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POLICY FRAMEWORK FOR ADMINISTRATION AND MANAGEMENT OF STUDENT
ADMISSIONS IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING
COLLEGES

I, Grace Naledi Mandisa Pandor, Minister of Higher Education and Training, in terms of Chapter 6A, section 41A(c) read with sections 41B(4) and 41M of the Continuing Education and Training Act, 2006 (Act No. 16 of 2006) hereby publish the Policy Framework for Administration and Management of Student Admissions in Technical and Vocational Education and Training Colleges as Schedule I.



Mrs GNM Pandor, MP

Minister of Higher Education and Training

Date: 30-3-2019



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**POLICY FRAMEWORK FOR ADMINISTRATION AND MANAGEMENT
OF STUDENT ADMISSIONS IN TECHNICAL AND VOCATIONAL
EDUCATION AND TRAINING COLLEGES**

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LIST OF ACRONYMS AND ABBREVIATIONS

ABET /AET	Adult Education and Training
APS	Application Point Score
CET Act	Continuity Education and Training Act (16 of 2006)
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
FET Act	Further Education and Training Amendment Act (No.3 of 2012)
GETC	General Education and Training Certificate
ICT	Information and Communication Technology
MIS	Management Information Systems
NC (V)	National Certificate (Vocational)
NEA	Department's National Examinations and Assessments
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NATED/REPORT 191	National Accredited Technical Education Diploma
NDP	National Development Plan
NQF	National Qualification Framework
PLP	Pre-Vocational Learning Programme
PSET	Post-School Education and Training
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SSS	Student Support Services
SETA	Sector Education and Training Authority
TVET	Technical and Vocational Education and Training
WP-PSET	White Paper for Post –School Education and Training

INTRODUCTION

1. The admission policies of Technical and Vocational Education and Training Colleges are underpinned and guided by the *Constitution of the Republic of South Africa, 1996 (Act no 108 of 1996)*.
2. This admission policy framework is intended to govern the provision for all Ministerially approved programmes offered in Technical and Vocational Education and Training (TVET) Colleges.
3. 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.
4. This policy framework 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 capable students who have a keen interest in vocational and technical education.
5. The TVET college system has expanded access thus experiencing exponential growth in student enrolment. Notwithstanding this expansion colleges are still confronted by challenges of limited infrastructure to accommodate students and as such there is increased competitiveness of access in the college system. The Department of Higher Education and Training, herein after referred to as the Department, is shifting its focus from access to quality which is critical towards positioning TVET colleges as institutions of first choice.
6. Proper career guidance is important to direct our students to relevant programmes and to provide training in areas that are required for the country's economy growth.

7. The *White Paper for Post –School Education and Training*, 2013, herein referred to as the WP-PSET, envisages a post-school education and training system that is committed to achieving the following objectives:
 - 7.1 Education and Social Justice;
 - 7.2 A single coordinated system;
 - 7.3 Expanding access, improving quality and increasing diversity;
 - 7.4 Education and work; and
 - 7.5 Responsiveness.

8. The TVET College sector is required to provide 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.

9. The Department has developed this policy framework to guide TVET Colleges to administer the management of student admissions and ensure consistency in achieving the values of equity, access and redress. TVET Colleges must therefore commit themselves to provide adequate conditions and opportunities for effective teaching and learning.

10. The Department recognises that section 17(1) of the *Continuing Education and Training Act, 2006 (Act No. 16 of 2006) as stated in Chapter 3*, herein referred to as the CET Act, entrusts the role of developing college admission policies to the Council of the respective college. This policy framework therefore is developed for TVET College Councils to adopt or adapt when developing their own policies.

11. Due to the diversity of programme offerings in the sector, differentiated admission 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 scarce skills, which will lead to filling the gap for occupations in high demand, and qualifications that are designed to absorb large numbers of learners as valuable human resource capital for the country.

12. Should the Department of Basic Education (DBE) comprehensively roll out the three stream model which is delineated into three pathways, that is, academic, technical vocational and technical occupational, learners with Grade 9 will only be accepted into programmes leading to a trade or occupation where the learner meets the admission criteria.

BACKGROUND AND CONTEXT

13. The White Paper on Post School Education and Training ushered in changes from Further Education and Training (FET) Colleges by renaming them TVET Colleges. The name change signified the specific focus of Colleges in providing mid-level vocational and occupational programmes that have direct articulation with the world of work and which includes formal employment, self-employment and other forms of work.
14. Historically TVET colleges catered to the specific needs of unemployed 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.
15. The DHET TVET College Bursary Scheme has been a key mechanism to provide access and contributed to the growth and expansion of the TVET college sector. The rapid expansion of the TVET college sector has resulted in the system being unable to accommodate future growth without material contribution to infrastructure development.
16. The post-school education and training system is required to accommodate huge student numbers despite its limited capacity to absorb these numbers. The consequence is that 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.

OBJECTIVES OF THIS POLICY

17. The objective of this policy framework is to provide a base for all Technical and Vocational Education and Training College Councils to develop their student admission policies for their respective colleges.

APPLICATION OF THIS POLICY

18. This policy framework applies to all TVET Colleges declared or established by the Minister in terms of the *Continuing Education and Training Act, 2006 (Act No. 16 of 2006)*.

RATIONALE

19. TVET Colleges have been established to expand access and to provide opportunities to young people who want to access post-school education and training (PSET).
20. In terms of section 2(1) of the *Continuing Education and Training Act, 2006 (Act No. 16 of 2006)* the purpose of the CET Act is to:
 - (a) enable students to acquire—
 - (i) the necessary knowledge;
 - (ii) practical skills; and
 - (iii) applied vocational and occupational competence; and
 - (b) provide students with the necessary attributes required for—
 - (i) employment;
 - (ii) entry to a particular vocation, occupation or trade; or
 - (iii) entry into a higher education institution.
21. Public TVET Colleges have been strategically positioned to become the institutions of choice to school leavers and out of school youth. The state is mandated to ensure its youth

and communities have access to education and training that will deal with socio economic factors faced by communities and the country as a whole.

22. In the future, the Department will increase opportunities for students in the TVET sector by increasing admissions into National Qualification Framework (NQF) Level 5 and NQF Level 6 qualifications, which aligns to the mandate given both in the National Development Plan (NDP) and the White Paper for Post –School Education and Training (WP-PSET).

LEGISLATIVE AND POLICY FRAMEWORK

23. 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.
24. Section 17 of the CET Act outlines the requirements for an admission policy of public colleges as follows:
 1. Subject to applicable policy, the Council of a public college determines the admission policy of the college, after consulting with the academic board and with the approval of the Minister;
 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;
 3. The Council may, subject to applicable policy, obtain the approval of the Director-General and after consultation with the academic board—
 - (a) determine admission requirements in respect of particular continuing education and training qualifications or part-qualifications;
 - (b) determine the number of students who may be admitted for a particular continuing education and training qualification or part qualification and the manner of their selection ;
 - (c) determine the minimum requirements for re-admission to study at the public college in question; and

- (d) refuse the readmission of a student who fails to satisfy the minimum requirements for readmission.
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;
25. The *White paper 6 on Special Needs Education, 2001* provides for an inclusive education framework which guides the transformation of practices related to barriers in teaching and learning. The White Paper also emphasised the need for a holistic approach to addressing disabilities, which includes, specialised technology, assistive devices, reasonable accommodation, practices for students and staff with disabilities.
26. The *White Paper on Post School Education and Training, 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 Department has developed the *Strategic Policy Framework on Disability for the Post-School Education and Training System, 2018*. The strategic policy framework is posted on the Department's website.

DETERMINATION OF CRITERIA FOR ADMISSION TO TVET COLLEGES

27. The College Council determines the requirements for admission into the College in line with the policies and regulations promulgated by the Department of Higher Education and Training, and include:
- 27.1 Determining the entrance requirements in respect of all qualifications, including developing a points systems or additional criteria that are clearly articulated in terms of performance requirements;
- 27.2 Determining the minimum and maximum duration of study pertaining to a particular qualification;
- 27.3 Determining the number of students to be admitted for a particular qualification and the manner of their selection;

- 27.4 Determining the minimum requirements for conditions relating to re-admission;
 - 27.5 Determining the standards and conditions under which students may be refused re-admission to the college;
 - 27.6 Determining the conditions for de-registration;
 - 27.7 Determining the medium of instruction ; and
 - 27.8 Determining all policies and processes that lead to proper selection and placement of students, bearing in mind that such policies and processes must be underpinned by the principle of ensuring student success.
28. This policy framework will provide further guidance and ensure consistency with regards to administration of students' admission processes in TVET Colleges, as it relates to:
- 28.1 Scheduling and implementation of the registration process;
 - 28.2 Guiding processes for the cancellation of registered students;
 - 28.3 Admission of students with disabilities;
 - 28.4 Admission requirements for international students; and
 - 28.5 Timeous dissemination of information relating to registration periods for all programmes, and all semesters and trimesters.
29. Students' admission into a TVET College shall be subject to the students' acceptance of the rules and academic regulations of that particular institution. Acceptance of admission at the college shall be taken to constitute acceptance of all published policies and regulations. The student will attest to such by signing a contractual agreement to this effect.
30. 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.
31. Whilst it is good to have an admissions policy, it is equally important to put systems in place to ensure improved students' performance and achievement. The college is therefore expected to adhere to the Department's *TVET College Student Attendance and Punctuality Policy* that will assist to promote improved attendance of the students once admitted.

32. 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.
33. The Council should develop a *College Student Code of Conduct* which every student must sign upon receipt during registration (as stated in paragraph 27).

ADMINISTRATION OF ADMISSIONS

34. 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 College Council and laid down in the *College student Code of Conduct*.
35. 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 the applicant is a foreign national.
36. TVET Colleges should give preference to students who:
 - 36.1 Are South African citizens;
 - 36.2 Are residing within the catchment area where the college is located unless the college does not offer the programme required by the prospective student;
 - 36.3 Have a good academic record;
 - 36.4 Have a history of good attendance in terms of returning students;
 - 36.5 Are able to provide proof of provisional funding status;
 - 36.6 Are above a specified age;
 - 36.7 Have not violated the code of conduct; and
 - 36.8 Satisfy any other requirements which the college deems necessary.
37. Colleges should commence with their application process for a new academic year, in the beginning of June of the preceding year. This will alleviate the pressure and backlogs

- that colleges find themselves in and will also allow ample time for prospective students to apply.
38. The college should have a closing date for all National Certificate Vocational NC (V) applications, which should preferably be the end of October of the preceding year.
 39. The closing dates for all Report 191 student applications should preferably be administered six months prior to commencement of studies.
 40. Colleges are reminded that any fee in addition to the tuition fee, whether it is called an application fee, registration fee or admission fee is NOT permitted. However, colleges may expect a portion of the tuition fee upfront at the point of admission from students who are paying their own fees.
 41. Students who have been offered admission, have applied for, and successfully met the financial criteria for NSFAS funding will be admitted and registered. Students who do not qualify for NSFAS are obligated to pay the fees, either receiving funding from a sponsor, their family or other means. The College's *Debt Management Policy* should be followed to ensure that tuition fees are paid timeously.
 42. If a college decides to implement conditional offers to students, the college should develop conditions to such offers, such as meeting a specific level of performance. Furthermore, the college must have efficient systems in place to track these conditions, and where necessary, be able to effectively revoke the placement.
 43. Colleges should provide additional support and accommodate students with disabilities through guidelines for admission of students with disabilities. This will include reference to designated offices to cater for and assist students with disabilities.
 44. The College Management must develop the process for provision of services for prospective students, which are inclusive, fair and transparent and present it to the academic board for final approval by council.

MINIMUM ENTRY REQUIREMENTS

45. This section of the policy framework provides guidance on the minimum entry requirements for prospective students who intend to study in any of the TVET Colleges.
46. The prospective student must be in possession of the relevant minimum entry requirements stipulated in the *National Certificate (Vocational): Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)* and *Formal technical college instructional programmes in the RSA, Report 191 (2001/08)* for NC(V) and Report 191 programmes respectively.
47. A college should 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.
48. A student may be funded at 80% of the total programme cost for a maximum of two years at the same NQF Level in a nationally approved qualification unless a motivation by the college is made by means of a special request to the DHET for an extension for funding as stipulated in the *Continuing Education and Training Act (16/2006): The National Norms and Standards for funding Technical and Vocational Education and Training Colleges*. This funding is essentially the 80% subsidy for all students enrolled in Ministerially-approved programmes and not NSFAS funding.
49. Students who enrol for a qualification that duplicates a previous qualification that was state-funded are not eligible for financial assistance. This implies that the National Student Financial Aid Scheme (NSFAS) bursary recipients who complete NC(V) Level 4 are not eligible for additional financial assistance should they want to enrol for another NC(V) programme or Report 191 N1 – N3. Similarly bursary recipients who complete Report 191 N6 are not eligible for financial assistance should they want to enrol for another Report 191 programme or an NC(V) programme. It must be noted that this cohort of students are liable for full payment of the programme costs and not simply 20% of the total programme cost which constitute college/tuition fees.

