

Annual Report

2014/15

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PRESENTATION OF THE REPORT TO THE EMC COUNCIL

It is my pleasure to present this report for the financial year ended 31 March 2015. The report indicates the efforts of the Eastcape Midlands College as we strive to Become the world class brand in knowledge and skills training and the first choice College in South Africa.

FORWORD BY THE PRINCIPAL

From the Desk of the Acting Principal.

STRATEGIC GOALS / DIRECTION

1.1 100% CERTIFICATION

Since the College Council gave the directive to achieve 100% Certification in 2016, all efforts have been made to realize this goal.

NCV

The 2014 results before and after supplementary exams were respectively:

- NCV Level 2: 71% / 76%
- NCV Level 3: 72% / 73%
- NCV Level 4: 58% / 61%

Overall: 67% / 71%

REPORT 191 BUSINESS STUDIES

For students that sat the 2014 examinations, the results (no supplementary exams) as of 29 January 2015 are:

- Business N4: 82%
- Business N5: 76%
- Business N6: 72%

Overall: 78%

REPORT 191 ENGINEERING STUDIES

- Engineering N1: 75%
- Engineering N2: 64%
- Engineering N3: 53 %
- Engineering N4: 71%
- Engineering N5: 72%
- Engineering N6: 54%

Overall: 65%

OCCUPATIONAL TRAINING

- Learnerships: 80%
- Skills: 100%
- Short Courses: 59%
- Apprenticeships: 100%

1.2 100% RETENTION

As an integral part of dropout prevention, Student Liaison Officers perform internal tracking by following up student absenteeism and any student at risk in terms of withdrawing, by means of counselling and referrals. A complete record of these interventions is submitted on a monthly basis to ISSS management.

1.3 100% PLACEMENT

Strategies to implement 100% placements included the following activities:

A strategic job placement Workshop, a Driving School Launch and a Partnership Breakfast were held during April. WBE & LWE Support Workshops were held during June, whilst Marketing Drives for Placement and the Driving School, and research at other FET colleges took place during July & August. Successful Partnership with SAGDA and TETA created placement spaces for 35 EMC interns.

2.0 KEY ACHIEVEMENTS OF 2014 International Partnership for Skills Development in the Eastern Cape:

Ground-breaking International Initiative for Eastern Cape Skills Development

A high-ranking delegation from the Walsall College in the Black County Region in United Kingdom arrived in Nelson Mandela Bay to review the implementation of the outcome of the British Councils Skills for Employability Programme partnership with Eastcape Midlands College. Ms Manjeet Kumari-Lal, Head of International and Ms Jayne Holt, Assistant Principal of Walsall College was joined by EMC delegates at the British Council International Conference held in Johannesburg on Friday, 18 July 2014 where the partnership showcased. Skills for Employability, a British Council programme, addresses the demand for skills in a global economy and international workplace.

The programme allows national educational and training systems to better respond to labour market demands and learner needs. It further focuses on building strong relationships with industry and employers, governments and training providers to empower students. It is notable that the vision of EMC is in line with what is being implemented at Walsall College. The partnership enhances the articulation of the out of the box thinking, which is an EMC trademark, to practical delivery. The benefits of this partnership will allow us to further develop and up skill our local labour and emergent human resources in technical and vocational positions in the Eastern Cape keeping best-practices of the global labour market in mind and in sight, said Eastcape Midlands College Principal, Mr JJ Mbana. We were delighted with the progress that has been made with the AaA (Accelerate and Advance) programme and learning company model.

EMC have shown a real commitment to improving student's employability skills. The in year impact of the AaA intervention pilot has resulted in an increase of 10% achievement on the NCV Level 4 mathematics said Jane Holt, Assistant Principal of Walsall College. Mbana said the programme will further augment the offering and performance of Eastcape Midlands College, which obtained a 73% NCV certification in 2013 and achieved 874 distinctions in the National Certificate (Vocational) exams.

BRINGING THE LEARNING HOME TO EASTCAPE MIDLANDS TVET COLLEGE STUDENTS:



The South African delegates who attended the Bringing the Learning Home Conference in Hanoi, Vietnam included Eastcape Midlands TVET College Project Manager Mr Danie Kilian (Far right) and Deputy Project Manager Mrs. Gerdri Sarrahwitz (third from the right)

Eastcape Midlands TVET College recently participated in the International “Bringing the Learning Home Conference” which was held from 28 to 29 October 2014 in Hanoi in Vietnam. The college’s British Council Skills for Employability partnership with Walsall College in the UK facilitated the participation of EMC at this conference together with partnerships from 16 countries across the globe. Needless to say, EMC held its own at the conference.

The 5 South African TVET colleges that participate in the British Council partnerships hail from across the provinces in South Africa. The delegates one and all agreed that attending this world renowned conference broadened the horizons and opened their minds to many new possibilities for the South African TVET college student. Amongst the topics which were discussed was the very relevant importance of industry and educational institutions’ partnerships. True to its innovative and trend-setting nature, Eastcape Midlands TVET College recently received a Ford Ranger vehicle which will be utilised in the college’s newly renovated automotive workshops. Through this industry / college collaboration students will have the opportunity to practically develop skills which were taught in theory on the latest technology.

The new workshops are situated at the EMC Brickfields Road campus in Uitenhage where Occupational programmes are offered. One of the two objectives which were accomplished as part of the EMC Skills for Employability Partnership was to conceptualise the Learning Company model whereby students would be employed in a

Learning Company owned and operated by the college to deliver a fully skilled and multi-layered ready-for-employment graduate. The BTLH conference accentuated the need for college graduates to possess essential soft skills which include the ability to conduct a successful interview, self-management, planning and organising, show initiative and enterprising, problem solving and other transversal skills which ensures that a graduate not only start in a job but sets out in a life-long career.

Another valuable service offered at the Brickfields Road Campus is the Career Development Centre, manned by skilled and passionate personnel who exists to place students in Work Based Employment (on course) as well as job placement after graduation. Students are matched and placed at employers on an on-going basis. Some of the additional services offered at the CDC include writing of a professional curriculum vitae and preparing a candidate for an interview as well as support offered during the first weeks of employment. The most valuable insight gained at the “Bringing the Learning Home Conference” was definitely that it is essential for EMC to strengthen and broaden its international partnerships in order to truly become a world class brand in knowledge and skills training and the first choice college in South Africa.

From an Institutional perspective, EMC set out a number of goals, of which the following have been achieved to date:

- Renovation of the Brickfields Road Campus for Artisan Training
- Registration of two examination centres – Thanduxolo and Heath Park Campuses
- Implementation of policies on a more structured level (WIP)
- Elections and training of Health and Safety representatives
- Implementation of Health and Safety plan per campus
- Designated recruitment unit operational
- Career Development Centre operational
- Thanduxolo and Heath Park operational as delivery sites
- Achievement of targeted certification rate (67%) before supplementary exams despite many disruptions
- Provincial and National achievements in Sports, Arts and Culture.
- Successful of renovations at the Graaff-Reinet, Middle Street Campus
- Approval of the construction of a new Campus in Graaff-Reinet by DHET but currently postponed until 2016
- Return of the DP Academic to EMC after two years as Administrator at KSD

3.0 TEACHING AND LEARNING IMPROVEMENTS COMPLETED IN 2014

The following academic interventions were embarked on during the 2014 academic year, leading to the improvement of the delivery of quality teaching, learning and assessment.

- Spring School (September 2014)
- Pre-November examination intervention (October/November 2014)
- Maths Indaba (February 2014)
- Maths interventions: Ask Archie, LearnScapes, CAMI and Maths Training for Lecturers
- Tina Cowley Reading Excellence

- Issuing lecturers with laptops
- Assistive devices for LSEN
- Training of lecturers on assessment practices
- Student conference

4.0 OPPORTUNITIES FOR PROGRAMMATIC GROWTH IN 2015 BASED ON YOUTH DEVELOPMENT / LIVELIHOODS / ENTREPRENEURSHIP OPPORTUNITIES

- Driver's license
- New Venture Creation programme
- National Sport SACPO/Lotto project
- Maritime Studies
- Renewable Energy

5.0 CHALLENGES ENVISAGED FOR 2015

Despite the fact that the College continuously strives to deliver excellence in all its areas of delivery, it is a given fact that challenges will present itself during the process. The following are amongst others, the envisaged challenges for 2015.

- Lack of finances for the establishment of additional delivery sites
- Limited bursary funding
- No student residence and transport provision
- Increased student unrest
- Increased staff unrest
- Lack of capacity of lecturers due to expansion
- Lack of resources for the implementation of E-Learning
- Lack of Deputy Principal - Corporate Services
- Infrastructure growth not aligned to institutional growth
- Frustrations linked to function shift to National - permanent staff versus temporary staff and financial barriers
- Effect of the suspension of the Principal of Eastcape Midlands College.
- Maintaining of Certification Targets due to the student / lecturer unrest during 2014, continuing into 2015

6.0 INDICATIVE BUDGET FOR 2015

Programme	2013 FTE	2014 FTE	2015 FTE
EMIS / Planning	15-Feb-13	15-Feb-14	PLAN 2015
NCV	2635	2817	2856
REP 191	2237	2799	2553
TOTAL	4872	5615	5409
UNDER FUNDED	467		

	FTE 4405	FTE xxxx	
IND BUDGET	2013	2014	2015
		R121, 875, 000	R129, 245, 000

DHET only gave a 6% increase where as Inflation(5.6%) plus CPI (1.5%) = 7.1%

7.0 NSF FUNDING FIGURES FOR THE LAST YEAR (2015) OF THE THREE YEARS BEING FUNDED:

LEARNERSHIPS

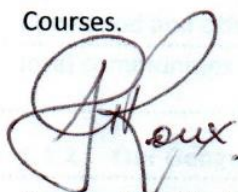
- Automotive component manufacturing learners - 75
- Autotronics learners - 75
- Early Childhood development - 75
- End User Computing - 50
- Mechatronics learners - 55
- Welding Application - 75
- Wholesale and retail operations - 30
- Motor mechanic apprentices – 20
- Fitting apprentices - 20
- Welding apprentices - 20

SKILLS PROGRAMMES

- Certified Senior Office Administrator - 55
- ICDL Foundation Certified Computer Certificate - 23
- Junior Bookkeeper - 50
- New Venture Creation - 20
- Small business Financial Manager – 42

Over and above this another 450 learners will be funded through NSF at the Charles Goodyear Engineering Campus doing N1 – N3 Automotive, Electrical and Mechanical

Courses.



**Prepared by Mr. Deon Roux
Acting Principal
30 September 2015**

CONTENTS

1.	GENERAL INFORMATION	11
1.1	Information on Eastcape Midlands College.....	11
1.2	Vision and Mission Statement	13
1.3	Legislative and Other Mandates.....	14
1.4	Governance and Management Structures	15
2.	PROGRAMME PERFORMANCE.....	19
2.1	Budget allocation	19
2.2	Strategic objectives and goals	21
2.3	Overview of the service delivery environment.....	24
2.4	Overview of the organisational environment.....	27
2.5	Key policy developments and legislative changes	28
2.6	Service delivery achievements	30
3.	ACADEMIC ACHIEVEMENTS.....	61
3.1	NCV Enrolments 2014 (FTE).....	61
3.2	REPORT 191 Enrolments 2014 (FTE).....	62
3.3	New Curriculum Vocational (NCV) Exam Results 2014.....	63
3.4	Report 191 School of Business Exam Results 2014	64
3.5	Report 191 School of Engineering Exam Results 2014	65
3.6	Occupational Training Unit Standard Pass Rate 2014	67
3.7	Campus Achievements 2014.....	69
4.	HUMAN RESOURCES.....	85
5.	ACRONYMS AND ABBREVIATIONS.....	88
6.	ANNUAL FINANCIAL STATEMENTS for the year ended 31 December 2014 (see Appendix 1)	

1. GENERAL INFORMATION

1.1 Information on Eastcape Midlands College

1.1.1 History of the College

Eastcape Midlands College, known as EMC, came into being on 31 March 2002 with the merger of Uitenhage Technical College, KwaNobuhle Technical College, Grahamstown Technical College and the satellite campus of Bethelsdorp Technical College in Graaff-Reinet and was officially launched in October 2003.

Eastcape Midlands College is a dynamic and fast growing institution operating under the leadership of a fully supportive and vibrant College Council. Educational programmes are developed and offered according to the identified needs of commerce and industries and local communities via DoE, DoL programmes and partnerships.

1.1.2 Our Geographic Location

The Head Office is based at Cuyler Street and Durban Street, Uitenhage

Eastcape Midlands College Vocational Training (NCV and Report 191) campuses are situated in:

Uitenhage : High Street, Park Avenue and Charles Goodyear campuses

Kwanubuhle : Thanduxolo

Bethelsdorp : Heath Park

Grahamstown : Grahamstown campus

Graaff-Reinet : Graaff-Reinet campus

Eastcape Midlands College Occupational Training is done at the Brickfields Campus.



EC Location of the Colleges and Campuses

1.1.3 Niche areas of the campuses are as follows:

High Street	: Marketing & Tourism
Grahamstown	: Finance, Economics & Accounting
Graaff-Reinet	: Office Admin & Safety in Society
Charles Goodyear	: Engineering and Related Design
Park Avenue	: Information Technology and Computer Science & : Electrical Infrastructure Construction
Brickfields Campus	: Learnerships, skills programs and corporate training courses are conducted there.

NEW CAMPUSES THAT OPENED IN 2014

THANDOXOLO HIGH SCHOOL situated in Kwanobuhle

The college signed an SLA with the Provincial Department of Public Works for the use of part of the school buildings. The intention is to extend the EMC brand to the communities in near proximity to EMC. This campus is intended to be a School for Business Studies and is offering Report 191 funded programmes from N4 to N6 on a full time basis.

REP 191 PROGRAMMES OFFERED ARE:

- Business Management
- Marketing Management
- Human Resource management
- Management Assistant

HEATH PARK CAMPUS situated in Bethelsdorp

NCV PROGRAMMES OFFERED ARE:

- Office Administration L2
- Primary health L2 & L3

REPORT 191 PROGRAMMES OFFERED ARE:

- Business Management N4
- Marketing Management N4
- Human Resource Management N4
- Management Assistant N4

1.2 Vision and Mission Statement

VISION

To become the world class brand in knowledge and skills training and the first choice college in South Africa.

MISSION

Our mission is to pursue our vision by passionately responding to the needs of the country.

In support of our mission we are committed to:

- Provide student support and services and endeavour to assist in job placement for our students.
- Be a modern but relevant college who are informed by the development challenges facing its communities.
- Be a centre of excellence characterised by competitive competences, capabilities and service orientation.

PURPOSE

The greatest need of the country is equipping individual students with knowledge and skills training to address the demands of the economy and the needs of the community.

VALUES

We will uphold all the values as enshrined in the spirit of the constitution of the Republic of South Africa and the various legislations that regulate the college directly or indirectly. We will particularly uphold strict financial discipline as contemplated by the PFMA. Our vision and mission will direct us at all times and we will endeavour to be effective, efficient and economical at all times by being responsive and relevant to our clients' needs and by working as a coherent team.

Our core values are as follows:

- Customer supremacy
- Honesty
- Human dignity
- Consultation
- Striving for high standards of service
- Transparency
- Accountability
- Redress
- Value addition in whatever we do
- Learner-centeredness

1.3 Legislative and Other Mandates

Since 1994, a number of education policies were implemented and legislation promulgated to create a framework for transformation in education and training. A summary of key policies and legislation follows:

- The South African Qualifications Authority, 1995, (SAQA), (Repealed)
- The Constitution of the Republic of South Africa (1996)
- The National Education Policy Act, 1996 (Act 27 of 1996), (NEPA)
- The South African Schools Act, 1996, (SASA)
- The Higher Education Act, 1997 (Act 101 of 1997), (HEA)
- The Further Education and Training Act, 1998, (Repealed)
- Employment of Educators Act, 1998 (Act 76 of 1998), (EEA)
- Skills Development Act, 1998 (Act 97 of 1998), (SDA)
- The National Student Financial Aid Scheme Act, 1999 (Act 56 of 1999), (NSFAS)
- Skills Development Levies Act, 1999 (Act 9 of 1999), (SDL)
- The Adult Basic Education and Training Act, 2000 (Act 52 of 2000, (ABET)
- The Education White Paper on Early Childhood Development (2000)
- South African Council of Educators Act, 2000 (Act 31 of 2000)
- The General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001)
- The Curriculum, 2005 (C2005)
- The Further Education and Training Colleges Act, 2006 (Act 16 of 2006), (FETC)
- The National Qualifications Framework Act, 2008 (Act 67 of 2008), (NQF)
- Skills Development Laws Amendment Act, 2010 (Act 24 of 2010)
- Higher Education and Training Laws Amendment Act, 2010 (Acts 25 and 26 of 2010)
- Higher Education and Training Laws Amendment Act, 2010 (Act 21 of 2011)
- Skills Development Laws Amendment Act, 2011 (Act 26 of 2011)
- Further Education and Training Colleges Amendment Act, 2012 (Act 3 of 2012)

Of specific interest to Eastcape Midlands Further Education and Training College is:

- The Constitution of the Republic of South Africa (1996) requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all, with the provision that everyone has the right to basic education, including adult basic education, and,
- The Further Education and Training Colleges Act, 2006 (Act No 16 of 2006) that provides for the regulation of further education and training, the establishment of governance and funding of public further education and training colleges, in further education and training, the registration of private further education and training colleges and the promotion of quality in further education and training.

