bonamelo Campus
11.	10 JUNE 2016	CAMPUS SRC SCO	SASOLBURG
12.	23 JUNE 2016	CAMPUS SRC Arts & Culture	SASOLBURG
13.	24 JUNE 2016	CAMPUS TRIALS(ball games)	SASOLBURG
14.	26 – 29 JUNE 2016	COSACSA NATIONAL (A & C)	LIMPOPO (PHALABORWA)
15.	4 AUGUST 2016	PROVINCIAL DEBATE	WELKOM Tosa campus
16.	7 AUGUST 2016	COLLEGE INTER CAMPUS	SASOLBURG
17.	20 AUGUST 2016	COLLEGE PRACTICE(ball games)	SASOLBURG
18.	27 AUGUST 2016	COSACSA PROVINCIAL GAMES	SASOLBURG
19.	31 AUGUST 2016	NATIONAL DEBATE	DURBAN
20.	23 SEPTEMBER 2016	CAMPUS SRC Entertainment	SASOLBURG
21.	02 – 06 OCTOBER 2016	COSACSA NATIONAL BALL GAMES	EASTERN CAPE (PE)
22.			

### **SRC Challenges for 2016**

- SRC Constitution – The 2016 SRC highlighted the importance of reviewing their Constitution.
  - The constitutional review was started and further engagements were left for the 2017 SRC leadership.
- Student protests – The Student protest led by SAFETSA country wide.
  - College Management engaged SRC on the issues raised and the strike action was amicably resolved.

**Note:**The Student Development and Support Directorate will provide support and structure in terms of this report.

## **PART D: FINANCIAL INFORMATION**

- 1. Council Responsibility and Approval**
- 2. Report of the Accounting Officer**
- 3. Report of the Audit and Risk Committee**
- 4. Audited Annual Financial Statements**
  - 4.1 Report of the Auditor-General or External Auditors**
  - 4.2 Statement of Financial Position**
  - 4.3 Statement of Financial Performance**
  - 4.4 Statement of Changes in Net Assets**
  - 4.5 Cash Flow Statement**
  - 4.6 Accounting Policies**
  - 4.7 Notes to the Annual Financial Statements**