50. For articulation purposes, the only cohort of students eligible for financial assistance for the second qualification are bursary recipients who complete NC(V) Level 4 and Report 191 N3 and would like to enrol for Report 191 (N4 – N6).

ADMISSION REQUIREMENTS FOR NC (V) STUDENTS

51. Minimum entrance requirements are aligned to the NC(V) programme. Students must who passed an NQF level 1 qualification i.e. Grade 9; AET Level 4, General Education and Training Certificate (GETC), the use of RPL assessment programme to determine equivalence to NQF Level 1 and PLP results. Entry requirements should be guided and aligned to the NC (V) policy.

ADMISSION REQUIREMENTS FOR REPORT 191 STUDENTS

52. Minimum entrance requirements are aligned to the Report 191 programme requirements. Students who have passed Grade 12/NC (V) Level 4 may be admitted into N4 Business/Engineering Studies, subject to any other programme/faculty requirements.
53. Minimum entrance requirements for Report 191 N1 Engineering studies are a NQF Level 1 qualification, i.e. Grade 9; PLP results; AET Level 4; General Education and Training Certificate (GETC) and the use of RPL assessment programme to determine equivalence to NQF Level 1 or National Senior Certificate (NSC) Engineering studies.

ADDITIONAL ENTRY REQUIREMENTS

54. The Academic Board may determine additional requirements with the approval of the College Council. In addition, colleges may need to develop a points system or additional entry requirements for entry into qualifications.
55. The points system should weigh language, mathematics and science high on any qualification where these subjects serve as a pre-requisite. Subjects such as Accounting, Drawing, Information and Communication Technology (ICT) may also feature in the points system for certain programmes. Colleges must ensure that the points system or

additional criteria are not too high or used as a tool to further exclude prospective students from colleges.

56. A college should develop its own additional entrance requirements for students intending to enrol in specialised programmes, such as engineering studies. The Department is drafting a proposed *Guideline for Additional Admission requirements* which can assist colleges to formulate guidelines when drafting their additional admission requirements. The college can use the proposed *Guideline for Additional Admission requirements* as is or they can modify. The proposed guideline will be submitted to colleges and posted on the Department's website upon completion.

DOCUMENTS AND ADDITIONAL REQUIREMENTS FOR ADMISSION

57. All documents will 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. The required documents are as follows:

57.1 Identity document or passport for foreign students with study permit;

57.2 Academic records:

- (1) Grade 9 certificate; or
- (2) Adult Education and Training (AET) Level 4 which is equivalent to the National Qualification Framework (NQF) Level 1 certificate; or
- (3) N1; and
- (4) a N2 certificate for N3 or N3 for N4 for entry into Report 191 engineering studies or
- (5) Grade 12/NCV Level 4 for entry into N4 Report 191 Business/Utility studies;
- (6) Recognition of Prior Learning RPL;
- (7) Previous student academic record for returning students;
- (8) Foreign students: South African Qualification Authority (SAQA) approved foreign qualification and Proof of medical insurance or cover. Study permit that stipulates the duration of study; and
- (9) Pre-Vocational Learning Programme (PLP) results.

57.3 Selection and Placement test results;

57.4 Completed registration form;

- 57.5 Proof of residence (home and address while studying);
- 57.6 Contact details of next of kin or responsible persons;
- 57.7 Parents' or guardian's or next of kin ID document;
- 57.8 Proof of payment for the academic year;
- 57.9 Proof of provisional funding status from NSFAS;
- 57.10 Provisional funding from repeating students and non-NSFAS applicants and
- 57.11 Attach criminal record (if applicable).

SELECTION AND PLACEMENT TESTS

- 58. As part of the recruitment and selection process of prospective students, the college should administer a selection and placement test, and conduct interviews where necessary, as this would assist in the correct placement of students into relevant programmes.
- 59. Placement tests and procedures are compulsory for prospective students, to enable them to be placed in an appropriate programme. This will allow the student to enrol in a programme for which they have the necessary capabilities, and will also enable the college to identify those learners requiring additional support.
- 60. No student should be accepted or admitted into a college without undergoing the placement test process. The selection and placement test is used to identify students who may require onward referral or learning and academic support. The college can conduct interviews and auditions in addition to the conduction of selection and placement tests.

PRE-VOCATIONAL LEARNING PROGRAMME

- 61. The Prevocational Learning Programme (PLP) is an entry level foundational learning programme for successful articulation into TVET College particularly for students who do not meet the entry requirement either for the programme or qualification as outlined in the college's admission policy. The PLP programme focus is to ensure foundational knowledge such as English, Mathematical competence and Scientific literacy since students are entering TVET Colleges from the different spheres of education.

62. The programme is primarily aimed at students who have passed at least Grade 9 (but not Grade 12) with weak/poor literacy and numeracy foundation, as determined through baseline testing. Students with Grade 10 or 11 and those who have not been part of the study environment for a few years could also be considered for PLP.
63. The PLP does not replace foundational/ bridging programmes that colleges may be using to suit any specific purpose and which are working for them. The programme prepares a student for enrolment in the relevant NC(V) and Report 191 courses, and where applicable, for occupational qualifications at NQF levels 2-4. The PLP is a Ministerially-funded programme in addition to NC(V) and Report 191.
64. The PLP is structured for delivery over one academic year. The programme is pitched more or less at NQF level 2, in terms of the level descriptors for the competencies to be demonstrated by completion.
65. There is no “pass” or “fail” for a PLP student. The mark received at the end of the year for a subject will determine suitability for a mainstream course. For example, there may be two PLP students who both want to study engineering, but one achieves a mark of 60% for Foundational Mathematics at the end of the year and the other 40%. The 60% mark is indicative that the student may cope with engineering whereas the student with 40% is unlikely to cope and should then be guided into a more suitable study choice which might not necessarily be an NC (V) or Report 191 programme.

ADMISSION OF RETURNING STUDENTS

66. For a student to be admitted in the next level in the NC (V) and Report 191 qualifications, he or she must comply with the promotion requirements of the previous level, as guided by the Department’s National Examinations and Assessment (NEA) progression policy. Progression requirements for other programmes and qualifications must be obtained either from the qualification policy, or must be determined by the college and approved as such by the Academic Board.
67. If a student has failed the level of study once he /she may be allowed to enrol again, but the college must provide compulsory academic support programmes to assist the learner

to succeed. The learner must also sign a letter of commitment to attend the academic support programmes.

68. Enrolled students who have moved from another college must provide a transfer letter and testimony of the student's behaviour, reasons, incidents and financial obligations of the previous College to the new College, upon registration. It is then the responsibility of the new college to communicate with the student's previous college for more information.

ACADEMIC EXCLUSION AND DEREGISTRATION

69. A student can be denied admission where there is evidence of poor academic performance and attendance record. If a student has failed the same course and level of study twice or more in his/her field of study, after compulsory academic support interventions reasons for exclusion must be determined by the recommendations by the academic board and approval by the College council.
70. A prospective student is denied registration if he /she had been expelled from another college as part of a disciplinary sanction or examination sanction from the department.
71. A student is deregistered due to death, disciplinary and examination sanctions or not meeting Attendance Policy requirements, or the student deregisters himself or herself. For transferring students the previous college should provide a detailed student testimonial letter that includes disciplinary incidents or reasons for cancellation or deregistration and the remaining financial obligation.
72. The student must provide valid reasons for cancellation or deregistration and the college policy must stipulate the percentage of programme cost that the student remains liable for on cancellation or deregistration.
73. A student who has been found guilty of misconduct in terms of the college's code of conduct maybe excluded from re-admission.

ADMISSION OF STUDENTS WITH PRIOR CONVICTIONS/CRIMINAL RECORD

74. TVET Colleges may screen students to assess the risks in admitting applicants who may pose a danger to themselves, students and staff.
75. All applicants must declare any relevant criminal convictions/records. The college should only use the information of prior convictions and criminal records to assist the student with rehabilitation and reintegration into society.
76. Police verification may be undertaken in respect of application to programmes or courses where criminal offences can hinder employment opportunities and safety of students and staff at the college.
77. Colleges may seek legal advice when admitting students with pending convictions.

ADMISSION OF NON-SOUTH AFRICAN CITIZENS

78. Persons classified as aliens must, when applying for admission, show evidence that they have applied with the requirements of 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).
79. A student who entered the country as a refugee or immigrant must provide proof of their academic record, approved by the South African Qualification Authority (SAQA) if it is a foreign qualification.
80. The student must pass the placement test and receive an acceptance letter from the TVET College which will stipulate which programme the student can register for and the duration thereof.
81. The student must pass the placement test and receive an acceptance letter from the college which will stipulate which programme the student can register and the duration thereof.

82. The student must then present a study visa and proof of funding when applying for admission to the college which stipulates the amount funded for the duration of study.
83. The student is considered conditionally registered in the event where the student is unable to produce the study visa during registration in the NC(V) and REPORT 191 programmes.
84. If a student does not produce required documents, registration will be terminated. The study visa should be valid for the required duration of study in a chosen programme.

STUDENTS WITH DISABILITIES

85. Taking into account the available resources, colleges should admit students with disabilities and must provide the necessary support, as far as practically possible to make teaching and learning accessible to the student. Students with disabilities who have completed grades 9 - 12 in a special school have to be assessed by the college to determine if they meet the academic requirements for admission into a college programme/qualification. Colleges must therefore incorporate the provisions and process in this regard in the institutions policy on students with disability. The student is encouraged to apply for concession for examinations during enrolment, in line with the provisions that exist for such candidates.

APPEAL PROCEDURES

86. Any student or parent /guardian of the student who has been refused admission to the College may appeal against the decision through the Academic Board, which should make recommendations to the College Council.

REGISTRATION PERIODS: NC (V)

87. College registrations should begin in the first week of reopening in a new academic year and close in the second week of January of every year. The second week makes provision if the college is not fully enrolled, and to provide for late registrations in special cases. The start of classes must ensure maximum utilisation of teaching and learning time.

REGISTRATION PERIODS: REPORT 191

88. College registrations should also open for Report 191 programmes in the first week of reopening, and close in the second week of January of every year, and applications to be encouraged in the prior year of study for new students. The second week makes provision if the college is not fully enrolled and to allow for special cases of late registration. The Report 191 programmes may be offered on a part time basis during the afternoon and evenings.
89. Report 191 registrations for Engineering studies can also take place before the start of the trimester in April, and May for trimester 2, and August and September for trimester 3.
90. The study periods for engineering studies are: first trimester (January until March); second trimester (May until July); and third trimester (September until November). Business studies and utility studies duration is three semesters N4, N5 and N6. The study periods are: first Semester (January until June) and second semester (July until November).

STUDENT REGISTRATION REGISTER

91. The Principal and Deputy Principal responsible for registration must keep a register of student admissions in the registration system of the College, which must be valid, reliable and accessible at all times.
92. The College Council must determine and document how the registration records of the TVET College will be kept. The format of the data capture tool must include information relating to biographical and demographic information of the student such as surname and full names, date of birth, age, identity number/passport number, disability, qualification details, names of students next of kin, their addresses and the address and contact details for the time of study. Colleges must ensure authenticity of registration documents and use the code of conduct or legal processes in the event of receiving fraudulent documents from a student.

93. Entries in the registration system will be verified against each student's information, such as an identity document or passport, of which a copy must be placed on record either in hard or soft copy.
94. Officials from the National and Regional offices must be able to access the electronic registration system and the register, as and when the need arises.

MONITORING AND EVALUATION

95. For this policy framework to be effective it will be supported by the set of monitoring and evaluation instruments indicated below:
 - 95.1 Registration monitoring tool;
 - 95.2 Annual surveys;
 - 95.3 Annual reports;
 - 95.4 Quarterly enrolment Monitoring tools;
 - 95.5 Teaching and Learning Plan;
 - 95.6 SSS Plan monitoring tool;
 - 95.7 Functionality Assessment Tools;
 - 95.8 Annual monitoring tool;
 - 95.9 Technical and Vocational Education and Training Information Management System (TVETMIS); and
 - 95.10 Any other instruments as may be required from time to time.

SHORT TITLE

This policy framework shall be called *Policy Framework for Administration and Management of Student Admissions in Technical and Vocational Education and Training (TVET) Colleges*.

