



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Ekurhuleni West TVET College Annual Performance Plan for 2025/26



Date of Tabling: **27 September 2024**

Final

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ABBREVIATIONS AND ACRONYMS

AI	Artificial Intelligence
APP	Annual Performance Plan
CfERI	Centre for Entrepreneurship Rapid Incubator
CoE	City of Ekurhuleni
COS	Centre of Specialisation
DHET	Department of Higher Education and Training
EWC	Ekurhuleni West TVET College
GDS	Growth and Development Strategy
HIRA	Hazard Identification Risk Assessment
HRDS-SA	Human Resource Development Strategy for South Africa
ICT	Information and Communications Technology
IRPTN	Integrated Rapid Public Transport Network
ISO	International Organisation for Standardization
ITEC	International Therapy Examination Council
LED	Light-Emitting Diode
LMIP	Labour Market Intelligence Project
M&E	Monitoring and Evaluation
MTEF	Medium Term Expenditure Framework
MTSF	Medium Term Strategic Framework
NDP	National Development Plan
NEET	Not in employment nor in education and training (youth)
NQF	National Qualifications Framework
NSDS	National Skills Development Strategy
NSF	National Skills Fund
OPS	Operational Plan
PLP	Pre-Vocational Learning Programme
PQM	Programme and Qualification Mix
PSET	Post-School Education and Training
SETA	Sector Education and Training Authority
SOP	Standard Operating Procedure
SNE	Special Needs Education

SSP	Sector Skills Plan
SWOT	Strengths, Weaknesses, Opportunities, Threats
TVET	Technical and Vocational Education and Training
WIL	Work Integrated Learning
WPBL	Workplace Based Learning

CHAIRPERSON OF COUNCIL STATEMENT

The development of this annual performance plan (APP) for Ekurhuleni West TVET College was informed by the Departments policy priorities and National Development Plan.

I am pleased to present the 2025-26 Annual Performance Plan of Ekurhuleni West TVET College to the Department of Higher Education and Training, a testament to our unwavering commitment to vocational education and training as a pivotal force for the mass training and re-training of our society in the digital era. This plan highlights the significant strides we have made and continuous commitment in advancing our mission.

As a Council, we have diligently pursued the goals outlined in sub-outcomes 2 and 4, focusing on increased access to responsive programmes and the development of artisan skills. We have particularly embraced the national mandate to rethink our programme delivery, to include an increased proportion of occupations in demand as guided by the Organising Framework for Occupations (OFO). Our institutional policies and culture now foster ground-up initiatives, encouraging innovative development of these critical skills in consultations with our industry strategic partners.

Throughout the years, despite the systemic challenges related to student funding delays from NSFAS, we remained committed to good institutional governance. We provided necessary student support to ensure continued access and academic performance, adhering to our integrated policy frameworks and the constitutional value of "Education for All." Our dedication to developing intermediate skills aligned with market needs remains steadfast, and we have spearheaded systematic institutional transformation using state-of-the-art enterprise architecture tools to support the traditional-digital transitions across academic and support services. Part of this transformation is reflected in the streamlining across the committees of council and the management functional portfolios.

We believe, in accordance with endogenous economic theories, that human capital development is fundamental to economic growth. Therefore, we remain resolute in enhancing social justice through increased access to quality vocational education for the out-of-education, employment and training youth. This is reflective in the gamut of programmes we offer across different skills levels and the intentional admission policies outlining support and access to our high-quality digital teaching and learning ecosystem.

Reflecting on our achievements in past years and our plans for future growth, I extend my deepest appreciation to the entire College community for their dedication. I encourage all internal stakeholders and thank our parent body for their support as we embark on a new journey.

As the College Council, we are indebted to our executive management team and strategic partnership and funding partners for their unwavering commitment and support, which have brought our vision to life. A special word of thanks goes to my fellow Council members for their continued support and dedication. With gratitude and optimism,

Council endorses the 2025/26 annual performance plan and commits to supporting Ekurhuleni West TVET College in ensuring its implementation being motivated by the priority outcomes, outputs and targets as detailed in this plan.

Alison Visagie

Chairperson of College Council

ACCOUNTING OFFICER STATEMENT

This annual performance plan for Ekurhuleni West TVET College has given careful consideration to the Department's policy priorities and National Development Plan. This plan will further focus on the following national strategic outcomes:

- Expanded access to TVET college opportunities;
- Improved success and efficiency of TVET systems;
- Improved quality of TVET college provision; and
- Improved responsiveness of TVET colleges to the world of work.

It is with great pride and a deep sense of accomplishment that I present to you the 2025-26 Annual Performance Plan of Ekurhuleni West TVET College. This plan reflects our performance against the College's strategic plan, aligning our priorities with national objectives, continuous improvements and developments and supported by our systematic migration to digitalization, as highlighted by our Chairman of the Council.

Our quest for best practices in digitalizing our system is demonstrated through several key indicators. Notably, our adherence to a world-class IT framework, the attainment of the ISO 27001 SABS quality standard, and its subsequent green audit report are testament to our progress. We have made significant strides in automating routine and time-consuming tasks, paving the way for innovation and renewal.

I am pleased to report that our institutional culture of academic excellence has been retained, with commendable pass rates per subject: 88.06% for NCV, 88.21% for Report 191 Business Studies, and 76.54% for Engineering Studies. These achievements reflect our mindful implementation of management best practices and accountability, guided by our Quality Management System based on globally recognized standards: ISO 9001:2008, ISO 14001, SANS 2007, OHS, and HIRA. It is with pride that we note the College has retained these standards since inception, marking over ten years of consistent, quality certification in succession.

Equally, we are delighted with our achievements in implementing a sound financial management system, evidenced by our award of an unqualified financial report for the past years. This trend has been maintained over the last number of reporting cycles, underscoring our commitment to financial integrity and accountability.

Our nurturing culture has fostered desirable leadership initiatives by our academic staff, resulting in the accreditation of new occupational programs in robotics and welding. These programs, classified as high in demand, are poised to significantly contribute to employment growth and economic development. They signal our proactive response to the national call for the revision and renewal of TVET programs, with a special focus on occupational skills as listed in the South African OIHD Technical Report (DHET, 2024).

The Annual Reports highlight our completion of capital investments in refurbishing our workshops and buildings for teaching and learning, supporting our digitalization transitions. We are proud to have prioritized the refurbishment of our sporting facilities across campuses to ensure the holistic development of our future graduates. Our students continue to raise the EWC flag high, achieving success in various provincial and national sports and cultural competitions.

Our ongoing efforts to upgrade and increase Wi-Fi coverage ensure that all students across all campuses have equal access and can interact through smart devices, creating opportunities for them to personalize their own learning spaces.

We owe a debt of gratitude to our industry and business partners who have been instrumental in providing work-based learning opportunities, valuable information on skills in demand, and essential funding. Their support is crucial in bridging the gap between education and the workforce, ensuring our graduates are well-prepared for the challenges of the modern economy.

