



ORBIT TVET COLLEGE **CORPORATE PROFILE**

2017

1. Vision, Mission and Key Value Statement	1
2. The Logo and its symbolic value	2
3. Corporate Colours	2
4. Overview of the TVET College Sector	3
5. ORBIT TVET College Sites	3 - 4
6. Programmes offered	5 - 8
7. Artisan Development @ ORBIT College	9
8. Student Support Services	10
9. Governance and Management	11
10. Partnerships	11
11. Conclusion	11

1 VISION, MISSION AND KEY VALUES STATEMENT

VISION

A global institution of excellence, surpassing community needs

MISSION

To provide high quality Education and Training that is affordable, relevant, learner-centred and that contributes to the total development of individuals through

- ⑥ Optimal utilisation of resources
- ⑥ Creative and innovative modes of delivery
- ⑥ Appropriately skilled staff and
- ⑥ Community upliftment

KEY VALUES

ORBIT College believes in

Transformation

Policies, procedures, activities and programmes are responsive to community needs and redress imbalances of the past thereby ensuring increased inclusivity and accessibility

Accountability

Decision-making processes are transparent with proper financial management systems and procedures with the focus on efficiency and effectiveness, including being fair, ethical and trustworthy in all that we do

Respect

We respect the values of human dignity, equality, human rights and freedom, non-racism and non-sexism

Teamwork

Co-operating with one another and with the community, business stakeholders and partners in education in an open and supportive way to achieve shared goals

2 THE LOGO AND ITS SYMBOLIC VALUE

2.1 The official ORBIT TVET College Logo



The logo and letters (name of institution) are fully integrated and should never be used separately. The logo colours reflect the corporate colours of the institution. The logo was designed to reflect the identity of the institution, it is unique and catching and it has the power to represent the institution as a stand-alone symbol as well.

2.2 Symbolic Value

The logo represents a globe orbiting towards a new day. With a new day come new challenges, opportunities, hope and a means of improvement for the future. ORBIT TVET College represent an institution that is dynamic, always moving forward, aiming to redress the imbalances of the past by constantly providing creative and innovative modes of delivery, contributing to the improvement of South Africa's educational landscape as part of the TVET College sector. ORBIT TVET College also projects itself as an institution in sync with global development trends, constantly aspiring to keep abreast of new and innovative education and training trends in order to produce top quality students who can effectively maintain themselves in any working environment, whether national or international.

The four coloured blocks within the globe are representative of the four sites that comprise the College, i.e. Brits Campus, Mankwe Campus, Rustenburg Campus and Central Office. The blocks touch to indicate uniformity, but each still retains its unique character, as symbolized by the different colours of the blocks.

2.3 Origin of the College name ORBIT

The name ORBIT was derived from the first letters of each of the original campuses that belonged to the College in 2002 after the merger.

Odi
Rustenburg
Brits
Temba
The "I" was added from the word Institution

Although the merger created a strong institutional identity as ORBIT College, each campus retained its uniqueness by serving the community in which was situated.

3 CORPORATE COLOURS

The four corporate colours were originally derived from the main colours of the different learning delivery sites when ORBIT College was established due to the merging process:



4 OVERVIEW OF TVET COLLEGE SECTOR

The Department of Higher Education and Training was formally established by law in terms of the Presidential Minute No690 of 6 July 2009 and under Proclamation No 44 of 1 July 2009, the concurrent functions under the TVET Colleges Act, 2008 were transferred to the Minister of Higher Education and Training. The Department of Higher Education & Training (DHET) comprises of Public TVET Colleges, public Universities, National Institutes for Higher Education, Trade Testing Centres, Skills Development Institutes and SETAs.

The mandate of the 50 public TVET Colleges is to steadily increase the number of students enrolled and trained in priority and critical skills areas, putting TVET Colleges at the centre of the skills development

agenda of South Africa. This relates to equipping the unemployed, (specifically youth who is Not in Education, not in Employment and Training i.e. NEETs) with the requisite skills base to overcome poverty and the dilemma of unemployment.

