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POLICY ON STUDENT ADMISSION

RESPONSIBILITIES

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LIST OF ACRONYMS AND ABBREVIATIONS

ABET /AET   Adult Education and Training

CAP   Competency Assessment Programme

CET Act   Continuity Education and Training Act (16 of 2006)

DHET   Department of Higher Education and Training

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

GER   Gross Enrolment

LOLT   Language used for learning and teaching

NC (V)   National Certificate (Vocational)

NSFAS   National Student Financial Aid Scheme

NATED   National Accredited Technical Education

NDP   National Development Plan

NQF   National Qualification Framework

RPL   Recognition of Prior Learning

SAQA   South African Qualification Authority

SSS   Student Support Services

SETA   Sector Education and Training Authority

TVET   Technical and Vocational Education and Training

UNFPA   United Nations Population Fund

1. SECTION 1: INTRODUCTION

1.1 The admission policies of Technical Vocational and Training Colleges (TVET) Colleges are underpinned and guided by the Constitution of the Republic of South Africa, 1996 (Act no 108 of 1996).

1.2 The TVET College system needs to respond to the country's need to redress past imbalances and inequalities by transforming education and training in order to improve the livelihoods of individuals and contribute to the economy and broader society.

1.3 The policy seeks to provide a balance between the provision of access in TVET Colleges with the aim of redressing the imbalances of the past and ensuring rigorous success of students. This will ensure that we recruit the capable students who have a keen interest in vocational and technical education.

1.4 The TVET College system has expanded access thus receiving exponential growth in student enrolment. This brought with challenges of places for students and increased the competitiveness of access in our college system. The DHET is shifting its focus from access to quality which is critical towards positioning TVET Colleges as institutions of first choice.

1.5 We further recognise the importance of proper career guidance to direct our students to programmes which they would have an aptitude and provide training areas required for the country's economy growth.

1.6 The *White Paper for Post –School Education and Training* (WP-PSET) envisages a post-school education and training system that is committed to achieving the following objectives:

1.6.1 Education and Social Justice;

1.6.2 A single coordinated system;

1.6.3 Expanding access, improving quality and increasing diversity;

1.6.4 Education and work; and

1.6.5 Responsiveness

1.7 The TVET College sector is required to provide quality opportunities across a wide range of qualifications that are fit for purpose and are responsive to the changing requirements of work and social context, designed for student demands and can articulate appropriately to meaningful opportunities in employment and further study.

1.8 The Department of Higher Education and Training, herein after referred to as the DHET, has developed this policy to guide TVET Colleges to administer admission systems that uphold the national higher education transformation goals and values of equity of access and redress of past inequalities. TVET Colleges must therefore commit themselves to provide conducive conditions and opportunities for effective learning.

1.9 The DHET recognises that the CET Act entrusts the role of developing College admission policies to the Council. This policy is therefore developed for the TVET College Council to adopt or adapt it when the develop their own.

1.10 Due to the diversity of programme offerings in the sector, differentiated admissions criteria are required to respond to the different qualification objectives. These amongst others will include providing opportunities for the advancement of participation in programmes that require critical and scare skills, which will lead to filling the gap for occupations in high demand, qualifications that are designed to absorb large number of learners.

1.11 Once the Department of Basic Education (DBE) makes the three stream model universal, then grade 9 graduates will only be accepted for programmes leading to a trade.

2. SECTION 2: BACKGROUND

2.1 FET Colleges were renamed as TVET Colleges in the White Paper, to signify that they have a specific focus on providing mid-level programmes that have direct articulation to the world of work (which is defined as including formal employment, self-employment and other forms of work).

2.2 Historically TVET Colleges catered to the specific needs of employed youth and adults, who required theoretical knowledge to support their workplace experience and practical knowledge, and to lead to some sort of tangible certification as evidence of their acquired knowledge and competencies.

2.3 The United Nations Population Fund (UNFPA) indicates that in South Africa secondary school Gross Enrolment (GER) is high at over 90 per cent. There are 2 million young people aged between 19-24 years that are unemployed and not in educational institutions. 45.4 percent of males and 55 percent of females in the 15-24 year age group are unemployed.

2.4 The DHET/TVET NSFAS Bursary scheme has been a key mechanism to provide access and contributed to the growth and expansion of the TVET College sector. The growth of the TVET College sector has grown exponentially and the College system is currently unable to accommodate future growth without material contribution to infrastructure development.

2.5 The post school education and training system experiences huge demands of students with limited capacity to absorb all the prospective students that progress and as a result significant numbers of young people remain excluded from accessing post- school opportunities. Alternative forms of post –school education such as open learning are critical to responding to the demands of access for young people.