This Annual Reports and Planning documents encapsulates our collective effort towards the full implementation and realization of our vision within the newly extended TVET environment.

I, the Principal of Ekurhuleni West TVET College, endorse this Annual Report and commend the dedication displayed by our college management, staff, council, and most importantly, our students.

As the Accounting Officer (Principal) of Ekurhuleni West TVET College I commit myself and the resources of the college to achieving the strategic outputs and targets as outlined in this plan.

Thank you.



Mr. M.I. Mabe

Principal

OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan:

- Was developed by the management of Ekurhuleni West TVET College under the guidance of the College Council;
- Was prepared in line with the strategic vision and objectives of the college;
- Takes into account all relevant policies, legislation and other mandates for which Ekurhuleni West TVET College is responsible; and
- Accurately reflects the impact, outcomes and outputs which Ekurhuleni West TVET College will endeavour to achieve over the period 2025/26.



Mr. F.S. Duarté

Head Official responsible for Planning

Date: 27 September 2024



Ms. M.C.N. Dangazele

Deputy Principal: Corporate Services

Date: 27 September 2024



Mr. N.P. Mudau

Deputy Principal: Academic

Date: 27 September 2024



Mr. F.S. Duarté

Deputy Principal: Registration Services

Date: 27 September 2024



Mr. P.W. Kgorutle

Chief Financial Officer

Date: 27 September 2024



Mr. M.I. Mabe

Principal

Date: 27 September 2024



Chairperson of Council (Interim)

(02 December 2024)

Date: 27 September 2024

PART A

OUR MANDATE

PART A: OUR MANDATE

1. LEGISLATIVE AND POLICY UPDATES

1.1 UPDATES TO THE RELEVANT LEGISLATIVE AND POLICY MANDATES

Refer to strategic plan and updates made.

1.2 UPDATES TO COLLEGE POLICIES AND STRATEGIES

Refer to strategic plan and updates made.

1.3 UPDATES TO RELEVANT COURT RULINGS

Refer to strategic plan and updates made.

PART B

OUR STRATEGIC FOCUS

PART B: OUR STRATEGIC FOCUS

2. UPDATED SITUATIONAL ANALYSIS

2.1 EXTERNAL PERFORMANCE ENVIRONMENT ANALYSIS

Refer to strategic plan and updates and amendments made.

2.2 INTERNAL PERFORMANCE ENVIRONMENT ANALYSIS

Refer to strategic plan and updates and amendments made.

PART C

MEASURING OUR PERFORMANCE

PART C: MEASURING OUR PERFORMANCE

4. MEASURING OUTCOMES AND OUTPUTS AND SETTING TARGETS

The following outputs are planned on the bases of the indicative budget provided by the Department.

4.1 OUTCOMES, OUTPUTS, PERFORMANCE INDICATORS AND TARGETS OVER THE MTEF

			Annual Targets						
Outcome	Outputs	Output Indicators	Audited/ Actual Performance			Estimated Performance	MTEF Period		
			2021	2022	2023	2024	2025	2026	2027
1. Expanded access to TVET college opportunities	1.1 Students enrolled and managed as per enrolment plan	Total number of students enrolled in different programme types	18330	12775	14946	15234	12942	12803	12642
		*NCV (Total)	6747	6655	6966	7125	6551	6388	6228
		L2	3635	3509	3282	3388	2650	2584	2520
		L3	1961	1807	2135	2141	2372	2314	2256
		L4	1151	1339	1549	1596	1529	1490	1452
		*Report 191 (Total)	10630	5307	7478	7246	5506	5385	5264
		N1	-	-	-	-	-	-	-
		N2 (From 2025 Engineering skills programme N2)	1160	662	451	-	270	270	270
		N3 (From 2025 Engineering skills programme N3)	1908	842	1486	472	270	270	270
		N4	2987	1621	2143	2996	2090	2038	1987
		N5	2437	1100	1776	1961	1615	1575	1536
		N6	2138	1082	1622	1817	1261	1232	1201

			Annual Targets						
Outcome	Outputs	Output Indicators	Audited/ Actual Performance			Estimated Performance	MTEF Period		
			2021	2022	2023	2024	2025	2026	2027
		*PLP (Total)	150	150	154	153	150	150	150
		*Occupational qualifications (Grand Total)	0	0	0	660	685	820	940
		Ministerially funded (Total)	0	0	0	60	60	180	270
		Trades (COS) (Total)	0	0	0	30	30	90	150
		1 st year	-	-	-	30	-	60	90
		2 nd year	-	-	-	-	30	-	60
		3 rd year	-	-	-	-	-	30	-
		Hairdresser OC	0	0	0	30	30	90	120
		1 st year	-	-	-	30	-	60	60
		2 nd year	-	-	-	-	30	-	60
		3 rd year	-	-	-	-	-	30	-
		Non-Ministerially funded (Total)	803	663	298	600	625	640	670
		1st year	30	-	60	-	90	30	30
		2nd year	-	-	-	100	-	90	30
		3rd year	-	-	-	0	100	-	90
		Shorter skills programmes (accredited and non-accredited)	773	663	238	500	435	520	520
		*L5 and L6 Qualifications	0	0	50	50	50	60	60

			Annual Targets						
Outcome	Outputs	Output Indicators	Audited/ Actual Performance			Estimated Performance	MTEF Period		
			2021	2022	2023	2024	2025	2026	2027
	1.2 College student accommodation is optimally utilised	Occupation rate (%) per enrolment cycle	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2. Improved success and efficiency of TVET systems	2.1 Apprentices are enrolled and trained in artisan programme	Number of artisans including learners in COS and Hairdresser OC trained per annum	60	20	118	277	120	150	200
	2.2 Students complete qualifications and programmes and exit the college	Number of students completing college programmes	1749	970	1114	1150	1210	1250	1300
		*Number of students exiting NCV L4	633	525	477	500	525	550	575
		*Number of students exiting N6 Trimester	333	63	62	65	70	70	75
		*Number of students exiting N6 Semester	783	382	575	585	615	630	650
	2.3 NCV students complete the qualification within 3 years	Throughput rate (%) of NCV L4 student cohort	12,13%	11,59%	12%	13%	13%	13%	14%
	2.4 PLP students are retained	Retention rate (%) of students placed in PLP	80%	74%	64%	65%	66%	67%	68%

			Annual Targets						
Outcome	Outputs	Output Indicators	Audited/ Actual Performance			Estimated Performance	MTEF Period		
			2021	2022	2023	2024	2025	2026	2027
	2.5 PLP students progress into qualifications and programmes at entry level	Progression rate (%) of PLP students	62,16%	76%	56%	57%	58%	59%	60%
3. Improved quality of TVET college provision	3.1 College councils are constituted and comply with standards	Percentage compliance with governance standards	100%	99%	100%	100%	100%	100%	100%
	3.2 Examinations are conducted in line with policy prescripts and guidelines	Percentage compliance with examinations policy and standards	100%	99%	99%	100%	100%	100%	100%
	3.3 Students meet the requirements for writing examinations	Percentage of registered students who qualify to write the examinations	77,74%	81%	76%	80%	80%	80%	80%
	3.4 TVET college lecturers with professional qualifications	Percentage of TVET college lecturers with professional qualifications	-	74%	88%	92%	94%	97%	100%