The specific focus of public TVET Colleges is to address the skills shortages in SA, by offering relevant and responsive vocational and occupational programmes.

Vocational Programmes are quality assured by Umalusi and Occupational Programmes are quality assured by the relevant SETAs until the QCTO takes over this function fully.

5 ORBIT TVET COLLEGE SITES

- ORBIT College is one of 3 public TVET Colleges in the North West Province
- ORBIT TVET College is ISO 9001:2008 (SABS) accredited
- Total headcounts (all included) was 10925 for 2016
- The College has a Central Office in Rustenburg with 3 learning delivery sites
 - Rustenburg Campus
 - Brits Campus
 - Mankwe Campus

Each Campus remains unique in the sense that it serves the community in which it is situated. A broad spectrum of programme is offered at the 3 campuses to suit the different needs within the diverse communities.



Central Office

The Central Office is in the city of Rustenburg, comprising Senior Management, Academic and Student Support Services as well as Corporate Services Units – all under one roof. The Central

Office is the administration and management hub of ORBIT TVET College from where support to all delivery sites from the different units is Initiated and implemented.



Mankwe Campus

Situated just a few kilometres from Sun International's Sun City, Mankwe Campus hosts a wide range of state-of-the-art student facilities including student accommodation and sporting grounds. A magnificent simulated workplace environment for Tourism and Hospitality student is a unique feature of the Mankwe Campus. The campus boasts two unique simulated guesthouse facilities in true Afri-chic style, serviced and managed by the Hospitality and Tourism student of Mankwe Campus. The public can book these self-catering facilities at a very affordable price and enjoy a luxurious, relaxing

stay within a tranquil, peaceful environment. A Tourism and Hospitality Training Centre consisting of conference facilities, upmarket accommodation and a viby restaurant expose students to real-life work experience while completing their studies. Mankwe campus also offers Automotive Repair and Maintenance, Transport and Logistics as niche programmes. Mankwe Campus also boasts a brand-new, state-of-the-art Samsung Engineering and Electronics Academy. In addition, a number of relevant artisan development programmes are also offered.



Rustenburg Campus

This campus is situated in an urban area surrounded by large mining operations. Unique aspects of the Rustenburg Campus include the Academy for Music, Arts and Culture as well as a Jewellery Design and Manufacture Training Centre adjacent to the SEDA Platinum Incubator where students are assisted in getting their own businesses

off the ground. The Rustenburg Campus is also the ICT Training hub of ORBIT College and offers a wide variety of ICT-related programmes. In addition to this, Rustenburg Campus also serves the local Mining Industry by offering a variety of relevant artisan development programmes.



Brits Campus

ORBIT TVET College Brits Campus is situated in a semi-urban area, surrounded by businesses and industries and is the only institution in the Madibeng area offering the Engineering-related studies in the Civil Engineering and Building Construction as well as the Electrical Engineering

field. Brits Campus has also been identified for specialised occupational programmes in the Civil field and offers a full qualification in the Community House Building Level 2. A variety of relevant artisan development programmes are also offered at Brits Campus.

6 PROGRAMMES OFFERED

VOCATIONAL PROGRAMMES		OCCUPATIONAL PROGRAMMES		OTHER
National Certificate (Vocational)	Report 191 (NATED)	Skills Programmes	Learnerships	
<p>The National Certificate (Vocational) Level 2-4 programmes are quality assured by Umalusi</p> <p>A transitional measure is currently in place that allows UMALUSI to quality-assure N1 - N3 Report 191 programmes</p> <p>QCTO is the Quality Assurance Board for N4 – N6 Report 191 programmes</p>	<p>N1-N3 Engineering Studies Artisan Development Programmes</p> <p>N4-N6 Programmes (Alternative Post-matric programmes) in Engineering, Business, Performing Arts, Utility and Educational Studies.</p> <p>Students must comply with the required number of working hours in the relevant field of study to obtain a Diploma:</p> <ul style="list-style-type: none"> • 1½ years for Semester Programmes (2000 working hours) • 2 years for Engineering Studies/Trimester Programmes (2670 working hours) 	<p>Occupational Programmes are offered as QCTO/SETA ACCREDITED PROGRAMMES.</p> <p>We offer Skills Programmes, Learnerships or full qualifications, depending on the number of students and funding.</p> <p>LEARNERSHIPS combine theory at the College or Training Centre with relevant practice on-the-job</p> <p>Learnerships are based on legally binding agreements between employer, student and training provider</p> <p>Skills Programmes are unit standards extracted from formal full qualifications. College is granted programme approval from the relevant SETA Offering is demand-driven</p>	<p>Other programmes accredited by National and International Accrediting Bodies e.g. ICDL</p>	

