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The College of Cape Town is proud to present the Annual Report 2010. This Report focuses on the four major areas of the College, namely:

1. Academic;
2. Corporate Services;
3. Innovation and Development; and
4. Finances

Each main area consists of various departments, or units and the activities, successes and challenges of these departments and/or units have been included in this report.

The main focus of this report is to reflect on the successes, challenges, growth and development of the College since the introduction of the National Certificate Vocational (NCV) in 2007 and most tables will provide comparative figures for the period 2007-2010. The information provided highlights the growth, pass and retention trends emerging and will provide you with an overview of our College.

The first few pages provides a summary of the College of Cape Town’s history and was included to ensure that the reader understands the complexity of a post merger Further Education and Training College within the South African context, reflecting some of the changes and challenges this sector has faced since the mergers in 2002.

The rest of the report will provide information about our College, staff and students’ achievements during 2010.

I wish to express my sincere appreciation to the team for their contributions to ensure that the Annual Report 2010 is a true reflection of an inspirational year in the history of this remarkable College.

Elsie Potgieter
Editor
Historic Perspective

1900
- South African College Authorities offered informal special classes, 10 lectures on special subjects
- Inception of Cape Technical Institute

1907
- Senate of South African College started a 3 year Engineering and Mechanical Course – 184 students enrolled
- Lecturers paid out of fees received

1908
- Second year Engineering Course

1909
- Cape College Board took classes over
- Classes in 22 subjects – 200 students enrolled

1910
- Number of classes increased to 28 subjects – 267 students enrolled
- Technical Instruction Advisory Committee formed
- Took classes over at Salt River Public School – become the Salt River Technical Institute
- Education Department made a grant towards the payment of lecturers

1914
- Whole-time principal appointed
- Union Government recognised claims of technical education
- Government appointed a National Advisor on Technical Education
- Government appointed a National Advisory Board
- College classes conformed to the syllabuses of the Board
- 311 enrolments and 1 full-time lecturer

1916
- City Council of Cape Town gave a site of 1¼ acres in Caledon Square, Longmarket Street

1917
- Cape Provincial promised grants to the amount of £40 000 to commence a central building

1921
- Foundation stone of new College laid by HRH Prince Arthur of Connaught on 26 May 1921

1922
- College ready for occupation in October 1922
- About £120 000 has been spent on the new College building
- Union Education Department voted a general purposes grant and equipment grant of £10 000 – the College Council had to collect and equal amount, more than this amount was collected by the business firms and students of Cape Town
- Cape Town City Council voted for an annual sum of £1 000 towards support for the College
- Many firms in Cape Town make annual donations to the College
- College gazetted as an Institution for Higher Education by Act No. 5 of 1922
1923
• Official opening ceremony performed by His Royal Highness on 16 March 1923
• Status of College further enhanced by Higher Education Act of 1923 – Union Government took the College over and assumed responsibility for its finances and regulation
• Appointment of a representative College Council – College building and control of College function were vested in the Council
• First meeting of the newly-constituted Council held on 2 October 1923
• Colleges semi-autonomous under the Higher Education Act No 30 of 1923

1924
• Classes started for coloured apprentices at Holy Trinity Church Branch, Harrington Street, Cape Town to ensure that Non-Europeans have similar facilities to Europeans
• Appointment of a Non-European Advisory Committee

1925
• 3,225 enrolments, 38 full-time teaching staff and 68 part-time teaching staff

1926
• Fourth story added to building

1927
• Classes for Commercial and Domestic Science students commenced at the Holy Trinity Church branch
• Acquired sporting facilities at the Vineyard Estate in Newlands

1929
• U.D.E.A.S. handed Continuation classes over to the Technical College – classes opened at Harrington Street. Took over the work done by the Marion Institute, St. Paul’s School and the Hanover Street School (enrolment grow from 128 scholars in 1929 to 896 in 1950)

1935
• 4,190 enrolments, 65 full-time teaching staff and 95 part-time teaching staff
• Classes started in April 1935 in a new building purchased at the corner of Buitenkant and Roeland Streets

1939
• Committee appointed to investigate extending the College premises
• Outbreak of World War II
• Building of the gymnasium and Ochberg Trust Fund founded
• Start with Physical Training

1940
• Technical Training Centre established at Commercial Street in March 1940 – training recruits of the S.A.A.F. Technical Service Corps and training in the Machine Shop (600 candidates)
• Took over the Nerina House, Buitenkant Street, Cape Town – to provide necessary workshops
• Trained S.A.N.R. personnel prior to promotion as Petty Officers (1,500 men passing through this course)
• Trained 300 W.A.A.F. women in an intensive technical training course
• Lectures on Aviation and Aero Engineering to members of the Civil Air Guard
• Formed a 250 member Cadet Corps and trained them in infantry
• The College established the Stellenbosch branch

1944
• Made spare parts for armaments and assisted in the supply of munitions for the Director General of War Supplies
• Sudden death of the Deputy Director of the College, Mr. GA Hutchinson – position was later filled by Mr. L. Small
• Close of war – demobilising and rehabilitating thousands of volunteers to be absorbed into civilian life
• Short courses in the widest possible variety of occupations offered to ex-servicemen
• 600 students per year trained in the City of Ottery in the C.O.T.T. scheme

1945
• 7 539 enrolments, 66 full-time teaching staff and 215 part-time teaching staff
• Committee appointed to examine requirements of students in outlying areas and to interview the Cape School Board

1946-1948
• Height of ex-volunteer training scheme
• Re-establish Physical Training Education

1947
• The College established the Worcester branch
• Return to peace-time education
• First Director of the College, Mr. EPD Gnodde retired – he served the College for 33 years
• Established branches at Parow and Wynberg

1948-1950
• Generous grants by the Department of Education, Arts and Science – considerable additions to the College property
• Purchased the Elizabeth Women’s Residence to provide accommodation for 30 women students in 1949

1949
• Additions to the main buildings were commenced in the quadrangles – two structures of 3 storeys each, housing the Isaac Ochberg Gymnasium, the Adult Education Hall, offices and classrooms. for use in 1950
• Renovation of the Assembly Hall – provision made for a full-sized stage and dressing rooms for dramatic productions, part of the Adult Education Scheme

1950
• 10 953 enrolments, 93 full-time teaching staff and 308 part-time teaching staff
• Classes conducted for the Admiralty and Cape Explosive Works at Simonstown and Somerset West for apprentices
• Obtained an option on the United Tobacco Company buildings in Kloof Street, Cape Town – unsuitable for conversion into a Technical College

1951
• United Tobacco Company building sold without the College taking transfer of it
• Extended the Elizabeth Women’s Residence at 3 Kotze Street, Gardens – accommodate 60 students
• Purchased an adjacent property, namely 16a Hofmeyr Street – converted into an annex to the Residence – increase accommodation to 80 students

1952
• 25 acres on Lot N.M.L. Maitland, Jan Smuts Drive, Maitland promised by the state to the College

1954
• Ground in Maitland transferred to the College

1955
• Take-over of Colleges by the State
• Passing of the Vocational Education Act No 40 of 1955 by Parliament – first priority is to take over the Branches and High Schools under the College’s control to become full State Institutions

1956
• The College approach the City Council of Cape Town for suitable sites in the Athlone area to erect a Technical High School and a Technical College for Non-White students seeing that the branch at the corner of Roeland and Buitenkant Streets were inadequate
• The Department of Education, Arts and Science took over the direct control of the Stellenbosch Technical College – on 1 October 1956. It then became the College for Commerce

1957
• The Department of Education, Arts and Science took over the direct control of the Worcester Technical College – on 1 April 1957
• Additional sporting facilities at the Sports Grounds on the Vineyard Estate at Newlands in the form of a Sports Pavilion, Squash Courts, ablution blocks, dressing rooms and seating for spectators through the Isaac Ochberg Trust
1959
- A swimming bath was added to the Sports Grounds in Newlands
- Start with the erection of a Technical High School and an Apprentice School at Lot N.M.L. Maitland – financed by a State loan, grants and funds collected by the College
- Additional sports grounds had been constructed on this site in the mean time
- Mr. EPD Gnodde, Director of the College retired

1960
- Mr. R McClelland assumed duties as Director of the College
- The College purchased Properties at 5-13 Kotze Street, Gardens, situated next to the Elizabeth Women’s Residence. Accommodation pushed up to house 108 lady students
- A property at 18 Hofmeyer Street, Gardens was purchased. It become the first men’s residence known as Paradise Villa – 18 male students were accommodated
- The building in Longmarket Street were considerably altered, re-decorated and modernised
- Full-time Art courses commenced
- Classes commenced at the Apprentice School at Maitland, it became the Maitland College and then the Western Province Technical College
- The College took transfer of two sites in Athlone for the erection of a Non-European Technical College from the City Council of Cape Town. They were transferred to the Department of Coloured Affairs which had undertaken to erect the relevant educational buildings

1961
- Property in Avenue Street, Gardens, namely the Avenue Hotel, acquired by the College to erect a Commercial High School, was altered to accommodate 50 male students – known as “Blyde Verblyf” Men’s Residence
- Adjacent properties numbers 2, 4 and 6 Avenue Street were later converted into an annex to the Men’s Residence
- A state-owned property, 96 Hatfield Street and 10 Oak Lane in Gardens were also converted into annexes for male students. Total number accommodated was 95
- Students were transferred to the Avenue Hotel, and the Women’s Residence was extended
- Classes started at the Technical High School in Maitland
- The Department of Education, Arts and Science took over direct control of the Technical High School as from 1 April 1961
- The Department of Coloured Affairs took over direct control of the College’s Coloured Branches (a total of 1,848 students was enrolled at the branches)
- The Peninsula College was formed (became the Athlone College which moved to the old Hewat College)

1962
- The College purchased the site of the old “Rouwkoop Hotel” in Rondebosch in April
- Architects appointed for the erection of two tower blocks on the Longmarket Street building (now the College of Cape Town City Campus)

1963
- The State granted the College a much-improved Subsidy Formula. College would have to meet only one quarter of the cost of capital expenditure

1964
- In December 1964, the four major Technical Colleges in the RSA were advised by the Minister of Education, Arts and Science, Senator Jan de Klerk, that the Cabinet had decided not to take over these Colleges as full State Institutions as envisaged by the Vocational Education Act of 1955. These Colleges will remain autonomous and special legislation would be passed declaring them Colleges of Advanced Technical Education

1965
- Official opening of the Tower Blocks extension of the College building in Longmarket Street
- The Apprentice School in Maitland was transferred to the Department of Education, Arts and Science on the 1 April 1966. (Now the College of Cape Town Pinelands Campus)
- The Block Release System for apprentices [trimester programmes] was introduced
- The Council approved of a College Song
1967
- The Rouwkoop Men’s Residence opened – accommodation for 240 students
- St. Ronan’s Site bordering the Elizabeth Women’s residence was acquired for recreational purposes for the students in the Residence
- A Deed of Sale was signed in August, 1967, for the purchase by the College of a portion of the “Waterhof Estate” bordering the Women’s Residence
- The Commercial High School which had been housed in the College’s Longmarket Street building, was transferred from the beginning of the 1967 to the Avenue Offices, in the Gardens. The School was transferred to the direct control of the State from 1 December 1967
- The College’s Department of Correspondence Courses was transferred to the Witwatersrand Technical College
- The College’s restaurant was put out for tender
- A Combined Diploma Ceremony Function, held on 17 June 1967, was introduced. Diplomas and Scholarships were awarded at this most successful function
- A committee was appointed in April 1967 to investigate and report on the accommodation requirements of the College. The recommendation was to acquire a site of some 100 000 square feet on the Foreshore, the total cost of the first stage was estimated at R4 million
- Two additional Squash Courts and a Recreational Room were added to the Sports Pavilion at Vineyard Grounds, Newlands
- Additional Sports Fields were under construction at Maitland
- The Advanced Technical Education Act, No. 40 of 1967, was passed in Parliament
- The College Council ceased to exist on 31 December 1967
- The advanced technical courses were separated from the apprenticeship courses and then administered by the Peninsula College for Advanced Technical Education, which later became the Peninsula Technikon in Bellville

1968
- The Advanced Technical Education Act came into operation from 1 January 1968 and provided for the establishment of the Cape Technical College as a College for Advanced Technical Education. The College may only offer full-time education to students in possession of a certificate equivalent to Standard Ten and part-time secondary and other education to students who are no longer subject to compulsory school attendance
- The College had to transfer the N.T.C. III Classes for apprentices to the Apprentice School in Maitland as from 1969
- Teaching hours of lecturers were reduced from 25 to 20
- The College consisted of the following Departments: Commerce, Home Economics, Physical Education, Printing and Industrial Art, Science, Teacher Training and Technology
- The College transferred to the Department of Higher Education as from 1 January 1968
- The Technical High School and the Commercial High School which the College founded transferred to the control of the Cape Provincial Education Department

1969
- The Peninsula College for Advanced Technical Education moved to Athlone and was renamed the Cape Town Vocational School. Classes were conducted on the corner of Protea and Eland streets (now the College of Cape Town Athlone Campus)

1972
- The Peninsula College for Advanced Technical Education changed its name to Athlone Technical College, headed by Mr. Rossouw

1986
- Engineering N4-N6 and the Haircare division were transferred from the Protea College to Athlone College
- Additional premises were rented in Cape Town and classrooms at the Building Industries Federation of SA College in Bellville. Harrington House, Cape Town, housed the tertiary division of Athlone College and Bifsa Campus the Building Division

1993
- The defunct House of Representatives regional offices in Wynberg became vacant and the Cape Town campus of Athlone College moved to Wynberg (currently the College of Cape Town Wynberg Campus)

1997
- The rationalization of Colleges of Education took place in the Western Cape, and the Athlone Technical College obtained the Hewat Buildings and established the main campus in Crawford (now the College of Cape Town Crawford Campus)
1999
- The Athlone Technical College became state-aided

2002
- 2 February 2002, the former Athlone Technical College, Cape College, Western Province Technical College and Sivuyile Technical College were merged to form the College of Cape Town
- Establishment of a Section 10 College Council
- 20 February 2002 Declaration of Technical Colleges in the Western Cape as Public FET Institutions
- Implementation of the support by the SESD programme

2003
- 1 October 2003 – Appointment of the first CEO of the College of Cape Town – Mr. J Isaacs
- Establishment of the Central Office at the Pinelands Golf Estate, Raapenberg Road, Pinelands
- Centralized the HR, Finances, Marketing, LPU and QM functions at the Central Office
- Campus-based budgeting and finances
- Established the College website
- Implemented the College marketing strategy
- Compiled the College strategic plan
- Allocated staff to acting management positions
- Established an organisational structure for the merged institution

2004
- Changed the name of the Central Metropole College to College of Cape Town as gazetted on 8 April 2004
- Started a process to reduce duplication of programmes on various campuses

2005
- Established a WAN
- Centralized expenditure
- Decentralized campus income received
- Deputy CEO posts advertised by WCED
- Vacancy list for academic post by WCED

2006
- Short-listing and interviews for appointment of academic staff
- Short-listing and interviews for appointment of Deputy CEOs
- Identify new National Certificate Vocational programmes for 2007
- Start process for implementation of recapitalization project for new programmes
- Rationalized the offering of programmes for 2007 (Electrical – Pinelands & Guguletu; ICT – Crawford; Construction & Civil – Thornton; Mechanical – Athlone; Business Studies – City and Guguletu)
- Implemented the strategy to move the Central Office to 334 Albert Road, Salt River
- Recapitalisation funding by the Department of Education to the total of R1.9 billion nationally initiated. The College of Cape Town received R39.4 million for the period 2006-2009 to prepare itself for the offering of the National Certificate Vocational (NCV)
- FET Act No. 16 of 2006 promulgated
- WCED employees transferred to the College as the employer

2007
- Appointment of Deputy CEO Innovation and Development – Mrs. Elsie Potgieter [1 January 2007] (the appointee for the Deputy CEO Academic declines the appointment and Mrs. Potgieter also managed this post until March 2009)
- Appointment of Deputy CEO Corporate Services – Mr. Monwabisi Nkomenthaba
- Implemented the National Certificate Vocational (NCV) Level 2 in 9 programmes (Electrical, Engineering and Related Design, Construction and Civil Engineering, Information Technology, Management, Office Administration, Finances, Economics and Accounting, Tourism and Hospitality)
- NATED programmes N1-N3 phased out
- NSFAS Bursary implemented for NCV Level 2 students
- Received funding from the Support to Education and Skills Development (SESD) Project
- Introduced Student Support Services at all campuses
- Rationalized Hair Care and Beauty Therapy at Wynberg Campus
- Started with Business Studies at Crawford Campus
- Started offering learnerships
2008
- Implemented the National Certificate Vocational (NCV) Level 3 in all programmes implemented in 2007
- Implemented the National Certificate Vocational (NCV) Level 2 in Marketing
- Deputy CEO Corporate Services resigned
- Staff transferred from WCED to the College as the employer

2009
- Started to phase out NATED N4-N6 programmes
- Discussions for new funding norms for FET Colleges commenced
-Appointment of Deputy CEO Academic: Mr. Ebrahim Peters
-Appointment of Deputy CEO Corporate Services: Mr. Isaac Mbengo

2010
- Establishment of the Department of Higher Education
- Implemented the National Certificate Vocational Level 2 in Education and Training
- FET Colleges transferred from a provincial competency to a national competency
- FET Colleges incorporated into the Department of Higher Education with Sector Education and Training Authorities and Higher Education Institutions

Brand Name
The brand equity is captured in a unique font and typography differentiating us from our competitors.

Icon
The strong red circle represents the College of Cape Town. The circle epitomizes a symbol of strength in Education. The smaller dots are the communities (students, business, industry, SETAs and Government) in which we operate.

Brand Promise
Our reason for being, is to inspire and enable young minds to achieve their goals and dreams.
COLLEGE STRATEGY

VISION
The College of Cape Town will be the preferred provider of Education and Training

**Mission:** College of Cape Town is committed to be an institution of excellence that develops the potential of clients through quality Education and Training in response to the skills development needs of the country

**Our values:** Respect; Honesty; Transparency; Caring; Teamwork; Commitment; Empowerment; Equal opportunities for all; and Embracing change

Photo Album

VISITORS TO THE GUGULETU TEXTILE PRINTER

DR. ADRIAAN LANDMAN, PROGRAMME MANAGER ART & DESIGN

ART STUDENT PRACTISING HIS DRAWING SKILLS
Profile:

Qualifications:
Diploma Management Accounting, Diploma Business Management.

Experience in FET Sector:
5 Years as a Member of College Council and as the Council Chairperson

Vision for the College:
The College will become the unique provider of choice to all students who want to enter the FET sector in the province. The upholding of high governance standards and delivery of equitable, coherent, sustainable education standards to all stakeholders.

Quote:
The road to education is not easy but it is possible to travel on it, if you put your mind to it.

Message to staff and students:
I want to thank all the staff members for your unwavering dedication in delivery of learning to our main constituents being the students. To all the students, keep up the hard work so that you can reap the fruits of learning.

This Annual Report highlights the achievements of College of Cape Town’s students, staff and management in a comparative analysis for the period 2007 to 2010.

This Annual Report furthermore reflects on the excellent progress that was made in all spheres of the College including finances, academic delivery, corporate services, innovation and development.

The College is in its fourth year of offering the National Certificate Vocational (NCV), which was introduced in 2007 and it is evident that interesting trends are emerging. The impact of changing to the NCV curriculum in 2007 brought specific financial and staffing challenges to the institution but with careful planning and strict financial management and control, the College was able to successfully manage the various challenges.

Towards the end of 2006 educators employed by the Western Cape Education Department (WCED) had to make the choice to transfer to the College as the employer. With the support of the College Human Resources Department, 87% of our staff transferred from the WCED, to the College as the new employer from 1 January 2008. Our staff has always been one of our most treasured resources and over this period we aligned our conditions of service in order to provide the required parity and equity that was needed.

The College also received R39.9 million recapitalization funding in preparation of the facilities required to deliver the NCV programmes. This funding was utilised for renovating existing workshops, building new workshops, installation of new equipment, staff development and baseline development of the Management Information System (MIS) of the College. Apart from the afore-mentioned the College Council has placed a premium on the provision of sound infrastructure on all campuses, thereby creating an atmosphere that is conducive to teaching and learning.

The College Council has over the years maintained a high degree of corporate governance. In this regard the council has provided the necessary strategic leadership as fulfilling the oversight as well as fiduciary responsibility. We proud ourselves in having maintained exceptional financial management and performance which resulted in consistent unqualified audits.

The Further Education and Training (FET) Sector was bombarded with changes since the merger process in 2002. Despite all the challenges the College of Cape Town has made significant progress in establishing itself as a preferred provider in the Education sector in South Africa. This can be contributed largely to the support of the Council, strong leadership of the management team and the dedication and commitment of both the staff and students.

Special thanks to Council Members, the CEO, Deputy CEOs, Management, Staff and Students past and present for making the College a proud contributor to the Vocational Education and Training landscape of the province and the country. We are positive that we are suitably placed to respond to the future imperatives and changing landscape in our country.
Mr. Jannie Isaacs

Message from the Chief Executive Officer

The College of Cape Town’s Annual Report for 2010 reflects the progress it has made since the merger in 2002. Through a vigorous process of organisational design the College have centralized its programme delivery to ensure optimal utilization of resources and to eliminate duplication of resources and facilities.

The College of Cape Town excelled in Early Childhood Development, Electrical Engineering, Information and Communication Technology and Business Studies and we are working very hard to ensure that even our smaller programmes such as Tourism, Hospitality, Hair Care, Beauty Therapy, Art and Design are reaching its full potential.

The College successfully implemented the National Certificate Vocational (NCV) in 2007 and has succeeded in the placement of our first cohort of Level 4 students in 2009 and the second group in 2010 in business and industry.

The College has developed various successful partnerships with business and industry, and we are working very closely with the various Sector Education and Training Authorities (SETAs) in delivering artisan training, learnerships and various skills programmes.

Our Jewellery Manufacturing and Design, a highly successful programme, have produced students who have excelled in their field and many of them have won awards in various competitions.

The Early Childhood Development (ECD) programme was awarded the ABSA/Sowetan Award in 2009 for being the best ECD Training Provider in the country.

The College is also a proud partner with the Western Cape Education Department in two programmes. The one is to provide support, training and development at a pre-primary school in Athlone to develop it into a best practices school. The second programme is the Certificate in School Business Administration that is running for the second round in training of administrative staff at schools.

As a result of the close collaboration with SETAs, the College also received Institute of Sectoral Excellence status from the MERSETA, ETDP Seta, Inseta and the MOA Seta. We are accredited by 16 of the Setas to offer specific programmes in those sectors.

We are proud of our Quality Management System, and was awarded ISO 9001 accreditation in 2008 and have maintained our accreditation for 2009 and 2010. Our focus is on continuous improvement to ensure excellent customer service.

The College has experienced consistent growth since 2002 and despite certain challenges during the last three years, due to a change in the funding formula, we have succeeded to remain

QUALIFICATIONS:
Higher National Certificate for Technicians, Teachers Diploma (Technical) (CPUT), BA, BEd (UWC), Hons, MBA (US)

EXPERIENCE IN FET SECTOR:
34 years including 7 years as the CEO of the College of Cape Town

OTHER EXPERIENCE:
2 years teaching at a technical high school

VISION FOR THE COLLEGE:
To become an institution of excellence in everything we do

QUOTE:
"Your attitude will determine your altitude"

MESSAGE TO STAFF AND STUDENTS:
If you love what you are doing, success is certainly to come your way
financially viable. The College has a proud history of consistent unqualified audits, since its inception in 2002.

We have successfully managed the Human Resources transfer from the WCED to the College as the employer and have successfully implemented salary parity for all our staff in line with the developments in the FET College and school sector.

The College is actively engaging with the new developments by being included in the Department of Higher Education and are looking forward to meet the new challenges.

The College of Cape Town’s range of services and programmes offered ensure that we meet the diverse needs of business and industry.

We have recently established a Work Placement Unit and we are inviting all employers to join us to ensure the successful placement of our students.

