



EHLANZENI TVET COLLEGE

Admission Policy

AMENDMENT AND APPROVAL RECORD

Issue	Amendment description	Originator	Approved By	Date

Ehlanzeni TVET College

Admission policy

Department: Academic Board

Responsibility : Principal

M. J. J. J. J.
Prepared and submitted by the
Principal to Council

Date: 2019-10-08

[Signature]
Approved by Council
(Signed by Chairperson obo Council)

Date: 08/10/2019

Implementation Date:

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)
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 System
NEA	Department's National Examinations and Assessments
NC (V)	National Certificate (Vocational)
NSFAS	National Student Financial Aid Scheme
NATED/ REPORT191	National Accredited Technical Education
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 Qualification 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

SECTION 1: INTRODUCTION

- 1.1 The admission policies of Technical Vocational and Training Colleges (TVET) Colleges are underpinned and guided by the Constitution of the Republic of South Africa, 1996 (Act no 108 of 1996).
- 1.2 The admission policy framework is intended to govern the provision of all Ministerial approved programmes as well as Occupational programmes offered by Ehlanzeni TVET College
- 1.3 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.
- 1.4 The policy 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 the capable students who have a keen interest in vocational and technical education.
- 1.5 The TVET College system has expanded access thus receiving exponential growth in student enrolment. This brought with challenges of places for students and increased the competitiveness of access in our 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.
- 1.6 Proper career guidance is important to direct our students to programmes which they would have an aptitude and provide training areas required for the country's economy growth.
- 1.7 The *White Paper for Post –School Education and Training* (WP-PSET) envisages a post-school education and training system that is committed to achieving the following objectives:
 - 1.7.1 Education and Social Justice;
 - 1.7.2 A single coordinated system;
 - 1.7.3 Expanding access, improving quality and increasing diversity;
 - 1.7.4 Education and work; and
 - 1.7.5 Responsiveness
- 1.8 The TVET College sector is required to provide quality 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.

- 1.9 The Department has developed a policy framework to guide TVET Colleges to administer admission systems that uphold the national higher education transformation goals and values of equity of access and redress of past inequalities. TVET Colleges must therefore commit themselves to provide conducive conditions and opportunities for effective learning.
- 1.10 The Department recognises that Section 17(1) of the Continuing Education and Training Act, 2006 (Act 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. This policy framework is therefore developed for the TVET College Council to adopt or adapt it for their own policy.
- 1.11 Due to the diversity of programme offerings in the sector, differentiated admissions 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, qualifications that are designed to absorb large number of learners as valuable human resource capital for the country
- 1.12 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 for programmes leading to a trade or occupation where the learner meets the admission criteria

SECTION 2: BACKGROUND AND CONTEXT

- 2.1 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 to the world of work, which is defined as including formal employment, self-employment and other forms of work.
- 2.2 Historically TVET Colleges catered to the specific needs of employed 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.
- 2.3 The DHET/TVET Bursary scheme has been a key mechanism to provide access and contributed to the growth and expansion of the TVET College sector. The growth of the TVET College sector has grown exponentially and the College system is currently unable to accommodate future growth without material contribution to infrastructure development.

- 2.4 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.

SECTION 3: OBJECTIVES OF THIS POLICY

- 3.1 To provide guidance on requirements for student admissions for all TVET College Councils in the development of their College admissions policies.

SECTION 4: APPLICATION OF THIS POLICY

- 4.1 This policy applies to TVET Colleges declared or established by the Minister in terms of the *Continuing Education and Training Act, 2006 (Act No. 16 of 2006)* but specifically to Ehlanzeni TVET College

SECTION 5: RATIONALE

- 5.1 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).
- 5.2 In terms of section 2(1) of the CET Act, the purpose of the CET Act is to:
- 5.2.1 Enable students to acquire:
- i. the necessary knowledge;
 - ii. practical skills; and
 - iii. applied vocational and occupational competence; and
- 5.2.1 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
- 5.3 Public TVET Colleges have been strategically positioned to become 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.

- 5.4 In future, the Department will increase opportunities for students in the TVET sector by increasing admissions into NQF Level 5 and NQF Level 6 qualifications, which aligns to the mandate given in both the NDP and the WP-PSET.

SECTION 6: LEGISLATIVE AND POLICY FRAMEWORK

- 6.1 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.
- 6.2 Section 17 of the Continuing Education and Training Act, 2006 (Act No. 16 of 2006) outlines the requirements for an admission policy of public Colleges as follows:
- 6.2.1 Subject to applicable policy, the Council of a public College determines the policy of the College, after consulting with the academic board and with the approval of the Minister;
- 6.2.2 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; and
- 6.2.3 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 College; and
 - (d) Refuse the readmission of a student who fails to satisfy the minimum requirements for readmission.
- 6.2.4 The Council of the College must take the necessary steps within its available resources to ensure that the College is accessible to disabled students.
- 6.3 The Education *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

- 6.4 The White Paper on Post School Education, 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 website of the Department.

