



higher education
& training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



BUFFALO CITY
TVET COLLEGE

2024 ANNUAL PERFORMANCE REPORT FOR BUFFALO CITY TVET COLLEGE

TABLE OF CONTENTS

1. INTRODUCTION	3
2. ABBREVIATIONS AND ACRONYMS	4
PART A: GENERAL OVERVIEW.....	5
3. MESSAGE FROM THE COUNCIL CHAIRPERSON	5
4. THE ACCOUNTING OFFICER'S FOREWORD	6
5. STATEMENT OF RESPONSIBILITY AND CONFIRMATION OF ACCURACY	7
6. LEGISLATION AND OTHER DIRECTIVES	8
6.1 LEGISLATIVE FRAMEWORK.....	8
6.2 LEGISLATIVE AND OTHER MANDATES	8
PART B: GOVERNANCE.....	10
7. REPORT OF COUNCIL CHAIRPERSON.....	10
7.1 CONSTITUTION OF THE COLLEGE COUNCIL AND GOVERNANCE STRUCTURES.....	10
7.2 REPORTS BY COMMITTEES OF COUNCIL	11
7.3 ACADEMIC BOARD REPORT	13
7.4 STUDENT REPRESENTATIVE COUNCIL REPORT	14
PART C: PERFORMANCE INFORMATION	16
8. REPORT BY PRINCIPAL ON MANAGEMENT AND ADMINISTRATION	16
9. COLLEGE PERFORMANCE AND ORGANISATIONAL ENVIRONMENT.....	19
10. PERFORMANCE REPORTING.....	20
10.1 ANNUAL PERFORMANCE ACHIEVEMENTS	20
10.2 COLLEGE ACHIEVEMENTS.....	31
10.3 STRATEGY TO DEAL WITH UNDERPERFORMANCE.....	39
PART D: FINANCIAL INFORMATION.....	40
11. FINANCIAL REPORTING	41
11.1 REQUIRED ATTACHMENTS FOR FINANCIAL REPORTING.....	43

1. INTRODUCTION

Established twenty years ago, in 2002. Buffalo City TVET College is a product of the merger of three colleges located in the Greater East London area in the Eastern Cape Province of South Africa. These colleges were:

- East London College
- Border Technical College
- John Knox Bokwe Career College

The college whose core business is the provision of vocational education and training, currently operates from four locations: The East London Campus, King Street Campus, St. Marks Campus and John Knox Bokwe Campus. National Certificate Vocational (NCV) programmes are offered through the Business School at the East London Campus as well as the School of Engineering located at John Knox Bokwe Campus. Apprenticeships, Learnerships and Skills Programmes are offered at the King Street Campus while other programmes are also offered within the National Diploma NATED School of Business and Engineering at the St. Marks Campus. Across the Campuses, the college had a staff composition of 300 including contract workers and a total student enrolment figure of 6672 the year 2024.

In keeping with the spirit of good governance and principle of transparency, this Annual Report presents a record of the performance and achievements of Buffalo City TVET College for the 2024 academic year. In essence, the report encapsulates a holistic overview of the extent to which targets set for the year 2024 have been realised with respect indicators selected for the measurement of performance in the area of academics, student enrolments and overall college management among others.

2. ABBREVIATIONS AND ACRONYMS

AD	Assistant Director
ADM	Amathole District Municipality
AG	Auditor General
BCMM	Buffalo City Metropolitan Municipality
BoM	Battle of Municipality
CET	Continuing and Further Education and Training
CoSACSA	College Sports, Arts and Culture South Africa
DHET	Department of Higher Education and Training
HRM	Human Resource Management
HRD	Human Resource Development
ICT	Information Communication Technology
IDP	Integrated Development Plan
ITS	Information Technology System
MTSF	Medium Term Strategic Framework
NATED	National Accredited Technical Education Diploma
NCV	National Certificate Vocational
NDP	National Development Plan
NSDS	National Skills Development Strategy
NSFAS	National Student Financial Aid Scheme
OIHD	Occupations in High Demand
PLP	Pre-Vocational Learning Programme
PSET	Post-School Education and Training
SACPO	South African Colleges Principals Organisation
SATVETSA	South African Technical Vocational Education and Training Student Association
SCM	Supply Chain Management
SETA	Sector Education and Training Authority
SoOT	School of Occupational Training
SRC	Students Representative Council
TVET	Technical and Vocational Education and Training
WBE	Work-based Experience
WPBL	Work-Placed Based Learning
WSP	Work Skills Plan

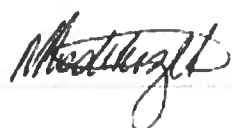
3. MESSAGE FROM THE COUNCIL CHAIRPERSON

At the beginning of 2024, the President of the Republic, Honourable Mr. Cyril Ramaphosa, in his State of the Nation address, reiterated the common challenge of poverty, unemployment, and inequality confronting the Nation. It is therefore important to ensure that all our strategies should work towards addressing this aforementioned challenge. Buffalo City College has sought to develop a strategy as well as programs in seeking to respond to the challenges facing our Society and in line with the mandate of DHET.

During the period under review, the College under the umbrella of the Council ensured that the environment conducive to teaching and learning has been created to achieve the goals and objectives set by the Department. The introduction of new and relevant studies such as Maritime, Agriculture as well as improvements in engineering remain critical as part of our commitments. The introduction of new programs will ensure that our students remain relevant to the market which demands critical skills especially the move towards the fourth industrial revolution.

Council wishes to commend the Accounting Officer, Senior, and Middle Management, and the entire staff complement of the College for their unrelenting efforts towards excellence. However, it should be noted that there is still room for improvement. Furthermore, Council extends a word of gratitude to the Honourable Minister Dr. Nobuhle Nkabane, Director General, DDG TVET DHET Senior officials, and various Stakeholders including labour for providing support to the College, especially during the most difficult times. I would also like to thank all the Council members for making invaluable sacrifices. Without working, a collective would not have been stable. If we continue with this trend, the College will be counted among the contributors toward the realization of the NDP goals.

It is with great pride and appreciation that I, on behalf of Council support and endorse this Annual Report as presented by the Accounting Officer.



Mrs Ngcane Madikizela-Renene
Interim Council Chairperson

4. THE ACCOUNTING OFFICER'S FOREWORD

In complying with section 44 (2) of the CET Act, 2006. I hereby table the Annual Report for Buffalo City TVET College for the 2023 academic year.

Throughout 2024, our College remained steadfast in its commitment to providing quality technical and vocational education and training to our students. Despite the challenges posed by the ongoing pandemic and economic uncertainties, we continued to prioritise teaching and learning to ensure that the College meets the needs of our students.

The College received a qualified audit outcome, which was a setback, and it commits in the improvement of the internal controls and resolution of the previous year's findings. The College further commits in advancing the vision of a leading, innovative technical and vocational education and training institution in providing accessible, relevant, and high – quality education and training to the students.

The college will continue to invest on innovative teaching methods, industry – aligned curriculum, and state of the art facilities to ensure that our students are well equipped to succeed in today's competitive job market.

I would like to extend my sincere appreciation to our stakeholders, including students, management, council, staff, industry partners and the community for their unwavering support and dedication. Working together as college stakeholders, we will continue to make a meaningful impact on the lives of our students and the broader society towards the attainment of the NDP 2030 goal of producing a capable workforce.

Thank you for your continued trust and confidence in our College.



MJ Tema
Principal

5. STATEMENT OF RESPONSIBILITY AND CONFIRMATION OF ACCURACY

To the best of my knowledge and belief, I confirm the following:

1. All information and amounts disclosed throughout the Annual Report are consistent.
2. The Annual Report has been prepared in accordance with the guidelines issued by the Department of higher Education and Training.
3. The Annual Financial Statements have been prepared in accordance with the relevant standards, frameworks and guidelines issued by National Treasury.
4. The Accounting Officer, i.e. the principal, is responsible for the preparation of the Annual Financial Statements and for the judgements made in this document.
5. The Accounting Officer, i.e. the principal, is responsible for establishing and implementing a system of internal control that has been designed to provide reasonable assurance as to the integrity and reliability of the performance information, the human resources information and the annual financial statements.
6. The Auditor-General expresses an independent opinion on the Annual Financial Statements.

In my opinion, the Annual Report fairly reflects the operations, the performance information, the human resources information and the financial affairs of **Buffalo City TVET College** for the financial year ended 31 December 2024.



MJ Tema

Principal

6. LEGISLATION AND OTHER DIRECTIVES

6.1 LEGISLATIVE FRAMEWORK

Buffalo City TVET College is enjoined by Section 44(3) of the Act, read in conjunction with section 25(3) of the same Act to prepare and submit to the Minister for Higher Education and Training an annual report.

