




**higher education  
& training**

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

**STANDARD OPERATING PROCEDURE  
FOR THE INTRODUCTION OF NEW PROGRAMMES IN COMMUNITY  
EDUCATION AND TRAINING COLLEGES**

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| <b>BRANCH</b>                                      | <b>COMMUNITY EDUCATION AND TRAINING</b>   |
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## **ACRONYMS AND ABBREVIATIONS**

|          |  |
|----------|--|
| CET:     | Community Education and Training                   |
| CLC:     | Community Learning Centre                          |
| ETDP:    | Education Training and Development Practices       |
| LTSM:    | Learning and Teaching Support Material             |
| MoA:     | Memorandum of Agreement                            |
| NDP:     | National Development Plan                          |
| PQM:     | Programme and Qualification Mix                    |
| SETA:    | Sector Education and Training Authority            |
| SOP:     | Standard Operating Procedure                       |
| WP-PSET: | White Paper for Post School Education and Training |

## INTRODUCTION

1. The Ministerial reports on the transformation of Adult Education (Mathe Committee - 2008), the establishment of a Post-School Education system (Lolwana Committee - 2009) and the development of community education and training centres (Potgieter-Gqugule Committee - 2011) facilitated the conceptualisation of Community Education and Training Colleges (CET Colleges) as an institutional model that would provide a diversity of programmes, qualifications or part qualifications which articulate with the qualifications of existing institutions, a model that is oriented towards provision for communities and ensures lifelong learning opportunities.
2. Section 41B (4)(f) of *The Continuing Education and Training Act, 2006* (Act No 16 of 2006) states that the Minister determines a national policy on curriculum frameworks, core syllabi, further education and training programmes, learning standards, examinations and the certification of qualifications, subject to the provision of any law establishing a national qualifications framework or a certifying or accrediting body.
3. This provision by the CET Act facilitated the development of the *National Policy on Curriculum Development and Implementation in CET Colleges (the Curriculum Policy)* The Curriculum Policy provides guidance on the Programme and Qualification Mix (PQM) to be offered by CET Colleges as informed by the identified needs of communities.
4. The Curriculum Policy determines that the CET College PQM must be constituted of:
  - 4.1 *Literacy and Post Literacy programmes;*
  - 4.2 *Academic Qualifications;*
  - 4.3 *Occupational Skills programmes and*
  - 4.4 *Non-Formal programmes.*

## BACKGROUND

5. CET colleges have a legislative mandate derived from *the Constitution of the Republic of South Africa, 1996* to offer relevant programmes to the youth and adults, Section 29 (1) (a)-(b) of the Constitution states that “Everyone has a right to basic education including adult basic education and to further education, which the state, through reasonable measures, must make progressively available and accessible”.
6. The mandate of the CET colleges also finds expression in *Priority No. 2* of the seven priorities derived from the President’s *State of the Nation Address* in June 2019.

7. *Priority 2* is aligned to the National Development Plan (NDP) Pillar: *Capabilities of South Africans*. To articulate this priority, CET colleges will ensure improved access and quality of provision of education and training which would ultimately lead to higher completion rates and student progression rates to institutions of further learning.
8. *The Community Education and Training System: National Plan for the Implementation of the White Paper for Post-School Education and Training System 2019-2030 (CET Sector Plan)*, indicates that CET colleges have a responsibility to raise the base of learning of about 19 million youth and adults aged 20 years and above with a view to enable them to articulate into programmes of further learning, access employment, establish sustainable entrepreneurship, and to sustain livelihoods.
9. The *Organisation for Economic Co-operation and Development report on Community Education and Training in South Africa, 2019* advocates CET colleges as an alternative institutional type to respond to skills shortages for vulnerable youth and adults.
10. The ultimate aim of CET colleges to offer a range of educational and training opportunities is entrenched in its vision of: *A differentiated system that opens up diverse, flexible, accessible, quality life-long opportunities for individuals and communities, so that they can improve their quality of life, by progressively articulating into further learning, employment and/or sustainable entrepreneurship.*
11. It is against this background and context that the development of the Standard Operating Procedure (SOP) for the introduction of new programmes in CET colleges is foregrounded.

## **PURPOSE**

12. The purpose of the Standard Operating Procedure (SOP) for the introduction of new programmes in CET Colleges is to:
  - 12.1 provide guidance to colleges on processes and procedures to follow prior to the introduction of new programmes; and
  - 12.2 establish a framework to standardise processes and procedures for the introduction of new programmes.