The Management, Staff and Students express our deepest appreciation for the College Council’s commitment and dedication to the institution and trust that 2011 will be another inspirational year for all!
INTRODUCTION

The year 2010 was very challenging for all public Further Education and Training Colleges in South Africa in that processes were rolled out late in 2009 to make Colleges function as a national competency under the newly established Department of Higher Education and Training. Whilst this move was welcomed as a positive one by most in the sector, including the College of Cape Town, the concomitant management of the process and communication around the approval of the 2010 College Programme Establishment created delays amongst others, in planning around budgets, physical and human resources.

By August 2009, the College of Cape of Cape Town had completed all its internal processes related to the proposed 2010 Academic Programme Establishment, with the College Council approving it as well as the required budget. By the time the National Department of Higher Education and Training communicated its indicative budget to each College in October 2009, it necessitated Colleges to review and align its Programme Establishments and budgets accordingly. For the College of Cape Town it would have meant a serious curtailment on its student enrolment growth trajectory, specifically in the National Certificate Vocational.

This report provides an overview of how the College of Cape Town performed academically amidst all the aforementioned challenges, to live up to its vision of being the preferred provider of Further Education and Training. The report will highlight the enrolment and academic performance since the inception in 2007 of the National Certificate Vocational commonly known as the NCV as well as the performance of the NATED 191 over the same period. The report will furthermore generally report on 2010 in terms of challenges and highlights in the various academic departments.

ENROLMENTS

NCV

From 2007 the NCV enrolment has grown from 911 students to 1 820 in 2009, which equals a total growth of 87.73% over 3 years. From 2009 to 2010 the increase was 38%. The 2010 enrolment of 2 514 was made up of 1 577 at Level 2, with 575 at Level 3 and an enrolment of 362 at Level 4.
NATED 191 enrolments decreased significantly in line with the national phasing out time line of the Department of Higher Education and Training, hence the planned gradual increase in NCV enrolments over the same period at the College of Cape Town.

NATED 191 (N-Courses)
The aforementioned strategy was also applicable to the NATED 191 programmes. From 2007 to 2009 an average pass rate of 61% and a retention rate of 83% were achieved. In 2010 for Business, Utilities and Engineering a pass rate of 62% and a retention rate of 86% were achieved.

ACADEMIC PERFORMANCE: NCV

The introduction of a focused improvement strategy since 2007 when the NCV programme was implemented, the pass rate consistently improved. The improvement strategy for 2010 included setting high, but achievable targets of 100% attendance, 90% retention rate and a 90% pass rate. This would be achieved amongst others, by improving on our pre-enrolment assessments, getting the basics right in the classroom in terms of time on task and attendance, providing quality teaching, focusing on border line cases by providing additional academic support, providing better support to staff and addressing training needs of staff. This strategy paid dividends in 2010 as whilst the targets were not realised, the improvement on previous years are evident as the College achieved an average retention rate of 85% and an average pass rate of 65% across all NCV levels.
The strategic direction the College adopted with the occupational programmes, although it being unfunded by the Department of Higher Education and Training, was to grow these programmes where demand existed and in particular to expand on learnerships and other Sectoral Education and Training Authority (SETA) programmes. By 2010 the College was accredited with the following SETAs to offer specific programmes: MQA, MERSETA, W&R SETA, FIETA, FASSET, INSETA, CHIETA, TETA, CETA, SERVICES SETA, ETDPSETA, BANKSETA and the ESETA. The College is also accredited as an Institution of Sectoral Occupational Excellence (ISOE) for the INSETA, MERSETA, MQA and the ETDP SETA.

Two programmes specifically, namely, the FET Certificate in School Business Administration (SBA) Level 5 and the Wealth Management Certificate Level 5, have clear articulation routes into Higher Education through a partnership agreement certain Colleges, including the College of Cape Town, have with the University of Western Cape (UWC). In the field of Early Childhood Development (ECD), the College of Cape Town was in 2010, the biggest public FET College provider of learnerships in the province, if not nationally, with more than 950 students in learnerships for the ETDP SETA.

The College also very successfully offered skills programmes for the MERSETA in New Venture Creation. Other learnerships offered include the National Certificate in Jewellery Manufacture in a Production Environment Level 3; the FET Certificate in Jewellery Manufacture Operations NQF Level 4; the Higher Certificate in ECD Level 5; the Basic Certificate in ECD Level 1; the National Certificate in ECD Level 5; also various learnerships in Electrical, Welding, Fitting and Machining and Automotive.

Across all departments the College continues to offer high quality industry driven and accredited occupational programmes. The College is also accredited to conduct trade tests for most of the SETAs, for example in fitting and turning, welding, electrical, refrigeration and hair care.
PARTNERSHIPS

The College has established many strategic partnerships over many years and added amongst others the following in 2010:

- The College of North West London focusing on student and staff exchange with staff members from the College of Cape Town representing the Motor Mechanic, Information Technology and Art and Design programme visiting.
- iThemba Labantu a well established NGO operating in the Phillipi area. The College supports them with the offering of training programmes in the area of motor mechanics as well as with training of their staff and students in Early Childhood Development, numeracy and literacy respectively.
- The Provincial Department of Environmental Affairs and Tourism (DEAT) with our Tourism Department focusing on opportunities for student placement and also internship programmes.
- A partnership with Westlink Training a subsidiary of HEB Plumbing, focusing on reciprocal training opportunities for staff and students. Three of CCT plumbing staff members were trained on solar heater geyser installation, 57 of our students on a plumbing skills programme were placed with HEB, whilst the College provided a N2 course specifically for a group from HEB Plumbing.

Within our existing partnerships the following activities can be reported on:

- The Hospitality and Art departments were actively engaged with the South African launch of the Cookery book, ‘Eetboek ZA/NL’, which is a joint initiative by College of Cape Town and Koning Willem I College in the Netherlands. The production of the cookbook was a combined effort by the Hospitality and Photography students of the two Colleges. This book was successfully launched on 22 April 2009 at a Gala Benefit Dinner in Holland.
- The hosting of 16 German Exchange students and two staff members who did workplace training over a 5 day period at South African hospitality establishments.
- Extremely positive feedback was received from the 4 staff members and 16 students who as part of the Athena Exchange Project, visited Sweden. The main focus of the project was on cultural and academic practice.
- 2 Staff members were hosted by Alfa College in the Netherlands from 23 September to 6 October 2010. They were exposed to Alfa College, inclusive schools, day care centres and career pathing.
- Two staff members and seven students also reported back on a very successful exchange visit to Norway during the past September holidays.
- Through the Swiss South African Cooperative Initiative (SSACI) pilot project a student placement methodology was developed whereby students in the NCV Electrical Engineering and Related Design were placed in industry during vacation periods. With the appointment of two Work Placement Officers, this methodology will be mainstreamed across campuses and programmes. Staff members from the above departments was also placed in industry during September 2010.

AWARDS

- The Education and Training department won the first prize of R50 000 in the category, Best Resourced Training Organisation of the Year, at the 2009 ABSA/Sowetan National Early Childhood Development Awards.
- Lindsay Kirsten, one our students was named by the Institute of Certified Bookkeepers as one of the top 10 achievers in the country in Bookkeeping to Trial Balance.
- An Art and Design student, Riyadh Emjedi’s design was chosen as the corporate identity for the Tourism, Hospitality, Sport Education Providers South Africa (THEPSA) organisation.
- Natasha van der Schyff an ex-ECD Level 5 student, received the ABSA award for the Best ECD practitioner.
- An ex-hairdressing student Ariana Brown was chosen to represent South Africa in Paris in an International Hairdressing Competition.
- Samihah Benjamin a NCV Level 4 student participated in a very competitive Hospitality competition, came first and won a bursary for a 3 year diploma course of her choice to the value of R150 000 at the International Hotel School (Sable Square). She has since featured in the 17teen Magazine, Teen Zone Magazine and on SAFM.

OTHER HIGHLIGHTS AND INITIATIVES

- The Simulated Enterprises (SIMS) within the Business Studies Department established themselves as leaders in this area within the province. Some of their achievements entail: the selling of T-shirts which were printed at the Guguletu campus; producing a magazine ‘The City Blend’ which will be sold; and starting a Contact centre in the General Office. The magazine initiative inspired the WCED to the extent that one of the Senior Curriculum Planners solicited sponsors for its printing costs.
- The Education and Training Department secured bursaries from the ETDP SETA to the amount of R680 000 for the UNISA Bachelor Degree (Foundation Phase) students; conducted time and stress management workshops for the students; conducted a workshop on the importance of research; started a book swap programme with the Level 1 students in order to encourage reading; participated in World Prayer Day in order to expose students to different cultures and religions; and obtained a sponsorship from ECD Works to the amount of R3 000 for a competition to promote the use of music learning-teaching support material for the pre-school set-up.
- Business Partners agreed to assist in adjudicating New Venture Creation (NVC) students’ business plans during July/August 2010, and also agreed to sponsor a trophy for the best business plan. In addition to this, the NVC department promoted the idea of a Circle of Friends for Small Business Development by inviting external partners to become part of this initiative.
- The verification of the first cohort of students registered for the programme in School Business Administration was successfully completed, which resulted in 34 out of a possible 36 were deemed competent as per the ETDP SETA requirements.
- Merle Stober a College of Cape Town (CCT) student on the programme was invited to do a presentation on behalf of the WCED and the Western Cape FET Colleges at a conference in Manchester in the United Kingdom.
- CCT staff on the course has taken on the SBA project assignments to develop or improve the College facilities for example the development of the Crawford campus minor hall and office space at the central office.
- The Electrical Department made history at the College by appointing the first female programme manager at post Level 3 in engineering studies. This is certainly a first for the College if not the entire Western Cape College sector. This department also had a female student enrolment of 279 out of total population of 1 609 in 2010. This equates to 17.3% of the total electrical student population and certainly bodes well for the equity profile in engineering studies.
- The mechanical department supported AFROX GAS to host their EXPO at the Thornton campus, the first ever hosted at an FET College. Through this more than 200 visitors from 157 companies attended the Expo, which also provided the College with a marketing opportunity and more specifically the mechanical department, with exposure and networking opportunities. Companies invited and College staff were exposed to demonstrations on the latest high technology equipment available in the industry. The College...
received an arc welding machine to the value of two thousand rand from AFROX as a token of appreciation.

• The College of Cape Town CISCO Local Academy is in its 10th year of operation and as the first UNESCO Funded Academy in Africa, has proven itself to be the most successful model in FET. The CISCO Networking Academy Programme (CNAP) is in its 12th year of existence and internationally recognized as the leading E-Learning programme for developing ICT skills within the Networking and Telecommunications field. The Academy Programme has also provided the College of Cape Town with a substantial ICT infrastructure which has been voted to be amongst the best in the region by CISCO Systems. The WCED has also endorsed the programme and given recognition to the superb infrastructure. The College of Cape Town Local Academy falls under the auspices of the Cape Peninsula University of Technology (CPUT), which operates as a Regional Academy. CPUT has given the programme full recognition which guarantees students an articulation route into their diploma/degree programmes.

• The College registered 27 educator staff to start with the 30 credit Vocational Educator Orientation Programme (VEOP) in 2010. The programme was offered on a part-time basis jointly by the CPUT education faculty and the FET Institute of the UWC over a 6 month period, weekly on a Friday [after College hours] and on a Saturday morning.

• The Hospitality Department participated in the following projects namely: The City Harvest Festival; The Women Agricultural Association with their Spring function featured in the Tygerburger; The Tea Box at the CTICC; Blister for Bread and the Good Food and Wine Show.

• The Hairdressing and Beauty Department students are involved in the following events on an annual basis, namely: the Campus Talent Show; Western Province Hair and Beauty Competition; CANSA Shavathon hosted by CANSA; Beauty Fantasia; Many community projects ranging from visiting Old Age Homes; Abused Women Centers; Corporate Pampering, etc.
PROFILE:

Qualifications:
Hairdressing modules 1-7, Masters in Beauty Therapy, Certificate in Management Studies

Experience in FET Sector:
7 years including 3 years as the Academic Manager Services

Other experience:
Nursing 1 year, Insurance 6 years, Entrepreneur 5 years

Vision for the College:
To change mindsets and to energise people to become accountable for their actions

Quote:
“Be the change you want to see in others”. (Mahathma Ghandi)

Message to staff and students:
Be true to yourself and trust your intuition, it never lets you down. Know what you want and have a plan of how to get there. Don’t let anything or anyone stand in your way of achieving your goals without compromising your integrity.

TOURISM

TOURISM ENROLMENT STATISTICS 2007 TO 2010

<table>
<thead>
<tr>
<th>Level</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCV L2</td>
<td>18%</td>
<td>36%</td>
<td>50%</td>
<td>46%</td>
</tr>
<tr>
<td>NCV L3</td>
<td></td>
<td></td>
<td>63%</td>
<td>65%</td>
</tr>
<tr>
<td>NCV L4</td>
<td></td>
<td></td>
<td></td>
<td>92%</td>
</tr>
<tr>
<td>NC: GT L5</td>
<td>81%</td>
<td>74%</td>
<td>63%</td>
<td>73%</td>
</tr>
</tbody>
</table>

TOURISM EXAMINATION RESULTS (% PASS) FROM 2007 TO 2010

NEW DEVELOPMENTS

In 2007 the Tourism Department rolled out the NCV Level 2 programme. During 2008 the NQF programmes were restructured and the 1-year National Certificate in General Travel was introduced.
SUCCESS STORIES

• The Tourism Department has successfully embarked on a student exchange programme with Haugaland College in Norway. So far we have had the privilege to host staff and students on an annual basis.

• The Tourism Department strengthened their partnership with the Department of Environmental Affairs and Tourism (DEAT). This has positively contributed to doors opening to the Tourism and Hospitality departments for student placement, funded and unfunded programmes and marketing of these departments.

• Tourism students attended the 2010 Tourism Service Excellence Initiative (TSEI).

WORK PLACEMENT

Workplace training forms part of the NQF qualification. NCV Level 4 students are encouraged to use work placement opportunities made available at our industry partners during the College holidays. We have established relationships with many industry partners in the Western Cape who employ our students annually.

PROFESSIONAL MEMBERSHIP

National membership: The College staff are members of the Tourism Educators South Africa (TESA), a National body formally known as the Tourism, Hospitality, Sport Education Providers South Africa (THEPSA).

Provincial membership: Staff are members of the Western Cape Tourism Department Human Resource Development Sub-committee (WCTD Partnership HRD Sub-committee).

BEAUTY THERAPY

BEAUTY THERAPY STUDENT ENROLMENT STATISTICS: 2007 TO 2010

<table>
<thead>
<tr>
<th>Level</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSC</td>
<td>74%</td>
<td>86%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITEC L2</td>
<td>81%</td>
<td>97%</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>ITEC L3</td>
<td></td>
<td>95%</td>
<td>80%</td>
<td></td>
</tr>
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<td>ITEC L4</td>
<td>79%</td>
<td>97%</td>
<td>94%</td>
<td>97%</td>
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<td>ITEC L5</td>
<td>68%</td>
<td>93%</td>
<td>97%</td>
<td>88%</td>
</tr>
<tr>
<td>PT EVENING</td>
<td>78%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NEW DEVELOPMENTS

In 2007 the Beauty Therapy department phased out the Report 191 programmes. Much needed renovations to the Wynberg Campus including the upgrading of the salons were completed. As part of the transformation strategy of the College the Hair Care and Beauty Therapy programmes offered at the City Campus and Wynberg Campus were merged and is now delivered at the state-of-the-art facilities at the Wynberg Campus. The department introduced ITEC L2 which replaced the Nated NIC and NSC programmes (non-matriculants) in 2008. Workplace training was introduced to form part of the ITEC qualification in 2009. Skills courses and part-time evening classes were introduced and implemented in 2010.

SUCCESS STORIES

The Beauty Department opened a training salon to enable students to work in a real workplace, supervised by staff.

The Student Achievement Awards were introduced in 2010 to acknowledge students for outstanding performance as a motivation to encourage academic excellence and healthy competition amongst peers. Categories include Top Theory, Top Practical, Top Overall (not only based on academic performance but also on attitude, etc), 100% Attendance and Top Sales person in the training salon. Students proudly include these acknowledgements in their CVs.

Annually the Beauty Therapy students are successfully recruited to travel internationally and work on the Steiner Cruise Liners.

The Beauty Therapy Department enjoys accreditation by the International Training Education Council (ITEC). This accreditation is maintained annually by meeting the international body’s stringent examining criteria. The College of Cape Town is one of the largest ITEC training providers in South Africa.

AWARDS

In 2008 the Wynberg Campus received the The Best Campus Award to recognise diligence and continuous marketing of the programmes during Open Day.

2009: Wynberg Campus received funding from the National Lottery for netball and volleyball courts.

WORK PLACEMENT

Work placement forms part of the Beauty Therapy qualification. As part of the time table the majority of the students are required to work 1 day a week in the industry while the Level 4 students follow the block release system. Having a two-pronged approach assists the department with ensuring that students have salons to work in without flooding the industry. Every term students have to return an evaluation report which is completed by the salon mentor. This includes reporting on attendance, student’s effort and the student’s...
behaviour while at “work”. Students who do not adhere to this requirement have to work during holidays to make up the hours in order for them to pass to the next level.

COMMUNITY INVOLVEMENT

The beauty students are involved in various community projects on an annual basis, which range from visiting Old Age Homes, Employee Pamper days, Corporate Wellness days, Pampering Abused Women, etc.

INTERNATIONAL EXCHANGE PROGRAMME

Ms. J Garcia (Senior Lecturer) attended the Festival at the Handwerkskammer in Potsdam, in Germany in 2008 where she demonstrated African massage therapies.

PROFESSIONAL MEMBERSHIP

Provincial membership: The College is represented by staff on the ITEC Training Providers Forum.

INSPIRATION

STARTING YOUR OWN HEALTH & BEAUTY BUSINESS

YASMIEN WILLIAMS

Setting the stage for yet another breed of entrepreneur in the health, wellness and beauty arenas are our brand new, from-the–ground-up, starters in the industry.

Yasmienn Williams, owner of Essential Health and Beauty, lives by the creed: ‘Nothing must be left to chance. We offer a luxury and we must not take any client for granted, always give of your best to keep your clients interested.’

As an accountant in her previous life, Yasmienn was set on track by none other than her manager, who always appeared to have tense shoulders from the stressful environment they worked in. On discovering that Yasmienn had a talent for massage with her ‘healing hands’, her manager enrolled her in a health and wellness course at the College of Cape Town.

“Initially I only did it part time,” she says, “but I loved massage so much that I became a full-time student.”

Yasmienn says it is important to have qualifications when entering this industry.

Since a person needs to be perceived as professional and a ‘peoples person’, thus she completed the course at the College of Cape Town and immediately went to work in beauty salons to become what she calls ‘industry friendly’ with the intention of building up clientele.

“I befriended salon reps and asked them if they knew of salons that were closing, at which point I bought some good second-hand equipment, put it into storage and opened my very first cabin in Claremont inside a hairdressing salon.”

By this time she had everything she required – stock, a client book for two months and a R200 float! In her first month she made R16 000 and in the second, R22 000.

Initially, she worked from home while she was studying but decided that she didn’t want to wake up in the same place she worked so she got herself a studio to operate from. Yasmienn loves empowering people and recently employed a relative, Khadeeja, who showed an interest in health and beauty. She has also mentored a student for the past two years, who she describes as “brilliant” and has another trusted staff member, Vuvu. An intern, Lerato, helps Yasmienn and Khadeeja on Saturdays.

“Marketing your business should be an on-going process,” says Yasmienn. “I never depend on my current clients. I make a point of getting new clients each week by giving brochures to friends. I always have leaflets in my bag and give them out on the taxi, in the street or in the supermarket. I also do a post box drop three times a year in the area and, finally, I advertise in gyms offering a discount for members and students.”

This intrepid entrepreneur, who can count movie stars amongst her clients, has also formulated her own hand-and-heel balm product range. The product was launched this year and is called Tajmeel. It means ‘to beautify’ and is completely halal, endorsed by the Muslim Judicial Council. “When I developed this product, I had the pilgrims in mind who travel to Mecca on a hajj twice a year, ending up with cracked and bleeding heels.”

Her advice to anybody aspiring to start a health and beauty business is: “If you are the owner of the business you must lead from the front, lead by example and work five times harder than everyone else. You have to listen to the voice on the ground, have good people and management skills. Your employees are the most valuable asset of your company. You grow your company by growing and empowering your staff.

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NEW DEVELOPMENTS

2007: Improvement of infrastructure and the upgrading of the hairdressing equipment.

2007: Hair Care training is centralized on the Wynberg Campus.

2007 and 2008: Twelve hearing impaired students are trained in the hairdressing field as part of the Inclusive Education Project funded by the SESD 2 Programme.

2009 and 2010: The department re-introduced the full time Level 4 programme due to the availability of IKAPA Bursaries.

SUCCESS STORIES

2007: A hairdressing training salon was set up to provide students with a real business environment while under the supervision of a lecturer. This environment focuses on what students need to learn and they are given the opportunity to achieve those specific outcomes of the qualification.

2009: The Student Achievement Awards were introduced where students were acknowledged for outstanding performance as a motivation to encourage academic excellence and healthy competition amongst peers. Awards in the following categories are given: Top Theory; Top Practical; Top Overall (this recipient does not have to be a top academic student, but a good role model that met all the academic requirements and someone that is caring); 100% Attendance and Top Sales person in the Training Salon. Students proudly include these acknowledgements in their CVs.

The Hairdressing programmes are accredited by the Services SETA. This accreditation is maintained annually by meeting the ETQA’s stringent verification criteria.

AWARDS

2007: The Hair Care Department was successful in its nomination through to the final round for the FET Awards in the category Social Responsibility Project of the year for the Inclusive Education Project involving the hearing impaired students.

2007: Mrs. Brenda Maasdorp (Programme Manager for Hairdressing & Beauty) was nominated for the FET awards (internally) for Manager of the year: Academic.

Mrs. Tilly Reddy (Academic Manager: Services) was nominated for the FET awards (internally) for Manager of the year: Academic.

2009: The Wynberg Campus received approval by the Services SETA to be a Trade Test Centre for Hairdressing in the Western Cape.

WORK PLACEMENT

The Hairdressing department has build partnerships with over 90 salons providing students the opportunity to complete their workplace training. All full-time and part-time students are exposed to the real work environment. Part-time students work full-time in the industry and come to College 1 day per week. Full-time students work 1 day a week in the industry. An evaluation report completed per term by the salon mentor covers attendance, student’s effort and the student’s behaviour while at “work”. Students that do not adhere to this requirement have to work during holidays to make up the hours in order for them to pass.

OTHER

The Hairdressing students are involved in the following events on an annual basis:

- Campus Talent Show
- Western Province Hair and Beauty Competition
- CANSA Shavathon hosted by CANSA
- Beauty Fantasia
- Many community projects ranging from visits to Old Age Homes, Abused Women, Corporate Pampering, etc

INTERNATIONAL EXCHANGE PROGRAMMES

Mrs. B Maasdorp (Programme Manager for Hairdressing and Beauty) visited the Handwerkskammer in Potsdam, Germany during 2008 as part of a staff exchange programme. The purpose of the exchange was to teach staff and students how to work with ethnic hair and also to showcase various styles which was part of a fashion show of the season.

PROFESSIONAL MEMBERSHIP

National membership: The College is represented on the Training Providers Forum of the Services SETA.

Provincial membership: The College is represented at the Cosmetology Bargaining Council.
Wynberg Campus celebrated the opening of their netball courts on 2 February 2010. The objective of the day was to have a sports day and incorporate the MOT sessions so that students and staff could get to know one another and socialize.

Having this event as part of our orientation program was ideal in many ways. Students were randomly selected for the MOT sessions, as the aim of this session was for students to get to know one another and to build a platform for positive relations. The sport created a great atmosphere and high energy and the students were grateful for the sporting activities on campus.