SECTION 7: DETERMINATION OF CRITERIA FOR ADMISSION TO TVET COLLEGES

- 7.1 The College Council determines the admission requirements into the College in line with the policies and regulations promulgated by the department of Higher Education and Training, and include:
- 7.1.1 Determining the entrance requirements in respect of all qualifications; including developing a points system or additional criteria that are clearly articulated in terms of performance requirements;
 - 7.1.2 Determining the number of students to be admitted for a particular qualification and the manner of their selection;
 - 7.1.3 Determining the minimum and maximum duration of study pertaining to a particular qualification;
 - 7.1.4 Determining the minimum requirements for conditions relating to re-admission
 - 7.1.5 Determining the standards and conditions under which students may be refused re-admission to the college;
 - 7.1.6 Determining the conditions for de-registration;
 - 7.1.7 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.
- 7.2 This policy will provide further guidance and ensure consistency with regards to administration of students' admission processes in TVET Colleges, as it relates to:
- 7.2.1 Scheduling and implementation of the registration process;
 - 7.2.2 Guiding processes for the cancellation of registered students
 - 7.2.3 Admission of students with special learning and educational needs
 - 7.2.4 Admission requirements for international students

- 7.2.5 Timely dissemination of information relating to registration periods for all programmes and all semesters and trimesters
- 7.3 Students' admission into a TVET College shall be subject to the students' acceptance of the rules and academic regulations of that particular institutions. Acceptance of a space 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.
- 7.4 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 the college enrolments and alleviate the pressure of backlogs during registration
- 7.5 Whilst it is good to have an admissions policy, it is equally important to put system in place to ensure improved students' performance and achievement. The College is therefore expected to adhere to the Department's Student Attendance and Punctuality Policy that will assist to promote improved attendance of the students once admitted.
- 7.6 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.
- 7.7 The Council should develop a *College Student Code of Conduct* which every student must sign upon registration as stated in section 7.3

SECTION 8: ADMINISTRATION OF ADMISSIONS

- 8.1 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 Council and laid down in the *College Student Code of Conduct*.
- 8.2 To be eligible for admission to a programme in at Ehlanzeni TVET College, the applicant must be a South African citizen or have a valid study permit, if the applicant is a foreign national.
- 8.3 Preference will be given to students who are:
- 8.3.1 South African citizens
 - 8.3.2 Residing within the catchment area where the campus is located unless the College does not offer the programme required by the prospective student in that specific campus.
 - 8.3.3 Good academic record as per scoring criteria per programme
 - 8.3.4 Good attendance as per the Attendance and Punctuality Policy for returning students
 - 8.3.5 Are able to provide proof of provisional funding status;

- 8.3.6 Are above a specified age. Preference for admission will be given to the students in the age category of the youth up to the age of 35 years. The prospective students whose age is above 35 years will preferably be referred to a skills training centre.
- 8.3.7 Have not violated the Code of Conduct in the case of returning students
- 8.3.8 Satisfy any other requirements which the College deems necessary
- 8.4 The application process for a new academic year for NC (V), S1 and T1 must commence, in June the preceding year and for T2 in March, S2 in May and T3 in July of the new academic year. This will alleviate the pressure, backlogs that Colleges find themselves in, and will allow ample time for prospective students to apply.
- 8.5 The closing date for all applications will be the end of October of the preceding year for NC (V), T1, S1, and 31 March for T2, 15 June for S2 and 31 July for T3 in the new academic year.
- 8.6 If students are not funded by NSFAS, the students must pay 100% of programme cost of which 50% must be paid upfront at the point of admission and the balance in line with the requirements of the relevant credit agreement.
- 8.7 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, receiving funding from either a sponsor, their family or other means. The Debt Management Policy of the College will be followed to ensure that tuition fees are paid timely.
- 8.8 Guidelines for admission of students with disabilities to provide additional support and the accommodation of students with special needs/disabilities will be developed. This will include reference to designated offices to cater and assist students with special needs.
- 8.9 Registrations will be open for a maximum of 2 weeks during each intake. This will allow enough time for teaching and learning, particularly for students who are studying towards a Report 191 certificate.

