

CAPRICORN TVET COLLEGE



PARTNERSHIP POLICY

**CAMPUSES:
POLOKWANE
SESHEGO
SENWABARWANA
RAMOKGOPA**

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Paul B. Moloi
CHAIRPERSON
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VISION OF CAPRICORN TVET COLLEGE



"A dynamic Technical Vocational Education and Training Institution of Excellence"

MISSION STATEMENT OF CAPRICORN TVET COLLEGE

Capricorn TVET College is to offer responsive, flexible and quality programmes that are accessible to all learners through formal learning, skills development and learnerships. This is achieved by adhering to policies and procedures, making use of committed human capital and employing appropriate physical and fiscal resources.

Values

- **Respect:** We treat others as we would like to be treated ourselves. Abusive or disrespectful treatment is not tolerated. We will strive for fairness and equity.
- **Integrity:** We are committed to transparency, honesty and sincerity.
- **Communication:** We are committed to effective communication. We believe information is meant to move and that information moves people.
- **Excellence:** We are satisfied with nothing less than the best quality in everything we do.

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ACADEMIC SERVICES

PARTNERSHIP POLICY

1. POLICY OBJECTIVES

1.1. Overview

This policy is designed to guide the process for the College in the need to partner with other private, non-profit, or other governmental entities for the development, design and operation of possibly partners. A major component in exploring any potential partnership will be to identify additional collaborating partners that may help provide a synergistic working relationship in terms of resources, community contributions and knowledge. These partnerships should be mutually beneficial for all proposing partners.

A partnership is a cooperative venture between two or more parties with a common goal, who combine complementary resources to establish a mutual direction or complete a mutually beneficial project. Partnerships can be facility-based or program-specific. Capricorn TVET College is interested in promoting partnerships which involve cooperation among many partners, bringing resources together to accomplish goals in a synergistic manner. Proposals that incorporate such collaborate efforts will receive priority status.

Partnerships can accomplish tasks with limited resources, respond to compelling issues, encourage cooperative interaction and conflict resolution, involve outside interests, and serve as an education and outreach tool.

1.2. Purpose

This policy deals with partnerships that Capricorn TVET College enters into. Partnerships occur when Capricorn TVET College and other entity decide to collaborate on a specific project and to work together collectively. They are distinct from instances where Capricorn TVET College is granted funds for a project that Capricorn TVET College individually implements and manages. Those types of relationships are dealt with under Capricorn TVET College's fundraising policy.

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Capricorn TVET College actively seeks to partner with corporations and businesses in order to advance Capricorn TVET College's vision, mission and objectives. All partnerships will be consistent with the principles and guidelines of this policy document. Partnerships will only be entered into with corporations that meet the suitability criteria.

2. TERMINOLOGY AND ABBREVIATIONS

2.1 College	Capricorn TVET College.
2.2 Council	The Council of Capricorn TVET College as established in terms of CET
	ACT
2.3 COIDA	Compensation for Occupational Injuries and Disease ACT
2.4 DHET	Department of Higher Education and Training
2.5 DoL	Department of Labour
2.6 HoD	Head of Department
2.7 MoU	Memorandum of Understanding
2.8 NC(V)	National Certificate (Vocational)
2.9 NGO	Non-Government Organization
2.10 NSDS	National Skills Development Strategy
2.11 NTCC	National Trade Curriculum Content
2.12 PPE	Personal Protective Equipment
2.13 SETA	Sector Education and Training Authority
2.14 SSS	Student Support Services
2.15 TVET	Technical and Vocational Education and Training
2.16 WBE	Workplace Based Experience
2.17 WE	Workplace Exposure
2.18 WIL	Work Integrated Learning
2.19 WPL	Work -Place Learning
2.20 PWDT	Partnerships for Work –Directed Theoretical Learning
2.21 WDTL	Work – Directed Theoretical Learning
2.22 HEI	Higher Education Institution
2.23 NQF	National Qualifications Framework
2.24 PIVOTAL	Professional, Vocational, Technical and Academic Learning