2.6 Although there are pockets of excellence from isolated institutions within the TVET College system, generally there are serious quality concerns regarding the qualifications and responsiveness. Therefore, it is essential that the admission criteria in the respective TVET Colleges be carefully considered and subjected to rigorous success standards.

3. SECTION 3: OBJECTIVES OF THIS POLICY

To provide guidance on requirements for student admissions for the college.

4. SECTION 4: APPLICATION OF THIS POLICY

This policy applies in terms of the *Continuing Education and Training Act, 2006 (Act No. 16 of 2006).*

5. SECTION 5: RATIONALE

5.1 TVET Colleges have been established to provide opportunities to young people who want to access post-school education and training to cater for the diverse prospective students that want to purse mid- level skills, by providing them with training, skills development to gain access to the labour market and skills which are required by the South African economy.

5.2 Public TVET Colleges have been established to expand access to post school education and to become the institutions of choice to school leavers and out of school youth. The state is mandated to ensure its youth; communities have access to education and training that will deal with socio economic factors faced by communities and the country as a whole.

5.3 In order to increase access and position the TVET sector as the institution of choice, it is critical for prospective students intending to enrol in this sector to meet the academic expectations, programme entry requirements as that will enable them greater chance of success and build capacity to fully participate in the labour market.

5.4 The DHET in the future will increase opportunities for students in the TVET sector by increasing admissions to NQF Level 5 and NQF Level 6.

6. SECTION 6: LEGISLATIVE AND POLICY FRAMEWORK

6.1 In terms of section 29(1) (b) of the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996), everyone has the right to further education, which the state, through reasonable measures, must make progressively available and accessible.

6.2 Section 17 of the Continuing Education and Training Act,2006 (Act No.16 of 2006) outlines the requirements for an admission policy of public Colleges as follows:

6.2.1 Subject to applicable policy, the Council of a public College determines the policy of the College, after consulting with the academic board and with the approval of the Minister;

6.2.2   The admission policy of a public College may not unfairly discriminate in any way and must provide appropriate measures for the redress of past inequalities; and

6.2.3   The Council may, subject to applicable policy, the approval of the Director-General and after consultation with the academic board,

6.2.4   The Council of the College must take the necessary steps within its available resources to ensure that the College is accessible to disabled students.

6.3   The Education *White paper 6 on special needs education*: Building an Inclusive Education and Training System provides for a framework which guides the transformation of practices related to examination and assessments in general with a view to achieving enabling mechanisms to support candidates with barriers to learning.

6.4   The White Paper on post school education, 2013, called for a strategic policy framework to guide the improvement of access to and success in post-school education and training for people with disabilities and this includes private institutions. The framework should include accurate definitions of multiple types of disabilities that exist in society and the differentiated response required by the post- school system. As a response to this call, the DHET has developed a disability policy for the post-school education and training system.

6.5   The White Paper emphasised the need for a holistic approach to addressing disability which includes, specialized technology, assistive devices, reasonable accommodation, practices for students and staff with disabilities.

7.   SECTION 7: DETERMINATION OF CRITERIA FOR ADMISSION TO TVET COLLEGES

7.1   The College Council determines the admission requirements to the College in line with the policies and regulations promulgated by the department of Higher Education and Training, and include:

7.1.1   Determining the entrance requirements in respect of all qualifications;

7.1.2   Determining the number of students to be admitted for a particular qualification and the manner of their selection;

7.1.3 Determining the minimum and maximum duration of study pertaining to a particular qualification;

7.1.4 Determining the minimum requirements for re-admission or conditions

7.1.5 Determining the medium of instruction ; and

7.1.6 Determining the standards and conditions under which students may be refused re-admission to the College.

7.2 This policy will provide further guidance and ensure consistency with regards to administration of students' admission processes in TVET Colleges:

7.2.1 Implementation of the registration process;

7.2.2 Provide for the cancellation of registered students

7.2.3 Admission of students with special learning and educational needs

7.2.4 Admission requirements for international students

7.2.5 Registration periods for all programmes

7.3 Students' admission into a TVET College shall be subject to the students' acceptance of the rules and academic regulations of that particular institutions. Acceptance of a space at the College shall be taken to constitute acceptance of all published policies and regulations that may pertain to qualifications and all lawful transaction of the College and its agents.

7.4 Whilst it is good to have an admissions policy, it is equally important to put system in place to ensure improved students' performance and achievement. The College is therefore expected to adhere to the DHET's student attendance and punctuality policy that will assist to monitor attendance of the students once admitted.

7.5 The TVET College must through its prospectus, indicate when and how the College will conduct and orientate students in the academic programmes, irrespective of the nature of the programme enrolled for.

7.6 The Council should develop a *College Student Code of Conduct* which every student must sign upon registration.

7.7 The College should consider implementing a mechanism of conditional acceptance offers which will be confirmed upon final examination results. This will assist in planning for College enrolments and alleviate the pressure of backlogs during registration.