SECTION 9: SELECTION AND PLACEMENT ASSESSMENTS

- 9.1 A selection and placement test will be administered as part of the recruitment and selection process of the prospective students and interviews can be conducted where necessary, as this would assist in the correct channelling of students to relevant programmes. Specific additional tests will be done for certain occupational programmes such as Jewellery, etc.
- 9.2 Placement tests and procedures are implemented to prospective students to enable them to be placed in an appropriate programme. This will allow the Student to enrol in a programme

that they have the necessary capabilities, and will also enables the College to identify which learner needs additional support.

- 9.3 No student will be accepted or admitted into the College without undergoing the placement assessment process.
- 9.3.1 The selection and placement test is used to identify students who may require onward referral or learning and academic support.
- 9.3.2 The College can conduct interviews and auditions in addition to the selection and placement tests.
- 9.3.3 Students must receive acceptance confirmation letters from College if the application process was successful.
- 9.3.4 Students will be assisted with information on how to apply for financial aid or they will be given options on how to assist them to source study funding.

SECTION 10: MINIMUM ENTRY REQUIREMENTS

- 10.1 The prospective student must be in possession of the relevant minimum entry requirements for the National Certificate (Vocational), Report 191 and Occupational Programmes as stipulated in the relevant national policies of the Quality Assurance Bodies.
- 10.2 The College will 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.
- 10.3 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 CET Act and the National Norms and Standards for funding TVET Colleges. This funding is essentially the 80% subsidy for all students enrolled in Ministerially-approved programmes and not NSFAS funding
- 10.4 Students who enrol for a qualification that duplicates a previous qualification that was state-funded are not eligible for financial assistance. This implies that 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. This cohort of students is liable for full payment of the programme costs and not simply 20% of the total programme cost which constitute college/tuition fees

- 10.5 For articulation purposes, the only cohort of students eligible for financial assistance for the second qualification are bursary recipients who complete NC(V) 4 or Report 191 N3 and would like to enrol for Report 191 (N4 - N6)
- 10.6 A student who wishes to enrol for the National Certificate (Vocational) or a report 191, N1 certificate should have a grade 9 pass as a minimum and for Occupational Programmes the relevant entry requirements will be specified by the QCTO/SETA.
- 10.7 The duration of enrolment must take a maximum of four trimesters and maximum of three semesters. The College will develop additional entrance requirements for students intending to enrol in specialised programmes such as engineering (refer to point system/score sheets).

SECTION 11: ADMISSION REQUIREMENTS FOR NC(V) STUDENTS

- 11.1 The students are permitted to study for a maximum of four years for NC (V) Level 2, 3 and 4, taking into account possible subject failures.
- 11.2 Minimum entrance requirements are NQF1 i.e. Grade 9, AET Level 4, General Education and Training Certificate (GETC), the use of the RPL assessment programme to determine equivalence to NQF Level 1 and PLP results.
- 11.3 Entry requirements have been guided and aligned to the NC(V) policy. A point system for entry into qualifications will be utilised as per the attached score sheets.
- 11.4 A student who has failed a particular programme or subjects in a programme will not be allowed to switch over to another programme on a full-time basis (Failed Public Admin N4 and now switches over to Management Assistant N4).

SECTION 12: ADMISSION REQUIREMENTS REPORT 191 STUDENTS

- 12.1 Minimum entrance requirements as aligned by the NATED Policy. Students who have passed Grade 12/NC(V) Level 4 may be admitted to N4 subject to other programme/faculty requirements as per the attached score sheets.
- 12.2 Minimum entrance requirements for Report 191 N1 Engineering studies are a NQF Level 1 qualification, i.e. grades 9, 10, 11 or 12, 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 for those who want to pursue an artisan career. A point system for entry into qualifications will be utilised as per the attached score sheets.

SECTION 13: ADMISSION REQUIREMENTS FOR OCCUPATIONAL PROGRAMMES

- 13.1 Minimum entrance requirements as per registered Skills Programme/ Learnership approved by QCTO/SETA
- 13.2 To be eligible to apply for an Occupational Programme a student who previously enrolled for NC(V) or Report 191 programmes will only be considered if such a student has fully completed the NC(V) or Report 191 programme (passed all subjects).

SECTION 14: ADDITIONAL ENTRY REQUIREMENTS

- 14.1 The Academic Board (approved by Council) has determined additional entry requirements by means of a point system for NC(V) level 2, Report 191 N1 and Report 191 N4 in an effort to improve the quality and performance of specialised programmes.
- 14.2 The points system weigh Language, Mathematics and Science high on any qualification where these subjects serve as a pre-requisite. Subjects such as Accounting, Drawing and ICT may also feature in the points system for certain programmes.