VOCATIONAL PROGRAMMES

6.1 NATIONAL CERTIFICATE (VOCATIONAL) PROGRAMMES NQF Level 2 - 4

<p>Entry Requirements for NQF Level 2</p> <p>Entry Requirements for NQF Level 3</p> <p>Entry Requirements for NQF Level 4</p>	<ul style="list-style-type: none"> • Grade 9 – 12 year-end school report OR • An NQF Level 1 qualification • All Engineering Programme students must take Mathematics, not Mathematical Literacy <p>A relevant NC(V) NQF Level 2 qualification</p> <p>A relevant NC(V) NQF Level 3 qualification</p>
<p>NC(V) Programmes offered</p>	<ul style="list-style-type: none"> • Engineering & Related Design (Boilermaking, Fitting and Turning or Auto Repair and Maintenance) • Electrical Infrastructure Construction • Civil Engineering & Building Construction • Information & Communication Technology (ICT) • Tourism • Hospitality & Catering Services • Transport & Logistics • Management • Finance, Economics & Accounting • Office Administration
<p>Career Pathing</p>	<ul style="list-style-type: none"> • Access to Higher Education in accordance with HE Institutional Admission Requirements and the Policy on the minimum admission requirements for Higher Certificate, Diploma and Degree programmes requiring a National Certificate (Vocational) at Level 4 • Join the workplace in the relevant field of study • NC(V) is recognised for apprenticeships/learnerships in accordance with NAMB/SETA requirements • Become an entrepreneur

REPORT 191 PROGRAMMES

REPORT 191 PROGRAMMES

N1-N3 ARTISAN DEVELOPMENT PROGRAMMES

Entry Requirements	<ul style="list-style-type: none"> • Preferably Grade12 year-end school report with Mathematics, not Mathematical Literacy • Access is only granted if the purpose is to pursue an artisan pathway • New students must enrol for all 4 subjects, of which Mathematics is mandatory • Enrolment spaces are subject to approved number by DHET
N1-N3 Artisan Development Programmes offered	<ul style="list-style-type: none"> • Engineering (Mechanical) • Engineering (Electrical) • Engineering (Civil) • Engineering (Automotive)
Career Pathing	<ul style="list-style-type: none"> • N1-N3 is not an equivalent to Grade 12 due to lack of fundamental subjects (Language, Life Orientation), but students can progress to N4 – N6 • Cannot access Higher Education • After completing N2, students must be placed at an employer to acquire work experience for a period of 2 years in preparation for a trade test • To become a qualified artisan would take between 2-4 years

REPORT 191 PROGRAMMES

N4 – N6 ALTERNATIVE POST-MATRIC PROGRAMMES

Entry Requirements	<ul style="list-style-type: none"> • Grade12 (National Senior Certificate) year-end report • Enrolment in Engineering Programmes will depend on whether the student had done the relevant subjects in Grade 12 • New students must enrol for all 4 subjects • Enrolment spaces are subject to approved number by DHET
N4 – N6 Alternative Post-Matric Programmes offered	<ul style="list-style-type: none"> • Engineering (Mechanical) • Engineering (Electrical) • Engineering (Civil) • Human Resource Management • Management Assistant • Financial Management • Business Management • Tourism • Hospitality and Catering Services • Popular Music Performance • Educare • Art and Design
Career Pathing	<ul style="list-style-type: none"> • The student must obtain (2000 hours work experience /18 months for semester programmes and 2670 hours work experience/24 months for trimester programmes) before a National N Diploma will be issued • This qualification is not equivalent to the National Diploma obtained at a Higher Education Institutions, due to it falling within the TVET College Band