In terms of Sections 25(3) and 25(4) of the Continuing Education and Training (CET) Colleges Act, No. 16 of 2006 (as amended), public technical and vocational education and training (TVET) colleges are required to produce annual financial reports and to comply with any reasonable additional reporting requirement established by the Minister. Moreover, Section 44 of the Act requires colleges to annually report to the Minister in respect of its performance and its use of available resources. In addition, these pieces of legislation govern and steer the college in terms of achievement of its strategic and performance objectives.

6.2 LEGISLATIVE AND OTHER MANDATES

The Continuing and Further Education and Training (CET) Act, No. 16 of 2016 and as amended, provides for Buffalo City TVET College to operate as a public TVET college under the auspices of the Department of Higher Education and Training. Further sets of legislation that impact on the TVET colleges sector and its strategic and national imperatives include:

- i) General and Further Education and Training Quality Assurance Act (No. 58 of 2001)
- ii) National Student Financial Aid Scheme Act (No. 56 of 1999)
- iii) National Qualifications Framework (NQF) Act (No. 67 of 2008)
- iv) Public Service Regulations (2016)
- v) Skills Development Act (No. 97 of 1998)
- vi) CET Colleges Act No. 16 of 2006 (as amended)
- vii) Public Finance Management Act (Act No. 1 of 1999 as amended by Act No. 29 of 1999)
- viii) National Treasuries Regulations of March 2005 and
- ix) King IV Report on Corporate Governance for South Africa, 2016
- x) National Norms and Standards for funding TVET Colleges
- xi) National Trade Testing Requirements
- xii) National Skills Development Plan
- xiii) Public TVET College Attendance and Punctuality Policy
- xiv) Policy on the Conduct of National Examinations and Assessment
- xv) Workplace Based Learning Programme Agreement Regulations
- xvi) SETA Grant Regulations
- xvii) BCMM and ADM IDP and the Eastern Cape Vision 2030 Provincial Development Plan

The above must all be read in conjunction with the policy mandates for cross-cutting priorities such as women, children, youth, and people with disabilities. The college will discharge the fiduciary duties and ensure a special focus on women, children, youth, and people with disabilities as enshrined within the Constitution especially the Preamble and Chapter 2, the Bill of Rights, The NDP and MTSF. Other related legislations include:

- Children's Act 38 of 2005
- The rights of Persons with Disabilities Act 2016
- National Gender Policy Framework
- Gender-based Violence Policy
- Disability Policy
- Disaster Management Act (No. 57 of 2002)

7. REPORT OF COUNCIL CHAIRPERSON

7.1 CONSTITUTION OF THE COLLEGE COUNCIL AND GOVERNANCE STRUCTURES

External Council Members

Ministerial Appointees

Mrs NN. Madikizela-Renene (Chairperson)

Mr M. Kashe

Ms T. Nkonki

Mr W. Manthe

Mr Y. Fanisi

Donor Representative

Vacant

Internal Appointees

Mr MJ. Tema (Principal)

Academic Board Representative

Mr L. Nameka

Support Staff Representative

Ms N. Xokwe

Educator Representative

Ms N. Malobola

Student Representative Council

Mr S. Liwani

Ms M. Ntongwana

Council meetings

Two out Four Statutory Council meetings were held in 2024. These meetings were held as part of the Council's performance of its duties in terms of its statutory functions explained in Section 10(1) of the CET Act that include:

- Development of the college statute which is necessary to govern the public college
- Approval of Policies
- Oversight roles

7.2 REPORTS BY COMMITTEES OF COUNCIL

i. Audit & Risk Committee (Appointed in January 2025)

Members

Mr A. Latchu

Ms W. Dukuza

Ms N. Hlongwane

Mr W. Manthe

Ms T. Nkonki

Performance of functions

- Strategic risk register
- Recommendation of AFS
- ARC Charter & Internal Plan Review
- IT Governance Framework

ii. Finance Committee

Members

Ms T. Nkonki (Chairperson); Mr W. Manthe

Performance of functions

- Budget review
- School of Occupational Training business plan
- Recommend financial policies

iii. Human Resource and Institutional Forum

iv.

Members

Mr M. Kashe (Chairperson); Ms N. Xokwe;

Performance of functions

- Recommend Human resource related policies
- Deal with matters HR Matters and make recommendations to Council
- Advice Council on issues affecting the college
- Implementation of the TVET Act and National Policy for Post school education and training
- Advice on race and gender policies

v. Planning and Resource Committee.

Members

Mr M. Kashe (Chairperson); Ms T. Nkonki; Ms N. Malobola

Performance of functions

- Recommend planning and infrastructure policies

Performance of functions

- Advice Council on issues affecting the college
- Implementation of the TVET Act and National Policy for Post school education and training
- Advice on race and gender policies

7.3 ACADEMIC BOARD REPORT

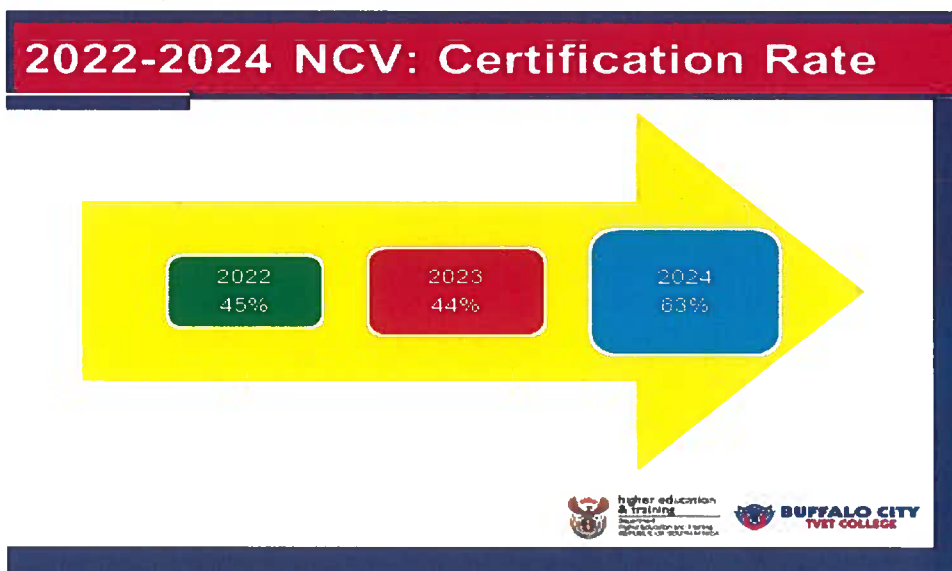
The Academic Board is constituted to assist the Council in recommending appropriate programme qualification mix, establishing and overseeing internal academic monitoring and quality promotion mechanisms to ensure that the requirements for accreditation to provide learning against standards and qualifications are met. The Academic Board is constituted in terms of the requirements of sound corporate governance practice and operation within that framework as follows:

- Strategic planning and implementation of academic programmes.
- Quality assurance of teaching and learning at all delivery sites.
- Development, implementation and management of partnerships.
- Planning, implementation and management of internal assessments and external examinations.
- Analysis and reporting of examination results.
- Compliance with policies and procedures.

Achievements

- Successful implementation of the 2024 Revised ICASS guidelines for NCV and Report 191.
- Successful monitoring of examination processes.
- Successful monitoring of teaching and learning sites.
- Successful verification of all NCV and Report 191 internal assessments and external exam marks.
- Successful moderation of at college level, DHET and Umalusi which are at external levels.

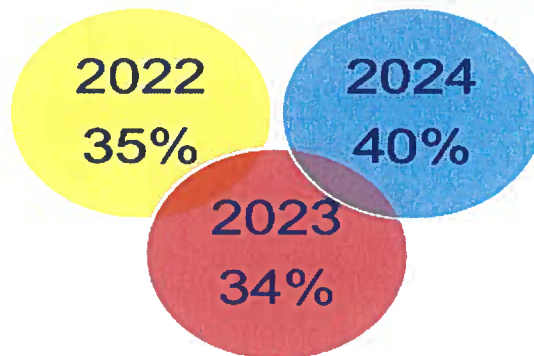
2024 Academic Performance



2022-2024 Business Studies: Certification Rate



2022-2024 Engineering Studies: Certification Rate



7.4 STUDENT REPRESENTATIVE COUNCIL REPORT

The college conducted the SRC Elections for the academic year 2024 in accordance to the regulations stipulated in the CET Act. The elections were declared free and fair with maximum participation from the college student community.

The SRC participates in all governance structures in the college and has good working relations with the college management. The SRC has a budget that is aligned to their programmes. Programmes planned by the SRC were executed in the academic year 2024 fully.