			Annual Targets						
Outcome	Outputs	Output Indicators	Audited/ Actual Performance			Estimated Performance	MTEF Period		
			2021	2022	2023	2024	2025	2026	2027
	3.5 TVET college lecturers are placed in industry for specified periods to gain relevant experience	Percentage of TVET college lecturers placed in industry	-	2%	5%	6%	8%	11%	14%
	3.6 TVET College lecturers with appropriate qualifications are supported to acquire the AdvDip TVET qualification	Number of TVET lecturers with appropriate qualifications are supported to acquire the AdvDip TVET qualification (professional qualification)	-	-	-	3	3	4	4
	3.7 Lecturers participating in project-based lecturer capacity building programmes in engineering (electrical, plumbing and mechanical)	Number of TVET lecturers participating in project-based lecturer capacity building programmes in Engineering Studies.	-	-	-	5	10	15	20

			Annual Targets						
Outcome	Outputs	Output Indicators	Audited/ Actual Performance			Estimated Performance	MTEF Period		
			2021	2022	2023	2024	2025	2026	2027
4. Improved responsiveness of TVET colleges to the world of work	4.1. More students are enrolled in priority programme offerings.	Number of students enrolled in programmes relating to OIHD and priority skills	30	111	83	229	240	275	310
	4.2 Entrepreneurs hip hubs are established and fully operational	Number of students engaged in entrepreneurship programmes and projects	30	150	487	200	250	300	350
	4.3 Lecturers participating in digital literacy programmes.	Number of TVET lecturers participating in digital literacy programmes for purposes of upskilling as well as driving the 4IR agenda.	-	-	-	-	50	75	100
	4.4 Protocols signed with industry to place TVET college students and lecturers for workplace experience.	Number of protocols signed with industry to place TVET college students and lecturers for workplace experience.	15	31	80	32	33	34	35

			Annual Targets						
Outcome	Outputs	Output Indicators	Audited/ Actual Performance			Estimated Performance	MTEF Period		
			2021	2022	2023	2024	2025	2026	2027
	4.5 Students are placed for WPBL at exit levels	Number of students placed for WPBL at exit levels	620	444	451	490	545	600	630
	(WIL and not WBL)	*Number of students placed for WPBL at NCV L4	220	39	48	40	45	50	55
		*Number of students placed for WPBL at N6	400	405	403	450	500	550	575

4.2 OUTPUT INDICATORS, ANNUAL AND QUARTERLY TARGETS

Outcome 1					
Output Indicators	Annual Target	Q1 (T1, S1 Year)	Q2 (T2)	Q3 (T3, S2)	Q4
1.1 Number of students enrolled in different programme types	12942	9007	1314	2496	125
o NCV	6551	6551	-	-	-
o Report 191	5506	2246	1014	2246	-
o PLP	150	150	-	-	-
o COS	30	30	-	-	-
o Hair Dressing	30	30	-	-	-
o Occupational qualifications (including COS & Hair Dressing)	190	-	75	75	40
o Skills Programmes & Short Courses	435	-	175	175	85
o L5 and L6 Qualifications	50	-	50	-	-
1.2 Occupation rate (%) of student accommodation per enrolment cycle.	-	-	-	-	-

Outcome 2					
Output Indicators	Annual Target	Q1 (T1, S1 Year)	Q2 (T2)	Q3 (T3, S2)	Q4
2.1 Number of artisans including learners in COS and hairdressing trained per annum	120	-	-	-	120
2.2 Number of students completing college programmes	1210	-	330	30	850
o Number of students exiting NCV L4	525	-	-	-	525
o Number of students exiting N6 Trimester	70	-	15	30	25
o Number of students exiting N6 Semester	615	-	315	-	300
2.3 Throughput rate (%) of NCV L4 student cohort	13 %	-	-	-	13 %
2.4 Retention rate (%) of students placed in PLP	66 %	-	-	-	66 %
2.5 Progression rate (%) of PLP students	58 %	-	-	-	58 %
Outcome 3					
Output Indicators	Annual Target	Q1 (T1, S1 Year)	Q2 (T2)	Q3 (T3, S2)	Q4
3.1 Percentage compliance with governance standards	100 %	100 %	100 %	100 %	100 %
3.2 Percentage compliance with examinations standards and policy	100 %	100 %	100 %	100 %	100 %
3.3 Percentage of registered students who qualify to write the examinations	80 %	80 %	80 %	80 %	80 %
3.4 Percentage of TVET college lecturers with professional qualifications	94 %	-	-	-	94 %
3.5 Percentage of TVET college lecturers placed in industry	8%	-	-	-	8%
3.6 Number of TVET lecturers with appropriate qualifications are supported to acquire the AdvDip TVT qualification (professional qualification).	3	-	-	-	3
3.7 Number of TVET lecturers participating in project-based lecturer capacity building programmes in Engineering Studies.	10	-	5	5	-

Outcome 4					
Output Indicators	Annual Target	Q1 (T1, S1 Year)	Q2 (T2)	Q3 (T3, S2)	Q4
4.1 Number of students enrolled in programmes relating to OIHD and priority skills	240	15	105	110	10
4.2 Number of students engaged in entrepreneurship programmes and projects	250	100	75	75	-
4.3 Number of TVET lecturers participating in digital literacy programmes for purposes of upskilling as well as driving the 4IR agenda.	50	-	25	25	-
4.4 Number of protocols signed with industry to place TVET college students and lecturers for workplace experience.	33	-	17	16	-
4.5 Number of students placed for WPBL at exit levels	545				
o Number of students placed for WPBL at NCV L4	45	-	18	17	10
o Number of students placed for WPBL at N6	500	-	220	170	110