8. SECTION 8: ADMINISTRATION OF ADMISSIONS

8.1 A person may register as a student in a TVET College, only if he or she satisfies the legal requirements for admission to study at the College and satisfies any other requirements for admission that may be determined by the Council and laid down in the *College student Code of Conduct.*

8.2 To be eligible for admission to a programme in a TVET College, the applicant must be a South African citizen or have a valid study permit, if it is a foreigner.

8.3 Preference will be given to students who are:

8.3.1 South African citizens

8.3.2 Residing within the catchment area where the College is located unless the College does not offer the programme required by the prospective student.

8.3.3 Good academic record as per scoring criteria per programme

8.3.4 Good attendance as per Punctuality Policy for returning students

8.4 The application process for a new academic year for NC(V), S1 and T1 must commence, in August the preceding year and for T2 in March, S2 in May and T3 in July of the new academic year. This will alleviate the pressure and backlogs that Colleges find themselves in and will also allow ample time for prospective students to apply.

8.5 The closing date for all applications will be the end of October of the preceding year for NC(V), T1 and S1 and 31 March for T2, 15 June for S2 and 31 July for T3 in the new academic year.

8.6 If it is decided to implement conditional offers to students, conditions to such offers, such as meeting a specific level of performance will be developed.

8.7 Additional support and accommodations for learners with special needs to assist in providing guidance for admissions must be put in place.

8.8 Management and Academic Board have guided the development of a suitable admission process and the provision of services for prospective students which is inclusive, fair and transparent.

Registrations will be open for 2 week during each intake. This will allow enough time for teaching and learning, particularly for students who are studying towards a Report 191 certificate.

9. SECTION 9: SELECTION AND PLACEMENT ASSESSMENTS

9.1 A selection and placement test will be administered as part of the recruitment and selection process of the prospective students, as this would assist in the correct channelling of students to relevant programmes. Specific additional tests will be done for certain occupational programmes such as Welding, etc

9.2 Placement tests and procedures are implemented to prospective students to enable them to be placed in an appropriate programme. This will allow the Student to enrol in a programme which they have the necessary background, also enables the College to identify which learner needs additional support.

9.3 No student will be accepted or admitted into a College without undergoing the placement assessment process.

9.3.1 The selection and placement test is used to identify students who may require onward referral or learning and academic support.

9.3.2 Students must receive acceptance confirmation letters from College if the application process was successful.

9.3.3 Assisting students with information on how to apply for financial aid or give options to students on how to assist them to source study funding.

9.3.4 The planning, preparations, processes and procedures for the admission and registration of students.

10. SECTION 10: MINIMUM ENTRY REQUIREMENTS

10.1 The prospective student must be in possession of the relevant minimum entry requirements for the National Certificate (Vocational), Report 191 and Occupational Programmes as stipulated in the relevant policies national policies of the Quality Assurance Bodies.

10.2 The College will provide a balance between access and success by recognising prospective students from disadvantaged groups and ensuring quality by selecting students that demonstrate good academic capabilities.

10.3 A student who wishes to enrol for the National Certificate (Vocational) or a report 191, N1 certificate should have a grade 9 pass as a minimum and for Occupational Programmes the relevant entry requirements will be specified by the QCTO/SETA.

10.4 The duration of enrolment must take a maximum of four trimesters and maximum of three semesters. The College will develop additional entrance requirements for students intending to enrol in specialised programmes such as engineering.

11. SECTION 11: ADMISSION REQUIREMENTS FOR NC(V) STUDENTS

11.1 The students are permitted to study for a maximum of four years for NC (V) Level 2, 3 and 4, taking into account possible subject failures.

11.2 Minimum entrance requirements are NQF1 i.e. Grade 9 and AET Level 4

11.3 Entry requirements have been guided and aligned to the NC (V) policy. A point system for entry into qualifications will be utilised.

12. SECTION 12: ADMISSION REQUIREMENTS FOR REPORT 191 STUDENTS

12.1 Minimum entrance requirements as aligned by the NATED Policy. Students who have passed to Grade 12/NC (V) Level 4 will be admitted to N4.

12.2 Students who have passed grades 9, 10, 11 or 12 who want to pursue an artisan career will be admitted to N1 based on a point system

13. SECTION 13: ADMISSION REQUIREMENTS FOR OCCUPATIONAL PROGRAMMES

13.1 Minimum entrance requirements as per registered Skills Programme/ Learnership approved by QCTO/SETA

13.2 To be eligible to apply for an Occupational Programme a student who previously enrolled for NC(V) or Report 191 programmes will only be

considered if such a student have fully completed the NC(V) or Report 191 programme (passed all subjects).