The student representative council discharged its responsibilities, particularly as it pertains to the advancement of the interests and rights of students at the college. The college supported the SRC in capacity building exercises. The SRC participated in DHET capacity building

programme in Cape Town in July 2024, in SATVETSA workshops and training as well as NSFAS sessions.

It must be noted that there were a number of challenges that negatively affected the students at the college. In spite of the notable challenges the SRC carried out their duties even though they were not exposed to leadership workshops / training interventions that could have helped them hone their leadership skills in order to more effectively play the role of advocacy of students' rights and interests.

Given the numerous challenges which at times hinders advancement of the capacity of the SRC, more could be done in so far as enhancement of their leadership capacity in order for their POA to be implemented effectively. One of the predominant challenge experienced by students is the delay in the disbursement of NSFAS bursary allowances. This has a negative effect in teaching and learning which the SRC has to work tirelessly which management to quell student unrest. Despite the challenging environment in students in general found themselves, the SRC was able to realise a string of achievements.

PART C: PERFORMANCE INFORMATION

8. REPORT BY PRINCIPAL ON MANAGEMENT AND ADMINISTRATION

The college received qualified audit report by the Auditor-General for the 2023-2024 financial year and this was due to numerous challenges that characterized the period

The college initiated a vigorous process of partnering and collaborations in 2024 where endeavors to increase enrolments for Occupational Programmes were sought.

The college recognizes the importance of sports in the development of its students. Therefore, at the college the sport codes of Rugby, Netball, Soccer, Chess, Table Tennis and Volleyball are conducted. The presence of the college was notable at the BoM, SACPO and CoSACSA.

With the Capital Infrastructure Efficiency Grant, the college has undertaken renovations of infrastructure for all campuses. The College procured Generators for all sited (4 sites) which is East London Campus, John Knox Bokwe, St Marks Campus and King Street. The college promoted local economic development for the SMMEs in and around Mdantsane for the repairs and maintenance of John Knox Campus. This process will be applied for all procurement in the institution in order to assist the Buffalo City Metropolitan Municipality to reduce unemployment and poverty in the local population.

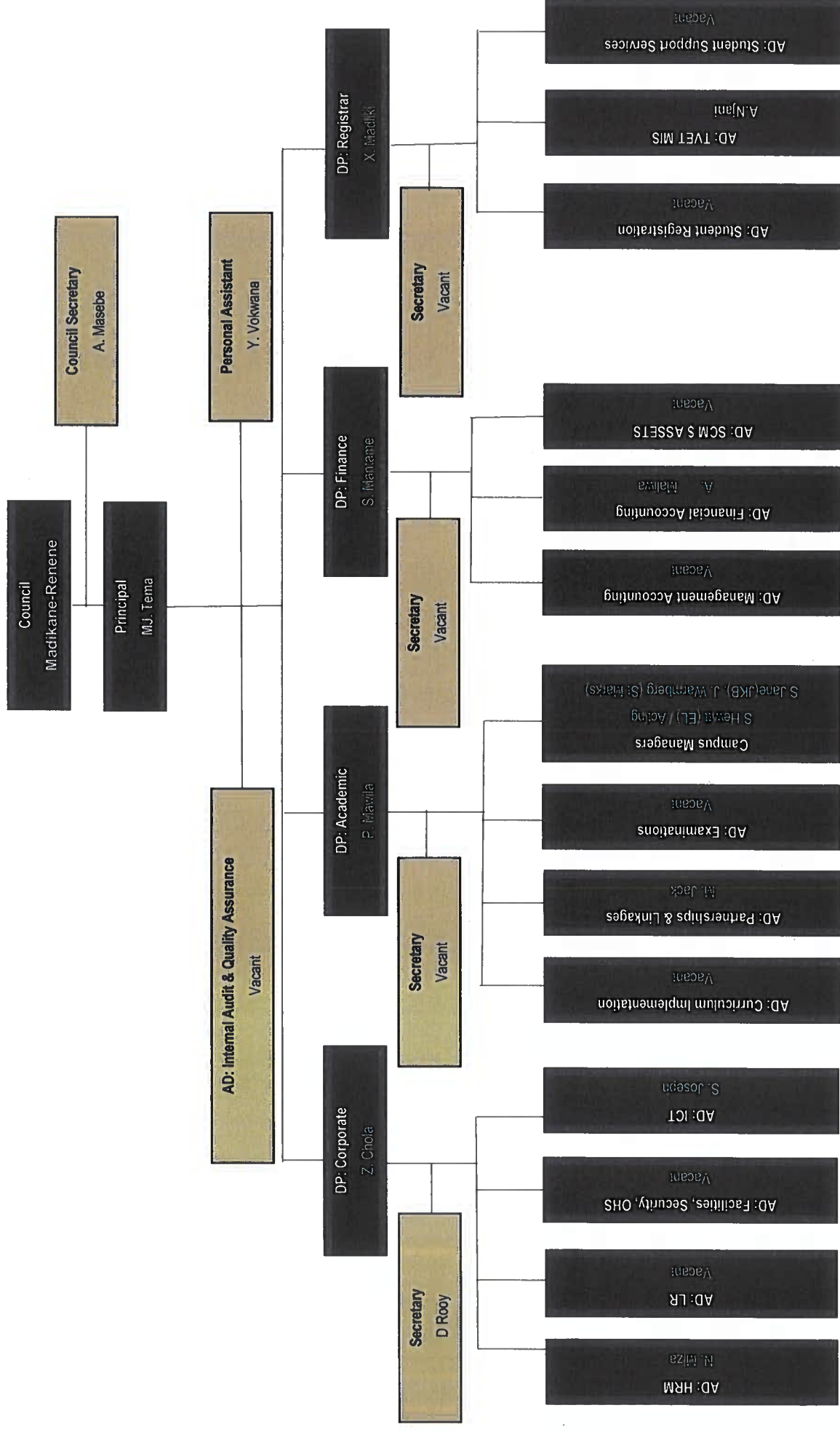
The College had challenges of high level vacancies in 2024, this affected the operations and the delivery of critical commitments. The College was affected by moratorium by the Department of Higher Education and Training. The moratorium was due to the College exceeding the 63% threshold of employees.

The staff complement and high-level organizational structure at the college are as presented, below:

Staff Complement

Category	Posts	Filled	Vacant
PERSAL			
Lecturers	178	139	39
Support Staff	136	86	50
Management	5	6	0
NON-PERSAL: College paid			
Lecturers	0	25	0
Support Staff	0	34	0
NON-PERSAL: Projects			
Lecturers	0	0	0
Support Staff	0	10	0

High Level Organisational Structure



9. COLLEGE PERFORMANCE AND ORGANISATIONAL ENVIRONMENT

Buffalo City TVET College is located in the Buffalo city metropolitan municipality in the Eastern Cape province. With a 2024 population lying slightly under eight hundred thousand mark (800 000), the city harbours approximately 1.36% of South Africa's entire population. Unfortunately, given that more than half of this population lives in poverty as defined by StatSA, it is unsurprising that class attendance remains a major issue at the college. This is despite the strategic location of the college's campuses which makes them easily accessible to students and educators alike.

With an astute management team and an effective council, the college continues to deliver on its mandate while maintain sound financial management practices. As expected of a TVET institution, the college offers a broad spectrum of programmes. In its bouquet of offerings, it is worthy to highlight that the NATED Business studies department is performing quite well. This notwithstanding, there is no doubt that the college can achieve more with respect to its overall performance as it strives towards its vision of merging as the leading TVET institution in South Africa. Notably, however, a catalogue of factors encumbers the quest of the college for higher levels of achievement. These are unlimited to unfilled positions in the organisational structure of the organisation, infrastructure limitations and the reluctance of corporate entities especially in the private sector to enter into mutually beneficial partnerships with the college.