CONTINUING EDUCATION AND TRAINING ACT, 2006 (ACT NO. 16 OF 2006)**POLICY FRAMEWORK FOR ADMINISTRATION AND MANAGEMENT OF STUDENT ADMISSIONS IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES**

I, Grace Naledi Mandisa Pandor, Minister of Higher Education and Training, in terms of Chapter 6A, section 41A(c) read with sections 41B(4) and 41M of the Continuing Education and Training Act, 2006 (Act No. 16 of 2006) hereby publish the Policy Framework for Administration and Management of Student Admissions in Technical and Vocational Education and Training Colleges as Schedule I.



G.N.M. Pandor

Mrs GNM Pandor, MP

Minister of Higher Education and Training

Date: 30-3-2019



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**POLICY FRAMEWORK FOR ADMINISTRATION AND MANAGEMENT
OF STUDENT ADMISSIONS IN TECHNICAL AND VOCATIONAL
EDUCATION AND TRAINING COLLEGES**

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LIST OF ACRONYMS AND ABBREVIATIONS

ABET /AET	Adult Education and Training
APS	Application Point Score
CET Act	Continuity Education and Training Act (16 of 2006)
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
FET Act	Further Education and Training Amendment Act (No.3 of 2012)
GETC	General Education and Training Certificate
ICT	Information and Communication Technology
MIS	Management Information Systems
NC (V)	National Certificate (Vocational)
NEA	Department's National Examinations and Assessments
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NATED/REPORT 191	National Accredited Technical Education Diploma
NDP	National Development Plan
NQF	National Qualification Framework
PLP	Pre-Vocational Learning Programme
PSET	Post-School Education and Training
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SSS	Student Support Services
SETA	Sector Education and Training Authority
TVET	Technical and Vocational Education and Training
WP-PSET	White Paper for Post –School Education and Training

INTRODUCTION

1. The admission policies of Technical and Vocational Education and Training Colleges are underpinned and guided by the *Constitution of the Republic of South Africa, 1996 (Act no 108 of 1996)*.
2. This admission policy framework is intended to govern the provision for all Ministerially approved programmes offered in Technical and Vocational Education and Training (TVET) Colleges.
3. 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.
4. This policy framework 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 capable students who have a keen interest in vocational and technical education.
5. The TVET college system has expanded access thus experiencing exponential growth in student enrolment. Notwithstanding this expansion colleges are still confronted by challenges of limited infrastructure to accommodate students and as such there is increased competitiveness of access in the college system. The Department of Higher Education and Training, herein after referred to as the Department, is shifting its focus from access to quality which is critical towards positioning TVET colleges as institutions of first choice.
6. Proper career guidance is important to direct our students to relevant programmes and to provide training in areas that are required for the country's economy growth.

7. The *White Paper for Post –School Education and Training*, 2013, herein referred to as the WP-PSET, envisages a post-school education and training system that is committed to achieving the following objectives:
 - 7.1 Education and Social Justice;
 - 7.2 A single coordinated system;
 - 7.3 Expanding access, improving quality and increasing diversity;
 - 7.4 Education and work; and
 - 7.5 Responsiveness.

8. The TVET College sector is required to provide 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.

9. The Department has developed this policy framework to guide TVET Colleges to administer the management of student admissions and ensure consistency in achieving the values of equity, access and redress. TVET Colleges must therefore commit themselves to provide adequate conditions and opportunities for effective teaching and learning.

10. The Department recognises that section 17(1) of the *Continuing Education and Training Act, 2006 (Act No. 16 of 2006) as stated in Chapter 3*, herein referred to as the CET Act, entrusts the role of developing college admission policies to the Council of the respective college. This policy framework therefore is developed for TVET College Councils to adopt or adapt when developing their own policies.

11. Due to the diversity of programme offerings in the sector, differentiated admission 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 scarce skills, which will lead to filling the gap for occupations in high demand, and qualifications that are designed to absorb large numbers of learners as valuable human resource capital for the country.

12. Should the Department of Basic Education (DBE) comprehensively roll out the three stream model which is delineated into three pathways, that is, academic, technical vocational and technical occupational, learners with Grade 9 will only be accepted into programmes leading to a trade or occupation where the learner meets the admission criteria.

BACKGROUND AND CONTEXT

13. The White Paper on Post School Education and Training ushered in changes from Further Education and Training (FET) Colleges by renaming them TVET Colleges. The name change signified the specific focus of Colleges in providing mid-level vocational and occupational programmes that have direct articulation with the world of work and which includes formal employment, self-employment and other forms of work.
14. Historically TVET colleges catered to the specific needs of unemployed 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.
15. The DHET TVET College Bursary Scheme has been a key mechanism to provide access and contributed to the growth and expansion of the TVET college sector. The rapid expansion of the TVET college sector has resulted in the system being unable to accommodate future growth without material contribution to infrastructure development.
16. The post-school education and training system is required to accommodate huge student numbers despite its limited capacity to absorb these numbers. The consequence is that 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.

OBJECTIVES OF THIS POLICY

17. The objective of this policy framework is to provide a base for all Technical and Vocational Education and Training College Councils to develop their student admission policies for their respective colleges.

APPLICATION OF THIS POLICY

18. This policy framework applies to all TVET Colleges declared or established by the Minister in terms of the *Continuing Education and Training Act, 2006 (Act No. 16 of 2006)*.

RATIONALE

19. TVET Colleges have been established to expand access and to provide opportunities to young people who want to access post-school education and training (PSET).
20. In terms of section 2(1) of the *Continuing Education and Training Act, 2006 (Act No. 16 of 2006)* the purpose of the CET Act is to:
 - (a) enable students to acquire—
 - (i) the necessary knowledge;
 - (ii) practical skills; and
 - (iii) applied vocational and occupational competence; and
 - (b) provide students with the necessary attributes required for—
 - (i) employment;
 - (ii) entry to a particular vocation, occupation or trade; or
 - (iii) entry into a higher education institution.
21. Public TVET Colleges have been strategically positioned to become the institutions of choice to school leavers and out of school youth. The state is mandated to ensure its youth

and communities have access to education and training that will deal with socio economic factors faced by communities and the country as a whole.

22. In the future, the Department will increase opportunities for students in the TVET sector by increasing admissions into National Qualification Framework (NQF) Level 5 and NQF Level 6 qualifications, which aligns to the mandate given both in the National Development Plan (NDP) and the White Paper for Post –School Education and Training (WP-PSET).

LEGISLATIVE AND POLICY FRAMEWORK

23. 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.
24. Section 17 of the CET Act outlines the requirements for an admission policy of public colleges as follows:
 1. Subject to applicable policy, the Council of a public college determines the admission policy of the college, after consulting with the academic board and with the approval of the Minister;
 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;
 3. The Council may, subject to applicable policy, obtain the approval of the Director-General and after consultation with the academic board—
 - (a) determine admission requirements in respect of particular continuing education and training qualifications or part-qualifications;
 - (b) determine the number of students who may be admitted for a particular continuing education and training qualification or part qualification and the manner of their selection ;
 - (c) determine the minimum requirements for re-admission to study at the public college in question; and

- (d) refuse the readmission of a student who fails to satisfy the minimum requirements for readmission.
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;
25. The *White paper 6 on Special Needs Education, 2001* provides for an inclusive education framework which guides the transformation of practices related to barriers in teaching and learning. The White Paper also emphasised the need for a holistic approach to addressing disabilities, which includes, specialised technology, assistive devices, reasonable accommodation, practices for students and staff with disabilities.
26. The *White Paper on Post School Education and Training, 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 Department has developed the *Strategic Policy Framework on Disability for the Post-School Education and Training System, 2018*. The strategic policy framework is posted on the Department's website.

DETERMINATION OF CRITERIA FOR ADMISSION TO TVET COLLEGES

27. The College Council determines the requirements for admission into the College in line with the policies and regulations promulgated by the Department of Higher Education and Training, and include:
- 27.1 Determining the entrance requirements in respect of all qualifications, including developing a points systems or additional criteria that are clearly articulated in terms of performance requirements;
- 27.2 Determining the minimum and maximum duration of study pertaining to a particular qualification;
- 27.3 Determining the number of students to be admitted for a particular qualification and the manner of their selection;

- 27.4 Determining the minimum requirements for conditions relating to re-admission;
 - 27.5 Determining the standards and conditions under which students may be refused re-admission to the college;
 - 27.6 Determining the conditions for de-registration;
 - 27.7 Determining the medium of instruction ; and
 - 27.8 Determining all policies and processes that lead to proper selection and placement of students, bearing in mind that such policies and processes must be underpinned by the principle of ensuring student success.
28. This policy framework will provide further guidance and ensure consistency with regards to administration of students' admission processes in TVET Colleges, as it relates to:
- 28.1 Scheduling and implementation of the registration process;
 - 28.2 Guiding processes for the cancellation of registered students;
 - 28.3 Admission of students with disabilities;
 - 28.4 Admission requirements for international students; and
 - 28.5 Timeous dissemination of information relating to registration periods for all programmes, and all semesters and trimesters.
29. Students' admission into a TVET College shall be subject to the students' acceptance of the rules and academic regulations of that particular institution. Acceptance of admission at the college shall be taken to constitute acceptance of all published policies and regulations. The student will attest to such by signing a contractual agreement to this effect.
30. 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.
31. Whilst it is good to have an admissions policy, it is equally important to put systems in place to ensure improved students' performance and achievement. The college is therefore expected to adhere to the Department's *TVET College Student Attendance and Punctuality Policy* that will assist to promote improved attendance of the students once admitted.

32. 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.
33. The Council should develop a *College Student Code of Conduct* which every student must sign upon receipt during registration (as stated in paragraph 27).

ADMINISTRATION OF ADMISSIONS

34. 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 College Council and laid down in the *College student Code of Conduct*.
35. 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 the applicant is a foreign national.
36. TVET Colleges should give preference to students who:
 - 36.1 Are South African citizens;
 - 36.2 Are residing within the catchment area where the college is located unless the college does not offer the programme required by the prospective student;
 - 36.3 Have a good academic record;
 - 36.4 Have a history of good attendance in terms of returning students;
 - 36.5 Are able to provide proof of provisional funding status;
 - 36.6 Are above a specified age;
 - 36.7 Have not violated the code of conduct; and
 - 36.8 Satisfy any other requirements which the college deems necessary.
37. Colleges should commence with their application process for a new academic year, in the beginning of June of the preceding year. This will alleviate the pressure and backlogs

- that colleges find themselves in and will also allow ample time for prospective students to apply.
38. The college should have a closing date for all National Certificate Vocational NC (V) applications, which should preferably be the end of October of the preceding year.
 39. The closing dates for all Report 191 student applications should preferably be administered six months prior to commencement of studies.
 40. Colleges are reminded that any fee in addition to the tuition fee, whether it is called an application fee, registration fee or admission fee is NOT permitted. However, colleges may expect a portion of the tuition fee upfront at the point of admission from students who are paying their own fees.
 41. Students who have been offered admission, have applied for, and successfully met the financial criteria for NSFAS funding will be admitted and registered. Students who do not qualify for NSFAS are obligated to pay the fees, either receiving funding from a sponsor, their family or other means. The College's *Debt Management Policy* should be followed to ensure that tuition fees are paid timeously.
 42. If a college decides to implement conditional offers to students, the college should develop conditions to such offers, such as meeting a specific level of performance. Furthermore, the college must have efficient systems in place to track these conditions, and where necessary, be able to effectively revoke the placement.
 43. Colleges should provide additional support and accommodate students with disabilities through guidelines for admission of students with disabilities. This will include reference to designated offices to cater for and assist students with disabilities.
 44. The College Management must develop the process for provision of services for prospective students, which are inclusive, fair and transparent and present it to the academic board for final approval by council.

MINIMUM ENTRY REQUIREMENTS

45. This section of the policy framework provides guidance on the minimum entry requirements for prospective students who intend to study in any of the TVET Colleges.
46. The prospective student must be in possession of the relevant minimum entry requirements stipulated in the *National Certificate (Vocational): Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)* and *Formal technical college instructional programmes in the RSA, Report 191 (2001/08)* for NC(V) and Report 191 programmes respectively.
47. A college should 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.
48. A student may be funded at 80% of the total programme cost for a maximum of two years at the same NQF Level in a nationally approved qualification unless a motivation by the college is made by means of a special request to the DHET for an extension for funding as stipulated in the *Continuing Education and Training Act (16/2006): The National Norms and Standards for funding Technical and Vocational Education and Training Colleges*. This funding is essentially the 80% subsidy for all students enrolled in Ministerially-approved programmes and not NSFAS funding.
49. Students who enrol for a qualification that duplicates a previous qualification that was state-funded are not eligible for financial assistance. This implies that the National Student Financial Aid Scheme (NSFAS) bursary recipients who complete NC(V) Level 4 are not eligible for additional financial assistance should they want to enrol for another NC(V) programme or Report 191 N1 – N3. Similarly bursary recipients who complete Report 191 N6 are not eligible for financial assistance should they want to enrol for another Report 191 programme or an NC(V) programme. It must be noted that this cohort of students are liable for full payment of the programme costs and not simply 20% of the total programme cost which constitute college/tuition fees.