NEW DEVELOPMENTS
2007: The department implemented the NCV Level 2 programme
2008: The department implemented the NCV Level 3
2010: NCV Level 4 implemented

SUCCESS STORIES
2007: Professional Cookery Diploma students entered the GoldCrest Competition, one student continued into the semi-finals
2008/2009: Staff and students from the College of Cape Town Hospitality and Art departments and Koning Willem 1 College in Netherlands (s’Hertogenbosch) collaborated on a cookbook with a South African and Dutch twist. The book, ETEN ZA/NL was launched in 2010.
2009: STUDENT/STAFF VISIT TO KONING WILLEM 1 College (s’Hertogenbosch) – a delegation of 2 lecturers from the Hospitality Department and 4 students (2 Hospitality and 2 Photography students) visited s’Hertogenbosch in the Netherlands from 16 April to 26 April 2009 as part of the College International Exchange Programme.
2010: In February 12 hospitality students and two staff members visited Hause Kreisau in Germany on a Cultural Exchange Programme. In September the department welcomed the arrival of the students and lecturers from Hause Kreisau in Germany, at College of Cape Town, as part of the reciprocal Cultural Exchange Programme.
2010: Samihah Benjamin, a NCV Level 4 student participated in a hospitality competition, whereby she had to submit a portfolio containing a 3 course menu, food costing/budget and a work schedule. Samihah was 1 of 30 participants which made it to the semi-finals. She was declared the winner and walked away with a bursary to the value of R150 000 amongst many other prizes.

WORK PLACEMENT
Workplace training forms part of our NQF qualifications. NVC Level 4 students are encouraged to use opportunities provided by our industry partners during the College holidays. We have established relationships with many establishments around the Western Cape who employ our students annually.

COMMUNITY INVOLVEMENT
The Hospitality students are involved in various events throughout the year, some of which were:

• City Harvest Festival
• The Women Agricultural Association with their Spring function featured in the Tygerburger
• The Tea box at the CTICC
• Blisters for Bread
• Good Food and Wine Show

STRATEGIC PARTNERSHIPS
The Hospitality and Tourism Departments has also established partnerships with the Department of Environmental Affairs and Tourism (DEAT). From this partnership many opportunities for student placements and also internship programmes materialized.

PROFESSIONAL MEMBERSHIP
Staff represents the College on national and provincial professional bodies.
Samihah Benjamin, a National Certificate Vocational (NCV) Level 4 Hospitality Studies student, was selected as the winner of the much sought after R150 000 bursary awarded by the International Hotel School (IHS). The bursary was part of the IHS’s school campaign which is an initiative to nurture and grow young talent in the Hospitality profession.

Samihah was one of 80 entrants, who, with the assistance of her lecturer, Mrs. Penelope De Villiers, submitted a project-based portfolio of evidence which consisted of a 3-course menu showing specific food-costings, budgets and work-schedules. Out of the 80 candidates, Samihah was selected as one of 30 candidates who went through to the semi-finals.

The 30 semi-finalists took part in a ‘cook-off’ which was held at the IHS, Sable Square, Cape Town, in July 2010. Here the students had to demonstrate a variety of skills including their abilities in the kitchen. In keeping with her chosen theme ‘Glitz and Glamour’, Samihah had to prepare cocktails, plan a function from start to finish, including creating the décor for the function and setting a table for 4 guests.

After a day of putting great effort and hard work into each task, Samihah was announced as one of six finalists who progressed to the final round. The last phase of the competition took place at the Peninsula All-Suites Hotel in Sea Point.

The final round was judged over a period of five days during the September Spring break. The finalists had to showcase their skills in the following departments in the hotel: Food and Beverage, Kitchen, Front Office and Housekeeping. One day was set aside for teambuilding and evaluations. On the final day, each finalist faced a panel interview.

Finally, at an event held on Friday 1 October 2010, Samihah was announced the winner of the R150 000 bursary which allows her to complete a three-year diploma course at the IHS in 2011. Samihah had since been featured on SAFM Radio and has also been interviewed for articles in the 17teen, Teen Zone and Top Billing magazines.

The College of Cape Town is extremely proud of Samihah’s achievement and wishes her well in her studies at the IHS in 2011.
Early Childhood Development

Gertruida Nieuwoudt – Academic Manager

The ECD department is nestled at the foot of Table Mountain and is ‘seismic’ with excited students working diligently at their tasks and activities in the field of Early Childhood Development. The energy is tangible and for a moment this space could be mistaken for the latest ‘hot spot’ in Cape Town. Taking a step back I am reminded of something John F Kennedy once said ‘remember that our nation’s first great leaders were also our first great scholars’.

This department serves as a cornerstone for training and development of students working with children in the Western Cape. The ECD department has developed partnerships with NGOs throughout the country and offer fundamental training and accredited material needed to achieve a recognised qualification.

Partnerships with the ETDP Seta and the WCED are soundly established and learnerships made up of over 800 students are delivered annually.

ECD LEARNERSHIPS

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled Heads</th>
<th>Pass</th>
<th>% Pass</th>
</tr>
</thead>
<tbody>
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<td>237</td>
<td>198</td>
<td>83.5%</td>
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<tr>
<td>2007</td>
<td>575</td>
<td>482</td>
<td>83.8%</td>
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<td>2008</td>
<td>304</td>
<td>270</td>
<td>88.8%</td>
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<td>2009</td>
<td>403</td>
<td>350</td>
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</tr>
<tr>
<td>2010</td>
<td>530</td>
<td>451</td>
<td>85.1%</td>
</tr>
</tbody>
</table>

The ECD department trained assessors at FET institutions in the Southern and Western Cape.

The ECD department took first prize at the ECD ABSA/Sowetan Award for the best resourced training provider in the country in 2009 (other organisations involved in the selection were UNICEF and SABC).

A strategic partnership with Unisa provided access for many students to study the Bachelor Degree in Foundation Phase. Classes are delivered to students on two Saturdays a month. An average pass rate of 96% was maintained over the past eight years.

Miss Natasha Van Der Schyff an ex-student walked away with the first prize at the ECD ABSA Award for the best ECD site in the country in 2010 for her ECD Centre.

PROFILE:

Qualifications:
Junior Certificate in Teaching, Senior Certificate in Teaching, Higher Diploma in Home Economics, Higher Diploma in Pre-Primary

Experience in FET Sector:
20 years including 15 years as a senior lecturer and Academic Manager

Other experience:
22 years in teaching at schools (Gr R to Gr 12)

Vision for the College:
Continue to grow in the number of students and quality service in all departments. To be the preferred FET institution

Quote:
"Only the best is good enough! Being on time is too late!"

Message to staff and students:
Thank you for excellent work during 2010. Let us continue to excel through teamwork, support, cooperation and let us take each other’s hands as we strive towards our vision in education!
The College International Exchange Programme with training providers in Holland and Sweden focus on building sound relationships and co-operation between the institutions and to expose students to international education practises. A group of 16 students and 4 lecturers visited Sweden and 2 lecturers visited Alfa College in the Netherlands, in October 2010.

In the partnership with Ithemba Labantu a NGO, the prime focus is on improving the social and economic conditions of the people of Phillipi through a literacy programme presented to children and their parents. This project included training in:

- Basic Certificate in ECD Level 1 – 30 students
- National Certificate in ECD Level 4 – 60 students
- Higher Certificate in ECD Level 5 – 30 students
- 90 students in HIV, Special Needs and Assessor Training

The WCED funded a large sum of money for training and development and also for the upgrade of the Athlone Pre-Primary School. This school is now recognised at a model school visited by other schools and students.

Work placement for students as part of their practical training, is facilitated with more than 700 ECD sites throughout the Western Cape.

**INSPIRATION**

**NADIA LUBOWSKI – ECD Student 2001-2006**

I started my Early Childhood Development Diploma at the College of Cape Town in June 2001. I was born in Namibia in 1980 and, after living in many places, started feeling at home in Cape Town. I am extremely fortunate to have an aunt that really believes in me and paid for my studies at the College. I completed the diploma at the end of 2002 and won the Best Student Award. I was given a book as a prize and remember vividly one of my favourite lecturers saying “I picked the book especially for you, because I know you will enjoy this type of thing”. It was a book on play therapy. I still have it today and every time I see the book on my bookshelf or read something from it I remember my days at the College. The comment that she made, set a very fundamental thought process in motion. With a lot of convincing from my lecturer, I enrolled for my Bachelor of Primary Education Degree. It was a UNISA degree, but we received lectures at the College of Cape Town. I completed the degree in 2005 and graduated early 2006. I could never have achieved what I have if it was not for the warmth and support from women at the College, to name just a few: Mrs. De Villiers, Mrs. Merescia and Mrs. Nieuwoudt. I am eternally grateful for their contribution in my life.

While I did my degree, I embarked upon a process that sparked off the biggest passion I live today: I went to a small school in Sea Point to do my in-service training (our practical subject at UNISA). I spent a lot of days and weeks observing, planning lessons and engaging with the students. I noticed something that penetrated to the core of what is now my life passion: I noticed how some children in the classes were unable to speak English. Not only did they struggle to speak English, they also struggled to understand what the teacher was teaching and therefore could not understand the instruction that was being given. I even observed a teacher hitting a little boy over the head, shouting at him to pay attention because he does not listen. I could not believe that she was so insensitive, and could not see that he actually was unable to keep up due to the language barrier that he was experiencing. Every afternoon as I was walking home I made plans about how I was going to remedy this problem as soon as I finished my degree.

At the beginning of 2005 I went to Australia for 3 months to research ideas and methods on how to teach children effectively. I compiled a very basic and easy teacher training course that I offered at Child Welfare over a 3 month period. The intention of the course was to provide teachers with a self-development and introspection opportunity with regard to the question “why am I a teacher?” I had felt so strongly during my in-service training months that it is the teacher’s responsibility to engage with students in a way that makes school a place that children want to go to. When I completed my degree I started looking for a job. I ended up applying for jobs in various places and after completing an incredibly transformational course myself I started to embark on making my vision of education in South Africa happen.

I was offered a position of principal at a small pre-school in Phillipi (a small township on the outskirts of Cape Town), where I had to train and develop my staff in Early Childhood Development and engage with the community and families of the children in a way that would make a real difference for the children. The school was a very happy place. In the 3 years of teaching there we had many of the children graduate to Grade 1 and 2, and every afternoon the children returned to the school.

The need in the community is immeasurable, and teachers approached me daily to assist them in developing their schools the way we had ours. There are thousands, millions of children that are in need of proper care and a quality education in South Africa today. I chose to do my honours degree in Education at the University of Cape Town, which I completed in 2010, and am currently applying to complete my Masters. In 2007 I also started my own Non-Profit Organisation, The Anton Lubowski Educational Trust, with the vision to transform South Africa through education, in collaboration with many organisations. Anton Lubowski, my father, was a political activist in the 1980s, and he was assassinated in front of our home in 1989. He truly believed that education was the only way that we would transform Southern Africa. Since his murder has never been solved, the best way to honour what he stood for and gave his life for, is to keep his legacy alive by giving children the best quality education any child could ever wish for.

We are now working in partnership with the Department of Social Development, Matchbox, Roots and Wings Trust, Childrens Campaign Trust and many others to begin the social change that South Africa needs.

**INSPIRATION**

**SUCCESS STORY OF KIM BRAND:**

Early Childhood Development student in 2007-2008 at Gardens – life after blindness

In 2007 I started my new journey in education. Little did I know then how intense the journey would be.

After working in retail for a couple of years without a matric certificate I decided it was time to get my act together and get myself...
educated. I chose to study Early Childhood Development at the College of Cape Town. At 23 years of age I was finally on my way to achieving my matric certificate. I threw myself head first into my studies and felt a great sense of achievement when I succeeded.

Finally the first year of our Early Childhood Development course had come to an end on the 16th November 2007. On Friday 17 November 2007 disaster struck, I was involved in a horrific car accident (the driver of the other car was drunk) - and my life changed forever.

I woke up in hospital on the Tuesday thereafter with my face covered in bandages, brain racing, trying to put the pieces together, but the memories didn’t come. I was told by doctors that I was involved in a car accident and was blinded on impact. WHAT!!! This cannot and does not happen to people like me.

With much prayer and support I was on my way to starting a new life. The first thing I decided to do was to complete my studies. With the support from family and the amazing lectures at the CCT who encouraged and stood by me, I returned to College in the new year of 2008.

This was a difficult and challenging adventure and with the constant and faithful help of my classmates and lecturers I pulled through. All my examinations were done orally.

In 2009 I graduated!!!

I have not pursued a career in ECD, not because I cannot teach as a blind woman, but I felt I needed a change.

I am currently studying aromatherapy massage at a training centre that specifically focuses on training blind people. I will qualify at the end of 2012 and look forward to starting my own practice.  

Photo Album

BIRTHDAY CALENDAR AT THE CCT DAY CARE CENTRE, GARDENS

LOUIS FROM ALFA COLLEGE IN THE NETHERLAND CAME TO VISIT

MUSICAL INSTRUMENTS MADE BY ECD STUDENTS

KIDS PLAYING IN THE GARDENS DAYCARE CENTRE PLAYGROUND

CENTRE OF EXCELLENCE COURSES: Education & Training ECD SITE: Grade R and Pre-schoolers

GARDENS CAMPUS - CENTRE OF EXCELLENCE
One of the niche areas of the College of Cape Town is Art and Design. This department offers programmes such as Interior Decorating, Fine Art, Graphic Design, Computer Graphics, Jewellery Manufacturing and Design, and Ceramics.

JEWELLERY MANUFACTURE AND DESIGN

The College of Cape Town has been involved in training in the jewellery sector for the past 10 years and conducts the training at two of our eight campuses, namely the City and Guguletu campuses.

TRAINING INTERVENTIONS

The College of Cape Town has been offering various qualifications including Jewellery learnerships, and skills programmes ranging from NQF Level 2–4, quite successfully since 2002. We are currently the only MQA accredited Further Education and Training College in the Western Cape offering Jewellery programmes.

The College of Cape Town currently has programme approval with the MQA SETA for the following:

QUALIFICATIONS INCLUDING LEARNERSHIPS

- Jewellery Manufacture in a Production Environment Level 3
- Jewellery Designing Level 4
- Jewellery Manufacturing Operations Level 4
- Jewellery Setting Processes Level 4

SKILLS PROGRAMMES

- Manufacture Indigenous Jewellery Level 2
- Tube Set Gemstones into Jewellery Level 3
- Channel Set Gemstones into Jewellery Level 3
- Pave Set Gemstones into Jewellery Level 3

One of our strategies is fostering skills development with partners such as the Mining Qualifications Authority (MQA). We are involved with the MQA in a number of initiatives involving the training of previously disadvantaged people and unemployed youth in the production of jewellery. More than 150 students completed the NQF Level 2 Manufacture Indigenous Jewellery skills programmes at our Guguletu campus.

In the period 2003–2008 we offered 5 successful roll-outs of the National Certificate: Jewellery Manufacture in a Production Environment NQF Level 3 Learnership. Approximately 80 students completed the programme during this period.
Since 2007 we successfully rolled out 2 Jewellery Manufacturing Operations learnerships on NQF Level 4 with 15 students.

**PARTNERSHIPS**

The Jewellery Department has gone from strength to strength over the past few years as a result of partnerships with some of the major role-players in the jewellery industry. The following list includes a few of our partners:

- Cape Peninsula University of Technology
- Ruth Prowse School of Art
- De Beers
- Anglo Platinum
- Anglo Gold Ashanti
- Mintek (Kgabane)
- Roland (Wax to the Max Initiative)
- Jewellery Council of South Africa
- Uwe Koetter Manufacturing Jewellers
- Rowellu Jewelles
- Silplat
- Galaxy
- Oro Africa
- Metal Concentrators

The partnership between the Jewellery Department and Anglo Platinum has strengthened over the years since its inception in 2004. Anglo Platinum has generously contributed to the Jewellery Department in the past by awarding a bursary and donating platinum to the department.

Anglo Platinum donated a state-of-the-art platinum casting machine to the College of Cape Town Jewellery Department.

The new Platinum casting machine, worth R150 000, will enable the students to cast in platinum, silver, steel, stainless steel, brass and copper. Using the casting machine will enable students to make more jewellery in a shorter period.

The College of Cape Town was selected as one of nine design schools to receive a new JWX-10 Roland Wax carving machine.

**MEMBERSHIP**

- **Mining Qualifications Authority SETA (MQA SETA)**

  Esmarë du Plooy [Senior Educational Specialist] and Claudia Albrecht are active members of the Technical Reference Group #22 (TRG22), Community of Experts (CEP) focussing on developments with regards to educational and training matters (based on the QCTO guidelines) as well as the Moderator’s Forum of the MQA SETA.

  **Jewellery Council of South Africa**

  The Jewellery Department has been a member of the Jewellery Manufacturer’s Association since 2003.

  **Regional Apprenticeship Committee**

  The College is a member of the RAC for the Jewellery sector in the Western Cape since 2002.

  **MQA Provider Forum**

  The College is a member for the FET Sector at the MQA since 2003.

**BURSARIES AND SPONSORSHIP**

Anglo Platinum, Anglo Gold Ashanti, the Jewellery Council of South Africa and the MQA SETA are some of the companies that have invested in the class fee sponsorship of students, donations of much needed equipment and staff development.

**EXHIBITIONS**

- **Jewellex**

  Since 2001 the Jewellery Department has been attending Jewellex, one of the largest jewellery trade fairs in Southern Africa annually. This provides an international platform for our students to exhibit the jewellery manufactured during the year and also to network and build partnerships with other role-players in the industry.

- **Cape Jewellery Fair**

  The Jewellery Department has exhibited at this prestigious National Jewellery Fair that was hosted at the Cape Town International Convention Centre in 2006 and 2007.

- **Design Indaba**

  In 2007 the Jewellery Department had a stall at the Design Indaba, and was part of the College of Cape Town’s Art and Design Department’s exhibition, in 2008.

- **MQA Road show**

  The Jewellery Department is proud to be the only accredited FET College in the Western Cape that is a training provider for the MQA SETA in Jewellery Manufacture. In 2008 the College achieved the status of ISOE for the MQA offering NQF Level 2, 3 and 4 Skills Programmes, Learnerships and National Certificates. The College exhibits at every National road show.

**AWARDS**

**JEWELLERY DESIGN COMPETITIONS - SUCCESS STORIES**

The Jewellery Department has embraced all national Jewellery Design Competitions and these form an integral part of the curriculum. Since 2001, the Jewellery Department has delivered finalists as well as winners in numerous competitions:

**De Beers**

2006: The Diamond Trading Company selected Kevin Zhang’s design for the Shining Light Diamond Design Awards 2006/7 collection as one of the 14 winning designs.

2007: An education grant to the value of R10 000 was awarded to Christine Oosthuizen based on the College’s performance in the 2006 competition.

2008/2009: Jing Jing Li, one of twelve winners in the Shining Light Diamond Design Awards out of a total of 800 entries.

**Anglo Platinum**

2008: Andrea Hopkins - Most Commercial jewellery piece in the competition.

2009: Lindsey Herne and Zolisa Femele received a merit award for the student category.

**Anglo Gold Ashanti AudITIONS Riches of Africa**

2005/2006: Christine Oosthuizen received a total of R8 000 towards her class fees, a tool kit and materials to complete her 2nd and 3rd year of studies at City Campus.

2005/2006: Tougeedah Jacobs received a total of R8 000 towards her class fees, a tool kit and materials for her first year at City Campus.
**STUDENTS HARD AT WORK**

This was a combined project between exchange students from the College of Cape Town constructed a huge, bigger than life-size collage portrait of the former president. To commemorate this historical day, the Art and Design Department of the College of Cape Town constructed a huge, bigger than life-size commemorative portrait of President Mandela. The portrait was constructed in the foyer of the College of Cape Town to honor President Mandela and his contribution towards peace and democracy in the form of a portrait. As Norway is the country where the Nobel Prize is annually awarded, the Norwegian delegation felt a special connection with the history of the country and its struggle towards democracy.

After a visit to Robben Island the students decided to honor President Mandela and his contribution towards peace and democracy in the form of a portrait. As Norway is the country where the Nobel Prize is annually awarded, the Norwegian delegation felt a special connection with the history of the country and its struggle towards democracy.

The impact of this famous face on all the College students was extremely positive. All realized that the message of peace is universal and a binding factor between people of all races and colour.

**EXAMINATION RESULTS**

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<tr>
<th>Year</th>
<th>Enrolled Subjects</th>
<th>Written</th>
<th>Pass</th>
<th>% Pass</th>
<th>% Retention</th>
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<td>2007</td>
<td>1 130</td>
<td>807</td>
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<td>671</td>
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<tr>
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<td>1 018</td>
<td>920</td>
<td>90.4%</td>
<td>93.8%</td>
</tr>
<tr>
<td>2010</td>
<td>1 669</td>
<td>1 508</td>
<td>1 279</td>
<td>84.8%</td>
<td>90.4%</td>
</tr>
</tbody>
</table>

11 February 2010, twenty years after Nelson Mandela was released from prison, was a historical day for all South Africans. To commemorate this historical day, the Art and Design Department of the College of Cape Town constructed a huge, bigger than life-size collage portrait of the former president. This was a combined project between exchange students from Norway and the Art and Design students at the College. The Norwegian delegation consisted of the Haugaland College’s Art and Design Programme Manager, Mr. Joakim Lund, accompanied by two students, Caroline Smedsvig and Hanne Lystad and two students from Bergeland College, Rachel Ravonsheed and Marie Tunheim.

**CERAMICS**

The Ceramic studio designed and manufactured crockery for the La Calombe Restaurant at Constantia Uitsig in 2009 as part of a special menu named Elements that was offered by Chef of the Year, Luke Dale-Roberts.

**OTHER PROGRAMMES IN ART AND DESIGN**

The Art and Design Department offers a variety of programmes which includes NATED N4–N6 and NGQ programmes on Levels 2-5.

**ART EXHIBITIONS**

The department hosts two Art Exhibitions per annum to provide an opportunity for our students to exhibit their portfolio.

Students have done many projects for business and industry which includes designing labels, logos, etc.

**INSPIRATION**

The famous educator John Holt once said that there is no other way to acquire knowledge and skill other than to learn something by doing it. In the current difficult economic climate in South Africa Holt’s principle also applies to job creation and entrepreneurial opportunities. It is only by searching and learning new skills that new business opportunities will be created in the marketplace. Craft production has over the past few years become a reputable source of income for many jobless people in and around Cape Town and has established itself as a valuable career opportunity.

Ethel Sonkosi stays in Guguletu and was unemployed until 2009. In June 2009 she joined the Manufacture Indigenous Jewellery NGQ Level 2 outreach programme at the Guguletu Campus. Since then she has excelled in the programme and proven herself as an excellent jeweller. She laughs as she tells that her family and friends told her that her hands were too big to do the delicate work required for jewellery. She proved them wrong. Ethel became a creative hardworking student making innovative and artistic jewellery. Ethel has also started her own business, making jewellery that she sells to people from her own community.

In August 2010 Ethel was also introduced to the Cape Craft and Design Institute (CCDI) and attended an entrepreneurial course to further her business acumen. The College’s Art & Design Department also assisted her to acquire more jewellery skills to
eventually qualify as one of the first female goldsmiths in Guguletu.

As part of the educational outreach programmes in Guguletu, the Art and Design Department identified an opportunity to train unemployed women from Guguletu in jewellery manufacture. Through the help of community centres, women, unemployed for more than two years, were identified and after a dexterity test, they were enrolled in the jewellery skills programme. The MQA (Mining Qualifications Authority) made funding available and the students could be enrolled for the Manufacture Indigenous Jewellery NQF Level 2 qualification.

Many of the women had little or no educational background and the skills programme provided an excellent starting point for training, as hand skills form the basis of these programmes. Many formal qualifications require language and mathematical skills, none of which any of the students had. A further important factor was that the programme should enable students to enter other educational programmes and that they could earn credits to continue their studies.

The programme started at the Guguletu campus in the Jewellery Manufacture Department in July 2009. The Guguletu Campus has two fully furnished Jewellery studios, both with 16 workbenches. A selection panel interviewed 27 individuals and short listed 16 women who started the programme. After induction and orientation, production on perspex chains commenced in August 2009. The aim of this jewellery article was to provide the individuals with skills and knowledge of making a sellable jewellery article according to retail standards. These Perspex necklaces were such a success that almost all were sold in reputable costume jewellery stores. They were even used in a fashion photo shoot and exhibited at Jewellex at the Sandton International Convention Centre in 2009.

In its constant drive to improve its services and academic programmes, the College added a high quality textile printing studio to its Guguletu Campus during 2009.

The introduction of textile design and print as a course of study at the Guguletu Campus has caught the eye of many small businesses and design experts. The availability of a high quality textile printing studio, combined with the creative genius of an up-and-coming artist at the helm, has further created an opportunity for job creation and financial support to students from the surrounding area of Guguletu.