3. GOVERNING PRESCRIPTS (LEGISLATIVE AND POLICY FRAMEWORK)

3.1 Based on the White Paper for Post-School Education and Training there is a recognised need for the TVET College to have and maintain a close working relationship with employers in order to prepare students for the workplace and self-employment within their areas of study. In addition, arrangements should be made for college staff to get regular workplace exposure so as to keep abreast of developments in their industries. Employers should also be in a position to advise colleges around issues of curriculum and the college may also benefit from donations of equipment from industries. SETAs should play a role in forging relationships between colleges and employers, using not only their contacts but also their resources to incentivise employers to take on students for workplace learning opportunities

3.2 National Skills Accord has been approved by NEDLACK and commits all the social partners be it government, organised business, the labour movement, communities etc. to ensure expanded access to training opportunities, with training taking place in both educational institutions and workplaces

4. PARTNERSHIPS

4.1 Partnerships for Work Integrated Learning (WIL)

WIL builds a link between workplace and College academic activities. It helps students to transfer academic knowledge learned theoretically from the College to practical workplace experience. For this reason, WIL cannot occur without partners who represent the different knowledge fields. The effectiveness of WIL depends to a major extent, on the commitment of both academic and professional strategic partners.

In WIL programmes there are partners who are internal to the College and partners who are external to the College. Internal partners include College lecturers and departmental colleagues (including Departmental Officers and Placement Officer), Departmental or institutional centers or units that support WIL, and students. Graduates and former students are particularly valuable as they can provide useful insights and advice for WIL planning and implementation. Thus maintaining contact with workplace practice through alumni as one method that is effective both for College's lecturers and current students.

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External partners include potential employers, professional practices, companies (particularly those that have a commitment to education), community partners (including Non-Governmental Organizations, Community-Based Organizations, Nonprofit Organizations, etc.), Government Departments, Sector Education and Training Authorities (SETAs) and other professional bodies. The Deputy Managers: Human Resource Development (HRD) and Skills Development Facilitator should be supportive stakeholders for WIL.

4.2 Partnerships for Work –Directed Theoretical Learning (WDTL)

While WDTL usually takes place in an academic classroom, the introduction of workplace readiness into the academic programme has benefits for student learning. It is always necessary and possible to include workplace readiness issues, even without workplace partners. In this regard, the roles of the partners in WDTL are described below.

4.2.1 Role of internal / academic partners

The main responsibility of College is to ensure that course content is accurate, up-to-date and relevant to employability prospects of the learners. In professional programmes an important part of this is ensuring that the academic programme tackles important workplace readiness concerns. To achieve this, the College will:

- a) Join the professional councils, associations or other relevant bodies (and attend meetings and presentations – particularly those for continuous professional development);
- b) Attend professional or industry-based conferences, workshops and seminars;
- c) Network, e.g. attend industry breakfast meetings;
- d) Read the professional journals (and encourage students to do the same);
- e) Invite prominent professionals, industry experts, recently qualified students, and potential employers to address students and staff;
- f) Invite prominent professionals to assist with the assessment of students' work (particularly work that has a professional or work – oriented focus);
- g) Invite professional or industry representatives during awards ceremonies to recognize students' achievement.
- h) Invite professional or industry representative to be guest lecturers.

In Work - Directed Theoretical Learning (WDTL), workplace partners play a minor role, but their presence in the programme is important to connect theory- based learning with 'real – world' issues, and to this end, the role of the professional partner may include:

- a) Arranging a site visit for students and staff to a workplace or other relevant site;
- b) Giving a guest lecture, usually on a topic that is relevant to the academic programme, from a workplace perspective;
- c) Assisting with assessment as an external examiner or moderator, or as part of an assessment panel.

4.3 Partnerships for Problem – Based Learning (PBL)

Although PBL and other forms of problem - oriented learnings are largely classroom – based forms of learning, curriculum development and the facilitation of student learning benefit from the input of both internal and external partners.