In terms of the governance of these FET Colleges, the Act establishes norms and standards that must be adhered to. Amongst these is the provision of strategic guidance by College Councils to their respective FET Colleges.

1.4 Governance and Management Structures

GOVERNANCE PROFILE

The Members of newly appointed Council 2014

External Members	
Mr N Nqandela	Acting Chairperson
Mr J Arpin	
Mr M Smith	
Prof P Lolwana	
Dr M Nyoka	

Sub-Committees of the Council of Eastcape Midlands College 2014

Finance & Facility

Name	External/ Internal	Sub Committee	Function
Mr M Smith	External	Finance & Facility	Finance Policy Formulation, Approval and Oversight. Ensuring that finances of the college are running well and facilities are sufficient for the smooth running of the college. The objective is to have a sustainable college and also ensuring that an unqualified audit report is obtained from the Auditor General
Mr JJ Mbana	Internal		
Mr. R. Abdullah			
Ms. M. Christoffels			
Mr. S. Gana			
Mr. A. Boyce			
Ms. L. Du Randt			
Mr. V. Hewana			
Ms. Q. Xulubana			
Mr. D. Kilian			
Mr. TI Daniell			
Mr. G.J. Roux			
Ms L. Retief			
SRC Treasurer			

HR & Remuneration

Name	External/ Internal	Sub Committee	Function
Mr J Arpin	External	HR & Remuneration	HRM Policy Formulation, Approval and Oversight. Oversee all HR Related matters, policies, organogram and vacancies for recommendation to Council for approval.
Mr. R Abdullah	Internal		
Ms E Dido			
Mr. T, Daniell			
Mr. J. Retief			

Academic Board

Name	External/ Internal	Sub Committee	Function
Mr. J.H. Arpin Prof Lolwana	External	Academic Board	Accountable to the council for: Policy Guidance, Approval and Oversight; The academic function of the college and the promotion of the participation of women and the disabled in the learning programmes, Establishment of internal academic monitory and quality promotion mechanisms, Ensuring that the requirements of accreditation to provide learning against standards and qualification registered on the NQF are met, Determining the learning programmes that will be offered by the public FET college, Performing such other functions as may be directed or assigned to it by the Council.
Mr. J.J. Mbana Ms. N. Chagi Mr. D. Kilian Mr. J.J. Claassen Ms. M. Christoffels Mr. S. Gana Ms S. Jonker Ms. C .Harmse Mr. TI Daniell Mr. C.J.S. Strydom Mr. C. Hurter Ms. K. Jafta Mr L Moos Mr d Roux Ms L Magengenene Ms H Cannon Ms S Jackson Mr A Mohamed Mr N Botha Mr A Boyce Ms N Ntsho Ms A de Jager Chair (SRC) Deputy Chair (SRC) Ms N Magxaka Mr R Mazorodze Ms N Mini	Internal		

Business Unit

Name	Sub Committee	Function
Mr. C.M. Gawe (Director) Mr. J.J. Mbana (Director) Mr. D. Kilian Mr. J. Arpin	Business Unit	Policy Formulation, Approval and Oversight. Meet Quarterly to monitor and report budget expenditure and new training initiatives (apprentice, learnership and corporate training) and to seek approval for decisions made.

Management profile

Mr JJ Mbana	Principal
Ms N Chagi	Vice Principal: Education and Training Services (seconded to King Sabata Dalinyebo College as Administrator)
VACANT	Vice Principal: Corporate Services
Mr D Kilian	Vice Principal: Registration
Ms M Christoffels	Registrar: Student Affairs
Mr R Abdullah	CFO / Senior Resource Manager
Mr J Claassen	Registrar: Institutional Development & Occupational Training
Mr S Gana	Registrar: Academic
Mr C Hurter	Registrar: Examinations and Assessments
Mr D Roux	Campus Manager: High Street
Mr M Twala	Campus Manager: Charles Goodyear
Mr T Daniell	Campus Manager: Park Avenue
Mr V Hewana	Campus Manager: Brickfields Road
Ms Q Xulubana	Campus Manager: Grahamstown
Mrs B Bosch	Acting Campus Manager: Graaff-Reinet
Mr Nico Botha	Acting Campus Manager: Thanduxolo
Mr J Smit	Registrar: Planning and Research
Ms E van de Merwe	Assistant Director: Marketing & Communications
Mrs L Retief	Assistant Director: Finance
Mr J Retief	Manager: Learning and Living Space Design
Mr F Dennis	Supply Chain Manager
Ms S Jonker	Student Support Manager
Mrs C Harmse	Examination Manager
Mr E Schmidt	Partnership Unit Manager
Mr N Kulati	FES: Projects
Mr D Burger	FES: Apprenticeships
Mr C Ryan	FES: Learnerships (Engineering)
Ms M Rasilingwane	FES: Business Skills
Mr L Moos	FES: Report 191 Business Studies
Mr A Boyce	FES: NCV Engineering
Ms L Moyake	FES: NCV CORE: Business

Ms N Magxaka	FES: NCV Fundamentals: Life Orientation
Mrs H Cannon	FES: English
Mr R Mazorodza	FES: Mathematics
Ms R Roodt	Career Development Manager
Ms A Horne	Manager: Recruitment and Admissions
Mr A Van Rooyen	Manager: Quality Assurance
Mr C Sarrahwitz	ICT Manager
Ms T Mini	FES: Primary Health

2. PROGRAMME PERFORMANCE

2.1 Budget allocation

The Council hereby provides the following Budget Policy Allocation Guidelines. All expenditure must be within these guidelines. As per regulations an 8% virement is inherent in the power of the PRINCIPAL and amounts outside of this amount requires Council approval.

Management is also mandated to negotiate a more equitable allocation from DHET. On average a budget of over R100 million is needed per year in order to adequately discharge the Councils responsibility in terms of service delivery.

The budget for 2014/15 was R121 321 000.

In appropriating the budget from the Council to the PRINCIPAL the Council hereby indicates the following immediate goals for the finance branch. This include that the Principal implements the appropriate internal controls to ensure that:

- An unqualified audit report is obtained annually;
- That no unauthorised, fruitless and wasteful or irregular expenditure occurs;
- The Budget is to be disaggregated as detailed below for the MTEF unless otherwise approved by the Council.

2.1.1 Percentage Allocation per Standard Item based on Indicative Budget 2014/15 (College funds included)

Budget Policy for 2014/15

Total Budget	
	100%

Compensation of Employees (CoE)
44%

Goods & Services
38%

Capital
18%

2.1.2 Budget Allocation per Standard Item based on the Indicative Budget 2013/14 (College funds included)

Total Budget	
	R175 410 471

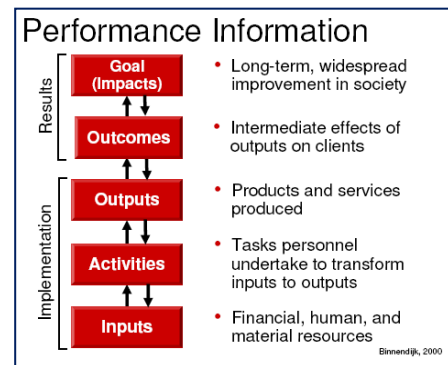
Compensation of Employees (CoE)
R111 512 660

Goods & Services
R97 646 145

Capital
R46 061 068

2.2 Strategic objectives and goals

The Performance Information Framework schematic on the right provides an indication of the roles and responsibilities of the Council and that of the Management of EMC. The Council is responsible for the results of the organisation as represented by the impact that government policy has on society. This impact can be divided into the short, medium and long term. In this strategic plan the short term impact the Council seeks is to ensure that there is compliance with all legislation in the Province.



In the medium term, the Council seeks to make sure that the quality of life of our citizens is improved and that there is a major in unemployment and poverty. Whilst the Council strives to achieve this, it must also find a balance between the needs of society and business. A correctly managed and regulated FET sector will have positive economic spin offs as well.

The purpose of the strategic plan is to direct the organisation in such a way that the above results (Goals / Impacts) can be achieved. As indicated, the Council and the Ministry is responsible for the effect of policy on society.

Management on the other hand is responsible for the implementation. The end product of this implementation must be tangible and is referred to as the outputs. These outputs must have a direct bearing on how the outcomes will be realised.

College Strategic Plan

Taking into account the situational analysis as described above, the college has developed the following strategic plan in consultation with Department of Higher Education and Training, Industry, Local government, Universities and Seta's. Please note that as these strategic goals are in alignment with the national strategic goals of the Department, therefore there is no Strategic Goal 4.

Strategic Goal 1

Increase the number of skilled youth by expanding access to education and training for the youth.

Priorities

- To improve recruitment, placement and selection processes.
- To effectively manage bursary administration system.
- To improve certification rates in NCV and Report 191 programmes

EMC will increase enrolment and certification rate by an average of 10% and 11% respectively per annum. Challenges posing a barrier are:

- Infrastructure
- Funding from DHET
- Socio-economic conditions
- Student accommodation
- Student Transport services
- Programme qualification Mix

To address the above mentioned challenges the college is implementing the following activities:

- Acquiring underutilised government facilities as delivery sites
- Embark on local and international fundraising ventures
- Improve quality teaching, learning and assessment through relevant interventions.
- Provision of student accommodation and transport
- Review qualification mix annually.

Partnership with institutions and businesses in order to reach our envisaged goal, are:

- JET for lecturer training
- SACPO and Unisa for lecturer qualification
- NMMU VEOP training
- ETDP Seta Maths training
- Partnerships with NGO's for Student Support referrals
- Training for ISSS Staff – Mindstretch

Strategic Goal 2

Adequately capacitated individual institutions for effective provision or facilitation of learning.

Priorities

- To improve lecturer capacity to effectively deliver college curriculum
- To improve capacity of management and administrative staff in management, planning, performance and financial systems
- To improve capacity of lecturers and student support practitioners to provide on programme academic support
- To ensure that College Council is effective in its governance and performance management of college management and staff
- To implement an effective integrated data management, tracking and reporting system
- To provide adequate systems and infrastructure for improved teaching and learning

Improve staff capacity

20 lecturers trained effectively per annum over the next 4 years in order to deliver college curriculum. Challenges with regards to this include budgetary constraints, timing with regards to lecturing hours lost as well as suitability of service providers. In order to overcome possible risks, providers as mentioned below are utilized:

- SACPO and UNISA for lecturer qualification
- NMMU VEOP training
- ETDP Seta Maths training
- Partnerships with NGO's for Student Support referrals
- Training for ISSS Staff – Mindstretch

Strategic Goal 3

Increase the number of students successfully entering the labour market upon completion of training.

Priorities

- To improve the capacity of student support service practitioners and lecturers to implement work based learning
- To improve learner employability by providing increased workplace based learning opportunities

By 2016 the College's vision is to reach 100% placement rate of our students into the labour market after completion of their studies. Limited job placement opportunities, incorrect PQM and lack of working experience are challenges with regards to accomplishing this goal. In order to remedy this, the College has established a Career Development Centre focusing on creating links, job preparation workshops, driver's license and exit placement. The School of Occupational training has embarked on a training on production initiative aimed at addressing the limited job placement opportunities as well as the lack of suitable work experience. Examples of partnerships in this regard are SAGDA, various SETA's, Narysec, Transwerk and partnerships with international colleges such as Wallsal.

Strategic Goal 5.

A college curriculum that is responsive to the demands of the market place and can transform and adapt quickly and effectively to changing skills needs, with a special emphasis on artisan training.

- To develop and implement In consultation with SETAs and local industry, an expanded PQM, that reflects local economic demand

- To facilitate partnerships with industry, government departments, community organisations and donors

A partnership unit has been established that will enable the college to increase PQM through placements at these companies. This will enable the Occupational School to apply for accreditation and more SETA's in order to supply these companies with learners for the various projects. The college will through this effort also be able to tender for small scale tenders such as community house building, etc.

These partnerships will also assist with the shortage of resources as less learners need to be trained on campuses and more of them will be exposed to on-site training.

An incubator hub will also be established where the learners will run small businesses until they are ready to leave the college and move into their own premises.

2.3 Overview of the service delivery environment

Occupational Training Programmes

It was a strategic decision taken in June 2009 by the Principal and Council to establish the Occupational School. This is good investment following the inclusion of Seta's in the new national department of higher education and training coupled with state of the nation address by the president in which FET colleges were confirmed as the official providers of the skills the country is looking for.

Companies have specific training intervention needs that are not always catered for by the current NCV programmes, thus they are looking for training providers to fulfil this role.

Public FET (TVET) colleges are ideal for this as they can be considered as the "one stop shop" for the employers. Colleges are able to train the employees in a full qualification and not only part of the qualification as most of the private providers are doing. Many if not most of the private providers will only specialise in either fundamental or core training and do not have the subject matter experts and/or the infrastructure to be involved in training of this magnitude.

However, to be able to sustain the interest of companies and industry in colleges, funding will have to be sustained from DoE (DHET) as it is our task to be involved in the training of learnership and skills programmes. It must be taken into account that in our area there are very few providers that are able to train company employees on the GET and FET (TVET) levels.

The college started offering occupational directed training as far back as 2004, when the need for skills and learnership training were very much in demand by industry and a number of state departments. Funding for this type of training had to be separated from the normal college income received in the form of a conditional grant and had to be

reported on differently to the various clients and therefore council decided to run all occupational directed training via the EMCBU.

Short skills Programmes

The same reasoning above is applicable to ACCREDITED short and skills courses. Very few private providers will have the capacity, skills and infrastructure to present these vital training interventions to companies.

It has also become more evident in recent months that many companies are investigating the possibility of structured training interventions when they identify problem areas in their skills audit.

NC (V) Programmes

Technical Colleges were created to cater for apprentices and journeymen in regard of academic needs. The workplace provided opportunities to develop the needed skills and get hands-on experience.

A major influx of un-indentured students was experienced in the early 90's. These students were trained in all aspects of academics but skills training fell by the wayside, and ultimately the Technical College product was very incomplete.

In order to address this problem the NC(V) Curriculum came in place by catering for integrated training. The end product is now complete with both academic knowledge as well as the relevant skills. It gives Grade 9 learners a vocational alternative to an academic Grade 10 - 12 by offering industry focused training on the NQF levels 2 – 4.

These qualifications are designed to provide both the theory and practice. The practical component of study may be offered in a real workplace environment or in a simulated workplace that will provide students with an opportunity to experience work situations during the period of study. These qualifications will also provide an opportunity to enter high education institutions.

