

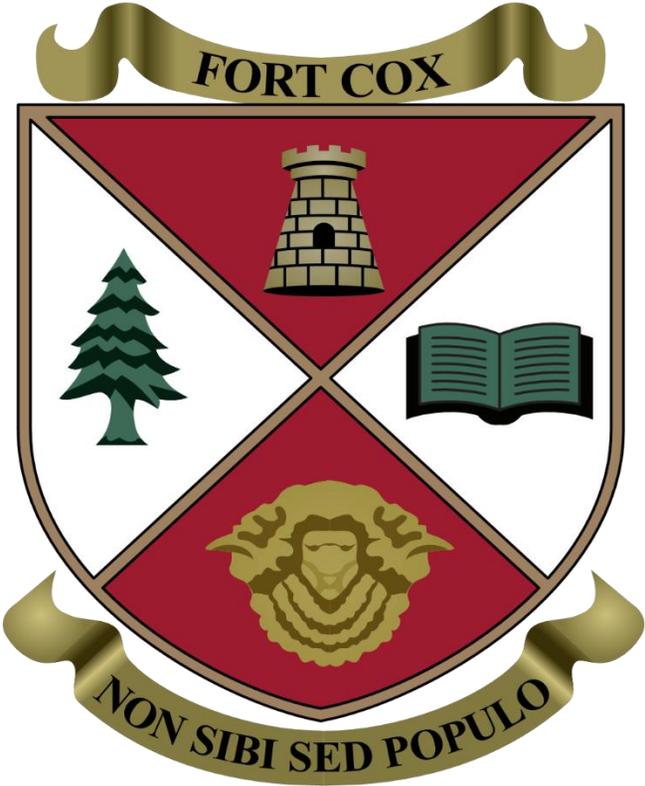
FORT COX AGRICULTURE AND FORESTRY TRAINING INSTITUTE



2021 - 2025 STRATEGIC PLAN

FORT COX AGRICULTURE AND FORESTRY TRAINING INSTITUTE

**STRATEGIC PLAN
2021 - 2025**



STRATEGIC PLAN 2021 – 2025

Fort Cox Agriculture and Forestry Training Institute

GENERAL INFORMATION

Physical Address:

Fort Cox Farm
R63-Burnshill Turnoff
Middledrift
5685

Postal Address:

Fort Cox AFTI
PO Box 2187
King Williams Town
5600

USEFUL CONTACTS:

Telephone +27 40 653 8033/4/5

Fax Number +27 40 653 8036

Email admin@fortcox.ac.za

Location: FCAFTI is Located in Middledrift (S 32 46' 57", E027 01' 40")

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TECHNICAL INDICATOR DESCRIPTIONS (TIDs)..... 53

ACRONYMS

AET	: Agricultural Education and Training
AgriSETA	: Agriculture Sector Education and Training Authority
APP	: Annual Performance Plan
ATI	: Agriculture Training Institute
CASP	: Comprehensive Agriculture Support Programme
CET	: Continuing Education and Training
CHE	: Council on Higher Education
COA	: Colleges of Agriculture
DALRRD	: Department of Agriculture, Land Reform and Rural Development
DRDAR	: Department of Rural Development and Agrarian Reform
ESIED	: Economic Sectors, Employment, and Infrastructure Development
FCAFTI	: Fort Cox Agriculture and Forestry Training Institute
FP&M SETA	: Fibre Processing and Manufacturing Sector Education and Training
GENFETQA	: General and Further Education and Training Quality Assurance
HR	: Human Resource
HWSETA	: Health and Welfare Sector Education and Training Authority
ICT	: Information and Communications Technology
MEC	: Member of Executive Council
MTEF	: Medium Term Expenditure Framework
NCV	: National Certificate Vocational
NDP	: National Development Plan
NEMA	: National Environment Management
NGO	: Non-Government Organisation
NQF	: National Qualifications Framework
NSA	: National Skills Authority
PFMA	: Public Finance Management Act
PGDHET	: Postgraduate Diploma in Higher Education and Training
PSET	: Post School Education and Training
QCTO	: Quality Council for Trades and Occupations
RDC	: Rural Development Centre manager
SAQA	: South African Qualification Authority
SCM	: Supply Chain Management

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SDA	: Skill Development Act
SDL	: Skills Development Levies
SETAs	: Sector Education and Training Authorities
SWOT	: Strength, Weakness, Opportunity, Threats Analysis
TVET	: Technical Vocational Education and Training

COUNCIL STATEMENT



Our vision as a Council is to develop a Training Institute capable of improving knowledge and skills in sustainable agriculture and forestry through effective teaching and learning, applied research and extending our contribution to the community we serve. We do this in support of the Department of Rural Development and Agrarian Reform's catalytic role is socio-economic transformation in the province and the rest of the country through our

contribution to education and skill development.

The Vision 2030 of the National Development Plan puts access to education and training of the highest quality at the centre of tackling the triplet challenges of unemployment, poverty and inequality. It further places agriculture as one of the engines to promote an integrated and inclusive rural economy. Fort Cox Agriculture and Forestry Training Institute is endowed with a history and experience dating back to the early 1930s of contributing to education and training as well as agriculture and forestry development. We intend using our experiences to respond to the challenges of the NDP 2030 whilst modelling a future ideal Vocational College of Agriculture and Forestry.

The Council has identified for the Institute the following outcomes for the medium-term period:

- Improving corporate governance within the Institute;
- Effective and Efficient Human Capital Management and Development;
- Relevant academic programme responsive to the needs of the Industry and aligned to the Fourth Industrial Revolution;
- Conducive environment that inspires effective vocational modern teaching and learning;
- Enhanced teaching and learning, applied research, and community outreach;
- Improved students' entrepreneurial competencies;
- Improved agriculture and forestry skills programmes that promote rural wealth creation;
- Improved farming environment that promotes and supports teaching and learning, applied research, and community outreach; and
- Improved agricultural production and profitability for the farm.

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We as a Council, are confident that the Strategic Plan 2021 – 2025 is cognisant of the transition the Institute is going through (Provincial Entity to a National Competency Entity) and takes into consideration all possible implications there-of. As the sector brazes itself for the impact of the 4th Industrial Revolution on Higher Education and Training, research and innovation, the Institute stands ready to re-configure its mode of teaching and learning, research and infrastructure-built programme.

We are confident that implementation here-to through the leadership of our Principal will ensure that our committed targeted outcomes are achieved. The Council would like to extend a special word of gratitude to all those members of the Fort Cox Stakeholder Community who made it possible to produce this FCAFTI Strategic Plan: 2021 – 2025 under severe time constraints.



Dr. P Lupuwana
Council Chairperson

ACCOUNTING OFFICER STATEMENT



It gives me great pleasure to present the overview of the five-year Strategy developed in response to the vision of the Council of Fort Cox Agriculture and Forestry Training Institute (FCAFTI) of creating an ideal "future College" specializing in Vocational Education and Training. An ideal "Future College of Agriculture and Forestry" must be able to significantly contribute to the achievement of creating a "decent life for all South African" by enhancing the knowledge and skills basis of the nation through effective teaching and learning, applied research, and community engagement. It must also produce graduates ready to be an entrepreneur of the future with a competitive spirit and problem-solving skills. Such strategic thinking and guidance from the Council to the Management are crucial to aligning the Institute approach to the new government initiative of shifting the mandates of Colleges of Agriculture from their provincial function to a national competence; a recommendation approved by the Economic Sectors, Employment, and Infrastructure Development of the Cabinet. The approval intends to establish the 11 Colleges of Agriculture as Higher Education Colleges in terms of the Higher Education Act (101 of the 1997, as amended) by the Minister of Higher Education and Training (DHET) and be funded and managed administratively by the Minister responsible for Agriculture, Land Reform and Rural Development. There is no doubt such strategic decisions will redress the past imbalance among the Colleges of Agriculture in their governance and finance and foster a well-coordinated Education and Training for the Sector.

Given FCAFTI is the only Institute (i) governed as a semi-autonomous Provincial entity of the Eastern Cape Department of Rural Development and Agrarian Reform with its own Council and fully-fledged administrative support structure, (ii) offers Advanced Diploma in different fields of Agriculture and Forestry independently, and (iii) have its Centre of Agriculture and Forestry Development and Empowerment, it desires to become an Institute of Excellence as a Higher Education College for the Sector. Thus, this new Strategy was crucial for aligning its mandates with existing relevant legislative and policy frameworks, environmental scanning, reimagining and redesigning its vision, mission

statement, and redefining its desired impact and outcomes over the coming five years. This was done with a series of discussions over a long time and four-day participatory planning sessions involving the council, Management, Student community, and the Council involving Stakeholders from the Local Community, Alumni and Student Representatives.

Among others, this Strategy repositions the mandate of Fort Cox to (i) the Constitution of the Republic of South Africa, Act 108 of 1996, (ii) Fort Cox Institute Interim Provisions Act, Act 7 of 2015, (iii) Higher Education Act, Act No. 101 of 1997 (HE Act), (iv) National Qualifications Framework Act, as amended, Act No. 12 of 2019 (NQF Act), (v) National Development Plan 2030, (vi) White Paper for Post School Education and Training, the Department of Agriculture, Land Reform and Rural Development (DALRRD) policies and Strategy, (vii) Eastern Cape Vision 2030 Provincial Development Plan, and (viii) Eastern Cape Department of Rural Development and Agrarian Reform. Also, it drives its new nine (9) strategic Outcomes from Medium Term Strategic Framework (MTFS):2019-2024 which the Council chairperson stated earlier. The MTFS seeks to tackle the triple challenges of unemployment, inequality, and poverty through achieving a more capable state, driving a solid and inclusive economy, and strengthening the capabilities of South Africans. These three pillars underpin the seven government priorities of the MTFS, namely:

- 1) Priority 1: A capable, ethical, and developmental state.
- 2) Priority 2: Economic transformation and job creation.
- 3) Priority 3: Education, Skills, and Health.
- 4) Priority 4: Consolidating the social wage through reliable and quality basic services.
- 5) Priority 5: Spatial integration, human settlements, and local government.
- 6) Priority 6: Social cohesion and safe communities.
- 7) Priority 7: A better Africa and world.

These priorities are, in their nature, complimentary. While potentially contributing to several other outcomes derived from these priorities, FCAFTI has identified Priority 1 (A capable, ethical, and developmental state) and Priority 3 (Education, Skills, and Health) directly relevant to its mandate. As stated by the Council Chairperson, the Strategy identified nine (9) strategic outcomes crucial to contributing to the MTFS priorities ranging from improved governance to improving the quality of education and training and fostering

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comprehensive agricultural and forestry development and support programmes in the surrounding.