SECTION 15: REGISTRATION PERIODS: REPORT 191

- 15.1 The duration of the engineering studies is three trimesters: first trimester - January until March; second trimester – May until July and third trimester - September until November.
- 15.2 The duration for Business studies is two semesters: First Semester January – June and Second Semester July - November

SECTION 16: ADMISSION OF RETURNING STUDENTS

- 16.1 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 promotional requirements of the previous level as guided by the Department's progression policy, i.e. a student will not be allowed to enrol for NC(V) level 4 if he/she still carries level 2 subjects, pass two out of four subjects (Report 191), pass 5 out of 7 subjects (NC(V), etc. Progression requirements for other programmes and qualifications must be obtained either from the qualification policy, or must be determined by the College and approved by the Academic Board.

- 16.2 If a student has failed the level of study, he /she may be allowed to enrol again on the condition that the student signs a letter of commitment to attend the academic support programmes offered by the College to assist the student to succeed. If the student does not attend 80% of the compulsory support programme interventions he/she will be deregistered
- 16.3 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 Ehlanzeni College upon registration. Ehlanzeni College as the receiving college must communicate with the student's previous college for more information before the student is officially accepted and registered.
- 16.4 Students who want to transfer from one Ehlanzeni College Campus to another Ehlanzeni College Campus must provide a motivation letter why he/she wants to transfer and such a letter should be accompanied by a letter from the releasing campus to indicate the attendance and conduct of the student before the receiving campus accepts the transfer. Should there not be a valid reason for the transfer and/or the conduct of the student was questionable the receiving campus can refuse to accept the student
- 16.5 A student will not be allowed to register for N1-N3 if he/she has completed NC(V) level 4 or register for NC(V) level 2 if he/she has completed N1 – N3
- 16.6 A student who has completed an N6 qualification will not be allowed to register for any other qualification on full-time basis to allow access to other new students-

SECTION 17: ACADEMIC EXCLUSION AND DEREGISTRATION

- 17.1 A student will be denied admission where there is evidence of poor academic performance and attendance record (did not meet the requirements to proceed to the next level twice) unless he/she pays the full programme cost fees in advance or makes necessary arrangement with the campus to pay the fees in instalments of at least two provided 50% of the fee has been paid in advance.
- 17.2 Student will not be allowed to deregister a programme and register another programme within the same academic year.
- 17.3 If a student has failed twice on his/her field of study, after compulsory academic support interventions, they will not be re-admitted.
- 17.4 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.
- 17.5 A student is deregistered due to death, disciplinary and examination sanctions or not meeting Attendance Policy requirements, or the student deregisters him-or herself. For transferring students, the previous college should provide a detailed student testimonial

letter that include disciplinary incidents or reasons for cancellation or deregistration and the remaining financial obligation.

- 17.6 The student must provide valid reasons for cancellation or deregistration and the college policy on deregistration will stipulate the percentage of programme cost that the student remains liable for on cancellation or deregistration.
- 17.7 If a student is, absent for 14 consecutive days without notice and the college exhausted all attempts to contact the student without success and have proof of such attempts, then the student will be automatically deregistered.
- 17.8 A student who has been found guilty of misconduct in terms of the Student Code of Conduct or expelled from the college, he/she will be excluded from re-admission.

SECTION 18: ADMISSION OF STUDENTS WITH PRIOR CONVICTIONS/CRIMINAL RECORD

- 18.1 The College may screen students to assess the risks in admitting applicants who may pose a danger to themselves, students and staff
- 18.2 All applicants must declare any relevant criminal convictions/records. The College will only use the information of prior convictions and criminal records to assist the student with rehabilitation and reintegration into society.
- 18.3 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
- 18.4 The College may seek legal advice when admitting students with pending convictions

SECTION 19: PRE-VOCATIONAL LEARNING PROGRAMME

- 19.1 The PLP is an entry-level foundational learning programme for successful articulation into TVET Colleges particularly for students who do not meet the entry requirements either for the programme or qualification as outlined in the College Admission Policy. The PLP programme focus is to ensure foundational knowledge such as English, Mathematical competence and Scientific literacy since students are entering the College from different spheres of education.

- 19.2 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
- 19.3 The PLP does not replace foundational/bridging programmes that the college might be using to suit any specific purpose. The programme prepares a student for enrolment in the relevant NC (V) and Report 191 courses, and where applicable, of occupational qualifications at NQF levels 2-4. The PLP is a Ministerially funded programme in addition to NC (V) and Report 191.
- 19.4 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 descriptions for the competencies to be demonstrated by completion.
- 19.5 There is no “pass” or “fail” for a PLP student. The mark achieved 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 that might not necessarily be an NC (V) or Report 191 programme.