In response to the dire needs of our economy and the Joint Initiative for Priority Skills Acquisition (JIPSA), Eastcape Midlands College offers nine programmes, namely:

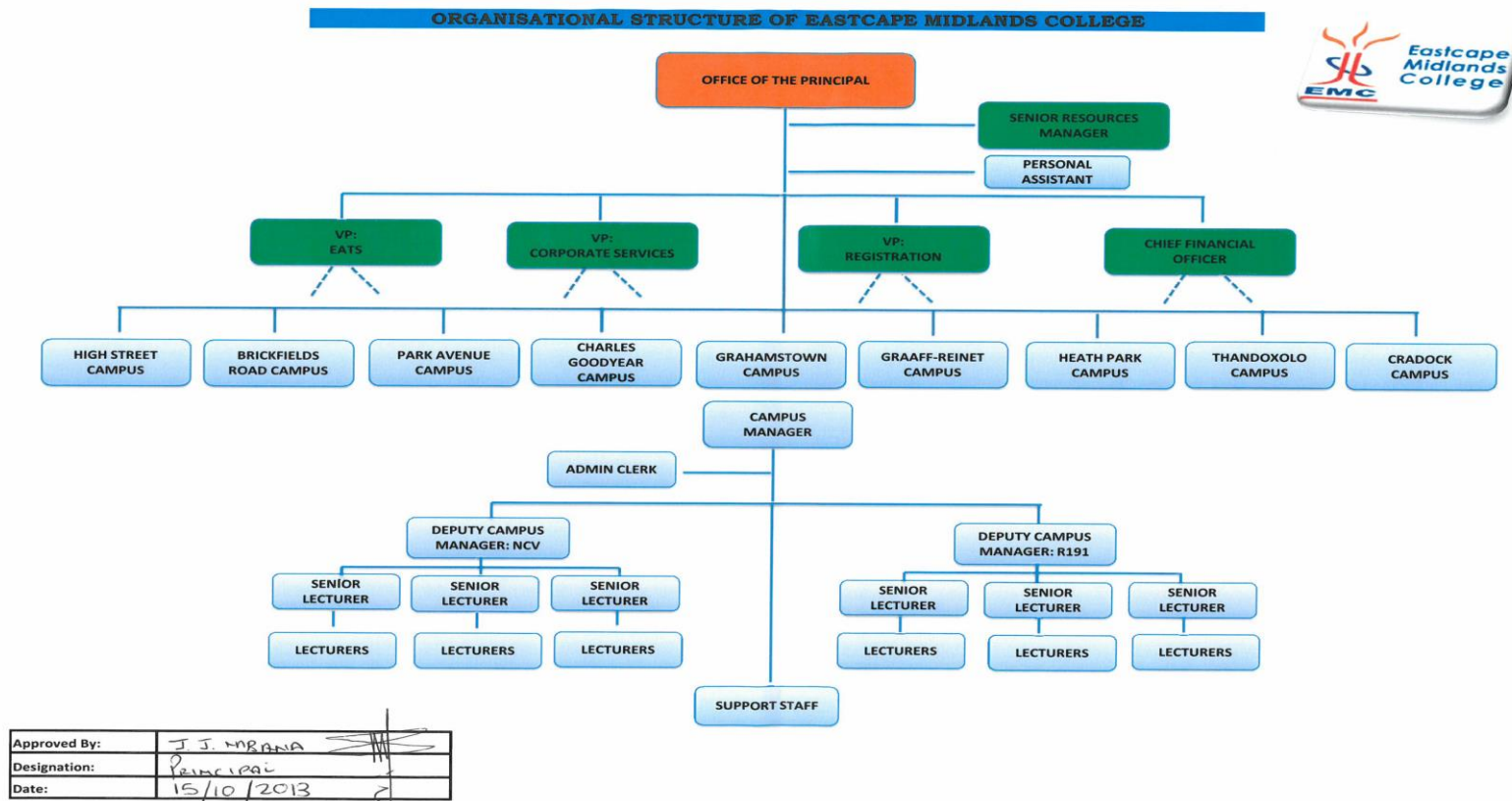
- Finance, Economics and Accounting
- Office Administration
- Tourism
- Marketing
- Safety in Society
- Information Technology and Computer Science
- Electrical Infrastructure Construction
- Engineering and Related Design
- Primary Health

REPORT 191 PROGRAMMES

Due to an outcry by companies in Industry, the REP 191 programmes to be phased out were allowed to continue and as such Eastcape Midlands College offers the following programmes:

Business Studies (N4-N6)	Engineering Studies (N1-N6)
• Business management	Automotive Engineering
• Financial Management	Mechanical Engineering
• Human Resources Management	Electrical Engineering
• Marketing Management	Civil Engineering
• Management Assistant	

2.4 Overview of the organisational environment



Approved By:	J. J. MRANA
Designation:	Principal
Date:	15/10/2013

2.5 Key policy developments and legislative changes

Further Education and Training Colleges Amendment Act, 2012 (Act No. 3 of 2012)

This legislation amends the Further Education and Training Colleges Act, 2006, so as to remove all references to provincial authority; to assign functions previously assigned to the Member of the Executive Council to the Minister; to remove all references to “Head of Department” and replace them with “Director-General”; to regulate the conduct of members of the Council, members of a committee of the Council and staff of a public Further Education and Training College engaging in business with the relevant public college; to provide for transitional arrangements and to provide for matters connected.

Sections 11 and 12 of the *Further Education and Training Colleges Amendment Act, 2012*(Act No. 3 of 2012)

This legislation effectively transfers the authority over FET College management staff from the Provincial Departments of Education to the Department of Higher Education and Training with effect from 1 April 2013.

Higher Education and Training Laws Amendment Act, 2012 (Act No 23 of 2012)

This legislation aims to amend the Higher Education Act, 1997, so as to provide afresh for the establishment of a national institute for higher education; to extend the functions of a national institute for higher education; to provide for the appointment of an administrator for a national institute for higher education; to provide for the closure of a national institute for higher education; to extend the powers and functions of an independent assessor; to give the Minister the power to intervene in the case of poor or non-performance or maladministration by a public higher education institution; to provide for the dissolution of the council as well as procedure for such dissolution; to extend the powers of an administrator to temporarily take over the management, governance and administration of the council of a public higher education institution; to amend the National Qualifications Framework Act, 2008, so as to change the date on which the annual report of the South African Qualifications Authority must be submitted to the Minister; and to provide for matters connected therewith.

Sector Education and Training Authority (SETA) Grant Regulations

Improved SETA Grant Regulations were introduced to usher in a new era of SETA performance. The Regulations came into operation on 1 April 2013 and require SETAs to target funding towards structured workplace learning and experience as part of partnership programmes between education and training institutions and credible providers and employers. The important work on internships and Work Integrated Learning within the post-school education and training system are institutionalised through these Regulations.

Development of a White paper on Post-School Education and Training

In January 2012, the *Green Paper on Post-School Education and Training* was released for public comment. It received a great deal of attention from stakeholders in the post-school system. This White Paper seeks to set out a vision for the type of post-school

education and training system we aim to achieve by 2030. It has been developed after consideration of the nearly 200 responses to the Green Paper received from educational institutions, Sector Education and Training Authorities (SETAs), employer groupings, trade unions, other organisations and individuals, as well as further reflection within the Department of Higher Education and Training (DHET) on the challenges facing the sector.

The post-school system is understood as comprising all education and training provision for those who have completed school, those who did not complete their schooling, and those who never attended school. It consists of the following institutions, which fall under the purview of the DHET:

- 23 public universities (with two more being established in 2014);
- 50 public technical and vocational education and training (TVET) colleges (formerly known as further education and training [FET] colleges);
- public adult learning centres (soon to be absorbed into the new community colleges);
- private post-school institutions (registered private FET colleges and private higher education institutions, also to be renamed TVET colleges);
- the SETAs and the National Skills Fund (NSF);
- regulatory bodies responsible for qualifications and quality assurance in the post-school system – the South African Qualifications Authority (SAQA) and the Quality Councils.

TVET colleges

The DHET's highest priority is to strengthen and expand the public TVET colleges and turn them into attractive institutions of choice for school leavers. Total head-count enrolments have increased from just over 345 000 in 2010 to an estimated 650 000 in 2013; they will increase to one million by 2015 and 2.5 million by 2030. Key objectives in strengthening colleges include improving their management and governance, developing the quality of teaching and learning, increasing their responsiveness to local labour markets, improving student support services, and developing their infrastructure.

In addition, emphasis will be given to strengthening partnerships with employers, both at the system level and that of individual colleges. Such partnerships will assist the colleges to locate opportunities for work-integrated learning, to place students when they complete their studies, and to obtain regular workplace exposure for staff so as to keep them abreast of developments in industry. Employers should also be in a position to advise the college system and individual colleges around issues of curriculum, and experts from industry could teach at colleges on a part-time or occasional basis. SETAs have an important role to play in promoting and facilitating links between colleges and employers. A curriculum that responds to local labour market needs or that responds to particular requests from SETAs, employers or government to meet specific development goals will result in a differentiated college system with various niche areas of specialisation.

The current mix of programmes and qualifications in the TVET colleges is complex to administer, difficult for learners and parents to understand, and often poorly quality-assured. The entire gamut of vocational programmes and qualifications will therefore be reviewed and rationalised. The review should ideally be led by both the DHET and the Department of Basic Education (DBE), as both offer vocational programmes; it should also involve the colleges, employers and relevant unions.

2.6 Service delivery achievements

2.6.1 Office of the Principal

Objective

To provide for the functioning of the Office of the Principal of Eastcape Midlands College, which consists of the Principal himself and his two Vice-Principals.

Overview

EMC's leadership, both at governance and managerial levels, is increasingly playing a pivotal role in the unfolding TVET sector in the country and therefore need to have proper institutional mandating mechanisms as well as ensure that EMC is steered indeed along the lines that its leadership is professing outside. This also puts the college on a more spot-lit-skyline thereby requiring it to have its house in order all the time and on all fronts.

Artisan training has received special focus by increasing their number and quality. Setas are busy aligning their programmes and placement of students through learnerships and apprenticeships to the TVET colleges.

In pursuit of the purpose of the institution, the mission and vision for the period under review i.e. 2014 to 2016, 2 strategic goals were identified as the guiding goals for the college. These are 1) attain 100% pass by 2016, 2) attain 100% placement (work) for our graduates by 2016.

Based on these broad guidelines the 2014 EMC budget have over and above the financing of the normal college operations pursue the above strategic budget policy direction.

Council ratified the following during 2014:

- Formally recognised and approved the Occupational School as a second school of Eastcape Midlands College , supplementing the School of Vocational Training
- Approved the transfer of Mr. Hewana to Uitenhage as Campus Manager at the Brickfields Road Campus
- Allowed the interventions facilitated by Mr Nyuka, Mr Barends and Mr Sideba to further assist in the HR Division.
- Allow research on the implementation of centres of excellence and to phase it in stages to accommodate our clients

- Approved the ESETA PROPOSAL to fund part of the refurbishment of the new Renewable Energy workshop agreement and the accompanying training
- EMCBU name change to the Partnership unit (to be changed with the Registrar of companies as well)
- Establishment of a sub unit for the development of SMME's and learning companies aimed at relieving unemployment
 - Replace CRAM with Pace due to infrastructure challenge as a tool for assessing shortcomings in teaching and learning and therefore to improve the certification rate of EMC
 - Provide training and mentorship to commercial farmers in partnership with other government departments which could improve food security in the country
 - Training of the unemployed registered on the Department of Labour database should funding be allocated for this purpose
- Approved the move of the Career Development Centre and placement function to the Partnerships Unit as a non-core function
- Approved the following policies:
 - Composition of short listing and interview panel Policy
 - Cell phone policy
 - Recruitment and selection Policy
 - Delegation of Authority
- Approved that the certification target was under to 77% for 2013, 89% for 2014, but for 2015 and for 2016 was under review due to unrest
- Approved the Registered development of the Heath Park campus in Bethelsdorp as campus of EMC
- Resolved to allow management to continue with the processes to pursue Port Alfred in offering Aviation and Maritime in Port Alfred
- Approved and supported to extend the curriculum offerings from NCV L1-L4 to include higher education offered through NCV L5 as part of the expansion of the college – higher certificate in Banking to start in June , followed by Tourism and Management

Achievements

- Appointment of strategic EMC Staff , such as V.P. Finance, Assessments and Examinations, First Education Specialists, Financial Aid Officers, SHEQ Officer, Supply Chain staff, Sports, Arts and Culture Officer, etc.
- Registration of two additional examination centres done at Heath Park and Thanduxolo Campuses.
- Introduction of Wellness Programme
- Elections and training of Health and Safety representatives
- Wellness programme to be vigorously implemented
- Counselling for staff as well
- Implementation of Health and Safety plan per campus
- Establishment of partnership unit
- Establishment of designated recruitment unit
- Establishment of the Career Application Centre

- Thanduxolo as an EMC delivery site included Part-time classes in 2014
- Achievement of targeted certification rate (67%)
- Provincial and National achievements in Sports, Arts and Culture
- Approval of the construction of a new Campus in Graaff-Reinet by DHET, move to a new site

Special challenges and responses

Despite the fact that the College continuously strive to deliver excellence in all its areas of delivery, it is a given fact that challenges will present itself during the process. The following are amongst others, the envisaged challenges for 2014.

- Lack of finances for the improvement and rezoning of additional delivery sites
- Limited bursary funding
- No student residence and transport provision
- Increased staff unrest
- Lack of capacity of lecturers due to expansion
- Lack of resources for the implementation of E-Learning :
 - Currently infrastructure is in place. Bandwidth been expanded at Brickfields.
 - Purchase of tablets never happened (procurement and tender delayed process) although specifications was submitted
- Non-appointment of Vice Principal: Corporate Services
- Infrastructure growth not aligned to institutional growth

2.6.2 Human Resource Administration

Objective

To provide recruitment, support and development services for the professional development of educators and non-educators in the college.

Overview

The following staff members were appointed during the year 2014:

- 2 x Provisioning Clerks
- 1 Campus Manager
- 1 Senior State Accountant
- 1 HR Manager
- 1 Finance Clerk

The following staff left the college:

- Senior State Accountant
- Assistant Director Finance
- Assessment Manager
- General Assistant
- Senior Personnel Practitioner
- Junior IT Technician
- Financial Clerk

- Examination Officer
- 1 Post Level Lecturer

Challenges

a) Acting Positions

Introduction

There are 44 Lecturers acting in different categories as Senior Lecturers, Deputy Campus Head and acting Campus Heads for a period of 12 months. This is not in line with Labour Relations Act and therefore request permission be granted by DHET to advertise and fill these posts for permanent appointment. The Government has reviewed the Labour Relations Act and staff members can only be appointed for three months as casuals and thereafter be appointed permanently.

Financial Implication

The College have enough funds to fill these positions

Recommendation

- (a) That the Acting Principal get permission from DHET
- (b) That the posts be filled after permission is granted

b) HR Division: Staff Shortage

Introduction

The HR Division is understaffed and operating on skeleton staff. The skeleton staff need to be capacitated. The College is in need of skilled and trained staff. The current staff must be trained.

Financial Implication

There are funds available for training of staff

Recommendation

- (a) That HR Division to be send for training.
- (b) That more staff be appointed

c) Transport

Introduction

HR Division is in need of a vehicle in order to strengthen communication with Campuses and deliver the pay slip in all the Campuses.

Financial implication

That a vehicle be bought for the Division

Recommendation

That a vehicle be bought for HR Division

d) Office Space

Introduction

There is a need for more office space for HR files and staff to be accommodated. It is proposed that HR Division be moved to Brickfields Campus for proper accommodation.

Financial Implication

There is enough space for accommodation for HR Division at the Brickfields Campus.

2.6.3 Provisioning and Technical Administration

Objective

Provisioning of technical administration and provisioning services to the college.

Achievements

All the above mentioned projects were completed successfully except for those that were cancelled.

Specific challenges and responses

The lack of staff and resources remain an issue as the workload is still on the increase daily.

