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ACRONYMS

CEO	Chief Executive Officer
CoC	Code of Conduct
DoE	Department of Education
FET	Further Education and Training
FETC	Further Education and Training Certificate
ID	South African Identity Document
MoU	Memorandum of Understanding
NATED	National Education
NC(V)	National Certificate Vocational
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SESD	Support to Education and Skills Development Programme
SRC	Student Representative Council
SSS	Student Support Services

1. BACKGROUND AND CONTEXT

1.1 Introduction

The support systems which colleges put in place to support their students can have a significant influence on how well the students achieve. Students are likely to achieve academically when they are supported by colleges to make the correct programme choices, properly oriented to the college, supported academically and provided with opportunities to participate in extra-curricula activities. These are some of the support services that colleges can offer students that will lead to higher retention and throughput rates.

Over the past few years a number of positive changes have taken place in the FET College sector. The merger of technical colleges into 50 FET Colleges with multiple campus sites has been accompanied by massive investment in the sector. These investments include Government's investment of R1.9 billion in the recapitalisation of FET Colleges, the R600 million Department of Education (DoE) FET College Bursary Scheme and the replacement of the outdated NATED programmes with new relevant and responsive National Certificate (Vocational) NC(V) programmes. These are but some of the positive changes that have taken place in the sector. In 2007, FET Colleges enrolled over 25 000 students in the NC(V) programmes and in 2008 over 60 000 students are studying NC(V) programmes across the 50 colleges. The Department has set a target of one million students to be enrolled in the FET Colleges by the year 2014. These and many other challenges necessitate that colleges should strengthen their student support services.

The development of such support services has been uneven across the 50 FET Colleges and has not been prioritised. If colleges are to be truly 'student-centred', Student Support Services (SSS) should not be treated as a 'nice to have' but should be integral to the FET College teaching and learning system.

This Framework for Student Support Services provides a guide to FET Colleges in integrating student support issues. It is a practical set of guiding principles, procedures and strategies for the provision of an integrated SSS that meet the requirements of the Department of Education (DoE) and the principles embodied in the National Qualifications Framework (NQF). It has been developed based on consultation with Provincial and College Student Support Services officials and draws on the different documents produced under the auspices of the Department of Education. The work done through the support of the SESD programmes has also influenced the Framework document.

1.2 Legal and Policy Context

The Constitution of South Africa states:

> *Everyone has the right to further education which the state, through reasonable measures, must make progressively available and accessible.*

The principle of the recognition of diversity is entrenched in all Education legislation and policy. The provision of quality education for all depends on effective support services which are accessible to all students and educators. The emphasis is on developing such support as an integral part of an inclusive system which has the capacity to promote the participation of those students who were excluded by the previous system and who experience a wide range of barriers to education and training.

A clear commitment to the principles of redressing past inequalities and creating equal opportunities for all students has been made through FET legislation and policy on Further Education and Training.

The Education White Paper 4: *A Programme for the Transformation of Further Education and Training* anticipates the need for the development of Student Support Services when it states:

- Career guidance and learner support services will be a central element of the new FET system. FET providers will need *to give learners access to up-to-date labour market information.*

- Learners with Special Education Needs (LSEN) will also be provided with assistance and support.

The National Education Policy Act, 1996 also expresses itself in this regard. It states that the starting point of defining SSS is that the education system should be able to

> Contribute to the full personal development of each student, and to the moral, social, cultural, political and economic *development of the nation at large, including the advancement of democracy, human rights and the peaceful resolution of disputes.*

The Further Education and Training Colleges Act (16 of 2006), advocates student support through

- ***Establishment of Student Representative Council (SRC):*** The FET Colleges Act further calls for student representation in governance structures such as the Council and Academic Board of the College. The Act also prescribes that there should be monitored financial support for the SRC. In so doing the Act places student support as *central to the success of the colleges.*

- ***Student Admission Policy:*** College Council to develop a College Student Admission Policy. Such a policy will *determine entrance requirements in respect of academic programmes, determine the number of students who may be admitted to a particular programme, the manner of selection, minimum requirements for admission at the college, etc.*

- ***Student Code of Conduct (CoC):*** The Act requires colleges to have a student Code of Conduct at registration. Such a Code of Conduct should be provided and signed at student registration. The Code of Conduct commits a student to the type of behaviour expected of all students of a particular college. The Code of Conduct should be incorporated into *college statutes.*

The above clearly shows that the provision of Student Support Services is deeply embedded in legislation and in various policies governing the provision of further education and training in South Africa. The challenge for the FET Colleges is the implementation of policy and giving effect to all the provisions for Student Support Services.