50. For articulation purposes, the only cohort of students eligible for financial assistance for the second qualification are bursary recipients who complete NC(V) Level 4 and Report 191 N3 and would like to enrol for Report 191 (N4 – N6).

ADMISSION REQUIREMENTS FOR NC (V) STUDENTS

51. Minimum entrance requirements are aligned to the NC(V) programme. Students must who passed an NQF level 1 qualification i.e. Grade 9; AET Level 4, General Education and Training Certificate (GETC), the use of RPL assessment programme to determine equivalence to NQF Level 1 and PLP results. Entry requirements should be guided and aligned to the NC (V) policy.

ADMISSION REQUIREMENTS FOR REPORT 191 STUDENTS

52. Minimum entrance requirements are aligned to the Report 191 programme requirements. Students who have passed Grade 12/NC (V) Level 4 may be admitted into N4 Business/Engineering Studies, subject to any other programme/faculty requirements.
53. Minimum entrance requirements for Report 191 N1 Engineering studies are a NQF Level 1 qualification, i.e. Grade 9; PLP results; AET Level 4; General Education and Training Certificate (GETC) and the use of RPL assessment programme to determine equivalence to NQF Level 1 or National Senior Certificate (NSC) Engineering studies.

ADDITIONAL ENTRY REQUIREMENTS

54. The Academic Board may determine additional requirements with the approval of the College Council. In addition, colleges may need to develop a points system or additional entry requirements for entry into qualifications.
55. The points system should weigh language, mathematics and science high on any qualification where these subjects serve as a pre-requisite. Subjects such as Accounting, Drawing, Information and Communication Technology (ICT) may also feature in the points system for certain programmes. Colleges must ensure that the points system or

additional criteria are not too high or used as a tool to further exclude prospective students from colleges.

56. A college should develop its own additional entrance requirements for students intending to enrol in specialised programmes, such as engineering studies. The Department is drafting a proposed *Guideline for Additional Admission requirements* which can assist colleges to formulate guidelines when drafting their additional admission requirements. The college can use the proposed *Guideline for Additional Admission requirements* as is or they can modify. The proposed guideline will be submitted to colleges and posted on the Department's website upon completion.

DOCUMENTS AND ADDITIONAL REQUIREMENTS FOR ADMISSION

57. All documents will 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. The required documents are as follows:

57.1 Identity document or passport for foreign students with study permit;

57.2 Academic records:

- (1) Grade 9 certificate; or
- (2) Adult Education and Training (AET) Level 4 which is equivalent to the National Qualification Framework (NQF) Level 1 certificate; or
- (3) N1; and
- (4) a N2 certificate for N3 or N3 for N4 for entry into Report 191 engineering studies or
- (5) Grade 12/NCV Level 4 for entry into N4 Report 191 Business/Utility studies;
- (6) Recognition of Prior Learning RPL;
- (7) Previous student academic record for returning students;
- (8) Foreign students: South African Qualification Authority (SAQA) approved foreign qualification and Proof of medical insurance or cover. Study permit that stipulates the duration of study; and
- (9) Pre-Vocational Learning Programme (PLP) results.

57.3 Selection and Placement test results;

57.4 Completed registration form;

- 57.5 Proof of residence (home and address while studying);
- 57.6 Contact details of next of kin or responsible persons;
- 57.7 Parents' or guardian's or next of kin ID document;
- 57.8 Proof of payment for the academic year;
- 57.9 Proof of provisional funding status from NSFAS;
- 57.10 Provisional funding from repeating students and non-NSFAS applicants and
- 57.11 Attach criminal record (if applicable).

SELECTION AND PLACEMENT TESTS

- 58. As part of the recruitment and selection process of prospective students, the college should administer a selection and placement test, and conduct interviews where necessary, as this would assist in the correct placement of students into relevant programmes.
- 59. Placement tests and procedures are compulsory for prospective students, to enable them to be placed in an appropriate programme. This will allow the student to enrol in a programme for which they have the necessary capabilities, and will also enable the college to identify those learners requiring additional support.
- 60. No student should be accepted or admitted into a college without undergoing the placement test process. The selection and placement test is used to identify students who may require onward referral or learning and academic support. The college can conduct interviews and auditions in addition to the conduction of selection and placement tests.

PRE-VOCATIONAL LEARNING PROGRAMME

- 61. The Prevocational Learning Programme (PLP) is an entry level foundational learning programme for successful articulation into TVET College particularly for students who do not meet the entry requirement either for the programme or qualification as outlined in the college's admission policy. The PLP programme focus is to ensure foundational knowledge such as English, Mathematical competence and Scientific literacy since students are entering TVET Colleges from the different spheres of education.

62. The programme is primarily aimed at students who have passed at least Grade 9 (but not Grade 12) with weak/poor literacy and numeracy foundation, as determined through baseline testing. Students with Grade 10 or 11 and those who have not been part of the study environment for a few years could also be considered for PLP.
63. The PLP does not replace foundational/ bridging programmes that colleges may be using to suit any specific purpose and which are working for them. The programme prepares a student for enrolment in the relevant NC(V) and Report 191 courses, and where applicable, for occupational qualifications at NQF levels 2-4. The PLP is a Ministerially-funded programme in addition to NC(V) and Report 191.
64. The PLP is structured for delivery over one academic year. The programme is pitched more or less at NQF level 2, in terms of the level descriptors for the competencies to be demonstrated by completion.
65. There is no “pass” or “fail” for a PLP student. The mark received at the end of the year for a subject will determine suitability for a mainstream course. For example, there may be two PLP students who both want to study engineering, but one achieves a mark of 60% for Foundational Mathematics at the end of the year and the other 40%. The 60% mark is indicative that the student may cope with engineering whereas the student with 40% is unlikely to cope and should then be guided into a more suitable study choice which might not necessarily be an NC (V) or Report 191 programme.

ADMISSION OF RETURNING STUDENTS

66. For a student to be admitted in the next level in the NC (V) and Report 191 qualifications, he or she must comply with the promotion requirements of the previous level, as guided by the Department’s National Examinations and Assessment (NEA) progression policy. Progression requirements for other programmes and qualifications must be obtained either from the qualification policy, or must be determined by the college and approved as such by the Academic Board.
67. If a student has failed the level of study once he /she may be allowed to enrol again, but the college must provide compulsory academic support programmes to assist the learner

to succeed. The learner must also sign a letter of commitment to attend the academic support programmes.

68. Enrolled students who have moved from another college must provide a transfer letter and testimony of the student's behaviour, reasons, incidents and financial obligations of the previous College to the new College, upon registration. It is then the responsibility of the new college to communicate with the student's previous college for more information.

ACADEMIC EXCLUSION AND DEREGISTRATION

69. A student can be denied admission where there is evidence of poor academic performance and attendance record. If a student has failed the same course and level of study twice or more in his/her field of study, after compulsory academic support interventions reasons for exclusion must be determined by the recommendations by the academic board and approval by the College council.
70. A prospective student is denied registration if he /she had been expelled from another college as part of a disciplinary sanction or examination sanction from the department.
71. A student is deregistered due to death, disciplinary and examination sanctions or not meeting Attendance Policy requirements, or the student deregisters himself or herself. For transferring students the previous college should provide a detailed student testimonial letter that includes disciplinary incidents or reasons for cancellation or deregistration and the remaining financial obligation.
72. The student must provide valid reasons for cancellation or deregistration and the college policy must stipulate the percentage of programme cost that the student remains liable for on cancellation or deregistration.
73. A student who has been found guilty of misconduct in terms of the college's code of conduct maybe excluded from re-admission.

ADMISSION OF STUDENTS WITH PRIOR CONVICTIONS/CRIMINAL RECORD

74. TVET Colleges may screen students to assess the risks in admitting applicants who may pose a danger to themselves, students and staff.
75. All applicants must declare any relevant criminal convictions/records. The college should only use the information of prior convictions and criminal records to assist the student with rehabilitation and reintegration into society.
76. Police verification may be undertaken in respect of application to programmes or courses where criminal offences can hinder employment opportunities and safety of students and staff at the college.
77. Colleges may seek legal advice when admitting students with pending convictions.

ADMISSION OF NON-SOUTH AFRICAN CITIZENS

78. Persons classified as aliens must, when applying for admission, show evidence that they have applied with the requirements of 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).
79. A student who entered the country as a refugee or immigrant must provide proof of their academic record, approved by the South African Qualification Authority (SAQA) if it is a foreign qualification.
80. The student must pass the placement test and receive an acceptance letter from the TVET College which will stipulate which programme the student can register for and the duration thereof.
81. The student must pass the placement test and receive an acceptance letter from the college which will stipulate which programme the student can register and the duration thereof.

82. The student must then present a study visa and proof of funding when applying for admission to the college which stipulates the amount funded for the duration of study.
83. The student is considered conditionally registered in the event where the student is unable to produce the study visa during registration in the NC(V) and REPORT 191 programmes.
84. If a student does not produce required documents, registration will be terminated. The study visa should be valid for the required duration of study in a chosen programme.

STUDENTS WITH DISABILITIES

85. Taking into account the available resources, colleges should admit students with disabilities and must provide the necessary support, as far as practically possible to make teaching and learning accessible to the student. Students with disabilities who have completed grades 9 - 12 in a special school have to be assessed by the college to determine if they meet the academic requirements for admission into a college programme/qualification. Colleges must therefore incorporate the provisions and process in this regard in the institutions policy on students with disability. The student is encouraged to apply for concession for examinations during enrolment, in line with the provisions that exist for such candidates.

APPEAL PROCEDURES

86. Any student or parent /guardian of the student who has been refused admission to the College may appeal against the decision through the Academic Board, which should make recommendations to the College Council.

REGISTRATION PERIODS: NC (V)

87. College registrations should begin in the first week of reopening in a new academic year and close in the second week of January of every year. The second week makes provision if the college is not fully enrolled, and to provide for late registrations in special cases. The start of classes must ensure maximum utilisation of teaching and learning time.

REGISTRATION PERIODS: REPORT 191

88. College registrations should also open for Report 191 programmes in the first week of reopening, and close in the second week of January of every year, and applications to be encouraged in the prior year of study for new students. The second week makes provision if the college is not fully enrolled and to allow for special cases of late registration. The Report 191 programmes may be offered on a part time basis during the afternoon and evenings.
89. Report 191 registrations for Engineering studies can also take place before the start of the trimester in April, and May for trimester 2, and August and September for trimester 3.
90. The study periods for engineering studies are: first trimester (January until March); second trimester (May until July); and third trimester (September until November). Business studies and utility studies duration is three semesters N4, N5 and N6. The study periods are: first Semester (January until June) and second semester (July until November).

STUDENT REGISTRATION REGISTER

91. The Principal and Deputy Principal responsible for registration must keep a register of student admissions in the registration system of the College, which must be valid, reliable and accessible at all times.
92. The College Council must determine and document how the registration records of the TVET College will be kept. The format of the data capture tool must include information relating to biographical and demographic information of the student such as surname and full names, date of birth, age, identity number/passport number, disability, qualification details, names of students next of kin, their addresses and the address and contact details for the time of study. Colleges must ensure authenticity of registration documents and use the code of conduct or legal processes in the event of receiving fraudulent documents from a student.

93. Entries in the registration system will be verified against each student's information, such as an identity document or passport, of which a copy must be placed on record either in hard or soft copy.
94. Officials from the National and Regional offices must be able to access the electronic registration system and the register, as and when the need arises.

MONITORING AND EVALUATION

95. For this policy framework to be effective it will be supported by the set of monitoring and evaluation instruments indicated below:
 - 95.1 Registration monitoring tool;
 - 95.2 Annual surveys;
 - 95.3 Annual reports;
 - 95.4 Quarterly enrolment Monitoring tools;
 - 95.5 Teaching and Learning Plan;
 - 95.6 SSS Plan monitoring tool;
 - 95.7 Functionality Assessment Tools;
 - 95.8 Annual monitoring tool;
 - 95.9 Technical and Vocational Education and Training Information Management System (TVETMIS); and
 - 95.10 Any other instruments as may be required from time to time.

SHORT TITLE

This policy framework shall be called *Policy Framework for Administration and Management of Student Admissions in Technical and Vocational Education and Training (TVET) Colleges*.