REQUEST FOR PROPOSAL (RFP) 2014

DESCRIPTION	RFQ/TENDER/ QUOTE NO	CAMPUS	COMPANY	ORDER #	ACTUAL BID AMOUNT	COMMENT
Appointment of service provider for supply, delivery , commissioning and management of E-Learning Systems and devices	<u>RFP/SCM EMC 01/14</u>	Multi		N/A		Cancelled
Appointment of service provider for supply, delivery , commissioning of Hydraulic & Pneumatic Equipment	<u>RFP/SCM EMC 02/14</u>	B/Road	Festo (Pty) Ltd	279	R3 384 498.12	EMC Business Unit paid for equipment
Appointment of service provider for supply, delivery , commissioning of Toolboxes & Toolsets	<u>RFP/SCM EMC 03/14</u>	B/Road	Expert Tech Engineering & Maintenance	714	R 448 740.08	EMC Business Unit paid for equipment
Appointment of service provider for supply, delivery , commissioning of Tools	<u>RFP/SCM EMC 04/14</u>	B/Road	1)Tetcon Sales & Services 2) Avex Engineering	395	R1 209 296.34	EMC Business Unit paid for equipment
Appointment of service provider for supply, delivery , commissioning of Diagnostics Equipment & Workshop Equipment	<u>RFP/SCM EMC 05/14</u>	B/Road	Snap On Equipment	336	R1 360 651.56	EMC Business Unit paid for equipment
Appointment of service provider for supply, delivery , commissioning ICT Hardware	<u>RFP/SCM EMC 06/14</u>	Multi	Go Training Academy	N/A	R6 213 023.40	Insufficient Budget to continue
Appointment of service provider for supply, delivery , commissioning of Fitting & Turning Equipment	<u>RFP/SCM EMC 07/14</u>	Multi	Festo (Pty) Ltd	394	R1 248 999.96	EMC Business Unit paid for equipment
REQUEST FOR QUOTATION (RFQ) 2014						

DESCRIPTION	RFQ/TENDER/ QUOTE NO	CAMPUS	COMPANY	ORDER #	ACTUAL BID AMOUNT	COMMENT
Supply, delivery, installation & commissioning of 2 compressors at B/R campus	RFQ EMC 0001/14	B/ROAD	SO EQUIPMENT	328	R 151 620.00	
Supply, delivery, installation & commissioning of heat treatment furnace equipment at B/R campus	RFQ EMC 0002/14	B/ROAD	-		R-	CANCELLED
Supply, delivery, installation & commissioning of geared head lathe at B/R campus	RFQ EMC 0003/14	B/ROAD	-		R-	CANCELLED
Supply, delivery, installation & commissioning of geared head lathe at B/R campus	RFQ SCM EMC 014/14	B/ROAD	TOOLQUIP & ALLIED	329	R 239 780.38	
Supply and installation of classroom furniture at B/R campus	RFQ SCM EMC 015/14	B/ROAD			R-	Item referred to Acting Principal Mr Deon Roux to approve
Supply of stationary for Report 191 - Engineering at CGY	RFQ SCM EMC 020/15	CHARLES GOODYEAR	Tramarco Trading International (Pty) Ltd	362	R 77 828.84	
Supply, delivery & installation of industrial shelving at B/R campus	RFQ SCM EMC 021/14	B/ROAD	WHITEFEILDS OFFICE SUPPLIES	403	R 43 158.12	
Supply and delivery of lockers at B/R campus	RFQ SCM EMC 022/14	B/ROAD	MASIFUYENI ISIZWE CATERING & GENERAL TRADING CC	414	R 163 404.00	
Supply and delivery of electrical training panels at B/R campus	RFQ SCM EMC 027/14	B/ROAD	AMTEC TECHNIQUIP CC	POA 70199	R 110 202.66	
Supply OF transport to B/R Campus for students	RFQ SCM EMC 028/14	B/ROAD	DUNGULANI TRADING CC	N/A	R 65 000.00	

Supply, delivery, installation & commissioning of heat treatment furnace equipment at B/R campus	RFQ SCM EMC 034/14	B/ROAD	MET-U-ED LAB SUPPLIES	361	R 147 534.24	
Supply, delivery, installation & commissioning of mobile bulk filer for B/R campus	RFQ SCM EMC 034/14	B/ROAD	SORTED SYSTEM SOLUTIONS CC	416	R 158 107.42	
Appointment for service provider to Supply and deliver of Toilet paper & Tissue products	RFQ/SCM EMC 01/14	Multi	Anyagen (Pty) Ltd T/A DVK Office Equipment		R 108 800.00	
Appointment for service provider to Supply and deliver of photocopy paper	RFQ/SCM EMC 02/14	Multi	Nashua	564	R 574 971.80	
Appointment for service provider to for the Supply of Specialised Security	RFQ/SCM EMC 03/14	Multi	Nashua	564	R 496 800.00	RFQ is put on hold
Appointment for service provider for supply and delivery and commissioning of ICT Equipment at Brickfields Campus	RFQ/SCM EMC 035/14	Grahamstown	Bay Technologies	1769	R 492 674.96	
Appointment for service provider for supply and delivery and commissioning of Offsite Backup Tape Solution a	RFQ/SCM EMC 036/14	Multi	Metrofile - Port Elizabeth	1771	R 27 304.76	Monthly charge of R27 304.76 for 2014
Appointment for service provider for supply and delivery and commissioning of a Fire Protection Solution for Server Room in Cuyler Street	RFQ/SCM EMC 038/14	Cuyler	Glob Solutions	1774	R 322 343.53	
Appointment for service provider for supply Campus	RFQ/SCM EMC 039/14	Thandoxolo Campus	Bay Technologies	1776	R 498 750.00	

Supply, deliver & installation of service provider for CCTV at Charles Goodyear Campus	RFQ/SCM EMC 04/14	Charles Goodyear	Any agent (and delivery and commissioning of Visually Impaired Solution at Thandoxolo Pty) Ltd T/A DVK Office Equipment	133	R 188 247.06	
Appointment for service provider for supply and delivery and commissioning of Visually Impaired at HP	RFQ/SCM EMC 040/14	Thandoxolo Campus	Bay Technologies	1775	R 498 750.00	
Appointment for service provider for supply and delivery and commissioning of a CCTV Equipment for High Street, Park Ave , Heath Park & Thandoxolo Campus	RFQ/SCM EMC 043/14	Cuyler	Glob Solutions	1770	R 457 729.00	
Appointment for service provider to Supply, deliver of cleaning material to EMC	RFQ/SCM EMC 05/14	Multi	Anyagen (Pty) Ltd T/A DVK Office Equipment	566	R 243 436.10	
Appointment for service provider to Supply, deliver of refuse plastic bags to EMC	RFQ/SCM EMC 06/14	Multi	Fenleys Traders CC	1445	R 117 000.00	CANCELLED
Appointment for service provider to supply, delivery and installation of Electronic equipment and classroom furniture for the Teacher Training Centre for EMC	RFQ/SCM EMC 08/14	Brickfields	Go Training Academy		R 473 100.00	
Appointment for service provider to supply and deliver Scientific Calculators for EMC	RFQ/SCM EMC 08/14	Multi	Tramarco Trading International (Pty) Ltd	223	R 195 500.00	

Appointment for service provider to supply and deliver of Stationary for EMC	RFQ/SCM EMC 10/14	Multi	Anyagen (Pty) Ltd T/A DVK Office Equipment	562	R 802 070.50	
Appointment for service provider for the refurbishment of Charles Goodyear Staffroom	RFQ/SCM EMC 11/14	Charles Goodyear	Infra Force Africa	563	R 472 990.00	
Appointment for service provider for supply and installation of Intercom System at CGY	RFQ/SCM EMC 12/14	Charles Goodyear	Altercorp CC	1477	R 208 848.98	
Appointment for service provider for supply and delivery of Stationary to Cuyler Street	RFQ/SCM EMC 12/14	Cuyler Street	Valmac Office National	1476	R 127 649.85	RFQ number is duplicated erroneously
Appointment for service provider for supply and delivery of Draughtsman's Tables for CGY & PA Campus	RFQ/SCM EMC 23/14	Charles Goodyear & Park Ave	@ Work	1450	R 316 555.20	
Appointment for service provider for supply and delivery and commissioning of an Intercom Systems for Grahamstown , Thandoxolo & Heath Park Campus	RFQ/SCM EMC 24/14	Grahamstown , Thandoxolo & Heath Park	Altercorp CC	1450	R 490 000.00	
Appointment for service provider for supply and installation of an Alarm Systems for Thandoxolo & Heath Park Campus	RFQ/SCM EMC 25/14	Thandoxolo & Heath Park	LS Turnkey (Eastern Cape)	1708	R 61 514.00	
Appointment for service provider for Waste Removal for EMC	RFQ/SCM EMC 29/14	Multi	UD Waste	1444	R 7 879.00	Monthly charge of R7879.00 for 2014

Appointment for service provider for supply and delivery and commissioning of an Air-conditioning Systems for Grahamstown Campus Computer Labs	RFQ/SCM EMC 29/14	Grahamstown	Sibanye Systems & General	1478	R 156 975.62	RFQ number is duplicated erroneously
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REQUEST FOR BID (RFB) 2014

DESCRIPTION	RFQ/TENDER/QUOTE NO	CAMPUS	COMPANY	ORDER #	ACTUAL BID AMOUNT	COMMENT
Supply, delivery installation, commissioning & management of E-learning systems & devices for EMC	<u>RFQ/SCM EMC 01/14</u>	Brickfields				CANCELLED
Supply, delivery, installation, commissioning of Hydraulic & Pneumatic for EMC	<u>RFQ/SCM EMC 02/14</u>	Brickfields	Festo (Pty) Ltd	279	R3 384 498.12	
Supply, delivery of Toolsets & Toolboxes for EMC	<u>RFQ/SCM EMC 03/14</u>	Brickfields	Expert Tech Eng & Main	714	R 448 740.08	
Supply, delivery, installation and commissioning of Tools for EMC	<u>RFQ/SCM EMC 04/14</u>	Brickfields	Avex Air Training (Pty) Ltd	395	R1 209 296.34	To be awarded still
Supply, delivery, installation and commissioning of Diagnostic & Workshop Equipment for EMC	<u>RFQ/SCM EMC 05/14</u>	Brickfields	SO Equipment	336	R1 360 651.56	BAC TO SIT
Supply, delivery, installation and commissioning of Information Technology Equipment for EMC	<u>RFQ/SCM EMC 06/14</u>	Brickfields	Go Computers			

2.6.4 Financial Administration

Objective

The objective is to have a sustainable college and also ensuring that an unqualified audit report is obtained from the Auditor-General.

Overview

Finance policy formulation, approval and oversight ensuring that finances of the college are running well and facilities are sufficient for the smooth running of the college.

Achievements

Unfortunately, in respect of the financial year ended December 2013, the Auditor-General is expected to issue a disclaimer of audit opinion based on the college allegedly not providing sufficient timeously evidence, in the form of documentation on which to base an audit opinion. Further, many issues were raised in the report to management for that year, some of which will still require rectification to improve the audit outcomes for 2014 and 2015.

There was also a protracted dispute between the A-G and college management regarding the necessity for the financial statements of the college to be consolidated with the financial statements of the EMC BU NPC for the year ended December 2013. This dispute continued until the end of 2014, resulting in the late submission of financial statements acceptable to the A-G. The consolidation has now been completed and submitted to the A-G for review, the outcome of which is expected to be received during the week ending 17 April 2015.

However, despite a severe shortage in the complement of experienced financial staff, the persons filling vacancies in Acting Roles have managed to remain current with most aspects of day to day accounting throughout 2014 and into the first quarter of 2015.

Specific Challenges

The suspension of the Principal, pending a disciplinary hearing, and the subsequent interdict obtained by the Principal and two current employees within administrative support functions against the college, has caused tensions within the financial administration of the college.

The Senior Resource Manager, who previously fulfilled the role of CFO, has been relieved of his Exco duties, causing a breakdown in communication and functionality between Exco and Finance and Administration.

The post of Assistant Director – Finance has been vacant since mid-2014 and the post of Deputy Principal – Finance was only filled by a secondment from DHET in November 2014. There is therefore a backlog of administrative and financial activities that have caused the publication of the 2015 budget and preparation of the 2014 Annual Financial Statements, including the Annual Report, to be significantly delayed.

The hybrid management structure of the college (in terms of the model recommended by DHET - TVETC sector) has further exacerbated the difficulties within Finance and Administration and both Council and DHET have been requested to assist in the resolution of this anomaly.

Last, but not least, industrial action by a number of employees has diverted the attention of management from core activities to dispute resolution and load shedding has caused significant disruption to all data processing activities as well as damage to computer installations across most campuses.

Strategy for the Future

- Resolve the management organisation structure in line with DHET recommended norms
- Recruit appropriately qualified persons into the vacant posts in Finance and Administration
- Review the appropriateness of the financial policies, referred to above, and ensure adherence thereto when finally developed and agreed.

2.6.5 QMS

Objective

To ensure that all the necessary policies, procedures and relevant documentation are in place for the College and to ensure the conformance of these approved documents.

Overview

Quality Management System

The College had to take ownership for the QMS development process. The College Quality Manager was agreed upon as the internal driver for the QMS development process and communicates progress to the Senior Management Team. The local GIZ QMS advisor Sven Hager supported the Quality Manager throughout the process.

The approach of GIZ has always been a process approach and this process encouraged process owners to take ownership of their processes. This initiative created in the same process a sense of Quality awareness within the institution, and motivated staff to comply with policies and procedures.

During the development phase it became clear for a need of new policies to be developed. The guidance and support of the QA manager and QMS technical advisor were very instrumental with the development of new policies and processes.

Achievements

QMS Department in conjunction with the IT Department managed to make available to all staff and management a folder on each computer desktop by means of a network folder. This folder are now actively being utilised and staff are now using controlled numbered forms.

A proper QMS roadshow is planned in the new quarter to introduce this feature to other staff who is currently not aware or using it.

Our biggest achievement was also the appointment of a SHEQ Officer who is assisting in the institution in paving the way towards OHS compliance in terms of the OHS Act. All campus representatives were trained in the following disciplines facilitated by the QMS office:

- SHE Rep functions
- First Aider Level 1
- Fire Fighting

Monthly Inspections are done and non-conformance is being address in conjunction with the QMS office. First Aid boxes have been issued to all campuses including head office and controlled by the trained first aiders. Compliance signs have been installed on all campuses and the need for additional signage are identified and installed.

Safety committees have been established at campus level. Monthly safety meetings are done at campuses and a quarterly safety meeting is conducted with representatives from campus safety committees and the QMS office under the facilitation of the QMS office.

Monthly safety inspections are being conducted from the QMS office on campuses to ensure compliances at campus level. The good work and dedication of our QMS admin clerk is a huge contributing factor of a lot of these achievements.

For next year housekeeping competitions (cleanest campus) is planned with a floating trophy that will be issued to the most cleanest and compliant campus. This will be done with the inclusion of a function to present the floating trophy.

Specific challenges and responses

The biggest challenge is to find a service provider to assist the QA team in setting up a QMS site on the intranet that will consist of the following by the end of July 2015:

- Process Flowcharts
- Detailed Process Description
- Policies
- Procedures
- Forms and templates
- Audit Schedule
- Non- Conformances
- Certifications with certification bodies e.g. MERSETA, Services Seta etc.

Conclusion:

As an institution we acknowledge the good work of our QMS technical Advisor, Sven Hager and realise his input and assistance. We thank him for his passion and commitment towards Eastcape Midlands College, and wish him and his family good luck on their return home to Germany. The college are continuing with our strife towards full compliance and the thanks go to GIZ for their assistance in introducing QMS in collaboration with the appointed QA Manager to our institution.

2.6.6 Planning and Research

Objective

Provide the required planning and research for the college on an annual basis.

The preparation of the Strategic, Annual Performance Plan, Operational Plan and the Annual Report of the previous year is the core function of the division.

Overview

a) Strategic Planning 2014-2019

The strategic planning for 2015-2019 comprised of a break-away three day Strategic Planning session that was held from 23 to 25 June 2014 at Mentors Country Estate, Jeffrey's Bay.

A further workshop was held in Gauteng during on 14 August 2014. At this workshop the Strategic and Operational Planning Process was outlined along with the DHET requirements.

The Strategic Plan 2015-2019, Annual Performance Plan 2015 and Operational Plan 2015 were approved at a Special Council Meeting held on 20 September 2014.

All three documents were sent by courier services to DHET on 23 September 2014. It was also emailed to Dr Nkoe on the same day.

DHET has five Strategic Objectives that are of direct relevance to the FET sector. Each objective has targets that DHET hopes to achieve by 2017. These five Objectives relate to FIVE areas of FET activity; Expansion, Throughput, Workplace Experience, Institutional Capacity and Monitoring and Evaluation.

The strategic goals and related objectives are:

DHET Strategic Goal	DHET Strategic Objective (linked to Goal)	Area of FET Activity
Strategic Goal 1: Increase the number of skilled youth by expanding access to education and training for the youth.	Increase access to and improve success in programmes leading to intermediate and high-level learning by 2014	Expansion Throughput
Strategic Goal 2: Adequately capacitated individual institutions for effective provision	Strengthen the institutional capacity of VET institutions to improve their performance and efficiency	Institutional Capacity

or facilitation of learning		
Strategic Goal 3: Increase the number of students successfully entering the labour market upon completion of training.	To provide a dynamic interface between the workplace and learning institutions and promote quality learning at work and for work by 2014	Workplace Experience
Strategic Goal 5: A college curriculum that is responsive to the demands of the market place and can transform and adapt quickly and effectively to changing skills needs, with a special emphasis on artisan training.	Increase access to and improve success in programmes leading to intermediate and high-level learning by 2014	Institutional Capacity

Specific challenges and responses

The strategic planning cycle required that three submissions had to be made in the finalisation of the Strategic Planning documentation. It was also the first time that the TVET colleges were also asked to capture the Operational Plan on Assetonline via internet access.

Version number	Date Submitted	Comments
1	20-09-2014	Submitted to Council for comment and approval
1	23-09-2014	Submitted to DHET
2	13-10-2014	Submitted to DHET (uploaded on Assetonline)
FINAL	12-11-2014	Submitted to DHET (uploaded on Assetonline)

2.6.7 Branding , Communication and Recruitment (BCR) Division

The purpose of the Branding, Communication and Recruitment Division is to inform communities about EMC to strengthen the brand to recruit students. As a Division we focus on recruitment of the ideal EMC learner, marketing the EMC brand and services to maintain and improve customer perception and satisfaction. A further key to our success is to create and sustain fruitful relationships with both our internal and external stakeholders.