1.3 Current Status of Student Support Services at FET Colleges

If FET Colleges are to widen access to a more diverse student population and if they are to become more effective and efficient institutions, they must place greater focus on Student Support Services.

The current Student Support Services status at most FET Colleges indicates that there is an overwhelming need for a Framework for Student Support Services. Such a Framework should define and analyse needs, review existing practice, identify key performance measures and establish minimum levels of provision.

An audit of Student Support Services conducted in February 2006 at the 50 FET Colleges found that there are challenges that make the provision of Student Support Services at FET Colleges inadequate. The principal barriers to the provision of comprehensive Student Support Services are as follows:

- There is no common conceptualisation of the requirements and implications of implementing Student Support Services or the minimum that each college should seek to provide. Policies and procedures are developed within individual colleges, but there is little coordination within the sector as a whole.
- There is no budgetary allocation for the development and maintenance of Student Support Services.
- Human and physical resources at all levels of the sector are inadequate to address student needs and support systems in a qualitative manner. There are still some colleges that do not have a single person responsible for academic support. Many still do not have full-time staff members dedicated to Student Support Services.
- There are mindsets to be changed at all levels within the sector to convince people that student support is a strategic priority and not an 'add-on' to general college practice and activities.

- There is no streamlined monitoring and reporting on Student Support Services matters. There is a need for clear performance measures for Student Support Services for which monitoring mechanisms will have to be established.
- The audit also revealed that there are very few colleges where Student Support Services are provided at all campuses. This is a concern given the proximity of campuses to each other.
- In almost half of the responding colleges there is only one person responsible for Student Support Services. There certainly cannot be any meaningful support services in such an environment.

Colleges have cited lack of financial resources, inadequate infrastructure and insufficient planning as key constraints to the provision of adequate Student Support Services structures.

2. CONCEPTUALISING STUDENT SUPPORT SERVICES

2.1 Definition

The White Paper sketches a new Framework for FET that includes Student Support Services as follows:

> Learner counselling and support services will be established to help new entrants to FET to make meaningful *choices about their direction of study and to ensure that all learners, including previously excluded or disadvantaged* groups, are given every opportunity to succeed. Career guidance and support services will provide information on *learning programmes, education and training providers, qualifications and job opportunities. FET providers will be required to ensure that learners have access to up-to-date labour market trends in the job market. The Ministry* of Education will work closely with the Ministry of Labour to develop a labourmarket information service to help meet these requirements. In addition, we will propose that the new funding arrangements provide for academic *development, guidance, counselling, health, welfare and other learner support services.*

