Oranjemund College and Vocational Training Centre

Stakeholder Engagement Workshop

FINAL PROGRAMME

Thursday 5 November 2026 | 09:00–13:00 | Youth Centre

Purpose: To consult on the proposed establishment of the two institutions, trading as Oranjemund College and Vocational Training Centre, and develop evidence for the applicable regulatory processes.

Time	Session and discussion focus
09:00–09:15	**Welcome and regulatory context** Record represented interests and distinguish incorporation, provider approval and qualification registration. Output: attendance and scope record. [R1–R5]
09:15–09:55	**1 Vision and Mission** Review purpose and measurable goals against community skills needs. Output: revised statements and consultation record for governing-body consideration. [R3]
09:55–10:40	**2 Establishment** Review legal entities, trading name, governance, premises, staffing and financial readiness. Output: institution-specific compliance gaps and evidence owners. [R1–R3, R5]
10:40–10:55	**Refreshment break**
10:55–11:45	**3 Programmes** Review demand, outcomes, levels, credits, entry, assessment and delivery capacity. Output: programme-by-programme regulatory route and evidence gaps. [R2–R5]
11:45–12:20	**Stakeholder feedback and recommendations** Capture support, concerns and proposed changes; identify missing national stakeholders. Output: consultation and response matrix. [R3, R4]
12:20–12:50	**Agreed actions and way forward** Allocate document preparation, regulator clarification and submission responsibilities. Output: action register with owners, due dates and approval gates. [R1–R5]
12:50–13:00	**Closing remarks and vote of thanks** Confirm minutes and next steps. Workshop recommendations do not confer registration, accreditation or permission to offer programmes. [R2–R5]

Facilitation: Programme Director, institutional representatives and session facilitators. Regulatory references R1–R5 and evidence requirements appear in the annex.

Regulatory alignment and workshop evidence

The references below identify distinct regulatory pathways. Confirm the applicable route for each institution, programme, delivery mode and site. Workshop outputs support applications; they are not regulatory decisions.

R1 Legal establishment and accountable provider

BIPA corporate registration establishes the legal entity, not education approval. Evidence to assemble: current founding documents, responsible entity for each proposed programme, governance responsibilities and the legal basis for the joint trading name. Do not treat two entities as one approved provider.

BIPA close corporation guidance

R2 NTA registration for vocational education and training

NTA states that providers within its VET scope must register before operating. Its registration process examines facilities, staff and health and safety compliance. Evidence to assemble: programme and site scope, staff credentials, equipment inventory and premises compliance documents. NTA registration and NQA accreditation are separate processes.

NTA quality assurance | NTA provider registration

R3 NQA accreditation and institutional capacity

For applicants seeking NQA accreditation, GN 124/2006, regulation 3(3) and Annexure B require evidence against accreditation criteria. Element 1 connects mission, measurable goals, governing-body approval and stakeholder consultation. Elements 2.1–2.9 address governance, courses, access, staffing, resources, delivery, learner support, assessment and records. Evidence to assemble: revised goals, consultation minutes and a quality-management readiness matrix with document owners.

NQA accreditation regulations and Annexure B

R4 NQF qualification registration

GN 125/2006, regulation 8 and Annexure G distinguish qualification registration from provider approval. New qualification submissions require documented rationale and national stakeholder consultation. Evidence to assemble: programme titles, proposed levels, credits, outcomes and assessment approach; labour-market evidence; stakeholder feedback and responses. This local workshop alone does not establish complete national consultation. For existing qualifications, verify the registered version and the provider’s authorised delivery scope.

NQF regulations and Annexure G

R5 Higher education registration where applicable

The Higher Education Act 26 of 2003 excludes VET from its definition of higher education (section 1). For provision within higher education, section 22 requires registration; section 25 addresses facilities, financial capacity, staffing, programme quality and non-discrimination. Do not infer NCHE jurisdiction from the College name or NQF level alone. Evidence to assemble: programme-specific applicability questions and a registration dossier; clarify NCHE/NQA programme-quality requirements before launch.

Higher Education Act sections 1 and 22–25

Recording and follow-up

The rapporteur should retain attendance, agreed amendments, dissenting views, supporting evidence and an action register recording institution, requirement, gap, owner, due date and decision status. These are proposed evidence-management arrangements, not a claim that the workshop format itself is legally prescribed.

Official sources checked 2 November 2026. No current registration or accreditation status is certified by this programme.