OCCUPATIONAL LEARNING PROGRAMMES

6.3 OCCUPATIONAL LEARNING PROGRAMMES

Entry Requirements	<ul style="list-style-type: none"> • Entry requirements for individual programmes are in accordance with the relevant QCTO/SETA admission requirements
Programmes offered	<ul style="list-style-type: none"> • Hairdressing NQF Level 2-4 (Services SETA) • Jewellery Design and Manufacture NQF Level 2-4 (MQA) • Beauty & Nail Technology NQF Level 4 (Services SETA) • Automotive Repair and Maintenance NQF Level 2-4 (merSETA) • Automotive Manufacturing and Assembly NQF Level 2 (merSETA) • Furniture Making Wood NQF Level 3 (FP&M SETA) • Community Housebuilding NQF Level 2 (CETA) • Building and Civil Construction NQF Level 3 (CETA) • New Venture Creation NQF Level 2 (Services SETA) • Public Administration NQF Level 4-5 (PSETA) • Plumbing NQF Level 4 (CETA) • Electrical Engineering NQF Level 2-4 (EW SETA) • Community Development NQF Level 4 (ETDP SETA) • Early Childhood Development NQF Level 4-5 (ETDP SETA) • Sports Management NQF Level 4 (CATHSSETA) • Welding Application NQF Level 2-4 (merSETA) • Autotronics NQF Level 2-4 (merSETA) • Engineering: Fitting & Machining NQF Level 2 & 3 (merSETA) • Engineering: Fabrication: Manufacturing & Engineering NQF Level 2-4 (merSETA) • Engineering: Fitting: Manufacturing & Engineering NQF Level 2 (merSETA)
Career Pathing	<ul style="list-style-type: none"> • Students can pursue a career in the relevant field of study

OTHER ACCREDITED PROGRAMMES

Entry Requirements	<ul style="list-style-type: none"> • Entry requirements for individual programmes are in accordance with the admission requirements of the relevant Accrediting Body
Other Accredited Skills Programmes offered	<ul style="list-style-type: none"> • ICDL (Core & Advanced) • E-Learner (Introduction to ICDL) • Pastel Version 11 (Intermediate & Advanced) • Accounting Technician NQF Level 4 (AATSA) • Driver's Licence NQF Level 2 (TETA)
Career Pathing	Students can pursue a career in the relevant field of study

ORBIT TVET College is accredited and has obtained programme approval from the relevant SETAs to offer the listed occupational learning programmes. These programmes may be offered, either as learnerships or as skills programmes (Ts & Cs apply)

Some of these occupational programmes are only offered on a project-basis which involves MoUs having been signed with businesses, government departments or other institutions. This implies that although the College has programme approval to offer the programmes, these are currently not offered to the public

7 ARTISAN DEVELOPMENT AT ORBIT TVET COLLEGE

ARTISAN DEVELOPMENT REMAINS A PRIORITY

Research conducted by the DHET projected that a significant number of artisans will be needed by 2020 due to a shortfall of artisans in the South African Labour Market. Addressing this projected shortfall of artisans has become a National priority.

The White Paper for Post-School Education and Training – Building an Expanded, Effective and Integrated Post-School System, as approved by Cabinet on 20 November 2013, has re-affirmed that establishing a good artisan system is an urgent priority for South Africa. In addition to this, the Medium Term Strategic Framework for 2014 – 2020, approved by Cabinet, has brought forward the National Development Plan target of 30 000 qualified artisans per annum by 2026 – 2030.

