



higher education & training

Department: Higher Education and Training
REPUBLIC OF SOUTH AFRICA

ROUTE FORM

DIRECTOR-GENERAL

<u>ROUTINE</u>	X	<u>CONFIDENTIAL</u>		<u>SECRET</u>		<u>TOP SECRET</u>	
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SUBJECT: APPROVAL FOR THE STANDARD OPERATION PROCEDURE FOR THE IMPLEMENTATION OF THE INTERIM STAFFING NORMS FOR COMMUNITY EDUCATION AND TRAINING COLLEGES	File No: <i>DIS/16</i>
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Branch	Chief Directorate
VCET	PROGRAMMES AND QUALIFICATIONS
Compiler:	
Initial and Surname:	Ms T Masondo
Extension:	5773
Room number:	36
Date:	16 March 2016

Route			To			Registration No	
Designation	Initials and Surname	Room No.		Initial	Date	Date	No
D: CET/IPS	Ms T Masondo	365	X	<i>TAL</i>	16.03.16		
A/DDG/VCET	Dr EB Mahlobo	632	X	<i>EB</i>	16.03.16		
DG	Mr GF Qonde	918	X	<i>GF</i>	24/03/2016		

Indicate route with an "X". The return route must already be indicated at the time of dispatch.

MvdW 2016/03/23 (return)

DIRECTOR-GENERAL'S OFFICE
2016 -03- 22
<i>0308</i>
REGISTRAR'S No.

Compiler: T Masondo

Extension: 5773

Date: 16 March 2016

Amended: 18 March 2016

24 March 2016

THE DIRECTOR-GENERAL

APPROVAL OF THE STANDARD OPERATION PROCEDURE FOR THE IMPLEMENTATION OF THE INTERIM STAFFING NORMS FOR COMMUNITY EDUCATION AND TRAINING COLLEGES

AIM

1. To request the Director-General to:
 - a) approve the Standard Operating Procedure (SoP) for the Implementation of the Interim Staffing Norms for Community Education and Training (CET) Colleges (**Annexure A**); and
 - b) note that the draft Interim Post Provisioning Norms policy for CET Colleges is on route for approval (**Annexure B**).

BACKGROUND

2. The Continuing Education and Training (CET) Act, 16 of 2006 establishes the CET Colleges as an institutional type within the Post– School Education and Training (PSET) system.
3. The SoP for interim Staffing Norms are developed in terms of section 20(1) (a) of the CET Act, 16 of 2006.
4. The draft policy for the interim post provisioning norms is on route for the Minister’s approval.
5. The aim of the SoP for Interim Staffing Norms is to standardise the diverse inherited compensation dispensations for the purpose of stabilisation of the CET sub system– post migration, to grow and sustain the human resource capacity to cope with the competitive

PSET system and to streamline the available human resources to ensure teaching and learning is not compromised.

DISCUSSION

6. When the Programme 6 function migrated to the Department of Higher Education and Training in April 2015, the Department inherited nine (9) diverse compensation dispensations from the Provincial Education Departments (PEDs).
7. Most of the educators were appointed on part time basis or had short term contracts.
8. The nature of these appointments has proved to be the major compromising factor for the stability, growth and performance in the systems with high levels of educator attrition and poor learner performance.
9. The draft post provisioning norms policy is yet to be approved as it is subject to a consultation process. However, any inputs in the draft interim staffing norms policy which may have implications for the SoP framework will be amended as such.
10. The request for the approval of the SoP is to ensure compliance with meeting an Annual Performance Plan Target.
11. The SoP for the implementation of the interim staffing norms is underpinned by the following principles:
 - a) To improve accountability, effectiveness and efficiency in managing the recruitment process in CET Colleges;
 - b) To promote redress in CET Colleges and ensure the implementation of the staffing norms is underpinned by the principles of fairness and transparency;
 - c) To test the flexibility of the staffing model to support the objectives of the White Paper for PSET, in relation to the CET Colleges;
 - d) To ensure stability and progressive growth of the CET Colleges sub-system; and
 - e) To create an enabling environment for CET Colleges to improve performance, service delivery and be competitive with other institutions in the PSET system.