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

NO. 813

31 MAY 2019

CONTINUING EDUCATION AND TRAINING ACT, 2006 (ACT NO. 16 OF 2006)

POLICY FRAMEWORK FOR ADMINISTRATION AND MANAGEMENT OF STUDENT ADMISSIONS IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES

I, Grace Naledi Mandisa Pandor, Minister of Higher Education and Training, in terms of Chapter 6A, section 41A(c) read with sections 41B(4) and 41M of the Continuing Education and Training Act, 2006 (Act No. 16 of 2006) hereby publish the Policy Framework for Administration and Management of Student Admissions in Technical and Vocational Education and Training Colleges as Schedule I.



Mrs GNM Pandor, MP

Minister of Higher Education and Training

Date: 30-3-2019



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**POLICY FRAMEWORK FOR ADMINISTRATION AND MANAGEMENT
OF STUDENT ADMISSIONS IN TECHNICAL AND VOCATIONAL
EDUCATION AND TRAINING COLLEGES**

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LIST OF ACRONYMS AND ABBREVIATIONS

ABET /AET	Adult Education and Training
APS	Application Point Score
CET Act	Continuity Education and Training Act (16 of 2006)
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
FET Act	Further Education and Training Amendment Act (No.3 of 2012)
GETC	General Education and Training Certificate
ICT	Information and Communication Technology
MIS	Management Information Systems
NC (V)	National Certificate (Vocational)
NEA	Department's National Examinations and Assessments
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NATED/REPORT 191	National Accredited Technical Education Diploma
NDP	National Development Plan
NQF	National Qualification Framework
PLP	Pre-Vocational Learning Programme
PSET	Post-School Education and Training
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SSS	Student Support Services
SETA	Sector Education and Training Authority
TVET	Technical and Vocational Education and Training
WP-PSET	White Paper for Post –School Education and Training

INTRODUCTION

1. The admission policies of Technical and Vocational Education and Training Colleges are underpinned and guided by the *Constitution of the Republic of South Africa, 1996 (Act no 108 of 1996)*.
2. This admission policy framework is intended to govern the provision for all Ministerially approved programmes offered in Technical and Vocational Education and Training (TVET) Colleges.
3. 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.
4. This policy framework 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 capable students who have a keen interest in vocational and technical education.
5. The TVET college system has expanded access thus experiencing exponential growth in student enrolment. Notwithstanding this expansion colleges are still confronted by challenges of limited infrastructure to accommodate students and as such there is increased competitiveness of access in the college system. The Department of Higher Education and Training, herein after referred to as the Department, is shifting its focus from access to quality which is critical towards positioning TVET colleges as institutions of first choice.
6. Proper career guidance is important to direct our students to relevant programmes and to provide training in areas that are required for the country's economy growth.

7. The *White Paper for Post –School Education and Training*, 2013, herein referred to as the WP-PSET, envisages a post-school education and training system that is committed to achieving the following objectives:
 - 7.1 Education and Social Justice;
 - 7.2 A single coordinated system;
 - 7.3 Expanding access, improving quality and increasing diversity;
 - 7.4 Education and work; and
 - 7.5 Responsiveness.
8. The TVET College sector is required to provide 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.
9. The Department has developed this policy framework to guide TVET Colleges to administer the management of student admissions and ensure consistency in achieving the values of equity, access and redress. TVET Colleges must therefore commit themselves to provide adequate conditions and opportunities for effective teaching and learning.
10. The Department recognises that section 17(1) of the *Continuing Education and Training Act, 2006 (Act No. 16 of 2006) as stated in Chapter 3*, herein referred to as the CET Act, entrusts the role of developing college admission policies to the Council of the respective college. This policy framework therefore is developed for TVET College Councils to adopt or adapt when developing their own policies.
11. Due to the diversity of programme offerings in the sector, differentiated admission 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 scarce skills, which will lead to filling the gap for occupations in high demand, and qualifications that are designed to absorb large numbers of learners as valuable human resource capital for the country.

12. Should the Department of Basic Education (DBE) comprehensively roll out the three stream model which is delineated into three pathways, that is, academic, technical vocational and technical occupational, learners with Grade 9 will only be accepted into programmes leading to a trade or occupation where the learner meets the admission criteria.

BACKGROUND AND CONTEXT

13. The White Paper on Post School Education and Training ushered in changes from Further Education and Training (FET) Colleges by renaming them TVET Colleges. The name change signified the specific focus of Colleges in providing mid-level vocational and occupational programmes that have direct articulation with the world of work and which includes formal employment, self-employment and other forms of work.
14. Historically TVET colleges catered to the specific needs of unemployed 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.
15. The DHET TVET College Bursary Scheme has been a key mechanism to provide access and contributed to the growth and expansion of the TVET college sector. The rapid expansion of the TVET college sector has resulted in the system being unable to accommodate future growth without material contribution to infrastructure development.
16. The post-school education and training system is required to accommodate huge student numbers despite its limited capacity to absorb these numbers. The consequence is that 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.

OBJECTIVES OF THIS POLICY

17. The objective of this policy framework is to provide a base for all Technical and Vocational Education and Training College Councils to develop their student admission policies for their respective colleges.

APPLICATION OF THIS POLICY

18. This policy framework applies to all TVET Colleges declared or established by the Minister in terms of the *Continuing Education and Training Act, 2006 (Act No. 16 of 2006)*.

RATIONALE

19. TVET Colleges have been established to expand access and to provide opportunities to young people who want to access post-school education and training (PSET).
20. In terms of section 2(1) of the *Continuing Education and Training Act, 2006 (Act No. 16 of 2006)* the purpose of the CET Act is to:
 - (a) enable students to acquire—
 - (i) the necessary knowledge;
 - (ii) practical skills; and
 - (iii) applied vocational and occupational competence; and
 - (b) provide students with the necessary attributes required for—
 - (i) employment;
 - (ii) entry to a particular vocation, occupation or trade; or
 - (iii) entry into a higher education institution.
21. Public TVET Colleges have been strategically positioned to become the institutions of choice to school leavers and out of school youth. The state is mandated to ensure its youth

and communities have access to education and training that will deal with socio economic factors faced by communities and the country as a whole.

22. In the future, the Department will increase opportunities for students in the TVET sector by increasing admissions into National Qualification Framework (NQF) Level 5 and NQF Level 6 qualifications, which aligns to the mandate given both in the National Development Plan (NDP) and the White Paper for Post –School Education and Training (WP-PSET).

LEGISLATIVE AND POLICY FRAMEWORK

23. 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.
24. Section 17 of the CET Act outlines the requirements for an admission policy of public colleges as follows:
 1. Subject to applicable policy, the Council of a public college determines the admission policy of the college, after consulting with the academic board and with the approval of the Minister;
 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;
 3. The Council may, subject to applicable policy, obtain the approval of the Director-General and after consultation with the academic board—
 - (a) determine admission requirements in respect of particular continuing education and training qualifications or part-qualifications;
 - (b) determine the number of students who may be admitted for a particular continuing education and training qualification or part qualification and the manner of their selection ;
 - (c) determine the minimum requirements for re-admission to study at the public college in question; and

- (d) refuse the readmission of a student who fails to satisfy the minimum requirements for readmission.
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;
25. The *White paper 6 on Special Needs Education, 2001* provides for an inclusive education framework which guides the transformation of practices related to barriers in teaching and learning. The White Paper also emphasised the need for a holistic approach to addressing disabilities, which includes, specialised technology, assistive devices, reasonable accommodation, practices for students and staff with disabilities.
26. The *White Paper on Post School Education and Training, 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 Department has developed the *Strategic Policy Framework on Disability for the Post-School Education and Training System, 2018*. The strategic policy framework is posted on the Department's website.

DETERMINATION OF CRITERIA FOR ADMISSION TO TVET COLLEGES

27. The College Council determines the requirements for admission into the College in line with the policies and regulations promulgated by the Department of Higher Education and Training, and include:
- 27.1 Determining the entrance requirements in respect of all qualifications, including developing a points systems or additional criteria that are clearly articulated in terms of performance requirements;
- 27.2 Determining the minimum and maximum duration of study pertaining to a particular qualification;
- 27.3 Determining the number of students to be admitted for a particular qualification and the manner of their selection;

- 27.4 Determining the minimum requirements for conditions relating to re-admission;
 - 27.5 Determining the standards and conditions under which students may be refused re-admission to the college;
 - 27.6 Determining the conditions for de-registration;
 - 27.7 Determining the medium of instruction ; and
 - 27.8 Determining all policies and processes that lead to proper selection and placement of students, bearing in mind that such policies and processes must be underpinned by the principle of ensuring student success.
28. This policy framework will provide further guidance and ensure consistency with regards to administration of students' admission processes in TVET Colleges, as it relates to:
- 28.1 Scheduling and implementation of the registration process;
 - 28.2 Guiding processes for the cancellation of registered students;
 - 28.3 Admission of students with disabilities;
 - 28.4 Admission requirements for international students; and
 - 28.5 Timeous dissemination of information relating to registration periods for all programmes, and all semesters and trimesters.
29. Students' admission into a TVET College shall be subject to the students' acceptance of the rules and academic regulations of that particular institution. Acceptance of admission at the college shall be taken to constitute acceptance of all published policies and regulations. The student will attest to such by signing a contractual agreement to this effect.
30. 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.
31. Whilst it is good to have an admissions policy, it is equally important to put systems in place to ensure improved students' performance and achievement. The college is therefore expected to adhere to the Department's *TVET College Student Attendance and Punctuality Policy* that will assist to promote improved attendance of the students once admitted.

32. 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.
33. The Council should develop a *College Student Code of Conduct* which every student must sign upon receipt during registration (as stated in paragraph 27).

ADMINISTRATION OF ADMISSIONS

34. 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 College Council and laid down in the *College student Code of Conduct*.
35. 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 the applicant is a foreign national.
36. TVET Colleges should give preference to students who:
 - 36.1 Are South African citizens;
 - 36.2 Are residing within the catchment area where the college is located unless the college does not offer the programme required by the prospective student;
 - 36.3 Have a good academic record;
 - 36.4 Have a history of good attendance in terms of returning students;
 - 36.5 Are able to provide proof of provisional funding status;
 - 36.6 Are above a specified age;
 - 36.7 Have not violated the code of conduct; and
 - 36.8 Satisfy any other requirements which the college deems necessary.
37. Colleges should commence with their application process for a new academic year, in the beginning of June of the preceding year. This will alleviate the pressure and backlogs

that colleges find themselves in and will also allow ample time for prospective students to apply.

38. The college should have a closing date for all National Certificate Vocational NC (V) applications, which should preferably be the end of October of the preceding year.
39. The closing dates for all Report 191 student applications should preferably be administered six months prior to commencement of studies.
40. Colleges are reminded that any fee in addition to the tuition fee, whether it is called an application fee, registration fee or admission fee is NOT permitted. However, colleges may expect a portion of the tuition fee upfront at the point of admission from students who are paying their own fees.
41. Students who have been offered admission, have applied for, and successfully met the financial criteria for NSFAS funding will be admitted and registered. Students who do not qualify for NSFAS are obligated to pay the fees, either receiving funding from a sponsor, their family or other means. The College's *Debt Management Policy* should be followed to ensure that tuition fees are paid timeously.
42. If a college decides to implement conditional offers to students, the college should develop conditions to such offers, such as meeting a specific level of performance. Furthermore, the college must have efficient systems in place to track these conditions, and where necessary, be able to effectively revoke the placement.
43. Colleges should provide additional support and accommodate students with disabilities through guidelines for admission of students with disabilities. This will include reference to designated offices to cater for and assist students with disabilities.
44. The College Management must develop the process for provision of services for prospective students, which are inclusive, fair and transparent and present it to the academic board for final approval by council.

MINIMUM ENTRY REQUIREMENTS

45. This section of the policy framework provides guidance on the minimum entry requirements for prospective students who intend to study in any of the TVET Colleges.
46. The prospective student must be in possession of the relevant minimum entry requirements stipulated in the *National Certificate (Vocational): Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)* and *Formal technical college instructional programmes in the RSA, Report 191 (2001/08)* for NC(V) and Report 191 programmes respectively.
47. A college should 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.
48. A student may be funded at 80% of the total programme cost for a maximum of two years at the same NQF Level in a nationally approved qualification unless a motivation by the college is made by means of a special request to the DHET for an extension for funding as stipulated in the *Continuing Education and Training Act (16/2006): The National Norms and Standards for funding Technical and Vocational Education and Training Colleges*. This funding is essentially the 80% subsidy for all students enrolled in Ministerially-approved programmes and not NSFAS funding.
49. Students who enrol for a qualification that duplicates a previous qualification that was state-funded are not eligible for financial assistance. This implies that the National Student Financial Aid Scheme (NSFAS) bursary recipients who complete NC(V) Level 4 are not eligible for additional financial assistance should they want to enrol for another NC(V) programme or Report 191 N1 – N3. Similarly bursary recipients who complete Report 191 N6 are not eligible for financial assistance should they want to enrol for another Report 191 programme or an NC(V) programme. It must be noted that this cohort of students are liable for full payment of the programme costs and not simply 20% of the total programme cost which constitute college/tuition fees.