On 3 February 2014 the Deputy Minister, The Honourable Mr M Mduzuli Manana, of Higher Education and Training launched the Decade of the Artisan at Ekurhuleni East College, Kwa-Thema Campus. The aim of this campaign is to advocate apprenticeships to the young and to encourage employers to take on apprenticeships at an increased rate.

In order to implement the National Artisan Development Process in the TVET College system, a formal Memorandum of Understanding has been signed between the DHET and each of the fifty public TVET Colleges in the country to establish a Provincial Artisan Development Committee (PADC) in each province.

WHAT IS AN ARTISAN?

An artisan is a skilled, well-trained and tested individual who is qualified in a specific trade, e.g. Bricklayer, Electrician, Carpenter etc. An artisan crafts, maintains and repairs items that may be functional or decorative.

Artisan trades extend beyond the scope of the Engineering field – gold smiths, hairdressers and beauticians are also regarded as artisans.

ARTISAN DEVELOPMENT ROUTES AT ORBIT TVET COLLEGE

Up and until the occupational curricula and/RPL toolkits for Artisan Development have been developed the following routes are available at ORBIT TVET College to attain an artisanship:

- N2 Certificate with trade theory and 3 years relevant work experience
- Technical trade theory quality-assured by a SETA and a minimum of 3 years relevant work experience (NQF Level 3)
- Relevant National Certificate (Vocational) Level 3 Engineering qualification and 3 years relevant work experience
- Relevant National Certificate (Vocational) Level 4 Engineering qualification and 18 months relevant work experience

QUALITY-ASSURANCE OF ARTISAN DEVELOPMENT

Artisan Development Programmes in South Africa are assessed and moderated by NAMB (the National Artisan Moderation Body) as follows:

- Coordination of Artisan Development in SA
- Monitoring the performance of Accredited Trade Test Centres
- Moderation of Artisan Trade Tests
- Recording Artisan Achievements
- Recommending certification of Artisans to the QCTO
- Development, maintenance and application of a national data bank of assessment instruments for assessment and moderation of Artisan Trade Tests

Quality assurance of Artisan Development Programmes is done by the Quality Council for Trade and Occupational Programmes (QCTO). This body ensures the availability, relevance and quality of Occupational Qualifications to meet the needs of industry. It also ensures that fit-for-purpose qualifications are registered to respond to the labour market needs.

In terms of the quality assurance of Report 191 NATED Programmes a transitional measure is currently in place that allows UMALUSI to quality-assure N1-N3 Report 191 Programmes and QCTO to quality-assure the N4-N6 Report 191 Programmes

8 FINANCIAL ASSISTANCE

8.1 FINANCIAL ASSISTANCE

1. DHET TVET COLLEGES BURSARY SCHEME

- Only South African citizens qualify for this bursary scheme
- Applicants must be registered or intending to register on an NC(V) or Report 191 Programme
- DHET bursaries are available to compliant students
- Bursaries will be awarded according to the 2017 DHET Bursary Guidelines
- Bursary Application forms can be completed by prospective qualifying students during the registration period
- Students may NOT enrol for two full-time subsidised programmes simultaneously

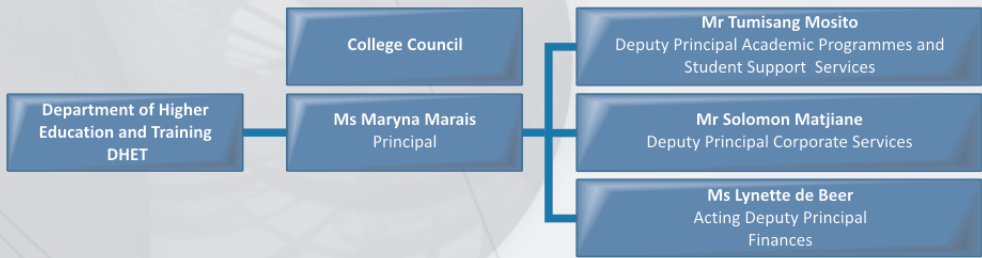
2. COLLEGE BURSARY SCHEME

- College bursaries are available to compliant students who do not qualify for DHET bursaries
- Bursaries will be awarded according to the 2017 College Bursary and Administration Policy