FINANCIAL IMPLICATIONS

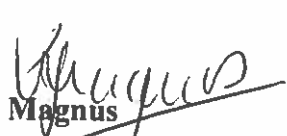
12. There are no financial implications at this stage.

COMMUNICATION IMPLICATIONS

13. Once approved, the SoP for the implementation of the Interim Staffing Norms for CET Colleges will be communicated to the 9 Community Colleges for implementation and to the 6 Regional offices for monitoring, compliance and support.

RECOMMENDATIONS

14. It is recommended that the Director-General:
 - a) approves the Standard Operating Procedure (SoP) for the Implementation of the Interim Staffing Norms for Community Education and Training (CET) Colleges. **(Annexure A)**; and
 - b) notes that the draft Interim Post Provisioning Norms policy for CET Colleges is on route for approval **(Annexure B)**.


Ms G Magnus
Acting Deputy Director-General
Vocational and Continuing Education and Training

Date: 24/03/2016

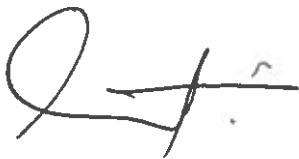
APPROVAL OF THE STANDARD OPERATION PROCEDURE FOR THE IMPLEMENTATION OF THE INTERIM STAFFING NORMS FOR COMMUNITY EDUCATION AND TRAINING COLLEGES

DECISION

The recommendations in paragraph 14:

- a) APPROVED/ NOT APPROVED/ AMENDED
- b) NOTED/ AMENDED

Comments



Mr GF Qonde
Director-General: Higher Education and Training

Date: 24/03/2016

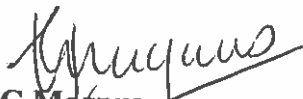
APPROVAL OF THE STANDARD OPERATION PROCEDURE FOR THE IMPLEMENTATION OF THE INTERIM STAFFING NORMS FOR COMMUNITY EDUCATION AND TRAINING COLLEGES

OFFICIALS RESPONSIBLE

Name of Official	Rank	Signature	Date
Ms. T Masondo	D:CET: IPS		

DECLARATION BY THE DDG: VCET

I declare that I have read the contents of the submission and checked the quality thereof.




Ms G Magnus
Acting Deputy Director-General
Vocational and Continuing Education and Training

Date: 24/03/2016


APPROVAL FOR THE STANDARD OPERATION PROCEDURE FOR THE IMPLEMENTATION OF THE INTERIM STAFFING NORMS FOR COMMUNITY EDUCATION AND TRAINING COLLEGES

OFFICIALS RESPONSIBLE

Name of Official	Rank	Signature	Date
Ms. T Masondo	D:CET: IPS		16/03/2016

DECLARATION BY THE DDG: VCET

I declare that I have read the contents of the submission and checked the quality thereof.


Dr EB Mahlobo
Acting Deputy Director-General
Vocational and Continuing Education and Training

Date:

ANNEXURE A



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REPUBLIC OF SOUTH AFRICA

**STANDARD OPERATING PROCEDURE (SOP) FOR THE
IMPLEMENTATION OF THE INTERIM STAFFING NORMS
FOR COMMUNITY EDUCATION AND TRAINING (CET)
COLLEGES**

March 2016

STANDARD OPERATING PROCEDURE (SOP) FOR THE IMPLEMENTATION OF THE STAFFING NORMS FOR COMMUNITY EDUCATION AND TRAINING (CET) COLLEGES

PURPOSE

1. The purpose of this document is to:

1. Provide guidance on the implementation of the staffing norms for the CET Colleges.
2. Outline key activities that must precede the implementation of the staffing norms.
3. Assist CET Colleges to ensure that they implement staffing norms effectively and efficiently.
4. That the implementation of the staffing norms is underpinned by the principles of transparency, fairness and redress.

