**Memorandum from the Parliamentary Office**

**NATIONAL ASSEMBLY**

**FOR WRITTEN REPLY**

**QUESTION 819**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 31/03/2017**

**(INTERNAL QUESTION PAPER 12 OF 2017)**

**Mr A P van der Westhuizen (DA) to ask the Minister of Higher Education and Training:**

(1) Whether his department has entered into performance agreements with principals of public technical and vocational education and training (TVET) colleges; if not, why not; if so, (a) how are the agreements linked to financial incentives for the principals, (b) are the agreements standardised, (c) to what extent are the agreements tailored to fit local challenges that need to be managed, (d) what are the critical performance indicators used in the agreements and (e) what is the weighting allocated to each of the indicators;

(2) (a)(i) when and (ii) by whom were the principals last assessed and (b) what procedures have been put in place to ensure that the scores achieved during the assessments are moderated and of comparable standard across all public TVET colleges, given the vast differences in the challenges faced by the principals?

**NW882E**

**REPLY:**

(1) Yes, the Department has entered into performance agreements with principals of Technical and Vocational Education and Training (TVET) colleges.

(a) Principals are members of the Senior Management Service (SMS) and the SMS handbook links financial incentives to assessed performance.

(b) Performance agreements have been standardised for the 2017/18 performance cycle.

(c) Revised Key Result Areas (KRAs) were consulted with Regional Managers and principals to ensure that they take into account local challenges that need to be managed.

(d) There are several Key Performance Indicators (KPIs) linked to respective Key Result Areas (KRAs). The KRAs, activities and KPIs are outlined in the attached Annexure A.

(e) The weighting is not linked to KPIs but rather to the KRAs. There are three critical KRAs. The first KRA is that of improving student performance and development, which is weighted at 50%. The second is on student registration and enrolment planning, weighted at 25% and the last KRA is on the management of examinations and assessments, which is also weighted at 25%.

(2) (a) (i) The principals were last assessed in the third quarter which ended in December 2016.

(ii) They were assessed by the Regional Managers, who are their immediate supervisors.

(b) The Department has a moderation committee, which moderates and standardises the assessed scores across all public TVET colleges.

CONTACT PERSONS:

EXT:

DIRECTOR – GENERAL

STATUS:

DATE:

QUESTION 819 APPROVED/NOT APPROVED/AMENDED

Dr BE NZIMANDE, MP

MINISTER OF HIGHER EDUCATION AND TRAINING

STATUS:

DATE:

**ANNEXURE A**

| **KEY RESULT AREAS** | **ACTIVITIES / OUTPUTS PER QUARTER** | **PERFORMANCE MEASURES** | |
| --- | --- | --- | --- |
| **PERFORMANCE INDICATOR** | **WEIGHT** |
| 1. Improving student performance and development | Monitor the implementation of student development and performance plans | Submission of student developmental plans to DHET | 50% |
| Coordinate data analysis of student performance and submit to DHET | Submission of student performance data to DHET |
| Engage with Student Representative Councils (SRCs) | Enhanced working relations with SRCs |
| Constitute Academic Boards | Fully constituted and functioning Academic Boards |
| Develop lecturer development programmes | Lecturer development programmes implemented |
| Effectiveness of lecturer development programmes assessed |
| Ensure that there is sufficient learning material and protective gear | Adequate and relevant learning material provided before commencement of the academic year |
| Protective gear provided before commencement of the academic year |
| Ensure efficient management and administration of the National Student Financial Aid Scheme | NSFAS administered in line with the policy and applicable guidelines |
| Student allowances paid on time in line with guidelines |
| Analyse results and development of interventions to improve student performance | Examination results analysed per subject, per campus with best and worst performing subjects identified |
| Interventions to improve student performance developed and implemented |
| 1. Student registration and enrolment planning | Ensure student enrolments are in line with funding norms | Student enrolments in line with the budget allocated to the College | 25% |
| Student enrolments audited as per the guidelines |
| Ensure student enrolments are audited in line with targets set by the DHET | Student enrolments in line with targets |
| Ensuring student registrations are completed on time | Student registration process completed on time |
| Academic year commences as planned |
| Monitor and report on college enrolments | Enrolment report submitted to the Department on time |
| 1. Management of examinations and assessment | Monitor data management per examination cycle, including double capturing | Correct data captured and submitted to DHET examinations | 25% |
| 3.1 Ensure the functionality and efficiency of IT and data management systems to generate reliable data for National Examinations | Monitor submission of data per examination cycle | Timeous submission to DHET examinations. |
| Conduct verification of all raw data prior to submission to DHET examination per cycle | Verification conducted on all necessary information submitted to DHET examinations |
| 3.2 Ensure full compliance to national policies, standard operating procedures, guidelines and management plans by exercising oversight of all assessment activities across examination centres and delivery points within the College | Coordinate implementation of and monitor all compliance standards per examination cycle, e.g.   * Institute institutional SOPs * Monitor compliance of exam and SBA conduct per examination cycle | Successful and complete implementation of all compliance standards |
| Management of scripts and mark-sheets by delivery points |
| Management and storage of mark-sheets. |
| Verification and sign-off of txt files by college Principals |
| 3.3 Ensure that consolidated institutional reports are generated and duly submitted for national examinations | Submissions of reports such as; daily conduct, irregularities, state of readiness and any other reports as required by DHET examinations | Timeous submissions of comprehensive reports |
| 3.4 Coordinate the establishment and functioning of an institutional assessment committee | Portfolios, for example: IT, data, SBA – compliance and quality assurance, examination conduct, irregularities and any other portfolio related to dissemination of examinations | Fully constituted institutional assessment committees |