8.2 OTHER STUDENT SUPPORT SERVICES

ACADEMIC SUPPORT AND CAREER DEVELOPMENT PROGRAMMES	SOCIAL SUPPORT PROGRAMMES
<ul style="list-style-type: none">• Career Advisory Services• Placement Assessments• Peer Academic Leadership Development• Academic Support Programmes• Experiential Training & Internships• Job Placements• Entrepreneurship Development• Information on Higher Education Studies opportunities• Graduate Tracking• Alumni Services	<ul style="list-style-type: none">• Orientation and Induction• Counselling and Life Skills Services• Health and Wellness programmes including:<ul style="list-style-type: none">• Wellness Peer Mentor Programme (WPM)• HEAIDS Activation and Mobile Clinic Services
FINANCIAL AID ASSISTANCE	EXTRA-CURRICULAR DEVELOPMENT
<p>The following Financial Aid Assistance is available to deserving students:</p> <ul style="list-style-type: none">• DHET TVET College Bursaries (NSFAS) for NC(V) and Report 191 NATED students• College Bursaries• Ts & Cs apply	<ul style="list-style-type: none">• SRC Leadership Development & Training
EXTRA CURRICULAR DEVELOPMENT	
<ul style="list-style-type: none">• Sports and Recreation Development – Athletics, Soccer, Rugby, Table Tennis, Chess, Volleyball, Cricket, Basketball and Netball• Arts & Culture Development – Music, Dance, Drama, Dramatised Poetry, Gumboots Dance	

9 GOVERNANCE AND MANAGEMENT



10 CURRENT PARTNERSHIPS

PARTNERSHIPS	
ORBIT TVET College has signed Memorandums of Understanding (MoUs) with the following Business, Industry, Government, SETAs and Community partners:	
PARTNER	PURPOSE OF PARTNERSHIP
Business and Industry Ford SA Four Tops Engineering Seda Platinum Incubator Magalies Water Impala Platinum Mines Laundrie Engineering and Mining Immelman Electrical JS Lourens Building Sun City Maseve Mining Investment Samsung ABSA Bank AECI Glencore Mining Electro Diesel Platinum Group Metal	Placement and Training of Students / Workshop Support Placement and Training of Students Incubator Business Support Internships Training of lecturers / Placement of Students Placement and Training of Students Placement and Training of Students Placement and Training of Students Placement of Students Training of Students Placement and Training of Students Placement and Training of Students Artisan Development Training / Funding for Training Artisan Development Training Artisan Development Training Artisan Development Training
Universities/Universities of Technology/FET Colleges University of South Africa (UNISA) Tshwane University of Technology	Music Examinations / Increased Access of TVET College Students to HE Skills Development
Government Departments Department of Rural Development Department of Economic Development Department of Small Business Development Department of Education NW NSF	ECD Training SMME Development / Centre for Entrepreneurship Centre for Entrepreneurship and Rapid Incubator ECD Training Training: Learnerships and Rural Development Programmes
Local Communities, NGOs and municipalities Rustenburg Local Municipality Bojanala Platinum District Municipality Kgetleng Local Municipality Bakwena ba Mogopa Office of the Sheriff of the Magistrate Court	Use of Facilities and Student Placement Placement of Students Placement of Students Training of Students Placement of Students
Sector Education and Training Authorities (SETAs) Transport SETA (TETA) Finance and Accounting SETA (FASSET) Services SETA Bank SETA ETDPA SETA MQA merSETA SAGDA	Internship programme & Training on Driver's Licence Brand Ambassadorship Internship Programme Internship Programme Internship Programme Jewellery Design and Manufacture Learnerships Internship Programme

11 CONCLUSION

The ORBIT College Strategic Plan is a promise to the community to improve the quality of education and training, offer more relevant and responsive programmes that would make meaningful contributions in addressing national and provincial priorities.

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