50. For articulation purposes, the only cohort of students eligible for financial assistance for the second qualification are bursary recipients who complete NC(V) Level 4 and Report 191 N3 and would like to enrol for Report 191 (N4 – N6).

ADMISSION REQUIREMENTS FOR NC (V) STUDENTS

51. Minimum entrance requirements are aligned to the NC(V) programme. Students must who passed an NQF level 1 qualification i.e. Grade 9; AET Level 4, General Education and Training Certificate (GETC), the use of RPL assessment programme to determine equivalence to NQF Level 1 and PLP results. Entry requirements should be guided and aligned to the NC (V) policy.

ADMISSION REQUIREMENTS FOR REPORT 191 STUDENTS

52. Minimum entrance requirements are aligned to the Report 191 programme requirements. Students who have passed Grade 12/NC (V) Level 4 may be admitted into N4 Business/Engineering Studies, subject to any other programme/faculty requirements.
53. Minimum entrance requirements for Report 191 N1 Engineering studies are a NQF Level 1 qualification, i.e. Grade 9; PLP results; AET Level 4; General Education and Training Certificate (GETC) and the use of RPL assessment programme to determine equivalence to NQF Level 1 or National Senior Certificate (NSC) Engineering studies.

ADDITIONAL ENTRY REQUIREMENTS

54. The Academic Board may determine additional requirements with the approval of the College Council. In addition, colleges may need to develop a points system or additional entry requirements for entry into qualifications.
55. The points system should weigh language, mathematics and science high on any qualification where these subjects serve as a pre-requisite. Subjects such as Accounting, Drawing, Information and Communication Technology (ICT) may also feature in the points system for certain programmes. Colleges must ensure that the points system or

additional criteria are not too high or used as a tool to further exclude prospective students from colleges.

56. A college should develop its own additional entrance requirements for students intending to enrol in specialised programmes, such as engineering studies. The Department is drafting a proposed *Guideline for Additional Admission requirements* which can assist colleges to formulate guidelines when drafting their additional admission requirements. The college can use the proposed *Guideline for Additional Admission requirements* as is or they can modify. The proposed guideline will be submitted to colleges and posted on the Department's website upon completion.

DOCUMENTS AND ADDITIONAL REQUIREMENTS FOR ADMISSION

57. All documents will 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. The required documents are as follows:

57.1 Identity document or passport for foreign students with study permit;

57.2 Academic records:

- (1) Grade 9 certificate; or
- (2) Adult Education and Training (AET) Level 4 which is equivalent to the National Qualification Framework (NQF) Level 1 certificate; or
- (3) N1; and
- (4) a N2 certificate for N3 or N3 for N4 for entry into Report 191 engineering studies or
- (5) Grade 12/NCV Level 4 for entry into N4 Report 191 Business/Utility studies;
- (6) Recognition of Prior Learning RPL;
- (7) Previous student academic record for returning students;
- (8) Foreign students: South African Qualification Authority (SAQA) approved foreign qualification and Proof of medical insurance or cover. Study permit that stipulates the duration of study; and
- (9) Pre-Vocational Learning Programme (PLP) results.

57.3 Selection and Placement test results;

57.4 Completed registration form;

- 57.5 Proof of residence (home and address while studying);
- 57.6 Contact details of next of kin or responsible persons;
- 57.7 Parents' or guardian's or next of kin ID document;
- 57.8 Proof of payment for the academic year;
- 57.9 Proof of provisional funding status from NSFAS;
- 57.10 Provisional funding from repeating students and non-NSFAS applicants and
- 57.11 Attach criminal record (if applicable).

SELECTION AND PLACEMENT TESTS

- 58. As part of the recruitment and selection process of prospective students, the college should administer a selection and placement test, and conduct interviews where necessary, as this would assist in the correct placement of students into relevant programmes.
- 59. Placement tests and procedures are compulsory for prospective students, to enable them to be placed in an appropriate programme. This will allow the student to enrol in a programme for which they have the necessary capabilities, and will also enable the college to identify those learners requiring additional support.
- 60. No student should be accepted or admitted into a college without undergoing the placement test process. The selection and placement test is used to identify students who may require onward referral or learning and academic support. The college can conduct interviews and auditions in addition to the conduction of selection and placement tests.

PRE-VOCATIONAL LEARNING PROGRAMME

- 61. The Prevocational Learning Programme (PLP) is an entry level foundational learning programme for successful articulation into TVET College particularly for students who do not meet the entry requirement either for the programme or qualification as outlined in the college's admission policy. The PLP programme focus is to ensure foundational knowledge such as English, Mathematical competence and Scientific literacy since students are entering TVET Colleges from the different spheres of education.

62. The programme is primarily aimed at students who have passed at least Grade 9 (but not Grade 12) with weak/poor literacy and numeracy foundation, as determined through baseline testing. Students with Grade 10 or 11 and those who have not been part of the study environment for a few years could also be considered for PLP.
63. The PLP does not replace foundational/ bridging programmes that colleges may be using to suit any specific purpose and which are working for them. The programme prepares a student for enrolment in the relevant NC(V) and Report 191 courses, and where applicable, for occupational qualifications at NQF levels 2-4. The PLP is a Ministerially-funded programme in addition to NC(V) and Report 191.
64. The PLP is structured for delivery over one academic year. The programme is pitched more or less at NQF level 2, in terms of the level descriptors for the competencies to be demonstrated by completion.
65. There is no “pass” or “fail” for a PLP student. The mark received at the end of the year for a subject will determine suitability for a mainstream course. For example, there may be two PLP students who both want to study engineering, but one achieves a mark of 60% for Foundational Mathematics at the end of the year and the other 40%. The 60% mark is indicative that the student may cope with engineering whereas the student with 40% is unlikely to cope and should then be guided into a more suitable study choice which might not necessarily be an NC (V) or Report 191 programme.

ADMISSION OF RETURNING STUDENTS

66. For a student to be admitted in the next level in the NC (V) and Report 191 qualifications, he or she must comply with the promotion requirements of the previous level, as guided by the Department’s National Examinations and Assessment (NEA) progression policy. Progression requirements for other programmes and qualifications must be obtained either from the qualification policy, or must be determined by the college and approved as such by the Academic Board.
67. If a student has failed the level of study once he /she may be allowed to enrol again, but the college must provide compulsory academic support programmes to assist the learner

to succeed. The learner must also sign a letter of commitment to attend the academic support programmes.

68. Enrolled students who have moved from another college must provide a transfer letter and testimony of the student's behaviour, reasons, incidents and financial obligations of the previous College to the new College, upon registration. It is then the responsibility of the new college to communicate with the student's previous college for more information.

ACADEMIC EXCLUSION AND DEREGISTRATION

69. A student can be denied admission where there is evidence of poor academic performance and attendance record. If a student has failed the same course and level of study twice or more in his/her field of study, after compulsory academic support interventions reasons for exclusion must be determined by the recommendations by the academic board and approval by the College council.
70. A prospective student is denied registration if he /she had been expelled from another college as part of a disciplinary sanction or examination sanction from the department.
71. A student is deregistered due to death, disciplinary and examination sanctions or not meeting Attendance Policy requirements, or the student deregisters himself or herself. For transferring students the previous college should provide a detailed student testimonial letter that includes disciplinary incidents or reasons for cancellation or deregistration and the remaining financial obligation.
72. The student must provide valid reasons for cancellation or deregistration and the college policy must stipulate the percentage of programme cost that the student remains liable for on cancellation or deregistration.
73. A student who has been found guilty of misconduct in terms of the college's code of conduct maybe excluded from re-admission.

ADMISSION OF STUDENTS WITH PRIOR CONVICTIONS/CRIMINAL RECORD

74. TVET Colleges may screen students to assess the risks in admitting applicants who may pose a danger to themselves, students and staff.
75. All applicants must declare any relevant criminal convictions/records. The college should only use the information of prior convictions and criminal records to assist the student with rehabilitation and reintegration into society.
76. Police verification may be undertaken in respect of application to programmes or courses where criminal offences can hinder employment opportunities and safety of students and staff at the college.
77. Colleges may seek legal advice when admitting students with pending convictions.

ADMISSION OF NON-SOUTH AFRICAN CITIZENS

78. Persons classified as aliens must, when applying for admission, show evidence that they have applied with the requirements of 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).
79. A student who entered the country as a refugee or immigrant must provide proof of their academic record, approved by the South African Qualification Authority (SAQA) if it is a foreign qualification.
80. The student must pass the placement test and receive an acceptance letter from the TVET College which will stipulate which programme the student can register for and the duration thereof.
81. The student must pass the placement test and receive an acceptance letter from the college which will stipulate which programme the student can register and the duration thereof.

82. The student must then present a study visa and proof of funding when applying for admission to the college which stipulates the amount funded for the duration of study.
83. The student is considered conditionally registered in the event where the student is unable to produce the study visa during registration in the NC(V) and REPORT 191 programmes.
84. If a student does not produce required documents, registration will be terminated. The study visa should be valid for the required duration of study in a chosen programme.

STUDENTS WITH DISABILITIES

85. Taking into account the available resources, colleges should admit students with disabilities and must provide the necessary support, as far as practically possible to make teaching and learning accessible to the student. Students with disabilities who have completed grades 9 - 12 in a special school have to be assessed by the college to determine if they meet the academic requirements for admission into a college programme/qualification. Colleges must therefore incorporate the provisions and process in this regard in the institutions policy on students with disability. The student is encouraged to apply for concession for examinations during enrolment, in line with the provisions that exist for such candidates.

APPEAL PROCEDURES

86. Any student or parent /guardian of the student who has been refused admission to the College may appeal against the decision through the Academic Board, which should make recommendations to the College Council.

REGISTRATION PERIODS: NC (V)

87. College registrations should begin in the first week of reopening in a new academic year and close in the second week of January of every year. The second week makes provision if the college is not fully enrolled, and to provide for late registrations in special cases. The start of classes must ensure maximum utilisation of teaching and learning time.

REGISTRATION PERIODS: REPORT 191

88. College registrations should also open for Report 191 programmes in the first week of reopening, and close in the second week of January of every year, and applications to be encouraged in the prior year of study for new students. The second week makes provision if the college is not fully enrolled and to allow for special cases of late registration. The Report 191 programmes may be offered on a part time basis during the afternoon and evenings.
89. Report 191 registrations for Engineering studies can also take place before the start of the trimester in April, and May for trimester 2, and August and September for trimester 3.
90. The study periods for engineering studies are: first trimester (January until March); second trimester (May until July); and third trimester (September until November). Business studies and utility studies duration is three semesters N4, N5 and N6. The study periods are: first Semester (January until June) and second semester (July until November).

STUDENT REGISTRATION REGISTER

91. The Principal and Deputy Principal responsible for registration must keep a register of student admissions in the registration system of the College, which must be valid, reliable and accessible at all times.
92. The College Council must determine and document how the registration records of the TVET College will be kept. The format of the data capture tool must include information relating to biographical and demographic information of the student such as surname and full names, date of birth, age, identity number/passport number, disability, qualification details, names of students next of kin, their addresses and the address and contact details for the time of study. Colleges must ensure authenticity of registration documents and use the code of conduct or legal processes in the event of receiving fraudulent documents from a student.

93. Entries in the registration system will be verified against each student's information, such as an identity document or passport, of which a copy must be placed on record either in hard or soft copy.
94. Officials from the National and Regional offices must be able to access the electronic registration system and the register, as and when the need arises.

MONITORING AND EVALUATION

95. For this policy framework to be effective it will be supported by the set of monitoring and evaluation instruments indicated below:
 - 95.1 Registration monitoring tool;
 - 95.2 Annual surveys;
 - 95.3 Annual reports;
 - 95.4 Quarterly enrolment Monitoring tools;
 - 95.5 Teaching and Learning Plan;
 - 95.6 SSS Plan monitoring tool;
 - 95.7 Functionality Assessment Tools;
 - 95.8 Annual monitoring tool;
 - 95.9 Technical and Vocational Education and Training Information Management System (TVETMIS); and
 - 95.10 Any other instruments as may be required from time to time.

SHORT TITLE

This policy framework shall be called *Policy Framework for Administration and Management of Student Admissions in Technical and Vocational Education and Training (TVET) Colleges*.