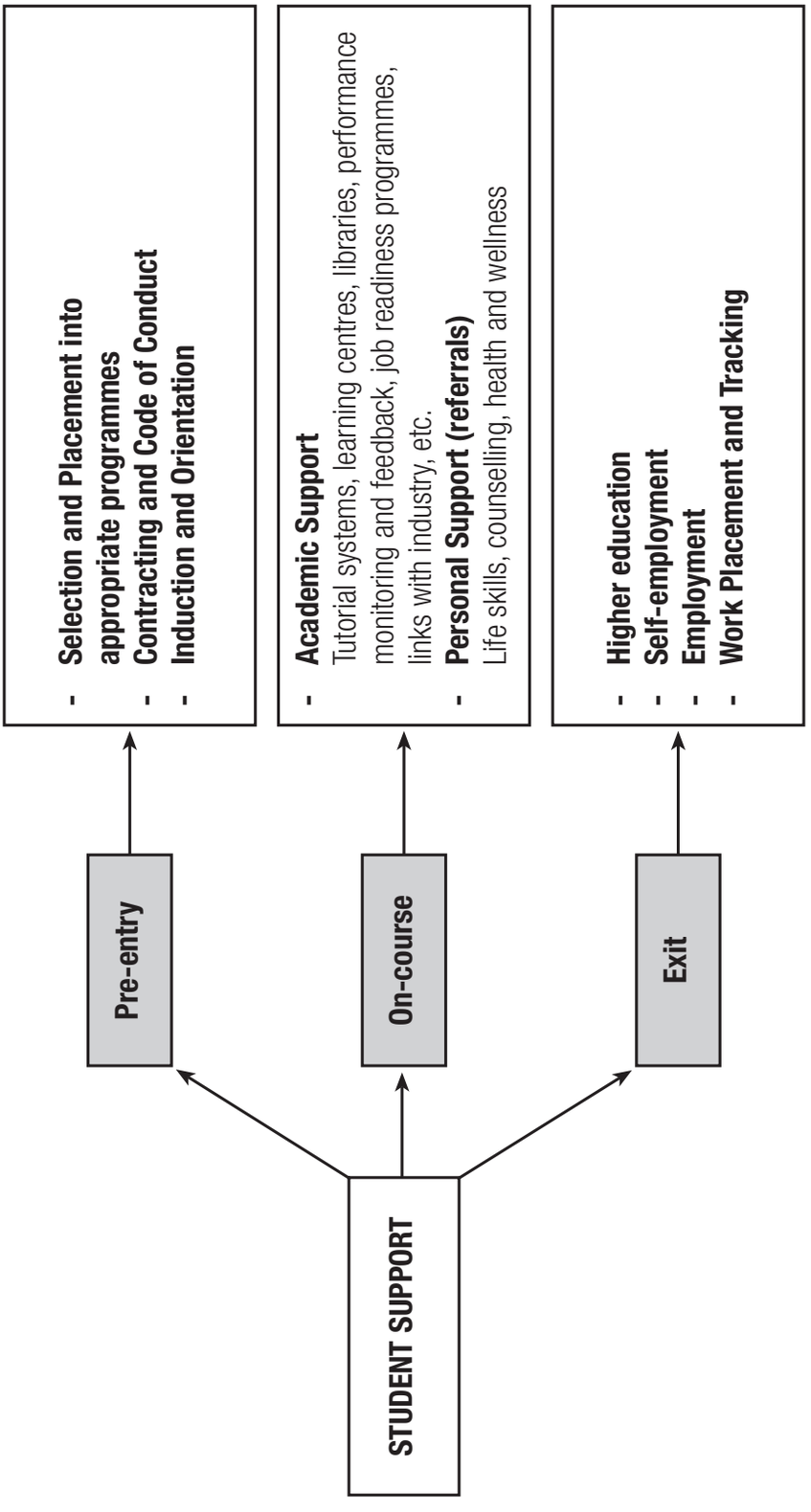
By this definition it is envisaged that the provision of Student Support Services at FET Colleges should be a comprehensive service that responds to the overall needs of students. Student support should be modelled in a manner that aims at developing a holistic person. Where colleges are unable to offer a particular service, referral systems must be in place.

2.2 Student Support Services Model

FET Colleges should provide holistic services to students that embrace the full range of any single student's interaction with the college. Such services are the responsibility of the entire college but there is a role for Student Support Services Units to coordinate their provision.

The principal elements of Student Support Services should be to provide all students with pre-entry, on-course and exit level support.

The following diagram illustrates the different levels at which comprehensive Student Support Services should be provided:



2.2.1 Pre-entry Support

This should include:

- admission policy
- selection and placement
- career guidance
- information on access to finance for programmes
- provision of bridging courses
- orientation and induction
- Code of Conduct as prerequisite for acceptance into college

Pre-entry support is critical for FET Colleges. In 2007 FET Colleges started offering National Certificate (Vocational) programmes. Students who wish to enrol in these programmes should be thoroughly orientated to the college and the various study options available to potential students. Such an orientation programme must be well-structured and programmatic. The induction and orientation programmes must be an integral part of the college plans and calendar. Such programmes introduce students to college and student leadership, to college management and to the various offices that will provide assistance during their stay. For those colleges that have residences for accommodation, this aspect must also be integrated into the College Orientation Programme.

As part of pre-entry support, colleges should ensure that there is a well-managed functional administration. The administration of registration is imperative for the college to be able to introduce a viable tracking system. Student information including parent and/or guardian information should be captured on the college registration system. All students should be allocated student numbers and there should be an indication of the programme for which they are registered including the relevant level. Colleges will determine the required documentation such as Identity Documents. In cases where students do not have the required documents, deadlines must be set for the submission of such documents.