Milestones reached in 2014:

- Successfully conducted 41 schools visits in the catchment area of the college.
- Brand awareness and course promotion at 40 career exhibitions.
- The following radio stations were used as part of the college's marketing and advocacy campaigns: AlgoaFM, BayFM and Umhlobo Wenene. These stations were used for adverts, interviews and announcements such as new programme offerings, awareness campaigns and recruitment purposes.
- Social media proved to be a very effective way of communication with prospective and current students. The facebook page showed a significant growth in 2014 with 26 000 viewers and 7 678 likes by November.
- The EMC web-site was redeveloped and showed a growth of 3000% between August and December 2014.
- Excellent awareness and exposure in all community newspapers across the catchment area.
- Successful compilation, design and publishing of marketing material including inter alia flyers, banners, brochures, billboards, signage, posters, etc.
- Building effective relationships with various local municipalities, community organisations, mayor's youth team and various churches.
- External databases of prospective learners were obtained from Coega, Volkswagen, Department of Labour, Goodyear, Love Life and schools.
- Hosting of an Open Day event at the Graaff-Reinet campus. (Open days in Uitenhage and Grahamstown had to be cancelled due to the strike action).
- Hosting of NMMU articulation campaigns at all campuses
- Successful hosting of the annual diploma ceremony where 434 certificates and 39 diplomas were awarded. 126 National Top Achievers were acknowledged and 2 students received Principal's Medallions for outstanding achievements at the event.
- Campus Marketing Teams hosted various tea functions with school principals and guidance teachers.
- Community and youth group meetings, festivals and mall exhibitions were held by representatives of the college and were well attended by the various communities.
- The Call Centre successfully manages the info@emcol.co.za enquiries site which results in the dispatching of numerous information packages to prospective students.
- The Call Centre attended to roughly 24 000 telephonic enquiries during 2014.
- Introduction of six telemarketing campaigns resulted in successful recruitment of students.

- SMS bundles were successfully used as a communication tool to correspond with current and prospective students.
- Addressing our external public at community meetings and church services.
- Active participation in the Nelson Mandela Business Chamber.
- Active participation in a Central Application Centre Forum with NMMU and PE College.
- Participating in local and provincial forums through active and responsive membership.

GOALS SET FOR 2015:

- Revive campus recruitment teams
- Communication workshop for management
- Adopt-a-school campaign
- Collective marketing and recruitment campaign with NMMU and PE College
- On-line applications
- New corporate identity
- Mobile recruitment / application offices
- EMC golf day and Fun Run
- Mandela Day Celebrations

CONCLUSION:

The Branding, Communication and Recruitment Division wishes to thank fellow staff members for their support both in daily operations and for their general positive attitude. Special mention should be made of the staff in the BCR Division for their superb dedication and long hours in reaching targeted deadlines. We would like to extend our appreciation to the Acting Principal and the Deputy Principal Registration for their guidance, support and leadership. As a team we were challenged with many stumbling blocks, but it never deterred us from reaching our collective goals. We are committed and will continuously strive to ensure that the BCR Division remains at the forefront of marketing and communication trends and that EMC keeps its rightful place as a leader in its field.

The Career Development Centre achieved the following in 2014:

Placement of On-Course Students & Graduates 2014
• Each campus has 1x placement Intern per campus for coordinating placement of On-Course students (WBE) & Graduates & to feed the Career Development Centre (Brickfields) with placement related information. • A positive increase in the placement rate growth of EMC's graduates (2013-2014): 204% • Databases for Graduate, Alumni, Industry, & On Course students are established and updated on a quarterly basis. • Monthly & Quarterly reports of placement figures to EMIS & DHET. • Agreement Letters, MOA/O's in place with companies and SETA's for placements. • Managed and coordinated career development activities for students which included Work-readiness workshops & hosting of industry at the annual Career Fair.
Provide Career Development Options to students (On-Course & Graduates)

- Functional Career Development Centre to support placement opportunities for students & graduates (Internet access, faxing and copying of CV's and applications for on-course students and graduates)
- Driving Schools at 3x campuses to facilitate simulator training
 - 1) Brickfields Campus (Learner License training with simulators & Vehicle for Driver training)
 - 2) Grahamstown Campus (Learner License training with simulators only)
 - 3) Graaff-Reinet Campus (Learner License training with simulators only)

Provide Academic Support (Work Based Experience & Lecturer Work Based Experience)

- Campus Committees selected by Campus Managers and in place for coordinating of WBE in March 2015, July 2015
- Action Plan in place for coordination of WBE by the selected Campus Committees per campus.
- Placement Intern per campus actively contributing to the coordination of ICASS Placements projects and WBE.
- Insurance for placements of students yet to be finalised by Finance & Procurement Division.
- CDC actively involved with marketing of WBE to companies, and liaison with industry regarding the hosting of students during their holidays.

ACHIEVEMENTS:

- A positive increase for WBE placements achieved in 2014. A total of 249 students were placed compared to 28 students placed in 2013.
- ICASS projects for Engineering and Business studies (Tourism) successfully rolled out with positive feedback from students and employers who participated (108 Tourism students placed in industry, and 12 students placed for Electrical Infrastructure & Construction.
- ALL Quarterly report targets achieved and exceeded:
2014 Target Total: 292
2014 Actual Placed: 722
- Successful Career Fair held, with a high number of student attendance and very good support from Industry.
- Successful graduate placements in industry:
*Number of Post NCV Level 4 students placed in workplaces for experiential learning:
127 students
*Number of Post N6 students placed in Workplaces to complete Diploma studies:
130 students

2.6.8 School of Occupational Training

Objective

To provide Occupational Learnership and Skills training for Industry.

Overview

The focus of the Occupational School has changed considerably over the last year with the implementation of the NSF project. Most of the resources are utilised by learners enrolled for the various NSF courses and therefore training of learners for companies has been minimized. However the Occupational School still maintains a training relationship with our most valued customers such as VWSA, Johnson Control and Lumotech.

The Occupational School also tries to address the needs of Government Departments such as the Department of Land Reform and Rural Development.

During the period January 2014 to December 2014 it was business as normal at the Occupational School and the Motor Mechanic Apprenticeship has been completed. The programme was very successful as 14 out of 15 apprentices have passed their trade tests at the decentralized trade test centre. 11 Apprentices have been employed after the completion of the trade test.

We have also established links with many SPAR retail stores and Pre-primary schools where the programmes Wholesale and Retail Operations and Early Childhood Development is taught respectively.

A new project for the department of Land Reform and Rural Development was initiated in the second quarter of 2014 and was completed in 2014. We are currently embarking on an Early Childhood Development programme with the same Department.

Many programmes started off in 2013, enhancing the capacity of the Occupational School to deliver training in various disciplines. The following is a list of all programmes implemented in 2013 that is still being taught but also at higher levels in 2014.

- Learnerships in Autotronics, Mechatronics, Welding and Automotive Component Manufacturing.
- Welding skills programme
- Early childhood development
- End Using Computer Learnership

The occupational school holds accreditation for many qualifications from various SETAs' and is in the process of increasing the accreditation with other SETAs' as well. In addition to the existing Seta's that we work with, MOU's have also been signed with ETDP Seta, W&R Seta, PSeta and LG Seta.

Potential Growth exists in the implementation of:

- Driver's license
- National Sport SACPO/Lotto project
- Establishment of SETA offices at the Brickfields Campus

Many of the qualifications are offered for the first time at our College and in some cases the implementation style for learnerships is the first in the country. Some colleges as far afield as Northern Cape and Western Cape have visited us to learn about our model with the view of implementing it in their colleges as well.

The occupational school is currently involved with many companies delivering engineering related learnerships. One of our flagship programmes is the Motor Mechanic apprenticeship programme that is funded by MERSETA. This is part of a pilot project (The first of its kind in SA) of which we are very proud.

The college was granted another project from MERSETA to train 80 apprentices in various fields. Once again it will be for learners that have completed NCV L4 in the respective trades. The trades are:

- Motor Mechanic
- Electrician
- Fitting
- Fitting and Turning

Achievements

The fact that 14 out of 15 apprentices passed trade test is very amenable as this compares above average to any of the established trade training schools. 19 Colleges were awarded an amount of 306 apprentices of which 80 was allocated to our college. This is a major feather in our cap as it shows the trust that was established between Merseta and the college.

Also the fact that we are one of only 4 colleges that was earmarked for the ECD RPL project and the Electrician pilot project that will start in 2016.

The new buildings completed for the Occupational School is another milestone in the College as we are certainly the only Public FET College in the Eastern Cape to have such a facility for occupationally related training and very few colleges in the country can boast with such a facility. The ultra-modern equipment impressed every visitor to date. These include visitors from Germany, NMMU and Seta's.

Specific challenges and responses

Managing the implementation of a R102 million project is not without challenges. Below are some of the challenges we face:

- Learner recruitment: A total number of 845 learners for skills programmes and 960 learners for learnerships must be recruited. This in itself is a massive task as most of the skills programme learners had to be enrolled for 2013. Enrolment started during September 2012 and posed many difficulties, mainly to find suitably qualified learners.

- Learner attendance and drop-outs are a major concern. It is linked partially to the short comings in the recruitment drive and learners that have enrolled in courses that they are not interested in, but they join in because of the availability of stipends.
- Staff recruitment remains one of the biggest challenges, especially qualified artisans that can teach.

2.6.9 Programme Administration

NCV and Report 191

Objective

The strategic objectives of the college is to achieve 100% certification, 100% retention and 100% placement by 2016 through quality teaching, learning and assessment at all the campuses of the college and to eliminate risks associated with failure.

A projected increment of 11% yearly must be achieved on certification.

Overview

To achieve the programme objective, the college embarked on the following:

1. The Lecturers that were newly appointed went through a strict screening process that put emphases on:
 - Relevant qualifications and methodology
 - Appropriate experience
 - Good performance (applies to lecturers that were already in the system)
 - Commitment to the profession
 - Vetting process (looking for good employment history)
2. All lecturers both new and old were thoroughly inducted in the following areas:
 - Mastering the Subject and Assessment guidelines (due to ongoing curriculum review)
 - Year planning
 - Lesson planning
 - Assessment planning
 - RR tool (under review)
 - Markers and moderators reports
 - Sharing of best practices
3. There were lots of on-course interventions in most of the challenging subjects in the form of:
 - Winter and Spring schools for Mathematics and other challenging subjects
 - Jet intervention Saturday classes for Mathematics level 4 – 2013
 - Saturday classes are still continuing to date for all killer subjects
 - Maths Indaba
 - The continuous use of computerised intervention programmes:
 - Ask Archie
 - LearnScapes and
 - CAMI Maths
 - Special camp for Level 4 students
 - Special intervention classes for supplementary students

- Extension of normal teaching hours
 - Increased practical tasks
 - The drive in the implementation of AAA programme and establishment of Mathematical hubs is also going to improve college performance.
 - Accosted plan of intervention
4. College legislative academic structures:
- External Academic board meetings
 - Academic Development Committee meetings
 - Campus internal Academic meetings
5. Restoration of college culture:
- Staff conference in 2013
 - Student conference in 2014
 - EATS retreat in 2014
6. Our recruitment process started by getting five prospective students for every one available seat and these 5 went through a rigorous recruitment and screening process until the best one was identified. Our Screening process involved the use of the following tools:
- School report/result slip
 - CRAM results 2014 and
 - PACE test results
 - Specific programme screening by Senior lecturers
7. Resources (Physical and Human)
- a. Established the textbook screening and selection committees. The textbooks were carefully chosen by subject specialists and ordered the previous year to prevent delays.
 - b. All theory classrooms is equipped with a ratio of 1:30
 - c. Engineering practicum rooms (1:12 and also 1:25)
 - d. The appointment of First Education Specialists (FESs) and Registrar Examinations and Assessments assist the College in embarking on regular and effective monitoring of teaching, learning and assessments in order to maintain high performance standards.
 - e. The appointment of Senior Lecturers on campus level to enhance teaching and learning.
8. Partnerships:
- Collaborations with NMMU through CIPSET for curriculum innovation

- SETA's (HWSETA, LGSETA, MERSETA, ECDP, SASSETA)
- University of Pretoria – Primary Health
- British Council and Walsall College
- KSD (Marking)
- Western Cape SIS focus group
- Nelson Mandela Bay Health Social Compact - Primary Health

9. Intensify implementation of Work Integrated Learning (WIL)

10. PQM – new programmes:

- Hospitality
- Renewable energy
- Maritime studies (being researched)

11. The following policies need to be reviewed:

- Assessment policy,
- WIL policy
- Progression policy
- Language policy
- Recruitment policy

12. Culture of learning, teaching and assessments:

- Quality
- National top achievers
- College certification vs. National
- Adherence to National policies and guidelines

Achievements

- The opening of two new campuses (Thanduxolo and Heath Park) has given the college a bigger opportunity to excel as well as improving service delivery by reducing pressure on the already existing campuses due to ever increasing number of students who want to enrol at EMC. (PQM)
- Ten of our Mathematics lecturers have been enrolled to do a one year Techno-blended Teaching and Learning programme offered by NMMU in partnership with ETDP Seta.
- Established our in-house training centre
- 177 National Top achievers (NCV and (R191)
- Staff Awards 2013

- 80 Apprentices being trained as Artisans
- Produced 6 Artisans

Specific Challenges

The following is the list of most significant challenges affecting the sub-programme and actions the programmes department have taken in response:

Challenges	Responses
Appointment of VP EATS as Administrator at KSD left a big gap in the leadership of Education And Training Services.	The Registrars were asked to jointly provide those services
Appointment of FESs as well as lecturer transfers to new campuses created a lot of destabilisation in the already existing campuses	New lecturers were appointed to fill in the gaps created
Student unrest due to insufficient funds	Broad consultation with all stakeholders
Inappropriate programme mix failing to meet the needs of the industry	NCV Office and Admin programme was phased out at High St, Grahamstown and Graaff-Reinet campuses.
Enrolled students struggling to cope with the curriculum	EMC /Walsall partnership developed an Accelerate and Advance (AaA) programme to assist students
Delay in resource supply is affecting teaching and learning	Pushing Supply Chain department to quicken the process
Lecturer unrest	Administration and Labour Relation issues
Lack of pedagogical skills from lecturers	<i>In-house training for short term, Lecturer Qualification for long-term</i>
Intervention classes challenges due to financial constraints lead to poor attendance	Pre-cost intervention plan, Learn students a culture of responsibilities
Lack of infrastructure (practicum rooms and resource centres)	Refurbishment of existing practicum rooms Establish resource centres
Late registration of students (late start of classes)	Policy on Registration of students Strict conditions which are accompanied by vigorous communication Marketing strategy needs to be revisited
Student attendance, student retention rate	Implementation of 80% attendance and ICASS pass as a requirement to write final exam
Retention rate of lecturers	Providing Lecturers competitive salaries, have healthy relations, good working conditions.
Too many temporary appointments (Senior lecturers)	Permanent appointment of Senior lecturers
Lack of human capacity to drive WILL – on-course	Establish a unit to drive WIL

2.6.10 Integrated Student Support Services

Objective

Academic progress and the acquisition of social skills depend significantly on the support rendered to students by the Student Support Division. From April 2014 – March 2015 the following deliverables were accomplished:

PRE-ENTRY SUPPORT

Placement Test

During January 2014 prospective students were given the opportunity to write the placement test used by the College, namely PACE and CRAM (College Readiness Accelerated Method). These tests assess numeracy and literacy proficiency, as well as an interest element aligned to the NCV programmes offered. After the assessment individual interviews are conducted with prospective students by the screening and selection team. The screening and selection team consist of the senior lecturer of the department, student liaison officer, psychology intern and admissions staff. The purpose of interview is to assess the student's academic competence and overall holistic compatibility for the program which he/ she applied for.

Student Induction

Student Induction High Street: Done on 25 March 2015 (All aspects of pre-entry, on-course and exit level were explained to the students) Ms Rayners clearly explained the bursary process and the attendance and punctuality policy

Student Induction Charles Goodyear: Due to the staff unrest the main focus was to rather get students into class for teaching and learning to take place. This was all as a result of time that was lost. Due to staff unrest students were chased away and application forms were torn up. Due to time constraints, especially for R191 students' induction could not be held. False messages were sent out to students not to attend classes. Due to all of the above, the focus was rather on teaching and learning and shortage of staff which affected the registration process severely.

Student Induction Park Avenue: Done on 26 March 2015

Student Induction Thanduxolo: No Induction done (February 2015)

Student Induction Graaff-Reinet: No Induction held. Lecturers had a problem with SLO wanting to do induction-limited time.

Student Induction Grahamstown: Induction done

Student Induction Heath Park: Induction done (17 February 2015-R191 and NCV 23 February 2015)

ON-COURSE SUPPORT

Student Governance (SRC)

Due to lecturer unrest at the beginning of 2015, it was and still is a challenge to get this process done.