The role of workplace partners includes:

- a) Identifying and suggesting workplace problems, scenarios or case studies (from the world of professional practice);
- b) Providing authentic materials from the world of practice;
- c) Co-facilitating or introducing the problem (e.g., acting as the 'client');
- d) Co-assessing or moderating students' work, particularly in cases where the problem is a significant assessment task.

4.4 Partnerships for Project-Based Learning (PPBL)

PPBL has considerable potential for advanced student learning and for solving 'real life' problems in workplaces. PPBL is appropriate for more senior students who, with the support of College lecturers, address a real workplace problem, or assist a community in need, using knowledge and skills gained in their course of study. There are extensive resources for initiating, building and maintaining community-based partnerships and guide on service-learning in the curriculum.

In PPBL, the College lecturers take on the role of a professional consultant. The College lecturers should play a significant role in addressing the workplace problem or need. Students will take on a professional identity, which is an important aspect of their

development as they learn to deal with clients in a professional manner. The College lectures should model professional conduct at all time, but this should be explicit in PPBL. The academic partners thus:

- a) Assume a professional identity, and explain issues in professionalism;
- b) Act as consultants;
- c) Supervise the students engaged in the project;
- d) Ensure that the students meet regularly with their 'clients';
- e) Monitor the progress of the project;
- f) Assess the final product or process, in collaboration with the professional partner.

4.4.1 Role of the external/professional partners

Workplace partners play a major role in PPBL. They identify a particular need or area of work that requires development and, in collaboration with the academic partners, define and shape the work so that there is a match between workplace requirements and the academic programme. Their role is to:

- a) Invite students to solve an authentic workplace problem;
- b) Provide students with sufficient orientation to the workplace and the particular problem;
- c) Arrange adequate time for students to consult with workplace supervisors or mentors;
- d) Assist with the assessment of the final product or process, in collaboration with the academic partner.

4.4.2 Workplace supervisors have an equally important set of functions and responsibilities, including:

- a) Orienting the student into the organisation;
- b) Setting clear work objectives for the student;
- c) Assisting in setting learning objectives;
- d) Monitoring the student's workplace performance;
- e) Identifying skills deficiencies and organizing appropriate training/learning opportunities.

A complication for WPL programmes is that academic and professional partners may hold different views as to desirable workplace experience. A shared understanding of what kind of work experience is desirable is an essential prerequisite to work placement.

Work placements present a number of learning opportunities that are rarely exploited, because of a lack of appropriate preparation and collaboration. For example, work placements provide opportunities for students to observe and reflect on the culture of an organisation, leadership styles, gender politics, commitment to health and safety, mechanisms for fostering innovation, and how diversity is (or could be) affirmed. Currently, academic and industry supervisors are not well prepared for their roles. WIL is a powerful pedagogy, but there is potential to make it even more effective, for example, has identified the lack of proficiency of academic and industry supervisors as one of the most serious deficiencies of WPL.

4.5 Partnerships for Work - Place Learning (WPL)

A key element of WPL is that each student should have both an academic and workplace supervisor. The supervisors play a critical role in developing an effective learning environment, guiding the student through challenging situations, and integrating College and workplace experiences. Without both supervisors, WPL is little more than just 'Work Experience'.

4.5.1 Role of the academic partner

The role of academic partner in WPL is a complex one that has many dimensions. The functions and responsibilities of an academic supervisor include:

- a) Setting learning outcomes (in consultation with the professional partner);
- b) Establishing effective lines of communication between the student and the professional partner or employer (to ensure that feedback is being provided to both the student and the workplace supervisor);
- c) Assisting the student to develop their self-learning skills and strategies;
- d) Identifying and helping to resolve conflicts;
- e) Assessing the student's workplace performance (usually in collaboration with the professional partner);
- f) Monitoring workplace issues, including the performance of the workplace supervisor;
- g) Assisting the student to develop their personal goals.