The strategic focus of FACFTI in the next five (years) will be:

1. Consolidating new advanced diploma offerings in both sustainable agriculture and forestry discipline.
2. Promoting applied research that is relevant to local needs of the farming communities.
3. Developing a funding model to sustain the growth trajectory of the Institute.
4. Consolidating its partnership engagement strategy in support of the 'Institutes' growth phase.
5. Expanding community engagement initiatives in support of rural development imperatives of the Province.

On behalf of the College Management, I want to take this opportunity to extend my sincere gratitude to the Council and all stakeholders involved in the planning sessions: the Student Representative Council, Stakeholders from the Local Community, Alumni and Student Representatives. I thank them for their valuable contribution and support. In particular, my special appreciation goes to Mr Mabombo who was instrumental in the guidance and facilitation of the planning process. Also, I want to thank the Academic and support staff members for the day-to-day hard work and commitment to upholding better service to our students. Lastly, I call upon all of us to strive towards achieving our shared strategic vision and mission in our service delivery and uphold the value of academic excellence, professionalism, Innovation and Creativity, and ethics and integrity.



Dr. M Araja
Act Principal and Accounting Officer

OFFICIAL SIGN-OFF

It is hereby certified that this Strategic Plan:

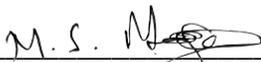
- was developed by Management of the Fort Cox Agriculture and Forestry Training Institute (FCAFTI) under the guidance of the Council.
- takes into account all relevant policies, legislation, and other mandates for which FCAFTI is responsible.
- accurately reflects the Impact and Outcomes which Fort Cox Agriculture and Forestry Training Institute will endeavor to achieve over the period 2021 – 2025.



Dr. P Tshidzumba
Acting Deputy Principal and Head Academics



Ms. P. Mrwetyana
Chief Financial Officer



Ms. M. Mogale
Head Official Planning and Quality Assurance



Dr. M. Araja
Acting Principal and Accounting Officer

Approved by:



Dr. P. Lupuwana
Council Chairperson

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PART A
OUR MANDATE



1. CONSTITUTIONAL MANDATE

Fort Cox Agriculture and Forestry Training Institute derives its legislative mandate from the supreme law of the Republic of South Africa, the Constitution, Act 108 of 1996. Chapter 2 - Bill of Rights, and Chapter 10 - Public Administration, sets-out obligations on public educational Institutions in discharging their responsibility, and in the manner of how they should be governed.

Section 29 of the Constitution sets-out the right to education as follows:

1. "Everyone has the right:
 - (a) to a basic education, including adult basic education; and
 - (b) to further education, which the state, through reasonable measures, must make progressively available and accessible.
2. Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to and implementation of this right, the state must consider all reasonable educational alternatives, including single-medium institutions, taking into account:
 - (a) equity.
 - (b) practicability; and
 - (c) the need to redress the results of past racially discriminatory laws and practices”.

Furthermore, the rights of all people of South Africa are enshrined in the Constitution, particularly Chapter 2 - Bill of Rights. These rights affirm the democratic values of human dignity, equality, and freedom.

In addition, the Fort Cox Institute Interim Provisions Act, Act 7 of 2015 (Eastern Cape) administered by the Provincial Department of Rural Development and Agrarian Reform (DRDAR), prescribes that administration must comply with Section 195 of the Constitution of the Republic which stipulates basic values and principles governing public administration. According to Section 195 of the Constitution of the Republic:

- (1) “Public Administration must be governed by the democratic values and principles

enshrined in the Constitution, including the following principles:

- (a) a high standard of professional ethics must be promoted and maintained.
- (b) efficient, economic, and effective use of resources must be promoted.
- (c) public administration must be development oriented.
- (d) services must be provided impartially, fairly, equitably and without bias.
- (e) people's needs must be responded to, and the public must be encouraged to participate in policymaking.
- (f) public administration must be accountable.
- (g) transparency must be fostered by providing the public with timely, accessible and accurate information.
- (h) good human resource management and career development practices, to maximize human potential, must be cultivated.
- (i) public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation”.

2. LEGISLATIVE AND POLICY MANDATES

The mandate of the Institute is informed by the following Acts:

1. **Constitution of the Republic of South Africa, Act 108 of 1996:** Provides for establishing The Republic of South Africa, which is one sovereign and democratic State.
2. **Continuing Education and Training Act, Act 16 of 2006:** Provides for the establishment, governance, and funding of CET and TVET colleges, as well as matters related to the provision of continuing education and training.
3. **Fort Cox Institute Interim Provisions Act, Act 7 of 2015:** Provides for the repeal of the Fort Cox Institute Decree, the continued existence of Fort Cox Institute as an autonomous institution, and administration and control of the affairs of the Institute and matters incidental thereto.
4. **General and Further Education and Training Quality Assurance Act,**

-
- Act No. 58 of 2001 (GENFETQA Act):** Provides for the General and Further Education and Training Quality Assurance (GENFETQA) Council and for the quality assurance of general and further education.
5. **Higher Education Act, Act No. 101 of 1997 (HE Act):** Provides for a unified and nationally planned higher education system and the statutory Council on Higher Education (CHE).
6. **National Qualifications Framework Act, as amended, Act No. 12 of 2019 (NQF Act):** Provides for the National Qualifications Framework (NQF), the South African Qualifications Authority (SAQA), and
- the quality councils (the CHE, the Qualification Council for Trades and Occupations (QCTO) and Umalusi), for qualifications and the quality assurance of qualifications required on the sub-frameworks of the NQF, as well as for misrepresented or fraudulent qualifications.
7. **Skills Development Levies Act, Act No. 9 of 1999 (SDL Act):** Provides for the imposition of skills development levies and matters related to that.
8. **Skills Development Act, Act No. 97 of 1998 (SDA):** Provides for the National Skills Authority (NSA) and the QCTO, and regulates apprenticeships, learnerships and matters related to skills development.

The norms and standards, governance, and financing frameworks for Agricultural Training Institute (ATI) state the mandate of ATIs as:

- a) Offer Agricultural Education and Training (AET) training on NQF levels 2 - 7 in compliance with the standard of the Council of Higher Education (CHE), National Qualification Framework (NQF), South Africa Qualification Authority (SAQA), Agriculture Sector Education and Training (AgriSETA) and other Quality Assurance Bodies, and in consultation with relevant stakeholders.
- b) Conduct applied research consistent with its AET curriculum needs.
- c) Consult, develop and implement appropriate plans with relevant industry stakeholders to ensure that the human resource development needs are adequately addressed.
- d) Consult, develop and implement appropriate plans with the DRDAR to ensure that its human resource development programmes are incorporated into the strategic

- plan of Fort Cox. The plan includes the training, retraining, and up-skilling of agricultural extension and research personnel of the Provincial Department of Agriculture.
- e) Where possible and feasible, offer on a contractual basis skills training programmes for farmers outside the NQF level system.
 - f) Develop strategic partnerships with relevant stakeholders including but not limited to other government departments, the relevant provincial AET Forums, relevant international organisations/institutions, Non-Governmental Organizations (NGOs), Technical Vocational Education and Training (TVET) colleges, and the private Sector to strengthen FCAFTI's capacity to deliver on its mandate and to contribute to the overall strengthening of capacity of other service providers to contribute to the development of human resources for agriculture in the areas where Fort Cox has geographical impact.
 - g) Develop and maintain formal professional and service-level agreements with the Eastern Cape Department of Rural Development and Agrarian Reform (DRDAR) as part of the technical backup to their extension and research programmes.
 - h) Fort Cox may offer a Bachelor of Agriculture or a Advanced Diploma in Agriculture and Forestry or similar Higher Education qualification under a franchise system in association and under an agreement with a recognised South African university or a University of Technology.

3. INSTITUTIONAL POLICIES AND STRATEGIES GOVERNING THE FIVE-YEAR PLANNING PERIOD

- 3.1. National Development Plan (NDP) 2030.** The NDP is a South Africa's long-term vision that provides a strategic perspective to tackle the scourge of unemployment, poverty, and inequality vital to creating a "decent living" for all its citizens. Chapter 6 of NDP emphasises the potential of Agriculture as one of the engines to promote an integrated and inclusive rural economy. NDP envisioned to tap into the potential to create 1 million new jobs by 2030 by (i) expanding irrigation-based agriculture, (ii) converting some underutilised communal lands and land reform projects into commercial agriculture, (iii) picking, and supporting commercial agriculture sectors that have great potential for growth and employment in up streams and down streams and developing a strategy to empower new entrants' access to product value-chains. NDP recommends that the enhancement of the potential Agriculture by (i) improving

and extending skill development and training in Agriculture (including entrepreneurship), and (ii) increasing and refocusing on research and development. Furthermore, Chapter 9 of the NDP reinforces the need for improving quality education, training, and innovation and expansion of the Higher Education Sector towards raising income, higher production, and the move towards knowledge-intensive economy.

3.2. White Paper for Post School Education and Training. The White Paper for Post School Education and Training (PSET) was introduced by the Department of Higher Education and Training in 2014 (Now known as Department of Higher Education, Science, and Innovation) to achieve the following goals:

- “a transformed, non-discriminatory, youth-focused, and adult user-friendly PSET system
- an expanded, diverse, purposefully differentiated, fit-for-purpose PSET system.
- an articulated PSET system
- an accessible and successful PSET system
- a PSET system that is strongly linked to the world of work”.

Despite the afore-stated goals, FCAFTI and other Colleges of Agriculture (COAs) were not cited as part of the PSET due to their sectorial nature. The current functional shift of ATIs from a Provincial mandate to a National competence demands a deliberate effort to align to all Higher Education Strategies and policies. The functional shift was approved by the Economic Sectors, Employment, and Infrastructure Development (ESIED) of the Cabinet. According to the approval, the Colleges of Agriculture will be re-established as Higher Education Colleges in terms of the Higher Education Act (101 of the 1997, as amended) by the Minister of Higher Education and Training (DHET) and be funded and managed administratively by the Minister responsible for Agriculture, Land Reform and Rural Development (DALRRD). Thus COAs must align themselves to the White Paper for Post School Education and Training System goals.

3.3. Medium Term Strategic Framework (MTFS):2019-2024. The MTFS seeks to tackle the triple challenges of unemployment, inequality, and poverty through achieving a more capable state, driving a solid and inclusive economy, and strengthening the capabilities of South Africans. These three pillars underpin the seven government priorities of the MTFS, namely:

- 1) Priority 1: A capable, ethical, and developmental state
- 2) Priority 2: Economic transformation and job creation
- 3) Priority 3: Education, Skills, and Health
- 4) Priority 4: Consolidating the social wage through reliable and quality basic services.
- 5) Priority 5: Spatial integration, human settlements, and local government
- 6) Priority 6: Social cohesion and safe communities
- 7) Priority 7: A better Africa and world

These priorities are, in their nature, complimentary. Whilst potentially contributing a number of other outcomes derived from these priorities. FCAFTI, as a Public Education and Training Institution, has identified Priority 1 (A capable, ethical, and developmental state) and Priority 3 (Education, Skills, and Health) directly relevant to the mandate of the Institute to which it contributes.