(a) Service

The service component of support to students should ensure that all students, including previously excluded or disadvantaged groups such as women and the disabled, are given every opportunity to access the institution and to succeed in the institution. The services should include:

- Enabling learners to make meaningful choices about their choice of study (career counselling and guidance).
- Providing information on learning programmes, education and training providers, qualifications and job opportunities.
- Providing information on funding opportunities at the college.
- Outlining student achievements in qualitative and quantitative terms.

(b) Related Tasks for the Colleges

The following tasks should be undertaken by colleges for pre-entry support:

- Clear selection and placement policy that focuses on redress.
- Code of Conduct.
- Administration systems of the college for tracking and appropriate reporting.
- Career guidance programmes.
- Creating synergy between the various components of the college, i.e. student support, financial aid and registration.
- Integration and involvement of lecturing staff with academic support.
- Appropriate staffing and training of student support officials.
- Clear orientation programme to be done for all new entrants.

2.2.2 On-course Support

On-course support is to support students as they undertake their programme studies. It requires mainly academic support, access to personal tutors, life skills, language, maths and maths literacy support, advice on health, practical assistance (e.g. childcare) and opportunities for leadership (SRC), sport and cultural development.

There should be a deliberate bias towards academic support in order to ensure that students' academic achievement is greatly enhanced. Lecturers should be directly involved in academic support; it should form part of a lecturer's job description. A major share of the budget for student support must be allocated to academic support.

Colleges are required to establish Student Support Services Units that will gradually integrate all facets of comprehensive Student Support Services in line with the five-year phase implementation plan that is contained in section seven of this Framework.

While colleges are required to assign personal counselling services to a particular office, this must be distinguished from academic support which must take place at the college. The office tasked with personal counselling will be mainly responsible for referring students to relevant institutions. It is however essential that a person responsible for this task should be trained and capacitated.

Colleges must also assign a senior person to the management of financial aid (bursaries, loans, etc.). In line with the relevant portfolio at the college, such a person will also have the overall responsibility of fundraising for student bursaries.

(a) Academic support

Academic support for students from educationally disadvantaged backgrounds has been identified as critical. In the HSRC study completed in May 2006, a number of challenges relating to the provision of academic support were identified. Among others, the following were prominent:

- Students' low level of foundational knowledge and understanding of particular subject areas, including their lack of general knowledge.
- Students' proficiency in the language of instruction and assessment or examination.
- Students' learning histories. The view was that student 'success' was constrained by attitudes to learning formed through prior school learning experiences.
- Student absenteeism. This is a major challenge at colleges and adversely affects the students' chances of succeeding in their studies.
- Inadequate pre-course assistance with programme and course selection.
- Unavailability of textbooks, equipment and study resources for students such as libraries and study centres.
- Lecturer knowledge and work experience.
- Curriculum and examination alignment and coherence.
- Availability of resources.

The new National Certificate (Vocational) has offered colleges the much needed coherence in curriculum delivery and a number of lecturer training programmes are in place. But over and above these, most of the challenges still persist. Considering the relative newness of the NC(V) programmes, there is even a greater need for academic support strategies. It stands to reason therefore that in the next five years the focus of FET Colleges should be to build comprehensive Student Support Services favouring academic support.

(b) Service

The following services refer to the support colleges should provide students in relation to on-course support:

- Supporting curricula design that considers the needs of all students and by providing academic support and assisting learners with initiatives such as study schemes, linguistic and numeric skills development, vocational specialisation support, links with industry and job readiness programmes.
- Access to technology for supportive and co-curricular learning.
- Addressing the facilities that will ensure that the institution is accessible to all students (disabled students, as well as issues such as security and transport).
- Encouraging student leadership and participation by supporting student governance structures and the development of student leadership.
- Providing life skills for all students and facilitating access to counselling services where required.
- Providing referral services related to the health and welfare of students including addressing issues that particularly impact upon vulnerable groups such as single-headed households, women and people living with HIV/AIDS.
- Supporting financially needy students to access finance and developing programmes that can assist in increasing access. Access to finance will broaden access into NC(V) programmes.
- Addressing the living space of students including assisting with hostel accommodation, student housing and residence life.