## **APPLICATION OF THE SOP**

13. This SOP applies to all Community Education and Training Colleges.

## **PROGRAMMES TO BE OFFERED IN CET COLLEGES**

14. The PQM to be offered in CET Colleges is guided by the needs of the communities where the college is located including the profile of the students. Thus, the selection of curriculum and its delivery of programmes are designed to respond to the target group.

### **Literacy and Post literacy Programmes**

15. Literacy programmes are designed to equip students with reading, writing and numerical skills. Post literacy programmes in the form of Basic Adult Education programmes sub-levels 1, 2 and 3 provide communication and numerical literacy to facilitate functionality in social and economic activities while laying the foundation for articulation into further learning.

### **Academic Qualifications**

16. These qualifications provide students with an opportunity to further learning and articulation into higher education programmes.
17. These qualifications also provide an educational pathway to the youth and adults who may not be able to access education due to age and levels of educational attainment that do not meet entry requirements for the desired targeted programmes.
18. The following qualifications will be offered in CET Colleges:
  - 18.1 *General Education and Training Certificate (GETC);*
  - 18.2 *General Education and Training Certificate for Adults (GETCA);*
  - 18.3 *Senior Certificate (SC); and*
  - 18.4 *The National Senior Certificate for Adults (NASCA).*

### **Occupational Skills Programmes**

19. The White Paper for Post School Education and Training (the WP-PSET) notes that among the youth and adults who are Not in Education, Employment or Training (NEETs) some may require skills that will empower them to enter the labour market while others may need to be re-skilled to align their skills set to the changing technologies.
20. Such individuals will need training in occupational skills more than the academic route. CET Colleges therefore need to offer occupational skills programmes to meet the needs of these individuals.
21. The WP-PSET also acknowledges that some individuals may not be able to enter the formal labour market, CET Colleges need to provide them with skills for alternative means of sustaining their livelihoods.

22. Similar to other programme offerings by a college, provision of occupational skills programmes must be informed by analysis of local economies, local labour markets as well as government priorities.
23. A college must make a determination whether it will offer accredited or non-accredited occupational skills programmes and appropriate processes must be undertaken to ensure that the necessary capacity is available.
24. Occupational Skills Programmes are meant to make an impact on the economy of the country and improve individual's livelihoods, it is therefore critical that relevant programmes are selected. CET colleges shall offer occupational and skills programmes in line with their college plans.
25. According to the *SOP for Academic Boards in CET Colleges* (Paragraph 58) occupational and skills programmes must be offered in consultation with the local community and relevant stakeholders. The SOP describes the intensive process of consultation that must be undertaken to determine the programme offering of a college.

### **Non-Formal Programmes**

26. Communities have learning needs that are not catered for by the current education system. These differ according to the contextual differences of different communities.
27. Non-formal programmes will therefore be offered on a needs-basis, being strongly aligned to local contexts and community development needs.
28. Non-formal programmes may include, but not be limited to:
  - 28.1 *Voter education*
  - 28.2 *Consumer education*
  - 28.3 *Civic and citizenship education*
  - 28.4 *Learner Driver's Licence*
  - 28.5 *School Governing Body Training*
  - 28.6 *Life Skills.*

### **KEY ACTIVITIES FOR INTRODUCING NEW PROGRAMMES**

29. The SOP identifies key activities that colleges should undertake in order to introduce new programmes. The SOP will focus on the following activities: a) Initiation of a programme, b) Institutional readiness c) Approval process d) Implementation Planning and e) Implementation rollout.

## Initiation of a Programme

30. Colleges introduce new programmes as a result of a demand or a need arising from the community. The *Standard Operating Procedure for Academic Boards in CET Colleges* (Page 14-15 no. 58) describes the intensive consultative process that CET Colleges need to follow in order to determine programmes that will be offered by the college. This initial process involves conducting research, consideration of Local Economic Drivers and provincial priorities to determine relevant programmes that will respond to community needs.
31. Provision by colleges therefore needs to align to local and regional plans to ensure synchronisation of government processes. Integrated Development Plans from local municipalities identify areas of development that the local government has planned for communities.
32. The *SOP for Academic Boards in CET Colleges* provides guidance on processes that colleges need to follow, i.e. research and consultations, in order to determine which programmes need to be offered by the college that will respond to community needs and align to other government interventions.
33. The introduction of programmes in colleges must be guided by the following strategic objectives as identified in the *CET Sector Plan*:
  - 33.1 Increasing **access** for the youth and adults to community education and training opportunities;
  - 33.2 Ensuring the delivery of **responsive** programmes that cater for the diversity of students' needs and articulation outcomes;
  - 33.3 Improving **success** for the youth *and* adults in community education and training programmes and qualifications; and
  - 33.4 Improving the **quality** of provision in CET colleges.
34. Resource availability for the delivery of the programmes is a critical aspect of programme provision. Planning must consider all resources that are pertinent to the delivery of identified programmes.
35. The *National Development Plan (NDP)* and the *White Paper for Post School Education and Training (WP-PSET)* projects student enrolment of 1 million students by 2020, therefore planning by colleges must be informed by the projected college enrolment targets that align to the NDP targets.