While acknowledging the odds but remaining undeterred by them, the professional and congenial environment in which the organisation operates are indicative of a brighter future for the college. This is reinforced by the palpable resolve of the college to contribute significantly to the realisation of outcomes 1-4, mindful of the significant difference that this would make to a society hamstrung by the triple challenge of unemployment, poverty and inequality

10. PERFORMANCE REPORTING

10.1 ANNUAL PERFORMANCE ACHIEVEMENTS

STRATEGIC OUTCOME	OUTPUT	OUTPUT PERFORMANCE INDICATORS	PLANNED TARGET FOR 2024	ACTUAL ACHIEVEMENT FOR 2024	DIFFERENCE	EXPLANATORY REMARKS
SO 1 Expanded access to TVET college opportunities	1.1 Students enrolled and managed as per enrolment plan	Number of students enrolled in different programme types	6843	6672	-171	The College did not meet the target set as per the Strategic Plan. The College could not enrol the required numbers of students at level 3 and 4 in NCV particularly in Engineering field due to poor certification and progression rate. The College intensified and enhanced academic support for students having identified critical subjects. Additionally, the College intensified its Marketing strategy and career guidance for new applications.
		*NCV	2275	2117	-158	College did not meet the target. The College intensified its marketing strategy by giving depth information to applicants interested in enrolling for programmes at the College. Career guidance has been done intensively to minimise the lack of interest and cancellations in 2025 by applicants who might enrol at the College.
		*Report 191	4478	4473	-5	

STRATEGIC OUTCOME	OUTPUT	OUTPUT PERFORMANCE INDICATORS	PLANNED TARGET FOR 2024	ACTUAL ACHIEVEMENT FOR 2024	DIFFERENCE	EXPLANATORY REMARKS
		*PLP	90	82	-8	The College will enhance career guidance to minimise the dropouts in PLP.
		*Occupational Qualifications	144	99	-45	The College did not meet the target. The institution might review the numbers for 2025 through aggressive Marketing and respond to the prevailing needs as required.
		*Trades (College)				
		L5 and L6 Qualifications	30	30	0	The college is currently not offering L5 and L6 qualification. The college is undertaking a process to align the programme qualification mix to the economic drivers of the region.
		Short skills Programmes (accredited and non-accredited)	35	40	5	Achieved
	1.2 College is meeting online learning requirement	Set up a blended learning unit/team at a campus and college level (%)	100	100	100	Achieved
		Set up of universal WiFi in	100	100		

STRATEGIC OUTCOME	OUTPUT	OUTPUT PERFORMANCE INDICATORS	PLANNED TARGET FOR 2024	ACTUAL ACHIEVEMENT FOR 2024	DIFFERENCE	EXPLANATORY REMARKS
		all campuses (%)				
		Develop a dedicated learning platform				
		(college website, WhatsApp or other applications) for blended learning (%)	100	100		The college does have an online learning platform.
		Develop a business plan for online learning(%)	100	100		
	1.3 College student accommodation is optimally utilized	Occupation rate (%) per enrolment cycle	100	40	-60	The College residences are not optimally utilized because one residence requires maintenance. No students are residence, only one residence is occupied by students.
SO2 Improved Success and Efficiency of TVET Systems	2.1 Apprentices are enrolled and trained in COS or College	Number of artisan learners trained in COS or College per annum	0	0	0	The college is not a COS and intended to apply to be COS during the 2026 academic year

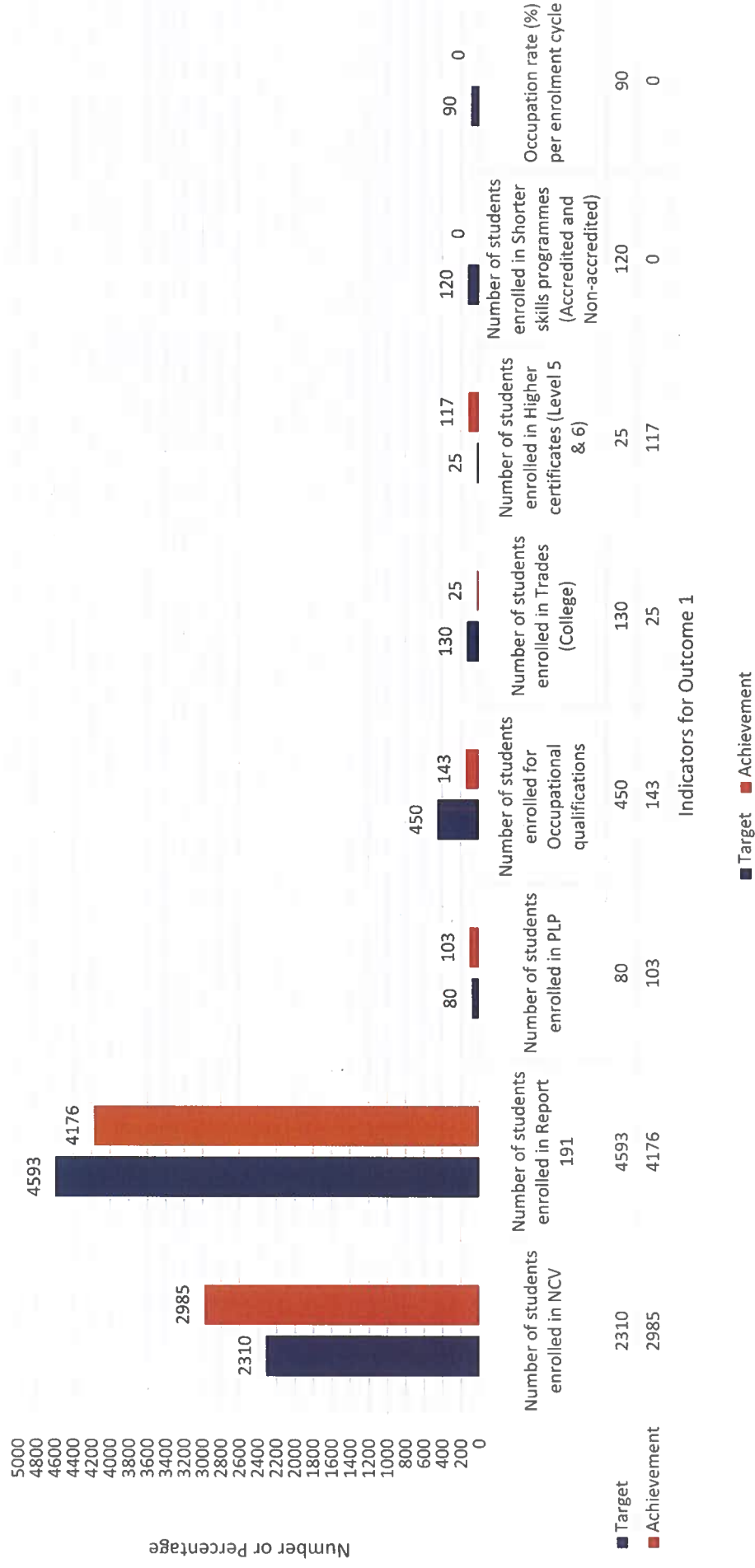
STRATEGIC OUTCOME	OUTPUT	OUTPUT PERFORMANCE INDICATORS	PLANNED TARGET FOR 2024	ACTUAL ACHIEVEMENT FOR 2024	DIFFERENCE	EXPLANATORY REMARKS
	2.2 Students complete qualifications and programmes and exit the college	Number of students completing college programmes	330	394	64	Achieved
		*Number of students exiting NCV L4	130	82	-48	The College has experienced unrepresented level of student's unrest in 2024, Academic support could not be effectively implemented. The unrest was a result of NSFAS allowances. The College has engaged NSFAS to try and enhance its administration with respect to allowance disbursements for 2025 in order to alert the institution.
	2.3 NCV students complete the qualification within 3 years	*Number of students exiting N6 (Business studies and Engineering)	200	212	12	Achieved
		Throughput rate (%) of NCV L4 student cohort	19	13	-6	The college to review the academic support policy including the learner attainment intervention strategies to subject specific

STRATEGIC OUTCOME	OUTPUT	OUTPUT PERFORMANCE INDICATORS	PLANNED TARGET FOR 2024	ACTUAL ACHIEVEMENT FOR 2024	DIFFERENCE	EXPLANATORY REMARKS
	2.4 PLP students are retained	Retention rate (%) students placed in PLP	70	87	17	Achieved
	2.5 PLP students progress into qualifications and programmes at entry level	Progression rate (%) of PLP students	90	63	-27	Enhance the Peer Tutoring and Student Support Programme. The college developed a learner attainment intervention strategy to improve student retention and academic performance.
	3.1 College councils are constituted and comply with standards	Percentage (%) compliance with governance standards	100	50	50	Awaiting concurrent from the Minister for the remaining council members.
SO3 Improved quality of TVET college provision	3.2 Examinations are conducted in line with policy prescripts and guidelines	Percentage (%) compliance with examinations policy and standards	89	95	6	The College has slightly under-achieved on its target, due to the OHS fire compliance certificate that was not finalized in 2023.
	3.3 More students meet the requirements for writing examinations	Percentage (%) of registered students who qualify to write the examinations	80	76	-4	To intensify student academic support through providing extra classes and peer tutoring. Provide students with regular feedback about their assessment tasks. Conduct examination preparation including study methods include socio-social support