4.6. International Partnerships

Capricorn TVET College exist in a multi-stakeholder partnership environment. Therefore, its aim is to strengthen stakeholder relationship and cooperation at both regional and

international level in order to enable the supply of relevant, high quality skills that are responsive to the social and economic needs of the country. The partnership discourse is located within the international protocols since South Africa is a member state of the United Nations. It is on this basis that the college should **initiate** and establish sustainable partnerships in order to remain relevant globally.

4.7. Partnership Agreements

Partnership agreements will be drafted jointly between the college and the potential partner. The college will forge international collaboration and partnerships only if they contribute to the achievement of its mission and vision. The proposed partnership agreements will be implemented in line with the participating partner's countries policies and regulatory frameworks.

5. MANAGING PARTNERSHIPS

The skills and practices needed for collaborative work across Colleges and workplaces need to be developed through a combination of training and experience. There is a need for a high quality staff.

Development programmes for academic and industry supervisors ideally, appropriate in-service training should be made available to both College lecturers and workplace supervisors who are directly involved with WIL in order that different needs and understandings can be negotiated.

The management of a College/workplace partnership can be described in terms of a number of phases:

5.1. Initiating Partnerships

5.1.1 Partnerships are usually initiated by College lecturers inviting senior members of the profession to provide input on a programme. In terms of what the College lecturers require from the workplace partner, it is important that there is clear articulation of intended outcomes for the collaboration, the scope of the partnership should be defined, and a needs assessment might be undertaken.

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5.2. Implementing Partnerships

- 5.2.1 In some cases, particularly for PJBL and WPL, it will be necessary to formalise the partnerships (e.g. through MOU s). Whether this is done formally or informally, it is important to clarify the roles and responsibilities of the different partners. It is also useful to start with smaller projects and work placements, to learn from these, and to build on what was learned.
- 5.2.2 All initiated MOUs are to be proofread, verified and recommended by the Deputy Principal: Innovation and Development
- 5.2.3 MOUs are to be endorsed by the College Principal.
- 5.2.4 Every partnership shall be implemented in accordance with the provisions of its MOU.
- 5.2.5 Any deviation from the initial terms of agreement shall be entrenched in an addendum to be endorsed by both parties.

5.3. Maintaining Partnerships

Once partnerships have been formed, it is important to keep them current, active and functional. Many Colleges have developed operational plans and procedures in relation to partnerships. This could include the establishment and management of a database of partners. The partners should be sent up-dated information about the academic programme, and opportunities for their involvement. It is also useful for Colleges to consider capacity building programs for partners to enhance the different WIL modalities. Where appropriate this could be done in the form of continuous professional development that is accredited by the relevant SETA or professional council.

Communication is important in the maintenance of partnerships, such as letters of thanks for the partners' involvement and support, as well as providing information as required. It is also important for the College to recognise partners, either through issuing rewards or showing appreciation in other ways. It is important to consider the impact of the proposed WIL programme on the external partners. Many partners take their roles extremely seriously, committing significant resources to WIL students engaged.

5.4. Reflection and Evaluation

It is important to request feedback from partners for the development of improvement plans for WIL. Wherever possible, workplace partners should be included in informal debriefing sessions, as well as more formal programme evaluation.

6. PARTNERSHIPS FOR TRAINING PROJECTS

The College is constantly forced into partnership agreements with a variety of training providers in order to implement Skills Development Initiatives, as funded by SETAs and the National Skills Development Fund (NSF) or other funders. This happens due to non-accreditation or capacity constraints on the part of the College Training Projects form part of the income generation strategy for the College. Below are some forms of partnerships that the College shall embrace for implementation of Skills Development Projects (SDPs).

6.1. Appointment of Accredited Training Providers Following Bid or Quotation Processes

- 6.1.1 This shall be done under circumstances where the College has received funding to implement training interventions for which the College is not accredited or capacity constraints; Since the College cannot embark on training that is not accredited.
- 6.1.2 In these circumstances the College shall call for quotations or bids from fully accredited Skills Development Providers. After due Supply-Chain processes, a company would be appointed to implement the envisaged training.
- 6.1.3 The College shall levy 10% of the total project amount, less stipend allocation towards College project oversight and administration costs.
- 6.1.4 The office of the Deputy Principal: Innovation or Deputy Manager: Project Management shall then initiate a Service Level Agreement (SLA) to be signed off by the College Principal and the company representative before commencement of the training.
- 6.1.5 These kinds of partnerships are in their nature, short-term as they are only valid for the duration of the project.