At the centre of the textile printing studio you will find “Maggie”, the state-of-the-art carousel printing machine with different settings for a variety of textile printing options. “Maggie” was affectionately named after a dear friend of George’s “who could multi-task like nobody else you’ve ever met.”

The textile printing process at the Guguletu Textile Printing Studio allows for the printing of T-shirts, sweatshirts, protective clothing, cushion covers, napkins, and in fact nearly any textile article that has a flat, unbroken surface. The entire production process is undertaken personally on site by George and his enthusiastic and dedicated assistant, Luntu Fonte, an ex-student (College of Cape Town, 2005) who works purely for the love of his art. The fully-equipped studio provides a service of the highest standards that includes a combination of artwork development, colour separation, the production of positives, the manufacturing of silk screens and the textile printing itself. Printing can be done either in water-based print inks or in high quality Plastisol. Together with the printing service, customers are guaranteed of personal attention and guidance as to the preparation of client-ready artwork, the effect of material quality on the final product, and care instructions to ensure the best “wear-mileage” of the end product.

All printing is professionally done, of the highest quality and very competitively priced. Current and past clients include Mzoli’s...
The jewellery manufacture students from the College of Cape Town, under the leadership of Ms. Claudia Albrecht, participated in the annual PlatAfrica platinum jewellery competition again this year. During the competition Jaimie Steenkamp, a Level 4 student received a Student Honourable Mention, for one of three most innovative and interesting rings. The title of her ring is: Water levels will take over the coastline, year 2010.

Jaimie Steenkamp’s interpretation of the theme concentrated on the consequences and effect of global warming on many parts of the world. Higher sea levels are one of the most certain consequences as glaciers and polar ice sheets melt into the oceans. Low-lying land will be flooded and many people forced to leave with lost homes and property as a consequence. Jaimie’s design predicts that by the year 2050 people will have adapted to this reality and found alternative ways to live on water. Affordable floatable houses, made of materials that will be able to withstand floods, hurricanes and severe temperature changes are portrayed in the design.

As jewellery is one of the oldest forms of body adornment and used to convey visual messages about the wearers, their social status and tribal identity, this design promotes future aesthetics. The ring could display wealth, social status or power as a fundamental decorative and cultural expression of a new society.

Inspiration can be found all around us. For many of us inspiration is found in books, in guidance provided by our elders, in the words of the wise or in nature around us. Four young students from Guguletu have found inspiration within themselves, and their hard work and resulting success is driving them closer to reach their dreams at a rapid pace.

Simphiwe Sam, Thabo Ikaneng, Tshepo Phetlu and Nandiha Dayini, all students at the College of Cape Town’s Art & Design faculty in Guguletu, recently became celebrities in their own right when their handiwork was selected to display the art of Luke Dale-Roberts, Head Chef of La Colombe. La Colombe, located in Constantia Uitsig, was selected as the winner of the Prudential Eat Out Awards Restaurant of the Year 2009.

When Luke conceptualized his Elements menu, he was inspired by the elements of nature, the seasons and the senses. To ensure that diners enjoyed a truly unique sensory experience, Luke teamed up with Dr. Adriaan Landman of the College of Cape Town, to design a range of “Elements” crockery that complimented the food. Each piece was designed and hand-crafted, as part of a Guguletu upliftment project, to have the same shape, feel and style as the food displayed.

An internship was set up in which the students and their tutor, Andile Dyalvane of IMISO Ceramics in Salt River, collaborated ideas and skills to conceptualize the unique pieces of art. Inspired by the theme, the works of art portray the skill, keen eye and attention to detail of all who participated in this project to create something unique, beautiful and inspiring. Each dish was created with a deep sense of pride, inspiration and passion for their art.

During a special lunch celebration at La Colombe on Wednesday, 2 December 2009, the students presented a set of 36 of the specially designed and hand-crafted “Forest” plates to Luke Dale-Roberts for use in the restaurant. Inspired by the success of their hard work, the students proudly conveyed their passion for a career in Ceramics. Their future plans include completing their studies and reaching the highest accolades possible within their chosen path of study, setting up their own ceramics studios and “showing the world what we can do”, and investing in their communities by sharing their skills with children in schools within the areas where they’ve grown up. Having grown up in a society that often threatened to kill their spirits, these students chose to rise above their circumstances and the pressure of those who wished to force them to take a different route in life.

“We know that to reach our goals, we need to aim high all the time. Aiming for the middle is sure to mean that we will always remain only average and that’s not what we are or want to be. We want to be the best. We want to be eagles that fly above the clouds. We want to inspire those children in our communities who believe that there is no future for them. We started small, but we think big and that is why we will continue to be successful” they said.

Inspired by those whose role in South Africa’s democratic history allowed her the opportunity to follow her dreams, Nandiha seized the moment to gain inspiration from Mr. Tokyo Sexwale, a diner at La Colombe and owner of the farm on which it’s located. “Think big, start small” is the advice that these talented young Guguletu students received from him when they handed over a set of the “Forest” plates to Mr. Sexwale in person.

Mr. Sexwale spent a considerable amount of time inspiring the students with anecdotes from his own life on the importance of design and the drawing of inspiration from our world. Mr. Sexwale showed the students examples of his own designs, including items of clothing and the exclusive champagne, La Gabrielle, designed and manufactured on his wine farm near Franschhoek. He sincerely motivated the students by telling them to “Dream big, but always
Sihle Maku is an N6 Photography student in the Art & Design Department at the City Campus. His keen interest and tremendous potential in photojournalism and documentary photography made him an ideal student to apply for a bursary for the Market Photo Workshop. Through the help of his lecturer, Ms. Sonia Hamilton, he produced a 300-word motivational essay and portfolio which was submitted to the bursary committee. Sihle was accepted in the Photojournalism and Documentary Programme and has been granted one of the few bursaries, to the value of R20 000, available. What makes this award more remarkable is the fact the bursary is usually only awarded to professional photographers. During his studies at the Photography Department at the College, Sihle gained professional status as a photographer.

The course allows for excellent opportunities as the students are taught and mentored by experienced professional photographers and placed in internships. The main bursary sponsor is Getty Images, the largest international image bank. This contact already gives the student a possible work entry into the international market place. Market Photo Workshop also provides many other work contacts to develop meaningful career opportunities for bursary holders.

Market Photo Workshop was started by the world-renowned photographer David Goldblatt in the late eighties. At the outset the aim was to provide visual literacy and practical training to young photographers who were excluded from formal training in tertiary education institutions by the policies of the government at the time. Social documentary photography was the initial focus, which provided photographers with an entry into the media landscape and created viable career opportunities for them. At present Market Photo Workshop, located in Newtown, Johannesburg strives to teach students not only technical and conceptual aspects of photography, but also critical thinking to ensure the understanding of contemporary photographic practices. Through its various endeavours and ongoing projects the Market Photo Workshop continues to create strong national and international links and plays a crucial role in establishing new voices in South African photography.

Sihle Maku will enrol for the Market Photo Workshop programme in January 2011 and we are sure that he will excel in the programme. Our best wishes accompany him.
Pat Lawrence
Academic Manager

Qualifications:
- BTech Education Management
- Electrician
- Electronics Equipment Mechanic
- NTC 2-4 Electrical Engineering

Experience in FET Sector:
- 17 years – appointed in 2010 as the Academic Manager - Building, Civil and Mechanical Engineering at the College

Other experience:
- 13 years in the manufacturing sector at NAMPAK BEVCAN

Vision for the College:
- That the College of Cape Town, and more specific the Mechanical, Building and Civil Engineering departments will be the preferred provider for Education and Training in the FET sector

Quote:
- “We have an obligation and a responsibility to be investing in our students and our schools. We must make sure that people who have the grades, the desire and the will, but not the money, can still get the best education possible. (Barack Obama)

Message to staff and students:
- In order to succeed your desire for success should be greater than your fear of failure!

BUILDING AND CIVIL ENGINEERING

The Building and Civil department’s programmes was rationalized in 2008 and is located on the Thornton campus offering fully equipped workshops and substantial infrastructure that meet with SETA standards. The workshops were accredited by the DETA which put the College in excellent standing to provide quality training.

Besides offering the NATED Civil Engineering courses on N3-N6, the department also offers skills courses and part-time classes.

BUILDING AND CIVIL ENGINEERING - REPORT 191
PROGRAMMES (NATED): EXAM RESULTS

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<th>Year</th>
<th>Enrolled Subjects</th>
<th>FTEs</th>
<th>Written Subjects</th>
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<td>2,195</td>
<td>182.9</td>
<td>1,972</td>
<td>966</td>
<td>49.0%</td>
<td>89.8%</td>
</tr>
</tbody>
</table>

BUILDING AND CIVIL ENGINEERING - NCV: EXAM RESULTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled Subjects</th>
<th>FTEs</th>
<th>Written Subjects</th>
<th>Pass - Subjects</th>
<th>% Pass - Subjects</th>
<th>% Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>378</td>
<td>81.0</td>
<td>263</td>
<td>168</td>
<td>63.9%</td>
<td>69.6%</td>
</tr>
<tr>
<td>2008</td>
<td>775</td>
<td>166.1</td>
<td>483</td>
<td>330</td>
<td>68.3%</td>
<td>62.3%</td>
</tr>
<tr>
<td>2009</td>
<td>967</td>
<td>207.2</td>
<td>746</td>
<td>550</td>
<td>73.7%</td>
<td>77.1%</td>
</tr>
<tr>
<td>2010</td>
<td>1,227</td>
<td>263.0</td>
<td>1,066</td>
<td>667</td>
<td>62.7%</td>
<td>86.7%</td>
</tr>
</tbody>
</table>

The National Certificate Vocational (NCV) Level 2 to 4 is offered in Civil Engineering and Building Construction.

The Department also offers Drawing Office Practice (DOP) N4 and N5, which prepare students to work as draftsmen. This is the only College in the Western Cape and one of four Colleges in South Africa that offer this course.

The department was involved in offering the Learnership 1000-project.
The first Afrox Gas & Welding Expo to take place at an FET institution was held at the Thornton Campus on 20 and 21 October 2010.

More than 200 visitors from 157 companies flocked through the campus gates over the two days to see demonstrations of the latest High Tech Mig, Tig, Gas and Arc welding machines and equipment with accessories currently available in the market place.

An Arc welding machine to the value of R2 000 was donated by Afrox to the campus as a token of appreciation for the use of the campus facilities, with a firm commitment to engage with the College and especially Thornton campus when new products are launched or demonstrated, and to provide in the upskilling of lecturers in the latest industry trends.

The College wishes to extend its sincere appreciation to the following staff members at Afrox for initiating this valuable initiative with the FET sector: Mr. Mpho Lehloenya – General Sales Manager: Western Cape; Mr. Steward Powlesland – Regional Welding Specialist Manager: Western Cape; Mr. Leon Hay – Regional Sales Manager: Western Cape and Mr. Jacques Theron – Regional Handigas Manager: Western Cape.

Items on display and demonstrated by the competent Afrox technicians included welding and gas cutting equipment, welding consumables and safety equipment.

“Quality education is the cornerstone of the opportunity society. Expanding access to a quality education for all is the best affirmative action there is.”

These words of wisdom, recently spoken by Western Cape Premier Helen Zille in her State of The Province address, echo the foundation on which the College of Cape Town operates and moulds the important role it plays in nation building generally. Through our Bursary Fund we already had a healthy working relationship with the College and so we happily undertook the upgrade.”

Speaking at the launch, Grandwest CSI Chairperson John Fraser said: “Like the College of Cape Town, GrandWest CSI places significant importance on education and more particularly, the important role it plays in nation building generally. Through our Bursary Fund we already had a healthy working relationship with the College and so we happily undertook the upgrade.”

Students at the campus echoed the excitement of the College CEO, Mr. Jannie Isaacs’s words: “This new centre is a step in the right direction as it has raised the standards for all students.”

**General Mechanical Engineering (including Fitting and Turning, Welding and Fabrication) is offered at the Athlone campus.**

NATED programmes offered during 2007-2010 included N2 to N6 Levels, Mechanical and Motor skills courses and learnerships. The programme Engineering and Related Design NCV Level 2 was implemented in 2007, Level 3 in 2008 and Level 4 in 2009.

The Manufacturing, Engineering and Related Services SETA (MERSETA) identified the Motor Division of the College as an Institute of Sectoral and Occupational Excellence (ISOE).

A further development within this department was the inclusion of the College of Cape Town in an initiative by the Swiss-South African Co-operative Initiative (SSACI) for the placement of students for work place experience in industry. This project included only four FET Colleges in South Africa aimed at improving the skills training of NCV students within the Engineering and Related Design Sectors.

Through the programme, students were exposed to workplace based experiential training. The project helped Colleges to build partnerships with companies in the local engineering industry and create sustainable employment for students exiting the NCV programme. This programme was supported by SSACI for three years (2008-2010).

**MECHANICAL ENGINEERING - REPORT 191 PROGRAMMES [NATED] EXAM RESULTS:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled Subjects</th>
<th>FTEs</th>
<th>Written Subjects</th>
<th>Pass - Subjects</th>
<th>% Pass - Subjects</th>
<th>% Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>1 936</td>
<td>161.3</td>
<td>1 480</td>
<td>616</td>
<td>41.6%</td>
<td>76.4%</td>
</tr>
<tr>
<td>2007</td>
<td>773</td>
<td>64.4</td>
<td>615</td>
<td>275</td>
<td>44.7%</td>
<td>79.6%</td>
</tr>
<tr>
<td>2008</td>
<td>1 775</td>
<td>148.0</td>
<td>1 547</td>
<td>787</td>
<td>50.8%</td>
<td>87.2%</td>
</tr>
<tr>
<td>2009</td>
<td>1 061</td>
<td>84.4</td>
<td>847</td>
<td>379</td>
<td>44.7%</td>
<td>79.8%</td>
</tr>
<tr>
<td>2010</td>
<td>1 155</td>
<td>96.3</td>
<td>951</td>
<td>475</td>
<td>49.9%</td>
<td>82.3%</td>
</tr>
</tbody>
</table>

**MECHANICAL ENGINEERING - NCV EXAM RESULTS:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled Subjects</th>
<th>FTEs</th>
<th>Written Subjects</th>
<th>Pass - Subjects</th>
<th>% Pass - Subjects</th>
<th>% Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>1 183</td>
<td>253.5</td>
<td>689</td>
<td>321</td>
<td>46.6%</td>
<td>58.2%</td>
</tr>
<tr>
<td>2008</td>
<td>1 140</td>
<td>244.3</td>
<td>661</td>
<td>476</td>
<td>72.0%</td>
<td>58.0%</td>
</tr>
<tr>
<td>2009</td>
<td>1 271</td>
<td>272.4</td>
<td>1 057</td>
<td>728</td>
<td>68.9%</td>
<td>84.5%</td>
</tr>
<tr>
<td>2010</td>
<td>1 629</td>
<td>349.1</td>
<td>1 379</td>
<td>826</td>
<td>59.9%</td>
<td>84.5%</td>
</tr>
</tbody>
</table>
Photo Album

Tourism students support the Soccer World Cup on Open Day 2010.

Motor mechanic student operating the two post lift.

Welding machine donated by Afrox.

Preparing for the Formula 1 in Schools project competition.
By offering three streams of Electrical Engineering training, the College is well positioned to address the current skills shortage being experienced in this field. This department focuses on Heavy Current Electrical, Light Current Electrical and Refrigeration, and operates from the Guguletu and Pinelands Campuses. Delivery was rationalized during 2008 to ensure efficient utilization of resources.

The Pinelands campus is the hub for electrical programmes and the National Certificate Vocational Level 2 is also offered on the Guguletu Campus.

In addition to offering programmes in NATED (N4-N6), the National Certificate Vocational in Electrical Infrastructure Construction was introduced on Level 2 in 2007, Level 3 in 2008 and Level 4 in 2009.

The department also offers accredited occupational skills courses that vary in length and offer practical hands-on training.

With the change in the profile of students in the NATED and occupational programmes, from apprentices to private students, teaching methods based on OBE place more emphasis on demonstrations and laboratory work than ever before.

The NCV programme is outcomes based and therefore requires a greater tendency toward facilitation in classes and practical work. Theory and practical are integrated and assessment and moderation processes were aligned to provide for the OBE methodology.

**ELECTRICAL ENGINEERING - REPORT 191 PROGRAMMES (NATED) EXAM RESULTS:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled Subjects</th>
<th>FTEs</th>
<th>Written Subjects</th>
<th>Pass - Subjects</th>
<th>% Pass - Subjects</th>
<th>% Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>8 063</td>
<td>672.0</td>
<td>6 525</td>
<td>4 337</td>
<td>66.5%</td>
<td>80.9%</td>
</tr>
<tr>
<td>2007</td>
<td>7 629</td>
<td>635.8</td>
<td>6 166</td>
<td>3 663</td>
<td>59.4%</td>
<td>80.8%</td>
</tr>
<tr>
<td>2008</td>
<td>6 896</td>
<td>574.7</td>
<td>5 630</td>
<td>3 232</td>
<td>57.4%</td>
<td>81.6%</td>
</tr>
<tr>
<td>2009</td>
<td>3 555</td>
<td>296.3</td>
<td>3 101</td>
<td>1 945</td>
<td>62.7%</td>
<td>87.2%</td>
</tr>
<tr>
<td>2010</td>
<td>2 277</td>
<td>189.8</td>
<td>1 958</td>
<td>1 154</td>
<td>58.9%</td>
<td>86.0%</td>
</tr>
</tbody>
</table>
The College of Cape Town recently signed a Statement of Intent and a Memorandum of Understanding with the Hope Academy committing the institution to the development of these young men and giving them the opportunity to become self-sustainable and contribute to the upliftment of their communities.

The key priority of this agreement is to work together to establish an affiliation between our institutions to develop skills and career paths which will benefit the youth affiliated with the Hope Academy and ultimately lead to these youths obtaining full qualifications.

Currently two of these young men are enrolled in an Electrical Skills Programme at the Pinelands Campus and a third will be embarking on an Automotive Skills Programme at the Athlone Campus. Their training is fully funded by the HW SETA.

This partnership is envisioned to be long and successful, seeing many of these young men become outstanding members of society.

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled Subjects</th>
<th>FTEs</th>
<th>Written Subjects</th>
<th>Pass - Subjects</th>
<th>% Pass - Subjects</th>
<th>% Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>1 754</td>
<td>375.9</td>
<td>1 485</td>
<td>569</td>
<td>38.3%</td>
<td>84.6%</td>
</tr>
<tr>
<td>2008</td>
<td>2 659</td>
<td>569.8</td>
<td>1 826</td>
<td>1 006</td>
<td>55.1%</td>
<td>68.6%</td>
</tr>
<tr>
<td>2009</td>
<td>3 538</td>
<td>758.1</td>
<td>2 789</td>
<td>1 886</td>
<td>67.6%</td>
<td>78.8%</td>
</tr>
<tr>
<td>2010</td>
<td>4 109</td>
<td>880.5</td>
<td>3 812</td>
<td>2 633</td>
<td>69.1%</td>
<td>92.8%</td>
</tr>
</tbody>
</table>
The Fundamentals department’s main objective is to be a service provider in offering Languages, Mathematics, Mathematical Literacy and Life Orientation (Computer Skills and Life Skills) to all National Certificate Vocational (NCV) and Occupational (NQF) programmes.

This department plays a major role in rectifying the current lack of reading, writing and mathematical skills experienced among students entering the College system.

Short term targets were set to ensure that an effective staffing structure was set in place in 2007 and to ensure that the quality of delivery is of an equal standard across the six campuses served by this department.

During 2007, the challenge was to meet the different fundamental requirements of the various NCV and occupational programmes. This meant that staff had to adapt course content to meet the needs of different departments, including creating case studies related to each and every study field.

Another challenge experienced was the shortage of Mathematics lecturers experienced nationally. This meant that it remained hard to retain staff and create a stable environment for students.

Academic results for Language and Life Orientation were excellent with a pass rate of over 80%. Although Mathematics and Mathematical Literacy results were poor, the results was above the national average. The challenge is to improve these results.

The dedication of this department was further demonstrated by the support it received in being nominated by the College as the Department of the Year for the FET awards in 2008, in addition, one of the staff members, Lynette Steenkamp, was a finalist in the Manager of the Year (Academic) category of the FET Awards. In 2009 Pierre Laubscher, the Academic Manager for Fundamentals, received a FET Award for his Excellence in Leadership.
On 22 April 2010, the City campus’s hall was transformed into a 1930s style boxing arena with sweaty boxers in the ring and a crowd of smartly dressed people in long coats and dresses. This formed part of a one day shoot for the filming of a miniseries for British television channel Skye 1. The 6 part miniseries called The Run Away, produced by a South African company, Out of Africa Productions, was filmed in-and-around Cape Town in locations that resemble London and New York. 125 extras stood on the campus steps during scenes, trucks with filming equipment lined the streets around the campus and all entrances to the hall were blocked off as it was a closed set. Students were redirected around campus but this did not disturb the regular routine of the campus.

Director, Dave Richards, used Red cameras on rails to move around the campus hall. The hall was used as it is almost identical to York Hall in London where the miniseries is set. The storyline follows the life of a young rebel girl and the challenges she faces. The filming of the miniseries benefits The College of Cape Town not only financially but gives the campus exposure within the growing film industry.
Kobus Lambrechts
Academic Manager

Qualifications:
B Tech Degree (Educational Management)

Experience in FET Sector:
24 years

Other experience:
Various years in the private sector

This is a tribute to Kobus for his excellent service to the College of Cape Town. The College staff and students will miss his tremendous contribution to our growth and development.

20/7/1957 - 28/8/2011

Business Studies
Kobus Lambrechts
Academic Manager

One third of the total number of enrolments at the College is taken up by Business Studies which is offered at the Crawford, Guguletu and the City Campuses. In 2007 the National Certificate Vocational was introduced in four different programmes: Management; Office Administration; Finances, Economics and Accountancy; and Marketing. The College also offers the Nated N4-N6 programmes in Business Management, Human Resources Management and Marketing.

The Programme in Technical Finances Level 5 students had a pass rate of over 85% for the last three years.

BUSINESS STUDIES - REPORT 191 (NATED)
PROGRAMMES EXAM RESULTS:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled Subjects</th>
<th>FTEs</th>
<th>Written Subjects</th>
<th>Pass - Subjects</th>
<th>% Pass - Subjects</th>
<th>% Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>7 058</td>
<td>882.3</td>
<td>4 845</td>
<td>3 327</td>
<td>68.7%</td>
<td>68.6%</td>
</tr>
<tr>
<td>2007</td>
<td>5 610</td>
<td>701.3</td>
<td>4 905</td>
<td>3 261</td>
<td>66.5%</td>
<td>87.4%</td>
</tr>
<tr>
<td>2008</td>
<td>8 925</td>
<td>1 156.3</td>
<td>5 327</td>
<td>4 030</td>
<td>75.6%</td>
<td>59.6%</td>
</tr>
<tr>
<td>2009</td>
<td>7 315</td>
<td>914.4</td>
<td>6 262</td>
<td>4 050</td>
<td>64.7%</td>
<td>85.6%</td>
</tr>
<tr>
<td>2010</td>
<td>7 736</td>
<td>967.0</td>
<td>6 519</td>
<td>4 381</td>
<td>67.2%</td>
<td>84.3%</td>
</tr>
</tbody>
</table>

BUSINESS STUDIES – NCV PROGRAMMES EXAM RESULTS:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled Subjects</th>
<th>FTEs</th>
<th>Written Subjects</th>
<th>Pass - Subjects</th>
<th>% Pass - Subjects</th>
<th>% Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>1 375</td>
<td>294.6</td>
<td>1 000</td>
<td>673</td>
<td>67.3%</td>
<td>72.7%</td>
</tr>
<tr>
<td>2008</td>
<td>3 182</td>
<td>681.9</td>
<td>455</td>
<td>2 326</td>
<td>70.9%</td>
<td>73.1%</td>
</tr>
<tr>
<td>2009</td>
<td>4 133</td>
<td>885.6</td>
<td>3 145</td>
<td>2 506</td>
<td>79.7%</td>
<td>76.1%</td>
</tr>
<tr>
<td>2010</td>
<td>5 959</td>
<td>1276.9</td>
<td>4 672</td>
<td>3 158</td>
<td>67.6%</td>
<td>78.4%</td>
</tr>
</tbody>
</table>

WORK PLACEMENT PROJECT

The College placed 50 students in the Wholesale and Retail sector for the period December 2010 to December 2011. These NCV Level 4 and Report 191 N6 students will receive a monthly stipend from the W&R Seta during their tenure at the workplace.
1 June 2010 the staff and students of the College of Cape Town wished four of our students a joyous farewell at the Crawford Campus. These students were about to embark on a life-changing experience - the opportunity to continue their studies at Community Colleges in the USA over the next year.