3.4. Department of Agriculture, Land Reform and Rural Development (DALRRD).

There are 11 Colleges of Agriculture offering Diploma and skill development programmes whose states of autonomy, governance, and finance vary. FCAFTI is the only COA which is governed as semi-autonomous at a Provincial level while Grootfontein is the only COA governed under Sectoral Colleges at a national level. The remaining Colleges fall under the Provincial Departments and part of directorates within the Departments. This non-coherence of the systems has been adversely affecting the fair resource distribution, articulation of their academic programmes, and access to bursary by students. At the same time, given the relatively small size of the College of Agriculture sector and the desperate need to improve the overall impact of this Sector on agricultural and rural economic development, a shift of the Colleges of Agriculture to a national competency was necessary. As indicated in **Section 3.2** above, the functional shift process is at an advanced stage to declare colleges of Agriculture as a National competence in April 2022. Draft Regulations for Reporting by Public Colleges of Agriculture (12 Oct 2020) by DALRRD, indicate that:

- (a) Each College of Agriculture must prepare a strategic plan setting out the Institution's vision, mission, policy, priorities, and project plans for at least five years and which must be approved by its Council.

- (b) A Strategic Plan must have strategic goals and objectives for the College, focusing on its main service delivery areas supported by the financial plan.
- (c) The Strategic Plan must lay the foundation for the development of the Annual Performance Plan.

These requirements are consistent with Section 27(4) of the PFMA that makes provision for the development of measurable objectives which must be included in the annual budgets of national and provincial institutions. Section 40 (3) (a) and 55 (2) (a) of the same Act makes provision for reporting of performance against predetermined objectives in 'institutions' Annual Reports. These requirements are not new to FCAFTI, however FCAFTI needs to align its plan to the future direction.

3.5. Eastern Cape Vision 2030 Provincial Development Plan

The Eastern Cape has identified four catalytic projects in its 2030 Vision. One of these projects is ILIMA LABANTU which aims at mobilising communities, government departments, and entities to act in a focused and integrated manner in:

- Research and development (R&D) to develop appropriate technology to support production and related activities at various levels of the agricultural value chain.
- Education and training to build the capabilities of producers and producer organisations, and support improvements in the capabilities of state and non-governmental agents who work with communities.
- That government should provide resources to drive the initiative and ensure proper coordination of the programme and accountability for mandated actions.

FCAFTI has a crucial role in contributing toward the realization of this priority project. The Institute will be emphasizing that its graduates are well prepared for the world of entrepreneurship, starting with redesigning its infrastructure and systems to give more exposure to students for them to exercise their entrepreneurial spirit.

3.6. Eastern Cape Department of Rural Development and Agrarian Reform

The Department has identified the 2020-2024 MTEF period to accelerate its Agriculture Economic Transformation Strategy. At the centre of this strategy are the farmers (subsistence and small holder) whose capabilities are being enhanced to graduate into becoming commercial farmers. FCAFTI vision of leading sustainable

agriculture and forestry vocational education and training is geared toward supporting this transformation programme.

4. RELEVANT COURT RULINGS

There has not been any court ruling that has significant importance with a direct bearing on the corporate existence and smooth running of the FCAFTI.

**PART B
OUR STRATEGIC FOCUS**



1. VISION

"To be the Leading Institute of Excellence for Vocational Education and Training in Sustainable Agriculture and Forestry"

2. MISSION

To provide quality and relevant vocational education and training in Sustainable Agriculture and Forestry in accordance with dynamic and ever-changing needs of the Sector through:

- Continuously improving the curriculum offerings.
- Conducting applied research aimed at developing the most suitable technologies.
- Conducting community outreach programmes aimed at comprehensive agricultural and forestry development and empowerment for rural wealth creation.

3. VALUES

The Institute espouses the following set of Values.

- **Academic Excellence** – We aspire to uphold and promote the discipline of academic excellence, collectively and individually, both inside and outside of the classroom. We promote the relevance and quality of vocational education and training as a central pillar of academic excellence in teaching and learning, applied research, and community engagement.
- **Professionalism** – We commit ourselves to conduct our vocational education and training with utmost diligence, honesty, mutual respect, and commitment to promote operational excellence in everything we do.
- **Innovation and creativity** – In achieving academic and operational excellence, we are committed to nurturing innovative and creative approaches that foster better than best productivity, efficiency, and effectiveness. For this to happen, we will create a conducive environment that encourages and rewards innovation and creativity both by our staff members and students.
- **Ethics and Integrity** – We uphold ethical principles with integrity in all our efforts to achieve our vision and mission. We collaborate among ourselves, our

surrounding communities, partners, and our social and bio-physical environment in a responsible and caring manner.

4. SITUATIONAL ANALYSIS

1.1. The Fort Cox Agriculture and Forestry Training Institute (FCAFTI) background Fort Cox Agriculture and Forestry Training Institute was established in 1930. It is set amid beautiful surroundings of bush-clad hills and mountains and surrounded by villages with a diversified rural socio-economic set-up and biological heritage in the Amatole District Municipality, Eastern Cape. In addition, it owns vast crop and pasture lands and practices. It has proximity to Zanyokwe Irrigation Schemes, Amatole Forestry Company, Riverside Citrus Farms, and Large-scale diary and piggery farms. It is a place of great historical, socio-cultural and educational significance.

CHRONOLOGICAL EVENTS

- 1834-1835:** Fort Cox was established as a military post during the Sixth Frontier War.
- 1850:** Around Christmas, the Governor of the Cape Colony was besieged at Fort Cox with a party of Cape Mounted Rifles at the start of the Eighth Frontier War. After the war, the Ngqika lands were sold to farmers and white magistrates who then had total administrative powers over the land and its people, thus replacing chiefs. Magistrates gave the chiefs land for their personal use, and indeed, until recently, a grandson of Chief Sandile (Ngika's son and successor) lived at Cwaru village adjoining Fort Cox. Fort Cox featured prominently in the turbulent period of frontier wars, but the building itself has not survived. Most of the stones from the Fort, which once housed colonial troops, have been removed for other facilities, and some are embedded in the concrete foundations of what has today become one of the most important centres of agricultural and forestry training for predominantly black students in Southern Africa – Fort Cox Institute.
- 1930:** The school was officially opened in September 1930.
- 1934:** In its early years, the Institute provided training in agriculture only up to 1969.
- 1970:** In January, the forestry students and staff of Swartkops College near

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- Pietermaritzburg were transferred to Fort Cox, and a diploma course in Forestry was instituted.
- 1974:** The construction of the "New College" campus began on the land granted by Chief Sandile in 1934. This phase of the additional development of Fort Cox was completed in 1976 and opened officially on the 9th February 1977.
- 1982:** When the Institute was first opened as an agricultural school in 1930, the entrance requirement was Standard 6. This was raised to Standard 8 in 1950. In 1982 it was further raised to Standard 10; the equivalent of Grade 12 or National Senior Certificate, and the duration of the training was increased from two and a half to three years.
- 1983:** Phase 2 of the New College campus saw the construction of the sports stadium and the assembly hall. The latter was named the Mgolombane Hall in memory of great Xhosa Chief Sandile.
- 1985:** A Special Committee appointed to investigate and recommend measures that might improve the standard of training of all levels of manpower engaged in agricultural and rural development. The existing agricultural training programme at Fort Cox was scrutinized closely, and the Institute authorities unanimously accepted modifications recommended by the committee.
- 1986:** Institute introduced a three-year diploma in Nature Conservation. This was inaugurated in July 1986.
- 1990:** In April, Decree No. 5 of 1991 of former Ciskei granted Fort Cox autonomy, making it the only Institute of Agriculture of its kind in South Africa.
- 1991:** The Institute became affiliated to the University of Fort Hare. A memorandum of agreement by and between the Department of Agriculture, Forestry and Rural Development on the one hand, and the University of Fort Hare on the other, was signed at Fort Cox on 11
- 2000:** Fort Cox, like other Institutes decided to remain under Higher Education and offer training under quality assurance criteria set by the accrediting CHE (Council on Higher Education).
- 2002:** Fort Cox academic programmes received full accreditation from CHE.
- 2004:** The accreditation status of the academic programmes of Fort Cox was re-affirmed by CHE.
- 2012:** Fort Cox academic programmes were re-accredited by CHE.

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- 2015:** On 4 Dec, Fort Cox Institute Interim-Provisional Bill was promulgated in the Eastern Cape Legislature
- 2018:** The Institute successfully conducted self-evaluation and peer review exercises in preparation for the 2020 academic re-accreditation process of all agricultural institutes.
- 2019:** The Institute received accreditation for the three Advanced Diploma qualifications, including Horticulture, Animal Production and Forestry Management, and the Diploma in Agricultural Engineering from the Council on Higher Education.
- 2020:** The then Hon. MEC, Rural Development and Agrarian Reform, established a full-fledged Council and board of Academics.
- 2021:** The Institute commenced to offer Advanced Diploma Programmes in Forestry Management, Horticulture, and Animal Production.

1.1.1. Teaching and Learning environment

FCAFTI is one of the eleven training institutions of agriculture in the country, and out of which, it is the only Institution offering a specialisation in Forestry. The Institute offers two qualifications, the Diploma in Agriculture with three specialisations, i.e., Agribusiness, Animal Production, and Crop Production; Diploma in Forestry, all at NQF level 6 accredited by the Council of Higher Education (CHE). The academic programme has a vocational orientation where students undergo theoretical and practical teaching and learning in their first and second-year level of study. Third-year students are placed in commercial farms for six months for Agricultural students and one year for the forestry students as part of their Work Integrated Learning. According to the new curriculum, Agricultural students will also be placed for a year as of 2022.

A further new accreditation by CHE has been received for the Institute to offer Advanced Diploma in Horticulture, Animal Production, and Forestry Management, all currently offered at NQF level 7 except Agricultural Engineering at NQF 6 will commence in 2022. Noteworthy, all Diploma (NQF 6) and Advanced Diploma (NQF 7) programmes are registered with SAQA.