6.2. Co-application for Funding between the College and Accredited Providers

- 6.2.1 This happens in cases where there are open funding opportunities for the College to apply, in respect of training programmes or qualifications for which the College is not accredited to train.
- 6.2.2 The College would then sign a Memorandum of Understanding (MOU) with any fully accredited SDP and package a co-application for funding to the potential funder.
- 6.2.3 Once funding is granted, the College shall appoint and partner with the same company or entity to implement the training project applied for.
- 6.2.4 The College shall levy 20% of the total project amount, less stipend allocation towards College project oversight and administration costs.
- 6.2.5 Clauses 5.1.4 above shall also apply.

6.3 SDPs Scout for Funding Using College Accreditation

- 6.3.1 Skills Development Providers sign MOUs with the College, in order to allow them to go out and mobilize funding for the College to advance skills development initiatives.
- 6.3.2 Upon granting of funds, the College shall appoint the SDP as a training partner.
- 6.3.3 The partner shall be charged with the responsibility of secure workplace training/host employer, initiate SETA workplace approval where applicable and project management, in this regard.
- 6.3.4 The College shall pay (10%) of the total project amount, less stipend allocation to the training partner.

7. PRINCIPLES GOVERNING PARTNERSHIPS

- 7.1 Aligns with the College's organizational values
- 7.2 Shares common goals or objectives with Capricorn TVET College
- 7.3 Is committed to ongoing evaluation of progress and continuous improvement
- 7.4 Is committed to collaborative, long-term strategies not just short-term solutions
- 7.5 Is committed to creating numerous opportunities to engage all segments of the community

- 7.6 Is committed to and acknowledging partner's contributions through appropriate forms of recognition
- 7.7 Provides opportunities for all partners to meet their shared social responsibilities
- 7.8 Partnership with corporations, businesses and institutions will be consistent with the Capricorn TVET College's vision, mission and values;
- 7.9 Partnerships will only be entered into with organizations that meet the suitability criteria;
- 7.10 Partnerships must have the potential to deliver positive outcomes in programs, advocacy, financial or other support;
- 7.11 Partnerships must not compromise Capricorn TVET College's independence, reputation or credibility.
- 7.12 Activities must be carried out in line with relevant Capricorn TVET College policies.
- 7.13 Corporate partnerships should be characterized by honesty, accountability, integrity and transparency; and
- 7.14 Capricorn TVET College will act ethically and in accordance with its mission and vision. Capricorn TVET College expects corporations to adhere to agreed principles in actions associated with the partnership.
- 7.15 If it is decided to pursue the opportunity for a partnership, the following should be considered:
- 7.15.1 Shared objectives and strategy;
- 7.15.2 The nature of partnership and accountability arrangements;
- 7.15.3 Achievable desired action and;
- 7.15.4 Systems and processes to gain mutual benefit from the partnership.
- 7.16 The MoU process should consider the following points to cover some or all of these as relevant to the nature, scale and perceived risks relating to the partnership.
- 7.16.1 The shared objective(s) of the partnership;
- 7.16.2 The roles and responsibilities of each party to the partnership;
- 7.16.3 Time period
- 7.16.4 Agreed activity – what will the partnership achieve and what activities will be undertaken;
- 7.16.5 Financial details – how will income be dealt with, how will expenditure be dealt with, timing of payment;

- 7.16.6 Intellectual property – who will own the intellectual property created and used during the partnership;
- 7.16.7 Reporting requirements – what do both parties need to report on, what level and how often is reporting necessary. Who within each party has this responsibility?
Any additional reports and processes that are onerous and involve additional costs should be addressed at the MoU stage
- 7.16.8 Governance of the partnership;
- 7.16.9 Roles and responsibilities of staff involved;
- 7.16.10 Endorsements – Capricorn TVET College will not offer specific opinions, recommendations, make statements or take actions that are or can be perceived or construed as endorsements related to any College services.
- 7.16.11 Acknowledgements and advertising - Capricorn TVET College may publicly acknowledge and thank and recognize its corporate associates, and seek to inform Capricorn TVET College supporters about the company's assistance.
- 7.16.12 Agreement to comply with Capricorn TVET College policies relevant to the partnership.