4.3 EXPLANATION OF PLANNED PERFORMANCE OVER THE MEDIUM TERM PERIOD

Outcome 1

College Interventions	Resource Considerations	Spatial Reference	Links to other Plans
Enrolment plan is aligned in accordance with budgeted funding from the state and other funders	-Funding received from NSFAS, SETAs, NSF, DSBD -Infrastructure -Human Resources -Teaching and Learning enablers	-Two campuses are based in the townships. Namely: Kathorus and Tembisa campuses -Four campuses are in the urban areas. Namely: Alberton, Boksburg, Germiston and Kempton	W&RSETA, merSETA, ETDPS SETA, INSETA, BankSETA, CATHSSETA Food Bev SETA, Services SETA, MICT SETA and LG SETA
Remote learning plan drafted meet the target of 0.5%	LMS, Infrastructure, Teaching and Learning Plan, Funding of College	Kathorus/Kempton/Germiston/Alberton/Boksburg/Tembisa	Management plan for online/remote/blended learning
Adherence to the enrolment planning for Short skills and CoS	Funding, Infrastructure, External partners	- Two campuses are based in the townships. Namely: Kathorus and Tembisa campuses -Four campuses are in the urban areas. Namely: Alberton, Boksburg, Germiston and Kempton	W&RSETA, merSETA, ETDPS SETA, INSETA, BankSETA, CATHSSETA Food Bev SETA, Services SETA, MICT SETA and LG SETA
Enrolment plan is aligned in accordance with budgeted funding from the state and other funders	-Funding received from NSFAS, SETAs, NSF, DSBD -Infrastructure -Human Resources -Teaching and Learning enablers	-Two campuses are based in the townships. Namely: Kathorus and Tembisa campuses -Four campuses are in the urban areas. Namely: Alberton, Boksburg, Germiston and Kempton	W&RSETA, merSETA, ETDPS SETA, INSETA, BankSETA, CATHSSETA Food Bev SETA, Services SETA, MICT SETA and LG SETA

Outcome 2

College Interventions	Enabling Conditions	Spatial Reference	Partnerships
Developing and monitoring of learning and teaching support plans	-Compliance with Laws and Regulations – Policies and procedures are in place. -Use of Assurance providers and evaluation of teaching and learning - Wellness Officers -Academic Divisional staff -Teaching and Learning enablers - Teaching and Learning Plans	Standard to all Campuses	NSF GIZ AdaptIT SETAs As per list of partners.
Monitoring and evaluation of learning and teaching support plans	-Reports from Business management system -Computers and Printers -Vehicles for Campus visits - E-mail and other software -Monitoring Tools		

Outcome 3

College Interventions	Enabling Conditions	Spatial Reference	Partnerships
Readily available accredited workshops and qualified lecturers	-Compliance with laws and regulations - Policies and procedures in place -Work Integrated Learning programmes with funders -PPE -Partnerships -SETA Accreditation -MoU's -Infrastructure -Equipment and Machinery	Standard to all Campuses except Alberton Campus	SETAs Ford Motor company of South Africa Transnet Engineering. Emperors Palace ABSA Bank Price Water Coopers
Re-skilling and empowering of lecturers with training interventions	-PPE -MoU's -Insurance -Daily Allowance -Vehicles for Transport	Kempton Park Campus – Aircraft Maintenance	
Adherence to National policy and all other continuous monitoring	-Internal Audits and External SABS Audits -Monitoring Tools -Quality Manual	Standard to all campuses	
Strengthening partnership with industry partners	-MoU's -Vehicles and Transport -SLAs	Standard to all campuses	

Outcome 4

College Interventions	Enabling Conditions	Spatial Reference	Partnerships
Re-skilling and empowering of lecturers with training interventions.	-Fully fledged Centre for Entrepreneurship -Partnership and SLAs in place with Industry and International partners	Kempton Park campus - Aircraft Maintenance	SEDA SETAs Samsung INSETA
Pilot OIHD and priority skills programmes in strategic campuses	-Infrastructure -Human Resources -Teaching and Learning enablers	Two campuses are based in the townships. Namely: Kathorus and Tembisa campuses Four campuses are in urban areas. Namely: Alberton, Boksburg, Germiston and Kempton	
Foster entrepreneurship training of all exit level students through the centre for Entrepreneurship Rapid Incubator	-Infrastructure -Human Resources -Teaching and Learning enablers -Funders/Donors -MoU's -SLAs -Partnership and Linkages	Two campuses are based in the townships. Namely: Kathorus and Tembisa campuses Four campuses are in urban areas. Namely: Alberton, Boksburg, Germiston and Kempton CfERI based in Kathorus for Community Development	SEDA HP ABSA Innovation Hub SETAs

4.4. PUBLIC-PRIVATE PARTNERSHIPS

PPP	Purpose	Outputs	Current Value of Agreement	End Date of Agreement
MerSETA	Apprenticeship Work Integrated Learning	Students qualified as artisans	R25 785 130,00	30 September 2028
CATHSSETA	Work Integrated Learning	Students gained work experience	R1 845 000,00	30 June 2025
CETA	Apprenticeship	Students qualified as artisans	R4 125 800.00	01 July 2025
BANKSETA	Work Integrated Learning	Students gained work experience	R4 299 750.00	31 July 2025
FOODBEV SETA	Work Integrated Learning Apprenticeship	Students gained work experience Students obtain Trade Certificate	R12 829 600,00	Open-ended
INSETA	Work Integrated Learning	Students gained work experience and obtain their Diploma	R 1 803 750,00	28 February 2026
INSETA	Skills Programme	Students acquired skills	R195 000,00	30 June 2025

MICTSETA	Work Integrated Learning	Students gained work experience and obtain their Diploma	R1 750 000,00	31 March 2025
ETDP SETA	Work Integrated Learning	Students gained work experience and obtain their Diploma	R1 890 000,00	31 December 2025
MQA	Work Integrated Learning	Students gained work experience.	R966 000.00	31 December 2025
SSETA	Apprenticeship	Students obtain trade certificates	R4 125 800.00	26 September 2027
University of Johannesburg	Work Integrated Learning	Students gained work experience	R4 500 000.00	25 February 2025
EWSETA	Apprenticeships	Students obtain trade certificate	R3 094 350.00	30 June 2027
Airventfil	Work Integrated Learning	Students gained work experience and obtain their Diploma	Services	On going
Emperors Palace	Work Integrated Learning	Students gained work experience and obtain their Diploma	Service	30 June 2026
Monika Security	Work Integrated Learning	Students gained work experience and obtain their Diploma	Service	On going

Electrical and Pump Centre	Work Integrated Learning	Students gained work experience and obtain their Diploma	Service	On going
MMCP Business Advisory Services	Work Integrated Learning	Students gained work experience and obtain their Diploma	Service	On going
Congruence	Work Integrated Learning	Students gained work experience and obtain their Diploma	Service	On going
Credit Gateway Financial Services	Work Integrated Learning	Students gained work experience and obtain their Diploma	Service	On going
Department of Correctional Services	Work Integrated Learning	Students gained work experience and obtain their Diploma	Service	On going
Repear Debt Restructuring, (Pty) Ltd	Work Integrated Learning	Students gained work experience and obtain their Diploma	Service	On going
Department of Social Development	Work Integrated Learning	Students gained work experience and obtain their Diploma	Service	On going
Ballastic Armour Technologies	Work Integrated Learning	Students gained work experience and obtain their Diploma	Service	On going