36. Introduction of programmes by colleges, their effective delivery and sustainability hinge, internally, on the functionality of structures dealing with programmes as directed by the *CET Act, 2006*, i.e. college councils, Academic Boards, Learning and Teaching Support Material (LTSM) committees, other committees of the Academic Board and synchronised operations between Regional CET Units and CET Colleges.

### **Planning for Implementation**

37. Colleges must develop plans for the implementation of all programmes to be offered, this is standard procedure for Literacy and Post-Literacy Programmes, Academic Qualifications, Occupational Skills and Non-formal Programmes.
38. Planning must consider college enrolment targets, infrastructure and resource availability and duration of each programme.
39. Institutional readiness is a critical part of the planning process, this aspect will determine whether the programme can be offered by the college or not.
40. A complete Implementation Plan will form part of the proposal for presentation to College Council and the Finance Committee for approval of the programmes.

### **Institutional Readiness**

41. Colleges must assess their readiness to ensure proper implementation of programmes and qualifications. Institutional readiness must focus on the following:
  - 41.1 *Lecturer appointment, training and support,*
  - 41.2 *Funding*
  - 41.3 *Infrastructure*
  - 41.4 *LTSM*
  - 41.5 *Student support*
  - 41.6 *CET accredited programmes*
  - 41.7 *Partnerships and collaborations*
  - 41.8 *Advocacy*
  - 41.9 *Examinations and assessment*

### **Funding**

42. A determination must be made whether programmes will be self-funded, funded from college funds or other sources. Section 24 (1) of the *CET Act* and the *National Norms and Standards for Funding Community Education and Training Colleges* identify different modalities available for funding programmes in CET colleges.

43. Where a programme will be funded by another organisation, formal agreements must be entered into between the college and the funding institution. This agreement must form part of the proposal for approval by council, before programmes can be considered as part of college offerings.
44. It must be noted that funding and infrastructure availability will guide enrolment processes for these programmes.

#### ***Lecturers appointment, training and support***

45. Quality provision envisaged in the vision of the CET sector, hinges on delivery being undertaken by suitably qualified lecturers for all programmes offered by the college.
46. Colleges therefore need to ensure that lecturers' skills sets match the function for which they are employed and that appropriate employment procedures are complied with.
47. Lecturers must be properly inducted, especially new lecturers and lecturers offering newly introduced programmes.
48. All lecturers must be provided with lecturer resource packs that will facilitate optimum delivery of the programme offered.
49. The Annual Performance and Operational Plans of both Regional CET Units and CET colleges must reflect the training interventions and the support that is planned for lecturers in all programmes.
50. Collaboration with relevant agencies such as the Education Training Development Practices: Sector Education and Training Authority (ETDP: SETA), TVET Colleges, Universities and other relevant entities for the training of lecturers is critical.

#### ***Infrastructure***

51. There must be careful consideration of infrastructural requirements for the envisaged programmes.
52. Colleges must consider capacity of the infrastructure, compare this with the duration of the programme, cost of the programmes per students and funding availability in order to plan for enrolments.
53. Hosted Community Learning Centres (CLCs) must ensure that a formal agreement is entered into with the host for the use of the leased venue to offer identified programmes and where necessary for altering leased venues according to requirements of the programmes to be offered.

### ***Student Support***

54. Student support structures that colleges have established according to *Circular no.4 of 2019*, must be capacitated to be able to provide guidance and assistance to students as required by the newly introduced programmes.
55. Capacity building of student support structures should provide them with skills to offer:
  - 55.1 *Pre-entry support;*
  - 55.2 *On-course support;*
  - 55.3 *Exit-support; and*
  - 55.4 *Disability support in the newly introduced programmes.*
56. Enrolment targets for new programmes must include students with disabilities and women to ensure equity in provision by the college.
57. The vision of the CET Sector captures the mandate of the sector as being the improvement of the quality of life, progressive articulation into further learning, employment and/or sustainable entrepreneurship for CET students. Planning for exit support for CET students must take this into consideration by providing information and as much as possible avenues to further learning, establishment of entrepreneurships and Work Place Based Learning.
58. Support of students with disabilities has huge implications for suitability of infrastructure in order to meet their requirements. Planning by colleges must take this into cognisance.
59. Regional CET Units must monitor the participation of students with disabilities and their support in the programmes offered by the college.