(c) Related tasks for the colleges

- Comprehensive academic support services should be established.
- Computer-based and non-computer-based academic support programmes that support learning (e.g. extra tutorials, work books and E-learning) should be established.
- Student access to the Internet – guidance to be provided.
- Library/resource centre.
- Students should be encouraged to form reading clubs.
- Upgrade college facilities to accommodate disabled students.
- Create a database of organisations that are dealing with special need students for referral.
- Assign a student liaison and development officer to deal with SRCs and student leadership in general. This will ensure that students are represented at all college committees as stipulated in the FET Colleges Act of 2006. Induction and Training of SCRs will also be facilitated from this office.
- Establish clear electoral systems for the election of SCRs and class representatives.
- Provide the SRC with equipped office(s) in order to facilitate their operations.
- Structure and organise an Induction Programme for newly elected SRC members to familiarise them with college policies.
- Ensure that there is meaningful student participation in all forums where the SRC must be represented.
- Assign a person who will be responsible for counselling and life skills. Such a person will also be responsible for creating a database of other organisations for referrals.
- Create linkages with external institutions for referral.
- Establish an efficient Financial Aid Office.
- Appoint a bursary scheme coordinator and bursary committee. Such a bursary committee should be represented by Management, Student Support, Finance and an SRC member.
- Link up with other institutions that offer student loans and bursaries.

2.2.3 Exit Support

This involves the provision of information and guidance on higher education and further training opportunities; the identification of opportunities for job placements; entrepreneurial skills development opportunities and the introduction of a tracking system to assess student progression.

Exit support is critical to the evaluation of the success of college programmes and systems. The NC(V) programmes have been designed to address academic needs as well as the needs of industry. Colleges need to be proactive in developing strategic partnerships that will lead to their graduates accessing sustainable employment or self-employment.

The tracking of students is critical. Effective registration processes will ensure that students are properly tracked at all exit points. Tracking of students will assist colleges and the Department in determining the effectiveness of programmes in facilitating access to the labour market or to higher education.

Colleges should also create an inviting climate for feedback from college graduates. Consideration must be given to assigning alumni services to a particular office. To have college alumni is beneficial to the college, as this will afford the college an opportunity to network wherever the graduate goes.

College graduation ceremonies should be designed to provide graduates with a sense of pride and seriousness. Graduation ceremonies should also be used to update student information. This exercise will assist with student tracking. Community and business involvement is encouraged during graduation ceremonies.

(a) Service

- Assisting students to access workplace opportunities during and on completion of their studies (Placement).
- Ensuring that students have access to sustainable economic opportunities after exiting the colleges.
- Tracking and tracing of students beyond college life.

(b) Related tasks for the colleges

- Create partnerships with industry for the placement and absorption of students on completion of their studies.
- A database of all linkages must be in place and readily available.
- Create a tracking system that allows the college to know where its students are and what they are doing.
- Create an alumni structure for college graduates. Such an office must be incorporated into the functions of the SSS office.

3. INSTITUTIONALISATION OF STUDENT SUPPORT SERVICES

3.1 Structures for Student Support Services

It is recommended that all colleges establish Student Support Services Units. The Units should develop a plan that has the following components:

- The vision and mission of the college should support the underlying principles of Student Support Services.
- Principles governing the SSS Unit - a statement of values and underlying ethics by which the SSS Unit is governed.
- Identified priorities and key target areas for performance of duties and functions of SSS.
- Expected outcomes of delivery.
- Strategies and activities to achieve the outcomes.
- People responsible for implementing strategies and activities.
- Monitoring mechanism for implementation of the plan.
- Measurable indicators of success.

While it is not the intention of the Framework to be prescriptive about the model for the setting up of Student Support

Services, certain principles for effective SSS of FET Colleges apply. It is suggested that the manner in which the Unit is structured should ensure that the following principles are addressed:

- Student support is a core function of FET Colleges.
- Student support should focus on academic support mainly for language, maths and maths literacy as well as vocational specialisation support.
- There should be an integrated, multi-disciplinary approach to SSS.
- Focus should be on inclusive education and training with the emphasis on removal of barriers.
- A whole college, community and partnership-based approach.
- External and internal support and development structure.

3.2 College Personnel

Lecturing staff should be involved in the academic component of SSS. Colleges should have Student Support Services Officers/Managers who will work closely with the academic staff of the college. While individual colleges will adapt and develop their SSS to existing contexts and restraints, it is clear that if SSS functions and responsibilities are to be effectively carried out, these must be written into job descriptions and designated personnel must be given the time and the resources to do them. In other words, the key principle that SSS becomes a core function of FET Colleges must be taken seriously in terms of funding and staff resources.