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Table 1. FCAFTI Academic Programmes

FORT COX INFORMATION		
Institution Name:	Fort Cox Agriculture and Forestry Training Institute	
Provider Type:	Public Institution	
Programme Name:	Diploma in Agriculture (specializing in)	Agribusiness
		Animal Production
		Crop Production
	Diploma in Forestry	
PROGRAMME INFORMATION		
Expected Time for Completion:	3 years full-time	
Number of Credits:	Minimum of 360	
Qualification Level	NQF 6	
Programme Name	Advanced Diploma (specializing in)	Forestry
		Horticulture
		Animal Production
Expected Time for Completion:	1-year	
Number of Credits:	Minimum of 120	
Qualification Level	NQF 7	

In addition, FCAFTI offers various AgriSETA approved programmes (NQF 2-4) and non-accredited skills Development Programmes in crop production, animal production, and mixed farming. These include learnership programmes for the surrounding youth, National Rural Youth Service Corps (NARYSEC), skilling and up-skilling of Agricultural Educators and Agricultural Extension Officers, and short courses for Farmers.

FCAFTI has eighteen (18) permanent academic staff for its Diploma and Advanced Diploma Programmes. All academic staff holds academic qualifications that exceeds the minimum criteria required for the national Norms and Standards of Agricultural Training Institute. In addition to their specialization in Agriculture and Forestry, most of the academic staff also possesses a Postgraduate Diploma in Higher Education and Training

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(PGDHET) and are registered as qualified facilitators and assessor with AgriSETA. The teaching and learning staff have 5-15 'years' of work experience as lecturers and senior lecturers. In addition, FCAFTI also employs part-time lecturers from time to time when the need for highly specialised skills arises. Similarly, the three staff members in Rural Development Centre have the necessary Qualification and experience that exceeds the job requirement.

Table 2: Academic Staff Profile

Department of forestry and natural resource management

Name	Position	Specialization	Qualifications
Dr. R.P. Tshidzumba	HOD	Forestry/Forest socioeconomics	BSc. Forestry, MSc Agric, Dip Project Management, Ph.D. in Forest Science
Ms. M. Sigogo	Senior Lecturer	Forestry	BSc. Forestry, PGDHET
Mr. A.E. Ramphinwa	Senior Lecturer	Environ. Science	B. Env. Management, PGDHET
Mr. S.S. Quvile	Senior Lecturer	Community Forestry	B. Forestry, PGDHET
Ms. T. Mjali	Senior Lecturer	Forestry/Forest Economics	BSc. Forestry, MSc Forestry
Mr. L Mapipa	Technician	Forestry	Dip Social Forestry, B. Tech Forestry

Department Of Animal Production

Name	Position	Specialization	Qualifications
Dr. B. Moyo	HOD	Rangeland and Pasture Science	BSc. Animal Science, MSc. Animal Science, Ph.D. Pasture Science, AgriSETA Assessor, PGDHET
Mr. Thwane	Lecturer	Animal Health	BSc. Animal Health
Ms. P.M. Nakalebe	Senior Lecturer	Animal Nutrition	MSc. Agric (Animal Science), AgriSETA Assessor
Dr. M. Mangoale	Lab Technician	Botany	BSc. (Honours) Botany, MSc. Botany, Ph.D. Botany, PGDHET
Mr. L. Balintulo	Technician	Animal Production	Dip. Agric (Animal Production), B. Tech (Agriculture Management), BSc. Agric Honours (Animal Science)

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Department of Crop Production and Agribusiness

Name	Position	Specialization	Qualifications
Ms. ZM Ntshangase	HOD	Sustainable Agriculture	Masters in Sustainable Agriculture, B. Tech in Agric. Management, Diploma in Project Management, Diploma in Entrepreneurship. & Marketing, Diploma in Home Economics & Agric, AgriSETA Moderator, PGDHET
Ms. N.G. Zaza	Senior Lecturer	Agribusiness	B. Agric (Econ), MBA
Mr. Landzela B	Senior Lecturer	Crop Production	MSc Agriculture
Ms. L. Madikiza	Senior Lecturer	Crop Production	MSc Agriculture, PGDHET
Mr. C. Matambo	Senior Lecturer	Agric Engineering	BSc. Agric (Eng.), PGDHET
Mr. S. Tafa	Senior Lecturer	Agric. Economics	BSc. Agric (Agric Economics), MSc. Agric Economics
Ms. T. Qampi	Technician	Horticulture	Dip. Agric (Crop Prod), B. Tech Agric

* PGDHET - Post-Graduate Diploma in Higher Education & Training

Rural Development Centre (RDC)

Name	Positions	Specialization	Qualification
Mr Mrubata B	Manager	Sustainable Agriculture	M. Agric
Mr Nomnqa X	Training Officer	Agribusiness	Bsc. Agric Economics
Ms Malolo A B	Training Officer	Animal Production	Dip. Agric (Animal Production)

1.1.2. Fort Cox Agriculture and Forestry Training Institute enrolment

The table below shows that the proportion of male students enrolled in Diploma study at the Institute is substantively higher than female students. This highlights the need for well thought access policies that address the gender gap. The policy should look at maths and science that has disadvantaged many students even though they obtain good results in the other subjects and qualify to be admitted at higher education Institute. In addition to the Diploma, FCAFTI enrolled 72 students in its advanced Diploma in the Year 2021. It is the only Institute in ATIs that offers an advanced Diploma in agriculture and forestry independently at NQF Level 7. In the duration of this strategic plan, FCAFTI envisage to

increase its students' enrolment by 70 percent.

Table 3: Student Enrolment in Diploma Study At FCAFTI

Year	Number of students	No. Male (%)	Female (%)
2018	277	173 (62.45)	106(37.55)
2019	238	162(68.07)	72(31.93)
2020	332	194(58.43)	138(41.57)
2021	284	194(68.31)	90(31.69)

1.2. Applied Research

Currently, there is little if any research work being conducted at FCAFTI. Other institutions like Grootfontein, Elsenburg, and Glen colleges of Agriculture conducted research geared towards improving farmers' agricultural productivity within the areas they are situated. Unlike the sister colleges mentioned above, the location and its semi-autonomous with inadequate funding hindered the promotion of research as desired. At the same time, the proximity of the research arms of their Department of Agriculture, on the same premises close to the above colleges provided competitive advantage benefited and enriched the training programmes at the Colleges and improved the standing of the colleges. Although Fort Cox was recognizing the need for applied research in its earlier mission statement and developed research policies, the applied research was constrained by lack of funding.

With the introduction of Advanced Diploma and clear fundraising policies, FCAFTI thought its various subject matter departments should cooperate with other national and International institutions in collaborative projects. As a result, a new partnership in Forestry with four RSA universities and European Partners was forged to promote Climate-smart and entrepreneurship academic programmes and research. Similar models will be used to introduce research partnerships in the other educational programmes. The research programmes at the Institute should address real farming problems from the surrounding communities and contribute to the development of local solutions to improve agricultural productivity in the surrounding area. Research initiatives will favourably boost the image of the Institute in the eyes of the local communities. Research results should be published nationally, regionally, and internationally, and when

necessary, conferences, seminars, workshops, and public lectures should be arranged to discuss and disseminate research findings.

1.3. Community outreach

The pillars of the institution of higher education and training are teaching and learning, research and innovation and community outreach. Only when the communities surrounding FCAFTI feel that they are included in the Institute's development will fortify the perceived legitimacy of the Institute. To date, the communities surrounding the Institute may have an unmatched expectation from the Institute. This is evident by some disruptive behaviour towards Institute's property. Such activities destroy the student's practical projects. In response, the Institute introduced learnership Programme to the surrounding youth in Agriculture to promote skills and forge partnerships. Equally, a continuous engagement with the communities is underway.

1.4. Partnerships

For their academic development and exchange of staff and students at both national and international levels, tertiary Institution like FCAFTI forges various forms of linkages with the sister institutions without losing the focus of their mission and identity. FCAFTI has established partnerships with several organisations, both governmental and private Sector. To highlight a few, FCAFTI have established partnerships with the University of Fort Hare, Rhodes University, DRDAR, DAFF, municipalities, farmers in the private Sector and other entities. During the 2021/22 period, FCAFTI plan to concretize agreements with several organizations that will assist in fundraising through partnering in service provision and others as dedicated fundraisers.

1.5. Performance delivery environment

1.5.1. Funding for the delivery of teaching and learning

More than 80% of FCAFTI funding is derived from the Department of Rural Development and Agrarian Reform (DRDAR) through Comprehensive Agriculture Support Programme (CASP), with institutional generated revenue made up of student fees funded by bursaries from Health and Welfare Sector Education and Training Authority (HWSETA), Fibre Processing and Manufacturing Sector Education and Training Authority (FP&M SETA) and Agriculture Sector Education and Training Authority (AgriSETA) to mention a few.

The Institute also generates revenue through various training at the Rural Development Centre and through sales from Farm produce to complement and fill the shortfalls of the annual budget. Overall, the limitation on funding and lack of secured bursaries to students, mostly from rural and historically disadvantaged backgrounds, has been a leading hurdle to achieve the desired excellence, students' access, and success rate.

1.5.2. **Governance and Administration of the Institute**

The Fort Cox Agriculture and Forestry Training Institute is governed differently from other agricultural colleges, with the Institute being semi-autonomous in nature. The Decree No. 5 of 1991 of former Ciskei granted Fort Cox autonomy, thus making it the only distinct College of Agriculture in South Africa. The autonomy meant that the College had its own Board and Academic Council as decision-makers of the College. The autonomy meant that the College would enjoy the leverage of functioning outside of the public service. The College became affiliated to the University of Fort Hare. A memorandum of agreement between the Department of Agriculture, Forestry and Rural Development of Ciskei on the one hand, and the University of Fort Hare, on the other hand, was signed on 11 June 1991.

In 2015 the College was re-established as an Institute. The Fort Cox Institute Interim Provisions Act, 2015 (Eastern Cape) came into being through the proclamation in the Gazette repealing Fort Cox College Decree, 1991 (Decree No.5 of 1991).

The Fort Cox Institute Interim Provisions Act, 2015 gives authority of the College to the following structures:

- (a) Council
- (b) Principal
- (c) Academic Boards; and
- (d) Staff and students at the Institute

The Fort Cox Institute Interim Provisions Act (Act No 7 of 2015) designated the College as an Agricultural Training Institute. This Act also opened opportunities for the Institute to explore new funding regimes and seek support from establishments outside government as a semi-autonomous institution. In this respect, FCAFTI differs from all other CoA that are strictly seen as sections of a particular governmental department.

The Eastern Cape Fort Cox Institute Interim Provisions Act (Act No 7 of 2015), promulgated by the Eastern Cape Provincial Legislature from April 2016, provides a Council to govern the Institute. The Institute's governance complies with the norms and standards for Agricultural Training Institutes (ATI) required by DAFF and follows the King III code of practice. The Institute also complies with the Higher Education Act, Further Education and Training Act, and Skills Development Act. The Principal sits on the Council of FCAFTI.