Update (way forward):

- High Street- Manifesto's were done on 14 April 2015 and elections will be held on 15 April 2015
- Charles Goodyear-No Elections held yet, but Psychology intern promise that the process will be wrapped up by Friday 17 April 2015
- Park Avenue-For NCV elections were done but no R191 student met the requirements for standing as SRC
- Grahamstown- For NCV elections were done but no R191 student met the requirements for standing as SRC
- Graaff-Reinet- SRC elections wrapped up
- Brickfields- Ms Draai and Rayners are in the process of conducting SRC elections at Brickfield campus and will be completed by Friday 17 April 2015
- Thanduxolo- SRC election process done
- Heath Park-SRC election process done

Financial Support

The bursary administration process was conducted successfully during this reflected period. The division has successfully met the prescribed deadlines in terms of the DHET Bursary Administration Schedule and adhered to all rules prescribed by DHET. Students who have met the three main criteria namely financially neediness, academic performance and 80% attendance, have been assisted successfully based on the availability of funds.

All allocated amounts claimed were finalised and paid successfully to all NSFAS bursary recipients, unallocated/unspent monies will be returned to NSFAS.

Wellness programmes

The following wellness programmes were conducted during 2014:

- HIV/Aids: Provincial Hospitals
- VCT – Local Clinics
- Family Planning
- TB Screening
- Substance Abuse: Sanca

- Blood Donations: SANBS
- Stop hunger campaign – Uitenhage campuses
- Eye testing

The following wellness programmes will be held with the following stakeholders for 2015:

HEAIDS (Higher Education and Training HIV/AIDS PROGRAMME)

- The HEAIDS programme entails the following:
 - Zazi women empowerment programme
 - First things first HIV/AIDS counselling and testing campaign
 - Brothers for life (Male circumcision)
 - Balance your life (Substance abuse)
- Blood drives
- Eye testing
- Family planning
- TB screening
- Stop hunger campaign

STUDY SKILLS

No study skills were planned or implemented in 2014 due to student unrest and limited time.

For 2015 the following is planned:

- Study methods
- Time managements
- Ergonomics
- Planning, organising and structuring
- Coping with stress before test or exams

Caring for students with disabilities (Depending on the disability and the resources available)

- Screen to pull over computer to enlarge printing for students with sight problems
- Extra classes for students who are intellectually slower than the other
- Peer tutoring
- Intervention programmes/re-enforcement exercises
- After class computer classes for students to complete assignments who are physically disabled

Co-curricular activities

- April 2014 – 23 EMC athletes and 5 officials went to Durban (KZN) to participate in CoSSA Field & Track event. EMC was the only college from the Eastern Cape who participated in this annual event.
- June 2014 – EMC participated in CASAC Provincial Tournament hosted by Lovedale TVET College in King Williams Town. EMC rugby team crowned as 2014 rugby champions. 14 EMC students selected to represent the Eastern Cape at CoSSA Summer Games held in Bloemfontein.
- August 2014 – EMC participated in CASAC Arts & Culture event hosted by Port Elizabeth TVET College at Opera House (Port Elizabeth). EMC achieved 3rd place for Traditional dance.
- August 2014 – EMC hosted 2014 CASAC Music Competition in Grahamstown. EMC achieved the following accolades:
 - 1st place – Tenor solo
 - 1st place – Western piece
 - 2nd place – African piece
 - 2nd place – Female voice
 - 3rd place – Choice piece
 - 3rd place – Solo soprano
 - Best presentable choir
 - Best presentable conductor
 - Overall winner
- October 2014 – 14 EMC students and 5 EMC officials represented Eastern Cape at CoSSA Summer Games in Bloemfontein. EC female volleyball team won silver, chess team (managed by EMC official) won bronze and table tennis (managed by EMC official) won bronze.
- November 2014 – EMC offered Sport Administration and ClubSmart courses at LoveLife Youth Centre in Kwanobuhle. Delegates who attended these courses were from local sport federations like soccer; rugby; netball; boxing; swimming; etc. These courses were facilitated by IS Sport as an initiative of SACPO to promote college sport and set up colleges as hubs for community sport development.
- March 2015 – EMC participated in Provincial Inter college athletics event in East London and a total of 16 of our athletes selected to represent Eastern Cape in CoSSA Field & Track event that took place in Pretoria (Pildich stadium)
- April 2015 – EMC participated in CoSSA Field & Track event.

CONCLUSION

The ISSS Division takes pride in the fact that all staff members have been instrumental in facilitating a healthy student life for all registered students during this period.

3. ACADEMIC ACHIEVEMENTS

3.1 NCV Enrolments 2014 (FTE)

Eastcape Midlands College	CAMPUS	2014 Actual Head Count	2014 Actual FTE
NCV Level 2	High Street	316	316
	Grahamstown	260	260
	Graaff-Reinet	114	114
	Park Avenue	307	307
	Charles Goodyear	212	212
	Heath Park	361	361
	Total	1570	1570

Eastcape Midlands College	CAMPUS	2014 Actual Head Count	2014 Actual FTE
NCV Level 3	High Street	187	187
	Grahamstown	221	221
	Graaff-Reinet	67	67
	Park Avenue	106	106
	Charles Goodyear	99	99
	Heath Park	49	49
	Total	729	729

Eastcape Midlands College	CAMPUS	2014 Actual Head Count	2014 Actual FTE
NCV Level 4	High Street	159	159
	Grahamstown	221	221
	Graaff-Reinet	55	55
	Park Avenue	101	101
	Charles Goodyear	59	59
	Heath Park	0	0
	Total	595	595

Eastcape Midlands College	COLLEGE	2014 Actual Head Count	2014 Actual FTE
NCV (2,3,4)	TOTAL	2894	2894

3.2 REPORT 191 Enrolments 2014 (FTE)

Eastcape Midlands College	CAMPUS	2014 Actual Head Count	2014 Actual FTE
Programme 191 (N1)	Park Avenue	551	104
	Charles Goodyear	335	112
	Total	886	216
Programme 191 (N2)	Park Avenue	522	95
	Charles Goodyear	311	105
	Total	833	200
Programme 191 (N3)	Park Avenue	416	79
	Charles Goodyear	244	82
	Total	660	161
REPORT 191 (N1, N2, N3)	TOTAL	2379	577

Eastcape Midlands College	CAMPUS	2014 Actual Head Count	2014 Actual FTE
Programme 191 (N4)	High Street	213	61
	Grahamstown	521	249
	Graaff-Reinet	282	138
	Thanduxolo	480	240
	Heath Park	425	209
	Park Avenue	316	58
	Charles Goodyear	108	36
	Total	2346	962

Programme 191 (N5)	High Street	146	42
	Grahamstown	563	252
	Graaff-Reinet	179	82
	Thanduxolo	287	139
	Heath Park	112	51
	Park Avenue	339	58
	Charles Goodyear	23	7
	Total	1669	643

Programme 191 (N6)	High Street	228	49
	Grahamstown	495	179
	Graaff-Reinet	119	46
	Thanduxolo	154	75
	Park Avenue	214	37
	Total	1210	387

REPORT 191 (N4, N5, N6)	TOTAL	5225	1992
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REPORT 191 (N1-N6)	TOTAL	7604	2569
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3.3 New Curriculum Vocational (NCV) Exam Results 2014

NCV L2	No. Enrolled (Students)	No. Written	Certified	Certification % (written)	Certification % (enrolled)
HIGH STREET	281	205	134	82%	48%
GRAHAMSTOWN	246	173	129	83%	52%
GRAAFF-REINET	114	78	56	79%	49%
PARK-AVENUE	293	160	95	76%	32%
CHARLES GOODYEAR	193	134	74	70%	38%
HEATH PARK	354	185	110	67%	31%
TOTAL	1481	935	787	76%	40%

NCV L3	No. Enrolled (Students)	No. Written	Certified	Certification % (written)	Certification % (enrolled)
HIGH STREET	187	160	110	80%	59%
GRAHAMSTOWN	221	203	159	81%	72%
GRAAFF-REINET	67	55	38	69%	57%
PARK-AVENUE	105	89	52	67%	50%
CHARLES GOODYEAR	97	77	29	53%	30%
HEATH PARK	49	43	21	50%	43%
TOTAL	726	627	564	73%	56%

NCV L4	No. Enrolled (Students)	No. Written	No. Passed	Certification % (written)	Certification % (enrolled)
HIGH STREET	157	147	103	72%	66%
GRAHAMSTOWN	211	202	133	69%	63%
GRAAFF-REINET	55	52	28	55%	51%
PARK-AVENUE	101	91	45	54%	45%
CHARLES GOODYEAR	60	58	15	27%	25%
TOTAL	584	550	527	61%	55%

Grand Total NCV	2791	2112	1878	71%	48%
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3.4 Report 191 School of Business Exam Results 2014

NATED N4 JUNE	No. Enrolled (Subjects)	No. Written	No. Passed	Pass % Written	Pass % Enrolled
HIGH STREET - JUNE	227	176	151	85.80%	66.52%
HIGH STREET - NOVEMBER	298	244	216	88.52%	72.48%
THANDUXOLO - JUNE	1366	1158	951	82.12%	69.62%
THANDUXOLO - NOVEMBER	556	476	435	91.39%	78.24%
HEATH PARK - JUNE	1096	694	503	72.48%	45.89%
HEATH PARK - NOVEMBER	598	555	485	87.39%	81.10%
GRAHAMSTOWN - JUNE	1191	994	820	82.49%	68.85%
GRAHAMSTOWN - NOVEMBER	809	728	631	86.68%	78.00%
GRAAFF-REINET - JUNE	817	575	435	75.65%	53.24%
GRAAFF-REINET - NOVEMBER	328	249	162	65.06%	49.39%
TOTAL	7286	5849	4789	81.88%	65.73%

NATED N5 JUNE	No. Enrolled (Subjects)	No. Written	No. Passed	Pass % Written	Pass % Enrolled
HIGH STREET - JUNE	189	138	91	65.94%	48.15%
HIGH STREET - NOVEMBER	158	128	91	71.09%	57.59%
THANDUXOLO - JUNE	327	274	228	83.21%	69.72%
THANDUXOLO - NOVEMBER	805	723	604	83.54%	75.03%
GRAHAMSTOWN - JUNE	1127	985	748	75.94%	66.37%
GRAHAMSTOWN - NOVEMBER	927	855	606	70.88%	65.37%
GRAAFF-REINET - JUNE	278	226	159	70.35%	57.19%
GRAAFF-REINET - NOVEMBER	393	344	282	81.98%	71.76%
TOTAL	4204	3673	2809	76.48%	66.82%

NATED N6 JUNE	No. Enrolled (Subjects)	No. Written	No. Passed	Pass % Written	Pass % Enrolled
HIGH STREET - JUNE	218	183	117	63.93%	53.67%
HIGH STREET - NOVEMBER	155	119	77	64.71%	49.68%
THANDUXOLO - JUNE	376	354	269	75.99%	71.54%
THANDUXOLO - NOVEMBER	230	201	158	78.61%	68.70%
GRAHAMSTOWN - JUNE	667	561	357	63.64%	53.52%
GRAHAMSTOWN - NOVEMBER	807	764	569	74.48%	70.51%
GRAAFF-REINET - JUNE	201	169	134	79.29%	66.67%
GRAAFF-REINET - NOVEMBER	201	179	131	73.18%	65.17%
TOTAL	2855	2530	1812	71.62%	63.47%

Grand Total Business	14345	12052	9410	78.08%	65.60%
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3.5 Report 191 School of Engineering Exam Results 2014

NATED N1	No. Enrolled (Subjects)	No. Written	No. Passed	Pass % Written	Pass % Enrolled
PARK-AVENUE - APRIL	477	370	278	75.14%	58.28%
CHARLES GOODYEAR - APRIL	490	453	343	75.72%	70.00%
PARK-AVENUE - AUGUST	434	304	233	76.64%	53.69%
CHARLES GOODYEAR - AUGUST	509	450	348	77.33%	68.37%
PARK-AVENUE - NOVEMBER	328	231	167	72.29%	50.91%
CHARLES GOODYEAR - NOVEMBER	331	266	188	70.68%	56.80%
TOTAL	2569	2074	1557	75.07%	60.61%

NATED N2	No. Enrolled (Subjects)	No. Written	No. Passed	Pass % Written	Pass % Enrolled
PARK-AVENUE - APRIL	355	287	174	60.63%	49.01%
CHARLES GOODYEAR - APRIL	416	386	254	65.80%	61.06%
PARK-AVENUE - AUGUST	411	328	195	59.45%	47.45%
CHARLES GOODYEAR - AUGUST	448	401	239	59.60%	53.35%
PARK-AVENUE - NOVEMBER	364	286	194	67.83%	53.30%
CHARLES GOODYEAR - NOVEMBER	383	338	239	70.71%	62.40%
TOTAL	2377	2026	1295	63.92%	54.48%

NATED N3	No. Enrolled (Subjects)	No. Written	No. Passed	Pass % Written	Pass % Enrolled
PARK-AVENUE - APRIL	323	279	157	56.27%	48.61%
CHARLES GOODYEAR - APRIL	374	349	165	47.28%	44.12%
PARK-AVENUE - AUGUST	303	244	131	53.69%	43.23%
CHARLES GOODYEAR - AUGUST	276	265	114	43.02%	41.30%
PARK-AVENUE - NOVEMBER	314	213	98	46.01%	31.21%
CHARLES GOODYEAR - NOVEMBER	320	260	181	69.62%	56.56%
TOTAL	1910	1610	846	52.55%	44.29%

NATED N4	No. Enrolled (Subjects)	No. Written	No. Passed	Pass % Written	Pass % Enrolled
PARK-AVENUE - APRIL	242	173	126	72.83%	52.07%
CHARLES GOODYEAR - APRIL	132	117	82	70.09%	62.12%
PARK-AVENUE - AUGUST	259	211	135	63.98%	52.12%
CHARLES GOODYEAR - AUGUST	151	135	81	60.00%	53.64%
PARK-AVENUE - NOVEMBER	186	134	109	81.34%	58.60%
CHARLES GOODYEAR - NOVEMBER	135	120	95	79.17%	70.37%
TOTAL	1105	890	628	70.56%	56.83%

NATED N5	No. Enrolled (Subjects)	No. Written	No. Passed	Pass % Written	Pass % Enrolled
PARK-AVENUE - APRIL	171	139	98	70.50%	57.31%
PARK-AVENUE - AUGUST	201	160	119	74.38%	59.20%
PARK-AVENUE - NOVEMBER	228	187	129	68.98%	56.58%
CHARLES GOODYEAR - NOVEMBER	88	83	65	78.31%	73.86%
TOTAL	688	569	411	72.23%	59.74%

NATED N6	No. Enrolled (Subjects)	No. Written	No. Passed	Pass % Written	Pass % Enrolled
PARK-AVENUE - APRIL	145	126	93	73.81%	64.14%
PARK-AVENUE - AUGUST	109	77	37	48.05%	33.94%
PARK-AVENUE - NOVEMBER	194	159	65	40.88%	33.51%
TOTAL	448	362	195	53.87%	43.53%

INSTALLATION RULES	No. Enrolled (Subjects)	No. Written	No. Passed	Pass % Written	Pass % Enrolled
PARK-AVENUE - APRIL	37	28	13	46.43%	35.14%
PARK-AVENUE - AUGUST	26	13	6	46.15%	23.08%
PARK-AVENUE - NOVEMBER	21	16	2	12.50%	9.52%
TOTAL	84	57	21	36.84%	25.00%

SPECIALISED INSTALLATION CODES	No. Enrolled (Subjects)	No. Written	No. Passed	Pass % Written	Pass % Enrolled
PARK-AVENUE - APRIL	4	1	1	100.00%	25.00%
PARK-AVENUE - AUGUST					
PARK-AVENUE - NOVEMBER	1	1	0	0.00%	0.00%
TOTAL	5	2	1	50.00%	20.00%

MULTI-DISCIPLINARY DRAWING OFFICE PRACTICE	No. Enrolled (Subjects)	No. Written	No. Passed	Pass % Written	Pass % Enrolled
PARK-AVENUE - APRIL	17	13	10	76.92%	58.82%
PARK-AVENUE - AUGUST	28	23	14	60.87%	50.00%
PARK-AVENUE - NOVEMBER	48	35	18	51.43%	37.50%
TOTAL	93	71	42	59.15%	45.16%

Grand Total Engineering	9279	7661	4996	65.21%	53.84%
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3.6 Occupational Training Unit Standard Pass Rate 2014

Course	No Unit Standards Enrolled	No Unit Standards Written	No Unit Standards Passed	Unit Standard Pass Rate
Learnerships				
ACMA L2	108	108	79	73%
Autotronics L2	189	189	152	80%
Mechatronics L2	483	483	334	69%
Welding L2	644	644	603	94%
Fitting L2	260	260	243	94%
ARM L2	198	198	84	42%
ACMA L3	85	85	55	65%
Autotronics L3	153	153	110	72%
Mechatronics L3	315	315	290	92%
Welding L3	240	240	194	81%
Total Learnerships	2675	2675	2144	80%

Skills				
<i>Welding</i>	375	272	272	100%
Total Skills	272	272	272	100%

Short Courses				
Junior Bookkeeping	120	120	60	50%
Junior Office Administration	294	294	156	53%
Small Business Financial Manager	63	63	28	45%
New Venture Creation	550	550	248	45%
ICDL	315	315	140	44%
Early childhood Development	405	405	405	100%
Total Short Courses	1747	1747	1037	59%

Apprenticeships				
Fitting	480	240	240	100%
Welding	238	153	153	100%
Motor Mechanic	522	108	108	100%
Motor Mechanic (DoT)	308	308	308	100%
Motor Mechanic (Merseta)	435	435	435	100%
Total Apprenticeships	1983	1244	1244	100%

3.7 Campus Achievements 2014

HIGH STREET CAMPUS

Below are the comparative totals for the number of distinctions achieved for the years 2013 and 2014. For 2014 the subject percentage pass for High Street was 86%.