The students were selected through a screening process based on a strict set of criteria and recommendations from a panel that included senior lecturing staff. The criteria included aspects such as excellent academic achievement, involvement with community-based organisations, strong leadership skills evident through involvement with sub-structures within the academic environment, e.g. SRC, and very strong language and communication skills. The final assessment was conducted by the American Embassy.

- Zubair Scott (MSITA) and Whitney Asia (NCV ICT Level 4) are studying Web Development in Muscatine, Indiana;
- Bradley van der Zandt is studying Office Administration in Brainerd, Minnesota; and
- Maliviwe Mazeke is studying Public Relations in Salt Lake City, Utah.
PROFILE:

Qualifications:
Trade – Electroplater, National Technical Diploma, T1 & T2 Analytical Chemistry, Higher Diploma in Education, Honours Degree in Educational Management, Certified CISCO Instructor

Experience in FET Sector:
20 years

Other experience:
4 years in the Engineering Sector

Vision for the College:
That College of Cape Town stabilize in its operations and become more relevant and current in its course offerings with a focus on critical intermediate and higher level skills and competencies that our country needs, to attain high level global competitiveness, enhance service delivery and implementation capabilities.

Quote:
“I like a teacher who gives you something to take home to think about besides homework” [Edith Ann (Lily Tomlin)]

Message to staff and students:
Be the best that you can be! Be very clear in your ambition and set appropriate goals for yourself. Your attitude in life and your knowledge gained will help you to reach your destination, provided you know what the destination is!

SCHOOL BUSINESS ADMINISTRATION

It is widely acknowledged that the introduction of the Certificate in School Business Administration course has had a very positive impact on participating schools in the Western Cape. During a recent interview, Juan Benjamin of the Western Cape Education Department highlighted the programme’s impact for schools in effective financial administration and management, and commented that “the skills learnt in the SBA Programme by School Administrators were invaluable and that a community of practice had been established amongst school bursars amongst whom support and sharing of knowledge and best practice could exist”. The NQF Level 4 programme is modelled on the UK version known as the Certificate in School Business Management and was introduced to South Africa a few years ago by David Ginsberg, the Finance & Administration Director of Herzlia Schools. In line with his vision of promoting the development of business management skills within schools, David researched the training for bursars several years ago, and found that internationally no programmes existed at the time. Aware of his strong, continuing interest, a friend introduced him to Ray Moorcroft of UK-based Manchester Metropolitan University (MMU) in 2004, who told him about a new bursar development programme being run with success in the UK. Moorcroft remarked that Ginsberg’s thinking was totally in alignment with current thinking and research in the UK, and invited him to visit the UK to take a look at the programme being run in conjunction with the National College for School Leadership (NCCL). Ginsberg began campaigning for bursar development in South Africa, matched to the MMU and NCCL programme and through his links with these institutions and the Institute of Administrative Management in the UK, developed an implementation model that captured the attention of the former Western Cape Education minister, Cameron Dugmore. who was so enthusiastic about introducing these skills into state schools that he sanctioned a pilot project in the Western Cape.

At a joint SBA Graduation Ceremony held at the Crawford Campus of the College of Cape Town on the 5th August 2010, the first cohort of School Administrators of the WCED pilot project that completed the
The Information Communication Technology Department is based at the Crawford Campus where it delivers most of its programmes (national, occupational and vendor based). The IT Department shifted its focus from offering ICDL to the National Certificate Vocational, CISCO and Microsoft Academy programmes since 2007.

The CISCO programme, which has been in operation for ten years, is a comprehensive e-learning programme that provides students with computer networking and internet technology skills. The CISCO Networking curriculum follows an outcomes based approach with modular assessments done online and skills based assessments that use a variety of evaluation techniques.

During 2007 the College introduced the NCV in Information Technology and Computer Science with an initial intake of 90 students. These students required academic support in Mathematics and English, which was administered via a computer-based programme. The IT department worked in close co-operation with the Fundamentals Department to ensure the effective delivery of this programme.

As a local CISCO Academy, the College partnered with Ambassadors in Sports, an outreach programme which offers a curriculum of soccer coaching, life skills instruction and educational programmes to the community of the College of Cape Town.

Through these academies, communities can overcome the challenges of HIV/AIDS, poverty and crime, while developing a generation of leaders who contribute to society at large.

The programme uses the College soccer field and a mobile iTpod computer lab that can travel to various schools in the area. This mobile iTpod houses Laptops and satellite Internet connectivity by which the CISCO Networking Academy Programme curriculum is accessed. The practical component of training happens at the Crawford Campus.

The College’s CISCO Academy received an award for the most sustainable local academy in the Sub-Saharan Africa region at the CISCO conference held at the University of Pretoria early in 2007. This award was given to the College in the recognition of:

- Consistently maintaining high student enrolments
- Consistently maintaining high female participation
- High percentage of CCNA 4-graduates
- Expanded academy programme curriculum

The CISCO Academy was also named the most innovative project of the year at the 2007 provincial FET awards recognizing the achievements and dedication of the programme staff.

The College offered an Inclusive Education Project in 2007 to physically challenged people to do a course in Information Technology. With the help of Nthuse we managed to recruit 13 students between the ages of 19-50 years for the course.

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled Subjects</th>
<th>FTEs</th>
<th>Written Subjects</th>
<th>Pass - Subjects</th>
<th>% Pass - Subjects</th>
<th>% Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>598</td>
<td>128.1</td>
<td>486</td>
<td>198</td>
<td>40.7%</td>
<td>81.3%</td>
</tr>
<tr>
<td>2008</td>
<td>806</td>
<td>172.7</td>
<td>501</td>
<td>366</td>
<td>73.0%</td>
<td>62.2%</td>
</tr>
<tr>
<td>2009</td>
<td>1 631</td>
<td>349.5</td>
<td>1 194</td>
<td>731</td>
<td>61.2%</td>
<td>73.2%</td>
</tr>
<tr>
<td>2010</td>
<td>1 925</td>
<td>412.5</td>
<td>1 471</td>
<td>852</td>
<td>57.9%</td>
<td>76.4%</td>
</tr>
</tbody>
</table>
Over the past three years, the Crawford Campus of the College of Cape Town forged a strong partnership with a community-based organization called the Ambassadors in Sports (AIS) whose mission is to bring hope to young people through the game of football. Building on the hype around the Soccer World Cup 2010, the partnership sought to highlight its commitment in creating a sustainable football programme within the broader Athlone area by attracting youth into its development programme based at the College of Cape Town Hope Academy. This programme primarily has a focus on moral education and teaches team dynamics, life skills and Biblical principles as well as providing high quality football coaching.

The adaptable Academy model is used in different environments such as prisons, schools, children’s homes and community organizations, and the program has successfully been developed over the past 9 years to address the Football, Faith and Future of the youth of South Africa beyond 2010. Young people who exit the program have increased opportunity for employment and even the chance to play professional football if they are good enough.

The Cycle for Hope Soccer Challenge event focused on the efforts of a group of cyclists who cycled from Morocco on 7 December 2009, through to Cape Town, arriving on 9 June 2010 to create awareness and generate support for AIS Hope Academies within South Africa. For the Western Cape, the two Hope Academies profiled in the awareness campaign included the Drakenstein Prison in Paarl and the Crawford Campus of the College of Cape Town. The cycle team included soccer star Lee Sharpe, (former Manchester United and England International), who is the patron for the Hope Academies in South Africa. Along the way, the cyclists spent much of their time raising awareness of the Hope Academies and other initiatives throughout Africa. On 10 June 2010 the cyclists, joined by Deon Halls of the Crawford Campus, participated in a token leg to Crawford Campus, where they also participated in soccer matches with students of the College. The core team of cyclists spent six months on their bikes travelling the length of Africa, over 15 000 km and through 17 different countries. In the process they not only raised awareness, but also directly made a difference in the lives of many young people by raising funds for the Hope Academy Projects run by AIS.

The College of Cape Town is proud to be associated with the Hope Academy Programme of Ambassadors in Sports, is committed to the partnership and will support similar events in the future.

Students from selected schools and Colleges were invited through the intervention of Kevin Velensky of Pearson Education, who was contracted by Col. Bobby Keller of Africa Militaire on behalf of the Department of Defence (DOD). The youth programme was coordinated by Mari van Wyk of the University of Kwazulu Natal whose job it was to ensure that all the necessary house rules of a very “stringent” and controlled military environment was observed, that students enjoyed the full benefit of viewing the latest in aviation technologies and to gain access to career opportunities and advice from the professionals in the aviation industry.

On 14 September, the Crawford Campus played host to both Col. Keller and Mari van Wyk who addressed teachers and lecturers on the rules and expectations of the planned visit, and on 15 September, Crawford once again hosted two American C-17 military pilots, Lt Col. Mitch Richardson and Col. Dean who addressed students on their experience as pilots.

The visit by both the Department of Defence (DOD) and the two American pilots presented an opportunity for them to expose students to the Department’s strategic intent, which involved rejuvenating DOD awareness with all citizens of South Africa and promoting careers within the DOD amongst the youth. Through the talk and digital experience, the pilots enthused students to explore the exciting and mysterious world of piloting and encouraged students to keep on dreaming and working hard, as the combination would certainly lead to success. During the question and answer session, many students probed the world of aviation in order to understand the lifestyle and responsibilities of a typical commercial and military pilot. At the end of the session participants had the opportunity to obtain signed autographs and to have their photos taken with the pilots.

Mark Slessenger, Director, Hope Academy announced the Hope Academy partnership with the College of Cape Town. Since the World Cup, Hope Academy and the College of Cape Town have worked closely together to provide further education and training opportunities for young men from our Drakenstein Academy in Paarl.

The Hope Academy programme is an elite soccer-based program impacting the next generation of African soccer players to fulfil their God-given potential on and off the field. Each Academy around South Africa aims to develop youth holistically in their football, faith and future. The programme currently has Academies in Soweto, Port Elizabeth, Polokwane and Drakenstein and plans to open further Academies in Mamelodi and Durban in 2011.
The Drakenstein Academy was the first elite sports programme amongst juvenile offenders in South Africa. The Academy attracts the best soccer players from juvenile prisons throughout the Western Cape and transfers them to Drakenstein to participate in an intensive year-long programme. All players are enrolled onto the prison’s schooling system or correspondence studies and a potential career path planned in conjunction with the Education Officer, Lindsey Petit. The Academy has been a huge success and gained national and international recognition for helping rehabilitate prisoners and decrease gangsters and crime in the Western Cape.

The College of Cape Town has become a key partner in helping to provide a brighter future for the young men who graduate from the Drakenstein Academy. Since the World Cup, the partnership has developed further and two Hope Academy graduates have enrolled in the Electrical Engineering course at the Pinelands Campus, and one has enrolled in the Automotive Course in Athlone.

Since the Hope Academy programme was launched in 2008, it has become increasingly evident that sport alone is insufficient to rehabilitate inmates and that an educational element was required in the program. Our youth deserve an opportunity for a good education, to be developed and seek employment. Through the Academy and our partnership, lives are being changed and true hope being birthed in young men who had lost all hope in prison.

Ambassadors in Sport would like to thank the College of Cape Town and commend their desire to see young people receive a second chance in life. Education and Sport complement each other, as demonstrated by the programme and our partnership with the College of Cape Town. Through this combination, many young men will be offered the opportunity to become positive role models and leaders. Through partnerships such as these, our nation has a bright future!

**THE CISCO NETWORKING ACADEMY**

Following the previous successes of being recipients of a few awards during 2007, the College of Cape Town’s CISCO Local Academy was once again honoured, this time by being shortlisted as one of the finalists of the Achiever Awards 2010 in the Science and Technology category. The gala event was held at the CSIR International Convention Centre in Tshwane as part of a broader Skills Summit programme that took place on the 9th and 10th March 2010. The event was attended by our CEO Mr. Jannie Isaacs, DCEO Academic, Mr. Ebrahim Peters and the Academic Manager, Mr. Deon Hallis who represented the CISCO Networking Academic Programme on behalf of the College. Unfortunately, the CISCO Programme did not win the category which ultimately went to the CSIR together with a prize purse of R100 000. Despite not winning, the achievement of the CISCO Academy once again highlights the excellent service that it renders as a sort after ICT skills programme that assists in addressing the skills shortage in the country. Continued professional development and skills training is a key requirement in the attainment of sustained and positive growth in the economy. The College of Cape Town is proud of the unit’s achievements.

Some information about the Skills Summit and Achiever Awards: The Inaugural Achiever Awards was designed to honour and recognise companies, government departments and organisations who have implemented effective and relevant skills development and training programmes for their employees. The Awards cover all aspects of the winning programme and the HR practitioner who coordinated the programme and the service provider who implemented.

Integral to the summit was the Skills and Training Exhibition where organisations showcased and promote their products focusing on skills and development. This exhibition was open to the public sector, the private sector and the general public. Topics covered during the summit were very relevant to FET with an emphasis on SETA involvement in the newly established Higher Education and Training environment.

The CISCO Networking Academy Programme (CNAP) is in its 12th year of existence and internationally recognized as the leading E-Learning programme for developing ICT skills within the Networking and Telecommunications field. Being the world biggest public private partnership within 160 countries, CISCO Education has established 12 216 academies to date (mostly with academic institutions), with more than 1.6 million students having enrolled on a global scale. The College of Cape Town CISCO Local Academy is in its 10th year of operation and as the first UNESCO Funded Academy in Africa, has proven itself to be the most successful model in FET.

The CNAP programme is highly successful simply because it places huge emphasis on the practical skills needed by students to enter the world of work. It has a 70% focus on the practical component. Students register for a period of 1 year in which they are exposed to the blended e-learning methodology and the practical elements of configuring and troubleshooting computer networks. The curriculum follows an outcomes based approach with modular assessments done on-line and finals handled as a “skills based assessment” that uses a multiple of assessment techniques e.g. a hands-on competency test, a troubleshooting configuration, a portfolio submission, rubrics, verbal questioning and a final written [online] assessment. It is relevant to FET as it has the right pitch at NQF Levels 3 to 5. The Academy Programme has also provided the College of Cape Town with a substantial ICT infrastructure which has been voted to be amongst the best in the region by CISCO Systems. This has provided us with an excellent base for other programmes such as the recently implemented National Certificate Vocational in Information Technology.

The College of Cape Town Local Academy falls under the auspices of the Cape Peninsula University of Technology (CPUT), which operates as a Regional Academy. CPUT has given the programme full recognition which guarantees students an articulation route into their diploma/degree programmes. We are quality assured by CPUT and have to keep in touch with them on a regular basis. Staff of the Academy is expected to attend Annual Conferences in order to keep abreast of ICT education trends and to strengthen communication channels with other Academies throughout Africa. Whenever possible, staff is also encouraged to attend national and international academy conferences. Over-and-above these formal channels of communication, we have been in contact with the National Department of Education as well as with the Department of Communications (Dr. Wesslo) regarding how the CISCO curriculum can be implemented at schools and other FET Colleges across the country. We also have direct access to the Area Academy Manager of CISCO Systems for Sub-Saharan Africa. In recent times, CISCO Systems have given the College of Cape Town CISCO Local Academy official recognition for excellent communication strategies.

Facilitators in the programme are encouraged by the fact that the curriculum is exactly the same throughout the world and current as it is updated whenever the technology changes. Facilitators in the CNAP programme are expected to keep abreast of the curriculum and need to undertake regular refresher and update training in the technology. The programme is so popular that it has inspired most ICT staff at the Crawford campus to become CISCO certified. This gives them the confidence and motivation that they are at the cutting edge of change and that what they are doing is highly relevant in the workplace. Ultimately, the successful placement of highly competent students in their field of study in the industry is the greatest motivator.
for the Academy staff. We are absolutely assured of the fact that the curriculum is up to date and in line with developments in the industry. Staff is compelled to keep abreast of changes in technology and need to be certified to conduct classes. The programme is regulated by a Quality Assurance Plan (QAP) which is administered through systems checks and moderation processes within the CISCO Education structures. The curriculum is subjected to regular updates based on changes in the technology. The content of individual subjects also has a shelf life shorter than other formal engineering programmes. Our standards are high and we pay particular attention to adequately equipping our practical laboratories. Certification meet international standards and are completely endorsed by our local ICT industry. Our good service reputation has attracted many companies who look towards our graduates for the areas of ICT that we serve. For example, we are the only institution in the entire country that teaches the Panduit Networking Infrastructure Essentials (Cabling curriculum) under the CISCO programme.

From the outset 10 years ago, the ICT staff members who pioneered the formation of the College of Cape Town CISCO Local Academy had realized the scarcity of funding opportunities within the province. The programme itself was not part of the formal FET curriculum and thus was difficult to solicit funding via the education department. These staff members were proactive in seeking funding abroad in the form of a UNESCO and US Aid Grant in collaboration with Springfield Technical Community College and the North East Centre for Telecommunications Technologies (Massachusetts, USA), who also served as a mentor to the College in staff capacity building and infrastructure development. The UNESCO funding was specifically geared to kick start the CNAP programme, and coincidently happened to be the first such funding in the world [many followed]. It also needs to be mentioned, that the WCED made a significant financial contribution to the College a few years later to bolster ICT delivery at the College. The impact the programme has, is evident in the high throughput of graduates and placement of students in the industry. Having walked this route, the College is now in a position to add value to the education sector by availing its competencies to other Colleges via the IT Focus Group’s request for capacity building initiatives and staff assistance for the Western Cape FET Colleges in the delivery of the National Certificate Vocational curriculum.

Apart from the funding that we received a few years back for the establishment of the Academy Programme, the College has gone out to look for donations of router and telecommunication equipment to supplement the existing infrastructure in order to expand the programme. We have also made extensive use of old equipment such as switch cabinets, and used cables to setup a number of practical related environments. Another important factor is that we were able to extend the life span of the computer laboratories from 3 years to 5 years based on the fact that the curriculum that needed accessing was web-based on the intranet i.e. we did not require high spec machines and looked towards efficiencies in the form of thin client technologies.

The management of the CNAP programme solicits support from many local ICT companies in order to arrange voluntary in-service sessions during term breaks for students wanting to gain work experience in the ICT field. We also embark upon numerous cabling projects for schools in the Western Cape (particularly from deprived communities) for the setup of networked computer laboratories at no or very little charge. This arrangement is mutually beneficial, as it not only assists the school in what is sometimes quite an expensive exercise, but also give our students an opportunity of working in real-time situations where TIA/EIA and IEEE cabling standards needs to be applied. Furthermore, we have designed our laboratories in such a way that we are able to simulate an actual working environment. Practicals are structured on this basis. Another fact worth mentioning is our attitude towards international students where we have an access policy for refugees from African states to enter the programme. Many of these students have already successfully completed their studies. We have a good record of job placement with students who gain employment with various companies including the likes of Unisys, Red Linx, Dimension Data, New Horizons, Pick n Pay (Telecoms), Forest Networking, DLK, Telkom, etc. even other FET Colleges. A few years ago, a group of students were employed on a contract basis over a 7 month period in a Dimension Data project. We have received similar requests from various other companies. Whilst we are not a job placement agency as our focus is education, we do realize the moral obligation of assisting students to find jobs. Whenever companies approach us, we recommend diligent students for these positions who then also act as ambassadors for the College of Cape Town. We encourage our students to submit CVs to CISCO, CITI and to the online CV facility of CompTIA (Computer Industry Association). Our most recent project is the registration with the Bandwidth Barn for its CISCO Entrepreneur Institute. Our intention is to have unemployed graduates of the programme take the “Work Readiness” course in order to equip themselves with the life skills to be “work ready” or to become an Entrepreneur. We are convinced that this extension of the CISCO Networking Academy Programme will also yield good results and provide students with employment opportunities.

We are particularly proud of the fact that we are able to embrace a diverse selection of students within the academy programme. The programme enjoys a healthy balance of ethnic groups and cultures and is proactive in the areas of access for the disabled (two labs are specifically designed for wheelchair access) as well as the promotion of women in ICT. In this regard, the College also hosts a Cape IT Initiative (CITI) called “Women in ICT” where women entrepreneurs meet at the Crawford Campus to discuss business related issues via the assistance of CITI.

**AWARDS**

Two of our female students also respectively won an award as winner and runner up in CITI’s VIP Graduate Programme.

At the 2007 “African Safari” Conference, the College of Cape Town CISCO Local Academy received an award for the most “sustainable” local academy in the region (Sub-Saharan Africa). This award has given the College the recognition for:

- Consistently maintaining high student enrolments
- Consistently maintaining high female participation
- High percentage of CCNA 4 graduates
- Expanded Academy Programme curriculum
- Excellent communication

In conclusion, it must be stated that whilst our focus and commitment remains on educating students from local communities within South Africa, we do endeavour to be a “FET Provider of Excellence” and we hope to broaden our scope and planning to expand training to students in other parts of the world.
The Quality Department provides a management framework within which quality is promoted within the College. The essence of quality is the provision of high quality education and training services to our students, and to do so consistently.

Quality is achieved by encouraging conformance with international and national standards and by ensuring that processes within the College are performed consistently. Internal procedures are created and maintained in conjunction with the relevant College structures. Clear work instructions are established and published via the College Intranet, which is currently maintained by the Quality Department. The department further provides the means for the College to demonstrate its compliance with statutory, regulatory and other requirements.

SUPPORT FROM INTERNATIONAL DEVELOPMENT AGENCIES

At no cost to the College the German Government made available an expert in quality management systems. This was done via the German Technical Co-operation (GTZ) agency. The focus of GTZ is on development and they helped the College to develop our own capacity in quality systems, rather than providing hands-on assistance with the creation of a Quality Management System (QMS). As a consequence our Quality Management System is entirely our own work and represents the unique management milieu of the College of Cape Town.

In 2009 we also received aid from the Danish Government, via DANIDA’s SESD project. They employed a local company to audit our QMS, provide further staff training, and to advise us as to which aspects of the system required further improvement to ensure that it covered all the aspects required for formal certification. DANIDA also met the costs of the initial SABS readiness audit and the actual compliance audit.

THE QUALITY MANAGEMENT SYSTEM (QMS)

During 2005 and 2006 the College formally identified the processes that take place within the College in an extended series of workshops that included all managers and many staff members. This culminated in a design for the Quality Management System. Implementation was begun in 2007 and was essentially complete by 2008, with a great deal of support provided by the Quality Department to the various functions within the College. The QMS was refined during 2009 to ensure that it would not only be a complete system within itself, but that it would be ready for independent auditing. It was further extended during 2010 and kept up to date.
The Quality Management System of the College has two tiers. The first layer sets the rules for how the Quality Management System itself operates and will be controlled. The larger second tier describes every process of the College and provides the standard operating procedures for all key activities. Together the two layers of the QMS are a blueprint of how the management of the College has collectively decided to run the organisation.

ACHIEVEMENT OF ISO9001

In October 2009 the QMS of the College was audited by the South African Bureau of Standards (SABS). It was certified as conforming to the ISO9001:2008 international standard for Quality Management Systems. In late 2010 the annual SABS surveillance audit confirmed that the College continues to adhere to the exacting requirements.

EXTERNAL IMPACT

In addition to providing documentation of the internal processes of the College, the high standard and universal coverage of our QMS has made a direct contribution to our success in obtaining, and retaining, approvals for Occupational programmes. The QMS has in turn been strengthened by incorporating material first prepared in order to meet SETA requirements.

During the period under review the College was approached for ad-hoc technical assistance from time-to-time by other FET Colleges, both in our province and further afield. In line with our responsibilities to our international development partners, where this did not conflict with the interests of the College, such assistance was willingly provided. We were also active participants in the Quality Management group of the WCED’s College Curriculum Committee, until the appointment of curriculum advisors at the WCED resulted in the disbandment of the group.