CONTINUING EDUCATION AND TRAINING ACT, 2006 (ACT NO. 16 OF 2006)**POLICY FRAMEWORK FOR ADMINISTRATION AND MANAGEMENT OF STUDENT ADMISSIONS IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES**

I, Grace Naledi Mandisa Pandor, Minister of Higher Education and Training, in terms of Chapter 6A, section 41A(c) read with sections 41B(4) and 41M of the Continuing Education and Training Act, 2006 (Act No. 16 of 2006) hereby publish the Policy Framework for Administration and Management of Student Admissions in Technical and Vocational Education and Training Colleges as Schedule I.



G.N.M. Pandor

Mrs GNM Pandor, MP

Minister of Higher Education and Training

Date: 30-3-2019



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**POLICY FRAMEWORK FOR ADMINISTRATION AND MANAGEMENT
OF STUDENT ADMISSIONS IN TECHNICAL AND VOCATIONAL
EDUCATION AND TRAINING COLLEGES**

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LIST OF ACRONYMS AND ABBREVIATIONS

ABET /AET	Adult Education and Training
APS	Application Point Score
CET Act	Continuity Education and Training Act (16 of 2006)
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
FET Act	Further Education and Training Amendment Act (No.3 of 2012)
GETC	General Education and Training Certificate
ICT	Information and Communication Technology
MIS	Management Information Systems
NC (V)	National Certificate (Vocational)
NEA	Department's National Examinations and Assessments
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NATED/REPORT 191	National Accredited Technical Education Diploma
NDP	National Development Plan
NQF	National Qualification Framework
PLP	Pre-Vocational Learning Programme
PSET	Post-School Education and Training
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SSS	Student Support Services
SETA	Sector Education and Training Authority
TVET	Technical and Vocational Education and Training
WP-PSET	White Paper for Post –School Education and Training

INTRODUCTION

1. The admission policies of Technical and Vocational Education and Training Colleges are underpinned and guided by the *Constitution of the Republic of South Africa, 1996 (Act no 108 of 1996)*.
2. This admission policy framework is intended to govern the provision for all Ministerially approved programmes offered in Technical and Vocational Education and Training (TVET) Colleges.
3. 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.
4. This policy framework 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 capable students who have a keen interest in vocational and technical education.
5. The TVET college system has expanded access thus experiencing exponential growth in student enrolment. Notwithstanding this expansion colleges are still confronted by challenges of limited infrastructure to accommodate students and as such there is increased competitiveness of access in the college system. The Department of Higher Education and Training, herein after referred to as the Department, is shifting its focus from access to quality which is critical towards positioning TVET colleges as institutions of first choice.
6. Proper career guidance is important to direct our students to relevant programmes and to provide training in areas that are required for the country's economy growth.

7. The *White Paper for Post –School Education and Training*, 2013, herein referred to as the WP-PSET, envisages a post-school education and training system that is committed to achieving the following objectives:
 - 7.1 Education and Social Justice;
 - 7.2 A single coordinated system;
 - 7.3 Expanding access, improving quality and increasing diversity;
 - 7.4 Education and work; and
 - 7.5 Responsiveness.

8. The TVET College sector is required to provide 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.

9. The Department has developed this policy framework to guide TVET Colleges to administer the management of student admissions and ensure consistency in achieving the values of equity, access and redress. TVET Colleges must therefore commit themselves to provide adequate conditions and opportunities for effective teaching and learning.

10. The Department recognises that section 17(1) of the *Continuing Education and Training Act, 2006 (Act No. 16 of 2006) as stated in Chapter 3*, herein referred to as the CET Act, entrusts the role of developing college admission policies to the Council of the respective college. This policy framework therefore is developed for TVET College Councils to adopt or adapt when developing their own policies.

11. Due to the diversity of programme offerings in the sector, differentiated admission 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 scarce skills, which will lead to filling the gap for occupations in high demand, and qualifications that are designed to absorb large numbers of learners as valuable human resource capital for the country.

12. Should the Department of Basic Education (DBE) comprehensively roll out the three stream model which is delineated into three pathways, that is, academic, technical vocational and technical occupational, learners with Grade 9 will only be accepted into programmes leading to a trade or occupation where the learner meets the admission criteria.

BACKGROUND AND CONTEXT

13. The White Paper on Post School Education and Training ushered in changes from Further Education and Training (FET) Colleges by renaming them TVET Colleges. The name change signified the specific focus of Colleges in providing mid-level vocational and occupational programmes that have direct articulation with the world of work and which includes formal employment, self-employment and other forms of work.
14. Historically TVET colleges catered to the specific needs of unemployed 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.
15. The DHET TVET College Bursary Scheme has been a key mechanism to provide access and contributed to the growth and expansion of the TVET college sector. The rapid expansion of the TVET college sector has resulted in the system being unable to accommodate future growth without material contribution to infrastructure development.
16. The post-school education and training system is required to accommodate huge student numbers despite its limited capacity to absorb these numbers. The consequence is that 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.

OBJECTIVES OF THIS POLICY

17. The objective of this policy framework is to provide a base for all Technical and Vocational Education and Training College Councils to develop their student admission policies for their respective colleges.

APPLICATION OF THIS POLICY

18. This policy framework applies to all TVET Colleges declared or established by the Minister in terms of the *Continuing Education and Training Act, 2006 (Act No. 16 of 2006)*.

RATIONALE

19. TVET Colleges have been established to expand access and to provide opportunities to young people who want to access post-school education and training (PSET).
20. In terms of section 2(1) of the *Continuing Education and Training Act, 2006 (Act No. 16 of 2006)* the purpose of the CET Act is to:
 - (a) enable students to acquire—
 - (i) the necessary knowledge;
 - (ii) practical skills; and
 - (iii) applied vocational and occupational competence; and
 - (b) provide students with the necessary attributes required for—
 - (i) employment;
 - (ii) entry to a particular vocation, occupation or trade; or
 - (iii) entry into a higher education institution.
21. Public TVET Colleges have been strategically positioned to become the institutions of choice to school leavers and out of school youth. The state is mandated to ensure its youth

and communities have access to education and training that will deal with socio economic factors faced by communities and the country as a whole.

22. In the future, the Department will increase opportunities for students in the TVET sector by increasing admissions into National Qualification Framework (NQF) Level 5 and NQF Level 6 qualifications, which aligns to the mandate given both in the National Development Plan (NDP) and the White Paper for Post –School Education and Training (WP-PSET).

LEGISLATIVE AND POLICY FRAMEWORK

23. 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.
24. Section 17 of the CET Act outlines the requirements for an admission policy of public colleges as follows:
 1. Subject to applicable policy, the Council of a public college determines the admission policy of the college, after consulting with the academic board and with the approval of the Minister;
 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;
 3. The Council may, subject to applicable policy, obtain the approval of the Director-General and after consultation with the academic board—
 - (a) determine admission requirements in respect of particular continuing education and training qualifications or part-qualifications;
 - (b) determine the number of students who may be admitted for a particular continuing education and training qualification or part qualification and the manner of their selection ;
 - (c) determine the minimum requirements for re-admission to study at the public college in question; and

- (d) refuse the readmission of a student who fails to satisfy the minimum requirements for readmission.
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;
25. The *White paper 6 on Special Needs Education, 2001* provides for an inclusive education framework which guides the transformation of practices related to barriers in teaching and learning. The White Paper also emphasised the need for a holistic approach to addressing disabilities, which includes, specialised technology, assistive devices, reasonable accommodation, practices for students and staff with disabilities.
26. The *White Paper on Post School Education and Training, 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 Department has developed the *Strategic Policy Framework on Disability for the Post-School Education and Training System, 2018*. The strategic policy framework is posted on the Department's website.

DETERMINATION OF CRITERIA FOR ADMISSION TO TVET COLLEGES

27. The College Council determines the requirements for admission into the College in line with the policies and regulations promulgated by the Department of Higher Education and Training, and include:
- 27.1 Determining the entrance requirements in respect of all qualifications, including developing a points systems or additional criteria that are clearly articulated in terms of performance requirements;
- 27.2 Determining the minimum and maximum duration of study pertaining to a particular qualification;
- 27.3 Determining the number of students to be admitted for a particular qualification and the manner of their selection;

- 27.4 Determining the minimum requirements for conditions relating to re-admission;
 - 27.5 Determining the standards and conditions under which students may be refused re-admission to the college;
 - 27.6 Determining the conditions for de-registration;
 - 27.7 Determining the medium of instruction ; and
 - 27.8 Determining all policies and processes that lead to proper selection and placement of students, bearing in mind that such policies and processes must be underpinned by the principle of ensuring student success.
28. This policy framework will provide further guidance and ensure consistency with regards to administration of students' admission processes in TVET Colleges, as it relates to:
- 28.1 Scheduling and implementation of the registration process;
 - 28.2 Guiding processes for the cancellation of registered students;
 - 28.3 Admission of students with disabilities;
 - 28.4 Admission requirements for international students; and
 - 28.5 Timeous dissemination of information relating to registration periods for all programmes, and all semesters and trimesters.
29. Students' admission into a TVET College shall be subject to the students' acceptance of the rules and academic regulations of that particular institution. Acceptance of admission at the college shall be taken to constitute acceptance of all published policies and regulations. The student will attest to such by signing a contractual agreement to this effect.
30. 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.
31. Whilst it is good to have an admissions policy, it is equally important to put systems in place to ensure improved students' performance and achievement. The college is therefore expected to adhere to the Department's *TVET College Student Attendance and Punctuality Policy* that will assist to promote improved attendance of the students once admitted.

32. 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.
33. The Council should develop a *College Student Code of Conduct* which every student must sign upon receipt during registration (as stated in paragraph 27).

ADMINISTRATION OF ADMISSIONS

34. 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 College Council and laid down in the *College student Code of Conduct*.
35. 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 the applicant is a foreign national.
36. TVET Colleges should give preference to students who:
 - 36.1 Are South African citizens;
 - 36.2 Are residing within the catchment area where the college is located unless the college does not offer the programme required by the prospective student;
 - 36.3 Have a good academic record;
 - 36.4 Have a history of good attendance in terms of returning students;
 - 36.5 Are able to provide proof of provisional funding status;
 - 36.6 Are above a specified age;
 - 36.7 Have not violated the code of conduct; and
 - 36.8 Satisfy any other requirements which the college deems necessary.
37. Colleges should commence with their application process for a new academic year, in the beginning of June of the preceding year. This will alleviate the pressure and backlogs

- that colleges find themselves in and will also allow ample time for prospective students to apply.
38. The college should have a closing date for all National Certificate Vocational NC (V) applications, which should preferably be the end of October of the preceding year.
 39. The closing dates for all Report 191 student applications should preferably be administered six months prior to commencement of studies.
 40. Colleges are reminded that any fee in addition to the tuition fee, whether it is called an application fee, registration fee or admission fee is NOT permitted. However, colleges may expect a portion of the tuition fee upfront at the point of admission from students who are paying their own fees.
 41. Students who have been offered admission, have applied for, and successfully met the financial criteria for NSFAS funding will be admitted and registered. Students who do not qualify for NSFAS are obligated to pay the fees, either receiving funding from a sponsor, their family or other means. The College's *Debt Management Policy* should be followed to ensure that tuition fees are paid timeously.
 42. If a college decides to implement conditional offers to students, the college should develop conditions to such offers, such as meeting a specific level of performance. Furthermore, the college must have efficient systems in place to track these conditions, and where necessary, be able to effectively revoke the placement.
 43. Colleges should provide additional support and accommodate students with disabilities through guidelines for admission of students with disabilities. This will include reference to designated offices to cater for and assist students with disabilities.
 44. The College Management must develop the process for provision of services for prospective students, which are inclusive, fair and transparent and present it to the academic board for final approval by council.

MINIMUM ENTRY REQUIREMENTS

45. This section of the policy framework provides guidance on the minimum entry requirements for prospective students who intend to study in any of the TVET Colleges.
46. The prospective student must be in possession of the relevant minimum entry requirements stipulated in the *National Certificate (Vocational): Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)* and *Formal technical college instructional programmes in the RSA, Report 191 (2001/08)* for NC(V) and Report 191 programmes respectively.
47. A college should 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.
48. A student may be funded at 80% of the total programme cost for a maximum of two years at the same NQF Level in a nationally approved qualification unless a motivation by the college is made by means of a special request to the DHET for an extension for funding as stipulated in the *Continuing Education and Training Act (16/2006): The National Norms and Standards for funding Technical and Vocational Education and Training Colleges*. This funding is essentially the 80% subsidy for all students enrolled in Ministerially-approved programmes and not NSFAS funding.
49. Students who enrol for a qualification that duplicates a previous qualification that was state-funded are not eligible for financial assistance. This implies that the National Student Financial Aid Scheme (NSFAS) bursary recipients who complete NC(V) Level 4 are not eligible for additional financial assistance should they want to enrol for another NC(V) programme or Report 191 N1 – N3. Similarly bursary recipients who complete Report 191 N6 are not eligible for financial assistance should they want to enrol for another Report 191 programme or an NC(V) programme. It must be noted that this cohort of students are liable for full payment of the programme costs and not simply 20% of the total programme cost which constitute college/tuition fees.