8. IMPLEMENTATION

Following agreement and signing of the MoU (where required) the partnership is ready to proceed to implementation. A detailed implementation plan may be formulated with the new corporate associate if necessary.

8.1 The Partnering Process

- 8.1.1 Letter of intent to partner to the office of the Deputy Principal: Innovation and Development or Principal
- 8.1.2 Presentation in order to establish the purpose for partnership
- 8.1.3 Approval to partner from the Office of the College Principal.
- 8.1.4 Development and signing of the MOU.

9. PARTNERSHIP AND RELATIONS

9.1 The College will find Host employers through:

- 9.1.1 College Public Relations Material to include WIL
- 9.1.2 Marketing Section developing brochures

- 9.1.3 Invitation to breakfast meetings
- 9.1.4 College supply chain / procurement requires WIL support
- 9.1.5 Research / Searching for Employers / Yellow Pages
- 9.1.6 Local Media
- 9.1.7 Municipalities / Chamber of Commerce members
- 9.1.8 Student Identification of Employers
- 9.1.9 Previous Host Employers
- 9.1.10 Alumni (employed previous students)
- 9.1.11 Recruitment Agencies
- 9.1.12 Employed friends/parents/volunteer students
- 9.1.13 Relationship with SETAs
- 9.1.14 Capturing on College Database

9.2. *Host employers will be approached by:*

- 9.2.1 College WIL Manager
- 9.2.2 College Council Members
- 9.2.3 Heads of Department
- 9.2.4 Senior Lecturers
- 9.2.5 Lecturers
- 9.2.6 Students
- 9.2.7 College Management

9.3. *What material information is needed for employers?*

- 9.3.1 Request for placement letter
- 9.3.2 College brochure
- 9.3.3 MOU/agreement contract
- 9.3.4 Employer guideline
- 9.3.5 Students CV's
- 9.3.6 Information about student insurance
- 9.3.7 Confirmation letter to indicate starting and finishing date

9.4. *When are employers approached?*

- 9.4.1 Continuous
- 9.4.2 During planning period
- 9.4.3 Beginning of level 4 and N5

9.4.4 Post placement during the review

9.4.5 During partnership/breakfast meetings/ PR and Marketing meeting

10. SERVICING AND MAINTAINING PARTNERSHIPS

10.1 The College shall make all efforts possible to service maintain and healthy and sustainable partnerships with various stakeholders.

10.2 The College shall host at least two stakeholder sessions.

10.3 These shall take the form of either breakfast meetings or gala dinners.

10.4 Central to the above events shall be matters relating to:

10.4.1 Responsiveness of the College programmes (PQM)

10.4.2 Industry requirements and standards

10.4.3 Labour markets demands

10.4.4 Student database

10.4.5 Workplace demands for students

10.4.6 Workplace health and safety

10.4.7 Quality of College output

10.4.8 Review of previous work placements

10.4.9 Congratulatory messages, etc.

10.5 Subtitles of MoU

10.5.1 State the overall intent of the MOU.

10.5.2 The Parties

10.5.3 The period

10.5.4 The legality of the MOU

11. POLICY IMPLEMENTATION AND REVIEW

11.1 This policy will be implemented the day on which it has been ratified by the College Council

11.2 This policy will be reviewed every three years by College management to ensure its relevance and effect any suggested changes in the reviewed version.

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11.3 Consultations with relevant stakeholders regarding the policy will be conducted for possible inputs before it is suggested to the College Quality Assurance Committee, Academic Board and College Council for approval and ratification.

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