While the Province redirects funding from DALRRD to FCAFTI, it also approves the final organogram in conjunction with Provincial Treasury. It has little influence over the Management and strategic planning/direction of the Institute. As an autonomous Institute, FCAFTI arranges for annual audits through outsourcing with auditing firms for both internal and external audits.

Council meets quarterly and consists of 12 voting members appointed from various interest groups, including the Province, and are appointed and approved by the MEC for the DRDAR. The MEC also appoints the Chairperson while the Council elects a Deputy Chairperson.

There are four sub-committees of Council – Academic, Human Resources, Governance, and Finance – each chaired by a Council member. Unlike other Agricultural Colleges, FCAFTI administers all HR, Finance, IT, facilities, fleets, Procurement, and legal matters by itself.

FCAFTI functions as a semi-autonomous institution with an Executive Management consisting of the Principal and Deputy Principal (the Head of Academic Management), the Chief Financial Officer, and the head of Human Resource Management, a co-opted Total Quality Assurance and Student Service Manager, and the Rural Development Centre manager (RDC).

The Institute also has a Governance and Administration Programme to deal with key governance issues within the Institute. An internal Academic Committee and Academic Board of the Council attend to student matters in consultation by a Student

Representative Council (SRC).

The CHE's Higher Education Quality Committee (HEQC), through the Higher Education Act of 1997 and the National Qualification Framework Act of 2008, controls matters of quality assurance. A designated position exists to steer and support quality assurance at the Institute. The Office of the Total Quality Assurance and Student Service Manager is responsible for developing policies and procedures that define, regulate, and inform Teaching and Learning activities at the Institute. To ensure compliance to the Council on Higher Education (CHE) these policies and procedures include a teaching and learning strategy and policy, an improvement plan, and an examination policy.

1.5.3. Infrastructure maintenance and development

The Institute has limited accommodation to students to increase student intake. It has also relatively old infrastructure that requires constant maintenance, which is a constraint to FCAFTI budget. The aging infrastructure is mostly in the old College and the staff houses. It has newly built infrastructure in the form of the animal handling facility and student residences. Two backup generators have been installed and sanitation project is progressing.

5. EXTERNAL ENVIRONMENT ANALYSIS

5.1. PESTEL ANALYSIS.

Political Factors	Fees Must Fall Movement Struggles for the decolonization of Higher Education
Economic Factors	High Levels of Unemployment High-level Gini-coefficient in RSA (Extreme income disparity) African Union AGENDA 2063 Sluggish economic Growth not meeting the targets of the NDP
Social Factors	Comprehensive Rural Development Initiatives Sluggish economic Growth not meeting the targets of the NDP
Technological Factors	POPIA, State Information Technology Act, Regulation for interception of ' 'Communication's Act, Promotion of Access to Information Act, Electronic Communication and Transaction Act
Environmental	Spatial Data Infrastructure Act, District Growth and development

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Factors	Summit resolutions, Biodiversity Act, NFA Act, NVFFA Act, NEMA, Occupational Health and Safety Act, Environmental Act
Legal Factors	Fort Cox Agriculture and Forestry Institute (FC-AFTI) Interim Provision Act, 2015, Employment Act, PFMA, GAAP, Audit act, Treasury Regulations, Public Service Act & Basic Conditions of Employment, CHE, SAQA, Higher Education Act, Chapter 2 and 10 of the Constitution POPIA, State Information Technology Act, Regulation for interception of ' 'Communication's Act, Promotion of Access to Information Act, Electronic Communication and Transaction Act

5.2. SWOT analysis

STRENGTH	WEAKNESS	OPPORTUNITY	THREATS
<ul style="list-style-type: none"> ▪ Autonomy ▪ Good partnership with industries and other learning institutions ▪ Human Capital (highly qualified, competent personnel) ▪ Skills development plans in place ▪ Availability of own resources (Land & animals, training capacity and machineries, production as 3rd stream income generation) ▪ Diversified programs offered (good curriculum for the Industry) ▪ Low student tuition and accommodation fee ▪ The academic programmes are accredited by CHE and registered by SAQA. ▪ Rich history and heritage ▪ Largest number of graduates amongst the ATIs 	<ul style="list-style-type: none"> ▪ Absence of research initiatives ▪ Poor ICT environment (infrastructure and human resources) ▪ Lack of commitment by some staff and students (in fulfilling the core business of the Institutes) ▪ Poor relationship with the community ▪ Underutilisation of land and infrastructure ▪ Poor marketing of the Institute and its products ▪ Lack of approved access policies ▪ Lack of screening processes to attract students seeking to pursue a career in agriculture. ▪ Lack of retention strategy (staff and governance structures) ▪ Limited financial resources 	<ul style="list-style-type: none"> ▪ High number of prospective student applications ▪ High numbers of prospective students from diverse geographical areas ▪ Demand for fresh produce ▪ Producing employable graduates ▪ Ecotourism ▪ Potential for Agro-tourism ▪ Geographical location is favourable. ▪ Offer community and graduate farming incubators. ▪ Exchange student programme for international collaboration 	<ul style="list-style-type: none"> ▪ Poverty and higher unemployment of the surrounding communities ▪ Non-existent funding model ▪ Poor relations with the surrounding community ▪ Lack of health facilities ▪ Theft and corruption ▪ Climate change ▪ COVID-19 pandemic ▪ Biodiversity and natural resource degradation ▪ Slow economic recovery ▪ Lack of strong will support the Institute. ▪ Poor mathematics and basic science performance and attitude in youth

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STRENGTH	WEAKNESS	OPPORTUNITY	THREATS
<ul style="list-style-type: none"> ▪ Rural location ▪ A well -established brand ▪ Ability to source grants from SETA ▪ Approved operational policies. (finance, HR, academic,) ▪ Effective learning culture 	<ul style="list-style-type: none"> ▪ Lack of proper maintenance of internal connecting roads ▪ Bad access road. ▪ Low staff morale ▪ Inadequate financial resources for students ▪ Ageing infrastructure (Fencing and residences) lacks periodic maintenance. ▪ Limited security ▪ Poor administration ▪ Limited student services ▪ Non-compliance with OHS legislation ▪ Insufficient accommodation to increase student intake. ▪ Inadequate library resources including digital resources. ▪ Limited ICT services 	<ul style="list-style-type: none"> ▪ Partnerships (Industry training institutions) ▪ Offer degree courses. ▪ Innovation (incorporating new technological ideas and appropriate systems) 	<ul style="list-style-type: none"> ▪ Lack of funding for student support (Bursary schemes) ▪ Inequality in distribution of funds for institution of higher learning ▪ Poor image and pride of Agriculture as a career of choice ▪ Slow speed to adapt 4th Industrial Revolution

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STRENGTH	WEAKNESS	OPPORTUNITY	THREATS
	<ul style="list-style-type: none">▪ No external ICT back-up office		

**PART C
MEASURING OUR PERFORMANCE**



1. INSTITUTIONAL PERFORMANCE INFORMATION

Fort Cox Agriculture and Forestry Training Institute has the following three programmes:

- **Programme 1: Governance and Administration:** The purpose of this programme is to provide leadership, financial, human capital management, institutional planning, quality assurance, and student services in accordance with legislation, regulations, and policies.
- **Programme 2: Academic:** This programme aims to provide for the core mandate of the Institute, which education of students, applied research, and outreach programmes.
- **Programme 3: Comprehensive Agriculture and Forestry Development and Empowerment:** This program aims to manage skills development programmes and provide for agriculture and forestry development and empowerment services to communities.

The Strategic Plan 2021 – 2025 is an outcome of two two-day comprehensive planning sessions held by Management involving the Student community and the Council involving Stakeholders from the Local Community, Alumni and Student Representatives. The strategy recognises that the Institute is in transition as all Colleges of Agriculture are migrating into a national competence.

The strategic focus of FCAFTI in the next five (years) will be:

- 1) Consolidating new advance diploma offerings in both sustainable agriculture and forestry discipline.
- 2) Promoting applied research that is relevant to local needs of the farming communities.
- 3) Developing a funding model to sustain the growth trajectory of the Institute.
- 4) Consolidating its partnership engagement strategy in support of the 'Institutes' growth phase.
- 5) Expanding community engagement initiatives in support of rural development imperatives of the Province.

1. IMPACT STATEMENT

IMPACT STATEMENT	Improved Knowledge and Skills Through Effective Teaching and Learning, Applied Research, And Community Engagement in Support of Agriculture And Forestry Development.
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2. MEASURING OUR PERFORMANCE

MTSF PRIORITY: CAPABLE, ETHICAL AND DEVELOPMENTAL STATE				
OUTCOMES	OUTCOME INDICATORS	BASELINE	TARGET BY 2025	RESPONSIBLE PROGRAMME
1. Improved corporate governance	1.1 Level of improvement in governance oversight.	New Indicator	Functioning of Council and Council sub-committees meeting minimum statutory requirements (minutes, attendance registers, reports)	Programme 1
	1.2 Improvement in financial and operational performance against predetermined objectives audit outcomes.	Unqualified financial and predetermined objectives audit opinion with matters of emphasis	Clean Audit Outcomes	Programme 1
	1.3 Improved Quality Assurance Systems.	New indicator	Approved quality assurance manual and reviewed	Programme 1

			policies for all outcomes	
	1.4 Improved institutional review outcomes by accreditation bodies.	4 per annum	4 per annum and 1 per accredited body. (CHE, SAQA, QCTO and AgriSETA)	Programme 1
	1.5 Improved partnerships with Community & Industry stakeholders.	5 formal partnership agreements	8 partnerships formed	Programme 1
	1.6 Improved Student and Alumni activity governance.	1 student body	1 student body elected per annum.	Programme 1
		New indicator	100% database of Alumni	
2. An effective and efficient Human Capital Management and Development services	2.1 Improved Human Resource Management practices in support of conducive working environment.	New Indicator	100% Up to date HR Policies across entire HR Value Chain.	Programme 1

MTSF PRIORITY: EDUCATION, SKILLS AND HEALTH				
OUTCOMES	OUTCOME INDICATORS	BASELINE	TARGET BY 2025	RESPONSIBLE PROGRAMME
3. A Relevant academic programme responsive to the needs of Industry and aligned with the 4IR	3.1 Number of curriculum advisory committees in place.	Three curriculum advisory committees	6 curriculum advisory committees.	Programme 2
	3.2 Number of curricula developed.	Eight curricula developed	10 curricula	Programme 2