- Number of Distinctions per subfield:
 - Finance Economics and Accounting - 198
 - Marketing - 194
 - Office Administration - 80
 - Tourism - 74
- Total number of distinctions decreased by 18

Distinctions	2013	2014
Total	567	549
7	6	7
6	14	4
5	17	15
4	29	28
3	21	38

- 100% Pass Rate for Advertising and Promotion L2 (Ms Stemele)
- 100% Pass Rate for Marketing Communication L3 & L2 (Mr Exford)
- WBE:
- 100% Placement for Tourism
- 15 Marketing L4 students placed of which 4 students are working in Marketing Dept of EMC.
- Marketing L4 students were used for recruit
- Tourism attended a Career Expo in East London
- L4 Spring and Winter School were also well attended
- Tourism created links/network with the Tourism Industry in the Metro (NMBY, Tsogo Sun, Island Vibes)

GRAHAMSTOWN CAMPUS

NCV

- In spite of students and staff unrest the campus achieved 73% on certificate rate
- Success in our Certificate day which was held on the 21 August 2014
- L4 NCV Office Administration students completing their ISAT by hosting events including Certificate day.

- L3 Tourism students fundraising for the ARTS & CULTURE DAY projects and organizing the event successful.
- List of lecturers who obtained 100% pass rate.

L4	1	Office Practice	N Mtywaru	OA	30	30	30	100
L4	1	Business Practice	M Sandi	OA	30	30	30	100
L4	1	Personal Assistance	S Venani	OA	30	30	30	100
L4	1	Life Orientation	T Kwezi	OA	30	30	30	100
L4	2	Office Practice	N Mtywaru	OA	30	26	26	100
L4	2	Personal Assistance	S Venani	OA	30	26	26	100
L4	2	Life Orientation	T Kwezi	OA	30	28	28	100
L3	1	Office Practice	N Jali	OA	30	30	30	100
L3	1	English	P Mtwalo	OA	30	30	30	100
L3	2	Office Practice	N Sikhutshwa	OA	30	27	27	100
L3	2	English	M Dingani	OA	30	25	25	100
L3	3	Office Practice	N Sikhutshwa	OA	22	19	19	100
L3	3	Business Practice	N Jali	OA	22	19	19	100
L3	3	English	P Mtwalo	OA	22	18	18	100
L3	3	Maths Literacy	M Silo	OA	22	19	19	100
L4	3	Life Orientation	T Kwezi	OA	26	23	23	100
L4	1	Applied Accounting	A Silinga	FEA	30	26	26	100
L4	1	Life Orientation	C Gouws	FEA	30	28	28	100
L4	1	Maths Literacy	B Musekiwa	FEA	30	27	27	100
L3	1	Applied Accounting	X Mbedu	FEA	30	29	29	100
L3	1	Financial Management	A Khahla	FEA	30	29	29	100
L3	1	English	M Pantshwa	FEA	30	29	29	100
L3	1	Maths Literacy	B Musekiwa	FEA	30	29	29	100
L3	2	Applied Accounting	X Mbedu	FEA	30	29	29	100
L3	2	English	M Pantshwa	FEA	30	30	30	100
L3	2	Maths Literacy	B Musekiwa	FEA	30	30	30	100
L3	3	Economic Environment	S Thebe	FEA	10	5	5	100
L3	3	English	M Pantshwa	FEA	10	5	5	100
L3	3	Maths Literacy	B Musekiwa	FEA	10	5	5	100
L2	1	New Venture Creations	N Tima	FEA	25	17	17	100
L2	1	Life Orientation	S Ndolo	FEA	25	16	16	100
L2	2	New Venture Creations	N Tima	FEA	30	21	21	100
L2	2	Life Orientation	S Ndolo	FEA	30	20	20	100
L2	2	English	K Magopeni	FEA	30	21	21	100
L2	3	Financial Management	A Silinga	FEA	31	14	14	100
L2	3	Economic Environment	S Venani	FEA	31	15	15	100
L2	3	New Venture	N Tima	FEA	31	15	15	100

		Creations						
L2	3	Life Orientation	S Ndolo	FEA	31	15	15	100
L2	3	English	K Magopeni	FEA	31	15	15	100
L2	1	Sustainable Tourism in South Africa	W Makeleni	TOURISM	30	22	22	100
L2	1	Science Of Tourism	S Mdladlamba	TOURISM	30	20	20	100
L2	1	Tourism Operation	M Silo	TOURISM	30	20	20	100
L2	1	English	M Pantshwa	TOURISM	30	20	20	100
L2	1	Maths Literacy	Z Nyembezi	TOURISM	30	21	21	100
L2	2	Sustainable Tourism in South Africa	S Mdladlamba	TOURISM	30	19	19	100
L2	2	Client Service and Human Relations	T Ndaba	TOURISM	30	20	20	100
L2	2	Science Of Tourism	L Koko	TOURISM	30	20	20	100
L2	2	Maths Literacy	Z Nyembezi	TOURISM	30	20	20	100
L2	3	Client Service and Human Relations	T Ndaba	TOURISM	30	22	22	100
L2	3	Science Of Tourism	A Somlenze	TOURISM	30	22	22	100
L2	4	Sustainable Tourism in South Africa	S Mdladlamba	TOURISM	30	19	19	100
L2	4	Client Service and Human Relations	Z Hlikihla	TOURISM	30	19	19	100
L2	4	Science Of Tourism	L Koko	TOURISM	30	18	18	100
L2	4	Tourism Operation	M Nyanhongo	TOURISM	30	19	19	100
L2	4	Life Orientation	N Jali	TOURISM	30	19	19	100
L2	4	English	M Dingani	TOURISM	30	19	19	100
L2	5	Client Service and Human Relations	Z Hlikihla	TOURISM	23	15	15	100
L2	5	Science Of Tourism	A Somlenze	TOURISM	23	14	14	100
L2	5	Life Orientation	N Jali	TOURISM	23	15	15	100
L2	5	Maths Literacy	A Sofute	TOURISM	23	21	21	100
L3	1	Client Service and Human Relations	Z Hlikihla	TOURISM	30	28	28	100
L3	1	Science Of Tourism	W Makeleni	TOURISM	30	28	28	100
L3	1	Tourism Operation	A Somlenze	TOURISM	30	26	26	100
L3	1	English	P Mtwalo	TOURISM	30	28	28	100
L3	2	Science Of Tourism	W Makeleni	TOURISM	31	25	25	100
L3	2	Tourism Operation	A Somlenze	TOURISM	31	25	25	100
L3	2	English	P Mtwalo	TOURISM	31	27	27	100
L3	3	Client Service and Human Relations	Z Hlikihla	TOURISM	8	7	7	100
L3	3	Science Of Tourism	W Makeleni	TOURISM	8	7	7	100
L3	3	Tourism Operation	A Somlenze	TOURISM	8	7	7	100
L3	3	English	P Mtwalo	TOURISM	8	7	7	100
L3	3	Maths Literacy	E Majola	TOURISM	8	6	6	100

L4	1	Sustainable Tourism in South Africa	N Magopeni	TOURISM	30	30	30	100
L4	1	Client Service and Human Relations	T Ndaba	TOURISM	30	29	29	100
L4	1	Science Of Tourism	L Koko	TOURISM	30	30	30	100
L4	1	Life Orientation	C Gouws	TOURISM	30	30	30	100
L4	2	Client Service and Human Relations	T Ndaba	TOURISM	31	27	27	100
L4	2	Science Of Tourism	L Koko	TOURISM	31	27	27	100
L4	2	Tourism Operation	O Majiyezi	TOURISM	31	27	27	100
L4	2	Life Orientation	C Gouws	TOURISM	30	28	28	100
L4	3	Life Orientation	C Gouws	TOURISM	16	14	14	100

GRAHAMSTOWN for S114 and S214

At the 2014 graduation 1 of our R191 student was selected for the Principals Medallion award winner.

Three of our students obtained awards for being in the top ten achievers of the country.

Lecturers obtained a 100% pass rate in June 2014:

- Ms Kahla, Computer Practice N4 (1 Group)
- Ms Kahla, Entrepreneurship and Business Management N4 (1 Group)
- Mr Mbhadeko, Intro Computer Practice N4 (1 Group)
- Mr Mehlokhulu, Intro Information Processing (1 Group)
- Mr Mehlokhulu, Personal Training N5 (1 Group)
- Ms Gagasi, Personnel Training N6 (1 Group)
- Mr Fayo, Management Communication (4 Groups)
- Mr Sodladla, Management Communication (1 Group)
- Mr Kuscus, Communication N5 (1 Group)
- Ms Makhonxa, Entrepreneurship and Business Management N5 (2 Groups)
- Mr Buwa, Cost and Management Accounting N5 (2 Groups)

TOTAL DISTINCTIONS 43

Human Resources: N4 = 7, N5 = 1 and N6 = 2

Business Management: N4 = 13 and N5 = 3

Financial Management: N4 = 13 and N5 = 4

Management Assistant: N4 = 2 and N5 = 1

The overall pass rate for 2014 June were 63%

Lecturers obtained a 100% pass rate in November 2014:

- Mr Petros, Computer Practice N4 (1 Group)
- Mr Accom, Computer Practice N4 (1 Group)
- Mr May, Intro Computer Practice N4 (1 Group)

- Mr Mbhadeko, Intro Computer Practice N4 (2 Groups)
- Mr Mbhadeko, Office Practice N4 (2 Groups)
- Mr Mehlokhulu, Intro Information Processing N4 (2 Groups)
- Ms Lallo, Communication N4 (1 Group)
- Mr Fayo, Management Communication (4 Groups)
- Mr Sodladla, Management Communication (1 Group)
- Mr Mhohale, Intro Accounting N4 (2 Groups)
- Ms Ntlani, Computer Practice N5 (2 Groups)
- Mr Kuscus, Communication N5 (2 Groups)
- Ms Makhonxa, Entrepreneurship and Business Management N5 (2 Groups)
- Ms Makhonxa, Entrepreneurship and Business Management N6 (2 Groups)
- Ms Gagasi, Personnel Training (2 Groups)
- Ms Dyakmeni, Office Practice N6 (2 Groups)

TOTAL DISTINCTIONS 71

Human Resources: N4= 7, N5 = 2 and N6 = 13

Business Management: N4= 14, N5 = 4 and N6 = 3

Financial Management; N4= 4 and N5= 7

Management Assistant: N4= 13, N5 = 5 and N6= 2

The overall pass rate for 2014 November were 77%

One student in Management Assistant N4 who had distinctions in all her subjects. The best improved subjects are:

Subject:	S114	S214	Difference
Intro Accounting N4	75%	100%	25%
Computerise Financial Systems N4	35%	76%	41%
Entrepreneurship and Business Management N6	23%	100%	78%
Information Processing N6	50%	78%	28%
Personnel Management N6	68%	96%	28%

GRAAFF-REINET CAMPUS

GENERAL:

- The second semester 2014, heralded in the arrival of Mr Arthur Isaacs as the new Campus Manager of the Graaff-Reinet Campus.
- The Senior lecturer position, for the NCV OA Programme, was approved for Mr B.E Visagie.

- The NCV Programme at the Graaff-Reinet Campus is now drawing to a close as the Safety in Society Programme has previously been identified as the flagship programme for the campus.
- Although the decision for the above is respected and honoured, it is slowly also becoming clear that the termination of the OA Programme at the Graaff-Reinet Campus is leaving the communities and the surrounding rural areas academically poorer.
- Not all families can meet the demands of sending their students to College Campuses/Universities further afield. Secondly, not all the prospective students can meet all the criteria of the flagship/Safety in Society programme.
- Prospective students often do not meet the quite strict criteria of the SIS programme but the heart is there to secure at least an academic qualification to bring them on par with a Senior Certificate.
- The past months saw the new Graaff-Reinet Campus site nearing completion and it is hoped occupying the new premises will become a reality for current staff and students soon.
- It is foreseen that the new premises, much closer to the heart of town will enkindle new interest in what Eastcape Midlands College, as a whole, has to offer and new commitment to ensure better results in the future.

ACADEMIC ACHIEVEMENTS:

NCV: 2014		STUDENT DISTINCTIONS		
Level	Programme	Number of Distinctions	AVE%	Student
L2	SAFETY AND SOCIETY	6	86%	BLACK B
L3	SAFETY AND SOCIETY	6	89%	KATO BM
L3	OFFICE ADMINISTRATION	5	83%	TROLLIP C
L3	OFFICE ADMINISTRATION	5	82%	YALOLO NA

Five SIS students joined the Fire Fighters Programme in Jansenville. Three SIS students – Moti AG, Kosini Z and Toyi N were awarded the top 3 positions in the SIS programme in the country out of 145 SIS students from TVET colleges. Both Moti AG and Toyi N have

been approved by SAPS to apply for permanent appointment after completion of their SAPS Training.

REPORT 191: 2014 STUDENT DISTINCTIONS				
Level	Subject	Number of Distinctions	%	Student
N4	INTRO TO COMPUTER PRACTICE	4	90%	VAN JAARVELD, KD
			81%	SWARTZ LB
			86%	THOMAS NPN
			91%	COLEMAN J
N4	INTRO TO INFORMATION PROC.	1	79%	COLEMAN J
N4	PERSONNEL MANAGEMENT	1	80%	THOMAS NPN
N5	COMPUTER PRACTICE	3	89%	JACOBS NT
			78%	DAVIDS RCR
			79%	SINUKU V
N5	INTRO ACCOUNTING N4	1	80%	HAARMANS NS

REPORT 191: 2014 NOTEWORTHY LECTURER PERFORMANCE				
Level	Subject	Number of Distinctions	%	Student
N4	Computer Practice	BOOYSEN A	MA/HR/BM	96%
N4	Computer Practice	C HOFFMAN	MA	100%
N4	Intro Computer Practice	BOGGENPOEL C	MA/HR/BM	97%
N4	Information Processing	WEBB E	MA	100%
N4	Information Processing	HOFFMAN C	MA	95%
N4	Intro Information Processing	HOFFMAN C	MA	100%
N4	Office Practice	J ARRIES	MA	100%
N4	Intro Accounting	DARRIES C	HR/BM	97%
N6	Computer Practice	SWARTZ SC	MA/BM	94%
N6	Communication	HALL L	MA	100%

N6	Office Practice	ARRIES J	MA	100%
N6	Personnel Training	VAN ZYL	HR	94%

SPORTS, ARTS & CULTURE EVENTS ACHIEVEMENTS 2014

ATHLETICS	RUGBY	SOCCER	NETBALL	VOLLEYBALL	TABLE TENNIS	CHOIR/ DEBATE/ POETRY
Prov/Nat	Provincial	Provincial	Provincial	Provincial	Provincial	Provincial
Diko T	Duma M	Sulo B	Andiswa K	Martins I	Matthews L	12 choristers
Ndlebe N	Iviwe M	Unathi M	Taai S	Martins RD	Diko T	Gibson JJ
Gouws E	Nikelo T			Zekandaba V	Bok C	Sodo A
Moni K	Memese T				Stokwe A	Nikelo T
Sandisiwe M	Sandisiwe M				Hendricks N	Matwa O
Manene T					Daliwe T	Mcwakumba na M
Donley C						Joni M
Japhta L						
Mgoqi S						
Ngidi A						
Shaun M						

PARK AVENUE CAMPUS

OUTSTANDING ACHIEVEMENTS 2014 – SCHOOL OF ENGINEERING – PARK AVENUE CAMPUS

- EIC was top achieving programme for November 2014 with a pass percentage of 83%
- 168 subject distinctions were achieved
- Three outstanding achievements were obtained by the following students
- Mavikela A. - EIC Level 2 – 6 Distinctions with an average of 83%
- Nzwana X. - EIC Level 2 – 7 Distinctions with an average of 85%
- Martins T.E.A. - IT&CS Level 3 – 6 Distinctions including 100% for Mathematics with an average of 91%
- We have had a successful Winter and Spring School in 2014 under the leadership of Mr. Mike Boma