STRATEGIC OUTCOME	OUTPUT	OUTPUT PERFORMANCE INDICATORS	PLANNED TARGET FOR 2024	ACTUAL ACHIEVEMENT FOR 2024	DIFFERENCE	EXPLANATORY REMARKS
SO4 Improved responsiveness of TVET colleges to the world of work	3.4 TVET college lecturers are placed in industry for specified periods to gain relevant experience	Percentage (%) of TVET college lecturers placed in industry	15	0	-15	The Partnership and Linkages will enhance and explore avenues to meet the expectations in the 2025 academic year. The unit will engage industry and workplaces in order to increase the MOU's as well as sustain the existing partnerships.
	3.5 Partnerships signed for improving teaching and learning and relevance of programmes	Number of signed partnerships for exchange and placement of students and lecturers	18	8	-7	The College has engaged with SETA's and industry to sign more MOU's in order to increase student and lecturer placement in 2025 academic year.
	4.1 More students are enrolled in priority programme offerings	Number of students enrolled in programmes relating to OIHD and priority skills	250	48	-202	The College has not met the targets throughout. It appears that there is a need for intensive marketing of occupational programmes. Furthermore, the College has been ambitious hence there is a huge under enrolment.
	4.2 Entrepreneurship hubs are established	Number of students engaged in entrepreneurship	250	121	-129	Currently the College makes use of the Allan Grey competition for Entrepreneurship. This is a limitation which affected the institution in not achieving the targets. The College intends

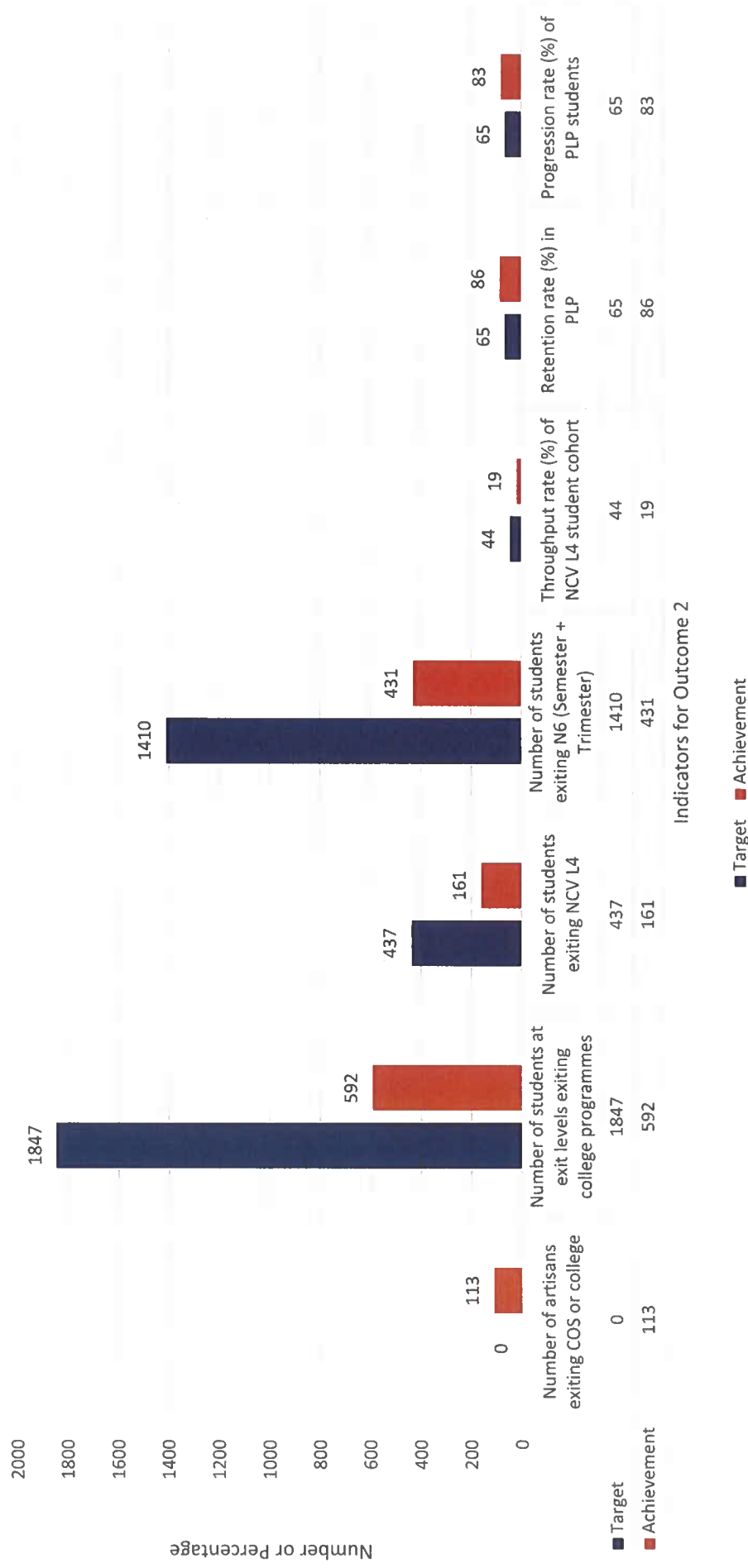
STRATEGIC OUTCOME	OUTPUT	OUTPUT PERFORMANCE INDICATORS	PLANNED TARGET FOR 2024	ACTUAL ACHIEVEMENT FOR 2024	DIFFERENCE	EXPLANATORY REMARKS
	and fully operational	p programmes and projects				to create a platform for the students to be trained fully for Entrepreneurship activities and develop a student hub.
	4.3 Students are placed for WPBL at exit levels	Number of students placed for WPBL at exit levels	470	435	35	Achieved
		*Number of students placed for WPBL at NCV L4	120	7	-113	The College struggled to source funding from SETA's from its engagements, as a consequence, a few students were placed for the NCV programme. The College through Partnerships and Linkages will enhance its engagement with SETAs to ensure that student get the opportunities for placement.
		*Number of students placed for WPBL at N6	350	428	78	Achieved

Performance Chart for Outcome 1 Expanded Access to TVET College Opportunities



Performance Chart for Outcome 2

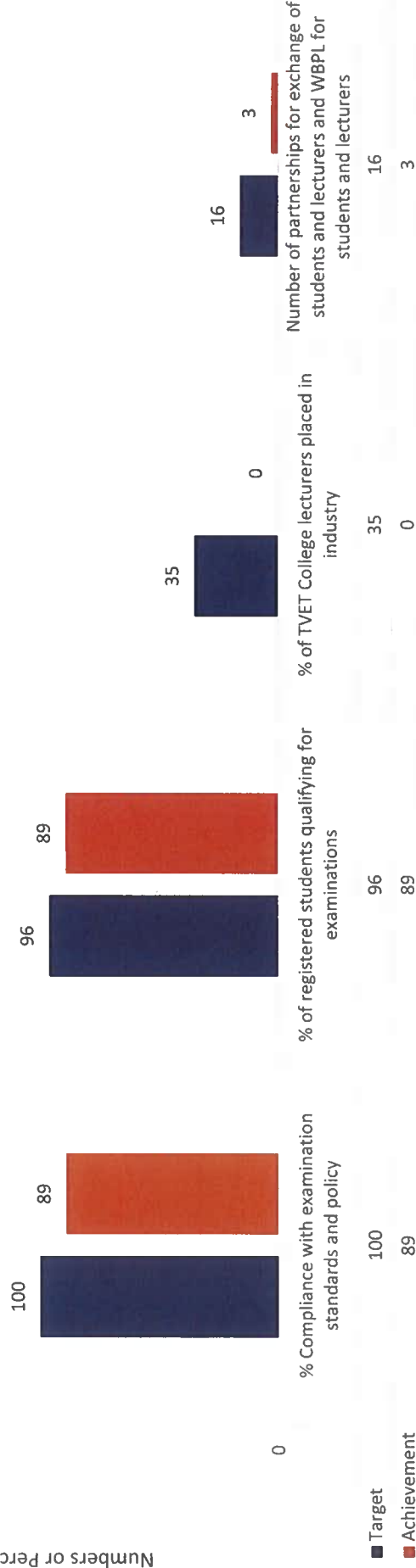
Improved success and efficiency of access to TVET systems