Volkswagen Lindsay Saker	Work Integrated Learning	Students gained work experience and obtain their Diploma and trade	Service	On going
LES	Exchange programme	Prepare students for international Exposure	Service	On going
Transnet	Work Integrated Learning	Students gained work experience	Service	30 April 2025
Diesel Innovations	Work Integrated Learning	Students gained work experience	Service	On going
Blue Gross Community Technical College	Exchange programme	Prepare students for international Exposure	Service	On going
Actom	Work Integrated Learning Apprenticeship	Students gained work experience and obtain trade	Service	On going
Intelieto	Work Integrated Learning	Students gained work experience	Service	On going
Honing Craft	Work Integrated Learning	Students gained work experience	Service	On going
No-valo	Work Integrated Learning	Students gained work experience and obtain Diploma	Service	Ongoing
Rebja Accounting Services	Work Integrated Learning	Students gained work experience and obtain Diploma	Service	Ongoing

Transformer Manufactures	Work Integrated Learning	Students gained work experience	Service	Ongoing
Dynastic Electrical	Work Integrated Learning	Students gained work experience	Service	Ongoing
Santam	Work Integrated Learning	Students gained work experience	Service	Ongoing
Pat Hinde Toyota	Work Integrated Learning	Students gained work experience	Service	Ongoing
Mazda	Work Integrated Learning	Students gained work experience	Service	Ongoing
FullServe	Work Integrated Learning	Students gained work experience and obtain Diploma	Service	Ongoing
Sobethu (Pty) Ltd	Work Integrated Learning	Students gained work experience and obtain Diploma	Service	Ongoing
Rafuni (PTY) Ltd	Work Integrated Learning	Students gained work experience and obtain Diploma	Service	Ongoing
Pro- Auto Repairs	Work Integrated Learning	Students gained work experience	Service	31 December 2026

Gauteng Department of Health (Various Hospitals)	Work Integrated Learning	Students gained work experience and obtain Diploma	Service	30 June 2028
City of Ekurhuleni	Work Integrated Learning	Students gained work experience and obtain Diploma	Service	30 June 2025
Holiday Inn Rosebank	Work Integrated Learning	Students gained work experience and obtain Diploma	Service	31 January 2026
BBW	Lecturer Placement	Placement of lecturers to empower their skills and knowledge	Service	Ongoing
Defy	Lecturer Placement	Placement of lecturers to empower their skills and knowledge	Service	30 April 2025
Airchefs	Work Integrated Learning	Students gained work experience and obtain Diploma	Service	31 January 2026
Mokgalaka Creation	Work Integrated Learning	Students gained work experience and obtain Diploma	Service	30 January 2026
Skill Development Corporation (Pty) Ltd	Work Integrated Learning	Students gained work experience and obtain Diploma	Service	01 October 2025

4.5. INFRASTRUCTURE PROJECTS

No.	Project Name	Project Description	Outputs	Project Start Date	Project Completion Date	Total Estimated Costs	Current Year Expenditure
1.	ITC Infrastructure Recapitalisation	Upgrading of IT and network infrastructure.	Networking based on latest fibre technology Very good IT infrastructure Good Wi-Fi and internet connectivity	01 April 2023	31 March 2026	R9.3 million	R 5.6 million
2.	Classrooms at Kathorus Campus	Construction of new Classroom block at Kathorus Campus	25 venues, with 4 Computer rooms and ablutions inclusive of disabled facilities and passenger lift	1 November 2022 (Planning and Design)	1 November 2027	R35 million	-
3.	Classrooms at Alberton Campus	Construction of new Classroom block at Alberton Campus	25 venues, with 4 Computer rooms and ablutions inclusive of disabled facilities and passenger lift	15 July 2025	2 December 2027	R45 million	-
4.	Construction of Skills Centre	Construction of new workshops block at Skills Centre	10 Workshops, with Computer rooms and ablutions inclusive of disabled facilities	15 July 2025	2 December 2027	R250 million	-
5.	Wireless network	Wireless network connection enhancement.	Wireless Internet access and infrastructure that is scalable, resilient and reliable.	01 March 2024	31 March 2025	15 Million	R 267 552,93

6.	Infrastructure SMART Campus.	Network Infrastructure Upgrade.	Core Infrastructure upgrade is required for the improvement of the College's network to meet the Digitalization processes.	01 July 2024	15 December 2026	50 Million	-
7.	Biometric Technology System.	Implementation of Biometric System for identification and effective audit report.	Biometric System Strategy to address students poor attendance and for web-based audit report purpose.	01 September 2024	10 November 2025	5 Million	-

PART D

TECHNICAL INDICATOR DESCRIPTIONS

PART D: TECHNICAL INDICATOR DESCRIPTIONS

5. TECHNICAL INDICATOR DESCRIPTIONS (TID)

Performance Output 1.1	Students enrolled and managed as per enrolment plan
Indicator Title 1.1	Number of headcount enrolments in differentiated programme types
Short Definition	Number of students that meet the requirements to enter college programmes or are placed in PLP
Source of Data	Enrolment plans and TVETMIS enrolment records
Method of Calculation/ Assessment	Unduplicated enrolment cycle count per programme type
Means of Verification	TVETMIS reports
Assumptions	Students are funded as per approved enrolment plans. Student enrolment is managed in line with the standard procedure on enrolment and admission policy.
Disaggregation of Beneficiaries	[Colleges should set targets] Target for Youth [15 – 35 years]: Target for Women: Target for Students with disabilities:
Spatial Transformation	Reflect on contribution to spatial transformation priorities, e.g. rural areas. Reflect on the spatial impact area, e.g. districts and municipalities.
Calculation Type	Non-Cumulative
Reporting Cycle	Quarterly and annually
Desired Performance	Enrolment targets as per enrolment plan are met.
Indicator Responsibility	DP Registrar

Performance Output 1.2	College student accommodation is optimally utilised
Indicator Title 1.2	Occupation rate (%) of student accommodation per enrolment cycle
Short Definition	College-managed residences are fully occupied per enrolment cycle by college enrolled students
Source of Data	College BMS
Method of Calculation/ Assessment	Calculated as an <u>average percentage</u> of the number of *beds occupied in college residences per reporting period/ enrolment cycle (trimester, semester, annual). Calculation per enrolment cycle: (Number of beds occupied per period/ total number of beds available) X 100 *1 bed = 1 student
Means of Verification	Report on student accommodation
Assumptions	Policies and procedures in place to manage student entry into accommodation Funding available for acceptable, liveable and safe student accommodation
Disaggregation of Beneficiaries	[Colleges should set targets] Target for Youth [15 – 35 years]: Target for Women: Target for Students with disabilities:
Spatial Transformation	Reflect on contribution to spatial transformation priorities, e.g. rural areas. Reflect on the spatial impact area, e.g. districts and municipalities.
Calculation Type	Non-Cumulative
Reporting Cycle	Quarterly and annually
Desired Performance	Number of beds available are occupied during an enrolment cycle by college enrolled students
Indicator Responsibility	DP Registrar and Corporate Services