3.2.1 Organisational Structure

The organisational structure for the SSS should take the following into account:

- Academic Advisor/Tutor.
- Office for Academic Affairs: responsible for selection and placement of students into NC(V) programmes, experiential learning, work placement and tracking of students.
- Infrastructure.
- Administration.
- Equipment.
- Running costs.
- Office responsible for career guidance and personal counselling referrals.
- Governance officer responsible for SRC, leadership and developmental programmes.

While these are comprehensive programmes that require personnel, colleges are required to appoint a minimum of three people to coordinate these functions. Where resources allow, colleges should appoint more personnel. It is critical that these resources be located at college campuses.

In terms of facilities, it is also recommended that the college should explore what facilities can be made available for SSS. Possible facilities could include:

- private room/office to conduct academic counselling sessions.
- classrooms for group tutorials.
- resource room with relevant material to assist students in making informed decisions.
- computers.
- internet facilities.
- information bank on career opportunities, employers, bursaries, educational institutions, academic programmes, information on sources for help and referrals, database of youth organisations, etc.

A career section in a resource centre will suffice in the initial stages of structuring academic support. Consideration must also be given to the resources at the disposal of the college.

Many colleges will not have all these facilities, but they are encouraged to explore the possibilities and where resources that are not in place can be made available to the students through referrals and networks accessible to the college.

4. FUNDING

Funding for implementation of the minimum requirements for Student Support Services is a responsibility of the college and must be budgeted for through annual budgeting processes. Budgeting for SSS should form part of the college three-year and annual budgeting processes.

5. MONITORING AND EVALUATION

A key aspect of developing quality is that colleges review the work that is being undertaken and consider ways in which it can continually grow in order to improve the services that the college offers. This review should be conducted in a manner that

- demonstrates commitment to students
- focuses on the whole student experience
- ensures that strategic management decisions are based on reliable and valid information about learners' concerns
- provides a means for benchmarking services and programmes
- benchmarks with other SSS Units in other colleges in order to assist colleges in determining how well they are performing.

Examinations and ICASS results are reliable mechanisms of monitoring student progress.

The Department of Education and Provincial Departments of Education will be responsible for the overall implementation of Student Support Services. It is recommended that the Department in conjunction with provinces and colleges

develop a checklist that will assist FET Colleges to evaluate the effectiveness of their SSS plan and which can also be utilised for monitoring purposes.

6. CONCLUSION

The successful implementation of Student Support Services at FET Colleges is paramount to giving meaning to all the reforms that have taken place in the sector thus far. SSS must be an integral part of the planning and budgeting process of every college. This Framework is a guide that will assist colleges in implementing programmes that will give effect to SSS. It is a five-year Framework that could be used as a yardstick for evaluating the progress made with regard to Student Support Services. The items listed in the five-year plan are minimum tasks to be achieved. Some colleges may already be ahead of these in implementation. Colleges are encouraged to exceed the expectations of the Framework.

7. IMPLEMENTATION PLAN

This Plan aims to guide FET Colleges in their implementation of comprehensive Student Support Services. A target of five years has been set for colleges to implement the minimum deliverables. Colleges are by no means discouraged from implementing ideal Student Support Services where resources allow. This Implementation Plan provides minimum targets and those colleges that may be ahead in implementation are encouraged to implement items at the next level of implementation and enhance existing provision.