Performance Chart for Outcome 3 Improved quality of TVET college provision

200

Numbers or Percentages

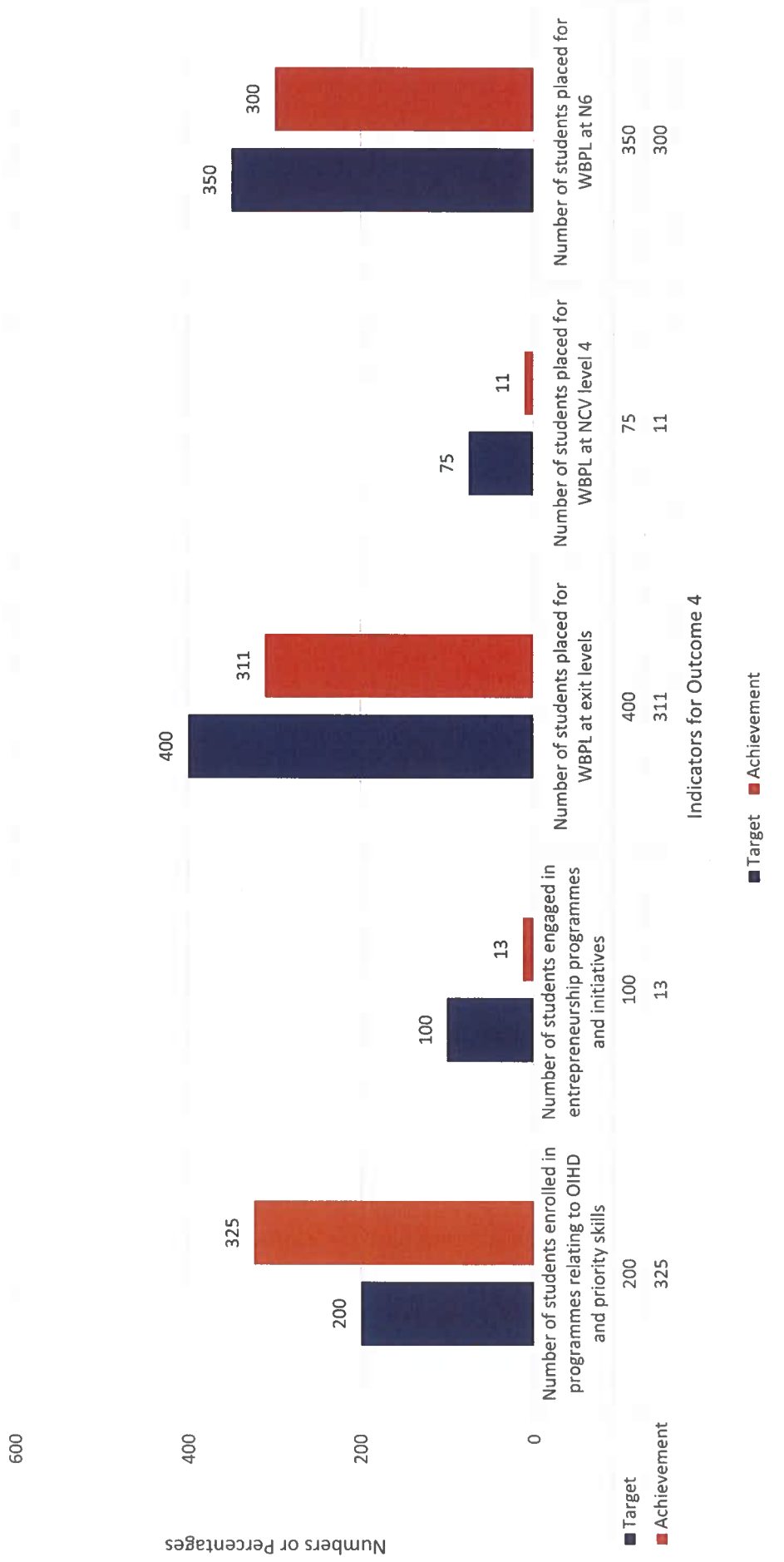


Indicators for Outcome 3

■ Target ■ Achievement

Performance Chart for Outcome 4

Improved responsiveness of TVET colleges to the world of work



10.2 COLLEGE ACHIEVEMENTS

2024 N6 AND DIPLOMA GRADUATION CEREMONY



By Kamvelihle Kalani
Photography by Kamvelihle Kalani

571 students in Abbotsford Christian Centre walked across the stage to receive their N6 and diploma certificates.

After overcoming personal and environmental challenges, approximately 571 students in Abbotsford Christian Centre walked across the stage to receive their N6 and diploma certificates. The Buffalo City TVET College graduation ceremony was held on the 20th of September 2024. Besides the graduates, the hall was full of parents, college management, lecturers, external stakeholders, the college council, and support staff.

For some, studying at a TVET College is regarded as an inferior life choice but Mr Chola DP: Corporate Services begs to differ, " People who believe or perceive studying at a TVET College as inferior are misguided, colleges play their role meanwhile also universities play their role in shaping one's career. TVET Colleges focus more on vocational and skills training which are producing artisans and young people with skills that this current economy needs."

Mr Chola pleaded with young people not to ever consider TVET Colleges as the last option but rather should be at the forefront of their decision-making as far as their career is concerned.

The graduation saw 571 students graduate from the School of Business and School of Engineering. For many students, the programs were a lifeline and helped them stay on track when graduation felt out of reach.



Meanwhile, for others, enrolling in college was actually the leeway to their passion. Top Achiever in N6 Educare, Clanelle Saunders lamented how she got to the decision of enrolling in Educare, which ended up her topping the rest of her fellow students, "I enjoyed Educare so much as I have always wanted to be a teacher, but because of my matric results I could not enroll at a university to study education, but BCC and Educare, in particular, gave me a chance of living my dream of being a teacher."

Clanelle received ten distinctions, "it was because of hard work, late nights and early mornings."

Lerato Mxhonyelwa graduated with a Diploma in Financial Management with nine distinctions, bragging with 99% in Cost and Management Accounting. All this made her one of the top achievers in the class of 2024. "It is possible to get all these kinds of results if you are able to focus on your studies and remove all distractions, then I kid you not, the sky will be the limit."

For the Class of 2024, the Buffalo City TVET College top achievers were endorsed and acknowledged with awards and cash prizes sponsored by Standard Bank.



241 STUDENTS HAVE BEEN OBSERVED AND HELPED BY THE INITIATIVE, WHICH HAS PLACED THEM IN VARIOUS EASTERN CAPE COMMUNITIES

WORK-INTEGRATED LEARNING

The goal is inclusive of providing our students with the limited skills that are essential for our youth's employability and self-employment once the program is over and they have earned their qualifications.

By Kamvelihle Kalani
Photography : Supplied

Buffalo City TVET College is a public institution that is mandated by the Department of Higher Education and Training (DHET) to offer Ministerial and Occupational Programmes. The goal is inclusive of providing our students with the limited skills that are essential for our youth's employability and self-employment once the program is over and they have earned their qualifications.

Colleges were established to address the issues of unemployment, crime, and poverty and to equip the youth with skills and expertise so that they can become self-sustainable and promote self-reliance. It has been discovered/envisaged that these objectives are not always achievable due to the practical experience of the lecturers in our employment.

For exposure to the workplace, Buffalo City TVET College also prioritizes work integrated learning. It is under the Partnership and Linkages program. 241 students have been observed and helped by the initiative, which has placed them in various Eastern Cape communities. Programs like Civil Engineering, Public Management, Automotive Motor Mechanic, Long-Term Insurance, Occupational Health Service, Funeral Services, Generic Management, and End-user Computing are among those where students participate in job placements.

As part of the Partnership and Linkages office's responsibility to establish and preserve relationships with various stakeholders who will help shape the future, the college has partnered with Mercedes-Benz to provide students with automotive industry training, and the company has also donated a smart machine to the Mechatronics department.



PARTNERSHIPS



FOSTERING RELATIONS WITH GLOBAL AFFAIRS CANADA FOR THE BETTERMENT OF EASTERNAPE TVET COLLEGES

By Nokubonge Roberts
Photography by Kamvelihle Kaleni

Buffalo City TVET College hosted delegates from the High Commission of Canada in South Africa, comprising His Excellency, the High Commissioner, Mr. James Christoff, the Head of Cooperation, Ms. Shauna Flanagan, and the Senior International Assistance Officer, Ms. Musa Tshuma. The main discussion was regarding the SASTEP (South Africa Skills Training Enhancement Program), which is a program funded by Global Affairs Canada in partnership with the Department of Higher Education and Training. The program and discussions looked at key issues such as



- Effective online and blended Learning
- Gender Equality and Inclusion
- School-to-work transition
- Effective partnerships

Such a program is aimed at holistically empowering the staff and students.

"United we will win the battle of poverty in the Eastern Cape", were the words of Ms. Mantame (Buffalo City TVET College DP: Financial Services) at the closing of the Canadian visit.



SRC INAUGURATION

FRONT ROW: FROM LEFT TO RIGHT (Uviwe Baruma | Chulumanco Khanya Sityebi | Mihle Ngxeba | Siphosethu Habe)

BACK ROW: FROM LEFT TO RIGHT (Mandilakhe Mtongana | Zandile Mtati | Lithabile Mtya | Sithembele Llwani | Aphetete Helele | Yolisa Bayi | Amanda Xego)

By Nokubonga Roberts
Photography by Kamvelihle Kalani

"As a leader, you must be humble if you want to excel. Never take this opportunity for granted; occupy your space, but always value those around you."