50. For articulation purposes, the only cohort of students eligible for financial assistance for the second qualification are bursary recipients who complete NC(V) Level 4 and Report 191 N3 and would like to enrol for Report 191 (N4 – N6).

ADMISSION REQUIREMENTS FOR NC (V) STUDENTS

51. Minimum entrance requirements are aligned to the NC(V) programme. Students must who passed an NQF level 1 qualification i.e. Grade 9; AET Level 4, General Education and Training Certificate (GETC), the use of RPL assessment programme to determine equivalence to NQF Level 1 and PLP results. Entry requirements should be guided and aligned to the NC (V) policy.

ADMISSION REQUIREMENTS FOR REPORT 191 STUDENTS

52. Minimum entrance requirements are aligned to the Report 191 programme requirements. Students who have passed Grade 12/NC (V) Level 4 may be admitted into N4 Business/Engineering Studies, subject to any other programme/faculty requirements.
53. Minimum entrance requirements for Report 191 N1 Engineering studies are a NQF Level 1 qualification, i.e. Grade 9; PLP results; AET Level 4; General Education and Training Certificate (GETC) and the use of RPL assessment programme to determine equivalence to NQF Level 1 or National Senior Certificate (NSC) Engineering studies.

ADDITIONAL ENTRY REQUIREMENTS

54. The Academic Board may determine additional requirements with the approval of the College Council. In addition, colleges may need to develop a points system or additional entry requirements for entry into qualifications.
55. The points system should weigh language, mathematics and science high on any qualification where these subjects serve as a pre-requisite. Subjects such as Accounting, Drawing, Information and Communication Technology (ICT) may also feature in the points system for certain programmes. Colleges must ensure that the points system or

additional criteria are not too high or used as a tool to further exclude prospective students from colleges.

56. A college should develop its own additional entrance requirements for students intending to enrol in specialised programmes, such as engineering studies. The Department is drafting a proposed *Guideline for Additional Admission requirements* which can assist colleges to formulate guidelines when drafting their additional admission requirements. The college can use the proposed *Guideline for Additional Admission requirements* as is or they can modify. The proposed guideline will be submitted to colleges and posted on the Department's website upon completion.

DOCUMENTS AND ADDITIONAL REQUIREMENTS FOR ADMISSION

57. All documents will 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. The required documents are as follows:

57.1 Identity document or passport for foreign students with study permit;

57.2 Academic records:

- (1) Grade 9 certificate; or
- (2) Adult Education and Training (AET) Level 4 which is equivalent to the National Qualification Framework (NQF) Level 1 certificate; or
- (3) N1; and
- (4) a N2 certificate for N3 or N3 for N4 for entry into Report 191 engineering studies or
- (5) Grade 12/NCV Level 4 for entry into N4 Report 191 Business/Utility studies;
- (6) Recognition of Prior Learning RPL;
- (7) Previous student academic record for returning students;
- (8) Foreign students: South African Qualification Authority (SAQA) approved foreign qualification and Proof of medical insurance or cover. Study permit that stipulates the duration of study; and
- (9) Pre-Vocational Learning Programme (PLP) results.

57.3 Selection and Placement test results;

57.4 Completed registration form;

- 57.5 Proof of residence (home and address while studying);
- 57.6 Contact details of next of kin or responsible persons;
- 57.7 Parents' or guardian's or next of kin ID document;
- 57.8 Proof of payment for the academic year;
- 57.9 Proof of provisional funding status from NSFAS;
- 57.10 Provisional funding from repeating students and non-NSFAS applicants and
- 57.11 Attach criminal record (if applicable).

SELECTION AND PLACEMENT TESTS

- 58. As part of the recruitment and selection process of prospective students, the college should administer a selection and placement test, and conduct interviews where necessary, as this would assist in the correct placement of students into relevant programmes.
- 59. Placement tests and procedures are compulsory for prospective students, to enable them to be placed in an appropriate programme. This will allow the student to enrol in a programme for which they have the necessary capabilities, and will also enable the college to identify those learners requiring additional support.
- 60. No student should be accepted or admitted into a college without undergoing the placement test process. The selection and placement test is used to identify students who may require onward referral or learning and academic support. The college can conduct interviews and auditions in addition to the conduction of selection and placement tests.

PRE-VOCATIONAL LEARNING PROGRAMME

- 61. The Prevocational Learning Programme (PLP) is an entry level foundational learning programme for successful articulation into TVET College particularly for students who do not meet the entry requirement either for the programme or qualification as outlined in the college's admission policy. The PLP programme focus is to ensure foundational knowledge such as English, Mathematical competence and Scientific literacy since students are entering TVET Colleges from the different spheres of education.

62. The programme is primarily aimed at students who have passed at least Grade 9 (but not Grade 12) with weak/poor literacy and numeracy foundation, as determined through baseline testing. Students with Grade 10 or 11 and those who have not been part of the study environment for a few years could also be considered for PLP.
63. The PLP does not replace foundational/ bridging programmes that colleges may be using to suit any specific purpose and which are working for them. The programme prepares a student for enrolment in the relevant NC(V) and Report 191 courses, and where applicable, for occupational qualifications at NQF levels 2-4. The PLP is a Ministerially-funded programme in addition to NC(V) and Report 191.
64. The PLP is structured for delivery over one academic year. The programme is pitched more or less at NQF level 2, in terms of the level descriptors for the competencies to be demonstrated by completion.
65. There is no “pass” or “fail” for a PLP student. The mark received at the end of the year for a subject will determine suitability for a mainstream course. For example, there may be two PLP students who both want to study engineering, but one achieves a mark of 60% for Foundational Mathematics at the end of the year and the other 40%. The 60% mark is indicative that the student may cope with engineering whereas the student with 40% is unlikely to cope and should then be guided into a more suitable study choice which might not necessarily be an NC (V) or Report 191 programme.

ADMISSION OF RETURNING STUDENTS

66. For a student to be admitted in the next level in the NC (V) and Report 191 qualifications, he or she must comply with the promotion requirements of the previous level, as guided by the Department’s National Examinations and Assessment (NEA) progression policy. Progression requirements for other programmes and qualifications must be obtained either from the qualification policy, or must be determined by the college and approved as such by the Academic Board.
67. If a student has failed the level of study once he /she may be allowed to enrol again, but the college must provide compulsory academic support programmes to assist the learner

to succeed. The learner must also sign a letter of commitment to attend the academic support programmes.

68. Enrolled students who have moved from another college must provide a transfer letter and testimony of the student's behaviour, reasons, incidents and financial obligations of the previous College to the new College, upon registration. It is then the responsibility of the new college to communicate with the student's previous college for more information.

ACADEMIC EXCLUSION AND DEREGISTRATION

69. A student can be denied admission where there is evidence of poor academic performance and attendance record. If a student has failed the same course and level of study twice or more in his/her field of study, after compulsory academic support interventions reasons for exclusion must be determined by the recommendations by the academic board and approval by the College council.
70. A prospective student is denied registration if he /she had been expelled from another college as part of a disciplinary sanction or examination sanction from the department.
71. A student is deregistered due to death, disciplinary and examination sanctions or not meeting Attendance Policy requirements, or the student deregisters himself or herself. For transferring students the previous college should provide a detailed student testimonial letter that includes disciplinary incidents or reasons for cancellation or deregistration and the remaining financial obligation.
72. The student must provide valid reasons for cancellation or deregistration and the college policy must stipulate the percentage of programme cost that the student remains liable for on cancellation or deregistration.
73. A student who has been found guilty of misconduct in terms of the college's code of conduct maybe excluded from re-admission.

ADMISSION OF STUDENTS WITH PRIOR CONVICTIONS/CRIMINAL RECORD

74. TVET Colleges may screen students to assess the risks in admitting applicants who may pose a danger to themselves, students and staff.
75. All applicants must declare any relevant criminal convictions/records. The college should only use the information of prior convictions and criminal records to assist the student with rehabilitation and reintegration into society.
76. Police verification may be undertaken in respect of application to programmes or courses where criminal offences can hinder employment opportunities and safety of students and staff at the college.
77. Colleges may seek legal advice when admitting students with pending convictions.

ADMISSION OF NON-SOUTH AFRICAN CITIZENS

78. Persons classified as aliens must, when applying for admission, show evidence that they have applied with the requirements of 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).
79. A student who entered the country as a refugee or immigrant must provide proof of their academic record, approved by the South African Qualification Authority (SAQA) if it is a foreign qualification.
80. The student must pass the placement test and receive an acceptance letter from the TVET College which will stipulate which programme the student can register for and the duration thereof.
81. The student must pass the placement test and receive an acceptance letter from the college which will stipulate which programme the student can register and the duration thereof.

82. The student must then present a study visa and proof of funding when applying for admission to the college which stipulates the amount funded for the duration of study.
83. The student is considered conditionally registered in the event where the student is unable to produce the study visa during registration in the NC(V) and REPORT 191 programmes.
84. If a student does not produce required documents, registration will be terminated. The study visa should be valid for the required duration of study in a chosen programme.

STUDENTS WITH DISABILITIES

85. Taking into account the available resources, colleges should admit students with disabilities and must provide the necessary support, as far as practically possible to make teaching and learning accessible to the student. Students with disabilities who have completed grades 9 - 12 in a special school have to be assessed by the college to determine if they meet the academic requirements for admission into a college programme/qualification. Colleges must therefore incorporate the provisions and process in this regard in the institutions policy on students with disability. The student is encouraged to apply for concession for examinations during enrolment, in line with the provisions that exist for such candidates.

APPEAL PROCEDURES

86. Any student or parent /guardian of the student who has been refused admission to the College may appeal against the decision through the Academic Board, which should make recommendations to the College Council.

REGISTRATION PERIODS: NC (V)

87. College registrations should begin in the first week of reopening in a new academic year and close in the second week of January of every year. The second week makes provision if the college is not fully enrolled, and to provide for late registrations in special cases. The start of classes must ensure maximum utilisation of teaching and learning time.

REGISTRATION PERIODS: REPORT 191

88. College registrations should also open for Report 191 programmes in the first week of reopening, and close in the second week of January of every year, and applications to be encouraged in the prior year of study for new students. The second week makes provision if the college is not fully enrolled and to allow for special cases of late registration. The Report 191 programmes may be offered on a part time basis during the afternoon and evenings.
89. Report 191 registrations for Engineering studies can also take place before the start of the trimester in April, and May for trimester 2, and August and September for trimester 3.
90. The study periods for engineering studies are: first trimester (January until March); second trimester (May until July); and third trimester (September until November). Business studies and utility studies duration is three semesters N4, N5 and N6. The study periods are: first Semester (January until June) and second semester (July until November).

STUDENT REGISTRATION REGISTER

91. The Principal and Deputy Principal responsible for registration must keep a register of student admissions in the registration system of the College, which must be valid, reliable and accessible at all times.
92. The College Council must determine and document how the registration records of the TVET College will be kept. The format of the data capture tool must include information relating to biographical and demographic information of the student such as surname and full names, date of birth, age, identity number/passport number, disability, qualification details, names of students next of kin, their addresses and the address and contact details for the time of study. Colleges must ensure authenticity of registration documents and use the code of conduct or legal processes in the event of receiving fraudulent documents from a student.

93. Entries in the registration system will be verified against each student's information, such as an identity document or passport, of which a copy must be placed on record either in hard or soft copy.
94. Officials from the National and Regional offices must be able to access the electronic registration system and the register, as and when the need arises.

MONITORING AND EVALUATION

95. For this policy framework to be effective it will be supported by the set of monitoring and evaluation instruments indicated below:
 - 95.1 Registration monitoring tool;
 - 95.2 Annual surveys;
 - 95.3 Annual reports;
 - 95.4 Quarterly enrolment Monitoring tools;
 - 95.5 Teaching and Learning Plan;
 - 95.6 SSS Plan monitoring tool;
 - 95.7 Functionality Assessment Tools;
 - 95.8 Annual monitoring tool;
 - 95.9 Technical and Vocational Education and Training Information Management System (TVETMIS); and
 - 95.10 Any other instruments as may be required from time to time.

SHORT TITLE

This policy framework shall be called *Policy Framework for Administration and Management of Student Admissions in Technical and Vocational Education and Training (TVET) Colleges*.