INTRODUCTORY BACKGROUND

5. The Continuing Education and Training (CET) Act, 16 of 2006 establish the CET Colleges as another institutional type within the Post- School Education and Training (PSET) system.
6. The interim Staffing Norms are established as section 20(1) (a) of the CET Act, 16 of 2006.
7. This is the first policy on the staffing norms for the CET sub- system since the official migration of the function to the Department of Higher Education and Training (DHET) in April 2015.
8. The aim of the Interim Staffing Norms Regulations is to standardise the diverse inherited compensation dispensations for the purpose of stabilisation of the CET sub system- post migration, grow and sustain the human resource capacity to cope with the competitive PSET System and streamline the available human resource to ensure teaching and learning is not compromised.

OBJECTIVES OF THE INTERIM STAFFING NORMS

9. To standardise the compensation of lecturers in the CET Colleges.
10. To improve accountability, effectiveness and efficiency in managing the recruitment process in the CET Colleges.
11. To promote redress in the CET Colleges and ensure the implementation of the staffing norms is underpinned by the principles of fairness and transparency.
12. To test the flexibility of the staffing model in supporting the objectives of the White Paper for the PSET, in relation to the CET Colleges.
13. To ensure stability, progressive growth of the CET Colleges sub system.
14. To create an enabling environment for CET Colleges to improve performance, service delivery and be competitive with other institutions in the PSET.

THE INTERIM STAFFING NORMS IMPLEMENTATION PROCESS

15. Institutional Framework for CET Colleges

15.1 The Interim Staffing Norms introduces the institutional framework of the CET College as follows:

- The size of the CET College inclusive of the Community Learning Centre and Satellites sites;
 - The norm for the class sizes;
 - Recommended tuition times; and
 - The weightings for the Full Time Equivalent (FTE) Enrolments.
16. The Regional Office together with the CET College compiles a management plan for the verification and CLC rationalisation process.
 17. The Regional Office assists the CET College conduct the verification and CLC rationalisation process, and submit a signed report by the Regional Manager to A/DDG: VCET.

18. The Regional Report must highlight all the elements as outlined in 15. 1 above including the summary of time table indicating time allocations for all approved programmes
19. The CET College receives the allocated posts in line with the verified and approved FTE's.
20. All advertised posts must be vacant or will be vacant during the period of recruitment with attached proof.
21. Once the CET College has received the posts allocation certificate, the determination of the number of posts per CLC and Satellites must be communicated within 7 working days.
22. The College must ensure access to learning and where class sizes do not meet minimum requirements, a multi grading must be considered
23. The utilisation of posts in the CET College shall be demand driven. For a start the College can split the utilisation of the posts as: 85% or more of the pool for formal and 15% or less for non-formal programmes and can progressively increase the % in favour of those programmes in demand, provided the programmes are approved Programmes Qualification Mix (PQM).
24. Any Posts that supports partnerships must be supported by Memorandum of Understanding (MoU) and are in line with the 20 above.
25. All programmes provided must be as per the approved PQM including as 20 above.
26. The CET College must ensure all tuition time satisfies the time table norms to avoid over compensation of employment.
27. The management of recruitment and filling of vacancies must be conducted within the DHET approved protocols.
28. All teaching posts must be advertised on a College bulletin and shall be done on quarterly basis.
29. The College must ensure transparency of information and accessibility of the advertised posts (post bulletin) to all.

30. All posts advertised must have approved job description, and must reflect: Job function, qualification requirements, remuneration package, tuition address, time, and the nature of appointment.
31. It is the responsibility of the College to declare: areas for disqualification, equity, and the nature of communication to unsuccessful candidates when advertising the posts.
32. All advertised posts must be filled within a period of three (months) to avoid the disruption of teaching and learning.
33. The application forms must bear the official logo of the CET College.
34. It is the responsibility of the College Management and Governance to appoint recruitment and selection teams and ensure labour representatively.
35. All appointed panel members must be above the level of the posts in question and where a need arise a technical experts can be appointed as part of the panel.
36. No unqualified or underqualified persons can be appointed on full posts unless there is proof of accumulated experience.
37. The CET College must prioritise the appointment of the already employed lecturer corps, especially those whose employment is solely in the CET Colleges. Unemployed educators must also take precedence over the double parking employees.
38. It is the responsibility of the CET College Management to timeously inform double parking employees with the intention to terminate their contracts and to advise them to first seek the approval of their primary employer before they can be considered for employment in the CET Colleges.
39. All submitted applications forms must be in a sealed envelope and the College must ensure that postal boxes are emptied or physical address postage boxes are accessible and clearly labelled.
40. The College must ensure all candidates recommended for appointments are vetted and cleared of all criminal records before a letter of appointment can be issued.
41. All appointed candidates must be informed telephonically and an appointment letter together with employment contract must be issued and signed for either acceptance or decline within 7 working days.

42. Remuneration of newly appointed employees must be done within 30 calendar days of their commencement to work.
43. All grievances must follow due procedures and it is recommended that the College endeavour to resolve cases not later than 30 days.
44. Any withdrawal of post advertisement and amendments to the advertised posts must be done within the closing date or 7 days after the closing date.

CONCLUSION

45. CET Colleges and relevant stakeholders must ensure compliance to this policy.

Approved



Mr GF Qonde

Director-General: Higher Education and Training

Date: 24 / 03 / 2016

ANNEXURE B



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Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**DRAFT INTERIM POST PROVISIONING
NORMS FOR COMMUNITY EDUCATION
AND TRAINING (CET) COLLEGES**

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1. INTRODUCTION

1.1.ACRONYMS

ACRONYM	MEANING
AET	Adult Education and Training
CET Act	Continuing Education and Training Act
CET Colleges	Community Education and Training Colleges
CLC	Community Learning Centre
DHET	Department of Higher Education and Training
EMIS	Education Management Information System
ETDP	Education Training and Development Practices
FTE	Full Time Equivalent

HET	Higher Education and Training
HRD	Human Resources Development
MTEF	Medium Term Expenditure Framework
NASCA	National Senior Certificate for Adults
NGO	Non- Governmental Organisations
NQF	National Qualifications Framework
PALC	Public Adult Learning Centre
PED	Provincial Education Department
PPN	Post Provisioning Norms used interchangeably with Staffing Norms
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
TVET	Technical and Vocational Education and Training
US	Unit Standard
VCET	Vocational and Continuing Education and Training

1.2.GLOSSARY OF TERMS

TERM	MEANING
ACADEMIC STAFF	Staff who offer and/or facilitate classes for the students enrolled in a College. Used interchangeably with the terms Lecturer, Core Staff and Professional Staff
ACADEMIC YEAR	A College period that begins on 1 January and ends on 31 December of each year
COLLEGE	A public college that is established or declared as a Community Education and Training (CET) college
COMMUNITY LEARNING	Has a minimum of 200 and a maximum of 599 FTE students.

CENTRE/CAMPUS	This definition is restricted to a three year cycle beginning 2016.
CONSTANT ADDITIONAL NUMBER OF WEIGHTED STUDENTS	Is that which occurs within the CET College that shows a progressive enrolment pattern sustained over a period of three years
CONTINUING EDUCATION AND TRAINING	All learning and training programmes leading to qualifications or part qualification at levels 1 to 4 of the NQF framework contemplated in the NQF Act, 67 of 2008 provided for in the college in terms of the Principal Act.
DEPARTMENT	Department of Higher Education and Training
FINANCIAL YEAR	A period that commences on 1 April and ends on 31 March of the following year
FULL TIME EQUIVALENT	The total number of students counted in terms of the number of learning areas or subjects that sum up to full qualifications (i.e. 120 US credits for a GETC or 5 subjects combinations for Senior Certificate) for the full duration of the academic year. For example if five (5) students enrol for one subject each for a Senior Certificate, they will be counted as one (1) FTE student
INSTITUTIONAL LANDSCAPE FOR CET COLLEGES	The distribution model institutional tier of learning sites administered and managed by a particular college for the purpose of ensuring access to a learning institution
LECTURER	Any person who teaches or trains other persons or provides professional educational services at any college, and who is appointed in a post on any lecturer establishment under the Principal Act.
MANAGEMENT STAFF	The principal and the vice principals of a public college”
MODEL	Refers to the Post Provisioning Norms Model
SATELLITE	Has a minimum of 75 and a maximum of 199 FTE students.

CENTRE/SATELLITE CAMPUS	
STAFF	All persons employed at a CET college
STUDENT	Any person registered as a student at a CET college
SUPPORT STAFF	Staff who render generic and shared support services in a College for example Human Resources
VERIFICATION	A process whereby the student enrolment is audited (through head count and otherwise) and verified as per FTE enrolments

1.3. LEGISLATIVE FRAMEWORK

- Basic Conditions of Employment Act, 75 of 1997 (As Amended)
- Continuing Education and Training Colleges, 16 of 2006 (As Amended)
- Labour Relations Act, 95 of 1995 (As Amended)
- Public Service Act, 103 of 1994 (As Amended)

1.4. PREAMBLE

The Community Education and Training (CET) , as a subsystem of the Post School Education and Training (PSET) system in its current form requires that a balance be reached amongst the following competing immediate priorities (1-3 years) and hence the staffing norms proposal derives its recommendations from three key elements namely;

- the *stabilisation* of the sub system – post migration to the DHET
- the *growth and sustainability* of human resources within the sub system to cope with a competitive post schooling sector
- the *streamlining* of the current available human resources to ensure Teaching and Learning continues, improves and is not compromised in any way.

The proposal also identifies the following core elements as the main drivers of the Post Provisioning Norms (PPN) Model for the CET Sector.

- Equitable CET College budget allocation and distribution
- Programme Offerings as per approved Programme Qualification Mix
- Verified Full Time Equivalent (FTE) student enrolments
- CET College MTEF Post Establishment

1.5. BACKGROUND

- Presidential Minute No. 690 of 2009 abolished the Department of Education and the Department of Higher Education and Training and the Department of Basic Education were created.
- Following this re-organisation of government, Proclamation No. 44 of 2009, published in Government Gazette. No. 32367 of 1 July 2009 transferred the administration of the Adult Basic Education and Training Act, 2000 (Act No. 52 of 2000), and the Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006), to the Minister of Higher Education and Training.
- The legislative responsibility for Adult Education and Training was transferred to the Minister of Higher Education and Training through the Higher Education and Training Amendment Laws, 2010 (Act No. 25 of 2010).
- The Further Education and Training (FET) Colleges Amendment Act, 2013 proposed a repeal of the Adult Education and Training (AET) Act 52 of 2000.
- The Department of Higher Education and Training published a Whiter Paper for Post School Education and Training System. The White Paper states that Public Adult Learning Centres (PALC's) are to be absorbed into a category of institutions named Community Colleges, which cater for the provision of second-chance learning opportunities for out-of-school youth and adults.
- The Continuing Education and Training (CET) Act, 16 of 2006 established the CET College as another institutional type within the Post School Education and Training (PSET) system. In April 2014 the Minister of Higher Education and Training established the first nine (9) CETCs as Administrative and Management Centres for the 3276 former Public Adult Learning Centres (PALCs). These nine Colleges are juristic entities in terms of the CET Act, 2000, and the National Policy on Community Colleges provides a framework for the establishment of Community Colleges

- The proposed post provisioning norms for the Community Education and Training Colleges (CETC's) is a first step towards the standardization of the inherited diverse staffing models.
- Section 20(1)(a) of the CET Act as Amended : reads "The staff of public colleges consist of persons appointed by the Minister in terms of the Public Service Act in posts established on the organizational structure of the Department and identified as posts to the respective colleges"

The Post Provisioning Norms advocate the objectives of the White Paper in Post School Education and has the variables over a medium to long term as follows:

- **Access, flexibility, differentiation and expansion:** CET Colleges are arguably operating at different times and levels. The post provisioning norms takes into consideration the instructional times, the diversified learning programmes , curriculum delivery models and the phasing in of the expansion of the Community College sector all of which have impact on the post distribution per college.
- **Programme Offering:** Community Colleges offer qualifications or part-qualifications that are registered on Levels 1 to 4 of the National Qualifications Framework (NQF). Community Colleges shall be flexible in their programme offerings and include programmes driven by the community developmental priorities, as well as the priorities of the State. A Community College shall offer programmes that are driven and funded by the State, as well as programmes that respond to the immediate needs of the community and funded from other funding sources as identified in section 24 of the Act.
- **Funding and distribution variables:** The interim funding norms and standards for CET Colleges recognizes that the current costing and or distribution maybe is budget driven. No CET programme costing exercise has been undertaken in the past, to accurately determine the actual costs for each programme offering. The assumption in this proposal is therefore that there is no programme costing currently in place for the CET Sector until the final funding norms for the CET are developed and approved.
- **Model Benchmarks:** A Ministerial Task Team was set up to work on the funding model for the CET Colleges. It is envisaged that the model will look at the trends and include international CET Colleges in order to determine more flexible and differentiated variables relevant to the sector in its current and/or future form.
- **Nature of operation:** CET Colleges differ in the nature of their operation in that some operate on full time basis others on part time basis.

1.6.POLICY STATEMENT

- The staff of a public college consists of persons appointed by the Minister in terms of the Public Service Act in posts established on the organisational structure of the Department and identified as posts to the respective colleges
- The staff referred to in paragraph 32 are remunerated from the funds allocated to the respective colleges in accordance with budget allocations of CET Colleges as per FTE enrolments
- The Compensation of employees' budget shall be capped at 75% of which 80% is allocated for core staff and 20% for support services.(1: 0.75)
- All staff both professional and support services shall be appointed on permanent basis, the options of 3/8, 5/8 and 8/8 appointments will apply.

2. INSTITUTIONAL CONFIGURATION MODEL

- The ultimate institutional landscape model for the CET sub system is 52 Colleges distributed per municipality district. However the reconfiguration process of the 3276 Community Learning Centres (CLCs), will determine the number of CLCs as per the approved norms.

2.1. COLLEGE

- The size of a CET College will be classified as small, medium and large according to the number of enrolled FTE students as follows:
 - Small: 700- 1500 FTE's
 - Medium: 1501 -2500 FTE's
 - Large: 2501 and above FTE's
- For the purpose of promoting access to learning the subsidiary sites of a College will include Community Learning Centres and Satellites. The CLC will be classified as follows:

2.2. COMMUNITY LEARNING CENTRES

- Small: 201- 350 FTE's
- Medium: 351 -500 FTE's
- Large: 551- 699 FTE's

2.3. SATELLITE CENTRES

- The Satellite Centres must have enrolled between a minimum of 75 to a maximum of 199 students FTE students.

These definitions will be restricted to a three year cycle i.e. from 2016-2018. Thereafter a similar grading exercise will be conducted to determine a new classification.

3. CLASS SIZE NORMS

- The student enrolment for the sub levels to NQF level programmes shall be not lesser than 1:20
- Student enrolment for NQF level 1 shall not be less than 1:25
- Depending on the nature of occupational skill, student enrolment shall be a minimum of 15 and maximum of 30.
- The (National) Senior Certificate (for Adults) shall not be less than 1:30

These class size norms shall apply to enrolment for full qualification and part qualification

4. GUIDELINES FOR OPERATIONAL TIMES

- CETC learning sites must be flexible to operate on full time basis, part-time basis.
- Centres with dedicated buildings can operate from 8:00 till 22:00 and cater both for learners that cannot attend during the day. The time table of a college must be flexible to include Saturday classes.
- The model is based on the principle that available posts are distributed among Colleges /Centres, proportionally to their number of weighted students.

5. CET INTERIM POST PROVISIONING MODEL

5.1. MODEL PRINCIPLES

- The concept of “weighted student”, instead of actual students, is used to enable College to compete on an equal footing for posts. As some students and some learning areas/programs require more favorable post allocations than others, each student is given a certain weighting that reflects its relative need in respect of post provisioning.
- Other factors like the size of the College, the need to redistribute resources and the need to ensure equal access to the curriculum may require that additional weighted students be allocated to some Colleges. A weighted student enrolment for each College is determined, which, in relation to the total student enrolment of the region, reflects its relative claim to the total pool of available posts in the region.
- The CET sector available budget, will determine the basket of posts available.

5.2. CORE ELEMENTS OF THE PPN FORMULA

5.2.1. FIXED ELEMENTS

- The budget allocation to each CET College
- Programme offering/curriculum that each Campus(CLC) will pursue

5.2.2. VARIABLE ELEMENTS

- FTE student enrolments for each academic year as verified and audited

5.3. WEIGHTING NORMS

5.3.1. Student

Programme	Sub-Level	Weight	Ideal Class Size
GETC	1	1.15	20
	2	1.15	20
	3	1.15	20
	NQF 1	1.125	25
NSC	NSC	1.05	30
SKILLS	NQF 1	1.125	30

5.3.2. Learning Area

Learning Programme	Level	Weight	Stream
Home Language	4	0.245	Compulsory
Additional Language	4	0.245	
Maths Literacy	4	0.245	
Life Orientation	4	0.245	
ANCH	4	0.235	Science
Natural Science	4	0.235	
Technology	4	0.235	
AAAT	4	0.235	
INCT	4	0.235	
SMME	4	0.235	Commercial
EMS	4	0.235	
WHRT	4	0.235	
TRVT	4	0.235	General
ARTC	4	0.235	
ECDV	4	0.235	
HSSC	4	0.235	
Communication	1 - 3	0.345	GETC
Numeracy	1 - 3	0.345	
Integrated Studies	3	0.345	

5.3.3. Physical Classroom Weighting

An additional weight between (20 – 30) as shown in the table below, will be added to the centre weighted students for the purpose of calculating the Post Establishment for each Centre.

Number Classroom	Weight
Less than 15	20
More 15	30

5.3.4. Formulae for CS Lecturer Allocation

a. $College\ WS = LWS + LAWS + CRW$

b. $Constant\ Ratio = \frac{National\ Weighted\ Student}{National\ Post\ Basket}$

c. $College\ Post\ Establishment\ (Lecturers) = \frac{College\ Weighted\ Student}{Constant\ Ratio}$

- *CWS = College Weighted Students*
- *LWS = Level Weighted Students*
- *CRW = Classroom Weighted Students*
- *CR = Constant Ratio*
- *NWS = National Weighted Students*
- *NPB = National Post Basket*
- *CPE = College Post Establishment*

5.4. CET POST PROVISIONING CALCULATIONS- 2016 BUDGET

The post provisioning norms proposed the following budget split;

Compensation of employees (COE) – 75%

- 80% of the 75% is reserved for Academic Staff
- 20% of the 75% is reserved for Support Staff

Other Services – 25%

CET Total Allocated Budget	
R	1 900 000 000,00
COE(75% Nett Split results of Equitable Share)	
R	1 425 000 000,00
Other Services (25% Nett Split results of Equitable Share)	
R	475 000 000,00
Core (80% Nett Split of COE)	
R	1 140 000 000,00
Non-Core (20% Nett Split of COE)	
R	285 000 000,00

5.4.1. 2016 ACADEMIC STAFF BUDGET ALLOCATION

Post Allocation	3871
Average Unit Cost per Post	R 294 466,58
Financial Equivalent (80% Nett split Results)	R 1 140 000 000,00

Region	Lle Enrolment	Post allocation	Rounded Post allocation	Financial Equivalent	Number of Hours
Eastern Cape	33000	408,571	409	R 120 310 466,24	3272
Free State	25000	309,523	310	R 91 144 292,61	2480
Gauteng	86904	1075,953	1076	R 316 832 144,19	8608
KZN	50500	625,237	625	R 184 111 471,07	5000
Limpopo	29537	365,696	366	R 107 685 158,83	2928
Mpumalanga	24000	297,142	297	R 87 498 520,90	2376
Northern Cape	7500	92,857	93	R 27 343 287,78	744
North West	35000	433,333	433	R 127 602 009,65	3464
Western Cape	21250	263,095	263	R 77 472 648,72	2104
	312691	3871	3872	R 1 140 000 000,00	30976

5.4.2. 2016 SUPPORT STAFF BUDGET ALLOCATION

Post Allocation	1548
Average Unit Cost per Post	R 184 107,43
Financial Equivalent (80% Nett split Results)	R 285 000 000,00

Province	Lle Enrolment	Post allocation	Rounded Post allocation	Financial Equivalent	Number of Hours
Eastern Cape	33000	163,370	163	R 30 077 616,56	1304
Free State	25000	123,765	124	R 22 786 073,15	992
Gauteng	86904	430,227	430	R 79 208 036,05	3440
KZN	50500	250,005	250	R 46 027 867,77	2000
Limpopo	29537	146,226	146	R 26 921 289,71	1168
Mpumalanga	24000	118,814	119	R 21 874 630,23	952
Northern Cape	7500	37,130	37	R 6 835 821,95	296
North West	35000	173,271	173	R 31 900 502,41	1384
Western Cape	21250	105,200	105	R 19 368 162,18	840
	312691	1548	1548	R 285 000 000,00	12376

6. CET PROPOSED ORGANISATIONAL STRUCTURES

6.1.COLLEGE

Core Staff

Job title	Nature of Appointment	Number of Hours	Salary/Post level	Number of Posts
Principal	Permanent	8	13	1
Deputy Principal – Academic	Permanent	8	12	1
PA to the Principal	Permanent	8	6 to 7	1
Deputy Principal Corporate Services	Permanent	8	11 to 12	1
Deputy Principal -Finance	Permanent	8	11 to 12	1
Finance Manager	Permanent	8	9 to 10	1
Admin Assistant- Finance	Permanent	8	6 to 8	1
Human Resources Manager	Permanent	8	9 to 10	1
Admin Assistant- Human Resources	Permanent	8	6 to 8	1
Receptionist	Permanent	8	5 to 6	1
General Assistants	Permanent	8	2	2
Driver/Messenger	Permanent	8	2	2
TOTAL STAFF				14

6.2. COMMUNITY LEARNING CENTRE

Core Staff

Job title	Nature of Appointment	Hours	Salary/ Post level	Number of posts
Centre Manager	Permanent	8	SL10-12 /PL 3-5	1
Deputy Centre Manager /HOD	Permanent	8	PL3	1
Senior Lecturer	Permanent	8	PL2	1 per programme
Lecturer	Fixed Term(Hourly)/ Permanent	Below PL1 (3-8 hours)	PL1- 8 hours	
Administrative Assistants (Academic Support)	Permanent	8	SL7	0 to3
Administrative Assistant (Institutional Support)	Permanent	8	SL5 -6	1
General Assistants (If needed)	Fixed Term (Hourly)	8	SL2	0 to 2
TOTAL STAFF				12

6.3. SATELLITE CAMPUS

Core Staff

Job title	Nature of Appointment	Hours	Salary/Post level	Number of posts
Supervisor	Fixed Term/Permanent	3-8 hours (Fixed term)	PL1- 8 hours	1
Lecturer		3 -8 hours	PL1	*
TOTAL STAFF				1

7. CONCLUSION AND RECOMMENDATIONS

- Academic staff in the College, campuses and satellite campuses should be appointed permanently according to the needs of each campus and also taking cognisance of the available dedicated infrastructure and tuition times.
- Significant funding earmarked to be channelled into the Sector should also consider upgrading the qualifications and/or regarding of lecturers thereby attracting and retaining lecturers permanently into the Sector so that the Sector is independent of the Department of Basic Education where most of its existing staff is permanently employed.
- It is also recommended that CET Colleges freeze the appointment of staff additional to the Minister's approved posts until the 2016/17 financial year. This is to allow for the rationalisation of staff across the nine newly established CETC's and ensure that currently existing staff are optimally utilised within each CETC before any new staff are employed.
- Student enrolment numbers and Programme Offering are identified as the main drivers of post provisioning, hence the following;
- That all programme offerings be provisionally approved every three years for planning purposes. A Programme Readiness Assessment is to be conducted prior to each academic year to confirm the readiness of the CETC/CLC to offer the programme.
- A reliable verification mechanism to confirm enrolment numbers is put in place to verify enrolment numbers prior to allocating posts annually.
- All post establishments will be aligned to the Student Enrolment Numbers and Programme Offering for each academic year. Posts with no funding in any academic year may be frozen until funding has been obtained to justify the filling of those posts