14. SECTION 14: ADDITIONAL ENTRY REQUIREMENTS

The College Council has determined additional entry requirements by means of a point system for NC(V) level 2, Report 191 N1 and Report 191 N4 in an effort to improve the quality and performance of specialised programmes.

15. SECTION 15: REGISTRATION PERIODS: REPORT 191

NATED Programme may be offered on a part-time basis during the afternoon and evenings. The duration of the engineering studies is three trimesters: first trimester - January till March; second trimester – May till July and third trimester - September till November. Business studies duration is two semesters.

16. SECTION 16: RE-ADMISSION

16.1 For a student to be admitted in the next level he or she must comply with the promotional requirements of the previous level as guided by the DHET's progression policy.

16.2 If a student has failed the level of study he /she can enrol and the College will provide academic support programmes to assist the student to succeed.

16.3 Enrolled students who have moved from another College are to supply a transfer letter to the new College upon registration.

17. SECTION 17: ACADEMIC EXCLUSION

17.1 A student will be denied admission where the student performed poor (did not meet the requirements to proceed to the next level twice) and had a poor attendance record.

17.2 If a student has failed twice and more on his/her field of study, with academic support interventions and they still fail, they will not be re-admitted.

17.3 A prospective student is denied if he /she had been expelled from another College as part of a disciplinary sanction or Examination sanction from the DHET.

18. SECTION 18: CERTIFIED DOCUMENTS REQUIRED FOR ADMISSION FOR A STUDENT

18.1 All documents will be become the property of the College. If documents are not in English as the medium of communication, they must be accompanied by a certified translation in English.

18.2 Identity document or passport for foreign students

18.3 Academic records

18.4 Grade 9, 10, 11 or 12 certificate/NC(V) level 4 (whichever is applicable to the programme to which the student want to enrol); or

18.5 Adult Education and Training (AET) LEVEL 4 which is equivalent to the National Qualification Framework (NQF) level 1 certificate or

18.6 N1 Certificate

18.7 Foreign students: South African Qualification Authority (SAQA) approved foreign qualification and proof of medical insurance or cover.

18.8 Placement test qualified

18.9 Meeting the requirement of Point system criteria for specific programme

18.10 Proof of provisional funding status from NSFAS (Students should note that NSFAS application process opens from August of each year proceeding the study year)

18.11 A signed proof of registration

18.12 Proof of address, contact details of next of kin or responsible persons

19. SECTION 19: ADMISSION OF NON–CITIZENS

19.1 A student who entered the country as a refugee or immigrant must present a study permit when applying for admission to the College.

19.2 Persons classified as aliens must, when they apply for admission, show evidence that they have applied to the Department of Home Affairs to legalise their stay in the country in terms of the Aliens Control Act,1991(Act No.96 of

1991) as amended in section 2 of the Aliens Control Amendment Act,1995(Act No.76 of 1995).

19.3 The onus is on the student to provide proof of academic record approved by South African Qualification Authority (SAQA) if it's a foreign qualification.

19.4 The student will be given 2 week to provide the certificate and if he/she cannot provide the certificate their registration will be terminated.

20. SECTION 20: STUDENTS WITH SPECIAL NEEDS

The College will admit students with special needs and will make the necessary arrangements, as far as practically possible to make teaching and learning accessible to such student.

21. SECTION 21: RIGHT TO APPEAL

Any student or parent /guardian of student who has been refused admission to the College may appeal against the decision through the College Council.

22. SECTION 22: REGISTRATION REGISTER

22.1 The Data and Information Manager and Campus Managers will be responsible for all student registrations. The Data and Information Manager will verify and monitor capturing of data by Campuses and Campus Managers will be responsible for the safekeeping of all Registration documentation.

22.2 The College Council must determine how the registration records of the TVET College will be kept. The format of the tool which needs the biographical and demographic information of student such as surname and full names, date of birth ,age, identity number/pass sport number, disability, qualification details, names of students next of kin, their addresses and while studying address and contact details.

22.3 Entries in the registration system will be verified against each student's information such as identity document or passport.

22.4 Officials from national and regional offices must be able to access the electronic registration system and the register.

23. SECTION 23: MONITORING AND EVALUATION INSTRUMENTS FOR THE COLLEGE SYSTEM

For this policy framework to be effective it will be supported by set of monitoring and evaluation instruments indicated below:

23.1 Registration monitoring tool

23.2 Annual surveys

23.3 Annual reports

23.4 Quarterly enrolment Monitoring tool

23.5 Student Support Services Plan monitoring tool

23.6 Functionality Assessment Tools

23.7 Annual monitoring tool

23.8 Technical and Vocational Education and Training Information Management System (TVETMIS)

23.9 Any other instruments as may be required from time to time

24. APPROVAL

The Admission Policy is agreed to respectively by the College Council Sub-Committee, Academic Board and Management of West Coast TVET College and approved by the West Coast College Council.