4. A Conducive environment that inspires effective vocational modern teaching and learning	4.1 Number of <i>multi-functional</i> seater fully equipped lecture rooms.	One 120-seater lecture room and two 80-seater lecture rooms Four Laboratories	Five new 200-seater and one new 500-seater multi-functional lecture rooms	Programme 1
	4.2 Number of teaching models available.	10 teaching and learning aids/models available	50 teaching models	Programme 2
	4.3 Number of academic staff supported to undertake professional qualification/studies	1	20	Programme 2
5. Enhanced teaching and learning, applied research, and community outreach	5.1 Number Teaching and learning Policies reviewed.	5 policies	8 (3 to be developed; WIL, Workload and Plagiarism)	Programme 2
	5.2 Number of teaching and learning plan developed.	New Indicator	2	Programme 2
	5.3 Number of practical conducted	New Indicator	100	Programme 2
	5.4 Percentage of courses with an overall average 'students' satisfaction that is greater than 80% (course evaluation).	New Indicator	100%	Programme 2
	5.5 Number of curricula reviewed	4	8	Programme 2
	5.6 Percentage of employer satisfaction	New Indicator	70%	Programme 2

	with graduate competencies			
	5.7 Number of student WIL Placement Made	93%	100%	Programme 2
	5.8 Number of short courses provided.	New Indicator	15	Programme 2
	5.9 Number of guest lecturers	New Indicator	20	Programme 2
	5.10 Number of community engagement activities conducted.	3	50	Programme 2
	5.11 Establishment of the research committee.	New	1	Programme 2
	5.12 Number of research output presented in conferences.	1	10	Programme 2
	5.13 Number of research papers published.	1	10	Programme 2
	5.14 Number of seminars conducted.	New Indicator	10	Programme 2
6. Improved 'student's entrepreneurial competencies	6.1 Number of students engaged in entrepreneurship activities.	New Indicator	60%	Programme 2
	6.2 Number of graduates who established business.	New Indicator	10% of overall graduates per academic year.	Programme 2
7. Improved agriculture and	7.1 Number of skills programmes offered.	1	10	Programme 3

forestry skills programmes that promote rural wealth creation	7.2 Number of support programmes implemented academic affairs	New Indicator	2	
	7.3 Number of NCV programmes implemented	New Indicator	1	
	7.4 Number of discretionary grants applications submitted	1	10	
	7.5 Number of community engagements conducted	New Indicator	10	
8. Improved farming environment that promotes/support teaching and learning, applied research and community outreach	8.1 Number farming enterprises in place	13	13	Programme 3
	8.2 Number of farming services provisioned to communities.	1	3	
9. Improved agricultural productivity and profitability for the Farm	9.1 Percentage of the budget of the institute	New indicator	A break-even outcome between revenue and the costs of running the farm	Programme 3

3. EXPLANATION OF PLANNED PERFORMANCE OVER THE FIVE-YEAR PLANNING PERIOD

3.1. Outcome 1: Improved Corporate Governance:

Improved corporate governance in support of an effective vocational education and training. The

functional programme 01 will result in effective financial and human capital management, coordination of predetermined objectives and oversight, improving internal control systems thus achieving clean audit outcomes.

3.2. Outcome 2: An effective and efficient Human Capital Management and Development Service

Improved human resource (HR) management policies, procedures, and systems to enhance a conducive working environment. HR Management is at the core of ensuring that strategic objectives of the organisation are achieved by hiring competent workforce that will perform above-agreed standards. HR Management ensures the up skilling of workforce through training and development, promoting employees' well-being and implementing staff benefits and sound wellness programmes.

3.3. Outcome 3: A relevant academic programme responsive to the needs of Industry and aligned to the fourth industrial revolution (4IR)

The White Paper on Post School Education and Training system point out the need for a responsive institutional mechanism to the needs of society. Improved academic programmes equip students with current and relevant knowledge and skills in agriculture and forestry through the application of teaching and learning technology aligned and responsive to the fourth industrial revolution.

3.4. Outcome 4: A conducive environment that inspires effective vocational modern teaching and learning.

As envisaged in a modern vocational teaching and learning environment, multipurpose facilities equipped with various models or teaching aids to support the blended teaching and learning approaches are significant to impart relevant knowledge and skills effectively and efficiently.

3.5. Outcome 5: Enhanced quality teaching and learning

To gain a competitive advantage in agricultural and forestry education and training space, it is in the best interest of academic business to continue delivering quality programme, applied research, and promoting community engagement.

3.6. Outcome 6: Improved 'students' entrepreneurial competencies

The ultimate objective of vocational education and training is to develop a more ready student to face the financial world's challenges rather than an employment seeker. Improved 'student's entrepreneurial competencies through effective teaching and learning based on real life problem is the objective of our academic programme.

3.7. Outcome 7: Improved agriculture and forestry skills programmes that promote rural wealth creation.

Building an entrepreneurial culture and environment in the provision of farming skills programmes within our rural space addresses unemployment, poverty and inequality. Communities around FCAFTI have available land that is not sufficiently used, and there is high poverty and unemployment rates. Therefore, rural wealth creation will improve local economic activity and subsequently, people's livelihood.

Institute. To this end, better utilisation of farm resources such as land and water to mention but a few is critical for realizing productivity and profitability.

3.8. Outcome 8: Improved farming environment that promotes/support teaching and learning, applied research, and community outreach.

Farming should be geared towards a conducive agriculture education and training applied research in terms of availability of training facilities, land, and animals to students and farmers. To ensure knowledge generation for clients, farming practices and facilities should be technologically enhanced to meet the market stand.

3.9. Outcome 9: Improved agricultural productivity and profitability for the Farm

The profitability of the farming enterprise depends on self-sufficient and sustainable production volumes and quality of produce at the Farm. This positions the Farm to fulfill its responsibility of revenue generation for the

4. KEY RISKS

FCAFTI OUTCOMES KEY RISKS AND MITIGATIONS

Outcomes	Key Risks	Risk Mitigations
1. Improved corporate governance	Appointment of the Council not well constituted	Facilitate appointment of Council members in terms of FCAFTI Act no 7, 2015
	Inability to meet council obligations	Council calendar to be developed at the beginning of the financial year
		Implement and follow-up on the implementation of council resolutions
		Conduct council and council committee evaluations bi-annually
	Loss of operational grants due to non-submission of statutory information/ reports	Quality Assurance and Institutional planning office established under the office of the Principal to drive planning and reporting processes
		Monitor implementation of internal control systems to eliminate irregularities
		Facilitate the establishment of a functional SCM unit to enhance segregation of duties.
	Loss of accreditation and closing of operations due to non-adherence to the requirements of the regulatory environment	Internal evaluation conducted, and quality improvement plans implemented.
		Evaluate compliance via compliance register and implement recommendations thereof
		Implement recommendations of both Internal and external auditors
	Inability to implement expansion plans of the Institute due to limited funding	Implement fundraising policy
	Susceptible to fraud and irregularities	Establishing a functional supply chain management unit to drive SCM processes.
		Review and align the SCM policy with best practices
	Financial losses due to the incurrance of fruitless and wasteful expenditure	Monitor adherence to the provisions of the law and approved financial management policies.
Develop effective payment and creditors management systems and monitor implementation thereof.		

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	Loss of funding due to non-compliance with the regulatory environment	Cooperate with functioning of Internal Audit unit Develop and monitor implementation of compliance register Monitor compliance with statutory reporting deadlines
2. An effective and efficient Human Capital Management and Development services	Inadequate or gap in HR Policies	Develop and approved HR Policies
	Absence of an Individual Performance Management System	Develop and implement an Individual Performance Management and Development Policy and System
	Absence of an employee candidate probity verification system	Develop and deploy a candidate employee vetting policy and system
	Unmanaged Leave Management System	<ul style="list-style-type: none"> ▪ Conduct Leave Management awareness programmes and workshops. ▪ Develop and deploy Employee Leave Management Self Service System.
3. A Relevant academic programme responsive to the needs of Industry and aligned with the 4IR	Loss of accreditation.	Establish a functional curriculum advisory board
		Collaborate with relevant local and international institutions for student exchange programs purposes
		Effectively implement relevant academic policies.
		Conducting academic programme self-evaluations.
	Failure to adopt new technologies due to limited resources	Involve Industries in curriculum review
Programmes not in line with accreditation criteria	Strengthen relations with the Industry for students and lecturer placement	
4. A Conducive environment that inspires effective vocational modern teaching and learning	Loss of enrolment and inability to attract qualifying students	<ul style="list-style-type: none"> ▪ Implementation of infrastructure improvement plans prioritising academic facilities. ▪ Acquisition of sufficient library material and teaching aid.
	Reputational damage due to poor academic results	Prioritise training and development of academic staff
	High failure rate	Avoiding poor attendance

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	Limited resources that may hinder exposure	Partnership with relevant Industry for field visit, practical exercises and experiential training
		Use relevant educational videos
	Network connectivity	Upgrade Network connectivity
	Student strike	Ensuring required academic support to students
	Drop out of students	Approaching SETAs to secure bursary funding for students
5. Enhanced teaching and learning, applied research, and community outreach	Inadequate resources to support rolling-out of quality teaching and learning	Operationalise fund raising strategies.
		Establish partnerships with Industry Partners and forge working relationships with Institutions of Higher Learning.
		Prioritise provision of teaching and learning material and subscriptions to online library databases.
	Lack of Library materials	Subscription to online library databases
	Lack of Digitalization and software	Partnership with industries and other institutions
	Insufficient administrative support for teaching and learning	<ul style="list-style-type: none"> ▪ Effective Planning and implementation of support strategies. ▪ Effective maintenance of facilities used for teaching and learning.
	Students/staff Strikes	<ul style="list-style-type: none"> ▪ SRC/Trade union regular meetings with Management ▪ Development and clearly communicated policies, procedures, rules and regulations.
	Lack of committees governing research process	Collaborations with research institutes and universities
	Lack of funding for conducting applied research	Write joint funding proposals with other institutions (ARC, universities)
Covid-19 pandemic lockdowns	Implementing online teaching and learning platforms	
6. Improved 'students' entrepreneurial competencies.	Lack of funding to implement entrepreneurial activities.	<ul style="list-style-type: none"> ▪ Establish partnership with industries and other institutions. ▪ Assist students in developing funding proposals to fund business ventures. ▪ Resuscitation and strengthening of 'students' clubs
	Lack of policy to guide	Develop overall governance and financial governance compliance regulations

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	implementation entrepreneurial activities.	for the Institute to guide Management of entrepreneurial activities.
7. Improved knowledge generation and dissemination	Lack of funding	Collaboration with other institutions and Industry
		Training and development of staff on knowledge generation and Management
8. Improved farming environment that promotes/support teaching and learning, applied research, community outreach.	Non-compliance with environmental management regulations.	Conduct a compliance review.
		Compliance matters to be prioritised with relevant government departments (Water and Environmental Affairs).
	Lack of appropriately skilled farming staff for the Farm to operate optimally.	The Farm will conduct a skills profile for staff and work with the HR Department to improve the skills of staff.
9. Improved agricultural productivity and profitability for the Farm	Inadequate Planning causing increased production inputs to exceed production output. Lack of production discipline and Planning.	The culture of planning and production discipline will be created through communication and consequence management will be instituted against staff members that refuse to carry out instructions relating to planning.
	Theft of farming implements, crops and stocks due to inadequate security measures.	Design and implement an asset improved management system.
		Redesign the Farm to work towards re-establishing good working relationships with the nearby communities and Middle Drift SAPS. The Farm will also work with the FMID Department to improve security and report and open theft cases at the Police Station.
	Stock level management not done which results to emergency procurement and stock out situations.	Inventory management tools to be developed, implemented and strictly monitored. The training/skilling of stock persons to be prioritized.
		Implement consequence management against staff members that without reason do not do their work properly.