Performance Output 2.1	Apprentices are enrolled and trained in COS per annum
Indicator Title 2.1	Number of artisan learners trained in COS per annum
Short Definition	Number of students that are enrolled in trade programmes at a centre of specialisation (COS).
Source of Data	TVETMIS, QCTO enrolment data
Method of Calculation/ Assessment	Simple count
Means of Verification	Report 63 in TVETMIS, QCTO enrolment records
Assumptions	Students are funded as per approved enrolment plans.
Disaggregation of Beneficiaries	[Colleges should set targets] Target for Youth [15 – 35 years]: Target for Women: Target for Students with disabilities:
Spatial Transformation	Reflect on contribution to spatial transformation priorities, e.g. rural areas. Reflect on the spatial impact area, e.g. districts and municipalities.
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Number of apprentices increases or exceed expected performance.
Indicator Responsibility	DP Innovation

Performance Output 2.1	Apprentices are enrolled and trained in Hairdresser Occupational Certificate (OC) per annum
Indicator Title 2.1	Number of artisan learners trained in Hairdresser OC per annum
Short Definition	Number of students that are enrolled in trade programmes in Hairdresser OC
Source of Data	Enrolment data, TVETMIS & QCTO enrolment data
Method of Calculation/ Assessment	Simple count
Means of Verification	Report 63 in TVETMIS, QCTO enrolment records
Assumptions	Students are funded as per approved enrolment plans.
Disaggregation of Beneficiaries	[Colleges should set targets] Target for Youth [15 – 35 years]: Target for Women: Target for Students with disabilities:
Spatial Transformation	Reflect on contribution to spatial transformation priorities, e.g. rural areas. Reflect on the spatial impact area, e.g. districts and municipalities.
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Number of apprentices increases or exceed expected performance.
Indicator Responsibility	DP Registrar and Corporate Services

Performance Output 2.2	Students complete qualifications and programmes and exit the college
Indicator Title 2.2	Number of students exiting college programmes at NCV L4 and N6
Short Definition	Number of students that meet the requirements for certification and obtain a qualification or part-qualification before exiting the college
Source of Data	Examinations and assessment data reports
Method of Calculation/ Assessment	Simple count
Means of Verification	Certificates issued
Assumptions	Teaching and learning interventions and strategies are effective.
Disaggregation	NCV L4 and N6 (trimester and semester programmes)
Spatial Transformation	Reflect on contribution to spatial transformation priorities, e.g. rural areas. Reflect on the spatial impact area, e.g. districts and municipalities.
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Annually
Desired Performance	Number of qualified graduates increases
Indicator Responsibility	DP Academic

Performance Output 2.3	NCV students complete qualification within 3 years
Indicator Title 2.3	Throughput rate (%) of NCV L4 students
Short Definition	Number of students successfully complete the NCV qualification within 3 years
Source of Data	Examinations data
Method of Calculation/ Assessment	Total number of cohort of students who complete level 4 divided by the total number of the same cohort of students who enrolled for level 2 X 100
Means of Verification	Certificates issued within 3 years
Assumptions	Teaching and learning interventions and strategies are effective.
Disaggregation of Beneficiaries	No disaggregation
Spatial Transformation	Reflect on contribution to spatial transformation priorities, e.g. rural areas. Reflect on the spatial impact area, e.g. districts and municipalities.
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	Graduates qualify within minimum time allowed.
Indicator Responsibility	DP Academic

Performance Output 2.4	PLP students are retained (do not drop out before completing)
Indicator Title 2.4	Retention rate (%) of students placed in PLP
Short Definition	Number of enrolled PLP students that complete the programme in the academic year.
Source of Data	College enrolment and BMS data
Method of Calculation/ Assessment	(Number of students that completed the programme / Number of students enrolled into PLP at the beginning of the academic year) X 100.
Means of Verification	Drop-outs recorded in college BMS and reported to TVETMIS, student performance results
Assumptions	PLP addresses lack of foundational competences so as to allow progression.
Disaggregation of Beneficiaries	No disaggregation [However, you may set targets for women or students with disabilities.]
Spatial Transformation	Reflect on contribution to spatial transformation priorities, e.g. rural areas. Reflect on the spatial impact area, e.g. districts and municipalities.
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	All students that are enrolled complete the programme in an academic year
Indicator Responsibility	DP Academic

Performance Output 2.5	PLP students progress into qualifications and programmes at entry level the next academic year.
Indicator Title 2.5	Progression rate (%) of PLP students
Short Definition	Number of PLP students that completed the PLP and progress into their initial programme of choice – NCV or Report 191
Source of Data	College enrolment and BMS data
Method of Calculation/ Assessment	(Number of students that enrolled for the qualification of their choice / Number of students that completed the PLP programme) X 100
Means of Verification	Exit reports on PLP and new enrolment records
Assumptions	PLP addresses lack of foundational competences so as to allow progression.
Disaggregation of Beneficiaries	No disaggregation [However, you may set targets for women or students with disabilities.]
Spatial Transformation	Reflect on contribution to spatial transformation priorities, e.g. rural areas. Reflect on the spatial impact area, e.g. districts and municipalities.
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	Number of students to enter college programmes of choice and throughput in these programmes increase
Indicator Responsibility	DP Academic

Performance Output 3.1	Compliance of college councils with governance standards.
Indicator Title 3.1	Percentage compliance with governance standards
Short Definition	College council is constituted and governs the college in line with governance standards
Source of Data	Council evaluations and performance reporting
Method of Calculation/ Assessment	Council compliance expressed as a rate after evaluation
Means of Verification	Internal and external audit reports, council evaluation results and reports
Assumptions	Standards and regulations are developed and published.
Disaggregation	Could be disaggregated in terms of the compliance with the different standards. [However, you may set equity targets for women or members with disabilities for the council composition.]
Spatial Transformation	Not applicable
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	Council compliance increases and governance of college improves
Indicator Responsibility	Principal and Council Chair

Performance Output 3.2	Examinations at college examinations centres are conducted in line with policy.
Indicator Title 3.2	Percentage compliance with examination policy and standards at all college examination centres
Short Definition	Compliance rating with the policies and standards that relate to the administration and conduct of examinations.
Source of Data	Examination monitoring reports
Method of Calculation/ Assessment	Calculated as <u>an average percentage</u> of compliance per examination centre per examination cycle cycle (trimester, semester, annual). Calculation per examination cycle: Average percentage compliance of ALL college examination sites
Means of Verification	Examination monitoring results and ratings, departmental reports on irregularities etc.
Assumptions	Interventions are implemented to improve examination compliance, address deficiencies indicated in monitoring reports and eliminate irregularities.
Disaggregation	Could be disaggregation in terms of the non-compliance matters.
Spatial Transformation	Reflect on contribution to spatial transformation priorities, e.g. rural areas. Reflect on the spatial impact area, e.g. districts and municipalities.
Calculation Type	Non-Cumulative
Reporting Cycle	Quarterly and annually
Desired Performance	Examination compliance increases and the integrity with which examinations and assessment are conducted improves
Indicator Responsibility	Principal and DP Academic