- The campus also provided extra classes in 2014 in “killer” subjects in order to assist and prepare students for the February/March Supplementary Examinations
- Campus Manager Mr. T.I. Daniell was elected for the 6th consecutive term as NAPTOSA’s Provincial Chairperson for the FET – Portfolio Committee of the Province of the Eastern Cape
- Campus Manager Mr. T.I. Daniell was elected for the 3rd consecutive term as NAPTOSA’s National Chairperson of the TVET -Portfolio Committee
- Ms. L. Whitebooi was appointed as secretary to the Campus Manager’s Forum & the Cradock project
- Park Avenue Campus SRC President: Aloma Malgas was requested by CIPSET(Centre for Integrated Post-School Education and Training) of NMMU to represent all TVET Colleges on the show “The Big debate”
- Park Avenue Campus SRC secretary & R191 SRC were elected in the portfolios of Internal Affairs and Accommodation & Transport respectively
- Two successful blood donation drives were held on 28 May 2014 & 27 August 2014
- A successful Health & Wellness Campaign was held on 02 September 2014
- Mrs. E.Hammersley-Heenan was the top EMC Lecturer at the Mathematics Skills Upgrade Programme Hosted by NMMU with a percentage of 83.2% and ranked in the top 10 out of 46 Lecturers from 5 different colleges in the Eastern Province
- Mrs. T. Dlawu was chosen to attend, on behalf of EMC, the CiSELT(Certificate in Senior Secondary Language Teaching) training held in Johannesburg and facilitated the training for all language lecturers of EMC
- Mr. G. Maziena was selected as the Manager of the EMC table tennis team
- Mr. J. Christoffels was selected as the Eastern Province Chess Manger and achieved a bronze medal in the Ladies team in the National COSAC tournament in Bloemfontein.
- Park Avenue Campus was the only campus to run all AIL ADC meetings in 2014
- New optional RET(Renewable Energy Technology) subject introduced in the EIC division in connection with GIZ(German Development Cooperation)
- Park Avenue have met their certification target every year for the past three years
- Even during the student unrest during the supplementary examinations of 2014, Park Avenue Campus have increased the certification rate by 11%
- 5 Park Avenue students where part of the EMC Choir that achieved an 80% score in the choir festival.
- 4 Park Avenue students made the provincial team that took part in the national COSSA tournament in Bloemfontein
- Report 191 student Woods D. received the highest qualification obtainable in the FET/TVET engineering sector, a Government Ticket.
- 44 students placed for WBE in 2014
- 12 IT&CS students placed in companies
- 41 EIC students placed in companies
- 2 Park Avenue Students Received a merit bursary in 2014

CHARLES GOODYEAR CAMPUS SCHOOL OF ENGINEERING

Our pass rate for 2014 was 68%

Level 4

7 Students Passed 7 subjects with 1 Distinction

1 Student Passed 7 subjects with 3 Distinctions

1 Student Passed 7 Subjects with 2 Distinctions

Level 3

5 Students Passed 7 subjects with 1 Distinction

1 Student Passed 7 subjects with 3 Distinctions

1 Student Passed 7 subjects with 4 Distinctions

1 Student Passed 7 subjects With 2 Distinctions

Level 2

6 Students Passed 7 subjects with 1 Distinction

THE FOLLOWING NCV LEVEL 4 STUDENTS WERE SUCCESSFUL PLACED TO DO EXPERINTIAL TRAINING IN THEIR FIELD OF STUDY.

STUDENT	COMPANY	OCCUPATION
SIBULELE	VW BPLANT	APPRENTICESHIP
MAGODA	CONTRUCTION POWER	APPRENTICESHIP
BRADLEY	EMC	APPRENTICESHIP
MALGAS	EMC	APPRENTICESHIP
BONGEKA	EMC	APPRENTICESHIP
NONDABULA	EMC	APPRENTICESHIP
SIPHUMEZE	EMC	LEARNERSHIP
TSHETSHA	EMC	LEARNERSHIP
ATHENKOSI	EMC	LEARNERSHIP
KETYE	EMC	LEARNERSHIP
BABALWA ZEPE	EMC	APPRENTICESHIP
AYANDA MAVA	EMC	APPRENTICESHIP
DALUXOLO	EMC	APPRENTICESHIP
SEBENZO	EMC	APPRENTICESHIP
THEMBEKAZI	BMW	MACHANIC
MIGGELS	TRANSNET	LEARNERSHIP
PORTIA	EMC	APPRENTICESHIP
MLANJENI		
BRENDA AFRICA		

AKHONA	EMC	APPRENTICESHIP
NOMTSHATSHA	EMC	APPRENTICESHIP
PHILIP MUNYAKA	EMC	APPRENTICESHIP
MLONDOLOZI	EMC	APPRENTICESHIP
NOQWAKA	EMC	APPRENTICESHIP
BABALWA XHALI	EMC(CHARLES GOODYEAR CAMPUS)	WORKSHOP ASSISTANT
NWABISA	EMC(CHARLES GOODYEAR CAMPUS)	WORKSHOP ASSISTANT
NARUKA	EMC(CHARLES GOODYEAR CAMPUS)	APPRENTICESHIP
NOMTHANDAZO	TRANSNET	LEARNERSHIP
NQENO	TRANSNET	LEARNERSHIP
SIBUSISO STOOT	EMC	APPRENTICESHIP
YONELA	TRANSNET	MOTOR MACHANIC
NTANJANA	VW BPLANT	APPRENTICESHIP
CURVIN CYDE	EMC	APPRENTICESHIP
DAVIDS	EMC	APPRENTICESHIP
ANDILE MARK	EMC	APPRENTICESHIP
MKAYO	EMC	APPRENTICESHIP
THANDUXOLO	EMC	APPRENTICESHIP
APRIL	EMC	LAB ASSISTANT
KWANELE	COEGA DAIRY	INTERNSHIP
TONGO	FISHWATER FLATS	APPRENTIC
SIBONGISENI	EMC	LEARNERSHIP
MLALI	EMC	LEARNERSHIP
AIDEN AUGUST	TRANSNET	APPRENTICESHIP
DONALD LEPUTU	EMC	APPRENTICESHIP
SIBUSISO	EMC	APPRENTICESHIP
WILLIAMS	EMC	APPRENTICESHIP
LUVU DANA	EMC	APPRENTICESHIP
LERATO JANTJIES	EMC	
PHELELA NYIKI		
SIMONE		
ARNOLDS		

NTOMBIZANELE ISAACS ASANDA KLAAS ZANDILE MNWEBE SIMAMKELE NDZOBONGO NTOMBOZUKO SCHOLTZ SIYABULELA DWANE NQABISA KOTO		
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The following students were selected into the Provincial Teams proudly represent the college for the Province in the National Sport activities.

ATHLETICS

1. WILTSHIRE.DZ
2. JONSA.S
3. SISHUBA.SM
4. MJULENI.N

SOCCER

1. BLAAUW.D
2. MHLETYWA.A
3. MBONISWA.T
4. GODWANA.L
5. DAYIMANI.X

THANDUXOLO

Report 191 Semester 1

1. The following lecturer achieved 100% pass rate:

LECTURER	SUBJECT
Oladimeji	Communication N5
Norman	Entrepreneurship N4
Jappie	Entrepreneurship N5
De Vos	Information Processing N6
Matope	Marketing Management N4
Nogwana	Personnel Training N6
Jappie	Sales Management N5

2. The following number of students achieved a distinction per programme:

N4

PROGRAMME	NUMBER OF DISTINCTIONS
Human Resources	1
Business Management	2
Management Assistant	1
Marketing Management	2

N5

PROGRAMME	NUMBER OF DISTINCTIONS
Human Resources	3
Business Management	2
Marketing Management	1

N6

PROGRAMME	NUMBER OF DISTINCTIONS
Human Resources	4
Business Management	2
Management Assistant	1
Marketing Management	4

3. Average Pass Rate Per Subject: 81%

Report 191 Semester 2

1. The following lecturer achieved 100% pass rate:

LECTURER	SUBJECT
Phillip	Communication N4
Oladimeji	Communication N5
De Vos	Computer Practice N4
De Vos	Computer Practice N5
Lillah	Computer Practice N4
Lillah	Computerized Financial Systems N4
Jappie	Entrepreneurship N5
Deysel	Entrepreneurship N5
Jaftha	Information Processing N4
Jaftha	Introductory Information Processing N4
Damba	Introductory Information Processing N4
Munnik	Office Practice N6
Nogwana	Personnel Training N6

2. The following number of students achieved a distinction per programme:

N4

PROGRAMME	NUMBER OF DISTINCTIONS
Human Resources	22
Business Management	14
Management Assistant	25
Marketing Management	3

N5

PROGRAMME	NUMBER OF DISTINCTIONS
Human Resources	1
Business Management	3
Management Assistant	3

N6

PROGRAMME	NUMBER OF DISTINCTIONS
Human Resources	3
Business Management	2

3. Average Pass Rate Per Subject: 87%

HEATH PARK

- Heath Park Campus was opened on 10 March 2014
- Initially, Phase 1 was used for both NCV and R191
- In July 2014, Phase 2 of the building was completed, NCV moved into Phase 2, leaving Phase 1 for R191
- The building houses 36 classrooms, including 8 computer labs, of which only 4 are being used
- Qualifications offered:
 - NCV: Primary Health (Levels 2 & 3)
 - NCV: Office Administration (Level 2)
 - Report 191: Business Management
Marketing Management
Human Resource Management
Management Assistant
- NCV certification rate of 62,6% was achieved
- Pass rate for R191: 72% (Semester 1), 87% (Semester 2)

A total of 71 distinctions was achieved:

PROGRAMME	DISTINCTIONS	NUMBER OF STUDENTS
NCV	TOTAL: 32	
	4	3
	3	2
	2	8
	1	19
R191 (Semester 2)	TOTAL: 39	
	3	3
	2	10
	1	26

- Heath Park was registered as an exam centre
- 2 SAGDA interns were appointed

SCHOOL OF OCCUPATIONAL TRAINING (BRICKFIELDS CAMPUS)

Workshop Facilities.

- Utilization of new workshops for Learnership and Apprenticeship Training
- Equipped the following workshops: Fitting, Motor Mechanic and Hand skills
- Successful moving of Welding Workshop from Charles Goodyear Campus to Brickfields Road Campus

Training interventions.

- Formed partnerships with various companies (Lumotech; Transwerk; Volkswagen; Toyota; BMW; Auto Works; Uitenhage Truck Repairs; Peter Benn Motors; SP Metals; Spar; Choice Clothing)
- Commencement of Artisan training (55 Learners)
- Commencement of Wholesale and Retail Operations Training (65 Learners)
- Training of Learnership (120 Learners)

Employment

- Of the 14 Motor mechanic apprentices who qualified, 11 were successful employed.
- 5 learners of the Automotive component learnership were employed on short term contracts
- 6 welding skills program learners were employed on short term contracts
- 5 Early Childhood Development learners were employed
- 6 Office Admin learners were employed
- 2 End User Computing learners were employed

4. HUMAN RESOURCES

Staff Complement

Employees Remunerated on 31 March 2015

Eastcape Midlands TVET College	Category	Gender	Employees Remunerated by PERSAL				Employees Remunerated by the College				TOTAL	
			Full-Time		Part-Time		Full-Time		Part-Time			
			Permanent	Temporary/ Contract	Permanent	Temporary/C ontract	Permanent	Temporary/C ontract	Permanent	Temporary/ Contract		Interns
	Lecturing staff	Male	31	0	0	0	37	89	0	28	185	
		Female	34	1	0	0	19	70	1	16	141	
			65	1	0	0	56	159	1	44	326	
	Management staff	Male	2	0	0	0	0	0	0	0	2	
		Female	1	0	0	0	0	0	0	0	1	
			3	0	0	0	0	0	0	0	3	
	Support staff	Male	8	0	0	0	26	36	0	0	70	0
Female		13	0	0	0	39	89	2	0	143	8	
		21	0	0	0	65	125	2	0	213	8	
GRAND TOTAL		89	1	0	0	121	284	3	44	542	8	

Employment Equity

Total number of employees (including employees with disabilities) in each of the occupational categories as on 31 March 2015 follows below:

EASTCAPE MIDLANDS COLLEGE : EMPLOYMENT EQUITY GRID											
COLLEGE AND PERSAL STAFF											
Occupational Levels	Male			Female				White Male	Foreign Nationals		TOTAL
	A	C	I	A	C	I	W	W	MALE	FEMALE	
Legislators and Senior Managers	3	3	0	7	1	0	2	9	0	0	22
Professionals (Permanent)	34	15	0	40	11	1	5	7	2	0	115
Professionals (Non-Permanent/Contract)	61	25	3	97	31	1	11	9	13	4	255
Technicians and Associate Professionals	1	1	0	0	1	0	0	3	0	0	6
Technicians and Associate Professionals (Non-Permanent/Contract)	0	3	0	1	0	0	0	0	0	0	4
Clerks	5	1	0	33	11	1	9	0	0	0	60
Clerks (Non-Permanent/Contract)	5	3	0	15	11	0	2	1	0	0	39
Elementary Occupations	16	3	0	8	1	0	0	0	0	0	28
Elementary Occupations (Non-Permanent/Contract)	4	2	0	5	2	0	0	0	0	0	13
TOTAL PERMANENT	60	24	0	92	25	2	16	19	2	0	228
GRAND TOTAL	129	55	3	206	69	3	29	29	15	4	542

Skills Development

SKILLS DEVELOPMENT FOR THE PERIOD 1 APRIL 2014 TO 31 MARCH 2015

EASTCAPE MIDLANDS COLLEGE : EMPLOYMENT EQUITY GRID											
COLLEGE AND PERSAL STAFF											
Occupational Levels	Male			Female				White Male	Foreign Nationals		TOTAL
	A	C	I	A	C	I	W	W	MALE	FEMALE	
Legislators and Senior Managers	1	1	0	3	1	0	2	2	0	0	10
Professionals (Permanent)	1	3	0	9	7	1	4	7	1	0	36
Professionals (Non-Permanent/Contract)	3	2	0	4	3	0	3	3	2	1	21
Technicians and Associate Professionals	3	1	0	1	0	0	0	3	0	0	8
Technicians and Associate Professionals (Non-Permanent/Contract)	1	1	0	0	0	0	0	2	0	0	4
Clerks	0	2	0	2	5	1	7	0	0	0	17
Clerks (Non-Permanent/Contract)	2	0	0	4	2	0	3	1	0	0	12
Elementary Occupations	0	0	0	0	0	0	0	0	0	0	0
Elementary Occupations (Non-Permanent/Contract)	2	0	0	2	1	0	0	0	0	0	5
TOTAL PERMANENT	13	7	0	17	14	2	13	12	1	0	0
TOTAL NON-PERMANENT/CONTRACT	0	3	0	21	6	0	6	6	2	1	0
GRAND TOTAL	13	10	0	45	20	2	19	18	3	1	113

5. ACRONYMS AND ABBREVIATIONS

AIDC	Automotive Industry Development Centre
CAPEX	Capital Expenditure
CEO	Chief Executive Officer
CoE	Compensation of Employees
DED	German Development Services in South-Africa
DHET	Department of Higher Education and Training
DoE	Department of Education
DoL	Department of Labour
EIC	Electrical Infrastructure Construction
EMC	Eastcape Midlands College
EMCU	Eastcape Midlands College Business Unit
ETDPSETA	Education Training and Development Practices SETA
FES	First Education Specialist
FETC	Further Education and Training Colleges
FIFO	First In First Out
GFS	Government Finance Statistics
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GRAP	Generally Recognised Accounting Practice
GTZ	German development cooperation
IAS	International Accounting Standards
ICDL	International Computer Driving License
IDC	Industrial Development Corporation
IT	Information Technology
IT & CS	Information Technology and Computer System
ISSS	Integrated Student Support Services
LWE	Lecturer Workplace experience
MEC	Member of Executive Council
MERSeta	Manufacturing, Engineering and Related Services Seta
MTEF	Medium-Term Expenditure Framework
MOI	Memorandum of Interest
NCV	New Curriculum Vocational
NATED (REPORT 191)	National Technical Education Programmes
NMMU	Nelson Mandela Metropolitan University
NOSA	National Occupational Safety Association
NSF	National skills Fund
PDLAM	Purpose-directed, Leadership and Management
PDOE	Provincial Department of Education
PFMA	Public Finance Management Act

PSR	Public Service Regulations
SAGDA	South African Graduate Development Association
SAW	South Africa Welders Institute
SCM	Supply Chain Management
SCoA	Standard Chart of Accounts
SLA	Service Level Agreement
SRC	Student Representative Council
TETA	Transport, education & Training Authority
WBE	Work Based Experience
VWSA	Volkswagen of South-Africa

APPENDIX 1