SECTION 20: ADMISSION OF NON – SOUTH AFRICAN CITIZENS

- 20.1 A student who entered the country as a refugee or immigrant must provide proof of their academic record, approved by SAQA if it is a foreign qualification as well as a study permit when applying for admission to the College.
- 20.2 Persons classified as aliens must, when they apply for admission, show evidence that they have applied to 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).
- 20.3 The student must pass the placement test and receive an acceptance letter from the College which will stipulate which programme the student can register for and the duration thereof
- 20.4 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 the study.

- 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
- 20.5 The study visa should be valid for the required duration of study in a chosen programme
- 20.6 The student will be given 2 weeks to provide the certificate and if he/she cannot provide the certificate, their registration will be terminated.

SECTION 21: DOCUMENTS AND ADDITIONAL REQUIREMENTS FOR ADMISSION FOR A STUDENT

- 21.1 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.
- 21.2 Identity document or passport for foreign students with a study permit
- 21.3 Academic records
- 21.4 Grade 9, 10, 11 or 12 certificate/NC(V) level 4 (whichever is applicable to the programme to which the student wants to enrol); or
- 21.5 Adult Education and Training (AET) LEVEL 4 which is equivalent to the National Qualification Framework (NQF) level 1 certificate or
- 21.6 N1 Certificate and
- 21.7 a N2 certificate for N3 or N3 for N4 for entry into Report 191 Engineering studies or
- 21.8 Grade 12/NC(V) Level 4 for entry into N4 Report 191 Business/Utility studies
- 21.9 Recognition of Prior Learning RPL;
- 21.10 Previous student academic record for returning students
- 21.11 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
- 21.12 Pre-Vocational Learning Programme (PLP) results
- 21.13 Selection and Placement test results
- 21.14 Meeting the requirement of Point system criteria for specific programme
- 21.15 Completed registration form
- 21.16 Proof of provisional funding status from NSFAS (Students should note that NSFAS application process opens from August of each year preceding the study year)
- 21.17 Proof of residence (home and address while studying)
- 21.18 Contact details of next of kin ID documents
- 21.19 Proof of payment (where applicable) for the academic year

- 21.20 Provisional funding from repeating students and non-NSFAS applicants
- 21.21 A signed proof of registration
- 21.22 Attach criminal record (if applicable)

SECTION 22: STUDENTS WITH SPECIAL NEEDS

- 22.1 The College will admit students with special needs where possible and will make the necessary arrangements, as far as practically possible to make teaching and learning accessible to such student.
- 22.2 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 requirement for admission into the college programme/qualification.

SECTION 23: RIGHT TO APPEAL

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

SECTION 24: REGISTRATION REGISTER

- 24.1 The Data and Information Manager and Campus Managers will be responsible for all student registrations. The Data and Information Manager will verify and monitor capturing of data by Campuses and Campus Managers will be responsible for the safekeeping of all Registration documentation.
- 24.2 The College Council must determine how the registration records of the College will be kept. The format of the tool which needs the biographical and demographic information of student such as surname and full names, date of birth, age, identity number/pass sport number, disability, qualification details, names of students next of kin, their addresses and while studying address and contact details.
- 24.3 Authenticity of registration documents will be determined and the Code of Conduct or legal processes will be used in the event of receiving fraudulent documents from a student

- 24.4 Entries in the registration system will be verified against each student's information such as identity document or passport of which a copy must be placed on record either in hard or soft copy
- 24.5 Officials from national and regional offices must be able to access the electronic registration system and the register as and when the need arises

SECTION 25: MONITORING AND EVALUATION

- 25.1 For this policy framework to be effective it will be supported by set of monitoring and evaluation instruments indicated below:
 - 25.1.1 Registration monitoring tool
 - 25.1.2 Annual surveys
 - 25.1.3 Annual reports
 - 25.1.4 Quarterly enrolment Monitoring tool
 - 25.1.5 Teaching and Learning Plan
 - 25.1.6 Student Support Services Plan monitoring tool
 - 25.1.7 Functionality Assessment Tools
 - 25.1.8 Annual monitoring tool
 - 25.1.9 Technical and Vocational Education and Training Information Management System (TVETMIS)
 - 25.1.10 Any other instruments as may be required from time to time

SECTION 26: APPROVAL

The Admission Policy is agreed to respectively by the Academic Board and Management of Ehlanzeni TVET College and approved by the Ehlanzeni College Council.

SECTION 27: ANNUAL REVISION OF POLICY

This policy is subject to an annual review to ensure its relevance.

Any recommended changes agreed by the Academic Board to the Admission policy should be presented to the College Council for approval