Performance Output 3.3	More students meet the requirements for writing examinations
Indicator Title 3.3	Percentage of registered students who qualify to write the examinations
Short Definition	Students meet the requirements for writing examinations. It means students not dropping out after registration and meet academic and attendance criteria for writing examinations.
Source of Data	ICASS and other student performance results and attendance captured in college BMS and reported to Examinations and Assessment (DHET)
Method of Calculation/ Assessment	Calculated as <u>an average percentage</u> across all examination cycles (trimester, semester, annual). Calculation per examination cycle and then per annum: (Total number of subjects written for the examinations [NC(V) and Report 191] / Total number of subject enrolments registered for these examinations) X 100 NOTE: Disregard students that dropped out.
Means of Verification	Examination enrolment reports and checklists [prelims]
Assumptions	Students attend classes (80% attendance minimum) and obtain academic minimum for writing the examinations.
Disaggregation of Beneficiaries	[Colleges should set targets.] Target for Women: Target for Students with disabilities:
Spatial Transformation	Reflect on contribution to spatial transformation priorities, e.g. rural areas. Reflect on the spatial impact area, e.g. districts and municipalities.
Calculation Type	Non-Cumulative
Reporting Cycle	Quarterly
Desired Performance	Number of students that meet the requirements for writing the examinations increases
Indicator Responsibility	DP Academic

Performance Output 3.4	TVET college lecturers with professional qualifications
Indicator Title 3.4	Percentage of TVET college lecturers with professional qualifications
Short Definition	Analysis of TVET college lecturers (Personal and Salary System (PERSAL) and college-paid) acquiring professional qualifications annually. TVET professional qualifications include amongst others Advanced Diploma in TVT (Adv Dip TVT), Postgraduate Certificate in Education (PGCE) and Post-Graduate Diploma in TVET (PGDip TVET) etc..
Source of Data	TVET college submitted reports and PoEs for both PERSAL and college-paid lecturers.
Method of Calculation/ Assessment	i) Numerator: The number of PERSAL and college-paid lecturers who have acquired professional qualifications in 2024 academic year. ii) Denominator: the actual number of PERSAL and college-paid lecturers during 2024 academic year. iii) Multiply by 100 ($A/B \times 100 = Z$).
Means of Verification	i) Report on 2024 academic year data on lecturers who have acquired professional qualifications approved by the Director-General by 31 December 2025. ii) Excel spreadsheet/listing on 2024 academic year data on lecturers who have acquired professional qualifications. iii) ID copy; copies of qualifications and employment contracts for college-paid staff for 2024 academic year or confirmation the lecturer has professional qualifications. iv) Numerator: listings to support the number of lecturers acquired professional qualifications during 2024 academic year. v) Denominator: listings to support the actual number of PERSAL and college-paid lecturers for the 2024 academic year.
Assumptions	Universities are offering accredited TVET college lecturer qualifications.
Disaggregation of Beneficiaries	[Colleges should set targets.] Target for Women: 30% Youth: 9%. Lecturers with disabilities: 1%.
Spatial Transformation	Across 50 TVET colleges both urban and rural..
Calculation Type	Cumulative
Reporting Cycle	Annually.
Desired Performance	Actual headcount reported equals or exceeds the projected numbers.
Indicator Responsibility	DP Corporate Services, DP Innovation Services and Human Resources Manager

Performance Output 3.5	TVET college lecturers are appropriately placed in industry or exchange programmes.
Indicator Title 3.5	Percentage TVET college lecturing staff appropriately placed in industry or exchange programmes.
Short Definition	Percentage of the total number of college lecturers (PERSAL and college paid) that are placed in industry for specified periods
Source of Data	Performance reporting APP database
Method of Calculation/ Assessment	$(\text{Number of lecturers placed} / \text{Total number of lecturers [PERSAL and college lecturers]}) \times 100$
Means of Verification	Lecturer placement records (in digital format)) accompanied by clear and certified proof of identity, proof of employment, and attendance records/ logbooks.
Assumptions	Protocols and CPD framework are in place and implemented.
Disaggregation of Beneficiaries	Disaggregation in terms of the number, periods of placement and nature of the placement, race, age, gender, disability, teaching field/specialisation [You may set additional targets for women or lecturers with disabilities.]
Spatial Transformation	50 colleges across 06 regions, both urban and rural.
Calculation Type	Non-Cumulative
Reporting Cycle	Quarterly
Desired Performance	Lecturers are placed in industry, gain required experience and exposure and student throughput and success rates improve as a result. National target of 18% is achieved.
Indicator Responsibility	DP Corporate Services, DP Innovation Services and Human Resources Manager

Performance Output 3.6	TVET College lecturers with appropriate qualifications are supported to acquire the AdvDip TVT qualification
Indicator Title 3.6	Number of TVET lecturers with appropriate qualifications are supported to acquire the AdvDip TVT qualification (professional qualification)
Short Definition	Number of TVET lecturers holding appropriate qualifications which are enrolled and supported to acquire the AdvDip TVT qualification from a university offering such.
Source of Data	National integrated database with information sourced from colleges for lecturers enrolled and supported to acquire the AdvDip TVT qualification.
Method of Calculation/ Assessment	Simple count of lecturers enrolled for the AdvDip TVT qualification at a university/ university of technology offering such.
Means of Verification	Enrolment records (in digital format) accompanied by clear and certified proof of identity, proof of employment, proof of registration and proof of funding.
Assumptions	More universities / universities of Technologies are accredited to offer TVET professional qualifications. Funding is enabled through various funding streams to support the lecturers that qualify.
Disaggregation	Disaggregation: male and female, race, age, teaching field /specialization, type of qualifications and disability status.
Spatial Transformation	Professional lecturers in 50 colleges across 06 regions, both urban and rural.
Calculation Type	Non- Cumulative
Reporting Cycle	Quarterly
Desired Performance	National target is 750 and achieved. 50 colleges to support a minimum of 13 lecturers that are registered at selected universities/ universities of technology that offer this qualification.
Indicator Responsibility	DP Cooperate Services and Human Resources Manager