**PART D
TECHNICAL INDICATOR DESCRIPTIONS (TIDs)**



TECHNICAL INDICATOR DESCRIPTION

FCAFTI TID for Outcome Indicators for OUTCOME 1:

Indicator title	Level of improvement in governance and oversight.
Definition	Well constituted and functioning Council, functioning council committee, functioning independent assurance providers.
Source of Data	Council and Council Committee minutes, Audit Committee reports, Internal Audit reports (financial and non-financial), External audit reports (financial and non-financial)
Method of Calculation or Assessment	Simple Count
Assumptions	MEC available to appoint a full complement of Council, Council, discharging its mandate in terms of the Act, Audit Committee available to approve Internal Audit plans and IA reports
Disaggregation of Beneficiaries	Not Applicable
Spatial Transformation	Not Applicable
Desired Performance	Improved corporate governance and clean administration
Indicator responsibility	Principal

Indicator title	Improvement in financial and performance against predetermined objectives audit outcomes
Definition	Sound financial management, functioning and adherence to internal control systems, accurate reporting, and achieving predetermined objectives
Source of Data	Internal Audit reports (financial and non-financial), External audit reports (financial and non-financial)
Method of Calculation or Assessment	Simple Count
Assumptions	Availability of resources (Human, financial, systems, network, infrastructure) underpinned by an ethical workforce

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Disaggregation of Beneficiaries	Not Applicable
Spatial Transformation	Not Applicable
Desired Performance	Clean audit outcomes
Indicator responsibility	Principal

Indicator title	Improved Quality Assurance Systems.
Definition	Provide quality assurance manuals that will guide the Institute in fulfilling its mandate and ensuring adherence to policies.
Source of Data	Approved policies
Method of Calculation or Assessment	Simple count
Assumptions	Policies to be used as a guiding tool in rendering services to all employees, other stakeholders, and students
Disaggregation of Beneficiaries	All employees and students
Spatial Transformation	None
Desired Performance	Implementation of policies as targeted
Indicator responsibility	Programme Manager

Indicator title	Improved institutional review outcomes by accreditation bodies.
Definition	Conduct reviews to retain its accreditation status with relevant bodies
Source of Data	CHE and SAQA records
Method of Calculation or Assessment	Simple count

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Assumptions	Conduct reviews to maintain the accreditation status of the Institute
Disaggregation of Beneficiaries	All academics and students
Spatial Transformation	None
Desired Performance	Compliance with all accreditation bodies for continued service to clients
Indicator responsibility	Programme Manager

Indicator title	Improved partnerships with Community & Industries stakeholders.
Definition	Facilitate the establishment of committees that will assist the Institute in the running effectively. Networking with industries and other stakeholders to an established partnership will strengthen relations that will support students and the Institute.
Source of Data	Approved and functional committees
Method of Calculation or Assessment	Simple count
Assumptions	Committees provide both technical and strategic support to the Institute
Disaggregation of Beneficiaries	All employees and relevant stakeholders
Spatial Transformation	None
Desired Performance	Institute assisted with technical and strategic advice to make sound decisions
Indicator responsibility	Programme Manager

Indicator title	Improved Student and Alumni activity governance.
Definition	Facilitate the student representative council's electoral process and establish Alumni to help the Institute in branding, mentorship, and assist in securing funding for students.

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Source of Data	Institute archives and Electoral provider database
Method of Calculation or Assessment	Simple Count
Assumptions	Sound student leadership and functional Alumni which will enhance the competitiveness of the Institute
Disaggregation of Beneficiaries	All students and Alumnae
Spatial Transformation	None
Desired Performance	Good student leadership and effective Alumni structure
Indicator responsibility	Programme Manager

FCAFTI TID for Outcome Indicators for OUTCOME 2:

Indicator title	Improved Human Resource Management practices in support of conducive working environment
Definition	Approved Human Resource Policies, Procedures, and best practices to support Human Capital Management
Source of Data	Approved Policies, Procedures, and best Human Resource Practices
Method of Calculation or Assessment	Percentage
Assumptions	Credible HR Records systems and data
Disaggregation of Beneficiaries	All Employees irrespective of Gender, Race, and Disabilities
Spatial Transformation	Change Management and dedicated workforce
Desired Performance	Performance above-set standards
Indicator responsibility	Programme Manager

FCAFTI TID for Outcome Indicators for OUTCOME 3:

Indicator title	Number of curriculum advisory committees in place.
Definition	Committees of experts from agriculture and forestry sectors for the provision of advice for the purposes of improvement and alignment of curriculum to the industry needs.
Source of Data	Institutional audited annual report
Method of Calculation or Assessment	Simple Count
Assumptions	An accredited programme in line with CHE criteria and standards
Disaggregation of Beneficiaries	Focused on all academic programmes
Spatial Transformation	The positive impact to all the current and prospective group of students
Desired Performance	A total of 6 advisory committees in 2025
Indicator responsibility	Programme Manager

Indicator title	Number of curricula developed.
Definition	curriculum encompassing modules with the syllabus for programmes accredited by Council on Higher Education which are responsive to the requirement and needs of the Industry
Source of Data	A verified institutional prospectus outlining various programmes offered and CHE
Method of Calculation or Assessment	Simple Count
Assumptions	Records on student management system and HEQSF database
Disaggregation of Beneficiaries	Applicable to all the registered students irrespective of gender, race, and disability
Spatial Transformation	Improve the societal knowledge and skills in Agriculture and Forestry
Desired Performance	A total of 9 curricula in 2025 that would contribute to the development of competitive graduates

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Indicator responsibility	Programme Manager
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FCAFTI TID for Outcome Indicators for OUTCOME 4:

Indicator title	Number of <i>multi-functional</i> seaters fully equipped lecture rooms.
Definition	Lecture rooms to provide appropriate space to cater for effective facilitation of teaching and learning
Source of Data	Institutional Master Plan
Method of Calculation or Assessment	Simple count
Assumptions	The infrastructure development plan is revised and implemented
Disaggregation of Beneficiaries	Target students irrespective of gender, race, and disabilities
Spatial Transformation	N/A
Desired Performance	A total of five 200 seaters and one 500-seater multi-functional lecture rooms by 2025
Indicator responsibility	Programme Manager

Indicator title	The number of teaching models available.
Definition	Teaching and learning aids significant to promote vocational, practical, and problem-based learning
Source of Data	Classrooms, Laboratories, and workshop
Method of Calculation or Assessment	Simple Count
Assumptions	Functional classrooms, laboratories and ' 'workshop's teaching and learning aid model
Disaggregation of Beneficiaries	Targets registered students in both agriculture and forestry programme irrespective of gender, race, and disability

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Spatial Transformation	N/A
Desired Performance	A total of 50 teaching and learning aids/models placed or fitted in various classrooms, laboratories, and workshop
Indicator responsibility	Programme Manager

Indicator title	Number of academic staff supported to undertake professional qualification/studies
Definition	Support provisioned to academic staff pursuing professional qualifications or studies through capacity development programme of the Institute.
Source of Data	Approved workplace skills plan
Method of Calculation or Assessment	Simple Count
Assumptions	The skills assessment form to determine the training needs of academic staff is in place
Disaggregation of Beneficiaries	Target all the academic staff of the Institute irrespective of gender, race, and disability
Spatial Transformation	N/A
Desired Performance	A total of 20 academic staff to have received support by 2025
Indicator responsibility	Programme Manager

FCAFTI TID for Outcome Indicators for OUTCOME 5:

Indicator title	Number Teaching and learning policies reviewed.
Definition	Continuous improvement of teaching and learning policies is significant to ensure the academic operations are conducted with the prescripts of CHE programme accreditation criteria and standards
Source of Data	Records of approved teaching and learning policies
Method of Calculation	Simple Count

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or Assessment	
Assumptions	Approved policies
Disaggregation of Beneficiaries	Target all groups of students irrespective of gender, race, and disability
Spatial Transformation	N/A
Desired Performance	A total of 8 teaching and learning policies will be reviewed
Indicator responsibility	Programme Manager
Indicator title	The number of teaching and learning plan developed.
Definition	The overall teaching and learning plan to ensure effective implementation and rollout of academic programme activities.
Source of Data	Institutional policies database
Method of Calculation or Assessment	Simple Count
Assumptions	The teaching and learning plan approval will be granted
Disaggregation of Beneficiaries	N/A
Spatial Transformation	N/A
Desired Performance	A total of 2 teaching and learning plan to be developed by 2025
Indicator responsibility	Programme Manager

Indicator title	Number of practical conducted
Definition	Hands-on activities that are conducted students in line with the curriculum to impart practical skills

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Source of Data	Verified and approved practical plan and manuals
Method of Calculation or Assessment	Simple Count
Assumptions	Resources required for conducting planned practical are available
Disaggregation of Beneficiaries	Target all participants irrespective of gender, race, and disability
Spatial Transformation	Develop all students registered in various academic programmes of the Institute
Desired Performance	Well trained students capable of solving practical agricultural and forestry-related problems
Indicator responsibility	Programme Manager

Indicator title	Percentage of courses with an overall average 'students' satisfaction greater than 80% (course evaluation).
Definition	Signifies the 'students' level of satisfaction about the overall delivery of the courses that are facilitated within the academic programmes
Source of Data	Student-lecturer monitoring and evaluation results for course evaluation
Method of Calculation or Assessment	Percentage
Assumptions	All requirements to complement the delivery of teaching and learning approaches are in place
Disaggregation of Beneficiaries	N/A
Spatial Transformation	N/A
Desired Performance	Performance above the set standards to achieve 100%
Indicator responsibility	Programme Manager

Indicator title	The number of curricula reviewed.
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Definition	Updated curriculum which incorporates the inputs of both agriculture and forestry industry stakeholder
Source of Data	Verified prospectus
Method of Calculation or Assessment	Simple count
Assumptions	Curriculum advisory committee meetings take place annually as scheduled
Disaggregation of Beneficiaries	N/A
Spatial Transformation	N/A
Desired Performance	A total of 8 curricula will be reviewed by 2025 annually
Indicator responsibility	Programme Manager