### ***Learning and Teaching Support Material***

60. Colleges must ensure that all programmes offered are properly resourced following a determination of relevant and appropriate Learning and Teaching Support Material (LTSM) that will ensure optimal delivery of the programme.
61. The *National Policy on LTSM for CET Colleges, 2016* (LTSM Policy) provides guidance on provision of LTSM for all programmes offered by the college. The Policy also provides for the establishment of LTSM management systems and LTSM committees. Compliance to LTSM Policy is critical and it is one of the focus areas for monitoring of programme implementation.
62. The timing for procurement and delivery of LTSM should allow for efficient implementation of programmes.

63. Availability of equipment that is relevant to programmes being introduced and their quantities is a must in ensuring readiness of the college to offer new programmes.
64. Colleges must also determine if the new programmes allow for different modes of delivery. The introduction of new programmes in CET colleges and the COVID-19 pandemic have accelerated the need for the use of diverse curriculum delivery modes which include the use of open learning as a mode of delivery, as a result, colleges must progressively include ICT based material in their procurement of LTSM.

### ***CET accredited programmes***

65. The ultimate plan for the Department is to get CET colleges accredited for the provision of specific skills programmes, to this end, colleges must prepare for accreditation. Colleges need to put in place plans to facilitate the realisation of their accreditation status.
66. The Department has developed the accreditation requirements that will guide colleges on the processes necessary for obtaining the accreditation status **(Annexure A)**.
67. To ensure that colleges provide programmes according to community needs while ensuring the sustainability of provision of these skills programmes, the Department has developed a management plan that has two processes that must run concurrently **(Annexure B)**.
68. The management plan includes:
  - 68.1 *the introduction of skills and occupational programmes in collaboration with service providers/stakeholders; and*
  - 68.2 *processes towards the acquisition of accreditation status by CET colleges.*
69. Further, accredited entrepreneurial programmes will be offered in CET Colleges. The entrepreneurial programmes will be offered to the recipients of skills programmes, this is to empower them with necessary skills to become self-employed and therefore sustain their livelihoods.

### ***Partnerships and Collaborations***

70. CET colleges need strategic partners to effectively implement occupational skills programmes. Colleges must determine if the new programmes requires partnerships, the strategic partnerships must be forged with identified stakeholders. Such partnerships must be formalised in the form of Memoranda of Agreement (MoA).
71. Regional CET Units have the responsibility to identify appropriate organisations for partnerships, link these organisations with the college for the formalisation of the partnership and monitor the partnership according to the requirements of the MoA.

### ***Examinations and Assessment***

72. Colleges must determine the examinations and assessment regimes for the new programmes and whether examinations and assessments will be practical, theory or both and ensure that all related systems are in place.
73. Relevant policy directives must guide the conduct, administration and management of examinations and assessments for the different programmes offered.
74. Regional CET Units must monitor the conduct, administration and management of examinations and assessments of all programmes.

### **Approval Process**

75. Subsequent to the research and consultations, the development of an implementation plan and determination of the readiness of the college to offer identified programmes, the college must share the Implementation Plan with the Regional CET Unit.
76. Consultation with CET Units is a critical step considering the role of CET Units in providing support and conducting monitoring of college activities. This will ensure alignment and synchronisation of plans for the CET Unit and CET College and provide an environment for quality provision and success.
77. The college must develop a proposal for implementation of the proposed PQM and this must be presented to the College Council for approval.
78. Colleges must incorporate the approved programmes in their college Annual Performance Plans (APPs). The Department will then develop a national register of programmes to be offered in CET Colleges from the approved college programmes.

### **Implementation Rollout and Advocacy**

79. Following the approval for the proposed PQM by council, the college must have systems and procedures put in place for the admission and placement of students.
80. The college will need to embark on an advocacy campaign to create awareness around programmes offered by the college.
81. The advocacy plan must include information about all programmes and qualifications offered by the college, duration of programmes and information about articulation pathways that are available after completing a programme.
82. The advocacy plan must clearly indicate the specific delivery sites, addresses, contact details where the programmes will be offered and commencement dates for the different programmes.

## **CONCLUSION**

83. The introduction of new programmes is inevitable in any education and training system, the dynamic nature of our world dictates changes in education and training landscape in order to align skills to the new context.
84. To ensure that colleges succeed in their quest to introduce new programmes, there should be a strong coordination and cooperation between the Department, colleges and Regional CET Units in collaboration with strategic partners and stakeholders.
85. Moreover, there are steering mechanisms that the CET sector has put in place to support the implementation of programmes, among these are policies, legislation, plans and SOPs, full compliance and proper implementation will ensure that programmes are introduced successfully.