Performance Output 3.7	Lecturers participating in project-based lecturer capacity building programmes in engineering (electrical, plumbing and mechanical)
Indicator Title 3.7	Number of TVET lecturers participating in project-based lecturer capacity building programmes in Engineering Studies.
Short Definition	Number of TVET lecturers participating in project-based lecturer capacity building programmes in Engineering in the fields of Electrical, Plumbing and Mechanical Engineering.
Source of Data	National integrated database on lecturers participating in relevant project-based capacity building programmes.
Method of Calculation/ Assessment	Simple count of number of lecturers that participated.
Means of Verification	Lecturer records (in digital format) accompanied by clear and certified proof of identity, proof of employment, and attendance records.
Assumptions	The engineering lecturers in the 3 focus fields have been identified and participate in project-based capacity programmes.
Disaggregation	Disaggregation per Engineering field (Electrical; Plumbing, Mechanical). Disaggregation: Age, gender, race, disability, and teaching fields/specialisation.
Spatial Transformation	50 colleges across 06 regions, both urban and rural.
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	National target of 300 is achieved. At least a minimum of 06 lecturers in the identified Engineering fields per college must participate in project-based lecturer capacity building programmes.
Indicator Responsibility	DP Academic Services, DP Cooperate Services and Human Resources Manager

Performance Output 4.1	More students are enrolled into identified priority programme offerings
Indicator Title 4.1	Number of students enrolled in programmes relating to OIHD and priority skills
Short Definition	Number of students enrolled in programmes linked to occupations in high demand or skills priorities identified by government - the economic recovery plan, green skills, ocean economy, agriculture and food security etc. NOTE: This number excludes enrolment into NCV, Report 191 or PLP programmes and relates to occupational qualifications and skills programme enrolment in the enrolment plan.
Source of Data	TVETMIS, SETMIS and performance reporting
Method of Calculation/ Assessment	Simple count
Means of Verification	TVETMIS, SETMIS and other enrolment reports
Assumptions	Occupations in high demand and priority skills programmes have been identified and <u>funding secured from sources other than the state subsidy</u> for the enrolment.
Disaggregation of Beneficiaries	Target for Youth [15 – 35 years]: Target for Women: Target for Students with disabilities:
Spatial Transformation	Reflect on contribution to spatial transformation priorities, e.g. rural areas. Reflect on the spatial impact area, e.g. districts and municipalities.
Calculation Type	Non-Cumulative
Reporting Cycle	Quarterly and annually
Desired Performance	Uptake on relevant TVET programmes increases college responsiveness to demand-side signalling.
Indicator Responsibility	DP Registrar and Innovation

Performance Output 4.2	Entrepreneurship hubs are established and fully operational
Indicator Title 4.2	Number of students engaged in entrepreneurship programmes and initiatives
Short Definition	Number of students enrolled in programmes linked to entrepreneurship initiatives and the establishment of hubs. NOTE: Excludes enrolment into NCV, Report 191 or PLP programmes. Initiatives and project should link to collaboration with agencies such as SEDA, but could also mean a college project or incubation hub established to assist young entrepreneurs to obtain start-up funding and provide a space for rental. It does not mean the offering of the subject Entrepreneurship or participation in an entrepreneurship day organised by the SRC.
Source of Data	Performance reporting
Method of Calculation/ Assessment	Simple count
Means of Verification	College BMS data and reports on entrepreneurship projects
Assumptions	Entrepreneurship programmes and initiatives have been identified and funding secured for the enrolment.
Disaggregation of Beneficiaries	[Colleges should set targets] Target for Youth [15 – 35 years]: Target for Women: Target for Students with disabilities:
Spatial Transformation	Reflect on contribution to spatial transformation priorities, e.g. rural areas. Reflect on the spatial impact area, e.g. districts and municipalities.
Calculation Type	Non-Cumulative
Reporting Cycle	Quarterly and annually
Desired Performance	Uptake on relevant entrepreneurship programmes increases college responsiveness to self-employment
Indicator Responsibility	DP Innovation

Performance Output 4.3	Lecturers participating in digital literacy programmes.
Indicator Title 4.3	Number of TVET lecturers participating in digital literacy programmes.
Short Definition	Number of TVET lecturers participating in digital literacy programmes for purposes of upskilling as well as driving the 4IR agenda.
Source of Data	National integrated database on the digital literacy training plans of 50 colleges, and training conducted.
Method of Calculation/ Assessment	Simple count of number of lecturers that participated in digital literacy training per programme in the academic year.
Means of Verification	Lecturer records (in digital format) accompanied by clear and certified proof of identity, persal or college paid, proof of employment, attendance records and resource training material and programme as per college training plan.
Assumptions	Relevant digital literacy training programmes are available and funded for lecturers to participate.
Disaggregation	Disaggregation: Age, gender, race, disability, ID number, Employment number, teaching fields/specialisation, material used and service provider..
Spatial Transformation	50 colleges across 06 regions, both urban and rural.
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	National target of 6000 is achieved. At least a minimum 120 lecturers per college must participate in digital literacy training programmes. Lecturers in all TVET colleges to be digitally literate.
Indicator Responsibility	DP Academic Services, DP Cooperate Services and Human Resources Manager

Performance Output 4.4	Protocols signed with industry to place TVET college students and lecturers for workplace experience.
Indicator Title 4.4	Number of protocols signed with industry to place TVET college students and lecturers for workplace experience.
Short Definition	Total number of protocols signed with industry to place TVET college students and lecturers for workplace experience.
Source of Data	National integrated database protocol information sourced from each college in the academic year.
Method of Calculation/ Assessment	Simple count of signed protocols
Means of Verification	Protocols reflecting dates, signatures of both parties (college and stakeholder).
Assumptions	Workplaces and industry spaces are available and funding for placement has been secured. Work placement forms part of the principals' performance agreements.
Disaggregation of Beneficiaries	Disaggregation in terms of signed protocols for students and lecturers, duration, type of work exposure, programme of students' and/or lecturers'
Spatial Transformation	Placement of both students and TVET lecturers for workplace experience 50 colleges across 06 regions, both urban and rural.
Calculation Type	Non-cumulative (count incrementally)
Reporting Cycle	Quarterly
Desired Performance	The signed protocols to assist in industry placement of TVET College students and lecturers which will assist both to gain required experience/ exposure and to improve student throughput and promote academic success rate. National target of 300 is achieved or exceeded.
Indicator Responsibility	DP Registrar services, DP Corporate Services and Human Resources Manager

Performance Output 4.5	Students are placed for WPBL at exit levels
Indicator Title 4.5	Number of students placed for WPBL at exit levels – NCV L4 and N6
Short Definition	Number of students at exit level [NCV L4 and N6] placed in workplaces for specified periods
Source of Data	Performance reporting, SETMIS
Method of Calculation/ Assessment	Simple count
Means of Verification	College performance and placement reports, Copy of identity, Confirmation the student was placed in workplace or offered workplace experience.
Assumptions	Structured approach and framework for placement are in place and implemented. SETA collaboration opens up more work placement opportunities.
Disaggregation	The number in terms of gender, race, disability, period, form of placement and exit levels NCV L4 and N6 [You may set additional targets for women or students with disabilities.]
Spatial Transformation	Reflect on contribution to spatial transformation priorities, e.g. rural areas. Reflect on the spatial impact area, e.g. districts and municipalities.
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly and annually
Desired Performance	Number of students placed for WPBL increases
Indicator Responsibility	DP Academic and Corporate Services, SSS Manager