		KEY DELIVERABLES	NOTES
PHASE 1	2008 - 2009	Develop an Orientation and Induction Programme for new students	The Induction Programme should take into account new and existing students. The programme for new students should be comprehensive while that of existing students should focus on new programmes and activities that are introduced at the college.
		Establish Student Support Units	At this point emphasis is on structuring SSS as per indication in the Framework document.
		Strengthen the registration systems	Emphasis here is placed on improving the administration systems of the college for placement, tracking and appropriate reporting. Consideration must be given to the importance of supporting documents such as a copy of a student's Identify Document, parents'/guardian's address and contact numbers which will be useful during tracking.
		Selection and placement	A clear selection and programme placement policy that focuses on redress must be in place. Such a policy must assist in the appropriate choice of NC(V) and programmes. Colleges should use a placement and selection tool when admitting students.
		Policy on student Code of Conduct	The FET College Act of 2006 makes provision for colleges to have a student Code of Conduct (CoC) in place. Students should sign the CoC at registration. The CoC commits a student to the type of behaviour expected of all students of a particular college and it should be incorporated into college statutes to become part of college legislation and rules. A student who refuses to sign a Code of Conduct should be refused admission to the college.
		Financial aid systems	This relates to the appropriate constitution of the financial aid committee, the appointment of a coordinator (preferably a senior college official). This also refers to the training and capacity building of college staff to manage the bursary process.
		Academic support (language, maths and maths literacy)	The focus of academic support programmes through mentoring and tutorials should initially be on language, maths and maths literacy. Computer-based programmes may be used. It is to be noted that students will still require guidance and support in the use of these programmes. Vocational specialisation support is also encouraged.
		SRC structure and constitution	This refers to the support that must be provided to the SRC such as office space, financial allocation, induction training, leadership development programmes and facilitating SRC involvement in Council and the Academic Board as envisaged by the FET Act of 2006.
		Performance measurement and monitoring system	This refers to the performance of students. Students' performance should be measured in such a way that lack of performance is identified early so that corrective measure can be put in place timeously. A fully functional system must be in place.

In 2008/9 it is expected that colleges will establish and achieve on the above minimum deliverables. In the following year colleges are expected to give due consideration to the maintenance and improvement of these deliverables in their budgeting processes.

		KEY DELIVERABLES	NOTES
PHASE 2	2010 - 2011	Dedicated SSS facilities (at campus level where justified)	By justified site level it is meant that attempts should be made to have a SSS site at all campuses or in close proximity. This service is to assist students; therefore it should be located within students' reach.
		Comprehensive Induction and Orientation Programme	These programmes should be on the annual college calendar. They should be used to familiarise the student with the college infrastructure, rules, academic representatives and its management structures. SRC should also be involved. Such programmes should be carried out at all campuses.
		Academic support	The college should have in place a systematic tutorial programme as an addition to the other academic support programmes. Collaboration and best practice sharing among colleges will make this a reality. With regard to technology, colleges should have technological programmes and material to assist students in studying. This calls for computer equipment to be in place at site level.
		Resource centres	Colleges should have in place resource centres at campus level for maximum utilisation by students. A resource centre is critical to the success of any SSS as most of the deliverables are based in a resource centre. It is at the resource centre that technological support through computers can be offered. Such a centre will also need to have studying space, a career information corner, books, newspapers, etc.
		Co-curricular student activities	Co-curricular activities are critical to students' success. This calls for an investment by the college into sports, arts and culture and other activities. Provincial programming and collaboration among colleges will be very useful in coordinating these activities.
		Partnerships with state and community youth organs	A database of relevant youth structures needs to be in place. Colleges cannot exist in isolation. Partnerships on critical youth development matters such as National Youth Service must be in place for the involvement of college and community youth.

PHASE 3	**2012**	**KEY DELIVERABLES**	**NOTES**
		Tracer system	Colleges must have a system through which they can track their students at all academic exit points. This will assist in gauging the success of the NC(V) programmes and college placement strategies. This will also be useful for alumni processes.
		Quality improvement cycle for SSS (Process)	Effect improvements on the cycle of Student Support Services in a way that would demonstrate SSS as a key function at the college.
		Partnerships for work placement, experiential learning and employment	Colleges should have strategic partnerships with industry that will lead to workplace experience and placement at exit where possible.
		Referral systems	For all services that are not offered at college level such as personal counselling, psychological services, HIV testing, etc.
		Consolidated reporting systems for SSS	All colleges should be in a position to report in a consolidated manner on all components of Student Support Services. This includes pre-entry, on-course and exit level support.
		Alumni structure	An alumni structure and programmes must be in place. Such a structure is critical as an avenue for the graduates to retain contact with the colleges. Student tracking systems put in place at colleges will assist in keeping contact with students after graduation.

8. REFERENCES

1. Act 106 of 1996, Constitution of the Republic of South Africa.
2. Act 16 of 2006, Further Education and Training Colleges Act.
3. SESD, LLS Manual 2004.
4. DoE Audit of Student Support Services at FET Colleges, 2007.
5. Human Sciences Research Council (HSRC) report on the framework for structuring academic support in the Further Education and Training (FET) Colleges, 2006.

NOTES: