

International Skills Partnerships Overseas Organisation Profile

Key Information

This organisation is a Technical and Vocational Education and Training (TVET) institution located in the South Eastern part of Limpopo Province and services mainly rural areas of the Greater Sekhukhune District Municipality which incorporate five local municipalities.

Students and staff

Number of full-time students	5569
Number of part-time students	554
Student age range	200
Number of teachers	17-35

Sectors and subject areas

Industry sector/subject area	Lower Level		Higher Level	Age
	Year	Trimester and Semester		
Automotive	NQF L2 – L4	N1 – N3	N4 – N6	17-35
Construction	NQF L2 – L4	N1 – N3	N4 – N6	17-35
Electrical Engineering	NQF L2 – L4	N1 – N3	N4 – N6	17-35
Mechanical Engineering	NQF L2 – L4	N1 – N3	N4 – N6	17-35

Sector priorities for the International Skills Partnership

1. Automotive
2. Electrical engineering

Current provision in the industry sectors listed above:

The college is currently offering theory and practical to students for a National Certificate Vocational (NCV) at level 2, 3 and 4 in both Automotive and Electrical. This is a three year qualification.

We also offer N1 – N6 theory students in Automotive and Electrical, where the students are required to be placed at work for additional 18 months in order for them to achieve their diplomas.

The college is also accredited by Sector Education and Training Authorities (SETAs) to train apprentices in these fields of study. The apprentices are also required to spend time at work places before they can be assessed to become artisans.

Priority themes for the International Skills Partnership

1. Quality assurance
2. Sourcing funding for training

Objectives of the International Skills Partnership

In order to ensure the success of occupational training, adequate project funding must be in place. The college wishes to share and learn good practice with regard to “Fund Raising for Training” as a theme.

The following are the objectives which the college wishes to pursue:

1. Integration of workplace, training and economic development services
2. Job-driven Training,
3. Work-Based Learning
4. Access to work places
5. Learner stipends
6. Funding of the entire programme or learning intervention identified.
7. Lead the program project proposal process.
8. Initiate communication with other partners.
9. Become a potential funding agent.

The college wishes to share and learn good practice with regard to “Quality Assurance” of learning programmes:

The following are the objectives with regard to Quality assurance:

1. Quality of process, product and service
2. College performance
3. Teaching and learning with respect to content coverage and compliance to policies and guidelines.
4. Assessment with respect to content coverage and compliance to syllabi or curriculum (Moderation of assessment tools and instruments).
5. Resources such as the necessary minimum required equipment, facilities and training space.
6. Suitable workplaces which should cover the requirements of the qualification.