OUTLOOK FOR THE YEAR AHEAD

With the bespoke quality management system designed, implemented and certified the focus has now turned to engineering meaningful quality improvement, particularly in the core Academic areas.

Initiatives being undertaken within the College to further this aim include the Services SETA Star Rating and the piloting of a formal internal Programme Evaluation procedure. The intent of our participation in the former is to measure and improve the levels of our customer service to students, measured against strict formal criteria. The Programme Evaluation procedure will become a systematic review of all the programmes we offer, using rigorous objective measures of performance.
Isaac Mbengo
Deputy CEO: Corporate Services

Profile:

Qualifications:
B.Ed, HDE and BA

Experience in FET Sector:
1 year

Other experience:
15 years in the secondary school sector

Vision for the College:
I would like to see the College achieving excellent results and have a good retention, throughput and certification rate ensuring that we are the preferred provider of all the Colleges in the Western Cape.

Quote:
“Do not let what you cannot do interfere with what you can do”.

Message to staff and students:
Make the best of the time you have at the College. To our students – you are great and you are highly appreciated to have chosen the College for your studies. Remember you are the future leaders of this country! You are always an ambassador of the College!

Further Education and Training Colleges are currently at the transitional period from a provincial competency to a national competency. In the College of Cape Town we are part of this family.

The Department of Higher Education and Training headed by Dr. Blade Nzimande has got a huge mandate of developing skills. My portfolio includes, Physical Resources, Occupational Health and Safety, Human Resources, Student Administration and College Residences.

In order for the set goals to be achieved it becomes very clear that teamwork becomes pivotal and the individual expertise within the team becomes of outmost importance. I do have a very vibrant and hardworking team that ensures that each department is able and runs like an oiled machine.

The College of Cape Town prides itself by being able to make positive contributions in improving our buildings through funding that comes from different external and internal sources. The Physical Resources Department will highlight these positive steps.

The Human Resources Department highlight our successes over this period of time. In order for the College to be functional it needs to deliver excellent service to its most important clients, the students.

The Student Administration Manager will indicate our administrative services to our students.

The College of Cape Town also prides itself by having residences for its valuable clients, and there is a brief outline from the respective manager.
PROFILE:

Qualifications:  
Grade 12

Experience in FET Sector:  
7 years

Other experience:  
17 years in Emergency and Disaster Management

Vision for the College:  
A fully compliant, safe and healthy working and learning environment.

Quote:  
“Safety first!”

Message to staff and students:  
Everyone has an important role to play in the interest of health and safety at the College.

The much appreciated funding of R39 million (2007-2009) from the recapitalization programme had made quite a significant contribution to the College in terms of campus upgrades and infrastructure development.

In 2010 the College utilised its own funding for facility maintenance and campus improvements. In an endeavour to save costs, the College introduced a semi-skilled maintenance team to handle some of the maintenance work as opposed to fully outsourcing them. The result at the end of the financial year was a saving of R1.3 million on the budget.

The unused ablution facility at the Central Office was converted into office space for the MIS team and the Corporate Service managers. This made a positive contribution to the space shortage that existed at the office.

The Gardens Campus has always been challenged with parking for both staff and students. We managed to transform the derelict tennis courts at the campus into a parking area and this has successfully addressed the problem.

The Wynberg Campus has been completely refurbished and is now really a state-of-the-art training facility in comparison to what it was before.

The much awaited painting of the exterior of the Crawford Campus was finally given the ‘green light’ by the College Council. This project started in October 2010 and has been successfully completed within three months.

The City of Cape Town is planning to construct a sewerage servitude in the Thornton area. The proposed plan involves cutting through a section of the Thornton Campus.

The Open Learning Centre at Thornton Campus has been upgraded with funds donated by Grand West CSI.

Two additional computer labs were renovated at both Crawford and Pinelands Campuses. This was as a result of projected numbers of the 2011 student enrolment.

To date we have been awarded a total of R4 207 373 from the National Lottery Distribution Fund for the development of some of our sport facilities at the campuses. The approved projects were the upgrade of the tennis courts at Crawford Campus, the construction of a basketball and volleyball court at Wynberg Campus, the construction
of tennis courts at the Thornton Campus residence, the upgrade of the gymnasium at Crawford Campus, the upgrade of the sport field in Kromboom Road and the purchasing of sport equipment for all campuses. The staff and students of the College are currently enjoying the use of these facilities.

Safety and security at the College has sometimes been a challenge. The incidents of student’ misconduct and substance abuse, have been reduced at most campuses. Incidents of burglaries have necessitated the intervention of erecting electric fencing and installing additional alarm systems at some campuses.

COLLEGE RESIDENCES

The College has three student residences that can collectively accommodate trimester, semester and year students. All three residences provide basic communal accommodation with meals and recreational facilities like a swimming pool, sporting equipment and satellite television. Managing students at the residences do have a fair amount of challenges but most issues are amicably resolved. The aim at the residences is to create an environment that is conducive to learning and also to encourage a culture of being at ‘home, whilst away from home’.

Photo Album

CHECKING ACCURACY

JEWELLERY MANUFACTURING

WIRE WORK

COMPUTER GRAPHIC DESIGN

JEWELLERY MANUFACTURING
One of the key focus areas of the College of Cape Town is to provide a proactive and professional HR service which supports the College to achieve its vision of excellent service and innovative practices in people management, to support staff to fulfil their potential and to meet the objectives of the College.

Service delivery improvements

It was important for HR to have a greater understanding of departmental needs and to take a flexible and creative approach in responding to people management needs. The following activities showed a vast improvement in service delivery by the HR department:

- Clarity of purpose, roles and responsibilities for both the HR function, its team members and stakeholders – in particular Academic and Function Managers
- Proactive identification and addressing of staff needs
- Being customer focused
- Coaching, advising and supporting colleagues
- Tie every HR activity to the College’s strategy
- Know what management expects from HR and deliver accordingly
- Measure what’s important to manage
- Share the outcomes of effective HR activities within the College
- Foster a learning attitude within the HR group - “what can we learn from this?”
- Adequate training of HR staff to make decisions and provide advice
- Transferring knowledge and skills to line managers to enable them to become better people and performance managers

A vast improvement of flexibility of HR staff was achieved in providing the ability and knowledge across the team so that any team member could resolve issues and assist employees where necessary.

“We are an innovative department who welcome, develop and support people. We make a difference to people’s careers. We do this by good teamwork and supporting each other.”

HR working environment

As a suitable working environment begins with internal organisation, a major clean up exercise was conducted in 2009, where documents were archived, filing and administrative systems were upgraded and HR staff were allocated to new tasks. The HR office achieved an improvement in the service delivery to all internal customers.
**DESIRED STATE OF THE HR DEPARTMENT**

The HR Department reviewed and implemented HR policies, procedures and forms aligned with the Quality Assurance System of the College. The goals of the HR Department are:

**Policies**

- Up-to-date and legally compliant
- Pragmatic and fit-for-purpose
- Clear and adequately communicated
- Integrated with other relevant government policies
- Consistently applied

**Processes & Procedures**

- Up-to-date and aligned to policies
- Pragmatic, streamlined and fit-for-purpose
- Adequately communicated with responsibilities clearly defined
- Fairly and consistently applied
- Integrated with other processes (eliminating duplication)
- Proactively implemented and monitored

**Recruitment**

The recruitment and selection processes were reviewed and aligned to legislation. This enabled the HR Department recruitment section to ensure a consistent, fair and professional approach to all recruitment matters and procedures. The agreed and streamlined procedure has enabled the HR department to deliver a more effective service to managers and campuses.

**Payroll**

The working practices and procedures between HR and Payroll required integration. The working practices and processes across the two teams were reviewed and areas of tension, misalignment and bottlenecks were identified. The Payroll function was placed with the Finance Department. The process and communication between Payroll and HR was aligned and an improved monitoring and measuring of effectiveness tool was implemented.

**Remuneration**

The HR department ensured that salaries of staff remained on par with the salary alignments in the provincial and national education departments.

**Benefits**

The College successfully implemented benefits to its staff from April 2009. This was aligned with WCED benefits and included a Medical, Retirement and a Housing allowance for all staff who meet the criteria when applying for such benefits. This was supported by the Benefit Policy and Procedures aligned with the QMS.

**MANAGEMENT INFORMATION**

The HR Department is continuously updating the HR database. The improvements made thus far, contributes to produce appropriate and meaningful information to management. The proactive use of such management information will enable both the HR team and line managers to track progress and quickly identify areas requiring support to improve performance, and to manage time and attendance, excessive sick leave, etc. more effectively.

**ANNUAL PERFORMANCE REVIEWS**

The HR team plays a valuable role in supporting Annual Performance Reviews. A dedicated approach to support managers and staff to utilise the performance review tool more effectively, was implemented. Individual development needs are linked to the staff development strategy and forms part of the College Work Skills Plan. Managers dealt promptly with under performance and this approach ensured consistency across campuses.

**STAFF DEVELOPMENT AND TRAINING**

The College’s Staff Development Strategy includes:

- The development of staff on all levels and at all stages of their career (cradle to grave).
- A flexible approach to meet the training needs of staff includes external and/or internal training interventions. Training included programmes in management, subject related and professional development for academic staff and skills programmes for support staff, with a main focus in 2010 on the training of support staff.
- The focus is on improvement of performance and to improve the competence levels of staff.

The continuous development of staff ensures that the College will continue to grow in its knowledge base, service delivery and expertise levels.

**INTERNSHIP PROGRAMME SUPPORT STAFF**

The EDTP SETA provided an opportunity for the HR department to expand its base by creating positions for interns supported by a mentorship programme. Two of the interns were employed in the HR department at the end of the internship.

**ENTRY AND EXIT PROCESSES OF STAFF**

The HR Department reviewed and improved the induction process with the flexibility to meet the needs of the diverse range of College of Cape Town staff, which has improved new staff members’ first impressions of the College and resulted in a positive impact on the satisfaction and success of newly recruited staff. Similarly a review of the exit process was undertaken to ensure that exit interviews are conducted and that the information gathered, is integrated as part of a continuous development process, to improve staff satisfaction, motivation and ultimately increase organisational performance.

**Communication**

Employee engagement is seen as key to continued success of our College. This includes focussed efforts to improve:

- Feedback from staff
- Ensure that staff is well-informed about what is happening in the organisation
- Regular feedback and up-to-date information regarding HR activities in the College

**Labour Relations**

With the strengthening of the HR department, strict monitoring measures were implemented to ensure compliance with the Code of Conduct and policies of the College. The HR Department managed a 90% success rate on Labour matters within the College.
STAFF PROFILE
2009/10 (ACTUAL PROFILE)

GENDER AND ETHNIC PROFILE FOR COLLEGE ACADEMIC STAFF

GENDER AND ETHNIC PROFILE FOR COLLEGE SUPPORT STAFF

2010/11 (TARGET PROFILE)

GENDER AND ETHNIC PROFILE FOR COLLEGE LECTURING STAFF

GENDER AND ETHNIC PROFILE FOR COLLEGE SUPPORT STAFF
Student Administration

Ebrahim Roos
Student Administration Manager

PROFILE:

Qualifications:
Grade 12

Experience in FET Sector:
10 years

Other experience:
13 years at WCED Head Office

Vision for the College:
To have a centralized Examination Department

Quote:
"There is not a problem that cannot be solved"

Message to staff and students:
We should always endeavour to give our fullest support.

Student administration delivers a service on all eight campuses of the College. It entails student registration at the beginning of each year, term or semester, academic administration and the various campuses serve as examination centres on behalf of the Department of Higher Education and Training (DHET) to ensure that we provide a dedicated service to our students at each specific campus.

The College is a Public FET College and it is dependent on the DHET Exam Department and Umalusi regarding the provision of the exam results and certification of qualifications. This poses the biggest challenge seeing that delays in the DHET and Umalusi processes such as providing results late, missing results, incorrect results or certificates, impacts negatively on the effective service delivery to our students.

The Campus Coordinator at each campus oversees all support services provided to academic delivery on the campus which includes administration, exam administration and direct liaison with the Central Office regarding maintenance, general cleaning services, Student Support Services, HR matters, Finances, etc.

The Student Administration team at each campus is dedicated to provide excellent services to our students and will walk many extra miles to assist students.
PROFILE:

Qualifications:
BCom Honours (Industrial Psychology), B.Com, Higher Education Diploma

Experience in FET Sector:
26 years

Other experience:
5 years in the Secondary School Sector

Vision for the College:
Innovation that will lead to inspirational vocational and occupational education and training.

Quote:
“Success is neither magical nor mysterious. Success is the natural consequence of consistently applying the basic fundamentals.” [John Rohn]

Message to staff and students:
You must always have ambition without measure – imagination without limits. Let’s do things right the first time.

THE INNOVATION AND DEVELOPMENT DEPARTMENT ACTIVITIES INCLUDES THE FOLLOWING UNITS:

- International Exchange Programmes
- Corporate Communications and Marketing
- Linkages and Programmes
- Student Support Services
- Integrated Learning

The activities in all these units are focused on branding, recruitment of students, building linkages and partnerships with business and industry, providing sufficient support to students, job placement, identify and implement innovative developments in academic delivery and expand the international footprint of the College.

EXCHANGE PROGRAMMES

International partnerships are part of the College strategy to benchmark itself internationally and to create exchange opportunities for staff and students. Our partners includes Alfa College and Koning Willem I in the Netherlands, the Athena Project with Motala Platengymnasiet College in Sweden, Hause Kreisau in Berlin, the Handwerkskammer Potsdam in Germany, the Haugaland College, Bergeland College, Stavanger Offshore Technical School, Karmsand Technical College, Sauda College and Rygjab College in Norway and the Blackburn College in the UK.

Four of our students, Whitney Asia, Maliviwe Mazeke, Zubair Scott and Bradley van der Zandt were part of the Community College Initiative Programme, an exchange programme to the USA for the period June 2009 until June 2010.

Other visitors to our College included the Guizhou Normal University and the Taizhou University of China, a delegation from the Technical and Vocational Training Corporation of Saudi Arabia, a Career and Technical Education Delegation from the USA, as well as various visitors from FET Colleges from other provinces.

In 2007 six academic staff members visited Hause Kreisau in Berlin to identify future exchange opportunities for the College students and staff.

Two staff members visited the Handwerkskammer in Potsdam during their festival in 2008.

During 2010 a total of 110 delegates were accommodated in exchange programmes between the College and various international institutions in Norway, Sweden, Germany, the Netherlands and United Kingdom and included attendance of programmes long and short term, student and staff exchanges, internships in South Africa and cultural exchange programmes.

Delegates of the College also attended the Bett Exhibition in London.
Four lectures and 16 students from the Gardens Campus spent 2 weeks in Motala, Sweden on an exchange programme which was organized by Birgitta Blohm from Platengymnasiet in Motala, Sweden.

The exchange, organised through the Athena Project, makes provision for students and lecturers from the two countries to visit and experience the differences and similarities in academic programmes and cultural affairs. The Swedish Group will be arriving in Cape Town in February 2011 for the same type of exchange.

The students from South Africa had ample opportunity to speak to the young people from Motala and after the two weeks, it was as if they had known each other all their lives.

The group visited a number of different academic programmes at schools and organisations and the following express their observations:

- We were particularly impressed with the facilities, space and programmes the schools had to offer.
- The teachers were very informal and had a very good relationship with their students.
- One of the most striking aspects of the school is the inclusion of special needs students – the classes are small and the programmes are very appropriate for these children. The staff is extremely dedicated and it is clear that they truly work towards the interest of the children.
- The incredible facilities for people with special needs and the dedication of the people working in these facilities.
- Our students and lecturers visited various Early Childhood Development sites. The emphasis is truly on learning through play and the teachers and children are extremely relaxed. It is the opinion of the group that the South African programme and curriculum is more structured and if we had the facilities and student/teacher ratio that these schools have, our programme would compare favourably.
- The amazing canteen where teachers and students have their lunches and where we enjoyed many healthy and delicious mealtimes.

On the cultural and entertainment side our hosts organised a programme which truly gave us a good idea of what the Swedish lifestyle is all about. We were particularly impressed with the following:

- The generosity of our academic hosts, the host families that accommodated our students on their Swedish home visits and the teachers and their partners’ hospitality.
- The clean air, the beautiful forests, the scenery, the cleanliness of the city and the beautiful green surroundings.

During the coldest winter recorded in 30 years, Mike van der Heever, Senior IT Lecturer at the College of Cape Town, and a group of educators and principals from schools in the Grassypark (Cape Town) area attended the BETT show at Olympia in London during January 2010, on invitation from Haugaland Technical College, Norway.

As the world’s leading educational information and communications technology (ICT) event, the BETT show celebrates its 26th year in 2010. The theme of this year’s show was “learning together through technology”. The event has drawn close to 30 000 visitors in the past and this year saw over 700 educational suppliers and exhibitors participating in this spectacular showcase. The event brings together the global teaching and learning community for four days of innovation and inspiration, showcasing the best in UK and international educational technology products, resources and best practices. “To be exposed and experience first hand a platform where current technologies are discussed and displayed from the major technological roll players in the UK is quite an honour,” said Van der Heever about his time spent at the BETT show.

During his visit to London, Van der Heever also visited the College of North West London, Willenden Centre where he was exposed to inspiring educational tools and methodologies. With a similar LSM group attendance to The College of Cape Town, the College of North West London boasts a variety of exciting programs including a software program called “Second Life”. This program is used for Distance Learning where all students are virtual animated people in a virtual classroom doing the prescribed lesson for that day. Animated lecturers present their lessons and all students can interact with each other by asking questions, commenting on the lesson or giving input concerning the lesson, without leaving the comfort of their homes. Van der Heever said after his visit: “The visit to College of North West London was very informative and interesting.”

Van der Heever had a very informative yet entertaining trip. He said about his trip, “the experience and lessons learnt during this trip has truly been an eye-opener and personally, I have gained a lot from it.”

Two staff members from the Early Childhood Development (ECD) Department visited Alfa College in the Netherlands from 23 September to 6 October 2010.

Alfa College is community-based and offers vocational education and training for full-time and part-time students.

The two staff members were hosted and housed by the Hoogeveen
and Hardenberg campuses. During their visit they were afforded the opportunity to become familiarised with the educational system in the Netherlands in general and the education offered at the Alfa College campuses, especially in Early Childhood Development and Health and Social Care (nursing assistants and assistants in homes for the elderly).

The visit included the following experiences:

- Inclusive schools (Basis skole)
- Day Care Centres
- Primary and Secondary Education
- Career Paths
- Old Age Homes
- Play School
- Drama as a compulsory component of the course
- Observation of class delivery
- Meeting and sharing best practice with staff

The main aim of the visit was to set up cooperation between Alfa College and the College of Cape Town. The partnership between the two Colleges will be strengthened through the exchanges that aim to add to the global dimension and improve the insight in the structure and systems of education. These exchanges will contribute to innovation and promote the relationship within these organisations.

In 2007 a Memorandum of Understanding was signed between the College of Cape Town and the Bergeland and Haugeland Videregående Skole in Stavanger and Haugesund in Norway to exchange cultural and educational programmes. Through this international exchange programme, students are mutually exposed to African and Nordic art and design initiatives and teaching methods. The exchange programme proved to be very successful and several students from Africa and Norway took part in this exchange. In February 2010 the Art and Design Department of Haugeland Videregående Skole visited the Art & Design Department of the College of Cape Town and the students produced a large portrait of Nelson Mandela to commemorate his release from prison in 1990.

In 2010 seven Graphic Design, Photography and Jewellery Manufacture students visited the two Colleges in Stavanger and Haugesund in Norway. They were accompanied by Ms. Lynne Haynes, a Graphic Design lecturer and the Programme Manager for Art & Design, Dr. Adriaan Landman. The students attended lectures with their Norwegian peers and facilitated many conversation classes on life and social interaction in South Africa. The group also visited the Hinna Lower Secondary School in Stavanger and participated in two English conversation sessions discussing the South African political, social and cultural situation. During break the students were fascinated by Dylan Meyer’s dancing techniques and the playground almost came to a standstill as all the pupils gathered in a circle to watch him dancing.

The students also attended the Florist Department of the Bergeland Videregående Skole and produced jewellery made out of flowers and other organic materials. When this project was finished, presented, evaluated and documented, the second part of the day went into making new and original bridal bouquets. During the day Dr. Landman also gave a lecture on how to plan flower decorations for functions.

Over the weekends in Stavanger the students engaged in numerous sight-seeing activities. They even had the chance to go mountaineering and became the first students from the College of Cape Town to climb to the scenic Pulpit Rock in the Lysefjord.

The second leg of the tour was a visit to Haugesund which started with a combined exhibition of miniature paintings by the Programme Managers, Dr. Adriaan Landman and Mr. Joakim Lund from Cape Town and Haugesund respectively. The exhibition, After Images NO/ZA, consists of reflective images of their trips to Africa and Scandinavia and celebrates a Norwegian - South African creative educational connection between the College of Cape Town and Haugeland Videregående Skole. The miniature, Joakim Lund’s preferred format for painting, was the ideal format to work in, as the size made it possible to transport works of art from Africa by plane.

As the majority of students from South Africa were seniors, they were asked to facilitate a Graphic Processes project and exhibited their work in Haugeland. A collage of the South African flag was constructed out of numerous linocuts inspired by African patterns and printed on tissue paper in the colours of the flag. The students’ work and the flag project were exhibited in the foyer of the auditorium, under the title Creative Capetonians. The Rector of the College, Mr. Odd Henning Johannessen opened the exhibition and the staff and students participated in a group discussion about the combined project.

Before the delegation returned to sunny South Africa, a final visit was paid to the cultural city of Bergen. The students visited the Hansa, an Art museum and for the first time saw original Edward Munch and Odd Nerdrum paintings in the National Gallery.

This visit proved once again that new perspectives create new artistic energy and inspiration. The beauty of the Norwegian countryside, the hospitality and friendliness of the people forged new friendships and perspectives in the minds of young creative Capetonians!

The Tourism and Hospitality departments at the College of Cape Town has for the past three years been making their mark in the International College Sector. The departments have regular successful student and lecturer exchange programmes between the Tourism and Hospitality departments at Colleges in Norway, the Netherlands and Germany. The students who were selected to take part in these exchange programmes by visiting the partner Colleges and completing in-service training at international establishments were given an opportunity to gain international exposure and gain work experience even before completing their course at the College.

The Tourism department has, since 2009, been hosting four Norwegian students of Haugaland College for the first semester of each year (2009 and 2010). The students were registered for selected
unit standards within the Certificate in General Travel – NQF Level 5 course. They complete the selected unit standards and specialized travel courses such as the Fares and Ticketing within Africa FARES 1 Course and the 2-day Beginners Wine Course offered by the Cape Wine Academy. During their studies, the Norwegian students spend time with South African host families who provide them with an intimate look into the daily life of Cape Town and its people.

The Hospitality department had in turn, been involved in a project with Koning Willem 1 College in The Netherlands, which involved the creation of a Dutch/Afrikaans cookbook aptly titled ETEN ZA/NL. The book was launched in the Netherlands in April 2009 and the launch was attended by two Hospitality lecturers, two Hospitality and two Art & Design students. The Art & Design department was responsible for the photography featured in the cookbook. In July 2010, the book had its South African launch at a gala evening at the City Campus. The launch was attended by Marc Raaijmakers, Head of the Hospitality Department at Koning Willem 1 College, and Marino De Brujin, Senior Lecturer at Koning Willem 1 College and other stakeholders in the South African hospitality industry. The exchange with Koning Willem 1 is an ongoing one and 2011 has exciting new projects in store for the two Colleges.

In February 2010 a group of 10 hospitality students and 2 lecturers undertook a trip to Berlin, Germany. This time the exchange took place between Hause Kreisau, who was responsible for the coordinating and pedagogical training part of the programme and the Hospitality College – OSZ Gastgewerbe - Brillat-Savarin-Schule. The exchange programme allowed the students to experience the German Hospitality industry and expand their professional competencies, thereby shaping a sustainable global Hospitality Industry.

In Berlin the South Africans were hosted by German students and their families. The students were placed in various accommodation establishments where for 10 days they gained valuable work experience.