Indicator title	Percentage of employer satisfaction with graduate competencies
Definition	Signifies the 'employers' level of satisfaction with the graduate competencies
Source of Data	Work-integrated learning evaluation and 'student's tracking exercise
Method of Calculation or Assessment	Percentage
Assumptions	'Graduates' performance in the workplace is above the 'employers' set standards
Disaggregation of Beneficiaries	N/A
Spatial Transformation	N/A
Desired Performance	70% of 'employer's satisfaction attained by 2025
Indicator responsibility	Programme Manager

Indicator title	Number of student WIL place made
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Definition	Placement of students in various farming enterprises and forestry plantation for learning at work purposes
Source of Data	Placement database
Method of Calculation or Assessment	Simple Count
Assumptions	All enrolled student qualifies to participate in work-integrated learning placement in record time
Disaggregation of Beneficiaries	All enrolled student irrespective of gender, race, and disability
Spatial Transformation	WIL placement to consider farms and forest plantation across the country
Desired Performance	100% of students qualifying for WIL placement annually
Indicator responsibility	Programme Manager

Indicator title	Number of short courses provided
Definition	Short courses facilitated to supplement the theoretical knowledge in the specific area of study or expertise
Source of Data	Short courses plan
Method of Calculation or Assessment	Simple Count
Assumptions	The plan for rolling out short courses is developed and is in place
Disaggregation of Beneficiaries	Enrolled students to participate irrespective of gender, race and disability
Spatial Transformation	N/A
Desired Performance	A total of 15 short courses are planned to be implemented by the year 2025
Indicator responsibility	Programme Manager

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Indicator title	Number of guest lectures
Definition	Complementary teaching and learning lessons conducted by experts from the agriculture and forestry Industry or education Sector
Source of Data	Teaching and learning plans
Method of Calculation or Assessment	Simple Count
Assumptions	T&L plans are in place and approved
Disaggregation of Beneficiaries	Targets to capacitate all students irrespective of gender, race, and disability
Spatial Transformation	
Desired Performance	A total of 20 guest lectures are envisaged by 2025
Indicator responsibility	Programme Manager

Indicator title	Number of community engagement activities
Definition	Participating in community outreach activities to provide agricultural and forestry technical skills
Source of Data	Community engagement database
Method of Calculation or Assessment	Simple Count
Assumptions	The community engagement database is properly captured
Disaggregation of Beneficiaries	Targets both rural and urban communities without emphasizing gender, race, and disability
Spatial Transformation	Community engagement activities targeted to both surrounding rural and urban communities
Desired Performance	A total of 50 are envisaged by 2025, with a maximum of 10 annually
Indicator responsibility	Programme Manager

Indicator title	Establishment of the research committee
Definition	Research committee is responsible with the approval of research proposal for the studies that are to be conducted by both students and academic staff
Source of Data	Research Policy
Method of Calculation or Assessment	Simple Count
Assumptions	Research policy is in place and approved
Disaggregation of Beneficiaries	It is targeted to all students and staff irrespective of gender, race, and disability
Spatial Transformation	
Desired Performance	A total of 1 research committee will be established by 2025
Indicator responsibility	Programme Manager

Indicator title	Number of research output presented in conferences
Definition	Research findings disseminated in conferences to share with the scientific fraternity of new developments as well as approaches or good practices significant when conducting research
Source of Data	Accepted abstract
Method of Calculation or Assessment	Simple Count
Assumptions	Abstract submission responding to various conference calls is considered by academic staff and students
Disaggregation of Beneficiaries	Targets to both staff and students irrespective of gender, race, and disability
Spatial Transformation	Participation in local and international conferences

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Desired Performance	A total of 10 research outputs will be presented in conferences by 2025
Indicator responsibility	Programme Manager

Indicator title	Number of research papers published
Definition	Original research articles that are published in peer reviewed journals articulating research findings.
Source of Data	Peer-reviewed articles and search from journals
Method of Calculation or Assessment	Simple Count
Assumptions	Submission of articles to peer-review journals will be prioritized
Disaggregation of Beneficiaries	Targets submission from both staff and students irrespective of gender, race and disability
Spatial Transformation	Consideration of local and international journals
Desired Performance	A total of 10 research papers or articles will be published by 2025 targeting 2 annually.
Indicator responsibility	Programme manager

Indicator title	Number of seminars conducted
Definition	It is a presentation seeking to share new information and technologies in agriculture and forestry between students and staff organised internally.
Source of Data	Seminar implementation plan
Method of Calculation or Assessment	Simple Count

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Assumptions	Seminar plan and schedule are put in place and implemented
Disaggregation of Beneficiaries	Targets participation by both staff and students irrespective of gender, race, and disability
Spatial Transformation	N/A
Desired Performance	A total of 10 seminars will be organized by 2025 targeting 2 annually.
Indicator responsibility	Programme Manager

FCAFTI TID for Outcome Indicators for OUTCOME 6:

Indicator title	The number of students engaged in entrepreneurship activities.
Definition	Students participating in entrepreneurship activities while still pursuing their studies.
Source of Data	Approved list of entrepreneurship activities
Method of Calculation or Assessment	Simple count
Assumptions	The list of approved activities is in place for implementation
Disaggregation of Beneficiaries	Target all students irrespective of gender, race, and disabilities
Spatial Transformation	N/A
Desired Performance	A total of 60% 'graduates' businesses by 2025
Indicator responsibility	Programme Manager

Indicator title	The number of graduates who established business.
Definition	Graduates establishing agricultural and forestry businesses
Source of Data	'Companies' registration data

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Method of Calculation or Assessment	Simple
Assumptions	Graduates acquire entrepreneurial competencies to enable them to pursue business
Disaggregation of Beneficiaries	Target all graduate irrespective of gender, race, and disabilities
Spatial Transformation	Targets of graduates from all nine provinces
Desired Performance	A total of 10% overall average every academic year by 2025
Indicator responsibility	Programme Manager

FCAFTI TID for Outcome Indicators for OUTCOME 7:

Indicator title	Number of skills programmes offered
Definition	Accredited and Non-Accredited plant and animal skills programmes offered to capacitate youth and farmers
Source of Data	AgriSETA programme approval Database
Method of Calculation or Assessment	Simple Count
Assumptions	The programme accreditation and approval is maintained
Disaggregation of Beneficiaries	Youth and farmers irrespective of gender, race, and disability
Spatial Transformation	Targets rural and urban communities across all nine Provinces
Desired Performance	A total of 10 skills programme implemented by 2025
Indicator responsibility	Sub-Programme Manager

Indicator title	Number of support programmes implemented to improve access
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Definition	Improve symbols or levels to matric subjects such as mathematics and science in order to create better chances for learners with lower levels to be admitted to the Higher Education band.
Source of Data	Enrolment list
Method of Calculation or Assessment	Simple Count
Assumptions	Enrolment of learners in support programmes will be achieved
Disaggregation of Beneficiaries	Matriculates who poorly performed in mathematics and science subjects irrespective of gender, race and disability
Spatial Transformation	This programme targets prospective students from across the country
Desired Performance	A total of 2 programmes will be implemented by 2025
Indicator responsibility	Sub-Programme Manager

Indicator title	Number of NCV programmes implemented
Definition	Training of youth and people with and without matric on primary agriculture.
Source of Data	Enrolment list.
Method of Calculation or Assessment	Simple Count
Assumptions	Enrolment of learners in support programmes will be achieved
Disaggregation of Beneficiaries	Target youth irrespective of gender, race, and disability
Spatial Transformation	This programme targets prospective students from across the country
Desired Performance	A total of 1 programme will be implemented by 2025
Indicator responsibility	Sub-Programme Manager

Indicator title	Number of discretionary grants applications submitted
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Definition	Submission of discretionary grant applications to Institutions like AgriSETA, National Skills Levy and relevant government departments for skills trainings and mentoring on agriculture.
Source of Data	Discretionary Grant Application
Method of Calculation or Assessment	Simple Count
Assumptions	Calls for Discretionary Grant from the SETAs remain available
Disaggregation of Beneficiaries	Target both Youth and Farmers irrespective of gender, race, and disability
Spatial Transformation	Eastern Cape rural communities
Desired Performance	A total of 10 discretionary grants application to be submitted by 2025
Indicator responsibility	Sub-Programme Manager

Indicator title	Number of community engagements conducted
Definition	Communities that are supported with production information, resources, and technical skills to enhance their farming.
Source of Data	Community outreach database
Method of Calculation or Assessment	Simple Count
Assumptions	Farming
Disaggregation of Beneficiaries	Farmers Schools
Spatial Transformation	Amahlathi and Raymond Mhlaba Municipalities
Desired Performance	10
Indicator responsibility	Sub-Programme Manager

FCAFTI TID for Outcome Indicators for OUTCOME 8:

Indicator title	The number of farming enterprises in place.
Definition	The Farm consists of 13 enterprises (7 Animal production enterprises and 6 Field Husbandry enterprises).
Source of Data	Farm Operational Plans.
Method of Calculation or Assessment	Simple count.
Assumptions	Approved Farm Operational Plans are in place.
Disaggregation of Beneficiaries	Students, Farmers, and Community irrespective of gender, race, and disability.
Spatial Transformation	Surrounding communities and Students
Desired Performance	A total of 13 enterprises will be in place and operational by 2025.
Indicator responsibility	Sub-Programme Manager
Indicator title	Number of farming services provisioned to communities
Definition	The Institute is living with communities from which it cannot be separated. The Farm has a responsibility to render farming services to the surrounding communities, six in total, where the Institute is situated.
Source of Data	Farm Operational Plans.
Method of Calculation or Assessment	Simple count.
Assumptions	Approved Farm Operational Plans are in place.
Disaggregation of Beneficiaries	Farmers irrespective of gender, race, and disability
Spatial Transformation	The surrounding communities are targeted
Desired Performance	A total of three farming services will be provisioned to communities by 2025
Indicator responsibility	Sub-Programme Manager

FCAFTI TID for Outcome Indicators for OUTCOME 9:

Indicator title	Number of improved farming enterprises
Definition	Farming enterprises operating within the acceptable practices and striving towards implementing technological advancement to improve production.
Source of Data	Farm Operational Plans.
Method of Calculation or Assessment	Simple count.
Assumptions	Approved Farm Operational
Disaggregation of Beneficiaries	Students, Farmers and Community.
Spatial Transformation	N/A
Desired Performance	A total of 13 existing farming enterprises will be improved by 2025
Indicator responsibility	Sub-Programme Manager

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