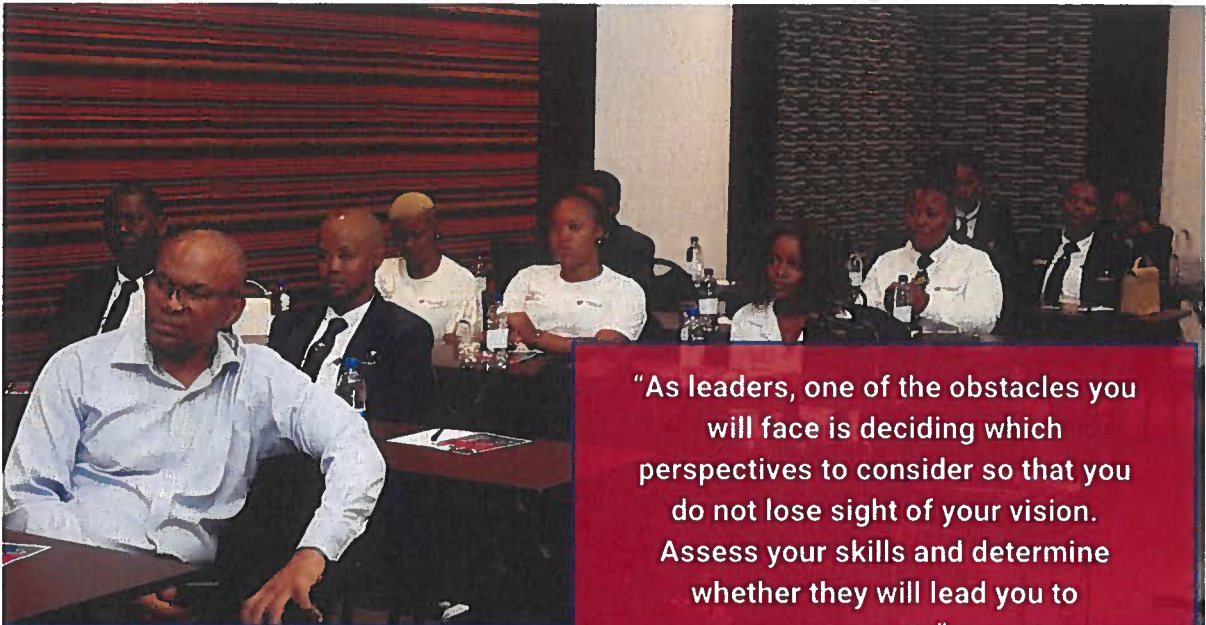
On November 18, 2024, Buffalo City TVET College's Student Support Services hosted the inauguration of the Student Representative Council (SRC) at the East London International Convention Centre (ICC). This inauguration served as an important reminder for the SRC, marking their official welcome since the start of the 2024 academic year. We witnessed the emergence of a new generation of leaders committed to serving and advocating for the students of Buffalo City TVET College, ensuring that their voices are heard and their needs prioritized.

In his opening remarks, Mr. Madliti, the Deputy Principal of Registration Services, stated, "Certificates are awarded to those who have excelled in their responsibilities as part of the Student Representative Council!" He emphasized that an effective leader must be willing to serve and suggested that those unwilling to serve should reconsider their desire for leadership. He concluded by expressing the confidence of both the management and the students in the recipients' potential to succeed in their new roles.

Mr. Mawithi, the Deputy Principal of Academic Services, shared words of wisdom, noting that a leader should drive change, inspire others, and possess a clear vision while guiding people in the right direction. He also emphasized the importance of ethics and morals, highlighting how leaders should conduct themselves in front of others.

Ms. Mantame, the Deputy Principal of Financial Services, encouraged students to embrace this opportunity wholeheartedly and to make a lasting impact during their tenure.

"Certificates are awarded to those who have excelled in their responsibilities as part of the Student Representative Council."



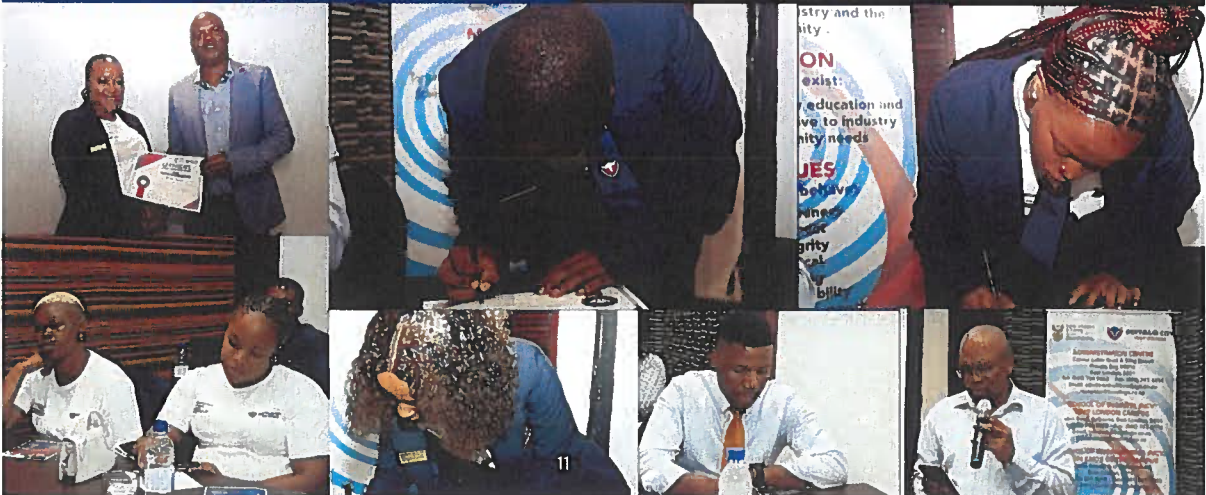
"As leaders, one of the obstacles you will face is deciding which perspectives to consider so that you do not lose sight of your vision. Assess your skills and determine whether they will lead you to success."

Mr. Chola, the Deputy Principal of Corporate Services, inspired the students by stating, "As a leader, you must be humble if you want to excel. Never take this opportunity for granted; occupy your space, but always value those around you."

In his closing remarks, Mr. Jack, the Assistant Director of Partnerships and Linkages, highlighted the importance of self-development and continuous growth for leaders. He illustrated the concept of long-term vision using the analogies of a telescope, microscope, and stethoscope, explaining that leaders must demonstrate empathy and actively listen to others' ideas.

He stated, "As leaders, one of the obstacles you will face is deciding which perspectives to consider so that you do not lose sight of your vision. Assess your skills and determine whether they will lead you to success."

The SRC members were also awarded certificates and made a vow to serve the students diligently.



A FRIEND IN NEED IS A FRIEND INDEED: PEER HELPERS CERTIFICATION CEREMONY

Peer Educators are recruited yearly so to assist and help fellow students every year.

By Kamvelethe Kalani
Photography by Aphinda Denise

For many students, college may be a stressful time. Some students must manage the difficult processes of individuating and separating from their family of origin in addition to the pressures of their studies, and others may have multiple career and family obligations. Many college students encounter the initial onset of mental health and substance use issues or a worsening of their symptoms during this time. It is necessary to list important factors to take into account when working with college students because of their distinct characteristics.

There is no doubt that HIV and AIDS are some of the biggest developmental challenges facing the nation and in particular, our young people. Despite the most recent downturn in new infections among young people, given the scale of the epidemic in South Africa, there is little room for complacency. To turn this epidemic around, a comprehensive set of interventions is required from every sector of society.

Buffalo City TVET College has Peer Educators, a group of students who are trained to provide health and wellness education and support to their peers on various topics such as sexual health, mental health, substance abuse prevention, gender-based violence, and general well-being.

On the 24th of October, Peer Educators held their certification ceremony, celebrating their year and issuing certificates to peer educators who have shown dedication throughout the year. This was also a day of reflection amongst peer educators; they shared their experiences when helping fellow students, from their challenges to milestones. It was not only certificates that were given out, but those who put in the extra work received vouchers handed by AD: Health Services Rhona Finlayson and DP: Registration Services Mr Madliki.

Peer Educators are recruited yearly so to assist and help fellow students every year.