The visit to Berlin was reciprocated by the Hospitality department at the City Campus in September 2010. The German students spent three weeks in Cape Town, where, besides enjoying the sights and experiencing the cultures of the Cape, they were placed at Cape Town-based hotels to do in-service training and thereby gaining first-hand experience of the South African Hospitality Industry. The students were placed at the Mount Nelson Hotel, The Coral International Hotel and the Winchester Mansions Hotel.

The exchange with the Germans continues with a new group of students starting with preparations in 2011 for another visit to Berlin.
PROFILE:

Qualifications:
Higher Diploma in Education

Experience in FET Sector:
1 year

Other experience:
3 years Foundation Phase Educator, 18 years Marketing & Communication (Engineering Sector)

Vision for the College:
The College will be acknowledged above others as a provider of excellent customer services.

Quote:
“If it doesn’t make you happy, don’t do it!” (Richard Branson)

Message to staff and students:
You are in charge of realizing your dreams and aspirations. Take charge each day, take on each challenge as an opportunity to grow; choose to do what you love and do it well – let your passion ignite the positive change that someone else is looking for.

The Corporate Communications & Marketing Unit is based at the Central Office of the College of Cape Town and is responsible for all the advertising and marketing of the College as an institution of Further Education and Training, as well as that of the full programme establishment offered across all eight campuses.

All marketing activities form part of a strategically integrated marketing plan developed and adjusted annually to meet the strategic goals of the College whilst addressing the needs of the FET Sector within the Western Cape Province.

A new corporate identity was developed and introduced during 2008 and evolves more each year to a new level portraying the core values of the College. This year saw the introduction of photographs to provide a more visual appeal to promote the services on offer.

EXTERNAL MARKETING

A very strong direct marketing campaign has become one of the core functions of the Unit over the past few years. We specifically target Grade 9–12 students at high schools. This sees us participating in career exhibitions at schools as a members of the Cape Careers Exhibition Association (CCEA) throughout the year, participating in the Standard Bank Rocking Future Road Show during January and February, exhibitions at various shopping malls, business partners (e.g. GrandWest Employee Wellness Day) and a number of career exhibitions arranged by NGOs and Local Government within communities in our feeder areas. Through the establishment of relationships with schools, community organisations, churches, NGOs, etc. we build strong bonds with communities to provide the necessary guidance to the youth and their parents on the necessity of education as a means to a sustainable future.

Apart from print advertising in community and daily newspapers, industry-specific journals such as HairScope and Design Times, the College of Cape Town also gained valuable exposure through radio advertising and interviews on a number of community radio stations such as Voice of the Cape and Zibonele FM, and via promotion on career-oriented websites. Apart from scheduled advertising, the College of Cape Town received excellent media coverage through consistently good articles being published in the quarterly-published FET College Times and community newspapers. Free radio and print publicity was also received through our sponsorship of a study bursary as one of the prizes awarded as part of the Jive Big Walk.

Other activities included the distribution of flyers to promote the Textile Printing Studio, Registration and Open Day.
NUMBER OF SCHOOL CAREER EXHIBITIONS ATTENDED: 2007-2010

NUMBER OF STUDENTS REACHED THROUGH SCHOOL CAREER EXHIBITIONS: 2007-2010

NUMBER OF ADVERTISEMENTS PLACED: 2007-2010

INTERNAL MARKETING

Our focus on improving customer service levels within the College led to the development of an information guide for parents, thereby providing them with all the relevant information required to understand the requirements and expectations of the college and to provide the contact details of all stakeholders.

Communication channels such as InBOX [staff newsletter], InCAMPUS [student newsletter] and the e-Newsflash (introduced in 2009) sent via email, posters and flyers have been successful to ensure the consistent and speedy delivery of information to staff and students. The management of InCAMPUS was taken over by Student Support Services this year to evolve this publication as a more student-focused communication tool, with students providing the content.

PUBLIC RELATIONS AND EVENTS

Highlights of 2010 included the following events and PR activities:

INAUGURATION OF THE OPEN LEARNING CENTRE AT THORNTON CAMPUS

The official opening of this facility in partnership with GrandWest CSI took place in February 2010. Through funding provided by GrandWest, the College was able to upgrade the media centre at our Thornton Campus to be a fully equipped facility offering amongst others access to computers and the Internet, e-learning, photocopying, laminating and book-binding facilities and a larger number of books, etc., for the use of the students.

JIVE 10KM BIG WALK

The College is involved annually with this Community project since 2007. The Jive Big Walk is one of the largest community events in Cape Town and benefits the Red Cross Children’s Hospital. The College provided the Crawford campus hall for the three days of registration and 20 000 peak caps, corporate flyers and a study bursary to the value of R12 000 was handed out during the first event. The College sponsored a bursary of R12 000 in 2009 and R11 000 in 2010 at this event.

ANNUAL HEALTH FAIR

The College was involved with the annual Radio 786 Health Fair, which took place at the Crawford campus since 2007. The main focus of this event is to encourage a healthier lifestyle through alternative health options. This event is normally supported by the Hair Care and Beauty Therapy students providing various treatments.

CERTIFICATE CEREMONY

The annual Certificate Ceremony took place at our Crawford Campus in April 2010 and celebrated the graduation of 1 100 students from the 2009 academic year. Each student invited two guests to attend the event with them. Guest speakers were selected for their ability to motivate and inspire students and included Prof. Brian Figaji, Dr. Tessa Dowling and Mr. Charl Visser, an ex-student.

Key note speakers in previous years included: Tracey Chiappini-Yough, the Executive Director of the CIDA Fund; Patrick Mphale, Senior Programme Manager of the Umsobomvu Youth Fund, Brian Sims, former Marketing Director of the Benetton Formula 1 team, etc.

CYCLE FOR HOPE CHALLENGE

The College proudly participated in and hosted the Cycle for Hope Challenge at Crawford Campus in June 2010. This event was arranged by Ambassadors in Sport and the Hope Academy to create
awareness of the Academy, and to promote the relationship between this organisation and the College of Cape Town.

OPEN DAY

The College again actively participated in the Western Cape FET Colleges Open Day, which took place on 30 and 31 July 2010. The theme for this year was “The Achiever”. The event was advertised widely throughout the Western Cape via direct marketing to schools, print media, radio, street pole posters, PVC banners, flyers, a mobile trailer banner and T-shirts. Additional free exposure was received through our relationship with NSFAS to promote FET Colleges and the DHET Bursary scheme for NCV students. The event, open to the public, showcased all programmes and campuses on both days, with the Friday session specifically dedicated to schools. We provided bus transport for a large number of schools. A competition was held for all visitors to the Open Day across all 6 public FET Colleges within the Western Cape, with the finalists from each College being invited to attend the final draw at an event hosted by the College of Cape Town on 27 August 2010. The winner received a laptop, whilst the 5 runners up each received a cash prize of R1 000.

T-SHIRT DESIGN COMPETITION

A competition was held amongst Art & Design students to design a College T-shirt specifically for our students. The theme was “Inspiring Minds” and students were allowed to give free reign to their imagination in portraying our brand promise, whilst adhering to a set brief. The top 5 designs, as voted for by the students, were printed onto T-shirts and sold to students and staff. The winner of the competition was awarded a cash prize and a 3 month salaried internship as a Junior Designer with Bravo Design, a privately-owned design studio.

MARKETING AND COMMUNICATIONS MATERIAL

The following marketing material was developed to promote the brand:

- Corporate stationery (printed and electronic formats)
- Email signature template
- Bookmarks for each programme
- Flyers
- Website
- Vehicle branding
- Corporate flyer
- Corporate brochure containing detailed information on all programmes offered
- Enquiries/contact card
- Student diary
- Timetable for students
- Pull-up banners for all programmes
- Registration and Open Day Banners
- Signage and billboards
- Replacement of directional signage in the streets surrounding our campuses
- A wide variety of branded promotional gifts
INTRODUCTION

The Linkages & Programmes Unit is based at the Central Office of the College of Cape Town and is responsible for the establishment of new programmes, including learnerships and skills programmes. The unit engages with external bodies to develop mutual interests, establish informal and formal partnerships and maintains links with external groups like the SETAs and employer bodies.

The unit’s key deliverables can be summarized as follows:

• Research and Development
• Partnership Development
• Initiation of learnerships, skills programmes and apprenticeships

SECTOR EDUCATION & TRAINING AUTHORITIES (SETAs)

The LPU aligns itself with strategic partners with the purpose of securing new projects, funding, equipment, etc. One of the very successful areas that have been developed over the years and have been growing in leaps and bounds is the partnerships between the unit and the different SETAs. These relationships play an integral role in skills development that take place within the College annually, it impacts on student development, funding made available for learnerships, skills programmes, apprenticeships, staff development, learning programme development and even the upgrading of campus facilities and workshops.

Currently the College of Cape Town have 4 campuses recognized as Decentralized Trade Test Centres for the MERSETA, CHIETA & CETA. The campuses are as follows: Guguletu, Athlone, Thornton and Pinelands.

We have been granted programme approval with the following SETAs: ETDP SETA, MAPPP SETA, MQA, CHIETA, FIETA, MERSETA, CETA, INSETA and SERVICES SETA.

INSTITUTES FOR SECTORAL AND OCCUPATIONAL EXCELLENCE (ISOE)

Over the years, the College of Cape Town has established itself in forging good relationships with relevant SETAs conducting work within the occupational arena. With the advent of NSDS II, the SETAs were mandated to recognise Centres of Excellence. To this extent the LPU made applications to various SETAs for the status of ISOE due to our high standard of delivery. The College of Cape Town was awarded the following ISOEs:
INSTITUTES FOR SECTORAL AND OCCUPATIONAL EXCELLENCE (ISOEs):

<table>
<thead>
<tr>
<th>SETA</th>
<th>CAMPUS</th>
<th>SPECIALISATION AREA</th>
<th>AWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>MERSETA</td>
<td>Athlone Campus</td>
<td>Automotive Engineering</td>
<td>R493 200</td>
</tr>
<tr>
<td>MQA</td>
<td>City Campus</td>
<td>Jewellery Manufacture</td>
<td>R50 000</td>
</tr>
<tr>
<td>INSETA</td>
<td>Crawford &amp; City Campus</td>
<td>Insurance</td>
<td>R500 000</td>
</tr>
<tr>
<td>ETDP-SETA</td>
<td>Gardens Campus (In conjunction with Grassroots Adult Education &amp; Training Trust and South Cape College)</td>
<td>Early Childhood Development</td>
<td>R140 000</td>
</tr>
</tbody>
</table>

A total of 1 291 learnerships were offered during the period 2003-2007.

LEARNERSHIP 1 000

As part of the initiative by the Department of Transport and Public Works, Learnership 1 000, the College trained 79 students at the Guguletu campus in partnership with the Construction Seta in Construction Plumbing, Construction Painting and Construction Masonry, all offered on Level 3.

NEW VENTURE CREATION

In November 2006, 20 students embarked on a New Venture Creation Learnership on NQF Level 4 at the Crawford campus supported by the W&R Seta. In 2007, the College was approached by the Small Enterprises Development Agency (SEDA) to offer a New Venture Creation learnership on NQF Level 2. A partnership was formed with SEDA, who agreed to fund and act as mentor to students who were selected.

CERTIFICATE IN SCHOOL BUSINESS ADMINISTRATION (SBA)

The College is currently participating in a joint project with several local and international educational institutions and the WCED to offer a Certificate in School Business Administration to local principals and administrators at schools. During September 2007, staff attended a tutor training programme in the UK presented by Manchester Metropolitan University and the National College for School Leadership. The experience gave staff insight into improving the delivery and assessment of the SBA. The College has offered the SBA to two groups of school administrators, 36 in 2008-2009 and 49 in 2010-2011. The success rate for the first groups was 86%.

BUSINESS & INDUSTRY PARTNERSHIPS

The partnerships arena is quite wide. The College of Cape Town boasts with an impressive partnership list, on which the names of both local and international partners appear. The LPU was involved in securing most of these partnerships.
**FUNDING SUBMISSIONS**

Proposals, tenders and grant applications form a large part of the function of the LPU. The chart below depicts the submissions made and also the success rate achieved since 2007.

### PROPOSALS/TENDERS SUBMITTED (2007-2010)

<table>
<thead>
<tr>
<th>Year</th>
<th>Proposals submitted</th>
<th>Proposals successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>2008</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>2009</td>
<td>50</td>
<td>30</td>
</tr>
<tr>
<td>2010</td>
<td>70</td>
<td>40</td>
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**LEARNERSHIPS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Other</th>
<th>ECD</th>
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</thead>
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<tr>
<td>2007</td>
<td>527</td>
<td>575</td>
</tr>
<tr>
<td>2008</td>
<td>43</td>
<td>304</td>
</tr>
<tr>
<td>2009</td>
<td>446</td>
<td>403</td>
</tr>
<tr>
<td>2010</td>
<td>688</td>
<td>530</td>
</tr>
<tr>
<td>Total</td>
<td>1704</td>
<td>1812</td>
</tr>
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**PARTNERSHIPS**

<table>
<thead>
<tr>
<th>GOVERNMENT DEPARTMENTS</th>
<th>FET COLLEGES/OTHER PROVIDERS/EDUCATION INSTITUTIONS</th>
<th>NGO's</th>
<th>INTERNATIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCED</td>
<td>Boland College</td>
<td>Centre for Early Childhood Development</td>
<td></td>
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<tr>
<td>Department of Transport &amp; Public Works (Western Cape)</td>
<td>False Bay College</td>
<td>Early Learning Resource Unit</td>
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<tr>
<td>National Department of Public Works</td>
<td>Northlink College</td>
<td>Grassroots Adult Education and Training Trust</td>
<td></td>
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<tr>
<td>Department of Social Development (Western Cape)</td>
<td>South Cape College</td>
<td>Hope Academy</td>
<td></td>
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<tr>
<td>Department of Economic Affairs &amp; Tourism (Western Cape)</td>
<td>West Coast College</td>
<td>Ambassadors in Sports</td>
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<td></td>
<td>Cape Peninsula University of Technology</td>
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<td></td>
<td>University of Western Cape</td>
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<td></td>
<td>University of South Africa</td>
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<tr>
<td></td>
<td>Westlink Academy</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Further Education and Training Institute (FETI)</td>
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</table>

| OTHER | Cape IT Initiative | Bandwith Barn | Chamber of Mines | Jewellery Council of South Africa | CISCO Systems | CompTIA | Imiso Ceramics | La Colombe Restaurant | FAWU | Silplat | Market Toyota | Oro Africa | Angloplat | SSACI | IBS | Western Province Motor Club | Development Bank of South Africa | ESKOM | Airports Company of South Africa | City of Cape Town | Afrox | Old Mutual | Atlantis Foundries | Medi-Clinic Group | Rheinmettal | Small Enterprise Development Agency (SEDA) | Cape IT Initiative | German Technical Co-operation | DEAFSA | DELL Computers | ACSA |
|-------|--------------------|---------------|-----------------|----------------------------------|---------------|---------|----------------|-----------------------|------|--------|---------------|-------------|-----------|-------|-----|--------------------------------|-----------------|--------|----------------------|----------------|-------|-------------|----------------------|-----------------|----------------|----------------------|----------|----------------|---------------------|-------------------|------------------------|-------------------|-------------------|---------------------|
|       |                    |               |                 |                                  |               |         |                |                       |      |         |               |             |           |       |     | Western Province Motor Club | Development Bank of South Africa | ESKOM | Airports Company of South Africa | City of Cape Town | Afrox | Old Mutual | Atlantis Foundries | Medi-Clinic Group | Rheinmettal | Small Enterprise Development Agency (SEDA) | Cape IT Initiative | German Technical Co-operation | DEAFSA | DELL Computers | ACSA |
|       |                    |               |                 |                                  |               |         |                |                       |      |         |               |             |           |       |     | Development Bank of South Africa | ESKOM | Airports Company of South Africa | City of Cape Town | Afrox | Old Mutual | Atlantis Foundries | Medi-Clinic Group | Rheinmettal | Small Enterprise Development Agency (SEDA) | Cape IT Initiative | German Technical Co-operation | DEAFSA | DELL Computers | ACSA |
|       |                    |               |                 |                                  |               |         |                |                       |      |         |               |             |           |       |     | ESKOM | Airports Company of South Africa | City of Cape Town | Afrox | Old Mutual | Atlantis Foundries | Medi-Clinic Group | Rheinmettal | Small Enterprise Development Agency (SEDA) | Cape IT Initiative | German Technical Co-operation | DEAFSA | DELL Computers | ACSA |
|       |                    |               |                 |                                  |               |         |                |                       |      |         |               |             |           |       |     | City of Cape Town | Afrox | Old Mutual | Atlantis Foundries | Medi-Clinic Group | Rheinmettal | Small Enterprise Development Agency (SEDA) | Cape IT Initiative | German Technical Co-operation | DEAFSA | DELL Computers | ACSA |
|       |                    |               |                 |                                  |               |         |                |                       |      |         |               |             |           |       |     | Afrox | Old Mutual | Atlantis Foundries | Medi-Clinic Group | Rheinmettal | Small Enterprise Development Agency (SEDA) | Cape IT Initiative | German Technical Co-operation | DEAFSA | DELL Computers | ACSA |

**ARTISAN TRAINING**

<table>
<thead>
<tr>
<th>Title</th>
<th>Start Date</th>
<th>End Date</th>
<th>SETA</th>
<th>Employer</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor Vehicle Maintenance</td>
<td>Jan 2009</td>
<td>Jan 2011</td>
<td>MERSETA City of Cape Town</td>
<td>Athlone</td>
<td></td>
</tr>
<tr>
<td>Motor Vehicle Maintenance</td>
<td>Jan 2009</td>
<td>Jan 2011</td>
<td>MERSETA Market Toyota</td>
<td>Athlone</td>
<td></td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>May 2009</td>
<td>May 2011</td>
<td>MERSETA ACSA Pinelands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fitting and Machining</td>
<td>Jan 2009</td>
<td>Jan 2011</td>
<td>MERSETA City of Cape Town</td>
<td>Thornton</td>
<td></td>
</tr>
<tr>
<td>Welding Application Practice</td>
<td>Jan 2009</td>
<td>Jan 2011</td>
<td>MERSETA City of Cape Town</td>
<td>Thornton</td>
<td></td>
</tr>
<tr>
<td>Welding Application Practice</td>
<td>Jan 2008</td>
<td>Jan 2010</td>
<td>MERSETA AFROX</td>
<td>Thornton</td>
<td></td>
</tr>
</tbody>
</table>

**WORK PLACEMENT**

The College was part of the SSACI Project for work placement that began in 2008. Seventeen students were placed in 2008 and thirty in 2009. Five mechanical and 4 electrical lecturers were also placed in industry. The successes of this pilot will be integrated into Hospitality, Tourism and Business Studies during 2010 to 2011.
BACKGROUND ANALYSIS

The report reviews the progress of the unit from 2007 to 2010 comparatively. The illustrations are included for further information on areas of progress over the years.

Enormous development occurred in the period under review. Previously the key functions in Student Support Services (SSS) were counselling of students, health education with a focus on HIV/AIDS, career guidance and Student Governance. It has been noted that 2007 was the year where the focus in the National Department of Education, FET ministry shifted to SSS as a cornerstone to addressing psycho-social needs of the students. The National Certificate Vocational (NCV) brought many challenges in the system in terms of the profile of the students the programme seemed to attract. Subsequently Student Support Services expanded, and staff competencies moved from being office-based practitioners to all-rounders (sport organizer, workshop facilitator and counsellor). The SSS Framework 2008–2012 as a legislative guideline required the unit to revamp the services offered and to expand the responsibilities of the Student Support Officers. All these developments marked the beginning of the achievements and challenges the report will review.

CHALLENGES

The staff turnover is one aspect that has affected progressive achievement. There was no continuity from the Manager’s level to staff at the campus level. The fundamental contributor to this was that one SSS staff member had to provide the student support services on more than one campus which left staff overwhelmed with signs of burnout. The clinical debriefing was not in place before 2008 and had to be incorporated as part of staff development. It was noted that due to overload and pressure staff psychological morale deteriorated which resulted in many resignations.

Retention of the SRC members for the duration of their tenure is still a challenge. SRC members struggle to manage their studies and SRC responsibilities despite support and training provided.

The funding in terms of the budget allocation to Student Support Services has been a challenge and the Support to Education and Skills Development (SESD) programme played a vital role in providing a paradigm shift of the SSS unit’s functions. The SESD attributed to the achievements of the SSS unit and one of these was the Senior Peer Educator Programme.
PEER EDUCATION

The Western Cape Education Department (WCED) in partnership with SESD initiated the Peer Education Programme to address the student psychosocial challenges through Peer intervention. The issues as reported included psychosocial, socio-economic and health issues including HIV/AIDS challenges faced by the students. The programme was piloted at Crawford Campus at inception (2007-2008) and four additional campuses benefited thereof. The comparative figures below show that peer education reached momentum in making a positive impact through positive peer influence as per projects/activities facilitated. It has been evident that the success in the rollout of the programme was due to the buy-in of Life Orientation lecturers, Campus Management, the Student Representative Council, Student Support Officers and Manager, Service Providers and Peer Educators at each campus where it was offered.

The overall impact and influence the programme had is immeasurable as 30 Peers Educators had a target to reach out to 5 peers and a total of 300 students directly benefited from the programme. Peer Educators had reached more than 1 170 students over the period of 4 years.

The implementation of the Peer Education Programme is reflected in the Phase Progress Chart for the period of 4 years, below:

![Peer Education Phase Progress Chart](chart.png)

### PHASES OF DEVELOPMENT 2007-2010

The diagram below illustrates the role players and specific functions in the 3 phases during the rollout of the Peer Education Programme:

1. **Service Provider** - Facilitates the training process of Peers
2. **SSS** - Coordinates, case management, reporting, monitor + support
3. **Academics** - Campus Manager + L.O. - Integration of peer activities into the curriculum
4. **SRC** - Overall support and role players in positive behaviour
5. **Peers** - Primary beneficiaries - camp, weekly training, advocacy, projects, lesson deliveries and structured conversation

### STATISTICS AND RETENTION OF PEERS, 2008-2010

<table>
<thead>
<tr>
<th>Campus</th>
<th>Senior Peer Educators</th>
<th>Junior Peer Educators</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pilot phase 2007/8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crawford (2007)</td>
<td>21</td>
<td>30</td>
<td>51</td>
</tr>
<tr>
<td>Crawford (2008)</td>
<td></td>
<td>30</td>
<td>51</td>
</tr>
<tr>
<td>2. Rollout phase 2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crawford/Athlone</td>
<td>50</td>
<td>30</td>
<td>80</td>
</tr>
<tr>
<td>City/Gardens</td>
<td></td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Guguletu</td>
<td></td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3. Final Rollout phase 2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crawford/Athlone</td>
<td>80</td>
<td>45</td>
<td>125</td>
</tr>
<tr>
<td>City/Gardens</td>
<td>23</td>
<td>26</td>
<td>49</td>
</tr>
<tr>
<td>Guguletu</td>
<td>30</td>
<td>60</td>
<td>90</td>
</tr>
</tbody>
</table>

The table reflects the implementation phases and number of Peer Educators that were trained.

### SELECTION AND PLACEMENT PROGRAMME

The objective of the Selection and Placement programme is to identify the numeracy and literacy levels of students who register for a study programme at the College of Cape Town. The SSS unit administered the PACE Career Centre Tool Baseline Assessment. The PACE Career Interest Questionnaire is used to determine the suitability of the students in terms of their interests in the chosen field of study. The student should also meet the selection criteria for the specific programme before he/she is accepted. The College benchmark in all the programmes is an average of 50% in both numeracy and literacy. The College Assessment Month introduced by PACE, is a useful marketing tool and ensures that the potential student will receive career advice before enrolling for a programme – this service is offered free of charge.
STUDENT GOVERNANCE

The unit oversees the Student Governance and the high level of enthusiasm amongst the Student Representative Council members has been noted over this period. In order to function and articulate the mandate of the FET College Act, No. 98 of 1998, the SRC members were trained in various aspects required to enable them to perform this mandate. The training included the requirements according to the FET Act, including the College Statute, the SRC member’s specific role in the relevant governance structures, policies such as the Assessment Policy, Language Policy, Student Disciplinary Code, etc.

The Student Representative Council in 2007–2009 benefited from the SESD funding project with contributions made towards a leadership training programme to prepare the SRC for the term of office. It is a pleasure to report that the powers vested upon the SRC by the legislative policies were fully exercised and the College assisted in all due processes required in ensuring that the SRC was visible and functional both at campus and College level. Campus SRC members attended Campus Management meetings, special meetings with Academic Managers were scheduled for the SRC to table the students’ concerns in terms of development and challenges, the SRC Chair and Vice Chair attended Council and Academic Board meetings, and meetings to discuss various issues with the College Executive were held.

SRC EVENTS:

The SRC has concluded various activities:

- Winter drive – collecting unwanted and reusable goods, clothes and blankets for the donation to underprivileged communities, shelters, orphanage homes, etc;
- Community Outreach – During the June College vacation the SRC visited their communities for at least 2 hours. The activities included pampering of the elders (Hair Care and Beauty Therapy students), plumbing work at the centre (Building & Civil Engineering students) and how to prepare and make handmade educational toys and story books for the little ones, (ECD students), etc;
- Fundraising – Due to financial limitation, the SRC raised funds for projects not budgeted for. The SRC acquired basic project management skills through this initiative;
- Recycle – Recycling of waste products for the improvement of the environment is still an area of passion of the young leaders;
- HIV/AIDS picketing messages especially on HCT Awareness and Testing campaigns;
- College Graduation: the SRC executed various activities during the Graduation Ceremonies of the College and contributes to the high standard of these functions. These activities includes assistance at registration, ushering, serving food, dispensing tickets, assisting in issuing graduation gowns, etc;
- Sport and Recreation Programmes – Coordination of campus tournaments, inter-College tournaments, etc;
- SRC graduation: On completion of the programme set for the year each SRC member receives a certificate of acknowledgement for their service to the College.

MOT PROGRAMME

The successful MOT programme from Norway, was implemented through the SSS unit in 2007. A MOT coordinator was appointed to ensure successful implementation of this programme across campuses on an annual basis.

Selection & Placement Statistics 2008-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Main Responsibilities</th>
<th>No. of SRC members</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/2010</td>
<td>The leadership training is facilitated by using internal resources. Training included: Conduct of Meetings - Council, Academic Board, Campus Management, office meetings, fundraising, Community outreach, coordination of recreation programmes and serving on SRC committees</td>
<td>56</td>
</tr>
</tbody>
</table>

18 students from different campuses of the College participated in a newsletter training session at the Crawford Campus on Saturday, 20 February 2010. The training was organized by the Student Support Services Unit as an initiative to empower students with the skills to drive the student newsletter at respective campuses and share success stories and campus highlights.

The workshop was facilitated by Die Burger facilitators, Rikus van Rooy, Norene Jassiem (Senior Night Reporter) and Ean Steenkamp (Public Relations Officer) who empowered the students in taking up the newsletter project. Student participation was very encouraging and the interesting questions kept the training session alive and fun.

Through a series of questions posed by facilitators, students were able to grasp the broader implications of the newsletter project. It was clear from the enthusiastic participation of students that they were keen to grab the opportunity to grow with this exciting project.
Dilawer Chogle
Programme Manager

PROFILE:

Qualifications:
HR Diploma

Experience in FET Sector:
2 years

Other experience:
16 years in the private sector

Vision for the College:
That College of Cape Town grow in numbers

Quote:
“No matter what hardships and trouble you go through, if you know who you are as a person and persevere you can achieve anything in life”

Message to staff and students:
Live your dreams and swim to the ship don’t wait for it to come to you as an opportunity might be missed!

The Integrated Learning Unit was established in 2008 to introduce E-learning using the blended/integrated approach. The following projects have been developed:

- PLATO Learning System
- Blended Learning Materials Development
- College of Cape Town Electronic Resource Bank
- College of Cape Town Support Blog
- Echo Capturing and Archiving
- Staff Training in Blended Literacy
- Media Room Development
- Open Learning Centre Development

THE FOLLOWING HAVE BEEN ACHIEVED:

PLATO is a learning system that was introduced for purposes of support in Mathematics and English. Even though the pilot programme centred on Mathematics and positive outcomes were documented, it has not really as yet become an integrated part of learning and teaching in the Mathematical department. PLATO for English has had many positive spin offs in addition to the academic support. Lecturers report that PLATO has had an impact on academic performance and mindsets. Students are eager for digital instruction and in the Fundamentals department it is clear that the passion for e-learning is the result of PLATO having been the launching pad. Many staff in this department who labelled themselves technophobic is now passionate users of blogs and blended learning. Student enthusiasm for these lecturers and their methodology is recorded on the CCT blog.

BLENDED LEARNING MATERIALS DEVELOPMENT

Textbook style learning materials have been transformed into graphically represented content as reflected above. Areas of development have been in English, Life Orientation, Mathematics, Art, Jewellery Design, Early Childhood Development and Business Studies. All developed material is stored on the Electronic Resource Bank.
The ERB is a repository of all staff learning material contributions, both their own and those developed by this unit. All Learning/Subject areas at CCT are given storage space. Material is easily accessed and downloaded, encouraging the concept of portability of learning and learning materials. This initiative encourages staff to engage with best practices and current developments in terms of content and pedagogy as reflected in the graphic below.

The popularity of the CCT blog is growing as can be seen by the number of recent views or “hits” on the site. The graph below depicts the increasing use captured in the statistics below.

ECHO Lesson Capturing and Archiving

The ECHO system captures lessons as they are being taught. Two screens, as depicted below are captured: the teacher/lecturer delivering the lesson and the electronic learning material (e.g.: Power Point) is captured off the data projector.

This initiative has groundbreaking implications for service delivery at the College of Cape Town in that it enables the archiving of best practices which creates a benchmark for excellence.

Media Rooms will be used to enable lesson capturing as capturing equipment is portable. Processing will occur on the ECHO Server at the Crawford Campus.

Staff in this unit has received intensive training in the use of this tool. Lecturing staff have shown an enthusiasm for lesson captures and we hope to develop this project at the Crawford campus before rolling out across campuses.

STAFF TRAINING

Blended E-learning Literacy Training Programme

TRAINING SCHEDULE

- Two-tiered training namely Level 1 (basic introduction to design and PPT) and Level 2 (more advanced 3rd party tools for blended teaching).
- Both tiers comprised of two 2-hour workshops over a four week cycle, with 2 hours per week commitment to online activity during the cycle (total 6 hrs of course activity per tier).
- Two cycles of Level 1 training before initiating Level 2 training.

DESIRED OUTCOMES

- Course attendees created at least one resource of teachable course material in PPT.
- Attendees used the course material to deliver a lesson in the media room.
- An Echo capture of the lesson was taken for archiving and evidence of course completion.
- All developed material was loaded on to the CCT Electronic Resource Bank.

MEDIA ROOM DEVELOPMENT

A Media Room with the following equipment is envisaged on each campus:

- Data Projector
- Sound
- Installation
- PC
- Network point
- White Screen
- Power plug

This will create a context for the delivery of blended learning lessons, using the developed resources and facilities. Network points in these venues will enable access to the CCT blog and the CCT Electronic Resource Bank. Access to other useful sites will also enhance the content of lessons and ensure student-focus in the classroom.

At the Crawford campus this process has taken off successfully. A booking system ensures that staff has both access and support in the use of this facility.

OPEN LEARNING CENTRE (OLC) DEVELOPMENT

This Unit also supports OLC development and open access learning using the E-structures being developed. The following have been achieved:
- OLC committees at each campus to provide support to Librarians/OLC managers;
- A broader committee for purposes of support and networking;
- Set up of a library on each campus;
- All systems [catalogue and access] installed;
- Open access to e-learning structure/facilities:
  - Open PLATO access: PLATO has been opened for all to use in the OLC/libraries. Thus any person who wishes to search for material on PLATO no longer needs to have a personal log on, instead log on details are placed on each work station;
  - Student Magazine;
  - E-magazine;
  - A growing store of learning material;
  - CCT support blog access;
  - ERB access where possible.

Objectives in further development

- Upgrade of computers so that the competencies taught in the computer rooms can be hosted in the OLC/Library;
- A growing awareness of e-resources;
- An envisaged book drive to enable subject related books/learning material in the OLC/Library;
- Staff training to ensure excellence in service delivery in terms of academic support;
- Library/OLC Staff projects to ensure that facilities become dynamic places for academic support;
- Student Learning Material storage facility to be developed.

3-YEAR PLAN INCORPORATING 2010, 2011 AND 2012

2012 IMPLEMENTATION

Learning Management System (LMS) implemented on all campuses:
- Open Access (OLC) (phase 1);
- Integrated [computer rooms/timetabled] (phase 2);
Supported by development in these Building blocks (2010 and 2011):
- Digital storage facility;
- Social networking tools;
- Materials development;
- Open access: OLCs.

2011 ROLL OUT
- ERB roll out;
- Blog use and roll out;
- Blended learning materials development and Interactive WhiteBoard [Strive Pen];
- PLATO for Mathematics;
- Lesson Capture and archiving: ECHO;
- MOODLE installation and development.

2010 DEVELOPMENT

Building blocks:
- ERB development;
- Blog development;
- Materials development;
- PLATO maintenance;
- Media room development.
Qualifications:
National Trade Certificate - National Certificate for Technicians. NCT T3
Civil, NTC Cabinet Maker, National Teachers Diploma (Workshops),
National N-Diploma (Mechanical), BEd School Management and
Technica, Honours, MBA.

Experience in FET Sector:
30 Years

Other experience:
4 Years as an apprentice and tracks man in the furniture industry

Vision for the College:
That everyone is proud to be part of the achievements of the College

Quote:
“What is your plan B?”

Message to staff and students:
If you have a dream go for it, if you do not have a dream, get one and
go for it - you can!

Qualifications:
BA (Public Management), BA Honours (Public Management), B Compt
Accounting Science

Experience in FET Sector:
1 year

Other experience:
19 years (Local Government) and 6 years (Banking sector)

Vision for the College:
Growth, achievement of excellence and College of choice for all
candidates pursuing Further Education and Training.

Quote:
“YESTERDAY was to learn and TOMORROW will be the consequence of
what we do TODAY”.

Message to staff and students:
Always do your best, believe in your abilities and strive to be the best
God wants you to be.
With the competent guidance of the Audit and Finance Committee of Council committing to specific financial goals and strict budget controls, the overall financial performance and financial position of the College have improved over the past few years.

The introduction of the new funding regime created a number of challenges for the College but fortunately the College resounded promptly and responsibly and is presently reaping the benefits. The phasing in of the National Certificate Vocational and the phasing out of the N-programmes were not easy and the College expanded its involvement in the offering of SETA programmes with the delivery of learnerships. The income over the past years increased steadily.

Students experiencing financial difficulty are supported by a number of bursary schemes to obtain access to College education and training. During 2010, the State supported over a thousand students at the College with bursaries totalling R6,086 million. Other bursary schemes such as the Ikapa Eihlumayo bursary scheme and the Access Trust also provided financial support to needy students at the College.

During the past number of years the College embarked on a wide range of cost saving measures. Operating expenditure was kept well in control. Through innovative interventions and avoiding preventable expenses as well as increasing the average class size the productivity of the College has improved.

![Graph showing total expenditure]

The 2010 operating expenditure indicates that the staffing cost remain a large proportion of total expenditure. The operating expenditure was kept under desired control even during a period of high inflation and other increases. The figures exclude the cost associated with the WCED administered staff.

![Graph showing operating expenditure 2010]

Through the past number of years the College managed to grow its asset base by means of capital investments as well as building a reserve fund for future capital investments.

![Graph showing income 2010]

Revenue for 2010 is well balanced between student tuition fees, learnership and other income. Over the past three years learnership activities contributed largely to the operating surplus of the College. We pride ourselves in that the 2010 increase in tuition fees was below the inflation rate.

![Graph showing revenue breakdown]

Learnership and Departmental income: R42 050 290
Tuition Fees: R42 130 035
Other: R17 078 986
In 2006 the Department of Education embarked on a three year (2006-2009) recapitalization programme for Further Education and Training Colleges. The College received funding that was focussed on six strategic areas:

- Human Resource Development (R2.8 million),
- Curriculum Development (R4 million),
- Improvement of Administration System (R1 million),
- Upgrading of Infrastructure (R15.4 million),
- Upgrading of Sites (R1.2 million) and Training Equipment (R14.9 million).

This financial injection into the College assisted the College to do upgrading of its infrastructure and other critical areas to place the College in the forefront in delivering the National Certificate Vocational as well as other training needs identified to bridge the skills shortage.

The recapitalization grant enabled the College to rationalize its programmes and thereby minimise the duplication of various programmes. It therefore provided the College with the opportunity to start with the developing of all campuses into Centres of Excellence and roll out a strategy of total integration.

Nationally the recapitalization grant totalled R1.9 billion.

SESD PHASE 1

College of Cape Town was identified as one of the 2 Colleges in the Western Cape to be supported by the SESD Programme. The discussions started in 2002 on College level with SESD. The major purpose in 2002 was to finalise the implementation strategy for the SESD programme for the period 2002-2005.

The merger of the 4 former institutions of which 2 were state-aided and 2 were state Colleges have brought a certain challenge to the newly merged College. The 2 state-aided College (Cape College and Western Province Technical College) received limited subsidy from the Western Cape Education Department (WCED) and the other 2 (Athlone Technical College and Sivuyele Technical College) received substantial subsidies from the WCED. The challenge was that the partners in the merge had different business cultures, differences in budgeting and planning and large differences in work ethic and attitude. The background of the former institutions was also very diverse, two coming from a previously disadvantaged background and historic struggle and the other two were from the more privilege and historic advantaged communities. This has brought a huge challenge to the College to establish a new College culture. The biggest challenge was not diversity management but change management in a diversified environment.

The brought areas addressed in the 2002-2005 implementation strategy were capacity building for College Councils, management and staff, the establishment of the Linkages and Programmes Unit and the establishment of the Student Support Services Unit. The biggest challenge at that stage was not to establish the said units, but to ensure that they will have the relevant equipment and systems to operate with.

The development of an organisational structure for the new College was also a major intervention at the beginning. To align the various units, to ensure that the structure will support the strategy, functions being centralised and the establishment of the Central Office for the College of Cape Town were fully supported by the SESD intervention.

The training of lecturers as assessors in outcomes based education to enable the College to participate in the national learnership and skills development initiative, was also supported by the SESD programme.

During 2002-2003 the HIV/AIDS awareness programme was also rolled out. This included the training of all management, staff and students. In 2004 a Train-the-Trainer programme was also completed.

A Staff Manual for College Employees was developed and all staff and managers received training to implement the employment policies and procedures. Managers also had an opportunity to be trained in the labour relations and management of staff processes and procedures.

The development of a Corporate Communication and Marketing Strategy on provincial and at institutional level was also one of the major successes during this period.

The compilation of the Council Manual and the training of council members in governance were of major importance during 2004.

Staff development and training supported by the SESD during 2004-
2005 included coaching & facilitation of students, customer services, report writing skills, assertiveness, skills development facilitation, Xhosa for beginners and strategic planning and implementation.

To provide the necessary support to improve Mathematical skills, the PLATO programme was introduced. To be able to provide this service, the computer equipment to establish the PLATO laboratories was also provided by the SESD programme.

There was also huge support by SESD to establish Open Learning Centres at the College.

Due to the SESD contribution of the necessary equipment for the learnerships at Guguletu, the campus in a previously disadvantaged community, created the opportunity for more than 200 students to attend programmes in Craft Jewellery Skills, Wood Finishing, Cabinet Making, Upholstery, Ceramics Craft Production and Textiles Craft Production.

An Employment Equity awareness campaign, establishment of a consultative committee and the completion of the Employment Equity Plan was also another highlight for 2004.

An audit of the QM system was also completed in 2004.

Much needed Computer Graphic equipment was provided by the SESD programme at the City campus. This has created an opportunity for students to work with similar programmes than that of industry to improve their employability.

The College has merged in 2002, no vacancy list was provided and no academic posts were advertised for more than 5 years. This brought a huge challenge to the College to manage the various programmes, without having permanently employed managers in the various posts. The management capacity of staff acting in these posts were critical for the institution and the mentor and coaching programme supported by SESD in this regard was an advantage to the College.

The mentorship programme was focused on the academic management with a specific focus in the Art & Design, Hospitality, Tourism, Hair Care and Beauty Therapy programmes. All these programmes are categorised as General programmes and includes the major growth area for the College. The benefits of this intervention were the growth in these programmes and the stabilisation of the turnover of staff especially in the Art and Design programme. Two of these programmes, Hospitality and Tourism, was part of the new National Certificate Vocational implemented in 2007. Art and Design, Hair Care and Beauty Therapy forms part of the occupational programmes offered from 2007 at three campuses. The College faced a major challenge in merging the Hair Care and Beauty Therapy programmes that were previously offered on two campuses, at the Wynberg campus as from 2007.

The support that the College of Cape Town received from the SESD programme has given us the opportunity to improve in various areas such as staff development, building capacity, reducing equipment shortages, replacing outdated equipment, providing improved training facilities to our students to ensure their employability in the labour market, provide students with skills in crafts, furniture making and jewellery manufacturing to ensure self employment and alleviation of poverty, provide support to students in the Engineering field to improve their Mathematical skills to ensure their success in the various Engineering programmes and to establish the various systems, policies and procedures needed to ensure sustainability of the College in the future.

Without the support of the SESD 1 programme the College of Cape Town would not have been as successful, although limited success, in managing its business, programmes and in identifying opportunities for programmes, placement of students and staff development. In analysing the HSRC reports, the result of the progress of the College seemed to be slow, but it needs to be pointed out that the College has constantly improved in the various aspects as researched by the HSRC. These reports were a valuable tool to analyse, measure, review and improve the progress of the College in the various areas.

**SESD PHASE 2**

The Danish government has supported the College of Cape Town as one of seven in South Africa since 2004 in areas such as student support, linkages and partnerships, Occupational Health and Safety, equipment and staff development. The main focus was on development of the College, the staff and students and to share the best practices developed during the process. The following projects were sponsored through this initiative from 2007-2009:

- Inclusive Education Project in ICT at the Crawford Campus;
- Inclusive Education Project in Hair Care for hearing impaired students at the Wynberg Campus;
- Purchasing of essential equipment to meet the OH&S requirements in critical areas at all campuses;
- Supporting the Linkages and Programmes Unit;
- Support to the Student Support Services Unit;
- Staff development;
- Research project in Guguletu;
- Inclusive Education Project in ECD at the Gardens campus;
- SIOP (LOLT) training project of 80 educators in the LOLT technique;
- Leadership in the Connectivity Economy project – training of 20 leaders on Level 5 in leadership skills by the University of the Free State;
- SRC training and development;
- Peer Education Project at the Crawford, City, Gardens and Guguletu campuses;
- Textile Printing Studio at the Guguletu Campus;
- Jewellery Design Studio and Project at the Guguletu Campus;
- Provision of PLATO labs at all campuses;
- Provision of a Computer Graphic Laboratory at City Campus.

**OTHER AREAS OF DEVELOPMENT:**

**PROFESSIONAL DEVELOPMENT OF ACADEMIC STAFF**

54 Staff members received bursaries to improve their professional qualification in 2007/8, and all academic staff were trained in relevant areas to ensure successful implementation of the NCV programme. This included subject related training, outcomes based education, assessment, moderation, coaching and facilitation in an OBE environment, to name but a few.

**LEADERSHIP DEVELOPMENT PROGRAMME**

An advanced programme in Leadership Development was offered to 20 middle and senior managers by the University of the Free State. This programme was successfully completed by 19 of the managers in 2008.

**QUALITY ASSURANCE**

Various QA process were developed and implemented to ensure improved academic delivery. Main processes regarding assessment, internal and external moderation and verification processes were developed to ensure successful implementation of the NCV programmes and to adhere to the NDE and Umalusi requirements. Exam results for NCV identified the various challenges the FET Colleges faced with the students from the GET system. The College is however confident that the necessary processes and procedures were developed and implemented to ensure improved results on a continuous basis.
CONCLUSION

The College of Cape Town, College Council, management, staff and students wish to express our sincere appreciation to the support we have received from the SESD Programme and the Danish Government. We trust that as we develop and build on the foundation that was established by the kind support of the SESD programme, generations to come will be proud life long students at the College of Cape Town.

“Only transformation in Education can truly provide freedom in South Africa.” These were the words of Dr. Blade Nzimande, Minister of Higher Education and Training at the official Support to Education and Skills Development (SESD) Project handover function hosted at the College of Cape Town’s City Campus on 17 February 2010. The function was attended by the Danish Ambassador, Mr. Dan E. Frederiksen and more than 30 delegates representing the Department of Higher Education and Training, the Western Cape Department of Education, DANIDA and various FET Colleges.

Guests were provided with an insight into the achievements of the SESD project - a development project of the National Department of Education in conjunction with DANIDA, the Danish International Development Agency for Development Support.

The project, valued at R200 million and made available to South African public Colleges by the organisation in 2004 for this purpose, was implemented at seven Colleges throughout South Africa, three of which are based in the Western Cape. The project focused on the implementation of policy development, capacity building of staff and student development through the introduction of dedicated Student Support Services at the campuses of the College of Cape Town, West Coast College and South Cape College. Students who have benefited from the investment used the opportunity to convey their appreciation to the Danish Government through highlighting their experiences since the implementation of the project.

Dr. Nzimande’s dedication to the development of FET Colleges within South Africa and his drive to simultaneously eradicate the negative perception of FET Colleges was clearly noted in his focus to not only extend the number of programmes available at vocational Colleges in future, but also his vision to establish FET Colleges as “career centres”. “The perception of Colleges must change so that they are no longer seen as the younger siblings of universities, but as the first choice for potential students”, he said. His sentiment that Colleges play a crucial role in the education system was shared by Ms. Penny Vinjevold, Director General of the Western Cape Education Department who also attended the function.

The Danish Government’s commitment to transformation in the education sector in South Africa was clearly evident in their commitment to the SESD Project, their active participation in improving the educational services made available to College students, and their intention to invest further funding in South African FET Colleges.
<table>
<thead>
<tr>
<th>PROGRAMMES OFFERED:</th>
<th>CAMPUSES</th>
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</thead>
<tbody>
<tr>
<td>Size of Campus - FTEs (2009)</td>
<td>ATHLONE</td>
</tr>
<tr>
<td>190</td>
<td>2,949</td>
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<tr>
<td>Size of Campus - % of College (2009)</td>
<td>2.70</td>
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<tr>
<td>Academic Manager allocated to each campus Programme Manager</td>
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<tr>
<td>Electrical NCV</td>
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<td>Electrical Nated</td>
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<td>Electrical CBMT</td>
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<td>Refrigeration</td>
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<td>Electronics</td>
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<td>Trade Testing</td>
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<td>FEA NCV</td>
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<td>OA NCV</td>
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<td>Management NCV</td>
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<td>Marketing NCV</td>
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<td>Management Assistant Nated</td>
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<td>Technical Finances</td>
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<td>Wealth Management</td>
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<td>National Senior Certificate</td>
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<td>New Venture Creation</td>
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<td>ITS NCV</td>
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<td>CISCO Academy</td>
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<td>Microsoft Academy</td>
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<td>School Business Administration</td>
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<tr>
<td>Education &amp; Training NCV</td>
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<td>ECD Learnerships</td>
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<td>ECD NCV’s Programmes</td>
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<td>BA Degree</td>
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<td>Mathematics NCV</td>
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<td>Literacy NCV</td>
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<td>Life Orientation NCV</td>
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<td>Fundamentals Occupational</td>
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<td>Haircare</td>
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<td>Beauty Therapy</td>
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<td>Hospitality NCV</td>
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<td>Hospitality Occupational</td>
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<td>Tourism Occupational</td>
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<td>Civil &amp; Construction NCV</td>
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<td>Jewellery Manufacturing &amp; Design Learnerships</td>
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<td>Upholstery Learnerships</td>
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<td>Ceramics Learnerships</td>
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<td>Goldsmith Trade Testing</td>
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<tr>
<td>Functions / Units / Departments Support Provided at Campus Level</td>
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<tr>
<td>Student Administration</td>
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<td>Exam Administration</td>
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<td>Campus Coordinators</td>
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<td>SSS</td>
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<td>IT Technical Support</td>
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<td>Work Placement</td>
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</tbody>
</table>
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