2024 PEER EDUCATORS

COUNCIL MEMBERS



Mr. M.J. Tama
(College Principal)



Mrs. Madikizela Renono
(Council Chairperson)



Ms. T. Nkonke
(External Council Member)



Ms. N. Xokwe
(Internal Council Member)



Mr. W. Mankhe
(External Council Member)



Mr. M. Kasho
(External Council Member)



Ms. N. Malobola
(Internal Council Member)



Mr. L. Nameka
(Internal Council Member)



Mr. S. Liwani
(ISRC President)



Ms. M. Mlongane
(ISRC Secretary General)

10.3 STRATEGY TO DEAL WITH UNDERPERFORMANCE

Buffalo City TVET College is a Public institution entrusted with a very critical role in society. Management of the college acknowledges that the tasks of monitoring and evaluation as enablers of accountability are paramount in the effective operations of the college. While the college employs reliable tools to measure performance, there is a need to strengthen the usage of the tools across the institution.

The college has carefully considered its 2024 performance in all areas and is committed to engendering improvements not only in aspects where it fell short of performance expectations about also in areas where it performed, creditably. Consequently, amongst others, some areas of focus to enhance performance include:

- Fast tracking the appointment of lecturing and other staff in critical positions.
- Conducting of a skills audit to identify skills needs and gaps among employees though prioritising lecturing staff. The outcomes of the skills audit would then be utilised for the design of purpose-fit development interventions.
- Ensuring higher levels of compliance with quality and risk management standards,
- Intensifying the drive for student through a well-designed and appropriately targeted marketing programme which would assist in attracting prospective students.
- Strengthening of career guidance and support
- Strengthening of registration monitoring and evaluation instruments,
- Monitoring of data captured on ITS.
- Timeous delivery of the Teaching and Learning material.
- Effective consequence management for poor performing officials,

10.3.1 Strategies to deal with Financial Services under performance

To deal with Qualified Audit Opinion received from Auditor General (AG), the management of the College will implement recommendations provided by AG and strengthen internal controls by doing the following:

- Develop a SMART action plan to deal with all audit findings and will be reviewed and monitored by the Internal Audit Unit. Reports will be submitted to ARC, DHET and AG by 30 September 2025 and 31 January 2026.
- Provide GRAP training to all relevant staff and ensure that they are fully capacitated to follow the approved College policies and procedures which are aligned to GRAP standards.
- Develop an internal Communication regarding the submission to Finance Unit of invoices and goods received note (GRV's) by cost centres within 3 days of receipt from suppliers. This internal communication will be approved by the Principal and implemented by all cost centre managers. This will assist to ensure that all

transactions are processed and paid on time and the College improves internal controls.

10.3.2 Academic Services: Student Academic Performance

The college intend to improve student academic performance by performing thorough monitoring of the retention rate including the administration and management of assessment of internal/external examination.

The college has identified high risk subjects that has negatively impacted the certification and throughput rates particularly for NCV engineering programmes and Report 191 Engineering studies.

The intervention is fully supported by the Academic board and the sub-committee on academic planning strategies including being implemented through the 2025 Learner Attainment Intervention Strategies document. The following would be effectively:

- Student enrolment figures, actual vs projected, for both ministerial approved and occupational programmes.
- Support and encourage research in an innovative way to enhance the Programme Qualification Mix (PQM) of the college as well as teaching and learning;
- Influence the approval of non-ministerial programmes to become ministerial approved programmes addressing the critical scarce skills need in the country;
- Support the college in seeking funding for such non-ministerial programmes.
- Share potential and/or new funding opportunities (i.e. sponsorships) which will assist the college in resourcing teaching and learning activities;
- Support colleges with the implementation of new programmes, i.e. phasing in and out of programmes and/or subjects to meet the needs of business and industry.
- Support the academic functions of the college and promote participation of women and the disabled in learning programmes;
- Seek partnership collaboration with institutions of higher learning to enhance co-operation in the area of student articulation to institution of higher learning.
- Initiate the establishment of strategic networks with industry and commerce in support of staff and student work integrated learning activities.
- Liaise with accreditation institution to undertake a process of self-evaluation and external quality evaluation of programmes offering or to be offered for quality assurance and quality improvement.

11. FINANCIAL REPORTING

11.1 REQUIRED ATTACHMENTS FOR FINANCIAL REPORTING

A. COUNCIL RESPONSIBILITY AND APPROVAL

College council has the responsibility to approve and sign off audited financial statements.

B. REPORT OF THE AUDIT AND RISK COMMITTEE

Two members of Audit and Risk Committee who are Chairperson and Deputy Chairperson are also Council members, were appointed on 22 May 2024 and did the following during 2024:

- Were very instrumental in the recruitment process and appointment of 3 additional members of Audit and Risk Committee were appointed in January 2025.
- Audit and Risk Committee members reviewed 2024 AFS which were tabled by the Chairperson of Audit and Risk Committee and approved by the Council on 31 March 2025.

1. Audit and Risk Committee Responsibility

The Audit Committee reports that it has complied with its responsibilities arising from Section 25(1) of the CET Act of 2006, section 77 of the Public Finance Management Act, No. 1 of 1999 and Treasury Regulation 3.1. The Audit and Risk Committee also reports that it has adopted appropriate formal terms of reference as its Audit Committee Charter, has regulated its affairs in compliance with this charter and has discharged all its responsibilities as contained therein.

Audit and Risk Committee Members and Attendance

NAME	QUALIFICATIONS	DATE APPONTED	NO. OF MEETING ATTENDED
Wayne Manthe	Bachelor of Commerce, Cert in the theory & practice of Auditing; Postgraduate Diploma in Accounting; Chartered Accounting	22/05/2025	None for 2024
Tulisiwe Nkonki	Bachelor of Commerce, Postgraduate Diploma in Accounting;	22/05/2025	None for 2024
Ashley Latchu	Masters Degree; BSC IT Management Degree; Diploma in Networking (PhD student)	13/01/2025	None for 2024, due to late appointment
Welekazi Dukuza	Masters in Business Administration; BProc Degree; (PhD student)	13/01/2025	None for 2024, due to late appointment
Nozipho Hlongwana	B A Personnel Management Honors; Bachelor of Accounting Sciences;	13/01/2025	None for 2024, due to late appointment

	Bachelor of Accounting Sciences Honors		

3. The Effectiveness of Internal Control

The Audit Committee acknowledges management's efforts to maintain effective and efficient internal controls in the college. The Audit Committee is largely satisfied with the control environment while based on the results of the work conducted by the internal audit and external auditors which highlighted certain weaknesses. The Committee is concerned with the following recurring matters not adequately addressed by management to improve the control environment:

- Online Learning system and media negative publicity about the college
- ICT environment [ICT Governance, Lack of ICT strategy
- SCM functioning and fixed asset controls
- High vacancy rate in critical senior positions

Based on the results of Internal Audit reviews conducted during the year under review, which were provided to the Audit and Risk Committee, it would appear the system of internal control was not entirely effective. Management has provided assurance that effective corrective action will be implemented in respect of all internal control weaknesses, and the Audit Committee will monitor these going forward

4. Internal Audit and Risk Function

The committee has reviewed the Internal Audit work, which was based on the risk assessments conducted in the college which revealed certain weaknesses, which were then raised with the college and management has made commitment to address them. The audit committee is satisfied that the internal audit function is operating effectively and that it has addressed the risks pertinent to the college. The committee notes with satisfaction the independence and objectivity of Internal Audit function. The Audit and Risk Committee is responsible for the oversight of the risk management function. The committee has reviewed the risk register and the reports from the risk committee and is generally satisfied with the maturity of the risk management process.

5. Evaluation of Financial Statements

The Committee has reviewed and discussed the annual financial statements included in the annual report prior to audit and post audit with both management and the college council; including the Auditor General's report and management's response in relation to the financial statements and also the reviewed the quality and timeline of the financial information availed to the committee for oversight purposes during the year.

The committee commends management for good quality annual financial statement submitted for audit.

6. Auditor-General's Report

The Committee concurs with and accepts the conclusion and audit opinion of the Auditor-General South Africa (AGSA) on the audited annual financial statements. The committee is of the view that the audited financial statement be accepted and read together with the report of AGSA. The committee also confirms that it has been thoroughly appraised of the issues giving rise to the audit opinion. The audit committee is not aware of any unresolved issues pertaining to the current year audit.

On behalf of the Committee, I would like to express my sincere appreciation to the College Council, Management, Internal Audit, and the Auditor-General of South Africa for their support and co-operation during the period under review.

Chairperson of the Audit Committee
Buffalo City TVET College

C. AUDITED ANNUAL FINANCIAL STATEMENTS

- i. Report of the Auditor-General or External Auditors
- ii. Statement of Financial Position
- iii. Statement of Financial Performance
- iv. Statement of Changes in Net Assets
- v. Cash Flow Statement
- vi. Accounting Policies
- vii. Notes to the Annual Financial Statements